

CALIFORNIA STATE UNIVERSITY, FRESNO
Position Description Form

Employee Name: _____	Fresno State ID # _____
Classification: <u>SSPIII</u>	Working Title: <u>Coordinator</u>
Prepared By (MPP/Chair): <u>Director</u>	Department: <u>Outreach & Special Programs</u>
Bargaining Unit: <u>4</u>	FLSA Status: <u>Exempt</u>
	Date Prepared: <u>June 2024</u>

POSITION DESCRIPTION

Overview:

Reporting to and under the general direction of the Senior Director of Outreach and Special Programs, the incumbent has primary responsibility for providing leadership, in collaboration and coordination with the Office of Outreach and Special Programs, for the day-to-day implementation to increase the enrollment of students and special population groups with low enrollments. The incumbent is responsible for implementing the goals of the Office of Outreach and Special Programs, recruitment, including providing student advising and guidance, researching, developing, and implementing college preparation, access and enrollment programs, activities., creating partnerships, and expanding on outreach initiatives. This position acts as the primary liaison with the community, faith-based organizations and event promoter/venue user to coordinate and oversee all phases of the events planning, that design and implement strategies that promote a sense of belonging and support students. The coordinator will lead community outreach projects and collaborate with student organizations, university units, faith-based organizations and community partners for mentorship and programming.

Major duties of the job include:

- Responsible for recognizing program needs and for developing approaches for possible implementation to meet these needs.
- Assist in the development and implementation of a holistic outreach plan to increase the enrollment of first generation, low income, and underrepresented students.
- Implement and coordinate the day-to-day activities, with focus on the outreach and recruitment of African American students.
- Lead and organize initiatives and programming, through a variety of formats such as conferences, student retreats, professional development workshops, etc.
- Build and maintain relationships with campus and community partners related to program development and engagement.
- Review and analyze K-14 regional and school/district-based enrollment data to identify target schools and implement innovative outreach and recruitment strategies and visitations.
- Plan, coordinate, lead, and effectively execute outreach and recruitment conferences, receptions and events.
- Assist with the development and execution of a comprehensive marketing and communication plan to outreach and attract students to Fresno State.
- Help develop and increase strategic partnerships and relationships in Fresno State service area with schools and community agencies
- Serve on strategic advisory boards.
- Develop mentorship programs, to support a sense of belonging, leadership, and professional development.
- Establish campus and community partnerships, including alumni, for student mentorship and development opportunities.
- Communicate, advise and present information to parents and students regarding university admissions, enrollment, student support services, and academic program information.
- Collaborate with school districts, community colleges, and university personnel to develop a seamless transition plan for incoming students.
- Assist with follow-up and collaborate closely with Admission and Recruitment in the conversion of specific student populations to matriculate students.

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- Establish and maintain cooperative working relationships with relevant faculty, staff, and students and organizations on campus
- Collaborate with campus programs to help students take part in critical support services.
- Work with Office of Undergraduate Student Recruitment, Admissions, University Advising, Educational Opportunity Program, Dog Days, Financial Aid, Scholarships, and other relevant campus departments to support the outreach and recruitment of low income, first generation and underrepresented students.
- Visit schools and travel to represent the university at college nights and transfer days, career days, and special community events such as Super Sundays, Juneteenth, etc.
- Schedule and coordinate visits to campus.
- Assist in the development of publications, brochures, and websites/webpages.
- Use technology for outreach and recruitment and maintain relevant student data such as webinars, online chat, Facebook, PowerPoint, and others.
- Keep abreast of innovative outreach and recruitment strategies to implement best practices.
- Recruit, train, and oversee student workers and volunteers.
- Develop and submit comprehensive reports periodically, or as deemed necessary, to the Director of Outreach and Special Programs
- Adhere to all University policies and office policies and procedures.

Secondary duties of the job include:

- Keep up-to-date regarding policies and procedures related to admissions, academic programs, general education and related university information.
- Maintain accurate information on the Outreach and Special Programs website as it relates to events, conferences, and relevant information to students.
- Work with Student Affairs Development Officer and IRAP to pursue grants and development opportunities to support students.
- Plan and execute events, such as conferences and receptions.
- Work evenings and weekends as needed to meet programs objectives.
- Other duties as assigned.

Supervisory Responsibility:

Who supervises this position:	Director, Outreach and Special Programs
Who is responsible for completing the performance appraisal:	Director, Outreach and Special Programs
What other classifications does this position provide leadwork oversight:	N/A

Minimum Requirements: Knowledge, Skills, and Abilities:

The following knowledge and abilities as well as those listed at the lower levels in the Student Services Professional series are required for appointment into this classification.

