Human Resource Office Use Only	
Approved Job Family	**Effective Date**
Overtime Eligible YES NO	**FLSA Test Date**

Employee		**Supervisor** Erin Foley	
Department Student Success Center	**Working Title** Retention Coordinator	**HRIS Position Number** H99520 - Old	**Supervisor Title** Vice President for Student Affairs

Complete contract dates only if other than a 12 month position	
Annual Contract Begin Date	**Annual Contract End Date**

A. POSITION SUMMARY

Briefly describe the role of the position within the department and college.

SSC Testing and Tutoring Services Mission: To help Oregon Tech undergraduate students persist and attain their educational goals by means of staff and programming support. SSC Testing and Tutoring Services Vision: SSC helps students succeed by providing effective academic assistance, support, and resources through promotion of student learning, personal growth, and programs designed to enhance involvement, satisfaction, achievement, retention, persistence, graduation, and postgraduate success.

Under the supervision of the Director, the Coordinator is responsible for daily student success and retention operations including daily Testing/Tutoring/Retention operations; academic (ACAD) success courses; first-year experience, continuing student program, and faculty support; advising and CAR (early alert) program; retention initiatives and database management; student leadership supervision, and assessment.

B. REQUIRED DEGREES, LICENSES, CERTIFICATES, CREDENTIALS

1. Minimum education level required and the number of years of relevant experience required for the duties of this position.

Bachelor's degree (Master's preferred) and at least three (3) years of experience working with college or community college student affairs departments, student success and retention initiatives, and/or related areas.

2. List any licenses, certificates, degrees or credentials required by Federal or State Law or college requirements to perform the duties assigned to this position.

None applicable

C. SUPERVISORY RESPONSIBILITY

Positions Supervised	Direct Supervision		Indirect Supervision	
	Number of Employees	FTE	Number of Employees	FTE
1.Faculty				

2.Classified Staff				
3.Unclassified Staff	2			
4.Students / Others	40	5	45	2.75

Coordinating Responsibility

None applicable

D. ORGANIZATIONAL RELATIONSHIPS

1. Degree of Direction Received: (e.g., close supervision, moderately high level of supervision, moderate supervision, minimal supervision)

Moderate supervision

2. Decision-making Authority: Extent of authority for making decisions, recommendations, and commitments that would obligate

a)own time and resources

75%

b)departmental resources

Recommendations and some decisions related to programs, program materials, services, and student staffing

c)institutional resources

None applicable

What kinds of decisions will the incumbent be expected to make?

The incumbent is responsible for exercising independent judgment in daily operations including modification of services for individual needs, provision of accommodations for students with disabilities, faculty/staff/student/community communication and relations in a clear and consistent manner, as well as testing functions including interpretation of testing instructions, policies, procedures and security.

The incumbent makes program decisions related to ROAD, Supplemental Instruction, Tutor Programs, ACAD, and learning community constituents, faculty members, staff and others planning success related programming for students.

The incumbent will problem solve and make decisions on programming, data collection and reporting, educational need-to-know sharing of student information, as well as individual priority of normal tasks for self and direct reports. In the Director's absence, this position will be expected to make management decisions for all SSC Tutoring/Testing/Retention programs and services as needed.

3. Budget Authority: Indicate the level of responsibility of the incumbent for development, direction and control of budget. Indicate size of budget.

	Delegated authority to develop and monitor*	$
	Develops, monitors* and controls*	$
X	Limited approval authority for purchase	$5,000
	Purchase only with higher level OK	$

*To monitor means to review and approve expenses. Control means to authorize budget transfers at department level.

E. PURPOSE AND NATURE OF WORK RELATIONSHIPS

PERSON(S)/POSITION/ AGENCY (e.g., student, staff, faculty, general public, Board of Trustees)	PURPOSE (e.g., giving or securing information, explaining policies or operations, solving problems, etc.)	HOW OFTEN
Students	Supervise the recruitment, selection, training, supervising, discipline, and promotion of student workers including Office Aides, Tutors, Test Proctors, ROAD Crew, Accommodations Aides, Student Leaders and Mentors, Learning Community Aides, Supplemental Instructors (i.e. Teaching Assistants), and others; handle complex staffing and supervision responsibilities.	Monthly
Staff, Faculty	Outreach to promote and solicit feedback regarding program effectiveness, quality of offerings, opportunities for collaboration, event planning, strategic success efforts, and reporting of results; provide classroom presentations on a variety of success topics; support advising efforts and service to students.	Monthly
Staff, Faculty	Provide leadership and opportunities for staff and development/training related to serving and supporting students; collaborate to provide Annual September Institute for new faculty and staff, Annual Advisor Training for new faculty and staff, Effective Teaching Seminars for faculty, New Student Orientation programming, and International Student Orientation programming and services	Monthly
Students, Staff, Faculty, Campus, Community	Supervise daily Testing and Tutoring operations including Tutor Center, Testing Center, and all other programs/services; maintain resource and equipment libraries as well as appropriate computer labs, testing center, tutoring center, and study space; provide information and resources related to a wide variety of student success programs, services, and resources; find, recommend, and implement solutions to problems; explain policies and procedures; answer questions; make appropriate referrals and collaborate with other departments and faculty to address needs of students.	Daily
Students, Staff, Faculty, Campus, Community	Provide campus leadership, long-term planning, and recommendations regarding student success issues; promote services and resources; maintain records and assist in developing reports to assess program effectiveness for the campus community	Monthly

