

**MICHAL KURLAENDER**

*Curriculum Vitae*  
(July 2022)

University of California, Davis  
School of Education  
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**EMPLOYMENT**

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Chancellor's Leadership Professor, University of California, Davis	2022—Present
Department Chair & Professor, School of Education, University of California, Davis	2019—2022
Faculty Director, Policy Analysis for California Education (PACE)	2014—Present
Special Advisor to the Provost and Executive Vice President for Academic Affairs, University of California Office of the President (2021-22)	
Professor of Education Policy, University of California, Davis	2016—2019
Associate Professor of Education Policy, University of California, Davis	2010—2016
Assistant Professor of Education Policy, University of California, Davis	2004—2010
Teaching Fellow & Researcher, Harvard University Graduate School of Education	1999—2004
Researcher, The Civil Rights Project, Harvard University	1997—2004

**EDUCATION**

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Harvard University, Cambridge, MA Graduate School of Education	Ed.D., 2005
Harvard University, Cambridge, MA Graduate School of Education, <i>Administration, Planning &amp; Social Policy</i>	Ed.M., 1997
University of California at Santa Cruz, Santa Cruz, CA <i>Majors: Political Science &amp; Art</i>	B.A., 1995

**AWARDS AND HONORS**

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Higher Education Leadership Award, California Educational Research Association (2021)  
Distinguished Scholarly Public Service Award, University of California, Davis (2021)  
Elected to the National Academy of Education (2020)  
UC Davis Faculty Leadership Academy (2019-20)  
Recognized as one of UC Davis's Remarkable Women Celebrating 150 Years of Women at UC (2020)  
Visiting Scholar, Russell Sage Foundation (2017-2018)  
Chancellor's Fellow, University of California, Davis (2013-2018)  
National Academy of Education/Spencer Foundation Postdoctoral Fellowship (2009-2010)  
Education Week's RHSU Edu-Scholar Public Influence Rankings (2015, 2016, 2017)

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)

**PUBLICATIONS** (student co-authors underlined)

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***Journal Articles***

Reed, Sherrie; Friedmann, Elizabeth; Kurlaender, Michal; Martorell, Paco; Rury, Derek; Fuller, Ryan; Moldoff, Jessica; and Perry, Patrick (2022) "Disparate Impacts of COVID-19 Disruptions for California College Students," *Journal of Student Financial Aid*: Vol. 51 : Issue 1 , Article 7.

Carrell, S. and Kurlaender, M. (2022). My Professor Cares: Experimental Evidence on the Role of Faculty Engagement. Forthcoming, *American Economic Journal: Economic Policy*. National Bureau of Economic Research, Working Paper No. 27312. Available at: <https://www.nber.org/papers/w27312>

Baker, R., Friedmann, E., & Kurlaender, M. (February 2021). Improving the Community College Transfer Pathway to the Baccalaureate: The Effect of California's Associate Degree for Transfer. Revise and Resubmit, *Journal of Policy Analysis and Management*. Available at: EdWorking Papers, The Annenberg Institute at Brown University. <https://www.edworkingpapers.com/sites/default/files/ai21-359.pdf>

Grosz, M., Kurlaender, M., & Stevens, A. (2020). Capacity and Flexibility in Community Colleges CTE Programs: Program Offerings and Student Success. Forthcoming, *Research in Higher Education*. Available at EdWorking Papers, The Annenberg Institute at Brown University: <http://edworkingpapers.org/sites/default/files/ai19-116.pdf>

Kurlaender, M., Lusher, L., & Case, M. (2020). Is Early Start A Better Start? Evaluating California State University's Early Start Remediation Policy. *Journal of Policy Analysis and Management*, 39(2): 348-375.

Blazar, D., Heller, B., Kane, T., Polikoff, M., Staiger, D., Carrell, S., Goldhaber, D., Harris, D., Hitch, R., Holden, K., & Kurlaender, M., (2020). Curriculum Reform in The Common Core Era: Evaluating Elementary Math Textbooks Across Six U.S. States. *Journal of Policy Analysis and Management*, 39(4): 966--1019.

Stevens, A., Kurlaender, M., & Grosz, M. (2019). Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges. Working Paper 21137, National Bureau of Economic Research. Forthcoming. *Journal of Human Resources*, 54 (4):986-1036.

Kurlaender, M. (September 2018). High Expectations Demand High Support: Strengthening College Readiness at the California State Universities. *Education Next*, September 2018.

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

Friedmann, E., Kurlaender, M., & VanOmmeren, A. (2016). Addressing College Readiness Gaps at the College Door: Institutional Differences in Developmental, Education at California's Community Colleges. *New Directions for Community Colleges*.

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.

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.

### **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**

Carrell, S., & Kurlaender, M. (2019). Estimating the Productivity of Community Colleges in Paving the Road to Four-Year College Success. In Hoxby, C. & Stange, K. (Eds.): *Productivity in Higher Education*, National Bureau of Economic Research, The University of Chicago Press.

