An evaluation of the Brawley/Pfeiffer Black Male Initiative Program a component of Clark Atlanta University

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ABSTRACT
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AN EVALUATION OF THE BRAWLEY/PFEIFFER BLACK MALE INITIATIVE PROGRAM A COMPONENT OF CLARK ATLANTA UNIVERSITY

Advisor: Professor Sandra J. Foster
Thesis dated: May 1996

This study assesses the effectiveness of the goals and objectives of the Clark Atlanta University Brawley/Pfeiffer Male Initiative Program (BMI). The study examined the effectiveness of the components of the program which are: Male/Peer Mentorship, Academic Support Services, Student Development, and Career Enrichment Program.

The survey design method in the form of a questionnaire was distributed to the freshmen male students of Brawley and Pfeiffer Halls and employed to collect the data needed to determine the effectiveness of the Black Male Initiative program.

The conclusions drawn from this study showed that the primary components are very effective among the participants. Yet one of the most important aspects of the program, the Male/Peer Mentor Program, is not as effective because of lack of commitment/communication between the peer and male mentors and the participants of the program.
AN EVALUATION OF THE BRAWLEY/PFEIFFER BLACK MALE INITIATIVE PROGRAM A COMPONENT OF CLARK ATLANTA UNIVERSITY

A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY
LUGENE TWIGGS

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA
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Most importantly, I acknowledge the participants of the Male Initiative Program at Brawley and Pfeiffer Halls and those who have allowed me to share in their research and all those who have assisted me with this thesis.
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CHAPTER I
INTRODUCTION

Program evaluation is the use of social science research methods by evaluators, administrators, or practitioners to assess the planning, implementation, or outcome of social programs in a political environment.

Social programs are planned and implemented to achieve certain outcomes. The questions program evaluation answers are different depending on what you want to address. You may have questions about the design or you want to assess the plan. You may have questions about how the program works or is being implemented you want to monitor program operations or processes. You may want to look at the program’s success or usefulness you want to assess the program’s outcomes.¹

This study assesses the usefulness of Brawley/Pfeiffer Clark Atlanta University Black Male Initiative program. The purpose is to determine how the program works. More emphasis is placed upon feedback about the intervention rather than upon a formal assessment of whether the program goals are achieved.

This study will use the program evaluation method proposed by Michael T. Smith.² The method includes the

²Ibid.
program, description, definition of the program goals. Study design implementation, data analysis and a report of the results.
CHAPTER II
PROGRAM DESCRIPTION

The Brawley/Pfeiffer Male Initiative Program (BPMI) is a component of Clark Atlanta University. Its mission is to address the concerns and needs of African American males by focusing on a broad range of personal, social, and spiritual development issues. The BPMI is both a prevention and intervention program which focuses on increasing motivation, enhancing potential and providing opportunities and resources designed for growth and success in life.

Although the program serves all African American males enrolled at Clark Atlanta University (CAU), special emphasis is placed on freshmen in order to integrate the concepts promoted by BPMI throughout each year of their college careers.

The BPMI aspires to produce CAU graduates who are confident and able to incorporate personal motivation and resourceful thinking into everyday life. Young men who participate in the BMI program will emerge from their university experience equipped with values, skills, and attitudes that will enable their future success in personal, interpersonal, and professional relationships.

The BMI provides opportunities that promote pursuing and maintaining a high level of academic achievement in the quest for a university degree. To help reach as many young
African American males as possible, the Brawley/Pfeiffer Male Initiative program has an active recruitment program. Once they are enrolled in the university, the BPMI helps students achieve scholastic success by arranging for academic support if needed. And to enhance the students' overall university experience and performance, the BPMI is working to establish a peer and faculty-student buddy system. This buddy system will provide each student with personal support from not only classmates but also professors and other university leaders.

Rationale

It has become evident to colleges and universities throughout the nation that in order to increase student retention and graduation rates emphasis must be placed on total student development. They must now find ways to integrate the academic, personal and development goals of students in order for them to successfully matriculate through the institution. While African American student college enrollment rates have risen in the past few years, African American men continue to lag behind African American women in matriculation and graduation rates.¹

Recently, the national press has published numerous articles on the "endangered black male". Heralding how there are more African American men in prison, on probation, on parole, out of school and out of work than at any time in American history.¹

or on parole (1,290,227) than in college (542,000) in the United States. Overall, only 32 percent of African American men who enter college in this country graduate within six years. African American scholarship athletes actually fare better with an overall six year graduation rate of 40 percent.

