

MICHAL KURLAENDER

(June 2016)

University of California, Davis
School of Education
One Shields Avenue, Davis, CA 95616

mkurlaender@ucdavis.edu
Tel: (530) 752-3748
Fax: (530) 752-5411

EDUCATION

Harvard University, Cambridge, MA Ed.D., 2005
Graduate School of Education

Harvard University, Cambridge, MA Ed.M., 1997
Graduate School of Education, *Administration, Planning & Social Policy*

University of California at Santa Cruz, Santa Cruz, CA B.A., 1995
Majors: Political Science and Fine Art

EMPLOYMENT

University of California, Davis
Professor 2016—Present
Associate Professor 2010—2016
Assistant Professor 2004—2010

Harvard University Graduate School of Education 1999—2004
Teaching Fellow & Researcher

The Civil Rights Project, Harvard University 1997—2004
Researcher

ACADEMIC AWARDS AND HONORS

Chancellor's Fellow, University of California, Davis (2013-2018)

National Academy of Education/Spencer Foundation Postdoctoral Fellowship (2009-2010)

Faculty Development Award, University of California, Davis (2007)

Spencer Dissertation Fellowship, Spencer Foundation (2004-2005)

Dissertation Grant, American Educational Research Association (2003-2004)

Spencer Research Training Grant, Harvard University Graduate School of Education (2001-2004)

Spencer Research Fellowship, Harvard University Graduate School of Education (2000-2001)

Roy Larsen Research Fellowship, Harvard University Graduate School of Education (1999-2000)

GRANTS

California's College and Career Readiness Standards in the Era of Common Core Assessments. 2015-2020. Institute of Education Sciences, U.S. Department of Education (PI, with collaborators: Paco Martorell and Scott Carrell, University of California, Davis). —\$4,974,387

Exploring Student Success and Persistence in College: The Role of Faculty. 2015-2017. College Futures Foundation (PI, with collaborator Scott Carrell, University of California, Davis). —\$400,000.

California Community Colleges and Career Technical Education: A Researcher-Practitioner Partnership. 2015-2017. Institute of Education Sciences, U.S. Department of Education (PI, with collaborator Ann Stevens, University of California, Davis). —\$400,000

National Center on Developmental Education Assessment and Instruction. 2014-2019. Institute of Education Sciences, U.S. Department of Education (PI on California Project, sub-contract to Center grant, Thomas Bailey (PI) Teachers College, Columbia University). —\$148,500

California Community Colleges, Vocational Programs and Workforce Development: Improving the Workforce and Improving Lives. 2013-2016. Research Investments in the Sciences and Engineering, University of California (Co-PI with Ann Stevens, University of California, Davis). —\$500,000

Center for Analysis of Postsecondary Education and Employment. 2012-2015. Institute of Education Sciences, U.S. Department of Education (PI on California project with collaborator Ann Stevens, University of California, Davis. sub-contract to larger Center grant, Thomas Bailey (PI) Teachers College, Columbia University). —\$60,000

Center for Poverty Research. 2011-2016. U.S. Department of Health and Human Resources (Co-investigator, with Ann Stevens and Marianne Page, Co-PIs, University of California, Davis). —\$4,000,000

Ready or Not? California's Early Assessment Program and the Transition to College. 2010-2014. Institute of Education Sciences, U.S. Department of Education (PI, with collaborators: Jessica Howell, California State University Sacramento and Eric Grodsky, University of Wisconsin). —\$1,860,432

Developing College Readiness Skills in an Urban Middle School. 2011-2014. California Academic Partnership Program, California State University Chancellor's Office (PI). —\$140,000

University of California Educational Evaluation Center. 2010-2015. University of California Office of the President, Multi-campus Research Program and Initiative Grant, (Co-PI with Julian Betts, UC San Diego; Christina Christie, UC Los Angeles; Greg Duncan, UC Irvine; Bruce Fuller, UC Berkeley; William Shadish UC Merced; and John Yun (PI), UC Santa Barbara). —\$2,200,000

Testing the Influence of Course-Level Gender Representation on Postsecondary Achievement and Persistence in STEM Courses. 2011-2012. Spencer Foundation (Co-PI, with Kimberlee Shauman, University of California, Davis). —\$40,000

Increasing College Readiness: An Investigation of California's Early Assessment Program. 2009-2010. National Academy of Education/Spencer Foundation Postdoctoral Fellowship. —\$55,000

