

**Appendix E - UNIVERSITY HONORS PROGRAM
SENIOR PROJECT - APPROVAL**

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PROJECT TITLE: Equipped for Leadership?

University of Tennessee African -
American Students

I have reviewed this completed senior honors thesis with this student and certify that it is a project commensurate with honors level undergraduate research in this field.

Signed: Denelle Niles, Faculty Mentor

Date: 5/3/04

General Assessment - please provide a short paragraph that highlights the most significant features of the project.

Comments (Optional):

great work. Thorough, detailed and complete project. Beneficial results that can be utilized by various offices at the University of Tennessee.

Running head: EQUIPPED FOR LEADERSHIP

Equipped for Leadership? University Of Tennessee African-American Students

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Abstract

Leadership development remains one the primary responsibilities of colleges and universities as leadership competencies of the next generation are becoming essential in the face of a more diverse workplace and a more global society. The need for these services to be directed at the special populations that exists on today's campuses (i.e. students of color, women, and students with disabilities) takes on extreme importance. Are the African American students at University of Tennessee equipped for leadership? Does the University of Tennessee's Center for Leadership Development effectively engage African-American students? Including results of an assessment given to selected African-American students on campus, this research endeavor seeks to offer clear objectives and recommendations for enhancing the student services offered through the Center.

Equipped for Leadership? University of Tennessee African-American Students

The 21st century marked a time for many colleges and universities when leadership development became a key institutional mission across the nation. The goal: to prepare undergraduates to become tomorrow's citizens and leaders. Student leadership programs have been found to generate valuable outcomes on campuses such as "contributing to the increased productivity of student leaders and organizations, increasing students' skills for living, improving the physical and mental well-being of participants, and improving the rate of retention by contributing to a supportive and nurturing environment" (McIntire, 1989). The realization of this necessity ushered forth numerous competing approaches in the design and implementation of comprehensive leadership programs. However, three basic aspects that should be integral in any comprehensive program emerged: leadership training, leadership education, and leadership development. Chambers (1994) distinguished between each of these aspects. Leadership training involves activities that are designed to improve performance of an individual in a position that they currently hold, whereas leadership development involves improving the overall leadership capability of individuals by challenging them to develop in an orderly sequence of increasing complexity. Leadership education involves equipping with leadership competence beyond their current position, such as learning foundations of leadership theories and leadership styles. The programs that have developed across the nation have involved classes, workshops, retreats, seminars, and experiential learning. These programs have been very successful, however the lack of involvement by African-American students with programs and services coordinated through these programs have caught the attention of administrators.

“Colleges need to develop not just better, but more leaders, and that effort should be directed toward the entire student body” (Miller, 1997, as cited in Boatman, 1999). This premise serves to support the need for comprehensive leadership programs for all students, however within the literature, there exists a caveat stating that leadership development programs should be designed and directed to meet the needs of the various special populations that exist in a specific institution (Roberts & Ullom, 1989). These special populations include people of color, women, and students with disabilities. Leadership courses, workshops, and topics focused on each of these minority groups should be offered on a regular basis. In reference to racial minorities, McIntire (1989) stated, “frequently, Black and Hispanic students elect not to partake of the menu of varied leadership courses in sufficient numbers to meet existing needs.” Although there is sufficient literature that addresses student leadership broadly, little research has been conducted that specifically looks into African-American student leadership. However, my research uncovered a few articles that seek to understand reasons for low participation of ethnic minority students in structured leadership programs.

Berry (2001) comments about the African-American community’s tendency to approach leadership development using the “matter from heaven” model by which a person comes to the forefront more or less by their sheer desire and natural skills. He emphasizes that this type of leadership development is no longer productive as many student leaders have very limited amounts of formal training in leadership. While most experts would agree that a leader’s capacity to stimulate and lead could never be developed wholly in classroom training, all agree that this formal leadership training lays

the foundation for students and should be an integral part of any comprehensive leadership program (Schaffer, 2004).

