



Associate Dean, Student Health and Wellness

Management Range: 21

Board Approved: 11/14/24

P. 1|4

*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 assigned administrator, the Associate Dean of Student Health and Wellness is responsible for leading the development and execution of a comprehensive strategy to support students' mental health, personal growth, and overall well-being. This position oversees a wide portfolio of health and wellness services, including mental health support, wellness education, and intervention services.

(CHC Only) Additionally, the role includes oversight of Student Accessibility Services and the Behavioral Intervention Team (BIT) to ensure an integrated, holistic approach to student health and wellness. Special populations, such as Veterans, First Responders, and students with disabilities, will receive focused attention through targeted programs and services.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Develop, implement, and evaluate comprehensive health and wellness programs that align with institutional goals and student needs.
2. Provide leadership, direction and management of all aspects of student health and wellness programs and services. Coordinate college-wide initiatives and outreach to promote mental health, emotional well-being, and personal growth.
3. Recruit, hire, train, mentor, and supervise faculty, support staff, and student workers to ensure the effective design, implementation, and operation of assigned programs.
4. Oversee and support Student Accessibility Services and the Behavioral Intervention Team (BIT) to ensure an integrated, holistic approach to student health and wellness. (CHC Only)
5. Develop partnerships with external agencies and community organizations to enhance the delivery of health and wellness services.
6. Oversee the case management of students receiving mental health support, ensuring timely, compassionate, and effective care.
7. Collaborate with campus and community partners to ensure proper referrals and wraparound support for students.
8. Ensure compliance with local, state, and federal regulations related to health and wellness services, mental health, and accessibility.



Associate Dean, Student Health and Wellness

Management Range: 2 I

Board Approved: 11/14/24

P. 2|4

9. Establish annual goals and objectives for planning, evaluation, and continuous improvement to ensure operational efficiency and foster student wellness and success; align efforts with Student Equity goals and implement relevant activities within the areas of responsibility.
10. Collaborate with district programs, community-based organizations, and local school districts to coordinate the activities of assigned programs. Work closely with program faculty, instructional leaders, and campus departments to assess student needs and meet program requirements.
11. Responsible for budget management, marketing initiatives, student retention strategies, and the collection and analysis of data for assigned programs. Ensure resources are used effectively and support program goals.
12. Provide guidance and assist with both internal and external audits and reviews related to assigned programs, ensuring compliance and readiness.
13. Assess and recommend staffing and equipment needs, anticipate future demands, and ensure that assigned programs have access to adequate support services, facilities, technology, and instructional materials.
14. Collect and analyze data to prepare statistical reports and other documentation as needed. Compile and present information for program assessments such as Program Review, Service Equity Audits, progress indicators, Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and special projects. Ensure all reporting requirements are met in accordance with program regulations.
15. Monitor the performance of assigned programs, assess their effectiveness, and recommend improvements or the development of new programs to stay current and relevant. Design and administer surveys, analyze data, and maintain records to evaluate program outcomes and student success.
16. Identify and research external funding opportunities to enhance services, promote diversity, equity, and inclusion initiatives. Assist with grant writing, funding applications, and other resource development activities for assigned programs. Ensure compliance with funding requirements.
17. Participate in various student services initiatives, including student orientation and programs to promote engagement and retention.
18. Build and sustain relationships with local schools, colleges, and universities to support assigned programs. Represent the college at community events and serve as a liaison with regional and state organizations as required.
19. Serve on district-wide and/or campus-wide committees and task forces, contributing to college-wide initiatives and governance.
20. Proactively address and resolve complex issues, including conflicts, complaints, and inquiries, with sensitivity and professionalism.
21. Performs other duties as assigned.



Associate Dean, Student Health and Wellness

Management Range: 21

Board Approved: 11/14/24

P. 3|4

MINIMUM 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:

- Student health, mental health services, wellness promotion, and personal development strategies in higher education settings.
- Comprehensive knowledge of federal and state laws, including HIPAA, FERPA, ADA, Title IX, and other regulations relevant to health services, mental health, and student accessibility services.
- Applicable sections of the Title 5 regulations, ADA laws and Education Codes.
- Familiarity with behavioral intervention models, case management processes, and best practices for supporting students in distress, including high-risk and vulnerable groups such as Veterans and students with disabilities.
- Evidence-based practices in mental health support, crisis intervention, and holistic well-being approaches for diverse student populations.
- Budgeting principles and financial management for educational programs, including managing grants, external funding, and operational resources efficiently.
- Marketing outreach strategies to promote health and wellness programs.
- Program evaluation methods, data collection, and analysis for assessing program effectiveness and student outcomes.
- Principles of supervision, training, and performance evaluation.
- Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.

Ability to:

- Provide visionary leadership, inspire and support staff, and foster a culture of collaboration and continuous improvement.
- Set long-term objectives, designing initiatives to promote mental health and well-being, and assessing program effectiveness.
- Manage crisis situations, resolve complex and sensitive issues, and implement behavioral interventions effectively.
- Interpret data, generate reports, and provide insights for continuous program improvement.
- Manage multiple programs, budgets, and staff while prioritizing tasks to meet deadlines and institutional objectives.
- Research topics, collect data, analyze data and form conclusions
- Work independently, assume responsibility, and take initiative in carrying out assignments.
- Understand the organization and operation of the District and of assigned programs as necessary to assume assigned responsibilities.
- 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.



Associate Dean, Student Health and Wellness

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P. 4|4

Education and Experience Guidelines – *Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

Education/Training:

Required Education:

- Master's degree from an accredited institution.

Experience:

Required Experience:

- One (1) year formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.
- A sensitivity to and an understanding of the diverse academic, socioeconomic, cultural and ethnic backgrounds of staff and students and of staff and students with physical and learning disabilities.

Certifications/Licenses:

Required Certifications/Licenses:

- Possess a current and active California license in good standing that is not under suspension or probation as one of the following:
- Licensed Clinical Social Worker (LCSW)
- Licensed Marriage and Family Therapist (LMFT)
- Licensed Professional Clinical Counselor (LPCC)
- Licensed Educational Psychologist (LEP)*
- Licensed Psychologist or Licensed Physician and Surgeon certified in Psychiatry by the American Board of Psychiatry and Neurology
- Have held an active license as one of the above in California or any other state for at least two (2) years out of the last five (5) years prior to the commencement of supervision.

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 setting with some travel off-site.

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 up to 25 pounds; 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.