

Afi Y. Wiggins, Ph.D.

Email: ayw8s@virginia.edu | 202 Mollie Drive Hutto, TX 78634 | Phone: (334) 309 – 6060

EDUCATION

University of Virginia, Curry School of Education, Charlottesville, VA

Ph.D., Research Statistics and Evaluation

University of Alabama at Birmingham, School of Education, Birmingham, AL

Ed.S., Educational Leadership & Research and Evaluation Methodology

University of Montevallo, College of Education, Montevallo, AL

M.Ed., Educational Administration

University of Montevallo, College of Education, Montevallo, AL

B.S., Early Childhood and Elementary Education

SPECIALIZED SKILLS

Quantitative data analysis using SAS, SPSS, STATA, MPlus, R; database management using MySQL; testing and measurement data analysis using R, ItemQual, and GENOVA; Qualitative data analysis using NVivo; Word processing using Microsoft Word, Microsoft Publisher; Survey development, analysis and reporting using Qualtrics, Survey Monkey

WORK EXPERIENCE

Director of Program Evaluation and Research, The University of Texas at Austin, Charles A. Dana Center, Austin, TX

July 2017 – present

- Leads the development of comprehensive and coherent strategies to support the direction of research and evaluation initiatives
- Supervises and supports members of the research and evaluation team
- Works with other senior leaders and managers to set the strategic direction for the Center
- Manages internal and external collaborations to ensure research and evaluation work is completed on time and with quality
- Manages accessing, mining, storing, and securing research and evaluation data from state and national longitudinal databases
- Performs and supervises the performance of quantitative and qualitative analyses
- Develops and supervises the development of research and evaluation components of external funding proposals
- Produces and edits research and evaluation reports to funding agencies
- Creates and implements research and evaluation designs
- Develops logic models and program implementation fidelity designs
- Identifies appropriate outcome measures and instrumentation
- Assesses the quality, efficacy, and impact of the Dana Center work
- Collaborates with marketing and communications staff to make technical findings accessible to non-technical audiences
- Manages relationships with a wide range of internal and external partners to expand the capacity of the Center
- Represents the Center at local, state, national, and international convening of researchers and evaluators to communicate outcomes and impacts of the Center's work

Senior Research Analyst, Texas State University, San Marcos, TX

November 2015 – July 2017

- Performed complex statistical analyses, including t-tests, chi-square, ANOVA, OLS, logistic regression, propensity score matching, regression discontinuity, HLM, SEM
- Wrote MySQL commands and procedures and indexes to build and maintain databases with billions of educational and workforce records

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- Mined and managed Texas Educational Resource Center (ERC) databases
- Created and maintained longitudinally-linked datasets for use in statistics analyses
- Developed procedures to validate data integrity
- Developed documentation for how to develop databases and conduct education research using databases
- Collaborated with faculty to develop quantitative research, evaluation, and/or data analyses design and methodology for grant proposals and/or manuscripts
- Evaluated grant-funded programs
- Managed all aspects of data collection through externally-hosted event management system, including creating events, pre- and post-survey events, event emails, and data reporting
- Drafted research and data analyses for publication in professional journals
- Presented research internally and externally, at professional conferences
- Conducted workshops on quantitative research, evaluation, and statistical design and methodology for faculty

Research & Evaluation Analyst II, Austin Independent School District, Austin, TX

June 2014 – November 2015

- Led research, evaluation, and statistical analyses projects in the areas of college readiness, postsecondary enrollment and persistence, career and technical education
- Collaborated with teams of program evaluation staff, district staff, and community partners on multiple evaluation projects
- Created and managed longitudinally-linked data sets for statistical analyses and reporting
- Elicited data and other information needed to formulate evaluation questions
- Developed logic models for program evaluation designs
- Assisted in the identification and development of measurable objectives
- Developed evaluation designs and timelines for multiple projects
- Managed collection of input, process, and outcome data
- Selected and developed instruments needed to measure attainment of program objectives
- Analyzed quantitative and qualitative data
- Employed appropriate statistical data analyses techniques
- Evaluated existing research and data sets for the applicability to existing projects
- Developed innovative data collection systems
- Designed, updated, and maintained current key data sets
- Drafted and published evaluation reports and research findings from quantitative and qualitative research
- Communicated findings/results effectively to multiple audience
- Prepared graphic or other communicative displays of evaluation results
- Develops and provides recommendations and implementation plans regarding the results of research and evaluation studies
- Served as technical expert and resource consultant

Research Statistics & Evaluation Consultant, Independent Contractor, United States

January 2007 – ongoing

- Program evaluation design, implementation, analyses, and reporting
- Quantitative research, data analysis and reporting: univariate, multivariate, modeling (HLM, SEM), survey development
- Qualitative research, data analysis and reporting: observational, critique, narrative, case studies, survey development, observation instrument development, socio-historical
- Grant support: grant writing, development of program evaluation plans, provide leadership on grant writing and structure (including designing program budgets to align with program objectives and activities)
- P-12 education, higher education, and workforce development policy analysis & writing
- Meta-analyses of quantitative and qualitative research
- Literature reviews

