

A Quantitative and Qualitative Study of Select Schools Using the Character Development & Leadership Curriculum

All Schools Report 2009-2010 Academic School Year

**Eight-Four Variables Were Studied, Divided into Nine Constructs with
Additional Summary Questions**

**Data Collection, Analysis and Research Reports Produced by
Paul S. Weikert, Ph.D.**

**Character & Leadership Curriculum Developed by
Joe Hoedel, Ph.D.**

**This All Schools Report is broken down into two major parts:
Research Findings & Student Feedback Questions**

All-Schools Report Overview

Part 1: Research Findings

Seventy-five schools participated and thirty-four of the schools had useable data from 18 states in this study of student character and leadership perceptions and behavior. The schools represented in this analysis included schools that contributed more than one pre and one posttest for the analysis. There were a total of 2,525 pre tests and 1,344 posttests from 34 schools used in the analysis. Breakdowns are found in Appendices 1 & 2. Ninth grade students made up 39% of the participants. Gender was 52% female and 48% male. The agreement with schools was to analyze all data if there were more than one pre and posttest. All data reported by the schools pre and post is used in the analysis. This led to samples from schools with a large pre/post differences on the number of surveys contributed. Eighty-four variables were studied and divided into the nine distinct constructs shown below.

To demonstrate improvement in students, we ideally want to see the first four of these constructs **decrease** from pre to post (**Group 1**) and the second five of these constructs **increase** between pre and post- test (**Group 2**). Therefore, to make this report easier to interpret, the constructs were divided into two groups: **Group 1—with four constructs & Group 2—with five constructs**. For each group, there are two tables:

The **Means Table** shows the mean scores for each construct pre and post allowing you to determine mean changes in scores from pre to post testing.

The **Significance Table—T-Tests** shows the level of significance for each construct, essentially alerting you if statistically significant change has occurred from pre to post testing for all students.

Group 1 Ideally These Constructs *Decrease*

School Behavior Problems
Student Safety
Substance Use
Anti Social Behaviors

Group 2 Ideally These Constructs *Increase*

Future Expectations
Demonstrate Positive Traits
Connecting Traits with Future Success
Positive Social Behaviors
Ethical Practices of Self and Others

Part II: Student Feedback

At the end of the post-test, students are asked six evaluative questions that allow them to evaluate their experiences with the curriculum. We report student evaluations using tables, charts, and anonymous, unedited, and uncensored written feedback by your students. *Note: Student comments are only reported in the Individual School Report.*

Q1) Would you recommend this class to a friend?

Q2) Compared to other classes, rate this course on a scale of 0--4.

Q3) On a scale of 1--5, what kind of impact did this course have on you?

Q4) Rate the textbook on a scale of 1--5?

Q5) Who was your favorite role model in the textbook and why?

Q6) Who was your least favorite role model in the textbook and why?

All Schools Program Report

Group 1 is made up of four constructs where lower scores on the post-test indicate the desired outcome— i.e. if scores go down from pre to post, change is in the desired direction and if scores go up on the post test, change is in a non-desired direction. The constructs are:

- (1) School Behavior Problems**
- (2) Student Safety**
- (3) Substance Use**
- (4) Anti Social Behaviors**

Understanding the Means Table: The first table gives a summary of the four constructs in Group 1. Interpretation of construct significance best occurs by taking into account the uniqueness of your school. While we have selected the .05 level of significance as our base you may want to interpret it differently for your schools individual report—as the sample size decreases it is harder to reach significance and some may move to the .10 level of significance to make their interpretations of what the constructs mean for them. In the end common sense should be your guiding tool. The means table allows the reader to examine the changes on the four constructs from pre to post-testing.

Group 1 Constructs
Character & Leadership All Schools 2010
Mean Scores: Testing with Count: Pre/Post

	Testing				Group Total	
	1 Pre		2 Post		Count	Mean
	Count	Mean	Count	Mean		
School Behavior Problems	2525	(4.13)	1344	(3.39)	3869	(3.87)
Student Safety	2525	(2.38)	1344	(2.10)	3869	(2.28)
Substance Use	2525	(3.34)	1344	(2.83)	3869	(3.16)
Anti Social Behaviors	2525	(8.60)	1344	(8.06)	3869	(8.42)

Group 1: All four constructs are moving in the desired direction for All (decreasing) from pre to post.
 All Group 1 constructs are statistically significant @ .05 level: Comparison of Group Total: Mean

Significance Test is in the column (Sig. (2-tailed))

Understanding the Significance Table: The following table (significance table) gives a summary of the four constructs in Group 1 and helps the reader determine if statistically significant change has occurred. If statistically significant change has occurred between pre- and post-test, the first number under the **Sig. (2-tailed)** column will be less than or equal to .05. All Group 1 Constructs showed statistically significant change in the desired direction.

