



## Dean of Research, Planning & Institutional Effectiveness

Management Range: 21

Board Approved: 05/17/2012 P. 1|3

*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**

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Under the general direction of the College President, the Dean of Research, Planning & Institutional Effectiveness, is responsible for organizing and directing operations and activities involved in the review, analysis, interpretation, and reporting of a variety of data and information used in assessing institutional effectiveness, assisting with college planning, accreditation, decision-making, program reviews, student learning outcomes, and determining implications of college practices, policies, measures, and procedures. This position also provides information and direction which will assist the college in understanding and improving student outcomes, success and ultimately recommending methods of continuous improvement and institutional effectiveness.

### **REPRESENTATIVE DUTIES**

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*The following duties are typical for this classification.*

1. Directs the institutional research program and the reporting of information about the college.
2. Selects, adapts, and applies appropriate quantitative and qualitative research design and statistical tools and techniques to all areas of study.
3. Develops and generates statistical data and reports.
4. Provides leadership in major planning efforts; ensures alignment of college planning initiatives to maximize the benefits that can be achieved with available resources; facilitates identification of priorities; coordinates the research and analysis of planning alternatives.
5. Coordinates and provides conceptual leadership in the assessment of educational institutional effectiveness outcomes for the College.
6. Directs the development and implementation of effectiveness and outcome measures and techniques.
7. Assists in analyzing educational research to identify implications for the college program planning.
8. Plans, organizes and conducts meetings related to educational and college-wide planning, institutional effectiveness and outcomes.
9. Coordinates the development and implementation of a comprehensive and sustained planning program; provides planning assistance to college staff; oversees special studies, projects and analyses related to program evaluation, master planning activities and outcome measures.
10. Facilitates the development of goals, objectives, and action plans for the college on an institutional program level; and supports college-wide planning including aspects of staffing, facilities, technology and educational and support programs.
11. Facilitates the implementation of improvement initiatives by providing evidence and training on how to use evidence.



## Dean of Research, Planning & Institutional Effectiveness

### Management Range: 21

Board Approved: 05/17/2012 P. 2|3

12. Acts as a facilitator with groups assigned with the responsibility for developing processes related to the accomplishment and measurement of institutional effectiveness goals and outcomes using continuous quality improvement techniques.
13. Provides administrative direction and leadership to the Program Review Committee and the accreditation process for the college; including college-wide leadership to committees and groups charged with accomplishing a variety of goals and/or tasks.
14. Conducts training on facilitates Institutional Effectiveness Processes.
15. Works directly with faculty on classroom research.
16. Serves as a technical research consultant to the college administration, faculty and staff.
17. Provides supervision and administrative direction for all academic and classified staff reporting to the administrative offices including the Office of Institutional Research.
18. Monitors budget and authorizes budget expenditures.
19. Maintains accessibility and strong lines of communication with administrators, faculty and staff.
20. Performs other duties as assigned.

### **QUALIFICATIONS**

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*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.*

#### **Knowledge of:**

- Principles, practices and theories of higher education.
- The philosophy, objectives and functions of the California community college instructional programs.
- Principles and practices in budget development and management.
- Program planning and evaluation.
- Applicable state reporting systems and procedures.
- Principles and practices of program development and administration.
- Principles of supervision, training, and performance management.
- Conducting student outcomes assessment.

#### **Ability to:**

- Plan, organize, and coordinate multiple activities.
- Design, create and implement use of resources.
- Oversee direct, and coordinate the work of lower level staff.
- Participate in the selection and recommendation, supervision, training, and evaluation of staff.
- Participate in the development and administration of goals, objectives and procedures for assigned area.
- Gather and analyze data and situations and make appropriate decisions.
- Prepare and present comprehensive, concise, clear oral and written reports.



## Dean of Research, Planning & Institutional Effectiveness Management Range: 21

Board Approved: 05/17/2012 P. 3|3

- Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
- Prioritize and execute a wide range of projects simultaneously.
- Work independently, assume responsibility, and take initiative in carrying out assignments.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative relationships between the College, community, and key individuals, and with all persons contacted in the course of work.

**Education and Experience Guidelines** – *Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

### **Education:**

- A Master's degree from an accredited institution or equivalent.

### **Required Experience:**

- One year of formal training, internship, or leadership experience related to the administrative assignment.
- Experience that indicates a sensitivity to, and an understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students and personnel, including those with physical and/or learning disabilities.

### **Desired Experience:**

- Three (3) years of increasingly responsible experience, at least one year which demonstrates administrative responsibilities as a department head or division dean.

## **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 lift, carry, push, and/or pull light to moderate amounts of weight; 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.