



Job Description

JOB TITLE: RISE Program Coordinator, 195 Day Faculty Assignment

LAST REVISED: MARCH 2017

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job. Additional or different duties from the ones set forth below may be required to address changing business needs/practices.*

SUMMARY DESCRIPTION

Under the administrative direction of the Dean of Student Equity, the RISE Program Coordinator is responsible for: coordinating an equity focused educational and academic support program for students who are identified as disparately impacted (DI) in terms of course success, persistence and completion. The position is also responsible for developing and planning the RISE Summer Jam program, assuring compliance with applicable federal and state laws and regulations, and performing other related work as required.

REPRESENTATIVE DUTIES

The following duties are typical for this job classification. Incumbent 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. Leads the development, implementation, operation, expansion, assessment and improvement of the RISE program.
2. Serves as lead instructor and coordinator for RISE Summer Jam, providing leadership for all associated functions to ensure appropriate instructional pedagogy for both developmental and college-ready students; ensures appropriate attendance record keeping and tracking; integrates alignment with the college's Interest Areas.
3. Coordinates DI students' successful transitions from Summer Jam to the appropriate support program.
4. Leads and collaborates with a success team that includes staff, faculty, PASS peers, Success Coaches, and Peer Mentors.
5. Serves as instructor of record for the RISE Center; provides peer mentor training as needed.
6. Coordinates the activities of academic, classified, and student personnel who are part of the RISE program.
7. Prepares and implements RISE program plans and reports as required, ensuring compliance with mandates and regulations.
8. Works closely with instructional faculty, counselors, and staff from the college's various programs to obtain input to support the enhancement of student's foundational skills.
9. Serves as lead faculty and is responsible for duties associated with department chair for the RISE department and curriculum as outlined in the SCFA contact.
10. Provides training for RISE faculty in effective teaching and learning strategies for students, incorporating culturally inclusive pedagogy and universal design, including contextualized learning and directed learning activities.

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11. Plans and implements procedures for identifying and informing prospective students who may qualify for RISE and coordinates outreach and recruitment efforts.
12. Works collaboratively with the Learning Center Coordinator in planning for the College's Summer Bridge programs, working to incorporate RISE Summer Jam planning and development into plans for other Summer Bridge programs. Additionally works with the Learning Center Coordinator in regards to administrative support needs for the RISE Summer Jam.
13. Organizes informational meetings on professional development activities for participating faculty and staff.
14. Assists with the administration of the RISE budget; monitors and controls expenditures; prepares and submits required, state, federal and institutional reports.
15. Solicits for and develops grant applications and other external funding sources for RISE.
16. Collaborates with departments across campus to develop and maintain a database(s) to monitor program operations as well as student participation and success rates for program assessment.
17. Monitors student progress and program records and procedures.
18. Collaborates with the Outreach Office to coordinate activities related to K-12 partnerships and articulation with postsecondary colleges and universities.
19. Monitors activity expenditures and prepares monthly progress reports for assigned budgets including annual progress report.
20. Assists with the hiring, selection, supervision, training, and evaluation of success coaches, peer mentors, classified staff as assigned in accordance with college policies and collective bargaining agreements.
21. In partnership with PASS Peer Faculty Coordinator, identifies and develops strategy to embed tutors in courses that have high attrition and low success rates.
22. Serves on related college committees; attends meetings and makes oral presentations as necessary.
23. Maintains currency with trends and developments in the field through appropriate literature, conferences, regional meetings, professional organizations, and other information sources.
24. Maintains cooperative working relationships with and serves as liaison to relevant state, county and community agencies.
25. Participates in shared governance, professional activities, and mandatory flex activities as per the SCFA contract.
26. Other related duties as assigned.

QUALIFICATIONS**ESSENTIAL:**

1. Must possess a master's degree, or higher
2. Must have three (3) years of full-time experience or the equivalent within the last five (5) years in one or more of the following fields:
 1. Instruction or counseling or both in a higher education program for students who come from historically underrepresented communities in higher education;
 2. Administration of a program that focused on serving students who are marginalized, underserved or historically underrepresented in an institution of higher education;
 3. Teaching, counseling, or administration in secondary education, working predominately or exclusively in programs that served historically underrepresented students; or students from high risk backgrounds
 4. Leading a summer bridge or summer orientation program for community college students
3. Must have sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students

KNOWLEDGE OF:

- The needs of historically underrepresented students in higher education
- Equity focused efforts in relation to achievement gaps, retention, persistence and student success
- Student development process, on-boarding and orientation programs for college students
- Needs of college students with diverse backgrounds, abilities, and interests.
- Community resources, organization and functions.
- Interviewing and counseling techniques.
- Accounting, budgeting and fiscal record keeping and reporting practices.
- Office organization and management.
- Computerized information systems.
- Grant application and administration procedures.
- Principles of supervision and training.

ABILITY TO:

- Plan, organize, coordinate and direct delivery of programs and services for students from historically underrepresented groups
- Develop and administer program budgets.
- Analyze, interpret and apply laws, regulations, policies and procedures.
- Understand and relate to the needs of students of color, former foster youth and low income students.

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- Prepare technical correspondence, reports, applications and documents.
- Work effectively and collaboratively with a variety of individuals.
- Analyze and evaluate needs of historically underrepresented students who face difficulties and adopt an effective course of action.
- Mobilize and retain the cooperation of various community groups
- Speak in front of large groups
- Explain equity, culturally inclusive pedagogy and universal design concepts in a clear, logical and concise fashion.
- Supervise, train and evaluate student employees. Assists with the supervision of staff.

DESIREABLE:

- Increasingly responsible experience with programs that focus on program delivery and academic support for students who come from historically underrepresented communities
- Experience in teaching, tutoring, providing academic advising or counseling students of color, former foster youth, or low income students preferably in a higher education environment.
- Experience with categorical budgets and grants.
- Experience working with computer software and other technologies which are utilized in the provision of educational services to students with disabilities.
- Working knowledge of Title 5 and other governmental regulations as they apply to students with disabilities.
- Familiarity with Student Educational Plans (SEPs) preferably for community college students.
- Ability to develop and maintain student counseling notes in electronic record keeping software, in a timely and effective manner.
- Knowledge of and experience using university articulation agreements and transfer requirements for preferably for counseling community college students.
- Awareness of assistive technology and alternate media services for students with disabilities.
- Knowledge of adapted materials designed to facilitate success among students identified as high risk or low income

PHYSICAL REQUIREMENTS:

Position requires moderate lifting, bending and reaching, above the shoulders, sitting or standing for extended periods of time, speaking to exchange information and interview students, and dexterity of hands and fingers to operate a computer terminal and other office equipment.