Understanding Barriers and Examining Interventions: A Project to Study Postsecondary Access and Success Using State Administrative Data. 2008-2012. Bill & Melinda Gates Foundation (PI on Sub-contract to investigate California (\$325,000); larger multi-state grant with Bridget Terry Long (PI), Harvard University; Stella Flores, Vanderbilt University; and Eric Bettinger, Stanford University). —\$2,000,000

The Effects of Institutional Practices on Postsecondary Trajectories: Matriculation, Persistence and Time to Degree. 2007-2010. Institute of Education Sciences, U.S. Department of Education (PI, with collaborators: Jessica Howell, California State University Sacramento; Eric Grodsky, University of Minnesota; and Catherine Horn, University of Houston). —\$470,808

College Readiness to Degree Completion: Remedial Placement and Patterns of College Persistence. 2007-2008. Association for Institutional Research (PI, with collaborators: Jessica Howell, California State University Sacramento and Catherine Horn, University of Houston). —\$30,000

Early Predictors of High School Dropout. 2007-2008. California Dropout Project, funded by the Bill & Melinda Gates Foundation (PI). —\$15,000

Faculty Grant in Aid of Research, 2005, 2007. University of California, Davis (PI). —\$2,000

School Racial/Ethnic Composition and Student Outcomes. 2003. National Education Association (Co-PI, with John Yun). —\$100,000

PUBLICATIONS (student co-authors underlined)

Working Papers

Stevens, A., Kurlaender, M., & Grosz, M. (2015). Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges. Working Paper 21137, National Bureau of Economic Research. Under Review. *Journal of Human Resources*.

Carrell, S., Kurlaender, M., & Bhatt, Monica, P. (2015). Experimental Evidence of Professor Engagement on Student Outcomes.

Kurlaender, M., Grodsky, E., Howell, J., & Jackson, J. (2015). Ready or Not? California's Early Assessment Program and the Transition to College. Under Review. *Educational Evaluation and Policy Analysis*.

Journal Articles

Jackson, J. & Kurlaender, M. (2016). K–12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program. *American Journal of Education*, 122:477-503.

Friedmann, E., Kurlaender, M., and VanOmmeren, A. (Forthcoming). Addressing College Readiness Gaps at the College Door: Institutional Differences in Developmental, Education at California's Community Colleges. *New Directions for Community Colleges*.

Kurlaender, M., Carrell, S., & Jackson, J. (2016). The Promises and Pitfalls of Measuring Community College Quality. *The Russell Sage Foundation Journal of the Social Sciences*, 2 (1): 174-190.

Kurlaender, M., Jackson, J., Howell, J., & Grodsky, E. (2014). College Course Scarcity and Time to Degree. *Economics of Education Review*, 41: 24-39.

Jackson, J. & Kurlaender, M. (2014). College Readiness and College Completion at Broad Access Four-Year Institutions. *American Behavioral Scientist*, 58(8): 947-971.

Kurlaender, M. (2014). Assessing the Promise of California's Early Assessment Program for Community Colleges. *Annals of the American Academy of Political and Social Science*, 655:36-55.

Kurlaender, M. & Grodsky, E. (2013). Mismatch and the Paternalistic Justification for Selective College Admissions. *Sociology of Education*, 86(4): 294-310.

Kurlaender, M. & Larsen, M. (2013). K-12 and Postsecondary Alignment: Racial/Ethnic

Differences in Freshmen Course-Taking and Performance at California's Community Colleges. *Education Policy Analysis Archives*, 21(16): 1-24.

Kurlaender, M. & Jackson, J. (2012). Investigating Middle School Determinants of High School Achievement and Graduation in Three California School Districts. *California Journal of Politics and Policy*, 4(2): 1-24.

Graham, S. & Kurlaender, M. (2011). Using Propensity Scores in Educational Research: General Principles and Practical Applications. *The Journal of Educational Research*, 104(5): 340-353.

Howell, J., Kurlaender, M., & Grodsky, E. (2010). Postsecondary Preparation and Remediation: Examining the Effect of the Early Assessment Program at California State University. *Journal of Policy Analysis and Management*, 29(4): 726-748.

Reardon, S., Atteberry, A., Arshan, N., & Kurlaender, M. (2010). Effects of Failing a High School Exit Exam on Course Taking, Achievement, Persistence, and Graduation. *Educational Evaluation and Policy Analysis*, 32(4): 498-520.

Long, B. T. & Kurlaender, M. (2009). Do Community Colleges Provide a Viable Pathway to Baccalaureate Degree? *Educational Evaluation and Policy Analysis*, 31(1):30-53.

