



Annual Assessment Report Template
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I. Abstract

The purpose of this study was to add to our understanding of the kinds of programs which can contribute to the persistence, resilience and success of Black students in a predominantly white university environment. Specifically we tried to assess the effectiveness of the Sankofa Black Student Leadership Program, with its orientation around spirituality, in terms of positively impacting student affinity to DePaul University and DePaul University's Black community among student participants. In addition to this primary question, we tried to really understand what role the particular emphasis on spirituality used by Sankofa played in the program's effectiveness. The methodology consisted of several online surveys before and after the retreats, and over six hours of in-depth one on one conversations which were videotaped and then analyzed to provide multiple types of data regarding the desired learning outcomes and other questions posed in this study. Findings indicate that Sankofa is dramatically successful in increasing affinity of Black student participants to the Black community at DePaul and pretty successful in increasing affinity to the University as a whole. The findings also show that many participants believe and can articulate that the particular ways in which Sankofa utilizes spirituality are important to that success. Implications of the research include the need for further study to show how much this increased affinity results in increased involvement and increased persistence and success for Black students, as well as raising questions about expanding Sankofa to involve larger numbers of Black students and the extent to which the Sankofa model could be useful for those working with other minority cultural and religious communities at DePaul.

II. Learning Outcome Assessed

The primary program learning outcome we assessed was "Student participants in Sankofa shall be able to articulate a stronger affinity to the Black community at DePaul."

III. Introduction & Context

While various groups and departments provide valuable resources for Black students at DePaul, many Black students continue to struggle with finding community and maintaining ownership of their DePaul experience. Inspired by the legacy of St. Vincent DePaul, the Office of Religious Diversity feels compelled to leverage a spiritual approach to working with a broad range of Black students to support their development and success. The Office of Religious Diversity has collaborated with

Center for Intercultural Programs, Student Leadership Institute and Residential Education on the Sankofa Black Student Leadership Program to “form a vibrant community connected by culture, spirituality, personal needs and community values”.

Sankofa recognizes and accepts that Black students are a minority population on and off campus. It also understands that the status of “minority” compels many Black students to filter the world primarily or solely through the lens of race. We have found the prioritization of this Black “lens,” when viewed to the exclusion of other facets of identity (e.g., citizenship, skill-ability, gender, common humanity around shared projects), ultimately can be viewed as a limitation to Black students’ thriving on or off campus. While many areas in DePaul do a good job at addressing low retention and graduation rates of Black students, the collaborative Sankofa program aims to address a lack of intentional community for Black students and their need for holistic development. As St. Vincent called people to reach out to those on the margins, so too does ORD feel called to reach out to Black as well as other minority students and we have a dedicated staff professional who focuses primarily on working with Black students who is the lead on the Sankofa program.

The Sankofa Black Student Leadership Program is a program that contains multiple pieces. The most prominent programs this year were the Sankofa Dynamism and the Sankofa Spring Leadership Retreats. In addition to these two Retreats, student groups MOVE and JASA organized several events under the Sankofa umbrella including a vigil for Rekia Boyd, a men’s fellowship outing, and several campus and city protests to support #BlackLivesMatter.

While most Black affinity groups situate the question and handling of race in political or activist terms, the Sankofa Retreat tackles the issue of Blackness on personal and spiritual terms. Spirituality is the primary guide because the magnitude and historical context of race relations in American demand that the attention and response to racism be placed above and outside just a human response and introduces the idea of the transcendent at work. This is to say that the response to race at DePaul cannot be limited to programming, activism, policy and economics. To address the whole person, it must include a spiritual approach as well.

The Sankofa program aims to address DePaul’s Vision 2018’s objectives by connecting to the following goals:

Goal 1 - Enhance Academic Quality and Support Educational Innovation

Objective 1a: Increase university retention and graduation rates while addressing gaps in degree completion across racial and ethnic groups.

Goal 3 - Strengthen our Catholic and Vincentian Identity

Objective 3a: Develop targeted initiatives to transmit a stronger understanding of and engagement with DePaul’s Catholic and Vincentian identity among graduate, online and adult students.

Goal 4 - Foster Diversity and Inclusion

Objective 4a: Sustain the diversity of the student body and Provide programs and support services to ensure that all students, faculty and staff feel welcome and are able to succeed.

Sankofa also relates to the desire for Student Affairs to support Vision 2018 by broadening, diversifying and strengthening points of student engagement, paying particular attention to improving the persistence, retention and graduation rates of Black students.

The primary learning outcome being assessed with this Sankofa Assessment project is: “Student participants in Sankofa shall be able to articulate a stronger affinity to the Black community at DePaul.”

In addition to the primary learning outcome being assessed, we also assessed several related secondary learning outcomes as part of this project. Among these were:

Student Participants in Sankofa will be able to:

- Identify and connect the Black cultural value of spirit or spirituality to successful leadership development and performance.
- Identify their personal leadership strengths and weaknesses.
- Identify the impact of cultural values and behaviors on the ability to appropriately interpret the behaviors of others (“cultural awareness”)
- Identify and utilize new spiritual tools to improve their resilience and success towards graduation."

General Sankofa Black Student Leadership Program Goals and the Retreat Goals can be found in Appendix A.

The purpose, goals and organizational structure of the Sankofa Program are substantiated and guided by four theoretical frameworks: The Fleming Study, The David Abalos' (1998) Model of Transformative Education, Critical Race Theory, and The Sidney Smith Study, 2012. Details on these theories can be found in Appendix B.

IV. Data Collection & Methodology

Sankofa Black Student Leadership Program is a program that contains multiple pieces. This assessment project focused on participants in the Sankofa Dynamism Retreat, the Sankofa Spring Leadership Retreat and ten students were selected as Coordinators and received more intensive ongoing leadership development to serve as organizers of and leaders at the Dynamism and Spring Leadership Retreats. The Retreat participants and Coordinators are comprised of 49 unique students from whom all data in this report was collected.

In terms of assessment, both Coordinators and retreat participants were assessed. The primary method of assessment was a series of one-on-one interviews conducted by Office of Religious Diversity professional staff who were not involved in the Sankofa Retreat. Eighteen student interviews were conducted, with each participant being asked the same series of twenty one questions or prompts. (Appendix C) In addition to consents filled out by participants before the Retreats, participants in

the video interviews were informed orally of the purposes of the interviews before participating. Students were given the option to have their answers used only anonymously as part of the assessment process and/or to give consent to have the video used for other purposes in the future. Student were also given written consent forms to express their wishes regarding the use of the interviews (Appendix D). All participation was voluntary. Videos are currently maintained in a private YouTube account which is only accessible with a password. The compiled results are anonymous. The length of the eighteen interviews once completed ranged from eleven minutes to thirty five minutes. Parts of two of the interviews were lost due to technical reasons, and in a few other cases not every single question was asked. We have compiled the results of the interviews as we have them.

The nature of the interview questions were such that we were able to collect both quantitative and qualitative data from the interviews. The questions were also such that we were able to gather both direct and indirect assessment of learning. Some questions asked students to assess their own learning while others prompted students to give longer, more open-ended answers which could then be assessed by a professional staff person analyzing the videos against a consistent rubric to determine if the learning outcomes had been achieved by the student. The Assistant Director of the Office of Religious Diversity, Abdul-Malik Ryan, developed an “Observation Guide” (Appendix E) which he then used to go through each of the videos and record data. This guide contained rubrics to score some of the questions based on whether the participant demonstrated the learning outcome and also allowed for the recording of qualitative observations made by the participants in response to the interview prompts. All of the data was then combined into one document which reflects the analyzed results of the interviews. (Appendix F)

In addition, we administered online multiple choice surveys. Students from both Sankofa retreats were asked to respond to an online Sankofa 2014-2015 Pre-Evaluation survey in Orgsync. Eighteen students total (not the exact same group as the previous 18) completed this survey prior to attending a retreat. Additional data was gathered from the eighteen responses to the Sankofa Leadership Retreat Application survey in Orgsync and the ten students completed a Dynamism Retreat Post-Evaluation in Orgsync. (Complete Results of each of these surveys are included in the Appendix G.

V. Data & Results

All of the 18 interviewed participants identify themselves as Black or African American but beyond that they represent a very diverse sample of DePaul Black students. There were 8 males and 10 females. None of the students interviewed have the same major at DePaul. There were at least three participants interviewed from every undergraduate year in school and one participant was an adult undergraduate student from SNL. 63 percent of those interviewed were commuters while 37 percent said they lived on campus. The majority of students were from the city of Chicago while several had recent family ties to Africa. 40 percent of those interviewed were Coordinators in the Sankofa program. Almost all participants reported a family background of Christianity, while the level of current religious/spiritual identification for the students varied widely.

The participants interviewed were universally enthusiastic about the program with almost all indicating that it changed their perspective on their DePaul experience and some going so far as to say that participating in Sankofa “changed (their) life.” It is clear that Sankofa is dramatically successful in increasing feelings of affinity and connection to the Black community at DePaul for participants.

The following were the results of the interview questions that were scored with a rubric.

What do you perceive as your personal leadership strengths?

1—does not identify any strengths 2—answers question but does not articulate why that is a strength or why it relates to them 3- is able to name strengths and articulate well how they relate to them.

Score 1: 0 responses	0 %
Score 2: 1 response	6 %
Score 3: 15 responses	94 %

What do you think of as your leadership weaknesses if any?

1—does not identify any weaknesses 2—answers question but does not articulate why that is a weakness or why it relates to them 3—is able to name weaknesses and articulate well how they relate to them.

Score 1: 1 response	6 %
Score 2: 6 responses	38 %
Score 3: 9 responses	56 %

What are some spiritual practices that you use in your tradition?

1—does not identify an spiritual practices 2—names some but does not describe 3—is able to name and describe one or more spiritual practices from their tradition

Score 1: 1 response	7 %
Score 2: 2 responses	13 %
Score 3: 12 responses	80 %

During your participation in Sankofa, did you observe or experience the use of any spiritual tools or practices?

1—Student says did not observe or experience any spiritual tools or practices 2—Student says he or she did witness or observe spiritual tools and practices but cannot give examples 3— Student says he or she witnessed spiritual tools and practices and is able to give examples

Score 1: 1 response	6 %
Score 2 : 1 response	6 %
Score 3: 14 responses	88 %

During your participation in Sankofa, did you observe or learn any spiritual tools that you now use in your life?

1—Student says he or she did not observe or learn any new spiritual tools that he or she uses in their life 2—Student says he or she did observe or learn new spiritual tools that he or she uses, but cannot describe any 3—Student says he or she learned new spiritual tools and is able to describe.

Score 1: 1 response	7 %
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Score 2: 2 responses 14 %
Score 3: 11 responses 79 %

After experiencing Sankofa...

Describe how participating in Sankofa has influenced your connection to DePaul Black community.

1—student says that Sankofa has harmed or decreased connection to DePaul Black Community
2—student says that connection has remained the same 3—Student indicates that Sankofa has increased or strengthened connection to the DePaul Black Community, but does not really explain with examples or details. 4—Student indicates Sankofa increased/strengthened connection to the DePaul Black community and describes that using examples or details

Score 3: 1 response 6 %
Score 4: 15 responses 94 %

Are you aware of cultural programs or events at DePaul?

1—Student says no. 2—Student says yes, but not able to really explain or give details. 3—Student says yes and is able to demonstrate that in answer. Also note if student described increased awareness or connected change in awareness level to Sankofa participation.

Score 1: 0 people 0 %
Score 2: 7 people 39 %
Score 3 : 11 people 61 %

During Sankofa did you witness spirituality play a role in developing leadership skills?

1—Student says did not witness use of spirituality in developing leadership skills. 2—Student says it was used but not able to articulate an example. 3—student says they did witness spirituality being used to develop leadership skills and articulates example (s).

Score 1: 1 person 7 %
Score 2: 2 people 13 %
Score 3 : 12 people 80 %

Before Sankofa describe your level of involvement on campus in student organization and campus-wide events, and describe whether your involvement on campus changed in the past 6 months after participating in Sankofa. [Note: after administering the first couple surveys this question evolved into “Think about your level of involvement on campus before your involvement in Sankofa, and after Sankofa.”]

1—Student describes decrease in campus involvement after Sankofa. 2—Student describes consistent involvement before and after Sankofa 3—Student says involvement increased but does not give more than one example 4—Student says involvement increased and gives multiple examples.

Score 2: 3 people 17 %
Score 3: 7 people 39 %
Score 4: 8 people 44 %

Note: Examples of ways students got involved at DePaul after participating in Sankofa included QPOC, DePaul Gospel Choir, MOVE, JASA, intramural football, running for SGA, and Chicago Quarter Mentor.

Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Student participants in Sankofa will be able to identify personal leadership strengths	16	15 (94 %)
Student participants in Sankofa will be able to identify personal leadership weaknesses	16	9 (56 %)
Student Participants in Sankofa will be able to identify and utilize new spiritual tools	14	11 (79 %)
Student Participants in Sankofa will articulate a stronger affinity to the Black community at DePaul	16	15 (94 %)

VI. Discussion & Interpretation of Results

Top 3-5 Qualitative Results

- Most students when asked about their perceptions of the Black community at DePaul before starting school here, and many said they thought it was “nonexistent” or “What Black Community?” Although a few expressed concerns about that, most said that wasn’t why they chose to DePaul or didn’t really think about it before they started school. However, many expressed that once they got here the impact was greater than they thought it would be and many expressed feelings of isolation, or of being either “invisible or hyper visible.”
- After experiencing Sankofa almost all of the respondents agreed that the Black community at DePaul was “thriving.” Many expressed that it was “small, but close-knit.” Many expressed that it provided a good “support system” and that it was “growing” and “getting better every day.” A very commonly repeated theme was that Sankofa led to participants feeling “connected” to other Black students, and that they were “family.”
- Several students expressed being “more confident” in situations after Sankofa when they found themselves the only or one of a very few Black students in a specific class or event at DePaul. They felt “stronger and more comfortable voicing” their opinions. Many expressed a comfort that came from knowing other students were in the same situation, having talked with them about it and sharing the experience. One student said “ I always thought it was weird, ‘I’m the only one’ but a lot of people are ‘The only one’.”
- Although students expressed varying degrees of their own individual spiritual practice and identification, all expressed an appreciation for the role of spirituality in leadership in the Black community. Students said it plays “a huge role,” “a large role,” and that it is “very important.”

- Several students expressed that Sankofa played a part in changing their relationship to their Black identity. For some, this was primarily through establishing relationships with a diverse group of other Black students. For others it was about confidence, pride, and love -- especially about finding those things in an environment where you are a minority. Some of the most touching responses were from those who had been told before “that they did not fit in the Black community” or at times “resented (their) Blackness” but now felt that they “did fit in” and that they “love(d) myself and my skin and love the person I am.”

Additional qualitative insights:

- Although almost all students were able to identify significant leadership strengths and explain well how those strengths related to themselves individually, students were less successful in articulating their leadership weaknesses, which had been one of the learning goals of the Leadership Retreat.
- Many students were able to identify spiritual practices used in Sankofa programs and to later utilize some of those spiritual practices themselves. Students gave a wide definition to the term “spiritual practice” including things such as prayer and reading the bible, but also identifying things such as meditation, silence, being open to others, connecting with others, self-love, and appreciation for the ancestors as spiritual practices.
- Many students expressed a feeling that after Sankofa they now felt that they had resources and a community they could go to seeking advice and guidance. This included both staff such as Pastor Keith and other staff “elders” in Sankofa, but also the community of student participants or the Coordinator student leaders of Sankofa. Many students also expressed new involvement or increased connection to Black student organizations such as JASA (Just a Sister Away), MOVE (Men of Vision and Empowerment), QPOC (Queer People of Color), or Nuance Dance Team.
- All students said that they were aware of cultural programs at DePaul, and about 61 percent were able to demonstrate that they were. Still, most students’ involvement was either centered exclusively around Black cultural organizations, or perhaps they understood that the question was only asking about Black cultural organizations. There was some evidence that some students felt more comfortable engaging beyond the Black community, but further assessment of this is needed as a goal of Sankofa.

Top Quantitative Results

- 100 % of participants reported that “After attending the Dynamism Retreat, I have a more positive view of DePaul’s Black Community.”
- 80 % of participants reported that “After attending the Dynamism Retreat, I have a more positive view of DePaul.”
- 100 % of participants said that they were aware of cultural events and programs at DePaul. 61% of those interviewed were able to demonstrate this awareness.
- 80 % of those interviewed stated they witnessed spirituality being used in Sankofa to develop leadership skills and were able to provide at least one specific example.
- 17 % of participants indicated that their involvement on campus remained consistent after Sankofa, 39 % indicated that it increased but were not able to provide more than one example of increased involvement, 44 % reported increased involvement and were able to provide multiple examples.

- On the Orgsync Post-Dynamism Retreat Survey participants were asked a series of questions specific to that program:
 - They were asked specifically about the rituals and sessions that comprised the Retreat. 70 % of participants reported that the opening and closing rituals were “great” and “a powerful experience for me personally.”
 - 100 % reported learning something valuable and useful to them personally from the session on Black Mental Health and Self-Care, with 90 % stating that their “view of Counseling, Therapy or Pastoral Care” had positively changed after participating in the session.
 - 90 % of participants reported that the sessions on Black Archetypes and Black Love, Black Sexuality and Black Sex were “very useful ... learned something valuable.”
- Even before this year’s Sankofa Retreats (data from the Sankofa Pre-Evaluation)
 - 28 % of Respondents reported that Sankofa was the “first time they had observed or recognized a significant gathering of Black students at DePaul.”

One of the most interesting themes that repeated throughout the interviews was that, with regard to the Black community at DePaul, most students reported not having thought much about it or not knowing what the Black community was like at DePaul before coming here as a student. They chose to come here for other reasons. Still, once having arrived here many students reported having some concerns when they perceived just how small the Black student community was here, and especially for some students when realizing that they were often one of the only or one of a very few Black students in their classes. However, many students reported that participating in Sankofa helped a lot with these issues.

They reported feeling much more connected to the Black student community at DePaul. They reported having more friendships and relationships with other Black students after participating in Sankofa programming which gave them a support system and made them feel less isolated even when they continued to be in situations at times where they were one of the only or one of a very few Black students. Almost all of the students reported that they now would describe the Black student community at DePaul as thriving and that it was continuing to get better, although it should be noted that almost all students begin their observations by noting that the Black community at DePaul is “small.”

Another consistent theme with regard to the connection to the Black student community is a feeling by participants that Sankofa helped to break down barriers among Black students at DePaul. Not only did it help students to have more friendships and know more people, but students report a more profound sense of connection with those students who attended the Retreats. Many described how the nature of the workshops and other spiritual elements of the Retreats helped to break down possible barriers of expectations and stereotypes and allowed people to open up and be their true selves. Many participants expressed an enhanced appreciation for how diverse the Black community at DePaul is, but how supportive and connected it is at the same time. Many students did express an enhanced appreciation for DePaul University as a whole after experiencing Sankofa, while others still expressed a belief that DePaul could do more and often spoke of “DePaul” as a broad institution separately from specific faculty and staff at DePaul, or their fellow students that they felt connected to and which served as their “support system.”

All of the students who participated in Sankofa expressed an understanding of the importance of being culturally aware in order to succeed at DePaul and in life after DePaul. Many students expressed that the diversity at DePaul both helped to develop this cultural awareness and made this awareness important. Many students also described that having a deep sense of one’s

own identity and culture and feeling connected to that in a way that gave one confidence when seeking to understand other cultures was a deeply important aspect of cultural awareness. It is interesting to note that though participants do seem to articulate that DePaul is a diverse environment, they also often state that DePaul is a place where minority communities are small, and many feel that DePaul is a Predominantly White Institution that needs to do more to affirm minority groups. This topic may warrant further exploration, as might how students understand what “DePaul” is. For example, some see Pastor Keith and other faculty/staff or programs as supportive, but do not recognize them as “being DePaul” or take them into account when considering what “DePaul” is doing for students.

Many students expressed an appreciation for the use of spirituality in Sankofa programs. All of the participants expressed an appreciation for the importance of spirituality to leadership in the Black community more broadly. It is interesting to note that there was a diversity of understandings of what exactly we mean when we talk about spirituality. Some students seem to have a more narrow view of the term focusing on more traditional religious practices. These students often commented on how the spirituality utilized at Sankofa was “very low key” and was able to meet participants where they were and not turn off any segments of the religiously diverse Black Sankofa participant community that included Christians, Muslims, and unaffiliated or non-religious people.

A small number of participants expressed a feeling that spirituality could be made more explicit in Sankofa. A number of other students however, expressed a wider view of spirituality and therefore saw spirituality as being infused throughout the entire program. Although some of this was personal, the appreciation for the role of spirituality also increased as people had deeper involvement in Sankofa activities. This could also be seen in the diverse ways participants responded to prompts about spiritual practices they learned at Sankofa Retreats. Some focused on specific types of prayer or meditation, but many others spoke about things such as self-love, connection with others, being open to others, and appreciation for their ancestors as being spiritual tools that they learned from Sankofa.

VII. Recommendations and Plans for Action

This data will be shared with the Sankofa Committee, who will be invited to share with their colleagues back in their respective areas. VCSO and CCM will receive this report and their Directors will be briefed by the Director of ORD.

ORD Staff will receive a link to the report and be expected to leverage it appropriately in their own work and when talking with others. Within the Office of Religious Diversity, the lessons of Sankofa may very well be useful for other minority groups on campus such as Jewish, Muslim, or even white Evangelical students. While we often think and speak of DePaul as a “diverse community,” the results of this assessment call us to remember that for many minority groups on campus, DePaul is experienced as a Predominantly White and Catholic institution where questions of finding community and having confidence in their own cultural identity are often very relevant and often causes for anxiety and even inner turmoil.

The importance shown of the use of spirituality in Sankofa’s success should be relevant more broadly within the Division of Student Affairs. Sankofa is a program intentionally designed with spirituality as one of the primary lenses – relevant not just to Ministry staff but also to other Student Affairs professionals. Even participants who do not consider themselves “religious” felt positive about the space established with spirituality as a core tool of Sankofa programs. The research notes in Appendix B may provide helpful information about leveraging a spiritual approach to improve student success.

From a pragmatic/logistical perspective of assessment execution, the quality of assessment data could be improved for Sankofa Retreats by mandating that all attendees take the Pre-Survey prior to going on the Retreat, and to ensure that a Post-Retreat Survey is distributed for the Spring Retreat as well. It might also be helpful to update the survey questions and inquire what other support Black students currently receive or have received, such as working with OMSS, CIP and other offices, as perceptions around support turned out to be a main theme of the qualitative data. These questions could also help get a sense of how many less-involved students are being reached by Sankofa as we seek to foster more breadth of engagement. Updating questions will be done over the summer in anticipation of the 2015-16 Retreats. Over the summer we will also explore assigning unique IDs to participants so their data can be used in long-term studies and perhaps synced up with Tableau program data in other areas – though it's unclear if the level of work required for this is worth it given our assessment design. We expect to seek IRB approval for any future Sankofa Assessment so we can use the data for published works and longitudinal studies. Barriers to implementing these plans would be if ORD staff got absorbed in a new assessment project or other focus and was not able to do a deep assessment of Sankofa. But with a new Sankofa Committee formed, and a couple committee members having volunteered to do assessment we think we can continue the work of this project.

As this assessment project consisted of time-intensive gathering of qualitative responses from participants, more lessons can be learned from continued study of the raw data even beyond what is put forth in this report. It will require a commitment to longer term study to determine what effects Sankofa has in terms of student progress and persistence, although students certainly feel it plays a role in their success at DePaul. The specific role that Sankofa plays in promoting involvement on campus beyond the Black community for Black students is also something that should be studied in the future. We will recommend this to the Sankofa Committee this summer.

Growing the program will also require continuing commitment of resources in a time when resources are tight across the institution. To continue to improve Sankofa's success in achieving student learning outcomes and to demonstrate how that success to vital University goals is incredibly important for Sankofa and will require a continuing commitment to assessment and to improving and fine tuning the goals being assessed and the tools used to measure success. This assessment project from 2014-2015 has laid a good foundation for such work and many lessons have been learned, but there is still a great deal of work ahead if we truly envision growing and expanding upon the successes of Sankofa.

ORD ASSESSMENT REPORT APPENDIX A

Sankofa Goals

The Sankofa Student Black Student Leadership Program leverages spiritual engagement, cultural awareness and personal development as critical dimensions of the holistic development and support of Black student success and retention and persistence at DePaul. The focused integration of spiritual engagement, cultural awareness and personal development is in response to these issues impacting Black student success at DePaul:

1. Growing research regarding higher levels of stress and anxiety among Black students at Predominantly White Institutions (PWI)
2. Low participation and engagement among African American students in DePaul student-focused events and student organizations.
3. The consistently low 4th, 5th and 6th year retention and graduation rates of Black students at DePaul.

To respond to these issues, **the goals of the Sankofa Black Student Leadership Program** are:

1. To raise the role of spirituality as a legitimate “self-maintenance” tool for Black Students.
2. To raise Black student satisfaction levels towards DePaul by offering a series of culturally specific events that emphasis personal development, cultural affirmation and group unity.
3. To offer a rare opportunity to those who attend off-campus Retreats to be taken up and out of their daily lives in order to increase their ability to absorb and learn difficult subjects while minimizing distraction and risk of judgment

Dynamism Retreat Goals:

As a result of participating in the Dynamism Retreat, participants will:

1. Connect positive mental health to Black success and stability.
2. Identity DePaul and non-DePaul resources to support mental health and self-care issues.
3. Deconstruct the impact of Black archetypes upon individual Black identities.
4. Identify the historic value of Love with in the Black Community
5. Employ practical tools for managing their sexuality and long-term romantic relationships

Spring Leadership Retreat Goals:

As a result of participating in the Spring Leadership Retreat, participants will:

1. Identify and connect the Black cultural value of spirit or spirituality to successful leadership development and performance.
2. Identify their personal leadership strengths and weakness.
3. Develop a stronger affinity to the Black Community at DePaul.
4. Identify the impact of cultural values and behaviors on our interpretations of the behaviors of others.

