

Position Title: Student Success Coach

Number of Positions Available: 12 total - General Student Success Coach (3 positions); Emerging Scholars Student Success Coach (3 positions); STEP Success Coach (2 positions); LaVida Scholars Success Coach (1 position); First-Generation Success Coach (1)

General Description:

The Office of Student Success & First Year Experience is a collaborative, team-oriented office which relies heavily on graduate staff for a range of institutional initiatives in the first year and beyond. The Student Success Coaches assist in the overall supervision and management of the office including, but not limited to: providing outstanding direct support and service to students, faculty, staff, and families; supervising undergraduate student staff; and creating/developing/facilitating programs and events.

There are two types of Student Success Coaches (SSC) in the office – General Student Success Coaches and cohort-specific Success Coaches. Discover more about what it's like to work in the Office of Student Success and First Year Experience by visiting <https://fyeassistantship.weebly.com/>

Student Success Coaching (all positions):

- Serve as the primary contact for a case-load of approximately 200 first-year students (general coaching) or provide intensive bi-weekly success coaching for 30-55 students based on cohort specifications.
- Manage student case-load in the university retention system: keep detailed records of interactions, referrals and recommendations; conduct outreach to students of concern; provide information and data to selected academic departments based on analytics.
- Provide functional supervision to first year mentors, exploratory program peer leaders, emerging scholars program coordinators, STEP peer mentors, and office assistants; participate in the recruitment, selection, training, and evaluation processes for all undergraduate student staff.
- Design and execute assessments for various student success and/or first year initiatives, making recommendations for future development and expansion; analyze data related to student success and first year experience initiatives and develop documents for distribution.
- Develop and implement outreach initiatives and programmatic elements to support various special populations at the institution including transfer students, first-generation students and international students.
- Create academic success support materials for students.
- Assist in managing various social media initiatives including the official university class pages on Facebook.
- Assist in staffing events on campus such as Welcome Week/Opening Day/FYRE, Meet Your Major, Major/Minor Fair, Career Fair, honor society inductions, etc.

- Participate in Open House and Accepted Student Days by developing resource handouts, staffing tables, and answering questions
- Research best practices and current trends in first year experience programs and/or success coaching across the country and make recommendations for integration and implementation into current structure
- Assist in the overall management of the office

Depending on individual interest, experience, and office needs **GENERAL STUDENT SUCCESS COACHES** will be assigned primary responsibility (in consultation with the Assistant Dean and Assistant Director) for one or more initiatives within the Office of Student Success and First Year Experience. These include, but are not limited to:

- **Co-supervise first year mentors (@15), exploratory program peer leaders (@8) OR office assistants (@10)** and oversee recruitment, training, recognition, and evaluation processes. Assist with developing and implementing training for student staff and facilitate student staff recruitment, selection, and evaluation.
- Advise **Alpha Lambda Delta**, the first year honor society; coordinate student application process and annual induction ceremony, oversee implementation of social and service events, maintain communication with members, oversee scholarship process, and advise the executive board.
- Coordinate the **Student Success Series** for first year students which focuses on relevant topics like time management, study skills, balance, wellness, learning styles, note taking, etc.; coordinate/train presenters, develop marketing materials, and tracking attendance. This includes classroom presentations, video series, and topic-specific brochures. Develop and implement webinars for current and incoming new students throughout the year related to specific transition and support topics.
- Serve as an active member of the **First Year Reading Experience (FYRE) Committee**; coordinate FYRE meeting times including room reservations, managing schedules, and keeping/distributing meeting minutes. Assist in the development and implementation of First Year Reading Experience (FYRE) continued programming including “Faculty on FYRE” and individual creative and performing art events. Coordinate communication with book publishers to gather ideas for selections, obtain author availability/fees, and determine contract specifics
- Assist in the planning and implementation of various **learning communities** offered through First Year Experience including advertising, recruiting, and tracking student enrollees. Provide administrative support to faculty seeking to take students on field trips, manage the budget for each learning community, and develop support materials for learning community faculty development.
- Coordinate the university **Outstanding First-Year Advocate Award**. This includes designing marketing materials, coordinating voting process, chairing the selection review committee, coordinating awards luncheon, and managing all other administrative tasks (ordering plaques, developing certificates, etc.)
- Advise the **First-Year Advisory Board** (guide students in developing social and service programs, and solicit feedback to make recommendations regarding first year

initiatives) OR **First-Generation Association** (guide students in developing initiatives to support first-generation students).

