



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT



Job Description

Job Title:	Director, Institutional Research, Planning, and Effectiveness	Salary Range:	31
Date Revised:	4/2/2026	Date Approved:	6/23/2026
THIS IS A DESIGNATED CLASSIFIED MANAGEMENT POSITION SUBJECT TO A SIX-MONTH PROBATIONARY PERIOD			

PRIMARY PURPOSE

Under the general direction of an administrator or manager, the Director, Institutional Research, Planning, and Effectiveness provides strategic leadership for institutional research, data governance, and planning initiatives that support decision-making, accreditation, and continuous improvement.

The Director, Institutional Research, Planning, and Effectiveness designs, manages, and implements comprehensive research and evaluation projects; ensures compliance with federal, state, and accreditation requirements; and oversees the integration of institutional effectiveness practices to advance student success, equity, and organizational excellence.

DISTINGUISHING CHARACTERISTICS

The Director, Institutional Research, Planning, and Effectiveness is distinguished from other management classifications by its broad responsibility for leading the college's research, data analysis, and planning functions. The Director serves as the primary advisor on institutional effectiveness, accreditation, and evidence-based decision-making, integrating research outcomes into strategic, programmatic, and operational planning.

The Director, Institutional Research, Planning, and Effectiveness provides advanced expertise in research methodologies, data visualization, and statistical analysis, and ensures the quality, accuracy, and integrity of institutional data. The Director, Institutional Research, Planning, and Effectiveness differs from lower-level research or analyst roles in that it provides District-level or College-level leadership, supervises professional and technical staff, and has direct responsibility for strategic planning, compliance reporting, accreditation, and continuous improvement systems across the institution.

ESSENTIAL FUNCTIONS

Examples of essential functions are descriptive and not restrictive in nature.

Institutional Research and Data Analytics

1. Directs, plans, develops, and manages institutional research projects to assess college short and long-range institutional needs and priorities, including but not limited to student outcomes, accreditation, enrollment management, matriculation, program review, and institutional performance indicators.
2. Identifies institutional goals and projects; designs research methodologies, selects appropriate data collection and analytical tools, and ensures quality assurance in data reporting.
3. Develops and implements all phases of research and evaluation projects, including but not limited to designing methodologies, collecting and analyzing data, preparing comprehensive narrative and statistical reports; presents findings to diverse audiences;



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interprets data to identify trends, issues, and actionable insights.

4. Interprets research findings and presents actionable insights to senior leadership, faculty, and governance groups.
5. Oversees data visualization, dashboards, and reporting tools to enhance transparency and promote data-informed decision-making.

Strategic Planning and Institutional Effectiveness

6. Directs and coordinates the college's strategic and institutional planning processes; ensures alignment with District, state, and federal goals.
7. Leads the development of measurable outcomes and key performance indicators (KPIs) for college plans and initiatives.
8. Oversees evaluation and assessment processes that measure institutional performance and support continuous improvement.

Accreditation and Compliance Reporting

9. Coordinates the timely collection, validation, preparation, and submission of data for statutory and regulatory reporting requirements.
10. Serves as a liaison with District Information Services and ensures the accuracy of data reported to external agencies.
11. Stays informed of state and federal legislation and regulations affecting research, reporting, and institutional effectiveness.
12. Interprets state and federal regulations affecting institutional reporting and communicates implications to senior leadership.
13. Oversees implementation of accountability frameworks, such as Student Success Metrics and Strong Workforce outcomes.
14. Ensures accuracy, consistency, and timelines of institutional data submitted to state, federal, and external agencies.
15. May serve as the College Accreditation Liaison Officer to ensure compliance with accrediting body standards and timelines

Consultation, Collaboration, and Communication

16. Serves as the college's expert resource for institutional research, assessment, and planning processes.
17. Provides consultation, technical assistance, and training to administrators, faculty, staff, and departments on the effective use of research data for decision-making.
18. Facilitates cross-departmental collaboration to integrate planning, budgeting, and program review processes.
19. Communicates research findings, trends, and recommendations related to institutional goals and objectives; prepares and delivers presentations, written reports, and interactive formats.

