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AN IMPACT EVALUATION OF THE DR.HARLEY E. FLACK
MALE MENTORING PROGRAM AT
ROWAN UNIVERSITY

by
Eliezer Marcellus

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in Higher Education Administration
of
The Graduate School
at
Rowan University
May 18, 2006

Approved by _____
Dr. Burton R. Sisco

Date Approved May 18, 2006

ABSTRACT

Eliezer Marcellus
AN IMPACT EVALUATION OF THE DR. HARLEY E. FLACK
MALE MENTORING PROGRAM AT ROWAN UNIVERSITY
2005/2006
Dr. Burton R. Sisco
Master of Arts in Higher Education Administration

The purpose of this study was to conduct an impact evaluation of the Dr. Harley E. Flack Male Mentoring Program on selected students at Rowan University. The study involved 94 subjects, divided into two groups. Group one consisted of 90 students enrolled in the Dr. Harley E. Flack Male Mentoring Program. Group two consisted of four past and current directors/coordinators of the program.

The data collection instruments included a 23-item survey and an interview schedule. The survey obtained background information, the attitudes of the subjects toward the academic support services provided by the program, and the impact on academic achievement and social development. The interview schedule solicited information from the past and current directors/coordinators about the barriers and obstacles, personal involvement, attitudes toward the program, and recommendations for improvement.

A strong majority of the subjects believed the mentoring program had a positive impact on their overall college experience. Results showed a significance relationship between ethnic origins and attitudes, years of participation and academic achievement, years of participation and grade point average. The findings suggested that the Dr. Harley E. Flack Male Mentoring Program influenced the educational aspirations of the participating students at Rowan University.

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I would like to take this opportunity to first and foremost to thank God for giving me the strength to complete this project. Secondly, I would like to thank all my family and friends who have supported me and helped me to achieve great things and kept me motivated throughout my college experience.

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I would like to thank the Dr. Harley E. Flack Male Mentoring Program students and past and current directors/ coordinators for giving me an opportunity for my molding my educational and professional career.

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TABLE OF CONTENTS

CHAPTER		PAGE
ONE	INTRODUCTION.....	1
	Background of the Problem.....	2
	Statement of the Problem.....	4
	Purpose of the Study.....	4
	Assumptions and Limitations.....	4
	Operational Definition of Terms.....	5
	Research Questions.....	6
	Organization of Remaining Chapter.....	6
TWO	REVIEW OF RELEVANT LITERATURE	8
	Mentoring In Higher Education.....	9
	African American Men.....	10
	Exemplary Mentoring Programs for African American Males.....	11
	Black Males in Higher Education.....	15
	The Seven Vectors of Development.....	16
	Impact Evaluation.....	17
	Summary of Literature Review.....	18
THREE	METHODOLOGY.....	20
	Context of the Study.....	20
	Population and Sample	21
	Instrumentation.....	21
	Procedure of Gathering Data.....	23
	Data Analysis.....	23
FOUR	FINDINGS.....	25
	Profile of the Sample.....	25
	Research Questions.....	27
	Interviews.....	41
	Profile of the Interview Sample.....	41
	Analysis of the Interviews.....	42

FIVE	SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS.....	46
	Summary of the Study.....	46
	Purpose of the Study.....	46
	Methodology.....	47
	Data Analysis.....	49
	Discussion of Findings.....	50
	Conclusions.....	54
	Recommendations for Future Research.....	56
	REFERENCES.....	58
	APPENDIX A: Institutional Review Board Application (IRB) Rowan University Approval.....	64
	APPENDIX B: Consent Form.....	65
	APPENDIX C: Survey.....	66
	APPENDIX D: Interview Questions.....	71

LIST OF TABLES

TABLE		PAGE
4.1	Selected Demographics.....	25
4.2	Ethnicity.....	27
4.3	Years of Participation.....	27
4.4	Impact of the Dr. Harley E. Flack Male Mentoring Education.....	29
4.5	Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services.....	30
4.6	Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services.....	31
4.7	Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services.....	31
4.8	Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services.....	32
4.9	Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services.....	33
4.10	Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services.....	33
4.11	Contact with Mentor.....	34
4.12	Communication with Mentor.....	35
4.13	Forms of Interaction with Mentors.....	35
4.14	Quality of Interaction.....	36
4.15	Mentor Assistance.....	36
4.16	Mentor Assistance.....	37
4.17	Return to be Focused Peer.....	38
4.18	Mentee Experience.....	38
4.19	Overall Rating of the Dr. Harley E. Flack Male Mentoring Program.....	39
4.20	Relationship Between Selected Demographics and Selected Participants Attitudes.....	40
4.21	Selected Demographic Information of the Past and Current Directors/Coordinators.....	41

CHAPTER ONE

INTRODUCTION

Recently, considerable attention has been given to mentoring in higher education, especially at the undergraduate level. Research on mentoring has linked successful mentoring relationships with academic success. Academic success is important to minority students during the first year of college. Critics note the enrollment disparity of minorities in colleges and universities throughout the United State, and research suggests that minority students' view academic performance as the most significant factor impacting the decision to remain in college (Luna & Cullen, 1995).

The importance of mentoring relationships as a factor in personal maturation and successful adjustment to a variety of life roles during the first year in college has not been entirely explored. Frequently, a student has the ability but lacks the confidence, which must be encouraged and reinforced through the mentoring process. As a result, it is important for first year college students to receive the necessary support and guidance that results in a successful transition to college. A major factor many first year minority college students face is learning to how to cope with new responsibilities, while continuing to deal with work, family, and social demands. Institutions that promote interactive relationships among minority college students also ease the transition adjustment during the first year of college. The use of mentoring, which includes a number of interrelated functions, helps ease the transition of first year minority students (Cohen, 1995).

In an effort to elevate success rates of first year minority college students, higher education institutions have implemented mentoring programs. However, the actual impact that mentoring programs have on promoting undergraduate academic success remains unclear (Cohen, 1995). Cohen (1995) identified six major functions of a mentor and the effectiveness of the mentoring experiences. These include: (a) the relationship between the mentor and mentee in which the mentor shows a true acceptance of mentees' feelings; (b) an information process which highlights involvement of the mentor providing accurate and sufficient advice; (c) facilitator emphasis in which the mentor guides the student through review and exploration of interests and abilities; (d) confrontive role in which the mentor assists the student in recognizing nonproductive behaviors; (e) value function of the mentor model in which the mentor motivates the student to take risks; and (f) student vision in which the mentor helps stimulate the student's critical thinking ability in realizing his or her own potential.

Background of the Problem

Since its inception, the Dr. Harley E. Flack Male Mentoring Program has aided the matriculation of over 500 at-risk students, enlarging its scope to include students from EOF/MAP undergraduates, African-American and Latino males at-large, and other males seeking mentoring. Each year the program oversees roughly 70 incoming first-year students who are guided by approximately 30 upper-class male mentors who are in turn guided and mentored by 20 faculty and staff who volunteer time to the program. The current mentoring structure is based on the proven successes of vertically integrated learning environments where new students are mentored by more experienced students who are in turn guided by established professionals.

The retention of male students, specifically at-risk African-American, Latino, and educationally/financially disadvantaged students, within the Rowan University setting is an important issue since it impacts the students themselves, the student body as a whole, and the reputation of the institution. Research has shown that mentoring programs can have a positive impact on recruiting and retaining a diverse study body, which can have compounding positive affects on the university as a whole.

Numerous studies have shown that success in the first year of college is a strong, predictor of successful completion of a degree program. Studies have also shown that students perform better during their first year if they feel comfortable in the environment which includes being active on campus, bonding with peers, and engaging in activities in the college department of their academic study.

Formal student mentoring began at Rowan University in 1992 under the leadership of Executive Vice President/Provost, Dr. Harley Flack. Dr. Flack was concerned about student satisfaction, retention, and graduation rates of all students and in particular, African American males. The academic data showed that Rowan was not performing well in this area. With the leadership of Dr. Ted Johnson, Educational Leadership and Dr. Kimble Byrd, Management, and a cadre of male faculty and staff, the Dr. Harley E. Flack Male Mentoring Program was born.

The goals of the Dr. Harley E. Flack Male Mentoring program were well established early: (a) to facilitate the graduation of every male enrolling Rowan University at the baccalaureate level, and (b) to facilitate entry of baccalaureate graduates into the working world or to seek further study in graduate school.

Statement of the Problem

Since the establishment of the Dr. Harley E. Flack Male Mentoring Program in 1992, there has always been a concern in providing support in the transition of minority males into Rowan University. Some students perform better academically mainly because they seem to be socially integrated into the college environment. Questions emerge as to why this is the case. Is the group more actively involved with mentors and associated program activities as compared to those students who do less well academically? Do higher performing students relate more intensely with mentors as compared to those students who do less well? To date there has not been an evaluation of the Dr. Harley E. Flack Male Mentoring program to see the potential benefits to participants.

Purpose of the Study

The Dr. Harley E. Flack Mentoring Male Program was designed to support minority males in their transition into higher education. The purpose of this study was to conduct an evaluation of the impact of the Dr. Harley E. Flack Male Mentoring Program on selected students at Rowan University. The study sought to better understand the impact of mentoring on the overall college experience among minority male students at Rowan University.

Assumptions and Limitations

LaVant, Anderson, and Tiggs (1997), believes that mentoring has become a very important tool to help guide African American males to complete a college education. Other researchers like Wright and Wright (1987), feel that mentors help the mentees

establish a professional network when going to professional meetings and conferences pertaining to the academic discipline and profession.