Kurlaender, M. & Hibel, J. (2018). Students' Educational Pathways: Aspirations, Decisions, and Constrained Choices Along the Education Life course. *Sociology of Education in the 21<sup>st</sup> Century*, Barbara Schneider and Guan Saw (Eds.).

Kurlaender, M., Friedmann, E., & 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.

### **Working Papers**

Kurlaender, M., Grodsky, E., Howell, J., & Jackson, J. (2017). Ready or Not? California's Early Assessment Program and the Transition to College. EdWorking Papers, The Annenberg Institute at Brown University. Available at: <http://edworkingpapers.org/sites/default/files/ai19-116.pdf>

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.

## **Reports, Policy Briefs, and Commentaries**

Kurlaender, M. & Rodriguez, O. (January 2, 2022). Dual Enrollment is a Foot in the Door to College. Commentary. *EdSource*. Available at: <https://edsources.org/2022/dual-enrollment-is-a-foot-in-the-door-to-college/665353>

Martinez Nuñez, M., Rim Shin, G., Kurlaender, M. & Rios-Aguilar, C. (2021). Californians' Attitudes About College Access, Affordability, and Equity in the Time of COVID-19: Evidence from the 2021 PACE/USC Rossier Annual Poll. Policy Analysis for California Education. Available at: [https://edpolicyinca.org/sites/default/files/2021-12/pb\\_martinez-dec2021\\_0.pdf](https://edpolicyinca.org/sites/default/files/2021-12/pb_martinez-dec2021_0.pdf)

Kurlaender, M., Reed, S., Grosz, M., Mathias, J. & Hughes, K. (2021). A Foot in the Door: Growth in Participation and Equity in Dual Enrollment in California. Research Brief, Wheelhouse: The Center for Community College Leadership and Research. Available at: [https://education.ucdavis.edu/sites/main/files/wheelhouse\\_research\\_brief\\_vol\\_6\\_no\\_7\\_final.pdf](https://education.ucdavis.edu/sites/main/files/wheelhouse_research_brief_vol_6_no_7_final.pdf)

Bush, E., Cooper, S., Escobar, C. Kurlaender, M., & Rodriguez, F. (2021). Leading as Myself: California Community College CEO Reflections on Personal and Institutional Growth Across a Year of Racial Reckoning. Research Brief, Wheelhouse: The Center for Community College Leadership and Research. Available at: [https://education.ucdavis.edu/sites/main/files/wheelhouse\\_research\\_brief\\_vol\\_6\\_no\\_5\\_final.pdf](https://education.ucdavis.edu/sites/main/files/wheelhouse_research_brief_vol_6_no_5_final.pdf)

Kurlaender, M., Martorell, F. & Friedman, E. (2021). Financial Aid for California Community College Students. Infographic, Wheelhouse: The Center for Community College Leadership and Research. Available at: [https://education.ucdavis.edu/sites/main/files/wheelhouse\\_infographic\\_financial\\_aid\\_final\\_2.pdf](https://education.ucdavis.edu/sites/main/files/wheelhouse_infographic_financial_aid_final_2.pdf)

Reed, S., Grosz, M., Kurlaender, M. & Cooper, S. (2021). A Portrait of Student Parents in the California Community Colleges: A New Analysis of Financial Aid Seekers with Dependent Children. Research Brief, Wheelhouse: The Center for Community College Leadership and Research. Available at: [https://education.ucdavis.edu/sites/main/files/wheelhouse\\_research\\_brief\\_vol\\_6\\_no\\_2\\_v2.pdf](https://education.ucdavis.edu/sites/main/files/wheelhouse_research_brief_vol_6_no_2_v2.pdf)

Reed, S., Friedmann, E., Kurlaender, M., Martorell, P., Rury, D., Moldoff, J., Fuller, R., & Perry, P., (June 2021). California College Students' Experiences during the Global Pandemic. California Student Aid Commission, COVID-19 Student Survey Follow-up. Available at: <https://www.csac.ca.gov/survey2020>

Baker, R., Kurlaender, M., & Friedmann, E. (December 2020). Improving the Pathway to the BA: An Examination of the Associate Degree for Transfer. Research Report, Wheelhouse: The Center for Community College Leadership and Research. Available at: [https://education.ucdavis.edu/sites/main/files/wheelhouse\\_report\\_pathway\\_to\\_the\\_ba\\_1220\\_final.pdf](https://education.ucdavis.edu/sites/main/files/wheelhouse_report_pathway_to_the_ba_1220_final.pdf)

Reed, S., Kurlaender, M., Martorell, P., Rury, D., Hernandez Negrete, A., Perry, P., Moldoff, J. & Fuller, R. (December 2020). College Uncertainties: California High School Seniors in Spring of 2020. California Student Aid Commission, COVID-19 Student Survey Follow-up. Available at: <https://www.csac.ca.gov/survey2020>

