
**STOCKTON UNIVERSITY
ANNUAL REPORT FOR
2020 INITIATIVES PROJECT**

PROJECT LEADERS & Committee Members:	Dr. Jonathan L. Johnson, Mr. Stephen Davis, Dr. Gerald Martin, Dr. Pedro Santana, Mr. Tomas Itaas, Mr. Darius Edwards, Mr. Walter Tarver, Mr. Melvin Gregory, Mr. Ryan Terrell
PROJECT TITLE:	Sankofa Retention Initiative: Reclaiming Our Students
DATE:	July 31, 2017
CC:	

- *The boxes below expand as needed to accommodate your notes. You may also include/submit appendices or attachments, if needed.*
- *Email a copy of this completed form to Jessica Kay, Data Analyst & Assistant to the Chief Planning Officer at: jessica.kay@stockton.edu*

Please provide a summary of the project and your experience.

The Sankofa Retention Initiative was implemented and available to students during the Fall of 2016. In collaboration with New Student Programs, the committee members of Sankofa was able to have an opening event placed on the Welcome Week calendar of events for freshman and transfer students. The event took place on September 4th and it provided the first opportunity to introduce and market the initiative to students. There were many choices offered to students to engage during the day and evening hours.

One challenge to being awarded the funding late in the 2016 Spring semester was not having the opportunity to “get the word out” about Sankofa’s purpose early enough to recruit mentors and market to prospective students during summer orientation. Upper class or returning students were more interested in networking and participating along with freshmen in the many activities and dialogues provided during the Fall 2016 and Spring 2017, despite the financial incentive. Essentially, they just wanted to help new students to Stockton University transition successfully, connect with each other, meet faculty and staff of color, and discuss matters that were most relevant and significant to them. As a result, the committee began to consider alternative methods to meet our students where they are in the following ways:

- Revised Brotherhood Series
- Partnered with faculty and staff to facilitate targeted discussion
- Established our social media presence on Facebook
- Collaborated with Dr. Emari DiGiorgio and provided an open mic poetry night on racial justice, police brutality/reform, and mattering

In preparation to successfully implement The Summit, Dr. Jonathan L. Johnson taught the Africana Studies course, *Black Men in America*, as a service learning course. All students enrolled with the course presented at the Summit on several relevant topics about the course as well as the status of collegiate men of color. There were several students in the course that was also involved with Sankofa and it was

amazing to witness how well they researched and presented on topics that directly benefited their identities as college students, men, ethnicity, culture, gendered allies, and as men of color.

The Summit included featured lectures from Dr. Donnetrice Allen, Stockton University faculty of Africana Studies and Communication Studies, Dr. Omar Simpson, Stockton University Alumni, and keynote address by Dr. Ricky L. Jones, University of Louisville. Local community members, staff and students from Atlantic Cape Community College.

As a result of examining the successes and limitations of Sankofa from the 2016-2017 academic year, the committee revised and developed a comprehensive retention model for the next academic year, 2017-2018. The complete model is included at the end of this annual report.

Please attach a copy of your original proposal or list your stated objectives and expected outcomes.

(See attached documents)

Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes.

September 4, 2016 ten young men attended the Sankofa Welcome Dinner. This was a time to casually talk over some good food. September 7, 2016 15 students attended the program along with 15 faculty/staff supporters. November 3, 2016 we produced a poetry event "Poetic Justice: Peace Offering During Trying Times". Fifty-two people attended with one faculty member bringing her class to the event. April 17, 2017 "The Summit: Trials and Triumphs of College Men of Color" conference was produced. This conference featured student presenters. There were 218 attendees at fourteen sessions and two poster sessions. Sankofa members attended workshops of their choosing.

Each of these events met our expectations for getting students create connections. We intentionally focused on low-key social gatherings to create a "family" feel. This focus is what the students desired most. The conference was a success but we did not have any non-African American presenters.

We have to expand our brotherhood meetings to include developmental programs. We also need to make sure the conference is inclusive to diverse populations of men of color.

Please list any follow-up actions (publications, presentation venues, etc.)

The committee will explore submitting presentation proposals to related national and regional professional higher education conferences.

The Press of Atlantic City and southern New Jersey Today wrote articles on the Sankofa conference. Below are two links from the local press:

http://www.pressofatlanticcity.com/education/stockton-summit-addresses-crisis-of-black-male-retention/article_086f98fc-0225-5230-be4f-49ac8579a700.html

<http://www.snjtoday.com/story/35180004/stockton-summit-addresses-trials-and-triumphs-of-college-men-of-color>

Please the attached supporting documentation and the newly developed Sankofa Retention Initiative Model

Are you recommending the continuation of this project? If so:

- **What are the next action steps you foresee or recommend?**
- **What are the expected budget requirements going forward?**
- **Please identify the program, department, or division to which the continuation proposal should be forwarded.**

[Note: continuation proposals must be approved and incorporated into the appropriate budget process.]

The committee developed a new program model that combines significant social engagement with personal development and community service.

Please see the attached supporting documentation and the newly developed Sankofa Retention Initiative Model

New Allocation of Budget FY2018 *(No additional funds are requested)*

1. Peer Networking \$4,750
2. The Summit \$4,000
3. Food & Beverages \$3,000
4. Assessment Instrument \$300

TOTAL: \$12,050

FINANCES: Based on your proposal, please outline below how the award has been spent.

