

PROGRAMMER ANALYST

DEFINITION

Under general supervision, develops computer applications for processing instructional, business, administrative and student records data; prepares complex flow charts, block diagrams and program documentation, participates in developing, implementing and maintaining District automated systems; and performs related work as assigned.

CLASS CHARACTERISTICS

This experienced, technical support class is responsible for creating computer applications and systems and for upgrading existing systems to meet application needs within the District. The work may include acquisition and installation of vendor-supported systems for District-wide applications, as well as supporting standard personnel computer word processing, spreadsheet and database applications. This class is distinguished from the Network and Desktop Technician classes by their focus on applications in those specialized areas.

EXAMPLES OF DUTIES

Receives project parameters from MIS staff and analyzes work processes being considered for new or revised computer applications to support business, administrative, instructional and student records needs.
Formulates methods to produce desired results considering all variables, such as input and output requirements, departmental processes, outside agency reporting requirements and interfacing with other District programs and activities.
Prepares system flow charts and application documents such as file layouts, logic charts, code structures, block diagrams, setup sheets and input and output layout.
Records the programming and operational procedures for each new, existing and modified system.
Codes and tests programs for new systems and revises programs for existing systems.
Provides direction and instruction regarding programming or systems applications to other operations and programming staff.
Interfaces with vendor representative to receive information and solve problems.
Uses personal computers (PCs) and standard business applications in the course of the work.
Maintains current knowledge of computer technology through review of written materials and attendance at workshops and seminars.

QUALIFICATIONS

Principles, practices and techniques of planning, developing and modifying computer business, administrative, instructional and student records applications.
Principles and techniques of modifying vendor-supplied software to meet District needs.
Techniques of analyzing District systems and procedures.
Principles and techniques of studying work processes for new or revised computer applications.
Computer hardware operating principles and capabilities.
Techniques for preparing technical documentation and user instructions.
COBOL and other programming languages utilized by the District.
PC hardware and software for business, administrative and School district applications.

Skill in:

Analyzing data, work processes and situations, reasoning logically, drawing sound conclusions; and developing effective solutions to system problems.
Adapting hard-copy procedures to automated systems.
Modifying and upgrading existing or vendor-supplies systems to meet District needs.
Preparing comprehensive and technical reports and effective written documentation.
Prioritizing own work, coordinating work of a project team and meeting critical deadlines.
Making sound independent judgments within policy and procedural guidelines.
Establishing and maintaining cooperative working relationships with those contacted in the course of work.

Education:

Possession of an Associate of Arts degree with major course work in computer science, programming or a field related to the work.

Experience:

Three years of experience in programming data processing applications for a variety of business, administrative and/or instructional applications. Additional experience as described above may be substituted for the educational requirement on a year-for-year basis.

License:

Specified positions may require a valid California class C driver's license and a satisfactory driving record.

Physical Demands:

Must possess mobility to work in a standard office setting, use standard office equipment, including a computer and visit various school sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone.

N: 03/75

R: 03/80

R: 11/85

R: 03/97

R: 02/03