

# **Richmond Community College**

## **Job Description**

**Position Title:** Academic Success Center, Evening Coordinator

**General Description:** The Evening Coordinator, under the direct supervision of the Dean of Learning Resources, is responsible for all operations of the Academic Success Center during the evening hours.

### **Duties and Responsibilities of the Position:**

1. Coordinate with the Day Coordinator in establishing and maintaining a student centered learning environment that fosters student success.
2. Supervise the evening operations of the ASC.
3. Coordinate with the Day Coordinator in developing and implementing policies and procedures related to the academic support and success of students.
4. Assist with assessment of the ASC by conducting surveys, data analysis, and research on current academic support offerings and best practices.
5. Assist with providing support to students with a variety of identified disabilities as documented by the Office of Disabilities Services.
6. Assist in maintaining organized records for system audits and department assessment.
7. Assist with preparing monthly payroll and contact hours reports for the Business Office and Registrar.
8. Ensure the ASC website is a true reflection of the activities, resources and services of the Center.
9. Plan and develop workshops geared toward student success and achievement.
10. Coordinate with the Day Coordinator in training tutors using the guidelines established by the National Tutoring Association.
11. Speak to classes regarding the services and resources offered by the Academic Success Center.
12. Keep abreast of trends in skills lab resources and technological innovation.
13. Work with individual students as needed.

### **Position Qualifications:**

#### **Knowledge, Skills and Abilities:**

1. Familiarity and understanding of different learning styles.
2. Demonstrated ability to work and or relate with various groups of individuals from diverse ethnic, cultural, socio-economic and educational backgrounds.
3. Demonstrated initiative and self-motivation.
4. Demonstrated ability to work independently as well as part of a team.
5. Managed to accurately complete projects and meet deadlines.
6. Experience working in a computerized office environment with word processing, database and spreadsheet skills sufficient to prepare correspondence, reports, forms, statistical materials, etc. with speed and accuracy, including the willingness to learn and use new computer programs/applications.

7. Knowledge and familiarity with the learning resource center concept.
8. Familiarity with Moodle/Blackboard, TutorTrac preferred.

**Minimum Education and Experience:**

1. Bachelor's degree required. Master's degree preferred.
2. Minimum of one year experience working in postsecondary education required.
3. Excellent interpersonal skills and demeanor.
4. Excellent written and oral communication skills.

**Salary Grade:**

**Location:** JR Conder Learning Resources Center

# Questionnaire for Compliance with Americans with Disabilities Act

## Interview guide for collecting job analysis information

**Job Title:** Evening Coordinator

**Division:** Instructional/Learning Resources Center

**Location:** JR Conder

**Supervisor's Title:** Dean of Learning Resources

**Department:** Academic  
Success Center

**Shift:** 10:30 a.m. -9:00  
Monday -Thursday

**1. General Purpose of Job.** Briefly describe the job's primary purpose or contribution to the department or organization.

Under the direct supervision of the Dean of Learning Resources, this position is responsible for all operations of the Academic Success Center during the evening hours.

**2. Duties and Responsibilities.** List the job's essential or most important functions and responsibilities. Include all important aspects of the job -- whether performed daily, weekly, monthly, or annually; and any that occur at irregular intervals.

- 1.) Coordinate with the Day Coordinator in establishing and maintaining a student centered learning environment that fosters student success. (daily)
- 2.) Supervise the evening operations of the ASC (daily)
- 3.) Assist with providing support to students with a variety of identified disabilities as documented by the Office of Disabilities Services. (irregular intervals)
- 4.) Assist with preparing monthly payroll and contact hours reports for the Business Office and Registrar. (monthly, but daily updates by tutors)
- 5.) Plan and develop workshops geared toward student success and achievement. (a minimum of twice a semester.)
- 6.) Work with individual students as needed. (daily)
- 7.) Assist with assessment of the ASC by conducting surveys, data analysis, and research on current academic support offerings and best practices. (irregular intervals)
- 8.) Assist in maintaining organized records for system audits and department assessment. (irregular intervals)
- 9.) Ensure the ASC website is a true reflection of the activities, resources and services of the Center. (irregular intervals)
- 10.) Coordinate with the Day Coordinator in training tutors using the guidelines established by the National Tutoring Association. (irregular intervals)
- 11.) Speak to classes regarding the services and resources offered by the Academic Success Center. (each semester; per request; irregular intervals)
- 12.) Keep abreast of trends in skills lab resources and technological innovation. (irregular intervals.)
- 13.) Work with individual students as needed. (daily)

**3. Supervisory Responsibilities.** If this job supervises others, give the name of unit(s) or department(s) managed and number of employees supervised. If there are subordinate supervisors, list them also.

