

University Information

Org/College: Office of the Provost	Department: University College
UI Job Code: PCE2	Pay Level: 4A
Job Function: Academic Support	Job Family: Educational Support Services
University Classification: Educational Support Services Specialist	

Department Information

Org/Dept/Sub-dept #: 35-0195-00000
Position #: 00245610 Position Type: P&S, Specified Term, one-year appt w/ annual renewal option for up to three years
Working Title (if applicable): Excelling@Iowa Coordinator, Academic Support and Retention
This Position Reports to (Title/Position #): Director, Student Retention / #00163132
Position Has Administrative Supervision? No
Position Overview: The Excelling@Iowa Coordinator within Academic Support & Retention has a key role in strengthening and facilitating departmental and institutional efforts to promote undergraduate student success through the oversight and implementation of Excelling@Iowa, the University of Iowa’s Student Success platform. In addition, the coordinator assists with Academic Support and Retention outreach and retention initiatives, represents the unit and facilitates presentations at applicable campus events, and collaborates with campus partners on academic services and programs.

Position Information

Key Areas of Responsibility

Enhance and Support Student Educational Experiences and Increase Retention. Foster a Sense of Community and Engagement for Students (PCE2): *Provide a broad range of programs and services focused on specific student populations that support the educational experience and retention of current or prospective students. Monitor the academic, career and personal goals/needs of a student and provide individual guidance and assistance. Discern students' needs and arrange for accommodations and services as appropriate. May manage a case load. Compile and prepare reports based on unit goals and make recommendations to the unit.*

- Assist in the implementation and analysis of Excelling@Iowa, including serving as the technical coordinator, analyzing transition profiles of various subpopulations of students, and coordinating outreach to students.
- Provide coordination and expertise in designing, implementing, and interpreting assessment, evaluation, and research projects including, but not limited to student retention, success measures, and program evaluation.
- Research, plan, and execute effective strategies and programs that will lead to enhanced retention, student success, and institutional effectiveness for all students, especially students from at-risk populations.
- Track trends and key retention data to inform early intervention and retention programs and initiatives through reporting writing and supervision of data management and analysis student assistants.
- Meet with students as needed and provide individualized guidance and referrals to campus resources, specifically off-campus first year students.

Establish and Maintain Relationships with Partners to Provide Educational Support Services. Partners Include on-campus Units and External Agencies (Local, State, National, and International) (PCE2): *Plan, organize and coordinate projects and events with partners to meet program goals. Coordinate communication with partners. Collaborate with partners to maximize resources and connections.*

- Collaborate with campus partners and programs to identify early intervention points, and assist with coordination and implementation of early intervention, retention, and student learning efforts.
- Serve as the student success and retention operational coordinator on the Enrollment Management and Student Success Analytics Workgroup, collaborating with Information Technology Services, Enrollment Management, and Public Health Biostatistics on predictive analytics and implementation of indices.

Universal Competencies

Collaboration/Positive Impact

Proficiency Level: Working

Ability to work with a variety of individuals and groups in a constructive and civil manner and utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs.

- Shares appropriate information/feedback openly, professionally and respectfully.
- Models open, respectful, accepting, and supportive behaviors with team members.
- Maintains productive work relationships while considering multiple perspectives and using effective conflict resolution practices.
- Aligns expectations for self and team to achieve work objectives and overcome obstacles.

Diversity, Equity and Inclusion

Proficiency Level: Working

Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the unique contribution of an inclusive workforce that brings together the talents of people across multiple identities, including: race, creed, color, religion, national origins, age, sex, pregnancy, disability, veteran or military status, sexual orientation, gender identity, or associational preferences.

- Maintains productive work relationships while considering multiple perspectives.
- Demonstrates awareness of one's own and others' social identities (e.g. race, gender, disability status, religion, etc.) and their relevance in the workplace.
- Resolves cross-cultural conflicts effectively.
- Articulates the unit's commitment to diversity, equity and inclusion and the reasons for its importance.
- Engages in personal and professional development on issues related to diversity, equity and inclusion.

Service Excellence/Customer Focus

Proficiency Level: Working

Ability to meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner. Ability to effectively transmit and interpret information through appropriate communication with internal and external customers.

- Enhances service by seeking ways to add value to customer interactions/services.
- Demonstrates sincere concern and takes responsibility when a customer complains, even if the cause of the problem lies elsewhere.
- Listens to feedback without defensiveness and uses it to enhance communication effectiveness.
- Communicates in alternative ways to accommodate different listeners.

As part of performing the key areas of responsibility and competencies described above, staff members are expected to meet reasonable standards of work quality and quantity, as well as expectations for attendance established by their supervisor. Staff members are also expected to comply with policies governing employee responsibilities and conduct, including those contained in the [University Operations Manual](#)

Position Technical Competencies and Proficiency Levels

Academic Support System Administration

Proficiency Level: Working

Knowledge of the operation and application of computer-based academic support systems; ability to coordinate and support academic activities through an academic support system.

- Administrates an academic support system to coordinate and support academic activities.
- Applies appropriate computer-based technologies to address, advise on and resolve students' academic problems.
- Monitors the operational conditions of an academic support system to ensure the implementation of academic support activities.
- Analyzes factors that influence the success or failure of computer-assisted academic support.
- Assesses the usability and acceptability of an academic support system according to the institution's academic requirements.

Analytical Thinking

Proficiency Level: Working

Knowledge of techniques and tools that promote effective analysis and the ability to determine the root cause of organizational problems and create alternative solutions that resolve the problems in the best interest of the business.

