

## **EDUCATION**

---

<b>2016</b>	Ph.D.	College of Education, University of South Alabama Instructional Design and Development (emphasis in evaluation)
<b>2007</b>	M.A.	College of Science, California State University, Stanislaus Psychology (emphasis in program evaluation)
<b>2005</b>	B.A.	College of Science, California State University, Stanislaus Psychology

## **RELATED EXPERIENCE**

---

- 2019 - present    **Senior Research Consultant**  
*Gallup, Washington, D.C.*  
Help organizations make evidence-based decisions in strategic planning, recruitment and retention, and organizational culture change. Leads project teams and provides analytical expertise to help achieve project objectives. Responsible for quantitative analysis of survey data, management of databases, and preparation of reporting for executive leadership to drive strategic planning. Responsible for overall project administration and direction, including managing multi-year budgets over \$2 million and managing the project team's activities.  
*Key clients:* West Health Foundation, Intuit, Franklin Templeton, Western Governors University, 2U, National Collegiate Athletic Association (NCAA), Lumina Foundation
- 2015 - 2019    **Senior Program Evaluation Specialist**  
*Johns Hopkins University School of Medicine, Baltimore, MD*  
Developed a vision for and led program evaluation of JHUSOM medical and biomedical education programs, including residency, clinical fellowship, and continuing medical education programs. She partnered with programs and faculty to address strategic learning and training priorities, ensuring alignment with organizational leadership goals and accreditation requirements. She provided expert guidance to leadership, faculty, and staff on program evaluations and learner assessments, including competency-based and performance assessment, evaluation plan development, use of assessments and evaluations for educational scholarship, and aligning educational strategies with best practices and organizational strategic priorities.
- 2005 - 2019    **Owner, Principal Consultant**  
*Jessica Harlan Consulting, Baltimore, MD*  
Instructional design, program evaluation, and program development services. Work with subject-matter experts and stakeholders to identify and address learning and development needs. Utilize qualitative and quantitative data to assess intervention effectiveness and employee and client satisfaction. Develop strategic plans, logic models, evaluation plans, and action plans. Ensure client compliance with federal, state, grantor, and organizational regulations. Supervise project teams and subcontractors.  
*Key Clients:* University of California, Irvine; University of California, San Diego; University of California, Office of the President; University of California, Agriculture and Natural Resources; Thinc Design; Smithsonian Institution; Mobile Baykeeper; College Brain Trust
- 2013 - 2015    **Graduate Research Assistant**  
*University of South Alabama, Mobile, AL*  
Provide program evaluation services related to National Science Foundation-funded and other STEM programs. Responsible for all phases of planning, implementation, analysis, and reporting. Develop and validate assessments; quantitative, qualitative, and mixed methods data collection and analysis; grant writing; supervision of other graduate research assistants. Prepare journal articles, conference presentations, and other papers.

- 2015 **Graduate Intern**  
*Smithsonian Institution, Office of Policy and Analysis, Washington, DC*  
Develop tools, resources, and guidance related to program evaluation for grantees receiving funding through the Institute for Museum and Library Services. This includes guidance about evaluation methodologies based on the type of program or project, sample materials, best practices, required resources, and guidance regarding contracting with external evaluators. Assist with development of measurement tools and quantitative and qualitative data collection in support of other internal evaluation activities at the Smithsonian Institution. Coach and train junior interns.
- 2010 - **Research Administration Training Officer**  
2012 *University of California, Davis*  
Developed a training program in the Office of Research, Sponsored Programs for staff in research administration positions. Identified training needs and subject-matter experts. Developed curriculum and course materials for instructor-led and online training courses. Facilitated instructor-led training. Supervised content development and presentations by subject-matter experts. Developed tools and resources (e.g., checklists, flow-charts, user guides, and handbooks) for internal and campus research administration staff. Developed and maintained Sponsored Programs content and tools on the Office of Research website. Coordinated with the University of California, Office of the President to provide training materials and other resources to other University of California campuses.
- 2004 - **Senior Research Coordinator**  
2007 *Stanislaus County School Readiness Program Evaluation*  
Trained elementary school staff and college students in accurate data collection methods. Coordinated data collection at over 17 local elementary schools. Responsible for ensuring data quality and accuracy. Responsible for building and maintaining relationships between the Evaluation Team and district/school staff.

