

**MINNESOTA STATE COLLEGES AND UNIVERSITIES**  
**Dakota County Technical College**

<b>Employee Name:</b>	<b>Position Control Number:</b>
<b>Department/Division: Student Affairs</b>	<b>Classification Title: MnSCU Academic Professional 2</b>
<b>Prepared By: Jason Tetzloff</b>	<b>Working Title: Testing Coordinator and Advisor</b>
<input checked="" type="checkbox"/> Non-Exempt <input type="checkbox"/> Exempt: <input type="checkbox"/> Executive <input type="checkbox"/> Professional <input type="checkbox"/> Administrative <input type="checkbox"/> Unlimited <input type="checkbox"/> Seasonal <input type="checkbox"/> Temporary <input checked="" type="checkbox"/> Limited	<i>If Exempt, attach required documentation</i>  If seasonal, list months during the season worked
<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Intermittent Percent if not full-time _____ %	<b>Date Prepared: June 5, 2017</b>

This position description accurately reflects my current job.		This position description reflects the employee's current job.	
<b>Employee Signature</b>	<b>Date</b>	<b>Supervisor Signature</b>	<b>Date</b>

**POSITION PURPOSE** *(why position exists; how it helps accomplish mission of the department/division)*

To coordinate course placement and initial placement advising for new and returning post-traditional learners to improve academic success and persistence.

**RESPONSIBILITIES AND RESULTS**

1. Coordinate testing center by providing ACCUPLACER placement testing and other assessment services for new students.

**Priority: A Essential                      Percent of Time: 40%**

- A. Coordinate the testing and assessment (e.g. CLEP, TEAS, Technical Skills Assessments/NOCTI) of incoming students and provide them the current and relevant information regarding the tests/assessments to be taken.
- B. Oversee (including scheduling, administering and proctoring) ACCUPLACER testing for new students and provide them preparation resources, the general purpose of the assessment, test exemption options and interpretation of their results for admissions and course selection.
- C. Interpret institutional, state, federal and collegiate policies and guidelines and translate them into initial advising procedures and processes, working to improve the transition from testing/assessment to academic, programmatic, and financial aid advising.
- D. Address assessment concerns with admissions professionals, enrollment advisors and financial aid specialists, and appropriate administrators.
- E. Develop and maintain working relationships with Student Success Center personnel.
- F. Maintain knowledge of DCTC policies and procedures relating to testing and academic placement.
- G. Assist and inform students of Credit for Prior Learning assessment and testing options.
- H. Interpret relative data, record, and notify student of initial program readiness status.
- I. Strengthen the service relationship with incoming students by providing assistance with academic planning and registration (Student Orientation and Registration preparation, set-up, presentation, and facilitation).

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J. Attend scheduled Minnesota State Testing Directors meetings as DCTC's representative to this group.

**2. Provide academic and financial aid advising to returning and current students to prepare them for programmatic advising and for future advising interactions.**

**Priority: A Essential Percent of Time: 40%**

- A. Design, direct, and execute advising processes at the intake and assessment stages to maximize student achievement, retention, persistence, and educational goal attainment.
- B. Provide educational advising to students by utilizing knowledge to explain assessment results and options and the role they play in the selection of appropriate developmental or academic courses as well as impact on financial aid.
- C. Seek out and maintain a thorough understanding of college programs, curriculum, and services, including financial aid, to give accurate information to students.
- D. Maintain accurate records for grant reporting and institutional assessment needs. Track and record student progress through the advising processes and activities and help measure advising effectiveness.
- E. Provide basic career advising and resources to incoming students to assist in making appropriate career and program major decisions.
- F. Make referrals as needed to other campus and community resources.
- G. Act as student advocate in assessment and initial advising processes.

**3. Provide necessary information about the successful transition to college.**

**Priority: B Essential B Percent of Time: 10%**

- A. Provide information about financial aid processes and forms.
- B. Verify a variety of documents to determine eligibility for full admittance to the college and to specific programs.
- C. Maintain and provide current and complete information about campus-based grant, scholarships and work-study opportunities.
- D. Participate in required and available professional training provided by government agencies, vendors, and professional associations.
- E. Research and respond to issues identified by college administration and other customers regarding the grant, ACCUPLACER testing, and Credit for Prior Learning assessments.
- F. Inform students about Satisfactory Academic Progress (SAP) requirements and expectations.

