

**FLORIDA STATE COLLEGE AT JACKSONVILLE
JOB DESCRIPTION, 2016**

ASSOCIATE DIRECTOR OF STUDENT SUCCESS

FLSA STATUS: EXEMPT – PAY GRADE: 20 - P

JOB FAMILY: STUDENT SERVICES – JOB FUNCTION: STUDENT SERVICES

GENERAL STATEMENT OF JOB

The Associate Director of Student Success leads the College in an assigned area of student success coaching, support services, advising, career development, and conduct. In conjunction with departmental and division leadership and related student success staff, this individual provides innovative and effective leadership to the daily operations and administration of an assigned area of student success coaching, support services, advising, career development, and conduct related operations which could include retention coaching and outreach, accommodation services, services for students in special populations, academic advising and academic planning, career advising and career search, job readiness and job skills coaching, student rights and responsibilities, some student appeals, and student behavior and intervention.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

Provides leadership and expertise to new and existing student focused programming and processes related to an assigned area of student success coaching, support services, advising, career development, and conduct; implements procedures, guidelines and processes that are in accordance with current federal and state regulations as they relate to an assigned area of student success coaching, support services, advising, career development, and conduct; helps implement College policies and practices that effectively enhance the student experience and student achievement.

Acts as a voice and advocate for students and staff regarding matters related to an assigned area of student success coaching, support services, advising, career development, and conduct at the college; promotes and leads professional development advancement for the assigned area; establishes collaborative relationships with campus and administrative departments and community stakeholders to advance and promote student services programs; participates in the college management collaborative to integrate educational, fiscal, technological, facility, and personnel planning in accordance with the strategic plan of the college; directly supervises and evaluates assigned staff; provides mentorship and leadership to staff; analyzes and reports on statistical data related to an assigned area of student success coaching, support services, advising, career development, and conduct related functions and proposes and implements appropriate action plans in response.

Participates in the implementation of the strategic enrollment management plan for the division; organizes, guides, and serves on committees and councils to participate in college-wide planning, implementation, and evaluation of an assigned area of student success coaching, support services, advising, career development, and conduct policies and procedures; continually identifies new and innovative means by which the college can both streamline existing student success coaching, support services, advising, career development, and/or conduct related functions and increase student success overall.

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During peak enrollment periods, directly works with students on campus; 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 two (2) years of related experience in higher education leadership.

**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.

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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: 2016