



TALLAHASSEE COMMUNITY COLLEGE

Evaluation of Black Male Achievers Program

Office of Institutional Effectiveness

May 1, 2014

Evaluation of Black Male Achievers Program

This report summarizes the results of the evaluation of the Black Male Achievers Program (BMA). The overall purpose of the evaluation was to determine the educational and personal impact of the BMA program on its participants.

The BMA program at Tallahassee Community College (TCC) is designed to empower and educate its black male students on the importance of the successful completion of their post-secondary education through the practices of academic, social and occupational excellence.

The BMA Program offers its members a wide variety of academic and student services along with personal enrichment activities to advance their intellectual and personal growth. The program offers an array of seminars, films and other activities that reflect, celebrate, and motivate minority men.

The evaluation of the BMA program was structured around three primary research questions that focused on BMA activities, student achievement, and student personal growth. Also of interest are the participants' reactions and suggestions about the program that can be used to improve it. The research questions are listed below:

- Are there any differences between participants and non-participants of the BMA program in their academic performance?
- What do BMA participants perceive as the benefits of participating in the program?
- How can the BMA program be improved?

Evaluation Design and Measures

The evaluation period covered the 2012-2013 academic year. The evaluation design was based on both quantitative and qualitative data collected from black male students: Students that participated in the BMA program and a random sample from the rest of the black male student population. Comparative analyses were conducted for the BMA participants and the non-BMA participants. Fifty-eight students were identified in the TCC data warehouse as BMA participants and 58 BMA non-participants were randomly selected from the black male population during the fall 2012 semester. These two groups of students were tracked from the fall 2012 to the fall 2013 using five measures: Course success rate, fall-to-spring retention rate, fall-to-fall retention rate, graduation rate, and the grade point average (GPA).

Non-parametric inferential statistical methods (chi-square) were used to test the differences between groups on course success rate, fall-to-spring retention rate, fall-to-fall retention rate, and graduation rate. It should be mentioned that non-parametric methods do not rely on the estimation of parameters (such as the mean or the standard deviation) describing the distribution of the variable of interest in the population. For GPA analysis, a parametric method (t-test) was employed to test whether there was a significance difference between the mean GPA of these two groups of students.

BMA members were asked to complete an online survey that solicited their feedback regarding how they learned about the program and why they chose to join the program. They were also asked to identify which program activities they had participated in and the degree to which those activities positively impacted their success at TCC, and the extent to which the BMA program, in general, has helped them succeed at TCC. Finally, they were asked questions that addressed their overall satisfaction with the program and whether they would recommend it to other students. Twenty-two BMA members completed the survey. This represents a response rate of 38%.

Finally, the Office of Institutional Effectiveness conducted a focus group session with 10 members of the Black Male Achievers program on April 18, 2014. Participants ranged in age from 19 to 29 years. The average age was 22.6 years. Six of the participants (60%) identified themselves as full-time students. Four (40%) said they are part-time students.

Participants were asked to respond to the six questions listed below.

1. What impact has the program had on you as a student?
2. What impact has the program had on you as a person?
3. What program activities have you benefited the most from?
4. What is the purpose/mission of the program? (How would you describe the purpose/mission of the program?)
5. Is the program achieving its mission? Why?
6. How can the program be improved?

As participants brainstormed answers to the questions, the focus group facilitator typed their responses into a Word document that participants could view on a projection screen. After each question was answered, group members reviewed their responses and combined similar topics. Once this process was completed, participants reached consensus on the top five responses, in no particular order of importance, to each question.

