**Cristi L Carson, Ph.D.**

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Fifteen years of experience providing information that institutional leaders have relied on to navigate change, including: evidence to support planning, evaluate effectiveness, forecast enrollments, analyze peers, maximize resources, assess student outcomes, and communicate institutional contributions to the public. This work has included building institutional research functionality from scratch, creating processes for warehousing and delivering information, assessing economic impact, establishing and assessing performance indicators for strategic planning, accreditation and accountability. The knowledge and skills to accomplish these works rest on the ability to integrate quantitative, qualitative, direct and indirect institutional and environmental data into a cohesive, contextual whole.

**EXPERIENCE**

**Director of Institutional Research and Assessment**

University of Southern Maine 2011-Present

* Established an Office of Institutional Research, which was needed to build confidence, reliability and consistency in its institutional information.
* Instituted standardized data definitions and procedures into the processes and procedures used to extract, analyze and report information.
* Reconciled data procedures and resolved discrepancies in first time and transfer student counts reported by enrollment and admissions offices.
* Mentored and taught technical staff to support their transformation into institutional researchers.
* Initiated a project to build efficient processes to extract enterprise management system data, vet it, and house it in relational tables for institutional analysis and eventual dissemination to campus constituents via business intelligence software.
* Participated in an Association of Public and Land-Grant Universities pilot project to develop new contextual measures of universities’ contributions to their regional economies.
* Served as an Integrated Postsecondary Education Data System Trainer for the National Center for Education Statistics and the Association for Institutional Research.
* Served as campus liaison to the New England Association of Schools and Colleges.
* Served as a member of the New England Association of Schools and Colleges visiting evaluation team to assessing the institutional effectives of the planning and evaluation efforts at Fitchburg State University.

**Director, Office of Institutional Research**

Keene State College, New Hampshire 2003-2011

* As a committee chair on the college’s Planning Council, assessed the merits, costs and potential risks of strategic planning proposals.
* As a member of the self-study steering committee, for the New England Association of Schools and Colleges ten year review, worked to infuse evidence supporting the college’s effectiveness in accomplishing its mission and goals, throughout the accreditation standards.
* Facilitated peer comparator processes for college administrators using national benchmarking data.
* Annually gathered information from multiple sources and integrated it into contextualized information that described the college’s accomplishments towards meeting a set of performance indicators for its governing board.
* Selected by the National Center for Education Statistics and the Association for Institutional Research to serve as an Integrated Postsecondary Education Data System Trainer.
* Develop, integrate, analyze and report objective information that informs strategic planning, accreditation, enrollment management, economic impact, faculty productivity including: campus engagement, community service and persistence.
* Developed methodology for quantifying the value of students’ service to the local economy.
* Developed methodology for quantifying the value of the college’s contributions to the local and state economies.
* Prepared and delivered information demonstrating compliance on key performance indicators defined by the federal government, the national collegiate athletic organization, the college’s board of trustees, higher education organizations and publishing houses.
* Administer, analyze and report student results from CIRP, NSSE, Graduating Student and Alumni surveys….triangulated data,
* Counsel and provide informational support to groups involved in departmental and institutional level accreditation self-studies and assessment activities focused on institutional improvement, student outcomes, and student satisfaction.
* Facilitate the creation of peer groups for benchmarking studies for key campus indicators including student characteristics, enrollments, faculty characteristics, graduation and retention rates, tuition and fees, and college finances.
* Coordinate efforts between offices that capture, store, maintain, retrieve and use information to improve data integrity, completeness and consistency; clarify definitions; and, standardize procedures.
* Network with regional, state and national organizations and institutions to identify best practices and state of the art technologies that can be incorporated into the information architecture of the College to improve information retrieval, quality and delivery.
* Serve students by working as an adjunct professor, teaching psychological statistics, and providing internships for students in the Office.

**Director, Office of Institutional Research**

Northwestern State University, Natchitoches, Louisiana 2001-2003

* Rebuilt the office, which had been vacated for over a year.
* Built data bases that integrated data from various functional areas using SAS relational data tables.
* Established processes that incorporated standardized definitions and methodologies to meet national, state, publishing house and athletic council reporting requirements.
* Implemented standard definitions and approaches for identifying first time students.
* Designed the university’s first institutional research factbook and developed its first institutional research website.

**Coordinator of Evaluation and Research**

Office of Student Affairs, University of North Carolina, Greensboro 1998-2001

* Worked with student affairs committees engaged in program evaluation following the Council for the Advancement of Standards in Higher Education guidelines. This work included: contributing to the design of the self-study approach, designing surveys and approaches for collecting qualitative and quantitative data, analyzing the data, and disseminating the results to internal and external constituencies.
* Collaborated with Institutional Research staff to develop, administer and analyze students’ responses to local, state and national surveys and questionnaires and identify trends in students’ lives that were related to college retention, attrition and satisfaction.
* Collaborated with Institutional Research, administration and faculty to conduct investigations of special interest to the university community, including: students' evaluations of institutional performance, campus diversity and inter-relations, students' college choices, and on-line vs. paper-and-pencil survey administration.

