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www.amazon.com/author/dr.susan.carroll.books

www.wordsandumbersresearch.com

www.dissertation-statistics.com

EDUCATION

1981. Ph.D. University of Connecticut, Educational Psychology
1974 MA University of Connecticut, Education Administration
1973 BA University of Connecticut *summa cum laude*, History
1969-1971 Marymount College (Now Fordham University)

EMPLOYMENT BACKGROUND

WORDS & NUMBERS RESEARCH, Inc. *President and Founder (1984 to present).* Conducted numerous surveys and evaluation projects which involved: original questionnaire design and/or test development; one-on-one interviews, and focus groups; complete online, mail and telephone surveys; sampling strategies; data collection; coding data for entry into SPSS statistical package; interpretation of quantitative and qualitative data; written and verbal reporting to non-academic audiences. Several projects were multi-year in length and were conducted for the US Department of Education and the CT State Department of Education as well the National Science Foundation, Javits, the Eisenhower, the Graustein Foundations. In addition, survey and evaluation projects have been conducted for national associations, hospitals and health organizations, colleges and universities and other profit and non-profit clients. Many involved large numbers of subjects, and required multiple methods of data collection (questionnaires, standardized tests, focus groups, interviews, observation).

UNIVERSITY OF CONNECTICUT School of Allied Health. *Associate Professor 1985-1986*
Assistant Professor 1979-1984

Served on the Dean's Council (top management body where decision and policy making occurred in a collaborative format). Chief responsibility was leadership in all evaluation and research. A primary emphasis was the provision of data for decision-making and strategic planning. Conducted a large-scale evaluation of undergraduate programs, which serves as a model in Allied Health. Supervised all faculty and graduate research projects, and assisted with grants acquisition and publication efforts. Interfaced with faculty, administration, the public, as the information/research expert of the School. Taught graduate and undergraduate Research Methods and undergraduate Management courses. Designed a Program Evaluation course. Served on many committees and Task Forces. Enjoyed a 90 percent publication rate in referred journals. Numerous invited presentations.

BUREAU OF EDUCATIONAL RESEARCH 1978-1979 UCONN. Graduate Research Assistant

Assisted in teaching Educational Psychology courses in statistics and research design. Provided statistics and research consultation to School of Education faculty and doctoral students. Test development. Executed computer programs (SPSS) and interpreted output for major research projects.

TRINITY COLLEGE 1976-1977 The Upward Bound program TRIO Program Counselor and Assistant Director. Grants writing. Provided counseling, advising and college placement to 100 low-

income students. Liaison to Hartford Public School Guidance Department, community agencies, and parents.

CENTRAL CT. STATE UNIVERSITY 1975-1976 Financial Aid Office. Assistant Director.

Conducted student needs analysis for eligibility. Conducted resource analysis for financial aid. Designed and distributed financial aid packages for students. Interfaced with students, parents, academic community, work-study employers, and federal government. Supervised staff.

WESLEYAN UNIVERSITY 1974-1975 CONNTAC TRIO Program. Counselor. Advised 400 low-income high school seniors per year on college placement and financial aid requirements. Public speaking. Liaison with high school guidance departments, community and colleges officers. Grants writing. Other duties.

UNIVERSITY OF CONNECTICUT. 1974 Spring Semester Head Resident. Concurrent with pursuit of Master's Degree Managed a large residence hall that was historically plagued with many problems. Supervised 6 resident assistants and 200 female residents.

INVITED PRESENTATIONS

Numerous presentations as co-author of books.

2011 Paper session at the annual meeting of the American Educational Research Association (AERA) Conference, Vancouver, B.C. *The Impact of advanced geometry and measurement curriculum units on the mathematics achievement of first-grade students.*

2008 Paper session at the annual meeting of the American Educational Research Association (AERA) Conference, New York, New York. *The impact of advanced curriculum on the achievement of mathematically promising elementary students.*

2005 Leadership 101: How to Make an Impact. NW CT Chamber of Commerce Forum

1999 Medical staff at Charlotte Hungerford Hospital - Leadership training

1995 23rd National Kitchen and Bath Assoc. Officers (300) Leadership Training, New Orleans

