

**Imperial Community College District**  
**Associate Dean of Institutional Effectiveness, Equity and Student Success**

**DEFINITION:**

Reporting to an appropriate educational administrator, the Associate Dean of Institutional Effectiveness, Equity and Student Success is responsible for providing leadership and vision for all activities related to institutional planning and effectiveness within the District. The Associate Dean is responsible for disseminating analytical data related to academic, student, and administrative programs; providing technical and analytical support for institutional assessment; planning and decision making activities; and designing, maintaining, and managing databases and information systems for research, planning, and institutional accountability.

**EXAMPLES OF DUTIES:**

- Promotes and coordinates District planning activities; ensures institutional effectiveness through integrating strategic planning with College budgeting and assessment cycles; plans, implements and evaluates short and long range strategies, goals, objectives and measureable outcomes for strategic planning.
- Oversee all aspects of strategic and operational planning and their link to decision-making and district-wide planning, with an emphasis on improving institutional effectiveness, specifically as related to student success and equitable achievement.
- Conducts and coordinates the appropriate quantitative and qualitative research design and statistical techniques to collect, prepare, and maintain data in the preparation of periodic reports related to enrollment management, matriculation, assessment, evaluation, curriculum, student outcomes, student and staff demographics, and other related measures.
- Provides leadership for and implements an aggressive research and assessment agenda for the District; develops, coordinates, and maintains an annual planning calendar for on-going and ad-hoc institutional research and assessment.
- Provides direction in the design and implementation of studies related to the development and feasibility of new facilities, academic programs, and other programs and services related to student equity and success, as well as institutional effectiveness.
- Develops, analyzes, and refines District-wide equity outcomes, learning outcomes, program review and planning, budget outcomes, standardized enrollment reporting for enrollment management, course scheduling, FTES targets, enrollment trends, and institutional set standard attainment by incorporating multiple complex report elements.
- Assists educational administrators in the oversight of the institutional effectiveness function, monitoring progress and reviews end products to ensure

reports and information are delivered in a timely manner.

- Directs environmental scanning efforts to support the planning process and works to establish and maintain an effective linkage between College planning and institutional assessment cycles related to organizational development.
- Provides assistance and counsel in the analysis and interpretation of academic, student, and administrative data and takes a leadership role in addressing the need for data integrity and promoting the use of information in College decision-making.
- Coordinates the planning of resource development throughout the District in conjunction with the Cabinet and in support of strategic planning goals; consults with College departments, faculty and staff relative to resource development needs, opportunities and obligations; disseminates information about special funding opportunities and procuring resources for District-wide educational programs and services.
- Develops and administers the office budget; and, hire, train, assign, supervise, and evaluate assigned personnel.
- Coordinates data collection and analysis in support of the District's program planning and review process.
- Conducts demographic studies and develops population and enrollment projections based on local, regional and state data.
- Performs other work related duties as assigned.

**KNOWLEDGE, SKILLS AND ABILITIES:**

- Previous experience in higher education leadership that has included strategic planning and research leadership, coordination of planning and research functions, and demonstrable experience working in a shared decision-making environment.
- Experience writing and managing institutional grants.
- Familiarity and experience with staff development and training.
- Demonstrated knowledge and understanding of student learning, particularly as it relates to learning outcomes.
- Demonstrated skill in practical use of computer and instructional technology.
- Demonstrated skill in oral and written communications, including reporting and proposal development.
- Demonstrated ability to work effectively as part of a management team.
- Extensive experience in public contact with individuals, small and large groups.

- Demonstrated sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students, staff, and the public.
- Complex data comparison, analysis and synthesis; attention to detail.
- Persuasive communication; negotiations; multi-tasking; flexibility; adaptability; tact and patience.

**MINIMUM QUALIFICATIONS:**

- Master’s degree from an accredited college or university with a minimum of 2 years of higher level research or institutional effectiveness and planning experience.

*Desired Qualifications*

- Doctoral degree in a field related to institutional effectiveness and student success research and planning preferred. Experience with and commitment to working and elevating culturally and ethnically diverse groups.

**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 cart below indicate the percentage of time spent on each of the essential physical requirements.

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|---------------------------------|--|
| 1. Seldom: Less than 25 percent | 3. Often: 51 to 75 percent             |
| 2. Occasional: 25 to 50 percent | 4. Very Frequent: 76 percent and above |

<b>Ratings</b>	<b>Essential Physical Requirements</b>
3	Ability to work at a desk, conference table or in meetings of various configurations.
1	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.
4	Ability to hear and understand speech at normal levels.
3	Ability to communicate so others will be able to clearly understand a normal conversation.
1 or 2	Ability to lift 10 pounds.
1 or 2	Ability to carry 10 pounds.
4	Ability to operate office equipment.

**STATUS/RATIONALE**

This is an educational administrator position, range 9. This position has direct responsibility for formulating and implementing policy of the College and the District.