

Jeanette C. Shutay
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Homer Glen, IL 60491
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Recent Employment History:

July 2010 Present	Northcentral University 10000 University Drive Prescott Valley, AZ 86314
Position	Faculty Mentor, Independent Contractor
Responsibilities	Teach on-line doctoral research methods and statistics courses in the Department of Behavioral and Health Sciences. Serve on doctoral dissertation committees in the capacity of committee member and dissertation chair.
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August 2006 Present	Calumet College of St. Joseph 2400 New York Avenue Whiting, IN 46394
Position	Associate Professor, (Graduate Programs)
Responsibilities	Teach graduate level research methods and statistical courses in the following programs: (1) Quality Assurance, (2) Public Safety and Administration, (3) Education, and (4) Psychology. Maintain an on-going research agenda including conducting original research and serving as a program evaluator for local social service agencies. Advise students and serve on faculty and college related committees. Participate in curriculum and program development.
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October 2001 June 2007	Havi Global Solutions (HGS), ISIS Demand Planning 3075 Highland Parkway, Suite 200 Downers Grove, IL 60515
Position	Demand Planner (September 2006 – June 2007) –part-time basis Forecasting Manager (May 2005 – August 2006) Forecasting Analyst (October 2001 – April 2005)
Responsibilities	Provide leadership regarding adult food continuous item replenishment for McDonalds Canada and Japan including data validation, assessing consumer behavior trends and providing restaurant level forecasts. Spearhead the development of a country “readiness” assessment to determine a country’s potential for restaurant order proposal services to

be supplied by ISIS Demand Planning. Assess the appeal of various programs and products for diverse markets. Conduct forecasts and volume plan quantities at the restaurant and national level. Develop and deliver board room presentations. Forecast error rates were routinely as low as 3% (MAPE) for major game promotions.

September 2002 June 2005	National-Louis University 1000 Capital Drive Wheeling, IL 60090
Position	Assistant Professor, Tenure Track (Education Graduate Program)
Responsibilities	Teach master and doctoral level research courses (quantitative and qualitative), serve on graduate committees and councils (Assessment Council and Chair of the Graduate Admissions & Retention Council), pursue own personal research endeavors, analyze college and program level data, participate in program evaluation and student assessment, revise and develop graduate level courses, etc. Assist with accreditation via meeting with key stake holders and collecting data, analyze data and write reports summarizing the findings of the analyses and provide specific program level recommendations for continuous improvement.

Education:

- Ph.D. in Research Methodology, 1/01 from Loyola University, Chicago
- M.A. in Developmental Psychology, 5/99 from Loyola University, Chicago.
- B.A. in Psychology, 6/94 from DePaul University.

Professional Affiliations:

- American Society of Quality (ASQ)
- American Educational Research Association (AERA)
- Association for Supervision and Curriculum Development (ASCD)
- American Society of Criminology (ASC)
- Indiana Academy of Social Sciences (IASS)

Recent Consulting Projects:

Whiting High School, Whiting, IN (May 2011 to present): Providing professional development to teachers pertaining to using and analyzing assessment data, and using student assessment data to drive instructional practices. Student standardized achievement data will be analyzed along with classroom assessments in order to identify instructional and curriculum strengths and weaknesses relative to Algebra I and English 10 by standard, and by AYP subgroup. Short term goals include developing an assessment system that is linked to ECA standards, and monitoring student performance in order to modify instruction as needed. Long term goals include increasing student ECA Algebra 1 and English 10 passing rates and increasing student motivation.

Boys and Girls Clubs of Northwest Indiana (September 2009 to present): Design data collection instrumentation (qualitative and quantitative), conduct focus groups and interviews, analyze and integrate multiple data sources and prepare quarterly and annual reports. The reports will identify the strengths and weaknesses of program and provide specific recommendations for continuous improvement. Some of the outcomes of the program to be evaluated include grade point average in school, school attendance, student discipline data, knowledge of content areas taught in the Ten Steps Rites of Passage Program, mental health outcomes, completion of mentoring activities and satisfaction with the program.