Research continues to show that within the framework of the peer group lower income black males, in particular, are said to learn to act, speak, behave, and perceive the world differently than desired by their parents and the community. More important they learn to play the stereotypical roles, and their ideas of success are changed from the traditional educational and occupational pursuits to more environmentally oriented criteria. Thus, while perhaps still very achievement-oriented, many black males seek success through avenues which detract from the social mobility efforts that blacks as a group have chosen, i.e., to achieve success by playing the same rules as the rest of society.

Although the ideas as presented seem to have merit, research has yet to prove the street culture, peer group,

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and television have more of a socializing effect upon black males than their families and significant others. The term significant others is used by various theorists to denote those persons who exercise a major influence on the attitudes of individuals by (1) communicating the norms, values, and expectations of the culture or society in which they live; (2) defining the behavior that is considered to be appropriate to the culture or society in which the individual resides; (3) modeling the appropriate attitudes and behaviors; and (4) providing the necessary information about the environment to the individuals under.5

Clark Atlanta University's administration, faculty and staff have the opportunity to become significant others in the lives of our black male students. The activities of the Black Male Initiative program will allow us to make a difference in the matriculation, retention, and graduation rates of our African American male students.

The integration of the academic, personal and career components of black males' college years is crucial in determining whether or not he succeeds. To supports its African American men Clark Atlanta University has identified key components of an effective undergraduate education at the University. An "active engagement" approach is the strategy through which the University will focus on ten

elements which are equivalent to students active engage in university life. The ten elements are: (1) Orientation, (2) Hierarchical Need, (3) Intellectual and Cultural Enrichment, (4) Social Integration, (5) Connection (Affiliation and Belonging), (6) Purpose and Direction, (7) Personal and Social Development, (8) Personal and Spiritual Support, (9) Leadership Development, and (10) Personal Attention, Regard, Recognition. These "active engagement" elements are consistent with developmental theories, student retention and persistence models in higher education, and student personnel concepts.  

The approach to addressing and operationalizing the "active engagement" elements include integrated, active, comprehensive, and holistic approaches. "Integrated" means that the initiatives efforts will be carried out across University departments and divisions and with organizations in the community. "Active" means that the approach addresses myriad factors related to students' success and progress at the University. "Holistic" means that the approach recognizes that students' performance in, success at, and adjustment to university life are affected by numerous factors and forces that interplay in their lives.

Furthermore, operationalizing the "active engagement" approach requires that the following over-arching provisions

be made:” (1) provisions that alleviate stresses which impede students’ adjustment to, progress through and success at the University, (2) provisions that complement and support students’ academic pursuits, (3) provisions that enable students to acquire skills, knowledge, and dispositions necessary to operate effectively in the university setting, (4) provisions that enhance students’ appreciation for the cultural and scholarly contributions of Africans and African Americans and that broaden their exposures to the aesthetics of African and African American culture, (5) provisions that foster a sense of "belonging" among students and that promote their involvement in relevant facets of university life, (6) provisions that enhance students’ development of wholesome self-esteem so that they gain confidence in their ability to persist at the University and assume meaningful roles in larger societies.  

**Intervention Methods**

Successful implementation of these elements during the first year and beyond will be obtained through the following Black Men’s Initiative program components:

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7Ibid.

8Ibid.
Mentor Program

To facilitate the integration of first year students to the campus environment, to familiarize them with university processes and procedures, and to provide guidance and advice, a three tier mentor program has been developed. Select upper-class students are invited to participate as peer mentors for these students. Peer mentors help assist students budget time wisely, they introduce them to campus organizations, assist them in using the library effectively, acquaint them with resources available on and off campus, and share with them their own first year student experiences.

The faculty mentoring component also helps students to participate fully in and achieve their academic pursuits and allows them to develop rapport with faculty members outside of the classroom such that they may discuss personal and professional goals with an adult person. One of the goals of this component is to familiarize students with the life of University personnel in hopes of some of them choosing careers in academia.

An alumni mentoring component is the third tier. This tier is designed to give Clark Atlanta students an opportunity to develop a special relationship with alumnus. Students and alumni are paired in a one-to-one relationship.

in which they participate in activities of mutual interest. Both alumni in Atlanta and in the student's home city are solicited for participation. With the three tier approach, this support should increase the rate of academic success and develop a sense of comfort and security for students who are away from home for the first time.

