

RESEARCH ANALYST

DEFINITION

Conducts a variety of complex journey-level professional research and technical studies relating to educational programs, planning, and development.

TYPICAL DUTIES

Conducts complex research studies by collecting, analyzing, and compiling data related but not limited to such matters as curricula, enrollment, retention, matriculation, weekly contact hours, staffing patterns, student and faculty characteristics, program vitality and evaluation, program review, community characteristics, student achievement, student learning outcomes, accreditation, and institutional planning and effectiveness and prepares reports and recommendations based on findings.

Selects, adapts, and applies appropriate research and statistical techniques to specific areas of study.

Collects, compiles, describes, organizes, analyzes, interprets, and presents data and information related to matters under study.

Analyzes trends in community college education, college and community characteristics, and anticipates planning and information needs.

Participates in the design, implementation, and maintenance of specialized data bases and information systems to facilitate research and planning activities.

Determines sources of data and information and selects the specific units for the research sample.

Formulates procedures and techniques for computer or hand processing of survey data.

Organizes data and information in such form that analysis is facilitated and their significance may be appreciated.

Writes research reports containing descriptive, analytical, and evaluative content including the preparation of conclusions and forecasts based on data summaries and other findings.

Prepares research and statistical findings in proper technical form for publication.

Organizes, coordinates, and tracks completion of planning, accreditation, and program review functions and ensures alignment with District mission, goals, objectives, and operating practices.

Coordinates with faculty, staff, and administration on various aspects of planning, accreditation, and program review functions and processes.

Fully utilizes the capabilities and functions of standard office software applications such as data management, spreadsheet, presentation, and word processing in completing assigned projects.

Uses interactive data management and statistical programs such as SPSS, SASS, or other applications used in social science research.

Examines research data gathered by other agencies and translates their implications and limitations as they pertain to the Los Angeles Community College District.

May supervise lower-level analysts and clerical support staff.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

A **Research Analyst** applies thorough knowledge and skill in research methodology and analysis in independently performing all phases of complex journey-level research studies including problem definition, study design, data collection, analysis, interpretation, and presentation of findings.

A **Senior Research Analyst** applies an advanced knowledge of research concepts, methodologies, and processes in conducting difficult and complex institutional research studies and in the development and maintenance of research information systems and supervises the activities of a small research unit.

An **Assistant Research Analyst** performs professional-level research assignments of moderate complexity related to the District educational programs, planning, and development that are characterized by clear and specific objectives in accordance with conventional research techniques and methodology.

SUPERVISION

General supervision is received from an academic or classified administrator or supervisor. Functional supervision may be exercised over Assistant Research Analysts and clerical employees.

CLASS QUALIFICATIONS

Knowledge of:

- Concepts, methodologies, processes, and terminology applicable to higher education research, planning, accreditation, and program review functions
- Principles, theories, techniques, and methods of statistics
- Management and education functions and procedures as they relate to higher education
- Methods of preparation of research reports
- Information systems used in higher education and methods of access for research purposes
- Technical writing and data presentation
- Capabilities of computer systems, software, and hardware used in a research unit

Skill in:

- Using computer software such as database management, communications, spreadsheets, graphics, word processing, and desk-top publishing
- Using interactive programming languages such as SPSS and SASS

Ability to:

- Collect, interpret, and evaluate complex data and conduct studies and surveys to support functions such as research, planning, accreditation, and program review
- Exercise creativity and critical judgment

Ability to: (Cont.)

- Apply conventional techniques in research methodology
- Define a problem so that it leads itself to quantitative and qualitative analysis
- Obtain the cooperation of others in providing information and data in its most meaningful and understandable form
- Cope with novel and difficult problems
- Acquire valid data of measurable accuracy
- Apply statistical theory and methods used in the collection, classification, and evaluation of quantitative facts as a basis for inference
- Analyze factual information and recognize significant factors, relationships, and trends
- Determine and evaluate sources of data
- Deal effectively with District staff and representative from private and public agencies
- Write clear, comprehensive, and effective reports
- Plan and organize work to meet deadlines
- Effectively utilize computer equipment and management information systems in the performance of duties
- Learn specialized computer applications

ENTRANCE QUALIFICATIONS

Education and Experience:

- A. A doctor degree from a recognized four-year college or university, preferably with a specialization in social science research, economics, educational administration, business administration, organizational analysis, or other research-oriented specialization.

OR

- B. A master degree from a recognized four-year college or university, preferably with a major in social science research, economics, educational administration, business administration, organizational analysis, information science, or other research-oriented specialization **AND** one year of full-time paid professional-level experience in a research, analytical, or institutional planning position.

OR

- C. Graduation from a recognized four-year college or university preferably with a major in social science research, economics, educational administration, business administration, organizational analysis, information science, or other research-oriented specialization **AND** three years of full-time paid professional-level experience in a research, analytical, or institutional planning position.

Special:

- A valid Class "C" California driver's license.
- Access to an automobile.