ORD ASSESSMENT REPORT APPENDIX B

Selected Sankofa Theoretical Frameworks

1. The Fleming Study – Spirituality and Religion addressing Academic Performance among African American students.

This study is particularly interested in the role of spirituality and religious participation in the academic performance of African Americans. This study clearly documents that African American students at Predominantly White Institutions often experience higher levels of stress, have lower persistence rates, and have lower self-esteem (Fleming, 1984; Mannan, Charleston, & Saghafi, 1986; Suen, 1983) than do their White counterparts due to their minority status (Moritsugu & Sue, 1983). Fleming states these variables have an impact on well-being and adjustment (D'Augelli & Hershberger, 1993) and ultimately academic performance.

Fleming, J. (1984), Blacks in College. San Francisco; Jossey-Bass

According to Fleming, African American students who reported higher levels of spiritual beliefs and behaviors received higher GPA's during one academic semester and also received more academic honors. Those with stronger spiritual beliefs reported fewer academic suspensions and probations, though beliefs did not necessarily influence overall performance as illustrated by GPA. Spirituality improving students' ability to manage their self-discipline and respond positively to life events is consistent with previous research suggesting that religious beliefs are related to **“self-maintenance”** for African American college students (Blaine & Crocker, 1996) and also for European American college students as well.

African American students deal with several negative factors while they are students on a Predominantly White campus such as higher levels of stress and lower self-esteem (Fleming, 1984; Gunning, 1982;) that have an impact on well-being and adjustment and ultimately academic performance. Fleming's research suggests that spirituality facilitates coping and adjustment..

2. David Abalos' (1998) Model of Transformative Education

Abalos' theoretical underpinning suggests that in order to deal with internalized oppression, and/or for cultural groups to initiate and sustain positive social change, it is necessary to claim and re-claim four aspects or "faces" of their cultural being:

- The personal face
- The political face
- The historical face
- The sacred face

In reclaiming the “sacred face,” Abalos call attention to the role of spirituality in reclaiming cultural identity and moving into social action. This is accomplished by claiming and reclaiming images, symbols, ways of being and celebrations that are sacred to individuals and the community as a whole. Those who re-claim their sacred face and its connection to cultural identity often re-conceptualize the work of transformation both within themselves and their communities, as a fundamentally spiritual process. In Abalos' (1998) words, "The process of transformation takes place first of all in the individual's depths... But each of us as a person has four faces: the personal, political, historical and sacred... To cast out demons in our personal lives and in society means that we have freed our sacred face" p. 35). Understanding how some higher education staff and faculty are attempting to do this in their own lives, as we strive to communicate through Sankofa programs, can offer new insight to developing culturally responsive and transformative

approaches to higher and adult education. *Abalos, D. (1998) La Comunidad Latina in the United States. Westport. CT: Praeger*

Tisdell, E. (2004). The Connection of Spirituality to Culturally Responsive Teaching in Higher Education; Spirituality in Higher Education, Oct. 2014, Vol 1 Issue 4

3. Critical Race Theory

CRT First proposes that white supremacy and racial power are maintained over time, and in particular, that the law may play a role in this process. Second, CRT work has investigated the possibility of transforming the relationship between law and racial power, and more broadly, pursues a project of achieving racial emancipation and anti-subordination

Delgado r., and Stefanci J., (2012) Critical Race Theory: An Introduction

3. The Sidney Smith Study, 2012

The Sidney Smith Study looks at how culturally based spiritual coping, which is an aspect of Black Americans' cultural worldview, influences psychological well-being. Smith uses the following tools/scales to qualitatively assert a positive connection to Black spirituality and higher levels of resilience and coping.

- Black Racial Identity Scale:

Black Racial Identity Scale (BRIAS; Helms & Parham, 1985). The Black Racial Identity Scale is a 50-item scale that measures attitudes reflective of four of the five statuses of racial identity as conceptualized by Cross (1971). The four subscales comprising the measure are PreEncounter, Encounter, Immersion-Emersion, and Internalization. Subjects respond to individual items using a 5-point Likert scale (1=strongly agree, 5=strongly disagree). Helms and Parham (1985) reported reliability coefficients as measured using Chronbach's Alpha ranging from .66 to .71. Respondents can receive a score on each of the four scales. These scores are calculated by adding together the scale values chosen by subjects, for appropriately selected items, and 22 dividing by the number of items to maintain the scale metric (i.e., strongly disagree to strongly agree). During the initial validation, internal consistency coefficients were as follows: PreEncounter (.83), Encounter (.43), Immersion-Emersion (.75), and Internalization (.70). In the current study internal consistency coefficients were for Pre-Encounter (.82), Encounter (.76), Immersion-Emersion (.73), and Internalization (.84)

- Spirituality Scale

The Spirituality Scale (SS; Jagers, Boykin, & Smith, 1997) is a 20-item measure developed by Jagers, Boykin, and Smith to assess spirituality from an Africultural perspective (Jagers & Smith, 1996). The 20 items are responded to on a 6-point scale ranging from 1 (completely false) to 6 (completely true). Some examples of items include "To me, everything has some amount of spiritual quality" and "Though I may go to the doctor when I am ill, I also pray" (Jagers & Smith, 1996). In the initial validations of the scale internal consistency yielded coefficient alphas of .84 and .87. Test-retest reliability was reported at .88. Construct validation was established using constructs such as religious motivation, personal agency, and spiritual well-being (Jagers & Smith, 1996). The SS demonstrates statistically significant differences between African American and European American participants, suggesting that it addresses spirituality from the Africultural perspective for which it was designed. In the current study the internal consistency coefficient was .78.

- Africultural Coping Systems Inventory (ACSI) (Utsey et al., 2000).

The ACSI is a 30- item, 4-point, Likert-type (0 = does not apply or did not use, 1 = used a little, 2 = used a lot, 3 = used a great deal) scale that measures culture-specific coping behaviors used by African Americans during stressful situations. The ACSI is divided into two parts. In the first half, respondents are asked to think of a stressful situation that they experienced within the past week and to write a brief description of the event. In the second half of the scale, participants are asked to respond to the ACSI using the 4-point scale. Four separate Afro-cultural coping styles are obtained by summing the responses to the items. The four (4) coping subscales assessed by the ACSI include cognitive/emotional debriefing (11 items), spiritual-centered coping (8 items), collective coping (8 items), and ritual-centered coping (3 items). Cognitive/emotional debriefing, measures Blacks' adaptive reactions in their efforts to manage perceived environmental stressors. The spiritual-centered coping subscale assesses African Americans' use of coping behaviors that reflect a sense of connection with spiritual elements in the universe and with the Creator. Collective coping measures the degree to which African Americans rely on group-centered activities to cope with stressful situations. Finally, ritual-centered coping, measures the extent to which African Americans use rituals (e.g., lighting of candles, pouring libations, and burning incense) to deal with stressful situations. Utsey et al. (2000) reported Cronbach's alphas ranging from .71 to .80 for the four ACSI subscales. Evidence of the ACSI's concurrent validity was demonstrated through a validation study. In the initial validation of the scale, Cronbach's alphas of .60, .81, .66, and .66 were reported for the cognitive/emotional debriefing, spiritual-centered coping, collective coping, and ritual-centered coping subscales, respectively. In the current study the ACSI yielded Cronbach alphas of .78 (collective coping), .83 (spiritual-centered coping), and .88 (ritual-centered coping).

- Brief Symptom Inventory

Brief Symptom Inventory-18 (BSI-18; Derogatis, 2000) The Brief Symptom Inventory is an 18-item questionnaire that looks at life problems and how much it has affected the participant over the past week. This is scored on a scale of 0-4, with 0 being no effect at all, and 4 extremely affected by the problem (Derogatis, 2000). Scoring is done using the BSI worksheet. There are three primary symptom dimensions of the BSI which include: Somatization, Depression, and 24 Anxiety. In the current study the BSI-18 yielded Cronbach alphas of .91 (Depression), .94 (Anxiety), .79 (Somatization), .90 (Composite).

- Psychological Well-Being Scale (PWB; Ryff, 1989)

The Psychological Well-Being Scale consists of 34 items and participants respond with a six-point Likert scale ranging from "very strongly disagree" to "very strongly agree." Questions consist of statements like "I like most aspects of my personality" and "The past had its ups and downs, but in general, I wouldn't want to change it" (Ryff, 1989). The 6 subscales are self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989). High scores on the PWB indicate that the participant possesses a positive attitude toward the self (Self-Acceptance); has warm, satisfying, trusting relationships with others (Positive Relations with Others); is self-determining and independent (Autonomy); has a sense of mastery and competence in managing the environment (Environmental Mastery); has goals in life and a sense of directedness (Purpose in Life); and has a feeling of continued development (Personal Growth). Low scores indicate the opposite (e.g., the participant feels dissatisfied with self). The initial validation of the PWB Scale yielded Cronbach alphas of .88 (self-acceptance), .89 (positive relations with others), .90 (autonomy), .87 (environmental mastery), .93 (purpose in life), and .91 (personal growth) (Ryff, 1989). In the current study the PWB scale yielded Cronbach alphas of .86 (self-acceptance), .82 (positive relations with others), .87 (autonomy), .80 (environmental mastery), .92 (purpose in life), .84 (personal growth), and .92 (composite score). 25

ORD ASSESSMENT REPORT APPENDIX C

Viewer's Guide: Please record the answers to the beginning questions. (if they are short)

For the questions that are divided into a rubric with number values assigned, please circle the description that best reflects the answer given.

In addition, try to capture as best as you can memorable quotes that reflect the answer given. Also pay attention for themes that are recurrent, either in the interview of one student or among different student interviews.

Please state your

Name?

major, minor?

year in school ?

Where are you originally from/born ?

Do you live on campus or are you a commuter?

Racially, how do you identify?

Describe your connection to Sankofa this year?

1. What do you perceive as your personal leadership strengths?

1—does not identify any strengths 2—answers question but does not articulate why that is a strength or why it relates to them 3- is able to name strengths and articulate well how they relate to them.

2. What do you think of as your leadership weaknesses if any?

1—does not identify any weaknesses 2—answers question but does not articulate why that is a weakness or why it relates to them 3—is able to name weaknesses and articulate well how they relate to them.

3. Do you practice a particular faith tradition?

4. If so, what are some spiritual practices that you use in your tradition?

1—does not identify any spiritual practices 2—names some but does not describe 3—is able to name and describe one or more spiritual practices from their tradition

5. During your participation in Sankofa, did you observe or experience the use of any spiritual tools or practices?

1—Student says did not observe or experience any spiritual tools or practices 2—Student says he or she did witness or observe spiritual tools and practices but cannot give examples 3—Student says he or she witnessed spiritual tools and practices and is able to give examples

6. During your participation in Sankofa, did you observe or learn any spiritual tools that you now use in your life?

1—Student says he or she did not observe or learn any new spiritual tools that he or she uses in their life 2—Student says he or she did observe or learn new spiritual tools that he or she uses, but cannot describe any 3—Student says he or she learned new spiritual tools and is able to describe.

7. What were your impressions of any of DePaul Black community while applying for admission to DePaul?

8. **After experiencing Sankofa and** Based upon your observations, would you say DePaul has a thriving Black student communities on campus?

9. **After experiencing Sankofa...** Describe how participating in Sankofa has influenced your connection to DePaul Black community.

1—student says that Sankofa has harmed or decreased connection to DePaul Black Community 2—student says that connection has remained the same 3—Student indicates that Sankofa has increased or strengthened connection to the DePaul Black Community, but does not really explain with examples or details. 4—Student indicates Sankofa increased/strengthened connection to the DePaul Black community and describes that using examples or details

10. **After experiencing Sankofa...** As you face decisions about your education or other experiences at DePaul, are there faith, spiritual, or religious communities or individuals you would seek out and with whom you would consult?

11. After experiencing Sankofa... Describe your current attitude or feelings when you are in situations at DePaul when you find yourself the only or one of few Black students in an environment at DePaul (class, event, program, etc.) ?

“I feel more confident in talking about issues and educating people without feeling pressure to be a representative of my race without being hesitant about what I have to say when educating other people. I feel more stable, I don’t feel scared or nervous as much anymore.”

12. Are you aware of cultural programs or events at DePaul?

1—Student says no. 2—Student says yes, but not able to really explain or give details. 3—Student says yes and is able to demonstrate that in answer. Also note if student described increased awareness or connected change in awareness level to Sankofa participation.

Answer 3 : 1 person

13. By the term “cultural awareness” I mean the idea that different individuals have different values, attitudes and behaviors that are influenced and shaped based on their different backgrounds. After experiencing Sankofa... What do you think is the importance of having Cultural awareness to succeeding at DePaul.

“I think even before Sankofa I as very culturally aware

14. During Sankofa did you witness spirituality play a role in developing leadership skills?

1—Student says did not witness use of spirituality in developing leadership skills. 2—Student says it was used but not able to articulate an example. 3—student says they did witness spirituality being used to develop leadership skills and articulates example (s).

Answer 3 : 1 response

15. Can you describe the impact or influence spirituality plays on leadership in the Black Community in general?

16. Before Sankofa describe your level of involvement on campus in student organization and campus wide events, and describe whether your involvement on campus changed in the past 6 months after participating in Sankofa.