Parents as Teachers of Lake County (May 2009 to Present – annual basis): The primary purpose of this evaluation was to measure parent perceptions and behaviors regarding their parenting practices, as measured by the Survey of Parenting Practice, and to determine the level of effectiveness of the PAT program with regard to its impact on parenting knowledge, confidence, abilities and behaviors. A secondary purpose of this evaluation was to identify potential weaknesses within specific strata of the participant population with regard to ethnicity, income level, educational attainment and size of household. Finally, this evaluation study assessed the reliability and validity of the survey instrument used to collect the parent data in order to determine the quality of the survey as well as the quality of the data used for the evaluation of the parent component of the PAT program.

Boys and Girls Clubs of Michigan City (February 2009 to present): Provide training in the use of SPSS to create a database, code the variables, analyze the data and interpret the findings. Provide recommendations for a system wide standardized coding documentation process.

The Office of National Drug Control Policy (December 2008 to August 2010): Analyze and integrate multiple data sources and prepare an annual report on the effectiveness of the National Youth Anti-Drug Media Campaign. The report will provide a link between the Campaign's outcomes related to attitude and intent and the National Strategy goal of reducing youth drug use, to which the campaign is a key but by no means the sole contributor.

The Discovery Alliance (May 2007 to January 2009): Provide direct services and consultation to 22 programs regarding the development of a data collection and management system. Conduct data analyses in order to link program inputs to outcomes and developing the corresponding documentation of the results. Present data analysis findings to service providers, board members, etc.

Two by Two Animal Campus (November 2006 to present): I have been assisting the Two by Two Animal Campus since November 2006 by evaluating their 2nd and 4th grade assessment tools and providing specific recommendations for modifications to the assessment tool based on test theory and quantitative data analysis. I have also analyzed student achievement pre and post data and created formal program evaluation reports.

Chicago Public Schools (July 2006 to present): Provide psychometric expertise to CPS. Review, critique and explain the work done by organizations such as Harcourt, ETS and American Institutes for Research regarding the development, validation and administration of standardized assessments. Analyze student performance data and identify weaknesses of the assessments relating to overall test reliability, item level quality (difficulty, discrimination and internal consistency) and issues of racial, gender and disability bias.

University of South Florida, College of Public Health (July 2005 to September 2005): Conduct seven program evaluations, relating to emergency response preparation programs, using course evaluations (qualitative and quantitative data), and participant pretest/post-test performance data. Assess the psychometric properties of the content test (pre and post test). Provide recommendations for program delivery improvements and modifications to the course evaluations and assessment instruments.

Current Research Projects:

Portage Indiana Threat Assessment Research Project: Dr. Jeanette Shutay is currently working with her colleagues from Calumet College of St. Joseph and the Portage Indiana Chief of Police on developing a threat assessment relating to the presence of gangs and drugs in the Portage community. A total of 2,708 student surveys, 728 resident surveys and 155 business community surveys were obtained for this study. Dr. Shutay has analyzed the data and she is working with colleagues from Calumet College of St. Joseph and Chief Becker to develop a formal threat assessment report. A preliminary draft of the report was disseminated in February 2011.

Balanced Literacy Initiative in Northwest Indiana Research Project: This purpose of this research project is to evaluate the implementation of the Balanced Literacy Initiative, which was spearheaded by the Lakeshore Alliance for Student Success (LASS) in Northwest Indiana. Currently 25 elementary schools are receiving the training and resources needed to implement the program in grades K-2. Dr. Jeanette Shutay is serving as the lead researcher, as designated by LASS, in the data collection, analysis and reporting of the effectiveness of the Balanced Literacy Initiative. The results of the various participating schools will be compared and combined via a formal meta-analysis.

Professional Presentations:

Shutay, J., Williams, J., & Shutay, R. (2010, November). *A profile of adolescent drug use and court involvement by gender*. **Paper presented at the American Society of Criminology**, San Francisco, CA.

