Position Description

Position Number: 02018464
Dept: CENTER FOR EDUCATIONAL EFFECTIVENESS - 063095
Position: LEAD ANALYST
Approved Payroll Title Code: 7395
Approved Payroll Title: PROJECT POLICY ANL SUPV 2
Approved MSP Salary Grade:
Approved PSS Salary Grade: PSS23

POSITION DETAILS

Job Summary:

The Lead Analyst (LA) is part of the leadership team guiding and supporting decision-making that has institutional impact. As a working manager, the Lead Analyst is responsible for overseeing, and contributing to, all evaluation and data analysis support efforts for CEE initiatives, collaborates closely with the EA Lead Programmer on data, analyses and tool development and provides targeted analysis and analytics support for Undergraduate Education (UE), department and university-wide efforts.

The LA manages and conducts analyses and evaluation of CEE-specific programs and partnership activities with course instructors, departments and colleges, UE Unit programs, and targeted university-wide efforts.; develops and maintains trusted, secure, and reliable data repositories; and provides access to undergraduate academic and assessment data through existing and custom reporting tools. The work involves using complex statistical models and advanced techniques to expertly query campus and external data systems, validate and analyze results, produce technical reports, contribute to collaborative publications, and recommend changes to campus policy and undergraduate program administration in an effort to improve undergraduate student outcomes.

The LA provides functional, technical, and supervisory direction to the analysts, and graduate and undergraduate students that are part of the Educational Analytics division.

In collaboration with the AVP-EE and the CEE leadership, the LA co-develops grant proposals to external agencies for funding that will support campus and UE efforts to strengthen undergraduate education and evaluate outcomes.

Campus Job Scope:

The Center for Educational Effectiveness (CEE) supports evidence-based decision making in higher education through institutional-, college-, course- and program-scale analyses and modeling undertaken by the Educational Analytics (EA) Division. As the primary campus hub for learning analytics, the EA division of CEE supports instructional improvement and research through evaluation, assessment, statistical analyses, comprehensive project data storage, academic analytic tools, and predictive models. The EA division of CEE also fulfills centralized program evaluation functions for Undergraduate Education (UE).
Positions Supervised: Direct Supervision (2-3 FTE)
2-3 FTE Data Analysts

65% RESEARCH & ANALYTICS
- Design/conduct program & project analyses/research employing basic to sophisticated/advanced statistical analyses and multivariate methods; develop instruments/protocols; synthesize information and data; organize/maintain research documents; develop data collection strategies and instruments; produce technical reports, co-author papers, and propose changes to CEE and UE programs, and to campus policy and undergraduate program administration.
- Oversee evaluation study design (sampling procedures, data collection, statistical analyses, instrument selection, data modeling, validity and reliability, power analyses).
- Contribute to the design and deployment of systems, structures, and tools for internal and/or external use to support information access, collection, retrieval, analysis, and reporting.
- Identify and develop customized data sets/objects and data definitions as needed to streamline reports & dashboards, add value for constituents, and improve consistency and ease of use.
- Interact and collaborate with other campus units that assess academic programs and student support services to assure alignment of UE activities.
- Support and substantially contribute to proposal writing, dissemination of progress and final reports for internally and externally funded CEE projects.
- Oversee the preparation of IRB protocols for all CEE studies.
- Oversee the development of internal UE metrics for gauging unit impact and improvement. Ensure measurements are taken regularly and results reported to UE leadership.

15% COMMUNICATION
- Represent the CEE Educational Analytics Division (CEE-EA) and CEE within the university and in both the public and private sectors.
- Coordinate outreach activities and workshops that advance CEE analytics.
- Participate in professional societies and conferences appropriate to CEE-EA that advance both the unit's goals and its influence.

