

DAVID A. RICHARDS, Ph.D.

5761 Walnut Wood Lane, Burke, VA 22015
813-442-1808 • david.richards.ed@gmail.com
www.linkedin.com/in/davidrichardsed/

Researcher • Data Analyst • Project Manager • Study Director • Contract Technical Specialist

"conscientious and reliable" • "a good representative" • "exceptional" • "very high quality"
"a valuable resource" • "crucial" • "deep knowledge" • "highly successful" • "essential"
"in demand" • "clear and informative" • "works diligently" • "timely" • "highly effective"
(References and past performance evaluations available upon request.)

PROFESSIONAL EXPERIENCE

National Center for Education Statistics, Institute of Education Sciences, Department of Education
Washington, DC; Associate Education Research Analyst; 2015-Present

- Project officer for large-scale nationally representative data collections (the Beginning Postsecondary Students Longitudinal Study) with about 25 thousand sample members from 1.5 thousand postsecondary institutions, collecting over 3 thousand variables (including over 1 thousand derived variables).
- Managed contracts worth up to \$76 million with about 60 contract staff. Provided technical expertise to contract officers and guidance to contractor organizations. Prepared solicitations, evaluated proposals, reviewed deliverables, tracked budgets, modified contracts, and processed invoices.
- Provided data training and assistance to client data users (including academic researchers, policy makers, media organizations, and members of the general public).
- Provided original statistical analyses of large datasets for public release.

Frederick D. Patterson Research Institute, United Negro College Fund

Washington, DC; Senior Research Associate; 2010-2015

- Statistical analysis of educational data, with an emphasis on minority groups and minority-serving institutions.
- Conducted and published original research on same topics.
- Consultation on minority-relevant educational issues with a quantitative component.
- Leveraged such varied data sources and resources as IPEDS, NPSAS, BPS, B&B, the National Student Clearinghouse, the Office of Federal Student Aid, the Census Bureau, and many others for wide-ranging tasks including original research reports and data support requests from organization stakeholders.
- Managed multiple projects from conception to completion of diverse nature, including assessments of program effectiveness as well as original research initiatives, with results and findings presented in varying formats including Web, print, and presentations to audiences of varying technical expertise.
- Provided comprehensive data consulting and support to organization executive leadership and other stakeholders on issues related to organizational impact, national minority education, and the challenges and value propositions of postsecondary institutions. Responded to over 100 data inquiries a year, with over 75% of requests completed within a day. Assisted in interpretation and corroboration of findings and data for internal use and external dissemination.
- Planned, prepared, and conducted comprehensive surveys of over 45 member postsecondary institutions on subjects ranging from enrollment to capacity building.

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Cottrell Social Psychology Laboratory, Department of Psychology, University of Florida
Gainesville, FL; Research Assistant; 2005-2010

- Developed and oversaw research on social public policy, stereotyping, and prejudice.
- Managed laboratory facilities; trained and supervised laboratory personnel.
- Analyzed, reported and disseminated research findings.

Department of Psychology, University of Florida

Gainesville, FL; Teaching Assistant & Instructor; 2005-2010

- Delivered lectures; developed course curricula; created lesson plans, lectures, and exams.
- Delivered lessons on general psychology; social psychology; judgment and decision making; stereotyping, prejudice, and discrimination; and research methods (including data collection, statistical analysis, and scientific writing).

Vandello Social Psychology Laboratory, Department of Psychology, University of South Florida
Tampa, FL; Research Assistant; 2004-2005

- Developed and oversaw research on “the underdog effect”. Assisted in research on racism.
- Conducted studies; designed studies.
- Trained and supervised laboratory personnel.
- Analyzed, reported, and disseminated research findings.

Center for Robot Assisted Search and Rescue, Department of Computer Science and Engineering, University of South Florida

Tampa, FL; Research Assistant; 2004-2005

- Assisted in research on human-robot interactions.
- Data entry; data transcription; coding for qualitative content analysis.

Alcohol & Substance Use Research Institute, Department of Psychology, University of South Florida

Tampa, FL; Research Assistant; 2003-2005

- Assisted in research on alcohol-related behaviors in teenagers.
- Performed participant recruitment, screening, and intake.
- Conducted data collection via multiple media (paper, computer, and telephone).