1—Student describes decrease in campus involvement after Sankofa. 2—Student describes consistent involvement before and after Sankofa 3—Student says involvement increased but does not give more than one example 4—Student says involvement increased and gives multiple examples.

Answer 3: 1 response.

17. Are there specific ways in which you intend to incorporate the lessons Sankofa into your future career, personal and spiritual life.? (Please give examples.)

18. Has your relationship to your identity as a Black person changed since experiencing Sankofa? In what ways?

19. Has your personal spiritual or religious practice been impacted by Sankofa?

20. Describe your level of support you've received from the DePaul as a Black student.

21. If an incoming student or someone considering DePaul were to ask you, how would you describe the Black student community at DePaul? What would you tell them?

ORD ASSESSMENT REPORT APPENDIX D

CONSENT FORM

I, _____ am participating in a video interview about my experience with Sankofa at DePaul. These interviews are being conducted by the Office of Religious Diversity in order to help in assessing the effectiveness of Sankofa in achieving its goals and to learn more about the students we serve and their needs.

I consent / do not consent to my video interview answers being used as part of the assessment. For the purposes of the assessment the data will be aggregated and any quotations will be anonymous. There will be no way to link the identity of the interviewee with their answers.

The Office of Religious Diversity of DePaul University may also wish to use some clips from the videos in order to educate or inform others about Sankofa or to promote Sankofa. The identity of the participant/interviewee would be identified if used in that way. Please select one of the following:

- A. Please do not use any clips from my interview in such a way that my identity would be known.
- B. I give my consent to use clips from my interview in such a way that my identity would be known.
- C. Please contact me and seek specific permission in order to use such a clip.

Please contact me in the following manner:

Thank you for helping us to learn more about Sankofa and to make it even better in the future. If you have any questions or concerns contact Rev. Keith Baltimore or Imam Abdul-Malik Ryan.

ORD ASSESSMENT REPORT APPENDIX E

INTERVIEW RESULTS

Viewer's Guide: Please record the answers to the beginning questions. (if they are short)

For the questions that are divided into a rubric with number values assigned, please circle the description that best reflects the answer given.

In addition, try to capture as best as you can memorable quotes that reflect the answer given. Also pay attention for themes that are recurrent, either in the interview of one student or among different student interviews.

Please state your

Name?

major, minor?

year in school ?

Where are you originally from/born ?

Do you live on campus or are you a commuter?

Racially, how do you identify?

Describe your connection to Sankofa this year?

8. What do you perceive as your personal leadership strengths?

1—does not identify any strengths 2—answers question but does not articulate why that is a strength or why it relates to them 3- is able to name strengths and articulate well how they relate to them.

9. What do you think of as your leadership weaknesses if any?

1—does not identify any weaknesses 2—answers question but does not articulate why that is a weakness or why it relates to them 3—is able to name weaknesses and articulate well how they relate to them.

10. Do you practice a particular faith tradition?

11. If so, what are some spiritual practices that you use in your tradition?

1—does not identify an spiritual practices 2—names some but does not describe 3—is able to name and describe one or more spiritual practices from their tradition

12. During your participation in Sankofa, did you observe or experience the use of any spiritual tools or practices?

1—Student says did not observe or experience any spiritual tools or practices 2—Student says he or she did witness or observe spiritual tools and practices but cannot give examples 3—Student says he or she witnessed spiritual tools and practices and is able to give examples

13. During your participation in Sankofa, did you observe or learn any spiritual tools that you now use in your life?

1—Student says he or she did not observe or learn any new spiritual tools that he or she uses in their life 2—Student says he or she did observe or learn new spiritual tools that he or she uses, but cannot describe any 3—Student says he or she learned new spiritual tools and is able to describe.

14. What were you impressions if any of DePaul Black community while applying for admission to DePaul?

12. **After experiencing Sankofa and** Based upon your observations, would you say DePaul has a thriving Black student communities on campus?

13. **After experiencing Sankofa...** Describe how participating in Sankofa has influenced your connection to DePaul Black community.

1—student says that Sankofa has harmed or decreased connection to DePaul Black Community 2—student says that connection has remained the same 3—Student indicates that Sankofa has increased or strengthened connection to the DePaul Black Community, but does not really explain with examples or details. 4—Student indicates Sankofa increased/strengthened connection to the DePaul Black community and describes that using examples or details

14. **After experiencing Sankofa...** As you face decisions about your education or other experiences at DePaul, are there faith, spiritual, or religious communities or individuals you would seek out and with whom you would consult?

15. After experiencing Sankofa... Describe your current attitude or feelings when you are in situations at DePaul when you find yourself the only or one of few Black students in an environment at DePaul (class, event, program, etc.) ?

“I feel more confident in talking about issues and educating people without feeling pressure to be a representative of my race without being hesitant about what I have to say when educating other people. I feel more stable, I don’t feel scared or nervous as much anymore.”

22. Are you aware of cultural programs or events at DePaul?

1—Student says no. 2—Student says yes, but not able to really explain or give details. 3—Student says yes and is able to demonstrate that in answer. Also note if student described increased awareness or connected change in awareness level to Sankofa participation.

Answer 3 : 1 person

23. By the term “cultural awareness” I mean the idea that different individuals have different values, attitudes and behaviors that are influenced and shaped based on their different backgrounds. After experiencing Sankofa... What do you think is the importance of having Cultural awareness to succeeding at DePaul.

“I think even before Sankofa I as very culturally aware

24. During Sankofa did you witness spirituality play a role in developing leadership skills?

1—Student says did not witness use of spirituality in developing leadership skills. 2—Student says it was used but not able to articulate an example. 3—student says they did witness spirituality being used to develop leadership skills and articulates example (s).

Answer 3 : 1 response

25. Can you describe the impact or influence spirituality plays on leadership in the Black Community in general?

26. Before Sankofa describe your level of involvement on campus in student organization and campus wide events, and describe whether your involvement on campus changed in the past 6 months after participating in Sankofa.

1—Student describes decrease in campus involvement after Sankofa. 2—Student describes consistent involvement before and after Sankofa 3—Student says involvement increased but does not give more than one example 4—Student says involvement increased and gives multiple examples.

Answer 3: 1 response.

27. Are there specific ways in which you intend to incorporate the lessons Sankofa into your future career, personal and spiritual life.? (Please give examples.)

28. Has your relationship to your identity as a Black person changed since experiencing Sankofa? In what ways?

29. Has your personal spiritual or religious practice been impacted by Sankofa?

30. Describe your level of support you've received from the DePaul as a Black student.

31. If an incoming student or someone considering DePaul were to ask you, how would you describe the Black student community at DePaul? What would you tell them?

ORD ASSESSMENT REPORT APPENDIX F

Sankofa Results -- One on One Video Interviews:

18 students were interviewed. Due to technical/video issues, portions of 2 interviews were lost. The interviews ranged from 11 minutes to 35 minutes in length.

Viewer's Guide: Please record the answers to the beginning questions. (if they are short)

For the questions that are divided into a rubric with number values assigned, please circle the description that best reflects the answer given.

In addition, try to capture as best as you can memorable quotes that reflect the answer given. Also pay attention for themes that are recurrent, either in the interview of one student or among different student interviews.

Please state your

Name?

major, minor? Psychology, Accountancy, Counseling, Public Policy/Peace Justice and Conflict Studies, Marketing, Political Science/Geography, Env. Studies, Game Design, Creative Writing, Business Admin-Hospitality, Political Science, English, Journalism, Computer Science, Communications in Media/PR Advertising, Digital Cinema

year in school ? Senior 5

Junior 4

Sophomore 3

Freshman 3

Grad 1

Where are you originally from/born ? Chicago (family from Nigeria), Cleveland, OH 2, family Gambia, Chicago 8, Texas/Philadelphia, Born in Congo/Champaign since 5, Phila/Bolingbrook, Michigan/Chicago since HS, Hazel Crest

Do you live on campus or are you a commuter?

Commuter -- 7

On campus 5 33 %

Commutes from Apt. 2

Racially, how do you identify? African 1, Black 4, African descent 1, Black Caribbean American, Black African American 4 , African American 5

Describe your connection to Sankofa this year? Coordinator 6 40 %

Attended Retreat 9 60 %

1. What do you perceive as your personal leadership strengths?

1—does not identify any strengths 2—answers question but does not articulate why that is a strength or why it relates to them 3- is able to name strengths and articulate well how they relate to them.

Score 1: 0 responses 0 %

Score 2: 1 response 6 %

Score 3: 15 responses 94 %

2. What do you think of as your leadership weaknesses if any?

1—does not identify any weaknesses 2—answers question but does not articulate why that is a weakness or why it relates to them 3—is able to name weaknesses and articulate well how they relate to them.

Score 1: 1 response 6 %

Score 2: 6 responses 38 %

Score 3: 9 responses 56 %

3. Do you practice a particular faith tradition? Nigerian Christian 1, Christian 1, Baptist Christian 4, Quaker 1, Christian non-denom. 4, Closest is Osarian(?sp), Not religious, No, Non-denom but believe in God, Pentecostal Christian

4. If so, what are some spiritual practices that you use in your tradition?

1—does not identify an spiritual practices 2—names some but does not describe 3—is able to name and describe one or more spiritual practices from their tradition

Score 1: 1 response 7 %

Score 2: 2 responses 13 %
Score 3: 12 responses 80 %

'prayer, services, communion, Easter/Passover'

5. During your participation in Sankofa, did you observe or experience the use of any spiritual tools or practices?

1—Student says did not observe or experience any spiritual tools or practices 2—Student says he or she did witness or observe spiritual tools and practices but cannot give examples 3—Student says he or she witnessed spiritual tools and practices and is able to give examples

Score 1: 1 response 6 %
Score 2 : 1 response 6 %
Score 3: 14 responses 88 %

'listen to pastor preach about sacrifice and resilience. Prayer'

'opening ritual' 'lot of reflecting you can do in your own way'

6. During your participation in Sankofa, did you observe or learn any spiritual tools that you now use in your life?

1—Student says he or she did not observe or learn any new spiritual tools that he or she uses in their life 2—Student says he or she did observe or learn new spiritual tools that he or she uses, but cannot describe any 3—Student says he or she learned new spiritual tools and is able to describe.

Score 1: 1 response 7 %
Score 2: 2 responses 14 %
Score 3: 11 responses 79 %

'being open to others, allowing your light to shine on others, connecting with others.'

7. What were your impressions of any of DePaul Black community while applying for admission to DePaul?

"I had no idea so I can't say. I didn't know."

"I thought it was nonexistent. I came to visit DePaul during DePaul's spring break. I didn't see anybody. When I got here my impression changed drastically."

"I envisioned the Black community at DePaul would be very well engaged, quite big, and engaged in the Vincentian spirit and mission here at DePaul."

"I went on the website that talks about demographics. I think it was 11 percent. I was a little worried, I really wanted to go to a school with a rich Black community I was coming from a small town on the east coast that didn't really have a Black community. But I found people seeking the same thing I was. It turned out great. I was afraid I wouldn't be able to find the Black community, that we would be all spread out, there wouldn't be a space for us."

"I didn't necessarily know there was a Black community. Even at orientation I was one of the few Black people there."

"To me, it was fractured. I guess there were a lot of small communities, cliqueish. Sometimes felt welcomed by some, others not, people were doing their own thing."

"honestly had no idea. For the first three years as a commuter I was not very involved. In my senior year that's when I started getting involved. I have always longed for community but i was not able to stay on campus as much and had impressions of people who did not know how to engage others different from them. I had to push myself to get out of my shell. "

"My mom is a DePaul Alum. From what she told me, I knew we were a minority, but it was worse than I expected when I got here."

"I didn't really think about that. I knew race was around, but I never realized or understood that I was dealing with racism within my community, my school. I wasn't aware of it, didn't think about the issue."

"It (Having Black students on campus) was important my freshman year yes cause I wanted to be around people I could relate to and connect with, to have that sense of not being alone. Who can I share with, who can understand what I am going through. When applying though, that was not a priority, that was a small concern. The business aspect was the main reason I applied."

"I didn't think there was one. Assumed there would be every other type of group. Came from predominantly Black school, was used to it, but realized importance once he got here."

"I didn't know about it. Knew me and two of my friends from Kenwood were coming. Just interested in people. Thinks it has grown and become way more inclusive."

“My first experience was in sophomore year of Hs, visited was instantly turned off. Didn’t see a lot of Black students, students of color. My hs is predominantly Black, felt out of place. Ended up transferring to DePaul, that’s why did not apply out of HS.”

“They were few and far between.”

“Before I came to DePaul I didn’t really have a good idea, I thought maybe because it was in Chicago it would be diverse, but I didn’t really know.”

“What Black community?” even though she did have a father who had worked here and told her there were some Black students.”

8. After experiencing Sankofa and Based upon your observations, would you say DePaul has a thriving Black student communities on campus?

“So it’s interesting. Before I had interacted with some of the other African American students I would be kind of interested, Just cause they seemed to be very lively. After Sankofa I can say that it does, because there are people who have put in their heart and soul and let it all out and been welcomed by their friends, their brothers and sisters. It’s a great thing Sankofa has done so far and I think will continue to do based on the foundation.”

“Yes it gets stronger everyday. As someone who went from Oh, i’m not sure if I made the right choice in attending DePaul to someone attending a SANKofa retreat, I think it is getting stronger every day.”