1995 CT Principals Training: Speech on Marketing

1994 CT Society of Association Executives: Speech on Surveys

1993 High Impact Marketing for CEOs: Speech on Marketing Research

1983 4th International Congress on Obesity, NYC

1983 Annual Meeting of Allied Health Deans, Buffalo, NY

1983 Am. Physical Therapy Assoc. Annual Meeting, Kansas City, MO

1982 Am. Society of Allied Health Professions Annual Meeting, Chicago, IL

1982 American Educational Research Assoc. (AERA) Annual Meeting, NYC *

1981 4th Annual Myers-Briggs Type Indicator Annual Meeting, Palo Alto, CA *

* *Doctoral dissertation presented.*

RECOGNITION and COMMUNITY SERVICE

Torrington Savings Bank, Past Trustee and corporator
US Department of Education (FIPSE) Evaluator of higher education proposals 2007
UConn Distinguished Alumni Award, 2004
Workman Home, corporator
Torrington Library, Trustee and corporator
The Torrington Club, Past President and Board Member
Charlotte Hungerford Hospital, Past Board Member and corporator
Brooker Memorial, Past Board Member and corporator
UConn, School of Education, adjunct professor
Small Business Success -1993 by US Small Business Administration
Daughters Day, Founder and coordinator from 1993 to 2013
Corporator, YMCA
UConn School of Allied Health Professions, Advisory Board
Who's Who Worldwide
Woman in Business Award, Small Business Administration, Washington DC
Who's Who, Benson International
Northwest CT Chamber of Commerce, Past Board member
Warren J. Perry Distinguished Author Award 1985
Dean's Leadership Award, University of Connecticut 1984
Nominee for "Young Leader in Allied Health" award 1984
Ford Foundation, training for 20 women scholars in USA 1983
Evaluator of peer review paper presentations in Montreal at AERA Conference 1983
US Fellow "Federal Government's Role in Higher Education" - Washington, DC 1979
YWCA Hartford - Sexual Assault Crisis Counselor

PUBLICATIONS OF SUSAN CARROLL

BOOKS

Carroll, S. & Carroll, D. (2023). *Simplifying Statistics for Graduate Students.* Maryland: Rowman & Littlefield.

Carroll, S. & Carroll, D. (2022). *Statistics Made Simple for School Leaders: A new approach for using student, staff and community data. (3rd ed.).* Maryland: Rowman & Littlefield.

Carroll, S. (2016) *How to Successfully Deal with your Dissertation Data (ebook)* New Jersey: Bookbaby.

Carroll, S. & Carroll, D. (2015). *How to Become Data Literate. (2nd ed.).* Maryland: Rowman & Littlefield.

Carroll, S. & Carroll, D. (2011). *Marketing 101: How Smart Schools Get and Keep Community Support*. (3rd ed.). Maryland: Rowman & Littlefield and National Association of School Public Relations.

Carroll, S. & Carroll, D. (2002). *Statistics Made Simple for School Leaders: Data Driven Decision Making*. Oxford, UK: Rowman & Littlefield and American Association of School Administrators.

Carroll, S. & Carroll, D. (2000). *EdMarketing: How Smart Schools Get and Keep Community Support* (2nd ed.). Bloomington, Indiana: Solutions Tree.

Carroll, S. & Carroll, D. (1994). *How Smart Schools Get and Keep Community Support*. Bloomington, Indiana: National Education Services. *A best seller for NES*

PEER REVIEW and TRADE ARTICLES

Carroll, S. (2018). Data and Information Rich: Customer Retention First. *Connecticut Banking*, 1st Quarter, 21.

Casa, T., Firmender, J., Gavin, M., **Carroll, S.** (2016). Kindergarten's achievement on geometry and measurement units that incorporate a gifted education approach. *Gifted Child Quarterly*, 61(1), 52-72.

Gavin, K. Casa, T., Adelson, J., **Carroll, S.** Sheffield, L. (2013). The Impact of advanced geometry and measurement curriculum units on the mathematics achievement of first-grade students. *Gifted Child Quarterly*, 57(April), 71-84.

