CLASS SPECIFICATION
Research Analyst II
Research Analyst I

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

GENERAL PURPOSE
Under direction, conducts research, performs complex statistical analyses and prepares reports on research results; provides technical support to faculty, staff and administration regarding research methodologies, survey design and development and reporting of results for decision-making; at the II level, designs research methodologies and studies, assists in evaluating requests for research support and prepares and presents final reports on research findings; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS
Research Analysts participate in the District's institutional research program designed to provide data and information regarding student learning outcomes (SLO), performance accountability measures, student and employer satisfaction surveys for use in institutional evaluation and improvement and College planning and decision-making. Incumbents in these classes are responsible for conducting and reporting the results of research studies and for assisting in building and providing access to data to enhance support for District-wide institutional research capabilities. Work requires a sound knowledge of social science research principles and methodologies, including principles, methods and software used in performing complex statistical analyses.

Research Analyst I is the entry-level class in the research analyst class series. Incumbents conduct research, studies and analyses for assigned institutional research projects and assist or participate in the development of data resources to support the District's institutional research needs. Incumbents draft reports of research/study reports for review by more senior research staff.

Research Analyst II is the journey-level class in the research analyst class series. Incumbents in this class are responsible for designing as well as implementing research methodologies to achieve institutional research objectives and for reviewing and/or preparing final research and study findings and papers.

Research Analyst II is distinguishing from the advanced journey-level class of Senior Research Analyst in that an incumbent in the latter class is responsible for leading and performing major, highly complex institutional research projects and providing functional supervision of the work of lower level research and support staff.

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. Conducts assigned institutional research projects and studies; defines research issues and/or hypotheses, utilizes established, appropriate research methodologies and statistical analysis techniques and performs analyses using sound, up-to-date research practices; identifies required data resources; extracts, collects and analyzes data and information related to academic programs, curriculum, enrollment management, student demographics and outcomes, matriculation, assessment, student and employer surveys and other relevant data; conducts literature reviews; works closely with staff involved in department-specific data collection to ensure data integrity and reliability; designs web-enabled, scannable and other survey forms using specialized software; drafts written and oral reports on performance and student learning outcomes appropriate of varying audiences for review by more senior research staff.

2. Downloads, formats and builds longitudinal database files from the California Community College Chancellor's Office Management Information System (MIS); enters data in the SLO documentation components in a District-wide information system; utilizes data and system to monitor and track SLO assessments.

3. Assists or participates in working with administration and faculty on the integration of SLO assessments into instructional improvement, institutional evaluation and District planning and management activities and decision-making; presents assessment options to departments, programs and other staff; may advise administration and faculty in evaluating the efficacy of assessment options.

4. Assists or participates in training faculty, managers and staff on SLO assessments; provides in-service staff training on data collection and accountability policies, procedures and techniques; assists in or develops and presents staff development activities.

5. Works collaboratively with other research staff, instructional divisions, administrative units and others to conduct educational research to improve teaching and learning in the classroom and in support services; disseminates results and presents on findings as appropriate.

6. Assists in posting data to or suggests ideas for on-line analytical processing cubes to be posted to the Institutional Research Office website.

7. Assists in or designs and develops research proposals and conducts studies to develop evidence of occupational course outcomes, including state-mandated data collection and reporting, analysis of core performance accountability measures, student and employer satisfaction surveys; conducts other follow up studies.

**Research Analyst II**

In addition to the above:

1. Designs research and study methodologies for a variety of institutional research projects and assignments including studies of: occupational course outcomes; validity, reliability and accuracy of placement examinations; and methods and tools for assessing institutional outcomes; exercises project responsibility from conceptual design and problem definition/hypothesis development through to data collection, analysis, interpretation and findings; assists the Dean in evaluating and responding to
requests for research support from within and outside the District; works independently with requestors to clarify their needs and optimize the utility of research results.

2. Develops institutional grant proposals and prepares progress and evaluation reports for federal and state-funded grants.

3. Assists the Dean in coordinating, providing work direction and technical research guidance and training to lower level research staff, interns, support staff and student assistants; assists the Dean in monitoring progress of assigned research studies and developing appropriate project timelines.

4. Works with ACIT and assists in the design and maintenance of OLAP cubes for the LBCC data depot; works with ACIT to prepare data for sharing with outside clearinghouses; maintains data sets related to student cohort tracking.

OTHER DUTIES

1. Participates in various regional and state forums and organizations dealing with institutional research in community colleges.

2. As a Research Analyst II, represents Institutional Research on internal committees and projects; serves on the Institutional Review Board; serves on or leads a variety of task forces and committees.

QUALIFICATIONS

Knowledge of:

1. Theories, principles, methods and techniques of institutional and social science research.

2. Professionally accepted research practices applicable to research design, methodology development/selection, data analysis and interpretation and reporting.

3. Principles and practices of survey development, design and dissemination.

4. Theories, principles, methods and techniques of statistical analysis, including univariate, multivariate, descriptive, inferential and non-parametric statistics.

5. Statistical analysis software packages such as SPSS.


8. Basic principles, tools and techniques of project planning and management.

9. Principles and practices of sound business communication appropriate to a variety of audiences; correct English usage, including spelling, grammar and punctuation.

10. Uses and operations of computers and standard business software including word processing, spreadsheet, database and presentation applications.
11. The California Community College Systems and its relationship to local community college institutional research functions.

**Ability to:**

1. Identify, investigate and define research issues and problems and locate sources of information to meet research needs and requirements, as appropriate to assigned scope of responsibility.

2. Understand, interpret, explain and apply standard research methodologies and techniques.

3. Use interactive analytical statistical software packages efficiently.

4. Operate computers and make advanced functional use of standard business software, including word processing, spreadsheet, presentation and graphics and database applications.

5. Work collaboratively with department heads, school deans, academic support staff and others to conduct research and study projects.

6. Use specialized software to create survey instruments.

7. Prepare clear, concise and comprehensive reports and other documents appropriate to the audience.

8. Present research findings clearly, logically and in a meaningful and understandable form, using a wide variety of modalities.

9. Understand and carry out written and oral instructions.

10. Maintain the confidentiality of information.

11. Use tact, discretion, courtesy and patience in dealing with sensitive and difficult situations.

12. Understand and interact sensitively with the diverse academic, socio-economic, cultural, disability and ethnic backgrounds of staff, students and the community-at-large.

13. Establish and maintain effective working relationships with District managers, deans, department heads, academic support staff, other District staff, consultants and others encountered in the course of work.

**Education, Training and Experience:**

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from a four-year college or university with a major in behavioral sciences, statistics or a closely related field; AND:

**Research Analyst I:** One year of social science research experience.

**Research Analyst II:** Three years of progressively responsible institutional research experience, including responsibility for research design, methodology development and statistical analysis.
Graduate education in a relevant field may be substituted for required experience, up to a maximum of two years. A Master's degree in behavioral sciences or statistics is highly desirable. Upper division or graduate coursework in the psychology of learning or research on learning/cognition are 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, employees are regularly required to sit; talk or hear, both in person and by telephone; use hands repetitively to 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.

**Mental Demands**
While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret highly complex data and information; analyze and solve complex analytical and research problems; use mathematics and statistical concepts and formulae; learn and apply new information or skills; perform highly detailed work under deadlines with frequent interruptions; and interact with District managers, deans, department heads, academic support staff, other District staff, consultants, representatives of other institutions 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 works under typical office conditions and the noise level is usually quiet.