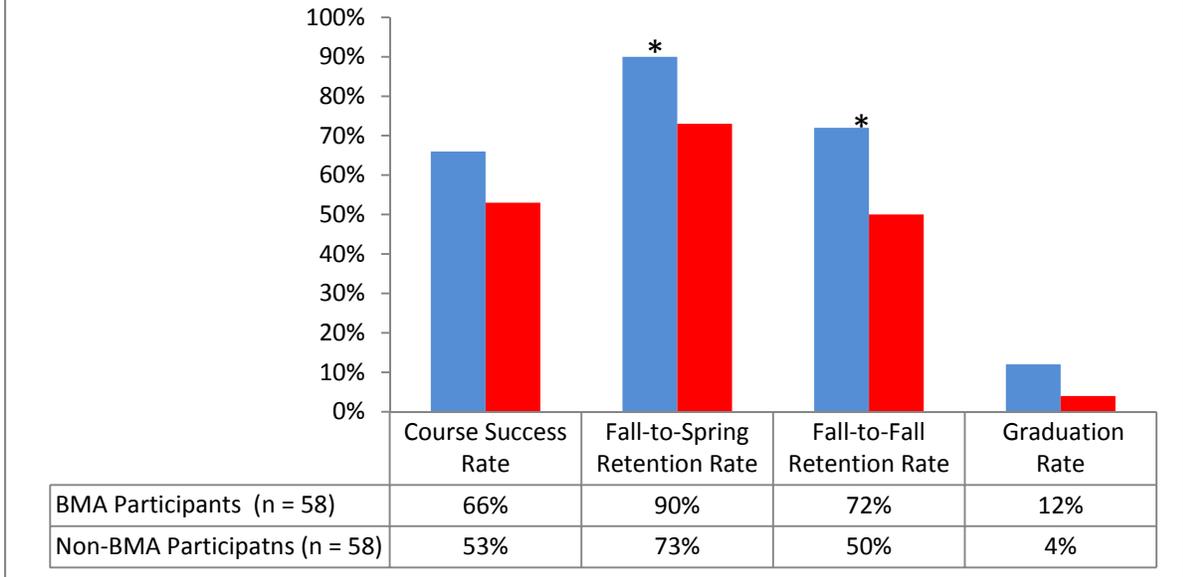
Information collected from the focus group sessions and the survey were compared and integrated to answer the last two research questions (e.g., What do BMA participants perceive as the benefits of participating in the program? How can the BMA program be improved?).

Results

Are there any differences between participants and non-participants of the BMA program in their academic performance?

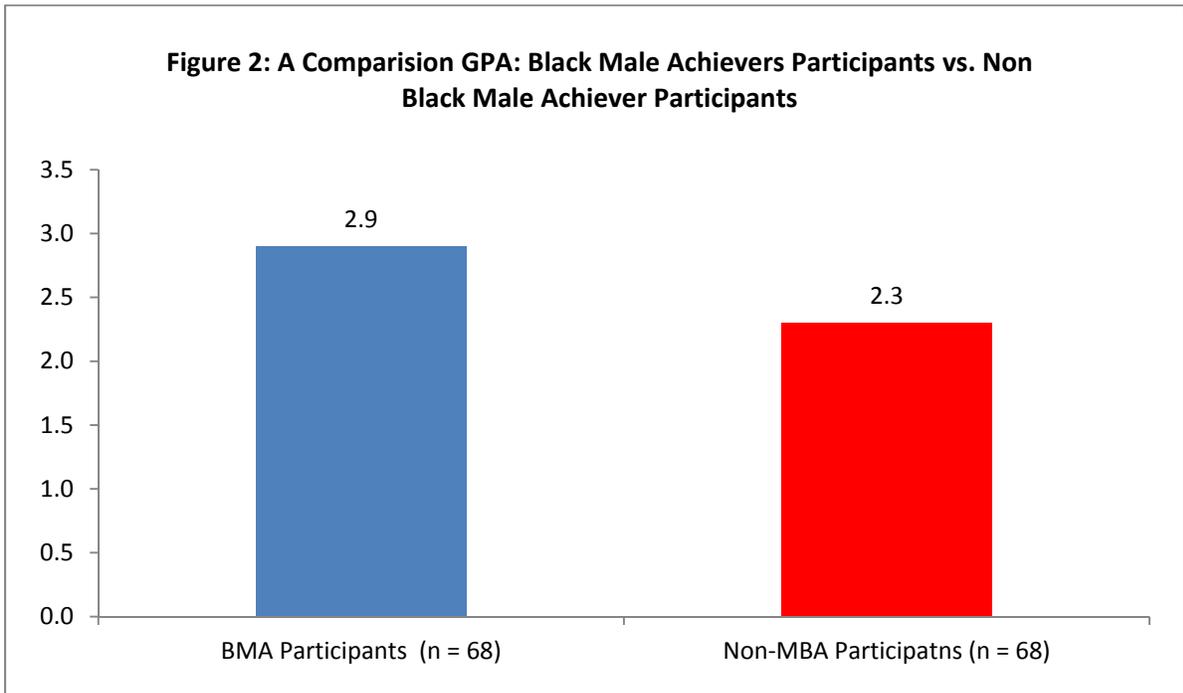
Figures 1 and 2 below show the comparison data on academic performance of BMA participants vs. BMA non-BMA participants. As can be seen from the descriptive analyses, on all five measures the BMA participants had an edge over their non-participants counterparts: course success (66%-53%), fall-to-spring retention rate (90% vs. 73%) and fall-to-fall Retention Rate (72% vs. 50%), and the number of students who have graduated (12% vs. 4%). Inferential analysis indicated that BMA members are retained from fall-to-spring ($p < .05$) and fall-to-fall ($p < .05$) at significantly higher rates than non-BMA peers. Furthermore, the analysis for course success rates, number of graduates, and GPA did not yield any statistical differences.

