



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT



Job Description

Job Title:	District Director, Institutional Research, Planning, and Data Strategy	Salary Range:	34
Date Revised:	4/2/2026	Date Approved:	6/23/2026

PRIMARY PURPOSE

Under the general direction of a Vice Chancellor or designee, the District Director, Institutional Research, Planning, and Data Strategy provides strategic vision, leadership, and coordination for District-wide research, planning, and data management functions. The District Director ensures that institutional decision-making is informed by accurate data, rigorous analysis, and equity-focused research. The District Director, Institutional Research, Planning, and Data Strategy leads initiatives that promote a culture of evidence-based planning, continuous improvement, and accountability across the District's colleges and educational programs.

DISTINGUISHING CHARACTERISTICS

The District Director, Institutional Research, Planning, and Data Strategy, is distinguished from other administrative leadership roles by its strategic, District-wide scope and emphasis on integrating research, planning, and data analytics into all levels of institutional decision-making. The District Director serves as the chief architect of the District's data infrastructure, overseeing systems that ensure timely, accurate, and actionable information for accreditation, compliance, and strategic planning.

The District Director, Institutional Research, Planning, and Data Strategy provides centralized leadership and policy direction across multiple campuses and institutional functions. The District Director guides the development of data systems, research methodologies, and performance metrics that support student success, fiscal responsibility, and operational excellence.

The District Director, Institutional Research, Planning, and Data Strategy requires a high level of expertise in institutional effectiveness, advanced analytics, and data governance, along with the ability to foster collaboration, innovation, and equity across a diverse higher education community.

ESSENTIAL FUNCTIONS

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

Research, Planning, and Institutional Effectiveness Leadership

1. Directs a comprehensive program of institutional research and planning to support District-wide effectiveness, including strategic planning, enrollment management, program evaluation, and student success outcomes.
2. Oversees development, implementation, and continuous improvement of data-driven planning models and performance metrics that align with District strategic goals.
3. Provides leadership in institutional effectiveness, and accountability initiatives; ensures compliance with state, federal, and accrediting agency standards.



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Data Strategy, Management, and Governance

4. Administers the District's research data systems and data warehouse, including system architecture, data integrity, access security, and reporting standards.
5. Establishes District-wide data governance policies and protocols to ensure accuracy, accessibility, and ethical use of institutional data.
6. Coordinates integration of statistical, analytical, and planning software systems to support research, reporting, and decision support functions.
7. Partners with Information Services to optimize the use of technology for analytics, dashboards, and real-time decision-making.

Strategic and Master Planning

8. Leads the development, implementation, and assessment of District-wide strategic, educational, and facilities master plans.
9. Conducts environmental scans and provides analytical reports on trends, demographics, and projections to guide District planning and resource allocation.
10. Develops processes for monitoring and reporting progress toward institutional goals; ensures alignment with state and federal accountability frameworks.

Accreditation, Compliance, and Reporting

11. Provides research and data support for District-wide accreditation processes, including self-evaluation reports, institutional assessments, and follow-up actions.
12. Oversees the preparation and submission of all mandated reports, including but not limited to Integrated Postsecondary Education Data System (IPEDS), Management Information System (MIS), apportionment, and student success metrics.
13. Ensures compliance with all relevant laws, regulations, and reporting requirements at the local, state, and federal levels.
14. Provides oversight, training, and quality control processes for end users to ensure regulatory compliance such as the Apportionment Attendance Report (CCFS-320), California Community Colleges Chancellor's Office Management Information Systems (CCCCO MIS), and Student-Centered Funding Formula.
15. Prepares and presents District, state, and federal reports on institutional effectiveness and accountability, documenting progress toward strategic goals and communicating results to executive leaders and stakeholders.

Collaboration, Communication, and Consultation

16. Serves as a liaison between the District and state agencies, and partner institutions regarding institutional research, planning, and accountability, including establishing and monitoring data-sharing agreements.
17. Collaborates with college researchers, deans, and administrators to ensure consistency and transparency in data reporting and analysis.
18. Represents the District on statewide and regional committees related to institutional effectiveness, data systems, and planning.



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Resource Development and Grant Support

19. Provides data and analysis to support grant development, implementation, and reporting.
20. Collaborates with District and campus offices to identify opportunities for external funding that align with institutional priorities.

Leadership, Supervision, and Staff Development

21. Provides direction, training, and evaluation for professional, technical, and support staff.
22. Promotes an inclusive, equity-minded workplace that values collaboration, innovation, and continuous learning.
23. Encourages professional development and ensures team effectiveness through coaching and performance management.

Budget and Operational Oversight

24. Develops and administers assigned department budgets; monitors expenditures and ensures fiscal accountability.
25. Oversees procurement and contracting activities related to research, data systems, and planning tools.

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. Leads efforts to integrate inclusive and accessibility principles into research, assessment, and planning frameworks.
28. Promotes and supports initiatives to reduce achievement gaps among student populations.
29. 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

30. Organizes, attends, participates in, and chairs a variety of District, campus, administrative, or department committees, meetings, and/or special projects, as required.
31. 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.



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MINIMUM QUALIFICATIONS

Education and Experience:

- Bachelor's Degree in Education, Mathematics, Social Sciences, Statistics, or related discipline; **AND**
- Seven (7) years of progressively responsible experience in institutional research, assessment, planning, or data analytics; **WITH**
- One (1) year of supervisory experience;

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.

DESIRABLE QUALIFICATIONS

- Master's Degree in Education, Mathematics, Social Sciences, Statistics, or related discipline.
- Experience in shared governance, higher education accreditation, and strategic planning.
- Subject matter expertise (SME) in data warehouse systems, reporting platforms, and statistical software.
- 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, Title 5, accreditation, and other applicable laws and regulations related to the area of assignment.
- Knowledge of advanced and general research, design, methodology, 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.



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- 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 Power BI, Tableau, and Statistical Package for the Social Sciences (SPSS).
- 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 Educational Technology.
- Knowledge of data 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.
- 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.



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- 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 lead collaborative teams, manage complex projects, and meet deadlines with accuracy.
- 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 department, 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.
- 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 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 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 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.



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- 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.

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.



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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, 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.