The limitations that may affect the study could be the available research on the topic, study size, cooperation from past directors and coordinators of the program and mentees participation. In addition researcher bias and truthfulness of participant could alter the results of study because of the researchers' experiences as a former mentee and a mentor in the program and current role as the graduate coordinator.

Operational Definitions of Terms

1. Academic Performance: An accomplishment relating to, or characteristic of a school, especially one of higher learning.
2. Dr. Harley E. Flack Male Mentoring Program: A program designed to help minority male undergraduate students succeed at Rowan University.
3. Evaluation: To make an approximate or tentative judgment regarding the male mentoring program by careful appraisal and study.
4. Focused Peers: Are upperclassmen students' mentors who volunteer their time to serve as peer mentors to freshmen in the program.
5. Mentees: Incoming first-year students who are being mentored.
6. Mentors: Faculty and professional staff who volunteer their time to serve as a guide to the students of the male mentoring program.
7. Minority: Ethnic, racial, religious, or other group having a distinctive presence within a society. Or a group having little power or representation relative to other groups within a society.
8. Protégé: One who is being mentored.

Research Questions

The following research questions guided the study:

1. What are the attitudes of selected male participants in the Dr. Harley E. Flack Male Mentoring Program regarding perceived impact?
2. What are the attitudes of selected participant of the Dr. Harley E. Flack Male Mentoring Program regarding the activities provided?
3. How do selected participants in the Dr. Harley E. Flack Male Mentoring Program rate the quality of interaction and assistance provided by a mentor?
4. Is there a significant relationship between the attitudes of selected participants in the Dr. Harley E. Flack Male Mentoring Program and selected demographics?
5. What are opinions of past and current directors/coordinators regarding the impact of the Dr. Harley E. Flack Male Mentoring Program at Rowan University?
6. What recommendation do past and current directors/coordinators of the Dr. Harley E. Flack Male Mentoring Program make to improve/enhance the mentoring program?

Organization of Remaining Chapters

Chapter two of the research study details the current literature and scholarly findings related to the effectiveness of mentoring in higher education. Chapter three discusses the design of the study. Namely the chapter describes the procedures used in the study, the subjects involved in the research, descriptions of the data collecting instruments, and how data were analyzed. Chapter four presents the findings based upon the research questions introduced in Chapter one. Finally, Chapter five provides an

overall summary of the study, along with a synopsis of the findings, discussion, conclusions and recommendations for further research.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

Although mentoring may spontaneously sound like a good way to help students to successfully complete a college education it is very important to test this assumption with research and evaluation. Mentoring is described as the relationship between a senior member of an organization and a junior colleague wherein the senior professional takes an active role in the career development of the younger professional (Kerry & Mayes, 1995). Mentoring is a traditional concept through which individuals can more fully experience and realize their potential. However, if mentoring is to be successful in academe, it must be supported by all sectors. This implies that faculty, potential protégés and mentors, administrators, presidents, and governing board must integrate a philosophy of mentoring into the organization's culture (Kerry & Mayes, 1995).

According to Cohen (1995), mentoring is an age-old concept that has been informally practiced since the beginning of time. Formal mentoring had its inception with Ulysses of Homer's *Odyssey*, his son Telemachus and his friend mentor in a scenario dating back to Greek mythology. Since then, formal and informal mentoring has played a significant role throughout society. Formal mentoring is a research concept in higher education that seeks to improve retention and graduation rates among students. Formal mentoring also provides the most significant increase in enrollment and retention of minority students, as well as increases the overall satisfaction with the educational experience.

Mentoring in higher education has been defined as the process by which persons of superior rank, special achievements and prestige instruct, counsel, guide, and facilitate the intellectual, and the career development of persons identified as protégés. Mentoring typically involves a special kind of socialization for leadership roles, where the process involves the extending and expanding of personal efficacy and influence (Kerry & Mayes, 1995). Students have very specific criteria they perceive as being important for effective mentoring. Some major characteristics that students want in a mentor include: academic and career advisor, supporter, and growth facilitator (Kerry & Mayes, 1995).

Mentoring in Higher Education

Higher education possesses a unique culture, with distinct structural features, roles, relations, informal system dynamics, and environmental stresses and strains. Historically, mentoring in higher education has proven to be a valuable and effective tool in promoting the interaction between students and faculty. Wright and Wright (1987), indicate that often mentoring relationships begin in collaborative settings, where a researcher and the student start to work alongside each another compiling information and studying various issues. Published research is one of the main criteria for success in higher education. Having research published has a profound effect on finding a job once a student graduates from postsecondary education. The mentor relationship extends beyond the walls of academia into the real world. During the research process, the mentor evaluates the protégés work ethic and ability to manage academic and personal lives effectively. This also plays a part in what position a mentor assists the protégé with outside connections once the degree is earned institution (Wright & Wright, 1987).

Social development, known as networking, is another essential reason a student acquires a mentor. The mentor relationship is a give and take relationship. The student almost always obtains more than the mentor. Usually the mentor has many different connections which the protégé finds helpful in pursuing jobs and making contacts. Mentors help establish a professional network when attending professional meetings and conferences pertaining to the academic discipline and profession (Wright & Wright, 1987).

Often, the mentor relationship stems from an individual's need for information about a particular job or situation. In everyday life, mentors are those who have excelled in a special way. It takes a great deal of personal sacrifice to reach the top of any field, and mentors are aware of what it takes to excel. In addition, protégés are often looking for help in navigating the scholastic world (Wright & Wright, 1987).

African American Men

Historically, mentoring in higher education has proven to be a valuable and effective tool in promoting interaction between students and faculty. African American men in particular have reaped the benefits of formally structured mentoring programs at colleges and universities. In more years, institutions of higher education have placed greater emphasis on recruiting students of color. Although these efforts have yielded positive outcomes, critics suggest that African American men have not met expected goals. Because African American males are more likely to be harmed in a violent act, drop out-of- school or to be incarcerated, they are less likely to enroll in college. The African American male has been described as an “endangered species” and the successful African American male is now being viewed as something of an anomaly (Wilson, 2000).

Today, African American male students have more access to colleges of choice, but there is a high probability that they will not complete the basic course work, let alone attempt to graduate. This is not surprising that African American men are in a precarious position when it comes to persistence in higher education. The declining numbers of African American males attending and graduating from college are distressing not only because of the immediate implications for the men themselves, but because many African American males' students enter college socially, educationally, and economically disadvantaged. By placing the at risk-risk students into mentoring programs and minority leadership programs at the institutions, chances of retention and persistence are enhanced.

Exemplary Mentoring Programs for African American Males

The University of Louisville experienced a significant increase in freshman African American enrollment in the 1980s. However, the number of black students who returned fell dramatically after the initial enrollment. University administrators and faculty conducted researched to determine the cause and found the low retention rates were related to the campus climate. One conclusion was that many of the black students came to the university from neighborhoods where racial identity was of majority status. By coming to the University of Louisville, the students were now in an environment that was less warm and welcoming, one where they were numerically the minority. Also, many of the students were first- generation college students (LaVant, Anderson, & Tiggs, 1997).

In order to solve the problem and to make the campus more hospitable for minorities on the campus, the university created the faculty mentoring program to enhance retention and persistence of African American students; today the program

continues to operate. The philosophy behind the program is for an experienced and caring faculty member to assist in providing a nurturing environment, to help students become connected with the institution and feel welcomed, and to provide direction for students so that goals can be achieved. Mentors provided friendship, guidance, counseling, and encouragement. The program assigned a faculty mentor to all African American freshmen admitted to the university. The mentors are selected from all colleges of the university, and specific assignments are based on the student's major. Thus, a common interest exists between the mentor and the mentee. Mentors are expected to continue contacts with each protégé throughout the college career and often after graduation (LaVant, Anderson, & Tiggs, 1997).

Florida Atlantic University also created a mentoring program designed to facilitate positive personal relationships between faculty, staff, administrators, and students. The mentoring program was created to help minority students develop academic and personal success. Mentors are faculty, administrators, and staff members who care about students. They volunteer personal time and give advice in to help guide students through a successful university experience. While the program was initially implemented to increase retention for at-risk and minority students at Florida Atlantic University, the program is now open to all students. Mentors and protégé are matched based on interests, major, ethnicity, and other qualifications specified by the students (<http://www2.nea.org/he/pgms.html>).

According to a survey completed at the end of the first year of the mentoring program, students and mentors continued to report positive experiences from the program. The retention rates among protégés were significantly higher than retention of

non-participants. The program experienced an extremely low attrition rate. Finally, the mentoring program has served as a national model for successful and innovative programs sustained on limited resources ([http:// www2.nea.org/he/pgms.html](http://www2.nea.org/he/pgms.html)).

DePaul University administers a mentoring program which is offered through the Office of Multicultural Student Affairs. The purpose of the program is to improve the retention rate of students of colors, to help ease transition into college, to enhance the overall college experience, and to increase the academic success. Both faculty and staff participate as mentors for first year students of color on a voluntary basis and mentees are chosen and accepted into the program on a space available basis. The mentoring program created biographies of every mentor and made them available to students to assist in the selection of a mentor for the school year ([http:// www2.nea.org/he/pgms.html](http://www2.nea.org/he/pgms.html)).

Since the program is in the first year of operation, it is in the process of being evaluated. However, all 100 students who participated in the program have been retained. A focus group and a sub-committee, and mentor training have been established for the following school year in order improve and further promote the program. Overall, the students, staff, and faculty participants have given positive feedback concerning the success of the program, and its continuation has been assured by the university Vice-President of Students Affairs ([http:// www2.nea.org/he/pgms.html](http://www2.nea.org/he/pgms.html)).