Kurlaender, M. & Yun, J. (2007). Measuring School Racial Composition and Student Outcomes in a Multiracial Society. *American Journal of Education*, 113(2): 213-242.

Reardon, S., Yun, J., & Kurlaender, M. (2006). Implications of Income-Based School Assignment Policies for Racial School Segregation. *Educational Evaluation and Policy Analysis*, 28(1): 49-75.

Kurlaender, M. (2006). Choosing Community College: Factors Affecting Latino College Choice. *New Directions for Community Colleges*, 133: 7-19.

Kurlaender, M. & Yun, J. (2005). Fifty Years after Brown: New Evidence of the Impact of School Racial Composition on Student Outcomes. *International Journal of Educational Policy, Research and Practice*, 6(1): 51-78.

Yun, J. & Kurlaender, M. (2004). School Racial Composition and Student Educational Aspirations: A Question of Equity in a Multiracial Society. *Journal of Education for Students Placed at Risk*, 9(2):143-168.

Wald, J. & Kurlaender, M. (2003). Connected in Seattle? An Exploratory Study of Student Perceptions of Discipline and Attachments to Teachers. *New Directions for Youth Development: Theory, Practice and Research*, 99: 35-54. (Formerly *New Directions for Mental Health Services*.)

Shavit, Y., Ayalon, H., & Kurlaender, M. (2002). Schooling Alternatives, Inequality, and Mobility in Israel. *Schooling and Social Capital in Diverse Cultures, Research in Sociology of Education*, 13: 105-124.

Kurlaender, M. & Orfield, G. (1999). In Defense of Diversity: New Research and Evidence from the University of Michigan. *Equity and Excellence in Education*, 32(2): 31-35.

In Preparation

Carrell, S., and Kurlaender, M. College Quality and the Transfer Function: Evidence from California's Community Colleges. Commissioned for the National Bureau of Economic Research volume: The Productivity of Higher Education, Hoxby, C. and Stange, K. (Editors).

Kramer, K., Carrell, S., Kurlaender, M., & Page, M. Who Wins and Who Loses from School Tracking Programs?

Kurlaender, M., Shauman, K., & Jackson, E. Testing the Influence of Course-Level Gender Representation on Postsecondary Achievement and Persistence in STEM Courses.

Edited Books

Grodsky, E. & Kurlaender, M. (2010). *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Orfield, G. with Kurlaender, M. (2001). *Diversity Challenged: Evidence on the Impact of Affirmative Action*. Cambridge, MA: Harvard Education Press.

Book Chapters

Kurlaender, M., Friedmann, E., and Chang, T. (2015). Access and Diversity at the University of California in the Post-Affirmative Action Era. In U. Jayakumar, L. Garces, & F. Hernandez (Eds), *Affirmative Action and Racial Equity: Considering the Fisher Case to Forge the Path Ahead*. Routledge Press.

Kurlaender, M., Howell, J., & Jackson, J. (2015) Improving Collegiate Outcomes at Broad-Access Institutions: Lessons for Research and Practice. In M. L. Stevens & M. W. Kirst (Eds), *Remaking College: The Changing Ecology of Higher Education*. Stanford University Press.

Grodsky, E. & Kurlaender, M. (2010). The Demography of Higher Education in the Wake of Affirmative Action. Pp. 33-58 in E. Grodsky & M. Kurlaender (Eds.), *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Kurlaender, M. & Grodsky, E. (2010). Toward Equal Opportunity in Higher Education. Pp. 217-226 in E. Grodsky & M. Kurlaender (Eds.), *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Edley, C., Henderson, A., Kurlaender, M., & Grodsky, E. (2010). Proposition 209 and the National Debate on Affirmative Action. Pp. 1-10 in E. Grodsky & M. Kurlaender (Eds.), *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Horn, C. & Kurlaender, M. (2008). The End of *Keyes*: Resegregation Trends and Achievement in Denver Public Schools. Pp. 221-238 in C. E. Smrekar & E. B. Goldring (Eds.), *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*. Cambridge, MA: Harvard Education Press.

Kurlaender, M. & Felts, E. (2008). Bakke Beyond College Access: Investigating Racial/Ethnic Differences in College Completion. Pp. 110-141 in P. Marin & C. Horn (Eds.), *Realizing Bakke's Legacy: Affirmative Action, Equal Opportunity, and Access to Higher Education*. Sterling, VA: Stylus.

