

**FLORIDA STATE COLLEGE AT JACKSONVILLE
JOB DESCRIPTION, 2015**

STUDENT SUPPORT COORDINATOR

FLSA STATUS: EXEMPT – PAY GRADE: 17 – C

GENERAL STATEMENT OF JOB

The Student Support Coordinator facilitates Florida State College at Jacksonville efforts in the delivery of services to specific student populations including but not limited to students with disabilities, students identified as at-risk, international students, first generation college students, low-income students, minority students, and other targeted student populations. This individual coordinates the implementation of policies and practices aimed at increasing student success overall, particularly in the areas of academic success, retention, completion, post-school outcomes, and student engagement.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

Implements new and existing student focused programming and processes related to student services and student support programs; assists with efforts to implement policies and practices that effectively enhance the student experience, student achievement, and retention; coordinates processes and systems to identify targeted students and provide intrusive, appreciative and transformational support.

Acts as a voice and advocate for students and staff regarding matters related to support services at the college; completes professional development and maintains high standards of service; establishes collaborative relationships with campus and administrative departments and community stakeholders to advance and promote student services programs; directly supervises and evaluates assigned staff; provides mentorship and leadership to staff; analyzes and reports on statistical data related to student support services functions and proposes and implements appropriate action plans in response.

Provides coordination of special programs and initiatives to improve college outreach and service to targeted populations; improves the development of student support networks through collaboration with college and community stakeholders in the development of programs, activities, and communications designed to transition identified populations into the college with a focus on continuous improvement in academic and social integration; works to improve the retention and success of targeted populations.

Participates in the implementation of student support services; organizes, guides, and serves on committees and councils to participate in college-wide planning, implementation, and evaluation of student support services policies and procedures; continually identifies new and innovative means by which the college can both streamline existing student support services functions and increase student success overall; and performs related duties as assigned.

SUPERVISION RECEIVED

Supervision is received from the appropriate supervising administrator.

SUPERVISION EXERCISED

Supervision may be exercised over assigned staff and/or student assistants.

MINIMUM QUALIFICATIONS

Bachelor's degree from an accredited college or university supplemented by two (2) years of related experience.

PREFERRED QUALIFICATIONS

Master's degree from an accredited college or university supplemented by three (3) years of experience in the delivery of services to specific student populations. National or State certification in related field, i.e. Certified Rehabilitation Counselor (CRC), Licensed Mental Health Counselor (LMHC), Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), Exceptional Student Education (ESE).

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of machines and equipment including computer, office equipment, telephone, etc.. Physical demands are essentially those of sedentary work. Tasks may require extended periods of time at a keyboard or workstation.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or compositional characteristics (whether similar to or divergent from obvious standards) of documentation, files, accounts, and equipment.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes issuing and receiving assignments, instructions, and/or directions.

Language Ability: Requires ability to read standard English, as well as basic technical data, policy and procedure manuals, codes, etc.. Requires the ability to prepare forms and reports using prescribed formats. Requires the ability to communicate with a broad array of individuals from various professional backgrounds.

Intelligence: Requires the ability to apply principles of logical thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret a variety of instructions or inquiries furnished in written and/or oral form; to acquire knowledge of topics related to occupation.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, and to follow oral/written instructions. Must be able to communicate effectively with co-workers, the public, and students.

Numerical Aptitude: Must be able to add, subtract, multiply and divide; calculate decimals and percentages.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape, and visually read various information.

Motor Coordination: Requires the ability to coordinate hands and eyes accurately in operating modern office equipment and machinery.

Manual Dexterity: Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: May not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond receiving instructions. Must be adaptable to performing under moderate levels of stress, imposed by frequent deadlines, peak workloads, or public/student contact.

Physical Communication: Requires the ability to talk and hear: (talking: expressing or exchanging ideas by means of spoken words; hearing: perceiving nature of sounds by ear).

Environmental Requirements: Tasks are regularly performed without exposure to adverse environmental conditions (e.g., dirt, cold, rain, fumes).

Effective: 5/15