Reed, S., Kurlaender, M., & Li, A., (December 2020). A Rising Tide: Dual Enrollment is Growing Among California High School Students. Infographic, Wheelhouse: The Center for Community College Leadership and Research. Available at:

[https://education.ucdavis.edu/sites/main/files/wheelhouse\\_infographic\\_dual\\_enrollment\\_1-page.pdf](https://education.ucdavis.edu/sites/main/files/wheelhouse_infographic_dual_enrollment_1-page.pdf)

Bush, E., Cooper, S., Kurlaender, M., Rodriguez, & Ramos, A.M. (August 2020). Toward a More Perfect Institution: Reflections from California Community College Leaders on Racism, Anti-Blackness and Implicit Bias. Research Brief, Wheelhouse: The Center for Community College Leadership and Research. Available at:

[https://education.ucdavis.edu/sites/main/files/ucdavis\\_wheelhouse\\_research\\_brief\\_vol5no3\\_final\\_0.pdf](https://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_research_brief_vol5no3_final_0.pdf)

Cooper, S., Hart, C., Kurlaender, M., Rios-Aguilar, C., Rodriguez, F., Sublett, C. (August 2020). Turning on a Dime: California Community College Transformation in Response to COVID-19. Research Brief, Wheelhouse: The Center for Community College Leadership and Research. Available at:

[https://education.ucdavis.edu/sites/main/files/ucdavis\\_wheelhouse\\_research\\_brief\\_vol5no2\\_final.pdf](https://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_research_brief_vol5no2_final.pdf)

California Student Aid Commission, COVID-19 Student Survey, July 2020. Available at:

<https://www.csac.ca.gov/survey2020>

Kurlaender, M., Reber, S. & Rothstein, J. (April 22, 2020). UC Regents Should Consider All Evidence and Options in Decision on Admissions Policy. Commentary. Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/newsroom/uc-regents-should-consider-all-evidence-and-options-decision-admissions-policy>

Cooper, S. & Kurlaender, M. (February 4, 2020). Here's a way to help cut California's college costs and help students succeed. Commentary. CalMatters. Available at:

<https://calmatters.org/commentary/high-school/>

Friedmann, E., Kurlaender, M., Li, A., & Rumberger, R. (January 2020). A Leg Up on College: The Scale and Distribution of Community College Participation Among California High School Students. Research Brief, Wheelhouse: The Center for Community College Leadership and Research. Available at:

[https://education.ucdavis.edu/sites/main/files/ucdavis\\_wheelhouse\\_research\\_brief\\_vol5no1\\_online.pdf](https://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_research_brief_vol5no1_online.pdf)

Gold, J., Stripling, R., & Kurlaender, M. (January 23, 2020). Improving Graduation Rates by Nudging Faculty, Not Students. *Inside Higher Ed*. Available at:

<https://www.insidehighered.com/views/2020/01/23/tools-help-faculty-members-help-students-their-classes-continue-and-get-their>

Reed, S., Kurlaender, M., & Carrell, S. (November 2019). Strengthening the Road to College: California's College Readiness Standards and Lessons from District Leaders, Research Report, Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/publications/strengthening-road-college>

Asim, M., Kurlaender, M., & Reed, S. (August 2019). 12th Grade Course-taking and the Distribution of Opportunity for College Readiness in Mathematics. Policy Analysis for California Education (PACE). Available at:

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<https://edpolicyinca.org/sites/default/files/PACE%20Infographic%20-%20K-12%20Standards%20201904.pdf>

Kurlaender, M. (June 2019). Symposium, Bakke at 40: Diversity, Difference and Doctrine, U.C. Davis Law Review, 52(5): 2249-2253. Available at: [https://lawreview.law.ucdavis.edu/issues/52/5/symposium/52-5\\_Transcript.pdf](https://lawreview.law.ucdavis.edu/issues/52/5/symposium/52-5_Transcript.pdf)

Rios-Aguilar, C., Kurlaender, M., Lyke, A., Martinez, T. (June 2019). College Affordability in Every Corner of California: Perspectives from the 2019 PACE/USC Rossier Poll. Available at: <https://edpolicyinca.org/publications/college-affordability-california-perspectives-2019-pace-usc-rossier-poll>

Stevens, A., Grosz, M., & Kurlaender, M. (May 31, 2019). Does Career Technical Education Pay? EconoFact Available at: <https://econofact.org/does-career-technical-education-pay>

Reed, S., Rios-Aguilar, C., Smith Arillaga, E., Vargas, J., & Kurlaender, M. (June 2019). Empowering the Intersegmental Agenda: Opportunities for Research, Policy, and Practice. Continuous Improvement Brief, Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/publications/empowering-intersegmental-agenda-opportunities-research-policy-and-practice>