SKILLS

Professional

- Program monitoring, evaluation, & assessment; Contract management; Invoice processing

Quantitative Analysis

- Descriptive statistics; Correlations; Regression (multiple, logistic, etc.); ANOVA, MANOVA, & MANCOVA; Chi-square; Data normalization; Content analysis; Propensity-score matching; Hierarchical Linear Modeling; Structural equation modeling (SEM)

Software

- Microsoft Office (Excel, Word, etc.); SPSS/PASW; SAS; Stata; Lisrel; HLM; AMOS

Datasets and Sources

- Beginning Postsecondary Students (BPS); National Postsecondary Student Aid Studies (NPSAS); Baccalaureate and Beyond (B&B); Integrated Postsecondary Education Data System (IPEDS); Education Longitudinal Study (ELS) of 2002; U.S. Department of Education Office for Civil Rights (OCR); OECD Programme for International Student Assessment (PISA);

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Office of Federal Student Aid; National Science Foundation; U.S. Census Bureau; Bureau of Labor Statistics; National Student Clearinghouse

Languages

- English (advanced); Spanish (intermediate)

EDUCATION

Ph.D. Psychology

- University of Florida, Gainesville, FL, 2010

M.S. Psychology

- University of Florida, Gainesville, FL, 2008

B.S. Psychology

- University of South Florida, Tampa, FL, 2005

B.A. English

- University of Florida, Gainesville, FL, 2002

TRAINING

Monitoring and Evaluation: Frameworks and Fundamentals

The Evaluators' Institute, Washington, DC, July 14th-15th, 2014

- Two-day course on the assessment of program progress to optimize program results. Curriculum included monitoring activities and evaluation.

Contracting Officer's Representative Course

Management Concepts, Washington, DC, September 21st-25th, 2015

- Five-day training to provide knowledge of the federal acquisition process as well as the knowledge and skills to execute their responsibilities as a contracting officer representative.

Contracting Officer's Representative Course, Level II

Management Concepts, Washington, DC, July 23rd-27th, 2018

- Five-day training designed for individuals who want to meet their FAC-COR Level II certification or DOD Type B or C COR certification training requirements.

PROFESSIONAL PUBLICATIONS

Peer-reviewed

- Richards, D. A. R., Awokoya, J. T., Bridges, B. K., & Clark, C. (2018). "One Size Does Not Fit All: A Critical Race Theory Perspective on College Rankings." *Review of Higher Education*.
- Davis, R. J., Nagle, B., Richards, D. A. R., & Awokoya, J. T. (2013). "The Impact of the Gates Millennium Scholars Program on College Choice for High-Achieving, Low-Income African American Students." *The Journal of Negro Education*, 82, 226-242.
- Cottrell, C. A., Richards, D. A. R., & Nichols, A. L. (2010). "Predicting Policy Attitudes from General Prejudice versus Specific Intergroup Emotions." *Journal of Experimental Social Psychology*, 46, 247-254.
- Vandello, J. A., Goldschmied, N. P. & Richards, D. A. R. (2007). "The Appeal of the Underdog." *Personality and Social Psychology Bulletin*, 33, 1603-1616.

Non-peer reviewed

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- Richards, D.A.R., Bridges, B.K., Awokoya, J.T., & Smith, C.L. (2015). *Counting every graduate: Comprehensive completion rates at UNCF-member HBCUs*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.
- Richards, D. (2014). *Lower Costs, Higher Returns: UNCF HBCUs in a High-Priced College Environment*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.
- Richards, D. (2014). *UNCF Statistical Report, 2014*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.
- Richards, D. A.R., Bridges, B.K., & Awokoya, J. T. (2013). *Building Better Futures: The Value of a UNCF Investment*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.
- Richards, D. A. R., & Awokoya, J. T. (2012). *Understanding HBCU retention and completion*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.
- Richards, D. (2012). *Serving students and the public good: HBCUs and the Washington Monthly's College Rankings: 2012 supplement*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.
- Awokoya, J., Richards, D., & Myrick-Harris, C. (2012). *Serving Students and the Public Good: HBCUs and the Washington Monthly's College Rankings*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.
- Richards, D. (2012). *UNCF Statistical Report, 2012*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.
- Richards, D. (2011). *UNCF Statistical Report, 2011*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.

Managed publications

- *Persistence and Attainment of 2019-20 First-Time Postsecondary Students After 3 Years*. (September 2024). This report describes the outcomes of first-time beginning students (FTBs) who entered postsecondary education for the first time during the 2019-2020 academic year. Outcomes include students' postsecondary enrollment patterns, persistence and attainment, social and academic experiences and activities, and employment history.
- *2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection*. (December 2020). This publication describes the methodology used in the 2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Student Records Collection research datafile, a release of exploratory administrative data that are made available only for research on institution response and imputation methodologies. As a result of low institutional response rates, population estimates are NOT advised. Specifically, these data should NOT be used to generate population estimates or analyze the postsecondary records of this BPS cohort. This release includes student-level data for a nationally representative sample of over 35,000 first-time beginning postsecondary students who began postsecondary education during the 2011-12 academic year. Efforts, albeit unsuccessful, were made to collect student level data on enrollment, student budget, and financial aid from postsecondary education institutions attended between the 2011-12 and 2016-17 academic years.
- *2012 Beginning Postsecondary Students Longitudinal Study (BPS:12) Postsecondary Education Transcript Study (PETS)*. (December 2020). This publication describes the methodology used in the 2012/17 Beginning Postsecondary Students Longitudinal Study

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Postsecondary Education Transcript Study. BPS:12 PETS is the third data release for a study of a nationally representative sample of first-time beginning postsecondary students who were surveyed 3 times over 6 academic years, in 2011-12, 2014, and 2017. Postsecondary academic transcripts were requested from all institutions attended by sample members. These transcript data include detailed information, by institution attended and by time periods, on enrollment, degree programs, fields of study, course taking, credit accumulation, and academic performance.