---

**SELECTED RESEARCH AND EVALUATION EXPERIENCE**

- 2019 - **West Health-Gallup U.S. Healthcare Study**  
present In 2017, Gallup began a multi-year research study with West Health to learn about Americans' attitudes about and experiences with healthcare in the United States. Dr. Harlan is the account lead for the project. In this role, she partners with West Health and leads the Gallup team to shape strategic focus for multiple, nationally representative surveys that drive national discussion about issues in the U.S. healthcare system. Dr. Harlan is responsible for managing the development, fielding, and reporting for each survey. She is also responsible for overall project administration and direction, including managing budgets and the project team's activities.
- 2019 - **[Large U.S. County] Community Wellbeing Measurement and Monitoring**  
present Beginning in 2019, Gallup began an innovative partnership with the Department of Mental Health (DMH) of a large U.S. county to develop and field a customized tool to measure wellbeing in the county on an ongoing basis. As the account lead, Dr. Harlan leads a team in partnership with DMH leadership, program staff, and clinicians to ensure alignment of the tool with DMH mission and vision, facilitate county-wide fielding of surveys and subsequent reporting, and providing targeted advice to DMH to enable use of the findings to inform clinical mental health treatment and community interventions. She is also responsible for overall project administration and direction, including managing budgets and the project team's activities.
- 2020 - **Franklin Templeton-Gallup Economics of Recovery Study**  
present The Franklin Templeton-Gallup Economics of Recovery Study uses a series of nationally representative surveys, fielded monthly, along with big data to capture Americans' readiness to resume pre-COVID-19 behaviors with the goal of better informing the path to recovery. Dr. Harlan serves as a researcher for the project. In this role she engages in survey development, analysis planning, execution, and reporting.

- 2020 – present     **Gallup-Lumina Foundation State of the Student Experience**  
In 2020 Gallup began partnering with the Lumina Foundation to identify and evaluate the many barriers that challenge students in their pursuit of a credential or degree. Particular emphasis is on non-traditional and historically underrepresented college and technical training students. Through a nationally representative survey, Gallup helps the Foundation and other leaders to identify interventions that target the academic, social and financial needs student have in completing these programs. Dr. Harlan serves as a researcher for the project. In this role she supports survey development and is responsible for all aspects of analysis planning, execution, and reporting.
- 2019 - present     **Undergraduate Experiences and Post-College Outcomes of NCAA Student-Athletes**  
Since 2014, Gallup has partnered with the National Collegiate Athletic Association (NCAA) to understand key collegiate experiences and outcomes for former student athletes through the Gallup Alumni Survey. As the lead researcher, Dr. Harlan is responsible for identifying important areas of NCAA interest and developing an analysis strategy to address these areas. Additionally, she identifies additional sources of data for enhancing understanding of former student athlete outcomes and needs. She is responsible for all aspects of analysis planning, execution, and reporting.
- 2018 - 2019     **Understanding and Measuring Learner Mistreatment**  
Lead the development and implementation of an initiative across the School of Medicine focused on addressing gaps in data related to learner mistreatment. Facilitated 22 focus groups with learners (medical students, residents, biomedical graduate students, clinical and research fellows) to understand behaviors perceived as mistreatment, impediments to reporting, and strategies for gathering accurate information about experienced or observed mistreatment. Led discussions with leadership about findings and strategic planning for addressing concerns raised through the groups. Leading the development, implementation, and reporting for school-wide data collection to identify specific areas for improvement. Dr. Roy Ziegelstein, Johns Hopkins University.
- 2017 - 2019     **Experiences of and Program Selection Drivers for Applicants to Biomedical Graduate Programs**  
Lead the development, implementation, and reporting of an annual mixed-methods survey of applicants to biomedical graduate programs at the Johns Hopkins University School of Medicine. Identify elements of the application and interview process that work particularly well and areas for improvement. Identify factors and attitudes that predict accepted applicants' attendance at the university. Lead strategic planning conversations with leadership and program directors based on findings. Dr. Peter Espenshade, Johns Hopkins University.
- 2016 - 2019     **Annual Program Evaluation of ACGME-Accredited Residency and Clinical Fellowship Programs**  
Lead the development, implementation, and reporting on an annual program evaluation of residency and clinical fellowship programs accredited through the American Council for Graduate Medical Education (ACGME). Specific areas of focus are identifying areas for improvement, documenting progress across years, and other areas as required by the ACGME. Dr. Jessica Bienstock, Johns Hopkins University.
- 2018 - 2019     **The Johns Hopkins Interactive Menopause Curriculum**  
Pfizer-funded project to develop, test, and implement an app-based knowledge guide to menopause for medical providers. Provide consultation related to instructional strategies, research design, assessment, and program evaluation strategies. Perform test and item analysis on learner assessments. Develop, implement, and report on evaluation of the curriculum, including evaluation of the curriculum's usefulness and feedback related to the app and platform. Dr. Wen Chen, Johns Hopkins University.

