

SENIOR RESEARCH ANALYST

DEFINITION

Performs complex research assignments related to educational programs, planning, and development and supervises the activities of a small research unit.

TYPICAL DUTIES

Conducts the more difficult research studies related but not limited to 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.

Makes recommendations for policies, procedures, and systems based on analysis of current and proposed programs and practices.

Designs, implements, and directs the maintenance of specialized data bases and information systems to facilitate research and planning activities.

Evaluates problems to determine whether they are amenable to statistical inquiry and formulates the investigative processes and procedures to be followed.

Plans, assigns, and supervises the activities of a small research unit.

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

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.

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.

Determines sources of data and information.

Writes complex 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.

Analyzes research data and findings of other agencies and translates their implications and limitations as they pertain to the District.

Explains research methodology and findings to interested parties.

Fully utilizes the capabilities of standard and specialized software programs in the production of management information and reports.

Selects and trains assigned staff.

Acts as a technical resource to college research staff.

May act for supervisor in his/her absence.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

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.

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.

An **Assistant Research Analyst** performs professional-level research assignments of moderate complexity related to 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. Immediate supervision is exercised over lower-level research analysts and clerical staff.

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
- Principles of management, organization, and administrative analysis
- Principles, theories, techniques, and methods of survey construction, sampling, administration, and reporting
- Principles of supervision and training
- Management and education functions and procedures as they relate to higher education
- Methods of preparation of research reports
- Capabilities of computer systems, software, and hardware used in a research unit
- Technical writing and data presentation
- New trends in the field of research in higher education
- Principles, theories, techniques, and methods of data base design
- Information systems used in higher education and methods of access for research purposes
- Procedures for access to state and national student level information
- Principles, theories, techniques, and methods of data warehousing and distribution of information across the institution
- Organization and management of records

Skill in:

Using computer software such as data base management, spreadsheets, graphics, word processing, and desk-top publishing
Using interactive programming languages such as SPSS, SAS or other advanced data access and distribution tools

Ability to:

Plan, conduct, and evaluate complex research studies
Apply conventional and original techniques in research methodology
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
Analyze complex data and interpret and apply pertinent laws, rules, regulations, and principles
Determine and evaluate sources of data
Prepare comprehensive and concise reports
Exercise creativity and critical judgment
Cope with novel and difficult problems
Independently complete complex assignments
Instruct others in research principles and methods
Select, motivate, train, and supervise assigned staff
Establish and maintain the cooperation of others in providing information, data, and assistance for the research program
Write comprehensive technical reports and explain information and data in its most meaningful and understandable form
Deal effectively and tactfully with all levels of District staff, representatives of public and private agencies, and the general public
Effectively utilize computer equipment and management information systems in the performance of duties
Learn new techniques and procedures in college accreditation, institutional accountability and effectiveness, and higher education policy and planning
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

ENTRANCE QUALIFICATIONS

Education and Experience: (Cont)

- 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** two years 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** four 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.