- Approaches a situation or problem by defining the problem or issue and determining its significance.
- Identifies the major forces, events and people impacting and impacted by the situation at hand.
- Uses data visualization to provide meaningful explanation of data.
- Uses logic and intuition to make inferences about the meaning of the data and arrive at conclusions.
- Makes a systematic comparison of two or more alternative solutions.

Effective Communications

Proficiency Level: Extensive

Understanding of effective communication concepts, tools and techniques; ability to effectively transmit, receive, and accurately interpret ideas, information, and needs through the application of appropriate communication behaviors.

- Establishes and maintains productive working relationships within and outside of own area.
- Contributes as a member on a variety of teams.
- Establishes and maintains credibility with clients and teammates.
- Seeks out what's common in conflicting points of view.
- Resolves potentially harmful differences between individuals and groups of people.
- Influences key individuals inside and outside own group and earns their respect.

Data Gathering and Reporting

Proficiency Level: Extensive

Knowledge of and ability to utilize tools, techniques and processes for gathering and reporting data in a particular department or division of a company.

- Oversees multiple data-gathering and analysis initiatives.
- Analyzes complex reports as revealed by the data.
- Teaches others the calculations necessary to capture data and develop more complex reports.
- Prepares cost-benefit analyses of alternative approaches.
- Develops criteria for selecting data gathering and reporting tools and techniques for various projects.
- Reviews and verifies data and reports for accuracy.

Desktop Tools

Proficiency Level: Extensive

Knowledge of and ability to use office support tools available on the desktop (e.g., word processing, e-mail, presentation software and spreadsheets).

- Demonstrates proficiency with using all basic office support software.
- Explains advanced features and functions of all key products.
- Determines which office products can interact and how to share data.
- Diagnoses common software problems and works on the resolution.
- Consults others on the use and interconnectivity of the tools.
- Participates in evaluation of new office support tools.

Interpersonal Relationships

Proficiency Level: Extensive

Knowledge of the techniques and the ability to work with a variety of individuals and groups in a constructive and collaborative manner.

- Establishes and maintains productive working relationships within and outside of own area.
- Contributes as a member on a variety of teams.
- Establishes and maintains credibility with clients and teammates.
- Seeks out what's common in conflicting points of view.
- Resolves potentially harmful differences between individuals and groups of people.
- Influences key individuals inside and outside own group and earns their respect.

Knowledge of Organization

Proficiency Level: Working

Awareness and knowledge of and insight into the organization's vision, structure, culture, philosophy, operating principles, values, and code of ethics; ability to apply this understanding appropriately to diverse situations.

- Can explain mission, vision, and objectives of own department or unit.
- Discusses the roles and responsibilities of own business unit.
- Applies organization's operating principles and practices within own business unit.
- Identifies and discusses key players, key issues, and key strategies in own unit.
- Cites local and industry examples of acceptable and unacceptable business practices.

Facilitating Student Transitions

Proficiency Level: Working

Knowledge of and the ability to provide new incoming students with a welcoming environment and to help familiarize them with school facilities, policies, services, and expectations for college success and retention.

- Introduces university facilities, services, policies and resources to transitioning students.
- Provides students with detailed information on course enrollment and registration.
- Provides guidance and assists students in developing skills to address their concerns about school life and studies.
- Explains university policies and standards to students, e.g. completion of degree requirements.
- Helps students acclimate to life at university through various methods.

Position Qualifications

Education or Equivalency Required

- A bachelor's degree or an equivalent combination of education and experience is required.

Experience Required

- Reasonable (1 – 3 years) experience working in higher education within a student success, retention, or support capacity. Familiarity with collegiate academic and administrative procedures (e.g. admissions, registration, financial aid, academic advising, orientation, etc.).

Competencies Required

- Demonstrates a [working proficiency](#) in each of the following areas:
 - Knowledge and the ability to provide new incoming students with a welcoming environment and to help familiarize them with school facilities, policies, services, and expectations for college success and retention.
 - Ability to work developmentally with students; ability to promote student learning, development, and success by applying academic coaching approaches to diverse individual student situations.
 - Ability to work with a variety of individuals and groups in a constructive and civil manner while appreciating the unique contribution of individuals from varied cultures, race, creed, color, national origin, age, sex, disability, sexual orientation, and gender identity.
 - Knowledge of the operation and application of computer-based academic support systems; ability to coordinate and support academic activities through an academic support system. Must be proficient in electronic retention/student success tools and student information systems
 - Techniques and tools that promote effective analysis and the ability to determine the root cause of organizational problems and create alternative solutions that resolve the problems in the best interest of the business. Analytical and research skills, specifically analyzing college student retention trends.
- Demonstrates an [extensive proficiency](#) in the following:
 - Knowledge and application of the communication techniques and relationship building skills that develop the ability to work with a variety of individuals and groups in a constructive and collaborative manner, including effective listening.

Desirable Qualifications

- A Master's degree in higher education, student development, student affairs, counseling, or a related field is highly desired.
- Reasonable (1 – 3 years) experience with student retention approaches, principles, and theories that strengthen student engagement.
- Experience serving as a technical administrator for a student retention web-based platform.
- Demonstrates [working knowledge](#) of and ability to utilize tools, techniques and processes for gathering and reporting data (project assessment) in a particular department or division of a company.
- Demonstrates a [working knowledge](#) and awareness of and insight into the organization's vision, structure, culture, philosophy, operating principles, values, and code of ethics; ability to apply this understanding appropriately to diverse situations.