



## Reassigned Time Opportunity

CITRUS COMMUNITY COLLEGE DISTRICT  
Office of Human Resources  
Phone: (626) 914-8550; Fax: (626) 914-8566  
1000 W. Foothill Blvd., Glendora, CA 91741-1899

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**Date:** May 24, 2007  
**To:** All Full-Time Tenure and Tenure-Track Faculty  
**From:** Sandra Lindoerfer  
**Subject:** Reassigned Time Opportunity  
Student Learning Outcomes and Assessment Coordinator

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I am writing to invite you to apply for the reassignment position of Student Learning Outcomes and Assessment Coordinator. This reassigned time opportunity is to equal 60% on a year-to-year basis for up to three (3) years beginning fall 2007. Applicant should be willing to accept a two-year commitment to this assignment. For the first year, the assignment includes contract days between the period of August 31, 2007, and June 14, 2008. This position works in cooperation with the Office of Institutional Research, and is evaluated by the President of the Academic Senate and the Superintendent/President of the District.

### **GENERAL DESCRIPTION**

The Student Learning Outcomes and Assessment Coordinator oversees, with support from the Office of Institutional Research, all aspects of learning outcomes, including development of student learning outcomes (SLOs) at the course level, program level, and institutional level; training, faculty and staff development, program planning and research design and implementation. The Student Learning Outcomes and Assessment Coordinator will meet regularly with the Institutional Researcher, the Vice President of Instruction, and the Academic Senate to report on progress, plans, meetings and issues.

### **MINIMUM QUALIFICATIONS**

Status as a full-time faculty member at Citrus College meeting the minimum qualifications for disciplines on the Citrus College Approved Disciplines List (see attached).

### **PREFERRED QUALIFICATIONS**

Applicant should be willing to accept a two-year commitment to this assignment.

- Experience in development of course curriculum.
- Training in student learning outcomes and assessment.
- Current knowledge in accreditation trends and requirements.
- Leadership.
- Strong skills in organization, problem solving, collaboration, reciprocal teams.
- Experience working as a professional colleague with a wide range of constituents, including faculty, staff and administration.

- Knowledge of campus culture.
- Teaching expertise with a broad knowledge of learning styles.
- FSA in any discipline.

## **DUTIES AND RESPONSIBILITIES**

1. Work with faculty and others to develop and implement the full cycle of learning outcomes and assessment at the levels of courses, programs leading to certificates and degrees, general education, instructional support and student support services, and District systems and services to address the following:
  - A. Definition and development of expected student learning outcomes;
  - B. Definition and development of appropriate assessment methodologies for defined expected learning outcomes;
  - C. Mapping programmatic student learning outcomes to courses;
  - D. Assessment of learning outcomes;
  - E. Analysis of assessment results for learning outcomes;
  - F. Planning and implementation of changes to pedagogy, facilities, etcetera, to improve learning.
2. Using the learning outcomes and assessment portion of the Accreditation Annual Report as the baseline, develop goals and a planning calendar to address responsibilities listed in Item #1 above.
3. Coordinate the completion of the learning outcomes and assessment portion of the Accreditation Annual Report to address:
  - A. Current expectations of the accrediting commission;
  - B. Current best practices as identified by the Academic Senate of the California Community Colleges;
  - C. Citrus College progress and unique conditions.
4. Serve as co-chair, with an administrative designee, of the Citrus College Student Learning Outcomes and Assessment Oversight Team.
5. Work cooperatively with the President of the Academic Senate, the Chair of the Curriculum Committee, and the Program Review Coordinator.
6. Provide leadership in the development of the Citrus College Assessment Plan.
  - A. Work with those areas of the District that do not yet have assessment plans to develop them.
  - B. Construct the overarching District plan and create a method for revision and updates.
7. Coordinate the training of all Citrus College faculty through on-going workshops to:
  - A. Assess class, program and institutional SLOs;
  - B. Write SLOs for individual courses, degrees, and certificates;
  - C. Create rubrics to assess student work;
  - D. Link student learning outcome development and assessment to Program Review;
  - E. Use assessment data in instructional planning.
8. Work with programs in the process of program review through department meetings and individual sessions to:
  - A. Write SLOs for courses and occupational programs;
  - B. Assess course and program SLOs;
  - C. Use assessment data for planning.
9. Work with areas of Instruction that do not fall into already developed assessment modes to develop assessment plans, methods, and reporting forms (examples might include the Writing Center, College Success, Library).
10. Work with faculty to create or revise SLOs in all courses proposed for approval through the Curriculum Committee.

