



Position Description

California State University, Los Angeles

Human Resources Management

SSP-III

Job Code Classification

Career Advisor and Program Coordinator

Working Title

Career Center

Department

Michelle Lovasz, Executive Director

Name/Title of Appropriate Administrator


Incumbent (HRM Use Only)

0828

Position Number

Michelle Lovasz, Executive Director

Name/Title of Lead or Supervisor


Classification/Compensation Manager Approval
(HRM Use Only)

- Position Description for New Position
- Updated Description of an Existing Position
- Request Classification Review of Existing Position

JOB SUMMARY: Provide a short narrative to be used on the promotional announcement.

Under the general supervision of the Executive Director, the career advisor and program coordinator works collaboratively with on-campus partners (department faculty, academic advisors, and Student Life departments) and off-campus industry partners in the administration of the career advising and career readiness education programs for Cal State LA. As a member of the student services professional team, the career advisor and program coordinator assists students in making meaningful and successful progress toward their degree objectives by providing career coaching, career education, and high-quality service in a team environment. The career advisor and program coordinator is also responsible for designing, implementing, monitoring, assessing, reporting, and updating comprehensive programs that respond to student and industry needs and works closely with the Career Center leadership team in providing ongoing training to appropriate team members concerning best practices in coaching, workshop facilitation, and current regional workforce development trends.

LIST REQUIRED AND/OR DESIRED QUALIFICATIONS.

A. **Requirements:** Ability and/or interest in working in a multicultural/multiethnic environment.

See attached

B. **Desired Qualifications:**

See attached

EMPLOYMENT CONDITIONS:

Full Time Part Time Positive Attendance

Work Schedule: (List days & hours) Mon-Thurs 9am-6pm; Fri 8am-5pm

- Permanent
- Non-Tenurable (MPP)
- Temporary: If temporary, select Option A, B or C

Option A Appointment expires on or before _____
Month/Day/Year

Option B Duration 12 months

Option C 30-Day Appointment
 60-Day Appointment
 90-Day Appointment
 180-Day Appointment

Live Scan (HRM Use Only)

EDUCATIONAL/TECHNICAL BACKGROUND REQUIRED:

A. Certificates, license(s) or degree(s) required:

Certificate:

License:

Degree/Major from an accredited college or university:

Bachelor's Degree in a Related Field

B. Machines, tools, equipment and motor vehicles used during job performance.

C. Working Conditions: Outline the specific physical, mental and environmental conditions/requirements associated with the essential functions of this position using the "Working Conditions Demand" Form.

MANDATED REPORTING: 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 Revised July 21, 2017 as a condition of employment. (HRM Use Only)

Limited Reporter

General Reporter

ESSENTIAL FUNCTIONS: According to EEOC regulations, essential functions are those job duties which must be performed by the employee with or without making a reasonable accommodation for a disability; they cannot be reassigned or restructured without changing the essence of the position, or seriously disrupting the operations of the unit. Estimate the percentage of time spent performing the functions, the skills and knowledge required, and the result or output expected. List the essential functions in descending order, beginning with most important.

% of Time	Essential Functions (Attach if Necessary)	Skills & Knowledge Required	Results/Outputs Expected
See attached	See attached	See attached	See attached

OTHER FUNCTIONS: These functions may be currently assigned to the position, if necessary, "reasonable" accommodation may be made by restructuring the work or reassigning the responsibilities to other staff.

PURPOSE AND NATURE OF WORK RELATIONSHIPS: List and define the working relationships with people and/or entities on and off campus (other than the supervisor or persons supervised) with whom this employee interacts on a continuing basis, and how often these interactions occur, i.e., daily, monthly.

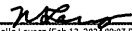
The position emphasizes a high-quality service relationship with all levels of the campus community and its constituents.

POSITIONS REPORTING DIRECTLY TO THIS POSITION: Indicate their title and hours per week (list on organizational chart).

N/A

SIGNATURES: The signatures of supervisor/administrator authorize the assigned duties and responsibilities. The signature of the incumbent indicates he/she has received a copy of this position description, has read it, and discussed it with the supervisor.