	Amount	Notes/Comments
Beginning Budget Balance as of July 1, 2016:	\$ 14,450	
Salary Expenditures		
• Stipends	\$	
• Full-time staff salaries	\$	
• Full-time faculty salaries	\$	
• TES salaries	\$	
• Fringe Benefits	\$	
Total Salary and Fringe Expenditures	\$	
Non-Salary Expenditures <i>(supplies, travel, etc.)</i>		
• Supplies	\$ 737.94	
• Speaker & Contract Services	\$ 5200	
• Reception & Entertainment	\$ 876.87	
•	\$	
•	\$	
•	\$	
Total Non-Salary Expenditures	\$	
Total Salary + Non-Salary Expenditures	\$ 6,814.81	

Ending Budget Balance as of:	\$ 7,635.19	
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If there are remaining expenditures required to complete the project, please itemize them with expected amounts and timing for payment.

IMPORTANT: *Unused funds will revert to the general 2020 Initiative Fund at the end of the fiscal year if not approved and encumbered for project costs.*

Item	Expected Amount	Expected Timing for Payment
Total		

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2020 Originally Approved & Revised Submitted Proposal

Sankofa

2020 Learning Proposal

Sankofa Retention Initiative:
Reclaiming Our Students

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Introduction/Background

The Office of the Dean of Students established a retention committee during the 2014-2015 academic year to address the retention and graduation rates of male minorities (racial/ethnic) at Stockton University. Stockton data show that Latino and African American males transfer or leave without explanation at greater rates than their White male counterparts. In order to reverse this trend and further increase Stockton's retention rate, the Office of the Dean of Students initiated a number of retention initiatives, including the MCRI Committee. One initiative utilizes existing successful programs as a springboard to increase retention and academic success of Stockton's traditionally underserved groups as they adapt to the collegiate environment.

Nationally, college traditionally underserved groups have become a topic of critical debate concerning educational equity, degree attainment, and potential for career success. Specifically, it is with modest dispute that the experiences of African American and Latino males have been of significant scrutiny concerning their academic achievement, social condition, employment opportunity, economic development, and their role within the family (Akbar, 1991; Cuyjet, 2006; Greir & Cobbs, 1968; Hammond & Mattis, 2005; Majors & Gordon, 1994; Staples, 1971, 1982).

Program Overview

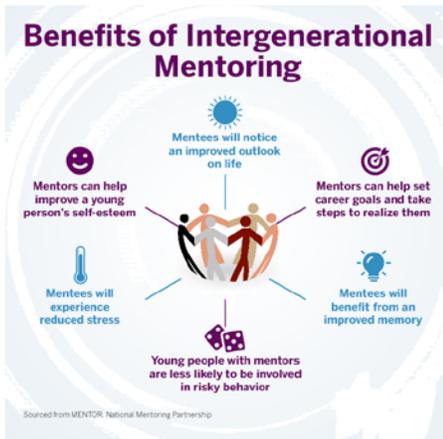
Strategic Objectives

- Promote liberal arts ideal to develop lifelong learners (S2)-**PRIMARY OBJECTIVE**
- Deliver high value-added learning experiences and promote scholarly activity (S1)
- Develop faculty and staff skills to support learning (ER1-L)
- Strengthen internal processes to support learning (IP1-L)

The Role of Mentoring in Retention

Mentoring programs (peer and protégé) and intentional engagement inside and outside of the classroom are some of the many best practices to address the plight of underrepresented populations of students, including college traditionally underserved groups. At Stockton, first year retention is strong for both African American and Latino college men and even shows an all-time high of a 92.3% for African American males for the Fall 2013 cohort. However, for African American males entering their third year, retention rates experienced the highest drop above all student categories (specifically, by ethnicity and gender) as they retained merely 38.5 % of the original Fall 2008 cohort. In comparison, the third year retention rate for the Fall 2008 cohort for all males (63.4%) and Latino males (68.4%) was much stronger. While Latino males' third year retention did experience some drop from the first year retention rate (84.2 % to 68.4 %), their rates still followed the trends closer to males overall and, in some cases, "bucked the trends" (Fall 2008 68.4% vs. 63.4% and Fall 2011 73.1% vs. 69.0%, respectively).

An intergenerational mentoring model will be utilized as an adaptive framework to develop meaningful relationships between faculty, staff, students as well as Stockton alumni. MCRI identifies intergenerational mentoring as a purposeful approach to cultivate mutually beneficial relationships between young and older adults. In our adaptive approach, freshmen and sophomores would be mentored by a junior, senior and graduate students, and finally faculty and staff would coordinate the mentoring relationship with invested Stockton alumni integrated with each mentoring group. This mentoring approach will not only bridge relationships of current students to a growing alumni, but will assist these young men at each critical level of persistence; which is especially significant beyond the fifth the semester where traditionally underserved groups experience attrition.



In addition, there are financial implications related to improving Stockton’s retention rates. As an example, from a financial perspective, if there were an average of 200 minority male students enrolled each semester and 123 students drop out on their 5th semester following a trend of 38.5% retention rate, this illustration converts to a net revenue loss of \$615,000 per semester (\$5,000 tuition—which does not including fees and housing expenses per student). Therefore, it is imperative to focus on providing a coordinated student support services to this student population via the MCRI.

Adapting to Change Essential Learning Outcome (ELO)

The Adapting to Change ELO is defined as the *ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.* The mentorship program seeks to achieve this ELO by connecting students to the necessary resources that can further assist them in adapting to the collegiate environment. The Dimension of Self-Concept (DOSC) Form-H is intended to measure the academic self-concept of students in the postsecondary environment. Specifically, the DOSC-H measures a student’s ability to adapt to change by the means of five subscales: 1. Academic Interest and Satisfaction; 2. Level of Anxiety; 3. Identification vs. Alienation; 4. Leadership and Initiative; and 5. Level of Aspiration. The student’s adjustment to change will be measured by the DOSC-H in a test-retest reliability format.