Finally, The College of New Jersey minority mentoring program focuses on the retention of high-achieving African American and Hispanic students. The goal of the mentoring program is to provide a support system for all freshmen minority scholars as well as minority general admission students in the transition from high school to college. Another goal is to provide the students with guidance that is necessary to assure a

successful college career and to help students graduate

(<http://www2.nea.org/he/pgms.html>).

In order to achieve a successful transition of the students, the program utilizes peer mentors and focus groups. The peer mentoring component provides all minority freshmen with upper-class students who offer assistance in dealing with the general problems facing college student in the first year. The issues include academic, emotional, and social aspects of college life at The College of New Jersey. The freshmen are also organized into focus groups. Focus group leaders are faculty and staff who monitor groups of approximately 10 freshmen and work in the capacity of assuring that all mentor and mentee relationships are progressing successfully. The focus group leaders meet with members on a regular basis attending cultural or athletic events. They also assist group by arranging for academic tutors ([http:// www2.nea.org/he/pgms.html](http://www2.nea.org/he/pgms.html)).

Another major element of the mentoring program is the emphasis on academics. The mentoring program offers workshops throughout the school year on topics such as study skills, time management, tutoring, and study sessions. In addition, the mentoring program features a leadership development component. Within this component, students develop leadership skills by participating in various committees on campus (<http://www2.nea.org/he/pgms.html>).

The mentoring program at The College of New Jersey is unique because it incorporates a student leadership component that allows students to become actively involved in leadership positions within the campus. As a result, the students are empowered and motivated which dramatically increases student participation in the mentoring program ([http:// www2.nea.org/he/pgms.html](http://www2.nea.org/he/pgms.html)).

Black Males in Higher Education

According to a statistical report by the U.S. Department of Education, African American males made up only 4% of the total population of students enrolled in postsecondary institutions in 1998 (*The Chronicle of Higher Education*, 1997). It is the responsibilities of colleges and universities to devise strategies and develop programs that will positively affect retention of students once they arrive on college and university campuses. It is also very important that initiatives be created to attract, encourage, and motivate African American men who might be a potential college student. LaVant, Anderson, and Tiggs (1997) state that African American male students who interact and become involved in a mentoring relationship find greater satisfaction in collegiate experiences than those students who do not have this opportunity.

The application of mentoring proves to be an effective tool in providing the support necessary to overcome the barriers that prevent many African American men from successfully completing college. Mentoring is vital in contributing to the survival and empowerment of African American men in higher education, and it also enhances their ability to make reasonable gains in higher education. Furthermore, if African American men are to be more successful in the pursuit of degrees in higher education, positive and creative involvement techniques must be created. Mentoring in higher education is a proven way to assist African American men in developing and becoming role models for others (LaVant, Anderson, & Tiggs, 1997).

The Seven Vectors of Development

Chickering and Reisser (1993) provide an overview of the establishment of identity in students and how to address issues that may arise later in the development

process. The authors provide seven vectors of development that they believe are “major highways for journeying towards individuation” (Chickering & Reisser, 1993, p.35).

First, developing competence is one of the main vectors that can be utilized to look at the student mentees in the mentor programs through their college experience. Establishing “a sense of competence” that gives students the confidence that one can cope with whatever comes along and achieve goals successfully (Evans, Forney, & Guido-Dibrito, 1998).

The second vector, managing emotions, helps students develop the ability to recognize and accept emotions. In addition, students learn also how to appropriately express and control their emotions. When one grows up economically deprived in an environment that does not yield much for personal development as a youth, developing a strong sense of identity and learning how to control anger, anxiety, shame and guilt becomes essential in a student’s life.

The third vector is “Moving through autonomy toward interdependence” (Chickering & Reisser 1993, p.117). This vector focuses on increased emotional independence or freedom; freedom from continual and pressing needs for reassurance, affection, and approval from others. The fourth vector deals with developing mature interpersonal relationships. The focus is on accepting individuals for who they are, to respect difference, and to appreciate commonalities.

The fifth vector is establishing identity, which includes comfort with body and appearance and comfort with gender and sexual orientation. Also, included are a sense of one’s social and cultural heritage, a clear self-concept, and comfort with one’s roles and lifestyle choices. Finally, a secure sense of self-acceptance and self-esteem, and personal stability are all-significant in an individual’s growth (Chickering & Reisser, 1993).

The sixth vector deal with developing a sense of purpose which illustrates creating clear vocational goals and committing to specific personal objectives. Finally, the seventh vector focuses on establishing a sense of personal integrity (Chickering & Reisser, 1993).

Impact Evaluation

Impact evaluation focuses on determining program results and effectiveness; it serves the purpose of making major decisions about program continuation, expansion, reduction, and funding. The impact of an evaluation refers to the influence it has on the decisions and follows up actions of members of the audience. It also refers to the conceptual influence on the program being evaluated. The evaluators should help stakeholders use the evaluation findings to take such beneficial actions as improving programs, selecting more cost-beneficial products or approaches and eliminating unproductive efforts. Evaluators should also help stakeholders see programs in ways different than they might have viewed them previously (Sanders, 1994).

Impact evaluation measures a program's effectiveness and the extent to which its goals were attained. Although evaluation designs may produce useful information about a program's effectiveness, some may produce more useful information than others. A beneficial impact is one that helps educators carry out their responsibilities and in general, meet the educational needs of students. The thrust of this standard is that evaluators should help their audiences use the evaluation findings in taking such actions as improving programs. When conducting an impact evaluation, evaluators must not assume that improvements will occur automatically once the evaluation report is completed. Such improvements must be stimulated and guided, and evaluators should

perform a facilitative role in this process. In effect, they should play the role of change agent, planning, and conducting evaluation activities so as to ensure that the members of the audience will assess and make constructive use of the results of an evaluation (Stufflebeam, 1981).

Summary of Literature Review

The literature suggests that mentoring is a concept that promotes human development. Through this concept, individuals are able to fully experience and realize their potential. Higher education institutions should continue to consider the impact of mentoring experiences as one major strategy toward helping students achieve personal goals. In addition, if mentoring is to continue to succeed in academe, it must be supported by all sectors in higher education.

Cohen (1995) identified six major functions containing the role of a mentor, and the effectiveness of mentoring experiences. The six major functions of mentoring are the following: (a) the relationship stress in which the mentor show a true acceptance of mentees' feelings, (b) an information which highlight involvement of the mentor providing accurate and sufficient advice, (c) facilitator emphasis in which the mentor guides the students through review and exploration of interest and abilities, (d) confrontive role in which the mentor assist the student in recognizing nonproductive behaviors, (e) value function of the mentor model in which the mentor motivates the student to take risks, and (f) student vision in which the mentor helps stimulate the student's critical thinking ability in realizing his or her own potential.

Mentoring programs in higher education not only provide role models for students on a college campus, but also provide away of assuring a successful college career and helping students to graduate.

The Dr. Harley E. Flack Male Mentoring Program has been in existence since 1992 and has served over 1000 minority male students at Rowan University. Unfortunately, to date, there has not been a comprehensive program evaluation of the Dr. Harley E. Flack Male Mentoring program to see the potential benefits to participants. Thus, a study focusing on the impact of the program on selected male students is needed.

CHAPTER THREE

METHODOLOGY

Context of the Study

This study was conducted at Rowan University located in Glassboro, New Jersey. Since its establishment in 1923, Rowan University has evolved into a comprehensive, regional university (www.rowan.edu,2004).Rowan University, formerly Glassboro State College, is a selective medium size public university located in southern New Jersey. Rowan offers a total of 36 undergraduates' majors in six colleges and 26 graduate programs leading to masters and a doctoral degree (www.rowan.edu,2004).

Rowan University enrolls more than 9,500 students who represent the Mid-Atlantic states and 30 foreign countries. There are a total of 8345 undergraduates of which 6556 are full-time students and 1789 are part-time students. There are 1413 graduate students enrolled in the academic year. The ethnic breakdown is as follows: 914 Black, 38 American Indian/Native, Alaskan, 311 Asian, 499 Hispanic, 7823 White, and 203 Unknown. Each year Rowan University enrolls approximately 1300 freshmen students and there are more than 150 clubs and organizations offering students professional, cultural and service activities for student's interest (www.rowan.edu, 2004).

Every year, the Dr. Harley E. Flack Male Mentoring selects a group of minority freshmen males to become apart of the mentoring program. The purpose of the mentoring program is to assist selective freshmen male students in their transition to college life. Each freshman is assigned to a mentor to help guide the student through they first year of the college experience.

Population and Sample

The population of this study consisted of the participants who made up the Rowan University male mentoring program during the 2005-2006 academic year. To participate in the study, subjects were required to be a male and a member of the Dr. Harley E. Flack Male Mentoring program. The male participants of the mentoring program were surveyed. In addition, the past and current directors/coordinators were interviewed about their experience and contributions to the program. In order to insure the rights of each subject, an Institutional Review Board (IRB) application was submitted on February 2, 2006 (Appendix A). The application included the survey (Appendix C), informed consent form (Appendix B), and interview protocol (Appendix D). Upon approval of the application, data collection commenced.

Overall, there were 94 participants in the study, divided into two groups. Group one consisted of 90 participants enrolled in the Dr. Harley E. Flack Male Mentoring Program. Group two consisted of four past and current directors/coordinators of the program. A convenience sample was used to select subjects for the survey and purposeful sampling was used to select the interview participants.