Tutors that maybe in the ASC in the evening hours. Coop students and or work study students.

#### 4. Physical Demands:

**4A.** How much on-the-job time is spent in the following physical activities? Show the amount of time by checking the appropriate boxes below.

	Amount of Time			
	None	Up to 1/3	1/3 to 2/3	2/3 and more
Stand	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use hands to finger, handle or feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Climb or balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch or crawl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Taste or smell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4B.** Does this job require that weight be lifted or force be exerted? If so, how much and how often? Check the appropriate boxes below.

	Amount of Time			
	None	Up to 1/3	1/3 to 2/3	2/3 and more
Up to 10 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Up to 25 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4C.** Does this job have any special vision requirements? Check all that apply.

- ☒ Close vision (clear vision at 20 inches or less)
- ☒ Distance vision (clear vision at 20 feet or more)
- ☒ Color Vision (ability to identify and distinguish colors)
- ☒ Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- ☒ Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- ☒ Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- ☐ No special vision requirements

**4D.** Make notes on the specific job duties that require the physical demands selected above.

Work with individual students as needed. Requires up and down from chair, walking out onto the floor to assist students at computer stations. Sitting in office chair assisting student.

**5. Work Environment:**

**5A.** How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

	Amount of Time			
	None	Up to 1/3	1/3 to 2/3	2/3 and more
Wet, humid conditions (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work near moving mechanical parts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high, precarious places	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fumes or airborne particles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toxic or caustic chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor weather conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme cold (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of electrical shock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with explosives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of radiation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5B.** How much noise is typical for the work environment of this job? Check the appropriate level below.

- ☐ Very quiet (Examples: forest trail, isolation booth for hearing test)
- ☐ Quiet (Examples: library, private office)
- ☒ Moderate Noise (Examples: Business office with typewriters and/or computer printers, light traffic)
- ☐ Loud noise (Examples: metal can manufacturing, department, large earth-moving equipment)
- ☐ Very loud noise (Examples: jack hammer work, front row at rock concert)

**5C.** Make notes on the specific job duties that are affected by the environmental conditions selected above.

Supervising the evening operations of the ASC.

Coordinating with the Day Coordinator in establishing and maintaining a student centered learning environment that fosters student access.

**6. Comments.** Include any other information that will aid in the preparation of an accurate description of this job.

The number off students will determine the daily walking and standing movement.

Will be expected to assist students out on the main floor. Not a "stay in your office" job.

**7. Questionnaire prepared by:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Basis for knowledge of job: ☐ hold job now; ☒ supervise job; ☐ other (explain)

## **Exposure Determination for Bloodborne Pathogens**

All position descriptions, including administrative and support personnel, whether paid or volunteer, must be evaluated by the appropriate department chairman/head and a Risk of Exposure to Bloodborne Pathogens Classification I or II be assigned to the position as it applies to each employee's work location. In situations where jobs of the same title entail substantially different categories of risk based on the department to which assigned, job titles will be modified to include the unit name thereby creating a newer, more specific description for that position.

For jobs which fall into Classification II, a list of tasks or procedures which present an occupational exposure to those employees should be prepared and appended to the job description. Assignment of personnel to a new department in the same basic job may necessitate a formal change of job title to ensure that they will receive training according to that job's risk classification. This must be reviewed on an annual basis by department managers for all job titles which they supervise or manage.

### **\_\_\_\_\_ CLASSIFICATION I**

This includes jobs in which required tasks routinely involve a potential for mucous membrane or skin contact with blood, body fluids, tissues or potential spills or splashes. Use of appropriate measures is required for every employee performing these tasks.

### **\_\_\_\_\_ CLASSIFICATION II**

This includes jobs in which required tasks normally do not involve exposure to blood, body fluids or tissues, but may require performing unplanned Classification I tasks. In these jobs the normal work performance involves no exposure to blood, body fluids or tissues. However, exposure or potential exposure may be required as a condition of employment or class performance.

### **\_\_\_\_\_ PERSONNEL NOT COVERED BY THE STANDARD**

This includes jobs in which required tasks involve no greater exposure to blood, body fluids, or tissues that would be encountered by a visitor. The normal work/class performance involves no exposure to blood, body fluids, or tissues that would be encountered by a visitor. The normal work/class performance involves no exposure to blood, body fluids, or tissues and the employee can decline to perform tasks which involve a perceived risk without retribution.

NOTE: All employees who do not fit into Classification I or II will fall into a third category not covered by the Standard.