Williams, J. & Shutay, J. (2010, November). *Complex trauma, psycho-social impairment and delinquency of expelled adolescents*. **Paper presented at the American Society of Criminology**, San Francisco, CA.

McCafferty, M., Cragan, J., & Shutay, J. (2010, November). *Police officer professional vision profile*. **Paper presented at the American Society of Criminology**, San Francisco, CA.

- Shutay, J. (2010, January). *Using regression analysis for determining consumer demand for supply chain efficiency: Testing the effect of mediators and moderators using SAS. Paper presented at the monthly meeting of the American Society for Quality of Northwest Indiana*, Hammond, Indiana.
- Shutay, J. (2009, November). *Examining predictors of child physical abuse: A meta-analytic approach. Paper presented at the American Society of Criminology*, Philadelphia, Pennsylvania.
- Shutay, J. & Angelo, D. (2009, October). *Examining the relationship between parental stress, child abuse potential and perceptions of child. Paper presented at the annual meeting of the Indiana Academy of Social Sciences*, Indianapolis, Indiana.
- Shutay, J., Plebanski, D., & McCafferty, M. J. (2008, November). *Assessing the academic skills of inmates: Policy implications for reducing recidivism. Paper presented at the annual meeting of the American Society of Criminology*, St. Louis Adam's Mark, St. Louis, Missouri.
- Shutay, J., Plebanski, D. J., & McCafferty, M. J. (2007, November). *Inmate drug use and crime: A statistical analyses. Paper presented at the annual meeting of the American Society of Criminology*, Atlanta Marriott Marquis, Atlanta, Georgia.

Peer Reviewed Publications:

- Shutay, J.; Williams, J., & Shutay, R. (2011). Predicting drug use and court involvement for expelled adolescents: Developing theoretically based explanatory models by gender. *Journal of Applied Psychology and Criminal Justice*, 7(1),.
- Shutay, J.; Plebanski, D., & McCafferty, M. (2010). Assessing the academic skills of inmates: Policy implications for reducing recidivism. *Journal of Correctional Education*, 61(2), 99-113.
- Shutay, J. & Angelo, D. (2009). Examining the relationship between parental stress, child abuse potential and perceptions of child. *Journal of the Indiana Academy of the Social Sciences*, XIII, 85-96.
- Shutay, J.; Plebanski, D., & McCafferty, M. (2008). Inmate drug assessment study at the Lake County Indiana jail. *Journal of the Indiana Academy of the Social Sciences*, XIII, 75-85.

Congressional Papers:

- Office of National Drug Control Policy. (2010). Annual Analysis of the Effectiveness of the National Youth Anti-Drug Media Campaign (Contract #TPD-NDC-09-C-0001). Washington DC: Jeanette Shutay
- Office of National Drug Control Policy. (2009). Annual Analysis of the Effectiveness of the National Youth Anti-Drug Media Campaign (Contract #TPD-NDC-09-C-0001). Washington DC: Jeanette Shutay

Current Committees and College Projects:

- Committee Chair of AQIP Project 10-04 researching predictors of retention for first-time freshman (final report completed on February 14, 2011).
- Chair elect for the Faculty Senate (2010-2011).
- Education Committee (2006 to present).
- Executive Committee (2010 to present).
- Advisory Council for the development of a new Psychology Master's Program (2009/2010).

Workshops and Certifications:

- Completed FMD5126-Dissertation Management, August 2010, Northcentral University
- Human Research Workshop Certification of Completion, July 2010, Collaborative Institutional Training Initiative
- Completed FMD5000-Mentor Essentials, June 2010, Northcentral University
- Attended Focus Group Training at Calumet College of St. Joseph, March 20, 2009.
- Six Sigma Green Belt Certificate of Completion, July 2007, Aveta Business Solutions.
- Illinois State Board of Education approved CEU and CPDU provider.