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- Analysis of labor market trends in education workforce development
- Research on career pathways in teacher education (traditional route and non-traditional-route)
- Federal-level grant review panel moderator (e.g., United States Department of Education) (ongoing)
- State-level grant review (e.g., AL, FL, VA)
- Private corporation grant review (e.g., AT&T)
- Data analyst for international mathematics learning program
- Successful completion of work on multiple projects for multiple people/entities under strict timelines and rigorous cognitive demands

Research Coordinator, University of Virginia Curry School of Education and University of Virginia Women's Center, Young Women Leaders Program (YWLP), Charlottesville, VA

August 2007 – December 2011

- Conducted program evaluations of various aspects of a mentoring program pairing college women with middle school girls
- Conducted qualitative research and mixed-methods research, data analysis, and reporting
- Assisted in developing an observation protocol to evaluate the dynamics and effectiveness of group interactions between mentors and mentees
- Assisted in the development of interview protocols
- Conducted more than 100 in-depth interviews with middle school girls and college women
- Mid-scale database management
- Presented and published research findings internally and at professional conferences
- Co-wrote and published a mixed-methods paper on research findings in a peer-reviewed journal

Research Analyst, Piedmont Virginia Community College, Office of Institutional Research, Planning, and Institutional Effectiveness, Charlottesville, VA

August 2007 – December 2010

- Survey development (large-, medium-, & small-scale), data analysis, and reporting for the purpose of assessing the effectiveness of various educational and administrative programs
- Maintained various small- and mid-scale databases of quantitative and qualitative survey data
- Data analysis and reporting of results from a pre-constructed large-scale database, named the Community College Survey of Student Engagement (CCSSE) for the purposes of internal program improvement
- Internal program evaluation of the college's Southern Association of College and Schools (SACS) Quality Enhancement Plan (QEP)
- Assisted with the development and implementation of an online performance evaluation tool linking course curricula, course grading systems, and faculty and student performance evaluations
- Assisted with program planning for various curricular units

Visiting Professor of Graduate Statistics, Department of Human Development and Psychoeducational Studies, Howard University, School of Education, Washington, DC

January 2010 – December 2012

- Taught statistical and research methodology concepts (e.g., research design, sampling, hypothesis testing, reliability, validity, correlation, regression, parametric & nonparametric statistics, etc.) to graduate students in various curricular programs (i.e., teacher education, educational leadership, psychology, communications, medicine, etc.)

Visiting Research Scholar, Psychometrics, Florida A & M University, College of Education, Tallahassee, FL

May 2007 – June 2011

- Aided in radically redesigning teacher education through a Teachers for a New Era grant, funded by Carnegie Corporation

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- Conducted research and drafted documents for publication on numeracy and literacy knowledge and skills development for college-aged students
- Developed a metacognitive diagnostic assessment of numeracy and literacy skills for college-aged students
- Field-tested items on a metacognitive diagnostic assessment
- Assisted in establishing the reliability and validity of the metacognitive diagnostic assessment
- Analyzed the impact of a change in the mathematics curriculum on State of Florida competency assessment (FCTE) passing rates
- Findings reports were used by faculty across the university to revise curricula for numeracy and literacy remedial courses
- The numeracy and literacy metacognitive assessment is currently being developed for publication
- Wrote or assisted in writing grants to supplement some of the sub-initiatives of the overall numeracy & literacy initiative
- Presented and published research findings internally and externally, at professional conferences

Director of Assessment, Alabama State University, College of Education, Montgomery, AL

February 2005 – July 2007

- Assumed all responsibilities associated with serving in a newly developed position, including establishing the policies and protocols which guide service in the position today
- Developed teacher education program assessment and evaluation system based on National Council of Accreditation in Teacher Education (NCATE) and state criteria and standards
- Quantitative and qualitative data collection, analysis, interpretation, and report writing related to the assessment and evaluation of all aspects of each teacher education program, curricular unit, and administrative unit
- Developed and organized pre-service teacher intervention programs around teacher certification and licensure tests (Praxis I and II)
- Research and strategic planning on alternative career pathways for teacher education graduates
- Collaborated with district superintendents and school principals on developing strategies and policies for teachers to gain “highly qualified” status according to the NCLB law
- Served on various curricula committees, including technology, assessment, and policy committees
- Presented and published research findings internally and at professional conferences
- Served as an instructor for two teacher education courses (Research in Action in Education & Testing and Measurement in Education) while serving in this position

Principal Investigator, State-Level Title II and Title V Grant: AS³ II: Effective Professional Development for Educators and the Impact on Student Achievement, Alabama State University & Alabama State Department of Education, Montgomery, AL