Instrumentation

To collect data, the study employed a survey and interview. The purpose of the survey was to evaluate the impact of the Dr. Harley E. Flack Male Mentoring program at Rowan University. The survey consisted of 23 items divided into three sections. The first section obtained background information on each subject including age, years of participation, and current class classification. The second section consisted of seven statements based on a Likert scale designed to determine the degree to which each subject

agreed with the statement. The scale was arranged according to Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The statements were designed to capture the attitudes of the subjects toward the academic support services and the overall college experience provided to students of the Dr. Harley E. Flack Male Mentoring Program. The survey covered topics such as the mentoring program influence on the educational aspirations on the mentees, impact on academic achievement, and social development. The third section of the survey focused on the students reflections of their interaction with the mentors of the Dr. Harley E. Flack Male Mentoring Program.

An interview schedule (Appendix D) was used to obtain the qualitative data for this study. The past and current directors/coordinators were interviewed regarding their involvement with the Dr. Harley E. Flack Male Mentoring Program. The interviews occurred in the office of the past and current director/ coordinators. The interview consisted of seven questions which covered the topics of barriers and obstacles, involvement, attitudes and recommendations for improving the program. All interviews were tape recorded and transcribed. Interviews lasted approximately one-half hour on average.

In an effort to confirm the reliability and validity of the survey, eight mentees of the Dr. Harley E. Flack Male Mentoring Program participated in a pilot study. The pilot study helped establish face and content validity. According to Cohen (1995), formal mentoring also provides the most significant increase in enrollment and retention of minority students, as well as increasing the overall satisfaction with the educational experience.

Procedure of Gathering Data

Following approval from the Institutional Review Board of Rowan University (Appendix A), a letter of consent (Appendix B) along with the survey was distributed to the student members of the Dr. Harley E. Flack Male Mentoring Program during the 2005-2006 academic years. The survey was administered to all the students of the mentoring program. The survey materials were delivered to the students in an envelope that described the purpose of the survey, and asked students to complete the instrument. Most students completed the survey in 20 minutes. Students returned their completed surveys upon completion. The students were informed responses on the survey would not be discussed with any mentors or mentees.

Data Analysis

Quantitative data from the survey were analyzed using the Statistical Package for the Social Sciences (SPSS) Software program at Rowan University. Descriptive statistics were calculated for the frequencies, percent, means, and standard deviations for survey items. The background data were organized to provide information on the subjects' number of years of participation in the program, attitudes and opinions regarding the Dr. Harley E. Flack Male Mentoring Program, and quality ratings on the major activities provided by the mentoring program throughout the school year. A Pearson product moment correlation was calculated to determine if there were any significant relationships between the attitudes of selected participants in the program and selected demographics, and the overall effectiveness of the mentoring program.

Qualitative data from the interviews of past and current directors/coordinators were analyzed using a content analysis procedure, looking for selected quotations from the taped transcripts to emphasize key points.

CHAPTER FOUR

FINDINGS

Profile of the Sample

The participants in the survey consisted of 70 students who were recruited through a convenience sampling process. For the purposes of the study, 90 surveys were distributed and 70 were returned, based on the availability and cooperation of participants for a response rate of 77%. Most of the students in the program entered in good academic standing as low SES students who were also first generation college students.

Table 4.1 shows the largest percentages of students were age 19 (27%). Additionally, 84.3% lived on campus, while only 7% lived off campus. Also, 95.7% were full-time college students, and only 2% were part-time college students. Overall, 45.7% of the students were freshmen, 18.6% were sophomores, 18.6% were juniors, while 17.1% were seniors. Moreover, 54.3% had a grade point average between 2.26 – 3.00, 24.3% had a grade point average between 3.01-3.4, and, 15.3% had a grade point average between 2.01 – 2.25, while 4.3% indicated having a grade point average below 2.0. Also, 1.4% of the respondents indicated that they had a grade point average between 3.5 -4.0.

Table 4.1

Selected Demographics

Variable		n = 70 Frequency	%
Age	18	16	23
	19	19	27
	20	15	21

	21	10	14
	23	1	1.4
	25	1	1.4
	Total	70	100
Living Arrangement			
	On Campus	59	84.3
	Off Campus	7	10
	Residence Hall (On Campus)	4	5.7
	Total	70	100
College Status			
	Full-Time	67	95.7
	Part-Time	2	2.9
	Other	1	1.4
	Total	70	100
College Classification			
	Freshmen	32	45.7
	Sophomore	13	18.6
	Junior	13	18.6
	Senior	12	17.1
	Total	70	100
Grade Point Average			
	Below 2.0	3	4.3
	2.01 - 2.25	11	15.7
	2.26 - 3.00	38	54.3
	3.01 - 3.4	17	24.3
	3.5 - 4.0	1	1.4
	Total	70	100

Table 4.2 describes the ethnic make-up of the sample surveyed. The majority of the Dr. Harley E. Flack Male Mentoring Program members were of African-American/African descent (65%), with Hispanic representing the second largest number of students in the program (20%). Caucasians made up just 7% of the students, followed

by 3% Asian students who were also participants in the Dr. Harley E. Flack Male Mentoring Program.

Table 4.2

Ethnicity

n = 70, M= 1.81, SD =1.231		
Race	Frequency	%
Ethnic Origin		
African American/ African Descent	46	65
Asian	2	3
Caucasian	5	7
Hispanic	14	20
Other	3	4

Table 4.3 represents the number of years the students participated in the Dr. Harley E. Flack Male Mentoring Program. The highest percentage (50%) of the participants in this study were first year participants followed by two year participants (27%).

Table 4.3

Years of Participation

n = 70, M= 1.84, SD= 1.044		
Years	Frequency	%
One Year	35	50
Two Year	19	27
Three Year	9	13
Four Year	6	9
Other	1	1.4
Total	70	100

Research Questions

Research Question 1: What are the attitudes of selected male participants in the Dr. Harley E. Flack Male Mentoring Program regarding perceived impact?

Table 4.4 provides information regarding research question 1. The table shows the level of importance the students reported in each category. Students were specifically asked to answer how the mentoring program might have impacted their college experience. The respondents were given the choices of answering: strongly agree, agree undecided, disagree, or strongly disagree.

Table 4.4 represents the responses from the survey question, “The Dr. Harley E. Flack Male Mentoring Program influenced my educational aspirations.” Eighty percent of subjects strongly agreed or agreed with the statement the Dr. Harley E. Flack Male Mentoring Program influenced their educational aspirations. Moreover 51.5% strongly agreed or agreed with the statement, “The Dr. Harley E. Flack Male Mentoring Program helped improve my grade point average.” Whereas, 35.7% of the respondents rated themselves undecided regarding whether the mentoring program helped improve their grade point average. Seventy-six percent indicated that they strongly agreed or agreed that the mentoring program had an impact on their academic achievement. Eighty-three percent responded that the program influenced their social development. While 82% agreed that the mentoring program impacted their overall college experience. Finally, 84.3% of the students strongly agreed or agreed that the Dr. Harley E. Flack Male Mentoring program provided them with a role model on campus, 11.4% were undecided, 4.3% disagreed, and 0% strongly disagreed.

Table 4.4

Impact of the Dr. Harley E. Flack Male Mentoring Education

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The Dr. Harley E. Flack Male Mentoring Program influenced my educational aspirations n = 70, SD = .832 M = 3.94	16	23	40	57	8	11	6	9	0	0
The Dr. Harley E. Flack Male Mentoring Program helped improve my grade point average n = 70, SD = .829 M = 3.45	6	8.6	30	42.9	25	35.7	6	12.9	0	0
The Dr. Harley E. Flack Male Mentoring Program has positively impacted my academic achievement n = 70, SD = .772, M = 3.89	13	18.6	40	57.1	13	18.6	4	5.7	0	0
The Dr. Harley E. Flack Male Mentoring Program has positively impacted my social development n = 70, SD = .829, M = 3.47	17	24.3	41	58.9	9	12.9	3	4.3	0	0
The Dr. Harley E. Flack Male Mentoring Program has positively impacted my overall college experience n = 70, SD = .767, M = 3.93	14	24.3	41	58.6	11	15.7	4	5.7	0	0
The Dr. Harley E. Flack Male Mentoring Program provided me with a role model on campus n = 70, SD = .824 M = 4.24	31	44.3	28	40	8	11.4	3	4.3	0	0

Research Question 2: What are the attitudes of selected participants of the Dr. Harley E. Flack Male Mentoring Program regarding the activities provided?

Tables 4.5 through 4.15 give quality rating opinions of the sample to determine the overall satisfaction with the activities sponsored by the Dr. Harley E. Flack Male Mentoring Program. Table 4.5 provides information concerning the opening ceremony and the closing banquet ceremony of the program. Seventy-four percent rated the opening ceremony of the Harley E. Flack Male Mentoring Program as either excellent or very good. Seventy-eight percent of the respondents felt that the closing banquet ceremony was either an excellent or very good experience.

Table 4.5

Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services

Level of Agreement	Opening Ceremony		Closing Banquet Ceremony	
	n = 69, SD = .822		n = 68, SD = .817	
	M = 4.00		M = 4.25	
	Frequency	%	Frequency	%
Poor	0	0	0	0
Fair	3	4.3	4	5.7
Good	14	20	9	12.9
Very Good	32	45.7	26	37.1
Excellent	20	28.6	29	41.4
Total	69	98.6	68	97.1

In Table 4.6, study skills workshops, and time management workshops were evaluated by the students. Overall, study skills workshops were described as very good and good by 71.4% of the respondents. Time management workshops that were provided to the students also received a very good to good rating by 71.5% of the subjects.

