

Strategy Institute 2007 Evaluation Form



Your role at the Strategy Institute (check one):

<input type="checkbox"/> College team member	<input type="checkbox"/> National partner
<input type="checkbox"/> Coach	<input type="checkbox"/> Speaker
<input type="checkbox"/> Data facilitator	<input type="checkbox"/> Guest
<input type="checkbox"/> State representative	<input type="checkbox"/> Other

1. Overall, how would you rate the Strategy Institute? (Please circle one)

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

2. How would you rate the following parts of the Strategy Institute ? (Please circle one)

PLENARY SESSIONS	Poor	Fair	Good	Very Good	Excellent	N/A
Keynote address: Visions of Success (PrettyPaint)	1	2	3	4	5	6
Beginning with the End in Mind: Institutionalizing Achieving the Dream - What Will It Require? What Steps are Critical? (McClenney, Shugart, Rhodes, Gonzales, & McPhail)	1	2	3	4	5	6
How We Think about Success: A Conversation with Students from Southwestern Indian Polytechnic Institute (Hamley)	1	2	3	4	5	6
Comments of the Future from Funders and Managing Partner (Lincoln & Cargile)	1	2	3	4	5	6

FOCUS SESSIONS A-F	Poor	Fair	Good	Very Good	Excellent	N/A
Session A: To Tell the Truth: How Far Do We Honestly Think We Can Push the Envelope? (Adelman)	1	2	3	4	5	6
Session B: Building A Culture of Evidence for Institutional Success: A Report on Achieving the Dream's Progress at Round One Sites (Brock & Jenkins)	1	2	3	4	5	6
Session C: Strengths-Based Approaches to Learning and Retention (Chávez)	1	2	3	4	5	6
Session D: Culturally Mediated Instruction: Theory and Practice (McPhail & Coleman)	1	2	3	4	5	6
Session E: Using CCSSE Data to Build Understanding and Support for Student Success (McClenney, Claunch, Brown, & Cook)	1	2	3	4	5	6
Session F: Aligning Achieving the Dream Accreditation: Leveraging Resources (Laughlin, Law, Brockman, Lindeman, Fletcher, Abrams, & Gordon)	1	2	3	4	5	6

	Poor	Fair	Good	Very Good	Excellent	N/A
Presidents & Chancellors Roundtable (Boggs, McClenney, Lincoln, Kazis)	1	2	3	4	5	6

CONCURRENT SESSIONS - MONDAY

**Track A: Concurrent Clinics for Round One and Two Institutions
(CT, FL, OH, NC, NM, TX, VA)**

	Poor	Fair	Good	Very Good	Excellent	N/A
Using eSTATS to Support Your Institutional Research (Phillippe & Solórzano)	1	2	3	4	5	6
Learning Communities: Early Implementation and Reflection (Laughlin, Huffman, Chapin, Schneider, Tafari, Ritter, Hunter, Snaden & Marlow)	1	2	3	4	5	6
Case Management/Success Coaching: A High Touch - High Tech Approach to Facilitating Student Success (Wright, Sloan, Bharath, Malter, Senior Macia, Serrata, Canales, Hernandez & Cole)	1	2	3	4	5	6
Enhancing Institutional Effectiveness through Participation in Achieving the Dream (Summers, Byrd, Hodges, Williams, & Staples)	1	2	3	4	5	6
Student Success Courses and Support (Fortune, House, Straus, Sloan, Patrick, Gill, McDermott, Carley, Freeman, Grinstead, Petway)	1	2	3	4	5	6
Supplemental Instruction as a Strategy for Success in Math Courses (Glover, Phelps, Cantu, Best, & Elizalde)	1	2	3	4	5	6
Addressing the College Readiness Issue from the Bottom Up (Rhodes, Gilbert, Brown, Tena-Perez, & Camacho)	1	2	3	4	5	6
The Millennial Generation: Implications for Teaching and Learning at Achieving the Dream Institutions (Manning)	1	2	3	4	5	6
Civic Engagement: A Pathway to Student Success in Higher Education and Community (Garcia & Robinson)	1	2	3	4	5	6

**Track B: Concurrent Workshops for Round Three Institutions
(PA, TX-Houston Area, WA)**

	Poor	Fair	Good	Very Good	Excellent	N/A
The "First-Year Experience": A Foundation for Achieving the Dream (Barefoot & Gardner)	1	2	3	4	5	6
Increasing the Retention and Graduation Rates of Minority Males...It Takes A Village! (Thompson, Burrell, & Carley)	1	2	3	4	5	6
Thinking Differently About Developmental Math (Rousey, Long, Fisher, & Reynolds)	1	2	3	4	5	6
Learning Community 202: It Is Not the Form, but the Praxis (Hardiman)	1	2	3	4	5	6
Paying for Persistence (Richburg Hayes, MacGregor, Carrillo, and Lucero)	1	2	3	4	5	6

Determining Which Courses Are Real Gatekeeper Courses (Luna)	1	2	3	4	5	6
Evaluating the Houston Endowment Inc. Demonstration: A Conversation with the Principal Researcher (Gooden)	1	2	3	4	5	6
Faculty Action Research Projects that Support Achieving the Dream (Evans, Joyner, & McCutchen)	1	2	3	4	5	6

