

SOUTHWESTERN COMMUNITY COLLEGE DISTRICT

CLASS TITLE: ASSESSMENT AND PREREQUISITES FACULTY COORDINATOR

SUMMARY DESCRIPTION

Under general direction of the Dean of Counseling and Student Support Programs, develop, implement, and coordinate a comprehensive college assessment program; develop, implement, and coordinate processes for establishing, reviewing, and enforcing all college course and program prerequisites ensuring all elements are in compliance with Title 5 Matriculation/California Community Colleges Student Success and Support Program (SSSP) Regulations.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Plan, organize, and implement the District's assessment program in basic skills, special aptitudes, study skills, learning styles and other supplementary evaluations. **E**
2. Recommend and administer District policies and procedures related to assessment; establish and ensure standardized assessment practices. **E**
3. Coordinate with appropriate departments and the Higher Education Centers in the implementation of the District's assessment program. **E**
4. Plan, schedule, and coordinate all test administration at the main campus and all off-site locations including all Higher Education Centers; develop and implement procedures to maintain confidentiality and security of all test materials. **E**
5. Assist basic skills, including Math, English, Reading, and ESL, and other instructional faculty in identifying and implementing appropriate assessment instruments and/or developing homegrown assessment instruments for use in placement into credit and non-credit curricula. **E**
6. Coordinate field testing of second-party and/or locally-developed credit and non-credit assessment instruments; gather data to evaluate evidence addressing content-related validity, minimization/elimination of test bias, implementation and adequacy of cut scores, reliability and standard errors of measurement, and disproportionate impact as specified in the California Community Colleges Chancellor's Office Assessment Standards and to attain Chancellor's Office approval for use of these instruments. **E**
7. Assist basic skills departments in the interpretation of field test results to establish appropriate cut scores and placement criteria that determine initial student placement. **E**
8. Coordinate with the appropriate departments to evaluate and update assessment validity and placement rules on an ongoing basis. **E**
9. Assist basic skills faculty in identifying and implementing appropriate and effective multiple measures for use in placement into credit and non-credit curricula. **E**
10. Coordinate with the Office of Institutional Research and basic skill disciplines to pilot multiple measures only placement, to evaluate research findings of multiple measures placement, and to establish placement rules on an ongoing basis. **E**
11. Coordinate and ensure assessment feedback to District departments and instructional schools. **E**
12. Monitor department and institutional compliance with Title 5 Matriculation/SSSP regulations regarding the use of placement instruments, assessment data, and placement data. **E**

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Assessment and Prerequisites Faculty Coordinator - *Continued*

13. Facilitate the selection, development, evaluation, administration, scoring, and reporting of assessment instruments that support other non-Student Success and Support Program assessment at the District including Federal Ability-To-Benefit testing. ***E***
14. Identify, recommend, and administer appropriate assessment instruments including aptitude inventories, career inventories, work samples, and study skills and learning styles assessments. ***E***
15. Develop and update all print and online information related to assessment including in the catalog, class schedule, website, training materials, in-service presentations, and other documents. ***E***
16. Facilitate the establishment of course and program requisites (prerequisites, corequisites, and limitations on enrollment) and advisories (recommended preparation and recommended concurrent enrollment); advise program coordinators, department chairs, and discipline faculty regarding the need for and the proper level of course and program requisites and advisories; assist with the establishment of appropriate requisites and advisories in compliance with Title 5 regulations on prerequisites and the District's policy and procedures on requisites and advisories. ***E***
17. Provide requisite and advisory review of all new and modified curricula as part of the District's Curriculum Committee's review process; review all elements of each course to ensure that courses and course families are not only consistent with title 5 regulations and standards, but that these courses show a logical progression of rigor and other course elements when they serve as prerequisites to higher-level courses.
18. Coordinate and/or conduct the prerequisite validation process according to Title 5 and the District's policy and procedures on requisites and advisories; assist program coordinators, department chairs, and discipline faculty to complete the mandated prerequisite content review process. ***E***
19. Coordinate the required data collection and analysis of course prerequisites that require the highest level of scrutiny; present findings and their ramifications to pertinent District departments and instructional schools. ***E***
20. Coordinate and monitor the enforcement of all course requisites throughout the College curricula; ensure that requisites are implemented and enforced consistently and that procedures for challenging requisites are effectively communicated and implemented. ***E***
21. Develop, implement, and coordinate an expedient prerequisite completion review function for all course requisites throughout the College curricula including an electronic prerequisite coding system to input prerequisites to assist students in meeting course requisites through coursework and/or assessment completed at other institutions or through the challenge process. ***E***
22. Coordinate the implementation of electronic systems and prerequisite review procedures to ensure student satisfaction of prerequisites and corequisites is determined prior to enrollment in all courses having requisites. ***E***
23. Implement and coordinate an automatic drop of students who did not successfully complete one or more prerequisite courses in which they were enrolled at the time of registration for the course having the prerequisite; coordinate notification to students. ***E***
24. Implement and monitor a prerequisite check for course wait lists; ensure students have met the necessary prerequisite(s) to be listed on a course's wait list. ***E***

