

Nicole Marie-Gerardi Maccalla

EDUCATION

- Ph.D. Education, Social Research Methodology (SRM) Division, Graduate School of Education and Information Studies, **University of California, Los Angeles (UCLA)**, 2014
- Emphasis in Program Evaluation
 - Dissertation: *Evaluating Teacher Effectiveness in a Professional Development Program: Considering Measures for Inclusion in a Comprehensive Teacher Evaluation System (CTES)*
- M.A. Education, Social Research Methodology (SRM) Division, Graduate School of Education and Information Studies, **University of California, Los Angeles (UCLA)**, 2006
- B.A. Economics and Liberal & Civic Studies, **Saint Mary's College of California**, Moraga, CA, 2002

PROFESSIONAL CERTIFICATION

- Management Certificate **UCLA Campus Human Resources – UC Learning Center:** Management Development, Los Angeles, CA, (in progress)
- Adaptive Schools **Center for Adaptive Schools:** Building Capacities for School Improvement, Foundational Seminars, Los Angeles, CA, 2014
- Classroom Observer **Los Angeles Unified School District (LAUSD):** Classroom Observation Certification Training, Los Angeles, CA, 2011
- Cognitive Coach **Center for Cognitive Coaching,** Highlands Ranch, CO, 2010

ACADEMIC EMPLOYMENT

Part-time Senior Lecturer (formerly, Adjunct Assistant Professor), Rossier School of Education, University of Southern California (USC), 2014 – Present

- Taught in the following programs: Educational Leadership Program (ELP resulting in Ed.D.), Organizational Change and Leadership Program (OCL resulting in Ed.D.), Master of Arts in Teaching Program (MAT), and Education Minor Program
- Taught the following courses:
 - EDUC 421 – Global Issues in Education
 - EDUC 422 – Education for Social Change
 - EDUC 426 – Educational Inquiry
 - EDUC 532 – Inquiry I: Introduction to Research Methodology
 - EDUC 536 – Inquiry II: Qualitative/Interpretive Research Methods
 - EDUC 536 – Inquiry II: Quantitative/Inferential Research Methods using SPSS
 - EDUC 570 – Research Methods and Data Analysis
 - EDUC 652 – Inquiry III: Quant/Qual Data Analysis and Reporting
 - EDUC 700 – Research & Practice in the Preparation of Teachers for Diverse Populations
 - EDUC 714 – Measurement & Evaluation for Decision-Making

EDUC 790 – Research

- Designed course content, syllabi, curriculum, and assignments for multiple core courses
- Taught courses both online and in-person (weekly and weekend cohorts)
- Mentored students in the design of mixed-methods, quantitative, and qualitative traditional research, action research, and evaluation studies
- Serving as a Dissertation Chair to a cohort of OCL students
- Continued service as a Dissertation Committee Member
- Expert reviewer for the Organizational Change and Leadership program (OCL) of a.) new faculty hire applications (Inquiry Faculty), and b.) new student applications.

Academic Administrator (formerly, Research Data Analyst & Assessment Design Manager), Coordination and Evaluation Center (CEC), UCLA, Los Angeles, CA, 2017 – Present

- Collaborating with programs and personnel in the Graduate School of Education & Information Studies (GSE&IS), David Geffen School of Medicine, Fielding School of Public Health, and UCLA Center X on grant submissions and funded studies
- Designing, implementing, and analyzing research and evaluation studies
- Reporting, presenting, and disseminating study findings to a broad audience via multiple venues
- Creating budgets and monitoring progress for funded studies
- Adhering to funder (National Institutes for Health (NIH), National Science Foundation (NSF), U.S. Department of Education, California Department of Education (CDE) guidelines and requirements
- Managing research and evaluation studies and supervising research and administrative staff

Active Study:

Lead Investigator & BUILD Evaluation Study Coordinator, NIH Diversity Consortium Coordination and Evaluation Center (CEC), (<http://grantome.com/grant/NIH/U54-MD009508-01SI>)

- Collaborating with CEC cores (AC, EC, DCC, CDC), National Institutes for Health (NIH), National Research Mentoring Network (NRMN), and 10 Building Infrastructure Leading to Diversity (BUILD) awardees and partners, located across the nation.
- Designed and implementing a ten-year study of the largest initiative in history to increase underrepresented groups in biomedical sciences. General design is longitudinal quasi-experimental, multi-site, multi-methods (monitoring program participation, longitudinal survey research (students and faculty), review of institutional records (individual students and faculty, and IPEDS), review of National Clearinghouse data, site visits, and case studies).
- Conceptualized key analytic variables for consortium-wide analyses.
- Planned and facilitated large Diversity Program Consortium (DPC) events (Annual DPC Meetings and BUILD Evaluator Meetings).

