

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Admissions Officer/Technical Lead

Payband: H

Position Code/Number (if applicable): S00340

Scheduled No. of Hours _____ 35 _____

Appointment Type: X 12 months _____ less than 12 months

Supervisor's Name and Title: Manager, Admissions

Completed by: Bailey Robinson

PDF Date: September 2024

Signatures:

Incumbent:
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

Position Summary

Provide a concise description of the overall purpose of the position.

Under the direction of the Manager, Admissions, the Admissions Officer/Technical Liaison (AOTL) is responsible for the processing of post secondary program applications, internal applications, and upper semester applications. It is the AOTL's responsibility to ensure a smooth application/admission/conversion/registration process for applicants/students, beginning with the applicant/student's initial contact with the college to their seat in the classroom.

Processes and assesses documentation for the admission of all students. Ensures that applicant and student information is up to date and accurate at each stage of the admissions process. Is the key point of contact for applicants with respect to their admission to the College and students with respect to their admission when changing programs. Advises applicants and students regarding admissions processes and policies including minimum admission requirements.

Performs an advisory role to admissions staff in admissions processes.

Provides ongoing management/monitoring and configuration of the Admissions components of the Student Information System. Develops and implements diagnostic queries and reports to proactively identify data, process and/or system functionality issues to ensure accurate admissions data, related processing and communications.

The AOTL must demonstrate strong communication and customer service skills in dealing with internal and external contacts. This position is an important "front end" support for the College's enrolment management plan and has a significant impact on enrolment, retention and college finances.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
1. Is the lead in processing student applications for admission to College by downloading OCAS files, generating student correspondence, supplying orientation information, data entry, and maintenance of electronic student files. Determines eligibility and approves acceptances to program by assessing tests and/or transcripts (both paper and electronic). Reviews applicant transcripts to ensure requirements for the program are met. Requests any missing information through personalized automated letter system. Creates and/or adjusts queries using the Student Information System (SIS) to collect necessary data to aid in admission decisions, troubleshooting problems, information requests and editing admissions files. Audits the admission elements of the Student Information System to ensure accuracy and enhance business processes and workflow. Is the lead in terms of developing, configuring and maintaining new evaluation codes, batch processes, letter templates, and other logic required for admissions processing. Updates and maintains various system tables including designation master, start date fields, conversion of old programs to new codes, acceptance of late confirmations etc. Is the lead in determining proper constituent groups for applicants to oversubscribed programs. Guides admission staff in ranking applicants and prepares, revises and maintains waiting lists, and analyzes scoring for postsecondary transcripts. Is a resource before contacting Information Services Support with respect to the Admissions module of SIS. The incumbent will work not only supporting, but facilitating all processes related to admissions, including development of new functionality and/or problem solving. Updates and maintains OCAS EOL (External On-Line) database, Ontario College Guide for publication through OCAS as well as internal admissions system configurations. Analyzes and/or implements features in the SIS that are available but not 'live' to improve processes or offer additional services to students and/or staff.	70%

2. Communication & Advising: The AOTL provides an advisory role to applicants, students, the college community and the public, in person, by phone, via e-mail on Fleming College programs and services, admissions policies and procedures, and general information regarding financial aid, student accounts, academic regulations, academic schedule and application schedules for the various term intakes. Interprets admission and academic policies and procedures to the College community and general public. Advises and provides guidance to prospective and current students and parents regarding program choices, admissions policies, status of applications and admissions decisions. Actively seeks out opportunities to provide applicants with alternative offers in situations when the applicant is not eligible for their initial program of interest. Updates and creates correspondence (hard copy or email) to applicants e.g., Acknowledgement letters and emails, acceptance letters and emails, waitlist letters, refusals etc. Assists in bulk mail-outs to all applicants and students. Represents the Admissions Office in college-wide events such as Open Houses, calling campaigns, recruitment events, start of term Orientation Days, convocation, welcome days, etc. as needed.	10%
3. Enrolment Monitoring: Maintains current knowledge of programs by liaising with Deans, Chairs, Program Coordinators and faculty and attending program coordinator meetings. Liaises with academic program departments and proactively keeps program Chairs and Records department informed regarding upper semester applications and the circumstances surrounding the applications (ie. probationary students, students switching programs, students transferring from another institution). Communicates directly with program Chairs and Coordinators regarding anomalies, issues, changes, etc. such as greater than anticipated upper semester applications to a particular program which impact expected enrolments. Monitors and analyzes applicant/enrolment data from all semesters and communicates findings directly with Academic Chairs on a regular basis proactively outlining any possible issues.	15%
4. Other related duties as assigned.	5%

