

DIRECTOR, INSTITUTIONAL RESEARCH

GENERAL DESCRIPTION OF CLASS

Under the general direction of an administrator, provides leadership for the development and management of an institutional research program that supports the college's mission, vision, values, and strategic plan to ensure success for all students.

REPRESENTATIVE DUTIES: The duties recorded below are representative of the duties of the class and are not intended to cover all the duties performed by incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related or a logical assignment to this class. The essential duties of the class are indicated with an asterisk *.

BASIC FUNCTION: The duties of this classification may involve performing the most technical and difficult tasks, requiring specialized or advanced skill in one or more areas of the work assigned. The duties below are not inclusive but characteristic of the type of work associated with the class. Individual positions may do all or some combination of the duties listed below as well as other related duties.

1. Plans, designs, and implements institutional research projects to develop and provide relevant information to inform decision making processes regarding all facets of managing a California Community College District and its academic and student services programs. *
2. Serves as the District resource for developing, collecting, and retaining comprehensive information regarding key performance indicators (KPIs) for the college and its academic and student services programs, comparable benchmarks with other programs and institutions, characteristics of the college and its community, and current trends in education; analyzes data and makes recommendations to administration, management, and faculty leadership to improve student access, equity, success, and completion. *
3. Selects, adapts, and applies appropriate quantitative and qualitative research designs and statistical tools, techniques, surveys, and other measurable tools to areas of study to produce relevant and high-quality research information for the college and its academic and student services programs. *
4. Provides leadership for and supervises staff assigned to support institutional research and reporting. *
5. Manages and provides direct supervision to assigned classified and staff; supervisory duties include instructing, planning, and assigning work, maintaining standards, coordinating activities, selecting and hiring new employees, acting on employee problems, and recommending employee discipline up to and including termination as appropriate and in accordance with the collective bargaining agreements (CBAs); evaluates the work of subordinates for completeness, accuracy, and compliance; mentors staff, offers advice, and guidance as needed.*
6. Oversees the timely preparation, accuracy, and distribution of digital District reports and records as required by state, federal, local, and District regulations including but not limited to submissions required by the Community Colleges Chancellor's Office (CCCCO), CCCCCO Management Information Systems (MIS) Data, National Student Clearinghouse, and IPEDS. *
7. Coordinates the planning and implementation of information technology to support initiatives embodied in grants and other mandates from the United States Department of Education, CCCCCO, and others including Guided Pathways. *

8. Develops and maintains positive working relationships with members of the campus community in support of achieving institutional research goals. *
9. Responds in a timely manner to campus requests for institutional data.*
10. Maintains knowledge and awareness of relevant national and statewide actions including but not limited to accreditation, California Education Code, and Title 5; monitors activities related to potential implications to research and evaluation at the community college level; keeps up to date on new developments in technology related to information, analysis, planning, and reporting systems *
11. Updates and maintains databases; manages data and develops reports designed to support the success of academic programs, institutional reporting requirements, information storage needs, and local demand for research information. *
12. Supports the training of District faculty and staff on the effective use of available data, the selection of employment of research methods, statistical tools, survey designs, and data evaluation methods to support local research needs. *
13. Provides support, analysis, and leadership for the development, writing, revision, and implementation of institutional plans including but not limited to Educational Plan; supporting plans; strategic direction; standards and goals for student achievement; program review processes; career and technical education planning; student learning outcomes and assessment processes; grant applications; accreditation reports, plans, and evaluations; and campus climate surveys. *
14. Develops and disseminates professional research reports, analysis, and recommendations to support the implementation of the District's Strategic initiatives, Strategic Direction, Standards and Goals for Student Achievement, academic and student services program review and learning outcomes assessments, and briefings containing descriptive, analytical, and evaluative content. *
15. Creates a research agenda based on requirements gathered through collaboration with academic, student services, and administrative departments prioritized through discussions with senior management. *
16. Develops and maintains budget for institutional research office. *
17. Maintains an institutional research calendar; ensures project timelines are recorded and met. *
18. Provides research and data to support the efficiency and evaluation of the overall instructional program and individual academic and student services programs. *
19. Reviews, analyzes, and verifies statistical data, makes recommendations to administration, management, and faculty leadership to improve the performance of the overall instructional program and academic and student services programs. *
20. Participates in the creation and implementation of the District's integrated planning, forecasting, and decision support models including but not limited to student success and achievement, financial, enrollment, and productivity analysis. *
21. Interfaces cooperatively with information technology (IT4) staff to improve the District's data warehousing capacity to support academic, student services, and administrative requirements; provides visualization tools to assist in institutional and program decision making. *
22. Collaborates with planning and research staff at the state, county, city, university, and local school district levels. *
23. Interacts with diverse populations and constituencies in a wide range of situations requiring judgement, tact, and diplomacy. *
24. Works effectively within the culture and processes used in educational organizations. *
25. Attends and participates in District, college, and staff committees, meetings, trainings, workshops, conferences, and professional development opportunities, as appropriate.
26. May serve on a variety of District and college committees, as requested.