PEER REVIEWED PUBLICATIONS

Maccalla, N.M.G., Purnell, B.A., McCreath, H.E., Dennis, R.A., & Seeman, T. (in press). Gauging treatment impact: The development of exposure variables in a large-scale evaluation study. *New Directions for Evaluation*.

Maccalla, N., Joseph, C., Purnell, D., & Zhong, S. (2021). Development of the Self-Efficacy as Faculty Change Agent for Diversity (SE-FCA-D) Scale. *Journal of Higher Education Theory and Practice*, Vol. 21 (No. 3).

Norris, K., McCreath, H., Hueffer, K., Aley, S.B., Chavira, G. Christie, C., Crespi, C.M., Crespo, C., D'Amour, G., Eagan, K., Echegoyen, L.E., Feig, A., Foroozesh, M., Galvez, G., Guerrero, L.R., Johnson, K., Kamangar, F., Kingsford, L., LaCourse, W., Maccalla, N.M.G., Márquez-Magaña, L., Mathur, M., Maton, K., Mehravaran, S., Morales, D.X., Nakazono, T., Ofili, E., Okuyemi, K., Ott, L., Parangan-Smith, A., Pfund, C., Purnell, D., Reynolds, A., Rous, P., Saetermore, C., Snyder, K., Vishwanatha, J.K., Wagler, A., Wallace, S.P., & Seeman, T. (2020). Baseline characteristics of the 2015-2019 first year student cohorts of the NIH building infrastructure leading to diversity (BUILD) program. *Ethnicity & Disease*, 30(4).

Davidson, P.L., Maccalla, N.M.G., Afifi, A.A., Guerrero, L., Nakazono, T., Zhong, S., & Wallace, S.P. (2017). A participatory approach to evaluating a national training and institutional change initiative: the BUILD longitudinal evaluation. *BMC Proceedings 2017*, 11(Suppl 12):15.

McCreath, H., Norris, K., Calderon, N., Purnell, D., Maccalla, N.M.G., & Seeman, T. (2017). Evaluating efforts to diversify the biomedical workforce: The role and function of the Coordination and Evaluation Center of the Diversity Program Consortium. *BMC Proceedings 2017*, 11(Suppl 12):27.

Taylor, B.E., Reynolds, A.J., Etz, K.E., Maccalla, N.M.G., Cotter, P.A., DeRuyter, T.L., & Hueffer, K. (2017). BUILDing BLaST: Promoting rural students' biomedical research careers using a culturally responsive, one health approach. *BMC Proceedings 2017*, 11(Suppl 12):13.

PUBLICATIONS

Maccalla, N.M.G., Gutierrez, A., Zhong, S., Wallace, S.P., & McCreath H.E. (2020). *TECHNICAL REPORT: Evaluation of Post-secondary Student Outcomes: Defining Well-Represented (WRG) and Underrepresented (URG) Groups in the Diversity Program Consortium's Enhance Diversity Study using the November 2019 NIH Guidelines*. Los Angeles, CA: Diversity Program Consortium Coordination and Evaluation Center at UCLA.

Maccalla, N.M.G., Joseph, C.J., Purnell, D.L., & Zhong, S. (2020). *TECHNICAL REPORT: Development of the Self-Efficacy as Faculty Change Agent for Diversity (SE-FCA-D) Scale*. Los Angeles, CA: Diversity Program Consortium Coordination and Evaluation Center at UCLA.

