Institutional Research & Information -- Unit Self Study

I. Mission, Roles, and Goals

Institutional Research & Information Mission
Institutional Research & Information (IRI) provides information management and analysis to assist planning, measuring, and evaluating the mission and goals of the University and its community.

Roles of Institutional Research & Information at UVU
IRI facilitates and conducts survey, evaluation, and research activities for students, faculty, staff and administrative units.

IRI provides official and accessible institutional data to support understanding, planning, management, and operation.

IRI assists in monitoring progress toward the accomplishment of institutional core themes and objectives.

IRI serves as the institutional data custodian/clearinghouse and coordinates institutional reporting.

IRI provides information for decision support which both responds to and anticipates the present and emerging needs of the institution.

Institutional Research & Information Goals and Values
IRI strives to fulfill these needs in an accurate, timely, and professional manner.

IRI endeavors to use methods to effectively communicate, distribute, and make accessible the information it produces to its various audiences in a manner which is easy for them to comprehend and apply.

IRI engages with the institution and the professional community to share and incorporate best practices for examination and utilization of information.

II. Unit Description

Institutional Research and Information previously reported to the Assistant Vice President for School, College University Partnerships and Strategic Planning and Institutional Research who reported to the Vice President of Student Services. In the Summer of 2006, IRI was moved to the Executive Division. IRI now reports to the Chief Planning, Budget and Policy Officer. This move was made because it was felt that Institutional Research served a broader audience than just the student services division and that a move to the executive division would position the office to serve the institution as a whole. This move also helped define the primary audiences for whom this office is responsible – mainly the executives of the institution and then their sub-units. This established clear lines of priority.

In 2005, the office consisted of 4 full-time employees, a part-time administrative assistant, and a student intern. In 2010, the office has seven full-time professional staff, a part-time professional staff member, a full-time administrative assistant, two part-time supervisors to operate our call center, 1-2 part-time office assistants, and in anticipation of accreditation, the addition of 3 part-time professional staff members. As the complexity of the requests increased, and as IRI began to use Administrative Programming more, it became apparent to both units that we needed more interaction. Through the PBA process, we were able to gain an additional member of the Administrative Programming
unit assigned to work with our office. As of Fall 2009, we have two full-time equivalent staff working on our projects from Administrative Programming.

In the Fall of 2005, the institution’s move to the Banner system was complete with the implementation of the student module. All major reporting systems had to be rewritten. Since that time the institution has purchased an Operational Data Store (ODS) and an Enterprise Data Warehouse (EDW), and an institutional wide reporting tool, Web Focus, which requires the office to rewrite programs once again so that we can provide more dynamic and comprehensive reports to the institution. The office was also given responsibility to support a new office focused on student retention and these changes have resulted in the addition of new staff members to support the expanded functions of the office.

In the Fall of 2006, IRI moved from a building at a remote site to the administrative building on the main campus. In connection with the move, IRI established a call center. This enabled us to better serve the office’s and the institution’s needs through an increased capacity to conduct. For example, instead of contracting out surveys, we are able to conduct all internal surveys in our call center. Additionally, we were able to purchase survey software which enabled us to manage online, phone, and paper surveys all in one system. With the addition of the call center, IRI was also able to perform additional surveys which the institution had previously contracted out to other agencies.

As our reporting has expanded, so has its complexity. The initial steps to help alleviate the pressures on the office were able to provide us with additional full-time staff, but it was soon found that with the complexity of the requests we needed even more staff, additional training, and increased space.

The increased space needs were accommodated through a series of moves associated with the completion of the new library and the freeing of space which the institution had been leasing to another party. When those moves were completed, IRI and other units in the Planning and Budget unit of the college were moved to new and improved space on the second floor of the administration building. The new space also had some additional space for personnel as the units within Planning and Budget grew. The call center was also moved to a new location at another building which permitted the addition of more calling stations and better supervision of the workers.

III. Operational Environment

At the beginning of 2005, the IRI office was primarily viewed as one which completed IPEDS, State Reporting, and a few surveys to augment accreditation efforts. However, with our move to the executive division in the Summer of 2006, the administration began to ask us for expanded data summaries to support new campus initiatives and planning. We were asked to develop tools to help with the operation of campus processes, research the validity of data being reported by others on campus, validate university information upon which decisions were being made, validate and recommend placement scores and guidelines, develop new tracking and reporting systems, and with the knowledge that we had, establish a call center to expand the range of surveys we were conducting. All of this has had an impact on the visibility of IRI and its role within the institution.

As the need to have data to inform decision making and planning has continued to develop, IRI has become more fully integrated into the culture of the University. In the past year alone, IRI received 178 new and several modifications to past requests for information, reports, and other materials to aid in campus operations and decision support. IRI is being approached more frequently for data prior to publication or dissemination to the public and a broader range of the campus community is seeking information to improve or validate their programs. Additionally, members of IRI have
become more involved in presenting at state, regional, and national conferences with an average of five or more presentations every year for the past three years.

As the accreditation cycle was finalized with the institution’s change in mission to include master’s degrees, we became aware that our office would be inundated with additional requests associated with accreditation. It was determined that one-time funds be used to hire additional staff so we could still produce the products and services we always did, as well as those associated with accreditation.

We were able to hire 3 part-time analysts to help our office in this last year leading up to accreditation. The analysts were used to fill new data requests associated with accreditation, as well as take on previously existing requests so that the current staff could focus their efforts on new accreditation requests. This has included such things as, analyzing the Graduating Student Survey, the Graduated Alumni Survey, and the Non-Returning Fall to Spring Survey, the Employer Survey, and the Omnibus Surveys (student as well as faculty and staff). Without this additional help, many projects that our office consistently produces would have gone by the way side to prepare for accreditation.

As the institution moves forward with the new accreditation standards, with the integration of accreditation into the standard processes in the University, and with the increased focus on having a culture of data informed decision making, the institution will have to decide if they want to continue to have access to the data they have had this past year associated with accreditation, or if they would like to cut back to what our office was previously able to produce.

IV. Accomplishments

As we were confronted with the change of student information systems, from SIS Plus to Banner, it required us to evaluate the past procedures to improve the system reports for the future. Because much of the focus of our office is on producing official reports for the institution, these were necessarily connected with the production of state extracts, which happens five times a year and federal reporting systems associated with IPEDS. As we did this, the decision was made to not copy the existing systems into the new Banner environment, but it was determined that we would be better served by producing a system that pulled the data we were asked to report on, and appended them to the standard reports we were already supplying to the state. This resulted in increasing the informational pulls, at the time of creating official snap shots, by one-third more data elements. Many of these required the use of functions to produce data that was not being stored in Banner in a way that met the reporting requirements. This also meant that we moved our data pulls to an Oracle database that was housed behind a firewall and backed-up by IT instead of on individual computers in IRI. When we made this change, we did it in such a way that as additional reporting requirements evolved, it would be easy to augment the system without major rewrites. We are in final phases of the process which should be concluded this year. We developed a system to collect all of the information we needed through a limited number of data extracts and system freezes. This process has also helped to point out many institutional business processes which have inhibited the simple programming of data elements; the most notable instance of this is Entry Action/Registration Type which includes factors associated with imprecise graduation dates and the fluctuation of reporting of transfer data.

The expansion of the office required that we develop a more comprehensive way to catalog and assign projects that come into the office. We have tried several ways to do this including a product called Dot Project. This has evolved to the stage where we formalized a way for the campus to make requests (that come to the director and associate director for assignment). The administrative assistant catalogs the data and attaches the completed data to the request. From August 2009 to July 2010, the department has received 178 formal requests in addition to those by phone or regular email for data of which 94.9% have been completed to date.
As a part of standard accreditation cycles and state funding requirements, degree programs undergo routine reviews. New degree programs are also required to provide information in a compressed time frame as a part of their initial approval. IRI was consistently receiving requests for information to meet program evaluation deadlines, on a last minute notice. Since a table of upcoming reviews was inconsistently provided to our office, it was agreed to create a standardized document that would meet the needs of all departments regardless of their review schedule. IRI, in conjunction with academic units and the budget office, developed this standard set of information which covered the various requests for information about programs. Now on an annual basis this standard information set is provided for all departments on all degrees showing a five-year profile. This information is posted to the web so all units can have access as they develop their self-studies and program histories and reviews. While this was a time consuming process, the extended effort to provide this information in a standard format and on a regular basis has been worthwhile.

During the past three years, the institution has grown just under 8,800 students with little change in classroom space. In 2008, it was apparent that the growth during the early enrollment was sustained throughout the enrollment period, and there was a need to develop a tool which could show how individual course enrollments were progressing. IRI developed a method to profile what was occurring throughout the university from the individual section to the aggregation of all sections and courses by department, college, and the university. This tool has been widely embraced, not only as a monitoring system, but as a way to adjust and add critical courses to meet the enrollment dynamics of the institution.

Throughout the history of the institution, there has been a steady growth of new programs, changes in degree names and majors, shifting of programs and departments, and new departments, schools, and colleges within the university. These changes, while important to the institution, made the tracking of a unit’s growth and change difficult for trending and budgeting purposes. Therefore, so we can always provide historical information to examine trends more transparent and useful to decision makers and administrative units, IRI developed a crosswalk which allows us to track degrees and majors for at least a ten-year period independent of a program’s current placement in the administrative structure of the university.

V. Planning

One of Institutional Research and Information’s roles is to provide official and accessible institutional data to support understanding, planning, management, and operation. To do this, it is imperative to have trend data. It’s hard to understand and to plan if there are not several years of data to support theories. When our office moved to Banner in the Fall of 2005, we left all of our old data sets (third week and end of term) in our previous system (Access Databases) stored on individual computers in IRI. Over the years, several things have changed, first, we have moved those data from individual computers to secure servers, but have left them in Access Databases. Second, when we went to Banner, we created a single Oracle database for our data to be store in. Finally, we have also been moving third week to the ODS (discussed in the next paragraph). With these moves, we are now feeling as though we are secure in data that we are pulling for our state and internal reports (third week and end of term) and feel the need to convert all of the data that we can, to one system, one Oracle database. When providing trend data, it is very time consuming to have to switch and move between systems (databases) and field names to report data. The university purchased the Enterprise Data Warehouse (EDW) to be a centralized repository for data to facilitate reporting and analysis. We have been, and will continue to, work toward the ability to have the data prior to Banner (Fall 2005) moved to a single database so that it will be accessible in the EDW. This will greatly enhance our offices ability to provide official and accessible institutional data to support understanding, planning, management, and operation.
As discussed in the previous paragraph, our office has been moving toward a use of the EDW product purchased by the university. The institution purchases several new tools including the ODS, EDW and WebFocus. As with all new products, it is hard to change. Although more time consuming in the long run, it is easy to stick with what you currently know instead of taking the time up front to overcome the learning curve and become effective in new products. Because our office has suffered from this mentality, it was determined to move a key reporting process (third week and end of term) to the ODS to force our office to become proficient in it. It would also force our office to become proficient in WebFocus since the two products tie in together. The project is in its final stages and plans to be ready this fall to produce our state and internal third week and end-of-term reports. Once this move is complete, we can make full strides to implement the EDW in our area.

With the passing of the Higher Education Opportunity Act – 2008, there are more reporting requirements that we need to maintain. A committee has been formed on campus, including several people from our office to address these new requirements. The goal is to have a central web page for all disclosure items, that may or may not, link back to the website where the data is housed (in other words, Financial Aids data will link back to the Financial Aid website, if they choose). This project will also force our office to make sure that our Student Right to Know (SRK) data is more visible. It will also allow our office to create a page in our area that displays data that consumers may be interested in. This data will also be linked in to the Voluntary System of Accountability (VSA) that UVU was an early adopter to.

With the increasing importance of groups like the National Governor’s Association initiative Complete to Compete, the move of the institution to a University, the Utah Commissioner’s Higher Education Priorities, Education Pays, the national emphasis on college completion, it becomes more critical for the institution to review and establish standards for reporting and tracking retention and graduation. To that effect, IRI has begun a complete review and standardization of the processes that are being used to track these important elements. Our work thus has pointed to the importance of creating a more formal way to compile and centralize the information on approved exclusions for cohort tracking and adjustments. We intend to complete this work and have systems developed within the next year.

With the revision of accreditation standards from Northwest and the move to a seven year cycle based on institutional core themes, IRI will be deeply involved in the identification and assessment of key indicators. This will require the establishment of key indicators, the means to track and report them, establishment of baseline information to monitor progress, and creation of dashboards and reporting systems to satisfy the different audiences which will be utilizing the data.