“Yes, the Black Community here at DePaul is very well engaged and connected.”

“I would say in some senses yes, but I think there is so much more that we can do to be able to bring our community together, be more inviting, reach out to more students. I think one of the hardest things to deal with is that it is more of a commuter school so that outreach can be a little more difficult. But I feel in this last year there’s been so much growth outreach by the different organizations. “

“I don’t think it’s thriving in terms of quantity. I feel there is lack of a Black presence on campus. I feel DePaul could do a better job in reaching out to the Black community. Students like this school but they just see it’s not something in their future. I think there is a good quality of programs. Example Monday night Soulful Mondays where people come for poetry, music, dance whatever. There’s a presence but it could be stronger. “

“I would almost. I would say that honestly. Now I see a lot of Black students talking to each other in groups. Younger students seem to know each other, a little tighter a little more cohesive community from what I see.”

“Yes even though we are small in number it is close-knit.”

“I would say it is thriving. I would say it is pretty strong. This is the first time I’ve gone with a

group of people and I've really felt like they were family."

"We don't have a lot of Black people, but thriving in the sense of community, has gotten a lot better. In my early years, thought BSU was clique-ish, didn't feel welcome, has gotten a lot better. I have gotten more intuned, more comfortable."

"We're definitely growing. I've seen more love, more caring in the Black community. At first it used to be very separate, but now I feel like we're all coming together and supporting each other and it's vital that we keep it that way. It's easy to walk past another Black face in the community without reaching out to that person. Especially when you commute, a lot of Black students they commute and they really don't know the beauty of DePaul. It's my job to tell those people about Sankofa, about anything, that they can get involved in."

"I think at this point DePaul has a nice Black community. There could be more. I wouldn't necessarily say thriving it could use some improvements. What we learn in classes, the faces we see teaching us could be better."

"Definitely. I think that Sankofa allows people to have that outside experience. Go to a place away from campus and the people you see get comfortable with them and see what the community has to offer. Connect with others, including AA staff. Has made community expand and come together."

"I definitely think so. It's funny all it took was one person to tell me about Sankofa and tell me to go. If a Black student on campus hasn't been to Sankofa, you might see them around, but might not feel connected to them. Before I didn't feel I could just go up to them and have a conversation. The community that was built, and most of the people who went to Sankofa are friends with a larger group... I met so many people not just on the retreat, but as a result of the retreat."

"Yes. Everyone's connected and it's a lot larger than I thought initially. There's a lot of us and we're all family."

"No, not really. Sankofa is one of the small, minor things DePaul offers. With BSU, STRONG, QPOC, small things offered, but there really aren't other things."

"I would say that thanks to the efforts of Pastor Keith, Markeece, we are able to have programs like Sankofa, orgs like BSU and JASA. To bring along people who feel there is not a community to bring everyone together, have events, socialize."

9. After experiencing Sankofa... Describe how participating in Sankofa has influenced your connection to DePaul Black community.

1—student says that Sankofa has harmed or decreased connection to DePaul Black Community 2—student says that connection has remained the same 3—Student indicates that Sankofa has increased or strengthened connection to the DePaul Black Community, but does not really explain with examples or details. 4—Student indicates Sankofa

increased/strengthened connection to the DePaul Black community and describes that using examples or details

Score 3: 1 response 6 %

Score 4: 15 responses 94 %

“it was a life changing experience for me.”

“It gave me defined relationships, a network of support system. Sankofa helped me cultivate relationships to the point that I feel I can go to this person about this issue or this person about that issue.”

“Sankofa has made me patient. I love my Black community, it can be a lot of drama. People are different I can’t get mad for people being them.”

10. After experiencing Sankofa... As you face decisions about your education or other experiences at DePaul, are there faith, spiritual, or religious communities or individuals you would seek out and with whom you would consult?

“I have a great connection with UMIN, with a lot of the staff members there. That’s on a staff level. Also, on a spiritual level I also have received a lot of guidance and influence from the sermons that are offered at DePaul from UMIN and specifically Pastor Keith. It’s just been great, a lot of the time there’s a lot of different decisions and I could have gone down so many different paths but I felt I was guided by these factors and the resulting community from Sankofa.

“Before I didn’t really reach out to any organized community, it was just like friends. Now I’d probably ask people that I’ve experienced intense situations with, like a coordinator for Sankofa and they might direct me somewhere.”

“Dr. Tolliver-Atta, professor in SNL”

“Experiencing Sankofa made me more interested in seeking out avenues of Christianity in general. The connection to God sometimes lacks in Quakerism.. Sankofa opened my eyes to how other Christians cultivate relationship with God. After Dynamis retreat, joined Nuance.”

“I do talk to Pastor Keith. Knowing him these past couple of years he is someone I can trust, he doesn’t try to push a certain religion on you he’s always there with open ears.”

“In terms of spiritual consultation, there is always Pastor Keith there. I more so ask my family, ask a friend of mine, but I know there are people there for me.”

“Catholic Youth Ministry, even though I am not religious I know I can go to them if I have any questions or concerns.”

“I don’t think so.”

“Number 1, a lot of praying, Number 2, my parents. No one has your back like your parents do, especially your mother. Motherly love different than every other love on earth. Parents went to Duke so they know the struggle.”

“Definitely Pastor Keith. Most of the elders that were at Sankofa, but mainly Pastor Keith. Man, he is almost like a father figure to me. He has shown me the love and he has brought the leadership qualities I didn’t know I had in myself before experiencing the Sankofa experience. It’s so much love, so much love in this it really is. Coming where I come from we lack love in our community and coming here and knowing that there’s love here that it exists is powerful, the spirit is strong in Sankofa.”

“I seek out advice from one of my professors Valerie Johnson. She was the reason I didn’t drop out of school. Felt overwhelming sense of discouragement from being one of the only Black faces in class. Had been taught to see that as inferior. She said you can drop out and have a mediocre life, mediocre job and mediocre babies. I am not going to have mediocre babies.”

“I feel pretty comfortable going to UMIN and discussing any issues. Interesting story, its very personal I lost both of my grandparents last year. The easy route is to visit Pastor Keith. Pastor Diane had reached out to me and said she was there for me to talk to her. Didn’t know her, just knew of her, it did so much for her to approach me and let me know it was going to be alright.”

“Pastor Keith, Shenay Bridges, Nuance, Minister Jenay. Service Immersion family. JASA. Infinite amounts of communities at DePaul where you can go to for support. “
“Seeks out friends that went on the retreat. In touch with Pastor Keith.”

“After Sankofa, I would definitely talk to Pastor Keith.”

“There are. Pastor Keith, the elders who came to Sankofa. Minister Jenay. Martise. I feel I am comfortable enough to go talk to them if I have to.”

“Used to go to her late pastor a lot, learned a lot from him over the years. Pastor Keith has been a huge influence on her at DePaul and in the absence of her pastor. Also look to her parents, who have been in the church as long as she can remember.”

11. After experiencing Sankofa... Describe your current attitude or feelings when you are in situations at DePaul when you find yourself the only or one of few Black students in an environment at DePaul (class, event, program, etc.) ?

“I feel more confident in talking about issues and educating people without feeling pressure to be a representative of my race without being hesitant about what I have to say when educating other people. I feel more stable, I don’t feel scared or nervous as much anymore.”

“I feel that’s something African American students would deal with regardless. I feel I have been fortunate enough to go through Sankofa and as a result of that I was able to deal with

things better, to have a more analytical/conscious approach to what the situation is and how I want to approach the situation, think about effects of different ways I can address a situation. You are able to analyze these things when you're put in a conversation with people who all deal with that. If you have everyone coming together to talk about that you can get different people's perspectives and we teach each other and we lean on each other and it's great, so you're kind of in effect not coming into that situation alone. That makes things more easier to deal with, it make you calmer and more effective, it makes it less of a tense environment.

"My first reaction is Am I here because of my color, I go through the process Did I check Black on some application? My other thought processes center around not making a big deal of being the only Black person and embrace the situation and make it for the best. Sankofa has definitely affected how I view such situations we did a lot of activities around how we feel during those awkward situations. "

"Was in a situation where another minority group was dominant. Looked around the room, didn't feel discomfort, not belonging. I felt it I listened, paid attention I could understand what other groups were experiencing, feeling."

"I feel like after experiencing Sankofa I am a lot stronger and more comfortable voicing when I feel something is not right or when something makes me uncomfortable. Before Sankofa, I would rarely have called anyone out or said something."

"Just that there is no one better than I am. Not that I am better, we're equal. Being the only Black student doesn't make me less motivated to work hard to achieve. I am here to get a job, a better future I don't try to be distracted by that. Not that it can't be an issue, but if I work hard I feel I can always achieve my goals. My race is just something that's there."

"If anything it's going to be more of experience. The school I was from, was probably about 60 percent Black, 40 White and rapidly changing. In the honors classes I was in, though I was one of few Black people. I feel confident in my education and in myself. I'd like to see more Black people, but if I wanted that experience I would have gone to Howard and probably had a lot more fun. Laughs. Jk, I love DePaul. After Sankofa, I guess I can put myself in other people's situation and see how they might be uncomfortable with that or extra comfortable, just gives me other perspectives. "

"I either feel very isolated, very invisible, or extremely hyper visible and that can often make me very uncomfortable. Still feel the same way after Sankofa."

"Actually that's the situation I'm in frequently with a lot of my classes. It used to be unsettling in a way, I have to just accept that's the reality, it's ok. After Sankofa I don't feel nervous anymore. I always thought it was weird, "I'm the only one" but a lot of people are the only one."

"My feelings in regard to that are separate from Sankofa. Sankofa has really taught me to love Black people even more. I love Black people, I love my culture. Has been getting really angry about a lot of things. Get a deep feeling in my chest, the world we live in is very wicked. Am

angry about the ignorance of people who are not of color about their privilege. Was talking to this white guy, who was riding on the train, I was acting like I wasn't alienated so I wasn't alienated any more. Me being alienated is my reality."

"Before Sankofa, I never really paid any attention to it. I was taught that you come to school for one reason, and the only relationship I was forming in the class was with my professor. If anything I wanted to outperform the other students. Never felt as a minority in class. Did have experience of being falsely accused by public safety. Public safety called my mom, the first thing my mom said Boy have you been having sex? Laughs. I called Public safety they told me I needed to come in they said they had questions. Went to the office and the officer, he was very kind at first buttered me up talking about Bulls game, the weather. I brought you in because someone pointed you out and said that you robbed them. Really? Really? I guess he was trying to get me to tell him who else was robbing the students. I know that my roommate and neighbor were a victim in this but I wasn't there. I told him I was at my dorm, he told me later, I checked the cameras your story didn't line up. He was tense. Cut the BS, where were you on this day. This is crazy, how do you select me? From anyone? I showed strength, I told him I come from an area of violence, why would I risk my education by bringing nonsense to my place of education? In the first interview, he didn't give me no date, no time. When he later checked, he didn't talk to me again. I should have asked him to apologize. Not one to always pull the race card. (Reluctant to say race was a factor) Suspect pointed at him. It was shenanigans, a bunch of bull."

"I find myself in a lot of those situations now, but I don't realize it at the time. I can walk into a room with confidence that my mindset is correct and I am as intelligent as many people in the room."

"I embrace it. I actually like it. It gives class discussions a different perspective. I like being that not only Black person, but Black male. It just further motivates me to become more knowledgeable. Personally I'm kinda colorblind, I get that I am Black and we have been oppressed for many years, but I like to look at people as human beings, I want to be the best student possible. It kinda gives me incentives to do the best work possible, because of stereotypes about Black people growing up in urban communities."

"Because of my major, I would say I normally do not feel a need to defend my Blackness, but have a wide scope of how I approach issues. I just gotta kick ass, that's it. Not really worried about what other people are thinking. Always been this way, background in CPS classes that were diverse."

"When began to notice this at DePaul, it kinda shook me. I didn't really realize why at the time, but I did kind of silence myself. After Sankofa, definitely doesn't bother me as much."
"After Sankofa, I'll say I have to be the most unique person I can be. I have to handle situations responsibly. If I feel any pressure or trouble I can come to Pastor Keith or Elijah or any other of my Sankofa family for help."

"I've always been like the only Black student growing up and even now in the honors program. I really don't think of it because that is the norm for me. We did do exercises to think about it

so I am more aware but I really don't feel different than I did before Sankofa."

To be honest, it hasn't really changed my attitude because I have always been conscious and aware as a cinema major, Af/Am women that I would be the minority. I still notice it, but it doesn't intimidate me or have negative effect. I am unapologetically me, you either love me or you don't.

12. Are you aware of cultural programs or events at DePaul?

1—Student says no. 2—Student says yes, but not able to really explain or give details.

3—Student says yes and is able to demonstrate that in answer. Also note if student described increased awareness or connected change in awareness level to Sankofa participation.

Score 1: 0 people 0 %

Score 2: 7 people 39 %

Score 3 : 11 people 61 %

13. By the term "cultural awareness" I mean the idea that different individuals have different values, attitudes and behaviors that are influenced and shaped based on their different backgrounds. After experiencing Sankofa... What do you think is the importance of having Cultural awareness to succeeding at DePaul.

