COUNSELING SUPERVISOR

DEFINITION

Under the direction of the assigned administrator, plan, organize and direct the operations of counseling services and other assigned programs.

TYPICAL DUTIES

Plan, organize and direct the activities of counseling services and/or other related services/programs involved in coordinating and promoting student success that may include, but not limited to, matriculation/steps to success, assessment, athletic advising, middle and high school articulation, transfer center, career center, Disabled Student Programs & Services (DSP&S), and orientation; ensure efficient faculty/student appointment scheduling processes; develop and maintain the appointment scheduling calendar; oversee student tracking for planning purposes and development of counselors’ annual schedules; monitor changes in faculty contracts and adjust scheduling processes as needed; serve as system administrator for the appointment scheduling and reporting system; create student tracking/reason codes and assist with updating MIS mapping to capture matriculation/steps to success activity; hire, train, supervise and evaluate the performance of assigned personnel; develop and implement department procedures, forms and materials; monitor the input and extraction of information to on-line data processing systems; coordinate and evaluate the orientation and data collection of new and returning students to the college; compile and generate reports; assist in the development of brochures, student guides and various publications relative to recruitment; respond to requests for information from students/counselors regarding prerequisites, advanced education, and other activities; coordinate with instruction and other student services areas regarding requests for information; monitor and maintain budgets for assigned functions and activities; monitor expenditures in accordance with District policies and budget limitations; serve on college and District committees; and perform related duties as assigned.

QUALIFICATIONS

EXPERIENCE

Three years’ experience, including one year in a lead or supervisory capacity, in student services programs and/or records management.

EDUCATION

Bachelor’s degree from an accredited institution; OR an Associate degree from an accredited institution AND two additional qualifying years of experience.

KNOWLEDGE OF

Computer systems, applications and assessment procedures and techniques related to assigned student services programs functions, educational records management and retention, modern office practices, procedures and equipment; applicable sections of the State Education Code, State Code of Regulations, other applicable laws and regulations, and college and District policies and procedures; budget preparation and management; awareness of the needs of students in the assigned student services programs; report development and monitoring; community college student populations; student services programs and categorical program policies and practices; interpersonal skills using tact, patience and courtesy, principles and practices of supervision, training; and college and District policies and procedures.
ABILITY TO (ESSENTIAL FUNCTIONS)
Perform the essential functions of the position; plan, organize and direct the activities of the assigned area(s); communicate effectively both orally and in writing; maintain accurate records and compile, generate, and analyze data for reports; utilize current technology to effectively perform assigned responsibilities; coordinate the use of technology for record management and retention; maintain current knowledge of and interpret, explain, and apply rules, regulations, guidelines and applicable laws related to the assigned area(s) and implement acceptable practices; prioritize and schedule work; train, supervise and evaluate personnel; maintain adequate internal controls and audit trails; analyze situations accurately and adopt an effective course of action; establish and maintain cooperative and effective working relationships with others; work successfully in a diverse organization; work independently with minimal direction; sustain regular attendance; meet schedules and timelines; exercise initiative and good judgment; resolve complex situations; and conduct individual and group training activities.