Kurlaender, M. & Flores, S. (2005). The Racial Transformation of Higher Education. Pp. 11-32 in G. Orfield, P. Marin, & C. Horn (Eds.), *Higher Education and the Color Line*. Cambridge, MA: Harvard Education Press.

Ma, J. & Kurlaender, M. (2005). The Future of Race-Conscious Policies in K-12 Public Schools: Support from Recent Legal Opinions and Social Science Research. Pp. 239-260 in Orfield, G., Boger, J., Edley, C. and High, R. (Eds.) *Resegregation of the American South*. Chapel Hill, NC: University of North Carolina Press.

Kurlaender, M. & Yun, J. (2001). Is Diversity a Compelling Educational Interest: Evidence from Metropolitan Louisville. Pp. 111-141 in Orfield, G. with Kurlaender, M. (Eds.). *Diversity Challenged: Evidence on the Impact of Affirmative Action*. Cambridge, MA: Harvard Education Press.

Kurlaender, M. (1999). Vignettes from the Field: Portraits of Religious Activists. In Orfield, G. & Lebowitz, H. (Eds.) *Religion Race and Justice in a Changing America*. New York, NY: Century Foundation Press.

Reports, Policy Briefs, and Media

Kurlaender, M., Martorell, F., & Reed, S. (September 2016). High School Exit Exams: A Review of the Literature, Current State Reforms, and Analysis of California Assessment Data. Research Brief to the California Department of Education. Available at: <http://www.cde.ca.gov/ta/tg/hs/documents/hspathwayrpt.doc>

Stevens, A., Kurlaender, M., & Grosz, M. (2015). Community College Career Technical Education Programs Significantly Increase Earnings. *U.C. Davis Center for Poverty Research*, Policy Brief, Vol. 4, No. 5. Available at: <http://poverty.ucdavis.edu>

Carrell, S., Kurlaender, M., Page, M. & Kramer, K. (2015). How Does the AIM Program Affect Student Outcomes in the Davis Joint Unified School District? A Report Submitted to the Davis Joint Unified School District. Available at: <http://www.djUSD.net/aim>

Kurlaender, M. & Jackson, J. (January 28, 2015). Obama's Free College Plan is No Panacea: Just Ask California. *The Washington Post*.

Kurlaender, M., Jackson, J., & Howell, J. (September 2012). K-12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program. Research Brief of the College Board Advocacy & Policy Center. Available at: <http://advocacy.collegeboard.org/sites/default/files/k12-alignment-accountability-early-assessment-program.pdf>

Kurlaender, M. & Howell, J. (December 2012). Academic Preparation for College: Evidence on the Importance of Academic Rigor in High School. Background Paper of the College Board Advocacy & Policy Center. Available at: <http://advocacy.collegeboard.org/sites/default/files/affinity-network-academic-preparation-college.pdf>

Kurlaender, M. & Howell, J. (September 2012). Collegiate Remediation: A Review of the Causes and Consequences. Literature Brief of the College Board Advocacy & Policy Center. Available at: <http://advocacy.collegeboard.org/sites/default/files/collegiate-remediation-review-causes-consequences.pdf>

Kurlaender, M., Grodsky, E., Agronow, S., & Horn, C. (2011). State Standards, the SAT, and Admission to the University of California. Policy Brief, Policy Analysis for California Education.
Available at: http://www.stanford.edu/group/pace/PUBLICATIONS/PB/PACE_BRIEF_NOV_2011.pdf

Reardon, S. & Kurlaender, M. (2009). Effects of the California High School Exit Exam on Student Persistence, Achievement, and Graduation. Policy Brief, Policy Analysis for California Education.
Available at: <http://gse.berkeley.edu/research/pace/reports/PB.09-3.pdf>

Kurlaender, M., Reardon, S., & Jackson, J. (2008). Middle School Predictors of High School Achievement in Three California School Districts. A Report Released by the California Dropout Research Project.
Available at: <http://cdrp.ucsb.edu/>

Kurlaender, M. (2006). The Benefits of Racial/Ethnic Diversity in Elementary and Secondary Education. Written testimony to the U.S. Commission on Civil Rights.
Available at: <http://www.usccr.gov/pubs/112806diversity.pdf>

Horn, C. & Kurlaender, M. (2006). The End of *Keys*: A Cautionary Tale of Resegregation Trends and the Achievement Gap in Denver Public Schools. A Report to the Piton Foundation.
Available at: <http://www.piton.org/Documents/term11.pdf>

Kurlaender, M. & Yun, J. (2005). From Desegregation to Diversity: Trends and Implications Commissioned by the University of Virginia, Curry School of Education, for the Centennial Celebration Conference.