In order to help MCRI program participants adapt to change and further enhance their academic performance and graduate on-time, they will be required to attend academic and life skills workshop and meet with their mentors at least once a month. Workshop topics are: Time Management, Goal Setting, Improving Test Taking Skills, Overcoming Test Anxiety, Effective Note-taking Skills, etc.

In addition, program participants will also be referred to Stockton's Tutoring Center to develop their studying and tutoring schedules. The DOSC subscales are further elaborated upon below.

- **Academic Interest and Satisfaction** subscale portrays the degree of intrinsic motivation, involving love of learning for its own sake gained by students in doing academic work and in studying new subject matter.
- **The Anxiety** subscale is hypothetically associated with emotional instability, a lack of objectivity, and a heightened or exaggerated concern about tests and preservation of self-esteem in relation to academic performance (Michael et al., 1985). This scale can help indicate a marked discrepancy between a stabilized perception of what a student believes that he can achieve satisfactorily and his idealized perceptions of expectations concerning what his teachers or parents maintain s/he can or will do. This attitudinal pattern can become generalized to their self-esteem confirming feelings of themselves as being an unworthy individual ridden with guilt with a possible need for self-punishment or even self-destruction (Michael et al., 1985).
- **Identification Versus Alienation** subscale attempts to determine the measure by which a student feels that they have been accepted by the academic community and has been respected by teachers/peers/family as an important person who has personal worth/integrity (Michael et al., 1985). Students feeling isolated or rejected by the academic environment show hostility toward the academic institution and its members, including fellow students, teachers, counselors, administrators, and significant others. Alienation embodies considerable resentment or defiance of regulations and rules of school campuses (Michael et al., 1985).
- **The Leadership and Initiative** subscale portrays behavioral and perception patterns that are affiliated with characteristics, in which students demonstrate their mastery of knowledge, willingness to help and guide others to take the initiative in starting and finishing a project to completion (Michael et al., 1985).
- **The Level of Aspiration** subscale relates to "a pattern of behaviors or beliefs that calculate the degree to which subjects current achievement level and academic activities are perceived by the student's past or present attainments" (Michael et al., 1985, p. 2).

Purpose/Goal – Campus Impact

The purpose of this initiative is to improve Stockton's retention rate, learn how college traditionally underserved groups successfully navigate academia as well as provide multidisciplinary access to resources, support, and a sense of belonging. This can be achieved using existing successful retention and mentoring related programs at Stockton such as the CARE Program and establishing opportunities to engage faculty, staff, and students in intellectual discourse on topics related to traditionally underserved groups, inside and outside of the classroom.

The goals of this program are to:

- Increase the retention rate for traditionally underserved groups through targeted outreach and early intervention opportunities, served by an intentional network throughout the Stockton community that monitors their progress towards graduation.
- Provide opportunities for college traditionally underserved groups to engage in intellectual discourse, inside and outside of the classroom, through service learning, media/book club, peer mentoring and orientation, and a conference to develop of sense of purpose, belonging, motivation, and critical thinking.
- Create a multi-tiered, multidisciplinary network of opportunities for college traditionally underserved groups that promote resources, support, and a sense of belonging through the establishment of a peer mentoring program among students in conjunction with faculty and staff participants.

Activities – Outlined Action Steps

Activity 1: Support recruitment efforts of the MCRI and recruit a group of mentors to serve all new mentees. (Spring 2016-2018*)

- Promote the initiative to members of Stockton’s faculty, staff and committed alumni who would invest time in this initiative. A cadre of some faculty and staff have already been identified.
- Promote the initiative to cultural and ethnic based students, clubs and organizations.
- Develop and enhance MCRI’s web presence via its web site, blog, Facebook, and Twitter accounts.
- Utilize CARE mentoring as a service learning opportunity for faculty and students interested in joining the peer mentor program.
- Promote the project to faculty who have already slated courses with service learning component.

Activity 2: Establish and promote a media club (books and films)/discussion group relevant to significant topics for traditionally underserved groups, composed of students, faculty, and staff. (Spring 2016—2018*)

- Promote the initiative to existing groups and services, such as faculty and staff cultural affinity groups, CARE, EOF, MCRI committee, the Office of Residential Life, and student’s cultural and ethnic based students, clubs and organizations. This group ultimately serves as a springboard to discuss critical topics concerning traditionally underserved groups.

Activity 3: Planning and facilitating a summit/conference led by volunteer Faculty/Staff efforts (Fall 2016/2017*)

- Develop a planning committee to develop call for programs, workshops, and symposia.
- Recruit all faculty, staff, and students interested in participating or presenting at the conference. (Fall 2016/2017*)
- Obtain additional institutional and targeted funding (i.e., Office of the Dean of Students).
- Promote, recruit, and obtain topical feedback from students, faculty, and staff invested in contributing to MCRI’s programs and goals.
- As a result of the conference, develop strategies for retention and academic success, designed specifically for college traditionally underserved groups at Stockton University.

**Denotes the beginning of a specific initiative that will become ongoing*

Outcomes and Assessment

Outcome 1: Increase in overall retention rate of traditionally underserved groups, with particular attention of students matriculating beyond the sophomore year.

- Assessment: Monitor the persistence of students involve with the proposed initiatives.
- Assessment: Partner with institutional research in analyzing the persistence of traditionally underserved groups for each semester, while comparing to overall institutional data by gender and ethnicity.

Outcome 2: Students, faculty, and staff will have intellectually relevant dialogues about the plight and achievement of Stockton's college traditionally underserved groups.

