Pittsburg State University
UNCLASSIFIED POSITION DESCRIPTION FORM

DEPARTMENT: ANALYSIS, PLANNING AND ASSESSMENT  POSITION #: 200004008
COLLEGE/DIVISION ACADEMIC AFFAIRS

INSTRUCTIONS:
1. Save this word file with a unique name, such as the position title plus the position number plus the month and year the document is created (e.g. "Admit Asst Dir #274 – March 2011.doc")
2. Complete the Position Description (PD) Form. If this is an existing position, refer to the GUS Position Inventory data for current position data. Instructions for completing the form are found on the HRS web page (www.pittstate.edu/offices/hr/index.dot), then Policies & Procedures; then Unclassified Employees; then Position Descriptions. Additional information to help with writing duty statements, competencies, and other position characteristics or requirements can be found at O*Net Online (http://online.onetcenter.org).
3. Attach the Word file of the completed position description to the position in the GUS Position Inventory.
4. Print the completed Position Description Form. Attach a current organizational chart. Route for additional signatures, if required by the division.
5. Send the signed position description to HRS, 204 Russ Hall, for review.
6. HRS & Equal Opportunity will review the Position Description. They will upload to the GUS Position Inventory a pdf copy of the final Position Description with signatures and organization chart.
7. The employee will have access to the pdf Position Description through GUS. Supervisors should review the final Position Description with the employee.

This space is for HRS & Equal Opportunity Use Only

<table>
<thead>
<tr>
<th>FLSA Status:</th>
<th>Exempt</th>
<th>FLSA Exemption(s), if applicable:</th>
<th>Administrative and professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLSA Reviewer:</td>
<td>Debra J Amerikol</td>
<td>FLSA Review Date:</td>
<td>2-1-12</td>
</tr>
<tr>
<td>EO Reviewer:</td>
<td>Emily Johnson</td>
<td>EO Review Date:</td>
<td>02/01/12</td>
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</tbody>
</table>

| Position Effective Date: |

1. POSITION DATA:

<table>
<thead>
<tr>
<th>Action Requested:</th>
<th>x</th>
<th>New Position</th>
<th>Change Department/Supervisor</th>
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<tbody>
<tr>
<td>Update Position Duties</td>
<td></td>
<td>Other (Explain)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>REQUESTED CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Title Description:</td>
<td>Director of Assessment</td>
</tr>
<tr>
<td>Working Title Description:</td>
<td></td>
</tr>
<tr>
<td>Work Schedule (Hours &amp; Days):</td>
<td>8:00am to 4:30pm</td>
</tr>
<tr>
<td>Length of Position (e.g. Fiscal Year, Academic Year, Other – indicate specific period)</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Percent Time:</td>
<td>100</td>
</tr>
<tr>
<td>Location (City where employee works):</td>
<td>Pittsburg</td>
</tr>
<tr>
<td>Supervisor Name:</td>
<td>Dr. Lynette J. Olson</td>
</tr>
<tr>
<td>Supervisor Title:</td>
<td>Provost and Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Supervisor Position #:</td>
<td>200000259</td>
</tr>
<tr>
<td>Supervisor’s College/Division:</td>
<td>Academic Affairs</td>
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<tr>
<td>Reviewer Name: (optional)</td>
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</tr>
</tbody>
</table>

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DEPARTMENT: ANALYSIS, PLANNING AND ASSESSMENT
COLLEGE/DIVISION: ACADEMIC AFFAIRS

2. PRIMARY PURPOSE OF THIS POSITION:
The Director of Assessment will provide leadership and manage the development and implementation of a comprehensive assessment program for the purpose of improving student learning at Pittsburg State University. The Director of Assessment will work with faculty, students and staff to develop and implement effective strategies for the assessment of student learning and strive to continually enhance the campus culture of assessment.

3. SUMMARIZE THE REASON FOR THE UPDATE IF THERE ARE SIGNIFICANT CHANGES IN DUTIES OR A CHANGE IN SUPERVISOR OR OTHER ORGANIZATIONAL CHANGE.

4. DESCRIPTION OF WORK:
1. Describe the duties and responsibilities of this position. Include a duty statement for "other duties as assigned."
2. In the left-hand column, indicate the approximate percent of time required for each duty and responsibility. The percentage amounts for all of the duties must add up to 100%
3. Indicate if the duties and responsibilities are essential (duties and responsibilities without which the position could not exist without).