* To help you estimate approximate percentages:

½ hour a day is 7%

½ day a week is 10%

1 week a year is 2%

1 hour a day is 14%

½ day a month is 2%

1 hour a week is 3%

1 day a month is 4%

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- | | | |
|--|---|---|
| ☐ Up to High School | ☐ 1 year certificate | ☐ 2 year diploma |
| ☐ Trade certification | ☒ 3 year diploma / degree or equivalent | ☐ 4 year degree or 3 year diploma / degree plus professional certification |
| ☐ Post graduate degree (e.g. Masters) or 4 years degree plus professional certification | | |
| ☐ Doctoral degree | | |

Field(s) of Study:

Computer Programmer/Analyst or Business Administration

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- ☐ No additional requirements
- ☐ Additional requirements obtained by course(s) of a total of 100 hours or less
- ☐ Additional requirements obtained by course(s) of a total between 101 and 520 hours
- ☐ Additional requirements obtained by course(s) of a total of more than 520 hours

X

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- ☐ Less than one (1) year
- ☐ Minimum of one (1) year
- ☐ Minimum of two (2) years

☒ Minimum of three (3) years

Experience using project management, analytical, problem solving and decision making skills to identify issues and determine possible solutions.

Demonstrated experience in design, development, implementation and evaluation of business rules and processes in a Student Information System.

Experience in data management, including running queries, writing queries and report writing.

Experience reviewing and interpreting academic documentation and evaluating against admissions requirements for a wide array of academic programs.

Experience working independently, in a team environment, organizing, prioritizing and problem solving own work to meet deadlines.

Practical work experience working in a customer service environment with a variety of clients from varying social, academic, economic and cultural backgrounds and in dealing with sensitive and confidential information in an appropriate manner consistent with College policies related to the Freedom of Information Act.

Must possess strong communications and interpersonal skills and demonstrated ability to exercise good judgement when making decisions and communicating decisions.

Experience using computer application skills, including a large business system and various software applications ie. E-mail, word processing, spreadsheets, internet and ERP systems

Demonstrated assessment and verification skills as they relate to records management, including a keen attention to detail.

☐ Minimum of five (5) years

☐ Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring	
Key issue or problem encountered.	OCAS Coltrane specs under review
How is it identified?	Yearly process that takes a couple of months to finalize.
Is further investigation required to define the situation and/or problem? If so, describe.	Review new specs from OCAS and analyze any impacts of changes to processes in the SIS data and/or table structures.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Critically test and document the process and changes to roll out live before OCAS application cycle begins and first Coltrane file is transmitted. This process is absolutely necessary in order to receive applications for the new application cycle and failure to successfully complete this process negatively affects the admissions office processes and subsequently enrolment.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	SIS technical documents, OCAS policies, Admissions Practice and Policies

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered	The incumbent notices unique errors in the OCAS data.
How is it identified?	The incumbent reviews all errors and warnings after loading the OCAS data into the SIS.
Is further investigation required to define the situation and/or problem? If so, describe.	
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The incumbent will create a query to display the key details related to the unique errors. The incumbent will analyze the data to determine the root cause. Depending on the outcome, the incumbent may request a change/update to the OCAS load process or contact OCAS to address the issue.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	SIS OCAS Information Technology Admissions System & Enquiry Assistant

#3 regular & recurring

Key issue or problem encountered	New program approved requiring system set-up for assessing and processing applications.
How is it identified?	New program receives final ministry approval for a pending intake. Documentation identifies admissions requirements.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent would first review admissions requirements as outlined in formal documentation and would assess the extent to which these requirements were captured in existing evaluation codes or whether new evaluation codes are required.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Review of existing, similar evaluation codes and potential usage, modification or need for new development.

When new codes are required, work with IT staff to construct SQC statements.

Assess and determine individual courses to be assigned to each specific eval component (i.e. Acceptable math courses, science courses from Ontario curriculum depending on program requirements). Assignment of these courses to codes.

Analysis of test applicant data to determine any additional courses which should be considered.

Final set up of all eval codes and other related processes and testing to ensure that process selects appropriate applicants and evaluates correctly.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

College's Admissions Practice, Curriculum information available from Ministry of Education, admissions manuals, SIS manuals, IT support, past experiences.

3. Analysis and Problem Solving

#1 occasional (if none, please strike out this section)

Key issue or problem encountered

While checking to ensure the automated evaluation processes have accurately selected the correct candidates for a program, the incumbent finds that students have been accepted to a program despite lacking key program requirement (i.e. completion of two gr 11/12 math credits).

