

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TRANSFER CENTER 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:

This is a full-time, tenure track 12-month faculty position and is under the general direction of an assigned administrator. The incumbent is responsible for developing, planning, and organizing the Center's programs and services, with the goal of facilitating student transfer. The Coordinator will develop policies and procedures that support the goals of the college, foster a transfer culture, and increase transfer rates including those of under-represented populations. The Transfer Coordinator will develop and teach transfer and career success courses, work with the Office of Research and Planning to collect and analyze meaningful transfer data, prepare reports, evaluate program effectiveness, work collaboratively with and provide professional development opportunities about transfer to instructional faculty, coordinate services with feeder colleges and universities, oversee transfer outreach to students, parents and the community, plan and oversee direct services to students, and link the Transfer Center with all campus units and constituencies to ensure effective service to students.

REPRESENTATIVE DUTIES:

The following duties are typical for this classification.

1. Develop the Transfer Advocates program, working with Professional Development, Faculty, and other appropriate entities to provide training and support to participants.
2. Work collaboratively with Student Services and Instruction faculty to provide timely transfer information.
3. Plan and arrange visits of Transfer Representatives from four-year institutions.
4. Plan and arrange an annual Transfer Fair.
5. Participate in college-wide planning and evaluation processes.
6. Work closely with the Articulation Officer to ensure currency of transfer information.
7. Participate in regional and statewide Transfer organizations.
8. Plan and organize outreach to prospective transfer students and their parents, particularly those from under represented groups.
9. Develop Transfer Center promotional and informational materials in both Spanish and English.
10. Provide oversight for the development and maintenance of the Transfer Center webpages and links.
11. Develop effective communication processes with students regarding Transfer options and opportunities.
12. Provide input regarding budget development and expenditures.

13. Attend special events on and off campus related to transfer.
14. Organize, prepare, and maintain a variety of records, statistics, and reports related to the Transfer Center.
15. Provide support, guidance, and direct involvement to members of the Counseling staff and Title V staff in accomplishing special projects as needed.
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

Knowledge of the laws, policies, and regulations governing Education Code, and Administrative Code Title V, specifically Sections 55250 through 55257.

Career and transfer counseling and assessments.

Knowledge of career planning and transfer theories and processes.

Knowledge of matriculation, articulation, and transfer center requirements and competencies in general academic advisement, educational planning, career, and personal counseling.

Knowledge and skill working with diverse students and staff in an academic setting.

Knowledge in the use and implementation of technology in establishing a technology-based transfer center.

Ability to

Plan, organize, and coordinate multiple activities; design, create, and implement use of resources. Ability to establish and maintain a highly collaborative and collegial working relationship throughout the college and with the district, including students, faculty, administrators, and the public.

Develop an understanding of student cultural and linguistic diversity, and the ability to develop appropriate culturally-sensitive transfer programs and services.

Ability to work confidently and effectively in a college and division that values diversity and multicultural competence

Prioritize and execute a wide range of projects simultaneously.

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 a sensitivity to, and an understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students and personnel.

Desired Experience:

1. A minimum of two years counseling or career guidance experience in a community college.
2. A minimum of two years supervisory or program/project management experience.
3. Bilingual and bi-literate in English and Spanish.
4. Related experience in career guidance and/or transfer services.
5. Experience in career and transfer counseling and assessment.

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.