



Alumni Career Descriptions

Alka Arora, PhD 2007
Research Associate, TIMSS & PIRLS International Study Center, BC
"My responsibilities include working on the development of Mathematics assessment frameworks, achievement tests, scoring guides and international reports that disseminate results of the TIMSS."

Helena Miranda, PhD 2007
CSTEEP, Research Associate
"I work with Dr. Mike Russell at inTASC developing online diagnostic algebra assessments for middle schoolers."

Jing Miao, 2005
Associate Psychometrician, Educational Testing Service
"I'm working on two College Board testing programs, AP & CLEP. The two programs use different models and follow different operation cycles: AP is paper-and-pencil based, uses Classical Test Theory and tests once a year; while the CLEP is computer-based, pre-equated using the Rasch model and tests year-round. My BC education prepared me by giving me a foundation in psychometrics, from which I can further my knowledge."

Debra Berger, MEd 2004
Research Associate, TIMSS & PIRLS International Study Center, BC
"I am the editor of various projects and also write reports."

Susan Henderson, PhD 2004
Senior Research Associate, Learning Innovations, WestEd Research and Evaluation
"I'm working on a number of different evaluation projects including an NSF GK-12 project that we're evaluating for UNH. We also have the MCAS social studies contract with Measured Progress. And, I serve as the co-director of the Local Accountability Professional Development series, east of the Mississippi. Some of these projects include

working with our Assessment and Standards Development group on item development, content review, and item review facilitation in ELA and Mathematics for the Nevada and Pennsylvania state assessments."

Julie Miles, PhD 2004
Psychometrician, Pearson Educational Measurement, Raleigh, NC
"As a psychometrician, I work on K-12 state-wide assessments. My day-to-day activities include: test construction, item calibration, equating, scaling, item analyses, planning and conducting standard setting meetings, and researching current topics in educational research."

Christine Mills, PhD 2004
Psychometrician, Educational Testing Service, Princeton, NJ
"As a psychometrician I work with clients to design large-scale assessments, analyze field test results, and equate tests from year-to-year. Current research interests include equating with constructed response items and using automated scoring technologies to score constructed response items."

Maria-Jose Ramirez, PhD 2004
Universidad Diego Portales (UDP), Santiago, Chile
"I work at Universidad Diego Portales (UDP) in Santiago, Chile. I am the head of the evaluation and research unit, being in charge of accreditation processes, academic evaluation, and keeping track of the academic statistics of the university. I am also a research associate at the Instituto de Ciencias Sociales (ICSO), Faculty of Social Sciences in UDP. My main research interest are in comparative education, measurement and public policy."

Miguel Angel Ramos, MEd '00, PhD '04
Director, Assessment and Accreditation, College of Technology, University of Houston
"My primary role is to design, implement, and monitor a variety of assessment and evaluation activities that address continuous improvement issues throughout the College of Technology. I also coordinate the accreditation process for several degree programs and participate in university-wide institutional research efforts."

Elizabeth O'Brien (Halstead), MEd 2003
Ed Research and Evaluation Consultant, State of North Carolina's Department of Public Instruction (NC DPI)
"I do statistical analyses on the statewide student assessments."

Jere Turner, PhD 2003
Director of Institutional Research (IR), New Hampshire Community Technical College
"The primary goal of IR is to collect, comprehend, combine, and analyze data pertaining to a range of operational activities at NHCTC. IR is concerned with the systematic evaluation of educational programs, educational support services, and administrative processes in order to assist in identifying the strengths and weakness of the college. IR is responsible for transforming and interpreting data analysis into information that can be used to support institutional planning, set institutional policies, and make academic and management decisions."

Susan Gracia, PhD 2001
Associate Professor, Educational Leadership Program; Director of Assessment, Feinstein School of Education and Human Development, Rhode Island College
"As Associate Professor, I teach master's level and PhD courses in

Boston College
Lynch School of Education
Department of Educational Research, Measurement and Evaluation (ERME)

curriculum and assessment, research, testing, and educational policy. As Director of Assessment, I work with faculty to create and revise unit-level assessment instruments that will yield meaningful data. I also analyze data and prepare reports at the program and unit levels."

