

Achieving the Dream Retreat: “Courageous Conversations”
Focus on Data, Inquiry and Dialogue
Friday January 20, 2006
10:00 a.m. to 4:30 p.m.

Part 1: General session

Welcome; housekeeping details; ground rules
Refresher overview of the meaning and purpose of the Achieving the Dream initiative
Recap our AtD work to date; general overview of qualitative data collection and findings
Present Data Team information: discussion of the methodology used, data analysis, 3 most important findings and chosen priorities.
Questions and discussion

Part 2: Small Group work: 6 groups, 2 focusing on each pertinent AtD goal

Goal 1: Students will successfully complete developmental courses and progress to credit-bearing courses
Goal 2: Students will enroll in and successfully complete gatekeeper courses
Goal 3: Students will re-enroll from fall to winter and fall to fall

Discussion questions

1. Why do performance gaps exist for our male students? What factors might contribute to these performance gaps?
2. Why do performance gaps exist for our African American students? What factors might contribute to these performance gaps?
3. Why do performance gaps exist for our age 23-29 students? What factors might contribute to these performance gaps?
4. What are we currently doing to ensure student achievement of this goal?
5. What actions do we currently take when a student does not achieve this goal?
6. What additional data would be important to analyze in regard to this goal?

Part 3: Small Group work: 7 groups, each focusing on specific gatekeeper and developmental courses(s)

Gatekeeper groups:	Developmental groups:
ENG101	RDG 115 & 116
MTH121	WRT 115 & 116
BUS121	MTH 100, 102 & 103
FYE101	

Discussion questions

1. Please refer to the overall pass rate for this course. Is this performance level acceptable? Why or why not?
2. Is the performance level for male students in this class acceptable? Why or why not?
3. Is the performance level for African American students in this course acceptable? Why or why not?
4. Is the performance level for students age 23-29 in this course acceptable? Why or why not?
5. In this course (or courses), what are the key contributing factors to student success?
6. In this course (or courses), what are the key contributing factors to student failure (including withdrawal)?
7. What in-class and out of class supports are in place for students in this course (or courses)?
8. What additional data would be important to analyze in relation to this course (or courses)?

Wrap Up

Communicate how retreat results will be used and shared
Describe next steps
Thanks