Students, Staff, Faculty, Campus, Community	Supervise SSC testing including campus testing for all university faculty, distance testing for Oregon Tech and other community members, College Board testing administration of the Accuplacer Placement Test, ACT National Testing, Department of Agriculture Testing, MAT, CIRP, and other testing as approved by the Director; provide assessment opportunities for exploration, professional development, personal growth, and academic success, including MBTI, STRENGTHS, Strong Interest Inventory, LASSI, CIRP, Learning Styles, and SAR.	Daily
Students, Staff, Faculty, Campus, Community	Supervise campus wide initiatives such as tutoring, ACAD and Supplemental Instruction; includes providing information and registration processing, scheduling of staff/faculty for events, as well as collaboration to provide appropriate resources for programs.	Weekly
Students	Coordinate success and support programs to assist students (includes FYE, Tutor Center, Testing Program, Supplemental Instruction, Learning Communities, First-Year Class Visit Program, etc.) to assist in the transition and success of all students	Weekly
Students	Design curriculum and teach ACAD classes each quarter, mentor at risk students from a developmental standpoint taking into account emotional, academic, and environmental stressors	Weekly
Students	Coordinate CAR (early identification, warning, and intervention) and reach out to at risk students in order to provide support and resources to encourage success. Advise students (academic and developmental advising) for success; serve as a mentor/advisor through the CAR program including student advising for high risk students.	Weekly
Staff	Supervise and manage two unclassified specialist staff members within the CFLAT office. Responsible for giving daily direction when needed to staff members and reporting office direction, overall needs and issues to the Director.	Weekly

F. JOB FUNCTIONS

REFERENCE ID	JOB FUNCTIONS	FREQUENCY	ANNUAL PERCENT OF TIME
0	Note: Percent of time for all functions may fluctuate due to calendar and program demands	0	0

1	Essential Function: Communicate and problem solve with advisors and other critical staff regarding at risk students through the CAR Program; coordinate and manage CAR program; identify through the consideration of entry indicators, academic progress, self and other reports, and a variety of other sources those students qualifying for CAR; contact, mentor, support and otherwise provide remediation for students determined to be at risk of dropping out or separating from the college using a developmental mentoring and advising approach; liaison with Admissions, Registrar, Financial Aid, TOP, academic departments, and others to provide appropriate early advising and support services for high risk student populations; maintain records in database and track data as well as effectiveness of program. Serve as a member of the CAR AAA (Triple-A, Academic Advice and Assistance) Advisor Team: Communicate directly with students to provide information and support for students to connect with campus and community resources to support success including workshops, tutoring, and ACAD classes; provide students with developmental mentoring and advising addressing emotional, academic, environmental, career/major exploration, education planning, and other stressors as part of the Student Success Center Advising Center programs, services, and activities including individual mentoring, contact, support, case management, and individual academic success planning; provide students with preliminary academic advising (known as "Advising Specialist") and mentoring as part of ROAD New Student Registration and as part of the Student Success Center Advising Center programs, services, and activities. Work with faculty and staff to implement ACAD Learning Communities by identifying appropriate classes and groups for participation and coordinating execution of classes and program; create developmentally appropriate programming for students and manage program budget. Retention - Act as the EMAS Retention Database manager which includes the management of and maintenance of the EMAS Database. Understanding how to best utilize the EMAS system to aid all of the retention efforts performed by the SSC staff and university administration.	Weekly	30

