



Director, Student Health Services

Management Range: I8

Board Approved: February 12, 2026

*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 direction of the assigned administrator, the Director of Student Health Services is responsible for the planning, organization, and administration of programs and services addressing students' physical health, including supervision of staff and coordination with appropriate supervisors on student support services.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Develop, implement, and evaluate physical 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 and support staff to ensure the effective design, implementation, and operation of assigned programs.
4. Develop partnerships with external agencies and community organizations to enhance the delivery of health and wellness services.
5. Provide medical support and services to students and oversee the medical program.
6. Oversee the case management process of students receiving physical 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.
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.



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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 Middle College High School, local colleges, and universities for our counseling trainees and associate program. 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.

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:

- Principles, practices, and trends related to student health, mental health services, wellness promotion, personal development strategies, and prevention programs in a community college environment.



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- Applicable federal and state laws and regulations governing student health services, including HIPAA, FERPA, ADA, Title IX, and related privacy, accessibility, and nondiscrimination requirements.
- Applicable sections of Title 5 regulations, California Education Code, and ADA requirements as they relate to student health, access, and accommodations.
- Behavioral intervention and student health service delivery models, including clinical operations, care coordination, and referral processes within higher education settings.
- Case management processes, and best practices for supporting students in distress, including high-risk and vulnerable groups such as Veterans, Dreamers, LGBTQ+, Formerly Incarcerated, and students with disabilities.
- Evidence-based approaches to mental health support, crisis intervention, and holistic well-being approaches for diverse student populations.
- Principles and practices of program planning, development, implementation, and evaluation in an educational setting.
- Budget development, fiscal oversight, and resource management for student health services programs, including grants and categorical or external funding.
- Outreach, education, and communication strategies used to promote student health services and wellness programs.
- Data collection methods, assessment tools, and basic statistical techniques used to evaluate program effectiveness and student utilization.
- Principles of supervision, staff development, training, and performance evaluation.
- Office procedures, recordkeeping practices, and use of computers and applicable software applications, including word processing, spreadsheets, databases, and student information systems.

Ability to:

- Plan, organize, direct, and evaluate student health services programs and activities in alignment with institutional goals and regulatory requirements.
- Provide leadership, guidance, and support to assigned staff; promote collaboration, accountability, 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 and apply laws, regulations, policies, and procedures related to student health services.
- Collect, analyze, and interpret data; prepare clear and concise reports; and use findings to support program planning and improvement.
- Manage multiple programs, budgets, priorities, and deadlines while maintaining service quality and compliance.
- Conduct research, compile information, analyze data, and draw appropriate conclusions related to student health services.
- Work independently with minimal direction, exercise initiative, discretion, and responsibility within the scope of authority.
- Understand the organization and operation of the District and assigned student services programs.
- Communicate effectively, both orally and in writing, with students, staff, administrators, and external partners.



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- Establish and maintain effective working relationships with campus departments, community agencies, and individuals contacted in the course of work.

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 a regionally accredited college or university in nursing and a California Public Health Nurse Certificate.
- OR
- Bachelor's degree from a regionally accredited college or university in nursing, a California Public Health Nurse certificate, and a Master's degree from a regionally accredited college or university in health education, sociology, psychology, counseling, health care administration, public health, or community health.

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:

- Possession of, or ability to obtain, a valid California Driver's License by time of appointment.
- Possession of a valid Registered Nurse License in the State of California.

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.