

## **SOUTHWESTERN COLLEGE DISTRICT**

### **CLASS TITLE: ASSOCIATE DEAN, GUIDED PATHWAYS AND STUDENT SUCCESS**

#### **DISTRICT VALUES**

Incumbents in District positions are expected to exhibit an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, gender identity, sexual orientation, and ethnic backgrounds of community college students, and employees, including those with physical or learning disabilities, and successfully foster and support an inclusive educational and employment environment.

#### **DEFINITION**

This is an Academic (Educational) Administrator classification. Reporting to the Dean of Counseling & Student Success, the Associate Dean, Guided Pathways and Student Success provides leadership for integrated systems of student planning and support that lead to completion of academic and career goals. The position oversees a college-wide operational infrastructure that provides active case management guidance for students related to: personal counseling, academic planning; career exploration and decision-making; academic progress monitoring and intervention for goal completion; academic and learning support; and college navigation support. The position requires the Manager to work with instructional deans, student services deans, faculty, staff, and Administrators in creating and maintaining an open, collaborative and inclusive college environment focused on student learning and success.

This is an Academic (Educational) Administrator classification that directs, supervises, and manages all activities of the District's comprehensive Counseling programs. Responsibilities include performing diverse, specialized, and complex work involving significant accountability and decision-making responsibility. The incumbent organizes and oversees day-to-day activities and is responsible for providing professional-level support to the Dean in a variety of areas. Successful performance of the work requires an extensive professional background, as well as skill in coordinating programmatic work

#### **EXAMPLES OF TYPICAL FUNCTIONS (Illustrative Only)**

*Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.*

1. Provides strategic level leadership for integrated student progress tracking and holistic support systems, cohort-based student retention programs, multiple measures course placement system, transfer partnerships, and support for curriculum/academic pathways development.
2. Ensures culturally responsive and inclusive operations that center on minoritized populations and marginalized communities; accountable for flexible service delivery modalities that support access and equitable student outcomes.
3. Direct management and operations of a student success center, including oversight of faculty, and staff assigned to provide support to fields of study.
4. Develops, executes and measures the impact of a comprehensive student academic and career counseling system from point of entry to educational goal completion.
5. Conducts ongoing needs assessment and gap analysis related to effectiveness of academic and career counseling strategy and services programming; directs modification of programming for continuous process and outcomes improvement.

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6. Creates and maintains collaborative and productive partnerships across Academic Affairs, Student Affairs, administrative/systems services, and shared governance bodies in order to integrate institutional effectiveness and planning efforts and holistic student support; assists the Dean of Counseling in providing leadership for college-wide strategic initiative execution (e.g., Strategic Plan, Guided Pathways/Jaguar Pathways, Student Equity & Achievement Plan, and Vision for Success).
7. In partnership with Professional Development, offers training for faculty in effective teaching and learning strategies for students, including contextualized learning and directed learning activities, and teaching and learning strategies into the instructional setting.
8. Organizes informational meetings on professional development activities for participating faculty and staff through Professional development
9. Collaborates with the Office of Institutional Effectiveness to develop and maintain a data warehouse/platform to monitor program operations as well as student participation and success rates for program assessment.
10. Conducts regular program evaluation for quality improvement, including the distribution of satisfaction surveys to faculty, and staff.
11. Collaborates with the Director of Career & Transfer Connections, and Dean of Enrollment Services related to K-12 partnerships, and articulation with postsecondary colleges and universities.
12. Monitors activity expenditures and prepares monthly progress reports for assigned budgets.
13. Assumes leadership for other related projects and perform other duties as assigned.
14. Interviews and selects employees; coordinates and arranges appropriate training for subordinates.
15. Supervises employees within the department; plans and evaluates performance of staff; establishes performance requirements and personal development targets; monitors performance and provides coaching for performance improvement and development; recommends compensation and other rewards to recognize performance; addresses performance deficiencies according to human resources policies and procedures and union contract provisions.
16. Serve on College committees as assigned; attend meetings and make oral presentations as necessary.
17. Actively participates in and supports the college's participatory governance components and activities and other collaborative processes.
18. Perform other related duties as assigned.

**QUALIFICATIONS**

**Knowledge of:**

- Strategic leadership and Management in Higher education in community colleges.
- The mission and changing role of the community college in meeting the workforce needs of the community.
- The issues and requirements of California Community Colleges.
- The California Education Code, Title V and other state, federal, and local laws, regulations, restrictions and requirements as they apply to the community college.
- Knowledge of effective teaching and learning strategies, including but not limited to contextualized learning, directed learning activities, collaborative learning, and technological approaches.
- Evaluation methods.
- Budget preparation and management.
- College governance structure and processes.
- District organization, operations, policies, and objectives.
- Public relations principles and practices.
- Office productivity software such as Microsoft, Word, Excel, Outlook, Access.
- Internet navigation, data entry and correction, inquiry/retrieval and report generation.
- Modern office procedures, practices and equipment.

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- Interpersonal skills including tact, patience, and diplomacy.
- Oral and written communication skills.
- Principles and practices of effective administration, supervision, and training.

**Ability to:**

- Direct systemic change for racial and social equity and justice
- Communicate and execute a vision for student-centered (flexible, multimodal) delivery of instruction and counseling services through oral and written mediums.
- Interpret and apply a variety of rules, regulations, policies, and guidelines including Federal and state legislation, and California Education Code.
- Effectively counsel and assist staff, faculty, administrators, and the public.
- Develop, administer, and control budgets.
- Use data to drive the decision-making process.
- Work closely and effectively with instructional areas.
- Meet schedules and timelines.
- Establish and maintain positive and effective working relationships with others.
- Maintain records and prepare reports.
- Work independently with limited direction.
- Interact with others using tact, patience and courtesy.
- Train and evaluate staff and assign and review the work of others.
- Provide tactical planning.
- Ability to multitask at varying levels of detail.
- Organize relatively complex projects or activities that are interdepartmental in scope.
- Embrace a vision and coordinate details of implementation.
- Operate a computer and various software programs; and
- Demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, faculty, staff and community.

**MINIMUM EDUCATION AND EXPERIENCE**

A Master's degree **AND** one (1) year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

**DESIRED EDUCATION AND EXPERIENCE**

Doctoral degree in Education, Administration, Curriculum and Instruction, Student Services, Counseling, or related discipline **AND** four (4) years of formal training or leadership experience related to the administrator's assignment. Teaching experience, preferably at the community college level

**LICENSES AND CERTIFICATIONS:**

None.

**PHYSICAL DEMANDS**

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle and to visit various District and meeting sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person, before groups, and over the telephone. This is primarily a sedentary office classification although standing and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using

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a computer keyboard, typewriter keyboard, or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 25 pounds.

**ENVIRONMENTAL ELEMENTS**

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.

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*Ralph Andersen & Associates*