**Academic Support Services Program**

This component familiarize students with different academic support services available at the University, such as tutoring in Math, English and Science, computer literacy instruction and assistance through the Living Learning Centers, services available through the Center for Academic Support, and services available through the Student Retention and Undergraduate Studies offices. This component offers basic skills enhancements like workshops on note taking, speed reading, test taking tips and reading comprehension and memory. This component supports the University's enrollment support efforts and allows students to receive information and assistance before their academic problems become troublesome.

**Student Development Program**

This component features workshops, programs, and/or activities which are offered biweekly and will address the social, cultural, intellectual, personal, and spiritual interests of students. These workshops are designed to
cultivate self-determination and responsibility, goal setting, stress management and critical thinking. Speakers, both in and outside of the University and in and outside the city of Atlanta, are identified to address the interests of students.

These workshops and "rap sessions" provide informal opportunities for the students to discuss important issues in detail with experienced presenters. Workshops are sponsored by University offices and departments in conjunction with grants and appropriate scholarship monies.

This component also allows students to participate in leadership development activities, seminars and conferences. The goal is to give students the skills and information necessary to assume positions of leadership on and off campus. A final component of this program is service. Students are encouraged to volunteer their time, energy, skills and expertise to organizations in need of assistance both on and off campus. African American males are especially encouraged to establish relationships with young males in the neighboring community. The aim is to support the University mission and goal of service to the community and develop productive citizens.¹¹


Career Enrichment Program

This component allows students to pursue different career options by providing them with current information on graduate and professional school opportunities, careers in the non-profit industry, and careers in business and government. Students receive career and personal inventory information through the University Counseling Center and through other program components. Students attend career fairs in order to explore different career fields and to begin networking for future opportunities. They also attend graduate school fairs designed to promote educational opportunities for minority students.

These fairs provide an opportunity for prospective graduate students and job seekers to interact with admissions officers, personnel specialists, and association representatives. Through this engagement they can begin to get first hand information they can use in making educational and career decisions.

The major component of the Careers Enrichment program is the provision of summer internship, study abroad, summer enrichment and exchange opportunities.

Eligible students are provided assistance to study in an international country, at another U.S. college or university, or in an intensive summer program that strengthens their preparation and/or experience for the
summer. On many occasions students will say what they want to do, yet they have not had full exposure to the field. When given full exposure, some students career decisions are reaffirmed while others are reevaluated. Because career decisions are so important, summer internships are to be arranged with major corporations, small businesses, entrepreneurs and non-profit organizations. Some of these opportunities are funded by the organization while others are funded by grants.

**Implementation Strategy**

Clark Atlanta University proposes to institute this program (Brawley/Pfeiffer Male Initiative) over a five year period beginning with the 1993-1994 academic year under the direction of the Division of Student Affairs in conjunction with Undergraduate Studies, as necessary. The goal is to get 100 men enrolled in each year.

In the first year the Associate Dean of Student Affairs wrote the job description for the Men’s Initiative Director, with the approval of the Vice President/Dean of Student Affairs. The job description was submitted to the human resources staff and the selection was made by the Associate Dean and Vice President/Dean of Student Affairs. The Men’s Initiative Director, in collaboration with University personnel designed and implemented a comprehensive program of activities which include the mentor
program, the academic support services program, the student development program, and the career enrichment program.

The Men's Initiative Program services and activities are centrally coordinated by the Director who works directly with the Associate Dean for Student Affairs. The Men's Initiative Director identifies and trains support staff which include: an Assistant Director, a Program Coordinator, a Secretary, a student assistant and mentors. The Assistant Director and Program Coordinator assist with the design, development, and implementation and supervision of programs and activities. The student is assigned to individual participants.

The initial participants matriculated at the University beginning the 1993-94 school year. Participants are solicited through direct invitation to join the program after having previewed the Men's Initiative brochure, and those interested in participating, sign a letter of intent, which outlines the program goals and objectives and time commitments involved. Students are informed that while their participation is voluntary, they are expected to complete the entire year of the program. This full year is necessary to ensure accurate evaluation and assessment of the program.

Over the next two to five years the director will solicit participation from 100 males per year, while encouraging previous years participants to give something
back to the Initiative through working as student assistants
or volunteering mentors and/or tutors.

