



<b>Position Title:</b>	Director, Learning Outcomes Assessment	
<b>Reports To:</b>	Associate Provost, Institutional Effectiveness	
<b>Department:</b>	IE/Learning Outcomes Assessment	<b>Job Code:</b> 0122
<b>Prepared By/Date:</b>	S.Sean Madison/06-2011	<b>Job Group:</b> PEC
<b>Approved By/Date:</b>	Joanne Bashford/06-17-2011	<b>Salary Grade:</b> 18
<b>Revised:</b>	Donna French/06-17-2011	<b>FLSA Status:</b> Exempt

### **Summary:**

The Director of Learning Outcomes Assessment is a facilitative leadership position in the Office of Institutional Effectiveness/Learning Outcomes Assessment and promotes a college-wide culture of inquiry and assessment by leading and supporting the development, implementation, validation and reporting of student learning outcomes assessments. The Director works directly with academic, administrative and student services units at the College to plan, implement, and sustain its efforts to continuously improve institutional effectiveness with emphasis on direct assessment of student learning at the institution-, program- and course-levels. Provides leadership for and directs the activities of the Senior Assessment and Planning Associate.

### **Essential Duties and Responsibilities:**

- Directs actions, in collaboration with a faculty-led outcomes assessment team, to implement the College's institution-level assessment plan, which includes designing authentic assessment measures of student learning, implementing assessments, analyzing assessment findings to ensure reliability and validity, sharing assessment findings with various college constituents and working with various academic, student services and administrative units to devise strategies to use assessment findings to improve student learning
- Designs models of good assessment and planning practice in collaboration with interdisciplinary faculty and administrators from multiple campuses at the College
- Provides consultation, in collaboration with Senior Assessment and Planning Associate, to academic and non-academic units on institutional effectiveness planning processes including developing program-level and discipline-level student learning outcomes and designing appropriate tools to measure the attainment of these outcomes
- Recommends, in collaboration with Senior Assessment and Planning Associate and discipline and School conveners and student services directors from various campuses, methods of sustaining good assessment practice within their units and strategies to use assessment results and findings to improve student learning
- Coordinates, in collaboration with College Training and Development, professional development activities for faculty and staff to enhance their planning, research and assessment skills which will aid them in integrating teaching, learning, and assessment practices to improve student learning
- Leads special projects collegewide and supports resource development activities, such as grant proposal writing, that will enhance the College's efforts to assess and improve student learning
- Coordinates, in collaboration with College Training and Development and a team of faculty and administrators, TaskStream implementation strategies, which include training and troubleshooting to ensure smooth integration of the tool to support administration of the institution-level assessment and assessment planning across the College
- Maintains and assists collegewide units in using comprehensive databases, assessment portals, and files related to assessment, program review, and continuous improvement activities
- Develops statistical reports and related publications in support of accreditation, learning

- outcomes assessment and other ongoing efforts of the College to measure its effectiveness
- Provides consultation to academic and student affairs leadership to reviews the assessment plans and reports of the administrative and academic units to ensure that each meets the SACS and institutional assessment requirements.
  - Provides regular feedback to academic and student affairs leadership teams on various initiatives related to the Office of Learning Outcomes Assessment
  - Leads and participates in committees, task forces, and special programming efforts as appropriate
  - Performs other duties as assigned

**Knowledge, Skills and Abilities:**

- Applied and advanced knowledge of research and assessment methodology, curriculum development, assessment design and implementation, and accountability issues
- Knowledge of various types of assessment programs and accreditation standards for programs and institutions
- Strong organizational skills with the ability to prioritize and manage multiple task/projects at multiple campuses
- Strong leadership skills to facilitate and coordinate teamwork among faculty, staff, and administrators
- Strong presentation skills to communicate assessment plans and results effectively with a wide range of audiences
- Strong oral and excellent written communication skills
- Strong interpersonal skills and the ability to effectively communicate as part of a team with a wide range of individuals and constituencies in a diverse multi-ethnic and multi-cultural community
- Ability to work in a multi-project, fast-paced office environment and able to meet concurrent deadlines
- Ability to compute, evaluate and communicate general principles used in evaluation and assessment
- Ability to prepare reports, analysis and summary tables using a statistical software package
- Ability to exchange and present information and facilitate dialogues with colleagues within the College
- Ability to work independently and in a team setting with faculty and staff, and to collaborate on departmental projects
- Ability to work effectively in a multi-ethnic and multi-cultural environment

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

While performing the duties of this job, the noise level in the work environment is usually quiet.

**Physical Demands:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit and reach with hands and arms. The employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls; talk or hear; and stand and walk.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**Essential Personnel:**

Non-essential

**Minimum Requirements:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Master's degree in Educational Research, or academic discipline (i.e., English, Math, Social Science) and five (5) years of experience with student learning outcomes assessment and evaluation
- Expertise in learning outcomes assessment in a college setting

**ACKNOWLEDGEMENT**

I have read and acknowledge receipt of a copy of my job description.

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Signature

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Date

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Printed Name