Kurlaender, M. (May 14, 2019). Testimony to the Assembly Committee on the Judiciary, California Legislature. Available at: <https://ajud.assembly.ca.gov/reports>

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Kurlaender, M., Hurt, A., & Reed, S. (April 2019). K–12 Content Standards, Assessment and Accountability in California: A Short Primer for Higher Education. Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/sites/default/files/PACE%20Infographic%20-%20K-12%20Standards%20201904.pdf>

Kurlaender, M. and Cohen, K. (March 2019). Predicting College Success: How Do Different High School Assessments Measure Up? (*Updated*) Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/publications/predicting-college-success-how-do-different-high-school-assessments-measure-2019>

Kurlaender, M., Reed, S., Cohen, K., & Ballis, B. (October 2018). College Readiness in the Era of Common Core. Getting Down to Facts II. Policy Analysis for California Education (PACE). Available at: [https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII\\_Report\\_Kurlaender.pdf](https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Kurlaender.pdf)

Reed, S., Dougherty, S., Kurlaender, M., & Mathias, J. (October 2018). A Portrait of California Career Technical Education Pathway Completers. Policy Analysis for California Education (PACE). Available at: [https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII\\_Report\\_Reed.pdf](https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Reed.pdf)

Reed, S., Lee, P., Kurlaender, M., and Hernandez, A. (July 2018). Intersegmental Partnerships and Data Sharing: Promising Practices from the Field. Continuous Improvement Brief, Policy Analysis for California Education (PACE). Available at: <http://www.edpolicyinca.org/sites/default/files/Partnership%20and%20Data%20Sharing.pdf>



Kurlaender, M., Kramer, K.A., & Jackson, E. (March 2018). Predicting College Success: How Do Different High School Assessments Measure Up? Research Brief, Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/sites/default/files/SBAC-SAT Paper.pdf>

Kurlaender, M., Carrell, S., & Jackson, J. (March 2018). Community College Quality: The Promises and Pitfalls of Measurement. Research Brief, Wheelhouse: The Center for Community College Leadership and Research. Available at: [https://education.ucdavis.edu/sites/main/files/ucdavis\\_wheelhouse\\_research\\_brief\\_vol3no2\\_online.pdf](https://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_research_brief_vol3no2_online.pdf)

Baker, R., Friedmann, E., & Kurlaender, M. (March 2018). Associate Degrees for Transfer: A Snapshot of Progress Across California Community Colleges. Research Brief, Wheelhouse: The Center for Community College Leadership and Research. Available at: [https://education.ucdavis.edu/sites/main/files/ucdavis\\_wheelhouse\\_research\\_brief\\_vol3no1\\_online.pdf](https://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_research_brief_vol3no1_online.pdf)

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>

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Kurlaender, M. & Jackson, J. (January 28, 2015). Obama's Free College Plan is No Panacea: Just Ask California. *The Washington Post*. Available at: [https://www.washingtonpost.com/opinions/obamas-free-college-plan-is-no-panacea-just-ask-california/2015/01/28/67082aa0-a66b-11e4-a2b2-776095f393b2\\_story.html?noredirect=on&utm\\_term=.71fd444729b1](https://www.washingtonpost.com/opinions/obamas-free-college-plan-is-no-panacea-just-ask-california/2015/01/28/67082aa0-a66b-11e4-a2b2-776095f393b2_story.html?noredirect=on&utm_term=.71fd444729b1)

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](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 *Keyes*: 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.

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.

#### **GRANTS RECEIVED**

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Postsecondary Opportunities for California Adolescents. 2021-2024. Stuart Foundation (PI).—\$600,000

College *and* Career Readiness: Investigating California’s Efforts to Expand Career Technical Education through Dual Enrollment. 2021-2024. Institute of Education Sciences, U.S. Department of Education (PI, with collaborators: Paco Martorell, Sherrie Reed, and Scott Carrell, University of California, Davis). — \$1,700,000

Student Recovery Project. 2021-2022. Lumina Foundation (Co-PI with Susanna Cooper (PI). —\$375,000

Wheelhouse: The Center for Community College Leadership and Research. 2021-2023. Gates Foundation (Co-PI with Susanna Cooper (PI). —\$500,000

Supporting Access to Financial Aid at the California Student Aid Commission. 2021. Foundation for California Community Colleges (PI).—\$50,000

Strengthening College Preparation through Diverse Course Pathways: Addressing Racial and Economic Inequalities. 2021-2022. Tipping Point Community Foundation (PI).—\$142,139

California Policy Lab: Data-Driven Solutions to California’s Most Complex Issues. 2021-2024. University of California Office of the President, Multi-campus Research Program and Initiative Grant, (Co-PI at UC Davis, Jesse Rothstein (PI), UC Berkeley). —\$50,000

