

## STUDENT SUCCESS SPECIALIST

### GENERAL DESCRIPTION OF CLASS

Under the direction of an administrator or manager, assists with the development, implementation, and evaluation of activities designed to increase student retention, persistence, and completion. Provides guidance and support for students who need assistance staying on track for degree completion; enhances student success by assisting with a variety of programs and services that include positive interventions, coaching, ongoing support, and progress follow up.

**REPRESENTATIVE DUTIES:** The duties recorded below are representative of the duties of the class and are not intended to cover all the duties performed by incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related or a logical assignment to this class. The essential duties of the class are indicated with an asterisk \*.

**BASIC FUNCTION:** The duties of this classification may involve performing the most technical and difficult tasks, requiring specialized or advanced skill in one or more areas of the work assigned. The duties below are not inclusive but characteristic of the type of work associated with the class. Individual positions may do all or some combination of the duties listed below as well as other related duties.

1. Assists with developing and implementing student success and retention program objectives, outcomes, student progress, program policies, and procedures. \*
2. Provides support services to implement retention efforts within the area of assignment. \*
3. Schedules individual sessions with students; conducts, reviews, analyzes, and discusses results of individual student needs' assessments; makes recommendations, provides referrals to various available resources and programs such as the District's Early Alert Program; plans future steps for progress. \*
4. Consults with District staff and departments related to identifying student needs; develops and provides early and appropriate positive interventions, solutions, guidance, and follow-up to improve student retention, persistence, and completion; works collaboratively with District programs and departments. \*
5. Assists with the implementation and coordination of student programs to support academic success such as a mentoring program pairing experienced students with new students and/or students at academic risk. \*
6. Manages student caseloads based on need; monitors student academic performance. \*
7. Meets regularly with students to provide support related to their academic progress and social well-being; provides intervention strategies and referrals to appropriate resources, as needed.\*
8. Collaborates with the Outreach department to participate in activities and events that support prospective students from local high schools and the community.
9. Coordinate with marketing in the creation and distribution of a variety of outreach materials including but not limited to brochures, flyers, announcements, and other informational materials.\*
10. Assists in coordinating and implementing programs designed to support recruitment efforts of the college. \*
11. Provides information and assistance to students, staff, faculty, administrators, and others concerning retention and other available student services and resources; participates in advocating and resolving student issues related to matriculation, registration, and academics. \*
12. Provides individual coaching to help foster student success and academic development. \*

13. Updates and maintains documentation of student interactions; creates and generates student performance and progress reports. \*
14. Updates and maintains the college and District student information system (SIS) and other program databases; ensures accuracy, completeness, and compliance of data; extracts data to prepare and generate a variety of standard and ad-hoc reports related to student programs, student progress, and students identified as at risk. \*
15. Assists with the planning, development, and execution of intervention strategies for students who receive academic alerts in collaboration with academic units. \*
16. Tracks and monitors student involvement in support resources on campus including academic counseling and development of Student Educational Plan (SEP). \*
17. Provides clarification and support to students regarding specific action plans related to their level of probation and/or dismissal and the impact to the student's financial aid and other assistance programs; assists students in completing financial aid appeals, when needed. \*
18. Coordinates, schedules, documents, and assists with activities including but not limited to, outreach functions, seminars, workshops, and field trips. \*
19. Travels to coordinates and participate in workshops, on and off-campus, to support and highlight various student services and offices such as financial aid office, job placement, transfer center, and counseling; refers students to various workshops hosted by internal departments or external agencies, as appropriate. \*
20. Utilizes all District services, community agencies, special programs, and other available resources offered to students for purposes of student retention and degree completion. \*
21. Performs document production to prepare a wide variety of materials including but not limited to, correspondence, memoranda, reports, surveys, forms, charts, spreadsheets, and databases. \*
22. Assists with monitoring Student Equity Outcomes; addresses outcomes which pertain to areas of responsibility; identifies inequitable outcomes and makes recommendations to address and align program activities to advance positive outcomes to administrator/manager. \*
23. Assists students in successfully navigating completion of required documents and processes such as registration, financial aid, residency, scholarship applications, and grants. \*
24. Communicates important information to students through the District and/or college social media platforms and other school formats employed for communication. \*
25. Interacts with diverse populations and constituencies in a wide range of situations requiring judgement, tact, and diplomacy. \*
26. Participates in the development of goals and objectives for the area of assignment.
27. Participates in and attends a variety of meetings, conferences, workshops, trainings, and professional development opportunities related to the area of assignment. Stays informed of present and pending laws, rules, regulations, and interpretations on the variety of areas affecting student success and retention.
28. Assist with the hiring, training, and providing work direction to student assistants.
29. May serve on a variety of District committees as requested.
30. Performs other duties that support the overall objective of the position.