Figure 1: A Comparison of Academic Performance: Black Male Achievers Participants vs. Non Black Male Achiever Participants



*<.05

Figure 2: A Comparison GPA: Black Male Achievers Participants vs. Non Black Male Achiever Participants



A limitation of this evaluation study is its small sample size. The aim of statistical testing is to uncover a significant difference when it actually exists. More often than not, having small sample size would preclude achieving significance. When N is small, only very large effects could be statistically significant. In this case, it was assumed that the p-value achieved 'statistical significance', $p < 0.01$.

What do BMA participants perceive as the benefits of participating in the program?

Survey and focus group results indicate that BMA participants perceive the program as benefiting them. As the data in Figure 3 indicate, when asked to rate the extent does the Black Male Achievers Program helped them succeed at TCC, 77% of the survey respondents indicated “very much” and 18% indicated “for the most part.” One hundred percent of respondents agreed that they would recommend the program to other students (Figure 4), which is another indicator that members find the program beneficial.

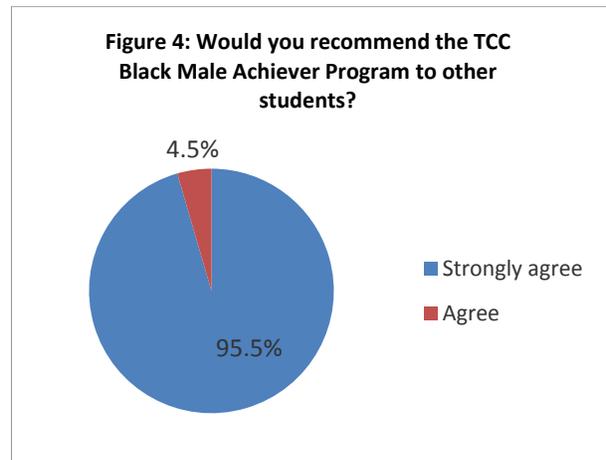
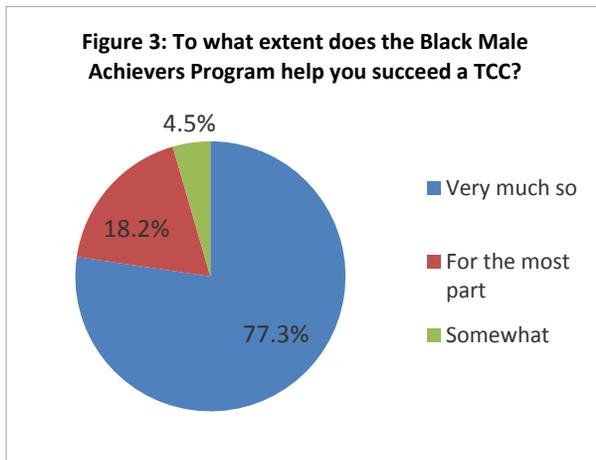


Table 1 displays focus group participants’ perceptions of the top five benefits of program participation from a student perspective and from a personal development perspective. A complete list of impacts identified by participants is available in Appendix A. In terms of their role as a student, focus group participants mentioned leadership opportunities and opportunities the program provides them to get involved in campus activities and organizations. Program requirements (e.g., wearing professional attire, spending six hours per week studying in the Learning Commons) are perceived as program benefits in that they support time management (although perhaps time-on-task is a more accurate term here), facilitate confidence-building, support the development of public speaking skills, and lead to improved grades. Program members appreciate the opportunity the program affords them to interact with “like-minded” male peers who serve as role models.

