Iowa Department of Administrative Services – Human Resources Enterprise
Job Classification Description

Justice Systems Analyst

Definition

This job classification is used only in the Department of Human Rights, Division of Criminal and Juvenile Justice Planning.

Performs program research, planning, and consultative services related to the analysis and evaluation of corrections, criminal justice, and other related programs; performs related work as required.

> *The work examples and competencies listed below are for illustrative purposes only and not intended to be the primary basis for position classification decisions.*

Work Examples

Conducts evaluation and research of corrections and criminal justice programs and policies by developing research methodologies and data collection methods, calculating statistical data, and analyzing and drawing conclusions.

Oversees the collection, entry and analysis of sentencing and disposition data in support of statistical analysis center projects; develops and composes text materials for statistical information.

Develops research reports and issues papers that are used as a basis for making decisions about programs and policies.

Administers federal grant programs through plan development, application and submittal of progress reports.

Compiles appropriate statistical data for the Governor's Traffic Safety Bureau via contractual agreements; responds to special research requests as necessary.

Provides technical assistance, advice or recommendations to corrections staff, other agency personnel, legislators, media, and the public by serving as a resource expert for the assigned program areas.

Competencies Required

Knowledge:

- English Language – The structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

- Law and Government – Laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

- Administrative – Administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology.

- Mathematics – Arithmetic, algebra, geometry, calculus, statistics, and their applications.

- Computers and Electronics – Circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

- Clerical Procedures – Word processing, managing files and records, designing forms, and other office procedures and terminology.

Abilities:

- Law and Government – Understand and adhere to applicable laws, legal codes, administrative rules, and regulations.

- Written Comprehension – Read and understand information and ideas presented in writing.

- Written Expression – Communicate information and ideas in writing so others will understand.

- Speech Clarity – Speak clearly so others can understand.

- Speech Recognition – Identify and understand the speech of another person.

- Number Facility – Add, subtract, multiply, or divide quickly and correctly.

- Mathematical Reasoning – Choose the right mathematical methods or formulas to solve a problem.

- Deductive Reasoning – Apply general rules to specific problems to produce answers that make sense.

- Inductive Reasoning – Combine pieces of information to form general rules or conclusions.

- Information Ordering – Arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

- Problem Sensitivity – Tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Skills:

- Mathematics – Using mathematics to solve problems.

- Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

- Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

- Reading Comprehension – Understanding written sentences and paragraphs in work related documents.

- Speaking – Talking to others to convey information effectively.

- Writing – Communicating effectively in writing as appropriate for the needs of the audience.

- Science – Using scientific rules and methods to solve problems

- Systems Analysis – Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

- Systems Evaluation – Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

- Active Learning – Understanding the implications of new information for both current and future problem-solving and decision-making.

- Judgment and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.

- Operations Analysis – Analyzing needs and product requirements to create a design.

- Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

- Judgment and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Minimum Qualification Requirements

Applicants must meet at least one of the following minimum requirements to qualify for positions in this job classification:

1) Graduation from an accredited four-year college or university with a degree in any field and experience equal to three years of full-time work in research, evaluation, or statistical analysis.

2) All of the following (a and b):
   a. Three years of full-time work experience in research, evaluation, or statistical analysis; and
   b. A total of four years of education and/or full-time experience (as described in part a), where thirty semester hours of accredited college or university coursework in any field equals one year of full-time experience.

3) All of the following (a, b, and c):
   a. One year of full-time work experience in research, evaluation, or statistical analysis; and
   b. A total of four years of education and/or full-time experience (as described in part a), where thirty semester hours of accredited college or university coursework in any field equals one year of full-time experience; and
   c. A total of two years of graduate-level education and/or full-time experience (as described in part a), where twenty-four semester hours of accredited graduate college or university coursework in education, criminal justice, a social or behavioral science, statistics, mathematics, public administration or related field equals one year of full-time experience.

4) Graduation with a PhD in education, criminal justice, a social or behavioral science, statistics, mathematics, public administration, or related field.

Effective date: 12/22 KC