

**STEM TRANSFER SERVICES COORDINATOR**

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

**SUMMARY DESCRIPTION:**

Under the general direction of the Project Director, the STEM Transfer Services Coordinator is responsible for the development, coordination, implementation and evaluation of support services for STEM students. The STEM Transfer Services Coordinator will assist students in STEM fields with planning a program of study and navigating the transfer process. The STEM Transfer Services Coordinator coordinates efforts with the college's student services personnel to ensure STEM students' success while attending the College and with support staff at transfer colleges and universities to ensure success of the students upon transfer; assists STEM faculty with coordination of courses across disciplines to ensure transfer readiness and success; and assists the College's articulation officer in securing articulation agreements for STEM courses and programs with four year institutions.

**REPRESENTATIVE DUTIES:**

*The following duties are typical for this classification.*

1. Develops plans for implementation of student support services for students in STEM programs as identified in the grant in cooperation with the Project Director, STEM faculty, administration and other grant personnel.
2. Plans and oversees direct counseling services to STEM students including academic advising, education planning, career planning and transfer preparation.
3. Develops and teaches student success and guidance courses directly related to grant activities, including those courses associated with STEM learning communities.
4. Works cooperatively with college personnel, including student services faculty and staff, to ensure STEM students receive comprehensive student support services.
5. Facilitates communication between faculty and staff in STEM programs at a four-year institution and STEM employers toward the goal of promoting students' transfer to those programs and entry into the workforce.
6. Serves as a liaison between the grant and the college's Counseling, EOPS, and Disabled Student Services programs, Transfer Center, Articulation Officer and College Honors Institute.
7. Assists STEM faculty and grant personnel in the development, implementation and evaluation of activities for grant-related outreach events targeting elementary, middle and high school students, especially Hispanic and other low-income students, coordinating as needed with other outreach efforts.
8. Develops promotional and informational materials regarding educational planning and transfer preparedness across STEM disciplines.

9. Develops effective communication processes with STEM students and faculty regarding transfer options and opportunities.
10. Works cooperatively with the Research Analyst and the Director of Research and Planning to assess the effect of student support services on retention, persistence, success and transfer rates of STEM students.
11. Plans and organizes workshops for current and prospective STEM students regarding student success and transfer preparation in STEM courses and programs.
12. Works cooperatively with other grant personnel on efforts to improve transfer rates among students in STEM fields, especially Hispanic and other low-income students.
13. Assists the college's articulation officer and STEM Pathways Coordinator with articulation efforts and schedules as they relate to the activities and efforts of the grant.
14. Actively participates in meetings of grant personnel and STEM faculty and staff.
15. Assists the Project Director and other grant personnel in assessment of grant activities and makes recommendations for improvement toward the goal of sustaining new practices, strategies and partnerships after the term of the grant.
16. Performs other duties as assigned.

**QUALIFICATIONS:**

*The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.*

**Knowledge of**

California Community College system, including appropriate sections of the Education Code and Title 5, specifically Sections 55250 through 55257.

Theories and practices related to counseling, career development and transfer services; matriculation, articulation and transfer requirements as applied in general academic advising, educational planning, career counseling and personal counseling sessions.

STEM courses and programs customarily offered at the community college including but not limited to astronomy, biology, chemistry, computer science, engineering, environmental science, geography, geology, mathematics, oceanography, and physics.

**Ability to**

Plan, organize, prioritize and coordinate multiple activities; design, create, and implement use of resources.

Work independently, assume responsibility, and take initiative in carrying out assignments.

Communicate effectively both orally and in writing.

Establish and maintain cooperative relationships between the College, community, and key individuals, and with all persons contacted in the course of work.

## **Education/Training**

### **Required Education and Experience:**

1. Master's degree in Counseling, Rehabilitation Counseling, Clinical Psychology, Counseling Psychology, Guidance Counseling, Education Counseling, Social Work, or Career Development from an accredited institution of higher education, or equivalent.
2. Experience that indicates sensitivity to, and an understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students and personnel.

### **Desired Experience:**

1. Counseling or career guidance experience in the community college environment.
2. Experience working with Hispanic populations.
3. Experience in career guidance and transfer services.
4. Experience working with students and faculty in STEM courses and programs.
5. Bilingual and Biliterate in English and Spanish.

## **PHYSICAL DEMANDS AND WORKING ENVIRONMENT**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.*

**Environment:** Work is performed primarily in a standard office/classroom setting.

**Physical:** Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

**Vision:** See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

**Hearing:** Hear in the normal audio range with or without correction.

Board Approved: April 12, 2012