**Post-Doctoral Research Fellow**

University of California, Santa Cruz, CA 1996-1998

* Developed key-indicators, collected quantitative and qualitative data, analyzed, reported and disseminated information that compared the effectiveness of different mathematics and science pedagogics for linguistically and culturally diverse students.
* Facilitated, coordinated and integrated the concerns of mathematics educators throughout California into a unified, written response to the state assembly, detailing concerns and recommendations regarding the implementation of new standards for teaching and learning mathematics.
* Taught graduate level courses in statistics and research methods.

**Adjunct Faculty**

University of Phoenix 1995-1996

**Research Fellow**

WestEd, Los Alamitos, CA 1993-1996

* Evaluated national and state-funded programs involving educational partnerships, distance learning, mathematics teacher development and school district responsiveness to rapidly changing student demographics.
* Developed lessons for a history of science curriculum: [Mindworks: Making Scientific Concepts Come Alive](https://eee.uci.edu/clients/bjbecker/se00.html).

**Research Consultant**

Southern California School Districts & the University of California, Riverside 1988-1996

* Evaluated national and state-funded programs involving students with special needs, students from under-represented populations, drug and gang interventions and science and mathematics school reform.

**Graduate Teaching Assistant**

University of California, Riverside 1989-1996

**Systems Analysis Engineer**

TRW, Hill and Norton Air Force Bases 1977-1988

* Created, maintained and analyzed complex sets of test results from multiple sources to produce estimates of the accuracy, reliability and survivability of the land-based intercontinental ballistic missile system.

**PROFESSIONAL ACTIVITIES**

Northeastern Association for Institutional Research Steering Committee, 2012

Commission on Institutions in Higher Education of the New England Association of Schools and Colleges, Evaluation Team, Fitchburg State University, 2012

Northeastern Association for Institutional Research Annual Program Chair 2011-2012

National Center for Educational Statistics/Association for Institutional Research Integrated Postsecondary Education Data System Trainer, 2009-2012

Higher Education Resource Services (HERS) Wellesely Management Institute 2005-2006

National Center for Education and Statistics Cooperative System Fellowship Program, 2000

Bridges Academic Leadership for Women, University of North Carolina, Chapel Hill, 2000

Outstanding Statistics Teaching Assistant, University of California Riverside, CA, 1992 & 1994

National Institute for Educational Leadership, Educational Partnership Fellowship Program, Washington, D. C., 1993

**EDUCATION**

University of California, Riverside, Ph.D., Educational Psychology 1997

 Discipline Focus: Adult Cognitive Development and Mathematics Education

University of California, Riverside, M.S., Educational Psychology, 1992

 Discipline Focus: Statistics and Research Methodology

Weber State University, B.S., Mathematics and English, 1976

**PUBLICATIONS**

Carson, C. (2010). *The Economic Impact of Keene State College on the City of Keene.* Office of Institutional Research, Keene State College.

Carson, C., Haggerty, N. and Pascu, C. (2006). *The Proud Tradition of Community Service at Keene State College.*  Office of Institutional Research, Keene State College.

Carson, C. (2006). *The Economic Impact of Keene State College on the City of Keene.* Office of Institutional Research, Keene State College.

Handwerk, P. G., Carson, C. & Blackwell, K. M. (2000). *On-Line Vs. Paper and Pencil Surveying of Students: A Case Study*. <http://ire.uncg.edu/pages/surveys/1999/webvspaper.>

Becker, B., Philpott, M., Carson, C., & Flores K., (2000). *Mindworks: Making Scientific Concepts Come Alive.* Dubuque, IA: Kendall-Hunt.

Carson, C. (1999). *UNCG Student Health Services: Students' Experiences, Challenges and Needs.* Office of Student Affairs, University of North Carolina, Greensboro.

Carson, C. (1998). *Response to the California Mathematics Framework Commission.* California Consortium for Teacher Development, University of California, Santa Cruz.

Carson, C. (1997). *The Structure of Mathematics Teachers' Beliefs, Attitudes and Perceptions as a Basis for their Reasoned Intentions to use Traditional and Reformed Teaching Pedagogies.* Doctoral Dissertation, University of California, Riverside.

Becker, B. J. & Carson, C. (1996). *Kellogg Polytechnic Elementary School, SB1274 Restructuring Evaluation Report.* Kellogg School District, Pomona, CA.

Swanson, L., Carson, C. & Lee, C. (1996). A selective synthesis of intervention research for students with learning disabilities: Is there general support for a strategy deficit model? In T. Scruggs & M. Mastropieri (Eds.), *Advances in Learning and Behavioral Disabilities,* (pp. 1-120). Greenwich, CT: JAI Press.

Swanson, L., Carson, C. & Sachse-Lee, C. (1996). A selective synthesis of intervention research in learning disabilities. *School Psychology Review, 25(3),* 370-391.

