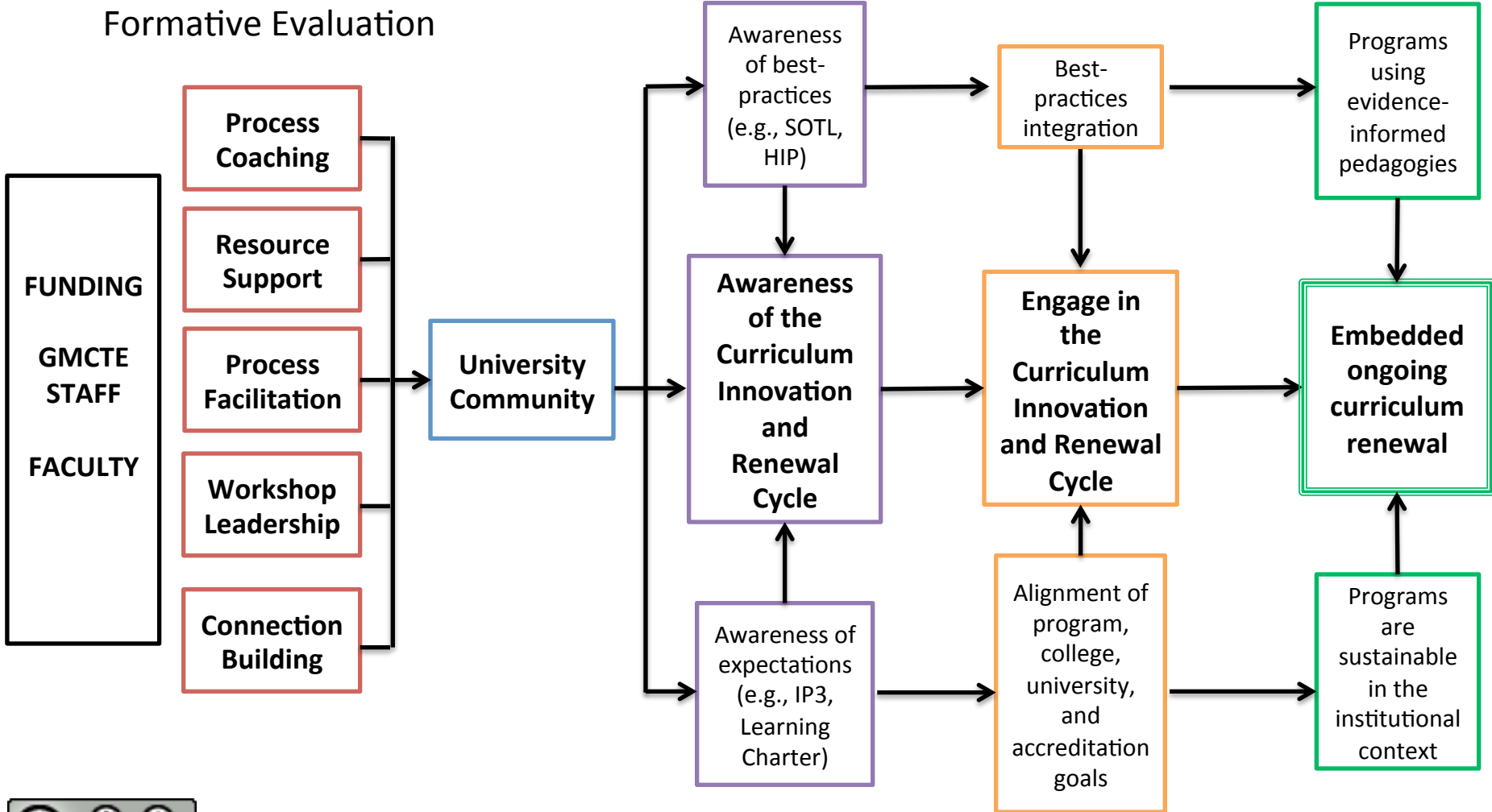




University of Saskatchewan
Curriculum Innovation Team:
Formative Evaluation



Activities

1. *Process Coaching*: involves working with a faculty member to assist them in developing their own skills on curriculum development so that they can be better able at facilitating work in the area of curriculum development (i.e., how to lead discussions in this area).
2. *Resource Support*: provide resources to faculty in the area of curriculum renewal (i.e., funding, example finding and sharing, literature, Curriculum Alignment Tool (CAT)).
3. *Process Facilitation*: involves working as a leader on the topic of curriculum renewal to assist faculty with this process (i.e., lead workshops, facilitate discussions).
4. *Workshop Leadership*: instructing faculty on various areas related to curriculum innovation (i.e., Curriculum Innovation and Renewal Cycle)
5. *Connection Building*: connecting members of the university community to each other or to individuals outside the university community who may be of assistance in curriculum innovation

Note: In each outcomes section outcomes 1 and 3 feed into outcome 2 (bold).