Leadership and Supervision

20. Supervises, trains, evaluates, and provides work direction to assigned personnel.
21. Plans and organizes staff training, professional development, and performance review processes.



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22. Oversees unit planning and resource allocation to ensure efficiency and alignment with institutional priorities.

Budget and Resource Management

23. Develops and manages the annual budget for institutional research and planning functions.
24. Monitors and controls expenditures; ensures fiscal responsibility in the use of institutional funds and grant resources.
25. Identifies and secures external funding or partnerships that support institutional research and improvement initiatives.

Technology and Process Improvement

26. Learns and applies emerging technologies and advances as needed to perform duties efficiently, effectively, and in a timely manner.

Diversity, Equity, and Inclusion

27. Participates in District/College efforts to increase the diversity of faculty and staff and to address student achievement gaps; actively assists in the creation of a welcoming and inclusive work and educational environment; attends and participates in diversity, equity, and inclusion trainings and events.

General

28. Organizes, attends, participates in, and chairs a variety of District/College administrative, or department committees, meetings, and/or special projects, as required.
29. Performs other duties that support the overall objective of the position.

WORKING RELATIONSHIPS

The incumbent engages and maintains contact with various District administrators, management, faculty, staff, students, vendors, government agencies and organizations, higher education institutions, the California State Chancellor's Office, and the public.

MINIMUM QUALIFICATIONS

Education and Experience:

- Bachelor's Degree in Statistics, Social Sciences, Education, or related discipline; **AND**
- Five (5) years of experience designing, conducting, and presenting research and evaluation projects in higher education;
- **Or**, any combination of education and experience which would provide the required equivalent qualifications of the position. **AND**
- Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.



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DESIRABLE QUALIFICATIONS

- Master's Degree in Statistics or related discipline.
- Experience in institutional effectiveness, accreditation, or strategic planning.
- Experience in a higher education environment.
- Demonstrated experience fostering an inclusive and welcoming work or educational environment through equity-minded approaches in professional interactions with colleagues and students.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge:

- Knowledge and understanding of District, college, division, department, and/or program organizations, operations, policies, procedures, rules, laws, regulations, goals, and objectives related to the area of assignment.
- Knowledge of and familiarity with the California Education Code and other applicable laws and regulations related to the area of assignment.
- Knowledge of advanced and general research, design, methodology, and standard statistical analysis, and data visualization tools.
- Knowledge of higher education research methodologies, institutional effectiveness models, and planning practices.
- Knowledge of manual and digital data collection, management, manipulation, and distribution requirements for analysis and reporting functions.
- Knowledge of general research design, methodology, and standard statistical procedures applied to educational and social research.
- Knowledge of design, development, and implementation of projects, surveys, and studies in institutional assessment, planning, research, and decision-making.
- Knowledge of data visualization software such as Power BI, Tableau, and data wrangling and analysis software such as Statistical Package for the Social Sciences (SPSS), R, Python, and SQL.
- Knowledge of data sampling and reduction, correlation analysis, projections, display, and reporting methods.
- Knowledge of qualitative and quantitative measures applied to educational and social research.
- Knowledge of research project policies, procedures, and practices, including data collection and analysis.
- Knowledge of higher education policies, accreditation standards, and state/federal reporting requirements.
- Knowledge of current and emerging technologies, trends, and best practices in Information Technology.
- Knowledge of IT governance, compliance, and regulatory requirements.
- Knowledge of budget and resource allocation management.
- Knowledge of District organization, operations, policies, and objectives.
- Knowledge of principles and practices of supervision and training.
- Knowledge and understanding of student services operations, including student advising, retention strategies, and support services.



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- Knowledge of federal and state regulations related to student services, such as FERPA.
- Knowledge of student information systems, management information systems, databases, and data management practices.
- Knowledge and awareness of equity and inclusion principles, particularly in the context of student support services.
- General knowledge of community college structures, processes, and student demographics.

