

NICOLE M. DETERDING

EDUCATION

Harvard University, Cambridge, MA Fall 2007-Present

Joint Doctoral Program in Sociology and Social Policy.

Doctoral Fellow, Multidisciplinary Program in Inequality and Social Policy, Harvard Kennedy School.

Recipient of Perry Family Fellowship for Sociology and Social Policy (2007-08)

The George Washington University, Washington, DC 2004-2007

M.A. in Education and Human Development, Education Policy Studies, May 2007.

- Research Methods concentration. Doctoral-level applied statistics courses in The School of Business and Public Management: Statistical Modeling/Analysis, Advanced Modeling, Exploratory and Multivariate Analysis.
- Selected by Department of Education Leadership faculty to receive Department Fellow Award (2004). GSEHD fellowship recipient, 2004 to 2007.

Wellesley College, Wellesley, MA 1999-2003

B.A. in Sociology, Magna Cum Laude, May 2003.

- Selected to participate in the Wellesley in Washington internship program. First year academic distinction.

SELECTED WORK EXPERIENCE

The Project for Policy Innovation in Education, Harvard University

Graduate Research Assistant

October 2008-June 2009

Perform data gathering, cleaning and analysis on student-level data for a quasi-experimental evaluation of pilot and charter schools in Boston. With Jon Fullerton and Susan Dynarski.

Education Policy Center, The Urban Institute, Washington, DC

Research Associate II, Program for Evaluation and Equity Research (PEER)

January 2006-July 2007

Research Assistant

July 2003-December 2005

Responsible for conducting statistical analyses of original and secondary data sets. Designed and maintained databases and documentation for original survey data. Collected and analyzed qualitative data in case study site visits, interviews, and focus groups. Performed literature reviews. Contributed to the writing of reports, policy briefs, and journal articles. Tracked emerging policy issues and current education research for senior staff.

The Quantitative Reasoning Program, Wellesley College

September 2002-May 2003

Teaching Assistant: Provided in-class support to 3 sections of a quantitative reasoning (statistics) course for first-year students. Held weekly drop-in tutoring hours and individual sessions for students with extra concerns. 10 hrs/wk.

The Writing Program, Wellesley College

January 2002-May 2002

Teaching Assistant: Worked one-on-one with a sophomore undergraduate student in a writing tutorial that yielded academic credit. Analyzed student's writing difficulties and developed appropriate lessons and assignments.

Participated in weekly workshops with other tutors, developing effective teaching skills and strategies. 10 hrs/wk.

PUBLICATIONS AND RESEARCH REPORTS

PUBLICATIONS (Subjected to internal and external review)

<http://www.urban.org/NicoleDeterding>

Deterding, N. (2005). Where Are They Now? 5-10 Years After LSAMP. *LSAMP Magazine, Spring 2005*. Arlington, VA: National Science Foundation.

Clewell, B.C., C. Cosentino de Cohen, N. Deterding, S. Manes, L. Tsui, P.B. Campbell, L. Perlman, S. Rao, B. Branting, L. Hoey, and R. Carson. (2005). *What Do We Know? Seeking Effective Math and Science Instruction (Policy Briefs)*. Washington, D.C.: The Urban Institute.

Clewell, B.C., C. Cosentino de Cohen, L. Tsui, and N. Deterding. (2006). *Revitalizing the Nation's Talent Pool in STEM: Science, Technology, Engineering and Math*. Washington, D.C.: The Urban Institute.

Cosentino de Cohen, C., N. Deterding, and B.C. Clewell. (2005). *Who's Left Behind? Immigrant Children in High and Low LEP Schools*. Washington, D.C.: The Urban Institute.

Cosentino de Cohen, C., with N. Deterding. (2006). *Adult Learners/Instructional Aides Initiative: Survey of States and Districts*. Washington, D.C.: The Urban Institute.

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PUBLICATIONS AND RESEARCH REPORTS, CONT'D

RESEARCH REPORTS

- Clewell, B.C., and N. Deterding. (2007). *On Track or Delayed: Cohort II BEAMS Projects, One and a Half Years Later*. Submitted to the Lumina Foundation for Education, May 2007.
- Clewell, B.C., C. Cosentino de Cohen, L. Tsui, L. Forcier, E. Gao, N. Young, N. Deterding, and C. West. (2005). *A Final Report on the Evaluation of the Louis Stokes Alliances for Minority Participation Program*. Submitted to National Science Foundation, November 2005.
- Cosentino de Cohen, C., and B.C. Clewell, with N. Deterding & D. Kaye. (2004). *Evaluation of DC ACTS: Math, Science and Technology Intervention in District of Columbia Public Schools*. Submitted to the American Association for the Advancement of Science, October 2004.
- Mudd, E., N. Deterding, and B.C. Clewell. (2006). *RNT Clearinghouse Job Bank User Profile: August 5-November 30, 2005*. Submitted to Recruiting New Teachers, Inc., February 2006.
- Tsui, L., and B.C. Clewell, with C. Cosentino de Cohen, N. Deterding, L. Forcier, N. Young, and A. Bourque. (2004). *Report on the 2003 Administration of the NSSE Survey and the Use of Results by the BEAMS Project*. Submitted to the Lumina Foundation for Education, December 2004.
- Tsui, L., C. West, and B.C. Clewell, with C. Cosentino de Cohen & N. Deterding. (2005). *Report on the 2004 Administration of the NSSE Survey and the Use of Results by the BEAMS Project*. Submitted to the Lumina Foundation for Education, December 2005.

IN PROGRESS

- Cosentino de Cohen, C., and N. Deterding. *Widening the Net: Rethinking Recruitment and Retention of Women in Engineering*. Submitted to *Journal of Engineering Education*.

SKILLS

- *SAS Statistical Programming Language*: Formal training includes courses at SAS Institute in Rockville, MD: Data Manipulation with the DATA Step; Report Writing: A Programming Approach; Advanced Topics in the SAS Macro Language. Three doctoral-level courses in theory and application of linear and multivariate modeling using SAS. 4 years of programming experience.
- *Proficiency with Nationally-Representative Datasets*: Department of Education seminar training in and extensive use of NCES' Schools and Staffing Survey (1999-00 SASS) and Teacher Follow Up Survey (2000-01 TFS). Comprehensive knowledge of NSF's National Survey of Recent College Graduates (NSRCG), including 1992-1997 longitudinal follow-up files. Experience with NCES' Common Core of Data (CCD) and Private School Universe Survey (PSS).
- *Qualitative Data Collection and Analysis*: Significant experience conducting face-to-face and telephone interviews and leading focus groups of up to 9 participants; producing and coding interview write-ups. Conceptualization and design of Microsoft Access databases used in the display, coding, and analysis of qualitative interview data. Experience with coding using Atlas.ti.
- *Visual Presentation of Quantitative Data*: Seminar training and extensive experience in designing visual/graphic presentations of data results for research reports and publications.

LEADERSHIP/ VOLUNTEER WORK

- *Harvard Migration and Immigrant Incorporation Workshop, Co-coordinator, SY 2008-09.*
- *Wellesley Development and Outreach Council, October 2007- Present.* Appointed member of alumnae advisory council to the Wellesley College Board of Trustees. The Council works to ensure effective fund-raising and outreach to alumnae, parents, friends of the College, and the public.
- *Wellesley College Alumnae Association, Annual Giving Chair, April 2003-June 2008.* Elected to lead Class of 2003's annual giving campaign, in conjunction with the college's Annual Giving Office. Chair a committee of 10 classmates that develops giving strategies, solicits gifts, and maintains donor relations. 5-year total raised: \$152,000.