



Cañada College ♦ College of San Mateo ♦ Skyline College

GENERIC POSITION DESCRIPTION

RESEARCH INQUIRY AND INSTITUTIONAL EFFECTIVENESS MANAGER

A Classified Supervisory Position (Exempt)
Grade 189E – Salary Schedule 35

A. General Statement

Inquiry and self-reflection are the cornerstones of effective teaching and learning. They are also required for institutional accreditation. The Research Inquiry and Institutional Effectiveness Manager plans, organizes, and oversees operations and activities involved in the development, implementation, review, analysis, and communication of institutional effectiveness (IE) and assessment. The position uses College planning and research to support evidence-based decision-making and improvement. Local, state, and national requirements regarding IE, assessment, and accreditation requirements are essential to the role of the Research Inquiry and Institutional Effectiveness Manager. Reporting to the Dean of Planning, Research, Innovation, and Effectiveness, this position will lead cross-campus inquiry around teaching and learning for the college. In absolute partnership with Academic Senate, this position will provide co-leadership, and administrative consistency for program review, institutional effectiveness, and assessment. Together, assessment and program review increase the depth of reflection, inquiry, and improvement.

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. Coordinates institutional assessment and effectiveness activities including the development and maintenance of SLO assessment plans, their documentation, reporting of results, and assurance of continuous improvement.
2. In collaboration with Academic Senate, ensures that assessment processes are tied to program review and integrated planning processes.
3. Coordinates and supports the assessment of Institution, Program, Student Services, and Course Student Learning Outcomes and Service Area Outcomes.
4. Integrates assessment with planning, research, accreditation, and budgeting at the College.
5. In collaboration with Academic Senate, conducts regular audits for the College to revise and improve inquiry/assessment systems and processes.
6. Facilitates the development of new and innovative assessment programs and practices that includes quantitative and qualitative methodologies to evaluate, assess, and improve college programs and services.

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7. Develops an effective documentation system. Trains college faculty and staff to document assessment efforts within the system.
8. Engages with and promotes equitable assessment, including the disaggregation of data, using methods of assessment most appropriate to different groups of students, and using methods that include the student's voice.
9. In collaboration with Academic Senate and the faculty SLO Coordinator, develops a community of learners focused on inquiry and improvement.
10. Develops and coaches a cadre of faculty assessment and data coaches.
11. Leads regular inquiry and data workshops across all disciplines.
12. Updates, reviews, and analyzes all current assessment measures including SLO and program review.
13. Collects, compiles, analyzes, and interprets data for assessment-related projects to support faculty, staff, and administration for programs and curriculum development.
14. Stays up to date on local, state, regional, and national requirements regarding IE and assessment. This position will take a lead role in documenting student achievement and continuous program improvement for accreditation.
15. Actively participates on the Committee on Teaching and Learning.
16. Serves on the college Education Master Planning committees as directed.
17. Manages and updates the College's inquiry/SLO website, including maintaining and updating training materials and resources.
18. Summarizes assessment results for accreditation, college development, and other external audiences.
19. Communicates and updates departments when new assessment schedules are needed.
20. Performs other related duties as assigned.

C. Requirements

- Bachelor's degree OR an equivalent combination of education and experience
- Relevant and successful work experience of increasing responsibility involving institutional assessment, evaluation, and planning
- Ability to review, analyze, interpret, and report institutional effectiveness work in a way that is accessible to a wide audience
- Ability to facilitate discussions around educational and operational effectiveness at all levels (course, program, and institution) of the College
- Demonstrated knowledge of effective assessment programs and practices
- Demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff

D. Preferred

- Master's degree or Ph.D. in a related field

E. Knowledge, Skills & Abilities

1. Demonstrated knowledge of assessment, evaluation, and processes appropriate for higher education
2. Demonstrated skill in research analysis of internal college data and college data systems
3. Expertise with a variety of spreadsheet, database query tools, programming languages, and other software to analyze complex statistical, demographic, and other educational data to draw conclusions, develop proposals, and test research hypotheses, preferably in a higher education setting
4. Expertise in assessment methodologies, that consider equity opportunities and gaps. Use data to identify areas for improvement

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5. Skill in the use of presentation graphics associated with complex statistical reports for a variety of non-technical and technical audiences
6. Skill in conceptualizing, designing, developing, evaluating, and monitoring both qualitative and quantitative assessment projects and reporting strategies
7. Ability to develop and maintain complex web sites
8. Skill in collaborating with technical and non-technical groups
9. Skill in oral and written communication, including public and persuasive speaking, technical documentation, and clear and logical instructions
10. Ability to communicate respectfully and sensitively with people at various levels in organizations who are of diverse cultures, language groups and abilities
11. Ability to strategically plan, organize, prioritize and implement multiple-tasked projects with similar timelines and anticipated outcomes
12. Demonstrated knowledge of accreditation standards

(08/2022)