From a personal development perspective, BMA focus group participants mentioned behaviors that the program reinforces, including taking personal responsibility and being accountable to oneself, “listening to and responding to different people,” and professionalism. Participants believe the program has empowered them to make a difference in the world and make changes they want to see happen. They also perceive the program as instilling self-confidence and being a “life changer.”

Table 1: BMA Participants’ Top Five Perceptions of Program Impact

What impact has the program had on you as a student?	What impact has the program had on you as a person?
Leadership opportunities inside and outside the classroom. For example at every meeting we stand up and speak. This increases confidence. We have a presence on campus. A lot of us are involved in activities and organizations on campus. It is a requirement that we dress in professional attire. This requirement as become a lifestyle. We lead by example.	The program supports responsibility by adhering to the rules and regulations of the program. We hold ourselves accountable to ourselves. The requirements of the program become a habit and that helps us develop. We start doing things for ourselves rather than because the program says we should.
Time management – six hours of studying at the learning commons per week.	It improves our communication skills. Being able to listen and respond to different people. I have learned how to understand people. I’ve developed professional habits, such as being punctual. Dressing professional, goal setting, ambition, motivation and living life without fear.
Program impacts me as an achiever – someone who finishes what I start. It has impacted my grades. The program has motivated me and has helped me accomplish a lot.	I have motivation to make a difference. I learned this from speakers who have come in. We are developing skills to change the world. I am in the field of political science; I want to be able to change the world. The program has taught us that we have a voice and that we can make changes that we want to see happen.
As a student, being able to see my brothers and knowing that I have people around me who have the same ethnicity and outlook as me. Opportunity to interact with like-minded people.	I’ve learned how to teach myself. I’ve become self-sufficient. The program has helped me find myself. The program has taught me that it is okay to be different. I’ve learned how to think for myself. I can do anything I set my mind to. The program has taught me how to find mentors.
Being in BMA makes you accountable because you are representing the BMA group. I represent BMA and since I represent BMA, I do not want to make the program look bad.	It is a life changer. I was going down the wrong path before joining the program. It helped me get my life on track. It taught us not to set limits for ourselves. It promotes well-roundedness.

Survey results affirm program impacts identified during the focus group session. A complete set of program impacts is available in Appendix B. Survey respondents indicated that the program has allowed them to develop skills (e.g., leadership, communication, time management), grow personally (e.g., become more open-minded, increase self-awareness, grow spiritually, become a better person, make good decisions), and given them opportunities to become involved in campus activities and in the community. Members also perceive the program as helping them achieve their goals. Being part of a “brotherhood” was another theme identified in the survey comments. Comments indicate the program is perceived as creating a positive environment or culture that supports individual accountability, expose members to positive role models, and allow them to stand up to peer pressure.

Focus group participants identified 14 specific example program activities from which they benefited the most. (The complete list is available in Appendix A.) The top five activities (in no particular order) are listed below. The top five activities (1) provide students with exposure to positive role models, (2) offer students opportunities to network with professionals, (3) expose them to black history, and (4) allow them to give back to the community beyond TCC.

1. Black, Brown and College Bound Conference: We met potential mentors – people who are recognized in their area of study and field of work. We got advice on steps they took to get to their current position.
2. African American Calendar – Legislators came to campus and we got to meet them (Andrew Gilliam; the mayor of Quincy).
3. SGA forum - BMA – *Martin’s Dream is Forever*. We got together with other TCC organizations and discussed black history.
4. Went to the homeless shelter – opportunities to give back to the community/breakfast for the homeless
5. Black history meeting – We learned how to trace our roots (*Does Black History Begin with Slavery?*)

Overall, BMA members who participated in the focus group perceive the program to be achieving its mission to promote academic development, professionalism, and civic and social engagement. They cited the fact that 12 out of 58 members are graduating this May and that a majority of them are transferring to Florida State University, University of Central Florida, University of North Florida, and Florida A&M University. They attributed the program’s contribution to leadership skills as one reason why three BMA members are Student Government Association (SGA) senators, one is the current SGA president, and another is the SGA president elect for 2014-2015.