Each year the program will be revised according to
feedback received through the early evaluations of
participants. The Director submits quarterly reports to the
Associate Dean in order to evaluate program progress and
receive timely feedback. The Director works constantly to
involve other offices, departments and divisions of the
University. Efforts are made to establish continuous
rapport with community agencies and organizations and to
provide "active" support of all participants. An
informational file is kept on each participant in the
Initiative detailing personal information and academic
progress during each semester. Earnest efforts are made to
keep families of participants involved with the program and
information given as permitted by the Family Educational
Rights of Privacy Act. This communication with the family
is the key to the overall success of the program.
CHAPTER III
PROGRAM GOALS AND OBJECTIVES

The goal of the program is to recruit 100 African American men and provide a comprehensive program that is positive with a positive atmosphere where the men can interact with their peers and professionals providing service. The ultimate goal of the program is to retain these students until final matriculation and provide post-graduate support services.

In order to achieve these goals we realize that student development is essential to the mission of educating the total student. Student development concepts hold that students' academic and intellectual development must be complimented by equal address to their career, personal, spiritual, social, and cultural development and enhancement.¹ The aim is to enable students to acquire a full array of competencies that equip them to assume meaningful positions in society, be placed confidently following graduation, and conduct their lives in gratifying and rewarding ways. Moreover, student development concepts hold that students must successfully engage in and complete certain development tasks and challenges that arise while they are pursuing higher education.

Furthermore, because the University community is a microcosm of larger society, students must develop intellectual and affective capacities for effective citizenship within the University community and beyond. Consequently, students can learn, practice, skills and abilities which enable them to assume civic responsibilities, gain and retain employment, and pursue advanced study. Additionally, the program should enhance students' capacity to successfully manage their life experiences while they are engaged in collegiate work.

The underlying conceptional premises require the University's student development efforts to (1) provide support services for all African American males, (2) address the special support needs of various subgroups within the African American male population, e.g., athletes, those with learning disabilities, and (3) address students' personal, spiritual, social, and career developmental needs.

Enhancement of student development programs is particularly relevant since the University's goal is to produce able leaders, responsible citizens, and graduates who are prepared to lead personally and vocationally gratifying lives. The following objectives were developed

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in order to enhance students’ effective development and well being:

1. To provide programs, activities and experience which enable students to actively engage in university life, enhance their total development, encourage leadership development, and actualize the University’s mission and vision.

2. To develop and implement a comprehensive student life program which promotes students’ social integration into the university, enhances their personal development and enriches their cultural exposure.

3. To design and implement a structured program which promotes student leadership development.

4. To review, revise and conduct a program which promotes student volunteerism.

5. To design and implement a comprehensive recreational program that allows students to engage in cooperative and individual activities outside of intercollegiate sports.

6. To provide programs and services which address student’s total development needs as well as their interests, and which actualize the University’s mission and vision.

7. To design, develop and implement a comprehensive program of student development activities which promotes
students' personal, social, career and spiritual enhancement.

8. To provide an array of services which address and respond to students' needs and interests and overall well-being, and which impediments to their successful matriculation at the University.

The objectives listed support the University's mission and vision. The relevant institutional goals are:

1. To enhance and maintain an environment which fosters intellectual, social and cultural curiosity and creativity and the development of morally sound value systems among students, faculty, administrators and staff.

2. To develop a comprehensive student life program which will include both the undergraduate and graduate levels.

3. To prepare a systematic plan for attracting a student body of increasing quality and size and an improved academic support system to improve student retention.

4. To enhance and provide services to meet the educational, cultural and social service needs of the community by maintaining an ongoing basis linkage with other local, regional, national, and international institutions.

Program Monitoring—Evaluation Plan

Planning and evaluation, as an ongoing process, must become an integral element in the Initiative's work. Sound and positive initial orientation to planning and evaluation will occur among the staff of the Initiative.

This work will focus primarily on annual operational planning that supports the five year goals and objectives of the Initiative. The Director, in conjunction with the Associate Dean of Student Affairs, will continue to engage in operational planning and will identify specific results to be achieved within each of the one-year periods comprising the five-year plan. This annual planning process will include annual budget planning as well.

The operational planning process incorporates a quarterly review system which assesses progress toward achievement of annual objectives. The review system identifies problems and difficulties for intervention, correction, and/or revision. Operational planning requires active participation by all key personnel within the University and involves integrated planning across departmental lines. Consequently, team work and collaboration are fostered.

The Men's Initiative staff will develop and implement instruments and mechanisms for assessing effectiveness of their programs and service. Moreover, they will use the assessment results for planning and decision-making
purposes. Assessment will focus on (1) effectiveness of the Initiative's programs and services, (2) interests, needs and concerns of students, staff and other constituents, and (3) performance in critical areas and attendant goals and objectives.