Knowledge of:

- Thorough knowledge of the principles of individual and group behavior.
- General knowledge of the principles, practices and trends of the Student Services field.
- General knowledge of the policies, procedures and practices of a University Outreach Center.
- Thorough knowledge of individual counseling techniques, student success strategies, student recruitment and outreach strategies.
- Knowledge of computer office systems and ability to use a broad range of technology, systems, and software packages (Microsoft Office Suite, Google, social media, Excel and PowerPoint).

Skill/Ability to:

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- Excellent communication (oral and written) and interpersonal skills with ability to develop and facilitate workshops, trainings and seminars.
- Research, compile and analyze data to develop valid conclusions and make appropriate recommendations.
- Appropriately and professionally advise and interact with students and apply proper techniques while engaged with individuals in personal interactions of an argumentative or sensitive nature.
- Demonstrated ability to deal appropriately with confidential information and exercise good judgment on sensitive matters.
- Interface and work cooperatively with officials from school districts, the academic and administrative parts of the university, and local community colleges.
- Collaborate with others regarding student advising, support services, academic and professional development resources, recruitment events and outreach activities, and to develop policies and services.
- Use initiative and resourcefulness in planning work assignments and implement long-term program improvements.
- Interpret and apply program and university rules and regulations; reason logically and use sound judgment and problem-solving skills to recommend creative, effective, and practical solutions.
- Be detail oriented, effectively organize and plan events and multiple tasks in a fast-paced team-oriented environment.
- Ability to be responsive, innovative, results oriented and student centered in helping students fulfill their academic program requirements and meeting campus goals.
- Ability to establish and maintain cooperative working relationships with individuals from diverse ethnic, cultural, and socio-economic backgrounds and promote a positive, service oriented, collegial work environment.
- Ability to create, analyze and evaluate program information and provide data for review in developing and implementing strategies and activities to support student success.
- Work flexible hours including evening and weekends, and travel on a regular and frequent basis.

Education and Experience:

Equivalent to graduation from a four-year college or university in a related field, including or supplemented by upper division or graduate course work in counseling techniques, interviewing, and conflict resolution where such are job-related and three years of progressively responsible professional student services work experience.

A master's degree in Counseling, Clinical Psychology, Social Work, or a directly related field may be substituted for one year of experience. A doctorate degree and the appropriate internship or clinical training in counseling or guidance may be substituted for the three years of experience for positions with a major responsibility for professional career or personal counseling.

Possession of a valid, current Class "C" California driver's license and a good driving record.

Preferred Skills:

- Experience working with outreach or recruiting programs.
- Diversity competency training.
- Experience working as a lead.
- Knowledge and understanding of special student populations' academic needs and challenges to access higher education.

SPECIAL CONDITIONS OF EMPLOYMENT AND POSITION DESIGNATIONS:

- The person holding this position is considered a "mandated reporter" under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in [CSU Executive Order 1083](#) as a condition of employment
- This position will have a duty to report to the Campus Title IX Officer information pertaining to victims of sex

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discrimination, sexual harassment, sexual misconduct, dating/domestic violence, and stalking as required by [CSU Executive Order 1095](#).

Employee Name: _____
 Department: Outreach & Special Programs

Position: SSPIII
 Date Prepared: 6/2024

WORKING ENVIRONMENT

Check the appropriate box which most accurately describes the extent of the specific activity performed by the employee on a daily basis. If the activity is performed less than one (1) hour each day, check the N/A box.

PHYSICAL EFFORT

	Number of hours/day						Number of hours/day				
	N/A	1-2	3-4	5-6	7+		N/A	1-2	3-4	5-6	7+
1. Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	12. Lifting or carrying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Standing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. 10 lbs. or less	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Walking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. 11 to 25 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Bending Over	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. 26 to 50 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Crawling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. 51 to 75 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Climbing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. 76 to 100 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Reaching overhead	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Over 100 lbs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Crouching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Repetitive use of hands/arms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Kneeling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Repetitive use of legs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Balancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Eye/hand coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Pushing or pulling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
						16. Driving cars, trucks, forklifts and other equipment	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
						17. Being around scientific equipment and machinery	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
						18. Walking on uneven ground	<input type="checkbox"/>			<input checked="" type="checkbox"/>	

MENTAL EFFORT

	Number of hours/day				
	N/A	1-2	3-4	5-6	7+
1. Directing Others	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using math/calculations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Working at various tempos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Concentrating amid distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Remembering names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Remembering details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Working rapidly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Examining/observing details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Discriminating colors	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ENVIRONMENTAL FACTORS

	Number of hours/day				
	N/A	1-2	3-4	5-6	7+
1. Inside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Outside	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Humid	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Hazards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. High places	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cold	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Dry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Wet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Change of temp	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Dirty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Dusty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Odors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Noisy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Working With others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. Working around others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. Working alone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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