- Assessment: Students' acquisition of knowledge will be measured by service learning course assessment and student evaluation.
- Assessment: Participants who choose to contribute to the University summit on topics related to the plight of traditionally underserved groups will be a factor.
- Assessment: Review and report the participation and contributions of students, faculty, and staff involved with the media/book club. The format of this initiative also serves as an ongoing focus group.

Outcome 3: Participants in the traditionally underserved groups mentoring program will discover that this newly formed initiative serves as a network of resources, support, and a sense of belonging, ultimately optimizing students' self-concept while adapting to Stockton.

- Assessment: Adopt assessment tools currently used by the CARE Program.
- Administer the Dimensions of Self-Concept (DOSC) instrument to all traditionally underserved groups participants near the end of each academic year. The DOSC measures five dimensions of self-concept: Level of Aspiration, Anxiety, Academic Interest and Satisfaction, Leadership & Initiative, and Identification vs. Alienation.
- Focus groups and individual informal interviews/meetings will be utilized to gather further insight.

Financial Overview

Summary of Budget

This initiative will develop academic and life skill resources, study and peer/protégé mentor groups, and engagement opportunities for participants. In addition, this needed initiative will provide training and stipend to peer mentors, and professional development opportunities to staff and faculty mentors, ongoing dialogues and seeks opportunities for course integration. We are asking a \$26,500 grant to implement this initiative.

Budget Summary				
	Item	FY2016 July 1, 2015 - June 30, 2016	FY2017 July 1, 2016 - June 30, 2017	FY2018 July 1, 2017 - June 30, 2018
1.	Mentoring Program		\$6,000.00	\$6,000.00
2.	The Summit		\$4,000.00	\$2,000.00
3.	Media/Book Club	\$400.00	\$800.00	\$800.00
4.	Food & Beverages		\$3,000.00	\$3,000.00
5.	Assessment Instrument/Scoring		\$250.00	\$250.00
	TOTAL	\$400.00	\$14,050.00	\$12,050.00

Mentoring Program (\$12,000)

This pilot program seeks to initially serve 100 mentees. One faculty/staff member will have general oversight of a cadre of five mentees, who are led by one paid student mentor. Mentor stipends will be paid \$150 each semester. 20 mentors X \$300/year = \$6,000 X 2 years = **\$12,000** Total

The Summit (\$6,000)

The University Summit on topics related to current trends and critical issues relevant for college traditionally underserved groups at Stockton University is intended to serve as an ongoing opportunity for faculty, staff, and students to engage in intellectual discourse. The proposed conference seeks **\$6,000** in funding for keynote speaker each year, over the next two years. **\$4,000** for the first year and **\$2,000** for the second year. Supplemental funding will be sought from campus partners (i.e., Dean of Students Office) as an ongoing supported initiative, which includes promotional and print materials, food options, and other materials necessary for the conference.

Media/Book Club (\$1,600)

The media/book club will function each semester and limited to a maximum of 20 participants (students, faculty, staff). Of course, priority of participation will be given to students with at least one faculty/staff facilitator. The group will use film, social media, news reports, and literature as a springboard to have critical dialogues relevant to college traditionally underserved groups. Each semester, one books, novel, memoir, or social critique will be selected and is expected to be approximately \$20 each @ 20 participants = 400/semester = \$800/year X 2 years = **\$1,600 + \$400** (begins Spring 2016) = **\$2,000** Total

Food & Beverages (\$6,000)

Food and beverages will also be needed for academic support and programming activities each semester during an orientation, media/book club, and other semester events. Based 120 students (100 mentee + 20 mentors @ \$25/student/year) **\$3,000** for each academic year, totaling **\$6,000**. Additional funding will also be sought from other campus partners.

Instrumentation (\$500)

The Dimensions of Self-Concept (DOSC) instrument will be used to assess 100 student participants. The cost for the tools and related materials are the following:

- DOSC Manual Set = \$11.50
- DOSC instrument package for 100 people @ \$53.50 X 2 years = \$107
- DOSC Scoring @ \$1.90/person for 100 students X 2 years = \$380

Total instrument expense: **\$498.50**

TOTAL PROPOSED: \$26,500

Sankofa Retention Initiative Welcome Letter Fall 2016

Division of Student Affairs
Office of the Dean of Students
P: 609.652.4645 • F: 609.626.5557



101 Vera King Farris Drive
Galloway NJ 08205
stockton.edu

New Students
Stockton University
Galloway, NJ 08205

August 18, 2016

Dear Ospreys,

Welcome Home! We're ecstatic that you've chosen Stockton University as your home for the next important phase of your life. The Dean of Student's office and various student life departments are always available to assist you with academic, career, cultural and social growth during your time with us at Stockton. In an effort to extend advanced support, I invite you to participate in the **Sankofa Retention Initiative**.

Our institution has a long history of commitment to our student's personal development. With rigorous academic programs and societies, hundreds of student clubs and organizations, athletic and intramural sports, and service learning, employment, internship, and study abroad opportunities – we strive for every student's holistic development inside and out of the classroom.

The Sankofa Retention Initiative, which seeks to improve retention, graduation, and success rates amongst undergraduate men of color through intentional programming, mentoring, and dialogue paired with action, is designed to deliberately create a support network for you while at Stockton. Our hope is that with your participation in Sankofa, we can ensure that you get the most out of your Stockton University experience. If having a plethora of Stockton's finest student leaders, faculty, staff, and alumni as mentors to guide your initial time at the university in the right direction interests you, I encourage you to register for the [Sankofa Mentor Program!](#)

During your first days on campus, be sure to attend **our 2nd Annual Sankofa Welcome Dinner during Welcome Week on Sunday, September 4th at 5:00 pm in the C/D-Wing Atrium**. If you have any questions about the initiative, we'll be glad to answer them and meet you!