Table 4.6

Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services

Level of Agreement	Study Skills Workshops n = 65, SD = .833 M = 3.51		Time Management Workshops n = 65, SD = .850 M = 3.52	
	Frequency	%	Frequency	%
Poor	0	0	0	0
Fair	4	5.7	4	5.7
Good	35	50	34	48.6
Very Good	15	21.4	16	22.9
Excellent	11	15.7	11	15.7
Total	65	92.9	65	92.9

Table 4.7 graduate school workshops and avoiding plagiarism workshops were evaluated by the students. Overall, the graduate school workshop information provided to the students received a good to very good rating from 71.2% of the respondents. The avoiding plagiarism workshops were rated as very good to good by 71.4% of the subjects.

Table 4.7

Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services

Level of Agreement	Graduate School Workshops n = 65, SD = .833 M = 3.51		Avoid Plagiarism Workshops n = 65, SD = .850 M = 3.52	
	Frequency	%	Frequency	%
Poor	0	0	0	0
Fair	4	5.7	4	5.7
Good	30	42.9	33	47.1
Very Good	20	28.6	17	24.3
Excellent	10	14.3	11	15.7
Total	64	91.4	65	92.9

Table 4.8 presents the quality rating opinions given by the students who participated in the activities provided by the Dr. Harley E. Flack Male Mentoring Program. The bowling party was described by 70% of the respondents as excellent or very good. The skating party was described by 72.8% of the respondents as excellent to very good. Finally, the 76ers' basketball game was described by 67.2% of the respondents as excellent or very good.

Table 4.8

Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services

Level of Agreement	Bowling Party		Skating Party		76ers Basketball Game	
	n = 67, SD = .833 M = 3.51		n = 67, SD = .850 M = 3.52		n = 65, SD = .856 M = 4.05	
	Frequency	%	Frequency	%	Frequency	%
Poor	0	0	1	1.4	0	0
Fair	2	2.9	3	4.3	2	2.9
Good	16	22.9	12	17.1	16	22.9
Very Good	29	41.4	25	35.7	24	34.3
Excellent	20	28.6	26	37.1	23	32.9
Total	67	95.7	67	95.7	65	92.9

Table 4.9 presents ratings that show how students responded regarding some of the activities provided by the Dr. Harley E. Flack Male Mentoring Program. The majority of the participants (64.3%) indicated that the homecoming football tailgating barbeque was very good or excellent; also 82.9% of the student respondents said the end of the year barbeque was very good or excellent.

Table 4.9

Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services

Level of Agreement	Homecoming Football Game Tailgating Barbeque n = 67, SD = .788 M = 3.94		End of the Year Barbeque n = 70, SD = .817 M = 4.25	
	Frequency	%	Frequency	%
Poor	0	0	0	0
Fair	2	2.9	3	4.3
Good	16	22.9	7	10
Very Good	31	41.4	28	40
Excellent	16	22.9	30	42.9
Total	67	95.7	70	100

Table 4.10 shows students' responses to the mentor assignment process. The table shows 21.4% of respondents indicated the mentor assignment was excellent, 31.4% rated very good, 37.1% good, 5.7% fair, and 1.4% poor.

Table 4.10

Quality Ratings of the Dr. Harley E. Flack Male Mentoring Program Activities and Services

Level of Agreement	Mentor Assignment n = 68 SD = .937, M = 3.68	
	Frequency	%
Poor	1	1.4
Fair	4	5.7
Good	26	37.1
Very Good	22	31.4
Excellent	15	21.4
Total	68	97.1

Research Question 3: How do selected participants in the Dr. Harley E. Flack Male Mentoring Program rate the quality of interaction and assistance provided by a mentor?

Tables 4.11 through 4.19 provide information regarding research question 3. Each of these tables shows the level of importance students of the Dr. Harley E. Flack Male Mentoring Program attached to the category. The tables show how the participants of the mentoring program rated the quality of interaction and assistance provided by the mentors of the program.

Table 4.11 helped explain whether contact was made between the mentors and the students' respondents. According to the table, 88.6% of the students responded "yes," that they had made contact with their mentors. While only 10% responded "no" they had not had any contact with their mentor.

Table 4.11

Contact with Mentor

n = 69 SD = .304, M = 1.10		
Response	Frequency	%
Yes	62	88.8
No	7	10
Total	69	98.8

Table 4.12 displays how often communications were made between mentors and the respondents: 71.4% responded they frequently communicated with their mentors. Moreover, 18.6% responded they communicated with their mentors on monthly basis.

Only 7.1% of the respondents said they seldom communicated with their mentors, and 2.9% stated they never had any form of communication with their mentors.

Table 4.12

Communication with Mentor

n = 70 SD = 752, M = 1.41		
Response	Frequency	%
Frequently	50	71.4
Monthly	13	18.6
Seldom	5	7.1
Never	2	2.9
Total	70	100

Table 4.13 shows the most frequent form of interaction that was made between the mentors and mentees: 71.1% of the respondents indicated they predominately had face-to-face interaction with their mentors; 17.1% responded that they mostly had telephone interaction with their mentors, while 8.6% indicated the main form of interaction was through email.

Table 4.13

Forms of Interaction with Mentors

n = 68 SD = .641, M = 2.65		
Response	Frequency	%
Email	6	8.6
Phone	12	17.1
Face-to-Face	50	71.4
Total	68	97.1

Table 4.14 presents the quality of interaction between the mentors and mentees. This factor produced mixed responses; for example, when it came to rating the quality of interaction between the mentors and mentees, 15.7% of the respondents indicated the quality of interaction with their mentors was excellent, 15.7% indicated very good, 20% good, 30% fair, and 18.6% poor.

Table 4.14

Quality of Interaction

n = 70 SD = 1.347, M = 3.20		
Response	Frequency	%
Outstanding	11	15.7
Very Good	11	15.7
Good	14	20
Fair	21	30
Poor	13	18.6
Total	70	100

According to Table 4.15, which displays the areas in which mentors offer/gave help to the mentees, 71.4% of the respondents indicated that the mentor's helped academically, 2.9% responded that their mentors helped them socially, 11.4% indicated that they received help in terms of career-related assistance, while 5.7% received assistance in another form.

Table 4.15

Mentor Assistance

n = 67 SD = 1.613, M = 1.87		
Response	Frequency	%
Academic	50	71.4
Social	2	2.9

Personal	8	11.4
Career-Related	3	4.3
Other	4	5.7
Total	67	95.7

Table 4.16 displays how students responded regarding whether they achieved better grades through the assistance of their mentors. Thirty percent indicated that they strongly agreed they achieved better grades through the assistance of their mentors, 24.3% agreed, 27.1% gave a neutral opinion, 12.9% disagreed, and 4.3% strongly disagreed that they achieved better grades through the assistance of their mentors.

Table 4.16

Mentor Assistance

Response	n = 69 SD = 1.75, M = 1.11	
	Frequency	%
Strongly Disagree	3	4.3
Disagree	9	12.9
Neutral Opinion	19	27.1
Agree	17	24.3
Strongly Agree	21	30
Total	69	98.6

Information about whether students would return next year as a focused peer is presented in Table 4.17. Overall, 77.1% of the subjects responded “yes” they would return next year to be a focused peer. However, 10% indicated “no” they would not return to be a focused peer.

Table 4.17

Return to be Focused Peer

Response	n = 54 SD = .321, M = 1.11	
	Frequency	%
Yes	54	77.1
No	7	10
Total	61	87.1

Table 4.18 provides information about the mentees' experience in the mentoring program. Overall, 87.1% of the mentees in the Dr. Harley E. Flack Male Mentoring Program rated their experience as a mentee to be a positive experience, 2.9% indicated they had a negative experience, while 8.6% of the mentees stated they had mixed feelings about their experience in the program as a mentee.

Table 4.18

Mentee Experience

Response	n = 69 SD = .584, M = 1.20	
	Frequency	%
Positive	61	87.1
Negative	2	2.9
Mixed Feelings	6	8.6
Total	69	98.6

Table 4.19 presents the overall rating of the Dr. Harley E. Flack Male Mentoring Program. Respondents rated the program on a scale of poor to excellent; 21.4% of the respondents rated the program outstanding, 55.7% of the respondents rated the program

very good, 18.6% of the respondents rated the program good, while 4.3% rated the program fair, and none of the respondents rated the program poor.

Table 4.19

Overall Rating of the Dr. Harley E. Flack Male Mentoring Program

N = 70 SD = .759, M = 3.94		
Response	Frequency	%
Poor	0	0
Fair	3	4.3
Good	13	18.6
Very Good	39	55.7
Outstanding	15	21.4
Total	70	100

Research Question 4: Is there a significant relationship between the attitudes of selected participants in the Dr. Harley E. Flack Male Mentoring Program and selected demographics?

Table 4.20 depicts the relationship of selected demographics and the attitudes of selected participants toward the Dr. Harley E. Flack Male Mentoring Program. Research question four was analyzed using the Pearson product moment correlation to determine if there was a signification relationship ($p < .05$) between the responses of the survey items regarding the attitudes of the selected participant's and the selected demographic variables. The correlation is statistically significant between the following variables: ethnic origins and attitudes of participants academic achievement is ($r = .252, p = .035$) at the $p < .05$ level; years of participation and grade point average is ($r = .288, p = .016$) at the $p < .05$ level; years of participation and academic achievement($r = .301, p = .011$) at

the $p < .05$ level; years of participation and social development ($r = .249, p = .038$) at the $p < .05$ level; present living arrangements and role model on campus ($r = .274, p = .022$) at the $p < .05$ level; and current college classification and role model on campus ($r = .270, p = .024$) at the $p < .05$ level.