Carson, C. (1995). *Annual Report on Promising Practices: How the Algebra Project Eliminates the "Game of Signs" with Negative Numbers.* Far West Laboratories, San Francisco, CA. ERIC Clearinghouse, Document No:ED394 828.

Carson, C. (1994). *The Ceremonial Use of Slogans* in *the Implementation and Initiation of an Educational Partnership.* Southwest Regional Laboratories, Los Alamitos, CA. ERIC Clearinghouse Document ED373 430.

Corwin, R. G. & Carson, C. L. (1994). *Contrasting District Practices: School Districts that Effectively Serve Educationally Disadvantaged Children.* Far West Laboratories, San Francisco, CA. ERIC Document No. ED378 272.

Carson, C. (1992). *Commitment to a Safe Community: Riverside County’s Gang Violence Suppression Curriculum and Project COURAGE.* Riverside County Office of Education, Riverside, CA.

Duffy, J. & Carson, C. (1990). *San Bernardino County Schools Drug Survey Report.* Office of the Superintendent, San Bernardino County Schools, CA.

Mitchell, D., Carson, C. & Badarak, G. (1989). *How Changing Class Size Affects Classrooms and Students.* California Educational Research Cooperative, University of California, Riverside.

**PRESENTATIONS**

Carson, C (2011). *Dear IR Diary—Building an IR Office from Scratch, the First 180 Days.* New England Association for Institutional Research, Annual Meeting, November 2011, Boston, MA.

Carson, C. (2009). *The Fall 2009 Enrollment Skirmish: Enrollment Forecasting and Census Date Quarterbacking*. New England Association for Institutional Research, Annual Meeting, November 2009, Baltimore, MD.

Carson, C. (2008*). Partiers, Active Citizens, Artists and Status Seekers: Who Stays, Who Goes, and Who Transfers?* New England Association for Institutional Research, Annual Meeting, November 2, 2008, Providence, RI.

Carson, C. & Pascu, C. (2006). *Student Service “Counts”: A Simple Method for Placing a Value on Community Engagement.* New England Association for Institutional Research, Annual Meeting, November 5, 2006, Philadelphia, PA.

Carson, C. & Herold, I. (2006*). Does Library Usage Contribute to Student Success?* New England Faculty Development Consortium, June 2, 2006, Middlesex, MA.

Carson, C. (2004). *The Effective Use of Effect Sizes in Institutional Research.* Office of Institutional Research, Keene State College, [http://www.keene.edu/ir/effect\_size.pdf.](http://www.keene.edu/ir/effect_size.pdf)

Carson, C. & Anderson, C. (2003). *Academic Intervention Strategies as Predictors of Student Success: Do They Really Work?* NSU CURIA Research Day.

Handwerk, P. G., Carson, C. & Blackwell, K. M. (2000). *On-Line Vs. Paper and Pencil Surveying of Students: A Case Study.* Association for Institutional Research, Annual Meeting, Cincinnati, Ohio.

Carson, C. (2000). *Designing and Conducting Focus Groups for Program Evaluation.* American Association for Higher Education Assessment Conference, Charlotte, NC.

Carson, C. (1999*). Designing and Conducting Focus Groups and Triangulating the Results with Quantitative Information for Program Evaluation.* Southern Association for Institutional Effectiveness, Annual Meeting, Chattanooga, 1N.

Carson, C. (1998). *Diversity as a Resource for Building Principled Mathematics Instruction in Multicultural Classrooms.* American Educational Research Association, Annual Meeting, San Diego, CA.

Carson, C. (1997). *Structural Relationships between Teachers' Beliefs about Mathematics and their Conceptions of Teaching, Social Perceptions, and Instructional Practices*. American Educational Research Association, Annual Meeting, Chicago, IL.

Carson, C. (1995). *Theoretical Relationship between Mathematics Teachers’ Beliefs and their Instructional Practices.* California Science Teachers Association, Annual Meeting, Fresno, CA.

Carson, C. (1994). *A Physical Representation for Operations with Directed Numbers: How the Algebra Project Eliminates the “Game of Signs.”* International Association for Cognitive Education, Bi-Annual Meeting, Monticello, NY.

Carson, C. (1994). *Overcoming Conceptual Barriers: An Assessment of the Algebra Project’s Approach to Developing Mathematical Power*. California Educational Research Association, Annual Meeting, San Diego, CA.

Carson, C. (1994). *The Ceremonial Use of Slogans in the Implementation and Initiation of an Educational Partnership.* American Educational Research Association, Annual Meeting, New Orleans, LA.

Carson, C. (1992). *Commitment to a Safe Community: Riverside County's Gang Violence Suppression Curriculum & Project COURAGE*. American Educational Research Association, Annual Meeting, San Francisco, CA.

Carson, C., Borthwick-Duffy, S., Call, T., & Eyman, R. (1992). *Aging Effects of Adaptive Behavior Among Persons with Down Syndrome*. Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.