Zhong, S., Maccalla, N.M.G., Jeon, M. (2020). *TECHNICAL REPORT: Short Form of the Mentoring Competency Assessment (MCA-Short)*. Los Angeles, CA: Diversity Program Consortium Coordination and Evaluation Center at UCLA.

Moses, M., Romero, A., Gutzwa, H., Maccalla, N.M.G., Purnell, D.L., & Hurtado, S. (2020). *TECHNICAL REPORT: BUILD Program Evaluation: Case Study Analysis*. Los Angeles, CA: Diversity Program Consortium Coordination and Evaluation Center at UCLA.

State Teacher-Based Reform Design Team. (2015). *Moving Toward a Common Approach to California's No One Size Fits All Professional Learning System*. Prepared for the California Department of Education (CDE).

Hipolito, E., & MacCalla, N. (Eds.). (2014). *Teacher Collaborative Inquiry*. XChange. <http://centerx.gseis.ucla.edu/xchange-repository>

CONFERENCES

Maccalla, N.M.G., Joseph, C.J., Purnell, D.L., & Zhong, S. (2020). Refining the Self-Efficacy as Faculty Agent of Change Scale. Session presented at the Association of American Colleges and Universities Virtual Conference on Transforming STEM in Higher Education (AACUSTEM2020).

Joseph, C.J., & Maccalla, N.M.G. (2020). Scale development: Resistant Identity in historically URG STEM faculty. Session presented at the Association of American Colleges and Universities Virtual Conference on Transforming STEM in Higher Education (AACUSTEM2020).

Zhong, S., & Maccalla, N.M.G. (2020). Using cross-classification modeling to explore students' intent to pursue science related research careers. Paper presented at the American Evaluation Association (AEA) Annual Conference – Portland, Oregon.

Guerrero, L.R., Maccalla, N.M.G., Wallace, S., Christie, C., McCreath, H., Seeman, T., Purnell, D., & Ramirez, K. (2018). Evaluating the NIH Diversity Program Consortium (DPC) – Examples of Collaborative Approaches and Consortium-wide Outcomes. Poster presented at the Understanding Interventions Annual Conference – Baltimore, M.D.

Gerardi, N., & Dillman, L. M. (2012). The Use of a Teacher Survey to Evaluate Increases in Teacher Effectiveness in a Multi-Measure Evaluation System. Poster presented at the American Evaluation Association (AEA) Annual Conference – Minneapolis, Minnesota.

Dillman, L. M., & Gerardi, N. (2012). Using Technology to Facilitate Participatory Evaluation: A Case Study of a Teacher-Initiated Inquiry Project Evaluation. Paper presented at the American Evaluation Association (AEA) Annual Conference – Minneapolis, Minnesota.

Lee, J., & Gerardi, N. (2011). Practical Considerations for Implementing Longitudinal School-based Evaluations. Paper presented at the American Evaluation Association (AEA) Annual Conference – Anaheim, California.

Chao, C., Dillman, L. M., & Gerardi, N. (2011). Assessing the Effects of a Coaching Model of Professional Development on Teaching Practices: An Instrument Validity Study. Paper presented at the American Evaluation Association (AEA) Annual Conference – Anaheim, California.

Gerardi, N., & Lee, J. (2010). Evaluating the Effects of Year-Long Professional Development on Teachers. Round Table presentation at the American Evaluation Association (AEA) Annual Conference – San Antonio, Texas.

Lee, J., & Gerardi, N. (2010). Going online with School Based Evaluation. Paper presented at the American Evaluation Association (AEA) Annual Conference – San Antonio, Texas.

Gerardi, N. (2008). Increasing the Utilization of Evaluation Findings through the Disaggregation of Survey Data. Paper presented at the American Evaluation Association (AEA) Annual Conference – Denver, Colorado.

Gerardi, N. (2007). Using On-line Diaries as an Evaluative Tool to Improve Program Development and Implementation. Paper presented at the American Evaluation Association (AEA) Annual Conference – Atlanta, Georgia.

Azzam, T., & Gerardi, N. (2006). Evaluating a University and District Partnership. Paper presented at the American Educational Research Association (AERA) Annual Conference – Chicago, Illinois.