Table 4.20

Relationship Between Selected Demographics and Selected Participants Attitudes

Items	r coefficient	p-level
Ethnic Origin - Academic Achievement	.252	.035*
Years of Participation - Grade Point Average	.288	.016*
Years of Participation - Academic Achievement	.301	.011*
Years of Participation - Social Development	.249	.038*
Present Living Arrangements- Role Model on Campus	.274	.022*
Current College Classification- Role on Campus	.270	.024*

*Statistically Significant $p < .05$

Interviews

Following the completion of the survey, additional data were collected from current and past directors/coordinators of the Dr. Harley E. Flack Male Mentoring Program. The survey was able to determine attitudes of the students toward current services offered and the perceived impact of the Dr. Harley E. Flack Male Mentoring Program. However, more data were needed to answer Research Question 5: What are opinions of past and current directors/coordinators regarding the impact of the Dr. Harley E. Flack Male Mentoring Program at Rowan University? To complete this task, the researcher performed a series of interviews with four of the past and current directors/coordinators of the Dr. Harley E. Flack Male Mentoring Program.

Profile of the Interview Sample

The intent of the interview protocol was to gain a better understanding of the impact of the Dr. Harley E. Flack Male Mentoring Program at Rowan University. Specifically, four past and current directors/coordinators were interviewed about who participated in the study, which involved an informal conversation about the mission of the program, the level of satisfaction of the program, the obstacle or barriers in administering the Dr. Harley E. Flack Male Mentoring program, and the most significant outcome of the Dr. Harley E. Flack Male Mentoring program. The past and current directors/coordinators who participated in the interviews remain actively involved in the mentoring program.

Table 4.21 presents the demographic information about the past and current directors/coordinators of the program. Two have been involved in the program for over 10 years, one over 5 years, and one less than 5 years. With regard to satisfaction with the program, one director/coordinator was very satisfied, one satisfied, and two somewhat satisfied.

Table 4.21

Selected Demographic Information of the Past and Current Directors/Coordinators.

N = 4		
Variable	Frequency	Rank
Year of Involvement		
Over 10 years	2	1
Over 5 years	1	2
5 years or less	1	3
Level of Satisfaction		
Very satisfied	1	1
Satisfied	1	2
Some what satisfied	2	3

Analysis of the Interviews

The goal of the interviews was to learn about the involvement of the past and current director/ coordinators of the Dr. Harley E. Flack Male Mentoring Program as well as to gauge what barriers and obstacles they had to deal with in administrating the program. At the conclusion of the interviews, the responses were analyzed by categorizing the comments and suggestions. Four categories emerged: (a) the level of understanding of the mission of the Dr. Harley E. Flack Male Mentoring program, (b) the level of satisfaction with the mentoring program, (c) the obstacles or barriers faced in administering the Dr. Harley E. Flack Male Mentoring program, and (d) the most significant outcome of the Dr. Harley E. Flack Male Mentoring program.

According to the past and current directors/coordinators, the level of understanding of the mission of the Dr. Harley E. Flack Male Mentoring program is to facilitate the graduation of every minority male enrolled in Rowan University at the baccalaureate level—not just African American, but Hispanics, too. Additionally, the mission is to facilitate baccalaureate graduates to achieve career goals after graduation.

Second, looking at the level of satisfaction with the mentoring program, the past and current directors/coordinators of the Dr. Harley E Flack Male Mentoring Program overall are not completely satisfied with the program; for example, one of the past or current directors/coordinators said, "I think we have enough capacity to do more and be more. The mentoring program has obtained some of the obvious markers; it is a source of support for some of the male students here at Rowan University, however, I think there's

a lot more work to be done." There is great dissatisfaction in terms of institutional support for the mentoring program, mainly because the mentoring program does not have an established infrastructure. "We don't have a place to hang our hats, so to speak. We don't have an office to provide a functional, on-going program. We don't have any type of equipment, computer equipment, and we don't have an official university coordinator or manager for the program." There is, however, great satisfaction with the enriching experiences and activities provided for the mentees.

Some of the obstacles or barriers the past and current directors/coordinators stated they faced in administering the Dr. Harley E. Flack Male Mentoring program were: (a) lack of resources, (b) lack of faculty and staff members who are committed as mentors, and (c) institutional support. Lack of resources is the most serious barrier of the mentoring program, but the most profound barrier revolves around financial support "we initially had some run-ins with students services, especially food services because we're not necessarily considered a club or organization by student government association." Participants noted that it is difficult for the program to use the food menu items that other student organizations use. The lack of faculty and staff who are committed as mentors was also noted as a major issue for the mentoring program. For some time, the faculty and staff mentors have been lacking in terms of involvement and supported the program and the mentees. Many of the faculty and staff members are committed to mentoring from a practical sense. One of the past directors/coordinators said, "I think everybody wants to do it in terms of theory, but when it comes down to the practice, it's a different story." When it comes to institutional support, the mentoring program needs better

support from the university in general. Rowan University needs to provide the mentoring program with a location to house the office for the program to operate.

Finally, according to the past and current directors/coordinators of the Harley E. Flack Male Mentoring program, the most significant outcomes involve several changes in the attitudes of the male students served by the mentoring program. Overall, the mentoring program does a pretty good job of transitioning the students into Rowan University; however, its greatest accomplishment is the large number of students from the program that graduate and become successful not only in graduate programs, but become professionals in many different fields. Finally, it is the long term positive mentoring relationships that form between the mentors and mentees that last for a life time.

What recommendations did past and current directors/ coordinators of the Dr. Harley E. Flack Male Mentoring Program make to improve/enhance the mentoring program? The number one goal is to hire a fulltime staff coordinator who will run the program and make it much more cohesive, systemized and fully functional. In this way, the program will develop into a system that will meet the needs of the students as well as the university. "Overall, the program is an excellent program and it is where it needs to be, and doing well. We don't have a lack of student mentors participating, we have students asking to be peer mentors; however, the main focus we need is true institutional support for the program. I feel that the institution wants the program, but I think more administrative support will take the program to the next level."

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

Mentoring programs for students represent a unique part of the collegiate environments. Kerry and Mayes (1995) identified specific criteria that students perceived as being important for effective mentoring including: academic and career advisor supporter, and growth facilitator. Many times when students enter the college setting they encounter challenges arising from being in the new environment which makes them feel uncomfortable especially for minority students. To support minority students, a comprehensive mentoring program with support services from the institution is essential for the student's success.

This study was designed to determine the impact of the Dr. Harley E. Flack Male Mentoring Program on the participants' overall college experience. In this study, student participants from the Dr. Harley E. Flack Male Mentoring Program were surveyed and past and current directors/ coordinators were interviewed.

Purpose of the Study

Since the establishment of the Dr. Harley E. Flack Male Mentoring Program in 1992, there has always been a concern in providing support for minority males to successfully transition into Rowan University. Some students perform better academically mainly because they seem to be socially integrated into the college environment.

Mentoring programs in higher education have shown great promise in assisting students to successfully complete their college education. However, there is relatively little evidence evaluating the effectiveness of mentoring programs at the collegiate level.

The Dr. Harley E. Flack Mentoring Male Program was designed to support minority males in their transition into higher education. The purpose of this study was to conduct an evaluation of the impact of the Dr. Harley E. Flack Male Mentoring Program on selected students at Rowan University. The study sought to better understand the impact of mentoring on the overall college experience among minority male students at Rowan University.

Methodology

The participants in the study consisted of 90 subjects from the Dr. Harley E. Flack Male Mentoring Program. Of the 90 students, 70 completed a survey, resulting in a response rate of 77%. In order to insure the rights and welfare of students, an Institutional Review Board (IRB) application (Appendix A) was completed in February 2006 and submitted to the Rowan University IRB for approval. The application included a survey (Appendix C), an informed consent form (Appendix B), and an interview protocol (Appendix D). The application was approved on February 21, 2006. Subjects were asked to read and sign the consent form before completing the survey.

Data were gathered through two instruments: a 23 item survey and an interview protocol. The 23 item survey titled “Harley E. Flack Male Mentoring Program Impact Evaluation” (Appendix C) was designed by the researcher. Upon receiving approval from the IRB the final survey was distributed to the subjects. The subjects were asked to answer a four section survey. The first section obtained background information

of each subject including age, ethnic origin, present living arrangements, present college status, current college classification, current Grade Point Average, number of years participate in the program.

The second section of the survey was based on a five-point Likert scale. The scale was arranged according to 5- Strongly Agree, 4- Agree, 3- Undecided, 2- Disagree, 1- Strongly Disagree. The scale was utilized to address the level of participant agreement to statements regarding attitudes and opinions toward the impact of the Dr. Harley E. Flack Male Mentoring Program. The third section of the survey asked the subjects to rate the quality of each major activities provided by the Dr. Harley E. Flack Male Mentoring Program throughout the school year. Finally the last section of the survey obtained information about the mentor and mentee relationship and an overall effectiveness of the program.

The interviews were used to obtain the qualitative data for this study. The past and current directors/coordinators were interviewed regarding their involvement with the Dr. Harley E. Flack Male Mentoring Program. The interviews lasted approximately one-half hour on average. All interviews occurred in the office of the past and current directors/coordinators. The interview posed seven questions which covered the topics of barriers and obstacles, involvement, attitudes and recommendations for improving the program. All interviews were tape recorded and transcribed.

On March 1, 2006, surveys packets were distributed to the student members of the Dr. Harley E. Flack Male Mentoring Program during a session sponsored by the program. The survey was administered to all the students of the mentoring program. The survey materials were placed in an envelope and given to the students with a description of the

purpose of the survey, and a participant's consent form for signature before the students completed the instrument. Most students completed the survey in 20 minutes. Students returned their completed surveys upon completion. The students were informed the responses on the survey would not be discussed with any mentors or mentees. The survey data collection period was closed on April 3, 2006, and data analysis occurred immediately.

