Saint Michael's College
Job Description

Job Title: Assessment Coordinator

Department: Academic Affairs

Supervisor or Manager: Dean of the College

Date Created: 07/26/2011 Last Revised: 07/26/2011 FLSA Status: E

It is the mission of Saint Michael’s College to contribute through higher education to the enhancement of the human person and to the advancement of human culture in the light of the Catholic faith.

**Major Objectives:**
- A comprehensive assessment plan for the general education program will be developed by the faculty over the next three years
- Course evaluation system will be implemented effectively each semester
- Departments will have support for the development of program assessment tools
- Faculty will have support for other types of assessment initiatives

**Essential Duties and Responsibilities:**
- Provides expertise and support to faculty in the development of an assessment program for the new general education program
- Works closely with Faculty Fellows to acquire resources, develop expertise, and coordinate discussions and decisions regarding assessment strategies for each general education requirement
- Works with Dean and VPAA, and Faculty Development Committee, to offer workshops, events, and other support services that combine faculty development with assessment;
- Provides overall coordination and implementation of the online course evaluation system, Digital Measures
- Works collaboratively with Director of Institutional Research on other activities related to assessment at the College
- Assist faculty, academic departments and programs in developing and successfully implementing their assessment
- Facilitate the use of assessment findings for program and classroom improvement

**Secondary Responsibilities:**
- Provides consultation with other members of the college community on general questions of assessment

**Positions Supervised:**
- None

**Major Contacts:**
- Vice President of Academic Affairs
- Dean of the College
- Director of Institutional Research
- Faculty Members
- Registrar
- Digital Measures (for course evaluation system)

**Demonstrates Excellence:**
- The Assessment Coordinator (AC) will be able to work effectively with faculty in order to achieve a successful development and implementation of the assessment plan. The AC will need to be able to provide information, advice and encouragement in a collegial manner to faculty who may not have a full understanding of the value of assessment. The AC will work closely with the Faculty Fellows, who will be largely responsible for coordinating the discussions with faculty groups, for each general education requirement. Excellence in performance will be measured by keeping the project on schedule, with full implementation of the assessment plan by the fall of 2015, and by a contribution to the development of ongoing faculty leadership in assessment, beyond the three years of the Davis Grant.
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- The AC will need to demonstrate a strong knowledge of products and practices related to assessment of student learning outcomes at both classroom and program levels, particularly with general education and undergraduate curricula. Excellence will be documented by an evaluation of the quality of the knowledge the AC imparts to the faculty.
- The AC will need knowledge and understanding of student course evaluation practices. Successful implementation of the current Digital Measures online course evaluation system, and effective communication with Digital Measures will be evidence of excellence in performance.
- The AC will be expected to teach a course in their graduate discipline, or a related one. Excellence in teaching will be demonstrated through evaluation of the degree to which the learning outcomes of the course are met, as determined by the chair of the respective department and the Dean.

Education and Work Experience:
- Master's in Education, Psychology or other discipline in which the qualifications for the position have been achieved and applied.
- Prefer at least three years working experience in a higher education environment, working with faculty.
- Experience with assessment of student learning outcomes at both classroom and program levels, particularly with general education and undergraduate curricula.
- Preference for a candidate with at least some college-level teaching experience.

Analytic Skills:
- Involves guidance to others, new project planning or complex analysis in which multiple factors and viewpoints must be recognized and evaluated. Results are typically used by others for decision making. Focus of work may be on individual plans, projects or issues that may affect individuals of the College beyond the school year.
- Work goals are clearly defined, but activities and methods are independently determined to reach those goals. Project toward goals is reviewed only periodically.
- The ability to assess the results of various analytical techniques in order to identify cause-and-effect relationships and then develop plans to change a situation is required.

Language and Literacy Skills:
- Reads and interprets a wide range of information. May interpret documents to others. Regularly writes reports and correspondence. Able to shift writing style as needed for different audiences. Regularly explains policies, listens to questions, responds, and problem solves. Speaks to individuals and small groups effectively.

Computer/Technology Skills:

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<th>Working Knowledge</th>
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Licenses, Certifications and Other Requirements:
- None required

Physical Demands:
Work is often performed in a typical office environment requiring:
- Sitting in a normal seated position for extended periods of time
- Reaching by extending hand(s) or arm(s) in any direction
- Dexterity sufficient to manipulate objects with fingers, for example operating a computer keyboard
- Communication skills using the spoken word
- Vision sufficient to see within normal parameters
- Hearing sufficient to hear within normal range
While performing the duties of Assessment Coordinator, the employee is occasionally required to lift and/or move up to 10 pounds.

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 a disability to perform the essential functions.

The above job description in no way states or implies that these duties are the only duties performed by this employee. The incumbent is expected to perform other related duties necessary for the effective operation of the College.