

Index of Evidence for Recommendation 4: Support for Institutional Research

Evidence 4.1: Instructions to Faculty on Accessing Data 2

Evidence 4.2: March 2012 Flex Cal Schedule 6

Evidence 4.3: Email re: Available CCCCO Data to All College Community 7

Evidence 4.4: Email re: Distribution of Student Data to All College Community 9

Evidence 4.5: EMC Data Subcommittee Minutes, January 30, 2012 11

Evidence 4.6: EMC Minutes, March 2, 2012 13

Evidence 4.7: 320 Reporting Presentation to EMC, May 11, 2012 15

Evidence 4.8: EMC Minutes, June 7, 2012 16

Evidence 4.9: Distribution of FTES Scenario Model to Deans, et al. 18

Evidence 4.10: Data Driven Decision-making Presentation, July 3, 2012 20

Evidence 4.11: Emails re: EMP and FMP Supporting Data 21

Evidence 4.12: Lead Research Analyst Job Description 25

Grade Distribution

Tabular data gives specific values

n: number of student enrollments (a student may be counted twice)

Distinct n: Number of unique student enrollments (a student is only counted once)

Average Retention Rate: % of students who stay on until the end of the course.

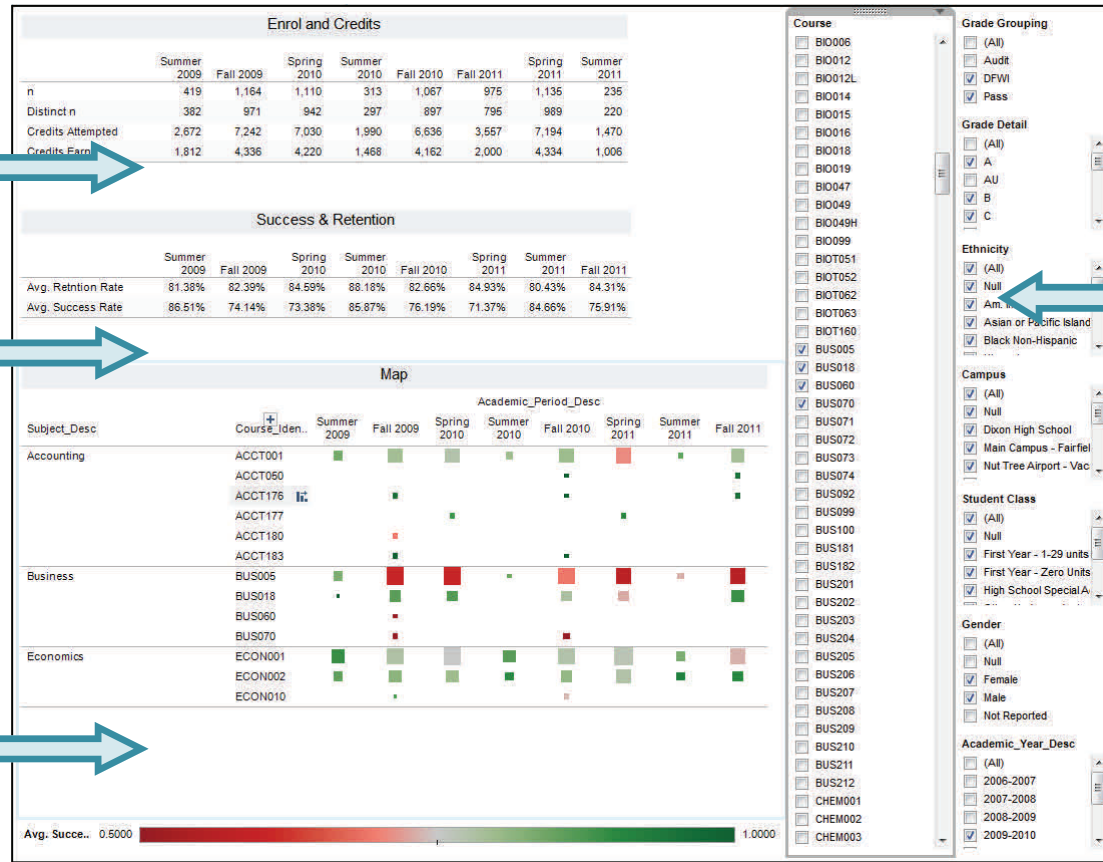
Average Success Rate: % of students who gain a grade of A, B, C, CR, P, D.

Use the map to find problem areas

Map can be used to quickly show enrollments and success rate. The enrollment is represented by the size of the square, while the success rate is represented by the color (red is a 50% success rate, while green is a 100% success rate).

The row fields can be expanded from subject > course > section.

Large red squares are potential problem areas.