"I think even before Sankofa I as very culturally aware, specifically with my Gambian culture and identity and how that informs how I interact with people and how I hold myself. I think my Gambian identity had overtaken my identity as an African American, which is something I am trying to learn more about because I was born and raised here. I think it is important to develop those identities and have self awareness."

"It's extremely important because culture plays a huge part in every type of approach possible in a college environment, from an organization, to your education to social aspects. There are so many dynamics that come into play when people from different cultural backgrounds come together at a time when people are still kind of finding themselves. Identifying people's cultural perspective you give them the ability to live up to their greatest potential. Being aware

of your cultural background allows you to be comfortable with it, not try to wrestle it, not try to work around it, but kind of own it and let it serve as a foundation to let you live up to your greatest potential not to let it be a hindrance because you're not as united with your cultural background as you might want to be. That comes from making connections with other people that can help you feel confident in it.

“Obviously very important. In order to succeed at DePaul, that is a priority right after being smart, or hard working. Everybody at DePaul is so different. I think it has to do with the fact that we don’t have a football team, no one’s trying to be the BMOC. Everybody’s their own individual. Everyone’s just trying to be themselves so that’s how they fit in. IF you don’t embrace it as a person or If you are someone scared to show your culture then you will never fit in.”

“It’s very important here at DePaul because of the different ethnic communities of students here.”

“I think the most important aspect of cultural awareness in success at DePaul is openness. Openness to learn, to accept cultures different from yours. A lot of the issues that result are when one group feels their culture is stifled which can be prevented by having a baseline awareness of different cultures.”

“I think it’s very important because although minorities don’t make up a huge percentage we are here. Just being aware can help to avoid offending people and it’s a matter of common courtesy, because you wouldn’t want people to do that to you, so you shouldn’t do it to them.”

“DePaul is a mixed salad, not a melting pot. There’s a lot of lettuce, which is white people. There’s a couple tomatoes and carrots. It’s very important because you have a lot of different people there. They are from different places, different geographies, different mindsets. So you engage with them based on understanding that, rather than just based on your own mindset you can accomplish things better. Whether it is a group project where you have four different people, four different mindsets. Or a group. You can not get mad when they do stupid things.”

“If you understand the differences between people you have a better understanding of yourself because you yourself are as complex as anyone else in terms of intersecting identities, values, and beliefs. If you are more secure in how you are connected to yourself and others, you know you have resources and a community, you have a better chance of being successful in your academic career. “

“I think it’s very important. Because you have to remember that our culture does shape us and understanding someone’s culture can help you relate to them a lot better.”

“In regards to Black culture, Sankofa is just a reminder that you’re not alone. Being in a situation where you can sometimes be the only Black person in the room when you see racism you can feel alone. Being on Sankofa you are reminded that you are not alone. Cultural Awareness in terms of the Black community is needed. Definitely, We need each other to get through everything”

“When I think of cultural awareness I think of history. Without history you can’t see yourself achieving in the long run. With cultural awareness, you know yourself you know your history you know where you come from. That in itself gives you the strength to persevere through anything.”

“I think it is absolutely necessary. If you don’t have it you can make a bunch of meaningless

assumptions or hurtful assumptions about other people. Based on my skin, you may make assumptions about their background and how they've had it, but they might not fit in. It comes to understanding people's stories and having sympathy with their story. There is a story behind everyone's struggle."

"I think it's very important. You can say something about a race and don't even know the exact meaning. If you have a friend of a different race or ethnicity they can educate you about why you should or shouldn't say that. Sankofa educated me and other people on things that affect the Black community particularly"

"I think that if you come to DePaul expecting a better sense of diversity, you have to be open to diversity. You have to be comfortable being uncomfortable. Get ready to learn more about others and about yourself. Be ready to lean into discomfort and learn new things."

"I think given my social position and my identity I automatically have a heightened sense of cultural awareness and that is good. A lot of students find it's a learned thing or a forced thing and an obligation but to me it comes as a result of who I am. It gives me an advantage. For those that do struggle, I think their struggle is important it will benefit them at DePaul and in life in general."

"I feel that we all should be very culturally aware cause if we don't go back to our roots in certain situations we can lose ourselves."

"I think it's very important. DePaul is a diverse community even though there are small groups of minorities, there are different religions and other diverse backgrounds. I think it is important to have cultural awareness to eliminate bias or ignorance that may be present."

"Cultural awareness is very important, especially when you go out into the world, in business or whatever you strive to do, you will meet people who have other religions, other backgrounds, who you need to understand to be able to work with in order to be successful. I think you should learn before you get to college, but it really manifests here when you see the diversity."

14. During Sankofa did you witness spirituality play a role in developing leadership skills?

1—Student says did not witness use of spirituality in developing leadership skills. 2—Student says it was used but not able to articulate an example. 3—student says they did witness spirituality being used to develop leadership skills and articulates example (s).

Score 1: 1 person 7 %

Score 2: 2 people 13 %

Score 3 : 12 people 80 %

'it does it in a way that is not too explicit but the effect of it is extremely explicit. You can't really pinpoint it when it is happening but you see the effects around the room.'

“help shed boxes of identity (e.g. masculinity, femininity) and way of thinking to keep people from holding back, allowing them to dig deeper.”

“in a way that doesn’t scare people.’ use his own faith experience in a way that helps people develop mentally, psychologically.”

‘just listening to everyone and seeing who they are as a person I could see their spirit and give them advice and lead. It played a role, it played a role. Those moments of silence, puts us in a vulnerable state where everyone is open and willing to participate.”

‘just having faith in yourself regardless of what you believe in personally. You have to fall back on faith in times of adversity.’ ‘to have faith in yourself as well as people in your group’

15. Can you describe the impact or influence spirituality plays on leadership in the Black Community in general?

“I think spirituality is a good way to bring the Black community together at DePaul. We usually use social events and things like that, but cause I wouldn’t have thought to use spirituality to bring Black people together so I enjoyed Sankofa so much. I think if we used that we could meet more people that wouldn’t come to social events.”

“Especially in the Black community it’s very important. Historically people congregate through the church to organize for a protest or something, it’s very important.”

“Spirituality plays a very big part in the sense of paying homage to our ancestors, remembering not only where we are, but where we were and where we are going.”

“Oftentimes, particularly for Black students, a lot of social constructions force us into boxes, and spirituality can help break us out of that in a way that allows connections with others. A lot of Black students are spiritual and have some kind of connection with God and I feel that connection with God helps us connect with each other.

Spirituality can help enhance leadership skills. It is very humbling thing to realize the respect you have for your life is the same you have for another’s life. You can still hold those values and not be spiritual in a sense. “

“I think it’s very important because spirituality is something that, even with everything going on. It plays a huge role it’s something that’s personal that can’t be taken away from you or judged by others. As long as you have that spiritual foundation, things that happen out of your control won’t bother you as much. You have a presence in your life that’s looking out for you and telling you things will be ok.”

“It’s extremely important. A lot of people have political issues they are trying to deal with, social issues, mental health issues. But honestly at the base of any system, spirituality is at the base of everything. Who we are is spirits and connected on a spiritual basis. When you neglect spirituality you’re really neglecting the core of the issue. We’ve seen things like the Nation of Islam, help and mobilize a lot of people it’s

definitely motivated people like Malcolm X to go on a spiritual journey. We've seen civil rights movement being organized in the church. At the end of the day, if our spirit is where it's supposed to be then we'll be where we're supposed to be. "

"Spirituality is your personal belief system and how you navigate through the world. There are multiple spiritual beliefs across the diaspora, spirituality can provide a sense of connection to your roots and culture and language, that is intersected with our spiritualities that define our beliefs and who we are."

"I would say it plays a large role. A lot of my friends and family they are deeply religious and/or spiritual. I can't imagine their lives without it."

"I think it plays a huge, if not the hugest role. I was talking to Pastor Keith about how Black people statistically are the most spiritual. They do pray. It's the main way to connect with people. Which is the reason I want to start a bible study."

"We need more love. I don't know about spirituality, definitely love. It's not enough love in the Black community. That's because there's no influential factors that plays a part in our community. We don't get to see a lawyer, we see contributors to violence. Once the love is there, I think the spirituality can arise. (Having a spiritual leader) plays a vital factor. Once you have that spiritual being that can relate to the whole community there will be a rise in the community. Once they see that's person strength, through their struggles, and they come back and lead that gives others in the community that strength to do what they need to do. It encourages them, it brings awareness, strength, man, words can't even fathom what I'm trying to say but it definitely plays a big role in the community to have that leader."

"Spirituality gives you purpose. You learn that whatever you're going through is for a reason. If we can see our struggle and recognize and believe this is God's plan for us, it gives us hope

and lets us hold on. We have seen leaders give us hope in the future, that what we are going through now is to prepare us for something greater. (Also quoted scripture)”

“That’s a tough question. I think spirituality brings us together in the Black community.

Spirituality is our metaphorical guardian angel. Whenever there is a family event or whatever we always rely on prayer to bring the group or the family or whoever together.”

“We as a community attach leadership to it. You have that background in your pocket you can go anywhere. Faith is important definitely, but we can get a little better at the gray areas of what we practice specifically. We get accustomed to it generationally. “

“I think spirituality plays a very important role in Black leadership. Having been in several leadership positions, it is very important to have a spiritual practice, spiritual awareness, being a leader you can’t be comfortable all the time. In those moments when you feel stressed, or everyone is attacking you, you definitely need spiritual practice or awareness to keep you centered. “

“Spirituality plays a huge role, it guides us to a leadership role in the Black community because without spirituality, what are we?”

“A lot of Black people look to the church for pretty much everything and especially leaders, many Black leaders have Rev. in front of their name. Especially for things dealing with culture or race things of that nature.”

16. Before Sankofa describe your level of involvement on campus in student organization and campus wide events, and describe whether your involvement on campus changed in the past 6 months after participating in Sankofa.

1—Student describes decrease in campus involvement after Sankofa. 2—Student describes consistent involvement before and after Sankofa 3—Student says involvement increased but does not give more than one example 4—Student says involvement increased and gives multiple examples.

Score 2: 3 people	17 %
Score 3: 7 people	39 %
Score 4: 8 people	44 %

‘honest not as involved because I am a senior, but has changed the way I interact with people on campus. Encouraged interaction.”

“before was in business related orgs. Once I became a part of Sankofa I started to see the beauty that DePaul has to offer. I began to see that there is beauty in diversity and how learning from different ethnicities can make me as an individual more understanding, powerful, social, able to speak to anyone. Came away much more social, more understanding. Also got involved in leadership roles outside of school.

Changed how he saw leadership role/involvement in the community. (Aikido, basketball

teaching)”

‘gave a couple specific examples but had a strong sense of increased involvement.’ ‘still

looking for more things. Men of color, Sankofa.’

17. Are there specific ways in which you intend to incorporate the lessons Sankofa into your future career, personal and spiritual life.? (Please give examples.)

“Of course. The person that I am right now has resulted from conversations with people in Sankofa in specific sessions or even in down time. Nearly everything, from the politics how race plays a part in that, romantic relationships, the concept of owning up to one’s own level of success and work ethic, those are things that I thought about when I was there and refocused me on what I value and why I am here. What pushed me to be here and what motivated me to be here and to get back to that core. It allows me to perform to the best of my ability, keeping that foundation strong, ensures my success.

“I will definitely incorporate Words of Encouragement that I received at Sankofa into my personal life. Career wise, I would be cautious because I don’t want to make anyone feel uncomfortable. There is an exercise I learned that if I was ever working at a place where there was tension, it could be used to lighten up the mood.”

“What I plan on taking from Sankofa Retreat, being an educational mentor, an educational advocate. To be able to present workshops to youth and students in regards to knowing who they are, regarding knowing their past and what their present will be.”

“One of the most important things that I learned about myself in Sankofa was being able to ask for help when I need it. Just being open with myself and recognizing when I am feeling overwhelmed or need to reach out. I don’t normally do that, I feel I take that in my future.

Key Lessons: Taking Time out for reflection to see how decisions I made impacted my present and future. Realizing I can ask for help, that I’m not alone.

For example, in my career I can take in order to help with my communications skills I can utilize reflection and reaching out and asking for help in a career setting that will help

me work better in a team. “

“Just remembering all the things that I learned. Because everything was very important not just as a leader, as a Black woman, as a woman, a human. Whenever I am in a situation I will think back to Sankofa, because the things that we discussed at Sankofa are very relevant to my daily life.”

“Definitely. A big thing that is stressed in Sankofa is taking care of yourself. We are dealing with a lot of things, our families and ourselves dealing with systemic racism, microaggressions. We see the world in a bad place and want to save it. That can bear down on you, it’s a lot of things to focus on. I work with cameras, the camera can only focus on so many things and get a crisp picture. Sankofa says to focus on yourself and do the things you want to do. Through being a better person, the world will be a better place in that regard. If I do the best for myself I can be in the best position to uplift others. That’s something I can take forward.”

“Taking everything that I’ve learned at Sankofa, the idea of community is fluid it can be there for you at different times and can mean different things but that’s there’s always some kind of foundation to grow and to learn and to make mistakes but that’s what it’s all about. No matter what you are striving for, whether in education or career, things will come up but just having a clear idea of why you are pursuing that and knowing you have that support. “

“Yes, At Sankofa something I learned is that it’s ok to express what you are feeling. You don’t have to feel ashamed. It’s ok to talk about something.”

