St. Lawrence College
Position Description Form (PDF)

Date: February 1, 2018

Campus:	**Tri-Campus**
Incumbent's Name:	**Vacant**
Position Title:	**Institutional Research Analyst**
Payband:	**H**
Position Number:	**00000432**
Hours per Week:	**35**
Supervisor's Name and Title:	**Janet Greer, Executive Director, Program & Data Innovation**
Completed by:	**Janet Greer, Executive Director, Program & Data Innovation**

Signatures:

Incumbent: _____ Date: _____
(Indicates the incumbent has read and understood the PDF)

Supervisor: _____ Date: _____

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.

2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.

3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representative for clarification.

4. Ensure the PDF is legible.

5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

Reporting to the Executive Director, Program & Data Innovation, the Institutional Research Analyst provides extensive research and analysis services on a wide range of college activities at the institutional level. The Institutional Research Analyst is responsible for assessing informational needs, collecting, analyzing and interpreting information from a wide variety of sources to provide insight to support decision-making. In addition, the Institutional Research Analyst is responsible for working with partners to identify key metrics and assist in the development of planning and evaluation tools to support the College's strategy in the area of strategic enrollment management (SEM).

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of the Time Annually*
Supports the overall use of institutional data for College planning and decision-making. Responds to general research and analysis inquiries, questions related to the OCAS (Ontario College Application Service) data warehouse, demographic & applicant studies, conversion ratios, retention and graduation rates, geographical analysis, etc. Conducts research using a variety of methods and data analysis techniques necessary for report writing. Sets up databases (i.e. OCAS), manipulates, merges, modifies and edits data files as needed for analysis and reporting purposes.	30%
Supports the overall strategic enrolment management (SEM) research needs of the college. Research includes variations in student attrition rates, potential student demand for programs, labour market for graduates of new programs, effectiveness of internal programs with respect to student success and competitive analysis for particular programs. Works with internal clients to design the research required, conducts the research and analysis to assist with determining the implications of the information.	20%
Identifies key KPI (Key Performance Indicator) / SMA (Strategic Mandate Agreements) metrics for planning and reporting purposes, and interprets the information to identify risks and opportunities. Designs methods to monitor and report key metrics.	20%
Supports a variety of Strategic Corporate Planning departmental initiatives and processes including: support function for Strategic Planning process; contact for college policy inventory and review, and evidence-based decision-making framework. Facilitates collection of information for Ministry Accountability reports (SMA, etc.) and other external reports.	10%
Conducts labour market research, environmental scanning and competitive analysis to support new program development, and offers insights on the information collected.	10%
Works with internal partners to facilitate and organize the extraction of data from internal databases (e.g. PeopleSoft). Determines required datasets, interprets and analyzes data to generate comprehensive analyses at various levels where required: College, Faculty/School, program-specific and system-wide.	10%
	100%

* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the job training in this information.

- ☐ Up to High School or equivalent
- ☐ 1 year certificate or equivalent
- ☐ 2 year diploma or equivalent
- ☐ Trade certification or equivalent
- ☐ 3 year diploma/degree or equivalent
- ☐ 3 year diploma / degree plus professional certification or equivalent
- ☒ 4 year degree or equivalent
- ☐ 4 year degree plus professional certification or equivalent
- ☐ Post graduate degree or (e.g. Masters) or equivalent
- ☐ Doctoral degree or equivalent

Field(s) of Study:

4 year degree (or equivalent) with emphasis on statistics, research methods, data analysis, etc.

B. Check the box that best describes the requirement for the specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirements that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

☒ No Additional requirements	
☐ Additional requirements obtained by course(s) of a total of 100 hours or less	
☐ Additional requirement obtained by course(s) of a total between 101 and 520 hours	
☐ Additional courses obtained by course(s) of more than 520 hours	