While researching trends concerning low campus involvement of African-American males at Predominately White Institutions, Sutton and Terrell (1997) attributed low participation to negative perceptions that African-American students hold towards these organizations. They assert that many students of color see these campus organizations as not relevant to their personal collegiate experiences and view their climate as hostile. The tendency also exists for students of color to view spaces and organizations in terms of being “largely white” and therefore, they see themselves as unwelcome. These students then may become more actively involved in minority student groups that help to equip African-Americans with valuable leadership skills and help to serve as social networks and support systems.

The literature addresses several recommendations for meeting the needs of ethnic minority students on predominately white campuses. McIntire (1989) advocated advertising a class entitled “Black Leadership Advancement.” He guarantees that this class would attract a crowd. He encourages campuses to engage Black faculty colleagues and upper level student affairs professionals to help mentor and nurture the young student leaders. The debate that arises when this recommendation is introduced surrounds the issue of whether or not this would promote separatism and exclusion rather than inclusion. The opinion of many researchers is that classes, workshops, or retreats targeted at African-Americans would only help to serve as a support system for these students and would not undermine efforts of diversity and inclusion. It would acknowledge the differences that culture plays in how individuals define their leadership

style. This premise of this recommendation can be seen in the rise of “Women in Leadership” programs as well on college campuses. The organizations would also help to serve as a facilitator in helping students of color to become involved with other campus wide organizations by allowing them to become comfortable and confident in their leadership ability in an atmosphere where they feel support. Another recommendation set forth by Sutton and Terrell (1997) involves increasing the programs and services that aims to make all students feel welcome in the campus environment. He notes that increasing multicultural programs and collaboration between student leaders will help to bridge that gap.

The gap that exists in the literature is reflected in the low African-American student participation with programs and services coordinated through the University of Tennessee Center for Leadership Development. This project seeks to find recommendations that could help to increase the engagement of African-American students with programs and activities coordinated through the office and to ensure that African-American students are equipped with the leadership skills necessary to compete and survive in today’s global society.

Methods

Participants/Demographic Information

The participants in this research endeavor were drawn from an organization housed within the Office of Minority Student Affairs at the University of Tennessee: Black Cultural Programming Committee (BCPC). The Black Cultural Programming Committee (BCPC) develops programs and activities to enhance awareness of African-American culture and national issues on campus and in the local community.

The organizational membership primarily represents African-American students, however there are a few other students of color represented. All students active in this organization were asked to complete the assessment. The students that are involved in this organization can be classified as ranging from those who are minimally involved on campus to those who are highly involved. They represent all classification years as well. Students chosen to complete this assessment tool were given information regarding the nature of the research project and were asked to sign an informed consent form. There was no reward or extrinsic motivator offered for completion of this research assessment.

For the purposes of this endeavor, the 32 students in this organization serve as a representative sample of all African-American students on the University of Tennessee campus. Relying on Fall 2003 statistics provided by the University of Tennessee Office of Institutional Research, there are 1400 undergraduate students who classify themselves as African-American or Black on campus. The recommendations set forth in this proposal that seek to address the needs of this group.

Instrument

The assessment instrument utilized in this project was two-part. The first portion of the assessment focused on gathering students' self-reported competence levels regarding skills, attitudes, and behaviors relating to leadership development. Some questions formulated were adapted from a similar questionnaire produced by the University of Tennessee Office of Student Orientation and Leadership Development and the University of Vermont New England Regional Leadership Program. Other questions were derived based on research obtained regarding leadership skills that employers actively seek in today's economy. The second portion of the assessment focused on

students' level of participation within and knowledge concerning the programs and services of the Center for Leadership Development that is a function of the Division of Student Affairs. This section also included questions related to demographics.

Procedure

All participants were solicited from an organization housed within the Office of Minority Student Affairs. Contact was made with the Graduate Advisor of this student organization. Students completed the assessment package that included: the 38-item assessment instrument, a letter from the investigator describing the purpose and nature of the research endeavor, and the contact information of the research advisors and investigator if there were any questions regarding the project.