Carroll, S. & Carroll, D. (2009). Avoiding the five red flags: marketing without mistakes. *Principal Matters*, 80(Spring), 14-16. [Australian educational journal]

Gavin, K. Casa, T., Adelson, J., **Carroll, S.** Sheffield, L. (2009). The impact of advanced curriculum on the achievement of mathematically promising elementary students. *Gifted Child Quarterly*, 53(3), 188-202. *2009 Paper of the Year Award*.

Gavin, K. Casa, T., Adelson, J., **Carroll, S.** Sheffield, L., & Spinelli, A. (2007). Mentoring mathematical minds: a research-based curriculum for talented elementary students. *Journal of Advanced Academics*, 18(4), 566-585.

Carroll, S. (2003). Daughters Day: Fostering Self Esteem in Adolescent Girls. *Voices for Young Adolescents (VOYA)*, 26 (4), 285-287.

Carroll, S. & Carroll, D. (2001). Outside-Inside Marketing: How Smart Schools Get and Keep Community Support. *The School Administrator*, 7 (58), 21-23.

Carroll, S. (1998). Good incentives improve questionnaire response rates. *Marketing News*, 33(22), 8-42.

Hayes, S. Fiebert, I. **Carroll, S.** & Magill, R. (1997). Predictors of academic success in a physical therapy program: Is there a difference between traditional and non-traditional students? *Physical Therapy Education*.

Carroll, S. (1994) Questionnaire design affects response rate. *Marketing News*, 28 (1), 14.

Carroll, S. (1992). The employee as a marketing tool. *The Employer's Digest*, 1.

Carroll, S. (1989 to 1990). Capturing Your Target Market, *The Enterprise*. NWCT Chamber of Commerce publication. Individual topics include the following:

- The Baby Boomlet
- The Teenage Market
- The 50+ Market
- The Affluent Market
- The European Market
- The Wellness Market]
- Non-Profit Givers
- Voter Markets
- The Healthcare Market I
- The Healthcare Market II
- Database Marketing
- Employee Market
- The 1990 Census
- Globalization
- A Demographic Forecast

Carroll, S. (1991). Market education to your customers. *The School Administrator*, 37.

Carroll, S. (1991). Evaluation of the BRIDGE Dropout Prevention Program. *ERIC Resources in Education*, #UD027966. 95 pages.

Carroll, S. (1987). The CT SDE Summer Incentive Program: An Evaluation of Three Years - FY86, FY87, and FY88. *ERIC Resources in Education*, #300470, 68 pages.

Douglas, P. and **Carroll, S.** (1987). Faculty evaluations: Are college students influenced by differential purposes? *College Student Journal*, 21(4), 360-365.

Feitelson, M. Fitz, P, **Carroll S.** & Bernstein, L. (1987). Enteral nutrition practices: similarities and differences among dietitians and physicians in Connecticut. *Journal of the American Dietetic Association*, 87(10), 1363-1368.

Carroll, S. (1986). Health care students ought to learn marketing. *Marketing News*, 20(15), 14.

Hayes, S. & **Carroll, S.** (1986). Early intervention rehabilitation and the acute stroke patient: Length of Stay and Functional Status. *Archives of Physical Medicine*, 67, 319-321.

Carroll, S. (1985). Warning: Program evaluation may be hazardous to your health: A myth. *Journal of Health Promotion*, 2(1), 7-9.

Carroll, S. & Fitz, P. (1985). Making accountability less painful: Program evaluation in allied health education. *Journal of Allied Health*, 14(1), 33-42. (**Won Journal Award 1985.**)

Carroll, S. & Leavitt, R. (1984). Personality characteristics and expressed career choice of graduating physical therapy students. *Physical Therapy*, 63(10), 1549-2552.

Carroll, S. & Fitz, P. (1984). Predicting major field of study in allied health education with

selected personality characteristics. *College Student Journal*, 18(1), 43-51.

Van Koten, C. & **Carroll, S.** (1983). Self-efficacy: Predicting success in a protein sparing supplemental intake. *Fourth Annual International Congress on Obesity Program Abstracts*, 1983, 64a.

Carroll, S. (1981). Undergraduate program evaluation in allied health. *ERIC Resources in Education*, #203741.

