CLASS SPECIFICATION
Senior Research Analyst

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

GENERAL PURPOSE
Under general direction, designs, develops and conducts major institutional research studies, performs high order statistical analyses and prepares and presents 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; prepares and maintains data for the LBCC data depot; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS
Senior Research Analyst is the advanced journey-level in the research analyst class series. An incumbent leads, designs, develops and conducts the most complex projects in the District's institutional research program 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. An incumbent performs complex and specialized assistance to administration and faculty in the integration of SLOs into institutional improvement and evaluation systems and District planning and management. An incumbent also provides functional supervision of the work of lower level research and support staff. Work requires advanced knowledge of social science research principles and methodologies, including principles, methods and software used in performing complex statistical analyses.

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 broad-scale and highly complex institutional research projects and studies; 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; utilizes advanced research methodologies and high-order statistical analysis techniques and performs analyses using sound, up-to-date research practices; identifies and obtains required data resources; 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; prepares final written and oral reports on performance and student learning outcomes appropriate of varying audiences.
2. Designs systems and tools to extract, collect, analyze, integrate and report on data and information related to academic programs, curriculum, enrollment management, student demographics and outcomes, matriculation, assessment and other relevant data; downloads, formats and builds longitudinal database files from the California Community College Chancellor's Office Management Information System (MIS).

3. Works with administration and faculty to integrate SLO assessments into instructional improvement, institutional evaluation and District planning and management activities and decision-making; develops and presents assessment options and advises administration and faculty on their efficacy.

4. Trains faculty, managers and staff on SLO assessments; organizes and conducts in-service staff training on data collection and accountability policies, procedures and techniques; facilitates, develops and presents staff development activities.

5. Leads and works collaboratively with instructional divisions, administrative units and others to design and conduct educational research to improve teaching and learning in the classroom and in support services; disseminates results and presents on findings.

6. Assists the Dean in evaluating and responding to requests for complex or original research support from within and outside the District; works independently with requestors to clarify their needs and optimize the utility of research results; develops complex institutional grant proposals and prepares progress and evaluation reports for federal and state-funded grants.

7. Coordinates, provides 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 on a portfolio of research studies and developing appropriate project timelines.

8. Working with ACIT, designs, prepares and maintains OLAP cubes for the LBCC data depot; provides functional input and technical direction to ACIT staff in creating SLO documentation components in a District-wide information system; develops and maintains complex data sets related to student cohort tracking.

OTHER DUTIES

1. Regularly makes presentations at regional and state forums and organizations dealing with institutional research in higher education.

2. Represents Institutional Research on internal committees, task forces and projects.

QUALIFICATIONS

Knowledge of:

1. Theories, principles, methods and techniques of institutional and social science research.
2. Professionally accepted principles and practices applicable to advanced 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. Plan, organize, develop and conduct independent research to serve the needs and goals of a broad constituency.

2. Identify, investigate and define research issues and problems that are highly complex and ambiguous and locate sources of information to meet research needs and requirements.

3. Understand, interpret, explain and apply advanced and original research methodologies and techniques and state and local law, regulations, policies and procedures.

4. Use interactive analytical statistical software packages efficiently.

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

6. Work collaboratively with department heads, school deans, academic support staff and others to conduct research and study projects and gain cooperation and assistance for the institutional research program.

7. Exercise creativity and expert judgment in dealing with complex research issues for which there are limited precedents.

8. Prepare clear, concise and comprehensive reports and other documents appropriate to the audience.
9. Present research findings clearly, logically and in a meaningful and understandable form, using a wide variety of modalities.

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 four 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.