How is it identified?

The problem is identified while performing manual checks of the automated evaluation system. The incumbent reviews random applicants to ensure they have met the admission requirements.

Is further investigation required to define the situation and/or problem? If so, describe.

The incumbent will review the automated process to identify the error within the program. The incumbent may also review other program's automated processes to ensure another error was not made in another program.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Once the error has been identified, the incumbent will reverse the process to remove any admission decisions placed on applicant's records. The incumbent will then run the process again and perform checks into individual applications to ensure the process has accurately placed admission decisions on applications.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Past practice

#2 occasional (if none, please strike out this section)

Key issue or problem encountered

Updates to Student Information system impacting core admissions functions

How is it identified?

College-wide system upgrading activities

Is further investigation required to define the situation and/or problem? If so, describe.

Extensive review of implications of updates to core functions and admissions-specific functions to determine required modifications to existing code, process, function.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Must have thorough understanding of current processes and anticipate future needs. Extensive testing within multiple iterations of test environments of application data, core systems tables and batch processes.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Product manuals, discussion lists, consultation with IT staff, systems analysts.

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

#1 regular & recurring	
List the project and the role of the incumbent in this activity.	Regularly throughout the academic year, the incumbent will have to plan for and coordinate the processing of the OCAS inbound and outbound offer files for up to 5 different intakes at a time.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to analyze inbound and outbound data for errors or inconsistencies. Determine best approach to correct the error or inconsistency, if the incumbent can correct the error independently, if IT has to be involved, or if the error/inconsistency originated at OCAS.
List the types of resources required to complete this task, project or activity.	In-depth knowledge of processing functionality, ability to determine origin of error/inconsistency, past practice, ability to research ticket system "knowledge-base" to ascertain extent and severity of error/inconsistency and next steps to correct error/inconsistency.
How is/are deadline(s) determined?	Deadlines are determined by the incumbent to ensure all files can be processed and are processed for the appropriate intake. Incumbent determines deadline by the severity of error/issue and its potential impact.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

The incumbent determines if changes are required based on potential impact. The incumbent determines, in consultation with IT, whether the changes will have an impact on others and the potential severity of the changes.

Example: If an OCAS inbound file is determined by the incumbent to have errors based on the inability to load the data into Evolve, the incumbent will determine the types of errors, if the errors can be corrected by the incumbent, by IT, or if the file has to be retransmitted from OCAS. The incumbent must be able to ascertain and weigh the impact of any of the above strategies including processing timelines, the integrity of the application data from OCAS and in Evolve, and any potential issues that may result which could negatively impact the ability to assess applications and/or send offers of admission.

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.

Is the lead in coordinating mailing/emailing of offers of admission by college system equal consideration date of February 1st. Planning and execution spans several months.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

The incumbent must ensure that all applications that are eligible to receive an offer of admission have been processed prior to the deadline date to allow sufficient time to meet the deadline. They will use information of past mailings as a guide (along with the Admissions Team) to ensure there are ample materials, and time required to complete offer of admission processing and the mailing/emails by the deadline. This requires organization and planning skills.

List the types of resources required to complete this task, project or activity.

Resources include data from previous mailings, current admission targets and application data. Additional staff assistance as determined by Manager.

How is/are deadline(s) determined?

The deadline coincides with the Ontario College Application Services key dates. Incumbent determines deadlines for own work.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Changes could be determined by the Registrar, Admissions Manager, OCAS or the Admissions Office. The Admissions Manager will work with Admissions staff to determine what changes could result in any changes to the project. Example: OCAS changes the date that colleges are permitted to send out admissions offers. The incumbent along with the Admissions staff and Admissions Manager will create a new plan that will ensure that the mailing is prepared for this earlier date.

#3 regular & recurring

List the project and the role of the incumbent in this activity.

Is the lead in processing for oversubscribed (waitlisted) programs. Ensures that all applications received by equal consideration deadline are identified in appropriate applicant constituent groups and that all available academic data is considered. Ensures that follow up for appropriate documentation is carried out in a timely fashion to maximize applicant pools. Conducts analysis of applicant pools past and present to identify scenarios for offer strategies. Audit and check all processes and configurations related to oversubscribed application processing to ensure fair and equitable, timely and strategic processing.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Management of timelines and workflow to ensure that key milestones are met in relation to target dates for offer release and processing of related correspondence. Testing and auditing processes and data related to offer and waitlist assignment

List the types of resources required to complete this task, project or activity.

Historic data, admissions program plans from prior cycles, current application statistics, admissions manuals.

