

OUTCOMES/CURRICULUM SPECIALIST

CLASS SUMMARY

Under general supervision, provides administrative support involving the coordination of outcomes development and assessment, curriculum and instructional functions with academic integrity; provide relevant training to faculty and staff regularly and as needed; serve as a resource for the faculty Outcomes Assessment Coordinator, department chairs, and faculty in the development and assessment of Student and Program Learning Outcomes on a recurring cycle; support, and assist faculty using Nuventive and/or other college or District outcomes assessment software; prepare summative reports for faculty and administrators; work with Outcomes Assessment Coordinator and the Outcomes Assessment Committee to coordinate alignment of outcomes assessment, program review, and planning processes; exercise independent judgment; assume and perform related duties and responsibilities as required.

REPRESENTATIVE DUTIES

Support the college's efforts on outcomes development and assessment within the broader scope of the college's broader planning processes; provide administrative and technical expertise for college curricula and student and program learning outcomes development and assessment while adhering to established policies and procedures; prepare user guides and other trainings to ensure district compliance with Federal and State laws, as well as accreditation standards; work with faculty to ensure Student and Program Learning Outcomes are assessed and evaluated on a regular cycle; evaluate, strengthen, and revise the curriculum development process to ensure alignment of learning outcomes and assessment and broader institutional annual and long-term planning; align curriculum and assessment databases related to pathways; provide support for linking outcomes assessment to program maps and pathways/tracks; conduct audits to ensure outcomes are developed and assessed on a regular, ongoing cycle; assist in linking assessment results to action plans and program review, work with Outcomes Assessment Coordinator and the Outcomes Assessment Committee to improve the quality, accessibility, and utility of student outcomes and assessment and connect to transfer/labor market data; support the Outcomes Assessment Coordinator in conducting group and individual training sessions for faculty, staff, and administrators on related databases and software; provide support and technical expertise for college faculty and staff on outcomes and assessment; in consultation with the Outcomes Assessment Coordinator and the Outcomes Assessment Committee, improve program review, evaluation, and revision processes to ensure outcomes assessment can be used to demonstrate resource needs; prepare relevant calendars, correspondence, meetings, reports and statistical records; advise the Curriculum and Instruction Committee, Outcomes Assessment Committee, faculty, administrators and other staff on outcomes and assessment-related policies and regulations (i.e. Program and Course Approval Handbook, California Education Code, accreditation standards); act as a liaison with relevant software vendors to develop systems, processes and administrative reports, report issues in vendor's software, and provide follow-up with vendor; encourage faculty participation in relevant activities; serve as secretarial support to assigned committees, such as the Outcomes Assessment Committee, councils and task forces; collaborate with sister college, District IT Services, Curriculum and Instruction Council, chairs, Distance Education, and other relevant departments and constituent groups; research, report and disseminate information to college and District administrators; train, direct and coordinate the work of clerical personnel; help monitor courses and programs throughout the approval process; when needed, assist with maintenance of curriculum records and archives curriculum approvals as well as other historical materials; as needed,

coordinate, edit, maintain and produce content for college catalog, databases and timelines according to College processes, Board policies, state and federal and accreditation requirements.

ORGANIZATIONAL RELATIONSHIPS

This class reports to designated administrator or supervisor, and may be responsible for determining workflow to lower grade positions or for resolving factual or procedural questions.

MINIMUM QUALIFICATION GUIDE

Training and Experience

Any combination of training and/or experience equivalent to a B.A./B.S. degree or equivalent and four years of increasingly responsible administrative experience in a college instructional office including one year of work involving independent responsibility in coordinating complex operating systems.

Knowledge and Abilities

Knowledge of: Administrative organizations and functions of community colleges and the State Chancellor's Office; knowledge of the Chancellor's Office's deadlines and processes for issuing control numbers and assessing the course outlines of record; pertinent accreditation standards, federal, state, and local laws, codes, and regulations relating to curriculum and learning outcomes and assessment: procedures and standards for course, program and policy approval; principles and procedures of record keeping and the ability to devise record keeping and reporting systems for accreditation standards, local, federal and State laws, codes and regulations; college and District policies relating to curriculum and course outline development and approval; support systems (e.g., Nuventive or any other outcomes assessment software, Academic Divisions, Scheduling Office, Graphic Communication, Chancellor's Office, Academic Affairs, Chancellor's Office Curriculum Inventory (COCI) and Information Systems/ITS); basic research methods and collection of statistical data; college, District, state and federal government reports; information technology procedures, terminology and operations; office methods, procedures and equipment, including computers and applicable software applications such as word processing, spreadsheets and databases.

Ability to: coordinate and organize a wide variety of material from many different sources; work cooperatively with various levels of responsibility and authority; perform responsible and difficult work involving the use of independent judgment and personal initiative; plan, organize and complete assignments to meet deadlines with minimum supervisory direction; perform technical work related to curriculum and instruction.

Skills: must complete keyboarding, clerical (filing names) and software skills evaluation. Screening Committee will use results as one of the selection criteria.