**4. Perform related tasks to benefit new and current students at the college, in support of the enrollment and relationship management process.**

**Priority: B Essential B Percent of Time: 10%**

- A. Participate in college events that promote enrollment goals: job fairs, career fairs, college fairs, community events, calling campaigns, graduation and other activities designed to recruit and retain students.
- B. Participate in continuous quality improvement within Student Affairs and the college community (ISRS, CRM communications, printed materials, brochures, DCTC Website, etc.) and communicate any necessary corrections.
- C. Represent self and college within the community in a professional manner.

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- D. Update professional skills through membership in professional organizations and participation in professional conferences/meetings.
- E. Other duties as assigned, such as calling students and participating in other division activities

*Priority: Essential=if responsibility is reason job exists, is a highly specialized task or one that requires special education or training licensure, requires a great % of time, has a high level of accountability (consequences are considerable to others or the institution if failure to perform), the responsibility is essential; Secondary=if not essential, then responsibility is secondary; Discretion (optional): A-Employee investigates situations, makes decisions, takes appropriate action reports by exception and through normal review processes; B=...reports to supervisor immediately after action is taken; C=...makes decisions with supervisor....reports to supervisor immediately after action is taken; D=Employee discusses situations with supervisor before investigation, makes decisions with supervisor, takes appropriate action, and reports to supervisor immediately after action is taken.*

## **KNOWLEDGES, SKILLS, AND ABILITIES**

### **Minimum Qualifications** *(expected to have to enter job)*

- Bachelor's degree.
- Two years of academic and financial aid advising, assessment, and/or teaching experience at a post-secondary level.
- Strong oral and written communication skills; strong listening skills to help assess and advise individuals and facilitate groups.
- Ability to communicate and work effectively with diverse populations.
- Demonstrated intercultural experience and competency.
- Demonstrated commitment to continuous improvement and teamwork in the area of customer service.
- Computer skills Microsoft Office Suite; and a working knowledge of placement testing programs and skills.
- Working knowledge of readiness assessment and course placement.
- Organizational skills sufficient to process and maintain data and manage multiple and diverse responsibilities.
- Skills in working with individuals with a range of functional abilities and age groups.
- Ability to work with and motivate individuals and problem solve when serving students.
- Ability to work with confidential materials and keep them confidential.
- Self-starter and ability to function with minimal direction.

### **Preferred Qualifications** *(desired but not expected to have to enter job)*

- Advanced knowledge of assessment tools and techniques, including placement testing and assessment practices for Credit for Prior Learning.
- Training and/or experience in providing support services to post-traditional learners.
- Working knowledge of ISRS and customer relation management systems (i.e. Hobsons).
- Master's Degree in Student Personnel or related field.

## **RELATIONSHIPS**

**This Position Reports to:** Director of Student Success Center

**Supervises:** Student workers

**Internal and External Clientele and Purpose of Contact:** New and returning students, staff, faculty,  
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deans and other administrators

## **PROBLEM SOLVING**

Problem solving is critical when serving students and administering a variety of tests/assessments. Decisions are continually being made on how to meet the career, personal, and educational needs of prospective, returning and current students. The employee in this position must be able to apply College policy consistently, but fairly, in each situation. Requires the ability to set job priorities, use analytic reasoning, and determine alternatives to a myriad of problems facing college students. Plan and organize multiple activities and meet deadlines.

This position will help us to improve the retention and success of post-traditional adult learners. The position will allow the College to offer more testing and assessment opportunities, whether for placement, for Technical Skills testing or for Credit for Prior Learning. In addition, this position provides additional support for advising best practices to be implemented at an earlier stage of a student's entry into the College. Information about College policies and procedures, program information, and important and timely financial aid information will, through the addition of this position, be shared at this stage.

## **FREEDOM TO ACT**

**Budget:** None

### **Decision(s) Position Makes and Decision(s) Referred to Higher Authority**

The employee is free to act within federal and state guidelines, Minnesota State and DCTC policies, and at the discretion of the Director of Student Success, Associate Vice President of Student Affairs, Vice President of Academic and Student Affairs and the College President. The employee must be able to follow through on the assignments outlined in the position description and college planning documents. Must make recommendations to the Director of Student Success as to the needs of program initiatives. Coordination and effective communication with Student Affairs personnel is essential

All employees must comply with department and institution procedures and policies, Minnesota State policies and procedures, as well as local, state and federal laws, regulations, guidelines and business and industry standards.

*This description is intended to indicate the kinds of tasks and level of work difficulty required of the position. It is not intended to limit or modify the right of any supervisor to assign, direct and control the work of employees under his/her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar level of difficulty.*

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