CLASS SPECIFICATION
Educational Assessment Research Analyst I

FLSA Status: Nonexempt
EEOC Job Category: Professionals
Union Representation: Represented

GENERAL PURPOSE
Under the direction of the Dean, Office of Institutional Effectiveness consistent with the Assessment of Student Learning Outcomes subcommittee of Curriculum (ASLO), provides specialized assistance related to the integration of Student Learning Outcomes (SLO) assessment, instructional improvement, institutional evaluation systems, and manage the campus-wide assessment data reporting system (TracDat). This includes creating the common format for planning and reporting the information for departments, and assisting the ASLO subcommittee with assessment training and data interpretation to departments and faculty members. Identifies and recommends to faculty assessment methodologies appropriate for a variety of student learning outcomes at the course, program, degree levels, and conducts complex statistical analyses as needed to support faculty decision-making at all levels of SLO assessment.

ESSENTIAL DUTIES AND RESPONSIBILITIES
The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Acts as a resource to faculty in designing and evaluating departmental SLO assessments, including, but not limited to, examining the efficacy of assessment tools, recommending appropriate assessment tools, recommending sampling procedures, developing processes and tools for collecting course and program assessment data from departments, and analyzing and interpreting collected SLO assessment data. Recommends options for assessing institutional outcomes and conducts statistical analyses for faculty to use in determining gaps in student learning and in developing actionable improvement plans.

2. Collaborates with the ASLO subcommittee and the Office of Institutional Effectiveness to provide support for the existing college-wide system for monitoring and tracking SLO assessment data (TracDat), including, but not limited to, entering course and program assessment data from departments, assisting departments in running course and program assessment reports, and troubleshooting TracDat.

3. Meets with departments, along with a representative of the ASLO subcommittee, for the purpose of planning yearly timelines for assessment work, strategies for evaluating assessment tools, interpreting assessment data, and creating a common format for planning and reporting SLO assessment data.

4. Perform administrative duties for the ASLO subcommittee and the SLO Coordinator, including, but not limited to, taking minutes at meetings, providing reports and/or updates of SLO databases, develop staff development activities about assessments and data collection results for institution, departments, programs, and support units.
5. In collaboration with the Office of Institutional Effectiveness, analyze SLO assessment data, including, but not limited to, producing narrative and statistical reports related to SLO assessment processes, data collection, and results for administrative units, board presentations, accreditation, or other state mandated reporting. Maintains files/records and monitors data integrity related to SLO assessment data collection, analyses, and results. Produces documentation of files/records as requested.

6. In collaboration with Instructional Information Technology Services (IITS), Instructional Technologies Development Center (ITDC) and ASLO subcommittee, maintains, trains and implements TracDat to assist in SLO assessment data collection. Assists departments in developing and maintaining additional databases for the purpose of tracking progress of SLO assessments.

OTHER DUTIES

1. Designs, updates and maintains specialized websites for student learning outcomes assessment; develops student learning outcomes assessment newsletters.

2. Provides information regarding outcomes assessment programs, processes and procedures as requested.

3. Provides a variety of administrative support to the Dean as needed.

4. Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Concepts, methodologies, processes and terminology applicable to District student learning outcomes assessment.

2. Federal, state and local laws, regulations accreditation standards and eligibility requirements, and court decisions applicable to areas of responsibility.

3. Research methods and data analysis techniques, including statistical formulae, applicable to the work.

4. Advanced uses of business software, including word processing, database and spreadsheet programs, statistical packages such as SPSS or SAS, and business intelligence and performance management software to create documents and materials requiring the interpretation and manipulation of data.

5. Principles and practices of sound business communication including multi-media and web-based communication methods appropriate to a variety of audiences.

6. Principles and practices of project management.

7. Principles and practices of document and records management.

Ability to:

1. Learn and master electronic database tools such as TracDat, ParScore, Excel and Access.

2. Compile, synthesize, and interpret data and formulate complex statistical and technical information accurately and appropriately to support student learning outcomes assessment.
3. Organize and maintain extensive and specialized files and records.

4. Organize, set priorities, take initiative and exercise sound independent judgment within general policy guidelines.

5. Identify problems/questions and follow up to clarify data that may be highly technical, difficult and/or obscure to ensure the accuracy of student learning outcomes assessment.

6. Coordinate and collaborate with multiple and diverse committees, groups and District stakeholders to accomplish assigned responsibilities in a smooth and timely manner.

7. Manage multiple and rapidly changing priorities to meet the needs of the Assessment of Student Learning Outcomes and Office of Institutional Effectiveness.

8. Analyze situations, develop, and recommend effective courses of action.

9. Communicate complex information and ideas clearly and effectively, both orally and in writing, to multiple audiences.

10. Operate a computer using word processing, database and other business software and other standard office equipment.

11. Organize work, set priorities and exercise sound judgment within established guidelines.

12. Use a high degree of tact, diplomacy in dealing with complex issues and situations.

13. Establish and maintain effective working relationships with all levels of District management, administrators, faculty, staff, Board and committee members, officials of other organizations, the public, and others encountered in the course of work.

14. Communicate clearly and effectively, orally and in writing.

15. Understand and carry out written and oral instructions.

**Education, Training and Experience:**

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from an accredited four-year college or university with a major in education, business administration or a related field; and at least two years of progressively responsible experience in performing analyses of data; including data on student learning and achievement outcomes; or an equivalent combination of training and experience. Working directly with faculty in educational program delivery is highly desirable.

**Licenses; Certificates; Special Requirements:**

A valid California driver’s license and the ability to maintain insurability under the District’s vehicle insurance policy.

**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 job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk.

Specific vision abilities required by this job include close vision, and the ability to adjust focus and

Mental Demands
While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; use math/mathematical reasoning; perform detailed work under changing deadlines on multiple concurrent tasks; work with interruptions and interact with students, District administrators, management, staff, community organizations, state and federal agencies, the public and others encountered in the course of work.

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 employee regularly works under typical office conditions, and the noise level is usually quiet.