Filter data to look only at specific populations

Use filters to select:

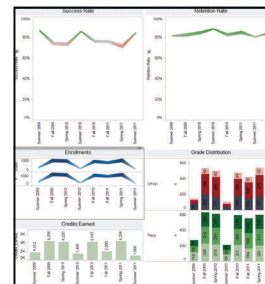
- Individual Courses
- Grade groups and specific grades
- Student Ethnicity
- Campus of delivery
- Student classification
- Student gender
- Academic year(s) to display

Use the tabs at the bottom to view and print the charts in detail

Dashboard 2 | Dashboard 1 | Enrollments | Credits Earned | Enrol and Credits | Success Rate | Retention Rate | Success & Retention | Grade Distribution | Map

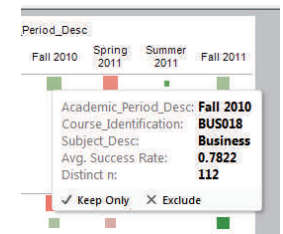
Use the second dashboard for further insights

More summaries can be found on the other dashboard, including graphical success and retention rates, enrollment and a grade distribution



Use mouse-over

Place your mouse pointer over any of the chart values to get additional data



Course Schedule Data

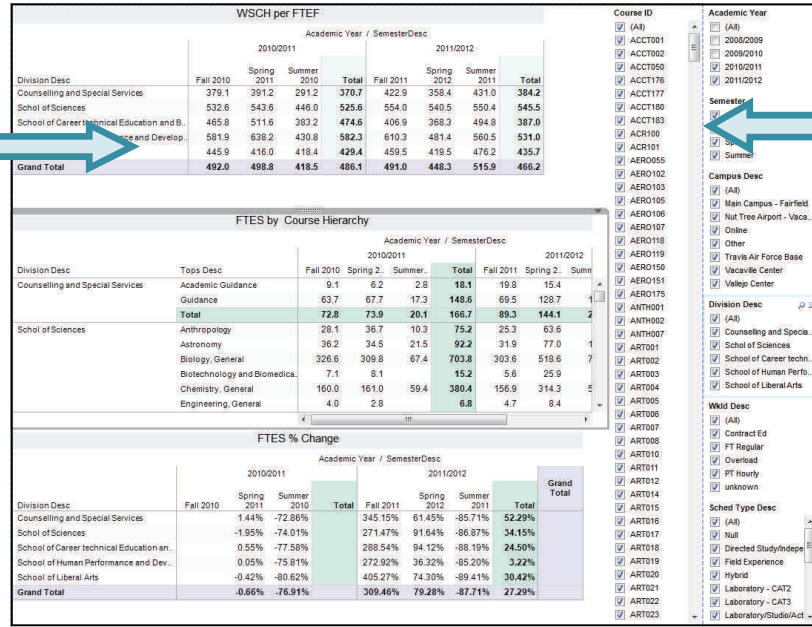
The FTES Dashboard

The FTES dashboard contains tables for all the major FTES measures.

WSCH per FTEF: Shows the number of WSCH generated per FTEF

FTES by Course Hierarchy: Shows the FTES generated

FTES % Change: Shows the percent change in FTES from semester to semester

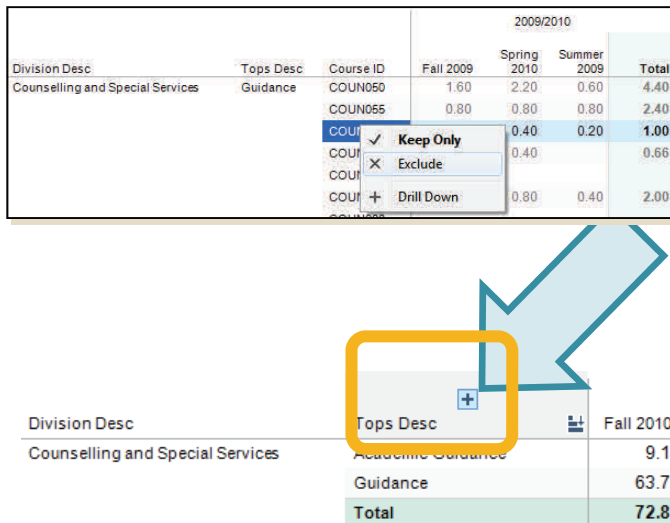


Use global filters

Use filters to select:

- Individual Courses
- Grade groups and specific grades
- Student Ethnicity
- Campus of delivery
- Student classification
- Student gender

Drilldown to look at finer levels of detail



Right click on rows or columns that allow drilldown. Two hierarchies are available.

Division > TOPS > Course
Campus > Bldng > Room

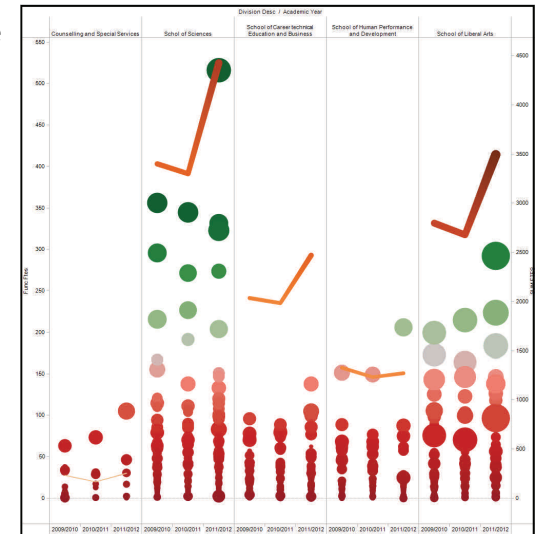
You can also use the "+" symbol if you see it on a row heading to expand the drilldown.