27. Performs other duties that support the overall objective of the position.

MINIMUM QUALIFICATIONS

EDUCATION/EXPERIENCE:

- Master's Degree* in behavioral or social science, educational research, or related discipline; **AND**
- Two (2) years of experience directly related to the duties and responsibilities of the position.
- Or, any combination of education and experience which would provide the required qualifications for the position.

*Master's Degree education equivalency is a 1 to 1 equivalency, one year of responsible work experience related to the classification for each full year (24-30 units) of college.

DESIRED QUALIFICATIONS:

- Coursework in statistics, research and statistical design and analysis.
- Experience in technical report writing, assessment procedures, and survey methods.
- Five (5) years of experience performing and coordinating institutional research, planning, assessing academic outcomes, assessment activities, and/or conducting institutional or social science research.
- Two (2) years of leadership experience in an educational research environment.

CERTIFICATES, LICENSES, REGISTRATION, SPECIAL AND/OR OTHER REQUIREMENTS:

- May be required to hold and maintain a valid driver license **'if and when'** travel is required in the course of work.
- May be required to travel for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

KNOWLEDGE, SKILLS, AND ABILITIES: (May be acquired through education, training and/or experience.)

Knowledge of:

- District and college policies, procedures, rules, and regulations related to the area of assignment.
- California Education Code and Title V as it relates to the area of assignment.
- Family Educational Rights and Privacy Act (FERPA).
- Rules, regulation laws, and Board policies, and procedures governing the District.
- Laws and ordinances related to the area of assignment.
- Community college instructional programs.
- Instructional design and methodologies and non-traditional methods of instruction.
- Curriculum development.
- Student Learning Outcomes (SLOs)
- Theories, principles, and best practices in supervision and training of assigned staff.
- Supervisory and managerial concepts and practices.
- Research and design, including statistical procedures related to sampling, correlation, analysis, trends, projections, instrument design, qualitative measures and benchmarking in an educational environment.
- Database design, data warehousing, data views, data cubes, and information security.
- Predictive analytics.
- Web-based reporting and survey administration.

- A variety of languages and scripts with a proficiency in SQL, R, Python, DAX, and/or other languages as required to efficiently store, clean, and analyze data utilizing an Integrated Development Environment.
- Statistical mathematic calculations and analysis.
- Strong organizational skills.
- Proper spoken and written English usage.
- Elements of proper grammar usage, spelling, vocabulary, and punctuation.
- Basic mathematics.
- Composing, proofreading, and preparing correspondence.
- Record-keeping, filing, file sharing, and filing system methods and techniques.
- Effective communication skills both verbally and in writing.
- Computer software programs, applications, databases, and Enterprise Resource Planning (ERP) systems; computer hardware and peripheral equipment related to the area of the assignment.
- Composing, proofreading, and preparing correspondence.
- Modern office practices, methods, and techniques related to the area of the assignment.
- Methods and techniques of record keeping, filing, file sharing, and filing systems.
- Microsoft Office Suite (Word, Excel, Outlook).