We look forward to being a part of your journey at Stockton. Best of luck during the upcoming semester and see you in September.

Sincerely,

Dr. Pedro Santana
Dean of Students

Sankofa Retention Initiative Facebook Page

Sankofa Retention Initiative - Stockton University
Public Group

Discussion

Members
Events
Videos
Photos
Manage Group

Search this group

Shortcuts

- Sankofa Retention Initia...
- Pan African Network ... 5
- BLKSAP (Black Student...
- MACUHO 11
- Stockton University ... 14
- Pan African Network of ...
- ACPA Coalition for Multi...
- Social Media Admins at...

Joined ▾ Notifications Share ...

Write Post Add Photo/Video Live Video More

Write something...

Photo/Video Create Poll Feeling/Activ... More

RECENT ACTIVITY

Edwards Darius April 11

Fellas,
We've been gone for a minute, now we're back with THE SUMMIT. We hope to see you all there!

ADD MEMBERS

+ Enter name or email address...

MEMBERS 30 Members

SUGGESTED MEMBERS Hide

- Nico Smith Add Member
- Ebby Gee Add Member
- Haley Baum Add Member
- Antoinette A. Murray Add Member
- Josh Kolapo Add Member
- Jasmine Lee Add Member
- Ellis Perry Bonds Add Member
- Jeff Wakemen Add Member
- Carl Archut Jr Add Member
- Joshua C. Moore Add Member

DESCRIPTION Edit

N



BROTHERHOOD SERIES

BIWEEKLY EVENTS

WEDNESDAYS

4:00-6:00 PM

WEST QUAD 103

9/7 9/21 10/5 10/19 11/2 11/16 11/30

"Learning from the past in building the future"



facebook.com/groups/SUSankofa

SANKOFA@STOCKTON.EDU

SANKOFA
Retention Initiative
STOCKTON UNIVERSITY

Sankofa Welcome Week Dinner



Picture of Sankofa students and staff during Welcome Week

Poetic Justice: A Peace Offering During Trying Times

An All Art Encompassing Open-Mic on
Racial Injustice, Police Brutality/Reform, and Mattering



Date: Thursday November 3, 2016

Starting time: 7:00pm

Where: Campus Center Coffee House



Featured Artists: Kondwani Fidel and Kirwyn Sutherland



There will be free refreshments to all who attend
and don't be afraid to participate in the open mic!

Sponsored by the Sankofa Retention Initiative

Sankofa Retention Initiative 1st Annual Symposium—The Summit



THE SUMMIT

TRIALS AND TRIUMPHS OF COLLEGE MEN OF COLOR



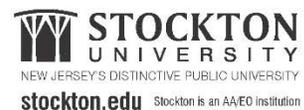
DR. RICKY L. JONES
Professor and Chair of the University of
Louisville's Department of Pan-African Studies

CONFERENCE
April 18th with sessions throughout the day

KEYNOTE ADDRESS
April 18th from 5:00-6^{PM} in Alton Auditorium

KEYNOTE SPEAKER
Dr. Ricky L. Jones
Professor and Chair of the University of
Louisville's Department of Pan-African Studies

SPONSORED BY
Sankofa, the Men of College Retention Initiative,
Office of the Dean of Students, Wellness Center, and Africana Studies.



The Summit Schedule



**ULTRA CREDITS
AVAILABLE**

SANKOFA SUMMIT SCHEDULE			
Time	Room	Event	Presenters
8:30am-9am	CCMR5	Poster Session I	David Beltran Bailey Davis Ryan Banks Shabey Joseph
9:00am-9:40am 9:40-10:20am	BOT	General Sessions	Colin Cooper, Joaquin Cavazos, & Jessie Godwin Kristina Robinson, Toni McRae, & Tationah Parker-Tennant
9:00am-9:40am 9:40-10:20am	CCMR5	General Sessions	Casey Grudko & Jillian Chuddeley Rachel Wagner & Gianna Cassell
9:40am-10:20am	CCMR4	General Sessions	Malcom Parrish, Kelvin Tull, Khaliq Ford, Josh Smith, & Kady Ridgway
10:30am-11:15am	CC Theater	Featured Speaker	Dr. Donnetrice Allison
11:20am-11:50am	BOT	General Sessions	Yoanna Lugo & Acacia Mutts
11:20am-11:50am	CCMR2	General Sessions	Nadja Riggs
11:50am-12:20pm	BOT	General Sessions	Makiyah Baptiste, Justice Gibson, Destinee Martin-Clarke
11:50am-12:20pm	Theater	General Sessions	Nudar Chowdhury
12:30pm-1:15pm	Alton	Featured Speaker	Dr. Omar Simpson
1:15pm-2:20pm	Break	Break	The Time is Now: College Student Success for Men of Color
2:30pm-3:00pm	Alton	General Sessions	Bright Wife
3:00pm-3:30pm	Alton	General Sessions	Ted Onuwa Jr.
3:30pm-4:00pm	Alton	General Sessions	Tracey Wynn
4:00pm-5:00pm	Alton Atrium	Poster Session II / Food / Meet Keynote Speakers	Steve Radwanski Felicia Silva Chanel Johnson Devon Deveney
5pm-6pm	Alton	Keynote Speaker	Dr. Ricky L. Jones

2018 Sankofa Retention Initiative Brochure

STOCKTON UNIVERSITY - SANKOFA

Office of the Dean of Students | Campus Center 243
101 Vera King Farris Dr. | Galloway, NJ 08205

STOCKTON UNIVERSITY - SANKOFA

Office of the Dean of Students
Campus Center 243
101 Vera King Farris Dr.
Galloway, NJ 08205

STOCKTON UNIVERSITY - SANKOFA

Office of the Dean of Students | Campus Center 243
101 Vera King Farris Dr. | Galloway, NJ 08205

Place
Stamp
Here

STOCKTON
UNIVERSITY



SANKOFA
Retention Initiative
STOCKTON UNIVERSITY



SANKOFA RETENTION INITIATIVE



Congratulations! You are a member of the Sankofa Retention Initiative (SRI).