Examine details on other charts and sheets in the workbook

The FTES by Course chart illustrates the relationship between FTES generated, number of sections offered and total enrollment.

The circles represent the number of FTES as displayed on the LHS axis. The size of the circle indicates the number of sections.

The line shows the total FTES generated with the color and thickness of the line indicating the total enrollment



Semester to Semester Performance Dashboard

This series of charts (one chart exists for each semester pair since Spring 2006) is used to look at student performance in sequential courses. You first select a course or number of courses from the first semester and the next sequence of courses from the second semester. Various charts then display the performance of students who took the first set of courses and how well they did in the second set of courses. This data can be very important when looking at course sequencing and student progression. A number of filters will also let you filter the results by ethnicity or gender.

Course to course performance

This chart shows performance from course to course. Size of square represents number of students while the color gives an indication of the success rate. Number and success rate are displayed in the label.



Use filters

Select course or groups of courses from start semester

Select next sequence courses from the next semester in sequence (Summer not included)

Filter data by equity measures, to get an idea of success across different ethnicities and gender.

Grade crosstab

More detail on specific grade performance is provided in the grade crosstab

Performance by equity measures

Although the filters may be used to look at specific student populations, two charts display performance by gender and ethnicity

Flex Cal Activities - March 14, 2012 (*required day*)

This day is planned for FACULTY to work on course and program SLO's.

If you have a LAPTOP, please bring it.

Faculty Participation - Full-time faculty are required to attend four campus in-service days and contract for the remaining six days in either optional workshops or individually planned activities. Adjunct faculty may participate in on- and off-campus in-service activities with approval of immediate supervisor for the number of hours equal to their weekly assigned hours for the semester and will be reimbursed for their participation at their hourly rate of pay.

Staff Participation - Classified and management staff are strongly encouraged to attend flex workshops and staff development activities. Released time should be arranged with their immediate supervisor.

(3 hours required flex credit for morning activities)

9:00 a.m. – 9:15 a.m.

Building 1200, Theater

SLOs: Not A Bad Thing

Thom Watkins, Faculty Senate President

9:15 a.m. – 10:15 a.m.

Building 1200, Theater

Closing the Loop: Using Assessment for Meaningful Curricular Redesign and Professional Development

Jenny Lowood, Assessment Coordinator, English

Department Chair, Berkeley City College and

Cleavon Smith, Network Coordinator, California

Community Colleges' Success Network (3CSN), English

Faculty, Berkeley City College

10:15 a.m. – 12 noon

GO TO YOUR SCHOOLS LOCATION BELOW:

➤ **Career Technical Education & Business**

Building 800, Room 802

➤ **Science**

Building 300, Room 308

➤ **Human Performance & Development**

Building 500, Rooms 505 & 506

➤ **Liberal Arts**

Building 100, Library

AGENDA

- Introducing the new SLO format
- The SLO timeline
- Clarity and correctness of SLOs will be discussed.

This will be a practical, hands-on session to write, complete, revise your course SLOs and/or program outcomes. There will also be time to connect course outcomes to program outcomes and to core competencies as needed.

12:00 – 1:00 p.m., Cafeteria - Faculty Lunch

(3 hours required flex credit for afternoon activities)

1:15 p.m. – 4:15 p.m.

Reference Morning Schools Locations

To continue working on your SLOs

Choose one of the times below for an intro to an assessment data analysis tool.

3:15 p.m. – 3:45 p.m. (25 max attendance)

Building 400, Room 445

A Tool For SLO Pre- and Post-Test Analysis

Peter Cammish, Director Research and Planning

This brief presentation will look at how to set up and analyze pre- and post-test SLO performance data. The session will focus on interpretation of the statistical output from the tool and how to use the interpretation for course modification.

3:45 p.m. – 4:15 p.m.

This is a repeat of the 3:15-3:45 session

---By Invitation Only---

**Contact Melissa Reeve if you want to attend
(1 hour optional/3 hours required flex credit)**

12:15 p.m. – 4:15 p.m.

Building 700, Room 703

Using the BESST™ Tool and Identifying Key Milestones In The Basic Skills Pathway

Alicia C. Dowd, Associate Professor & Co-Director

Dominic Alpuche, Business Administration

Edna R. Chavarry, M.A., J.D., Project Specialist

Presenters are from the Center for Urban Education, Rossier School of Education, University of Southern California.

