### Staff
#### JOB DESCRIPTION

Form: HRF5005, Ver. 1, Revised 07/12/2013

<table>
<thead>
<tr>
<th>DATE:</th>
<th>7/26/2016</th>
<th>POSITION #:</th>
<th>Enter Position #</th>
</tr>
</thead>
</table>

**NAME OF INCUMBENT(S):**

**JOB TITLE:** Academic Success Coordinator

**DIVISION:** Student Affairs

**DEPARTMENT:** Academic Success

**PAY TABLE/LEVEL/GRADE:** ADM III

**REPORTS TO:** Enter Position Number(s)

**STATUS:** Please click the appropriate boxes that apply.

- [✓] Regular/Continuing
- [✓] Full-Time (40 hrs/wk)
- [✓] Temporary/Limited Duration
- [✓] Individual Position
- [✓] Part-Time: _____ Hours/Week

- [ ] Non-Bargaining
- [ ] AFT
- [ ] Part-Time:
- [ ] Individual Position
- [ ] Full-Time (40 hrs/wk)

**JOB SUMMARY:** (This section should summarize the overall purpose (“mission”) of this job in 1-4 sentences. Briefly describe the primary reason the job exists at LCC.)

If you have a penchant for helping students succeed; if you believe in the mission of community colleges; if you are committed to providing consistently friendly customer service; if you desire to be part of a cutting-edge team of individuals working both independently and together for the sole purpose of helping students achieve their academic goals, then read on:

The Academic Success Coach is responsible for ensuring that assigned students receive persistent, proactive, individualized mentoring, academic coaching and support throughout their enrollment in Lansing Community College. The Academic Success Coach will:

- Coordinate comprehensive orientation of assigned students to LCC and the College experience.
- Initiate and maintain proactive individualized coaching, mentoring, and encouragement to assigned students to keep them engaged in successfully advancing their education.
- Monitor and track student progress toward completion of the student’s goal (certificate, degree or transfer) on a current or “real time” basis.
- Proactively anticipate and detect ways in which specific support services can be utilized to assist assigned students in successfully advancing their education; identify appropriate interventions and promptly connect assigned students to relevant academic and community resources (e.g., tutors, academic advisors, financial advisors, professional counselors, social service agencies, employment resources, etc.) as necessary to assure academic persistence and success; monitor and track efficacy of...
such resources in achieving individual student success and persistence, retention, and completion rates of assigned students.

- Monitor and track efficacy of orientation, coaching activities and campus and community support resources in achieving individual student success and persistence, retention, and completion rates of assigned students.

**DIRECT REPORTS:** (If this is a supervisory position (authority to hire, assign, discipline, approve timesheets), list position #s of those supervised).

Direct Report(s):

Click here to enter position numbers. Use comma to separate

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** Identify and describe the essential duties and responsibilities, i.e., what actions are done and what are the expected results. Most jobs can be described using 5-10 statements. List in priority order, beginning with top priority/must get done, with approximate percent for each (e.g. 20% 1. reconciles grant fund expenditures to balance monthly budget). “Other duties, as assigned,” are implicit in all position descriptions.

<table>
<thead>
<tr>
<th>%</th>
<th>No.</th>
<th>Essential Duties and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>1</td>
<td>Establish, maintain, and document regular and frequent individualized communication with assigned students concerning establishment and revision of their academic goals and development and implementation of individual plans for success; provide and document ongoing individualized coaching, mentoring, and encouragement to assigned students.</td>
</tr>
<tr>
<td>25%</td>
<td>2</td>
<td>Collect, monitor, and analyze information about day-to-day progress and problems of assigned students, including early alerts from faculty and campus and community support resources; promptly assess need for additional or different coaching or mentoring services or referrals to other academic, campus or community resources; monitor and analyze efficacy of specific coaching, mentoring, and support activities.</td>
</tr>
<tr>
<td>20%</td>
<td>3</td>
<td>Initiate and coordinate prompt referrals to other academic, campus or community resources in order to aid students in meeting academic and social needs and overcoming impediments to academic success; monitor nature and impact of individualized services provided by such resources.</td>
</tr>
<tr>
<td>20%</td>
<td>4</td>
<td>Establish relationships and maintain regular contact with faculty members and other campus and community support resources to develop a shared sense of purpose, coordinate comprehensive plans to achieve successful outcomes for each student and provide feedback on the effectiveness of their activities.</td>
</tr>
</tbody>
</table>

**CORE COMPETENCIES.** Record the knowledge, skills and abilities necessary to perform the essential functions of this position. Provide descriptions of core competencies below (e.g. communication, customer service, decision-making, leadership, problem-solving, etc.). An incumbent or applicant must be able to demonstrate and results must be measurable.

- Knowledge of student development and resources to promote student success.
- Strong communication skills, including skill in empathetic listening and providing relevant feedback.
- Excellent interpersonal relations skills, including conflict resolution skills.
- Ability to maintain confidentiality and sensitive information.
- Excellent organizational skills and ability to prioritize competing priorities.
- Commitment to supporting the needs of students.
EDUCATIONAL/EXPERIENCE REQUIREMENTS: Identify the education and/or equivalent combination of education and experience, plus additional specific years of experience, certifications, licenses and/or special training required to perform the essential functions of this job.