- 2016 - **Cellular and Molecular Medicine OPTIONS Professional Training Program**  
2019 NIH National Institute of General Medical Sciences grant - T32GM008752-16. Program to provide career exploration and professional development opportunities for PhD students in Cellular and Molecular Medicine. Particular emphasis on non-academic careers, creating communities, and building transferable career skills. Primary role is to evaluate program effectiveness. Original funding expired in 2017; ongoing support from the institution. Dr. Rajini Rao and Patricia Phelps, Johns Hopkins University.
- 2015 - **Student Assessment and Program Evaluation Committee**  
2018 Serve as a representative of the Office of Assessment and Evaluation for the Student Assessment and Program Evaluation (SAPE) Committee. SAPE Committee is responsible for regular evaluation of courses in the Undergraduate Medical Education curriculum. Primary role is to examine elements related to course objectives, learner assessment, and instructional strategies. Dr. Pam Lipsett, Johns Hopkins University.
- 2018 **Interprofessional Collaborative: Needs Assessment for Residents and Clinical Fellows**  
Led a needs assessment to determine current and gaps in interprofessional education and collaborative practice among graduate training programs for residents and clinical fellows. Methods included interviews with alumni and faculty, mixed-methods surveys, and document review. Dr. Rachel Salas, Johns Hopkins University.
- 2018 **Evaluation of the Masters of Education in Health Professions Program**  
Led the evaluation of the Johns Hopkins University Masters of Education in Health Professions program. Methods included interviews with alumni and faculty, mixed-methods surveys, and document review. Dr. Toni Ungarretti, Johns Hopkins University.
- 2017- **Metaevaluation of Mechanisms for Medical Students and Faculty to Provide**  
2018 **Feedback about Educational Activities**  
Led an initiative to identify and review efficacy and utility of multiple mechanisms available for medical students and Undergraduate Medical Education faculty to provide feedback regarding their experiences receiving or delivering medical education. Methods included document review, mixed-method surveys, focus groups, and interviews. Led strategic planning conversations with leadership regarding approaches for improving the feedback system. Drs. Nancy Hueppchen and Henry Fessler, Johns Hopkins University.
- 2017 **Development and Adoption of Core Competencies for Postdoctoral Research Fellows**  
Modification of the National Postdoctoral Association's Core Competencies to align with the mission and strategic goals of the Johns Hopkins University School of Medicine. Primary role was to elicit and report on feedback and suggested changes from current faculty and research fellows. Dr. Martha Zeiger, Johns Hopkins University.
- 2017 **Analysis of 2009-2017 Medical School Admissions Committee Scoring Data**  
Analysis of and reporting on scoring patterns for Medical Schools Admissions Committee members. Purpose of the project was to identify patterns of ratings across years, as well as examining differences in scoring patterns between the two standing admissions sub-committees. Findings were used to make improvements to the application scoring rubric, committee instructions, and training provided for committee members. Paul White, Johns Hopkins University.
- 2013- **Engaging Youth through Engineering (EYE)**  
2015 NSF Award DRL- 0918769. Responsible for day-to-day management of the program evaluation portion of the EYE curriculum-integrated engineering design modules for middle grades. Developed, tested, and scored quantitative and qualitative evaluation tools to assess attitudes, knowledge, and skills. Conducted quantitative and qualitative data analysis. Developed reports and communicated findings to school administrators, teachers, program managers, and curriculum developers. Supervised other graduate assistants working on the evaluation team. Prepared findings for professional and academic presentation. Dr. James P. Van Haneghan, University of South Alabama.

