



Senior Research & Planning Analyst

Classified Range: 58

Board Approved: 11/18/21 P. 1|5

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Leads, designs, develops, and conducts highly complex projects using advanced social science research principles, methodologies, and statistical analyses in the college's institutional effectiveness, research and planning program to provide data and information regarding policy formation, program evaluation, state reporting requirements, decision making, and other measures of institutional effectiveness and planning.

DISTINGUISHING CHARACTERISTICS

The Senior Research Analyst classification is distinguished from Research Analyst classification in that employees in this classification perform more difficult and responsible types of duties such as the implementation of program reviews and planning activities and the functional coordination of the work of other research and support staff.

SUPERVISION RECEIVED AND EXERCISED

Receives limited direction from appropriate supervisor; refers only unusual decisions to supervisor. May provide technical and functional direction to assigned student workers. Coordinates and provides support for assigned staff.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Coordinates with leadership to implement a district-wide, strategic research and planning agenda including implementation of program reviews, planning activities, accreditation, institutional grants, organizational change initiatives, and decision-making processes related to student success, governance, and institutional effectiveness; assists in monitoring progress on a portfolio of research studies and developing appropriate project timelines.
2. Conducts broad-scale and highly complex institutional research projects and studies; exercises project responsibility from conceptual design and problem definition/hypothesis development through data collection, analysis, interpretation and findings; prepares research and statistical findings in appropriate written and oral form for use by varying audiences and proper technical form for scholarly publication.
3. Designs methodologies and instruments for a variety of institutional research projects including studies of student performance measures; validity, reliability and accuracy of placement examinations and prerequisites; methods and tools for assessing outcomes; and assessment of institutional effectiveness.
4. Evaluates projects to determine proper statistical inquiry methods and formulates the investigative processes and procedures to be followed; employs advanced, sound, and innovative research methodologies and high-order statistical techniques.
5. Provides guidance, training, and technical assistance to faculty, administrators, and staff during program reviews and annual planning; generates appropriate research instruments and analyses for programs to interpret and present data in their final program reviews and annual plans.



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6. Identifies and obtains required data resources; coordinates program-specific data collection to ensure data integrity and reliability; designs web-enabled, scannable, and other survey forms using specialized software.
7. Designs systems, tools, dashboards, visualizations, and portals to extract, collect, analyze, merge and report on data and information related to academic programs, curriculum, enrollment management, student demographics and outcomes, matriculation, assessment and other relevant data; extracts, transforms, and loads longitudinal database files from several sources such as district student and financial information systems, California Community College Chancellor's Office Management Information System (MIS), California Employment Development Department (EDD), and the Integrated Postsecondary Education Data System (IPEDS).
8. Collaborates with faculty and campus leadership to integrate SLO assessments into instructional improvement, institutional evaluation, and college planning activities and decision-making; develops and presents assessment options and advises faculty and college leadership on their efficacy.
9. Develops, coordinates, and presents in-service professional development on various topics including SLO assessment, program review and planning, recent research findings, data literacy, data collection techniques, and other topics as necessary.
10. Collaborates with the institutional research and planning community to ensure currency in the latest trends in research and data acquisition for the community college system; regularly makes presentations at regional, state, and national forums and organizations dealing with institutional research in higher education.
11. Analyzes research data and findings of other agencies and translates their implications and limitations as they pertain to the District or college; conducts literature reviews; analyzes trends in community college education, college and community characteristics, and anticipates planning and information needs.
12. Evaluates and develops recommendations for policies, procedures, and systems based on analysis of current and proposed programs and practices.
13. Represents the Office of Institutional Effectiveness, Research, and Planning on various governance committees and institutional projects.
14. Performs other duties related to the primary job duties.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

CORE COMPETENCIES:

Mathematical Facility

- Performs operations involving counting, adding, subtracting, multiplication and division
- Follow multi-step computational procedures and apply formulas
- Apply basic algebraic or geometric reasoning and problem solving
- Recognize approaches and algorithms for finding real world computational solutions**



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- Computes and interprets descriptive statistics**

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Professional Integrity and Ethics

- Follows a clear-cut set of rules
- Understands practical necessity of rules and ethical guidelines
- Shows consistency in behavior and judgement over a long term and varied situations

Legal and Regulatory Navigation

- Understanding, interpreting, and ensuring compliance with laws and regulations
- Locates, understands, or provides factual regulator information**
- Works within the bounds and limits of what is permissible

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar



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Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self-monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

Education/Training:

A Master's degree from an accredited college or university in Social Science, Psychology, Sociology, Behavioral Science, Computer Science, Statistics, Business, Economics or a related field.

Experience:

Four (4) years of research experience, including at least one (1) year in institutional research, institutional effectiveness, or similar role in an institution of higher education.

Preferred Education/Training/Experience:

Experience working with complex datasets and facilitating program or college planning in an institution of higher education.



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EQUIVALENCY PROVISION

In the absence of a Master's degree from an accredited college or university in Social Science, Psychology, Sociology, Behavioral Science, Computer Science, Statistics, Business, Economics or a related field, a Bachelor's degree from an accredited college or university in Social Science, Psychology, Sociology, Behavioral Science, Computer Science, Statistics, Business, Economics or a related field and four (4) years of research experience including three (3) years of experience in institutional research, institutional effectiveness, or similar role in an institution of higher education is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.