The students were asked to participate in this research project during their bi-weekly committee meeting. The committee Chair gave students in BCPC the assessment package. Upon completion, students returned the assessment to the Chair to be given to the investigator.

Analyses

The results were analyzed using SPSS Software to obtain descriptive statistical data (i.e. means, frequency counts, standard deviations and ranges).

Results

The findings of this survey are relevant for answering two questions: Are African American students equipped for leadership? and Does the University of Tennessee's Center for Leadership Development effectively engage African-American students? An example questionnaire and detailed results can be found in the Appendix section of this proposal.

Part one of the assessment consisted of 25 questions that gauged students' level of agreement or disagreement to statements regarding skills, abilities, and attitudes relating to leadership and his or her demonstration of that competency. The answers to the first sets of questions were overwhelmingly positive; there were no statistically significant variables. Most students felt that they possessed the leadership competencies that would allow them to be successful in a career or in graduate program. One point to make, however, is that majority of these responses fell into the "Agree" category rather than "Strongly Agree". There were also many questions that elicited a "Neutral" response. A good example is Question #3: "I am comfortable leading a meeting." There were 9 individuals to strongly agree, 12 to agree, 9 who responded neutrally, and 2 members who disagreed. This illustrates just one of many areas in which the Center for Leadership can help to educate and train these members.

Part two of the assessment consisted of 13 questions that gauged students' acknowledgement of services and programs coordinated through the Center for Leadership Development and his or her involvement with these programs. The collective answers have implications for future enhancement of the planning, delivery, and implementation of services through this office. For example, when asked if students knew about the three main programs [Emerging Leaders, Ignite, and Leadership Guides] coordinated through the Center, an average of 21 students responded that they were aware of these programs. However, when asked if they had been involved in any of these programs, only 5 responded that they had any involvement. In reference to the campus-wide Student Leadership Conference, the same trend emerges. When asked if students had been invited to attend a Campus-Wide Leadership Conference, 21 students responded

“yes” while 6 students responded “no.” However, when asked who has attended a campus-wide Student Leadership Conference, only 6 students responded “yes” and 20 students responded “no.” Why are these students not becoming involved in these programs if they are aware of their existence? In depth answers to this question warrant more investigation, however recommendations are offered in this proposal.

The last question was an open-ended question that asked where the Center for Leadership Development was located. Of the respondents, 13 students answered correctly and 14 students responded “I don’t know” which equals 51.8% of those who responded. While 48.1% is an encouraging number of individuals who are aware of the Center’s location, this number should be higher considering the number of individuals who are aware of its programs.

The results of this assessment and research gained in the literature guided the objectives and recommendations presented next to enhance the level of service provided by the Center for Leadership Development.

Discussion

Objectives

- To enhance the leadership development in African-American students
- To actively engage more African-Americans in programs and services offered through the Center for Leadership Development
- To encourage the Center for Leadership Development to specifically design activities, workshops, and services targeting African-American students
- To evaluate the effectiveness of such programs through the use of both satisfaction surveys and learning outcome measures on an ongoing basis

Recommendations

The following recommendation areas are offered to help reach the aforementioned objectives:

- Marketing Strategy

As previously stated, the environment and perceived level of inclusiveness and openness can affect the level to which a minority student will become involved on a predominately white campus. Marketing the office plays a critical role in attracting students to its services and activities. Increased marketing will help to attract students so that they will be able learn more about leadership development from the programs and services that are already in place within the Center. The following are additional marketing strategies to consider and/or employ.

- Continue to produce publications concerning the office that reflects racial and ethnic diversity. If students are able to identify with students portrayed, they are more willing to attend the programs.
- Identify current and rising student leaders and invite them to the events. Use available resources such as the African-American Achievers Scholarship Program, Office of Minority Student Affairs, African-American Incentive Grant Program, and other minority-serving programs such as the Educational Advancement Program to identify these students.
- Make a personal connection. Provide presentations to minority-serving programs that address the need for leadership competencies and the services offered through the Center. When inviting to leadership

conferences, workshops, or retreats, send a personal invitation or call. In essence, go the extra mile.

