

COORDINATOR, SUPPLEMENTAL INSTRUCTION PROGRAMS

DEFINITION

Under general supervision, performs a variety of functions in support of the District's supplemental instruction services and programs; provides outreach to various departments, faculty, staff, and students.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the Supervisor, Tutorial Services. Exercises technical and functional direction over and provides training to Supplemental Instructor Leaders.

CLASS CHARACTERISTICS

This is a coordinator classification responsible for conducting a variety of direct and supportive duties and activities within the Learning Assistant Center to ensure students receive and are aware of the services and support provided by the supplemental instruction program. Incumbents in this classification perform the full range of duties as assigned, working independently, and exercising judgment and initiative to assist in facilitating the District's supplemental instruction program. Incumbents at this level receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the Department. This classification is distinguished from the Supervisor, Tutorial Services in that the latter oversees the programming and administration of the District's tutorial services unit.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

1. Coordinates and implements the day-to-day activities of the supplemental instruction programs to ensure efficiency of operations; provides information to students and faculty interested in receiving services.
2. Prepares daily and weekly class schedule assignments; and schedules room assignments for Supplemental Instruction Leaders.
3. Provides direction, training, orientation, and guidance to Supplemental Instruction Leaders; prepares weekly and daily schedules; provides input and documentation for performance evaluations; assists in the recruitment and selection of staff and provides recommendations.
4. Prepares Supplemental Instruction Leaders' hiring documents; processes, audits, and records timecards.
5. Assists in annual budget preparation; assists in forecasting annual payroll and program budget requirements; monitors and reports on budget variances and expenditures; initiates program supply purchases; monitors program material inventories.
6. Prepares instructional materials for use in the supplemental instruction programs; prepares outreach and promotional materials for distribution regarding services and programs; prepares training materials for employee orientations regarding instruction techniques and program policies and guidelines.

7. Evaluates program and relevant training; proposes and assists in developing program improvement and implements program modifications based upon evaluation results.
8. Performs a variety of administrative and clerical duties; prepares, organizes, and maintains records and files in compliance with District policies and procedures.
9. Attends meetings and training sessions as required.
10. Promotes an environment of belonging as it relates to diversity, equity, inclusion, social justice, anti-racism, and accessibility.
11. Provides quality customer service when interacting with the public, vendors, students, and College staff, including individuals from minoritized groups.
12. Supports and abides by federal, state, local policies, and Board Policies and Administrative Procedures.
13. Participates on committees, task forces, and special assignments, including, but not limited to Screening and Selection Committees and mandated trainings as required.
14. Prepares and delivers oral presentations related to assigned areas as required.
15. Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
16. 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 and practices of data collection, analysis, and reporting.
3. General subject matter areas, including mathematics, science, social studies, grammar, spelling, language, writing, and reading.
4. Methods, practices, and techniques of improving student learning through specialized structured lesson plans, teaching techniques, and instructional materials.
5. Methods and practices of adult instruction and tutoring.
6. Modern office practices, methods, and computer equipment and applications related to assigned work.
7. Basic principles of record keeping and file maintenance.
8. English usage, spelling, vocabulary, grammar, and punctuation.
9. Techniques for providing a high level of customer service by effectively dealing with the public, 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. Recognize individual student learning needs and adapt materials and assignments to facilitate learning.
5. Learn, interpret, and apply District rules, regulations, policies, and procedures.
6. Learn and understand the organization and operation of the District as necessary to assume assigned responsibilities.
7. Perform responsible administrative support work with accuracy, speed, and minimal supervision.
8. Organize, maintain, and update student records and files.
9. Maintain assigned work area in a clean, safe, and secure manner.
10. Understand and follow oral and written instructions.
11. Operate modern office equipment including computer equipment and software 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 with major coursework in education, counseling, or related field; and
2. Two (2) years of increasingly responsible experience working in a higher education environment.
3. A Bachelor's degree from a regionally accredited college or university in one of the above-mentioned fields is desirable.

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 classroom and/or office setting and use standard classroom and 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 and over the telephone. 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, climb, and walk; and 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 primarily work in a classroom and/or office environment with moderate noise levels and controlled temperature conditions. Incumbents may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.

Amended: 7/2023