- 2013-  
2015     **Alabama Math Science and Technology Initiative (AMSTI)**  
Assisted in the evaluation of AMSTI Summer Institutes. The vision of AMSTI is “that all students will develop a knowledge base for science, mathematics, and technology literacy for successful participation in society, continuing education, and expansion of the STEM workforce.” At the Summer Institutes, teachers receive grade and subject specific professional development delivered by master teachers who have been certified as AMSTI trainers. Drs. Andre Green and James P. Van Haneghan, University of South Alabama.
- 2015     **Reading Maturity and Reading Experiences in Pre-Service Teachers**  
Investigated the relationship between current reading experiences, sustained silent reading, and reading maturity. Primary role on the project was data analysis and examination of the psychometric properties of the measurement tool, including reliability, content validity, and construct validity. Dr. Karen Tunks, University of South Alabama.
- 2004-  
2007     **Stanislaus County School Readiness**  
Assisted in research and evaluation of the Stanislaus County School Readiness (SR) program. The SR program was funded through First 5 California and aimed to provide services to families with children from birth to 5 years of age in seven unique school districts in Stanislaus County. The aim of the program was to help increase the school readiness of children in high poverty, high minority school districts. This included academic, social, and emotional readiness. The study involved a longitudinal investigation of program impact, as well as a comparison of best practices across school districts. Drs. Jamie McCreary, Harold Stanislaw, and Jennifer Esterly, California State University, Stanislaus.
- 2006-  
2007     **Master’s Thesis**  
*Title: A Knowledge Based Intervention to Improve Attitudes about Lesbians and Gay Men Among College Students*  
Designed an affordable intervention to improve attitudes about lesbians and gay men by refuting commonly held misconceptions about lesbians and gay men. The intervention effectively improved males’ attitudes. Dr. Lisa Carlstrom, California State University, Stanislaus.
- 2005-  
2006     **Obesity Prevention in Pre-teens**  
Conducted literature review to examine previously used interventions. Conducted focus groups with 4<sup>th</sup> and 6<sup>th</sup> grade students to determine health behaviors and activity interests of youth. Trained research assistants in proper data collection techniques. Coordinated pilot data collection. Assisted in final program development. Drs. Harold Stanislaw and Jamie McCreary, California State University, Stanislaus.
- 2005-  
2006     **Binge Drinking Prevention in Youth**  
Conducted focus groups with Stanislaus County high school and college students to assess youth drinking behavior and reasons for alcohol use and abuse. Assisted in final program and evaluation survey development. Drs. Harold Stanislaw and Jamie McCreary, California State University, Stanislaus.
- 2004-  
2005     **Emotion Contagion**  
Assisted in the development of a questionnaire designed to measure the relationship between emotion contagion, mood, and supportive interactions with dating partners. Conducted two-part data collection, including follow up with participants to obtain the full questionnaire. Assisted in preparation of findings for professional presentation. Dr. Jamie McCreary, California State University, Stanislaus.

## **PUBLICATIONS**

---

- Harlan, J.M.** (2021, January 26). *Front line workers no keener than others to get vaccine*. Gallup. <https://news.gallup.com/poll/328688/front-line-workers-no-keener-others-vaccine.aspx>
- Harlan, J., & Van Haneghan, J. (2020). Examining the Factor Structure of a Middle School STEM Occupational Values Scale. *Journal of Pre-College Engineering Education Research (J-PEER)*, 10(2), Article 4. doi: 10.7771/2157-9288.1141
- Marken, S., & **Harlan, J. M.** (2020, October 8). *45% of parents very worried kids will get COVID-19 at school*. Gallup. <https://news.gallup.com/poll/321512/parents-worried-kids-covid-school.aspx>
- Harlan, J. M.** (2020, June 24) *Lasting benefits of college sports for student athletes*. Gallup. <https://news.gallup.com/opinion/gallup/313025/lasting-benefits-college-sports-student-athletes.aspx>
- Harlan, J. M.**, & Marken, S. (2020, June 17). *Black college grads report less support in college*. Gallup. <https://news.gallup.com/poll/312548/black-college-grads-report-less-support-college.aspx>
- Rothwell, J., & **Harlan, J.M.** (2020). *Gig economy and self-employment report*. Gallup and Intuit. <https://quickbooks.intuit.com/self-employed/report/>
- Van Haneghan, J. P., Pruet, S., **Harlan, J. M.**, & Neal-Waltman, R. (2015). Teacher beliefs about motivating and teaching students to carry out engineering design challenges: Some initial data. *Journal of Pre-College Engineering Education Research*, 5(2). doi: 10.7771/2157-9288.1097

