

CALIFORNIA STATE UNIVERSITY, FRESNO

Position Description Form

Employee Name:	_____	Fresno State ID #	_____
Classification:	<u>Student Services Professional II</u>	Working Title:	<u>Academic Success Coaching (ASC) Assistant Coordinator</u>
Prepared By (MPP/Chair):	<u>Ruby Sangha-Rico</u>	Department:	<u>Learning Center</u>
Bargaining Unit: <u>R04</u>	FLSA Status: <u>Exempt</u>	Date Prepared:	<u>October 20, 2023</u>

POSITION DESCRIPTION

Overview:

Under the general supervision of the Director of the Learning Center, the Academic Success Coaching (ASC) Assistant Coordinator is responsible for assisting with the planning and implementation of academic coaching services and the evaluation of the impact of such services on student academic performance. The ASC Assistant Coordinator will work directly with the ASC Coordinator to assess university, programming and student success needs and advance the program in accordance to those needs. This position is responsible for the training and development of undergraduate and graduate program interns and lead efforts in the revision of training content and student staff recruitment. The ASC Assistant Coordinator will provide intrusive individual and group academic coaching to promote academic success, return students to good academic standing, and increase retention and graduation rates.

Major duties of the job include:

- Provide a fluid percentage of individual and group oriented holistic academic coaching on complex student related matters through effective counseling strategies
- Prioritize coaching efforts for students on academic probation, ensuring each student is successfully fulfilling three meetings per term
- Provide academic coaching to students referred by campus community through direct referral or the Educational Advisory Board (EAB, Bulldog Connect) software and make appropriate referrals to additional student services as needed
- Manage faculty and staff referrals by coordinating outreaches and closing case referrals
- Analyze and implement effective retention and study skill trends and theories to increase quality, impact and access to in-person and online academic coaching services
- Interpret and clearly explain university policies and procedures as they relate to individual student concerns
- Track student activity and participation and prepare necessary summary reports through database software
- Assist with recruiting, interviewing, hiring and developing ASC student staff
- Assist with overseeing the daily tasks, functioning and performance of graduate and undergraduate interns
- Develop and lead intern onboarding and training
- Upon request, participate in the creation, planning, and implementation of workshops, seminars, and programming to establish successful support to degree completion
- As assigned, contribute to academic coaching related projects, tasks, workgroups or committees to successfully design and implement initiatives which advance student success, retention and graduation goals
- Collaborate with and outreach to key stakeholders, such as academic departments and student service programs
- Generate marketing materials, social media posts, and website updates
- Increase student awareness of services, utilization of program offerings and academic impact of student usage
- Increase the effectiveness of academic coaching services through evaluating student employee performance and providing comprehensive, action-oriented feedback
- Administer and analyze participation, student impact data, and program surveys as well as write reports to effectively showcase program success to the campus community
- Provide education and on-going communication to students, staff and faculty on academic coaching services
- Demonstrate initiative and innovation when planning work assignments aimed for long-range program development and improvement

Secondary Duties:

- Create student staff schedules by gathering availability and conducting assessments of need

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- Respond promptly to student requests or faculty referrals in order to promote and maintain quick service and support for students
- Prepare and facilitate workshops for students on topics related to academic success techniques and strategies
- Assist in other programmatic functions, such as special events and tabling, as required to support the program
- Document a complete record of student interactions, including services provided and student contacts through Bulldog Connect and other campus software as appropriate
- Document student attendance at events and activities, and provide records to Coordinator
- Update and improve program forms and processes and document methods
- Prepare resource materials for faculty, staff and students
- Other duties as assigned

Supervisor and Supervisory Responsibility

Who Supervises this Position:	Ruby Sangha-Rico, Director (With work direction and oversight from ASC Coordinator)
Who is responsible for completing the Performance Appraisal:	Ruby Sangha-Rico, Director
What other classifications does this position supervise or provide lead, work oversight:	ISAs/SAs (Upon request from ASC Coordinator)

Minimum Requirements: Knowledge, Skills, and Abilities:

General Knowledge of:

- Practices, procedures, and activities of an early alert/early warning system
- Retention intervention strategies and study skills strategies
- Practices, procedures, and activities of intrusive holistic counseling
- Counseling techniques including maintaining confidentiality of student records and ability to apply federal and state FERPA and Information Privacy Act regulations
- The principles, practices and trends within the field of student services and/or student affairs
- Campus support services and programs
- Qualitative and quantitative research techniques
- Principles of individual and group counseling techniques and student development theory and practice
- Computer office systems and ability to use a broad range of technology, systems, and software packages (Microsoft Office Suite, Google, Excel and PowerPoint)
- University policies, procedures, and academic requirements

Ability to:

- Analyze trends, theories and high impact practices of holistic academic coaching and implement services based on this analysis
- Be responsive, innovative, and results oriented in helping students fulfill their academic program requirements and meeting campus goals
- Work with students who may disclose sensitive and personal information in an understanding and supportive manner
- Collect, compile, analyze and evaluate data and make verbal or written presentations
- Effectively organize tasks in a fast-paced and team-oriented work environment
- Develop and facilitate workshops and presentations related to academic coaching
- Establish and maintain cooperative working relationships with students, staff, faculty and other members of the university community, and promote a positive, service oriented, collegial work environment
- Establish and maintain cooperative working relationships with those who reside within and outside of the department

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- Carry out a variety of professionally complex assignments successfully
- Serve as a resource to students, staff and the campus community in responding to inquiries and providing detailed information concerning academic coaching, student academic success, retention and graduation
- Supervise and train student employees
- A history of regular attendance and positive performance evaluations

Education and Experience:

- Bachelor's degree from a four-year college or university in one of the behavioral sciences, human services disciplines, or another related field
- Equivalent to two years of professional experience in a student services program in higher education or a related field
- A master's degree in counseling, education, social work, or a related field can be substituted for one year of professional experience.

Preferred Skills:

- Experience with the development and implementation of academic support programs such as Early Alert, Tutoring and/or Supplemental Instruction (SI)
- Experience with and knowledge in academic coaching strategies and student learning theories
- Experience working in a higher education student service setting or related field that focuses on underrepresented and underserved and/or first generation students
- Experience with leading, training, mentoring, or instructing groups of various sizes
- Demonstrated experience with interpersonal problem solving and training to facilitate student staff development
- Demonstrated understanding and skill in collection, evaluation and interpretation of data to provide recommendations for program improvement and advancement
- Experience in the California State University (CSU) system
- Experience with relevant computer applications, including PeopleSoft, Educational Advisory Board (EAB), Canvas, Bulldog Connect, Qualtrics, Tableau, Adobe Creative Software or equivalent
- Experience with the development of marketing materials and effective social media messaging

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Employee Name:

Position: Academic Success Coaching (ASC)
Assistant Coordinator

Department: Learning Center

Date Prepared: October 20, 2023

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					
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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Bending Over	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Pushing or pulling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
						Yes	No				
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Discriminating colors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>