

Director of Student Achievement Research
Bakersfield College
Kern Community College District
JOB DESCRIPTION

Definition

Under administrative direction of the Dean of Institutional Effectiveness, the Director of Student Achievement Research (SAR) is responsible for research projects related to student success and learning. The Director of SAR will use District and College data systems to develop and disseminate research reports, analyses, data files, evaluations and planning documents related to student success and learning. The Director of SAR works with key college faculty and managers to develop student success models, interpret, understand and analyze data to guide student success action planning. Under the direction of the Dean of Institutional Effectiveness, the Director of SAR will also work collaboratively with the District Director of Institutional Research and Reporting and other IR staff district wide in order to develop and promote consistent and effective information districtwide. Monitors and evaluates efficacy of financial aid and other student support programs such as College Promise, using advanced statistical techniques to control for biases (e.g., selection bias) and provide valid, reliable conclusions regarding the effectiveness of programs.

Examples of Duties

1. Tracks cohorts of students who have received specific interventions such as College Promise, financial aid, tutoring, etc. and uses multivariate statistical modeling to ascertain the value-added benefits of interventions for cohort students after controlling for competing or confounding effects.
2. Serves as a college resource for information and research findings leading to action planning regarding key student success indicators and their relationship to characteristics of the college and community, and current trends in education.
3. Develops, administers and analyzes surveys, as appropriate. Creates and maintains reports on the outcomes and characteristics of the student body, including appropriate disaggregation and subgroup analysis leading to enhanced modes of student success interventions for targeted student cohorts.
4. Leads research and model development for various programs and initiatives such as the College Promise initiative and develops statistical models of student achievement, including Student Success Metrics for CTE, that provide insight into the interaction of student characteristics and behavior with college programs and services. Develops and delivers data files for stakeholders.

5. Trains college personnel on methods for accessing, analyzing and reporting on data related to student achievement and college programs and services designed to increase student success.
6. Assists with the integration of college planning processes including the strategic plan, program reviews, and institutional effectiveness.
7. Conducts research to assess short and long-range institutional needs by collecting, analyzing, and coordinating research data for institutional planning, accreditation, program evaluation, institutional effectiveness, and compliance requirements, as they pertain to student outcomes.
8. Collaborate with stakeholders to enable the College to achieve its goals and objectives through the effective use of student achievement and related data.
9. Maintains an awareness of state and federal legislative actions that have implications for student success and research and evaluation at the community college, regional, state, and national level; examines community college system, service area, region, state, and national data and trends to determine possible impact on student success.
10. Meets regularly with research staff across the district to establish and ensure a consistent use of data definitions and methodology, to work on periodic special projects, and to participate in staff development and training.
11. May supervise or provide direction to staff on a regular or project basis.
12. Performs other related activities and duties as assigned.

Qualifications

- Master's degree or equivalent from an accredited institution, preferably in statistics, mathematics, or one of the social sciences, or graduate level education and specialization in Urban Planning, Management/Business Planning, or Educational Planning/Leadership and five (5) years of increasingly responsible institutional research experience at an advanced level.
- Demonstrated proficiency in utilizing computer applications, including spreadsheets, word-processing, statistical software, and database/querying software.

Knowledge and Abilities

Knowledge and Abilities:

- Thorough knowledge of research methodology and advanced statistical procedures of sampling, inferential statistics, correlational analysis, modeling, projections, and other qualitative and quantitative measures applied to education and social research.

- Knowledge of pertinent State and Federal codes, statutes, and regulations that govern California community college student developmental and instructional services.
- Knowledge of and experience in various applicable computer applications, including but not limited to database access, data retrieval, and software applications as related to research, interpretation and analysis.
- Knowledge of the mission and philosophy of the California community college system and relevant student services programs.
- Ability to plan, organize, conduct, and participate in analytical studies using research methodology in an educational setting.
- Ability to compile clear, accurate reports and surveys.
- Ability to organize and supervise assigned staff.
- Ability to establish and maintain cooperative and effective working relationships with a diverse faculty, staff, student, and community population from a management position.
- Ability to demonstrate sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, and ethnic back ground of community college students and personnel, including those with physical or learning disabilities.
- Ability to work collaboratively and effectively in a team setting.
- Ability to effectively communicate both orally and in writing.
- Ability to interpret, articulate, and communicate a variety of regulations, policies, and procedures.
- Ability to coordinate and facilitate meetings.
- Ability to manage multiple priorities and projects while meeting deadlines.

Working Conditions

Environment: Office

Physical Demands: Incorporated within one (1) or more of the previously mentioned essential functions of this job description are essential physical requirements. The ratings in the chart below indicate the percentage of time spent on each of the essential physical requirements.

Seldom—Less than 25 percent = 1 Often—51-75 percent = 3
 Occasional—25-50 percent = 2 Very Frequent—76 percent and above = 4

Ratings	Essential Physical Requirements
4	Ability to work at a desk, conference table or in meetings of various configurations.
4	Ability to stand for extended periods of time.
4	Ability to sit for extended periods of time.
4	Ability to see for purposes of reading printed matter.
3	Ability to hear and understand speech at normal levels.

4	Ability to communicate so others will be able to clearly understand a normal conversation.
2	Ability to lift 10 pounds.
2	Ability to carry 10 pounds.
3	Ability to operate office equipment.

Status/Rationale

This is a Classified Administrator position.

Signatures/Approval

(Employee's Signature)

(Date)

(Supervisor's Signature)

(Date)