

Evaluating the Efficacy of Achieve

This checklist demonstrates the design, development, and testing process of Achieve and illustrates the evidence currently available to help administrators and educators evaluate whether it will support student success in their educational context



LEAST RIGOROUS MOST RIGOROUS

Is the tool built on research-based learning science principles?		Was the tool developed and optimized in partnership with instructors and students?		Have implementation patterns been investigated and documented?	Has effectiveness been measured within context and student cohort?	Have effectiveness results been replicated?	Can valid causal claims of impact be made?	
<ul style="list-style-type: none"> ● Learning Science foundations are made available ● Evidence that the tool was co-designed with instructors and students ● Instructional design principles can be identified in the tool 	<ul style="list-style-type: none"> ● Usability research was conducted with instructors and students ● Formative evaluation insights were used in early development ● Feedback from instructors and students during beta testing was used to optimize the tool 	<ul style="list-style-type: none"> ● Solution has been tested with a representative sample of instructors in different educational contexts ● How instructors choose to use the tool and, how student engage with it are evaluated with qualitative and quantitative data ● Implementation study results have been transparently shared, including product development insights gleaned from study results 	<ul style="list-style-type: none"> ● Instructor and student perceptions have been evaluated and documented ● The relationship between implementation, engagement, and outcomes has been investigated ● Relationships between use and outcomes have been investigated within educational context and among student cohorts to determine the differential efficacy of the solution ● Analyses and claims have been peer-reviewed and shared transparently 	<ul style="list-style-type: none"> ● Implementation studies have been replicated with a broader set of partner-instructors once the tool is fully developed ● Evidence that the solution has been refined and optimized based on results of previous studies is available ● Correlational results from previous studies are replicated with a more generalizable sample; within educational context, student subgroup, and at the discipline level ● Analysis and claims have been peer-reviewed and are accepted at academic conferences or in academic journals 	<ul style="list-style-type: none"> ● Research study designs lend themselves to valid causal statements of impact (randomized control trial or quasi-experimental design) ● A representative sample of instructors and students, across previously examined implementation patterns and educational contexts participate in the study ● Analyses are conducted within use case enabling claims of whether a tool caused an impact and evidence of why that impact was realized ● Analyses and claims have been peer-reviewed, contribute to the academic discourse, and are shared transparently with administrators, educators, and students 	<p>SUMMER 2017 – FALL 2018</p>	<p>SPRING 2019</p>	<p>FALL 2019 – SPRING 2020</p>

● Indicates evidence currently available for Achieve ○ Indicates evidence forthcoming for Achieve