



COMMUNITY COLLEGE
OF RHODE ISLAND

Division of Institutional Equity and Human Resources

POSITION DESCRIPTION

TITLE	Associate Director Access to Opportunity/TRIO Student Support Services
POSITION NO.	502595
LOCATION	Newport Campus
REPORTS TO	Director TRIO Educational Opportunity Center and SSS Programs
GRADE	CCRIPSA 13
SUPERVISES	Clerical, Support and Professional staff
REVISION DATE	December 2023

JOB SUMMARY:

With the Director, administers the Access to Opportunity (TRIO Student Support Services) grant project, including maintaining a caseload of project participants, coordinating project activities and preparing federal reports. With the Director, manages the project data collection system, monitors participant progress, evaluates program activities, monitors program outcomes and prepares regular reports relevant to the effective administration of the project.

DUTIES AND RESPONSIBILITIES:

- Maintain personal/educational counseling and academic advising caseload consisting of eligible participants, primarily students with disabilities, but also including low-income and first-generation college students;
- Review program applications, interview applicants, screen eligibility and select applicants into the program.
- Plan, conduct and supervise incoming student program orientation and workshops to inform and motivate students;
- Teach Student Success Course to program participants;
- Identify and assess students' needs using interviewing skills and standardized academic, career, personality and motivational instruments to develop effective, individualized educational plans for participants;
- Develop, teach and coordinate effective skill development, study strategies, financial aid, transfer and motivational workshops to address participants' needs with a special focus on the learning needs of students with disabilities;
- Regularly monitor participants' academic progress, recommend and refer to appropriate interventions and services, assist program participants with problem solving and motivate participants to persist toward achievement of postsecondary degree;
- Provide intensive academic planning using knowledge of program and degree requirements, and assist participants with educational and career goals in individual and group settings. Provide accurate information about the institution's degree options, transfer articulation agreements and academic programs.
- Advise participants regarding transfer options to four-year colleges and facilitate the successful transfer of participants to four-year institutions;
- Work to ensure that all eligible participants are provided with sufficient financial aid;
- Establish and maintain a learning environment of acceptance and respect for students from diverse backgrounds and with a wide range of abilities;
- Act as a liaison, advocate and resource person for participants;
- Coordinate information day with CCRI staff, faculty and student support services for high school students who are low income, first generation and/or have a documented disability;
- Maintain the project's data collection system to generate accurate reports of project performance; monitor program's records to ensure compliance with federal requirements.
- Engage in research and planning activities necessary for the success of project; analyze, and report information about participant characteristics, needs, services, progress and outcomes; conduct program evaluation activities.
- Communicate effectively with the Director and all other project staff in order to ensure the continued successful operation of the program.
- Supervise clerical, support and professional staff.

- Keep professionally current by participating in department and college-wide activities and training, and, when appropriate, regional and national meetings;
- Actively participate on assigned college and community committees as well as college-wide diversity initiatives;
- Maintain contact with departments, schools and agencies serving target populations; with the Director, conduct staff in-service training;
- Assist in developing and organizing project special events.
- Occasional evening or weekend work may be required;
- Under supervision of the Director and in absence of the Director, coordinate and administer all grant program activities;
- Perform other duties as assigned.

LICENSES, TOOLS, AND EQUIPMENT:

Personal and mainframe computer systems.

ENVIRONMENTAL CONDITIONS:

This position is not substantially exposed to adverse environmental conditions.

REQUIRED QUALIFICATIONS:

- Master's degree in Counseling, Social Work, Student Development, Higher Education Administration, Psychology, Rehabilitation Counseling, Education/Special Education or related field.
- At least two years of full-time experience providing intensive academic advisement and support services to low income, first-generation students and students with disabilities, within an academic institution.
- Academic advising principles, theories and methods
- Best practices regarding student retention and student success of disadvantaged, high-risk populations
- Proficient in use of standard office equipment including PC, email, computer applications (word processing, spreadsheets and databases), internet, social networking media and other general office facilities
- Encourage and motivate staff and students
- Establish and maintain positive, collaborative relationships with student services and academic staff
- Teach and facilitate groups, conduct skill-development workshops and coordinate adult learning
- Communicate effectively, respectfully and work productively with students and staff from diverse cultural and ethnic backgrounds including, but not limited to, persons of each gender, persons of color, bilingual persons, lesbian/gay/transgendered persons, persons from various cultures, and persons with disabilities
- Understand and follow federal grant rules and guidelines
- Function effectively in a fast-paced environment and complete work in a timely manner

PREFERRED QUALIFICATIONS:

- Two years' experience providing academic advising, learning support, and study skills development to target population is strongly preferred.
- Conversational Spanish language proficiency desirable, bilingual ability desirable, and demonstrated multi-cultural experience.
- Standardized academic, career, personality and motivational assessment instruments
- Cultural competency and diversity issues
- Issues and barriers facing low-income, first generation college students and students with disabilities
- Career development and resources
- Strong organizational and time management skills
- Exemplary interpersonal and written communication skills
- Well-developed interviewing and assessment skills
- Creative problem-solving skills with the ability to recommend and implement innovated solutions
- Interpret academic documents and educational assessments
- Serve as an effective team member as well as have the ability to function independently

All requirements are subject to possible modification to reasonably accommodate individuals with disabilities.