VI. IRI Survey Results

About eighteen months after the move to the executive division, IRI included questions in the Spring 2008 Staff and Faculty Omnibus Survey which included a section that asked about perceptions of IRI and its services. A summary of the survey follows. It will serve as a baseline to monitor the perceptions and satisfaction of IRI for continued improvement.

As part of our department improvement plan we surveyed staff and faculty to evaluate the satisfaction and effectiveness of our services to the campus. The survey was sent to all University staff and faculty. We received 470 responses to the survey. The majority of respondents (87%) were staff and faculty. As expected, the group most familiar with our services were executives with all of the respondents indicating they were somewhat (57%) familiar or very familiar (43%) with our services. One hundred percent of the executives, 64% of the staff and 56% of the faculty indicated their responsibilities involved the use of institutional data. Sixty-six (66%) percent indicated they had made a
direct request for information from IRI, 60% had visited our website, 74% had used the fact book we publish, and 82% said they had used IRI official data. It is no surprise that 56% of the executives report using IRI official data more than once a month. What was somewhat surprising was how often executives used data from sources other than IRI.

The survey asked several items relating to the respondents agreement with objectives which the office had. When the responses removed those who felt they didn’t know or that it didn’t apply, the percentage of those who mostly or strongly agreed with the seven objectives are given in the table below. While IRI generally received positive ratings, it is also true that the office can improve in selected areas.

<table>
<thead>
<tr>
<th>Percentage Who Mostly or Strongly Agreed That IRI's</th>
<th>Executives</th>
<th>Staff</th>
<th>Faculty</th>
<th>Adjuncts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information met their needs</td>
<td>94.1</td>
<td>89.3</td>
<td>78.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Information was accurate and dependable</td>
<td>87.5</td>
<td>85.3</td>
<td>88.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Information was provided in a timely manner</td>
<td>82.3</td>
<td>79.1</td>
<td>71.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Staff were courteous and friendly</td>
<td>94.1</td>
<td>93.8</td>
<td>92.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Provided helpful insights and interpretation</td>
<td>86.6</td>
<td>83.3</td>
<td>67.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Annual Fact Book a helpful resource</td>
<td>94.1</td>
<td>91.9</td>
<td>84.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Website is a helpful resource</td>
<td>100.0</td>
<td>86.8</td>
<td>77.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

VII.  **Major Strengths**

IRI has several areas of strength. One of the least obvious, but one of the most important, is the general cohesiveness of the individuals who work in the office. There is a healthy regard among the staff for each other’s individual abilities and the role they have within the office, and genuine friendships among the staff.

The combined staff has a broad range of skills that enhances the office’s ability to provide consulting for projects across campus. In 2005, we made a concerted effort to add a skill set in survey research and development. When we hired in 2007, we were able to greatly expand our skill set by adding three people with very different and unique skills sets. We were able to add things like programming and report writing skills, project organization and conceptualization into essential components, knowledge of technology, software, database structures and tools to produce data, and analytical skills in statistical software. Although the office has changed since that time, all those skill sets remain in this office, and we feel confident that we have the skill sets within the office to meet any challenge thrown our way. Even though within the office we have a wide breadth of skills, each individual is interested in improving and expanding their skill sets.

When the office is tasked with an unexpected request or set of requests, they are willing to adjust current projects and activities and pull together to meet the immediate need then resume their original assignments. This flexibility and adaptability of the office to change has allowed others across campus to approach us for large and unique projects knowing that we will do all we can to meet their needs. The staff is known to provide services in a professional and courteous fashion.
VIII. **Recommendations for Improvement**

The development and redesign of the website is still a major objective of the office. It has been redesigned once and was not completely finished. It has been started several times since and has not made it to the final stages. Our office relies on the web to be a major source of information to those on- and off-campus. If the information is not there, or it is hard to find, then that is additional time our staff has to spend directing others to the data. It is imperative in the next year to make our web page an active and easy source of information. Although all executives who responded to the survey said the web was a helpful resource, faculty and staff did not agree as much, and we as an office know that there is room for improvement.

Although we have made strides and improvements, it is important for our office to work toward taking individual requests and doing it for the institution as a whole in a standardized format. Our staff members need to decide that if they take a few extra hours to complete a data request that fills a need not just for one individual/department/college but fills it for the entire university and makes it easy to update and complete again the following semester/year how much more beneficial that is to our office, and those we serve. We need to focus on the big picture not just the small data requests. As directors of the office, we are striving to find ways to make this possible.

It is one of IRI’s goals and values to provide information to clients in a professional, timely and accurate manner. While respondents to the 2008 survey generally believed that we did so, we believe that this is an area where the office can improve. This improvement effort will focus on the areas we feel were at the heart of the unfavorable ratings in this area. We know that we can to improve the manner in which we notify individuals that their request has been assigned and when we believe that we can provide the requested information. Furthermore, when unexpected requests are made which need immediate attention; we can be more thoughtful to those whose requests we have had to disrupt and communicate revised timelines which can meet their needs. This improvement need will be discussed in staff meetings and a plan will be formulated, implemented, and monitored to improve our communication with those needing information from IRI.

Another area where IRI can improve is in both the timeliness of results and in improving the value of the insights and interpretation of findings in the reporting and dissemination of survey results. To that end we have developed an office template for the manner in which we will report results to meet the needs of the constituents needing to have the information collected via the surveys we conduct. We have also introduced and revised a review process which should help alleviate internal bottlenecks to timely dissemination and improved analysis.
## IX. Supporting Information

### Employee Chart

<table>
<thead>
<tr>
<th>Employees</th>
<th>Role</th>
<th>FT or PT</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Loveridge</td>
<td>Director</td>
<td>Full-Time Permanent</td>
<td>Ph.D. in Educational Evaluation &amp; Research, Administration</td>
</tr>
<tr>
<td>Andrea Brown</td>
<td>Associate Director</td>
<td>Full-Time Permanent</td>
<td>Master of Business Administration (MBA)</td>
</tr>
<tr>
<td>Michael Dover</td>
<td>Senior Research Analyst/</td>
<td>Full-Time Permanent</td>
<td>Master of Education in Educational Administration</td>
</tr>
<tr>
<td></td>
<td>Systems Analyst</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Mark Leany</td>
<td>Senior Research Analyst</td>
<td>Full-Time Permanent</td>
<td>Master of Arts in Communication</td>
</tr>
<tr>
<td>Geoffrey Matthews</td>
<td>Senior Research Analyst</td>
<td>Full-Time Permanent</td>
<td>Master of Science in Sociology</td>
</tr>
<tr>
<td>Laura Snelson</td>
<td>Senior Research Analyst</td>
<td>Full-Time Permanent</td>
<td>ABD Ph.D. candidate in Instructional Psychology</td>
</tr>
<tr>
<td>Jeffrey Johnson</td>
<td>Senior Research Analyst</td>
<td>Part-Time Temporary</td>
<td>Ph.D. in Political Science</td>
</tr>
<tr>
<td>David Waite</td>
<td>Senior Research Analyst</td>
<td>Part-Time Temporary</td>
<td>Master of Business Administration (MBA)</td>
</tr>
<tr>
<td>Shannen Robson</td>
<td>Intermediate Research</td>
<td>Part-Time Permanent</td>
<td>ABD Ph.D. candidate in Evolutionary Ecology</td>
</tr>
<tr>
<td></td>
<td>Analyst</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric Wilding</td>
<td>Intermediate Research</td>
<td>Full-Time Permanent</td>
<td>Bachelor of Music</td>
</tr>
<tr>
<td></td>
<td>Analyst</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leisa Galloway</td>
<td>Administrative Support III</td>
<td>Full-Time Permanent</td>
<td>Associate of Applied Science in Business Education</td>
</tr>
<tr>
<td>Angela Boyd Taylor</td>
<td>Call Center Supervisor</td>
<td>Part-Time Permanent</td>
<td>Bachelor of Behavioral Science</td>
</tr>
<tr>
<td>Melissa LaBuda</td>
<td>Call Center Supervisor</td>
<td>Part-Time Permanent</td>
<td>Bachelor of Science in Engineering Technology</td>
</tr>
<tr>
<td>Melissa Jewett</td>
<td>Office Assistant</td>
<td>Student Employee</td>
<td>Associate of Applied Science in Business Management</td>
</tr>
<tr>
<td>GOALS</td>
<td>RATIONALE</td>
<td>KEY PERSONNEL</td>
<td>COMPLETION DATE</td>
</tr>
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</tr>
</tbody>
</table>
| Refine and Implement Strategic Plan for Managing Growth:  
A. Refine Phase I document,  
B. Rollout Phase I and begin Phase II,  
C. Complete Phase II | Critical addressing the operational imperatives of Manage Growth and Operate Effectively as well as the Core Themes | Linda and Task Force | A. October 10  
B. November 10  
C. March 11 |
| Financial Dashboards for President | Provides greater transparency in available resources and revenue trends for decision making. | A. Linda/Ellen | B. October 10 |
| Accreditation:  
A. Facilitate successful site visit and response to eval team report,  
B. Leverage self study work into on-going accred process,  
C. Identify indicators for Core Themes/Objectives,  
D. Restructure AET to support new accred process | Accreditation directly linked to Serious. Leveraging recent assessment work with new NWCCU standards and process allows us to operate more effectively and build a stronger culture of assessment. | A. Linda/Linda/Moh  
B. Linda/IEP  
C. Linda/IRI/UPAC/IEP  
D. Linda/Moh | A. December 10  
B. January 11  
C. February 11  
D. January 11 |
| HEOA Inventory/Deployment  
A. Determine Most Responsible Persons (MRPs) for HEA compliance  
B. Phase I - Disclosure and Notification -Posting HEA disclosure information on UVU’s website and develop processes for “delivery” of information to students, potential students and parents, as required  
C. Phase II - Reporting Requirements - Ensure full compliance with reporting requirements to Department of Education | Much like accreditation, UVU’s compliance with HEA requirements is directly linked to Serious and our ability to continue to receive Federal Funds. | Nancy | A. September 10  
B. January 11  
C. May 11 |
| Develop a Master Assessment Plan/Timeline---CAAP (Freshmen – Senior), BSSE/NSSE, Program Reviews, etc. | Improve communication and coordination in assessment activities allowing us to operate more effectively and build a stronger, more cohesive culture of assessment | Marc, Tim | January 11 |
| Student Success/Retention Data to support Title III grant conclusion and provide assessment and dashboard indicators for Student Success initiatives | Support Student Success core theme. Supports successful final year report for Title III project. | Robert | September 11 |
| Policy Process Improvement:  
A. Hire Policy Officer;  
B. Approval of Policy 101 revision;  
C. TOPS transition to new system | Improvements will allow President’s Council to operate more effectively. TOPs transition will eliminate “glitches” in existing system and utilize newer technologies. | A. Linda  
B. Linda  
C. Policy Officer | A. September 10  
B. January 11  
C. January 11 |
| Complete implementation of Conflict of Interest (faculty) | Accreditation and university policy require regular (annual) disclosure of conflict of interest and management of disclosures. Process has yet to be implemented for Faculty. Promotes mission “competent people of integrity.” | A. Compliance/Moh | A. December 10 |
| Code of Conduct Drafted and Approved | Accreditation requires UVU to have a Code of Conduct. Promotes mission “competent people of integrity.” | A. Compliance | A. January 11 |
| Reporting transition to ODS A. State 3rd week, B. Institutional reporting, C. 6-12 functional dashboards | Much awaited reporting transition from BANNER to ODS/EDW provides opportunity for dashboard development which supports Operate Effectively. | A. IRI/IT | A. September 10 B. November 10 C. April 11 |
| Develop a Planning/Assessment Handbook | With new accreditation standards and process and recent progress on Core Themes and planning efforts (such as Strategic Plan for Managing Growth), divisions and units are requesting increased guidance on planning for their areas. | A. IEP | A. April 11 |
| Identify/Implement Assessment Management tool | Promotes Operate Effectively through better management of assessment activities across the university. | A. IEP | A. April 11 |
| Effort Reporting Phase 1 (Post Grant) | Changes in federal regulations requires UVU to implement a strong effort reporting process | A. Compliance/Bus. Affairs | A. January 11 |
| PBA Revamp -Guidebook, supplements | Previously provided annual guidebook. Given move to Core Themes and longer term planning, seems more appropriate to create a more permanent guidebook with annually updated supplemental materials. | A. Budget Office | A. November 10 |
| Support for Advisory Council on Our Unique Educational Mission | Supports balance of Serious and Inclusive. | A. IRI | A. January 11 |
| Overhaul graduating students survey | Assess Student Success and Serious | A. IRI | A. January 11 |
| Develop a Cost Transfer Policy | Support Secure Resources with greater compliance | A. Compliance | A. May 11 |
| Develop a P/I Handbook | Support Secure Resources through greater communication and training | A. Compliance | A. January 11 |
| Archive budget history | Supports Operate Effectively by reducing storage | A. Budget Office | A. September 11 |
| Update/reorganize division’s web pages | Improve Communication | A. All/intern | A. On-going |
| Support development of Academic Master Plan & IT Master Plan | Supports Inclusive (academic programming), Manage Growth, and Operate Effectively | A. IEP | A. May 11 |