The USC Center for Urban Education's Benchmarking Equity and Student Tool (BESST™) is designed to enable institutions to easily view an entire cohort of students, as well as disaggregated racial-ethnic group of students, to identify equity gaps that occur as students progress through key curricular milestones. The BESST also allows institutions to manipulate the data and ask "what if..." questions when benchmarking and setting goals for equity.

This workshop will involve faculty and staff in using the BESST tool to examine the college's own data to look at how well students who succeed in one course do in the subsequent course or courses in the sequence. This workshop will focus on the Basic Skills pathway data for both Math and English. Such information can help the college make data-informed decisions about where to prioritize the SLO efforts.

From: Peter Cammish
To: [\\$ALL](#)
Subject: More Student Data Available
Date: Tuesday, May 01, 2012 4:59:00 PM
Attachments: [Student Term Data Instructions.pdf](#)
[image001.jpg](#)

Good morning

A new Tableau visualization has been placed in MyGroups under **MyGroups > Administration > Research and Planning > Research > Tableau Workbooks > Student Term Data.**



The chart lets you pick specific semesters as well as equity data (ethnicity, gender, age group and DSP status). You can then look at comparisons of

- Enrollment
- GPA
- Financial Aid awards
- Retention
- Earned/Attempted credits
- Disciplinary status

The data pulls from almost 12 years of CCCCCO data files that we have recently downloaded.

To view the workbooks you will need to download free Tableau Reader from

<http://www.tableausoftware.com/products/reader>

The attached PDF gives bit more of an explanation of what the chart shows and how it works.

As always, if anyone has any problems at all please do not hesitate to let me know and I can come

over and help you. Additionally if anyone has ideas for visualizations they would like to see more of please let me know.

Many thanks ... Peter

Peter Cammish
Director, Research and Planning

Solano Community College
4000 Suisan Valley Road
Fairfield, CA 94534

t: (707) 864-7278

f: (707) 646-2094

e: peter.cammish@solano.edu

From: Peter Cammish
To: [\\$ALL](#)
Subject: Student Map
Date: Thursday, April 26, 2012 11:12:00 AM
Attachments: [Student_Map_Instructions.pdf](#)
[image003.jpg](#)

Good morning

A new Tableau visualization has been placed in MyGroups under **MyGroups > Administration > Research and Planning > Research > Tableau Workbooks > Maps**.



The chart is essentially a map with that acts as a filter. This will allow you to look at student data based on student location as well as equity measures.

The data pulls from almost 12 years of CCCCO data files that we have recently downloaded.

To view the workbooks you will need to download free Tableau Reader from

<http://www.tableausoftware.com/products/reader>

The attached PDF gives bit more of an explanation of what the chart shows and how it works.

As always, if anyone has any problems at all please do not hesitate to let me know and I can come over and help you. Additionally if anyone has ideas for visualizations they would like to see more of please let me know.

Many thanks ... Peter

Peter Cammish
Director, Research and Planning

Solano Community College
4000 Suisan Valley Road
Fairfield, CA 94534

t: (707) 864-7278

f: (707) 646-2094

e: peter.cammish@solano.edu

Enrollment Management Data Subcommittee

Date: Monday 30th January 2012

Time: 09:00AM – 10:00AM

Location: Room 414

Attended v: Lily Espinoza; Jeffrey Lamb ; Frances "Betsy" Julian

1. Data required by Deans

Discussion of

- FTES
- WSCH
- FTEF
- Ratios
- Student demand patterns (courses, delivery method, campus)
- Curriculum needs

Identified several useful reports for schedule building and cutting

Section Report

To be issued at the end of every semester.

Dimensions

School, Division, Subject, Course ID, Section, Time of Delivery, Location, Method of Delivery.

Measures

WSCH, FTEF, FTES, EOS Retention, Success (with W's), Success (without W's), Headcount

Course Report

To be issued at the end of every semester, includes longitudinal data for past 3 semesters

Dimensions

School, Division, Subject, Course ID, Time of Delivery, Location, Method of Delivery.

Measures

WSCH, FTEF, FTES, EOS Retention, Success (with W's), Success (without W's), Headcount

Fill Rate Report

To be issued daily for first 2 weeks of registration

Dimensions

School, Division, Subject, Course ID, Time of Delivery, Location, Method of Delivery, Day

Measures

Number of students enrolled, percentage of students enrolled, number of days to 50% full, number of days to 75% full, number of days to 100% full

2. Financial Information for Enrollment

Discussion about

- *FTES Cap*
- *Apportionment per FTES*

Consider including apportionment generated in dollars on some reports

3. Reporting frequency and Format

As discussed above, at end of semester and daily

Action Items

- Peter to talk with Evette about currently available data
- Peter to make mock up examples of report before next meeting

Enrollment Management Committee

Date: Friday, March 2, 2012

Time: 10:30AM – 11:30AM

Location: Board Room 600 Building

Attended: Peter Cammish; Robin Darcangelo, Barbara Fountain; Shemila Johnson; Frances "Betsy" Julian; Thomas "Jerry" Kea; Jeffrey Lamb; Shirley Lewis; Yulian Ligioso; Maire Morinec

Agenda

Committee approved agenda with no changes.