“I’m not sure yet. What I would like to do is spread that Black awareness. You can feel alone, when you feel alone it’s a dark place no one should experience.”

“I learned when to say and how to say, if that makes sense. Basically that there is a time and place to do anything. You have to know how to present what you are saying to a person so it won’t negatively affect that person. Need to know a when and how to say. It made me more understanding, I don’t judge anyone by their appearance, you should never judge cause you don’t know their situation. I learned how to love, and I can definitely see applying that in my career goals. There’s a saying called peace be still. You never see anything essentially beautiful calling to itself, saying Look at me I’m beautiful. The tree stands peaceful even in the wind. It taught me humility, when to say, how to say, how to love. Peace be still. It taught me the real meaning of how to be beautiful. There’s beauty and greatness in everyone. “

“I do it now. I do it already. I sit people down and we talk in circles or as a community, recognizing that African American people are not monolithic, that everyone has an individual experience. It is necessary to recognize that experience, you may not have to give advice. Some people just want to express themselves, we just want to be heard. We did workshops with his students, we just listen to their stories. Once they feel like they’ve been heard, you start to see results first internally, then externally.”

“We learned so much. Just being proud to be a Black man, pretty much. Never be ashamed. Race is often the elephant in the room. You have to embrace it, if you don’t you’re not being true to yourself. The treatment of women, Black women, and of all ethnicities, women do not get their due respect in professional fields. Viewing them as human beings not commodities or objectifying them.”

“Definitely. I talk about Sankofa a lot when I talk about communities. Understanding there are people who look like you and who don’t look just like you who are supporting you. I like how we make sure you know that Sankofa is continuous, it’s not just your community for a weekend.”

“Definitely. The things that we learned and that we discovered took effect immediately. Some of the things the elders said resonated immediately. The elders did a great job. They know what we are experiencing now. The things that are happening to us are happening for a reason, we have to go through these things it’s ok. Made us feel comfortable. As soon as I heard something that hit home with me, I was like I am going to carry this through the rest of my life. “

“I prepare to be resilient in any situation I come across whether it’s in my career or spiritually. I am prepared to sacrifice things that are necessary to sacrifice to further my being, evolution.”

“Yes. For instance, we learned about Black archetypes and how they can be used to bring you down as a person. Especially as a Black woman going into corporate America. Techniques to manage emotional stress. “

“The main reason Sankofa exists is to look back and remember in order to best advance the people of the Black community. I will definitely take that with me in my future.

Becoming a filmmaker, I want to tell stories of my people that maybe modern children or adolescents don’t know about or have forgot about.”

18. Has your relationship to your identity as a Black person changed since experiencing Sankofa? In what ways?

“Oh yeah, you know, Yep. I think about, Who was I before? What was I thinking about? What was significant. A lot of it, from my perspective now, was irrelevant to my values and beliefs now. I have done a lot of changing, gone through a lot of different phases. I feel it is natural people change, but Sankofa set a specific course trajectory for me that is different than I might have followed otherwise. It’s night and day, in terms of how I perceive things. In terms of being consciously aware how others’ perceive things and why they do what they do. Those type of analytical techniques allows me to be closer to the African person that I am. It allows me to by myself and to help others to be themselves because I can explain to them the real effects that race has on them, whether they are aware of it or not or whether they want it to have an effect or not.

You can’t just walk away from it, you have to own up to it. The positive is coming to terms with it and identifying what aspect of your race is you. Now everyone is different, people are different. Race is not necessarily a singular entity is something important for everyone to come to terms with.”

“Definitely Yes. I went from someone who didn’t know the difference between race and ethnicity. I embrace more of who I am. I am Black and also West Indian I embrace both.”

“Yes, my perspective has changed. Not only knowing that although I was not born in

Africa, I am part of the African descent of our ancestors, it has made me more proud than I was before.”

“I think it’s changed slightly cause I feel more connected to students of color and that has helped me understand my relationship with Blackness. A lot of time growing up I was the only Black person in my class or in my school. I was always “other” in a lot of senses, at times in my life I resented Blackness and I didn’t understand the importance of how to cherish my Blackness. It helped me to love myself and love my skin and love the person I am.”

“I wouldn’t say it changed per se, it just made me more aware, not even of myself but of others. Once you become conscious of society, you become conscious of people in your life that may be very problematic. “

“I have more varied perspectives on what being Black means to different people. Did a session on archetypes how I fit in terms of external perceptions of ways I am supposed to be. Sankofa has added on to what I’ve developed within myself.”

“Stayed the same, pretty supportive of my identity.”

“Growing up I was always told by like my friends and peers that I didn’t really fit in the Black community. I realize now that the reason they said that was because I didn’t fit a silly stereotype, and I realize now I do fit. I realize now that the Black community is not this monolithic culture, it’s a bunch of subcultures, it’s ridiculous to say that you have to act a certain way to fit in something. “

“Definitely has changed. My awareness is high. Not alone. Especially with what’s going on in the country and Sankofa in the midst of that, it’s beautiful I don’t know how else to describe it. “

“It gave me more confidence. How to deal with prejudiced activities, racial slurs or anything that come my way. I knew who I was, but it gave me courage, stronger voice, that my voice matters within my community, that my voice has an impact, whoever I touch whoever I talk to it can have an impact. “

“Originally I thought that as a Black man I would end up as a thug, I would end up in poverty, because that’s the way the systems have been set up. Sankofa teaches us that you don’t have to accept the way the system is set up. If we come together as a community we can create the type of community we want to see.”

“Yeah it did quite a bit. I am ashamed to share this but I will for the sake of the interview. Growing up on the south side, outside of school, and teachers of course, I would rarely interact outside of the Black community. I didn’t have the confidence of being a Black man. You look on the news we are always scrutinized I felt I had to prove myself to everyone and that I was being viewed negatively by people outside and even inside my race. Sankofa relieved a lot of that stress by allowing me to embrace who I am and where I came from and how I better myself and my family etc. You are not in this alone you have a whole community here at DePaul that is with you and that have shared the same stories you have. You can conquer

anything you just have to have faith. “

“Immediately from the beginning they let you know Sankofa is about remembering your ancestors and carrying on that legacy. Sankofa reaffirmed and grounded me and made me stronger with my Black identity. Specifically on DePaul’s campus, I feel less anxiety, less uncomfortable in classrooms where I’m the only Black person. Whereas before being Black was a hindrance, now it’s a tool that can make me stronger and better as a student.”

“I would say I am a lot more aware of it now than I was before Sankofa.”

“Sankofa has helped me feel more connected with other Black students and I learn from them so in that sense yes.”

“I would say yes I am more at ease with myself. Being a Black woman in America is a double disadvantage, there is a constant elephant in the room about how others are perceiving you. I feel I am more at ease with being me... I know who I am and that is ok with me.”

19. Has your personal spiritual or religious practice been impacted by Sankofa?

"I find myself reading the bible more and more so just being connected to God in general. "

"They are still a little bit lacking. I am pushing myself to more so read the bible or do things that would make me grow in my faith. "

"The connection. The beginning, the middle and the end. We are all connected and everything comes to the middle, that is what has been very impactful for me."

"Yes, I feel I am more connected. I pray a lot more. I am a lot more active in seeking out spaces where I can practice religion and a lot more comfortable in doing so."

"Always. I always feel that strong emotional connections. When I go to Sankofa, cause I'll be honest I don't think about and thank my ancestors as much as I should, when I go to Sankofa all those emotions come rushing into me. It's something that I really need to do more often."

"Interacting with so many people and being forced to engage with people and hear their problems. Connecting with others can both help myself and help others by connecting with them. 'touch Hands and kiss babies' in political terminology, that's going to help you develop as a person."

"Stayed the same still strong."

"No."

"Feels like Sankofa could focus more on spirituality. My spirituality has increased but not necessarily because of Sankofa. Sankofa stronger in terms of Black love and awareness, it can be hard to connect people who are diverse through religion/spirituality."

"Definitely meditate way more, because I know what could happen. I meditate more, I pray more. I've become more comfortable with myself. I learn different things about me each day. I am writing more. I used to write poetry back in high school I am really just starting back to write, that's because I'm learning me. My mind is expanding. I took time just to focus."

"I would say they have been not affected, but perfected by Sankofa."

"I have always felt I was open to different faiths or religions, but Sankofa has put a stamp on that, solidified that. There's only one God in my opinion and however you choose to worship him is totally up to you. Religion should always be inclusive not exclusive and looking down on a person is not something a religious person should do."

"I think it's just been enhanced. Become more comfortable in my faith and positive that I'm a child of God."

"Sort of. Maybe more mentally. Just mentally it's there I know what I can do."

“Not so much. Well, in a way yes I am more aware of my own spiritual practices. It really brought me awareness.”

“No”

“Has opened my eyes regarding my faith tradition and some of the things I was taught to believe and things that I have discovered about myself and how that’s not acceptable to me. Sankofa helped me to see that and grow.”

20. Describe your level of support you’ve received from the DePaul as a Black student.

“There is support. A lot of the support from what I have seen has come from things like Sankofa. I mean personal relationships with people, professional relationships with people, relationship with myself, which is important as well. There’s a great surrounding support that I have now, that I didn’t have before. I think that results from the program and the connections I have made from the program.”

“Not much from DePaul itself, I had to seek the organizations that support Black people myself.”

“That’s a tricky question. At first it was just me and my family. But as I got to know more people from doing more events I had more support.”

“Very encouraging.”

“I feel like there’s more that DePaul can do to reach out to students of color and connect them to other students of color. I was an orientation leader, a lot of concerns I got especially from minority parents was will my child fit in? Will they find their community? I think DePaul could communicate better how to find those groups, but overall it’s good.”

“DePaul as a whole not that much. Certain individuals a whole lot. Pastor Keith, Martise, my friends. So I do have a great support system while I’m here but DePaul as a whole, naw, not really I don’t think so.”

“It was pretty good, pretty good honestly. I started off, was going through a fair, my mom encouraged me to be involved. Talked to Eric Mata, got a graduate student as a mentor that’s really helped shape my experience at DePaul. Went out to LA and met him there. Discover Class with men of color also helped put Chicago and race in a different perspective. Christopher Rhone at Financial Aid that guy’s a legend. There’s enough Black people. There’s some good classes.”

“Not much. Sometimes feel like just a number, but reaching out to other people that even though they are affiliated with DePaul it’s different than academic based, I feel a little more

comfortable. DePaul does provide some support but i didn't know they were there or feel comfortable to reach out to them so there is still a sense of isolation."

"Never really explored it until Sankofa. Sankofa does seem to be a thriving community so that is a support."

"None. In regards to DePaul none. From some people at DePaul, Pastor Keith, some other people that came before yes I've received support. Who runs DePaul, white people run DePaul and they are not always aware of how to help. Feels money is such a power it comes before other considerations."

"DePaul definitely has those opportunities to make every student successful. It's up to that student. I reached out to the Career Center. Being a part of different student organizations what comes with that is being able to communicate with different people. The career fairs were vital in my success I got a job for the summer. Do your homework before each interview, learn about the interviewer the company, you can get points for that. DePaul's good for what it's good for. DePaul can do a better job of promoting activities that cater to minorities better. Everyone don't check their emails, they may see the banners. Do a better job of reaching out. Call us. We will get that message if we haven't paid our tuition. An advisor could reach out encouraging to check out this org. A lot of people are introverts, there's a lot of greatness in this school, some people just need that helping hand."

"For me personally I've received a lot of support. I've received support because I've asked around. I've received help with books. I've gotten help with holds on my account."

"Quite a bit. Quite a bit. I owe everything to Sankofa, particularly Pastor Keith and different faculty members. One thing that should be clarified in this, although I have me a lot of great Black faculty members, there are great faculty members of all races. The ones that I have encountered personally they've always made themselves accessible They understand me, they understand where I've been. I've never encountered one that made me feel uncomfortable in being a Black student, but Sankofa has definitely made me feel more confident in speaking to those professors if I am struggling, go to office hours, so we can try to correct this. It helped me out in so many different realms."

"Tremendous amount. From Black staff, Latina, staff, Asian staff, whoever I reached out to has been willing to help. I've never seen that my skin color mattered. Just that I'm a student in need and I care to learn or to seek guidance...lots of support."

" The level of support is very limited. I don't believe there's enough resources for Black students at DePaul. It is disheartening and disappointing, diversity is one of DePaul's selling points, when Black students come here, you don't see that diversity you were told about. You kinda just feel alone and left out. I see this as both a negative and a positive. It shouldn't take making certain friends to know about these things, but it's positive in that through meeting these people you find out about things and you make great relationships and a great community."

“I would say I receive a lot of support, especially from the Black community. I am a community service scholar, our leader Joy Ellison says she’ll be there to fight for our rights, whether it’s police incarceration, or just discrimination in general.”

“I guess I get support from advisors. There is STARS, and McNair/Arnold Mitchum organizations within DePaul that someone came in and made.”

“Played tennis here for two years. Felt athletic department did not support Black student athletes to have community as needed, because always consumed with sport. Either in class, competing, practicing. Feels there is financial support for minorities in general, but not specifically for Black students.”

