



## RHODE ISLAND COLLEGE JOB DESCRIPTION

Position classification: PSA
Date created or revised: 9/3/2020
Exempt/Non-Exempt Status: Exempt
Responsible individual: Yes
Campus Security Authority: No

Title: Project Director II, TRIO Student Support Services (SSS)  
Status: Full-time, 35 hours per week, calendar year appointment (may involve evening and/or weekend work as required); Grant funded, renewable, contingent upon funding  
Grade: 12  
Union Affiliation: PSA@RIC (Professional Staff Association)  
Reports To: Director, Center for Scholar Development

### **PRIMARY PURPOSE:**

The Project Director will be responsible for the administration and evaluation of the TRIO Student Support Services (SSS) federal grant ensuring that the required student services are delivered to eligible project participants. The individual will oversee the day-to-day administration and monitoring of program budgets to ensure allowable federal spending of both the SSS program and RIC Preparatory Enrollment Program (PEP). The primary responsibility to PEP is to ensure the effective delivery of first year advising and support services for Preparatory Enrollment Program students in their transition from high school and throughout their first year experience. As the lead for two programs located in the Center for Scholar Development (CSD), the Project Director will assist with the implementation and planning of program services that creates a pathway for all students who are participants in programs under CSD.

### **DESCRIPTION OF DUTIES AND RESPONSIBILITIES:**

#### Essential Job Functions:

- Develop a system to maintain regular, consistent, and meaningful contact with PEP students in the summer prior to freshman year and throughout the first year. For both PEP and SSS participants, the Project Director will track student academic progress (GPA and credits completed), facilitate early alert meetings (students at risk for not meeting satisfactory academic progress or college retention requirements), and make referrals to other campus offices as needed.
- Responsible for developing and facilitating group sessions and meetings that are sensitive to needs of and development of college students in transition.
- Responsible for maintaining contact with PEP students beyond their first year to support increased retention and graduation rates for first-generation and/or low-income student populations, as well as work to identify, recruit, and select eligible participants for the SSS Program.
- Supervise, train, and evaluate SSS full-time advisors and all part-time and/or graduate assistants for the PEP and SSS programs
- Submit annual performance reports (APR) to the U.S. Department of Education which will be used to assess the level of success the program has reached in meeting its funded objectives.

- Develop and maintain an advising system that works to identify student academic and personal needs, and include a comprehensive plan to provide services and/or make referrals designed to support student progress
- Ensure the delivery of individual and group advising meetings for PEP and SSS students.
- Develop and maintain a comprehensive knowledge of the Rhode Island College general education program, academic requirements, as well as college policies and procedures to support student persistence.
- Maintain confidential advising notes for individual students, as well as track GPA, credits attempted, credits completed, and progress towards the completion of General Education Requirements and College Major Requirements.
- Develop and implement a system of identifying PEP students who have the interest and potential to participate in the Pre-McNair Program. Schedule info sessions and work with college faculty to coordinate academic services related to building research awareness.
- Direct all phases of the enrollment process for new PEP and SSS students, including: scheduling enrollment meetings, enrolling students in summer program classes, and monitoring academic progress
- Develop and regularly update the plan to identify, recruit, and select eligible SSS participants, as well as maintain documentation for federal reporting purposes of participant eligibility, academic progress, and graduation rates
- Collaborate with SSS advisors, faculty colleagues, and student success departments to both recruit and identify the needs of participants
- Lead the planning of the Annual PEP Summer Transition Program for incoming PEP students, of which will include supplemental instruction activities, advising, workshops, and mentoring.
- Plan and deliver an annual PEP new student welcome program in collaboration with college faculty and staff, as well as the PEP community.
- Coordinate the planning and delivery of all programs and events hosted by the PEP and SSS Programs.
- Serve as consultant to faculty, staff, and student paraprofessionals regarding needs and services for students served by PEP and SSS.
- Maintain active commitment to continued personal and professional development, as well as advocate for first-generation and low-income students.
- Collaborate and consultant with other campus offices to provide meaningful and supportive services for SSS and PEP students.

Occasional Job Functions:

- Perform other duties and responsibilities as assigned by the Director, Center for Scholar Development.
- Work non-standard hours as needed.

**REQUIRED QUALIFICATION STANDARDS:**

Education:

Master's degree in Education, College Student Personnel, Counseling, or related field.

Experience:

A minimum of five years of experience in similar work settings and with similar populations, as well as professional experience providing support to students in transition and throughout the first year experience. Experience must be related to providing academic and social support for college students who identify as first-generation, low-income, and/or as underrepresented in higher education.

Skills, Knowledge and Abilities:

- Experience in preparing federal grant proposals and reports.
- Demonstrated understanding of the needs of the target population and ability to develop strategies for addressing these needs.
- Proven ability to effectively interact and communicate with a racially and ethnically diverse group of students, alumni, and staff.
- Demonstrated ability to recruit, hire, train, coordinate, supervise, and evaluate faculty and staff.
- Ability to act with discretion and maintain confidentiality.
- Ability to manage and prioritize multiple tasks and meet ongoing deadlines.
- Ability to develop a collaborative team environment.
- Possess good basic knowledge and ability to use and apply computer technology.
- Willingness to pursue appropriate and ongoing professional development.
- Excellent interpersonal, oral and written communications skills, as well as a strong ability to problem solve.

**PREFERRED:**

Bilingual in English / Spanish (fluent in speaking and writing).

**ENVIRONMENTAL CONDITIONS:**

The employee is not exposed to known adverse environmental conditions.

**The College requires that all applicants and employees be able to perform the essential functions of the job and will explore reasonable accommodations for individuals with disabilities.**

*As an Affirmative Action/Equal Opportunity institution that values and is committed to inclusion and expanding the diversity of its faculty and staff, the College invites members of protected classes, including minorities and persons with disabilities, to identify themselves as such at the time of application.*