**Position Title:** Retention Assessment Graduate Assistant

**Reports to:** Student Affairs, Retention

**Terms of Employment**
For the fall semester: 20 hours per week, beginning August 22, 2022, and ending December 16, 2022. Does not include the week of Thanksgiving Break.

For the spring semester: 20 hours per week, beginning January 17, 2023, and ending May 12, 2023. Does not include the week of Spring Break.

**Compensation**
- Full assistantship salary for 2021-2022 is $5,395 per semester. 2022-23 salary information should be available by February 1, 2022.
- Salary will be prorated on a weekly basis for a late start
- Graduate Assistants may qualify for in-state tuition and fees.
- Graduate Assistants receive College holidays and do not work during Thanksgiving Break, Spring Break, or the interims between semesters.
- Graduate College Tuition scholarships are applied for and awarded separately
- For more information on the Graduate Assistantship System and procedures: http://www.grad.uni.edu/assistantships/

**Position Description**
Hawkeye Community College is seeking a Graduate Assistant to play an integral role in assessment of student retention and success and the development of a retention strategic plan. Primary responsibilities include collaborating with the retention team, data collection, data cleaning, data management, quantitative and qualitative data analysis, identifying trends, interpreting findings, and assisting with reporting.

**Responsibilities**
- Collaborate with the retention team and campus leaders to develop and implement an assessment of retention and student success.
- Assist with the development of a campus-wide retention strategic plan
- Collect, prepare, manage, and analyze retention assessment data
- Maintain the security and confidentiality of institutional data according to College standards
- Conduct quantitative and qualitative data analyses
- Interpret and describe assessment findings orally and in writing
- Assist in creating reports and presentations
- Participate in retention related meetings and activities
- Research topics such as retention, graduation, and student success in academic journals
Qualifications

- Candidate must be full-time, degree-seeking student in a UNI graduate program (postsecondary education/student affairs, counseling, social work, communication studies, or related field preferred).
- Must be enrolled in 9 qualifying graduate credits each semester of assistantship.
- A newly admitted graduate student must have at least a 3.0 grade point average for undergraduate or previous graduate work of at least 8 graded credit hours. The student must maintain a minimum UNI cumulative GPA of 3.0 in order to be eligible for continued or further appointment.

Additionally, the ideal candidate will have the following preferred qualifications:

- An understanding of assessment methods and factors associated with college student retention
- Experience with quantitative data analysis
- Experience with statistical software such as SPSS/SAS, and Excel
- Excellent written and oral communication skills
- Strong interpersonal and organizational skills
- Demonstrated ability to be self-motivated and to conduct oneself in a professional manner

Professional Competency Areas

This position will provide practical experiences and learning in the following areas:

Assessment, Evaluation, and Research (AER) Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.

Leadership (LEAD) Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.

Social Justice and Inclusion (SJI) While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their
practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

**Student Learning and Development (SLD)** Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

**Application Process and Deadline**
- To apply, email the completed Application Form for Graduate Assistantship (available at [http://www.grad.uni.edu/assistantships](http://www.grad.uni.edu/assistantships)).
- Applications received through the Interview Day Registration Form will be given preferential consideration.

**Please note that the availability of this position is dependent upon vacancy and funding**