How is/are deadline(s) determined?

The incumbent determines deadlines by which other Admissions staff need to complete tasks in order to meet overall deadline set by Registrar and Manager of Admissions in relation to equal consideration deadline, date for receipt of grades for current Ontario high school students and maximum potential post-secondary transcripts and in relation to key conversion activities.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Changes to task assignment deadlines determined by incumbent to meet any changes to overall deadline set by the Registrar or Admissions Manager. The admissions Manager will work with the incumbent to determine what changes could result in any changes to the project. Example: system issues cause a delay in securing accurate data. The incumbent and Admissions manager will create a new plan that will ensure the process is completed and will still have affect on conversion.

4. Planning/Coordinating

#1 occasional (if none, please strike out this section)

List the project and the role of the incumbent in this activity.

Program cancellation. Program offering is cancelled for a particular intake

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Incumbent must identify types and timing of communications to be issued to applicants at various stages of the process (i.e. initial applicant, admitted, confirmed, paid). Incumbent would need to query system to identify all applicants impacted by cancellation, identify variables within each group, determine data entry work to be completed prior to notifications being assigned, and account for custom messaging for each scenario along with variations for each group.

Updates to OCAS, web site and program availability page must also be conducted in a timely fashion.

List the types of resources required to complete this task, project or activity.

Past letter templates, system queries, process manuals, program availability charts.

How is/are deadline(s) determined?

Coordinated with admissions priorities of that particular day/week, but also sequenced around other key dates/deadlines activities (i.e. fee note mailing. Confirmation deadlines etc).

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Incumbent in consultation with Manager of Admissions, and staff from other areas of the Office of the Registrar (cashiers, registration and records etc)

#2 occasional (if none, please strike out this section)

List the project and the role of the incumbent in this activity.

Coordinating work of PT and student workers for mass mailing/emailing of offers of admission by college system for assigned programs. Planning and execution spans 2-3 weeks leading up to Feb 1 offer deadline.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

The incumbent must ensure that all applications eligible to receive an offer of admission have been processed prior to the deadline date to allow sufficient time to meet the February 1st deadline. They will use information of past mailings as a guide (along with the Admissions Team) to ensure there are ample materials, and time required to complete offer of admission processing and the mailing/emails by the deadline. This requires organization and planning skills.

Incumbent sets timelines for work allocated to student/part-time staff (involves ensuring all materials are accurate based on individual letters being sent to applicants) to complete by overall deadline.

List the types of resources required to complete this task, project or activity.	Resources include data from previous mailings, current admission targets and application data. Additional staff assistance as determined by Manager utilized for this intake only.
How is/are deadline(s) determined?	The deadline coincides with the Ontario College Application Services key dates. Incumbent determines deadlines for own work and for PT/Student workers.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Changes could be determined by the Registrar, Admissions Manager, OCAS or the Admissions Office. The Admissions Manager will work with Admissions staff to determine what changes could result in any changes to the project. Example: OCAS changes the date that colleges are permitted to send out admissions offers. The incumbent along with the Admissions staff and Admissions Manager will create a new plan that will ensure that the mailing is prepared for this earlier date.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
☒	☐	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The incumbent explains to an applicant why their application was denied to a program including admission criteria and the selection process to ensure the applicant fully understands the reason for their admission decision.

☐	X	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The incumbent will assist newer staff members to ensure that the admission process is fair and accurate. The incumbent will have to train new Admissions employees on transcript entry, application processing, and office practices.
X	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	Advises co-workers with respect to business process to enable them to assist students. Performs an advisory role to admissions staff in admissions processes (e.g., over-subscribed program processing, auto evaluation process, letter generation etc).
☐	☐	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
☐	X	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	, The incumbent allocates duties to other Admissions Officers to ensure that admission processes are completed according to required deadlines and that daily recommendations are made to the Admissions Manager. For Feb 1 intake, incumbent determines which AOs will be responsible for all weekly tasks associated with specific program wait lists. Ex – assigning students, sending alternate offers, etc.) Allocates tasks to student workers, ensuring the tasks are completed accurately and in a timely manner. One student is shared amongst Admissions Officers, who are responsible for delegating, monitoring and ensuring quality and completion of work. This is done largely during peak periods.