How can BMA participants’ suggestions and survey responses help improve the program?

Survey and focus group results indicate several opportunities for program improvement. Suggestions the program may want to consider are provided below. Suggestions are in underscored text. Data that support the suggestions follow each suggestion.

Survey results indicate that the program may want to consider encouraging more faculty, advisors, and high school counselors to increase their communication about the program when they interact with potential members. According to survey results, 53% of BMA participants heard about the program from TCC faculty, followed by an advisor (41%) and a classmate (29%). No one mentioned high school counselors as an information sources. Seven students indicated “other” as an information source and indicated they learned about the program from the program’s coordinator, email messages (they did not say from whom), friends, and during a school function. One survey respondent suggested that the program increase advertising and promotion of the BMA program.

While survey responses generally indicate widespread involvement in BMA activities, the program may want to consider ways to ensure students with specific needs participate in activities that participants’ perceive as having a “strong” or “very strong” impact on their success at TCC. According to the survey data in Table 2, 71% of BMA members indicated they participated in small group tutoring. Of those participants, 93% felt small group tutoring had a “strong” or “very strong” impact on their success at TCC. A similar pattern was identified for one-on-one tutoring in that 71% of participants indicated they participated in the activity. Of those that participated, 87% percent said it had a “strong” or “very strong” impact on their success. The program should collect additional data to determine if students are participating in activities that support their needs. This approach may allow the program to proactively identify students, who like two survey respondents, admitted barriers that are keeping them from being as successful as they could be are “not studying like I need to” and “procrastination.”

Table 2: Percent of Survey Respondents who Participated in Program Activities and the Percent of Participants who Indicated Activities had a “Strong” or “Very Strong” Impact on their Success at TCC

Activity	Percent of respondents who reported they participated in the activity	Percent of activity participants who indicated activity had a “Strong or Very Strong” impact on their success at TCC
Interacting with fellow BMA students	95.2%	100.0%
Interacting with TCC faculty	95.0%	100.0%
A sense of belonging to a community	95.0%	94.7%
Specialized academic advising	90.5%	94.7%
Specialized Workshops and seminars	85.7%	83.3%
Career counseling and planning	85.0%	88.2%
Professional networking	81.0%	88.2%
Small group tutoring	71.4%	93.3%
One-on-one tutoring	71.4%	86.7%

Review current activities and determine if there is time and funding to provide activities survey respondents and focus group members identified as program improvements. Focus group participants agreed that the following activities would improve the program:

- Provide members with “more social networking” opportunities.
- The program should have “more funding for “bigger” figures to come on campus to make presentations.”
- Provide BMA members with opportunities to interact with campus leaders (i.e., the President, vice presidents, and deans).

Survey respondents offered the following suggestions:

- The program should “hold more outreach programs that target black men outside of TCC.”
- BMA should “take on more of a role in the community and on campus.”

Finally, one survey question asked respondents to list what barriers, if any, are preventing them from being successful at TCC. Seventeen out of 22 respondents answered the question. Eleven BMA members said they did not have any barriers or that they had conquered barriers that were preventing them from being successful (e.g., “speaking in front of people,” using TCC support services, taking responsibility for himself, learning that “anything is possible”) with help from the BMA program. Two students mentioned their financial situation as a barrier, one mentioned his work schedule as a barrier, and two people mentioned “not studying like I need to” and “procrastination.”

Conclusion

The Black Male Achievers program has a positive impact on its participants. Compared to non-BMA peers, BMA members have higher course success rates, higher fall-to-spring and fall-to-fall retention rates, and higher graduation rates. However, fall-to-spring and fall-to-fall retention were the only metrics that reached statistical significance. BMA participants perceive the program to have a positive impact on them as students and from a personal development perspective. They believe that program requirements and activities contribute to their success.

One of the limitations of this evaluation study is its small sample size. In addition, this is a highly motivated group of black male students. The recommendation is that the program needs to expand to include more participants. The College should continue to assess the impact the program has on its participants.

