

SOUTHWESTERN COMMUNITY COLLEGE DISTRICT

CLASS TITLE: POWER STUDY PROGRAM (PSP) FACULTY COORDINATOR (STUDENT EQUITY/CATEGORICAL FUNDING)

SUMMARY DESCRIPTION

Under general direction of the cognizant administrator, and in collaboration with the Learning Assistance Services and relevant Southwestern College Committee(s), plan, organize, coordinate and administer the operations of the Power Study Program (PSP); responsible for implementation of student equity interventions (embedded tutoring), goals and activities related to basic skills and gatekeeper courses; provide leadership in the development and implementation of the comprehensive Supplemental Instruction (SI) model; prepare periodic quantitative and qualitative assessments related to student learning outcomes. This assignment is categorically funded.

DISTINGUISHING CHARACTERISTICS

The Power Study Program Coordinator oversees a Supplemental Instruction (SI) program that provides academic support to students in developmental coursework or transfer courses where a developmental deficiency may be present. The Power Study Program Coordinator is responsible for recommending qualified candidates for employment as PSP Leaders and training qualified tutors in PSP methodologies including collaborative learning techniques. A key feature of the PSP is the utilization of group study sessions led by tutor facilitators to assist students in mastering course content as well as study skills. The position requires the ability to employ and oversee SI methodologies to meet the needs of faculty and student participants. In accordance with categorical grant mandates regarding professional development, the position also entails the need to employ an ongoing training framework for tutorial personnel and the use of a consistent evaluation procedure for courses assisted for assessing the effectiveness of the Power Study Program's SI model and other program efforts. The position also requires compliance with guidelines provided from agencies providing grants.

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. In consultation with LAS staff, provide program coordination in the planning, organization, implementation and evaluation of activities of PSP. **E**
2. Review budget and ensure compliance with terms and conditions of funding sources; maintain a working knowledge of the requirements and guidelines set forth by all funding sources, including Title V, BSI and Students Equity. **E**
3. Prepare various reports that demonstrate program results and effectiveness; collect, analyze, and report program statistics using appropriate statistical methodologies; prepare formal program documentation and statistical reports based on program participant feedback. **E**
4. Serve as the primary liaison with departmental administrators and faculty members, including department chairs, instructors and deans; promote the PSP via faculty outreach and marketing activities; encourage faculty to nominate students to become PSP Tutors; identify, or assist department chairs/deans in the identification of courses to be supported by SI. **E**
5. Develop and maintain a pool of qualified and trained PSP Leaders (tutors) sufficient to meet the needs of the PSP; conduct interviews of prospective PSP Leaders; select, train, evaluate and provide direct oversight; select and train a Master Tutor; assist tutors in using a wide variety of effective collaborative learning strategies. **E**
6. Schedule SI sessions and corresponding PSP Tutors in collaboration with the Master Tutor; assist PSP Leaders in the creation of session plans and handouts; conduct regular observations, provide feedback and input for sessions. **E**

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7. Develop and revise SI training materials and notebooks. *E*
8. Provide and ensure ongoing and open communication with PSP Leaders; plan and direct biweekly group and individual meeting; be available for tutors during work hours for ongoing training, guidance and clarification of concerns. *E*
9. Provide PSP Leaders with textbooks and other course materials for instructors or publishers. *E*
10. Gather feedback from administrators, instructors, Leaders, and tutees regarding program efforts and outcomes, to include: student participant outcomes (grades, retention, and persistence); tutor surveys; tutee surveys; faculty surveys, interviews or focus groups. *E*
11. Collaborate with faculty and other academic personnel to develop and evaluate appropriate program outcomes and methods. *E*
12. Provide relevant and current program data and assessments related to student learning outcomes on a timely basis. *E*
13. Coordinate with LAS staff and faculty to insure consistent procedures and regarding policies. *E*
14. Continually evaluate and identify methods of improving program activities and outcomes and all levels; evaluate and revise as appropriate training, supervision, and hiring processes; collaborate and coordinate with other relevant college departments and stakeholders in the evaluation and assessment of program outcomes. *E*
15. Attend and participate in relevant departmental and committee meetings. *E*
16. Perform related duties and responsibilities as required.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Public policy goals related to government funded programs.

Principles and practices of supervision and training.

Methodologies utilized in statistical and data analysis (including chi square and t-tests).

Supplemental instruction (SI) model theory and objectives within a tutorial program setting.

Modern office procedures, methods, and equipment, including computers and applicable software.

Interpersonal skills using tact, patience and courtesy.

Institutional mandates related to the objectives of a tutorial program.

District organization, operations, policies and objectives.

English usage, grammar, spelling and vocabulary.

Knowledge of SI model as set by The International Center for Supplemental Instruction at the University of Missouri – Kansas City required

Experience as an SI leader or SI supervisor preferred

ABILITY TO:

Oversee the regular operation of the Power Study Program.

Plan and organize work hours to meet program schedules and institutional mandates.

Perform routine office operations and oversee program staff and tutorial personnel.

Plan, organize and implement program procedures and support mechanisms for tutorial personnel and support staff.

Select, train, and evaluate tutorial personnel.

Determine tutorial personnel eligibility according to established guidelines.

Acquire and maintain participant information for the purpose of program evaluation.

Interpret and apply Basic Skills Initiative goals to an academic support program.

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

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Communicate clearly and concisely, both orally and in writing.
Establish and maintain effective working relationships with program stakeholders.
Engage in collaborative efforts with other campus departments, offices and programs.

EDUCATION AND EXPERIENCE

The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either of the following:

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; **OR** the equivalent

DESIRED QUALIFICATIONS

A minimum one and a half (1.5) years of experience working with a Supplemental Instruction program.

Completion of training from the International Center for Supplemental Instruction from the University of Missouri, Kansas City, to include the two-day SI Supervisor Training in Kansas City AND the SI Leader Training Workshop.

Eight (8) years directly related experience with a community college Supplemental Instruction program

Six (6) consecutive years of SI tutor training experience

Six (6) years SI Leader (Tutor) experience

Demonstrated knowledge of community college student support programs, student/program learning outcomes; curriculum development; computers, software applications; budgeting; outreach and compliance requirements.

Demonstrated problem solving skills; data collection; management, and statistical analysis skills, and excellent written and oral communication skills.

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.

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

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Ewing & Company

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Power Study Program

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Power Study Program

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Human Resources