Catherine Horn, PhD 2001
Assistant Professor, University of Houston, College of Education, Educational Leadership and Cultural Studies

"I teach quantitative methods and educational policy courses to graduate students preparing to be elementary, secondary, and postsecondary administrators."

Andrew Poggio, MEd 2001
Research Associate, Center for Educational Testing and Evaluation, University of Kansas

"My primary responsibility is developing and coordinating the Kansas assessments at all grade levels. My duties include item piloting and analysis, working with review panels of content and curriculum personnel and psychometric experts, item selection and test form construction reflecting the state curricular standards, performing validation (reliability/validity studies) and equating/comparability work, score reporting and results dissemination, as well as developing performance standards and implementing standard-setting (cutscore) studies."

Roland Stark, MEd 2001
WIDE World, Harvard Graduate School of Education

"Since 2003 I have been doing research and program evaluation for WIDE World online professional development at the Harvard Graduate School of Education. A lot of my work relates to design of and data analysis for surveys of teachers who have taken our online courses. I also write reports for colleagues and funding sources, give presentations, and help plan QA work and other kinds of research to help improve our program and draw additional interest."

Steve Stemler, MEd '97, PhD '01
Assistant Professor, Wesleyan University Department of Psychology
"My primary research interest is in developing psychometrically sound instruments that measure educationally relevant goals that extend beyond those those typically assessed by conventional tests (e.g., wisdom, creativity, intercultural literacy, social intelligence, citizenship). I teach intro psych as well as introductory and advanced courses on psychological measurement, statistics, and conflict resolution."

Edward Garcia Fierros, PhD 1999
Associate Professor, Villanova University, PA

"I teach research methods courses and courses on multicultural education, disability education, multiple intelligences theory, and social foundations of education. I have been analyzing large-scale data sets to show the inequitable placement of minority students in special education. I am investigating Bureau of Indian Affairs (BIA) schools in the US Southwest to evaluate how teaching and social customs have changed as a result of the No Child Left Behind law. I serve as the Graduate Teacher Education Coordinator."

Jessica A. Greene, PhD 1999
Director, Institutional Research, Office of Institutional Research, Planning & Assessment, BC

"I am responsible for collecting, analyzing and reporting on institutional data in support of administrative decision-making, policy-making, strategic planning, and outcomes assessment. My specific duties include: conducting regular and ad hoc studies; maintaining longitudinal datasets to track institutional performance; fostering and supporting a program of institutional outcomes assessment; benchmarking against peer groups; conducting analytic or modeling studies, and reporting to external agencies."

Ismael E. Carreras, MEd '94, PhD '98
Research Director, Eidetics, Boston, MA

"Our company is a marketing research and consulting organization serving the medical manufacturing industry

(pharmaceuticals, biotechnology, and medical devices). I design and analyze quantitative survey research projects that help clients inform their critical business decisions. I rely on several statistical techniques in my job, and often use experimental designs in my projects. I serve as Leader for our Decision Modeling Group (a group of eight colleagues with similar skills and responsibilities)."

Marianne Lescher, 1998
Principal of Kyrene de la Mariposa Elementary School, Tempe, AZ

"I am principal of Kyrene de la Mariposa Elementary School, Tempe, AZ and am in my 9th year. We are rated an "Excelling School" by the Arizona Department of Education and received "A+ Distinction" by the Arizona Educational Foundation in 2004, a highly competitive honor. As a senior principal in the district, I work with several district wide groups focused on curriculum, assessment and leadership development. Prior to my principal assignment, I was the Director of Curriculum for the district for four years. My department revised all of the district's curriculum to align with state standards in the late 1990s. I am also a Faculty Associate with Arizona State University teaching in the graduate program, specifically working with students seeking administrative credentials."

Jennifer Kobrin, MEd '93, EdD Rutgers University '00
Research Scientist, The College Board, New York, NY

"I conduct and manage research projects related to CollegeBoard programs, primarily the SAT."

Mohammed Louguit, MEd '80, PhD '85
Center for Applied Linguistics, Washington, DC

"My particular responsibilities include: design, develop, adapt and support measures, tests, and other data collection instruments, especially with regard to testing Spanish-speaking children learning English; provide quantitative and Arabic language expertise and service to projects in the Language Testing Division; and conduct item-level analyses on new and revised assessment instruments."