### Additional Goals/Projects of special concern to the President

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Large Projects List

**Required reporting (state/national)**
- State reporting
  - Perkins
  - Third Week
  - End of Term
  - CTE report
  - State completions
  - State enrollment
- Federal reporting
  - NCAA
  - IPEDS
- Federal disclosures
  - SRK
  - HEOA

**Surveys**
- UV Link survey
- WRCCC
- SSO (Survey of Student Opinion)
- Alumni survey – 3, 5, 10 year & write-ups
- Graduation survey – write-ups
- Non-Returning student survey, Fall to Spring
- Employer survey
- Survey Systems software
  - Online surveys
  - Campus support for surveys
- Gender study
- Community survey
- Fall & Spring Student Omnibus and Faculty / Staff
- Non-Returning student survey, Fall to Fall
- HERI
- SSO (Survey of Student Opinion)
- BCSSE (Beginning College Survey of Student Engagement)
- NSSE (National Survey of Student Engagement)
- Departmental self-study surveys

**School initiatives**
- Athletics certification
- Diversity scorecard
- Student employment TQI
- Academic scheduling TQI
- HR revamping employee evaluation TQI
- Mission statement
- Dashboard
- Committees (SDAC, EAMT, reporting, leadership)
- IRI into Executive Division
- Third Week conversion – Access to Oracle Pre-Banner
- Economic impact
- GIS mapping
- Faculty load
- UV at a Glance
- Engagement initiative for Carnegie classification
- Policy 132 – Institutional Data Collection
- Fact book
- Alumni brochure
- US News & World Report to VSA
- VSA
- IPEDS review
- School of Business Accreditation (AASCB)
- School of Education Accreditation
- Utah Futures
- Tutoring services (success)
- English evaluation
- Disclosure
- Math success
- TRIO grant support
- Title III – SSRC
- NCAA reporting
- Providing resources for non-UVU community research efforts
- Retention of weekend & off-site
- Biology – ACT / Math & English – prerequisites
- Most failed courses
- Math success (3 year review)
- Course enrollments (dashboard)
- Remedial needs
- Accuplacer / ACT for developmental Math
- BYU Math 1010 project
- Program reviews
- Department profiles
Accreditation single sheet tallies – grad / HC
High School Concurrent Enrollment – support
T3 status – remedial
Comparable institutions
UVU Indispensable
Revision of ethnicity
AIM – degree support, recruiting
ACT data load & common matching
Revision of graduation deadlines
Purge studies
Communication TQI
NADE accreditation – National Developmental Education
North Western Accreditation support
Revision of English / Math placement process – scores for advisors

Office initiatives
- Economic impact
- Moving accessibilities to Banner
- Managing sample
- Third Week / EOT to ODS / EDW
- Old Third Week to ODS / EDW
- Entry Action in Banner
- Insight
- Change of relationship – IRI & Faculty doing research
- Change of relationship – IT & Administration
- Change of relationship – IRI & IT
- Change of relationship – IRI & IRB
- IRI doing presentations at AIR
- Call center improvements and software review
- Revision of faculty workload – reporting
- Graduation / Retention tracking
- IRI website – revision & organization
- Enrollment comparison
- Enhancement of security – IRI server & True Crypt
- Implement ODS / EDW training program
- SIS migration
- Entry Action – definition & programming
- Daily enrollment – WebFocus
- Data validation
- Training – SQL (professional trainers)
- Dashboard consulting
- Subversion repository
- IT to automate Third Week
- Third Week database
- Update testing addressing system (address correction software)
- Mythbusters – IRI perceived on campus
- Majors crosswalk
- Sample management / pulls
- IRI project request
  o Dot project
  o Email address (IRI@uvu.edu)
- Implement ArcGIS mapping and reporting
- Research methods – review and revise
VITA

Robert L. Loveridge, Ph.D.

Address:
855 East 200 South
Orem, Utah 84097
801-224-4857

Education:
I have received two graduate degrees: A Ph.D. and an M.A. from New Mexico State University (NMSU) in Educational Administration, Evaluation, and Research both with a minor in Statistics. I completed 50% of the course requirements for an M.S. in Mathematics at Brigham Young University before accepting a doctoral fellowship at NMSU and was able to complete the other 50% at NMSU as a part of my graduate studies. Although I did not apply for the additional Mathematics degree, the NMSU Math Department Chair and the Dean of the Graduate School have issued a letter indicating my fulfillment of degree requirements for a Masters Degree in Mathematics. I received a B.S. in Mathematics from Brigham Young University.

Professional Experience:
My employment at UVSC which began in August 1985. During that time, I have held several positions. I was the first director of the College’s Assessment Center, and for approximately one year while the Director of Institutional Research and Strategic Planning was on a leave of absence, I also served as the Interim Director of that office. After these assignments, I functioned as the acting Associate Dean and later an Assistant Vice President for several student and academic support services. I have served as a full-time faculty member in the Mathematics Department. In January of 2002, I joined the Institutional Research and Information (IRI) department, and have served as director since May of 2005.

These work assignments have included a wide variety of experiences requiring work with most departments on campus, providing a wide range of budgeting experiences, co-chairing a re-engineering process, and being given a role in the evaluation of institutional effectiveness and the determination of student outcomes. As an adjunct faculty member for over 20 years, I have taught courses in Algebra, Statistics, and Calculus. All the experiences in these various positions have given me a broad exposure to the college and its programs.

My positions have required the development of a working knowledge of several departments in the student services arena plus I have had to establish working relationships with most areas of the college. I have also served on the Faculty Senate. In my assignments, I had direct relationships with Student Assessment, Institutional Research & Strategic Planning, Career Education Services, Academic Advising, Accessibility Services Department (Students with Disabilities), Advising Support/Graduation, Classroom Testing Center, Multi-cultural Center, and Trio Student Support Services, and have worked closely with many additional administrative and academic departments. I served as the director of a major activity (Student Services component) of a Title III grant for two and one-half years which resulted in the College’s first computerized degree audit program. I have also been an officer in PACE.
For three years, I was an officer in the Utah Vocational Assessment Association including president for one year. I have been on the steering committee for three accreditation visits, on the Institutional Effectiveness Committee, was an invited member of the State Accountability Task Force, and am a member of the State Advisory Committee for the Utah Basic Skills Competency Test.

Since 1985, I have been a member of the Utah ACT Council, have served as Chair of the Council, and am currently serving as the Utah State ACT Representative to the national ACT office. Additionally, I was responsible for organizing several conferences/workshops for high school counselors and college advisors which were used to explain a new report developed by the Utah Council and ACT to improve advisement of students planning to attend college in giving feedback to high school on the success of their students who attended college known as the Utah College Freshman Success report. This has been presented at several local conferences as well as at a national conference. I was also asked by the Council to coordinate a six year process to examine the ability of the ACT exam to be used as a placement indicator in thirteen commonly taken courses by new college students. The project is the validation phase which should be completed this year and it has been accepted for presentation at the national association of those engaged in Institutional Research.

I served as an invited member of a subcommittee of the Utah Articulation Committee dealing with the use of AP and CLEP. It is impractical to list all committee assignments I have had on both the College and State level. However, one additional assignment should be mentioned. I was asked to provide guidance for the College and the State in responding to federal legislation on Student Right to Know issues as the regulations were finalized which included extensive interaction with officers in Washington, D.C., and other college representatives across the nation where we were able to establish provisions to accommodate religious and military service of students when reporting college graduation and retention rates. During the time I served over assessment, the department not only served UVSC students and staff, but it also extended services to the broader community as a whole. Assessment functions included service with community organizations such as Geneva Steel, Vocational Rehabilitation, the Division of Workforce Services, and public school districts in both Utah and Garfield counties. During the time I directed assessment, I was also asked to provide statistical analysis and projections for several departments and programs including Institutional Research, Student Service Departments, and Institutional Effectiveness Committees. In 1987, I obtained a license as a Certified Vocational Evaluator (V-2256).

From September 1976, to August 1985, I worked for the St. Louis Public Schools in the Division of Evaluation and Research. My last assignment was as the Assistant Director of Evaluation in charge of Assessment. In that capacity, I for six years. I also helped carry out large scale assessments for the State of Missouri and NAEP. During that time I worked closely with the computer services division to design local test scoring and reporting systems. The capacity for local processing not only improved the accuracy of the testing program, but it also provided substantial cost savings to the district. Preparing reports and in-service workshops to increase understanding and proper utilization of testing information were also a focus of my activities. Additionally, I worked with others to develop a competency based assessment program for grades K-12. I also served for three years as project evaluator for both Title I (Chapter I) and Magnet School programs which included project evaluations, public and participant surveys.

While in St. Louis, I was asked to be one of three invited speakers at two regional symposiums sponsored by the Charles E. Merrill Corporation on the subject of “A Mismatch of Testing and Achievement.” I also served as a consultant for several school districts, a consultant for two years for the Washington University's Diabetes Education Center, a workshop consultant-instructor on “Course Goals, Objectives, and Measurement,” and as the primary editor for the book published by the Tri-County School Districts (Portland, Oregon) entitled K-12 Course Goals in Mathematics.
taught courses for the University of Missouri, St. Louis and Webster University in “Research Design and Multi-Factor Analysis” (graduate course) and “An Introduction to Computers in Education,” respectively.

Prior to going to St. Louis, I was employed by Portland (Oregon) Public Schools as an Evaluation Specialist and Program Assessment Consultant. For one and one-half years (January 1975 to August 1976), I worked with the Department of Research and Evaluation coordinating a state-funded project to develop a model for high school course assessment in the areas of mathematics, science, and communications. I assisted in the development of their Elementary Levels Tests (grades 3-8) using the Rasch measurement model. An additional responsibility was to develop materials and provide training necessary to in-service staff regarding use of assessment results to improve the instructional processes.

From July 1973 to December 1974, I was employed by Research for Better Schools in Philadelphia as the project evaluator of an interpersonal skills curriculum program being developed for students in grades 4-6. When the project director resigned, I was asked to develop and organize the teacher’s manual for program implementation and in-service for those who purchased the product.

During the time I was obtaining my graduate degrees, I spent a semester as an evaluation intern for the Northwest Regional Education Laboratory in Portland, Oregon, as an educational counselor for two semesters for the Education Center at White Sands Missile Range in New Mexico, and as a mathematics instructor and teaching assistant for four semesters at Brigham Young University.

Papers, Publications and Professional Activities:

IPEDS Trainer, 2009-present. One of 50 selected individuals in the US to assist in presenting workshops and training individuals on IPEDS information and the functions of a key holder.


State Representative for Utah to the National State Representatives ACT Advisory Council, 2004-present. The council has representatives from eleven of the higher education institutions in Utah (9 public, 2 private) plus representatives from the Utah State Office of Education, Utah high school counselors, Utah school districts, ACT Regional office, and other invited members.


Member of the State of Utah Advisory Committee for the Utah Basic Skills Competency Test (2000-2002), and the Utah Core Assessment CRT Advisory Committee (2001-2002), Evaluation and Assessment section of the Utah State Office of Education.

Chair of the Utah ACT Council for the State of Utah, 2001-2004. (See description above.)


A conference session moderator for a paper session on Assessment at the NCME Annual Conference, San Diego, California, April 1998.


Consultant for W.I.R.E. in designing, processing, and reporting results of surveys used to evaluate Utah’s Centennial Schools Program, Spring 1995 and 1996.

Consultant for ACT at Big Bend Community College in Moses Lake, Washington and for Front Range Community College in Denver, Colorado on the use of computerized testing to determine skill levels of entering students for course placement, January and February 1995.

“Development of a Comprehensive Assessment Center,” an invited presenter at the ACT Professional Development Conferences, Vail, Colorado, June 1995.

“Establishing a System for Course Placement in Entry Level College Courses,” an invited presenter at an ACT Professional Development Conference in Colorado, Spring 1994.