Minutes

Committee approved minutes with the following changes:

- Change "snot" to not
- Change to correct spelling of Betsy (remove second "e")

Data Sub-Committee Update

Cammish will send report out after feedback to committee is received. Cammish addressed the following:

- The report shows WSCH/FTEF
- Suggestions to add the building versus the room and remove the 2006-2007 column were made
- Ligioso would like the building and room for the facilities master plan
- The report is designed with all the functions, it can be opened in reader
- Once the data is input, it is easy to manipulate and other views capable
- Suggestions to add an approx. cost of delivery based on lab and course hours field
- Cammish will send the performance report out to the group.

Ligioso recommended use of the this data in decision making and setting of targets related to FTES.

Cammish will share the new version by Monday, March 5th.

HIS Sub-Committee Update

Fountain explained to the group the college needs to increase the Hispanic Students enrollment or our current students need to declare their ethnicity/race in order for our numbers to reflect the accurate data for Hispanic students on campus. To apply for the HSI grant we must be serving a minimum of 25% Hispanic students out of our student population. Johnson drafted a declare letter, Fountain will review and send out to the committee for review. Fountain shared the following as strategies to obtain the 25% for the fall semester:

1. Get something on the homepage appealing to the First-generation college students
2. Better signage in English and Spanish
3. Target groups within the community through workshops

Fountain will share the minutes from the subcommittee with the entire group. Lewis reiterates that without bilingual staff there is a major issue when dealing with Spanish speaking students. Johnson will check with Peter Bostic and Lynette Gray regarding their attempts in applying for this year.

International Program Sub-Committee Update

Johnson showed the group the rough draft International Program brochure. The group discussed the concepts. Suggestions to enhance the international page on the website was discussed, Johnson plans to do so in the next few months- awaiting roll out of the new site. Johnson will notify the committee on the status (should know the result by the end of March) of the CCIE grant applied for to help with production and printing of the brochure.

E4.7

Link to [\[E4.7: 320 Reporting Presentation to EMC, May 11, 2012\]](#)

Enrollment Management Committee

Date: *Thursday, 7th June 2012*

Time: *10:00AM – 11:30AM*

Location: *Board Room*

Invited: *Peter Cammish; Thomas "Jerry" Kea; Frances "Betsy" Julian; Shemila Johnson; Susanna Gunther; Lily Espinoza; Yulian Ligioso; Cynthia Simon; Arturo Reyes; Jowell Laguerre, Pei-Lin Van't Hul*

1. 1000 FTES at the Centers

Presentation of current sections scheduled at

- Vallejo
- Vacaville

The group discussed the mathematically how many sections we will need to add at each of the centers to reach our target. The end result of the meeting was the production of an MS Excel based model that would allow us to manipulate number of sections, FTES per section as well as size of Spring schedule to plan and predict allocations for the year ahead.

The model showed that we need to add approximately 20 sections at each of the centers and have a Spring semester that is 117% of fall schedule.

Model will be shared with all EMC members after some refinement and Arturo will work with the Deans to add sections



FTES Model.xlsx

2. Other Issues

- Banner upgrade

Details were shared of upcoming Banner upgrade and potential impact on FTES reporting

- Schedule printing?

Decision delayed until post Banner upgrade when we can see what new schedule format can be used in Luminis

From: Peter Cammish
To: [Shemila Johnson](#); [Barbara Fountain](#); [Thomas "Jerry" Kea](#); [Shirley Lewis](#); [Maire Morinec](#); [Frances "Betsy" Julian](#); [Jeffrey Lamb](#); [Erin Vines](#); [Nicholas Cittadino](#); [Yulian Ligioso](#); [Cynthia Simon](#); [Arturo Reyes](#); [Robin Darcangelo](#); [Melissa Reeve](#); [Jowel Laquerre](#); [Susanna Gunther](#); [Pei-Lin Van't Hul](#); [Lily Espinoza](#)
Subject: FTES Scenario Model
Date: Thursday, June 07, 2012 2:13:00 PM
Attachments: [FTES Model.xlsx](#)

Further to today's discussion please find attached the model I was working on in the meeting. I think helps us understand the various scenarios we have for FTES in the upcoming year.

The sheet defaults to current values.

You can edit the following values (cells shaded green)

- Current # Sections for Fall 2012
- FTES generated per section
- Target FTES
- Spring % of Fall (if spring is going to be exact same as fall use 100%)
- FTES Cap and Rebench values

All other values will be updated automatically.

The default scenario shows that if we add the additional 20 or sections to the center and have a spring semester that is 117% of fall we will be slightly over on the re-bench value but 500 under if the tax measure passes.