Carroll, S. *Predicting major fields of study in allied health education with selected personality characteristics*. Unpublished doctoral dissertation, University of Connecticut, 1981.

Carroll, S. & Thompson, D. (1980) Forecasting college success for low-income students. *Journal of College Student Personnel*, 21(4), 340-343.

Carroll, S. & Thompson, D. (1980) Helping low-income students to attend college. *Dialogue*, 9
Unpublished articles for business acquisition.

Carroll, S. (1995) How to Capture and Keep Customers.

Carroll, S. (1994) Why Independent Surveys are Beneficial for Clients and Customers

Carroll, S. (1994) Santa, the Marketing Genius.

Large Scale External Evaluations designed and conducted by Susan Carroll

- Privately funded, the **Connecticut Invention Convention (CIC)** was evaluated in 2025. Donors and potential funders wanted to determine the long-term effectiveness of programming relative to STEM outcomes. The evaluation design included a quantitative, retrospective study with CIC state finalists whose participation spanned a 20 year period. Finalists were presented with a comprehensive survey related to leadership experiences, as well as the impact that CIC had on their postsecondary and career choices, and employment experiences. A qualitative component was added to the evaluation design to drill down the data into themes. The overall findings demonstrated the CIC had a systematic impact on increasing interest in STEM and produced young leaders who were changing the world.
- Funded by the US Department of Education, **Project 2e-ASD** was a groundbreaking initiative. Over the course of five years, Project 2e-ASD identified and tested successful strategies for 2e-ASD students in post-secondary education settings. Project 2e-ASD addressed the research gap and provided evidence-based strategies for gifted students with ASD to reach their high school, college, and adult transition goals. The Project shared these strategies with teachers, parents, and practitioners in the form of professional development material and online resources. With its five-year scope, diverse and experienced research team, and generous support from the U.S. Department of Education's Jacob K. Javits Gifted and Talented Students Education Act, Project 2e-ASD provided successful tools for this uniquely gifted population.

- Funded by the US Department of Education, **Project LIFT** builds on and scales up aspects of the Young Scholars Model and its further implementation in Project SPARK, placing particular emphasis on using instructional practices to elicit high-potential behaviors and to promote teacher understanding of the evidence of high potential across diverse populations. The broad focus of Project LIFT is to develop professional learning experiences and support structures that will assist in strengthening professional practice such that students from all backgrounds have opportunities to engage with high-level work, develop critical and creative thinking skills, demonstrate evidence of high potential, and experience challenging instruction that matches their need. The overall premise of the project is that through instructional activities that reflect best practices as supported by promising evidence, and with specific attention to how gifted behaviors may emerge within the context of those instructional activities, students with high potential are more likely to demonstrate their high-potential behaviors. Further, through professional development specifically focusing on how such instructional and high-potential student behaviors align, teachers will be more ready to recognize and respond to learning behaviors that indicate high potential. S206A170030

- Funded by the US Department of Education, **Project SPARK** is designed to scale up the Young Scholars Model as an approach to increasing participation of underrepresented groups in gifted and talented programs, supporting their achievement in core subject areas, and promoting their readiness for participation in advanced coursework. The model focuses on increasing *access* to advanced learning opportunities, *affirmation* of students' academic potential, and *advocacy* for experiences that will respond to their needs. The project evaluation design involves 12 treatment and 12 comparison schools, with professional development and curricular resources for teachers and summer programming and academic year cluster grouping for students in the treatment schools. Outcome measures include NWEA's MAP and MPG assessments, identification for district gifted programs, and teacher measures including a survey and classroom observations. S206A140017

- Funded by the National Science Foundation in 2015, Words & Numbers Research served as the external evaluation firm on **Mathematical Writing: Implications for Mathematics Education Stakeholders** Project. The Elementary Mathematical Writing Task Force collectively represented the fields of mathematics education, mathematics, and writing education; had expertise across the elementary grades; were knowledgeable about particular student groups, including students with special needs, English language learners (ELLs), and those identified as gifted; drawn from work being done at the international level; and/or had background with elementary-level writing (e.g., curriculum design, assessment development, science writing). At the completion the Task Force published guidelines that defined the types of and purposes for mathematical writing at the elementary level.