Pandemic Response: Student Supports and Instructional Strategies across California School Districts. 2020-2022. Jointly Funded by: SD Bechtel Jr Foundation, Stuart Foundation, Sobrato Family Foundation (Co-PI with Sherrie Reed, PI). —\$200,000

College-Credit Coursework in California High Schools: A Deeper Dive. 2020-2022. Stuart Foundation (PI)—\$60,000

Innovation in College Readiness Math Course-taking: Professional Learning Communities across California (PI). —\$85,000

Understanding College Experiences for Students who are Parents. 2020-2021. Tipping Point Community Foundation (PI). —\$97,374

Understanding College Outcomes for Students in Key Regions across California. 2019-2020. Tipping Point Community Foundation (PI). —\$96,463

Strengthening the Pathway to College: A Collaboration between the California Education Lab at UC Davis and the California Department of Education. 2019-2022. College Futures Foundation (PI, with collaborator Sherrie Reed, University of California, Davis). —\$817,000

California Policy Lab: Studying Inequality and Homelessness. 2019-2020. University of California Office of the President, Multi-campus Research Program and Initiative Grant, (Co-PI at UC Davis, Jesse Rothstein (PI), UC Berkeley). —\$250,000

Equity and Access to College-Credit Coursework in California High Schools. 2019-2020. Stuart Foundation (PI, with collaborator: Russell Rumberger, University of California, Santa Barbara). —\$20,000

Strengthening Postsecondary Pathways. Bill & Melinda Gates Foundation. 2019-2020. (PI, sub-contract to Policy Analysis for California Education Center grant, Stanford University Graduate School of Education). —\$100,000

Exploring College Completion in Comparative Contexts. 2019-2020. Ford Foundation (PI). —\$25,340

Evaluating Incentives for Full-time Enrollment at California Community Colleges. 2018-2023. Institute of Education Sciences, U.S. Department of Education (Co-PI, with collaborators: Paco Martorell (PI) and Scott Carrell, University of California, Davis). —\$3,300,000

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 Policy Levers in Intersegmental Collaboration. Irvine Foundation. 2017-2019. (PI, sub-contract to Policy Analysis for California Education Center grant, Stanford University Graduate School of Education). —\$100,000

Understanding College Outcomes of California Bay Area Students. Stupski Foundation. 2017-2018. (PI, with collaborator Sherrie Reed, University of California, Davis). —\$372,500

Intersegmental Data Partnerships Project. College Futures Foundation. 2017-2018. (Co-PI with collaborators Sherrie Reed and Patrick Lee, University of California, Davis). —\$250,000

Wheelhouse: The Center for Community College Leadership and Research. 2017-2018. College Futures Foundation (Co-PI, with Susanna Cooper, University of California, Davis). —\$150,559

Never Judge a Book by Its Cover: Use Student Achievement Instead. Gates Foundation. 2017-2018. (PI on California Project with collaborators Scott Carrell and Paco Martorell, sub-contract to Center grant, Thomas Kane (PI) Harvard University Graduate School of Education). —\$117,532

Feasibility Study on the Impacts of Workforce Development Programs in California. 2016-2017. California Workforce Development Board (PI, with collaborator Ann Stevens, University of California, Davis). —\$49,989

Wheelhouse: The Center for Community College Leadership and Research. 2016-2018. Irvine Foundation (Co-PI, with collaborator Susanna Cooper, University of California, Davis). —\$200,832

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: 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, Harvard Civil Rights Project). —\$100,000

## TEACHING

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- Education and Social Policy (Undergraduate and Graduate level—PhD & EdD)
- Beginning and Advanced topics in Research Design (Undergraduate and Graduate level—PhD & EdD)
- Program Evaluation (Graduate level—PhD & EdD)
- Educational Leadership (Graduate level—EdD)
- Intermediate Statistics: Applied Data Analysis (Graduate level—PhD)
- Economics of Education (Undergraduate and Graduate level—PhD)

## PROFESSIONAL SERVICE & ACTIVITIES

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Advisory Committee, Equitable Policymaking Processes, Institute for Higher Education Policy-IHEP (2021)

California Recovery with Equity Taskforce, Governor's Council on Post-Secondary Education (2020)

UC Feasibility Testing Work Group, University of California Office of the President (2020)

Provost's Advisory Council on Education Equity, University of California Office of the President (2019—Present)

Co-Editor, *AERA Open* (2021—Present)

Associate Editor, *Journal of Research on Educational Effectiveness* (2017—2019)

Editorial Board, *The Russell Sage Foundation Journal of the Social Sciences* (2018—2020)

Editorial Board, *Educational Evaluation and Policy Analysis* (2013—Present)

Elected Board Member and Chair of Outreach and Mentoring Committee, Association for Education, Finance, & Policy (2016-2019)

Affiliated Scholar, Student Experience Research Network (formerly the Mindset Scholars Network (2015—Present)