Kurlaender, M. (2003). What Do We Know about the Benefits of Diversity in K-12 Education? A Report by The Center for Civil Rights at the University of North Carolina and The Civil Rights Project, Harvard University.

TEACHING

Education and Social Policy (Undergraduate and Graduate Level)
Beginning Research Design
Program Evaluation
Intermediate Statistics: Applied Data Analysis
Economics of Education

PROFESSIONAL SERVICE & AFFILIATIONS

Co-Director, Policy Analysis for California Education—PACE (2014–Present)

National Academy of Education/Spencer Foundation Dissertation Fellowship Selection Committee, (2014–2017)

Technical Advisory Group (TAG), California Department of Education, California Assessment of Student Performance and Progress

Review Panel, Institute of Education Sciences, U.S. Department of Education, Education Systems and Broad Reform (2014–2017)

Program Section Chair, Education and Social Inequality, Society of Research on Educational Effectiveness Annual Meeting (Spring 2014)

Small Grants Review Panel, Spencer Foundation (2012–2014)

Research Advisory Board, Center for Advocacy and Policy, The College Board (2011–Present)
Editorial Board, *Educational Evaluation and Policy Analysis* (2013–Present)
Faculty Researcher, Center for the Analysis of Postsecondary Readiness, Teachers College, Columbia University (2014–2019)
Advisory Member, San Francisco Unified School District, Student Assignment Plan (2010–2015)
Faculty Researcher, Center for Analysis of Postsecondary Education and Employment, Teachers College, Columbia University (2011–2017)
Faculty Mentor, National Academy of Education Post-Doctoral and Dissertation Fellows
Program Chair, Sociology of Education Association Annual Meeting (February 2013)
Research Advisor, California Community Colleges Early Assessment Program Implementation Advisory Committee (2009)
Technical Working Group, Regional Educational Laboratory Northwest (2013–2014)
Advisory Board, Chief Justice Warren Institute on Race, Ethnicity and Diversity, UC Berkeley School of Law, Boalt Hall (2006–2010)
Reviewer: National Science Foundation, Public Policy Institute of California, W.T. Grant Foundation, Spencer Foundation, Society for Research on Educational Effectiveness
Journal Reviewer: *Journal of Policy Analysis and Management*, *Educational Evaluation and Policy Analysis*, *Annual Review of Sociology of Education*, *Review of Educational Research*, *Sociology of Education*, *Social Forces*, *Journal of Comparative Policy Analysis*, *Educational Researcher*, *Economics of Education Review*; *Social Science Research*, *Education Policy Analysis Archives*, *Research in Higher Education*, *American Education Research Journal*, *Education Finance and Policy*
Member: American Educational Research Association (2002–Present), Association for Public Policy Analysis and Management (2005–Present), Sociology of Education Association (2005–Present), Association for Education Finance and Policy (2010–Present), Research Committee 28 on Social Stratification and Mobility (2004–Present)

University of California Davis

Program Chair, PhD Program in Education
Executive Committee and Founding Faculty Member, University of California, Davis Center for Poverty Research (2011–Present)
Program Committee, Economy, Justice and Society, Institute for Governmental Affairs, University of California, Davis (2005–2010)
Appointed Member, UC Davis Study Group on Accessibility and Affordability (2012–2013)
Site Director, Davis Campus, UC Educational Evaluation Center (2010–2014)
Head Graduate Advisor, PhD program in Education, University of California, Davis (2006–Present)

SELECT PRESENTATIONS (PAST FIVE YEARS)

The Promises and Pitfalls of Measuring Community College Quality. Invited seminar at the University of Wisconsin, Madison (March 2016).

The Promises and Pitfalls of Measuring Community College Quality. Invited seminar at the University of Virginia (March 2016).

The Relevance of Research in Program Development, Implementation, and Evaluation. Invited presentation at the Regional Educational Laboratory West Convening on Counseling for Student Educational Planning: Programs and Strategies. Sierra Community College, CA (April 2015).

Nudges along the path from high school to college: Designing and evaluating informational interventions. Invited Symposium. Society for Research on Educational Effectiveness Annual Meeting. Washington, DC (March 2015).

California's early Assessment Program: Assessing Intended and Unintended Consequences. Invited seminar for Policy Analysis for California Education. Sacramento, CA (March 2015).

Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges. Association for Education Finance and Policy Annual Meeting. Washington, DC (February 2015).