TABLE DISCUSSIONS	Poor	Fair	Good	Very Good	Excellent	N/A
Why Does Inequity in Student Achievement Persist and What Can We Do About It? <i>College Team Discussions</i>	1	2	3	4	5	6
Why Does Inequity in Student Achievement Persist and What Can We Do About It? <i>College Team Discussions</i>	1	2	3	4	5	6
Meeting Time: State and College Team Meetings	1	2	3	4	5	6

EVALUATION WORKSHOPS A- D	Poor	Fair	Good	Very Good	Excellent	N/A
Evaluation Workshop A: Designing Evaluations to Assess Developmental Math Interventions (Voorhees)	1	2	3	4	5	6
Evaluation Workshop B: Designing Evaluations to Assess Student Services, Including Advising and Student Support (Rincones-Gomez)	1	2	3	4	5	6
Evaluation Workshop C: Designing Evaluations to Assess Developmental Education Interventions Using Learning Communities (Bashford)	1	2	3	4	5	6
Evaluation Workshop D: Designing Evaluations to Assess First Year Experiences Including Student Success Courses (Wathington)	1	2	3	4	5	6

CONCURRENT WORKSHOPS - TUESDAY	Poor	Fair	Good	Very Good	Excellent	N/A
Balanced Scorecards for Achieving the Dream Institutions (Lyddon)	1	2	3	4	5	6
Faculty and Student Engagement Panel (Chavez-Brumell, Birnback, Mintz, Ingram, & Michal)	1	2	3	4	5	6
Using eSTATS to Support Your Institutional Research (For Round 3 Institutions) (Phillippe & Solorzano)	1	2	3	4	5	6
Community Engagement Panel (Friedman, Fabianke, Fisher, Drain)	1	2	3	4	5	6
Supplemental Instruction as a Strategy for Success in Math Course (Glover, Phleps, Cantu, Best, Elizalde)	1	2	3	4	5	6
Learning Communities: First Steps (Laughlin, Huffman, Chapin, Schneider, Tafari, Ritter, Hunter, Snaden & Marlow)	1	2	3	4	5	6
Talking Straight About Structural Inequity (Jefferson, Law, McCormack, Moir, McPhail, Baccus, Dodson, Gordon)	1	2	3	4	5	6
Case Management/Success Coaching: A High Touch - High Tech Approach to Facilitating Student Success (Wright, Sloan, Bharath, Malter, Senior Macia, Serrata, Canales, Hernandez, Cole)	1	2	3	4	5	6
Analyzing and Presenting Data to YOUR College (Phillips, McConochie, & Coogan)	1	2	3	4	5	6

Addressing the College Readiness Issue from the Bottom Up (Rhodes, Gilbert, Brown, Tena-Perez, & Camacho)	1	2	3	4	5	6
Lessons from Experience: What I'd Do Differently Knowing What I Know Now About Institutional Transformation (Villadsen, Wright, Glover, Martinez, & Belcher)	1	2	3	4	5	6
Talking Straight About Structural Inequity (Jefferson, Law, McCormack, Moir, McPhail, Baccus, Dodson, Gordon)	1	2	3	4	5	6
Designing Effective Student Focus Groups (Gonzalez, Serrata, Canales, Benally, & Martinez-Maestas)	1	2	3	4	5	6
Using Service Learning to Increase Student Learning Engagement and Retention (Robinson & Grams)	1	2	3	4	5	6
Student Success Courses: First Steps (Fortune, Housel, Sloan, & Patrick)	1	2	3	4	5	6
Team Leader Roundtable (Lincoln & McClenney)	1	2	3	4	5	6
Summer Math Jam: Preparing Students for Success (Klein)	1	2	3	4	5	6
Institutional Policies and Their Effect on Student Success (Byrd, Clary, Fields, Singleton, Hobbs, & Cianetti)	1	2	3	4	5	6
A Dialogue with Achieving the Dream Institutions: Student Learning Styles, Modalities, and Strategies (Albertson & Thompson)	1	2	3	4	5	6
Putting Qualitative and Quantitative Data to Work (Lillibridge, Worley, Douglass, & Pinkey)	1	2	3	4	5	6
Exploring Minority Male Academic Preparedness: An Ethnographic Inquiry in Developmental Education in the Achieving the Dream Demonstration (Gardenhire-Crooks)	1	2	3	4	5	6
Assets for All: Personal, Social, and Financial (Brule, Hall, & Porter)	1	2	3	4	5	6
Using the Public Engagement (Success Is What Counts" Toolkit (Birnbach & Meeks)	1	2	3	4	5	6
Communication Clinic: How to Tell Your Institutional Story (Sussman, Soholt, Brousseau, & Powell)	1	2	3	4	5	6

3. Which part of the Institute was most valuable to you?

4. What additional elements would you like to see incorporated in future Institutes?

5. Do you plan to check out the blogs on the Achieving the Dream Web site?

6. How important is to you to have session handouts available on the Web?

7. How important to you are sessions conducted by members of Achieving the Dream colleges?

8. Other comments:

**Thank you! Please return your completed form to the registration desk or
mail to:
Cristina Blanco, AACC
One Dupont Circle, NW Suite 410
Washington, DC 20036**