Gerardi, N., & Avila, M. (2006). Logic Model Development in a Multisite Evaluation: How Program Stage of Development Impacts Workshop Success. Paper presented at the American Evaluation Association (AEA) Annual Conference – Portland, Oregon.

EVALUATION REPORTS

Maccalla, N.M.G., Dillman, L., Ho, T., Quinones, P., Priselac, J. (2018). College Access through Data Science (CADS) Evaluation Report. Prepared for the California Department of Education (CDE).

Maccalla, N.M.G., Christie, C., Parachini, N., & Isken, J. (2018). Collaborative Inquiry Team Alliance (CITA) Evaluation Report. Prepared for the California Department of Education (CDE).

Maccalla, N., & Hipolito, E. (2015). Teacher Initiated Inquiry Project (TIIP) Final Evaluation Report. Maccalla R&E, Inc. for the California Department of Education (CDE).

Maccalla, N., Dillman, L., & Alkin, M. (2013). Final Evaluation Report: A Quasi-Experimental Design Study of a Professional Development Program for Middle School Science and Social Studies Teachers. UCLA SRM Evaluation Group for the California Department of Education (CDE).

Dillman, L., & Gerardi, N. (2012). Summary Findings for the Teacher-Initiated Inquiry Program: Teacher Survey Analysis. UCLA SRM Evaluation Group.

Gerardi, Nicole. (2009). Center X / Local District 7 Partnership: Impact Evaluation: Literacy Coach Teacher Survey Results (2007-2008). UCLA SRM Evaluation Group.

Gerardi, Nicole. (2009). Report Brief: Center X / Local District 7 Partnership: Impact Evaluation: Literacy Coach Teacher Survey Results (2007-2008). UCLA SRM Evaluation Group.

Gerardi, Nicole. (2008). Addendum to: Locke High School College Going Culture Survey Report (2006) -- What Determines How Much Students Talk to their Counselors, Teachers, and Parents about College. UCLA SRM Evaluation Group.

Gerardi, N., Slocum, J., & Tiwana, R. (2006). Locke High School College Going Culture Survey Report. UCLA SRM Evaluation Group.

Gerardi, Nicole. (2006). Center X Literacy Coaches: Evolving Roles and Responsibilities. UCLA SRM Evaluation Group.

INVITED SPEAKER OPPORTUNITIES

Betting on Betsy: A discussion on the future of Education in America. (2017). Teach for America.

AWARDS & RECOGNITION

Certificate of Appreciation for Contributions to the Enhancing the Diversity of the NIH-Funded Workforce, also known as the Diversity Program Consortium (DPC), Coordination and Evaluation Center at UCLA. (2016) (2017) (2018)

RESEARCH EXPERIENCE

President, Maccalla R&E, Inc., Altadena, CA, 2014 – 2018

- Delivered full scope research and evaluation services to a broad range of social programs and clientele.
- Each study was designed to address the specific needs of the project. Study setting, context, stage of development, research/evaluation questions, credible evidence, design and reporting requirements, and budget were taken into consideration during study design and implementation.
- Studies were generally mixed-methods and incorporated multiple outcome measures.
- Evaluation approaches include: Theory-Driven Evaluation, Utilization-Focused Evaluation, Culturally Responsive Evaluation, Context Sensitive Evaluation, Participatory Evaluation, Developmental Evaluation, Transformative Evaluation, Empowerment Evaluation, and Evaluation Capacity Building (ECB).
- Studies were culturally appropriate, responsive and adaptive to context specific challenges.

Specialized in:

- Articulation and visualization of program theory
- Design and implementation of longitudinal evaluations
- Experimental methods and Case Study methodology
- Advanced quantitative, qualitative, and mixed-methods
- Obtaining and maintaining IRB clearance for studies
- Organizational assessment and systems change
- Instrument development and validation
- Reporting and presenting to diverse audiences
- Workshop, meeting, and conference planning
- Navigating complex political environments
- Grant writing and consulting
- Program design and development
- Project management
- Personnel management
- Evaluation Capacity Building
- Facilitating collaborative groups
- Scale development and analytic support
- Communicating with clients and stakeholders
- Evaluation of teacher effectiveness and PD
- Development and monitoring of budgets

Completed Studies Include:

CADS Evaluation Study Coordinator, California Department of Education (CDE): College Access through Data Science (CADS), September, 2016 – 2018

- Designed and implemented a two-year evaluation study of an innovative district-wide math college readiness program, centered around the Intro to Data Science (IDS) curriculum. General approach was explanatory sequential mixed-methods (pre-post survey research, pre-post statistical reasoning assessment (students and teachers), review of student individual academic records, and interviews).
- Submitted and maintained active IRB approvals for the study.
- Coordinated study implementation in all four high schools located in Centinela Valley Unified High School District (CVUHSD).
- Facilitated communications between Mobilize, CADS leadership and Roundhouse Consulting (external evaluation group) and guided analysis, reporting, and presentation of findings.

- Completed and submitted mid-year and annual reports to the funder, related to study progress.

Co-Director of Research, Improving Teacher Quality: Collaborative Inquiry Team Alliance (CITA), 2015 –2017

- Designed and implemented a mixed-methods participatory and empowerment evaluation of a two-year innovative professional learning program that sought to support the development of instructional leaders in the Lawndale Unified School District.
- Facilitated capacity building activities for elementary school instructional teams.
- Developed a concept for the use of Instructional Toolkits as a program component, evaluation tool, and contribution to the field.

Director of Research, Improving Teacher Quality (ITQ-T600): Teacher Initiated Inquiry Project (TIIP), 2014 –2015

- Designed and implemented a six-year study of an innovative teacher professional learning program that sought to support the development of teacher leaders in the Los Angeles area.
- Wrote multiple grants for Requests for Proposals (RFPs) to help secure funding from the California Postsecondary Education Commission (CPEC) and California Department of Education (CDE).
- Designed instruments, collected and analyzed data and shared findings with the funding agency and program administrators, and teacher teams.
- Developed a concept for the use of web portfolios as a program component and evaluation tool. Supported teachers in developing web-based portfolios that communicate program participation and disseminate findings to a wide audience.
- Implemented a mixed-method participatory and developmental evaluation design.
- Facilitated a year-long workshop series geared at increasing instructional capacity, engaging in action research, logic modeling, assessing impact, and supporting collaborative work amongst TIIP teacher teams.
- Collaborated with a statewide leadership team to produce recommendations for the design and implementation of innovative teacher professional development programs for the California Department of Education.

Developmental Evaluator, The California Endowment – Sons and Brothers Initiative (<http://www.calendow.org/sonsandbrothers.aspx>), Los Angeles, CA, 2014

- Collaborated with local and statewide developmental evaluation teams.
- Worked on building partnerships and assembling a task force to leverage and influence policies addressing the specific needs of boys and men of color in California.

Ethnographic Observer, The Children’s Defense Fund with Leap and Associates, Los Angeles, CA, 2014

- Conducted observations of the Freedom Schools in juvenile male probation camps.
- Compiled extensive fieldnotes of extended observations.
- Collaborated with the evaluation team to identify preliminary findings across juvenile probation camps.

Social Research Methodology (SRM) Evaluation Group, UCLA, Los Angeles, CA, 2006 – 2014

- Experience working in every facet of program evaluation, at every stage of program development, and in every role, from research director to supporting member of a comprehensive research and evaluation team.

Example study conducted with the SRM Evaluation Group:

Co-Director of Research, UCLA Center X Improving Teacher Quality (ITQ-608): Getting to the Core of the Content – Organizing Learning to Close the Gap, 2009 – 2013

- Designed and implemented a three-year quasi-experimental design (2 treatment and 2 comparison schools) study of a program, which sought to improve the learning and performance of middle school science and social studies students.
- Wrote multiple grants and augmentation requests to help secure funding from the California Postsecondary Education Commission (CPEC) and the California Department of Education (CDE).
- Employed a multi-measure mixed-method design. Created quantitative and qualitative instruments, collected and analyzed data, and summarized findings in a formal research report.
- Trained and managed a team of research assistants and interns.
- Presented findings to a multitude of stakeholder groups.