Courses Taught at Calumet College of St. Joseph (2006 to present)

- MATH 095 (Developmental Mathematics): The student will study fundamental operations and properties of whole numbers, integer numbers, rational numbers, and real numbers – including decimals, ratios, percents, proportions, and exponents.
- MATH 160 (Business Mathematics): This course introduces mathematical concepts and applications necessary for successful business careers and understanding personal finance. Topics include finance charges, discounts, commissions, basic payroll, tax deductions, interest calculations, etc.
- HSV 235 (Research Methods and Statistics in Human Services): This course is designed to be an introductory research, data analysis and data interpretation course covering research designs, sampling techniques, instrumentation, descriptive statistics and inferential statistics (i.e. hypothesis testing). This course will require class participation, SPSS work in the computer lab and the completion of homework assignments.
- EDUC313 (Child Development): The teacher candidate will examine major theories and research on human development from birth through the adolescent years. Although the course will examine development through adolescence, the primary focus will be on infancy through late childhood. Major topics covered in the course include cognitive development, social and emotional development, and biological (physical) development. In particular, the role of the brain and brain development in combination with educational experiences will be integrated into the major topics. Finally, implications for the child educator/practitioner will be reviewed, discussed and analyzed with a particular focus on the current research.
- MAT506 (Adolescent Development): The teacher candidate will examine major theories and findings concerning human development through the adolescent years and their implications for the professional educator. Topics include physical development,

cognitive development, moral development, social relationships, culture and other early experiences and developmental issues relating to education. Field experience is required.

- MAT 510 (Research Foundations I): This course is designed to be an introductory research methods course covering research methods including developing a theoretical framework from a literature review, developing hypotheses and designing research studies relative to the field of Education. This course will require class participation, a literature search and the construction of a theoretical framework based on the literature search. Students are expected to select a research design applicable to their specific research objectives.
- MAT 543 (Research Foundations II): This course is designed to be an introductory research, data analysis and data interpretation course covering sampling techniques, instrumentation, descriptive statistics and inferential statistics (i.e. hypothesis testing). This course will require class participation, SPSS work in the computer lab and the preparation of a research proposal. Students are expected to select the appropriate sampling technique, instrumentation and data analysis techniques to address their research questions that they developed in Educational Foundations of Research I. The data will be analyzed in this course using SPSS.
- PSA 520/521 (Research Methods and Research Lab): This course combines both the lecture and lab into each scheduled Wednesday class meeting for the 13 week period. Fifty percent of each scheduled class day, the class will be led in review and discussion of research methods and statistics with the remaining 50% spent in the computer lab working with SPSS (Statistical Package for the Social Sciences) practicing use of common statistical techniques. The course intends to develop the student's ability to not only understand but to utilize applied research techniques in law enforcement settings. Understanding the research process, designing and evaluating research projects is at the heart of this course. Topics covered include research design, conceptualization and measurement, literature reviews, sampling, experiments, survey research, questionnaire development, and data analysis including different statistical techniques of analyzing data. Students will acquire the necessary skills and knowledge to carry out their own research projects as well as apply this knowledge to the demands of their professional responsibilities.
- QLP 511 (Statistical Techniques I): The course is designed to cover the application of statistical concepts and techniques, including univariate analysis, hypothesis testing, and bivariate analysis, to decision-making challenges that confront managers.
- QLP 515 (Statistical Quality Control & Sampling): This course covers a survey of strategies and techniques associated with statistical analysis, including measures of central tendency and dispersion, the concept of variability, statistical process control, six sigma, and acceptance sampling.

