

DIRECTOR OF CURRICULUM AND ASSESSMENT

Job Description

CATEGORY: ADMINISTRATIVE AND PROFESSIONAL
POSITION STATUS: FULL-TIME
FLSA STATUS: EXEMPT
SALARY CODE: 14
REPORT TO: VICE PRESIDENT OF INSTRUCTION
REVIEWED DATE:

The incumbent in this job is expected to assist the College in achieving its vision and mission of student success and service to the community. A commitment to excellence, service, and a willingness to assist as needed are expectations for all employees.

JOB SUMMARY

Under the administration of the Vice President of Instruction, the Director coordinates all institutional assessment functions; manages the development, maintenance, and evaluation of TSC's curriculum; and manages the program review process.

Regarding assessment, the Director is responsible for the overall planning, budgeting, organizing and coordination of activities required for institutional assessment and supports the continuous evaluation and improvement of learning outcomes. Regarding curriculum management, the Director is responsible for new program development, curriculum additions and revisions, deactivations, and/or closures and the reporting of such within the THECB and College's databases.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Provide direction, leadership and advice to faculty, staff and administrators on design, implementation and maintenance of assessment processes focused on program learning outcomes and other measures of institutional effectiveness.
- Supervise the development of assessment plans by consulting with instructional, administrative and Student Services departments.
- Supervise the technical aspect of assessment, including design of databases, data collection and analysis of data related to the assessment plan.
- Provide direction to faculty, staff and administrators in gathering, storing, analyzing and interpreting assessment data for their specific units/areas.
- Coordinate the administration of various standardized national assessment instruments and ensure that reports and results are disseminated institution wide.
- Coordinate workshops, seminars and other activities for faculty and staff on assessment.
- Manage requests for new programs, program revisions, deactivations, and/or closure of programs.
- Develop and deploy a foundational infrastructure to support competency-based education (CBE) at the institution that is aligned with the Competency-based Education Network's Quality Framework for Competency-based Education Programs standards.

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- Work with educational programs to pilot and offer CBE-delivered courses to support individual learners with personalized learning pathways as they develop and master competencies.
- Regularly evaluate the effectiveness and impact of CBE programs to: identify and prioritize improvements needed to the infrastructure; refine the implementation of CBE educational programs; and optimize the external validation and reporting of learning.
- Oversee and submit electronically all curricula changes into the THECB's database once changes are approved by the curriculum and instruction committee as well as appropriate administration.
- Communicate changes in curriculum and program standards to affected college units and assist with implementation.
- Serve as a liaison with the Texas Higher Education Coordinating Board (THECB) with regard to program development, revisions and evaluation to ensure broad-based compliance assurances.
- Manage all paperwork and electronic activities to process all course changes for submission to the Office of Admissions and Records for entry into Colleague.
- Manage, maintain, and revise the catalog regarding curriculum, course descriptions, and other relevant instructional pages.
- Working directly with Student Services administration, direct the appropriate maintenance of all degree plans annually.
- Design and manage the annual program review process in coordination with Department Chairs/Program Directors, Deans, and Associate Vice Presidents.
- Coordinate the systematic review and evaluation of the curriculum and assessment functional area per the model adopted by the College, including the development and monitoring of outcomes and plans of action for improvement based on the assessment of those outcomes and plans.
- Perform other duties as assigned.

REQUIRED KNOWLEDGE AND SKILLS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Demonstrated knowledge of the rules, regulations and principles of the THECB and the Southern Association of Colleges and Schools Commission on Colleges, as well as other state and federal laws and regulations regarding curriculum development; academic, career and technical programs; student learning outcomes; and assessment of student learning outcomes.
- Demonstrated knowledge of the planning, implementation and monitoring of budgets in an educational environment.
- Demonstrated excellent supervisory, administrative, communication, interpersonal and leadership skills.
- Demonstrated skill in proofreading and maintaining accuracy in all college documents related to curricula and assessments.
- Demonstrated organizational skills in handling and directing multiple and complex assignments and projects.

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- Skill in working effectively in a team environment with a customer service focus.
- Proficient in the use of e-mail, word processing, spreadsheet, database, and presentation software and use of the Internet to access data, maintain records, generate reports, and communicate with others.
- Ability to plan, organize, conduct and analyze reports and assessment results.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to communicate effectively, both orally and in writing, including presentations to administration, internal and external groups, and/or boards of trustees.

REQUIRED EDUCATION AND EXPERIENCE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the education and experience ability required.

- Master's degree from an accredited college or university in higher Education, Social Sciences, Statistics or related field.
- Minimum of three (3) years of experience in higher education including program development, curriculum management, learning outcomes development and assessment, faculty development, and other related experiences.
- Three (3) years of management or supervisory experience.

PREFERRED EDUCATION AND EXPERIENCE

- Doctoral degree from an accredited college or university in higher education administration or related field.
- Demonstrated experience with institutional effectiveness.

CERTIFICATES AND LICENSURES

None required.

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 stand. The employee is occasionally required to walk; sit; use hands and fingers to handle objects, tools, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; talk or hear; and taste or smell. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing 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 occasionally works near moving mechanical parts and is occasionally exposed to risk of electrical shock. The noise level in the work environment is usually moderate.

Disclaimer:

The duties listed are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Are you able to perform these essential job functions with or without reasonable accommodation?

- Yes
 With Accommodations

Employee Signature: _____ Date: _____

Direct Supervisor: _____ Date: _____

HR Representative: _____ Date: _____

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Posting Specific Questions

Required fields are indicated with an asterisk (*).

1. *How did you hear about this employment opportunity?
 - TSC Website
 - HigherEdJobs
 - Indeed
 - LinkedIn
 - Specialty Job Board
 - Facebook
 - Work-In-Texas/ Texas Workforce Commission
 - Job Fair
 - Personal Referral
2. *Do you have a master's degree from an accredited college or university in higher education, social sciences, statistics or a related field?
 - Yes
 - No
3. *Do you have a minimum of three (3) years' experience in higher education including program development, curriculum management, learning outcomes development and assessment, faculty development, and other related experiences?
 - Yes
 - No
4. *Do you have three (3) years of management or supervisory experience?
 - Yes
 - No
5. Do you have a doctoral degree from an accredited college or university in higher education administration or related field?
 - Yes
 - No
6. Do you have demonstrated experience with institutional effectiveness?
 - Yes
 - No