- *A 2017 Follow-up*. (August 2020). Based on data collected through the Beginning Postsecondary Students Longitudinal Study (BPS:12/17), a nationally representative study which followed first-time college students for 6 years, these Web Tables provide information on students' characteristics and their 6-year retention, persistence, attainment, withdrawal, dropout, and transfer rates.
- *Courses Taken, Credits Earned, and Time to Degree: A First Look at the Postsecondary Transcripts of 2011-12 Beginning Postsecondary Students*. (April 2020). Drawing on data collected through the Postsecondary Education Transcript Study (PETS) for the 2011-12 cohort of the Beginning Postsecondary Students Longitudinal Study, this First Look report examines 6-year coursetaking experiences, postsecondary attainment, and time to degree of U.S. undergraduates who began their postsecondary education for the first time in the 2011-12 academic year.
- *What Is the Price of College? Total, Net, and Out-of-Pocket Prices in 2015-16*. (December 2019). This report describes four measures of the price of undergraduate education in the 2015-16 academic year: total price of attendance (tuition and living expenses), net price of attendance after all grants, out-of-pocket net price after all financial aid, and out-of-pocket net price after all aid excluding student loans. Estimates are based on the 2015-16 National Postsecondary Student Aid Study (NPSAS:16), a nationally representative study of students enrolled in postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. Estimates are compared across four institution types: public 2-year institutions, public 4-year institutions, for-profit institutions at all levels (less-than-2-year, 2-year, and 4-year), and private nonprofit 4-year institutions. Prices are also presented separately for dependent and independent students, with these estimates being further separated by income level and institution control and level.
- *Profile of Very Low- and Low-Income Undergraduates in 2015-16*. (October 2019). This Statistics in Brief focuses on two groups of low-income undergraduate students enrolled in U.S. postsecondary institutions in 2015-16: very low- and low-income students, defined as those whose family incomes fell below 50 percent and between 50 and 100 percent, respectively, of the federal poverty level for their family size. This report compares these students' demographic and enrollment characteristics, financial aid, and price of attendance with those of students whose family incomes were above the federal poverty level. This report draws on data from the 2015-16 National Postsecondary Student Aid Study (NPSAS:16).
- *2012/17 Beginning Postsecondary Students Longitudinal Study (BPS:12/17)*. (October 2019). This publication describes the methodology used in the 2012/17 Beginning Postsecondary Students Longitudinal Study (BPS:12/17). BPS:12/17 is the second and final follow-up study of students who began postsecondary education in the 2011 - 12 academic year. These students were first interviewed as part of the 2011 - 12 National Postsecondary Student Aid Study

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(NPSAS:12). In particular, this report details the methodology and outcomes of the BPS:12/17 sample design, student interview design, student interview data collection processes, administrative records matching, data file processing, and weighting procedures. The BPS study is unique in that it includes both traditional and nontraditional students, follows their paths through postsecondary education over the course of 6 years, and is not limited to enrollment at a single institution.

- *Persistence, Retention, and Attainment of 2011-12 First-Time Beginning Postsecondary Students as of Spring 2017*. (February 2019). This First Look report provides descriptive findings from the 2012/17 Beginning Postsecondary Students Longitudinal Study (BPS:12/17) focusing on students' persistence, retention, and attainment in postsecondary education 6 years after their initial enrollment. BPS:12/17 is a nationally representative longitudinal sample survey of students who began postsecondary education for the first time during the 2011-12 academic year.
- *First-Time Postsecondary Students in 2011-12*. (September 2016). A set of four Web Tables that together provide key information about first-time postsecondary students' characteristics and their 3-year retention, persistence, attainment, withdrawal, stopout, and transfer rates.
- *2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Data File Documentation*. (May 2016). This publication describes the methodology used in the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14). BPS:12/14 is the first follow-up study of students who began postsecondary education in the 2011 - 12 academic year. These students were first interviewed as part of the 2011 - 12 National Postsecondary Student Aid Study (NPSAS:12). In particular, this report details the methodology and outcomes of the BPS:12/14 sample design, student interview design, student interview data collection processes, administrative records matching, data file processing, and weighting procedures.
- *Persistence and Attainment of 2011-12 First-Time Postsecondary Students After 3 Years (BPS:12/14)*. (January 2016). This publication provides descriptive findings from the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) focusing on attainment, persistence, and retention in postsecondary education. BPS:12/14 is a nationally representative longitudinal sample survey of students who began postsecondary education for the first time during the 2011-12 academic year; this first follow-up represents students' experiences about 3 years after their initial enrollment.