1. Bachelor’s Degree in a related area from a regionally accredited college or university required. Master’s Degree from a regionally accredited college or university preferred.
2. Relevant and progressively responsible experience in recruitment, orientation, advising or student affairs related areas preferred.
3. Experience working with diverse populations preferred.
4. Knowledge of student development and resources to promote student success required.
5. Broad experience with networking and cultivating relationships required.
6. Excellent oral and written communication skills required.
7. Ability to encourage and empower students to make their own decisions required.
8. Commitment to supporting the needs of students from underrepresented populations required.
9. Demonstrated ability to lead a team, work independently and collaboratively with other areas and successfully lead projects through completion required.
10. Organizational, planning, customer service, and critical thinking skills required.
11. Experience in developing program goals, evaluating outcomes and monitoring expenditures preferred.
12. Experience with computer applications, internet tools, social media, and communication tools required.
13. Experience with student information systems preferred.
14. Ability to travel and valid driver’s license required.

PHYSICAL AND MENTAL REQUIREMENTS: Complete the physical and mental demands on the attached ADA Checklist that must be met to successfully perform the essential functions of this job. Mobility around the LCC campus is a normal part of the position’s functions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Go to the ADA Checklist.

WORK ENVIRONMENT: Complete the work environment characteristics on the attached ADA Checklist that must be met to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Go to the ADA Checklist.

<table>
<thead>
<tr>
<th>Incumbent’s Name (if any).</th>
<th>Incumbent’s Signature*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor’s Name</td>
<td>Supervisor’s Signature*</td>
<td>Date</td>
</tr>
<tr>
<td>Dean/ELT’s Name</td>
<td>Dean/ELT’s Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Note: Signature means approval, otherwise return for signatures.

| Human Resources Rep.      | HR Rep Signature       | Date |

Note: Position description to be reviewed annually, upon posting or transfer of person or position.
Lansing Community College  ADA Compliance Job Description Checklist

The immediate supervisor is responsible for completion of this form. Fill in more information as needed that apply to the essential job duties of the attached job description.

<table>
<thead>
<tr>
<th>Position #:</th>
<th>Enter Position #</th>
<th>Date:</th>
<th>Click to enter a date</th>
<th>Supervisor’s Position #:</th>
<th>Enter position #</th>
</tr>
</thead>
</table>

Materials Used:

Standard Office Equipment:

- Computer keyboard, mouse, screen (either desktop or laptop)
- Various software (spreadsheet, word-processing, web-base, other media)
- Telephone, blackberry, fax

Others, please list:
- Paper and Pencil/pen
- Projector and Screen
- Copier, collator, reproduction

Standard Trades Equipment:

- Carpentry
- Electrical
- Plumbing

Others repair/maintenance tools, please list:

Mental Functions:

- Comparing (compare/contrast data, people, things)
- Synthesizing (combine data, concepts, interpretations)
- Computing (math calculations or carrying out formula operations)
- Compiling (gathering, classifying, evaluating data, people, things)
- Copying (entering, posting, transcribing data)
- Analyzing (examine, test data, present alternative actions)

Auditory Functions:

- Talking (express ideas, thoughts, languages, conveying details, accurately, loudly, quickly)
- Hearing (receive details through oral communication, make fine differences in sound with other sound interference e.g. running machines, other people)

Visionary Functions:

- Near acuity (at 20 inches or less when minute accuracy is essential)
- Far acuity (more than 20 inches when day and night/dark conditions are essential)
- Depth perception (3 dimensional vision, judge distances, space)
- Color vision (distinguish colors)
- Field of vision (up-down and right-left)

Smell and Tasting Functions:

- Flavors & odors (distinguish similarities, differences, intensities, qualities using tongue & nose)

Movement, Strength, Repetition Functions:

- Climbing
- Kneeling
- Reaching
- Balancing
- Crouching
- Grasping
- Stooping
- Crawling
- Picking/Typing/Keyboarding
- Sedentary (exert up to 10 lbs of force to lift, carry, pull, move objects; sit most of the time)
- Light (exert up to 20 lbs of force to lift, carry, push, pull, move objects; walk/stand occasionally)
- Medium (exert 21-50 lbs of force, walk/stand frequently)
- Heavy (exert 51-100 lbs of force, walk/stand routinely)
- Very Heavy (exert over 100 lbs of force, walk/stand routinely)

Environmental Conditions:

- Weather (rain, snow, wind)
- Vibrations
- Extreme cold (inside, outside)
- Hazards (fumes, odors, dust, toxic chemicals, allergens, poor ventilation, shock)
- Extreme heat (inside, outside)
- Extreme noises
- Confined/restricted spaces
- Hazards (fumes, odors, dust, toxic chemicals, allergens, poor ventilation, shock)

Based upon www.job-analysis.net