Consultant for several Utah institutions of higher education in surveying the drug and alcohol usage of students from 1993 through 1997.


“Effects of an ESEA Title I Kindergarten Program on Cognitive, Affective and General Developmental Pupil Outcomes,” Ruth Carappella, Robert L. Loveridge, and Gary House, presented at the First University of Missouri-St. Louis Behavioral Studies Conference, University of St. Louis, St. Louis, Missouri, October 20-21, 1978.


K-12 Course Goals in Mathematics, Robert L. Loveridge and Linda Peters, editors, Tri-County Goal Development Project, 1977, disseminated by the Northwest Regional Education Laboratory, Portland, Oregon.


"Relationships Between Dimensions of Self-Concept and Selected Variables in the Primary Grades,” Robert L. Loveridge, a dissertation submitted to the graduate school in partial fulfillment of the requirements for the degree Doctor of Philosophy, New Mexico State University, Las Cruces, New Mexico, September 1975.
Andrea B. Brown  
522 N. 750 W. Pleasant Grove, UT 84062 • (801) 885-3995 • andreabrownfamily@gmail.com

Over 10 years’ experience in higher education with 10 years in Institutional Research. Highly skilled in data analysis and reporting. Effective in project management and employee supervision. Expert in database management, data analysis, survey development, survey administration, report writing, and presentations.

CORE COMPETENCIES

- MS Office Suite
- Database Management
- Management Skills
- Project Management
- SQL, PLSQL, and Oracle
- Data and Statistical Analysis
- Professional Presentation and Public Speaking Skills
- Human Relations and Problem Solving
- Monitoring Budgets
- Marketing and Promotions

HONORS AND LEADERSHIP

- Selected to participate in Utah Valley State Executive Leadership Forum (UVSelf), 2005-2006
- Publication: Identifying College Choice Factors to Successfully Market Your Institution, College and University, Spring 2003, Volume 78 Number 4.
- PHI BETA LAMBDA (PBL) CLUB NATIONAL QUALIFIES AND STATE CHAMPION IN MARKETING AND IMPROMPTU SPEAKING, 1999.

PROFESSIONAL EXPERIENCE

Utah Valley University, Institutional Research and Information

**Assistant Director**

Jun. 2003 – Present

- Provide creative and technical leadership and vision for Institutional Research in conjunction with the director.
- Direct reporting for the Office of Institutional Research including 1) State and Federal reporting e.g., IPEDS, Perkins, Third Week; 2) National Surveys, e.g. Common Data Set, ACT Survey, Peterson’s Guide; 3) Compliance reporting e.g. NCAA.
- Supervise Call Center operations including hiring, terminating, and performance of employees, as well as policies and procedures that govern and direct the call center.
- Manage, coordinate, and assist in the maintaining, updating and disseminating official information via the Institutional Research web page.
Interim Director

- Direct the day-to-day operations of the office including delegating assignments, supervising employees (two full-time and two part-time employees), prioritizing projects, and communicating with campus employees.
- Manage the departmental budget.
- Prepared office for transition to banner (including third week reports, IPEDS and other standard office reports).

Senior Research Analyst
Jul. 2001 – May 2003

- Conduct specialized research projects for UVU administration, and USHE.
- Conduct statistical analysis and reporting for State and Federal Governing Boards for appropriations and funding from the various entities (i.e., IPEDS, VEMIS, Carl Perkins, and Third Week Enrollment Reports).
- Create, conduct, analyze, and report survey research to collect data (i.e., outcome data, community perceptions and demands, and student/faculty/staff surveys).
- Maintain a longitudinal database that provides data for State/Federal Legislators, Board of Regents, College Presidents, and College Administrators for use in decision making, accreditation, and program review.
- Serve as a member of national, state, local, college committees, and professional organizations where methods and practices of Institutional Research are discussed.

Intermediate Research Analyst

- Conduct research projects for UVU administration.
- Research, design and maintain databases for the Institutional Research Department.
- Provide statistical reports to state and federal agencies required for state appropriations, federal funding and participation in student financial aid programs; e.g., IPEDS, Student Right to know and VEMIS.
- Maintain UVU longitudinal student database that provides data for State and Federal Legislators, Regents, College Presidents, Deans, Department Chairs for administrative decision-making and school accreditation.
- Consult, meet, and report to State officials, Commissioners, President, Vice-Presidents, other national, state agencies, groups as pertains to UVU reporting and planning needs.

Hospitality Management Advisor/Office Manager

- Facilitate students as they decide a career.
- Assist students to reach expected graduation dates.
- Recruit business students at local high schools, through presentations and handouts.
- Manage, control, and track budgets totaling $250,000.
- Coordinate and complete the paperwork for hiring new employees.
- Monitor the payroll.
- Create presentations, slide shows, mail merges, databases, tests, and other instructor materials.
- Direct the day-to-day operations of the office.

Office Assistant, Business Management (part-time)

- Create instructor materials including, slide shows, mail merges, and tests.
- Direct students, employees and community members on the phone and in person.
- Manage office duties for 20 full-time and 32 part-time instructors.
- Supervise, train, and coordinate five part-time employees.
EDUCATION

Masters in Business Administration (MBA), Utah State University, 2001 (Honors)

Bachelors, Business Management, Utah Valley University, 1997 (Honors)

Associate of Science, College of Eastern Utah, 1996 (Honors)
VITAE

Michael A. Dover
8927 South 1050 West
West Jordan UT 84088
Phone: (801)563-8009
Internet: dovermi@uvu.edu

Education:

ABD 1989
   Educational Administration
   The Florida State University, Tallahassee, FL

MEd 1985
   Educational Leadership
   The University of West Florida, Pensacola, FL

BS 1976
   Biology
   The University of West Florida, Pensacola, FL

Current Position:

   Senior Research/Systems Analyst, 2007 - present
   Institutional Research and Information
   Utah Valley University
   Orem, UT 84058

Prior Positions:

   Director, 1989 – present
   EIR – USA, LLC.
   West Jordan, UT 84088

   Director, Software Development, 2002 - 2007
   Shaw Beneco, Inc.
   Midvale, UT

   Program Manager, Software Development, 2000 - 2002
   Beneco/The IT Group
   Sandy, UT

   Business Development Coordinator, 1998 - 1999
   Beneco Enterprises, Inc.
   Midvale, UT 84047
Project Engineer, 1997
Beneco Enterprises, Inc.
Hill Air Force Base
Clearfield, UT 84015

Director, Institutional Research, 1989 - 1996
Northwest College
Powell, WY 82435

Visiting Research Associate, 1989
Educational Research and Development Center
The University of West Florida
Pensacola, FL 32514-5753

Research Associate/Project Director, 1987 - 1989
Florida Accountability in Curriculum & Educational Testing (FACET)
High School Subject Area Examinations Project
Human Measurement and Test Development
Educational Research and Development Center
The University of West Florida
Pensacola, FL 32514-5753

Assistant to the Dean, 1985 - 1987
College of Education
The University of West Florida
Pensacola, FL 32514-5753

Academic Space and Schedule Administrator, 1981 - 1985
Office of Academic Services
The University of West Florida
Pensacola, FL 32514-5750

Project Manager/Admissions Counselor, 1979 - 1981
Navy Campus for Achievement Certificate/Degree Worldwide Program
The University of West Florida / U.S. Navy
Pensacola, FL 32514-5750

Membership in Professional Organizations:

Association for Institutional Research
Member, 1990 - Present

Rocky Mountain Association for Institutional Research
Member, 1990 - Present
National Council for Instructional Administrators  
Member, 1989 - 1997

Association for Supervision and Curriculum Development  
Member, 1989 - 1990

Florida Educational Research Association  
Member, 1987 - 1989

Phi Delta Kappa  
Member, 1985 - present  
Executive Board Member, 1987 - 1989

American Association of Collegiate Registrars and Admissions Officers  
Member, 1981 - 1986

The Southern Association of Collegiate Registrars and Admissions Officers  
Member, 1981 - 1986

The Florida Association of Collegiate Registrars and Admissions Officers  
Member, 1981 - 1986

National Association of Veterans Program Administrators  
Member, 1982 – 1985

Honors and Recognitions:
Trapper of the Year, Northwest College Latter-day Saints Student Association, 1996

Who’s Who in the South and Southwest, 21st ed., 1988-89

Class president, FSU-UWF Cooperative Doctoral Program, 1985 - 1987

Outstanding Student, FSU-UWF Cooperative Doctoral Program, 1986

Outstanding Young Men in America, 1985

Outstanding Student, UWF Educational Leadership, 1985

Career Service Award for Meritorious Service, UWF, 1984

Presentations:
"Sharing Student Data." Presented at the 1994 Fall Articulation Conference--University of Wyoming and Wyoming Community Colleges, Laramie, WY (October, 1994).
“Reducing Student Test Anxiety.” A self-paced video tape presentation for college students. Northwest College, Powell, WY (Fall, 1993)

"National Training Curriculum: A Proposed Model." Presented at the 42nd annual meeting of the National Association of State Approving Agencies, Williamsburg, VA (July, 1989).

"Florida High School Subject Area Examinations: The Contractor's View." Presented at the annual meeting of the Florida Education Research Association, Jacksonville, FL (Fall, 1987).

"Practicing Fair and Legal Employment." Presented to a class in Early Childhood Program Administration, Department of Elementary and Secondary Education, The University of West Florida, Pensacola, FL (Fall, 1986).

"Transcript Evaluation and Credit Transfer Practices." Presented to a conference of senior education specialists, United States Navy, Naval Education, Training, and Program Development Center, Saufley Field, Pensacola, FL (Spring, 1980).

Conferences/Workshops:

Local Arrangements Chairperson, Annual Conference, Rocky Mountain Association for Institutional Research, Cody, WY (October 12-14, 1994).


Paradox 3.5 Database Workshop. Presented to engineers of Texaco, Powell, WY (November 16-17, 1990).


Testing Workshop. Presented to the faculty of Northwest College, Powell, WY (December, 1989).


Conference Director, Florida Accountability in Curriculum, Educational Instructional Materials and Testing Act (FACET) Post-Field Test Item Review Conference. Review conferences to examine item statistics for Algebra I and Algebra I Honors. Tampa, FL (July, 1988).


Publications:

Various facilities construction cost data sets based upon R.S. Means, Inc. published data for Shaw Beneco, Inc. field offices and Department of Defense installations throughout the United States, 2000 - 2007


Dover, M. (1994). Student assessment plan and narrative, Northwest College Focus Visit prepared for an accreditation focus visit by the North Central Association of Colleges and Schools.


Various manuals and handbooks for the administration and scoring of Florida Accountability in Curriculum, Educational Instructional Materials and Testing Act (FACET) High School Subject Area Examinations, 1988

Various course guides and semester class schedules for courses offered at the University of West Florida together with Federal and State reports, 1981-1985.

Various manuals for the evaluation and acceptance of credit for the Navy Campus for Achievement (NCFA) external degree program, 1980, 1981
Grants:

Writer, Yellowstone Jazz Festival project grant from the Wyoming Arts Council. $700. 1996.

Consultant, Rural Electrification Administration Distance Learning grant, Instructional Television for the Big Horn Basin school districts and Northwest College. $530,000. 1996.

Writer, Yellowstone Jazz Festival project grant from the Wyoming Arts Council. $4,000. 1995.

Writer, Yellowstone Jazz Festival project grant from the Wyoming Arts Council. $2,000. 1994.

Writer, Yellowstone Jazz Festival television grant from the Park County Travel Council. $7,500. 1994.

Writer, Yellowstone Jazz Festival project grant from the Wyoming Arts Council. $1,700. 1993.


Writer, Yellowstone Jazz Festival project grant from the Wyoming Arts Council. $3,685. 1991.

Writer, Yellowstone Jazz Festival promotional grant from the Park County Travel Council. $1,000. 1991.

Writer, Yellowstone Jazz Festival project grant from the Wyoming Arts Council. $3,150. 1990.

Institutional Representative, Community College Student Tracking Project, Fund for the Improvement of Post-secondary Education (FIPSE) and the American Association of Community and Junior Colleges. 1989.


Co-principal investigator, FACET High School Subject Area Examination Development grant #171-9095-87003, amendment #1 related to the conduct of in-depth validation reviews of test specifications and items. $144,220 from the Florida Department of Education. June, 1988.