Courses Developed while at Calumet College of St. Joseph

- MAT 510 (Research Foundations I): This course is designed to be an introductory research methods course covering research methods including developing a theoretical framework from a literature review, developing hypotheses and designing research studies relative to the field of Education. This course will require class participation, a literature search and the construction of a theoretical framework based on the literature search. Students are expected to select a research design applicable to their specific research objectives.
- MAT 543 (Research Foundations II): This course is designed to be an introductory research, data analysis and data interpretation course covering sampling techniques, instrumentation, descriptive statistics and inferential statistics (i.e. hypothesis testing). This course will require class participation, SPSS work in the computer lab and the preparation of a research proposal. Students are expected to select the appropriate sampling technique, instrumentation and data analysis techniques to address their research questions that they developed in Educational Foundations of Research I. The data will be analyzed in this course using SPSS.
- QLP 511 (Statistical Techniques I): The course is designed to cover the application of statistical concepts and techniques, including univariate analysis, hypothesis testing, and bivariate analysis, to decision-making challenges that confront managers.
- QLP 515 (Statistical Quality Control & Sampling): This course covers a survey of strategies and techniques associated with statistical analysis, including measures of central tendency and dispersion, the concept of variability, statistical process control, six sigma, and acceptance sampling.
- MAP 525 (Graduate Research and Readings): This course was designed for the new Master's Program in Clinical Psychology that is expected to begin in 2010. This course intends to develop the student's ability to understand and utilize applied research techniques in psychology settings. Topics covered include developing research and null hypotheses, quantitative and qualitative research methods and designs, sampling techniques, data collection strategies, reliability and validity and the concept of hypothesis testing. Students will acquire the necessary skills and knowledge to develop their own research proposals as well as apply this knowledge to the demands of their professional responsibilities.
- MAP 520 (Graduate Statistics): This course was designed for the new Master's Program in Clinical Psychology that is expected to begin in 2010. This course covers descriptive and inferential statistical methods, including univariate and multivariate techniques such as analysis of variance, analysis of covariance, multiple regression, etc. This course will require class participation, SPSS work in the computer lab and the completion of a data analysis project.

Courses Taught at National-Louis University (2001 through 2005)

- ESR 506 (Graduate Research: Interpretive/Critical): Students explore the distinctions and relationships within and between the interpretive and critical paradigms. Various data collection methods such as observation, interview, document, analysis, and narrative examination are introduced and practiced in order to gain insight into the educational setting.
- ESR 507 (Graduate Research: Empirical/Quantitative): Students acquire skills that enable them to conduct research in their own classrooms or educational settings and to extend their ability to critique research studies using quantitative measures. This course includes a discussion of the empirical/quantitative paradigm and its advantages and limitations. The course focuses on the use of quantitative methods that may be used by educators conducting research and reflecting on educational practice. Students plan and carry out a small-scale research study in their own area of interest using Windows-based computer software to analyze data by generating appropriate descriptive and inferential statistics.
- ESR 508 (Research for School Leaders): Students explore the distinctions and relationships between research paradigms used to facilitate school change. Various data collection methods specific to the paradigms are introduced and practiced in order to gain insight into their application for leaders in educational settings. Topics related to assessment and technology-based strategies are introduced to support and facilitate the use of research and research-based decision-making in these settings. Students work collaboratively to plan, conduct and present research projects representing each paradigm. The research projects are school-based, done in conjunction with their required internship component, and are consistent with guidelines suggested by the Educational Leadership Constituent Consortium.
- ESR 616 (Empirical/Analytic Research II): This course uses a case-based approach to explore issues that arise in empirical/analytical studies when multiple measures are available from individuals or groups. The course builds on the discussion of the previous course ESR612 to examine inferential statistical techniques for multivariate data. The assumptions, design and limitations of empirical/analytical studies that use multiple measures will be addressed. Multivariate statistical techniques will be discussed in the context of one or two cases of data and data generated by students.

Course Taught at Loyola University at Chicago (2000)

- CIEP 404 (Statistical Methods): CIEP 404 is designed to be an introductory statistics course covering descriptive and inferential statistical methods commonly used in education, psychology, and the health professions. Both theory and applications are discussed in the lectures. Homework assignments, quizzes, a mid-term and final exam are course requirements. Basic algebra is a necessary prerequisite. However, all the algebraic procedures will be covered systematically at the time each statistical topic is introduced. Statistical applications will be illustrated through selected data sets via SPSS.