SOUTHWESTERN COMMUNITY COLLEGE DISTRICT

CLASS TITLE: LEARNING ASSISTANCE SERVICES FACULTY COORDINATOR (11 MONTH)

SUMMARY DESCRIPTION

Under general direction of the Dean of Instructional Support Services (ISS), plan, organize, coordinate, and implement the Learning Assistance Services (LAS) programs; and perform a full range of administrative duties related to all Learning Assistance Services.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

- 1. Plan, develop, organize, coordinate, and implement the District's LAS programs including the Academic Success (Tutorial) Center at the Chula Vista campus and Higher Education Centers. *E*
- 2. Participate in the development and implementation of the goals, objectives, and priorities for assigned operations and activities; develop and implement procedures to disseminate information to all constituencies of the College about the goals, objectives, procedures, and needs of the various components of Learning Assistance Services. *E*
- 3. Develop and implement a range of tutorial services that serve the needs of the student population; design and conduct workshops/tutorial sessions for students to improve their learning and academic success. E
- 4. Participate in the selection of staff within the various components of the Learning Assistance Services programs and operations; train, motivate, and, with the Tutorial Center Coordinator, provide work direction to assigned personnel; coordinate staff training; work with employees to correct deficiencies; provide input to the ISS Dean for staff evaluations. *E*
- 5. Work with the Tutorial Center Coordinator to: plan, direct, coordinate, and review the work plan for staff providing Learning Assistance Services; assign work activities, projects, and programs; review and evaluate work products, methods, and procedures; and meet with staff to identify and resolve problems. *E*
- 6. Assist the Dean of Instructional Support Services and the Tutorial Center Coordinator in the development and management of assigned budgets; oversee and coordinate the day-to-day project budgets, equipment requisitions, and record keeping functions. *E*
- 7. Coordinate the implementation of grants to support the various components of Learning Assistance Services operations and activities. *E*
- 8. Facilitate coordination between all components of Learning Assistance Services and the campus community including Schools/Centers, Student Services, and special programs, grants, projects and populations. *E*
- 9. Serve as a liaison between Learning Assistance Services and the School/Center/Unit dean. E
- 10. Perform outreach to the college and the college community about Learning Assistance Services programs. E
- 11. Perform academic advisement for basic skills academic support services. E
- 12. Collaborate with discipline faculty to ensure tutor training meets the needs of their discipline; consult with academic departments to ensure the integrity of the tutorial services provided in course and subject areas. E
- 13. Coordinate with the cognizant dean and instructors assigned to teach the three levels of tutor training courses; monitor these courses to ensure that they continue to meet CRLA certification standards. E

- 14. Oversee the development, implementation, and monitoring of online tutoring. *E*
- 15. Oversee the Power Study Program (Supplemental Instruction). E
- 16. Work with the Tutorial Center Coordinator and faculty discipline coordinators to determine content, create, and maintain LAS web sites. *E*
- 17. Oversee, ensure, and verify the training of all tutors hired for tutorial programs offered on campus and the Higher Education Centers. E
- 18. Coordinate LAS academic support services with School/Center/Unit deans. E
- 19. Work with the Office of Research, Grants, and Planning to develop appropriate evaluation mechanisms to assess the strengths and needs of Learning Assistance Services. E
- 20. Work with LAS staff and the Office of Research, Evaluation, and Planning to provide ongoing assessment of the effectiveness of the various components of Learning Assistance Services; facilitate and complete Administrative Unit Program Review of all Learning Assistance Services; obtain feedback from administrators, faculty, staff, and students regarding program effectiveness; recommend modifications to programs, policies, and procedures as appropriate; facilitate necessary changes. E
- 21. Conduct a variety of organizational and operational studies; direct and participate in the preparation of a variety of statistical and narrative reports, records, proposals, and files related to Learning Assistance Services; make presentations on a variety of learning assistance topics. E
- 22. Oversee and participate in the evaluation of tutors in relation to tutoring techniques and applications and monitor their effectiveness in leading students to become independent learners; meet with tutors when improvement plans are developed. E
- 23. Provide input to ISS Dean and, along with the Tutorial Center Coordinator and the Director of IT, monitor the positive attendance tracking process used in tutoring labs and centers in regard to adherence to Title 5 regulations for apportionment for tutoring; inform the Dean of Instructional Support Services if necessary changes are needed for compliance; serve as the instructor of record for NC 3: Supervised Tutoring. *E*
- 24. Develop, implement, and monitor Supplemental Learning Assistance open-entry, open-exit courses in accordance with Title 5 regulations for apportionment. *E*
- 25. Serve on committees as deemed appropriate or essential to conduct the work of the tutorial services components. E
- 26. Assist in the planning and redesigning of assigned facilities. E
- 27. Coordinate the development and distribution of all Learning Assistance Services related materials; market and promote LAS, PSP, test proctoring, and T^3 services. *E*
- 28. Perform related duties and responsibilities as required.

KNOWLEDGE AND ABILITIES

Knowledge of:

Operations, services, and activities of Learning Assistance Services programs. Learning assistance theory, best practices, and operations. Teaching, learning, and collaborative tutoring strategies. Principles and practices of program development, administration, and review. Strategic planning techniques. Pertinent federal, state, and local rules, regulations, and guidelines. District policies and procedures related to Learning Assistance Services.

Principles and practices of grant development and administration.

Principles and practices of budget preparation and administration.
Information and research resources related to areas of assignment.
Methods and techniques of research, analysis, and decision-making.
Principles and procedures of statistical record keeping and report preparation.
Modern office procedures, methods, and equipment including computers and applicable software.
English usage, spelling, grammar, and punctuation.
Interpersonal skills using tact, patience, and courtesy.
Oral and written communication skills.

Ability to:

Manage, direct, and provide effective leadership for Learning Assistance Services programs. Develop and administer program goals, objectives, and procedures.

Analyze and assess programs, policies, and operational needs and make appropriate adjustments. Identify and respond to sensitive community and organizational issues, concerns, and needs.

Inspire a team approach involving diverse constituencies to share a vision and develop programs. Plan, organize, direct, and coordinate the work of assigned staff.

Select, provide work direction, train staff, and give evaluation input to the Dean of ISS.

Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.

Prepare clear and concise administrative and financial reports.

Prepare and administer budgets.

Interpret and apply applicable federal, state, and District policies, laws, and regulations.

Conduct meetings and serve on committees.

Work successfully with District faculty, administrators, and staff.

Work with and exhibit sensitivity to and understanding of the diverse racial, ethnic, disabled, sexual orientation, and cultural populations of community college students.

Communicate clearly and concisely, both orally and in writing.

Establish and maintain effective working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE

The minimum qualifications to teach any master's degree level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed;

OR

A master's degree in education, educational psychology, or instructional psychology, or other Master's degree with emphasis in adult learning theory.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction.

SOUTHWESTERN COMMUNITY COLLEGE DISTRICT Learning Assistance Services Faculty Coordinator - Continued

Hearing: Hear in the normal audio range with or without correction.

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