T-Test								
		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
School Behavior Problems	Equal variances assumed	5.336	3867	.000	.737	.138	.466	1.008
	Equal variances not assumed	5.588	3116.853	.000	.737	.132	.478	.995
Student Safety	Equal variances assumed	2.272	3867	.023	.282	.124	.039	.525
	Equal variances not assumed	2.263	2710.407	.024	.282	.125	.038	.526
Substance Use	Equal variances assumed	2.598	3867	.009	.502	.193	.123	.881
	Equal variances not assumed	2.681	2993.185	.007	.502	.187	.135	.870
Anti Social Behaviors	Equal variances assumed	2.602	3867	.009	.540	.207	.133	.946
	Equal variances not assumed	2.633	2835.485	.008	.540	.205	.138	.941

Example: *Student Safety* has a pre-test mean of 2.38 and a post-test mean of 2.10. The means decreased from pre to post-test, which is the desired direction of change. The magnitude and significance of change is found in the second table—Significance Test. Here we observe a Sig. (2-Tailed) value of .023 indicating a significance level of .02, which indicates statistical significance. The same method is used for the remaining eight constructs. All Group 1 Constructs showed statistically significant change in the desired direction.

Group 2 is made up of five constructs where higher scores on the posttest indicate a desired outcome— i.e. if scores go up from pre to post, change is in a desired direction and if scores go down on the post test, change is in a non-desired direction. The constructs are:

- (5) Future Expectations
- (6) Demonstrate Positive Traits
- (7) Connecting Traits with Future Success
- (8) Positive Social Behaviors
- (9) Ethical Practices of Self & Others

Understanding Means Table: The first table gives a summary of the five categories in Group 2.

Sometimes the category is not statistically significant, but meaningful change has occurred. The means table allows the reader to examine the changes on the five constructs from pre to post-test, with specific attention given to gender. Increasing means from pre to post is the desired direction. All Group 2 means increased from pre to post but two were not significant changes—Positive Social Behaviors and Ethical Practices of Self & Others.

Group 2 Constructs
Character & Leadership All Schools 2010
Mean Scores: Testing with Count: Pre/Post

	Testing				Group Total	
	1 Pre		2 Post		Count	Mean
	Count	Mean	Count	Mean		
Future Expectations	2525	(30.11)	1344	(30.69)	3869	(30.31)
Demonstrate Positive Traits	2525	(29.33)	1344	(29.97)	3869	(29.55)
Connecting Traits with Future Success	2525	(21.46)	1344	(21.83)	3869	(21.59)
Positive Social Behaviors	2525	(25.40)	1344	(25.65)	3869	(25.48)
Ethical Practices of Self and Others	2525	(25.11)	1344	(25.27)	3869	(25.16)

The first three Group 2 constructs are moving in the desired direction and significant @ the .05 level. Not significant constructs are Positive Social Behaviors & Ethical Practices of Self and Others

Understanding the Significance Table: The following table (significance table) gives a summary of the five constructs in Group 2 and helps the reader determine if statistically significant change has occurred. If statistically significant change has occurred between pre- and post-test, the first number under the **Sig. (2-tailed)** column will be less than or equal to .05. If the significance level is @ .05 or lower, it meets generally accepted statistical standards. In this table the last two constructs were not significant.

T- Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Future Expectations	Equal variances assumed	-2.841	3867	.005	-.573	.202	-.968	-.177
	Equal variances not assumed	-2.872	2825.142	.004	-.573	.199	-.964	-.182
Demonstrate Positive Traits	Equal variances assumed	-2.373	3867	.018	-.635	.267	-1.159	-.110
	Equal variances not assumed	-2.399	2827.669	.016	-.635	.264	-1.153	-.116
Connecting Traits with Future Success	Equal variances assumed	-2.742	3867	.006	-.367	.134	-.629	-.104
	Equal variances not assumed	-2.787	2867.662	.005	-.367	.132	-.624	-.109
Positive Social Behaviors	Equal variances assumed	-.596	3867	.551	-.249	.417	-1.067	.570
	Equal variances not assumed	-.593	2698.392	.553	-.249	.420	-1.072	.574
Ethical Practices of Self and Others	Equal variances assumed	-1.244	3867	.214	-.165	.133	-.426	.095
	Equal variances not assumed	-1.227	2635.426	.220	-.165	.135	-.430	.099

Summary of Findings for Group1 and Group2 Constructs

Seven of the nine constructs were statistically significant in the desired direction. Two of the constructs were not statistically significant--Positive Social Behaviors and Ethical Practices of Self & Others. These constructs did move in the desired direction, but did not have enough change for them to be significant. These findings are encouraging and should be interpreted with regard to the number of students participating and the climate of your school as well as the number of pre/post tests completed.