Sankofa is a group for minority male students at Stockton University. Housed within the Dean of Student's office, the SRI's goals are to help you successfully transition into the college environment, provide opportunities for professional and personal development, and encourage engaged citizenship.

The SRI provides support in five impact areas.

- Successful Transition
- Professional and Personal Development
- Engaged Citizenship
- Mentoring
- Rites of Passage

CONTACT US

Gerald Martin | Assistant Dean of Students
sankofa@stockton.edu | 609-652-4645
stockton.edu/dean-of-students/sankofa.html

PROGRAMS

Orientation and Transition

- Week 1: Meet and Greet
- Week 2: What to Expect from College
- Week 3: Academics First
- Week 4: Take Advantage of Stockton
- Week 5: Paying for College

Events and Attendance Requirements

- First Semester: Attend all orientation and transition sessions
- Second Semester: Attend four events, at least one from each program category
 - ❖ Career Development
 - ❖ Political Engagement
 - ❖ Service Learning
 - ❖ Social Engagement
- Third Semester through Graduation:
 - ❖ Help facilitate programs
 - ❖ Mentor new students
 - ❖ Assist with peer mentor training
 - ❖ Assist with annual Sankofa Conference



STOCKTON
UNIVERSITY

stockton.edu

New Jersey's Distinctive Public University | Stockton is an AAEO institution

CONFIRM YOUR SPOT

The Sankofa Retention Initiative is designed to simply support you on your journey. Take advantage of the connections you will make. Cherish the friendships you will create. Be prepared for the opportunities that will come your way.

There are two ways to confirm your spot:

1. Send an email to sankofa@stockton.edu with your name, preferred means of contact (email and phone number), and your incoming status (new freshman or transfer)
2. Complete the form and return it to the Sankofa Initiative via mail.

First Name _____

Middle Initial _____

Last Name _____

Phone _____

Email _____

Incoming Students

New Freshman _____

Transfer _____

2015-2016 Sankofa Retention Initiative Annual Report

Men of Color Retention Initiative Is Now The



Annual Report

2015-2016

DRAFT

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Executive Summary

The Men of Color Retention Initiative developed from a Spring 2014 with a review of literature and statistics on graduation rates of males. The review showed that minority males at that time were not graduating at the similar rates as non-minority students (except Asian males). The literature reviewed showed that Asian males cannot be looked upon as a monolith. When their nationalities/ethnicities are disaggregated, the literature showed nationally that certain Asian males are also not graduating at similar rates as their counterparts. Thus we decided to include Asian males in the effort.

The MMRI committee began programmatic planning in 2014-2015 academic year. Phase 1 of the plan was implemented and the following tasks completed that year included:

- Devised a plan of action
- Attended minority male organization meetings and interviewed them about their experiences
- Met with athletes and interviewed them about their experiences
- Developed an open meeting for minority males to interview them about their experiences
- Planned for the 2015-2016 academic year.

With these tasks completed, we turned to phase 2 of the initiative. We achieved success in facilitating regular meetings and securing 2020 Funding for Student Learning. The name was changed to the Sankofa Retention Initiative. We were unsuccessful in securing 2020 funding for Global Competence and Student Engagement, and several structural goals were not achieved.

The committee reviewed the past year and lessons learned from the National Conference of Race and Ethnicity in American Higher Education (NCORE) 2016 concerning mentoring. The initiative has a good foundation and identified clear future directions to make the program more impactful. The upcoming year will focus strengthening the structure of the program, assessment and outreach.

Accomplishments

The past year was very productive. We were able to complete five important operational tasks.

- We identified and invited over 800 students to be a part of the initiative. About 230 replied with interest in the group.
- We had approximately 90 students participate in programs including a Welcome Week dinner and eight meetings throughout the year.
- Sankofa members secured \$26,400 in 2020 Learning Funds for two years of support to be used as follows:
 - \$400 for Book Club, Ta-Nehisi Coates “Between the World and Me”
 - The remainder will be used for mentoring and programs.
- We have an email for the Sankofa Initiative: “sankofa@stockton.edu”
- We developed a Logo and permanent Name “Sankofa Retention Initiative” – Appendix 2

These tasks helped shape the initiative’s direction for 2016-2017.

Shortfalls

We will need to revisit several items that were not achieved. We had to postpone others until a better time and more support was identified.

Revisit

- We may re-submit the Engagement and Global Competence proposals for 2020 funding after a careful review our goals
- Early alert process for Sankofa students
- Develop a programming model and curriculum

Postpone

- We met with the Honor’s Program to ascertain if we could create a process to allow freshmen who performed stellar in their first semester, but did not meet initial eligibility be allowed in the Honor’s Program. The program is not resourced in a way to manage this idea.

It is unclear as to whether or not the Honor’s collaborative will ever come to fruition within the Academic area. Thus we will continue to monitor.

