

## EVALUATION POLICY STATEMENT FOR ACHIEVING THE DREAM INSTITUTIONS ROUNDS ONE THROUGH FOUR

### AtD Evaluation Policy

The Achieving the Dream Model for Improving Institutional Performance is anchored by the use of evidence to improve programs and services that promote student success. One essential element of the model is evaluation.

Evaluation is planned at the time colleges submit their Implementation proposals. Thus, evaluation is an ongoing process that begins in the Planning year. Colleges are expected to gather and analyze data on specific strategies to determine whether they lead to improvements in student outcomes. Based on this analysis, colleges can expand effective intervention strategies and revise or discard those that are not effective. Results from evaluations will in turn inform decision-making and resource allocation at the colleges. In short, evaluation is a fundamental component of a process that uses evidence to make continuous improvements.

Colleges vary significantly in their capacity and skill in carrying out research and evaluation. Each Achieving the Dream institution has the support of a coach and a data facilitator to help select and develop student success strategies based on an analysis of student outcome data and to help design a plan to evaluate those strategies. We do not expect all Achieving the Dream institutions to evaluate all strategies they attempt to implement. With the help of coaches and data facilitators, along with other resources made available through the initiative, Achieving the Dream institutions should decide where to focus their evaluation efforts. That is, major initiatives that were developed to lead to substantial change in student success or those initiatives that impact large numbers of students should be the ones evaluated.

### Evaluation as a Two-Phase Process

#### Phase I – Gathering Quantitative Data

(Here I would include the discussion of the non-experimental and quasi-experimental designs. You can forget the true experimental design. No one is going to do that. Also, I would add a discussion of the Time-Series design. In this one, base line data are determined and a treatment is given and repeated measures are taken to see the effects of the treatment over time. I would provide examples of these types of designs using some of the 5 goals for AtD.)

#### Phase II –Gathering Qualitative Data

(Let's not forget the value of collecting information from students and faculty, including counselors, on the efficacy of our strategies. You can provide some basic info on focus

groups, interviews, and open-ended surveys. Again, I would provide examples of these types of information gathering using some of the 5 goals of AtD.)