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one(1) year	
☐ Minimum of one (1) year	
☐ Minimum of two (2) years	
☒ Minimum of three (3) years	Experience conducting large studies utilizing qualitative and quantitative techniques. Must be oriented to data management, synthesis and analysis. Familiarity with statistical/ analysis software. Project management experience. Ability to verify/interpret data, prepare accurate reports, etc. Experience in a post-secondary educational environment.
☐ Minimum of five (5) years	
☐ Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3 examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	In support of Strategic Enrollment Management, the incumbent would be asked to review and analyze OCAS, SIMS (Student Information Management System) and other data sets to report on enrollment management trends across the province and further identify patterns in student enrolment within these programs.
How is it identified?	Request for research/data could come from the SEM Committee, Recruitment, Registrar's Team, Program Review teams and other internal partners.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes. Discussion with SEM Committee and other internal partners.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent must determine the appropriate data sets to access within the appropriate data source, calculations to perform in data manipulation and analyze programs with enrolment patterns. The incumbent would further need to determine how best to represent data trending in report/ presentation.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	PeopleSoft, OCAS datamart, OCAS analytics personnel, SIMS, Ontario Labour Market information, Statistics Canada and other federal informational sources.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	An internal partners requires information but is not able to articulate clearly their informational requirements.
How is it identified?	The Institutional Research Analyst probes the requesting partner with fact-finding questions.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, the Institutional Research Analyst would conduct further research to provide options to the requester to narrow the scope and better understand the usage of the information for decision-making. This would include discussions with internal System Analysts (i.e. SIS, SalesForce, Enrolment data) to identify further data sources and information.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The Institutional Research Analyst's skill set would guide the requestor to state specifically the existing problem and the required information for analysis for decision-making. Upon clarification, the Institutional Research Analyst would conduct the research utilizing a variety of data sources and cross-reference findings with internal expertise, interpret all information, and provide insight from the data for decision-making. Presentation format of the findings is very important to ensure the information is easy to understand and concisely provided to the requestor to assist in their decision-making.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	PeopleSoft, OCAS datamart, OCAS analytics personnel, SIMS, Ontario Labour Market information, Statistics Canada and other federal informational sources.

	#3 regular & recurring
Key issue or problem encountered.	In consideration of new program idea, what is the market demand for such an area of study and what key factors would SLC need to be aware of in considering this area as a program offering.
How is it identified?	General area of interest or program idea is identified through the New Program Development process.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, ongoing discussions with Program Developers and Academic Deans and/or Associate Deans. The general area of interest may be further defined as research identifies focus areas or speciality subsets.

Explain the analysis used to determine a solution(s) for the situation and/or problem.	An environmental scan is conducted through the review of industry or sector based information sources, Statistics Canada industrial information, labour market information from multiple sources, and OCAS data. Information from Program Advisory Committees will be included in the review.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practice, established standards or guidelines.)	As above, sector specific industry groups, Statistics Canada, regional labour boards, trade unions, OCAS.

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	The Ministry requires an annual report back of the College's Strategic Mandate Agreement. The incumbent is accountable to plan the process and co-ordinate the collection of information from a variety of internal sources including: Student Services, Deans, IT, Registrar, Finance etc.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent is required to be very organized to meet the deadline as established by the Ministry. The extensive interaction with almost every team within the College requires the incumbent to have strong project management skills to ensure an efficient and effective process due the extensive integration of information from a variety of sources.
List the types of resources required to complete this task, project or activity.	Utilize Excel, Word and communication tools to communicate with information sources. The incumbent must analyze the information received to ensure all information is coherent, factual and measurable.
How is/are deadline(s) determined?	MAESD (Ministry of Advanced Education and Skills Development) establishes all deadlines for final reporting. The incumbent will establish internal deadlines for information gathering.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	MAESD defines the Report Back template. However, the incumbent is responsible for assessing how to capture the required information. The incumbent will determine if a change in information is required and the impact of information to reporting requirements. The incumbent requires effective communication skills to express appropriately the changes in required information to the internal partner.

4. Planning/Coordinating

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	The College is required to select Performance Metrics, establish targets and monitor progress towards strategic objectives. The incumbent assists the Executive Director, Program & Data Innovation and internal partners by researching options for metrics and benchmarking as well as coordinating the data collection from internal partners. Training internal partners on Ministry metric definitions and calculations is also required.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent must possess strong organizational and project management skills due to the extensive data collection from multiple sources.
List the types of resources required to complete this task, project or activity.	Student KPI survey results, PeopleSoft, OCAS datamart, OCAS analytics personnel, SIMS, Ontario Labour Market information, Statistics Canada and other federal informational sources.
How is/are deadline(s) determined?	The Executive Director, Program & Data Innovation will establish deadlines based upon Ministry and Board reporting requirements.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	A variety of partners may determine if a change is required but the Institutional Research Analyst will be involved in all discussions to gather data and interpret the results to analyze the impact of the change.

	#3 regular and recurring
List the project and the role of the incumbent in this activity.	The incumbent reviews high school graduation, Post-Secondary participation and SLC penetration rates and assess trends in recruiting opportunities to support Recruiting efforts.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Defining the data requirements and relationships. Knowledge of data availability and how to access. Project management. Communications, report writing and presentation skills.
List the types of resources required to complete this task, project or activity.	Statistics Canada demographic data; OCAS, SIMS, high school data.
How is/are deadline(s) determined?	Defined project timelines in conjunction with Recruiting team.

Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	The incumbent implements minor changes and adjustments to project methodology as necessary. Scope changes or modification of deliverables are done in consultation with the Recruiting team.

5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work skill development.

Though support staff cannot formally "supervise "others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
☐	☐	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
☒	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	Provides guidance to others with respect to correct methods of conducting a variety of SEM activities and institutional research projects.
☐	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
☐	☐	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
☐	☐	The incumbent is responsible for allocating tasks to others and	

recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent will perform day-to-day tasks independently based on experience and knowledge. Specific research projects, surveys, statistical and analytical studies will be determined in consultation with the requester and the Executive Director, Program & Data Innovation. The incumbent will take the leadership role in completing assignments.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
College policies/procedures, Government legislation (FIPPA, Human Rights, etc.); Ministry Guidelines.	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Feedback from functional areas and Executive Director, Program & Data Innovation	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Scope of research required (i.e. what is the request for research).	

Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
SEM initiatives and strategies. Setting priorities and objectives for research projects, studies, surveys, etc. Changes to established priorities/objectives.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Methods for conducting research, surveys, studies. Time lines. Writing and disseminating reports. Methods for data collection and analyses. Validation and interpretation of data. Managing data.	

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which a position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfill the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
Email request for information	Typically respond with email after researching various sources to ensure the client receives relevant information.	Academic Deans/Associate Deans Executive Directors Academic Managers	W
Email/phone request for participation in a meeting	Schedule meeting with person/group. Advance review of relevant information for meeting.	Recruitment SEM Committee Registrar Academic Deans/Assoc. Deans	M
Telephone request for data validation	Discussion re: record system tables, data configuration, query or report writing.	Registrar's Office IT services	D

* D = Daily W = Weekly M = monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section (s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Exchanging routine information, extending common courtesy			D
Explanation and interpretation of information or ideas	Preliminary review findings and refining investigative scope	Academic Deans/Associate Deans Executive Directors Academic Managers SEM Committee	W
Imparting technical information or advice	Explanation on how to interpret data results. Conducting surveys and proposing research projects.	Academic Deans/Associate Deans Executive Directors Academic Managers SEM Committee	W I
Instructing or training	Presentation of data, findings and insight from the data. Overview and instructing on access, use and/or interpretation of dashboard or other reporting tools.	Academic Deans/Associate Deans Executive Directors Academic Managers SEM Committee	M
Obtaining cooperation or consent			
Negotiating			

* D = Daily W = Weekly M = monthly I = Infrequently

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Sitting at computer station – research, analysis activities	D		X		X		
Data collection activities	W		X		X		
Standing, walking, bending.	D	X			X		

* D = Daily W = Weekly M = monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

☐ Light (up to 5 kg or 11 lbs.)	
☐ Medium (between 5 to 20 kg and 11 to 44 lbs.)	
☐ Heavy (over 20 kg. or 44 lbs.)	

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g. up to two hrs. at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Validating and interpreting data collected for a statistical study.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Preparing a project plan for a new research project.	M		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Writing reports.	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? ☒ Usually ☐ No				

* D = Daily W = Weekly M = monthly I = Infrequently

11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
☒ acceptable working conditions (minimal exposure to the conditions listed below		
☐ accessing crawl spaces/confined spaces		
☐ dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☐ smelly, dirty or noisy environment		
☒ travel	Some travel may be involved	
☐ working in isolated or crowded situations		
☐ other (explain)		

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