Technical Advisory Group (TAG), California Department of Education, California Assessment of Student Performance and Progress (2015—Present)

Member, California Department of Education, College and Career Readiness Indicator Workgroup (2015—Present)

National Academy of Education/Spencer Foundation: Dissertation Fellowship Selection Committee, (2014—2017); Reviewer, Post-doc Fellowship (2016-Present); Faculty Mentor, (2013, 2015, 2017, 2018)

Spencer Foundation: Small Grants Review Panel (2012—2014), Lyle Spencer Review Panel (2018-2021)

Member, Books Committee, American Educational Research Association

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)

Research Advisory Board, Center for Advocacy and Policy, The College Board (2011—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)

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)

### University of California Davis

Lead Researcher, Wheelhouse: The Center for Community College Leadership and Research, University of California, Davis (2016—Present)

Founding Faculty Member, University of California Davis Center for Poverty Research (2011—Present)

Chair, PhD Program in Education, University of California, Davis (2016—2018)

Head Graduate Advisor, PhD program in Education, University of California, Davis (2006—2016)

Site Director, Davis Campus, UC Educational Evaluation Center (2010—2014)

Appointed Member, UC Davis Study Group on Accessibility and Affordability (2012—2013)

Program Committee, Economy, Justice and Society, Institute for Governmental Affairs, University of California, Davis (2005—2010)

### Formal Mentoring

Student Experience Research Network, formerly the Mindset Scholars Network, Midcareer Fellows Program (2021-Present)

William T. Grant Foundation Scholars Program (2015-Present)

Russell Sage Foundation Emerging Scholars Pipeline Grants (2020)

Bridging the Gaps in Postsecondary CTE Research, ECMC Foundation and NC State University (2020)

National Academy of Education/Spencer Foundation: Pre and Post-doc Fellowship Program (2013, 2015, 2017, 2018)

### Reviewer

Journals: *Journal of Policy Analysis and Management*, *Educational Evaluation and Policy Analysis*, *Annual Review of Sociology of Education*, *AERA Open*, *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*

Grant Reviews/Foundations: National Science Foundation, Public Policy Institute of California, W.T. Grant Foundation, Spencer Foundation, Society for Research on Educational Effectiveness, Russell Sage Foundation, U.S. Department of Education

### Memberships

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), EdWorking Papers, Annenberg Brown University (2019–Present)

### **SELECT MEDIA MENTIONS**

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*Diverse Issues in Higher Education*, “How This College Gave Emergency Aid to Dual Enrolled Students” by Rebecca Kelliher, May 11, 2022. <https://www.diverseeducation.com/leadership-policy/article/15291893/how-this-community-college-gave-emergency-aid-to-dual-enrolled-students>

*EdSource*, “With standardized testing out, what’s next for University of California admissions?” by Michael Burke, December 9, 2021.

*EdSource*, “Searching for equity in dual enrollment for California high school students” by Michael Burke, October 27, 2021.

*Los Angeles Times*, “Many CSU students see big upsides to online learning.” by Colleen Shalby, June 4, 2021.

*Los Angeles Times*, “California influences SAT decline for college admissions.” by Teresa Watanabe, January 21, 2021.

*USA Today*, “California voters failed to repeal ban on affirmative action. What signal does that send the rest of the nation?” by Elinor Aspegren, December 30, 2020

*Los Angeles Times*, “Cal State schools see enrollments surge during COVID-19 pandemic” by Nina Agrawal, November 10, 2020.

*Business Insider*, “Some business schools are waiving GMATs as a requirement” by Graham Rapier, July 14, 2020. <https://www.businessinsider.com/college-admissions-exams-mba-gmat-requirements-disappear-forever-coronavirus-2020-7>

*Wisconsin Public Radio*, “Why Colleges and Universities are De-Emphasizing ACT and SAT Scores” June 19, 2020. <https://www.wpr.org/why-colleges-and-universities-are-de-emphasizing-act-and-sat-scores>

*National Public Radio*, “Colleges Are Backing Off SAT, ACT Scores—But the Exams will be Hard to Shake” Elissa Nadworny, June 12, 2020. <https://www.npr.org/2020/06/12/875367144/colleges-are-backing-off-sat-act-scores-but-the-exams-will-be-hard-to-shake>

*The Mercury News*, “A corona virus college admissions cheatsheet: What high school juniors need to know right now” by Jon Wilner, May 14, 2020.

*The Washington Post*, “University of California academics at odds with each other over using SAT/ACT scores to admit students” by Valerie Strauss, April 24, 2020.

*Los Angeles Times*, “UC Experts offer new ammunition against the SAT and ACT as an admissions requirement” by Teresa Watanabe, April 22, 2020.

*EdSource*, “High school students benefit from taking college courses, but access uneven in California” February 10, 2020.

*Davis Enterprise and Blue Devil Hub, The News Cycle Podcast*, “Is the SAT on the way out?” December 16, 2019.