Professional Development Activities:

1996 Satnd attend annual meeting of the Rocky Mountain Association for Institutional Research, Park City, UT
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>Attended annual meeting of the Rocky Mountain Association for Institutional Research, Breckenridge, CO</td>
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<tr>
<td>1994</td>
<td>Attended annual meeting of the Rocky Mountain Association for Institutional Research, Cody, WY</td>
</tr>
<tr>
<td>1993</td>
<td>Attended training sessions for the COLLEAGUE system presented by DATATEL, Riverton, WY</td>
</tr>
<tr>
<td>1993</td>
<td>Attended annual meeting of the Rocky Mountain Association for Institutional Research, Tucson, AZ</td>
</tr>
<tr>
<td>1992</td>
<td>Attended annual meeting of the Rocky Mountain Association for Institutional Research, Coeur D'Alene, ID</td>
</tr>
<tr>
<td>1991</td>
<td>Attended the Outcomes Assessment Institute at Knoxville, University of Tennessee at Knoxville, Knoxville, TN</td>
</tr>
<tr>
<td>1991</td>
<td>Attended joint meeting of the Rocky Mountain Association for Institutional Research and the Pacific Northwest Association for Institutional Research and Planning, Reno, NV</td>
</tr>
<tr>
<td>1990</td>
<td>Attended annual meeting of the Rocky Mountain Association for Institutional Research, Missoula, MT</td>
</tr>
</tbody>
</table>
| 1989 | Attended annual meeting of the American Association of Community and Junior Colleges, Seattle, WA  
Participant in discussions on student tracking sponsored by a FIPSE grant. |
| 1988 | Attended Data-Tech Institute seminar, Pensacola, FL  
Two-day training seminar on troubleshooting and maintaining the IBM PC and compatible microcomputers including the IBM PS/2 series |
| 1988 | Attended Texas Instruments/IEEE Artificial Intelligence seminar, Pensacola, FL  
Seminar examining advanced applications of artificial intelligence computer systems |
| 1987 | Attended National Computer Systems seminar, Orlando, FL  
Seminar examining ways of utilizing various NCS products to improve MIS functions in Florida public schools |
| 1987 | Attended National Computer Systems workshop, Orlando, FL  
Workshop on test forms design for automated NCS scanners |
| 1986 | Attended State of Florida, Department of Administration seminar, Pensacola, FL  
Seminar examining state and federal equal employment opportunity laws, policies, and practices |
| 1986 | Attended TAB Products records management seminar, Pensacola, FL  
Seminar examining state of the art records management systems including optical disk technology |
1986  Attended IEEE seminar, Pensacola, FL
Seminar examining applications of artificial intelligence/expert computer systems

1985  Attended *Journal of Teacher Education* seminar, Pensacola, FL
Seminar reviewing manuscript preparation for publication

1984  Attended Garrett Sloan Associates seminar, Pensacola, FL
Seminar to discuss development of a student retention program

1980  Attended Greylock Center Effective Proposal Writing seminar, Pensacola, FL
Seminar to discuss effective proposal writing strategies

**Courses Taught:**

Religion - The Book of Mormon, Grade 11 - 12, 1994 - 1995
The Church Educational System, The Church of Jesus Christ of Latter-day Saints, Powell, WY

REL-325  Doctrine & Covenants, Powell Institute of Religion, Spring term, 1994
The Church Educational System, The Church of Jesus Christ of Latter-day Saints, Powell, WY

REL-324  Doctrine & Covenants, Powell Institute of Religion, Fall term, 1993
The Church Educational System, The Church of Jesus Christ of Latter-day Saints, Powell, WY

Religion - Doctrine & Covenants, Grade 10 - 12, 1993 - 1994
The Church Educational System, The Church of Jesus Christ of Latter-day Saints, Powell, WY

CMPA-1550  Beginning DOS, Spring term, 1993
Northwest College

CMPA-1990  Using WordPerfect, Spring term, 1993
Northwest College

CA-102  Microcomputer DOS, Spring term, 1990
Northwest College

Religion - Old Testament, Grade 9 - 12, 1983 - 1984
The Church Educational System, The Church of Jesus Christ of Latter-day Saints, Pensacola, FL

Religion - New Testament, Grade 9 - 12, 1982 - 1983
In addition, provided research project design assistance to graduate students of the University of West Florida. 1987 - 1989

**Committee Memberships:**

- Wyoming Community College Student Data Task Force, 1991 - 1996
  - Chairperson
  - Facilitator
- Student Outcomes Assessment Committee, Northwest College, 1994 - 1995
- Strategic Planning Ad Hoc Committee, Northwest College, 1993 - 1994
  - Facilitator
- Student Outcomes Assessment Ad Hoc Task Force, Northwest College, 1993 - 1994
  - Chairperson
- North Central Association Focus Visit Committee, 1993 - 1994
  - Student Assessment Chairperson
- Administration Building Remodeling Committee, Northwest College, 1992 - 1994
- Academic Advisory Committee, Northwest College, 1990 - 1993
- Mission and Goals Development Ad Hoc Committee, Northwest College, 1992
  - Facilitator
- Information Management Committee, Northwest College, 1990 - 1991
  - Chairperson
- Facilities Study Committee, Northwest College, 1989 - 1991
  - Chairperson
Dean's Task Force on International Education, University of West Florida College of Education, 1989

Committee on Organizational Structure and Allocation of Resources, University of West Florida College of Education, 1986 - 1987

Academic Standards Committee, University of West Florida College of Education, 1985 - 1987

Scholarship Committee, University of West Florida Career Service Council, 1983 - 1984

University of West Florida Career Service Council, 1981 - 1983
   Parliamentarian, 1981 - 1982
   Chairperson, 1982 - 1983

Service Activities:

Republican Party Precinct
   Chairperson, 2010 – present
   Co-chairperson, 2008 – 2010
   Delegate, Utah State and/or Salt Lake County Conventions, 2003 - present

Bingham Creek Family History Library, Board Member, 2003 - 2006

Yellowstone Jazz Festival, Inc. Executive Board, 1989 - 1997
   Chairperson, 1995 -1997
   Grants writer, 1989 - 1997

Research consultant, Park County Arts Council 1989 - 1990

Computer consultant, various public and private agencies and schools, 1988 - present

Adult Scout Leader, Boy Scouts of America, 1979 - present

University of West Florida Flying Club, Faculty Advisor, 1988

University of West Florida United Way Campaign, 1986 - 1987
   Chairman and Loaned Executive
E. Mark Leany
144 Garden Park Drive
Orem, UT 84057
e-mail: leanyma@uvu.edu
Phone: (801) 221-9666
Work: (801) 863-6588

Senior Research Analyst

WORK RELATED SKILLS
Computer Skills -- I can learn any new technology/software. Extensive experience, including:
* office applications: Excel, Word, WordPerfect, CorelDRAW, PowerPoint, Visio, etc...
* languages / analytical software: SPSS, SAS, Minitab, C, C++, REXX, PASCAL, etc...
* SQL: Online courses in SQL and PL/SQL and extensive job experience
Data Analysis Experience -- I design processes, analyze data and present clear results
People Skills -- I am personable, friendly and I remain calm under stress
Presentation Experience -- I have published and presented in professional settings
Project Completion Orientation -- I follow through and exceed quality expectations

SIGNIFICANT PREVIOUS / CURRENT WORK EXPERIENCE
Senior Research Analyst at UVU, Duties include:
• Design / Upkeep of Extensive Projects (such as Departmental Reviews for Accreditation)
• Management of which students are permitted to be Sampled for approved surveys
• Creation of Individual Reports / Data Requests (multiple) as required for the institution
• Personnel Management of part-time student employee

Reports Analyst at Convergys. Duties include:
• Creation / distribution of reports (daily through quarterly) regarding project performance
• Follow-up on progression towards specific project metrics
• Additional Project Analysis / Database Management tasks as needed

Instructional Designer and KMS (Infobase) Designer at Convergys. Duties included:
• Creation of printed, interactive and web-based Job Aids for customer service agents
• Research and Analysis of different projects as necessary

Computing Specialist (Computer Support Representative) at BYU. Duties included:
• Installation / debugging / customization of computer software and hardware
• User education and public relations during problem resolution

Computer Programmer at IBM. Positions / duties included:
• VM Installation Developer / Product Packager for High Level Languages
• VM System Programmer / Administrator
• Assisting Technical Writers translate Technical Specs into Readable Documentation
EMPLOYMENT HISTORY
January 2010 to present – UVU Adjunct Professor (Business Statistics); part-time
July 2007 to present – UVU Senior Research Analyst
August 2006 to June 2007 – Convergys Reports Analyst
May 2005 to August 2006 – Convergys Instructional Designer
October 2003 to May 2005 – Convergys KMS (Customer Service Infobase) Designer
August 1997 to present – self-employed (web-based business); very part-time now
September 1994 to July 1997 – BYU Admissions & Records Computer Support
September 1993 to April 1994 – BYU Communications Department
September 1987 to July 1993 – IBM in San Jose, California (various job positions)

EDUCATION
M.A. in Communications (w/ English minor) from BYU (April 1999)
Master’s Thesis (1999): Switching Channels: A TV / Web Perception Study Involving BYU Students
B.S. in Statistics / Computer Science (w/ English minor) from BYU (August 1987)

RECOGNITION & AWARDS
Awards & recognition while at Utah Valley University
2009-2010 – Executive Division Award of Excellence

Awards & recognition while at Convergys:
2007 – Power of One Champion (company-wide recognition program)
2006 – Power of One Champion (company-wide recognition program)
2005 – Power of One Champion (company-wide recognition program)
2005 – Organizational recognition award for co-authoring (with my manager) and implementing a new documentation tool
Corel World Design Contest awards (during period when Self-Employment was full-time):
1998/1999 – Grand Prize in Business Solutions (last year they had this category)
1997/1998 – Grand Prize in Business Solutions
NOTE: Awards related specifically to publications or presentations follow in a special section

PROFESSIONAL & CIVIC OFFICES / MEMBERSHIPS
2010 to 2012 – Elected County Delegate for Local Political Precinct
2008 to present – Member in the Association for Institutional Research (AIR)
2008 to 2009 – Member in Rocky Mountain Association for Institutional Research (RMAIR)

PRESENTATIONS, PUBLICATIONS and Related Awards / Recognition
Presentations at the Association for Institutional Research (AIR) Annual Forums:
2010 – Overbooking Courses - Filling Classrooms by Accounting for Historical Enrollment Drop Rates (Using the Same Technique that Airlines Use)
co-presenters: Andrea Brown, Robert Loveridge
2010 – Mythbusters - Adding Pizzaz to the Presentation (and Promoting an Institutional Culture of Data-Founded Decisions)
co-presenters: Andrea Brown, Robert Loveridge, Tim Stanley; additional participation of
all of the UVU Institutional Research & Information team
2010 – Conducting Successful Surveys - A Group Discussion
co-presenters: Geoff Matthews, Tim Stanley
2010 – [Half-day Workshop] Excel Macros Boot Camp - Learn spreadsheet automation (to increase the speed and accuracy of updates to your complex reports and analyses).
co-presenter: Tim Stanley
2009 – Macros in Simple Steps - Quickly Creating Useful Excel Macros (plus resources and demos): NO Prior Macro Experience Needed
2009 – Tracking Course Enrollments - Proactive Monitoring of Course / Section Availability (compared to the prior year)
co-presenters: Andrea Brown, Robert Loveridge
Presentations at the Rocky Mountain Association for Institutional Research (RMAIR) Annual Forum:
2008 – Intermediate Excel Macros - Explanation and demonstration of some helpful (but non-recordable) macro commands in the context of a working Institutional Research Project
2008 – Excel Macros 101 - Recording, Updating and Accessing Useful Macros (Absolutely NO Prior Macro Experience Required)
2008 – Tracking Course Enrollments - Proactive Monitoring of Course / Section Availability (compared to the prior year)
co-presenters: Andrea Brown, Robert Loveridge
2008 – [Half-day Workshop] Excel Macros Boot Camp

Presentations at the Utah Institutional Research (UIR) Annual Meetings:
2009 – Mythbusters - Adding Pizzaz to the Presentation (and Promoting an Institutional Culture of Data-Founded Decisions)
c-co-presenters: Andrea Brown, Robert Loveridge, Tim Stanley, Eric Wilding, additional participation of all of the UVU Institutional Research & Information team
2008 – Tracking Course Enrollments - Proactive Monitoring of Course / Section Availability (compared to the prior year)
co-presenters: Andrea Brown, Robert Loveridge