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
Verbal instructions are given at the beginning of new assignments by supervisor. Routine/regular practices do not require instruction and are expected to be completed without guidance.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Admissions policies, targets, requirements, and selection procedures are provided. The incumbent must use discretion when exceptional circumstances arise, such as a student with unique qualifications.	
OCAS guidelines available for reference (for deadlines and application procedures only). High School Course Coding books, Admissions Policies, Withdrawal Policies, Academic Regulations, Student rights and Responsibilities- referred to as required	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
There is no check on accuracy of admission offers. Incumbent has to use extreme caution to ensure that only qualified applicants receive an offer. OCAS audits are completed each intake. Consultation with supervisor ongoing as required however, day to day tasks are carried out with minimal supervision.	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent will work closely with system analysts and Information Technology and OCAS staff in identifying implications of new OCAS specs on existing SIS data, tables, processes. Will also consult closely with these individuals when making recommendations for solutions, developing, testing and implementing solutions and evaluating solutions.	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
Irate or dissatisfied applicants, parents, students, faculty or public who will not accept policies and procedures, etc. Cases regarding controversial issues where M.P., lawyer, parent or agency are involved usually go to the supervisor. Highly confidential and/or complex cases usually go to supervisor only if there is an expectation of future follow-up. Hiring of additional part time staff/Budgetary concerns	Incumbent will refer truly exceptional Admissions decisions with no precedent to the Admissions Manager or College Registrar.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)

Incumbent works directly with students, staff, faculty, counselors MTCU and OCAS. Incumbent ensures that work is completed accurately and on time in accordance with MET/OCAS requirements and College deadlines. Incumbent can be flexible within the bounds of established standards, agreements and policies. Independence re: assessing transcripts and determining admissions eligibility occurs on a continuous basis.

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M. I)*
How is it received?	How is it carried out?		
Applications to the College from OCAS	Transcripts are reviewed and an admission decision is made based on the applicant meeting the minimum requirements and available space in the program	Applicants to the College	D
Outside community calls the college to obtain information about college programs	Incumbent answers any specific questions, refers them to the College's web site and/or mails information out.	Outside Community	D

Providing alternative options to student and applicants not accepted into the program of their choice	The incumbent can recommend to an applicant various options available to them if they were not accepted to the program of their choice. They may recommend academic upgrading, selecting another college program or meeting with a college counsellor to discuss their options within those available at the College.	Students, Applicants to the College	D

* D = Daily W = Weekly M = Monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Provide feedback	Liaison	D
	Discuss/share information re course selections, admission	High school guidance	
Explanation and interpretation of information or ideas	Respond to queries re application status, deadlines, admission practices	Students/Parents	D
	Info re OCAS admissions, application status, wait lists Explain if special circumstances are not within acceptable procedures	Staff/Faculty	D
	Clarification re fees deadlines, troubleshoot problems re student registration, verify results transcripts	Accounting/Records Officer	D

	Discuss test results, program availability etc.	Counsellors	D
	Discuss system errors, systems update	OCAS, IT Department	D/W
	Discuss reports, follow up inquiries	Business Systems Analyst	W
Imparting technical information and advice	System errors (affecting daily processing), system updates and resolutions	Information Technology Admission staff	M
	OCAS system and file errors	OCAS Information Technology	I
	Training admissions staff	Admissions staff	I (as needed)
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

* D = Daily W = Weekly M = Monthly I = Infrequently

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Standing	D		X		X		
Sitting	D			X	X		
Bending to file	D	X			X		
Walking	D	X			X		
Lifting	M	X			x		

* D = Daily W = Weekly M = Monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

☒ Light (up to 5 kg or 11 lbs)

☒ Medium (between 5 to 20 kg or 11 to 44 lbs)

☐ Heavy (over 20 kg or 44 lbs)

Files
Admissions packages, boxes of letterhead, boxes of promotional materials

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Reviewing high school transcripts ensuring necessary credits have been attained.	W	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
X Usually – there are occasional times when there are many interruptions (phones, front line staff, walk-in etc)				
No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Create queries from SIS when trying to resolve issues	W		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☐ Usually – There are times when there are many interruptions (phones, front line staff, walk-in etc)				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Analysis of data from Auto eval	W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually No				

* D = Daily W = Weekly M = Monthly I = Infrequently

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
☐ acceptable working conditions (minimal exposure to the conditions listed below)	Office Environment	D
☐ accessing crawl spaces/confined spaces		
☒ dealing with abusive people	The incumbent experiences frustrated students/family members who use derogatory or threatening speech. This occurs more frequently during peak times, when applicants/students are informed that they do not meet admission requirements or that no spaces are available in the program	M
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to extreme weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☐ smelly, dirty or noisy environment		
☐ travel		

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☐ working in isolated or crowded situations		
☐ other (explain)		

* D = Daily M = Monthly W = Weekly I = Infrequently