The evaluation plan for this activity will be both formative and summative. A proposed Men's Initiative Task Force will be established. The Task Force will have the responsibility for conducting the internal formative evaluation each September and February. The proposed task force will consist of the Director, the Associate Dean of Student Affairs, the Vice President/Dean of Student Affairs, the Associate Dean for Undergraduate Studies, the Director of Enrollment Support Services and Student Retention, the Director of Admissions, three faculty representatives, and three representatives from the Student Government Association.

This task force will review the Men's Initiative Program to determine the extent to which program activities and services have addressed the needs of the students, and make recommendations for revision as appropriate.

The summative evaluation will be conducted annually by the Men's Initiative Task Force. During this evaluation

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6Ibid.
they will assess participant evaluations, student assistant, and mentor evaluations as well as quarterly evaluations submitted by the Director of the Associate Dean of Student Affairs.

The findings of this program evaluation will also be submitted for the September meeting. Following the May meeting, the Director will also solicit recommendations from the internship supervisor regarding the participants' performance during the summer. These evaluations will be made to the task force at their September meeting.
CHAPTER IV
DESIGNING THE STUDY

After the researcher determines which program goals to study and describe and defines the goals, he or she must complete the plan for study. This plan or study design describes how you will answer the research questions about whether the program achieves its goals. The Study design has four parts: (1) selecting the research design; (2) deciding how to collect data; (3) constructing a data collection instrument; and (4) selecting a sample of people to interview or parts of the program to observe.¹

Research Design

The simplest most commonly used design in the social sciences is a survey design which employs an interview or questionnaire. In a survey, data collection usually take place ex post facto "after the fact" of the program. For this reason, the survey design in the form of a questionnaire was chosen for the research design because of its many strengths. It is a relatively simple, all purpose design. It generates sound, systematic data in relation to the reactions of people to the program and any changes they may think they have experienced in the program, what they think about different parts of the program, and what they think

think the effects of the program. It can frequently generate enough data so that we can examine relationships between the characteristics of the participants in the program, the type of intervention they receive and their perceptions of the program and its possible effects.\(^2\) The survey designed in the form of a questionnaire which consists of 31 questions was given to the 50 participants of the Male Initiative Program at Brawley Hall.

Only those students who are participants of the Male Initiative Program were given the survey. The survey consists of questions that will measure the academic perspectives of the students as well as the interest, concerns, attitudes towards, social interactions, spiritual strengths, academics and university life. The results of the survey will enhance the directors, mentors, students, and alumnus' knowledge of the weakness and strengths of the program.

The survey was given to the students in January of the 1996 Spring semester. The students were very cooperative and were very motivated about answering the questions; therefore, there was no difficulty in administering the survey. It took the students approximately two hours to complete the survey.

\(^2\)Ibid.
CHAPTER V
PRESENTATION OF THE RESULTS

General Information

The first seven questions were general questions regarding the students' age, the major influence, high school academic success, how comfortable is the Clark Atlanta University's environment to them, their current G.P.A., and their anticipated date of graduation. The average students is 18 years old. The major influence to attend college is by their own initiative. The overall high school success was seventy percent. Fifty percent of the students feel comfortable about the Clark Atlanta University's environment. The average G.P.A.'s of the students is between 2.5 - 3.4. The overall anticipated graduation date for these students is 1999.

Participation in the BMI

The questions from eight through ten ask about who participates in the program, and how long have they participated in the program. All of the students (50) who completed the survey participate in the program. For all the students this is the first year they have participated in the program. The length of time for all the students is five months.
Male Peers and Peer Mentors

The questions from eleven through fourteen ask about the male and peer mentor interactions and the affects of these relationships. Fifty-three percent of the students reported that they saw their male mentors at least once a month, 15% reported that they had not been assigned to a male mentor. The students who have been assigned a male mentor reported that they have been assisted in issues regarding their academic, personal issues, career choices, and social issues. Fifty-four percent of the students reported that they have received peer counseling, the other students reported that they have not had peer counseling. The students who had peer counseling reported that the peer counseling sessions have helped them adjust to the University setting. Forty-six percent reported did not have peer counseling. There was not any feedback as to whether they had negative or positive experiences without the counseling.

