<table>
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<tr>
<th>Department Name:</th>
<th>Thea Bowman AHANA and Intercultural Center</th>
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<tbody>
<tr>
<td>Program or Service:</td>
<td>SANKOFA Leadership Program</td>
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<td>Brief description of program or service:</td>
<td>Sankofa is a year-long leadership program which integrates concepts of leadership, identity development, cultural awareness and athletics.</td>
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<td>Date:</td>
<td>6/1/2016</td>
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1. State the formal learning and/or operational outcomes for the program, service, or department:

   I. Learning outcomes:
   
   As a result of participating in the Sankofa leadership Program, students will be able to:
   
   1. Accurately assess the strengths and weaknesses of their leadership skills
   2. Describe at least 5 of the 8 guiding principles of the Social Change Model
   3. Become more aware of leadership opportunities at BC
   4. Articulate awareness of social justice issues and potential solutions in a group presentation format

   II. Functional/operational outcomes:
   
   1. Students will attend at least 75% of the leadership workshops
   2. Participate in 80% of the team building sessions
   3. Participate in 90% of the community service activities
   4. Have at least 15-25 male students per year

2. Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential students: on the web or in your department’s handouts?):

   All Learning outcomes are posted on the BAIC website

3. What data/evidence is used to determine whether participants have achieved the stated outcomes? (What method did you use? What were you measuring?):

   1. Survey at the end of each semester to assess their understanding of the Social Change Model.
   2. Use rubrics to assess their group presentations.
   3. End of year focus group to assess their understanding of their leadership growth and potential changes to the program.
4. Who collects and interprets the evidence? When and how often does this occur? Who assists in interpreting and analyzing the data?:

The program coordinator collects and interprets data at the end of each academic year. Through focus groups, meeting with the Sankofa Council, and the director of the center, recommendations are then implemented for the following academic year.

5. Individuals with whom the data is shared (list primary and secondary stakeholders and narrative as to why):

Data is shared with the BAIC staff and selected data is shared with Campus partners ie. presenters. A summary of the findings are shared with the Associate Vice President and Vice President of Student Affairs through the annual report.

6. What changes have been made as a result of using the data/evidence? (What was the change? What data led you to make that change?) If no change, indicate why.: Based on feedback and lack of participation and engagement form the two from the previous years and the addition on campus of other male leadership programs, the staff decided to discontinue the program and to direct the funding to our new initiative the Bowman Advocates.

7. How do you know that the changes have resulted in improved learning outcomes? (continuous improvement evidence):

After implementing the changes for the 2015-2016 academic year, the program didn't become stronger as we had hoped. We began the year with 17 participants, but struggled to maintain consistent attendance at the workshops. Despite informing students of the need to attend each session, and implementing working groups, students had multiple conflicts with class and discussion groups.

Additionally, we began to experience increased competition from other programs for men, that seemed to have less of a requirement to attend, such as Freshmen League, which starts in the spring semester, and ManUp, which is an informal group of men at BC, that meet to discuss similar issues.

By the second semester, due to class times changing, and a lack of consistency, we ended up with 8 men who ended up finishing the program. Although the alumni of the program and the 8 that remained consistently mentioned the need to have this program on campus, and the benefit they were able to glean from being a part of Sankofa, we didn't see as many alumni of the program involved in as many leadership opportunities at BC, as we had in the past.

Despite reducing the amount of time students were required to attend events, for example only meeting at the plex once a month, students seemed to be less focused on the program.

Additionally, some other programs were able to offer opportunities that were perceived as more "fun", such as going to the trampoline park, or paintball, but due to our budget restraints, we could not offer such opportunities on a consistent basis.
Because of these factors, we decided to discontinue the program, and use the funding to go toward the new Bowman Advocates for Inclusive Culture program. I believe this new leadership program, will be able to fill the need of current students, who are looking for ways to be more culturally competent, and better skilled at having difficult conversations around race and culture.

I also think this program will be more in line with the mission and vision of the BAIC.