<table>
<thead>
<tr>
<th>#</th>
<th>%</th>
<th>Duties and Responsibilities</th>
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<tbody>
<tr>
<td>60%</td>
<td>Duties are Essential?</td>
<td>x</td>
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<tr>
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<td></td>
<td>No</td>
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</table>

The Director of Assessment will:
- work closely with relevant committees, deans, academic department chairs, faculty and appropriate administrative units in formulating and refining student learning outcomes for academic programs majors, minors, general education requirements as well as the co-curricular and administrative areas;
- provide leadership, expert advice, and assistance to relevant committees, deans, academic department chairs, faculty and appropriate administrative units in the selection/development of appropriate direct and indirect measures of student learning outcomes while also assisting with the collection, management and analyzing of the data collected;
- coordinate with the Director of Institutional Research to provide leadership in the area of institutional effectiveness; and
- conduct the PSU internal assessment academy.

| 10% | Duties are Essential? | x | Yes | No |
| Institution-wide Assessment Instruments/Processes
- Recommend and manage the administration protocols of appropriate institution-wide assessment activities (such as the NSSE and CLA) as well as analyzing and reporting results.
Pittsburg State University
UNCLASSIFIED POSITION DESCRIPTION FORM

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<thead>
<tr>
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<tbody>
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<table>
<thead>
<tr>
<th>10%</th>
<th>Duties are essential?</th>
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<th>Yes</th>
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<tbody>
<tr>
<td></td>
<td><strong>Assessment Software</strong></td>
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<td>• oversee the administrative aspects of assessment software solutions (such as LiveText); and</td>
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<td>• coordinate with the Center for Teaching, Learning and Technology to provide training as needed.</td>
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<tr>
<td></td>
<td><strong>Assessment Training</strong></td>
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<td>• with the cooperation of the Center for Teaching, Learning and Technology, provide assessment workshops and relevant training for faculty and staff.</td>
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<tr>
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<tbody>
<tr>
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<td>Other duties as assigned.</td>
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5. **COMPETENCIES (Knowledge, Skills and Abilities):** List appropriate Knowledge, Skills and Abilities for the position. Indicate competencies that are required for the position at time of hire with a “check.” Refer to the information on the HRS web page for assistance with competencies (see #2 in “Instructions,” above).

**Knowledge:**
- **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records and designing forms.
- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services.
- **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Higher Education Administration & Management** - Knowledge of higher education administration and management principles involved in strategic planning, resource allocation, human resources modeling, leadership techniques, and academic assessment, evaluation and accreditation.
- **Information Technology** - Knowledge of current practices in information technology and applications, including application of technology to the teaching/learning process, including distance learning.
- **Labor Relations & Collective Bargaining** — Knowledge of the principles and practices for working with employees covered by Memorandum of Agreements or union contracts.
- **Mathematics** — Knowledge of arithmetic and algebra and their applications.
- **Shared Governance** — Knowledge of the principles and methods of working in an environment where responsibility is shared by faculty and administrators.
- **Student Assessment and Advisement** — Knowledge of learner outcome assessments and student advisement principles and practices.
- **Student Recruitment and Retention** — Knowledge of principles of student recruitment and retention.
- **Student Support Services** - Knowledge of enrollment management, financial assistance, admissions, registrar & housing operations and functions.
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- Knowledge of survey design and technology.
- A comprehensive understanding of the research/literature on assessment of student learning as it pertains to postsecondary education.

Skills:
- **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- **Coordination** — Adjusting actions in relation to others' actions.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Instructing** — Teaching others how to do something.
- **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- **Mathematics** — Using mathematics to solve problems.
- **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- **Negotiation** — Bringing others together and trying to reconcile differences.
- **Persuasion** — Persuading others to change their minds or behavior.
- **Programming** — Writing computer programs for various purposes.
- **Quality Control Analysis** — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.
- **Repairing** — Repairing machines or systems using the needed tools.
- **Research** — Using an organized and systematic way to answer questions.
- **Science** — Using scientific rules and methods to solve problems.
- **Service Orientation** — Actively looking for ways to help people.
- **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
- **Speaking** — Talking to others to convey information effectively.
- **Systems Evaluation** — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- **Time Management** — Managing one's own time and the time of others.
- **Writing** — Communicating effectively in writing as appropriate for the needs of the audience.
- Excellent leadership, communication, team, and human relations skills.