Activities of the BMI Program

The questions from fifteen through twenty asked the students what activities they have participated in and how did the activities assist them and affect their social, cultural, intellectual, personal, and spiritual interests. Eighty-five percent of the students reported that the academic support services program has positively affected their career. The support services include: tutoring in
math, and computer science literacy these student have used all of the services offered. One hundred percent of the students reported that all of the academic support services provided enhancement activities. These activities were workshops on note taking, speed reading, test taking tips, and reading comprehension and memory. All of the students reported that they have attended one or more of the student development programs which include: social, cultural, intellectual, personal, and spiritual programs. Ninety-eight percent of the students reported that the student development program has positively affected their social, cultural, intellectual, personal, and spiritual interests. Only two percent reported they were not positively affected by the program. All of the students have participated in career development which includes graduate and professional school opportunities, careers in non-profit industry, careers in business, and careers in government. The career development program was implemented and designed to help the students become more aware of the opportunities offered in the previously mentioned programs as well as help them decide and develop their personal interest in their choice of careers. Ninety-eight percent of the students reported that the career enrichment program has been an asset to them. Only two percent reported that the program was not an asset to them.
The Affects of the BMI

The questions twenty-one through twenty-seven asked the students if the program has been an asset to them regarding their cultural, academic, awareness of contributing to the community, attending graduate school, individual counseling, and alumni and faculty relationships. Most of the students agreed that the BMI has been an asset to them. Ninety-nine percent of the African American students reported that the BMI recognized their cultural experience. There is only one international student who participates in the program and he strongly agreed that the program recognized his cultural experience. Ninety-nine percent of the students reported that the Male Initiative Program increased their awareness of contributing to the community. One percent of the students reported that the program did not increase their awareness of contributing to the community. Ninety-six percent of the students reported that because of the BMI program they would attend graduate school. Only four percent of the students reported that they would not attend graduate school. Ninety-eight percent of the students reported individual counseling has increased their self-awareness and motivation. Only two percent reported that the individual counseling did not increase their self-awareness. Ninety percent of the students reported that the alumni and faculty mentor relationship has given them the opportunity to develop a special relationship
with alumni and faculty. Ten percent of the students reported that the alumni and faculty mentor relationship did not give the opportunity to develop a special relationship with alumni and faculty.

**Weakness of the Program**

Question twenty-eight asked about the weaknesses of the program. Ninety-six percent of the students reported that there is not enough communication. Ninety-six percent of the students reported that there are not enough meetings to keep all members up to date on current events. Ninety-six percent of the students reported that there is a lack of organization. Ninety-six percent reported that there is a lack of a constant relationship between mentors.

**Strong Points of the Program**

Question twenty-nine asked about the strong points of the program. Ninety-four percent of the students reported that one of the strong points of the program is having someone who cares. Ninety-four percent reported that the second strong point is that the BMI program makes them a better student. Ninety-four percent of the students reported that the third strong point of the BMI programs is that it brings males together. Ninety-four percent of the students reported that the fourth strong point of the BMI program is that it gives males a chance to communicate. Ninety-four percent of the students reported that the fifth
strong point of the BMI program focuses on success. Four percent of the students did not answer this question.

Improvements of the Program

Question thirty asked the student what aspects if any, would they change about the program. The general consensus of the students is that they would change the way the program was organized by having better communication among staff, students and the mentors.

Limitations

This study was limited to Brawley Hall Freshmen who have only participated in the program for one semester therefore a valid retention, graduate and post-graduate measurement could not be obtained. Because the program is a newly developed program there is limited research to compare with this particular program as well as there is no way to evaluate previous students who have attended Clark Atlanta University.

Conclusions from the Data

The overall data received from the questionnaire validates that the primary components which include: Academic Support Services Program, Student Development Program and Career Enrichment Programs, are very effective among the participants. Yet one of the most important aspects of the program, the Mentor Program is not as effective as it should be because of lack of commitment/
communication between the peer and male mentors and the participants of the Male Initiative Program.

I propose to meet with and talk to the mentors, peers, male alumni and faculty mentors in order that a definite bonding commitment can be made. This action along with the other positive components of the program would ensure an almost certain success rate of retention and graduate potentials among the male students.

I propose to promote the program at a higher visibility rate in order to gain the interest of the incoming freshmen as well as the returning male student body.
CHAPTER VI
RECOMMENDATIONS

In order to have a more comprehensive program I propose that each component be re-evaluated and reassessed. According to the data collected from the survey the most important component of the program which is the male mentors and peer mentors component is not as effective as it should be. Of the fifty-three percent of students who see their male mentor at least once a month none have reported that they have a really bonded relationship. The other forty-six percent have not been assigned a male mentor nor a peer mentor.