Lessons from National Conference on Race and Ethnicity (NCORE) 2016

Gerald Martin attended NCORE to specifically learn from other mentoring professionals. The theme from these professionals' insights are best described as "Plan, Support and Connect". The main takeaways from NCORE are as follows:

- Create a 3 year plan
- Interest-based group mentoring using mentors who have personal and career development-related connections are effective.
- Identify student ambassadors
 - Help tell the story
 - Recommend good staff/faculty mentors
- Assessment
 - "Show" is required before you can "prove" to others that they should provide support
 - Show outcomes
 - Develop supporters on and off campus
 - Attendance records
 - Pictures at all meetings
- "Why Students Leave Research"
 - San Jose St. conducted research on why first time freshmen leave
 - Methods
 - Phone calls, online survey, online focus group (1st: minorities. 2nd student workers)
 - Conducted analysis of 3 years of records
 - 8800 total
 - 1200 left
 - 294 academic probation
 - 600 were in good standing
 - Results
 - 1st generation students most at-risk of leaving
 - Other and personal issues were top reasons = per survey
 - Focus groups results
 - Class access issues
 - Event/crisis (personal, coping issue, no support after reaching out, tended to leave 2-4 weeks after event/crisis)
 - No connection to college
 - Difficulty with advisors
- Success Training Models
 - Grit Training to teach long-term goals and overcoming obstacles
 - Sense of Place Training to help figure out a way to connect to campus.

The Sankofa Retention Initiative must have a concrete plan. The plan will serve as a roadmap for success. The goal(s) must center on supporting students in multiple ways. Supporting their career aspirations is as vitally important as their social and academic integration. Finally, the initiative must connect students with one another and others. Connections are not limited to people of color and the Stockton Community. Connections include advocates on and off campus.

Tasks for 2016-2017

The steps that need to be taken this year are designed to focus the initiative's direction. It is vital that a structural model is developed to promote intentional student development and connections.

Immediate Tasks

- Send students to RISE : <http://www.risebmoc.org/about>

Central Tasks

- Assessment
 - Show outcomes before you can “prove” others should provide support
- Funding Submissions
 - Re-submit the Engagement and Global Competence proposals for 2020 funding Spring 2017 if makes sense going forward
 - Submit proposals for Presidential Initiative funds
 - “Why Students Leave Research”
- Create a webpage for the Sankofa Retention Initiative.
- Create a 3 year plan
 - Success Training Workshops -Orientation
 - Grit Training to teach long-term goals and overcoming obstacles
 - Sense of Place Training to help figure out a way to connect to campus
 - Develop a model/“curriculum” ideally using interest based methods.
 - Rites of Passage Model
 - Student Development Theory
 - Contain actions and education
 - Public and private ceremonies
 - Comradery
 - Engage students in focused career development activities
 - Develop a way to “plug” students into campus life
 - Interest-based group mentoring using mentor who have personal and career development-related connections are effective
 - Career Development-based Programs
 - Engage students in focused career development activities
 - Develop a way to “plug” students into campus life
 - Interest-based group mentoring using mentor who have personal and career development-related connections are effective
 - Develop a systematic marketing process
 - Meet with potential advocates
 - Student leaders
 - Academic personnel
 - Community/career allies
 - Identify student ambassadors
 - Help tell the story
 - Recommend good staff/faculty mentors

Aspirational Tasks

- Early alert process
- Create a “Sophomore Success program”
- Develop a precollege institute similar to “The Level” program format with a group of solid perspective students
- Develop a Mentoring Conference

Appendix 1 Programming Flyers

Initial Meeting Flyer

STOCKTON'S MEN OF COLOR SPEAK

You are invited to engage in an open dialogue about the current status and plight of Men of Color at Stockton University.

If you are passionate about enhancing the academic and social status of college men of color, please come out to join other college Men of Color to this open dialogue to share your insight, concerns, and solutions. It is our hope that this begin the start of many other conversations about the diversity of experiences of college Men of at Stockton.

[CLICK HERE OR COPY LINK IF YOU PLAN TO ATTEND](https://docs.google.com/forms/d/1eDTUllAOj5VbvZzNRkPTkQsv6lztDj50aVkmTrUrzj8/viewform)
<https://docs.google.com/forms/d/1eDTUllAOj5VbvZzNRkPTkQsv6lztDj50aVkmTrUrzj8/viewform>

WHEN: MONDAY, APRIL 20TH

WHERE: CAMPUS CENTER
BOARD OF TRUSTEE'S ROOM

TIME: 8–9:00 PM

****Light refreshments will be served**





BROTHERHOOD SERIES

MEN OF COLOR RETENTION INITIATIVE
STOCKTON UNIVERSITY

**CAMPUS CENTER
BOARD OF TRUSTEES ROOM
TUESDAY, OCT. 20TH | 8:00 PM**

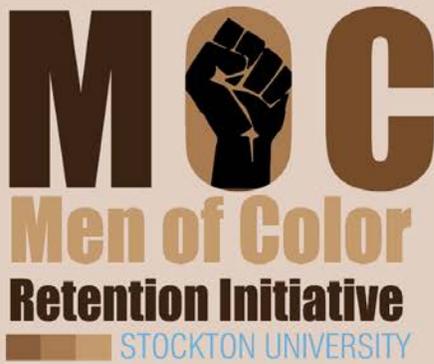
AN OPEN DISCUSSION ABOUT MASCULINITY + WHAT IT
MEANS TO BE A MAN OF COLOR AT STOCKTON.





BROTHERHOOD SERIES

BIWEEKLY EVENTS GEARED TOWARDS THE MEN OF COLOR AT STOCKTON UNIVERSITY.