Appendix A

Black Male Achievers Program: Focus Group Notes April 18, 2014

Focus Group Demographics

ID number	Age	Enroll in college immediately after graduating high school	Began college at TCC or elsewhere	Term began taking classes at TCC	Enrollment status	Hours work per week
1	25	No	Started at TCC	Spring 2013	Part-time	More than 30
2	20	Yes	Started at TCC	Fall 2012	Full-time	11-20 hours
3	27	No	Started elsewhere	Fall 2011	Full-time	0 hours
4	20	No	Started at TCC	Fall 2013	Full-time	More than 30
5	19	Yes	Started at TCC	Fall 2012	Part-time	1-10 hours
6	21	Yes	Started at TCC	Summer 2011	Part-time	0 hours
7	20	Yes	Started at TCC	Spring 2013	Full-time	0 hours
8	24	No	Started elsewhere	Spring 2012	Full-time	11-20 hours
9	21	No	Started at TCC	Spring 2013	Full-time	0 hours
10	29	Yes	Started at TCC	Fall 2002	Part-time	11-20 hours

Average
Age= 22.6

Participants ranged in age from 19 to 29 years. The average age was 22.6 years.

One-half of the participants enrolled in college immediately after high school.

Eight (80%) started college at TCC; two (20%) started college elsewhere.

Of those students who indicated they started college at TCC, one began taking classes in Fall 2002, one began in Summer 2011, and five began during the 2012-2013 academic year. The two students who started college elsewhere began taking classes at TCC in fall 2011 and spring 2012, respectively.

Six of the participants (60%) identified themselves as full-time students. Four (40%) said they are part-time students.

When asked how many hours they work per week, four (40%) said they do not work. One works 10 hours or less per week, three work 11-20 hours per week, and two work more than 30 hours a week.

Question 1: What impact has the program had on you as a student? Top five not necessarily in order of importance are in red font.

1. Leadership opportunities inside and outside the classroom. For example at every meeting we stand up and speak. This increases confidence. We have a presence on campus. A lot of us are involved in activities and organizations on campus. It is a requirement that we dress in professional attire. This requirement has become a lifestyle. We lead by example.
2. Time management – six hours of studying at the learning commons per week
3. Program impacts me as an achiever – someone who finishes what I start. It has impacted my grades. The program has motivated me and has helped me accomplish a lot.
4. As a student, being able to see my brothers and knowing that I have people around me who have the same ethnicity and outlook as me. Opportunity to interact with like-minded people.
5. Being in BMA makes you accountable because you are representing the BMA group. I represent BMA and since I represent BMA, I do not want to make the program look bad.
6. Provides information on TCC resources and how to benefit from them
7. The program has impacted me as a student. The program taught me skills on how to be a successful student. I raised my GPA and became an A/B student.
8. It allowed me to utilize the resources TCC offers. After joining the program, I utilized the Learning Commons more than before joining
9. Networked and built a core network of brothers; brotherhood.
10. Coming from a different school, it helped me achieve every way possible.
11. Promoted personal responsibility
12. Has helped me graduate.
13. Four people are graduating this semester. I see that I can be like them and graduate and get others involved on campus with BMA.

Question 2: What impact has the program had on you as a person? Top five not necessarily in order of importance are in red font.

1. The program supports responsibility by adhering to the rules and regulations of the program. We hold ourselves accountable to ourselves. The requirements of the program become a habit and that helps us develop. We start doing things for ourselves rather than because the program says we should.
2. It improves our communication skills. Being able to listen and respond to different people. I have learned how to understand people. I've developed professional habits, such as being punctual. Dressing professional, goal setting, ambition, motivation and living life without fear.
3. I have motivation to make a difference. I learned this from speakers who have come in. We are developing skills to change the world. I am in the field of political science; I want to be able to change the world. The program has taught us that we have a voice and that we can make changes that we want to see happen.
4. I've learned how to teach myself. I've become self-sufficient. The program has helped me find myself. The program has taught me that it is okay to be different. I've learned how to think for myself. I can do anything I set my mind to. The program has taught me how to find mentors.
5. It is a life changer. I was going down the wrong path before joining the program. It helped me get my life on track. It taught us not to set limits for ourselves. It promotes well-roundedness.
6. We are well respected around campus and the city. We are gentlemen. The program promotes social etiquette and professional demeanor.
7. It has taught me how to create opportunities for myself. Being around a group of independent individuals has taught me independence.
8. It has helped me be a leader inside and outside the classroom.