Incumbent


Michelle Lovatz (Feb 13, 2024 05:07 PST)

Date

02/13/2024

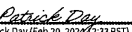
Lead or Supervisor


Jennifer Celaya Davis (Feb 14, 2024 08:18 PST)

Date

02/14/2024

Dean/Department Head/Director


Patrick Day (Feb 20, 2024 12:33 PST)

Date

02/20/2024

Appropriate Administrator (if different from above)

Date


MR


CG

Position Description

Career Advisor and Program Coordinator

Student Services Professional III Exempt (Class 3084)

Under the general supervision of the Executive Director, the career advisor and program coordinator works collaboratively with on-campus partners (department faculty, academic advisors, and Student Life departments) and off-campus industry partners in the administration of the career advising and career readiness education programs for Cal State LA. As a member of the student services professional team, the career advisor and program coordinator assists students in making meaningful and successful progress toward their degree objectives by providing career coaching, career education, and high-quality service in a team environment. The career advisor and program coordinator is also responsible for designing, implementing, monitoring, assessing, reporting, and updating comprehensive programs that respond to student and industry needs and works closely with the Career Center leadership team in providing ongoing training to appropriate team members concerning best practices in coaching, workshop facilitation, and current regional workforce development trends.

ESSENTIAL FUNCTIONS

Career Advising and Education (50%)

- Develop and administer student-led programs to expand career awareness and support services, providing training, guidance, and assessment of career services student peer advising and volunteer programs.
- Develop and facilitate programs and resources to help students and faculty/staff advisors explore major-to-career pathways and industry career clusters.
- Develop, monitor, maintain, and assess online career education training and communities.
- Develop, coordinate, and lead specialized career education and advising for student affinity groups, including those that align with departments in Student Life and Academic Affairs (e.g., Cross-Cultural Centers, wellness initiatives, first-gen college students, transfer students).
- Deliver large and small-scale career advising that facilitates peer learning and encourages students to independently think through problems and select suitable solutions and courses of action.
- Administer, interpret, and foster student reflection upon career assessments and career theories to make career decisions.
- Incorporate current student development and career counseling theories and cultural competencies in advising.
- Coach students to identify holistic and developmental courses of action, including developing career plans of action, and provide appropriate follow-up to assist students in making successful progress toward their degree and career objectives.
- Facilitate students' learning of effective job search strategies, exploration of professional identities, engagement in professional communities and professional networking, and development of career readiness competencies and future work skills and mindsets.
- Design curricula and facilitate student-centered instruction that utilizes the principles of active learning in accordance with student learning outcomes.

- Evaluate and assess student needs and engagement, and the center's programming efforts to design services and programs that meet these needs and reflect current professional practices.
- Utilize data systems, instructional technology, online career platforms/web services, and current computer applications to provide targeted and intentional career education and advising.
- Utilize knowledge of job market trends and economic growth, including demand for specific skills, abilities, and experiences to advise students.
- Participate in ongoing process improvement for areas including workflow (types of appointments, pre-appointment requirements), utilization of technology in services, and cross-discipline coordination, integrated within the overall service model (inverted pyramid; triage, first responders), in accordance with the center's mission.
- Support and occasionally lead department-wide administrative processes and student career engagement programming, including employer relations/experiential learning coordinators, student assistant and internship programs, and office administration.

Campus and Community Relations (30%)

- Provide lead coordination of social media educational campaigns, monitoring, and responding to audience engagement with the center's social media channels, and design and update the center's print marketing resources, including bulletin boards and handouts.
- Foster a welcoming and inclusive environment in the career services, coordinate meetups in campus partner locations, develop working relationships with department staff, and establish robust communication networks with campus programs to foster a career mindset and community and promote early career planning, student engagement with experiential learning, belonging in professional communities, and occupational well-being.
- Engage with industry, workforce, and economic development agencies to stay abreast of job growth, non-traditional career pathways, and changing industry needs, particularly in the Southern California region.
- Assist the center's leadership team to connect with, establish, and advance partnerships with faculty and staff, including recognition of best practices in career support and resources to advance career support institutionally.

Administration (15%)

- Provide lead coordination of program planning, needs assessments, delivery of effective teaching and learning methods, coaching and instructional effectiveness assessments, and outcomes reporting in collaboration with the center's leadership to align learning and program outcomes with department, divisional, and institutional goals, and to ensure accurate completion of event planning procedures in a timely manner.
- Facilitate career advisor best practices sessions, providing supportive advising solutions, reporting concerns to leadership, and identifying training support to enhance advising and education services.

Other Responsibilities (5%)

Perform other related duties.