- Student Leadership Conference

The campus-wide Student Leadership Conference is a wonderful opportunity for students of all backgrounds to interact and to learn more about their leadership potential and abilities. The following are strategies to employ at the Student Leadership Conference to help attract and engage more African-American students.

- Inclusion of special interest sessions dedicated to such topics as spirituality in leadership and cultural differences in leadership, and ethnic identity. These topics are topics that are geared towards African-American students. Students will be able to see how their culture and background affect their leadership style.
- Increase the number of presenters who are men and women of color. As previously stated, the uses of role modeling and networking are key to African-American students' professional and personal development. It will also attest to the institution's commitment to diversity. Fields (1999) agreed that exposing African-American students to African-American staff, faculty, and administrators who have blazed the trail before them will help lead to increased professional and personal satisfaction and help in nurturing these Black student leaders.
- Involve African-American students on the planning committee. Allowing these students input in the conference planning will help to include a different population perspective

- African-American Student Leadership

Student responses to Item 35 on the assessment tool were overwhelmingly positive: “If an African-American Student Leadership Series or Workshop were offered, would you attend?” Of the 26 respondents, 25 students indicated that they would attend while only 1 stated that they would not. More interest was expressed in attending a retreat rather than a workshop series. One such retreat took place as early as Fall 1991 at the University of Florida. The retreat featured topics such as successful interaction and communication within a diverse workplace, meeting protocol, and stress reduction (Howard-Hamilton & Owens, 1993). They also gave students a complimentary copy of the leadership newsletter and the “Black Yellow Pages” of African-American owned businesses and companies in the community. The University of Florida found that the daylong retreat with African-Americans facilitators as role models helped to “empower students and make them more self-efficacious so they can persevere on a predominately white campus and become more compassionate leaders” (Howard-Hamilton & Owens, 1993). A current promising model program is the Student Leadership Institute coordinated by the National Association of Student Affairs Professionals designed for student leaders at Historically Black Colleges and Universities. They discuss leadership topics such as “Understanding the Nguzo Saba Principles”, “Success Runs in Our Race”, “Gaining Spirit Without Losing Your Soul”, and “Developing Collaborative Partnerships.” This institute helps African-American students to define their leadership style and to promote a more solid understanding of leadership development while using culture and heritage. This type program or a variation can be successful at the University of Tennessee.

- Collaboration

A final recommendation concerns collaboration with other campus organizations and specifically with the Office of Minority Student Affairs in the planning and delivery of more multicultural programs and interaction between student leaders. As previously discussed, negative perceptions of hostility may influence many African-American students' readiness to participate in campus organizations that they may view as unwelcoming. Sutton & Terrell (1997) cited engaging students in dialogue and promoting cross-cultural interaction as facilitators in encouraging African-American male involvement in major student organizations. One very promising program has been already introduced into the Center for Leadership Development: Leadership in Focus at Tennessee (LiFT). This program bridges two organizations: Leadership Guides and Finding Our Common Understandings and Strengths (FOCUS). The task now is to become very intentional in outlining the goals and mission of this group and to make sure that the group becomes inclusive rather than exclusive. A promising program is called "Face to Face" and is coordinated by Virginia Tech University's Office of Leadership Development and Office of Multicultural Affairs. This program engaged students in an intergroup dialogue concerning the race and ethnicity.

The collaboration between the Center for Leadership Development and other campus organizations and departments will help as a marketing strategy as well as help to build valuable interpersonal and intercultural competencies within the participants.

- Benchmarking

As our program is still in the beginning stages of development, now is a perfect time to look at other programs that are successful at other institutions. Several promising

programs have been mentioned in this recommendation proposal, however many more exist. Gathering information and evaluations from other institutions that have tried some of these programs could prove very valuable.