Ability to:

- Independently perform the essential responsibilities of the position.
- Understand and apply District and department policies and procedures.
- Integrate local, state, and federal laws and regulations.
- Ensure compliance with all laws, regulations, and policies through effective office supervision and leadership.
- Read, understand, learn, interpret, and apply rules, regulations, policies, and procedures.
- Comprehend and stay current with the theories and practices utilized in higher education instruction and programming.
- Pedagogical trends impacting the delivery of instructional services to support instruction
- Gather, analyze, and interpret statistical, legal, and program-related information.
- Ascertain student learning outcomes are being met.
- Use computer systems and statistical software programs and applications.
- Create queries and reports from a relational database designed to support instructional programs.
- Analyze the most effective use of faculty, staff, facilities, and resources to achieve District-wide instructional goals.
- Clearly organize and present information.
- Make required mathematical and statistical calculations accurately.
- Communicate effectively both verbally and in writing.
- Communicate effectively with a broad audience of administrative, managerial, professional, Board of Trustees, public and private agencies and organizations, and the public.
- Work in a fast-paced environment under pressure of deadlines.
- Analyze transactions and identify deviations from applicable policies and procedures.
- Direct and evaluate the work of others.
- Provide leadership and work direction to assigned staff.
- Work as a team member on projects related to college planning and institutional research and evaluation.

- Communicate professionally in confrontational situations.
- Demonstrate a commitment to supporting faculty and educational administrators in development of best practices in assessment of student academic achievement, student learning outcomes, program review, and validation of accreditation standards.
- Independently apply good judgment in making decisions.
- Compile, organize, and use various financial information necessary in the preparation and monitoring of budgets.
- Update and maintain files, file sharing, filing systems, and records accurately and completely.
- Compose correspondence and reports.
- Use discretion and handle students, staff, and faculty in a diplomatic manner.
- Utilize computer software programs, applications, and databases; computer hardware and peripheral equipment related to the area of assignment.
- Communicate with students, staff, and the public in person and via a variety of communication modalities using various technology resources.
- Demonstrate proficiency in utilizing computer applications, such as statistical spreadsheets, word processing, creating, and maintaining databases.
- Demonstrate a sensitivity to, and an understanding of, the diverse academic, socioeconomic, and ethnic backgrounds of staff, students, and the public.
- Exercise problem solving and critical thinking skills related to the scope of authority.
- Plan, organize, and prioritize workload to meet schedules and timelines.
- Exercise tact and diplomacy in dealing with sensitive and complex issues and situations.
- Understand and carry out verbal and written instructions and direction.
- Effectively communicate both verbally and in writing.
- Work with diverse populations.
- Establish and maintain cooperative and working relationships with those contacted in the course of work.

RELATIONSHIPS WITH OTHERS:

The incumbents in this class are in daily contact with department, college, District faculty, staff, administrators, students, vendors, and the public, as needed.

SUPERVISION EXERCISED and/or RECEIVED:

The incumbent in this class provides supervision, work direction, and guidance to assigned managers, staff, student workers, student assistants, and/or short-term, temporary employees. The incumbent in this class receives general supervision from the assigned manager or other administrative superiors. Supervision is provided regarding interpretation and application of District, college, and/or department policies and procedures, applicable state and/or federal regulations. Work is usually performed independently and reviewed by supervisors as needed to ensure accuracy, completeness and compliance with practices and regulatory standards. Incumbents in this class follow policies and guidelines as outlined by the District, college and/or departmental procedures, policies, and directives.

PHYSICAL AND MENTAL DEMANDS:

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Physical Demands**

While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak or hear, both in person and by telephone. Use hands repetitively to finger, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds. must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment, The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s). Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

- **Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

WORK ENVIRONMENT AND CONDITIONS:

- **Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The incumbent works under typical office conditions, and the noise level is usually quiet.

- **Working Conditions**

Work is performed primarily indoors where minimal safety considerations exist. .

Butte Glenn Community College District (BGCCD) IS AN EQUAL OPPORTUNITY EMPLOYER:

To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions.

Butte Glenn Community College District is committed to creating a diverse workforce focused on equity, inclusion, and accessibility for all faculty, staff, administrators, managers, and students. The District is dedicated to building an environment that supports our diverse student populations providing opportunities to mentor, encourage, and prepare our students to be successful in the world and expose them to global perspectives. Our District community of professionals is devoted to enriching our students' lives by bringing to light a variety of ways to engage and discover their individual and collective paths through education.

BGCCD is committed to the principles of equal employment opportunity. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, gender, color, language, accent, citizenship status, ancestry national origin, age, sex, religion, sexual orientation, gender identity, parental status, marital status, veteran status, physical or mental disability or medical condition, or on the basis of these perceived characteristics.