Required Qualifications and Experience

Equivalent to graduation from an accredited 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 in program management/coordination. A master's degree in counseling, social sciences, ethnic studies, education, or a directly related field may be substituted for one year of experience. The incumbent must have general knowledge, or the ability to rapidly acquire such knowledge, of the organizational procedures and activities of higher education career services and workforce development programs.

The incumbent must be able to analyze complex situations accurately and adopt effective courses of action; advise students individually and in groups on complex student-related matters; integrate knowledge from across different domains and apply to work; determine appropriate courses of action and proper techniques to utilize while engaged with individuals in personal interactions of an argumentative or sensitive nature; and interpret and evaluate descriptions and explanations of problems brought forward by individuals or student organizations, analyze and define the problem, reason logically, draw valid conclusions, and project consequences of various alternative courses of action.

The incumbent must be able to give engaging presentations and facilitate an open exchange of ideas to small and large audiences; act as a spokesperson within an area of expertise; plan, implement, and manage programs; anticipate program needs and carry through with actions having implications regarding other program or service area; multi-task and discern priorities to meet deadlines; use initiative and resourcefulness in planning work assignments and in implementing long-range program improvement; and carry out a variety of professionally complex assignments without detailed instructions.

The incumbent must demonstrate excellent interpersonal skills, including an ability to work effectively with multiple constituencies and make meaningful connections at all levels of an organization; excellent team skills, including open communication, flexibility, cooperation, engagement, and maintaining positive relationships; a high comfort level in using and learning information technology, including databases, MS Office Suite, and online career tools; and interest and/or ability to work in a multicultural/multiethnic environment.

Preferred Qualifications and Experience

A master's degree from an accredited four-year college or university in education, student development, counseling, or a related field. Experience in a higher education setting in career planning and advising. Experience in training and development. Experience in program planning and management in student affairs. Strong public relations and promotional skills, including using social media, apps, and other digital and print publicity/marketing.

WORKING CONDITIONS DEMAND FORM

A. Physical

How much on-the-job time is spent in the following physical activities? Show the amount of time by checking the appropriate boxes below.

	None	Under 1/3	1/3 to 2/3	Over 2/3
1. Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Use hands to finger, handle, or feel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reach with hands and arms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Repetitive use of feet/hands	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Climb or balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Stoop, kneel, crouch, crawl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Taste or smell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Test/Analyze	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Drive motor vehicles and operate equipment ..	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Operate scientific equipment and machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Weight

Does job require that weight be lifted or force exerted?

Yes No

Check the appropriate boxes. (In measures of time)

	None	Under 1/3	1/3 to 2/3	Over 2/3
1. Up to 10 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Up to 25 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Up to 50 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Up to 75 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Up to 100 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. More than 100 lbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attach addendum on the specific job duties that require the physical effort selected above.

C. Vision

Does this job have special vision requirements? Yes No

Check all that apply.

1. Close vision (clear vision at 20 inches or less)
2. Distance vision (clear vision at 20 feet or more)
3. Color vision (ability to identify and distinguish colors)
4. Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
5. Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
6. Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
7. No special vision requirements.

D. Mental

Indicate the extent of mental effort required for the job. Check the appropriate box. (In measures of time)

	None	Under 1/3	1/3 to 2/3	Over 2/3
1. Direct others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Write	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Use math/calculations ..	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Work at various tempos	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Concentrate amid distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Remember names	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Remember details	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Work rapidly	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Examine/observe details	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Make notes on the specific job duties that require the mental effort selected above.

E. Environmental

How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

	None	Under 1/3	1/3 to 2/3	Over 2/3
1. Wet or humid conditions (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work near moving mechanical parts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Work in high, precarious places	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Fumes or airborne particles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Toxic or caustic chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Outdoor weather conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Extreme cold (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Extreme heat (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Risk of electrical shock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Work with explosives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Risk of radiation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Vibration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Noise

How much noise is typical for the work environment of this job? Check the appropriate level below.

1. Very quiet (examples: forest trail, isolation booth for hearing test)
2. Quiet (examples: library, private office)
3. Moderate noise (examples: business office with computers and printers, light traffic)
4. Loud (examples: large earth-moving equipment)
5. Very loud (examples: jack hammer work, front row at concert)

Make notes on the specific job duties that are affected by the environmental conditions selected above.

Career Center Organization Chart

