**A Suggested Set of Questions for Teams Contemplating Whether to Engage in Curriculum Evaluation and/or Beginning to Identify Focus Areas**

A team of educators should meet at least once to pose and discuss the following questions:

1. With respect to the *curriculum* itself, what do we *know*, what do we *believe*, and what do we *not know* about its **quality** and/or **effectiveness** in relationship to our program goals?
	1. What we know:
		1. Evidence to support this knowledge:
	2. What we believe:
		1. How confident are we?
		2. How could we confirm this belief?
	3. What we do not know:
		1. How important is it (to us, to our students, and to our program) that we acquire this knowledge?
		2. What information or data do we need?
2. With respect to the *context* surrounding the curriculum, what issues are so important that anyone interested in looking in depth at this topic would need to know and incorporate into her/his thinking? Consider this question in each of these areas:
	1. The development of the curriculum:
		1. Who was involved?
		2. To what degree did the developed curriculum reflect the initial goals for the program and for students?
		3. Is the developed curriculum aligned with state, national, or industry standards?
		4. Looking back at curriculum development, what went according to plan and what did not?
	2. The logistical and financial context:
		1. Were there any notable time constraints during the development and refinement process that might have affected the final product?
		2. Were financial, space, or other logistical factors influential? If so, please describe.
3. With respect to the *implementation* of the curriculum, to what degree has it reflected our initial goals and plans? Please consider the following:
	1. If/when we step into the classroom/lab, do we see alignment between written curricula and instruction?
		1. If we do not, what are the key factors explaining this issue? Consider the following possibilities:
			1. Curriculum is not as well developed as would be desirable
			2. Instructors are not yet sufficiently well trained in the curriculum to apply it reliably
			3. Instructors do not wish to implement the curriculum as written (for instance, due to questions they may have about its quality) and/or do not believe that they must follow it
4. With respect to student access and student outcomes, what do we know, what do we believe, and what do we not know? Please consider the following:
	1. Who is accessing the program?
		1. What we know:
			1. Evidence:
		2. What we believe:
			1. How confident are we?
			2. How could we support this belief?
	2. What outcomes are students experiencing?
		1. What we know:
			1. Evidence:
		2. What we believe:
			1. How confident are we?
			2. How could we support this belief?
		3. What do we not know?
			1. How important is it (to us, to our students, and to our program) is it that we acquire this knowledge?:
			2. What information or data do we need?
	3. Looking broadly at student access and outcomes, to what extent does what we know align with what we would have hoped for when we began to develop the program?
		1. To what extent might *curriculum* versus other factors relate to access and outcomes that are not aligned with what we desired for students?