Immediate Outcomes-Impacts

1. *Awareness of best-practices*: includes 10 High-Impact Educational Practices (HIP), disciplinary pedagogies, Scholarship on teaching and learning (SOTL), process leadership for curriculum innovation
2. ***Awareness of the Curriculum Innovation and Renewal Cycle***: the Curriculum Renewal and Innovation Cycle is a specific way of examining the programs being offered (http://www.usask.ca/gmcte/resources/curriculum_cycle).
3. *Awareness of Expectations*: includes Learning Charter Core Learning Goals, IP3 Areas of Focus, Current Program Goals (i.e., departmental, college level, accreditation), Signature Areas of Research at the University of Saskatchewan

Intermediate Outcomes-Impacts

1. *Best-practices integration*: including the knowledge gained in program and college goals, and in learning outcomes.
2. ***Engage in the Curriculum Innovation and Renewal Cycle***: taking steps to examine a given curriculum with the Curriculum Renewal and Innovation Cycle framework.
3. *Alignment of program, college, university and accreditation goals*: taking steps to ensure that goals at the various levels are aligned with one another.

Long-term Outcomes-Impacts

1. *Programs using evidence-informed pedagogies*: the inclusion of evidence-informed pedagogies in program documents and practices.
2. ***Embedded ongoing curriculum renewal***: the inclusion of curriculum renewal practices in program practices.
3. *Programs are sustainable in the institutional context*: programs are aligned with other level goals in such a way to remain sustainable.



Evaluation Questions	Indicators	Method & Data Source
Implementation		
1. Are the services (i.e., funding opportunities) being marketed?	<ul style="list-style-type: none"> Advertising e-mails sent # of times website accessed 	<ul style="list-style-type: none"> Records Review Google Analytics Survey (e.g., clients)
2. Are the supports provided meeting the expectations of clients?	<ul style="list-style-type: none"> Comparison between expected and delivered content and fidelity 	<ul style="list-style-type: none"> Key Informant Interviews (e.g. clients) Survey
3. Are the supports provided meeting the needs of clients?	<ul style="list-style-type: none"> Perceived lack of needs being meet 	<ul style="list-style-type: none"> Key Informant Interviews Survey
4. Are the services provided in line with the CIT's guiding principles?	<ul style="list-style-type: none"> Perceived match 	<ul style="list-style-type: none"> Key Informant Interviews Survey
Immediate Outcomes		
5. Has faculty's awareness of best-practices increased? (i.e., SOTL, IP3)	<ul style="list-style-type: none"> Perceived increase in awareness 	<ul style="list-style-type: none"> Survey Key Informant Interviews
6. Has faculty's awareness of CIRC increased?	<ul style="list-style-type: none"> Perceived increase in awareness 	<ul style="list-style-type: none"> Survey Key Informant Interviews
7. Has faculty's awareness of expectations increased? (i.e., IP3, Learning Charter)	<ul style="list-style-type: none"> Perceived increase in awareness 	<ul style="list-style-type: none"> Survey Key Informant Interviews
Intermediate Outcomes		
8. Have best-practices been integrated in programs?	<ul style="list-style-type: none"> Perceived increase in use of best-practices Use of best-practices in program documents 	<ul style="list-style-type: none"> Records Review Key Informant Interviews Survey
9. Has best-practice integration had an impact on student performance?	<ul style="list-style-type: none"> Attendance Records Student grades Teacher evaluations 	<ul style="list-style-type: none"> Records Review Survey
10. Are academic goals and college goals converging?	<ul style="list-style-type: none"> Perceived convergence Curriculum Alignment Tool (CAT) review 	<ul style="list-style-type: none"> Records review Key Informant Interviews Survey
Long-term Outcomes		
11. Are programs using evidence-informed pedagogies?	<ul style="list-style-type: none"> Use of new pedagogies in program goal documents 	<ul style="list-style-type: none"> Records review Survey
12. Are programs embedding ongoing curriculum renewal?	<ul style="list-style-type: none"> Use of CIRC language in program documents 	<ul style="list-style-type: none"> Records Review Survey

