

## **FUNDAMENTAL QUESTIONS EXPANDED**

1. **How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders?** How explicitly do major institutional statements (mission, vision, goals) address student learning?
  - How well do the student learning outcomes of programs and majors align with the institutional mission?
  - How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
  - How well do course-based student learning outcomes align with institutional mission and program outcomes?
  - How well integrated are assessment practices in courses, services, and co-curricular activities?
  - How are the measures of the achievement of student learning outcomes established?
  - How well are they understood?
2. **What evidence do you have that students achieve your stated learning outcomes?**
  - Who actually measures the achievement of student learning outcomes?
  - At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
  - How is evidence of student learning collected?
  - How extensive is the collection of evidence?
3. **In what ways do you analyze and use evidence of student learning?**
  - Who analyzes the evidence?
  - What is your evidence telling you about student learning?
  - What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
  - How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?
4. **How do you ensure shared responsibility for student learning and assessment of student learning?**
  - How well integrated are assessment practices in courses, services, and co-curricular activities?
  - Who is responsible for the collection of evidence?
  - How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
  - How are the results of the assessment process communicated to stakeholders inside and outside the institution?
5. **How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**
  - What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
  - How do you know how well your assessment plan is working?
6. **In what ways do you inform the public about what students learn—and how well they learn it?**
  - To what internal stakeholders do you provide information about student learning?
  - What is the nature of that information?
  - To what external stakeholders do you provide information about student learning?
  - What is the nature of *that* information?