2	Essential Function: Teach Academic Success classes - participate in creation, curriculum design, planning, development of learning objectives, teaching efforts, course implementation, execution, management, modification, and evaluation as part of the ACAD program based on student development, best practices, and retention efforts; involves teaching skills and strategies to help students achieve academic success and fostering community and a sense of belonging to the Oregon Tech community, establish and achieve goals, access resources, provide experiences to aid in professional development and resume building, aid in choosing a major. ACAD courses include the following existing courses as well as new and yet-to-be developed courses: ACAD 101 (Student Success Seminar); ACAD 105 (Achieving Academic Success); ACAD 107 (Jumpstart); ACAD 107 (Fall Bridge Seminar); ACAD 107 (Orientation); ACAD 115 (Career Exploration); ACAD 207 (EPIC Seminar); ACAD 207 (Peer Health Education); ACAD 207 (Critical Thinking); ACAD 207 (Motivating Success Seminar); ACAD 207 (Stress and Success); ACAD 307 (Student Leadership Seminar); ACAD 307 (Tutor Training); ACAD 307 (Graduate Success Seminar).	Weekly	10
3	Essential Function: Promote tutoring services and use; create, plan, implement, execute, manage, modify, and evaluate the following as well as new and yet-to-be developed tutoring opportunities; collaborate with faculty academic department liaisons to communicate and support tutors as well as tutoring efforts on campus, recruit new student leaders, solicit feedback on the tutoring program; advertise and promote tutoring services on campus; serve TOP and DS student needs through individual tutoring appointments; create and maintain group and individual tutoring opportunities for all Klamath Falls OIT students; work with faculty to provide the SI Program (a retention program designed to target high DWF or cornerstone classes essential to progression in a major to provide additional instruction in close communication with the faculty member and supervisor); work with faculty to identify and implement SI courses, formulate timetables and advertising; recruit, provide specialized training, and supervise SI instructors.	Daily	5
4	Essential Function: Supervise ROAD testing for all new student registration events, manage multiple student leaders, staff for each event. Organize, manage advising appointment, check-in, testing, testing room management, and all other management of registration activities and information relative to placement testing; determine and communicate student placement testing needs according to criteria for all ROAD events and for all new student placement.	Monthly	5

5	Essential Function: Supervise daily Testing and Tutoring operations - inform students of resources and support services available to help them succeed; meet with students, staff, and faculty to provide appropriate, confidential, and accurate services according to OIT policy, CFLAT policy/procedures, and faculty instruction; includes testing, materials/equipment supervision, tutoring, lab supervision, faculty services, student mentoring, and referral; explain and make decisions regarding policy and procedure compliance; provision of auxiliary aids and academic accommodations for students with disabilities including the following as well as other provisions to be determined including class notes and alternate format materials (i.e. text), modification of testing arrangements (i.e. extended testing time, reduced distraction), and provision of reader services, scribe services, and use of special technology; direct student leaders in provision of services; recruit, select, train, supervise, discipline, and promote student workers including Office Aides, Tutors, Test Proctors, ROAD Crew, Accommodations Aides, Student Leaders and Mentors, Learning Community Aides, Supplemental Instructors (i.e. Teaching Assistants), and others. Develop and maintain computer lab, equipment, software, and resource material library to support student success.	Daily	5
6	Essential Function: Supervise SSC testing including campus testing for all OIT faculty, distance testing for Oregon Tech and other community members, College Board testing administration of the Accuplacer Placement Test, ACT National Testing, ASE Automotive Testing for Southern Oregon and Northern California; determine testing and placement policies and procedures; communicate with outside institutions to establish testing agreements and protocol; comply with national testing standards; provide assessment opportunities for exploration, professional development, personal growth, and academic success, including MBTI, STRENGTHS, Strong Interest Inventory, LASSI, CIRP, Learning Styles, and SAR. Coordinate and proctor CFLAT testing including campus testing for all Oregon Tech faculty, distance testing for Oregon Tech and other community members, College Board testing administration of the Accuplacer Placement Test, ACT National Testing, Millers Analogy Testing (MAT), CIRP (Cooperative Institutional Research Program), Department of Agricultural Testing and other testing as approved by the Director; Determine testing and placement policies and procedures; Communicate with outside institutions to establish testing agreements and protocol; Comply with national testing standards.	Daily	5

| 7 | Other Function: Organize, schedule, support, and assess campus FYE, mentoring, and retention/success programs designed to aid in retention of all students, with emphasis on new, first generation, and traditionally under represented students including Study Group Programs, SEM initiatives, Success Sessions, Study Sessions, and Achievement Workshops for general and targeted populations, including time management, study and test taking skills, becoming engaged in the campus culture, learning about resources, connecting with faculty, staff, and resources, graduate success, learning styles, resumes, stress, financial health, college orientation, interviewing skills, critical thinking, ethics, introduction to volunteering, externship, math success, writing success, career, strengths-based learning and achieving, goal setting, and other success topics as developed and/or requested by students, staff, and faculty. First-year Class Visit Program to engage and inform new students regarding services, resources, and opportunities.
 Retention-based programming for individual and unique student learners as well as multiple student population groups: SEM (Strategic Enrollment Management) activities, programs, and services designed to help OIT achieve enrollment targets through increased persistence and retention.
 Collaborate and assist inter-departmentally on a variety of programs to support OIT students and faculty: Annual September Institute for new faculty and staff; annual Advisor Training for new faculty and staff; effective Teaching Seminars for faculty; new Student Orientation programming; International Student Orientation programming and services. | Weekly | 25 |
| 8 | Other Function: Collect, compile, and analyze data to inform decisions and assess effectiveness of CFLAT programs as well as results for each term's new student assessment report and ongoing CAR data reports; oversee program budget by approving expenditures and events (up to $5,000 per instance) such as supplies, refreshments, equipment purchases, and staffing decisions working in conjunction with Director to make recommendations, plan, and update program budget for CFLAT programs | Weekly | 5 |