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25. Review and revise as necessary all catalog and class schedule language on requisites and advisories as established by the College Curriculum Committee to ensure accuracy with course outlines, compliance with Title 5 regulations and the District's policy and procedures on requisites and advisories, and consistency throughout all publications. **E**
26. Provide all District constituents with comprehensive information regarding District policies and procedures related to requisites and advisories, including the challenge process, through publication of brochures for both students and faculty/staff, through the catalog, class schedule, and website, and through workshops for faculty and staff. **E**
27. Coordinate with instructional schools the processing of requisite challenge forms; ensure requisite challenges are handled in a timely manner and in compliance with District Board policy and Title 5 regulations. **E**
28. May provide training for support staff and input in evaluating support staff.
29. Perform related duties and responsibilities as required.

KNOWLEDGE AND ABILITIES

Knowledge of:

Principles and practices of program development, administration, and review.

Operations, services, and activities of an Assessment program.

Assessment theory, best practices, and operations.

Basic skills assessment instruments, matriculation/SSSP regulations and assessment standards, and sound assessment practices.

Non-basic skills assessment instruments including Ability-To-Benefit Tests as well as study skills and learning styles assessments.

Effective multiple measures and setting of placement rules.

Standardized testing practices.

Information and research resources related to areas of assignment.

Methods and techniques of research, analysis, and decision-making.

Measurements, statistics, and research methods.

Pertinent federal, state, and local rules, regulations, and guidelines including Title 5 regulations

District policies and procedures on requisites and advisories that govern the use of requisites and advisories.

Different types of requisites and advisories, the level of scrutiny required to establish each type, and the appropriate applications for each.

College curricula and course outlines.

Principles and techniques of training staff.

District organization, operations, policies, and objectives.

Computer applications and automated office systems.

Principles and procedures of statistical record keeping and report preparation.

Modern office procedures, methods, and equipment including computers and applicable software.

English usage, spelling, grammar, and punctuation.

Interpersonal skills using tact, patience, and courtesy.

Oral and written communication skills.

Ability to:

Plan, organize, direct, coordinate, and provide effective leadership for the District's comprehensive Assessment program.

Develop, implement, monitor, and administer program goals, objectives, policies, and procedures.
Analyze and assess programs, policies, and operational needs and make appropriate adjustments.
Identify and respond to sensitive issues, concerns, and needs.
Conduct content-related and consequential-related validity studies and analysis; coordinate test bias studies.
Demonstrate race consciousness and an equity mindset.
Conduct or coordinate prerequisite validation studies.
Administer and interpret a wide range of assessment instruments.
Analyze and interpret data.
Work independently and make independent judgments.
Analyze situations accurately and adopt an effective course of action.
Maintain accurate records and prepare reports.
Train and coordinate the activities of others.
Advise students, faculty, and other employees regarding assessment and prerequisite requirements and regulations.
Conduct meetings and serve on committees.
Utilize computer applications and automated computer systems.
Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
Prepare clear and concise reports.
Interpret and apply applicable federal, state, and District policies, laws, and regulations.
Work successfully with District faculty, administrators, and staff.
Work with and exhibit sensitivity to and understanding of the diverse racial, ethnic, disabled, sexual orientation, and cultural populations of community college students.
Communicate clearly and concisely, both orally and in writing.
Establish and maintain effective working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE

A master's degree from an accredited college or university, **OR** a valid California Community College Credential, **OR** equivalent; **AND** two years of experience working with assessment administration, evaluation, interpretation and/or assessment instrument research; **AND** one year of successful employment with significant coordinating responsibilities.

Experience in prerequisite implementation and enforcement, and/or research related to setting prerequisites is desirable.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein 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 job functions.

1. Typical office environment.
2. Sitting or standing for extended periods of time.