

THE DEPARTMENTAL GUIDE  
TO IMPLEMENTATION  
OF  
STUDENT OUTCOMES ASSESSMENT  
AND  
INSTITUTIONAL EFFECTIVENESS

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*On any campus there are three entities involved with the implementation of institutional effectiveness or student outcomes assessment: the chief executive officer; the individual or group charged by the chief executive officer with the responsibility for implementation; and the academic and nonacademic departments where implementation will actually take place. Given their other responsibilities, chief executive officers can reasonably be expected to do no more than understand the importance of institutional effectiveness or student outcomes assessment implementation, give their active support to the process, and provide the resources to see that the job gets done. The individual or group given responsibility for implementation on campus can be expected to organize and support the process. However, the majority of the actual work in implementation of institutional effectiveness or student outcomes assessment will take place within the institution's academic and non-academic departments.*

*A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation has been prepared as a working reference for that individual or group on the campus charged by the chief executive officer with responsibility for implementation of institutional effectiveness or student outcomes assessment. A Practitioner's Handbook provides a generic plan for implementation of institutional effectiveness and student outcomes assessment as well as resource sections containing detailed information regarding essential components of the implementation process. This Departmental Guide has been prepared to assist the busy departmental administrator in leading the implementation process within the individual departments and programs at the institution. The two publications, A Practitioner's Handbook and The Departmental Guide, are complementary and are cross-referenced for convenience.*

*The Departmental Guide is not intended to be a scholarly work; references are included in only a few instances where citations are extensive. It is intended as a document that can be reviewed quickly by the reader who has little time for (or perhaps interest in) assessment theory, but is required to guide implementation within the department.*

*If implementation activities on campus are to be successful, there is no doubt that the chief executive officer must support such action and that the individual or group charged with responsibility for the effort must function effectively. However, equally as important (many would say more important) is the role of the departmental administrator in implementation. Institutional effectiveness and student outcomes assessment is not possible on a campus without the successful implementation within its academic and nonacademic departments. The Departmental Guide is intended to assist those charged with this responsibility.*

(Preface)

# CONTENTS

## I. What Can Be Expected From The Departmental Guide?

How does *The Departmental Guide* relate to *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*?

Determination of the Context for Implementation and Its Implications for the Department

Use of *The Departmental Guide* in Implementation

## II. Preparing Statements of Intended Student Outcomes

What Are Statements of Intended Student Outcomes and Why Need We Prepare Them?

The Nature of Statements of Intended Student Outcomes

Results vs process

The importance (?) of stating intended student outcomes in the correct manner

How many statements of intended student outcomes are necessary for each program?

The accomplishment of most statements of intended student outcomes should be ascertainable

How high should intended student outcomes be set?

Preparing Statements of Intended Student Outcomes

Role of the departmental administrator

What actions by the departmental administrator are appropriate?

Role of the departmental faculty

Potential Problems in Preparation of Statements of Intended Student Outcomes

Faculty ownership

Limiting the number of statements

“Backing into” intended student outcomes from assessment means

Revisions to statements of intended student outcomes

## II. Preparing Statements of Intended Student Outcomes (cont.)

### Examples of Statements of Intended Student Outcomes

General comments

Comments regarding the baccalaureate English program  
intended student outcome

Comments regarding the baccalaureate accounting program  
intended student outcomes

Comments regarding the associate degree business transfer program

Comments regarding the associate degree automotive  
technology program

### Concluding Comments Regarding Identification of Intended Student Outcomes

## III. Assessment of Student Learning

A Means or An End?

Assessment Is “No Big Deal”

Means of Assessment Available to Academic Departments

Qualitative and quantitative means of assessment

Cognitive means of assessment

Assessment of behavioral change and performance

Attitudinal assessment

The Nature of the Assessment Process

Who/what is being assessed?

How will assessment results be utilized?

What role do class grades play in assessment?

Importance of multiple measures

Roles of faculty and administration in assessment

Examples of the Use of Various Means of Assessment

Comments regarding the baccalaureate in English program  
assessment criteria and procedures

Comments regarding the baccalaureate accounting program  
assessment criteria and procedures

Comments regarding the associate degree business transfer  
program assessment criteria and procedures

Comments regarding the automotive technology program  
assessment criteria and procedures

Concluding Comments Regarding Assessment

#### IV. Implementation of Institutional Effectiveness Within Nonacademic Departments

Why is an administrative or educational support department involved in the “assessment” movement?

##### Preparing Statements of Administrative Objectives

Is this Management by Objectives (MBO)?

What difficulties are units likely to encounter in linkings to or supporting the institution’s Expanded Statement of Institutional Purpose?

What do such statements of administrative objectives look like?

##### Means of Assessment in Nonacademic Departments

Attitudinal measures of client satisfaction

Direct measures or counts of departmental operations

Use of the external evaluator

##### Examples of Institutional Effectiveness Implementation in Nonacademic Departments

The “Library in General Education” example

The “Computer Center” example

The “Physical Plant” example

Final comments regarding implementation in nonacademic departments

#### V. If Institutional Effectiveness or Student Outcomes Assessment Is to Work, It Must Do So At the Departmental Level