Skills:

- Data analytics, visualization, and presentation for executive and public audiences.
- Strategic leadership.
- Project management.
- Staff supervision and training.
- Collaboration skills to engage technical and non-technical stakeholders.
- Strong problem-solving, analytical, and critical thinking skills.
- Strong organizational skills with the ability to prioritize and manage multiple tasks efficiently.
- Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) and other relevant software applications.
- Excellent written and verbal communication skills, with the ability to draft clear and concise reports, correspondence, and presentations.
- Data collection, analysis, and reporting, particularly in relation to program outcomes and student participation.
- Computer software programs, applications, databases, and Enterprise Resource Planning Systems (ERP) systems; computer hardware and peripheral equipment related to the area of assignment.

Abilities:

- Ability to independently perform the essential responsibilities of the position.
- Ability to work independently and collaboratively within a team environment.
- Ability to interact positively and professionally with a diverse student population, faculty, and staff.
- Ability to translate data into actionable recommendations.
- Ability to assess, analyze, implement, and evaluate complex research project activities.
- Ability to clearly organize and present information.
- Ability to collaborate with others in determining educational and financial effectiveness, and operational efficiency of various departments, programs, and services.
- Ability to coordinate, develop, implement, and conduct projects, surveys, and studies in support of institutional assessment, planning, research, and decision making.
- Ability to direct the maintenance of a variety of reports, records, and files related to assigned activities.
- Ability to promote and encourage professional excellence among the staff and organizational culture of customer service, innovation, and quality services.
- Ability to participate in the development of comprehensive data management systems.
- Ability to assess, analyze, implement, and evaluate complex research project activities.



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- Ability to clearly organize and present information.
- Ability to adapt to changing technologies and environments.
- Ability to demonstrate strong organizational and time management skills.
- Ability to analyze situations accurately and adopt an effective course of action.
- Ability to collaborate with internal and external stakeholders and colleagues.
- Ability to prepare, implement, and present training programs and workshops.
- Ability to accurately document workflow.
- Ability to compile, organize, and present statistical and technical data.
- Ability to comprehend and execute both written and verbal instructions.
- Ability to prepare clear, concise, and comprehensive specifications, reports, studies, documentation, and other written materials.
- Ability to communicate efficiently, including technical information to non-technical stakeholders.
- Ability to maintain confidentiality and ethical standards in data management.
- Ability to remain current with developments in legal requirements and regulations related to the area of the assignment.
- Ability to prepare clear, concise, and comprehensive reports, documentation, and other written materials.
- Ability to maintain confidentiality and handle sensitive information with discretion.
- Ability to plan, organize, and prioritize workload to meet schedules and timelines.
- Ability to learn and adapt to new software, systems, and processes as required.
- Ability to provide empathetic and effective support to students, addressing their needs and concerns with professionalism.
- Ability to attend and participate in diversity, equity, and inclusion trainings and events.
- Ability to provide an inclusive and welcoming work/educational environment.
- Ability to demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.
- Ability to establish and maintain effective and cooperative working relationships with those encountered in the course of work.

SPECIAL REQUIREMENTS, LICENSES, and/or CERTIFICATIONS

- Possession of or ability to possess a valid driver license based on the need related to the area of assignment if and when travel is required in the course of work.
- Travel may be required for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

PHYSICAL AND MENTAL DEMANDS

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



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Physical Demands:

While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak, or hear, both in person and by telephone. Use hands repetitively to perform fine/gross finger manipulation, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds unassisted. Must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment. The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s).

Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

The incumbent may be required to work a flexible and varying work schedule based on the needs of the department, including evenings and weekends, as needed.

Mental Demands:

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

WORK ENVIRONMENT AND CONDITIONS

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The incumbent works under typical office conditions, and the noise level is usually quiet.

Working Conditions:

Work is performed primarily indoors where safety considerations exist. The incumbent may be subject to electrical hazards, constant interruptions, and frequent interaction with District and college personnel and the public. Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions of the position.

North Orange County Community College District (NOCCCD) is committed to creating a diverse academic and workforce environment that encourages and fosters diversity, equity, inclusion,



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and equal opportunities for everyone. NOCCCD is focused on creating a welcoming culture to ensure students, faculty, management, and staff feel included, supported, and safe.

NOCCCD looks for likeminded and inclusive individuals who represent the community's diversity and demonstrate a sensitivity to the understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of those we represent. Our District community of professionals is devoted to enriching our students' lives by bringing a variety of ways to engage and discover their individual and collective paths through education.