Evaluation

The evaluation of this plan for enhancing the student services offered through the Center for Leadership Development will be obtained through several sources.

To evaluate the marketing strategies utilized, current evaluations issued by the Center for Leadership Development at various functions should include questions that ask questions pertaining to the quality of advertisement given to such programs, activities, and services and its effectiveness in reaching target audiences. The Center should also begin collecting data on the demographics of the students that attend the programs, especially in reference to race, ethnicity, and gender. The data collected will provide evidence of increasing or decreasing participation among African-American students.

To evaluate the effectiveness of a newly created program such as an African-American Student Leadership Retreat, a combination of satisfaction and learning outcomes surveys should be developed. The satisfaction survey can be used to survey student attitudes regarding such logistical issues as location, time, advertisement, meals, information, facilitators, topics, etc. These responses can be used to facilitate better planning for subsequent retreats. On the other hand, learning outcome measures should be taken to evaluate whether the mission, goals, and objectives of the retreat are being met. The assessment tool can be similar to the one that was administered to the students for the purposes of this research. An important caveat when performing assessment is that

individual development occurs over a period of time and is therefore influenced by various factors (Chambers, 1994). Therefore, the assessment could be given pre-and post-retreat to elicit more valuable information.

However, the initial evaluation that should be established should focus on gaining more in depth answers to some of the questions posed concerning the reasons why African-American students are not participating in these activities. The literature has asserted several reasons, however campus-specific answers must be sought. Formation of a focus group or another survey could prove very beneficial to the program. The evaluations can also provide insight to whether some of the recommendations presented will indeed be beneficial to the campus African-American student population.

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Appendix Section

**“Equipped for Leadership: University of Tennessee Minority Students”
Spring 2004**

Based on your involvement within this organization, please circle the appropriate response for each question.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I know how to effectively manage my time.	5	4	3	2	1
2. I am comfortable speaking in front of a group.	5	4	3	2	1
3. I am comfortable leading a meeting.	5	4	3	2	1
4. I am knowledgeable about different leadership styles.	5	4	3	2	1
5. I do not embrace diversity within teams and my environment.	5	4	3	2	1
6. I am experienced and comfortable confronting group conflict.	5	4	3	2	1
7. I understand the necessity of being dependable.	5	4	3	2	1
8. I know myself, my values and my skills, my strengths and weaknesses.	5	4	3	2	1
9. I am confident of meeting most challenges.	5	4	3	2	1
10. I am constantly excited by the learning process.	5	4	3	2	1
11. I see great wisdom in building the capabilities of others, empowering them, motivating them to do their best.	5	4	3	2	1
12. I am able to create a balance between my classes, work, and co-curricular activities.	5	4	3	2	1
13. I possess high integrity and intellectual honesty.	5	4	3	2	1
14. I am an active, effective listener.	5	4	3	2	1
15. I am known for my flexibility, responding to a variety of situations with appropriate skills, styles, and perceptions.	5	4	3	2	1
16. I initiate ideas, actions, solutions, and procedures.	5	4	3	2	1
17. I communicate ideas effectively.	5	4	3	2	1
18. I am not able to multi-task effectively.	5	4	3	2	1
19. I analyze the idea, task or process, developing an understanding of each piece and its relationship to the whole.	5	4	3	2	1
20. I have difficulty setting goals and working to achieve them.	5	4	3	2	1
21. I feel comfortable working as part of a group or team.	5	4	3	2	1
22. I believe my actions reflect sound ethical decisions	5	4	3	2	1
23. I am not confident in my verbal and written skills.	5	4	3	2	1
24. I am confident in my skills as a leader.	5	4	3	2	1
25. I know the basics of professionalism.	5	4	3	2	1

Please respond to the following questions:

26. Do you hold a leadership position within this organization? YES NO
27. What is your class standing? FR SO JR SR
28. Do you know about the IGNITE program? YES NO
29. Do you know about the EMERGING LEADER program? YES NO
30. Do you know about the LEADERSHIP GUIDE program? YES NO
31. Have you been invited to attend the Fall Student Leaders Retreat? YES NO
32. Have you attended the Fall Student Leaders Retreat? YES NO N/A
33. Have you been invited to attend a Campus-Wide Student Leadership Conference? YES NO
34. Have you attended a Campus-Wide Student Leadership Conference? YES NO N/A
35. If an African-American Student Leadership Series, Retreat, or Series were offered, would you attend? YES NO
Which one are you more likely to attend? _____
36. Have you been involved in the IGNITE, EMERGING LEADER, or LEADERSHIP GUIDE programs? YES NO
If yes, which ones: _____
37. Are you actively involved in any other campus organization? YES NO
If yes, please list your top five involvements:

38. Where is the Center for Leadership Development located? _____

Thank you for your participation in this research project. I sincerely appreciate your taking time to complete this survey.

Equipped for Leadership?

Assessment Part One

	N	Mean
I know how to effectively manage my time.	32	3.84
I am comfortable speaking in front of a group.	32	3.94
I am comfortable leading a meeting.	32	3.87
I am knowledgeable about different leadership styles.	32	3.97
I do not embrace diversity within teams and my environment.	32	1.72
I am experienced and comfortable confronting group conflict.	32	3.81
I understand the necessity of being dependable.	32	4.47
I know myself, my values, my skills, and my strengths and weaknesses.	31	4.48
I am confident of meeting most challenges.	31	4.13
I am constantly excited by the learning process.	31	3.94
I see great wisdom in building the capabilities of others, empowering them, and motivating them to do their best.	31	4.32
I am able to create balance between my classes, work, and co-curricular activities.	31	4.00
I possess high integrity and intellectual honesty.	31	4.13
I am an active, effective listener.	31	3.94
I am known for my flexibility, responding to a variety of situations with appropriate skills, styles, and perceptions.	31	4.10
I initiate ideas, actions, solutions, and procedures.	30	4.00
I communicate ideas effectively.	31	4.06
I am not able to multi-task effectively.	31	2.13
I analyze the idea, task or process, developing an understanding of each piece and its relationship to the whole.	30	3.90
I have difficulty setting goals and working to achieve them.	31	1.87
I feel comfortable working as part of a group or team.	31	4.29
I believe my actions reflect sound ethical decisions.	31	4.19
I am not confident in my verbal and written skills.	31	1.71
I am confident in my skills as a leader.	31	3.94
I know the basics of professionalism.	31	4.42

Frequencies

I know how to effectively manage my time.

	Frequency	Valid Percent
Valid Disagree	1	3.1
Neutral	6	18.8
Agree	22	68.8
Strongly Agree	3	9.4
Total	32	100.0

I am comfortable speaking in front of a group.

	Frequency	Valid Percent
Valid Disagree	1	3.1
Neutral	7	21.9
Agree	17	53.1
Strongly Agree	7	21.9
Total	32	100.0

I am comfortable leading a meeting.

	Frequency	Valid Percent
Valid Disagree	2	6.3
Neutral	9	28.1
Agree	12	37.5
Strongly Agree	9	28.1
Total	32	100.0

I am knowledgeable about different leadership styles.

	Frequency	Valid Percent
Valid Disagree	3	9.4
Neutral	6	18.8
Agree	12	37.5
Strongly Agree	11	34.4
Total	32	100.0

I do not embrace diversity within teams and my environment.

	Frequency	Valid Percent
Valid Strongly Agree	18	56.3
Disagree	10	31.3
Agree	3	9.4
Strongly Agree	1	3.1
Total	32	100.0

I am experienced and comfortable confronting group conflict.

	Frequency	Valid Percent
Valid Disagree	1	3.1
Neutral	8	25.0
Agree	19	59.4
Strongly Agree	4	12.5
Total	32	100.0

I understand the necessity of being dependable.