EVERY OTHER TUESDAY
BEGINNING FEBRUARY 9TH
IN G137 AT 8:00 PM

DATES INCLUDE:
FEB 9 | FEB 23 | MAR 8 |
MAR 22 | APR 5 | APR 19 |
MAY 3



Appendix 2 Logo and Name





New Programming Model 2017-2018

Goals

Improve graduation 4/5 year rates

Provide professional and career development activities

Promote personal development and positive citizenship

Focus/Purpose: The Sankofa Retention Initiative’s purpose is to help students successfully transition into the college environment, provide opportunities for professional and personal development, and encourage engaging citizenship values.

Model:

The Sankofa Retention Initiative (SRI) is designed to create a support group for under-represented male students at Stockton University. The Sankofa Retention Initiative’s goals are to help students successfully transition into the college environment, provide opportunities for professional and personal development, and encourage engaging citizenship values. The model is comprised of five impact points. Using a programmatic model, the SRI promotes Successful Transition, Professional and Personal Development, Engaging Citizenship, Mentoring, and Member Acknowledgment.

Successfully Transition addresses recruitment, orientation and campus engagement during the first three weeks of the new members’ first term. Professional and Personal Development activities are designed to provide students with the practical and soft skills employers expect of college graduates by developing four-year career plans with each student. Additionally, students learn practical life skills such as financial management. Engaging Citizens aims to develop dedicated citizens who always find time to volunteer and are politically engaged. Students will be expected to participate in long-term volunteer service, though short-term will be allowed as a supplement. Students will also be challenged to understand how politics impacts them. Mentoring and Member Acknowledgment are used as concrete ways to show students Stockton cares. Mentors and faculty/staff associated with the initiative will be with students their whole academic career providing advice, encouragement and connection. When students do well academically, organizationally or progress through the program, they will be acknowledged in “Grand” ways using a rites of passage approach.

The SRI is supported by Admissions, CARE Program, Career Center, Counseling Center, Health Services, Residential Life and the Office of the Dean of Students.

Operations Plan Outline

- 1 Successfully Transition (Recruitment and First Three Weeks) - Gerald
 - a. Recruitment Plan-\$\$\$ for publications
 - i. Send information to parents/guardian and students, school Guidance Counselors and with Admissions recruiters
 - ii. Feeder schools
 1. Send information to guidance counselors with Admissions staff
 2. Speak at recruitment sessions
 3. Sankofa committee visit schools to discuss program
 - iii. Events and Attendance Requirements
 1. First Semester: Attend all orientation and transition events in the first five weeks
 2. Second Semester: Attend 4 events, at least 1 from each program category
 3. Third Semester through Graduation:
 - a. Help facilitate programs
 - b. Mentor new students
 - c. Assist with peer mentor training
 - d. Assist with Sankofa Conference
 - b. Orientation and Transition Sessions
 - i. Session 1: Meet and greet with students, supporting staff and faculty-\$\$\$ for food
 - ii. Session 2: What to Expect
 1. What to do and where to go when times get tough
 2. Local transportation
 3. What it means to be in Sankofa
 4. Mentors -CARE
 - iii. Session 3: Academics First
 1. Studying
 2. Working with faculty
 3. Using tutors and study groups
 - iv. Session 4: College and Money
 1. Financial aid
 2. Work study
 3. Student working
 4. Seek private grants

- v. Session 5: Take Advantage of Stockton
 - 1. Residential life – Commuter Connections
 - 2. Student organizations
 - 3. Service Learning
 - 4. Recreation Sports
- 2 Professional and Personal Development – Walter Lead
 - a. Career Planning– 4 year plan
 - b. Interpersonal Skills (various constituencies)
 - c. Learning Styles
 - d. Financial Literacy
 - e. Healthy Living
 - f. Relationships
 - g. Identity Development
 - h. Cultural Competence
- 3 Engaging Citizen – Tomas and Ryan Leads
 - a. Service Learning
 - i. Office of Service Learning SCOSA
 - ii. Community Engagement - Merydawilda Colon
 - iii. Holocaust Center
 - iv. Etc.
 - b. Political/Social/Community Engagement – Events on- and off campus
Examples:
 - i. Hughes Center – Volunteer
 - ii. Student organizations – Encourage joining based on interest
 - iii. Bring in speakers to discuss opportunities.
- 4 Mentoring- Tomas
 - a. Follow CARE Program guidelines
- 5 Social Interaction - Darius Lead
 - a. Develop interactive activities
- 6 Member Acknowledgment (Rites of Passage): Perks of membership-\$\$\$ - JJ Lead
 - a. Induction Ceremony and Beads – after two semesters
 - b. Graduation Ceremony Pin
 - c. Shirts
- 7 General Programming Schedule Overview – See Attached
- 8 Website
 - a. Brochure Information
 - b. Pics

c. Full EEO statement from IDE

General Schedule

Questions

1. Do we do 2 sessions per week (6 sessions in each category each year)?
2. Do we alternate sessions each week (3 sessions in each category each year)?
 - a. Social-> Career->P.E.->S.L.-> Repeat

Orientation and Transition- First Five Weeks of Semester

Week 1	Meet and Greet
Week 2	What to Expect from Stockton
Week 3	Academics First
Week 4	Take Advantage of Stockton
Week 5	College and Money

Programs and Socials

Week 6	<i>Social – New Member Rite of Passage Ceremony \$\$\$</i> Political Engagement
Week 7	Career Service Learning
Week 8	Social Political Engagement
Week 9	Career Service Learning
Week 10	Social Political Engagement
Week 11	Career Service Learning
Week 12	End of Term Event <i>Honors, Awards, Graduate Recognition and New Member Pinning Ceremony \$\$\$</i>