9	Other Function: Represent SSC Tutoring and Testing in the campus community as a member and leader on campus committees, forums, and other opportunities to increase awareness of success services/programs/resources and needs of students while promoting collaborative opportunities to involve and solicit feedback from cross-departmental representatives in programs, events, and other initiatives; participate and support faculty and staff developmental programs in departmental as well as institutional planning, policy, and procedural decisions focused on improving approaches that improve student success and that address development of learning skills, attitudes, and behaviors to increase student persistence and retention including academic support systems, learning skills, attitudes, and behaviors	Weekly	5
10	Other Function: This position frequently requires after hours and weekend work and will provide support for the testing and Tutoring Centers and Student Success Center programs as needed. This position will cover for the Director in his/her absence. Other duties and committee work as assigned by the Director to accomplish CFLAT, Student Affairs, or university objectives.	Daily	5

G. SKILLS KNOWLEDGE AND ABILITIES

Describe the skills, knowledge, and abilities which are <u>essential</u> for successful performance of this position. List them in descending order of importance.

Next, indicate the function(s) for which each skill, knowledge and ability is required.

JOB FUNCTION REFERENCE	SKILLS, KNOWLEDGE AND ABILITIES
1-10	Ability to conduct self in ethical and professional manner in all aspects of the job; ability to maintain appropriate confidentiality (i.e. FERPA)
1-10	Experience and skills working with college students; ability to establish and develop rapport with constituents to accurately assess needs and deliver services
1-10	Strong organizational and time management skills; ability to multitask, prioritize, and track multiple ongoing and diverse projects; budgeting; and planning
1-10	Interpersonal, written, and oral communication skills including working with culturally and academically diverse populations at varying levels of understanding, skill, and development; team building, supervisory, and group process skills
1-10	Knowledge, training, and expertise in learning, assessment, student development, and success/retention areas; understanding of national research and best practices in these areas
1-7, 9	Knowledge of university academic policies and procedures, curriculum, resources, major requirements, general education requirements, graduation requirements and Retention standard policies
1-4, 7, 9	Teaching experience, especially in relation to student success; curriculum design knowledge and skills

1, 3-9	Knowledge of resources, equipment, software, and technology typical to a student development/support office in higher education; knowledge and understanding of Banner, EMAS, Blumen, and other retention software for the purposes of student data management; general computer knowledge as well as expertise with MS Office Suite and databases; ability to understand data and assessment needs, gather and track relevant data, and portray data in a meaningful way for departmental and accreditation purposes; accurately identify, define, and measure outcomes
1-2, 4-7	Ability and willingness to work irregular hours, evenings, and weekends with some overnight travel

H. PHYSICAL CHARACTERISTICS/WORK ENVIRONMENT
Only when applicable, please describe the physical characteristics or adverse/hazardous conditions of the essential job functions to be performed.

JOB FUNCTION REFERENCE	PHYSICAL CHARACTERISTICS

I. ADDITIONAL JOB-RELATED INFORMATION
Please include information on creativity or innovation required for successful completion of job responsibilities and any other comments that would add to an understanding of this position.
This position requires a great deal of creativity, enthusiasm, interpersonal expertise and relationship building, communication skills, supervisory skills for a sometimes challenging employee group, and knowledge about specific requirements of the college and student populations in general.

Successful completion of job responsibilities in this position requires flexibility and a team oriented attitude as the Testing and Tutoring Centers are an ever evolving entity responding to unique individuals, campus needs, student development and support trends/opportunities, budget considerations, as well as demographic changes in population groups.

This position has intensive contact with many at risk students in a variety of settings and must be able to appropriately communicate expectations, serve, refer and respond to a myriad of issues and concerns.

This position requires a great deal of knowledge and skills regarding working with a diverse college student population of all ages and levels of preparedness while also serving staff, faculty, and community constituents.

This position requires an essential understanding of the higher education environment as well as privacy of student records, including FERPA.

This position must exercise high level reasoning and professional judgment regarding managerial decisions made in the Director's absence.