## **PRESENTATIONS**

---

- Harlan, J.M. (2021, January). *The Gallup study of NCAA student-athletes' college experiences and post-college outcomes*. Presented at the annual convention of the National Collegiate Athletics Association (NCAA), virtual.
- Zozous, M., Lehman, H., **Harlan, J. M.**, Williams, T., Berner, E. (2019). *Models and measures for systematic program evaluation in biomedical and health informatics graduate degree programs*. Presented at the annual Educators Forum of the American Medical informatics Association, St. Louis, MO.
- Ungaretti, T., **Harlan, J. M.**, & Allman, S. K. (2019, April). *Formative evaluation of an interprofessional Master's of Education in the Health Professions: Insights and lessons*. Presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Harlan, J. M.**, & Ali, A. (2017, November). *Using evaluation capacity building to improve education quality and use*. Presented at the 31st annual conference of the American Evaluation Association, Washington, DC.
- Harlan, J. M.**, & Riddell, R. (2017, November). *Metaevaluation as a tool for improving existing evaluation systems*. Presented at the 31st annual conference of the American Evaluation Association, Washington, DC.
- Harlan J. M.**, & Barlow P. B. (2016, October). *Evaluators of health professions education: A networking opportunity*. Discussion group facilitated at the 30th annual conference of the American Evaluation Association, Atlanta, GA
- Barlow, P.B., & **Harlan J. M.** (2016, October). *Uniting evaluators in health professions education: Creating a new Topical Interest Group*. Think tank session facilitated at the 30th annual conference of the American Evaluation Association, Atlanta, GA.
- Van Haneghan, J. P., & **Harlan, J. M.** (2015, November). *Contextual factors in elementary and middle grades STEM interventions*. Presented at the annual conference of the American Evaluation Association, Chicago, IL.

- Van Haneghan, J. P., **Harlan, J. M.**, & Dean, M. D. (2015, November). *Developing integrated STEM programs for middle school classrooms*. Presented at the annual conference of the Association for Educational Communications and Technology, Indianapolis, IN.
- Tunks, K., & **Harlan, J. M.** (2015, October). *The Reading Maturity Scale: Initial examination of content and construct validity*. Presented at the annual conference of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Charleston, SC.
- Van Haneghan, J. P., & **Harlan, J. M.** (2015, October). *Impacts of an engineering design curriculum on middle school student STEM interest*. Presented at the annual conference of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Charleston, SC.
- Vaux, N., & **Harlan, J. M.** (2015, October). *Construct validity of the School Optimism Scale among elementary school teachers*. Presented at the annual conference of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Charleston, SC.
- Harlan, J. M.**, Van Haneghan, J. P., Dean, M. D., & Pruet, S. A. (2015, June). *Evaluating the impact of curriculum-integrated engineering design modules in middle grades classrooms*. Presented at the annual conference of the American Society for Engineering Education, Seattle, WA.
- Green, A. M., Kent, A., **Harlan, J. M.**, & Feldman, P. (2015, April). *Preparing science teachers to be effective educators: The Noyce Pathway to Science Program*. Presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Van Haneghan, J. P., **Harlan, J. M.**, & Dean, M. D. (2015, April). *The impact of engineering focused modules on the engineering design knowledge of 8th graders*. Presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Green, A. M., & **Harlan, J. M.** (2015, April). *Developing highly skilled science teachers using graduate education and mentorship: The Noyce Pathway to Science Program*. Presented at the annual conference of the National Association for Research in Science Teaching, Chicago, IL.
- Harlan, J. M.**, & Van Haneghan, J. P. (2015, February). *Measuring the fidelity of implementation of student-centered education programs*. Presented at the annual conference of the Southeast Evaluation Association, Tallahassee, FL.
- Van Haneghan, J. P., **Harlan, J. M.**, & Dean, M. D. (2014, October). *A mixed-methods approach to capturing common problem solving threads in a middle school engineering design curriculum*. Presented at the annual conference of the American Evaluation Association, Denver, CO.
- Van Haneghan, J. P., & **Harlan, J. M.** (2014, October). *The impact of cumulative fidelity of implementation on the effects of a multi-grade middle school engineering curriculum*. Presented at the annual conference of the American Evaluation Association, Denver, CO.
- Van Haneghan, J. P., & **Harlan, J. M.** (2014, October). *Evaluating long term problems in a short term world: Strategies from the study of an engineering design curriculum*. Presented at the annual conference of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, VA.
- Harlan, J. M.** (2014, October). *How does implementation of middle school engineering-design modules impact student STEM self-efficacy and attitudes?* Presented at the annual conference of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, VA.