- Support the **first year seminar program** (academic courses) including: develop support materials and mechanisms for the 50+ faculty, providing administrative support for field trips and other off-campus activities, create and maintain support materials (manuals, newsletters) designed to provide faculty with activities and assignments in support of the first year seminar “Goal 3” which focuses on student transition and connection with campus resources, develop marketing materials to advertise first year seminars to incoming students, assist in coordinating professional development opportunities for faculty (in conjunction with the Faculty Fellow for the First Year Experience) including advertising, registration, and evaluation for workshops.

COHORT SPECIFIC STUDENT SUCCESS COACHES: work with one of multiple cohort groups of 30-55 students. Includes, but is not limited to, the following responsibilities:

EMERGING SCHOLARS PROGRAM: first-year students with a 2.0-3.25 high school gpa (“murky middle”)

STUDENT TRANSITION & ENGAGEMENT PROGRAM (STEP): first year students who are Pell grant eligible (limited income)

LA VIDA SCHOLARS: students (any class year) who identify as limited income, first-generation and come from the cities of Lynn, Chelsea or Revere. Priority, but not exclusive, focus is given to SSU students who are graduates of the LaVida Scholars Program (lavidascholars.org).

FIRST-GENERATION STUDENT SUCCESS CENTER: first- and second-year students who identify as first-generation (defined as neither parent has completed a four-year college degree)

- Implement, develop and/or enhance an established coaching curriculum with program participants (students who have self-selected to participate and meet academic and program qualifications) through individual meetings with each student bi-weekly.
- Supervise student staff (Program Coordinators and/or Peer Mentors if applicable within the individual program) to develop and execute social and community building events, engage participants on social media, develop professional development and training opportunities, provide participants with supplementary materials connected to program curriculum, and (in some cases) mentor and support participants on a regular basis.
- Assist in program assessment by analyzing data, compiling participant feedback, and making program and curriculum recommendations. Provide support to the Assistant Director in developing presentation materials for current and prospective donors.
- Collaborate with individual offices/departments at the university in connection with possible cohort theme (based on identity, major, or interest area).
- Coordinate program-specific initiatives such as: social events, community service programs, and recognition/completion ceremonies

- Based on time availability and interest, assist with one of the projects outlined in the general Student Success Coach responsibilities section.
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Class Load Guidelines:

In order to be eligible for any of the success coach positions, a student must be admitted and matriculated into a graduate program at Salem State University and is expected to enroll for a minimum of nine (9) credit hours per semester. The graduate assistant must maintain a cumulative grade point average of 3.0 or above; failure to maintain a 3.0 grade point average will be subject to probation and/or termination.

Terms of Employment and Remuneration:

Student Success Coach positions are 20-hour/week, academic year appointments, in-person and occur primarily during the M-F work week. Some weekend and evening commitments do exist (and are presented with advance notice). Graduate staff are expected to be available for the training period at the start of the fall semester as outlined at <https://fyeassistantship.weebly.com>. Students in these roles receive tuition remission (excluding all [fees](#)) for up to nine credits each in the fall and spring terms, and a weekly stipend (20 hours a week based on the current graduate rate as determined by the graduate school and program coordinators. Payroll at the university occurs every other week.) Contingent upon budget approval and final decisions at the university later in the spring semester, a \$5000.00 housing grant may be available to HESA graduate students who wish to live in on-campus housing. Summer housing may also be made available, contingent upon budget approval, at no cost to HESA students who choose to live on campus.

Contact Information:

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