September 2006 – October 2009

- Grant author: wrote and designed all program components (goals, objectives, activities, outcomes), implementation fidelity design, and evaluation design
- Executive management and implementation of a state-level NCLB grant program providing effective, ongoing professional development for P-12 teachers, and determining the impact of the professional development on student achievement
- Assisted in the development of protocols to conduct needs assessments, focus groups, and other data collection methods
- Collaborated with district superintendents and school principals on local policy on best practices for professional development for teachers
- Executive management of \$300,000 budget over 3 years

Co-Principal Investigator, State-Level Title II and Title V Grant: AS³ Initiative: Analysis of Strategies for Student Success in Reading and Mathematics, Alabama State University & Alabama State Department of Education, Montgomery, AL

September 2005 – October 2006

- Grant author: wrote and designed all program components (goals, objectives, activities, outcomes), implementation fidelity design, and evaluation design

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- Executive management and implementation of a state-level NCLB grant program to research and assess the needs of P-12 teachers for the purpose of collecting data and evidence to use when writing future grants to acquire funding to close achievement gaps in mathematics and reading
- Findings from grant research were used to obtain funding for three other grants, including the one listed above
- Collaborated with district superintendents and school principals on strategies and policies for best practices in teaching to raise the academic achievement gap
- Executive management of a \$100,000 budget over 1 year

Graduate Teaching & Research Assistant/Assistant Program Evaluator, University of Alabama at Birmingham, School of Education, Department of Curriculum and Instruction, English as a Second Language, Birmingham, AL

January 2002 – December 2004

- Assisted with the program evaluation of three grant programs, two of which (*New Teachers for New Students* and *Project EQUAL*) prepared P-12 teachers to get a master's degree and certification in English as a Second Language (ESL) instruction, one program (*Project ACCESS*) provided ESL training and professional development to administrators and service providers in schools
- Assisted in the adaptation of a teacher observation instrument (SIOP: Sheltered Instruction Observation Protocol) for use with teachers of ESL students
- Participated in and led inter-rater and rater reliability sessions throughout the development of the adapted-SIOP
- Visited various school systems throughout the State of Alabama and observed teachers to evaluate the effectiveness of their instruction with second language learners
- Quantitative and qualitative research, data collection, analysis, and reporting
- Presented and published research findings internally and at professional conferences
- Assisted with management of a \$3 million budget
- Taught statistical and research methodology concepts (e.g., research design, sampling, hypothesis testing, reliability, validity, correlation, regression, parametric & nonparametric statistics, etc.) to graduate students in education fields

PUBLICATIONS

Paulson, E. J., Van Overschelde, J. P., & **Wiggins, A. Y.** (2018, April). Do accelerated developmental integrated reading & writing courses in Texas prepare students for college-level coursework? Paper presented at the annual meeting of the American Educational Research Association.

Wiggins, A. Y., & Van Overschelde, J. P. (2017). Teacher preparation pathways: Program selection and teacher retention. Manuscript in preparation.

Deringer, S. A., & **Wiggins, A. Y.** (2017). Lasting perceptions of wilderness orientation programming: A longitudinal follow-up study. *Journal of Outdoor Recreation Education and Leadership*. Manuscript under review.

Van Overschelde, J. P., & **Wiggins, A. Y.** (2017, June). Planting seeds in fertile soil: Assessing teacher employment environments in Texas. *The Journal of the Consortium of State Organizations for Texas Teacher Education (CSOTTE): Texas Educator Preparation (TxEP)*, 1, 7-20. <http://www.csotte.com/assets/txep/2017-txep-van-overschelde-wiggins.pdf>

Deutsch, N. L., **Wiggins, A. Y.**, Henneberger, A., Lawrence, E. (2012, September). Combining Mentoring with Structured Group Activities: A Potential After-School Context for Fostering Relationships between Girls and Mentors. *The Journal of Early Adolescence*, 33, 44-76. <http://journals.sagepub.com/doi/abs/10.1177/0272431612458037?journalCode=jeaa>

Oudekerk, B. A., & **Wiggins, A. Y.** (2011, October). A review of youth education and workforce development plans in the Virginia Capitol Region. *Communitas: Charlottesville, VA*. http://resourceva.com/wp-content/uploads/2014/06/youth_binder_v2_appendices.pdf

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Council of Chief State School Officers. (2011, May). Interstate Teacher Assessment and Support Consortium (InTASC) *Model Core Teaching Standards: A Resource for State Dialogue*. Washington, DC: Author.

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Youngs, P. A., **Wiggins, A. Y.**, Salazar, M. d. C., Diez, M. E., Paliokas, K. (2011, April 10). *InTASC model core teaching standards: Empirical research support for a new vision for teacher standards*. Paper presented at the annual meeting of the American Educational Research Association. AERA Online Paper Repository,

<http://www.aera.net/Publications/OnlinePaperRepository/tabid/10250/Default.aspx>