I recommend that assigning male mentors and peer mentors be a priority in order to recruit and retain students in the BMI. Male bonding is one of the priorities of the program; therefore, the director of the BMI should have, at all times, a list of available male mentors and peer mentors who are committed to the program. These relationships will also enhance the members' awareness of loyalty, trust, dependability, and brotherhood. If the program's male mentors and peer mentors are not exhibiting these traits to the students the objective to develop, loyalty, dependability and brotherhood among the BMI members becomes a moot objective. The director and support staff must develop a superior selection process when choosing male
mentors and peer mentors in order to have committed mentors available for the students.

The Academic Support Services Component of the BMI program which familiarize students with different academic support services at the University such as Math, English and Science, Computer Literacy instruction and assistance through the Living Learning, according to the data eight-five percent of the students reported that the academic support services is very helpful to the students. Even though the eighty-five percent of the students gave a positive response to the Academic Support Services the director of the program must not become complacent with an eighty-five percent positive student feedback, but strive to receive a one hundred percent positive feedback by continually striving for innovative methods to keep the students interested.

The student development component of the BMI program which features, workshops, programs, and/or activities which are offered biweekly and addresses the social, cultural, intellectual, personal, and spiritual interests of the students received one hundred percent positive feedback according to the survey data. Again I stress the fact that the director must not become complacent with the positive feedback but strive to keep the students interest by continually striving for innovative methods.
Even though the BMI programs has provided community service jobs and work study jobs, the director of BMI should also initiate more programs in order to provide a diverse selection of job placements and more outside community service projects in order to meet the needs of a diverse group of student’s interests. These varied placements will enhance the student’s knowledge and experience for future job, and career choices.

Student members of the BMI program should be involved in creating more diverse social activities. Student involvement in the planning processes will enhance the student’s knowledge and experience on how to plan and expedite ideas as well as give them a sense of responsibility.

My final recommendation is to write a proposal requesting funds in order to provide incentive programs such as stipends for students who participate, paid support staff, and a social work intern and a licensed social worker.

The social worker should be made accessible to the information regarding the problems of African American male students in a University setting. The social worker should become involved by advocating policies that will enhance the Black male initiative programs as well as assist the director, staff, faculty, and the students with developing programs that will assist them in appropriately recognizing
and identifying behavior that would demonstrate symptoms that would cause the students to leave school.

Some of these symptoms may be displayed as anger, anxiousness or the student may become withdrawn. The social worker’s visible interaction with the program will allow the social worker to intervene before there is a crisis by referring the student to the appropriate treatment facilities that would provide, individual counseling, family counseling (if possible), as well as group counseling.

Finally the newly acquired funds will assist the director and staff in finding new recruiting and marketing strategies. At the present time, the BMI has only fifty members instead of the desired one hundred males. The new advertising methods should also include brochures which will be mailed to the students from the available current student roster as well as given to students and posted on conspicuous bulletin boards. Distributing these brochures and using other innovative marketing strategies will inform more students about the goals and objectives of the BMI program. Consequently, the BMI program should reach the desired recruitment membership of one hundred African American males.
CHAPTER VII
CONCLUSION

The objectives of the Black Male Initiative program is to recruit one hundred Black males and to address the concerns and needs of African American males by focusing on a broad range of personal, social, and spiritual development issues.

The BMI provides opportunities that promote pursuing and maintaining a high level of academic achievement in the quest for a university degree as well as to produce graduates who are confident and able to incorporate personal motivation and resourceful thinking into everyday life.

The results of the data collected and analyzed from the survey administered to the students Black Male Initiative program has proven to be a positive aspect in the lives of the African American male participants of Brawley/Pfeiffer Halls. If the recommendations of the students and support are considered, which are to select committed males to become male/peer mentors, to improve communication and organizational skills, to be innovative in creating activities, to initiate more programs in order to provide a diverse selection of job placements and more outside community service projects, and finally to use new marketing skills in order for the information regarding the objectives and goals to reach greater numbers of the student body, I conclude that the BMI will succeed in completing their
objectives and goals to recruit, retain, and matriculate one hundred African American males.
APPENDICES
APPENDIX A

BMI QUESTIONNAIRE

This questionnaire is part of a research project to determine the effects of the Black Male Initiative Program/Brawley/Pfeiffer Male Initiative Program. Please fill out forms as completely and honestly as possible. All information will be confidential. Please return the forms to your dorm director.

