



Cañada College ♦ College of San Mateo ♦ Skyline College

## GENERIC POSITION DESCRIPTION

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# SENIOR PLANNING AND RESEARCH ANALYST

A Classified Professional/ Supervisory Position  
Grade 210S – Salary Schedule 40

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### A. General Statement

Under the direction of the Dean of Planning, Research, and Institutional Effectiveness (PRIE), the Senior Planning and Research Analyst is the lead project manager designing and directing operations and activities involved in the development and support of an integrated and robust planning and research infrastructure. This includes managing the research, review, analysis, interpretation, and reporting of a variety of data and information used in assessing institutional effectiveness; evaluating grant-funded research projects; and determining the implications and impacts of college practices, policies, initiatives and procedures. The Senior Planning and Research Analyst will play a leading role in the coordination, development, and maintenance of decision-making support and reporting systems and procedures, and in the design and evaluation of the College's strategic goal metrics, and Education Master Plan outcomes.

Excellent writing, communication, and analytical skills are essential, as is the capacity to exercise a high degree of independent judgment and creativity in order to develop and oversee initiatives, projects, studies, and surveys supportive of college planning, research, and institutional effectiveness. The ability to produce sophisticated reports and communicate complex information effectively to a broad range of audiences are required. Professional interaction with College and District staff, faculty and administrators is a key component of the role. The Planning and Research Analyst may supervise the work of paraprofessional, clerical and other staff as assigned.

### B. Duties & Responsibilities

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the 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 classification.

1. Participates in the design and execution of the agenda of the Planning, Research, and Institutional Effectiveness (PRIE) office, under the direction of the Dean
2. Demonstrates professionalism and expertise in developing and communicating effective practices in planning and research that enhance the effectiveness of the college in order to realize its mission, vision and values

3. Maintains detailed awareness of Statewide initiatives, trends and legislation impacting California Community Colleges. Coordinates PRIE reporting to meet CCCO requirements.
4. Independently represents the PRIE office in varied settings, including regional and State conferences, and in advising the planning, research, and institutional effectiveness efforts that take place in divisions, programs, and committees across the campus
5. Enhances institutional effectiveness by identifying grant opportunities that align with the College's M-V-V and Education Master Plan. Supports College initiatives through grant-writing, research design and project evaluation.
6. Effectively communicates and collaborates with the Dean and staff of the PRIE office, with SMCCCD colleagues, and with faculty and staff across the College, in order to exemplify a collegial and team-oriented work environment
7. Manages and prioritizes PRIE data and research requests to ensure that College program needs and external reporting requirements are effectively met
8. Serves as PRIE's liaison with external agencies, vendors and consultants. Effectively manages the work of external consultants and service providers.
9. Advises College faculty and staff in the identification and selection of appropriate quantitative and qualitative methodologies for purposes of evaluating, assessing, and improving College programs and services
10. Creates and validates survey instruments, and advises College faculty and staff in the use of survey tools and other research instruments and methodologies
11. Designs and conducts focus groups with students, faculty, staff, and members of the community; interprets the results through qualitative research reports
12. Coordinates with ITS and other technical staff to analyze and resolve more complex problems as they occur; attends workshops, seminars and other meetings to obtain current information
13. Communicates research via various report formats, including summaries of statistical studies, narrative reports and research monographs for publication, including tables, graphs, and charts.
14. Trains and coordinates the work of office staff and student assistants as assigned
15. Performs other duties as assigned

### **C. Requirements**

1. A combination of education and experience equivalent to a Bachelor's degree in social science, public policy, statistics, higher education administration, or a closely-related field
2. Two years of successful work experience of increasing responsibility involving statistical research, review, analysis, interpretation and reporting
3. Experience working with institutional research and planning functions

4. Successful experience collaborating with others in determining educational and financial effectiveness, and operational efficiency of various institutional-level programs and services
5. Demonstrated skill in the use and application of various data analysis and reporting tools
6. Expertise with qualitative and quantitative research methodologies
7. Demonstrated skill using desk-top publications and managing databases
8. Possession of a valid California Driver's License (or the ability to obtain one) and the ability to drive a motor vehicle to off-campus sites

OR

An equivalent combination of education and experience

#### **D. Physical/Other Requirements**

This classification requires abstract conceptualization, multi-level tasking; strategic planning; creativity in writing and presentation of ideas in both narrative and graphical formats; understanding of effective communication of data information in a Web-based format; attention to detail and organization of data; complex data analysis for creation of conclusions; active listening; individual to large-group communication; persuasive communication; good memory; tact, patience, flexibility; and the ability to drive a motor vehicle to off-site locations in order to perform the essential functions.

#### **E. Knowledge, Skills & Abilities**

1. Ability to think critically and strategically, and to anticipate needs before they arise
2. Competency with a variety of spreadsheet, database query tools, and other software to analyze complex statistical, demographic, and other educational data in order to draw conclusions, develop proposals, and test research hypotheses, preferably in a higher education setting
3. Ability to use a variety of data management tools, techniques and procedures. (Experience with SAP Business Objects, Ellucian Banner ERP System, Hyperion, and/or SPSS a plus)
4. Advanced knowledge of and ability to use presentation graphics associated with complex statistical reports for a variety of non-technical and technical audiences
5. Expertise in conceptualizing, designing, developing, evaluating and monitoring both qualitative and quantitative research projects and reporting strategies
6. Detailed knowledge of qualitative research methodologies, used in conjunction with quantitative research, to understand institutional and organizational phenomena, preferably in a higher education setting
7. Sensitivity and skill in collaborating with technical and non-technical groups comprised of individuals from various constituencies and levels within an organization
8. Skill and experience in training, directing and evaluating the work of others
9. Expertise in oral and written communication, including public and persuasive speaking

10. Ability to communicate respectfully with people at various levels in organizations who are of diverse cultures, language groups and abilities

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