- Harlan, J. M.**, Pruet, S., Van Haneghan, J. P., & Dean, M. D. (2014, June). *Using curriculum-integrated modules to improve understanding of math and science content and STEM attitudes in middle grades students*. Presented at the annual conference of the American Society for Engineering Education, Indianapolis, IN.
- Harlan, J. M.**, Dean, M., & Van Haneghan, J. P. (2014, April). *Development of a rubric for use in assessing transfer of learning in middle grades engineering program participants*. Presented at the annual conference of the American Society for Engineering Education – Gulf-Southwest division, New Orleans, LA.
- Harlan, J. M.**, & Hill, T. (2011, November). *Developing effective training programs on a shoestring budget*. Discussion group at the annual meeting for the National Council of University Research Administrators, Washington, DC. Invited Speaker.
- Harlan, J. M.**, & Carlstrom, L. (2007, May). *Improving attitudes about lesbians and gay men*. Presented at the annual conference of the Western Psychological Association, Vancouver, B.C.
- McCreary, J., Jarrett, M., Johnston, J., **Harlan, J. M.**, Lanik, M., Kinnear, K. (2006, January). *Emotion contagion during support interactions in dating relationships*. Presented at the annual conference of the Society for Personality and Social Psychology, Palm Springs, CA.

## **TEACHING EXPERIENCE**

---

- August 2018 –  
August 2019      **Adjunct Instructor, Graduate Programs in Education**  
*Goucher College, Towson, MD*  
Courses: Research Methods (online), Program Evaluation and Assessment (online) – Responsible for course development and teaching.
- January 2009 –  
December 2013      **Adjunct Assistant Professor, Psychology Department**  
*Cosumnes River College, Sacramento, CA*  
Courses: General Principles of Psychology (classroom-based, online, and televised), Statistics for the Behavioral Sciences, and Research Methods.
- January 2008 –  
December 2008      **Assistant Psychology Professor - Long-term Temporary Position**  
*Cosumnes River College, Sacramento, CA*  
Full-time long-term temporary faculty member.  
Courses: General Principles of Psychology (classroom-based and televised), Statistics for the Behavioral Sciences, and Research Methods.
- August 2007 –  
December 2007      **Associate Psychology Professor**  
*Modesto Junior College, Modesto, CA*  
Adjunct faculty member.  
Courses: Introduction to Psychology, Human Sexuality
- February 2007 –  
May 2007      **Teaching Associate**  
*California State University, Stanislaus, Turlock, CA*  
Adjunct faculty member.  
Course: Experimental Psychology Research Seminar
- August 2006 –  
December 2006      **Graduate Teaching Intern**  
*Modesto Junior College, Modesto, CA*  
Courses: Introduction to Psychology, Research Methods  
Supervising Faculty: Lee Merchant-Kooler, M.A., M.F.T.

- August 2006 - December 2006     **Teaching Assistant**  
*California State University, Stanislaus, Turlock, CA*  
Course: Sexual Behavior  
Assisted in course development, including choosing textbook, lecture topics, and course assignments. Graded exams and papers.  
Supervising Faculty: Dr. Lisa Carlstrom
- January 2006 - May 2006     **Teaching Assistant**  
*California State University, Stanislaus, Turlock, CA*  
Courses: Research Seminar in Social Psychology, Intimate Relationships  
Graded research papers for APA style and content. Led weekly study sessions and provided lecture support for students.  
Supervising Faculty: Dr. Jamie McCreary

---

## SOFTWARE PROFICIENCIES

---

SPSS	Canvas	Adobe Captivate
SPSS-AMOS	Blackboard	Remark (optical scanning software)
Qualtrics		