1. What is your age?___________

2. What is your classification?
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Transfer
   f. Other ____________________

3. What was the major influences in your decision to attend college?
   a. Personal initiative
   b. Parents
   c. Friends
   d. Other ____________________

4. How would you rate your high school academic success?
   a. Above average
   b. Average
   c. Below average

5. Do you consider the CAU environment to be a comfortable one?
   a. Yes
   b. No
   c. Sometimes

6. What is your current G.P.A.?
   a. Below 2.0
   b. 2.0 - 2.4
   c. 2.5 - 2.9
   d. 3.0 - 3.4
   e. 3.5 - 3.9
   f. 4.0 or above
7. What is your anticipated date of graduation?  
__________________________________________

8. Do you participate in the Male Initiative Program?  
a. Yes  
b. No  

9. If you answered "no" to the above question (#7), please stop and return this survey to your Resident Director.

10. How long have you been in the Male Initiative Program?  
__________________________________________

11. How often do you see your male mentor?  
a. Once a month  
b. Twice a month  
c. Three times a month  
d. Four times a month  
e. Other ______________________________

12. Has your mentor assisted you in:  
a. Academics  
b. Personal issues  
c. Career choices  
d. Social issues  
e. Other ______________________________

13. How many times have you received peer counseling?  
a. Once a month  
b. Twice a month  
c. Three times a month  
d. Four times a month  
e. Other ______________________________

14. The peer counseling sessions help you to adjust to a University setting.  
a. Strongly agree  
b. Agree  
c. Disagree  
d. Strongly disagree
15. The academic support services program has positively affected my academic career. Circle the academic support service(s) you have used.

Tutoring in:
- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

16. The academic support services also provide basic skills enhancement activities. Please circle the activity(s) that you have attended.

- a. Workshops on note taking
- b. Workshops on speed reading
- c. Workshops on test taking tips
- d. Workshops on reading comprehension and memory
- e. All of the above

17. What student development programs have you participated in?

- a. Social
- b. Cultural
- c. Intellectual
- d. Personal
- e. Spiritual
- f. All of the above

18. The student development program has positively affected my social, cultural, intellectual, personal, and spiritual interests.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

19. Which career development activities have you participated in?

- a. Graduate and Professional school opportunities
- b. Careers in Non-Profit Industry
- c. Careers in business
- d. Careers in government
- e. All of the above
20. The career enrichment program has increased my awareness of future career options.
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

21. I feel that the male initiative program has been an asset to my life.
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

22. I am an African American and the Male Initiative Program recognizes my cultural experience.
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

23. I am an International student and the Male Initiative Program recognizes my cultural experience.
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

24. The Male Initiative Program has increased my awareness of the importance of contributing to the community.
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

25. Do you feel that because of this program you would attend graduate school?
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree
26. The Individual Counseling sessions have increased my self awareness and motivation.
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

27. The alumni and faculty mentor relationship has given me the opportunity to develop a special relationship with alumni and faculty.
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

28. What do you consider the major weakness of the program?

29. What are the strong points of this program?

30. What aspects of the program would you change and how would you make that change?

31. How has this program effected your life at CAU?
APPENDIX B
MALE INITIATIVE PROGRAM
JOB REFERRAL FORM

BRAWLEY/PFEIFFER HALL MALE INITIATIVE PROGRAM (BPMI)

CLARK ATLANTA UNIVERSITY Fax Number: 880-8737

Business: ________________________________

Hours Required: __________________________

Duties/Responsibilities:

________________________________________

________________________________________

________________________________________

Wages: __________________________________

Phone: __________________________________

Address: _________________________________

Comments: ______________________________

________________________________________

________________________________________
APPENDIX C
MALE INITIATIVE PROGRAM
REFERRAL SLIP

NAME: ____________________________________________

PURPOSE: ________________________________________

_________________________________________________________________

DATE: ____________________________________________

TIME: ____________________________________________

REFERRING STAFF: ____________________________________________________________

FOLLOW-UP: ____________________________________________

_________________________________________________________________

_________________________________________________________________
APPENDIX D

MALE INITIATIVE PROGRAM

DAILY LOG

Name: ______________________________________

Date/Time of Day: ____________________________

Purpose/Issue Dealt With: _______________________

Resolution: __________________________________

Comments/Follow-Up: __________________________
BIBLIOGRAPHY