Question 3: What program activities have you benefited the most from and why? op five not necessarily in order of importance are in red font.

1. Black, Brown and College Bound Conference: We met potential mentors – people who are recognized in their area of study and field of work. We got advice on steps they took to get to their current position.
2. African American Calendar – Legislators came to campus and we got to meet them (Andrew Gilliam; the mayor of Quincy).
3. SGA forum - BMA – *Martin’s Dream is Forever*. We got together with other TCC organizations and discussed black history.
4. Went to the homeless shelter – opportunities to give back to the community/breakfast for the homeless
5. Black history meeting – We learned how to trace our roots (*Does Black History Begin with Slavery?*)
6. TCC Youth Day – mentoring high school students
7. We get early advising by a specified advisor (Shakonda Diggs) and early registration
8. Certificate – Quality Control and Improvements: several participants are pursuing the certificate
9. Travon Martin rally – got to meet Al Sharpton
10. Harvest festival – we were able to interact with our peers
11. Basketball tournament
12. Florida State song – analysis of the words. This was an opportunity to learn how to make a difference and promote an opinion. We wrote discussion boards. We planned a power of the pen campaign.
13. *Out of the Darkness* – gained information about suicide
14. Have reached out to the college and the community

Question 4: What is the purpose/mission of the program?

To get us to graduate

To promote educational success of minority men

The program does three things: It promotes academic development, professionalism, and civic and social engagement.

Question 5: Is the program achieving its mission? Why?

Yes. 12 of the 57 BMA members are graduating this May. Most graduates are going to FSU. Others are transferring to UCF, UNF, and FAMU. We perceive us as the go-to guys on campus to volunteer. For example, to greet and take names of people who are attending new student orientation. Three members are SGA senators, one SGA president and one president-elect – 2014-2015

Question 6: How can the program be improved?

1. More social networking involvement
2. More funding toward academic activities – more workshops – “bigger” figures coming in to present – motivational speakers, commissioners. Travel expenses for speakers should be paid by the college.
3. Would like more interaction with campus leaders (the executive team and deans) – open forum with them

Appendix B
Program Benefits Identified from the Survey

Why did you join the Black Male Achievers program?	Develop Skills	Personal Growth/ Development	Positive Environment	Brotherhood	Means to Help Achieve My Goals	Support for Academic Achievement	Get involved/ social involvement	Opportunity to serve (volunteer)	Recommendation
I chose to join the Black Male Achievers Program because I knew it would help develop my organization, communication, time management, and leadership skills. Throughout my studies and volunteer work not only did the BMA program help me develop these skills the program also helped me grow more as a person.	Develop skills	Personal growth - grow as a person						Opportunity to serve/ volunteer options	
I join Black Male Achievers so that it could help me in the long run. And by that I mean leadership skills, Academically, and mentally when it comes to making good decisions. I understood that this program would help me see things differently in a positive and negative way as a black male. Nevertheless, I knew that this program would increase my knowledge on brotherhood as well as being respectful to others	Develop skills	Personal growth - increase identify and respect, make good decisions		Brotherhood					

Why did you join the Black Male Achievers program?	Develop Skills	Personal Growth/ Development	Positive Environment	Brotherhood	Means to Help Achieve My Goals	Support for Academic Achievement	Get involved/ social involvement	Opportunity to serve (volunteer)	Recommendation
<p>The program was initially recommended by a fellow school mate and Equan himself, both very trustworthy and admirable individuals. I had absolutely nothing to lose and the world to gain so i dove in head first. The program is centered around many things consisting of wellness in the areas of academics, social involvement, and nonetheless leadership. The big picture though is overall self improvement and growth, and with such an opportunity like that at my hand how could i not become a part of something so special. I am proud to be a member of BMA and recommend it to anyone who attends TCC and wants what is best for their future. The program is growing of course, but I feel like it deserves more recognition and exposure.</p>	Develop skills	Personal growth -self-improvement					Get involved / social involvement		
<p>Learning Leadership, Time Management, And being part of something worth</p>	Develop skills		Positive environment - Be part of something worthwhile						