Presentation of sessions at UVU Summer University
2010 – Mythbusters III (Accurate Information; an Important Part of the Puzzle)
c-co-presenters: all of the UVU Institutional Research & Information team
2009 – Microsoft Excel Macros 101 - Recording, Updating and Accessing Useful Macros (Absolutely NO Prior Macro Experience Required)
2009 – Mythbusters II: Engaging with Information
c-co-presenters: all of the UVU Institutional Research & Information team
2008 – It’s All in the Brand: UVU Myth Busting
c-co-presenters: all of the UVU Institutional Research & Information team

Presentation at Utah BANNER User’s Group
2008 – Excel Macros 101 - A Worry-Free Introduction

Posted eBay articles (how to reports on products / policies affecting eBay users) and related:
2006 – Cash Prize for publications (based on ratings by eBay community)
October 2006 – Things to Consider when buying a Used Laptop Computer
October 2006 – Buying Almost Free Cell Phone for Emergency / 911 Calls
October 2006 – Should you purchase Delivery Confirmation w/ Insurance?
October 2006 – Message from eBay SCAM - Simple Questions, Bogus Links
September 2006 – Reasonable Shipping and Handling Costs Visible to Buyer
August 2006 – Polynesian Tapa (barkcloth) - the Cloth of Island Kings
May 2006 – Scams targeting eBay users (the check is NOT in the email)
April 2006 – Making the Most of Media Mail (Save Cents on Shipping)

Published CorelUser articles (on using WordPerfect) (during period when self-employment was full-time):
July/Sept 2000 – When Timing is Central
May/June 2000 – Turning the Tables Again
Mar/Apr 2000 – Turning the Tables
Jan/Feb 2000 – Play it Again Mac(ro)
Nov/Dec 1999 – Open Says-A Me
Sep 1999 – Perfecting Your Palette 3
July/Aug – 1999 Perfecting Your Palette 2
June 1999 – Perfecting Your Palette

Presentations, publications and related award while at IBM:
IBM Site Authorship Award (for Technical Reports, Newsletter articles, etc...)
Creation (and presentation at an internal IBM conference) of a user-friendly installation process for IBM
Publication of several publications (which are available for IBM Internal Use Only)
Laura Snelson, M. ED.
464 West 1010 North
Orem, Utah  84057
801.362.2799
ljimenezron@gmail.com

Education

BRIGHAM YOUNG UNIVERSITY, Provo, Utah, U.S.A.
Doctor in Instructional Psychology
Concentration: Measurement, Research and Evaluation
June 2005 - Present

BRIGHAM YOUNG UNIVERSITY, Provo, Utah, U.S.A.
Master in Education
Concentration: Educational Leadership
(Comparative International Development Education)
2004

San Antonio Abad of Cuzco, Cuzco, Peru
Animal Science
Concentration: Biotechnology in Camelids (Llamas, Alpacas, Guanacos and Vicunas)
1999

Employment

UTAH VALLEY UNIVERSITY – Orem, Utah, U.S.A.
Senior Research Analyst Office of Institutional Research and Information
2010 - Present
- Analyzing and producing reports for large data sets from different departments and programs at UVU.
- Using different statistical analysis software packages such as SPSS, WINSTEPS
- Using qualitative data analysis software such as SPSS text analysis for qualitative data and N-VIVO

BRIGHAM YOUNG UNIVERSITY – Provo, Utah, U.S.A.
Research Analyst Office at Institutional Assessment and Analysis
2005 - Present
- Analyzing and producing reports for large data sets from different departments and programs at BYU.
- Using different statistical analysis software packages such as SPSS, SPSS mrStudio for survey programming, GENOVA, FACETS, WINSTEPS and basic understanding of BIOLOG.
- Using qualitative data analysis software such as SPSS text analysis for qualitative data and N-VIVO

Worked for several faculty members from the School of Education.

- PROFESSOR DAVID WILLIAMS – Currently researching on guidelines for researcher to research Indigenous People. This enabled me to learn about how best approach research studies in other cultures.

- PROFESSOR RICHARD SUDWEEKS — DEPARTMENT OF INSTRUCTIONAL PSYCHOLOGY
  - Developing an interview protocol as a means to assess connected understanding.
- Designing, conducting, and analyzing a pilot study in the Biology Department to evaluate the extent to which students’ Concept Maps scores reflected connected understanding.
- Conducting Generalizability studies to determine the reliability of students’ concept map scores using a modified and enhanced scoring rubric as a means of assessing connected understanding. Dissertation purposes.

PROFESSOR DONALD HOLSINGER – Conducted research on Level of Educational attainment in Peru using the Gini coefficient as a measure for higher education attainment. Presented the paper at a conference at CIES Comparative International Education Society.

BENSON INSTITUTE - Conducted research for the Department of Animal Science in the field of Animal Nutrition.

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Presentations at Professional Meetings


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Achievements and Affiliations

Recruited, scheduled and motivated approximately 70 volunteers (both here and Peru) for a Humanitarian Project to help elementary school children in Cuzco-Peru during 2005, 2006 and 2008.

Member of the American Evaluation Association

Volunteered for four years in a local church Primary organization (ages 4 - 7) that focused on helping young children develop important moral and practical life skills.

Currently volunteer in a local church women organization that focuses on compassionate service.

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Skills and Interests

Fluent verbal and written proficiency in Spanish and English. Basic understanding of French and Indian Quechua Language

Excellent Microsoft Office skills.
Geoff Matthews  
8477 S McIntyre Way  
West Jordan, UT  
Phone - 801-282-9503  
vodyanoi@yahoo.com

<table>
<thead>
<tr>
<th>Skills</th>
<th>Research and Survey Design</th>
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<tbody>
<tr>
<td>MS Office</td>
<td>Statistical Analysis</td>
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<tr>
<td>SAS Enterprise Guide</td>
<td>Project Management</td>
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<td>SAS Data Miner</td>
<td>Database Documentation</td>
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<td>SPSS</td>
<td>Corporate Training</td>
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<tr>
<td>MS Access</td>
<td>Report design and management</td>
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<td>SQL</td>
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Experience

**Adjunct Instructor – Introduction to Business Statistics** – Utah Valley University, Orem, UT  
January 2010 – Present  
- Present lessons, assign homework, design tests and manage students

**Senior Research Analyst** – Utah Valley University, Orem, UT  
September 2009 – Present  
- Manage school survey projects  
- Create reports from completed survey projects

**Client Implementation Delivery Specialist** – Extend Health, Salt Lake City, UT  
August 2008 – September 2009  
- Manage client relationships  
- Communicate with clients regarding requirements, deadlines, etc.  
- Report creation and management  
- Manage and update various data lists  
- Resolve various problems associated with customer data

**Institutional Research Analyst**, Western Governors University, Salt Lake City, UT  
September 2004 – July 2008  
- Prepare and analyze data using SPSS  
- Prepare monthly and ad hoc reports  
- Research issues surrounding student success and barriers to student success  
- Write, administer and summarize results of all online surveys  
- Identify factors that correlate with satisfaction and retention  
- Gather primary and secondary data from various sources  
- Create stored processes using SAS Enterprise Guide  
- Write syntax for SPSS to allow coworkers to create regular reports  
- Present results of research projects to colleagues within the University
• Train coworkers on how to use SAS Enterprise Guide

Senior Analyst, Lighthouse Research, Riverton, UT
May 2005 - September 2005
• Perform statistical analysis
• Create & present educational materials about statistics
• Write survey questions
• Summarize results of research projects

Data & Statistical Analyst, Waterford Institute, Sandy, Utah
July 2002 - March 2004
• Document corporate database (in excess of 200 tables) and query data
• Analyze data through various statistical formulas using SPSS
• Summarize results in tables, charts and words
• Design databases using MS Access
• Compile bibliography of past research and write summaries for each study
• Design research studies to evaluate company products
• Research data mining methods
• Design reports to assess accuracy of data entry results

Courseware Designer/Project Manager, Avaltus Inc., SLC, Utah
October 2000 - February 2002
• Project Management involving off-site contractors
• Design and write computer-based/web-based training (CBT/WBT)
• Convert existing training documents to CBT/WBT
• Organize and compile course content for translation to other languages
• Serve as liaison between users & developers of a software simulation tool
• Train sales reps and new hires on company software use and features
• Assist in pricing for contract bids
• Create presentation for E-Learning Conference

Education

Master of Science, Utah State University, Logan, Utah April 2002
  Major - Sociology, Minor - Multimedia Production

Bachelor of Science, University of Utah, SLC, Utah, May 1996
  Major - Psychology, Minor – Sociology
Education

Doctor of Philosophy, Political Science
University of Wisconsin – Madison, December 2003
Exam Fields: Political Philosophy and Comparative Politics
Dissertation Area: Science, Technology, and Environmental Philosophy
Minor Field: American Politics

Master of Arts, Political Science
University of Wisconsin–Madison, May 1997
Emphasis: Political Economy

Bachelor of Arts Magna Cum Laude, Political Science
California State Polytechnic University, Pomona, June 1996
Minors: Economics, History

Professional Experience

Senior Research Analyst
Institutional Research and Information, Utah Valley University, November 2009 to present

Project Consultant
Johnson Analytical Research, 2006 to present

Adjunct Professor
Department of Philosophy and Environmental Studies, Westminster College, Spring 2009
Department of History and Political Science, Utah Valley University, Spring 2009
Department of General Education, Art Institute of Salt Lake City, Winter 2009
School of Applied Technology, Salt Lake Community College, July 2008–November 2009

Assistant Professor of Government and Philosophy
Department of History and Government, Cameron University, 2004 to 2008

Visiting Assistant Professor of Politics
Department of Politics, Hendrix College, 2003-2004

Visiting Fellow, The Abbey Program (Pontlevoy, France)
College of International and Continuing Education, University
Visiting Instructor
Department of Political Science, Marquette University, Spring 2002

Courses Taught

Interdisciplinary Studies
Honors Colloquium: Great Ideas and Discoveries since 1500, Science and Technology Studies, Modern European Society.

Philosophy
Introduction to Political Philosophy, Introduction to Logic and Critical Thinking, History of Western Political Philosophy, Modern Political Philosophy, Contemporary Political Philosophy, 20th Century Continental Political Philosophy, American Political Philosophy, Environmental Politics and Philosophy, Environmental Justice

Political Science and Public Policy
Introduction to American Government, Introduction to Political Science, Introduction to Comparative Politics, Quantitative Research Methods, Comparative Political Economy, Politics of Western Europe

Research

Book

Articles


Conference Papers
"Instructional Design of Web-based Simulations of Extensive-form Games," Western Political Science Association Annual Meeting, April 2010 (with Annette L. Moulder).


Public Policy Analyses

“Environmental Justice in Salt Lake County,” white paper,
Johnson Analytical Research, April 2009


“Effects of the Blue Canyon Wind Farm on Avian Populations in Southwest Oklahoma,” Department of History and Government Policy Analysis (in conjunction with the Oklahoma Audubon Council Important Bird Areas program), Cameron University, March 2008

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**Instructional Materials**


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**Conference Participation**

Panel Chair, “Public Philosophies and the Limitations of Pluralism,” Association for Political Theory Conference, Colorado Springs, Colorado, March 2004


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**Public Lectures and Publications**


“The Ethics of Human Cloning,” Invited lecture, Pulaski Heights United Methodist Church, Little Rock, Arkansas, May 13, 2004


Manuscript Referee

Service

**Student Services**
New Freshman Advisor, Cameron University, 2007 to 2008.
Pre-law Advisor, Department of History and Government, Cameron University, 2005.
Recruitment and Retention Committee, Cameron University, 2004-2005.
Faculty Sponsor, Hendrix College Rugby Club, 2003-2004

**Assessment and Program Development**
Political Science Assessment Coordinator, Cameron University, 2006 to 2008.
University Academic Standards and Policies Committee, Cameron University, 2006 to 2008.
Political Science Five-year Program Review Committee, Department of History and Government, Cameron University, 2006 to 2008.
Political Science Assessment Committee, Department of History and Government, Cameron University, 2004 to 2008.
Teacher Education Program Review Committee, Department of History and Government, Cameron University, 2005.
Assessment Reviewer, Political Theory Curriculum, Department of History and Government, Cameron University, 2005

**Personnel Management**
Personnel Scholarship Standards Review Committee, Department of History and Government, Cameron University, 2006.
Faculty Governance Committee, Hendrix College, 2003-2004

Information Technology
Instructional Technology Ad Hoc Working Group, Department of History and Government, Cameron University, 2004 to 2008.
Webmaster, Department of Political Science, University of Wisconsin – Madison, 1997-2001.
Computer Support Assistant, School of Law, University of Wisconsin–Madison, 1999.