Survey Questions Grouped by Constructs

Actual Questions in the Survey: The nine constructs are made up by a group of questions within the survey. Below, we have provided the exact questions that make up each construct used in the analysis.

School Behavioral Problems

About how many times did the following things happen to you this semester?

- Q6: I was late for school.
- Q7: I got in trouble for not following school rules.
- Q8: I was put on an in-school suspension.
- Q9: I was suspended or put on probation from school.

Student Safety

About how many times did the following things happen to you this semester?

- Q13: Bullied by someone on school property?
- Q14: Had something stolen from you at school?
- Q15: Someone from school offered to sell you drugs?
- Q16: Someone threatened to hurt you at school?
- Q17: Someone threatened or injured you with a weapon on school property?

Substance Use: During this semester, on how many days did you:

- Q20: Have at least one drink of alcohol?
- Q21: Smoke cigarettes?
- Q22: Use chewing tobacco or dip?
- Q23: Use marijuana?
- Q24: Use more hardcore drugs?

Future Expectations: Think about how you see the future. How sure are you that:

- Q28: You will graduate from high school.
- Q29: You will go to college.
- Q30: You will have a job that pays well.
- Q31: You will be able to own your own home.
- Q32: You will have a job that you enjoy doing.
- Q33: You will have a happy life.
- Q35: You will be respected in your community.
- Q36: You will have good friends you can count on

Q37: Life will turn out better for you than it has for your parents.

Demonstrate Positive Traits: During this semester, how often did you demonstrate each of the following traits?

- Q38: Responsibility
- Q39: Honesty
- Q40: Tolerance
- Q41: Perseverance
- Q42: Respect
- Q43: Integrity
- Q44: Appreciation
- Q45: Self-control
- Q46: Courage
- Q47: Leadership
- Q48: Empathy
- Q49: Positive Attitude

Connecting Traits with Future Success: How important are the following traits?

- Q50: Responsibility
- Q51: Honesty
- Q52: Tolerance
- Q53: Perseverance
- Q54: Respect
- Q55: Integrity
- Q56: Appreciation
- Q57: Self-control
- Q58: Courage
- Q59: Leadership
- Q60: Empathy
- Q61: Positive Attitude

Anti Social Behaviors: During this semester, how many times have you?

- Q64: Cheated on a test or exam?
- Q65: Plagiarized or copied something from the internet and used it as your own?
- Q66: Stole something from a store?
- Q67: Took money from a friend or relative?
- Q68: Picked on another student at school?
- Q69: Gave into peer pressure when you knew you shouldn't have?
- Q70: Got into a verbal or physical confrontation with an authority figure at school (teacher, principal, coach...)?

Positive Social Behaviors: During this semester, how many times have you?

- Q71: Gone out of your way to help another student?
- Q72: Completed extra credit?
- Q73: Worked hard to resolve a problem with a teacher?
- Q74: Worked hard to resolve a problem with a classmate?
- Q75: Put in extra time and effort to get a better grade?
- Q76: Maintained your composure or controlled your temper when put in a tough situation?
- Q78: Let a classmate know his/her behavior was inappropriate?
- Q79: Told a parent or role model how much you appreciated them?
- Q80: Chose the right option over the easy option?
- Q81: Demonstrated positive leadership skills?

Ethical Practices of Self & Others: To what extent do you agree with these questions?

- Q82: I would lie or cheat if it would help me get what I want.
- Q83: In order to get ahead in life, a person needs to do a little wrong.
- Q84: Generally speaking, I am more ethical than the people I go to school with.
- Q85: Being considered a positive role model is important to me.

Q86: I want adults to trust me.

Q87: Having strong character is important to me.

Q88: My teachers and principals emphasize the importance of having strong character.

Q89: My parents/guardians emphasize the importance of having strong character.

Part II: Student Feedback

At the end of the class students received a post-test, students were asked six evaluative questions that allow them to evaluate their experiences with the curriculum. We report student evaluations using tables, charts, and anonymous, unedited, and uncensored written feedback by your students.

*Note: Student comments are only reported in the **Individual School Reports**.*

Quantitative Questions:

- Q1) Would you recommend this class to a friend?
- Q2) Compared to other classes, rate this course on a scale of 0--4.
- Q3) On a scale of 1--5, what kind of impact did this course have on you?
- Q4) Rate the textbook on a scale of 1--5?