21. If an incoming student or someone considering DePaul were to ask you, how would you describe the Black student community at DePaul? What would you tell them?

“I would say ...my first thought was to say this is my perspective, I’m not going to say this is how everyone is...from what I see, extremely lovely, kindhearted, just generous, very very goofy, empathetic caring people who are also very ambitious, also very responsible, also very intellectual, consciously aware of things, who are very very keen on ensuring the uplifting of their friends and acquaintances even within the community. So that’s what I see. I see a blazing trail of great African American students within DePaul that will continue to happen and continue to foster a really great community based on the leadership that has been set and I think will continue to be set based on Sankofa.”

“You might not see a lot of faces on campus, but there is a thriving community on campus there are a lot of organizations geared towards bringing Black people together so you should find them.”

“It’s thriving, please come, you’ll only make it better. You may be skeptical at first, but that’s just because you don’t know anyone...the more you get out there the better it will be.”

“The Black community at DePaul is very well engaged. There is a student body that can give you encouragement being engaged here at DePaul.”

“I would tell them the Black community is very supportive. I found a lot of students with a diverse amount of interests, varying majors and career paths, and I feel like the Black community does very well in supporting each other. Not only to make a presence on campus but to make sure we are driving each other toward our future.”

“I would say that the Black community is very small, that shouldn’t shy you away from DePaul. You will be able to meet different people, because we have a smaller community that is in a larger environment going through the same struggles, you become closer because you really don’t have anybody else to lean on.”

“I would tell them it’s cool. Find some like minded people. First get your mind right so you can find like minded people that are not scumbags. Then, get to know people, Get out of your comfort zone, a lot of people you think aren’t cool are actually people, get involved in events, you’ll find friends.”

“Just reach out. You don’t have to be afraid. They’re there whenever you’re ready.”

There are many people from all around with different views you're bound to find someone like minded. Even if people do have different views they can embrace you with open arms, just reach out."

"I would tell them it's small, but we have a very strong Black community. It's like being around family, I know it sounds terribly cheesy, but it was really nice."

"I'll be truthful. IN the past we've lacked unity, but it's getting better. You can hope it will continue and if you want it to be better, you have a voice. Talk to somebody. Not everyone can be a leader but someone can be a leader. Getting your voice out. The racism you experience at DePaul, I am not saying it's always overt, Chicago is the most segregated city in the country. People can do racist things out of ignorance, it is stressful that people won't acknowledge it or won't get it or don't care."

"We're close. We're like a family. It has its drama, but it's all love. We're small we stick together at the end of the day. We're family we fight. Once you experience Sankofa experience you can admit to your wrongs, most people are so stubborn it takes an organization like Sankofa It can bring out realization and ability to swallow one's pride and apologize. "

"The Black community embraces you. One of the things you have to do is go to Sankofa to build a foundation, a connection with African people, with Black people, you build a family of people that can walk with you through DePaul . A lot of times they tell you that when you're in college you're on your own. That's not the case. You have a community of people vouching for you, fighting for you, so that you can succeed."

"We're a very progressive Black community. I am not going to lie to you and say that we're perfect but we can get there if the foundation of Sankofa remains the same. I feel Sankofa

should be a class, especially in the first year to acclimate students to DePaul. I also feel it should be open to all minorities. When you come into DePaul you may feel alienated, feel that you are a minority. One other concept that was stressed throughout the weekend, white people are not the enemy. We have to safeguard our own community, educate ourselves, be there for each other. It helps so many people that feel lost, over a weekend, that they can reconnect with the community. I think it should stay.”

“I would say supportive. It’s enlarging and supportive. Just because it looks small in number, there are a lot of people there for you, just reach out to them.”

“I would describe it as thriving, as uplifting, supportive, and necessary. If you want to succeed at DePaul as a Black student, it’s necessary that you get involved with the Black student organizations, it’s important that you get involved with Sankofa, it’s important that you make connections with the elders, with the Black student leaders, it’s critical to your success that you get this support.”

“I would say the Black community is very involved on this campus in activities. I would say join the Black Student Union as soon as possible because you will meet a lot of friends and allies and acquaintances...you will meet a lot of people that will benefit you and be there for you in the future.”

“I would say it’s small, but it’s very close. A lot of us we all know each other or are familiar with each other and hang out. Even though it’s small it’s not as bad as you might think, cause it’s close-knit.”

“I think it is fairly small compared to some other universities but its just as good an experience, as I would assume even at an HBCU, given people like Pastor Keith that work so hard to have programs where students can come together right here at DePaul.”

Sankofa Pre-Evaluation 2014-2015

Display submissions: All Approved Only

The following data is based on 18 submissions. Only multiple choice questions are shown.

1 Based upon your observations, does DePaul have any thriving Black student communities on campus.

Answer	Percentage	Count
Yes	77.78%	14
No	22.22%	4
<input type="checkbox"/> Compare		Total Responses 18

2 On a scale of 1 to 5, (1 being most satisfied) rate your level of "satisfaction" as a black student at DePaul University.

Answer	Percentage	Count
(2) I like DePaul and I won't mind being here till I graduate.	55.56%	10
(1) It's the perfect school for me and I'm completely happy with DePaul.	16.67%	3
(4) I don't really like DePaul but I'll stay because I have nowhere else to go.	16.67%	3
(3) I'd rather be at an Historically Black College instead of DePaul but I'll stay.	11.11%	2

(5) I don't like DePaul and I'm actively trying to transfer to another school.

5.56% 1

Compare

Total Responses 18 (19)

3 Do you seek out, consider or consultant... faith, spiritual or religious communities/persons when making decisions about your education or other experiences at DePaul?

Answer	Percentage	Count
Yes, all the time	33.33%	6
No, Never	33.33%	6
Sometimes	33.33%	6

Compare

Total Responses 18 (18)

4 Based upon the choices below; Indicate your current attitude or feelings when you are the only or one of few Black students in a situation at DePaul.

Answer	Percentage	Count
I notice this but it does not bother me	66.67%	12
I notice this all the time and it bothers me	33.33%	6

Compare

Total Responses 18 (18)

5 Based upon the choices below, identify the first time you observed or recognized a significant gathering of Black students at DePaul.

Answer	Percentage	Count
During Black Student Union	61.11%	11

meeting		
In the cafeteria	50.00%	9
at an off campus party or event	50.00%	9
Black Fraternity/Sorority event	33.33%	6
During Sankofa	27.78%	5

There are 3 other answers with responses. Click to see them all.

[Compare](#)

Total Responses 18 (47)

6 Based upon your future goals, rate the level of significance or necessity that “cultural awareness” has upon your success here at DePaul

Answer		Percentage	Count
Very important to my future goals		88.89%	16
This is slight important to my future goal		11.11%	2

[Compare](#) Total Responses 18 (18)

7 Based upon your future goals, rate the level of significance or necessity that “spirituality” has upon your success here at DePaul



Answer	Percentage	Count
Very important to my future goals	83.33%	15
This is slightly important to my future goals	16.67%	3
<input type="checkbox"/> Compare	Total Responses	18 (18)

8 Based upon your future goals, rate the level of significance or necessity that “Leadership Development” have upon your success here at DePaul

Answer	Percentage	Count
Very important to my future goals	94.44%	17
This is slight important to my future goals	5.56%	1
<input type="checkbox"/> Compare	Total Responses	18 (18)

TOTAL SUBMISSIONS

18

Dynamism Retreat Post-Evaluation 2014-2015

Display submissions: All Approved Only

The following data is based on 10 submissions. Only multiple choice questions are shown.

1 Please rate your level of “satisfaction” with the Opening Sankofa Ritual.

Answer	Percentage	Count
(1) This was great. A powerful experience for me personally. Please keep the Opening Ritual.	70.00%	7
(2) I thought this was just interesting	30.00%	3
(4) This made me uncomfortable but I quietly observed just to be respectful	10.00%	1
(3) I didn't understand the Opening Ritual 	10.00%	1
<input type="checkbox"/> Compare	Total Responses	10 (12)

2 In regards to the session on Black Mental Health and Self-Care, please rate the level of usefulness to you personally.

Answer	Percentage	Count
Very useful, I learned something valuable 	100.00%	10
<input type="checkbox"/> Compare	Total Responses	10 (10)

3 Has your view of Counseling, Therapy or Pastoral Care changed after the session on Black Mental Health and Self-Care ?

Answer	Percentage	Count
Yes, I believe its necessary at times 	90.00%	9

my view has not changed



10.00%

1

Compare

Total Responses

10 (10)

4 In regards to the session on Black Archetypes, rate the level of usefulness to you personally.

Answer

Percentage

Count

Very useful, I learned something valuable



90.00%

9

it was just ok



10.00%

1

Compare

Total Responses

10 (10)

5 In regards to the session on Black Love, Black Sexuality and Black Sex, please rate the level of usefulness to you personally

Answer

Percentage

Count

Very useful, I learned something valuable



90.00%

9

it was just ok



10.00%

1

Compare

Total Responses

10 (10)

6 Please rate your level of "satisfaction" with the Closing Sankofa Ritual.

Answer

Percentage

Count

(1) This was great. Please keep the Opening Ritual.



70.00%

7

(2) I thought this was just interesting



20.00%

2

(4) This made me uncomfortable but I participated anyway.

10.00% 1

Compare

Total Responses 10 (10)

7 Based upon the sessions and general intent of the Dynamism retreat, do you perceive a connection between your spirit or soul and your future professional success?

Answer

Percentage Count

Yes



60.00% 6

I'm not sure.



40.00% 4

Compare

Total Responses 10 (10)

8 Please rate the accommodations during the Retreat

Answer

Percentage Count

Accommodations were great



80.00% 8

it was just ok



20.00% 2

Compare

Total Responses 10 (10)

9 Please rate the food during the Dynamism Retreat

Answer

Percentage Count

it was just ok



60.00% 6

Great, I enjoy it all



40.00% 4

I did not like the food.



30.00%

3

Compare

Total Responses

10 (13)

10 After attending the Dynamism retreat, has your impression of DePaul Changed?

Answer

Percentage

Count

I have a more positive view of DePaul



80.00%

8

My view of DePaul has not changed



20.00%

2

Compare

Total Responses

10

11 After attending the Dynamism Retreat has your impression of the Black Community at DePaul changed?

Answer

Percentage

Count

I have a more positive view of DePaul's Black Community



100.00%

10

Compare

Total Responses

10

12 Based upon your own personal needs, what is most "lacking" from your ability to succeed as a student at DePaul

Answer

Percentage

Count

Financial Resources



70.00%

7

Emotional, Spiritual support



40.00%

4

Something Else		20.00%	2
<input type="checkbox"/> Compare		Total Responses	10 (13)

13 If given another opportunity, Would you attend the Sankofa Dynamism Retreat again?

Answer		Percentage	Count
Yes		80.00%	8
I'm not sure		20.00%	2
<input type="checkbox"/> Compare		Total Responses	10 (10)

TOTAL SUBMISSIONS

10

CLOSED - 2015 Sankofa Leadership Retreat Application

Display submissions: All Approved Only

The following data is based on 18 submissions. Only multiple choice questions are shown.

1 Year Enrolled at DePaul

Please select your current you are classified as here at DePaul.

Answer		Percentage	Count
Second Year		38.89%	7
First Year		33.33%	6
Fourth Year		16.67%	3
Third Year		11.11%	2
<input type="checkbox"/> Compare		Total Responses	18

2 T-shirt size

Answer	Percentage	Count
Small	33.33%	6
Medium	27.78%	5
Large	27.78%	5
X-Large	11.11%	2
<input type="checkbox"/> Compare	Total Responses	18

3 Leadership Positions (On-Campus)

Do you currently hold a leadership role in a DePaul student organization or group?

Answer	Percentage	Count
No	55.56%	10
Yes	44.44%	8

Compare

Total Responses

4 Leadership Positions (Off Campus)

Do you currently hold a leadership role in an off campus organization or group?

Answer	Percentage
No	66.67%
Yes	33.33%

Compare Total Responses

5 Have you ever been to a leadership retreat?

Answer	Percentage
No	72.22%
Yes	27.78%

Compare Total Responses

6 Discrimination

Have you faced any type of discrimination



Answer	Percentage
Yes	72.22%
No	27.78%
<input type="checkbox"/> Compare	Total Responses

7 Discrimination at DePaul

Have you faced any type of discrimination at DePaul

Answer	Percentage
No	55.56%
Yes	44.44%
<input type="checkbox"/> Compare	Total Responses

8 Religious Tradition

Do you participate in a religious tradition?

Answer	Percentage
Yes	77.78%
No	22.22%
<input type="checkbox"/> Compare	Total Responses

9 Residential Status

Please select which best describe your residential status

Answer	Percentage	Count
On-Campus Resident	50.00%	9
Commuter - Non-Campus Resident	27.78%	5
3rd Degree Commuter (More than 30mins away)	22.22%	4
<input type="checkbox"/> Compare		Total Responses 18

10 On-Campus Leadership

Are you interested in being a leader on campus?

Answer	Percentage
Yes	88.89%
No	11.11%
<input type="checkbox"/> Compare	
Total Responses	

TOTAL SUBMISSIONS

18