The Promises and Pitfalls of Measuring Community College Quality. Invited seminar at the Center for Education Policy Analysis. Stanford University, CA (January 2015).

The Promises and Pitfalls of Measuring Community College Quality. Invited Paper for Higher Education Conference. The Russell Sage Foundation. New York, NY (December 2014).

Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges. Association for Public Policy and Management Annual Fall Conference. Albuquerque, NM (November 2014).

Access in Postsecondary Education: The Transfer Route. Invited seminar at the University of California Office of the President. Oakland, CA (September, 2014).

Administrative Data in Evaluation Research. UC Educational Evaluation Center Summer Institute. University of California, Los Angeles (July, 2014).

Ready or Not? California's Early Assessment Program and the Transition to College. ISA Sociology World Congress. Yokohama, Japan (July, 2014).

The Transition to College for U.S. Students. Invited seminar at Be'er Sheva University, Israel (April 2014).

Beyond College Access: Aligning K-12 and Postsecondary School to Improve Collegiate Outcomes. American Educational Research Association Annual Meeting. Philadelphia, PA (March 2014).

Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges. Association for Education Finance and Policy Annual Meeting. San Antonio, TX (March 2014).

Ready or Not? California High School Students and the Transition to College. Invited seminar, University of California Sacramento Center. Sacramento, CA (February 2014).

College Readiness and School Accountability: Improving Alignment between K-12 and Postsecondary schooling. Association for Public Policy and Management Annual Fall Conference, Washington, D.C. (November 2013).

School Integration: A Review of Theory and Evidence. Invited seminar at Tel Aviv University, Israel (October, 2013).

Improving Casual Inference in Education Evaluation Research: An Overview of Approaches. Invited Lecture at the Pacific Tongzi Research Methodology Workshop. University of the Pacific, Stockton, CA (August 2013).

Identifying Indicators of College Readiness and Success, Invited presentation to the Advisory Committee for the Public Schools Accountability Act, Sacramento, CA (September 2013).

Community colleges and workforce development during the great recession: Evidence from California. Economic Crises, Social Inequalities and Social Policies, Annual Meeting of the ISA Research Committee on Social Stratification and Mobility. Trento, Italy (May 2013).

Ready or not? California's Early Assessment Program and the transition to college. The Society for Research on Educational Effectiveness Annual Spring Conference. Washington, D.C. (March 2012).

Transforming Postsecondary Remediation into College Preparation: Moving Higher Education beyond the Role of Gate-Keeper. Association for the Study of Higher Education, Las Vegas, NV. (November 2012).

Aligning K-12 to Postsecondary Schooling: Policies to Improve College Readiness and Success. Association for Public Policy and Management Annual Fall Conference, Baltimore, MD. (November 2012).

Utilizing Administrative Data to Answer Causal Questions about Education Policies and Programs. Invited Keynote, California Association for Institutional Research. Sonoma, CA (October 2011).

What's Luck Got To Do With It? College Course Registration and Time To Degree. The Society for Research on Educational Effectiveness Annual Spring Conference, Washington, D.C. (March 2011).

COMPLETED DOCTORAL ADVISING AT UC DAVIS

2015

- Sherrie Reed (PhD), Director of Research, New Tech Network Schools
- Genevieve Siwabessy (EdD), Student Life Supervisor, Folsom Lake Community College
- Marriane Williams (EdD), Director of Educational Services, Anderson Union High School District
- Eran Vaisben (EdD), Education Director, Peninsula Temple Shalom

2014

- Renatta DeFever (PhD), Researcher, University of California, Office of the President
- Mikael Villalobos (EdD), Administrator of Diversity Education, University of California, Davis
- Sonja Lolland (EdD), Dean of Business, Applied Academics & Physical Education, Sierra Community College

2013

- Jacob Jackson (PhD), Research Fellow, Public Policy Institute of California

2012

- Manuelito Biag (PhD), Social Science Research Associate, Gardner Center, Stanford University
- Susan Catron (EdD), Department Chair, Business, Health Sciences & Leadership, UC Davis Extension

2011

- David Ulate (PhD), Executive Director of Institutional Research and Planning, Foothill-DeAnza Community College District
- Fran Brown (EdD), Dean of Nursing, Solano Community College
- Don Taylor (EdD), Administrator, After School Division, California Department of Education

2010

- Joe Radding (EdD), Administrator, College Preparation and Postsecondary Programs, California Department of Education

2009

- Rachel Rosenthal (EdD), President, Folsom Lake Community College
- Deborah Travis (EdD), President Emeritus, Cosumnes River Community College