Professional Expert, Los Angeles Unified School District (LAUSD), Los Angeles, CA, 2008

- Served as a methodological expert for a Los Angeles Unified School District (LAUSD) district-wide evaluation.
- Collected qualitative data in the form of focus groups held with principals, teachers, support staff, students, and parents across LAUSD schools.
- Transcribed focus group data and engaged in the first round of data analysis.

Research Assistant & Office Manager, Center for the Study of Fiduciary Capitalism (CSFC), Saint Mary's College of California, Moraga, CA, 2002 – 2003

- Aided in the establishment of the Center for the Study of Fiduciary Capitalism (CSFC).
- Developed the format and content of the CSFC website.
- Arranged the new office and created an office communication plan.
- Conducted literature reviews and produced literature summaries on various topics.

Research Assistant, School of Economics and Business Administration, Saint Mary's College of California, Moraga, CA, 2001 – 2002

- Designed a study in collaboration with Dr. Roy Allen to examine the economic and cultural impacts of Dollarization in Ecuador.
- Traveled to five regions of Ecuador to collect interview data from Ecuadorian citizens of diverse backgrounds and translated the interviews into English.
- Analyzed interview data using a grounded approach and summarized findings in a paper titled, "Ecuador's Crises," documenting the country's economic state and identifying the different impacts of dollarization on rural versus urban dwellers.

Research Assistant, Haas School of Business, University of California, Berkeley, CA, 2001

- Assisted Dr. David Levine in designing a study to examine unconscious discrimination, perceptions of fairness between managers and workers, and employee sabotage.
- Managed a team of fourteen student researchers.

- Collected data including manager interviews and surveys of the SF Bay Area workforce.

TEACHING AND TRAINING EXPERIENCE

Teaching Assistant, Education Studies Minor, Graduate School of Education & Information Studies (GSE&IS), Research Apprenticeship in Program Evaluation for Education, UCLA, 2013

- Assisted Dr. Marvin Alkin in the development and delivery of this course designed to give hands-on training to students interested in conducting research and evaluation.
- Designed individual courses of study for each student, based on their current skills and interests.
- Mentored students in the development of the skills necessary to engage in coding, analysis, and reporting of qualitative data.

Special Reader, Principal Leadership Institute (PLI), Graduate School of Education & Information Studies (GSE&IS), The Principal as Researcher, UCLA, 2011

- Assisted Dr. Tina Christie in the development and delivery of the course designed to assist future school administrators in becoming educated consumers and commissioners of evaluations.
- Selected readings and assignments, participated in all classroom discussions and role-playing exercises, and facilitated lectures on evaluation through a critical race theory lens, program theory development and logic modeling, evaluation practice, and focusing the evaluation design.

Special Reader, Social Research Methodology (SRM), Graduate School of Education & Information Studies (GSE&IS), Procedural Issues in Evaluation, UCLA, 2010

- Assisted Dr. Tina Christie in the delivery of this course designed to orient students to the various stages of program development and the appropriate methods for conducting evaluation. Topics included writing evaluation proposals, developing monitoring procedures, coping with ethical considerations, and reporting evaluation results.
- Selected readings and assignments, participated in all classroom discussions and role-playing exercises, and facilitated lectures on context and politics in evaluation, evaluation practice, facilitating use, and focusing the evaluation design.

Evaluation Capacity Building (ECB) Workshop Facilitator, SRM Evaluation Group, Evaluation Capacity Building Series, UCLA, 2008 – 2015

- Developed and conducted workshops for full-time UCLA Academic Preparation and Educational Partnership (APEP) Projects.

Workshop topic areas include:

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|------------------------------------|----------------------------------------------|
| ▪ Defining Evaluation | ▪ Focusing the Evaluation Design |
| ▪ Logic Modeling in Evaluation | ▪ Developing Answerable Evaluation Questions |
| ▪ Instrument Development | ▪ Qualitative Methods in Evaluation |
| ▪ Survey Development in Evaluation | ▪ Online Surveys |
| ▪ Data Analysis in Evaluation | ▪ Using Data to Answer Evaluation Questions |
| ▪ Visual Representation of Data | ▪ Evaluating Partnerships and Collaborations |
| ▪ Evaluation Reporting | ▪ Quantitative Data Analysis Series |

PROFESSIONAL EXPERIENCE

Teaching Evaluation Section Co-Editor, American Journal of Evaluation, Sage Publications, Thousand Oaks, CA, 2007 – 2009

- Worked in conjunction with Section Co-Editor Dr. Marvin Alkin, using an on-line system to receive submitted articles focused on the teaching of, and training in, evaluation.
- Read articles for appropriateness for the section and journal, selected and invited peer reviewers, reviewed and synthesized critiques, and drafted and sent acceptance letters to authors.

