

STUDENT SUPPORT SUPERVISOR

DEFINITION

Under the direction of the assigned administrator and in cooperation with program coordinators, plan, organize, and direct the operations of assigned programs.

TYPICAL DUTIES

Typical duties of assigned programs/services may include, but are not limited to: plan, organize and direct the operations of assigned student and/or academic support programs for student success and overall program effectiveness; coordinate support services; establish and maintain accurate recordkeeping for assigned programs and appropriate agencies, which may include student eligibility, participation and progress; coordinate services in support of students taking classes, including in an online environment; train, supervise and evaluate assigned employees; participate in interviewing and selection new employees; ensure accountability and adherence to applicable laws, regulations, policies and procedures; prepare, monitor and maintain budgets and expenditures for functions and activities in accordance with District policies; develop and implement departmental procedures, forms, activities, and materials required for efficient operations of assigned programs; develop and conduct training and appropriate implementation for effective program operations and accountability; participate in program review and audits; assist with and/or prepare, maintain and monitor area/program funds, budget allocations, expenditures, and other related functions to ensure compliance with established guidelines; prepare and submit program and grant related plans, reports and other documents; interpret and apply complex procedures in diverse situations using independent judgment; respond to requests for information from students, employees and the public; build and maintain effective working relationships, working collaboratively with other college and district employee, faculty, administrators and agency representatives; coordinate assigned program workshops and events; administer disciplinary actions if necessary; may develop and maintain liaisons with, but not limited to, local high schools, area employers and local community-based organizations to provide enhanced opportunities for students; may oversee and participate in outreach and recruitment activities; may lead or serve on appropriate committees; perform related duties as assigned.

Assigned programs/services may include, but are not limited to, one or more of the following:

- California Work Opportunity and Responsibility to Kids (CalWORKs) / Temporary Assistance for Needy Families (TANF)
- Career Center
- Disabled Student Programs & Services (DSP&S)
- Extended Opportunity Programs and Services (EOP&S)/Cooperative Agencies Resources for Education (CARE)
- Library
- Online Support Services
- Open Learning Resources Labs
- Outreach
- Reading Writing Center
- Tutoring
- Veterans Resources Center

QUALIFICATIONS

EXPERIENCE

Three years of increasingly responsible experience, including one year in a lead or supervisory capacity, in student services, academic support services, public services, community college and/or public agency program development, coordination and evaluation, or similar experience (the required lead/supervisory experience may also be used to meet this requirement).

One year of experience is equal to 12 months of experience at 40 hours per week. Applicable part-time experience will be converted to the full-time equivalent for purposes of meeting the experience requirement.

EDUCATION

Bachelor's degree from an accredited institution; **OR**, an Associate's degree from an accredited institution **AND** two additional qualifying years of experience.

SPECIAL REQUIREMENTS

If assigned to the CalWORKs/TANF program: Employment is contingent upon meeting the requirements of Los Rios Board Regulation R-8343, including possessing and maintaining a valid California Driver's License. The position may require operating a District or personal vehicle in order to complete assigned work within the scope of the position duties.

KNOWLEDGE OF

Principles and practices of effective leadership, supervision and training; applicable federal, state and local laws and regulations, such as Education Code, Labor Code, Code of Regulations; applicable District policies, regulations, collective bargaining agreements, standard operating procedures and objectives of assigned programs; current industry practices; computer systems, applications and procedures and techniques related to assigned programs functions, educational records management and retention, modern office practices, procedures and equipment; budget preparation and management; awareness of the needs of students in the assigned programs; grants, report development and monitoring; community college student populations; student and academic support services programs and categorical program policies and practices; interpersonal skills using tact, patience and courtesy, principles and practices of supervision, training; and college and district policies and procedures.

ABILITY TO

Perform the essential functions of the position; supervise and prioritize the work of assigned areas of responsibility; select, train and evaluate employees; accurately apply and explain laws, regulations and policies; analyze situations appropriately, develop courses of action to resolve problems, and implement solutions; meet schedules and timelines; prepare clear, complete and concise reports; maintain accurate and organized records; communicate information and give instructions clearly, concisely and logically to others; prepare and deliver presentations; utilize current technology to effectively perform responsibilities; establish and maintain cooperative and effective working relationships with others; use interpersonal skills such as tact, patience and courtesy; work cooperatively with the public, students and employees; exercise initiative and sound judgment; work well in a group setting as well as independently with little direction or guidance; exercise discretion and confidentiality; coordinate the use of technology for record management and retention; maintain adequate internal controls and audit trails; resolve complex situations; and conduct individual and group training activities.

Collaborate and foster inclusion in a diverse organization.

Have sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of individuals.