Community Service
Political Analyst, KCCU Radio, November 2004 to 2008
Moderator, Lawton State Legislative Candidates’ Forum, Cameron University, October 2004

Professional Development
“Making the Most of Assessment: Creating Outcomes from Departmental Assessment,” American Political Science Association Short Course, Philadelphia, PA, August 2006
Turnitin Plagiarism Prevention Suite, Department of Multimedia Design, Cameron University, Summer 2006.
“Pre-law Advising for the Political Scientist,” American Political Science Association Short Course, Washington, D.C., August 2005
Blackboard Online Course Management System, Department of Multimedia Design, Cameron University, Spring 2005.
New Faculty Orientation, Cameron University, Fall 2004
New Faculty Orientation Semester Seminar, Hendrix College, Fall 2003
Educator Course Management Software Training, Hendrix College, August 2003
Diversity, Harassment, and Discrimination Training, University of Wisconsin – Madison, Fall 1997

Professional Associations
American Political Science Association (Foundations of Political Theory; Information Technology and Politics; and Science,
Technology, and Environmental Politics Sections), member. Association for Political Theory, member.

**Honors**

**Awards**
Nominee, Student Government Association Professor of the Year, Cameron University, 2008.

**Fellowships**
Fellow, Eur-Am Center for International Study, Pontlevoy, France, Fall 2002
University Fellow, University of Wisconsin – Madison, 1996-1997
David W. Waite  
1864 Bradley Estates Drive  
Yuba City, California 95993  
(530) 923-7354

EDUCATION  
Bachelor's degree in Mathematics - from Brigham Young University, Provo, Utah  
(August 1989 – April 1994)

Statistics courses include: Analysis of variance, experimental design (graduate level), quality control (SPC and TQM), regression analysis, time series analysis, statistical theory (graduate level), actuarial practice, SAS programming

Master's degree in Business Administration - from California State University, San Marcos  
(April 1998 – December 1999)

Teaching Credential – Mathematics all levels, State of California

WORK EXPERIENCE  
Director of Institutional Effectiveness – Yuba Community College District  
Marysville, California (August 2006 – present)  
The Yuba Community College District offices are located in Yuba County, California on the campus of Yuba College.

As the Director of Institutional Effectiveness, my responsibilities include:
- Creation of an institutional effectiveness (IE) model based on several key college indicators (program review, student services review, administrative review, marketing/district image review, shared-decision making review, and student learning outcomes)
- Development of assessment strategies for each IE model component
- Attend regular Chancellor’s Executive planning sessions as IE lead
- Support accreditation process with data collection and assessment strategies that help close the “continuous improvement” loop
- Support both colleges in the District with data and adhoc research requests
- Committee chair for the institutional effectiveness committee
- Member of the district management council
- Member of the student learning outcomes team
- Resource person for the diversity project team
- Resource person for the student equity team
- Leadership role in creating an assessment methodology for board adopted institutional student learning outcomes
- Oversight of all adhoc research requests made to the district offices

Institutional Research Analyst – Porterville College  
Porterville, California (May 2004 – June 2006)  
Porterville College is located in Tulare County, California.

As the Institutional Research Analyst, my position is funded 100% through the title 5 grant that the college received and includes the following responsibilities:
- Data retrieval from the college student information system “Banner”
• Creation of local databases for use in long term tracking of student demographic trends and program preference
• Creation of reports summarizing collected data using SPSS – MS Access – MS Excel – MS Word
• Statistical support and analysis for validation of required prerequisites
• Program review data collection and analysis, participate in hiring committee process as needed
• Adhoc analytical support for various proposed projects

**Educational Research Specialist** - San Diego City Schools  
San Diego, California (June 2001 – May 2003)  
San Diego City Schools comprises the elementary and secondary schools (K-12) within the San Diego City boundaries.

As the Educational Research Specialist, my responsibilities include:

- Accountability and assessment data retrieval and report generation for district-wide as well as school-site specific data needs
- Data-mining
- Ad-hoc report generation and analysis
- Database generation and development
- Excel spreadsheet development
- Statistical analysis
- Graphical analysis
- Various software (SPSS, MS Excel and MS Word are used to generate the various reports and analysis)
- Attend workshops and conferences related to educational research.

**Interim Director of Workforce Development** – Mt. San Jacinto Community College  
San Jacinto, California (February 2000 – February 2001)  
Mt. San Jacinto Community College is located in the Southwest region of Riverside County, California.

As the “Interim Director of Workforce Development, my responsibilities included:

- Oversight and management of the CalWORKs department staff and budget
- Oversight and management of the categorically funded ACCESS manufacturing training center staff and budget
- Specialized tracking of CalWORKs students as well as ACCESS program participants
- Development of specialized databases for long term tracking purposes
- Oversight and management of the college responsibility at the “One-Stop” career centers within the college district
- Coordination of the school-to-career business liaison program
- Oversight and management of the job placement activities for CalWORKs and VTEA students on campus
  Represent the college on various business-related committees and organizations throughout the district
  Responsible for a total budget of 600,000 dollars
- Management of a total staff of 12 employees
- Responsible for annual reports on categorically (grant) funded programs

**Management Analyst** – North County Transit District  
Oceanside, California (December 1998 – February 2000)  
North County Transit District is in charge of public transportation in the Northern half of San Diego County, along with the CoasterTM commuter train that runs from Oceanside to downtown San Diego.

As “Management Analyst” my responsibilities were:
Offer statistical support to the Marketing, Planning, and Construction Management departments
Assist in the annual capital projects budget preparation, including the creation of a database for tracking expenses and variances and project progress
Budget tracking and reporting for various construction projects
Adhoc analytical duties as requested including database development
Spreadsheet generation, reconciliation and research

**Market Research Analyst** - Sulzer Calcitek Incorporated
Carlsbad, California (January 1997 – December 1998)
Sulzer Calcitek is a subsidiary of Sulzer Medica, which is a division of Sulzer a Swiss corporation. Sulzer Calcitek makes dental implants and other products related to oral rehabilitation and generates annual sales of 28 million dollars.

As Market Analyst, my responsibilities were:
- Coordinating market research efforts on new and existing products
- Analysis of the data using accepted statistical methodologies
- Using time series analysis to forecast current products based on historical data
- Compile reports on a given product line
- Help prepare the sales forecast for the yearly operating plan
- Other adhoc market analysis as needed

**Internal Project Director** - Quality Monitoring Services
Salt Lake City, Utah (January 1996 – January 1997)
Quality Monitoring Services (QMS) did about 550,000 dollars in research in the health care field in 1996 (Medicare risk feasibility studies, NCQA member satisfaction surveys, product pricing studies, clinical outcomes studies). While employed with QMS I was in charge of overseeing a given research project from start to finish, with my main responsibility being the analysis.

Responsibilities included:
- Manipulation of an original data file into a usable format
- Pulling a valid sample from the data
- Overseeing data collection by phone or mail
- Coordinating with the client on the goals of the research project which will determine the design of the survey and the analysis to be used
- Running the analysis using SPSS or WINCROSS (a cross-tabulation program)
- Graphical analysis
- Compiling comprehensive written reports and presentation to client

**Statistical Analyst** - Medicode Incorporated
Salt Lake City, Utah (October 1994 – January 1996)
Medicode is a company that supplies publications and UCR (usual customary and reasonable) databases to a variety of health care companies and insurance agencies. While employed at Medicode I was given the assignment to help improve and update one of their UCR products, the HCPCS level 2 codes, as well as modeling time series data.

These projects involved:
- Use of SQL to retrieve data from the main database
- Use of theoretical distributions and statistical tests to assure the correct theoretical distribution is chosen
- Calculating univariate statistics on a variety of data using SAS and SPSS
• Supplying reports based on current data to relative value committees
• Use of ARIMA (Auto Regressive Integrated Moving Average) models to forecast data points into the future
• Other adhoc analysis as needed

OTHER
UNIX, WINDOWS, DOS

EXPERIENCE
SAS, SPSS, MINITAB, MSEXCEL, MSACCESS, WORDPERFECT, MSWORD, DBASE, SQL, MSOUTLOOK, QUATTROPRO, BANNER
CURRICULUM VITAE

Shannen L. Robson
1116 Elgin Heights Lane
Salt Lake City UT 84106
(801) 463-2477

PROFESSIONAL INFORMATION
Mailing Address: University of Utah
Collections Manager, Vertebrates
1390 E Presidents Circle
Salt Lake City UT 84112
(801) 585-7759
E-mail robson@umnh.utah.edu

PROFESSIONAL POSITIONS
2009 – present Intermediate Research Analyst, Institutional Research & Information, Utah Valley University
2009 – present Collections Manager, Zoology Collections, Utah Museum of Natural History
2007 – present Subject Matter Expert, Western Governors University
2003 – present Instructor, Department of Anthropology, University of Utah
2006 – 2007 Demography Research Assistant, Ken Smith, University of Utah
2004 – 2009 Research Associate, Zoology Collections, Utah Museum of Natural History
2002 – 2004 Project Coordinator, Zoology Collections, Utah Museum of Natural History
1997 – 2002 Curatorial Assistant, Anthropology Collections, Utah Museum of Natural History
1996 – 1997 Technical Assistant, Anthropology Collections, Utah Museum of Natural History

ADDITIONAL TRAINING
2007 SAS Base Programmer for SAS 9 certification
1998 Basketry Workshop, Nancy Odergaard, PhD. - conservation and collection management techniques for housing, stabilizing, storing and maintaining Anthropological collections
1998 Paleolab training, Dave Gillette, PhD. - preparation, conservation and stabilization techniques for maintaining vertebrate specimens for a Museum collection or display
1995 Biology and Ecology Field School, sponsored by Harvard University, Monteverde, Costa Rica

EDUCATION
Current ABD PhD candidate, Evolutionary Ecology, Department of Anthropology, University of Utah
2003 M.S. Evolutionary Ecology, Department of Anthropology, University of Utah
1996 B.A. Anthropology, University of Utah, Salt Lake City, Utah

AWARDS
2006 Graduate Research Travel Award, $450
2004 Graduate Research Travel Award, $450
2003 Fish Spring NWR Small Mammal Survey, (E. Rickart, PI), $3,000
2002 University of Utah Teaching Assistance Curriculum Center Fellowship (K. Hawkes), $5,000
2001 University of Utah Teaching Assistance Curriculum Center Fellowship (J. O’Connell), $5,000
2000  Keepers Preservation Education Fund Fellow, $500
2000  Graduate Research Travel Award, $500

UNIVERSITY COURSES DESIGNED & TAUGHT
Spring 2003, Summer 2003/04/05/06/07/08  Anthro 1030 World Prehistory: An Overview (on-line)
Fall 2003/04/05/06/07/08/09, Spring 2004  Anthro 4281 Primates (in-class and on-line)
Spring 2005/06/07  Anthro 4962 Primate Behavioral Data Collection

TEACHING ASSISTANTSHIPS
Spring 2001&2002  Anthro 1301 The Human Past, Professor J. O’Connell
Fall 2000  Anthro 3112 First Nations of North America, Adjunct Professor J. Fritz

FIELD WORK
2009-12  Small mammal survey and collection in the Toiyabe Mountains, NV. PIs: E. Rickart and R. Rowe
2006-08  Small mammal survey and collection in the Ruby Mountains, NV. PIs: E. Rickart and R. Rowe
2005  Small mammal survey and collection at Surprise Valley, CA, sole PI.
2004-05  Small mammal survey and collection at Homestead Cave, UT. PI: R. Terry, U of Chicago
2004  Primate (captive) behavioral observation on Leontopithus rosalia at Utah’s Hogle Zoo, Salt Lake City Utah. PIs: S. Robson & E. Keefe, UofUtah.
2004  Small mammal survey and collection at Fishlake National Forest. PI: R. Rowe, FMNH
2002-04  Small mammal survey and collection in Fish Springs NWR. PI: S. Robson, UMNH
2002-04  Small mammal survey and collection in Great Basin NP. PI: E. Rickart, UMNH
2001  Small mammal survey and collection in the Abajo Mountains, Utah. PI: E. Rickart, UMNH
2001  Primate (wild) behavioral observation on Cebus capucinus in Lomas Barbudal Biological Preserve, Guanacaste, Costa Rica. PI’s: Dr. Susan Perry, UCLA and Erin Vogel, SUNY Stony Brook.
2000  Small mammal survey and collection in the Snake Range, Nevada. PI: E. Rickart, UMNH
1999  Small mammal survey and collection in the Aquarius Plateau, Utah. PI: E. Rickart, UMNH

PROFESSIONAL SERVICE
2/00  Survey and inventory human remains at Edge of the Cedars State Park Museum, Blanding Utah.
6/98  Inventory and rehousing of human remains at Utah Field House State Park, Vernal Utah.
5/98  Review and inventory Museum Collections with UMNH staff for City of Escalante, Utah.
5/98  'Where the Future Meets the Past' Forensic Anthropology workshop for teachers and instructors co-taught with Lauren Strachen, Natural History of Genes Project funded by Howard Hughes Foundation.
9/96-98Science Specialist, Salt Lake City School District

UNIVERSITY SERVICE
Department of Anthropology
2003-2005  College of Social and Behavioral Science Academic Misconduct and Appeals Committee, graduate student representative appointed by Dean of the College
2002-2004  Graduate Student Advisory Committee, chair
2002-2003  College of Social and Behavioral Science Curriculum Committee, graduate student representative elected by College SAC chairs

Utah Museum of Natural History
5/00 - 3/02  UMNH Web Committee
3/97 - 5/01  Utah Prehistory and Heritage Week Committee (UMNH and SHPO)
7/98 - 6/99  UMNH Communications Task Force
3/97 - 6/98  Exhibits Committee
2010 ‘A retrospective profile of graduates to enhance student success strategies’. Podium paper co-presented at the Association of Institution Research annual meeting, Chicago IL.