Administrative Assistant, Graduate School of Education & Information Studies, Los Angeles, CA, 2005

- Worked under the guidance of Dr. Marvin Alkin, attending to weekly office duties including: responding to e-mails, editing/creating various documents, preparing articles for distribution, and scheduling meetings.
- Worked under the guidance of Dr. Mike Rose, attending to weekly office duties including: responding to e-mails, editing/creating various documents, and researching topics related to expanding the understanding of intelligence in the workplace.

Manager of Volunteer Operations, Bellevue Art Museum with Function, Bellevue, WA, 2004

- Recruited and organized over 300 volunteers to aid in operations of the Bellevue Arts and Crafts Fair.
- Created a volunteer database and master volunteer schedule, and managed registration meetings and volunteer job assignment.
- Coordinated successful communication between staff and artists in order to problem solve various on-site issues.

SERVICE

Dissertation Committee Member – **Rossier School of Education, University of Southern California (USC)**, Los Angeles, CA 2015 – Present

Girl Scout Troop Leader – Troop 70511, **Girl Scouts of Greater Los Angeles (GSLA)**, Altadena, CA, 2018 – Present

School Board Member - **Saint Elizabeth of Hungary Parish School**, Altadena, CA, 2018 – 2021

Director of Curriculum, Technology, and Instruction Sub-Committee - **Saint Elizabeth of Hungary Parish School**, Altadena, CA, 2018 – 2021

PROFESSIONAL AFFILIATIONS

American Evaluation Association (AEA), member since 2005

American Educational Research Association (AERA), member since 2006

GRADUATE TRAINING

Evaluation:	<ul style="list-style-type: none"> ▪ Evaluation Theory ▪ Public Policy Evaluation ▪ School-Based Evaluation ▪ Research on Evaluation 	<ul style="list-style-type: none"> ▪ Procedural Issues in Evaluation ▪ Theory-Based Evaluation ▪ Special Topics: Current Literature in Eval. ▪ Special Topics: Mapping Theory onto Practice
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- Quantitative Research Methods:
 - Enhancing Use in Evaluation
 - Research Statistics
 - Multiple Regression Analysis
 - Hierarchical Linear Models
 - Analyzing Survey Data
- Qualitative Research Methods:
 - Special Topics: Issues in Evaluation
 - Experiments: Design and Analysis
 - Multivariate Analysis
 - Educational and Psychological Measurement
 - Cost Analyses in Education
 - Qualitative Methods and Design Issues in Educational Research
 - Participant-Observation Field Methods
 - Special Topics: Diary Method in Education
 - Special Topics: Case-Study Research in Education Policy and Practice
- Supplementary Courses:
 - Mixed Methods: Application
 - Philosophy of Social Science
 - Mixed Methods: Theory and Issues
 - Professional Writing in Educational Research

IN-SERVICE PROFESSIONAL DEVELOPMENT

Edward Tufte's: Presenting Data and Information. Los Angeles, CA, 2010

Professional Development Workshops, *Claremont Graduate University*, Claremont, CA, 2006 – 2011
Workshops Attended:

- Assessing Organizations
- Writing Successful Grant Proposals
- Credible Evidence in Evaluation
- Meta-Evaluation: A Checklist Approach
- Cultural Responsiveness in Applied Research
- Measurement of Experience in Applied Research
- Quasi-Experimental Designs for Research and Evaluation
- Designing Information Displays: Principles of Data Representation
- Practical Program Evaluation
- Developmental Evaluation in Complex Systems
- Creating Effective Surveys for Applied Research
- Using RCT's to Improve Research and Evaluation
- Using Technology to Enhance Applied Research

PROFESSIONAL REFERENCES

Available upon request