	Frequency	Valid Percent
Valid Neutral	1	3.1
Agree	15	46.9
Strongly Agree	16	50.0
Total	32	100.0

I know myself, my values, my skills, and my strengths and weaknesses.

		Frequency	Valid Percent
Valid	Agree	16	51.6
	Strongly Agree	15	48.4
	Total	31	100.0
Missing	System	1	
Total		32	

I am confident of meeting most challenges.

		Frequency	Valid Percent
Valid	Neutral	3	9.7
	Agree	21	67.7
	Strongly Agree	7	22.6
	Total	31	100.0
Missing	System	1	
Total		32	

I am constantly excited by the learning process.

		Frequency	Valid Percent
Valid	Neutral	7	22.6
	Agree	19	61.3
	Strongly Agree	5	16.1
	Total	31	100.0
Missing	System	1	
Total		32	

I see great wisdom in building the capabilities of others, empowering them, and motivating them to do their best.

		Frequency	Valid Percent
Valid	Neutral	4	12.9
	Agree	13	41.9
	Strongly Agree	14	45.2
	Total	31	100.0
Missing	System	1	
Total		32	

I am able to create balance between my classes, work, and co-curricular activities.

		Frequency	Valid Percent
Valid	Disagree	2	6.5
	Neutral	3	9.7
	Agree	19	61.3
	Strongly Agree	7	22.6
	Total	31	100.0
Missing	System	1	
Total		32	

I possess high integrity and intellectual honesty.

		Frequency	Valid Percent
Valid	Strongly Agree	1	3.2
	Neutral	2	6.5
	Agree	19	61.3
	Strongly Agree	9	29.0
	Total	31	100.0
Missing	System	1	
Total		32	

I am an active, effective listener.

		Frequency	Valid Percent
Valid	Disagree	1	3.2
	Neutral	5	16.1
	Agree	20	64.5
	Strongly Agree	5	16.1
	Total	31	100.0
Missing	System	1	
Total		32	

I am known for my flexibility, responding to a variety of situations with appropriate skills, styles, and perceptions.

		Frequency	Valid Percent
Valid	Neutral	7	22.6
	Agree	14	45.2
	Strongly Agree	10	32.3
	Total	31	100.0
Missing	System	1	
Total		32	

I initiate ideas, actions, solutions, and procedures.

		Frequency	Valid Percent
Valid	Neutral	8	26.7
	Agree	14	46.7
	Strongly Agree	8	26.7
	Total	30	100.0
Missing	System	2	
Total		32	

I communicate ideas effectively.

		Frequency	Valid Percent
Valid	Neutral	5	16.1
	Agree	19	61.3
	Strongly Agree	7	22.6
	Total	31	100.0
Missing	System	1	
Total		32	

I am not able to multi-task effectively.

		Frequency	Valid Percent
Valid	Strongly Agree	8	25.8
	Disagree	17	54.8
	Neutral	1	3.2
	Agree	4	12.9
	Strongly Agree	1	3.2
	Total	31	100.0
Missing	System	1	
Total		32	

I analyze the idea, task or process, developing an understanding of each piece and its relationship to the whole.

		Frequency	Valid Percent
Valid	Neutral	9	30.0
	Agree	15	50.0
	Strongly Agree	6	20.0
	Total	30	100.0
Missing	System	2	
Total		32	

I have difficulty setting goals and working to achieve them.

		Frequency	Valid Percent
Valid	Strongly Agree	11	35.5
	Disagree	15	48.4
	Neutral	3	9.7
	Agree	2	6.5
	Total	31	100.0
Missing	System	1	
Total		32	

I feel comfortable working as part of a group or team.

		Frequency	Valid Percent
Valid	Strongly Agree	1	3.2
	Neutral	1	3.2
	Agree	16	51.6
	Strongly Agree	13	41.9
	Total	31	100.0
Missing	System	1	
Total		32	

I believe my actions reflect sound ethical decisions.