2010 ‘Twinning in humans as a measure of maternal heterogeneity’. Poster co-presented at the American Association of Physical Anthropologists annual meeting, Albuquerque NM

2009 ‘Age at sexual maturity in humans: implications for life history analysis’. Poster co-presented at the American Association of Physical Anthropologists annual meeting, Chicago IL.


2004 ‘A pilot study on allocare in golden lion tamarins (Leontopithecus rosalia)’. Paper co-presented at the American Association of Zoo Keepers national meeting, Dallas.

2003 ‘Variation in primate aging’. Poster presented at the 83rd Annual Meeting of the American Society of Mammalogists, Lubbock, TX.


REVIEWER for the following peer-reviewed journals: Evolutionary Anthropology, Journal of Human Evolution, Journal of Mammalogy (Mammalian Species series), Trends in Ecology and Evolution.

PUBLISHED ABSTRACTS AND CONFERENCE PROCEEDINGS


PEER-REVIEWED JOURNAL ARTICLES and BOOK CHAPTERS


BOOK REVIEWS


REPORTS


MANUSCRIPTS IN REVIEW


MANUSCRIPTS IN PREPARATION


Eric Wilding  
1566 N. 160 E.  
Mapleton, UT 84664  
Eric.Wilding@uvu.edu  
Home (801) 362-6522

**Summary of Presentations**  
Summer University Myth Busters  
April 2008

Summer University Myth Busters  
April 2009

**Experience**  
2003-Present  
Research Analyst, Utah Valley University  
Completes data requests and develops reports for various on campus offices and off campus companies. Maintains office website. Completes Federal IPEDS reporting and non-institutional questionnaires. Participates in committees.

1999 – 2003  
Assistant Director of Financial Aid, Cornish College of the Arts  
Assists the director in the operation of the Financial Aid Office. Designs and distributes statistical reports to the director, Dean of Enrollment, the College Development Office, and other departments. Completes IPEDS, FISAP. Administers all State Programs. Administers all aspects of the federal loan program. Data entry of student information and ensures all data is accurate. Assists the director in the development of statistical reports. Monitors student academic progress for Title IV requirements. Maintains financial aid section of the college website.

1997-1999  
Financial Aid Assistant/Loan Officer, Cornish College of the Arts  
Assists the director of Financial Aid in determining applicants’ eligibility for federal/state aid. Administers all aspects of the federal loan program. Data entry of student information and ensures all data is accurate. Assists the director in the development of statistical reports. Monitors student academic progress for Title IV requirements. Maintains financial aid section of the college website.

1995-1997  
Financial Aid Assistant, Workstudy Position, Cornish College of the Arts  
Data entry of applicant information, filing and general office duties. Responds to inquiries.

**Education**  
Associates, General Education, 1989  
Ricks College, Rexburg, ID  
Specialization: Piano Performance

Bachelor of Music, Piano Performance, 1997  
Cornish College of Arts, Seattle, WA
Jessica E. Pilling  
442 N 400 E #9, Provo, UT 84606  
801.404.4869  
mpp.jessica@gmail.com

**Education**

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<thead>
<tr>
<th>Institution</th>
<th>Degree/Program</th>
<th>Year</th>
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<tbody>
<tr>
<td>Brigham Young University, Provo, UT</td>
<td>MPP in Public Policy</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>Area of Concentration: Natural Resources and Environmental Policy</td>
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<tr>
<td>Brigham Young University, Provo, UT</td>
<td>BA in International Relations</td>
<td>2007</td>
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<tr>
<td></td>
<td>Area of Concentration: Latin American History and Politics</td>
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<td></td>
<td>Minor: Sociology</td>
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**AWARDS**

- 2nd Place, Mary Lou Fulton Mentored Student Research Conference, Brigham Young University – Immigration’s effect on wages in the US  
  2008

**Teaching Experience**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Role</th>
<th>Year</th>
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<tbody>
<tr>
<td>Brigham Young University, Provo, UT</td>
<td>Guest Instructor – “Policy Analysis 2”</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>Developed week long instruction and coursework for unit on Geographic Information Systems.</td>
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</table>

**Related Experience**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Role</th>
<th>Year</th>
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<tbody>
<tr>
<td>Utah Valley University, Orem, UT</td>
<td>Intermediate Research Analyst</td>
<td>2010</td>
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<tr>
<td></td>
<td>Institutional research</td>
<td></td>
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<tr>
<td>Utah Valley Sierra Forum, Provo, UT</td>
<td>Intern</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>Compiled report of primary research performed in Utah Valley regarding political views on environmental issues and environmental trend data in Utah Valley.</td>
<td></td>
</tr>
<tr>
<td>Springville City Government, Springville, UT</td>
<td>Intern</td>
<td>2008</td>
</tr>
<tr>
<td></td>
<td>Primarily worked on grant writing.</td>
<td></td>
</tr>
<tr>
<td>BYU- Economics Department, Provo, UT</td>
<td>Research Assistant</td>
<td>2007-2008</td>
</tr>
<tr>
<td></td>
<td>Researched historical economic trends in Utah and the Mountain West Region.</td>
<td></td>
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</table>

**Languages**

- English – native language
- Spanish – speak, read, and write with basic competence.

**Memberships**

- Golden Key International Honour Society
- BYU Pi Sigma Alpha
Leisa Galloway  
1695 Sandhill Rd  
Orem, UT 84058  
(801) 830-7655  
leisagalloway@gmail.com

EDUCATION:  
Snow College, Ephraim UT  
Associate of Applied Science degree in Business Education, 2001  
Provo College, Provo UT  
Associate of Applied Science degree in Medical Assisting, 2004  
Utah Valley University, Orem UT  
Associate of Science degree in Integrated Studies, anticipated completion 2012

SKILLS:  
- office methods, techniques, practices and procedures  
- WordPerfect, Word, Excel, Access, PowerPoint, Photoshop, Hyperion, Banner, Internet Explorer, GroupWise, Outlook  
- bookkeeping and accounting  
- anticipate department needs  
- communicate effectively verbally and in writing  
- prepare documents, reports, charts, graphs and tables  
- spelling, grammar, technical writing  
- typing and 10-key  
- order/inventory equipment and supplies  
- anticipate department needs  
- maintain confidentiality  
- organized and motivated  
- prioritize and multi-task  
- deal with diverse personalities and high-stress environments  
- work well independently or with a team  
- work with minimum to no supervision  
- problem solving and decision making  
- interpersonal and public relation

EXPERIENCE:  
I have worked in an office setting for over seven years and have the ability to perform many secretarial and administrative duties. I have good computer and communication skills, am organized and a hard worker, and am willing to learn anything I can to do my job well and help others.

EMPLOYMENT:  
Snow College  
Business Education department, student grader  
Responsible for grading assignments, quizzes and tests for three instructors in the Business Education department.
Neways Inc. September 2001 to March 2003
Japan department, data entry
Entered credit card orders in the computer to be processed and faxed customers (in Japan) when items were backordered or discontinued. Helped get bonus checks ready to be mailed at the end of the month.

Neways Inc. March 2003 to June 2008
Technical Lab Services department, lab coordinator
Administrative support for the Technical (Quality Control) Lab. Created and maintained employee files (current and terminated), kept track of birthdays and handed out cards and gift certificates, created training binders, tracked signature logs, and was a backup for the campus receptionist. Responsible for department budget and placed orders for office and lab supplies/equipment. Submitted samples and testing paperwork to Chemistry and Microbiology labs and entered appropriate product information into an Access database for tracking. Filed copies of lab results and Certificates of Analysis in department files when testing was completed. Maintained department filing system, which included archiving old files every six months.

Utah Valley University July 2008 to present
Institutional Research & Information, Administrative Support III
Central contact for department by phone and email. Set up meetings and appointments, order supplies and equipment, file projects, and help program/administer surveys (phone, web and Scantron). Responsible for department budget and daily enrollment progress reports. Supervise outbound call center and student employees. Responsible for ePAFs and submitting time for call center employees. Enter ACT scores into Banner. Data entry and other projects as necessary to help department.
SKILLS

- Researched, analyzed, and compiled data to create accurate reports.
- Strong computer skills and exposure to MS Word, MS PowerPoint, MS Excel, Novell GroupWise, SPSS, and The Survey System 9.0.
- Strong interpersonal skills and experience with managing groups and individuals.
- Demonstrated effective instructional strategies and techniques by training new employees and bridal couples.
- Excellent verbal and written communication skills; frequently gave presentations to large audiences.
- Led projects from creation, programming, data collection, analysis, to presentation of results.

EXPERIENCE

Call Center Supervisor, Utah Valley University Institutional Research and Information, June 2010 – Present
- Manage call center.
- Maintain employee records.
- Evaluate employees and train employees to increase productivity.
- Interview possible employees.

Bridal Consultant, Sales Associate, Receiver, Bed, Bath, & Beyond, January 2007 – October 2009
- Introduced, instructed, and communicated techniques and tools to new customers using bridal program.
- Consulted with new bridal couples to recommend and influence their registry selections.
- Named the Employee of the Month two times.
- Received, ticketed, and stocked freight.
- Managed all return to vendor items for the store.

Teacher's Assistant /Administrative Support, Utah Valley University Behavioral Science Department, September 2007 – April 2008
- Prepared and assembled handouts, syllabi, instruction sheets, and visual aids.
- Researched, compiled, and structured data to help create the new Family Studies emphasis.
- Graded papers, tests, and assignments for PSY 2400 and PSY 3410.
- Communicated with students to advise how to better their coursework and class experience.
- Organized, maintained, and recorded students' grades and attendance.

INTERNSHIPS

Student Researcher, Utah Valley University Institutional Research & Information, January 2009 – June 2009
- Analyzed statistical data for multiple projects and surveys including 2008 Community Survey.
- Spearhead the 2009 Family Financial Survey.
• Evaluated criteria to reconstruct 2009 UVU Graduating Student Survey.
• Programmed numerous surveys for IRI using The Survey System 9.5.
• Recruit participants for 2009 Community/Continuing Education Focus Group.
• Collected and researched information for ACT database.

EDUCATION

Utah Valley University
Bachelor of Behavioral Science, May 2009
Major: Psychology
Education

B.S. Electronics Engineering Technology

- Earned an overall GPA of 3.6, with a 3.7 GPA in EET courses.
- Successfully completed courses in:
  - computer science (C)
  - DC/AC circuit analysis
  - digital circuits
  - active devices and circuits
  - system controllers
  - process control programming
  - computer interface
  - digital signal processing

Employment History

- **2010**
  - US Census Bureau: Crew Leader (Temporary)
  - Juab School District: Temporary Math Teacher

- **2001**
  - BRG Research Services: Assistant Analyst  Provo, Utah
    - Research and data compilation for market analysis

- **1998 - 1999**
  - Brigham Young University: Teacher’s Assistant  Provo, Utah
    - Assistant Instructor for the basics in electronic theory including: series and parallel circuits; superposition, Thevenin’s and Norton’s theorems; RC and RL circuits; resonance and transformers.
    - Instructed students on the use of electronic tools and test equipment including: power supplies, DMMs, function generators, and oscilloscopes

Skills and additional qualifications:

- Strong organizational skills
- Flexible and adaptable to new situations
- Team player with outgoing personality
- Self motivated and dependable