On March 5, 2006, letters were mailed to all the past and current directors/ coordinators of the Dr. Harley E. Flack Male Mentoring Program asking for their participation in structured interviews. Subjects were given a packet containing a cover letter (see Appendix D), description of the purpose of study and the process of the interviews. The letter also noted that all interviews would remain confidential and responses anonymous.

Data Analysis

The quantitative data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS) software program. SPSS descriptive statistics provided frequencies, means, percentages, and standard deviation (SD) for the attitudes of the participants regarding the perceived impact, attitudes of selected participants regarding the activities provided, and a quality rating of interaction and assistance provided by a mentor in the program. A Pearson product moment correlation was calculated to determine the significant relationship between the attitudes of selected participants in the program and selected demographics.

The qualitative data obtained from the interviews with the past and current directors/coordinators of the Dr. Harley E. Flack Male Mentoring Program were analyzed using a content analysis procedure. Selected quotations from the taped transcripts were used to emphasize key points.

Discussion of the Findings

Research Question 1: What are the attitudes of selected male participants in the Dr. Harley E. Flack Male Mentoring Program regarding perceived impact?

Eighty percent of the subjects strongly agreed or agreed that the Dr. Harley E. Flack Male Mentoring Program has influenced their educational aspirations. Furthermore, 83.2% of the subjects strongly agreed or agreed that the program influenced their social development. Moreover, 82 % stated the mentoring program had a positive impact on their overall college experience. The findings suggest strong support of the Dr. Harley E. Flack Male Mentoring Program regarding perceived impact.

The findings appear to support the previous research of Cohen (1995). Formal mentoring is a research concept in higher education that seeks to improve retention and graduation rates among students. Mentoring also provides the most significant increase in enrollment and retention rates of minority students, as well as increased satisfaction with the educational experience. LaVant, Anderson, and Tiggs (1997) found that mentoring has become a very important tool to help guide African American males to complete a college education. Further, the declining numbers of African American males attending and graduating from college are distressing not only because of the immediate implications for the men themselves, but because many African American male students enter college socially, educationally, and economically disadvantaged (Wilson, 2000).

Research Question 2: What are the attitudes of selected participants of the Dr. Harley E. Flack Male Mentoring Program regarding the activities provided?

The findings showed that the selected participants of the Dr. Harley E. Flack Male Mentoring Program expressed very positive attitudes regarding the activities provided by the mentoring program. Overall, seventy four percent rated the opening ceremony of the Dr. Harley E. Flack Male Mentoring Program as either excellent or very good. Seventy eight percent of the respondents felt that the closing banquet ceremony was either an excellent or very good experience. Moreover, 82.9% of the subjects rated the end of the year barbeque excellent or very good. Furthermore, the findings indicated that selected participants found the most important activities provided by the mentoring program to be: study skills workshop (M 3.51, SD .833), avoiding plagiarism workshop (M 3.52, SD.850), end of the year barbeque (M 4.25, SD .817), skating party (M 4.07, SD .942), 76ears basketball game (M 4.05, SD, .856), and mentor assignment (M 3.68, SD .937).

The findings support the research of Wright and Wright (1987) who stressed the importance of social development as a key outcome of mentoring programs. The responsibilities of minority mentoring programs are not limited to academic mentoring of students but, also to provide enriching experiences and social activities for the mentees of the program. Mentoring programs should provide the opportunities for mentees to become well rounded students not just in the classroom, but through society as a whole (Wright & Wright, 1987).

Research Question 3: How do selected participants in the Harley E. Flack Male Mentoring Program rate the quality of interaction and assistance provided by a mentor?

Nearly 89% of the subjects responded yes they did make contact with their assigned mentor, while 71.4 % of the subjects responded they frequently communicated with their mentors. In addition, 71.1% of the subjects indicated the most frequent form of interaction with their mentors was through face-to-face interaction. Furthermore, 71.4% of the subjects indicated that mentors offered valuable academic adviser. Moreover, 50.3% of the subjects strongly agreed or agreed that they achieved better grades through the assistance of their mentors.

The findings appear to support the previous research of Kerry and Mayes (1995) who argued that the most desirable characteristics that students want in a mentor is: academic and career advise delivered in a supportive and growth facilitating relationship. Thus, the mentor relationship extends beyond the walls of academia into the real world.

Research Question 4: Is there a significant relationship between the attitudes of selected participants in the Dr. Harley E. Flack Male Mentoring Program and selected demographics?

There was a statistically significant relationship between the following variables: ethnic origins and attitudes of participants' academic achievement is statistically significant ($r = .252, p = .035$) at the $p < .05$ level; years of participation and grade point average is statistically significant ($r = .288, p = .016$) at the $p < .05$ level; years of participation and academic achievement ($r = .301, p = .011$) is statistically significant at the $p < .05$ level; years of participation and social development ($r = .249, p = .038$) is statistically significant at the $p < .05$ level; present living arrangements and role model on campus ($r = .274, p = .022$) is statistically significant at the $p < .05$ level; and college classification and role model on campus ($r = .270, p = .024$) is statically significant at the

$p < .05$ level. The data suggests that the longer the students had been in the program the more likely the Dr. Harley E. Flack Male Mentoring Program impacted their overall college experience.

Wilson (2000) argued that mentoring in higher education has proven to be a valuable and effective tool in promoting interaction between students, faculty, and staff. Minority men in particular have reaped the benefits of formally structured mentoring programs at colleges and universities. LaVant, Anderson, and Tiggs (1997) highlight a program at The University of Louisville; how the number of black students fell dramatically after the initial year of initial enrollment because of the campus climate, and as a result, the university established a faculty mentoring program which was created to enhance retention and persistence of African American male students. The philosophy behind the program is to help the students become connected with the institution, feel welcomed, and to provide direction for students so that they can achieve the goal of graduating and becoming successfully employed.

Research Question 5: What are opinions of past and current directors/coordinators regarding the impact of the Dr. Harley E. Flack Male Mentoring Program at Rowan University?

According to the past and current directors/coordinators, there is mixed satisfaction with the program in term of students successfully completing their education and going on to graduate school, becoming employed, and the long- term relationships developed between mentors and mentees. However, there is a great level of dissatisfaction identified in the areas of limited resources, lack of faculty and staff members who are committed as mentors, and institutional support.

The findings appear to support the research of Kerry and Mayes (1995) who contend that if mentoring programs are to be successful in academe, they must be supported by all sectors. Mentoring in higher education has been defined as the process by which persons of superior rank, special achievements, and prestige instruct, counsel, guide, and facilitate the intellectual, and the career development of persons identified as protégés, and mentoring is the socialization of faculty members learning the rules of academe.

Research Question 6: What recommendation do past and current directors/coordinators of the Dr. Harley E. Flack Male Mentoring Program make to improve/enhance the mentoring program?

Past and current directors/coordinators identified the number one goal as hiring a fulltime staff coordinator who would run the program and make it more cohesive, systemized, and fully functional. In this way, the program could develop into a system that will meet the needs of the students as well as the university. "Overall, the program is an excellent program and it is where it needs to be, and doing well. We don't have a lack of student mentors participating, we have students asking to be peer mentors; however, the main focus we need is true institutional support for the program. I feel that the institution wants the program, but I think more administrative support will take the program to the next level."

Conclusions

The majority of students in the Dr. Harley E. Flack Male Mentoring Program agreed that participating in the program had a positive impact on their overall college experience. The findings further indicate that the students believe that services provided

by the mentoring program were very beneficial in helping them succeed at Rowan University. Thus, it can be concluded that these activities are important to the development and retention rate of the students and should be continued as an essential part of the Dr. Harley E. Flack Male Mentoring Program.

Moreover, 89% of the students responded that they contacted their assigned mentor, and achieved higher grades through the assistance of their mentors. Thus, it is reasonable to conclude that the students found the program to be very beneficial. In fact, more than 78% of the respondents agreed strongly with statements involving educational aspirations, improvement of grades, role model on campus, and high level of communication between mentors and mentees.

Quality ratings for the major activities provided by the Dr. Harley E. Flack Male Mentoring Program received high marks by 85% of the respondents. As a group, the end of the year barbeque and the closing banquet ceremony were rated highest.

The Dr. Harley E. Flack Male Mentoring Program as a whole was evaluated by the students on a Likert scale rated from excellent to poor. Seventy-seven percent of the surveyed group answered between excellent and very good. Therefore, it can be concluded that generally students who participated in the Dr. Harley E. Flack Male Mentoring Program and responded to the survey enjoyed their experiences, and highly rated the effectiveness of the program.

Also, the findings suggest a statistically significant relationship between the following variables: ethnic origins and attitudes of participants academic achievement; years of participation and grade point average; years of participation and academic

achievement; years of participation and social development; present living arrangements and role model on campus; and current college classification and role model on campus.

Finally, the level of satisfaction of the Dr. Harley E. Flack Male Mentoring Program according to the past and current directors/coordinators, was mixed in term of students successfully completing their education and going on to graduate study or seeking employment in a professional field. Further, there is a great level of dissatisfaction identified in areas needing improvement in the mentoring program which include limited resources, lack of faculty and staff members who are committed as mentors, and institutional support.

Recommendations for Future Research

1. To produce more reliable data, a yearly analysis of Dr. Harley E. Flack Male Mentoring Program should be done, looking at the respondents by number of years of participation.
2. More study should be done looking at the issues and challenges mentoring programs at other colleges and universities experience in New Jersey and the region.
3. It is recommended that an alterative study should be done tracking the number of students who enter the mentoring program as a freshmen focusing on their progress through the senior year to see how many graduated, and how much impact the mentoring program had on their success.
4. A larger study at the Rowan University of all mentoring programs should be administered. This study only examined the perceived impact of the Dr. Harley E. Flack Male Mentoring Program. A study of every mentoring program at

Rowan University would provide more data and perhaps clearer answers regarding the institutional support for mentoring.