---

## OTHER RELEVANT EDUCATION AND TRAINING

---

- April 2019     Manager Development Program, Johns Hopkins University
- How to Handle Difficult Conversations with Employees (April 2019)
  - Strategic Coaching (April 2019)
  - Situational Delegation (February 2019)
  - Change Management (February 2019)
  - Workplace Politics (December 2018)
  - Cultural Awareness for Managers (October 2018)
- April 2018     Management Development Certificate; Carey Business School, Johns Hopkins University
- Strategic Negotiation; Carey Business School, Johns Hopkins University; Brian Gunia (April 2018)
  - Women in Leadership; Carey Business School, Johns Hopkins University; Erik Helzer (January 2018)
  - Effective Selection and Hiring Practices; Carey Business School, Johns Hopkins University; Christopher G. Myers (November 2017)
  - Strategic Team Leadership; Carey Business School, Johns Hopkins University; Brian Gunia (November 2016)
- March 2017     Intermediate Cost-Benefit & Cost-Effectiveness Analysis; The Evaluators Institute; Joseph Cordes
- March 2017     Introduction to Cost-Benefit & Cost-Effectiveness Analysis; The Evaluators Institute; Clive Belfield
- April 2015     An Introduction to Hierarchical Linear Modeling for Education Researchers; American Educational Research Association; Ann A. O'Connell and D. Betsy McCoach
- October 2014     Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use; American Evaluation Association; Michael Quinn Patton
- Fall 2011     Developing as a Supervisor Certificate Series; Staff Development and Professional Services; University of California, Davis; Davis, CA

**Jessica M. Harlan**  
www.jessicamharlan.com

- Spring 2011      Train the Trainer; Staff Development and Professional Services; University of California, Davis; Davis, CA
- Spring 2011      Making Effective eLearning Modules Using Adobe Captivate: Cognitive Theory of Multimedia Design; Adobe Rapid eLearning
- Spring 2009      Multilingual Student Writers: Language and Cultural Diversity in the Classroom training; Writing Across the Curriculum Center; California State University, Sacramento; Sacramento, CA

**ACADEMIC AND OTHER SERVICE**

---

- Winter 2018 –  
Winter 2020      Founding Chair, American Evaluation Association’s Health Professions Education Evaluation and Research Topical Interest Group
- Spring 2015 –  
Winter 2020      Peer Reviewer, Conference proposals for the American Evaluation Association Annual Conference
- Fall 2018 –  
Summer 2019      Consulting Advisor; Institute for Excellence in Education: Foundations of Educational Scholarship, Johns Hopkins University School of Medicine.
- Fall 2018 –  
Summer 2019      Committee Member; Biochemistry, Cellular, and Molecular Biology Curriculum Revision Committee, Johns Hopkins University School of Medicine
- Spring 2018 –  
Summer 2019      Committee Member, Graduate Medical Education Committee, Johns Hopkins University School of Medicine
- Summer 2015 –  
Summer 2019      Peer Reviewer, Journal of Pre-College Engineering Education Research
- Spring 2019 –  
Summer 2019      Task Force Member; Johns Hopkins Medicine Strategic Planning: Roadmap on Promoting a Diverse, Inclusive, and Exceptional Biomedical Workforce, Johns Hopkins University School of Medicine.
- Summer 2015 –  
Fall 2017      Member of the Expert Review Panel for the evaluation of the National Aeronautics and Space Administration/US Department of Education Collaboration STEM Design Challenges for 21st Century Community Learning Centers
- Fall 2014 –  
Fall 2016      Board Member at Large, Board of Directors, Consortium for Research on Educational Assessment and Teaching Effectiveness
- Summer 2011 –  
Summer 2012      Sponsored Programs Representative, Office of Research Web Content Workgroup, University of California, Davis
- Fall 2008 –  
Spring 2009      Primary Assessor, Psychology Department Student Learning Outcomes Assessment, Cosumnes River College
- Spring 2008 –  
Spring 2009      Faculty Coordinator, Psychology Department Research Poster Session, Cosumnes River College
- Spring 2009      Gay, Lesbian, Straight Education Network (GLSEN) faculty participant, Cosumnes River College
- Spring 2009      Women’s History Month Planning Committee participant, Cosumnes River College
- Spring 2009      Scholarship Review Committee member, Cosumnes River College