**MINIMUM QUALIFICATIONS****EDUCATION/EXPERIENCE:**

- Associate degree\* with coursework in social or behavioral science, psychology, counseling, or related discipline; **AND**
- Two (2) years of work experience providing support to students within a student success centered environment.

- Or, any combination of education and experience which would provide the required qualifications for the position.

\*Associate degree education equivalency is a 1 to 1 equivalency, one year of responsible work experience related to the classification for each full year (24-30 units) of college.

**CERTIFICATES, LICENSES, REGISTRATION, SPECIAL AND/OR OTHER REQUIREMENTS:**

- Required to hold and maintain a valid driver license 'if and when' travel is required in the course of work.
- May be required to travel for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

**DESIRED QUALIFICATIONS:**

- Bachelor's degree.
- Three (3) years of experience supporting a program related to student success and retention.
- Two (2) years of experience working with college students.
- Experience providing case management or intensive supportive services to at risk students in a higher education environment.
- Experience identifying and accessing resources.
- Experience working with individuals from underrepresented groups.
- Bilingual proficiency.

***KNOWLEDGE, SKILLS, AND ABILITIES: (May be acquired through education, training and/or experience.)***

**Knowledge of:**

- District and college policies, procedures, rules, and regulations related to the area of assignment.
- California Education Code and Title V as it relates to the area of assignment.
- Family Educational Rights and Privacy Act (FERPA).
- Rules, regulations, laws, and Board policies, and procedures governing the District.
- Title V guidelines for attendance.
- Available student support programs and services.
- Community resources available to students.
- Concepts and legislation applying to student success programs including orientation, assessment, enrollment, advising, and retention strategies.
- Data-drive methods to identify students who may be at risk.
- Transfer and occupational programs offered through higher education.
- Enrollment policies and procedures, graduation, and certificate requirements.
- Data management.
- Administrative services that support the delivery of higher education including but not limited to enrollment, financial aid student and veteran services.
- Individual interview and case management techniques and practices.
- Training models, principles, theories, methods, and techniques for successfully providing services to students.
- Statistics and research methodologies.
- Principles, objectives, and practices related to public education operations, programs, and services.
- Data collection and evaluation of services, projects, and day-to-day operational needs.

- Use of social media to promote student success and successful learning outcomes (SLOs).
- Mobile devices and applications utilized by the District and/or college.
- Effective communication skills, both verbal and written.
- Proper spoken and written English usage.
- Elements of proper grammar usage, spelling, vocabulary, and punctuation.
- Basic mathematics.
- Composing, proofreading, and preparing various forms of correspondence and communications.
- Modern office practices, procedures, methods, and techniques.
- Record keeping, filing, file sharing, and filing systems methods and techniques.
- Principles and practices of special event coordination.
- Policies and procedures related to the Student Code of Conduct.
- Methods and techniques in working with current and prospective students.
- Interpersonal skills using tact, patience, and courtesy.
- Computer software programs, applications, databases, and Enterprise Resource Planning (ERP) systems; computer hardware and peripheral equipment related to the area of the assignment.
- Microsoft Office Suite (Word, Excel, Outlook, and PowerPoint).

