CLASS SPECIFICATION
Supplemental Instruction Program Coordinator

FLSA Status:   Nonexempt
EEOC Job Category: Professional
Union Representation: Represented

GENERAL PURPOSE
Under general supervision, coordinates, organizes and oversees the day-to-day operations of the Learning and Academic Resources Supplemental Instruction program; coordinates and provides training to Supplemental Instruction Leaders; ensures proper maintenance, preparation and/or submission of related reports, records, data and information; assists in budget oversight and monitoring of grant contract compliance; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS
Supplemental Instruction Program Coordinator is responsible for performing responsible and varied work in coordination, organization and oversight of the day-to-day operations of the Learning and Academic Resources Supplemental Instruction Program. To successfully meet District supplemental instruction needs, a considerable amount of the incumbent’s effort and focus is placed on the recruitment, selection, training, and performance evaluation of numerous Supplemental Instruction Leaders, who are hired or renewed each semester, as well as participation in planning and coordinating the scheduling of SI course offering. Supplemental Instruction Program Coordinator is responsible for maintaining and updating a variety of program materials, and records required for compliance with grant funding requirements. Duties and responsibilities are carried out with considerable independence within the framework of established policies, procedures and guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES
The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Coordinates, organizes and oversees the day-to-day operations of the Learning and Academic Resources Department’s Supplemental Instruction Program; plans, coordinates, implements, monitors and assists in evaluation of operational procedures and activities; recruits, hires, schedules, trains, monitors work performance of and provides ongoing coaching and guidance to SI leaders; researches and responds to inquiries and complaints regarding program and personnel; regularly monitors, observes and evaluates SI Leader performance; completes and reviews observation reports with SI Leaders.

2. Plans, organizes, coordinates and implements District SI Semester schedule; receives and reviews faculty requests and recommends appropriate courses for SI assignments based on District and budget requirements and other factors; schedules and assigns SI leaders to courses; identifies, secures and coordinates use of locations for all scheduled sessions; confers with other departments, as necessary
to ensure proper and smooth SI scheduling; adjusts SI schedules and other program activities as
necessary and within established procedures to provide optimal and efficient SI service to students.

3. Plans, schedules, organizes and conducts SI Leader group orientation and other group and individual
meetings and interactions; develops and distributes agendas; leads training sessions and meetings;
designs, creates and produces worksheets, activities and learning/team-building games; organizes and
assembles training packets and necessary supplies and materials; orders meals and snacks; serves as a
facilitator during group training.

4. Coordinates and oversees maintenance of all SI program, payroll, timekeeping and other related
information; reviews, verifies and enters payroll and timekeeping information into District
payroll/time system; enters SI student attendance sheet information into TutorTrac system; develops,
maintains, completes, processes and/or submits pertinent reports, records and other paperwork, such
as add cards and “Request for Student Assignment” forms; compiles, organizes and interprets
necessary data and information to create reports.

5. Each semester; researches, compiles and interprets data related to program budget; performs analyses
and calculations to ensure compliance with multiple grant-mandated budget requirements; monitors
and reviews budget balances; researches, identifies and recommends potential SI program grant and
funding opportunities; maintains detailed knowledge of and monitors compliance with grant and
contract requirements related to program funding.

6. Plans, coordinates and oversees purchases and maintenance of appropriate inventory of budgeted
instructional supplies, materials and equipment for program activities and operations.

OTHER DUTIES
1. Maintains, revises, improves and updates content on SI Program Webpage.

2. Attends a variety of meetings, seminars, workshops and conferences.

3. May serve on District committees as assigned.

QUALIFICATIONS

Knowledge of:
1. Principles and practices of planning, coordination, organization and implementation of
   community college supplemental instruction programs.

2. Common student needs, issues and concerns regarding supplemental instruction.

3. Supplemental instruction resources, trends and training opportunities.

4. Basic principles of adult training and education applicable to a community college setting.

5. District policies and procedures related to program areas of responsibility.

6. Advanced uses of database and other software to maintain a wide variety of data and information
   and create and maintain documents and materials requiring the interpretation and manipulation of
data.
7. Terminology, work processes and local, state and federal requirements applicable to areas of assigned responsibility.

8. Community College curriculum practices and requirements and supplemental instruction needs associated with curriculum implementation.

9. Principles and practices of sound business communication; correct English usage, including spelling, grammar and punctuation.

10. Basic principles and practices of public administration, including budgeting, purchasing and maintenance of public records.

11. Grant requirements, conditions, rules, policies and procedures applicable to provision of supplemental instruction services.

**Ability to:**

1. Plan, organize, coordinate, implement and evaluate daily operations, activities and services of a community college supplemental instruction program.

2. Provide extensive training, information and guidance to SI leaders on appropriate instructional methods and techniques.

3. Interpret, apply, explain and reach sound decisions in accordance with regulations, policies and procedures.

4. Prepare, maintain and submit clear, concise and comprehensive correspondence, reports and other written materials.

5. Organize, set priorities, take initiative and exercise sound independent judgment within areas of responsibility.

6. Operate office equipment, including computers and supporting word processing, spreadsheet and database applications.

7. Communicate clearly and concisely, both orally and in writing.

8. Train and provide work direction to others.

9. Exercise tact and diplomacy in dealing with sensitive and complex issues and situations.

10. Establish and maintain effective working relationships with students, SI leaders, faculty, District management and staff and others encountered in the course of work.

**Education, Training and Experience:**

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from a four-year college or university with a major in education, social sciences or a closely related field; and at least two years of progressively responsible supplemental instruction program experience in an organized, educational environment; or an equivalent combination of training and experience.
Additional experience may be substituted for required education on a year for year basis, up to a maximum of two years.

**Licenses; Certificates; Special Requirements:**
A valid California driver's license and the ability to maintain insurability under the District’s vehicle insurance policy.

**PHYSICAL AND MENTAL DEMANDS**
The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**
While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk.

Specific vision abilities required by this job include close vision and the ability to adjust focus.

**Mental Demands**
While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; use math/mathematical reasoning; learn and apply new information and skills; work on multiple concurrent tasks with constant interruptions, and interact with students, SI leaders, faculty, District management, staff and others encountered in the course of work.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee works under typical office conditions, and the noise level is usually quiet.