Interview: Could SAT, ACT not be required? Fox 40 News Sacramento, December 10, 2019. <https://fox40.com/2019/12/10/interview-could-sat-act-not-be-required/>

*CAL Matters*, “If the University of California drops the SAT, what would take its place” December 10, 2019.

*Los Angeles Times*, “Drop the SAT and ACT as a requirement for admission, top UC officials say” by Teresa Watanabe, November 23, 2019.

*EdSource*, “Gov. Newsom vetoes allowing districts to substitute SAT for 11<sup>th</sup> grade state test” By John Fensterwald, October 13, 2019.

*Los Angeles Times*, “Will UC schools drop their SAT scores requirement?” October 2, 2019.

*Los Angeles Times*, “CSU may up their college admissions requirements. But will that hurt low-income students?” September 6, 2019.

*EdSource*, “A 4<sup>th</sup> year of high school math for CSU admissions?” By Larry Gordon, April 10, 2019.

*CAL Matters*, “California lawmakers debate how to prevent another college admissions scandal” March 19, 2019.

*The Chronicle of Higher Education*, “The End of the Remedial Course” By Katherine Mangan, February 18, 2019.



Inside Higher Ed, “Can light-touch, targeted feedback to students improve their perception of and performance in a class?” by Colleen Flaherty, January 14, 2019.

*EdSource*, “California joins trend among states to abandon high school exit exam” October 12, 2017.

Inside Higher Ed, “Series of studies seeks to gauge higher ed effectiveness, defined broadly” by Doug Lederman, April 8, 2016.

The Sacramento Bee, “Large share of grads from some high schools require remediation at Sacramento State” by Diana Lambert, October 16, 2015.

Inside Higher Ed, “New research on “mismatch” released day after Justice Thomas cites the theory to criticize affirmative action” by Scott Jaschik, June 26, 2013.

Inside Higher Ed, “Study looks at K12 to community college transition in California” by Paul Fain, February 27, 2013.

Education Week. “Studies Question Value of Early Algebra Lessons” by Sarah D. Sparks, April 20, 2012.

Education Week. “Success of College-readiness Intervention Hard to Gauge” by Catherine Gewertz, November 22, 2010.

The Chronicle of Higher Education, “New Ways to Achieve Diversity in California” By Richard Kahlenberg, March 26, 2008.

The Chronicle of Higher Education, “Researchers Bemoan Lack of Progress in Closing Education Gaps between the Races” By Peter Schmidt, March 26, 2008.

The Chronicle of Higher Education, “Studies Examine How Starting at a Community College Affects the Path to a 4-Year Degree” April 11, 2007.

Inside Higher Ed, “A Different Diversity Debate” by Elia Powers, July 31, 2006.

#### **SELECT PRESENTATIONS (PAST FIVE YEARS)**

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*Plenary Keynote*, California Education Research Association, Anaheim, CA. (November 2021).

*Experimental Evidence on the Role of Faculty Engagement*. Invited research talk at the Texas Mindset Initiative, Austin, TX. (April 2021).

*Toward the Development of Equity Indicators for California, Policy Analysis for California Education Webinar (April 2020)*

*New Research on Statewide College Outcomes and District Approaches for Improvement, Policy Analysis for California Education Webinar (March 2020)*

*My Professor Cares: Experimental Evidence on the Role of Faculty Engagement*. Invited Seminar, Goldman School of Public Policy, University of California Berkeley (March 2020).

*Broad-Access Postsecondary Institutions and the Demography of Opportunity*. Invited Seminar, Graduate School of Education, University of California Berkeley (March 2020).

*My Professor Cares: Experimental Evidence on the Role of Faculty Engagement.* Invited Conference Presentation, Current Issues in Education and Education Policy, East-West Center, University of Hawaii-Manoa (February 2020).

*Is Early Start a Better Start? Evaluating California State University's Early Start Remediation Policy.* Invited Presentation. Reimagining Developmental Education, Center for the Analysis of Postsecondary Readiness. New York University, NY, NY. (November 2019).

*Broad-Access Postsecondary Institutions and the Demography of Opportunity.* Invited Presentation for event: The New Mobility in Higher Education: Does a College Degree Matter? New York University, NY, NY. (October 2019).

*My Professor Cares: Experimental Evidence on the Role of Faculty Engagement.* Invited Presentation Mindset Network Fall Convening, Bill & Melinda Gates Foundation, Seattle, WA. (October 2019).

*Predicting College Success: How Do Different High School Assessments Measure Up?* Invited Presentations: Academic Advisory Council of the California State University (May 2019); Intersegmental Committee of the Academic Senates (May 2019), Academic Senate's Board of Admissions and Relations with Schools, University of California Office of the President (March 2019).

*Educational Inequalities in K-12 and Higher Education.* Oral Testimony to the Assembly Committee on the Judiciary, California Legislature (May 2019).