Why did you join the Black Male Achievers program?	Develop Skills	Personal Growth/ Development	Positive Environment	Brotherhood	Means to Help Achieve My Goals	Support for Academic Achievement	Get involved/ social involvement	Opportunity to serve (volunteer)	Recommendation
I joined the BMA to help better my academic success, professional demeanor, as well as my time management skills, communication and listening skills. I also decided that by joining it would be a good way to get involved on and around campus and the community. I have also taken this opportunity to expand my network, and further develop my networking skills. BMA is a great club/organization that provides a brotherhood and safe environment for myself and my peers to feel apart of.	Develop skills		Positive environment - safe	Brotherhood			Get involved on campus		
I choose to join the Black Male Achievers, because I was once a statistic and wanted to show the people in my community that their is hope. Sitting around campus I overheard other members in the program talking about how great the program is and how Equan takes his time out to help them be successful.			Positive reputation of the program leader				Become a role model for his community		Recommendation - by BMA coordinator
To become a better young black man and as a black male. Also to find out more of myself and be successful further down in life.		Personal growth - become a better person; increase self-awareness			Means to help achieve goals				
To better myself and to find a group that I could belong too.		Personal growth - better oneself		Brotherhood - Belongingness / networking					

Why did you join the Black Male Achievers program?	Develop Skills	Personal Growth/ Development	Positive Environment	Brotherhood	Means to Help Achieve My Goals	Support for Academic Achievement	Get involved/ social involvement	Opportunity to serve (volunteer)	Recommendation
I chose to join Black Male Achievers because I felt like it would allow me to break out my shell and talk to others and also I felt that it would allow me to network with those are me.		Personal growth - get out of shell		Brotherhood – Belongingness / networking					
I choice to joined the BMA program being a black male an being able to have the support in helping in way of achieving. The program has opened my mind and help me reach my highest potential in my academics.		Personal growth - opened my mind				Support for academic achievement			
For me the reason why I choose Black Male Achievers is because it deals with the issues of a man i.e. (heart, mind, spirit, etc). As well as address other issue that we as a black man can't always see or refuse to deal with. In Genesis 32:24 Jacob wrestle with God and just like Jacob wrestling with the issue on the inside of him so are we as black men; and so I strongly believe that you're not a man until you deal with the issue within you and that's what BMA does for us. It helps us to see the man that's within us and since I have been in this program, I've been able to deal with my own issues and be set free mentally as well. My grades are good for being in this program and that's why I join BMA.		Personal growth-spiritual growth				Support for academic achievement			

Why did you join the Black Male Achievers program?	Develop Skills	Personal Growth/ Development	Positive Environment	Brotherhood	Means to Help Achieve My Goals	Support for Academic Achievement	Get involved/ social involvement	Opportunity to serve (volunteer)	Recommendation
<p>1) To be more accountable for keeping up with my grades 2) Goal of graduation. I think it's a very simple goal but very important 3) Opportunity to sever. Gave a lot of volunteer options</p>			Positive environment – Accountability		Means to help achieve goals			Opportunity to serve/ volunteer options	
I chose to join Black Male Achievers because I saw their involvement around campus and wanted to get involved.			Positive environment - BMA members are positive role models				Get involved on campus		
Because I thought that it would place me in a positive environment and which will result in to a more postive outcome of my situation.			Positive environment - leads to more positive outcomes		Means to help achieve goals				
i knew that with good practices and a good set of gentlemen to encourage me on a day to day basis that i would have no problems at all being able to defy the statistics of society's image of the African American Male.			Positive environment - Positive role models; Support to stand up to negative peer pressure						
I thought that it would look good on my transcript.					Means to help achieve goals				

Why did you join the Black Male Achievers program?	Develop Skills	Personal Growth/ Development	Positive Environment	Brotherhood	Means to Help Achieve My Goals	Support for Academic Achievement	Get involved/ social involvement	Opportunity to serve (volunteer)	Recommendation
To help me get to where I want to be in life.					Means to help achieve goals				
to make a better opportunity for myself.					Means to help achieve goals				
I join the Black Male Achievers just join a club.							Get involved on campus		
Involvement and participation.							Get involved on campus		
I got an email and talked to a friend of mine who was already in BMA and the things that he told me about what they did caught my attention so I joined.									Recommendation - by a friend