Probably the biggest assumption from this model is the number of FTES generated per section – I added a second sheet called reference, you can use it to see the historic number of FTES generated by subject and location.

Please use the sheet to explore various scenarios for the coming year. Let me know if you have any further questions

Many thanks ... Peter

-----Original Appointment-----

From: Shemila Johnson

Sent: Thursday, May 31, 2012 5:53 PM

To: Shemila Johnson; Peter Cammish; Barbara Fountain; Thomas "Jerry" Kea; Shirley Lewis; Maire Morinec; Frances "Betsy" Julian; Jeffrey Lamb; Erin Vines; Nicholas Cittadino; Yulian Ligioso; Cynthia

Simon; Arturo Reyes; Robin Darcangelo; Melissa Reeve; Jowel Laguerre; Susanna Gunther; Pei-Lin Van't Hul; Lily Espinoza

Subject: Enrollment Management Meeting

When: Thursday, June 07, 2012 10:00 AM-11:30 AM (UTC-08:00) Pacific Time (US & Canada).

Where: 443

Room change...we are now in 443

E4.10

Link to [\[E4.10: Data Driven Decision-making Presentation, July 3, 2012\]](#)

From: Peter Cammish
To: "Rob Barthelman"; Ryan Mottau
Cc: Mindy Craig; Yulian Ligioso
Subject: RE: EMP and FMP
Date: Friday, March 09, 2012 11:13:00 AM
Attachments: [Course Schedule Data.twbx](#)
[image003.png](#)
[image001.png](#)

Rob / Ryan

Attached is an interactive workbook examining FTES/WSCH/FTEF/Fill Rate etc. by various breakdowns.

At the request of VP Ligioso we added a **Campus >Building > Room** hierarchy. (See sheet "FTES by Location Hierarchy")

There are also a number of filters on the sheets that allow you to be more specific about what you are looking at.

To expand the hierarchies (Location or Division) use the "+" sign at the top of the row heading



To open the book you will need to download and install a free **Tableau Reader** which can be found here >>>

<http://www.tableausoftware.com/products/reader>

This sheet has only recently been finished and I am currently drafting the instructions, although I think most of the functions are self-explanatory.

Let me know if you have any questions

Many thanks ... Peter

Peter Cammish
Director, Research and Planning

Solano Community College

4000 Suisan Valley Road
Fairfield, CA 94534

t: (707) 864-7278
f: (707) 646-2094
e: peter.cammish@solano.edu

From: Rob Barthelman [mailto:rob@vbnarch.com]
Sent: Wednesday, February 29, 2012 8:13 AM
To: Ryan Mottau; Yulian Ligioso
Cc: Peter Cammish; Arturo Reyes; Mindy Craig
Subject: RE: EMP and FMP

Hi Ryan,

Any word on next meetings or interface I can have with your group on the EMP?

It's really important that we have opportunity to absorb the Vision, Goals, Educational focus, Innovative elements of the EMP, etc. that will drive our facilities master planning. We've held back on our programmatic evaluation/space needs in hopes of having a chance to absorb some of this.

Thank you, Rob

ARCHITECTURE  vbn

Rob Barthelman AIA
(408) 427-4143 Direct

From: Ryan Mottau [mailto:ryanm@migcom.com]
Sent: Wednesday, February 15, 2012 8:45 AM
To: Yulian Ligioso
Cc: Rob Barthelman; Peter Cammish; Arturo Reyes; Mindy Craig
Subject: Re: EMP and FMP

Thank you Yulian,

I am glad to have a point of contact for the FMP project and will keep Rob in the loop as we go forward.

Peter has already been very helpful with our various data requests and echoed your statement that enrollment planning numbers are in the very early stages of development.

This discussion is very helpful, the knowledge of rebenchmarking has been discussed but having the detailed numbers will be important.

Ryan

Ryan Mottau
Sr. Project Manager

MIG, Inc.

815 SW 2nd Avenue, Suite 200
Portland, OR 97204
503 297 1005 | www.migcom.com

This e-mail and any files transmitted with it are confidential and are intended solely for the use of the individual or entity to whom they are addressed. If you are NOT the intended recipient, be advised that you have received this e-mail in error and that any use, dissemination, posting, forwarding, printing or copying of this e-mail and any attachments is illegal and strictly prohibited by law.

On Wed, Feb 15, 2012 at 8:19 AM, Yulian Ligioso <Yulian.Ligioso@solano.edu> wrote:
Ryan,

I am copying Rob Barthelman, our lead consultant on the FMP, whom for obvious reasons I'd like to be intimately involved in this integration and I would ask you include Rob in all future communications to effect a seamless one.

I am also including Peter Cammish, our Director of Institutional Research, who is heading the enrollment management committee.

At the 11/12 Advance Apportionment we were at 9,207.44 FTES prior to the workload reduction and before budget triggers. As we of course now know state revenue targets were not achieved, budget triggers were pulled, and Solano College's FTES have been revised down to 8,635.39 FTES (8,632.90 Credit, 2.49 Non-Credit) as part of workload reductions associated with the budget cuts.