- Funded by the National Science Foundation, Words & Numbers Research is serving as the external evaluation firm on **Boston University's Elementary Pre-Service Teachers Mathematics Project Phase II**. (WNR also served as evaluation firm in Phase I.). This project is designed to provide elementary school teachers with mathematical skills that are expected of students with the Common Core State Standards for Mathematics. There are 19 colleges and universities across the US participating in the project. Pre and post assessments will be used to track impact and to assess the differential effect of instructional supports. NSF #5022124 (2010-2015)

- Funded by the US Department of Education and administered by the CT State Department of Education, Words & Numbers Research Math and Science Project **MSP Bridging Practices across Connecticut Mathematics Educators** project brought together multi-grade teams of

mathematics teachers in school districts with mathematics faculty, teacher educators, and master's level pre-service teachers to identify, develop, implement, and refine curricular and pedagogical tools that support students in constructing, communicating and critiquing arguments in mathematics. Through engaging pre- and in-service teachers with university faculty, the BPCME deepened content knowledge for teaching mathematics with a focus on proportional and algebraic reasoning and mathematical argumentation. Schools and districts were provided with high quality curricular and instructional tools to support teachers and students in meeting the Common Core State Standards and learning materials to support pre-service teachers in developing high-leverage teaching practices in mathematics. (#5619450)

- Funded by the National Science Foundation, Words & Numbers Research served as the external evaluation firm on the **Connecticut Business and Industry (CBIA) Foundation's ITEST grant** for four concurrent years. Quantitative and qualitative data were collected on 9th and 10th graders at three urban high schools. The goal of the project was to expose high risk students to **STEM** careers and encourage respective academic preparation and postsecondary plans. The *Carroll CBIA Math and Science Index*® was developed to measure attitudes and interests as they relate to math and science. DRL 0929788 (2010-2014)
- Funded by the National Science Foundation, the **Mentoring Mathematicians (M2) Project** was a three-year UCONN demonstration project intended to increase mathematical achievement of students in Kindergarten, 1st and 2nd grades. Students were from 20 schools in SC, CT, KY and TX and from diverse ethnic and racial backgrounds. The evaluation was designed by Dr. Carroll with quantitative and qualitative components. Pretest and posttest statistical measurement of data, focus groups, in-depth interviewing and surveys have been included in the evaluation. There were both experimental and comparison groups to track changes in mathematics over the course of the project. The evaluation results were presented at American Educational Research Association Annual meeting in March 2011 and published in a peer review journal in 2013. NSF#0733189 (2008-2012)
- Funded by the US Department of Education, the **Mentoring Mathematical Minds (M3) Project** was a three-year UCONN demonstration project intended to increase mathematical achievement of elementary level students in 3rd, 4th and 5th grades. Students were from 20 schools in KY, CT and TX and from diverse ethnic and racial backgrounds. The evaluation was designed by Dr. Carroll with quantitative and qualitative components. Pretest and posttest statistical measurement of data, focus groups, in-depth interviewing and surveys have been included in the evaluation. The results were presented at the American Educational Research Association Annual meeting in March 2008. The research has been published in the *Journal for Advanced Academics* and the *Gifted Child Quarterly* where it was awarded the best journal article in 2010. # S206A020006 (2003-2007)
- Funded by the CT Department of Public Health (DPH), **Stay in the Game CT (SITG CT)** was a social marketing initiative evaluated by WNR. The goal of this statewide public education campaign was to raise awareness about women's health issues specifically, the need to be screened for breast/cervical cancer and heart disease. For Stay in the Game CT, **Results Based Accountability (RBA)** served as the WNR evaluation model that was used to assess impact and report findings. (2010-2011)
- Funded by a US Department of Education, the **School wide Enrichment Program in Reading (SEM-R)** at UCONN was a five year demonstration project intended to improve attitudes and increase reading achievement of students in the primary grades. Students were from schools throughout the country and from diverse ethnic and racial backgrounds. Pretest and posttest statistical measurement of data, focus groups, in-depth interviewing and surveys have been

included in the evaluation. There was random selection to experimental and control groups to track changes in reading over the course of the project. A recent article in the *Elementary School Journal* documented the impact of the program. (2008-2011)