AUBURN
Human Resources

# Dir, HCOP Assessment

Job Description

## JOB INFORMATION

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| Job Code | OA46 |
| Job Description Title | Dir, HCOP Assessment |
| Pay Grade | AA12 |
| Range Minimum | $64,820 |
| 33rd % | $82,110 |
| Range Midpoint | $90,750 |
| 67th % | $99,400 |
| Range Maximum | $116,680 |
| Exemption Status | Exempt |
| Organizational use restricted to the following divisions | 150 College of Pharmacy |
| Approved Date: | 6/13/2025 4:21:09 PM |

## JOB FAMILY AND FUNCTION

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|---|---|
| Job Family: | Academic Services & Administration |
| Job Function: | Assessment & Accreditation |

## JOB SUMMARY

The Director of Assessment provides leadership and oversight for assessment activities at the Harrison College of Pharmacy (HCOP). This role is responsible for developing, implementing, and managing the assessment plan and strategies to measure the effectiveness of college activities, academic programs, student learning outcomes, institutional effectiveness, and quality improvement initiatives, in collaboration with faculty, administrators, and staff. The Director collaborates with faculty, administrators, and staff to ensure data-driven decision-making that enhances student success, curriculum effectiveness, accreditation compliance, and strategic planning efforts. This position plays a critical role in managing the College Dashboard and ensuring continuous quality improvement across all HCOP programs and services.

## RESPONSIBILITIES

- Develop and implement the college's comprehensive assessment plan and strategy in consultation with the Dean and others to include evaluation of institutional effectiveness, benchmarking data, academic programs, and student learning.
- Conduct an initial and periodic needs assessment to ensure all assessment-related needs are identified and addressed.
- Ensure alignment of assessment practices with HCOP's strategic plan, accreditation standards, and Auburn University policies.
- Develop, manage, and maintain data reports and dashboards that inform leadership decision-making and strategic planning.
- Provide assessment data and documentation to support program accreditation reporting, self-studies, administrative reporting needs, and site visits.
- Collaborate with the Institutional Effectiveness Office to align HCOP assessment efforts with university-wide initiatives and to ensure compliance with federal, state, and institutional policies related to assessment and data reporting.
- Prepare and present assessment reports as requested.
- Provide leadership in the development of programmatic assessment plans, including learning outcomes, key performance indicators, and evaluation metrics.
- Utilize institutional research and assessment tools to evaluate student learning outcomes, faculty qualifications, and programmatic performance.

## RESPONSIBILITIES

- Serve as a resource for faculty in designing course and program assessments that align with accreditation standards and institutional goals.
- Implement continuous quality improvement (CQI) initiatives to enhance academic program effectiveness and student success by promoting evidence-based practices in teaching, learning, and operational efficiency.
- Work with relevant administrators, faculty, and staff to integrate assessment-driven improvements into academic curricula through assessment frameworks, tools, and processes that support evidence-based decision-making.
- Support initiatives across all mission areas (i.e, research, outreach, instruction) by providing data-driven insights and assessment frameworks as needed.
- Work with relevant administrators, faculty, and staff to interpret assessment data and implement improvements using data visualization techniques to present complex assessment results in accessible and actionable formats.
- Develop and implement strategies for assessing key measures of relevance as assigned (e.g., faculty development, well-being, student engagement, sense of belonging, programmatic impact, etc.).
- Provide training and support to administrators, faculty, and staff on innovations and best practices in assessment, data analysis, and curriculum evaluation.

The responsibilities listed above show the typical duties for jobs in this classification. Actual tasks may differ depending on the department's needs. Other similar duties may be assigned with discretion of the supervisor. Not every duty will apply to every position, and the amount of time spent on each task can change based on department needs.

## SUPERVISORY RESPONSIBILITIES

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| Supervisory Responsibility | May supervise employees but supervision is not the main focus of the job. |

## MINIMUM QUALIFICATIONS

**To be eligible, an individual must meet all minimum requirements which are representative of the knowledge, skills, and abilities typically expected to be successful in the role. For education and experience, minimum requirements are listed on the top row below. If substitutions are available, they will be listed on subsequent rows and may only to be utilized when the candidate does not meet the minimum requirements.**

## MINIMUM EDUCATION & EXPERIENCE

| Education Level | Focus of Education | | Years of Experience | Focus of Experience | |
|---|---|---|---|---|---|
| Master's Degree | degree in Education, Higher Education Administration, Statistics, Data Analytics, Institutional Research, or related field.<br><br>Desired: Doctorate degree (PhD, EdD, or equivalent) in education, assessment, institutional research, or a related field preferred. | and | 7 years of | Experience with assessment methodologies, data analytics, program evaluation and support grant applications for research. | |

## MINIMUM KNOWLEDGE, SKILLS, & ABILITIES

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| Strong knowledge of accreditation standards and assessment best practices in higher education. | And |
| Proficiency in statistical analysis software, data visualization tools, and learning management systems. | And |
| Excellent written and verbal communication skills, with the ability to translate complex data into actionable insights. | And |
| Ability to work collaboratively with faculty, administrators, and staff to foster a culture of assessment and continuous improvement. | And |
| Preferred experience in assessment leadership within a College of Pharmacy, health sciences institution, or professional school. | Or |
| Preferred familiarity with accreditation processes and compliance reporting (e.g., ACPE, SACSCOC). | Or |

## MINIMUM KNOWLEDGE, SKILLS, & ABILITIES

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| Preferred experience with predictive analytics, survey design, and learning analytics platforms. | Or |
| Preferred strong project management and leadership skills. | Or |

## MINIMUM LICENSES & CERTIFICATIONS

| Licenses/Certifications | Licenses/Certification Details | Time Frame | Required/ Desired | |
|---|---|---|---|---|
| None Required. | | | | |

## PHYSICAL DEMANDS & WORKING CONDITIONS

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| Physical Demands Category: | Office and Administrative Support |

## PHYSICAL DEMANDS

| Physical Demand | Never | Rarely | Occasionally | Frequently | Constantly | Weight |
|---|---|---|---|---|---|---|
| Standing | | | X | | | |
| Walking | | | X | | | |
| Sitting | | | | | X | |
| Lifting | | X | | | | |
| Climbing | | X | | | | |
| Stooping/ Kneeling/ Crouching | | X | | | | |
| Reaching | | X | | | | |
| Talking | | | | | X | |
| Hearing | | | | | X | |
| Repetitive Motions | | | | X | | |
| Eye/Hand/Foot Coordination | | | | X | | |

## WORKING ENVIRONMENT

| Working Condition | Never | Rarely | Occasionally | Frequently | Constantly |
|---|---|---|---|---|---|
| Extreme temperatures | | X | | | |
| Hazards | | X | | | |
| Wet and/or humid | | X | | | |
| Noise | | | X | | |
| Chemical | | X | | | |
| Dusts | | X | | | |
| Poor ventilation | | X | | | |

**Vision Requirements:**

Ability to see information in print and/or electronically.

**Additional Special Requirements:**

The Director may be required to attend university assessment meetings, accreditation site visits, and professional development conferences.