**Ability to:**

- Independently perform the essential responsibilities of the position.
- Understand and apply District and department rules, regulations, policies, and procedures related to the area of assignment.
- Integrate local, state, and federal laws and regulations.
- Learn, interpret, and apply the rules, regulations, policies, and procedures related to student services, events, and activities.
- Ensure compliance with all laws, regulations, and policies.
- Provide academic, campus social and career-related information and assistance to students.
- Comply with stringent confidentiality requirements.
- Conduct effective trainings, workshops, and conferences.
- Work effectively with the community, state, and local agencies.
- Set goals for student success and support programs.
- Research, extract, identify, compile, organize, and analyze statistical data that contribute to understanding student success.
- Interview and develop relationships with students.
- Plan, organize, and prioritize workload to meet schedules and timelines.
- Apply motivational interviewing techniques with students to encourage engagement with higher education.
- Access and document student files, ensure privacy and confidentiality of information
- Communicate in a professional manner in formal and informal settings with students, faculty, and staff.
- Respond to a diverse set of cultures, ethnicities, socio-economic groups, and their interests.
- Read and write at a level appropriate for the position.
- Comprehend and stay current with laws, regulations, and guidelines related to the area of assignment.
- Accurately assess the educational support needs of students.
- Collaborate with others to develop services, events, and activities related to the area of assignment.

- Understand the scope of authority in making independent decisions.
- Communicate professionally in confrontational situations.
- Exercise tact and diplomacy in dealing with sensitive and complex issues and situations.
- Utilize keyboarding skills commensurate with the required functions for the position.
- Accurately gather and compile information.
- Prepare reports, correspondence, and make sound, educated decisions.
- Utilize computers to perform advanced level document production including the complex formatting of documents, creating charts, establishing and maintaining databases and spreadsheets.
- Operate computers, computer software and applications, computer hardware, and peripheral equipment.
- Update and maintain record keeping, filing, file sharing, and filing systems.
- Complete work assignments according to established timelines.
- Update, maintain, and follow schedules and calendars.
- Execute problem solving and critical thinking skills.
- Understand and follow verbal and written instructions.
- Demonstrate sensitivity to and respect for diverse populations.
- Establish and maintain effective and cooperative working relationships with those contacted in the course of work.

**RELATIONSHIPS WITH OTHERS:**

The incumbents in this class are in daily contact with department, college, District faculty, staff, administrators, students, educational institutions, community resource agencies, vendors, and the public, as needed.

**SUPERVISION EXERCISED and/or RECEIVED:**

The incumbents in this class may provide work direction and/or guidance to lower—level staff, student workers, student assistants, and/or short-term, temporary employees.

The incumbents in this class receive general supervision from the assigned manager or other administrative superiors. Supervision is provided regarding interpretation and application of District, college, and/or department policies and procedures, applicable state and/or federal regulations. Work is usually performed independently and reviewed by supervisors as needed to ensure accuracy, completeness and compliance with practices and regulatory standards. Incumbents in this class follow policies and guidelines as outlined by the District, college and/or departmental procedures, policies, and directives.

**PHYSICAL AND MENTAL DEMANDS:**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Physical Demands**

While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak or hear, both in person and by telephone. Use hands repetitively to finger, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds. must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment, The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s).

Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

- **Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

**WORK ENVIRONMENT AND CONDITIONS:**

- **Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The incumbent works under typical office conditions, and the noise level is usually quiet.

- **Working Conditions**

May be required to work a schedule involving evenings and weekends.

Work is performed primarily indoors where minimal safety considerations exist.

**Butte Glenn Community College District (BGCCD) IS AN EQUAL OPPORTUNITY**

**EMPLOYER:** To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions.

Butte Glenn Community College District is committed to creating a diverse workforce focused on equity, inclusion, and accessibility for all faculty, staff, administrators, managers, and students. The District is dedicated to building an environment that supports our diverse student populations providing opportunities to mentor, encourage, and prepare our students to be successful in the world and expose them to global perspectives. Our District community of professionals is devoted to enriching our students' lives by bringing to light a variety of ways to engage and discover their individual and collective paths through education.

**BGCCD is** committed to the principles of equal employment opportunity. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, gender, color, language, accent, citizenship status, ancestry national origin, age, sex, religion, sexual orientation, gender identity, parental status, marital status, veteran status, physical or mental disability or medical condition, or on the basis of these perceived characteristics.