Abilities:
- **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- **Delegation** — The ability to empower another to act.
- **Diversity** — The ability to effectively work in a diverse educational setting.
- **Flexibility of Closure** — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is
problem.
✓ Multi-Task and Deadlines - The ability to manage multiple tasks and meet deadlines.
✓ Negotiation – The ability to confer with another so as to arrive at the settlement of some matter.
✓ Number Facility – The ability to add, subtract, multiply, or divide quickly and correctly.
✓ Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
✓ Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
✓ Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
✓ Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
✓ Relationships – The ability to work in a collegial environment with shared governance, and to establish and cultivate relationships inside and outside the University.
✓ Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
✓ Speech Clarity – The ability to speak clearly so others can understand you.
✓ Speech Recognition – The ability to identify and understand the speech of another person.
✓ Written Comprehension – The ability to read and understand information and ideas presented in writing.
✓ Written Expression – The ability to communicate information and ideas in writing so others will understand.
✓ Ability to juggle multiple projects, deadlines and conflicting priorities.
✓ Ability to present complex data/information to a wide range of audiences.

6. EDUCATION AND EXPERIENCE: List Education and Experience appropriate for the position. Indicate those that are required at time of hire with a “check.”

Minimum Qualifications:
✓ Master’s degree required
✓ Experience in the practice of assessment of student learning within a postsecondary education setting
✓ Experience promoting and sustaining a culture of assessment
✓ Demonstrated experience working with various assessment techniques
✓ Demonstrated experience working across departments and/or colleges in developing, implementing and analyzing comprehensive assessment plans

Preferred Qualifications:
• Doctorate degree preferred
• Experience working with assessment software solutions
• Experience providing leadership in regional or program accreditation efforts

7. LICENSE OR CERTIFICATION REQUIRED BY STATUTE OR REGULATION: List license(s) or certification(s) appropriate for the position. Indicate those that are required by statute or regulation at time of hire with a “check.”
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8. OTHER POSITION CHARACTERISTICS OR ESSENTIAL POSTING REQUIREMENTS:
   Indicate any other significant characteristics (work activities, work context and work styles) that are significant for the position. Refer to the information on the HRS web page for assistance with Other Position Characteristics (see #2 in "Instructions," above).

A. Work Activity:

   Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

   Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

   Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, writing, or by telephone or e-mail.

   Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

   Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.

   Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.

   Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

   Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.

   Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

   Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

   Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

   Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

   Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.

   Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.

   Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.

   Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.

   Performing for or Working Directly with the Public — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.

   Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

   Selling or Influencing Others — Convincing others to otherwise change their minds or actions.

   Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

B. Work Context:

Contact With Others — Requires extensive committee and team work
Coordinate or Lead Others — Much of the work of this position is providing leadership and coordinating the work of others in the form of committee work as well as helping others to learn how to adequately assess student learning.
Deal With External Customers — This position will interface with Regent’s staff and other external data collection agencies.
Duration of Typical Work Week — Duration of work week is whatever it takes to stay ahead of the demands of the position.
Electronic Mail — Aside from face-to-face communication, email is the primary source of daily communication.
Face-to-Face Discussions — Face-to-face discussions are paramount to the position.
Decision Making — The majority of decision making with regard this position is in the realm of using data and information to make recommendations.
Importance of Being Exact or Accurate — Given the critical nature of what this office deals with, accuracy and exactness is of primary importance — both in words and numbers.
Responsibility for Outcomes and Results — This position is responsible for leading the implementation of an institution-wide assessment plan for the areas of general education, program curricula, and co-curricular areas.
Structured versus Unstructured Work — The work of the this position is pretty unstructured but falls within the confines of solid assessment design and methodology, appropriate use of statistics and calendar deadlines for other processes and procedures.
Work With Work Group or Team — The ability to work with committees and teams is critical to this position.

C. Background Checks:
A criminal background check is required.
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9. SIGNATURES, GUS POSITION INVENTORY & ROUTING: Print the Position Description and route for signatures as required by the division/area.

<table>
<thead>
<tr>
<th>Supervisor:</th>
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<tbody>
<tr>
<td>Signature:</td>
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<table>
<thead>
<tr>
<th>Department Head or Dean (optional):</th>
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<tbody>
<tr>
<td>Signature:</td>
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</table>

<table>
<thead>
<tr>
<th>Associate Vice-President, if applicable (optional):</th>
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<tbody>
<tr>
<td>Signature:</td>
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<th>Vice-President or Provost (optional):</th>
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