For 12/13 the League estimates the Governor's January budget message impacting Solano College by another workload reduction equaling about 473 FTES. If this comes to pass SCCD would be looking at a re-benched base of approximately 8,162 FTES for 12/13. From a budget perspective the college's budget committee has for planning purposes recommended we adopt the "tax package does not pass" scenario, meaning incorporating the loss of 473 FTES for 12/13.

Regarding enrollments – we are only now beginning the institutional discussions at the enrollment management committee – FTES targets, WSCH/FTEF, FTEF, etc.

Peter,

Perhaps you could share your perspective and status of such discussions.

Thanks

Yulian

Yulian Ligioso, CPA
Vice President, Finance & Administration
Solano College

4000 Suisun Valley Road
Fairfield, CA 94534
[707.864.7209](tel:707.864.7209)
[707.646.2056](tel:707.646.2056) E-Fax

From: Ryan Mottau [mailto:ryanm@migcom.com]
Sent: Tuesday, February 14, 2012 2:23 PM
To: Yulian Ligioso
Subject: EMP and FMP

Hello Yulian,

I wanted to let you know that Arturo and I are working on a schedule that will lay out more of the integration points between EMP and FMP, one of the keys to this is having an updated projection of enrollment, which we are working on right now.

I am hoping you can provide me with the details of the enrollment cap, including:

- Current enrollment cap (and confirmation that this is FTES)
- What number is SCCD using for planning purposes for the impact of rebenchmarking (how much lower will the cap go?)

I am also curious if you have any other documentation of District wide enrollment projections going forward. The EMP will include a discussion about what the increase in demand will be based on participation rate and population growth and I would like to match up any assumptions that have been used elsewhere.

We will pass along the working schedule as soon as I get a chance to review it with Arturo.

Thanks for your help, if it is easier to just call feel free [503-297-1005](tel:503-297-1005)

Ryan

Ryan Mottau
Sr. Project Manager

MIG, Inc.
815 SW 2nd Avenue, Suite 200
Portland, OR 97204
[503.297.1005](tel:503.297.1005) | www.migcom.com

This e-mail and any files transmitted with it are confidential and are intended solely for the use of the individual or entity to whom they are addressed. If you are NOT the intended recipient, be advised that you have received this e-mail in error and that any use, dissemination, posting, forwarding, printing or copying of this e-mail and any attachments is illegal and strictly prohibited by law.

**SOLANO COMMUNITY COLLEGE DISTRICT
CLASS SPECIFICATION**

CLASS TITLE: Lead Research Analyst

BASIC FUNCTION: Under the direction of the Director of Research and Planning, the Lead Research Analyst will perform a variety of technical and professional duties in support of research, planning, outcomes assessment processes, program review, institutional effectiveness and information reporting. The Lead Research Analyst develops methodologies for research projects, designs primary research tools to gather relevant data, analyzes results, produces reports and provides recommendations based on findings. The Lead Research Analyst develops relationships and networks within the Office, the District, State, Government, and other relevant agencies. This position also provides support for work related to the College's mandated reporting requirements.

DISTINGUISHING CHARACTERISTICS: An employee assigned to this class reports directly to the Director of Research and Planning.

REPRESENTATIVE DUTIES:

Essential duties and responsibilities include the following. Other duties may be assigned.

- Analyze, synthesize and compile diverse data and prepare reports on trend analysis including fiscal, student, demographic, payroll, financial aid and other requested data. Uses the appropriate analytic tools and databases to produce comprehensive studies, develop models, and generate reports that aggregate, analyze and explain data on a wide area of topics that impact the District.

Generate, validate, and submit reports mandated by the State or Federal governments (e.g., MIS, IPEDS, ARCC), using current guidelines. Lead and support any regulation changes pertaining to state or federal government reporting projects;

Provide technical support to faculty, administrators and staff regarding research design, survey development, questionnaire design, focus group management and test validation. Prepare the initial analysis of research results and draft reports of findings for the Director's review and approval.

Lead production of program review data as requested by faculty and Deans.

Support implementation of new databases, providing end-user training as appropriate.

Assist Banner users in articulating ERP/Banner report requirements; translating user requirements into technical specifications (pseudo codes) to ensure that the requirements are met; perform data analysis to ensure the accuracy of program algorithm is functioning correctly as specified. Assist users in input/extraction procedures in the integrated database environment (Banner) and provide user training on new processes.

Generate data element dictionaries for functional users to better understand the report architectural basics in ODS.

Review and corroborate with IT programmers to make sure Banner report algorithms are kept up with the ERP upgrades or MIS mandated criteria. Collaborate in the continuous improvement quality process for accurate and consistent data in the ODS/Discoverer (including development of modifications to data standards; providing tools for data audits; data validation following ODS/Banner upgrades.)