		Frequency	Valid Percent
Valid	Disagree	1	3.2
	Neutral	1	3.2
	Agree	20	64.5
	Strongly Agree	9	29.0
	Total	31	100.0
Missing	System	1	
Total		32	

I am not confident in my verbal and written skills.

		Frequency	Valid Percent
Valid	Strongly Agree	15	48.4
	Disagree	11	35.5
	Neutral	4	12.9
	Agree	1	3.2
	Total	31	100.0
Missing	System	1	
Total		32	

I am confident in my skills as a leader.

		Frequency	Valid Percent
Valid	Disagree	2	6.5
	Neutral	7	22.6
	Agree	13	41.9
	Strongly Agree	9	29.0
	Total	31	100.0
Missing	System	1	
Total		32	

I know the basics of professionalism.

		Frequency	Valid Percent
Valid	Neutral	2	6.5
	Agree	14	45.2
	Strongly Agree	15	48.4
	Total	31	100.0
Missing	System	1	
Total		32	

Do you hold a leadership position within this organization?

		Frequency	Valid Percent
Valid	Yes	10	37.0
	No	17	63.0
	Total	27	100.0
Missing	System	5	
Total		32	

What is your class standing?

		Frequency	Valid Percent
Valid	Freshman	5	18.5
	Sophomore	12	44.4
	Junior	3	11.1
	Senior	7	25.9
	Total	27	100.0
Missing	System	5	
Total		32	

Do you know about the IGNITE program?

		Frequency	Valid Percent
Valid	Yes	21	77.8
	No	6	22.2
	Total	27	100.0
Missing	System	5	
Total		32	

Do you know about the EMERGING LEADERS program?

		Frequency	Valid Percent
Valid	Yes	22	81.5
	No	5	18.5
	Total	27	100.0
Missing	System	5	
Total		32	

Do you know about the LEADERSHIP GUIDES program?

		Frequency	Valid Percent
Valid	Yes	22	81.5
	No	5	18.5
	Total	27	100.0
Missing	System	5	
Total		32	

Have you been invited to attend the Fall Student Leaders Retreat?

		Frequency	Valid Percent
Valid	Yes	19	70.4
	No	8	29.6
	Total	27	100.0
Missing	System	5	
Total		32	

Have you attended the Fall Student Leaders Retreat?

		Frequency	Valid Percent
Valid	Yes	7	25.9
	No	17	63.0
	N/A	3	11.1
	Total	27	100.0
Missing	System	5	
Total		32	

Have you been invited to attend a Campus-Wide Student Leadership Conference?

		Frequency	Valid Percent
Valid	Yes	21	77.8
	No	6	22.2
	Total	27	100.0
Missing	System	5	
Total		32	

Have you attended a Campus-Wide Student Leadership Conference?

		Frequency	Valid Percent
Valid	Yes	6	22.2
	No	20	74.1
	N/A	1	3.7
	Total	27	100.0
Missing	System	5	
Total		32	

If an African-American Student Leadership Series or Retreat were offered, would you attend?

		Frequency	Valid Percent
Valid	Yes	25	96.2
	No	1	3.8
	Total	26	100.0
Missing	System	6	
Total		32	

Which one are you more likely to attend?

		Frequency	Valid Percent
Valid	Leadership Series	5	23.8
	Leadership Retreat	16	76.2
	Total	21	100.0
Missing	System	11	
Total		32	

Have you been involved in the IGNITE, EMERGING LEADER, or LEADERSHIP GUIDE programs?

		Frequency	Valid Percent
Valid	Yes	5	18.5
	No	22	81.5
	Total	27	100.0
Missing	System	5	
Total		32	

Which ones?

		Frequency	Valid Percent
Valid	Ignite	2	40.0
	Emerging Leaders	2	40.0
	Leadership Guides	1	20.0
	Total	5	100.0
Missing	System	27	
Total		32	

Where is the Center for Leadership Development located?

		Frequency	Valid Percent
Valid	Correct Answer	13	48.1
	I Don't Know	14	51.9
	Total	27	100.0
Missing	System	5	
Total		32	