*High School Assessment and College Opportunities.* Invited Panelist, California Department of Education, Sacramento, CA (May 2019).

*Impact 2019: Success Center, Foundation for California Community Colleges.* Invited panelist, Sacramento, CA (February 2019).

*Using Research in Leadership Practice: Influencing Change through Evidence-Based Programs.* Invited lecture at Wheelhouse Institute, University of California, Davis (March 2019).

*My Professor Cares: Experimental Evidence on the Role of Faculty Engagement.* Invited seminar at the University of California, Irvine (February 2019).

*The UC Davis Law Review Symposium, Bakke at 40: Diversity, Difference and Doctrine.* Invited presentation (December 2018).

*Community College Quality and Evidenced-based Policy Making.* Keynote for the California Community College Chancellor's Office Annual Budget Convening, Sacramento, CA and Newport, CA (August 2018).

*My Professor Cares: Experimental Evidence on the Role of Faculty Engagement.* Invited seminar at the Federal Reserve Bank of New York (June 2018).

*Race and the College Completion Gap: Postsecondary Outcomes at California's Broad Access Institutions.* Invited seminar at the CUNY Office of Policy Research's Higher Education Policy Seminar Series (May 2018).

*My Professor Cares: Experimental Evidence on the Role of Faculty Engagement.* Invited seminar at the University of Chicago (April 2018).

*Race and the College Completion Gap: Postsecondary Outcomes at California's Broad Access Institutions.* Invited seminar at MDRC, New York, NY (March 2018).

*Race and the College Completion Gap.* Visiting Scholar Seminar at the Russell Sage Foundation, New York, NY (January 2018).

*My Professor Cares: Experimental Evidence on the Role of Faculty Engagement.* Invited seminar at New York University, IES Pre-doctoral Interdisciplinary Research Training (October 2017).

*My Professor Cares: Experimental Evidence on the Role of Faculty Engagement.* Invited seminar at the CUNY Graduate Center (October 2017).

*Exploring Student Success and Persistence in College: Experimental Evidence on the Role of Faculty Engagement.* University of Toronto (March 2017).

*The Effect of Program Capacity and Accessibility on Community College Degree Success.* Invited Symposium on Non-Traditional Pathways to a College Degree. Society for Research on Educational Effectiveness Annual Meeting. Washington, DC (March 2017).

Poverty and Inequality in Educational Outcomes: Are Schools the Great Equalizers? Invited Lecture for the Symposium: Child Poverty Research, Public Policy and the Road Ahead: What We Have Learned and Where Should We Go Next? Center for Poverty Research, University of California-Davis. Sacramento, CA (February 2017).

College Readiness in California Under Common Core Standards. Association for Public Policy and Management Annual Fall Conference. Washington, DC (November 2016).

*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).

## DOCTORAL ADVISING AT UC DAVIS

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2022

- Alexandria Hurtt (PhD), Postdoctoral Fellow, The California Education Lab, UC Davis
- Monica Chahal Bhullar (EdD), Vice President of Instruction, Clovis Community College

2021

- Binnie Singh (EdD), Vice Provost for Academic Affairs, University of California, Davis
- Ebony Lewis (EdD), Director of Admissions, University of California, Davis
- Lizette Navarette (EdD), Vice Chancellor, California Community College Chancellor's Office
- Alina Varona (EdD), Dean, College of Marin

2020

- Claudia Escobar (PhD), Postdoctoral Fellow, Wheelhouse: Center for Community College Leadership & Research
- Carolina Ramirez (PhD), Researcher, EdTrust-West
- Christian Osmeña (EdD), Arizona State University

2019

- Frank Wada (PhD), Registrar, University of California-Los Angeles
- David Stirrat (EdD), Principal, Petaluma High School
- Whitney Yamamura (EdD), President, Folsom Lake Community College

2018

- Kaitlyn Baumgartner Lee (EdD), Director of Student Advising, Chico State University
- Ellie Clifford Ertle (EdD), Director, First-Year Experience Program Chico State University
- Lyndon Huling (EdD), Senior Talent Acquisition Partner, University of California, Davis

2017

- Paul Cody (EdD), Assistant Director, Center for Student Involvement, University of California, Davis

2016

- Elizabeth Friedmann Zeiger (PhD), Post-doctoral Fellow, Wheelhouse: Center for Community College Research and Leadership
- Lorena Ruedas (EdD), Post-Bac Medical Program, University of California, Davis
- Ryan Fuller (EdD), California Community College Chancellor's Office

2015

- Sherrie Reed (PhD), Director of Research, New Tech Network Schools
- Kelsey Krausen (PhD), Lecturer and Post-doctoral Researcher, University of California, Davis
- Genevieve Siwabessy (EdD), Student Life Supervisor, Folsom Lake Community College
- Marianne 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), Dean, 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