

**Washington and Jefferson College Curriculum Development Program Map**

Inputs	Strategies	Outputs	Outcomes		Impacts (Long Term-Conditions)
			(Short Term-Learning)	(Medium Term-Action)	
Funding from HHMI  Faculty curriculum development team or individuals  Other faculty's expertise and special skills to supplement and complement the development  Students  Departments  Existing course and new course proposal  Laboratories  Equipment and supplies  Collaborating departments  Faculty Training Opportunities  Other Funding Sources	Review of the curriculum and develop new plan to reflect new teaching approach for faculty and additional research opportunities for students  Utilize existing computers, laboratories and resources for the development  Expand and acquire new equipment to develop and enhance the new curriculum  Use HHMI funding to seek collaboration from faculty and students outside the development team  Provide training opportunities and resources for faculty members to revise the curriculum  Develop educational resources and make them available to the College community	Specific modifications / development, and add-on components to existing course  Improvement from existing course  Curriculum of new course (if applied)  Characteristics of revisions and development and the relevance to HHMI funding  Number and characteristics of computers, software, equipment, and educational resources developed with the support from HHMI funds  New equipment purchased  Targets of new curriculum: disciplines, departments, and students	Impact and improvement on students' understanding of course material  Improvement on students' interest in science courses and the lab components  Improvement on the approaches and teaching techniques of faculty  Igniting interest in other faculty about the new development  Specific impacts on the teaching of the course: lecture format, exercises, and lab activities	Students show interest in taking more science courses  Increasing the number of students interested in on-campus and off-campus research  The College recognizes the faculty's curriculum development activities  Interest from faculty from other science departments in curriculum development  Inter-disciplinary collaboration with other department in future curriculum development	More students are interested in pursuing graduate schools or professional schools in science-related fields  Promotes science awareness in the College community  Promotes and inspire curriculum development and revision across all science departments  Attract outside funding for further curriculum development  Commitment from the College for further support of development.  The College recognize and reward faculty for better teaching and curriculum development activities

Evaluation Questions for OUTCOMES	Possible Indicators/Measures	Possible Data Collection Methods and Information Sources	Rank/Priority (include brief rationale)
<p>1. How effective was the curriculum development activities in</p> <p>(a) Enhancing the students' learning and understanding of the course material?</p> <p>(b) Improving the faculty's teaching?</p> <p>(c) Laboratory work?</p> <p>2. How does the curriculum development improve the course compared with the original one?</p> <p>(a) Improve the way how the course is taught?</p> <p>(b) Better way for the students to understand?</p> <p>(c) A better overall structure of the course?</p> <p>3. How were the items purchased using HHMI-funds used to effectively teach or train students?</p> <p>4. What was the effect of curriculum development changes to the faculty and department/major?</p> <p>5. What impacts where there beyond the department for the curriculum development activities?</p>	<p>1. (a) Students positive about new curriculum            (b) Students increased interest in science            (c) Students learning science better            (d) Students value science            (e) Students continue in science (majors and careers)            (f) More students interested in graduate schools in sciences</p> <p>2. (a) Course(s) continued/modified            (b) Course(s) integrated into curriculum            (c) Course enrollment increases            (d) Department student majors increases            (e) Department major, minor, or track modified/created            (f) Effect on other courses/majors/departments            (g) Effect on faculty in teaching science instruction            (h) Effect on other departments            (i) Possible new Freshman Seminar courses            (j) Possible interdisciplinary courses developed</p> <p>3. (a) Effect on other departments            (b) Effect on science pedagogy            (c) Additional curriculum development grants and awards</p>	<p>1 (a) Pre-Post Tests            (b) Exit Questionnaire            (c) Interview            (d) Focus Group            (e) Course/Classroom Observations            (f) Course evaluation from Academic Affairs            (g) Standardized tests</p> <p>3. (a) Data collection on course/curriculum changes (e.g., enrollment)            (b) Data collection on history of course offerings in curriculum and departmental major            (c) Interviews/reports from faculty and other curriculum developers            (d) Focus Group of faculty and other curriculum developers            (e) Assessment of teaching            (f) Faculty CVs and portfolios</p> <p>3. (a) Annual report of HHMI-funded activities and their impact            (b) Periodic plan and review of dissemination plan            (c) Grant funding information            (d) Institutional funding reports</p>	<p>Items are ranked based on how soon they can be captured during and after program activities (strategies) have occurred. Near-term assessment for assessing effectiveness in course and curricular changes can be performed primarily through feedback from students and faculty. Longer-term effects can be assessed by changes adopted by department and institution. Overall impact can be determined by long-term effect within and outside the institution.</p>