15% LEADERSHIP & SUPERVISION
- Serve as a member of the CEE senior staff.
- Advise the AVP-EE and UE leadership on CEE-EA initiatives, programs, and services.
- Identify and implement unit goals and priorities in alignment with UE and campus goals.
- Provide functional, technical, and supervisory direction to analysis work of CEE-EA staff/students/postdocs. Assign/direct work, conduct annual appraisals, and document performance issues for CEE-EA analysis team members.
- Cultivate staff development activities to enhance and mentor the professional skills of team members.
- Oversee IRB/FERPA/Data Security compliance for CEE and develop, monitor, and ensure report/data management.

5% SPECIAL ASSIGNMENTS
- Assist UE units in other duties as needed, such as participation in intra-office workgroups, meetings, and program support.

Physical Demands:
Sit for extended periods of time and extensive keyboard use.
Conduct walking tours of buildings and climbing stairs.
Lift and carry boxes of publications and equipment weighing up to 25 lbs.
Manage and complete projects in an open workspace environment with multiple deadlines, frequent interruptions, background distractions, traffic and noise from competing activities.

Work Environment:
Vacations restricted during peak periods.
Work flexible schedule and occasional evenings and weekends as needed, using on short notice to meet operational needs.

Travel to various campus and national locations throughout the year.

Employee is personally responsible for following health and safety guidelines/instructions.

UC Davis is a smoke and tobacco free campus effective January 1, 2014. Smoking, the use of smokeless tobacco products, and the use of unregulated nicotine products (e-cigarettes) will be strictly prohibited on any UC Davis owned or leased property, indoors and outdoors, including parking lots and residential space.

Background Check: Yes

**QUALIFICATIONS**

**Minimum Qualifications:**

Master's degree in an educational research, data science, or related quantitative field (e.g. education, education policy, applied statistics, economics or quantitative psychology) and a minimum of 1-3 years of experience in an educational research and/or analysis position.

Demonstrated expertise in quantitative and mixed methodologies, instruments and analyses including numerical, categorical, text analysis, focus group, case study, etc.

Skills to proof, edit and analyze technical reports and to discern trends.

Demonstrated skill utilizing multivariate statistics, predictive modeling and other statistical analysis including, but not limited to, multiple linear regression, logistic regression, machine learning techniques, HLM, propensity score analyses and related techniques.

Knowledge of current methods of data management and analysis in the context of a large, complex higher education institution.

Demonstrated skills in using statistical and other analytic/visualization software and database management software, e.g. SAS, SPSS, Stata, R, IPython Notebooks, Tableau, SQL databases, and relevant query techniques.

Highly developed interpersonal, oral and written skills to communicate, interact and work effectively in a diverse environment with diverse populations.

Experience communicating both orally and in written form, research findings and recommendations to facilitate decision-making to a variety of campus executives, managers, analysts & students.

Demonstrated ability to communicate complex ideas and data through use of text, graphs and tables, in reports, grant proposals, journal articles, and related media.

Computer skills to manage high volume of electronic communication & data, to prepare reports and spreadsheets, and to create presentations.

Demonstrated knowledge of principles and procedures involved in handling sensitive data (e.g. FERPA).

Demonstrated ability to prepare and manage IRB processes and documentation.

Demonstrated decision-making and problem solving skills.
Preferred Qualifications for Selection:

PhD in an educational research, data science or related quantitative field (e.g. education, education policy, applied statistics, economics or quantitative psychology)

Experience and skills in recruiting, selecting, training, supervising and motivating professional and student staff. Knowledge to assess performance, provide accurate and timely feedback, resolve problems/conflicts, and build effective team environment.

Skill in the development of research to further policy analysis and decision support.

Previous experience in a campus-wide leadership role managing the requirements and processes related to educational analytics in a large, complex higher education institution.

Skills to strategically develop both long-term and short-term program planning and to achieve program goals.

Experience in collecting and analyzing student demographic and activity data.

Knowledge of grant proposal preparation and submission processes. Experience developing and evaluating grant proposals. Experience with relevant funding agencies.