Qualitative Questions:

- Q5) Who was your favorite role model in the textbook and why?
- Q6) Who was your least favorite role model in the textbook and why?

Summary of First Four Questions

Student endorsed the program with very positive rating on the four summary questions.

Recommend Class to a Friend: 80% positive to very positive.

Ratings for the Character Curriculum: 81% positive to very positive.

Impact Character Class Had on Me: 78% positive to very positive.

Ratings for Role Model Text Book: 83% positive to very positive.

Students Favorite & Least Favorite Role Model

Students Favorite Role Models were: Mattie Stepanek 28%, Martin Luther King 19%, Tiger Woods 19%, and Oprah Winfrey 11%. These four role models accounted for 61% of the rankings.

Students Least Favorite Role Models were: Tiger Woods 43%, Sherron Watkins 8%, Oprah Winfrey 8%, and Mike Krzyzewski 5%.

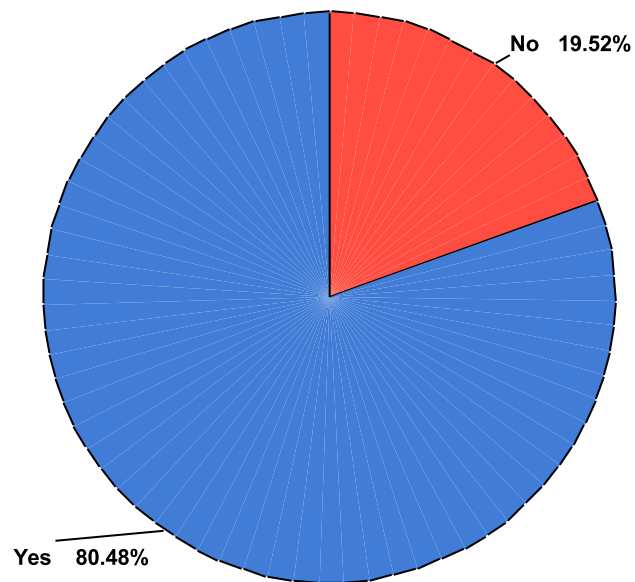
Tables and Charts follow to detail these results.

**Recommend Class to a Friend
Year 2009-2010**

		Gender				Total	
		1 Female		2 Male		Count	Table %
		Count	Table %	Count	Table %		
Recommend Class	0 No	139	10.2%	128	9.4%	267	19.5%
To Friend	1 Yes	589	43.1%	512	37.4%	1101	80.5%
Total		728	53.2%	640	46.8%	1368	100.0%

Recommend Class to a Friend

Character & Leadership 2009-2010



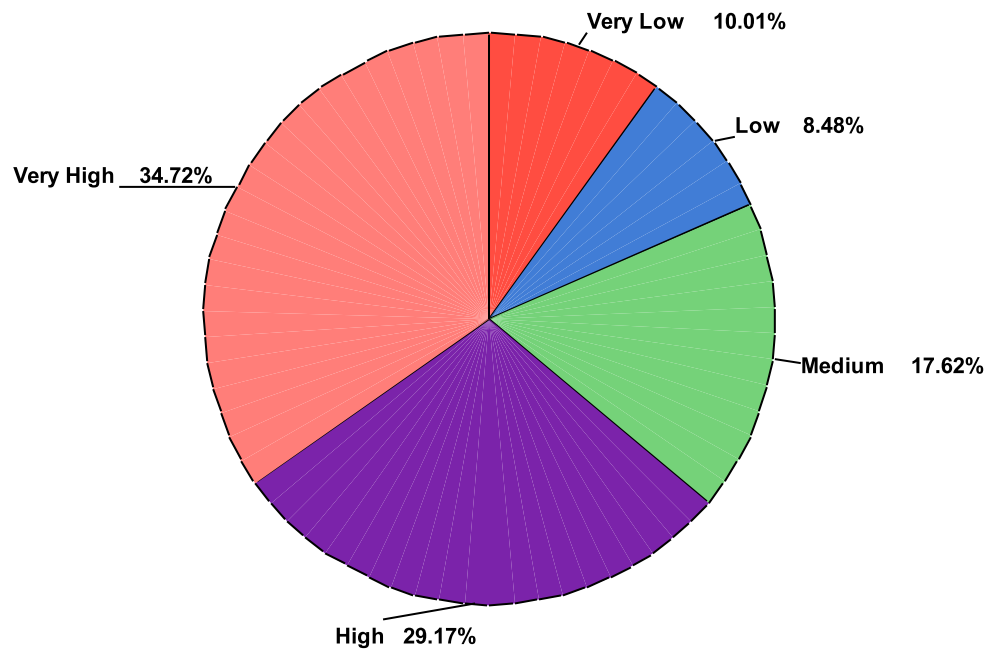
Students Rating of Character & Leadership Curriculum2
Low Rating = Negative High Rating = Positive

		Gender				Total	
		1 Female		2 Male		Count	Table %
		Count	Table %	Count	Table %		
Impact	1 Very Low	67	4.9%	70	5.1%	137	10.0%
Character	2 Low	53	3.9%	63	4.6%	116	8.5%
Class Had	3 Medium	129	9.4%	112	8.2%	241	17.6%
on Me	4 High	210	15.4%	189	13.8%	399	29.2%
	5 Very High	269	19.7%	206	15.1%	475	34.7%
Total		728	53.2%	640	46.8%	1368	100.0%

All Schools: Year 2009-2010

Students Rating of Character & Leadership Curriculum

Character & Leadership 2010



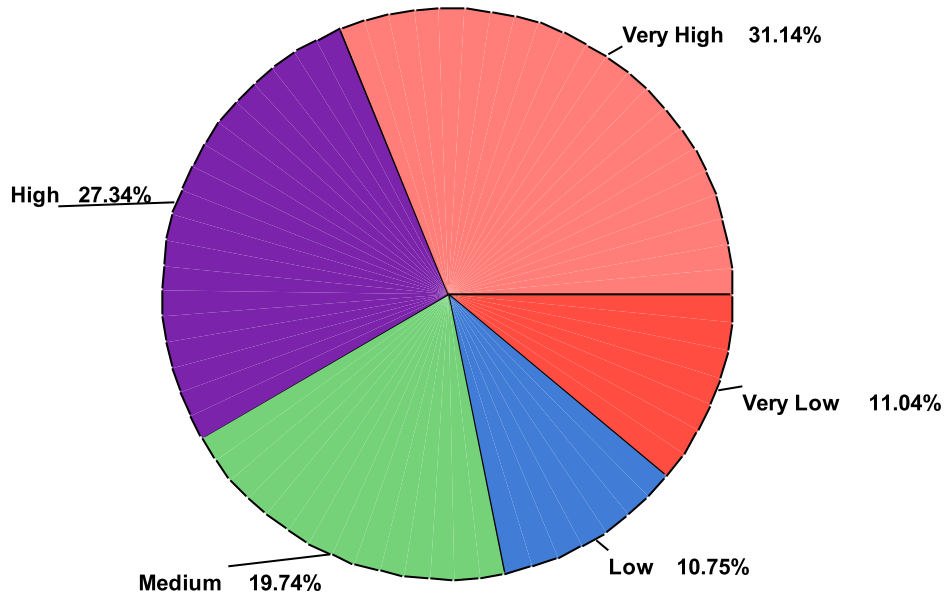
Impact Character Class Had on Me
Character and Leadership Class Rates
Low Rating = Negative High Rating = Positive

		Gender				Total	
		1 Female		2 Male		Count	Table %
		Count	Table %	Count	Table %		
ImpactCharacterClass HadOnMe2	1 Very Low	77	5.6%	74	5.4%	151	11.0%
	2 Low	73	5.3%	74	5.4%	147	10.7%
	3 Medium	131	9.6%	139	10.2%	270	19.7%
	4 High	192	14.0%	182	13.3%	374	27.3%
	5 Very High	255	18.6%	171	12.5%	426	31.1%
Total		728	53.2%	640	46.8%	1368	100.0%

All Schools: Year 2009-2010

Impact Character Class Had on Me

Character & Leadership 2009-2010



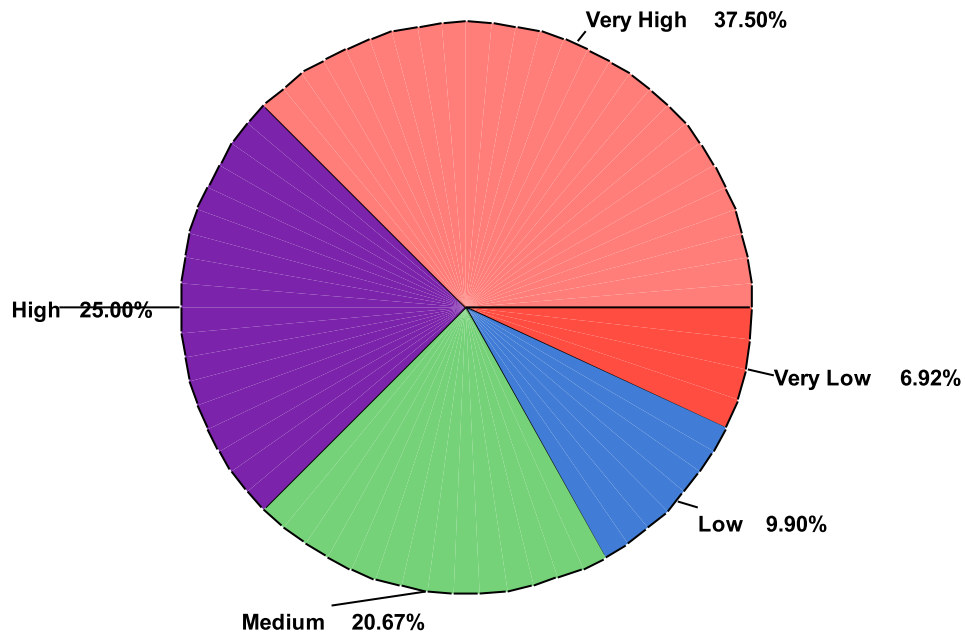
Students Ratings for Role Models Textbook

		Gender				Total	
		1 Female		2 Male		Count	Table %
		Count	Table %	Count	Table %		
Students Ratings for Role Models Textbook2	1 Very Low	40	3.9%	32	3.1%	72	7.0%
	2 Low	61	5.9%	41	4.0%	102	9.9%
	3 Medium	116	11.2%	99	9.6%	215	20.8%
	4 High	138	13.3%	121	11.7%	259	25.0%
	5 Very High	201	19.4%	186	18.0%	387	37.4%
Total		556	53.7%	479	46.3%	1035	100.0%

24.3% of students did not use textbook: Data not included in table
 Character & Leadership Classes: Year 2009-2010

Students Ratings for Role Models Textbook

Character & Leadership 2009-2010



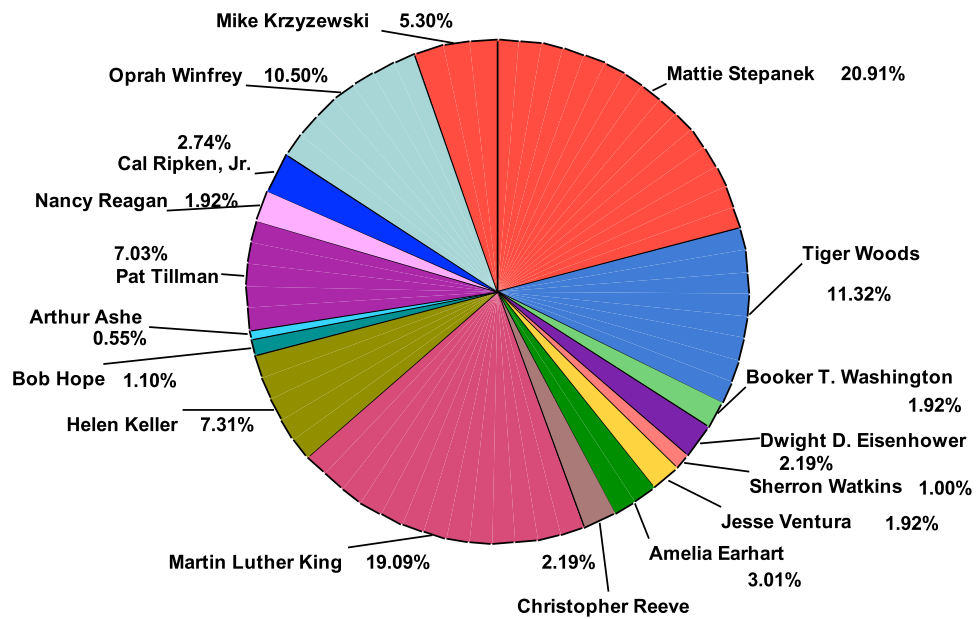
Students Favorite Role Model in Textbook

		Gender				Total	
		1 Female		2 Male		Count	Table %
		Count	Table %	Count	Table %		
Who	1 Mattie Stepanek	135	12.4%	91	8.3%	226	20.7%
Was	2 Tiger Woods	57	5.2%	67	6.1%	124	11.4%
Your	3 Booker T. Washington	9	.8%	12	1.1%	21	1.9%
Most	4 Dwight D. Eisenhower	13	1.2%	10	.9%	23	2.1%
Favorite	5 Sherron Watkins	6	.6%	5	.5%	11	1.0%
Role	6 Jesse Ventura	10	.9%	11	1.0%	21	1.9%
Model	7 Amelia Earhart	19	1.7%	14	1.3%	33	3.0%
	8 Christopher Reeve	15	1.4%	9	.8%	24	2.2%
	9 Martin Luther King	122	11.2%	87	8.0%	209	19.2%
	10 Helen Keller	42	3.9%	38	3.5%	80	7.3%
	11 Bob Hope	5	.5%	7	.6%	12	1.1%
	12 Arthur Ashe	3	.3%	3	.3%	6	.6%
	13 Pat Tillman	36	3.3%	41	3.8%	77	7.1%
	14 Nancy Reagan	12	1.1%	9	.8%	21	1.9%
	15 Cal Ripken, Jr.	16	1.5%	14	1.3%	30	2.8%
	16 Oprah Winfrey	59	5.4%	56	5.1%	115	10.6%
	17 Mike Krzyzewski	28	2.6%	29	2.7%	57	5.2%
Total		587	53.9%	503	46.1%	1090	100.0%

Character & Leadership Program Year 2009--2010

Students Favorite Role Model in Textbook

Character & Leadership 2010



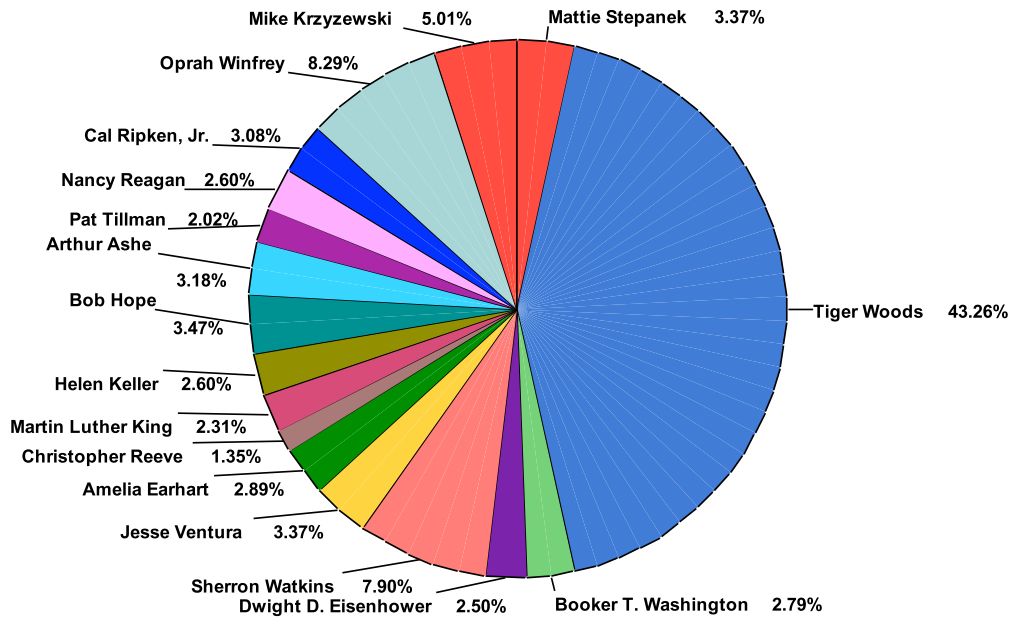
Students Least Favorite Role Model in Textbook

		Gender				Total	
		1 Female		2 Male		Count	Table %
		Count	Table %	Count	Table %		
Who	1 Mattie Stepanek	14	1.3%	21	2.0%	35	3.4%
Was	2 Tiger Woods	248	23.9%	201	19.4%	449	43.3%
Your	3 Booker T. Washington	17	1.6%	12	1.2%	29	2.8%
Least	4 Dwight D. Eisenhower	15	1.4%	11	1.1%	26	2.5%
Favorite	5 Sherron Watkins	48	4.6%	34	3.3%	82	7.9%
Role	6 Jesse Ventura	20	1.9%	15	1.4%	35	3.4%
Model	7 Amelia Earhart	17	1.6%	13	1.3%	30	2.9%
	8 Christopher Reeve	5	.5%	9	.9%	14	1.3%
	9 Martin Luther King	14	1.3%	10	1.0%	24	2.3%
	10 Helen Keller	17	1.6%	10	1.0%	27	2.6%
	11 Bob Hope	15	1.4%	21	2.0%	36	3.5%
	12 Arthur Ashe	17	1.6%	16	1.5%	33	3.2%
	13 Pat Tillman	8	.8%	13	1.3%	21	2.0%
	14 Nancy Reagan	19	1.8%	8	.8%	27	2.6%
	15 Cal Ripken, Jr.	18	1.7%	14	1.3%	32	3.1%
	16 Oprah Winfrey	45	4.3%	41	3.9%	86	8.3%
	17 Mike Krzyzewski	32	3.1%	20	1.9%	52	5.0%
Total		569	54.8%	469	45.2%	1038	100.0%

Character & Leadership Program Year: 2010

Students Least Favorite Role Model in Textbook

Character & Leadership 2010



Appendix 1

Schools participating in the study:

All Schools for 2009--2010
School by Testing Pre/Post
Pre Tests=2525 Post Tests=1344

		Testing	
		1 Pre	2 Post
School	8 Broadmoor High School	37	88
Name7	10 Charlton County High School	46	21
	13 Caro Middle School	106	22
	14 Clarksville High School	24	23
	18 Creston Middle School	78	23
	19 Crest High School	20	19
	20 Eagle Grove High School	14	14
	28 Glen Oaks High School	35	35
	32 Hampton Dumont High School	61	27
	34 Holt High School	103	49
	36 Holy Savior Menard HighSchool	45	47
	38 Jefferson High School	21	3
	42 Lake Attendance Center	64	58
	44 MARRS Program	30	12
	46 Monroe County Middle College	38	31
	50 Montgomery Catholic High School	17	19
	52 Morton High School	55	28
	54 Mount Pleasant High School	541	167
	57 Oscoda High School	69	16
	60 Osage High School	14	14
	62 Pampa Juinor High School	204	202
	64 Paterson Charter High School	73	73
	72 Reidsville High School	20	14
	76 Rutland High School	19	17
	77 Sturgis High School	301	167
	78 Sanderson High School	9	6
	80 Scott Central Attendance Center	20	31
	82 Sebastopol Attendance Center	13	15
	84 Southern Arizona Community Academy	245	13
	88 Talladega High School	82	65
	90 Tara High School	63	3
	94 West Bend High School	36	5
	95 Wyoming East High School	6	4
	99 Yorktown High School	16	13
Total		2525	1344

Appendix 2

Grade x Race x Gender

Appendix 2
Gender by Race by Grade of Students in the Analysis

				Gender		Total
				1 Female	2 Male	
Grade 6	6th	Race2	4 Latino		1	1
			6 Other		1	1
			Total		2	2
7	7th	Race2	1 Native American	1		1
			2 Asian	2		2
			3 Black	11	17	28
			4 Latino	3		3
			5 White	53	74	127
			6 Other	8	10	18
			Total	78	101	179
8	8th	Race2	1 Native American	5	8	13
			2 Asian	2	1	3
			3 Black	7	10	17
			4 Latino	65	73	138
			5 White	224	225	449
			6 Other	49	42	91
			Total	352	359	711
9	9th	Race2	1 Native American	9	8	17
			2 Asian	7	11	18
			3 Black	186	177	363
			4 Latino	67	93	160
			5 White	404	359	763
			6 Other	103	102	205
			Total	776	750	1526
10	10th	Race2	1 Native American	4	4	8
			2 Asian	3	4	7
			3 Black	71	64	135
			4 Latino	18	23	41
			5 White	110	105	215
			6 Other	34	32	66
			Total	240	232	472
11	11th	Race2	1 Native American	1		1
			2 Asian	3	4	7
			3 Black	59	53	112
			4 Latino	25	22	47
			5 White	94	72	166
			6 Other	28	17	45
			Total	210	168	378
12	12th	Race2	1 Native American	2	3	5
			2 Asian	7	5	12
			3 Black	106	77	183
			4 Latino	63	32	95
			5 White	134	87	221
			6 Other	45	40	85
			Total	357	244	601

Character & Leadership: Year 2010

Summary & Limitations of Character & Leadership 2010

Students from thirty-four schools contributed 2,525 pre tests and 1,344 posttests that were useable. Data was collected via the Internet, downloaded to Excel, and analyzed with the SPSS Statistical Package. The amount of useable data was 44% due mainly to post tests not being returned.

The data in this report is comprised of two types of feedback. The first one is the research findings comprised of nine scales divided into two groups—Group1 and Group2. Reliability of the Scales was established from the previous year's data. T-Tests were used to examine the mean differences between pre and post testing. Group 1 variables were all significant in the desired direction @ the .05 level. Group2 variables had three of five significant constructs @ the .05 level in the desired direction.

The second set of feedback was Student Satisfaction Questions about the course, textbook, impact, and role models. Here we found students to be highly satisfied with the class. Of particular note is the divisiveness of Tiger Woods. All of the feedback in the report came out after his affairs were revealed in November of 2009. With that being said, he was ranked third as Favorite Role Model (11%) and first as Least Favorite Role Model (43%). You can provide your own commentary [here](#).

The results are positive and encouraging. The research and the student feedback are suggesting that something meaningful happened for students and hopefully for the schools and communities who participated in the study.