- A. Work with the LOAC Committee and the Curriculum Committee to review all SLOs for courses brought to the Curriculum Committee each semester.
  - B. Provide suggestions for revision by originating faculty, and work with them to complete such revisions.
  - C. Assist in the tracking of course level SLOs and their revisions.
11. Address and assist with issues that emerge through Program Review, and present solutions as appropriate.
  12. Serve as liaison to the Accreditation Self-Study Team.
    - A. Serve as a resource for each standard team writing about SLOs.
    - B. Review sections of the self-study that deal with SLOs for accuracy and evidence.
    - C. Compose the introductory statement on the District's history with SLOs.
    - D. Compose the final statement on progress of the District's practices, especially dialogue, related to SLOs.
  13. Maintain current knowledge of accreditation standards and practices, research in the field of student learning outcomes and assessment, political and legislative matters, and share this knowledge with the college community.
  14. Educate the college community about student learning outcome matters.
    - A. Plan flex day activities to present current information and District progress on student learning outcome matters and to collect ideas and concerns.
    - B. Make reports and presentations to the Board of Trustees, Steering Committee, employee associations, Academic Senate, divisions and departments.
  15. With guidance from the Office of Institutional Research, work with non-instructional portions of the District (e.g., Student Services, Administrative Services) to:
    - A. Conduct assessments using appropriate assessment tools;
    - B. Use assessment results in program review and planning.
  16. Work with Institutional Researcher to create research design and reporting forms and cycles, and analysis methods.
  17. Coordinate the archival of all campus assessment materials within the Office of Institutional Research.
    - A. Assure maintenance of written records.
    - B. Archive materials and activities on the LOAC web page.
  18. Identify expenses and resource needs related to duties and responsibilities listed within this description and propose budget recommendations.

### **HOW TO APPLY**

For consideration, please submit a letter of interest to the Office of Human Resources no later than 4:30 p.m. on Wednesday, June 20, 2007. Your letter of interest should:

1. describe the skills that you will bring to the position that will help you work effectively with faculty as a Student Learning Outcomes and Assessment Coordinator; and,
2. describe your philosophy for the learning outcomes and assessment concept.

It is anticipated that all qualified applicants will be interviewed by a committee that includes the President of the Academic Senate, the Chair of the Curriculum Committee, the Institutional Researcher, and an administrative designee.

Attachment

cc: Management



## APPROVED DISCIPLINES LIST

### Disciplines Requiring a Master's Degree

Accounting  
Anthropology  
Art  
Biological Sciences  
Business  
Chemistry  
Child Dev./Early Childhood Ed  
Communication/Speech  
Computer Science  
Counseling  
Dance  
Drama/Theatre Arts  
Earth Science  
Economics  
Engineering  
Engineering Technology  
English  
ESL  
Ethnic Studies  
Foreign Languages  
Geography  
Health  
History  
Humanities  
Journalism  
Law  
Library Science  
Management  
Marketing  
Mass Communication  
Mathematics  
Music  
Nursing  
Nutritional Science/Dietetics  
Philosophy  
Photography  
Physical Education  
Physics/Astronomy  
Political Science  
Psychology  
Reading  
Religious Studies  
Social Science  
Sociology  
Special Education

### Disciplines Not Requiring a Master's Degree

Administration of Justice  
Air Conditioning, Refrigeration, Heating  
Architecture  
Auto Body Technology  
Automotive Technology  
Broadcasting Technology  
Coaching  
Commercial Music  
Computer Information Systems  
Computer Service Technology  
Construction Management  
Construction Technology  
Cosmetology  
Dental Technology  
Diagnostic Medical Technology  
Diesel Mechanics  
Drafting  
Electronic Technology  
Electronics  
Emergency Medical Technologies  
Estimating  
Forestry/Natural Resources  
Health Care Ancillaries  
Health Information Technology  
Industrial Technology  
Interior Design  
Library Technology  
Licensed Vocational Nursing  
Media Production  
Motorcycle Repair  
Nursing Science/Clinical Practice  
Office Technologies  
Ornamental Horticulture  
Photographic Tech/Commercial Photo  
Public Relations  
Real Estate  
Retailing  
Robotics  
Sanitation and Public Health Technology  
Small Business Development  
Small Engine Mechanics  
Transportation