Collaborate with Director of Admission & Records to analyze 320 apportionment data for the certification of apportionment attendance for the compliance in accordance with provisions of the Education Code and the Title 5 regulations.

Work with VPs, Deans and members of Enrollment Management Committee to tabulate and aggregate 320 data, discuss implications and inform on consequences of FTES apportionment changes.

Develop and maintain spreadsheets, data tables, graphs, and presentations using appropriate computer software (e.g., Word, Excel, Access, PowerPoint, Tableau, Crystal Reports, SPSS) according to the Director's specifications.

Contribute to and maintain Research and Planning web and intranet pages

Perform high-level technical support or resolution to correct Banner data input discrepancies.

Test, analyze and adapt to technological advancements in research software applications;

Attend meetings, as directed, and take notes, if needed.

Train, and direct student employees and temporary staff assigned to the Research and Planning Office.

Calculate descriptive and inferential statistics on collected data using statistical software.

Perform a variety of general office assignments, including but not limited to ; preparing letters, memoranda, and reports both independently and from oral and written instructions; maintaining office calendar; initiating purchase requisitions, obtaining vendor quotations for specific items; maintaining purchase order file and ensuring accuracy of payments and account balances.

Secondary Functions:

Perform additional job-related duties, as assigned.

MINIMUM QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND EXPERIENCE: Baccalaureate degree in a specialization involving social science, higher education, social or educational research, psychology, statistics, mathematics, economics, business, computing or a related field and at least two years of research experience that demonstrates the ability to conduct complex analyses or any combination of college preparation in the aforementioned areas and increasingly responsible employment, training, and experience that provides the required knowledge, skills, and abilities.

LANGUAGE SKILLS:

Ability to read, analyze, interpret, apply and explain statistical reports, policies and procedures.

Ability to write information for reports or publications that conform to prescribed style and format.

Ability to communicate effectively in both oral and written forms.

Ability to effectively present information orally to individuals and small groups and to respond to common inquiries.

MATHEMATICAL SKILLS:

Ability to select appropriate statistical measures.

Ability to use and interpret appropriate inferential statistics used in the analysis and reporting of research data.

REASONING ABILITY:

Ability to plan, organize, conduct and participate in analytical studies.

Ability to read, analyze and interpret policy and statistical reports.

Ability to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule formats.

Ability to interpret an extensive variety of technical instructions containing mathematical or diagrammatic forms.

Ability to define problems, collect data, establish facts, and draw valid conclusions.

CERTIFICATES, LICENSES, REGISTRATION:

None.

OTHER SKILLS AND ABILITIES:

Demonstrate knowledge of:

Statistical procedures related to sampling, correlation analysis, regression analysis, and longitudinal analysis.

Methods for designing survey instruments.

Microsoft Windows operating system and Microsoft Office, including Word, Outlook, PowerPoint, Access, and Excel.

Basic financial record-keeping practices and procedures.

Ability to:

Develop multi-column and multi-level statistical tables.

Format and manipulate text and spreadsheet data to develop accurate reports and data graphics.

Perform database queries of varying difficulty using data-extraction programs (e.g., Access, Discoverer, Crystal Reports, Oracle).

Transfer data files between different formats.

Maintain departmental records.

Analyze situations accurately and make responsible decisions without direct supervision.

Gather information for the preparation of reports.

Perform complex, technical, and clerical tasks which require focused attention on minute details for long periods of time.

Work on multiple tasks and meet deadlines in a fast-paced environment.

Establish and maintain cooperative working relationships with those contacted in the performance of required duties.

Coordinate multiple projects and deadlines.

Develop and edit correspondence and reports.

Demonstrate sensitivity to, and ability to work with, diverse racial, ethnic, gender, disabled, and cultural populations.

Maintain confidentiality of information and records.

Perform assigned work with speed and accuracy.

Observe health and safety rules and regulations.

Meet schedules and timelines.

Plan and organize time and work effectively.

Work independently with minimum supervision.

Work effectively with frequent interruptions.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties outlined in this classification, employees in this classification are regularly required to stand and sit for long periods of time, walk short distances on a regular basis, use hands and fingers to operate an electronic keyboard or other office machines, reach with hands and arms, stoop or kneel or crouch to file, speak clearly and distinctly to answer telephones and to provide information; and hear and understand voices over telephone and in person. Employees in this classification must regularly lift, carry and/or move object weighing up to 10 pounds.

Specific vision abilities required for positions assigned to this classification include close vision (clear vision at 20 inches or less), color vision (ability to identify and distinguish colors), ability to adjust focus (ability to adjust the eye to bring an object into sharp focus).

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work assigned to this classification is typically performed in the Office of Research and Planning. Incumbents in this position may sit for extended periods of time using a personal computer. While performing the duties of this classification, the employee regularly is exposed to extensive contact with students, continual interruptions and the risks of computer-generated video radiation. While performing the duties of this classification, the employee is occasionally exposed to outdoor weather conditions. The work environment is moderately noisy.

Board approved: