What is the JDQ? The Job Description Questionnaire (JDQ) is a critical document that identifies and describes the major duties, essential functions and minimum qualifications of a position. In addition, the Job Description provides general employment information such as title, organizational structure, and funding sources. The JDQ is used to establish market comparators and benchmarks, set compensation, create job announcements, post vacancies, communicate expectations, and set performance standards.

Who Completes the JDQ? Completion of this form should be a joint effort by both the incumbent and the supervisor. However, the supervisor is responsible for the final content and accuracy of the job information provided. If the JDQ is being completed for a new or vacant position, the supervisor and/or department head should complete the JDQ. Due to the electronic format of this document, all Job Descriptions need to be reviewed/authorized by the Dean/Director prior to routing to the Appointing Authority (President, Provost and Vice Presidents) and Human Resources.

Nondiscrimination: Boise State University does not discriminate against an individual with a disability in regard to job application procedures, the hiring or discharge of employees, employee compensation, advancement, job training, and other terms, conditions, and privileges of employment.

Organizational Charts: A current organization chart depicting this position and its reporting relationship to other positions must be attached.

Certification: It is the responsibility of the employee, supervisor, and Appointing Authority (President, Provost and Vice Presidents) to ensure that the information contained within is an accurate representation of the job duties and responsibilities assigned to this position. By checking the approval area below, you are certifying that to the best of your knowledge, the information contained in this document accurately reflects the duties and responsibilities of this position.

Check the Appropriate Box Below to Certify Approval or Disapproval:

Approval Disapproval
( ) ( ) Rob Nyland, eCampus Research & Innovation Team Manager
( ) ( ) Christine Bauer, Director
( ) ( ) Janet Atkinson, Executive Director

Position Control Number: 1995  Date Completed: March 2017  Mail Stop: 1120

Department: eCampus Center, Extended Studies

Position Title: Learning Analyst

Employee Name: TBD

Supervisor Name & Title: Rob Nyland, eCampus Research & Innovation Team Manager

Work Location: Yanke Family Research Park, 220 E. Parkcenter Blvd., Boise, ID 83706  Months per Year: 12

Account Code(s) and % Distribution:
1001.29508.3120018  100%

FLSA Code:
( ) E – Executive
( ) A – Administrative
( ) P – Professional
( ) C – Covered

HRS Use Only

Analyst: Date:
Market Title:
Benchmark: ( ) CUPA ( ) Other
1. JOB DESCRIPTION PURPOSE:

( ) Professional Staff Classification/Compensation Review (PSSAP)
(X) New Position
( ) Change in Position’s Functions - Classification/Compensation Review Needed
( ) Update Job Description – Classification/Compensation Review Not Needed

A. How has this position changed since the last job description was prepared:
(Indicate N/A for a new position or if position hasn’t changed).
N/A

B. Indicate why changes occurred:
If new duties have been added to or transferred from an existing position, report whom, if anyone, had previously been performing these functions.
N/A

2. PURPOSE OF THE JOB:

Reporting to the eCampus Center Research and Innovation Team Manager, the focus of this position will be to provide data, reporting, and statistical analysis support for eCampus Research and Innovation Team projects. In support of the new learning analytics initiative for online courses and programs, this employee will work with students, faculty, and staff to develop reports, models, and visualizations to help ensure student success and retention. To be successful, this position will need to have a firm grasp of data collection, statistical analysis, and visualization techniques as well as an understanding of learning theory.

3. MAJOR RESPONSIBILITIES AND JOB DUTIES

Learning Analytics (E - 90%)

PROGRAM SUPPORT:
• With the Research & Innovation Team Manager, work with online program coordinators, faculty, and Student Success Coaches to identify and develop reports, metrics, and visualizations that help trigger timely interventions for student success, and to refine those reports in an iterative process.
• Create and maintain documentation explaining how program stakeholders can access and/or customize reports and dashboards.
• Develop and evaluate predictive models to identify key factors that may hinder online student success in a program.
• Create queries and processes to fulfill data requests for online program and team members.
• Work collaboratively with program stakeholders in a professional and diplomatic manner, including consulting with faculty about their individual online courses and students.

RESEARCH SUPPORT:
• Support the eCampus Research & Innovation Team with data collection and statistical analysis to answer specific research questions for internal and public-facing research studies.
  o Create queries to gather, clean, validate, merge, and maintain data sets from multiple sources (e.g. data warehouse, student records, PeopleSoft) for analysis by the Research & Innovation Team. This includes ensuring that data is secure and appropriate precautions are taken to maintain student privacy.
  o Continually ensure the integrity and accuracy of the data. If the data is not found to be accurate, work with appropriate resources to remedy the issues.
  o Evaluate team research questions, determine and collect needed data (or identify additional data sources), and then recommend and apply the most appropriate method of statistical analysis to meet the needs of a project.
• Assist in creating and delivering presentations to university officials, administrators, faculty, and at research conferences.

INSTRUCTIONAL DESIGN AND CENTER SUPPORT:
• Work with Instructional Design and Production Teams to develop dashboards and reports that will help drive improvement in the design of courses and programs.
  o Engage with team members to understand their current workflow and identify points where reports can inform key decisions.
• Create clear processes and documentation that will help eCampus Center team members to run reports that answer their own design and research questions.
• Contribute to and support the development of a data-driven decision making culture.

Division of Extended studies and the eCampus Center (E-5%)
• Develop and maintain positive, collaborative, respect-based relationships with co-workers, clients, and stakeholders within and outside of Boise State.
Learning Analyst

- Work effectively and cooperatively as a member of the eCampus Center team. Support the programs and activities of Extended Studies staff.
- Represent Boise State, ES, and the Center professionally on appropriate committees, task forces, and work groups.
- Flexibility in adapting to a fast-changing environment to meet the needs of the department and the priorities of the university. Work with supervisor to periodically review, update and modify job description as needed.
- Perform other duties as required.

Professional Development (E-5%)

- Work with supervisor to develop a professional development plan with annual goals to accomplish the plan. Actively pursue excellence, effectiveness, and efficiency.
- Online education is an evolving field in higher education. As such it is important that all professional staff members dedicate at least 1 hour per week to become and remain current in the areas most relevant to their position through activities including reading the recent literature, educational activities, and networking.
- Identify emerging trends that add value to the work of the eCampus Center, incorporate them or recommend improvements, and strive to ensure that Boise State’s practices are current.
- Work with supervisor to identify the areas of most importance and best avenues to pursue.
- Remain conversant in current trends and literature in the fields of instructional design and online education, as well as participate in related conferences, professional organizations and/or professional development opportunity.

4. BUDGETARY RESPONSIBILITY:

N/A

5. SUPERVISION:

Is this position responsible for the supervision of other positions?

( ) Yes  ( X ) No

A. If Yes, Describe Responsibilities:

B. Please List Employee(s) Supervised:

6. ORGANIZATIONAL RELATIONSHIPS:

Internal

- Reports directly to the eCampus Research & Innovation Team Manager.
- Works closely with other Research & Innovation Team members including the Research & Retention analyst, and eCampus OER Coordinator.
- May process other learning data support requests on an as-needed basis for eCampus Center team members

External

- Works through the eCampus Research & Innovation Team Manager to discuss data and visualization needs with programs in eCampus.
- Works with the eCampus Research & Innovation Team Manager to collect data for research projects, often times from external sources.
- Interfaces with OIT and Institutional Research to ensure the validity of data coming from the data warehouse and to troubleshoot data issues that may arise.

7. DECISION MAKING:

Describe the most difficult decisions this job requires an incumbent to make, impact of decision(s), the consequence of error, extent to which these decision(s) is reviewed, and what problems are taken to your supervisor for final decision.

This position operates under direction of the Research & Innovation Team Manager and is responsible for the collection, processing, and analysis of data for eCampus Center Analytics For Learn (A4L) initiative as well as additional research projects. As such they will need to need to make several critical decisions including:

- Decisions related to the use of delicate and confidential information about online students and faculty to help support online student interventions and to answer specific research questions. These decisions could affect the accuracy of the results and as such, any decisions / interventions that arise out of those results.
- Decisions related to the use of data analysis methods. The employee will need to give accurate and sensitive interpretations of the data to stakeholders. Incorrect interpretations or delivery may adversely affect strategic decisions made by stakeholders.
• Decisions related to the security and privacy of data sets. This will require that the employee is aware of all applicable policies and ethical guidelines regarding the privacy of student data. This is especially important in conducting and sharing the results of research with the public. Poor decisions would place student privacy at risk, be damaging to the reputation the eCampus Center and the University, and adversely affect future research endeavors by the eCampus Center.

8. OTHER ADDITIONAL INFORMATION/REQUESTS:
Please include any additional information you believe Human Resources needs to know about this position or include title change requests, etc.

SUPERVISOR’S SECTION

1. EDUCATIONAL LEVEL:

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Bachelor's Degree or Equivalent
Bachelor’s Degree or Equivalent: Specify Area: psychology, education, applied statistics, or other field that uses quantitative research methods

Master’s Degree or Equivalent: Specify Area: learning analytics, data science, statistics, educational measurement, or other relevant field that uses quantitative data analysis

2. EXPERIENCE:

• Bachelor’s degree in relevant field and a minimum of five (5) years of demonstrated experience in the management and analysis of data; OR, any equivalent combination of education and/or experience from which comparable knowledge, skills, and abilities have been achieved.

3. SKILLS / KNOWLEDGE:

Describe the minimum skills and specialized job knowledge that are required to perform the responsibilities of this position at the entry level.

• Handle multiple projects simultaneously, set priorities and take initiative, while keeping supervisor and project leads in the loop
• Ability to write queries and/or scripts to collect, clean, merge and analyze data from diverse data sources.
• Demonstrate an advanced understanding of complex data systems (relational databases and data warehouses) and how to retrieve data from them.
• Understanding of the appropriate application of statistical analysis techniques (e.g. Analysis of Variance, Linear Regression, Factor Analysis)
• An innovative nature and a desire to find better and more efficient ways of streamlining, standardizing, and error-proofing data, data files, tables, data sharing, and reports.
• Curiosity and application of appropriate analytical techniques to find patterns in data that otherwise might not be readily evident.
• Strong instincts for reviewing query outputs and for discovering, correcting, and preventing data errors.
• High level of accuracy, extraordinary attention to detail, solid proofreading skills.
• Demonstrated understanding of learning theory.
• Demonstrated ability to communicate well in verbal, written, numerical, and graphical forms. Must be able to explain technical processes and concepts to a non-technical audience.
• Successfully collaborate with team members, faculty, and administrative staff

A. PREFERRED EDUCATION AND EXPERIENCE:

• Master’s degree in learning analytics, data science, statistics, educational measurement, or other relevant field that uses quantitative data analysis
• Two (2) years’ experience working with data in a higher education setting
• Significant applied experience with R, SAS, or SPSS in a project setting
• Understanding of the current state of methods and research in the fields of learning analytics and educational data mining (including natural language processing, text mining, and social network analysis)
• Experience with collecting data from external tools via APIs
• Familiarity with IRB review procedures, FERPA, and ethics related to handling confidential student, faculty, and staff information.
• Experience with data validation.
• Experience with BI Reporting Tools (Pyramid, Power BI, Qlik, Tableau) for developing dashboards and reports

B. SPECIFIC EQUIPMENT OR SKILLS REQUIRED:

• High level of technical competence, including SQL, SAS, R, or SPSS
• Experience using survey-based data collection tools (e.g. Qualtrics)
Learning Analyst

- Ability to navigate and retrieve data from relational databases using SQL queries.
- Requires use/operation of the following computer software:
  - Operating systems: PC or Mac.
  - Microsoft Office software: Excel, Microsoft Word, and PowerPoint.
  - LMS: such as Blackboard Learn.

C. LICENSURE OR CERTIFICATION REQUIREMENTS:
NA

4. ORGANIZATIONAL CHART:
Please see attached.

5. PHYSICAL DEMANDS:
If physical demands for the position exceed those described below, list and describe those additional physical demands.

General Office - Exerting up to 10 pounds of force occasionally (Occasionally: activity or condition exists up to 1/3 of the time) and/or a negligible amount of force frequently (Frequently: activity or condition exists from 1/3 to 2/3 of the time) to lift, carry, push, pull, or otherwise move objects, including the human body. General office work involves sitting most of the time, but may involve walking or standing for brief periods of time.