5. A longitudinal study needs to be done on annual basis to look for trends and anticipate future challenges and funding opportunities. Currently, very little if any research has been initiated on the effectiveness of mentoring programs.
6. A study of Rowan University faculty and administrative staff should be initiated regarding their attitudes and opinions of the Dr. Harley E. Flack Male Mentoring Program. It would be interesting to survey faculty and administrative staff regarding their feelings on the impacts of the mentoring program.

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APPENDIX A

Institutional Review Board (IRB) Application Rowan University Approval

RECEIVED FEB 01 2006

Rowan University
INSTITUTIONAL REVIEW BOARD
HUMAN RESEARCH REVIEW APPLICATION

INSTRUCTIONS: Check all appropriate boxes, answer all questions completely, include attachments, and obtain appropriate signatures. Submit an **original and two copies** of the completed application to the Office of the Associate Provost.

NOTE: **Applications must be typed.**
Be sure to make a copy for your files.

FOR IRB USE ONLY:

Protocol Number: IRB- 2006-033

Received: _____ Reviewed: _____

Exemption: ☐ Yes ☐ No

Category(ies): _____

Approved Syrate (date) 2/20/06

Step 1: Is the proposed research subject to IRB review?

All research involving human participants conducted by Rowan University faculty and staff is subject to IRB review. Some, but not all, student-conducted studies that involve human participants are considered research and are subject to IRB review. Check the accompanying instructions for more information. Then check with your class instructor for guidance as to whether you must submit your research protocol for IRB review. If you determine that your research meets the above criteria and is not subject to IRB review, **STOP**. You do not need to apply. If you or your instructor have any doubts, apply for an IRB review.

Step 2: If you have determined that the proposed research is subject to IRB review, complete the identifying information below.

Project Title:

The Significant impact of the Dr. Harley E. Flack Male Mentoring Program

Eliezer Marcellus

Researcher: Eliezer Marcellus

Department: Educational Leadership Location _____

Mailing Address: 2435 46 Street (Street)
Pennsauken, NJ 08110 (Town/State/Zip)

E-Mail: marcel53@students.rowan.edu Telephone: (609)929-5419

Co-Investigator/s:

Faculty Sponsor (if student)* Dr. Burton Sisco

Department Educational Leadership Location: _____

E-Mail: sisco@rowan.edu Telephone: Ext.3717

APPENDIX B

Consent Form

Informed Consent Form

I agree to participate in a research project entitled project “An Impact Evaluation of The Dr. Harley E. Flack Male Mentoring Program.” This project is being overseen by the professor of educational leadership department; Dr. Burton Sisco and conducted by Eliezer Marcellus. The purpose of this study is to determine if the Dr. Harley E. Flack Male Mentoring Program has a made a positive academic impact on the students it has served.

I understand that my responses will be anonymous and that all the data gathered will be confidential. I agree that any information obtained from this study may be used in any way thought best for publication or education provided that I am in no way identified and my name is not used.

I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty.

If you have any questions or problems concerning my participation arise at anytime, the participant can contact the professor of the educational leadership department: Dr. Burton Sisco at (856) 256-4500 ext. 3717.or the conductor of study Eliezer Marcellus at (609) 929-5419.

(Signature of Participant)

(Date)

(Signature of Investigator)

(Date)

February 23, 2006

Dear:

My name is Eliezer Marcellus I am a graduate student in the M.A. in Higher Education (Administrative Track) program. I am currently serving at the graduate assistant for the Dr. Harley E. Flack Male Mentoring Program.

Presently, I am working on my thesis project "An Impact Evaluation of The Dr. Harley E. Flack Male Mentoring Program." I am asking for your assistance in collecting data for my study. I am requesting permission to interview you as a past director or coordinator of the Dr. Harley E. Flack Male Mentoring Program to participate in this research.

The interview will only take about 30 minutes to complete. All responses will be kept confidential. It is my hope that the information collected here will provide valuable insight into further development and enhancement of the mentoring program.

If you have any questions about this research project, please feel free to contact my program advisor, Dr Burton Sisco at (856) 256-4500 ext. 3717, Sisco@rowan.edu. I can also be reached at (609) 929-5419 or via email at marcel53@students.rowan.edu. I will contact you to schedule a meeting time.

Your contribution is valuable for this research project to be successful. Thank you in advance for your time and consideration.

Sincerely,

Eliezer Marcellus, Master Degree Candidate
Higher Education (Administrative Track) Program

APPENDIX C

Survey

Harley E. Flack Male Mentoring Program Evaluation

The purpose of this survey is to evaluate the impact of the Harley. E Flack Male Mentoring Program at Rowan University

Section I Background Information

1. What is your age? _____
2. What is your ethnic origin?
☐ African American/ African Descent
☐ Asian
☐ Hispanic
☐ Caucasian
☐ Other
3. What are your present living arrangements?
☐ On Campus
☐ Off Campus
☐ Residence Hall (On Campus)
☐ Other (please specify) _____
4. What is your present college status?
☐ Full-Time College Student (> 12 credits per semester)
☐ Part-Time College Student (<12 credits per semester)
☐ Other (please specify) _____
5. What is current college classification?
☐ Freshmen (Under 30 credits)
☐ Sophomore (30-59 credits)
☐ Junior (60- 89 credits)
☐ Senior (90 or more credits)
☐ Graduate Student
6. What is your current Grade Point Average?
_____ Below 2.0 _____ 2.01- 2.25 _____ 2.26- 3.0 _____ 3.01- 3.4 _____ 3.5 - 4.0
7. How many years have you participated in the program?
☐ One year
☐ Two year
☐ Three year
☐ Four year
☐ Other (please specify) _____

Listed below are statements which reflect attitudes of The Dr. Harley E. Flack Male Mentoring Program students. For each statement circle whether you strongly Agree, Agree, Disagree, Strongly Disagree, or Undecided

1. The Dr. Harley E. Flack male mentoring program influenced my educational aspirations.

Strongly Agree Agree Undecided Disagree Strongly Disagree

2. The Dr. Harley E. Flack male mentoring program helped improve my grade point average.

Strongly Agree Agree Undecided Disagree Strongly Disagree

3. The Dr. Harley E. Flack male mentoring program has had a positive impacted on my academic achievement.

Strongly Agree Agree Undecided Disagree Strongly Disagree

4. The Dr. Harley E. Flack male mentoring program has had a positively impacted on my social development.

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. The Dr. Harley E. Flack male mentoring program has had a positive impact on my overall college experience.

Strongly Agree Agree Undecided Disagree Strongly Disagree

6. The Dr. Harley E. Flack Male mentoring program provided me with a role model on campus.

Strongly Agree Agree Undecided Disagree Strongly Disagree

13. I achieved better grades through the assistance of my mentor.

Strongly Agree Agree

Neutral Opinion

Disagree

Strongly Disagree

14. Would you like to return as a Focused Peer next year (graduating seniors do not respond)

Yes

No

15. Please rate your experience as a mentee:

Positive

Negative

Mixed Feelings

16. Overall, how would you rate the mentoring Program?

Outstanding

Very Good

Good

Fair

Poor

Thank you for your time and participation in completing this survey.

7. Listed below are the major activities provided by the Dr. Harley E. Flack Male Mentoring Program throughout the school year. Please rate the quality of each activity by circling the appropriate responses:

	Excellent	Very Good	Good	Fair	Poor
a) Opening Ceremony	E	VG	G	F	P
b) Bowling Party	E	VG	G	F	P
c) Homecoming Football Tailgating Barbeque	E	VG	G	F	P
d) Graduate School Workshops	E	VG	G	F	P
e) Study Skills Workshops	E	VG	G	F	P
f) Time Management Workshops	E	VG	G	F	P
g) Avoid Plagiarism Workshops	E	VG	G	F	P
h) 76ERS Basketball Game	E	VG	G	F	P
i) Skating Party	E	VG	G	F	P
j) End of the Year Barbeque	E	VG	G	F	P
k) Mentor Assignment	E	VG	G	F	P
l) End of the Year Closing Banquet Ceremony	E	VG	G	F	P

Listed below are statements which reflect your interaction with the mentors of The Dr. Harley E. Flack Male Mentoring Program. Answer each question to the best of your ability.

8. Did you make contact with your Mentor?

Yes No

9. How often did you communicate with your mentor?

Frequently Monthly Seldom Never

10. What was the most frequent form of contact used with your mentor?

Email Phone Face-to-Face

11. How would you rate the quality of interaction with your mentor?

Outstanding Very Good Good Fair Poor

12. In which areas did your mentor offer/give help?(mark all that apply)

Academic Social Cultural Personal Career-Related Other

APPENDIX D

Interview Questions

Harley E. Flack Male Mentoring Program Interview Questions

1. How did you become involved in the Harley E. Flack Male Mentoring program?
2. What is your understanding of the mission of the Harley E. Flack Male Mentoring program?
3. How long were you the coordinator of the Harley E. Flack Mentoring program?
4. How satisfied are you with the Harley E. Mentoring Program?
5. What obstacle or barriers did you face in administrating the Harley E. Flack Male Mentoring program?
6. What do you think is the most significant outcome of the Harley E. Flack Male Mentoring program?
7. What recommendations would you have for future director or coordinator of Harley E. Flack Male Mentoring program?