

## **COORDINATOR, LEARNING ASSISTANCE AND RESOURCE CENTER (LARC)**

### **DEFINITION**

Under general supervision, plans, organizes, and coordinates support and tutoring services of the Learning Assistance and Resource Center (LARC); identifies and develops tutoring services and programs to meet individual instructional needs for students; provides administrative support to District staff and students.

### **SUPERVISION RECEIVED AND EXERCISED**

Receives general supervision from the Director, Learning Assistance Center. Exercises no direct supervision over staff. May provide technical and functional direction and training to student workers.

### **CLASS CHARACTERISTICS**

This is a coordinator classification that assists in ensuring that the LARC's tutoring and support services meet students' needs effectively and that students gain access to the most beneficial learning resources and services. Responsibilities include coordinating the LARC's tutoring programs in the areas of arithmetic, reading, and writing, training student workers in the procedures of the Center, and providing administrative support to administrators, faculty, and lab assistants. Performance of the work requires the use of considerable independent judgment, initiative, and discretion within established guidelines. This class is distinguished from the Director, Learning Assistance and Resources in that the latter has overall responsibility for all LAC programs, functions, and activities.

### **EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)**

1. Assists in coordinating the tutoring services and programs provided by the Learning Assistance Resource Center (LARC); prepares forms and maintains information and records related to the Center's instructors, tutors, and student workers.
2. Conducts LARC student orientations; explains departmental procedures to incoming students; liaises with students and faculty to ensure that students have access to and knowledge of the instructional resources available.
3. Identifies and provides tutoring and academic support to students in areas of academic need.
4. Provides high level of customer service to students, responds to inquiries over the phone or in person from students, faculty, and/or the public regarding LARC policies, procedures, and regulations with regard to the tutoring services and programs available.
5. Corrects assessments administered by Skills Development faculty.
6. Oversees and directs student tutors at the Center; maintains inventory of textbooks and materials for tutor use; works with faculty and tutors in coordinating tutorial programs.
7. Monitors operations, programs, and projects of the LARC; identifies opportunities for improving service delivery methods and procedures; provides recommendations

- concerning process changes; reviews with appropriate management staff; implements improvements.
8. Provides assistance to Learning Lab workers to ensure that the LARC operates optimally.
  9. Maintains order and discipline in the LARC to facilitate an optimal learning environment for students.
  10. Maintains confidential records and files; compiles and enters data into, and queries database to produce reports on course offerings, departmental activities, student usage of the LARC, and certificated and classified personnel absences.
  11. Represents the Center at District meetings; records and posts meeting minutes.
  12. Develops informational materials (e.g., brochures, flyers) for and about the LARC and maintains departmental bulletin boards.
  13. Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
  14. Promotes an environment of belonging as it relates to diversity, equity, inclusion, social justice, anti-racism, and accessibility.
  15. Provides quality customer service when interacting with the public, vendors, students, and College staff, including individuals from minoritized groups.
  16. Supports and abides by federal, state, local policies, and Board Policies and Administrative Procedures.
  17. Participates on committees, task forces, and special assignments, including, but not limited to Screening and Selection Committees and mandated trainings as required.
  18. Prepares and delivers oral presentations related to assigned areas as required.
  19. Performs other related duties as assigned.

## **QUALIFICATIONS**

### **Knowledge of:**

1. Principles and practices of supporting a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
2. Principles, practices, and methods of program planning, implementation, and evaluation.
3. Procedures for planning, implementing, and maintaining a variety of programs and related activities.
4. Educational, cultural, age-specific, and social needs of the District and students.
5. Principles, practices, and public relations techniques of effectively dealing with students and the public.
6. Modern office practices and technology, including personal computer hardware and software applications related to the work.
7. Applicable federal, state, and local laws, regulatory codes, ordinances, and procedures relevant to assigned area of responsibility.
8. English usage, spelling, vocabulary, grammar, and punctuation.
9. Techniques for providing a high level of customer service by effectively dealing with the public, vendors, students, and District staff, including individuals of various ages, disabilities, various socio-economic, and ethnic groups.

### **Skills & Abilities to:**

1. Advocate for and communicate the College's vision and commitment to creating a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
2. Participate in addressing gaps in diversity, equity, inclusion, social justice, anti-racism, and accessibility in the recruitment and retention of staff.
3. Participate in providing resources and support towards the goal of a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
4. Coordinate assigned program operations and activities, including outreach activities, brochures, reports, and other related program materials.
5. Participate in the development of goals, objectives, policies, procedures, and work standards for assigned programs.
6. Analyze, interpret, summarize, and present administrative and technical information and data in an effective manner.
7. Prepare clear and concise reports, correspondence, procedures, and other written materials.
8. Respond to and effectively prioritize multiple phone calls and other requests for service.
9. Learn, apply, and explain applicable District policies, rules, and regulations related to areas of responsibility.
10. Establish and maintain a variety of filing, record keeping, and tracking systems.
11. Operate modern office equipment including computer equipment and specialized software applications programs.
12. Organize own work, set priorities, and meet critical time deadlines.
13. Use English effectively to communicate in person, over the telephone, and in writing.
14. Understand scope of authority in making independent decisions.
15. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
16. Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

### **Education and Experience:**

*Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:*

1. Equivalent to an Associate's degree from a regionally accredited college or university in education or a related field; and
2. Two (2) years of experience providing instructional program support at an institution of higher education.

### **Desirable Qualifications:**

1. Experience working with policies and procedures relating to diversity, equity, inclusion, social justice, anti-racism, and accessibility preferably in a minority serving institution

such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI); OR

2. Experience with participation in programs relating to diversity, equity, inclusion, social justice, anti-racism, and accessibility preferably in a minority serving institution such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).

### **Licenses and Certifications:**

The incumbent may periodically be required to travel to a variety of locations. If operating a vehicle, employees must have the ability to secure and maintain a valid California driver's license.

### **PHYSICAL DEMANDS**

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle to visit various District and meeting sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person, before groups, and over the telephone. This is primarily a sedentary office classification although standing in work areas and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Incumbents in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects weighing up to 20 pounds.

### **ENVIRONMENTAL ELEMENTS**

Incumbents work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Incumbents may interact with staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.

Amended: 6/2023