

Di Xu

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EDUCATION

- 2013** Ph.D in Economics and Education, Teachers College, Columbia University,
Thesis Title: Three Essays on the Impact of Cost-saving Strategies on Student Outcomes in Community Colleges
(AIR Dissertation Grant, National Science Foundation, \$20,000, 2011)
- 2009** M.A. in Sociology of Education, Teachers College, Columbia University,
- 2006** University of Cambridge, United Kingdom, M.Phil in Research on Second Language Education
- 2005** Peking University, China, English Language and Literature
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ACADEMIC APPOINTMENT

- 2020-present Co-Director, Online Learning Research Center, UCI
- 2019-present Associate Professor, School of Education, UCI
- 2018-present Co-Director, UCI Education Research Initiative
- 2018-2020 Visiting Fellow, American Enterprise Institute
- 2015-2018 Assistant Professor, School of Education, University of California, Irvine
- 2015-present Research Affiliate, Community College Research Center (CCRC), Teachers College, Columbia University
- 2013-2015 Postdoctoral Research Associate, CCRC, Teachers College, Columbia University
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RESEARCH GRANTS AND FELLOWSHIPS

- *Pathway to STEM Success: Improving Access and Success and Closing Equity Gaps in College-level Math in a State Community College System, 2023-2026, PI, National Science Foundation (NSF), \$1,969,430*
- *Online Course Enrollment, Efficacy, and Design Features: Evidence from Three UC Campuses, 2023-2024, PI, UC Online, \$50,000*
- *Exploring noncredit CTE program factors that strengthen workforce pipelines, 2022-2025, PI, Institute of Education Sciences (IES), \$1,700,000*
- *Scaling humanized online teaching in STEM, 2022-2024, Co-PI, California Learning Lab, \$700,000*
- *Investigating success patterns and subsequent educational and labor market outcomes among students in non-credit programs, 2022-2023, Lumina Foundation, PI, \$460,000*
- *Online Student Support Hubs and Online Student Success, 2022-2024, Arnold Ventures, Co-PI, \$267,767*
- *Online Instructor Professional Development and Student Outcomes in Community Colleges, 2021-2025, IES, Co-PI, \$1,698,340*

- *RAPID: Social Network Consequences for Underrepresented STEM Students as a University Transitions to Remote Activities*, 2020-2021, NSF, Co-PI, \$199, 997
- *Next Generation Undergraduate Success Measurement Project*, 2018-2021, Andrew W. Mellon Foundation, Co-investigator, \$1,115,000
- *Eliminating Equity Gaps in Online STEM Gateway Courses through Humanized Instruction*, 2019-2023, California Education Learning Lab, Co-PI, \$1,300,000
- *CAREER: Multidimensional Support to Improve Distance Learning Experience in Community College STEM Gateway Courses*, 2018-2023, NSF, PI, \$655,237
- *NAEd/Spencer Postdoctoral Fellowship: How and Why Do Instructors with Different Contract Types Affect Students' Academic and Labor Market Outcomes? Evidence from Both Two-Year and Four-Year Colleges*, 2018-2020, PI, \$70,000
- *Getting a Jump on College: How to Strengthen the Impact of College Acceleration Strategies on College-going and Success by Underrepresented High School Students*, Gates & Melinda Foundation, Co-PI, \$1,500,000
- *Examining The Roles of STEM Teaching Faculty in Advancing the Use of Evidence-based Teaching Practices at Research Universities*, National Science Foundation (NSF), Co-PI, \$2,184,551
- *Building Capacity: STEM Faculty Professional Learning in the Zone of Proximal Development*, NSF, 2018-2023, Co-PI, \$1,499,999
- *STEM en Familia: Guiding Critical Transitions to the Baccalaureate*, NSF, 2018-2023, Co-PI, \$ \$1,499,506
- *HSI Conference: Pathways for Hispanic Students in STEM*, National Science Foundation (NSF), 2017-2018, Co-PI, \$99, 984
- *Transferring from a Community College or Initiating in a Four-year College Directly: Interpreting the Effects in the Presence of Heterogeneity*, American Education Research Association (AERA), 2016-2017, PI, \$20,000
- *Multidimensional Support to Increase Retention of Physics Majors*, NSF, 2016-2021, Co-PI, \$999,982
- *Investigating Virtual Learning Environments*, NSF, 2015-2020, Co-PI, \$2,500,000
- *Online Collaborative Problem-Solving in Remedial College Mathematics Project Description*, 2015-2017, Co-PI, \$300,000
- *The Impacts of Initial Enrollment in Two-Year Colleges on Student Academic and Labor Market Outcomes*, Institute for Education Sciences (IES), CAPSEE, Columbia University Teachers' College, 2015-2016, PI, \$36,607
- *Non-Credit Vocational Education in Community Colleges*, NSF-AIR Research Grant,

Association of Institutional Research, NSF, 2014-2015, Co-PI, \$40,000

- *Increasing College Completion and Equity Through Strengthened Transfer Partnerships*, Carnegie Corporation Research Grant, 2014-2015, Co-PI, \$380,000
 - NSF-AIR Dissertation Grant, Association of Institutional Research, National Science Foundation, 2011, PI, \$20,000
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CONTRACTED RESEARCH

- Using Behavioral Nudges and Insights to Promote Calbright Student Success, California Online Community College District, 2022-2024, PI, \$2,936,487
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ACADEMIC AWARDS AND DISTINCTIONS

- AEFPP Early Career Award, Association of for Education Finance and Policy, 2019
 - APPAM 40 for 40 Fellowship for early career research professionals for excellent research on public policy, Association for Public Policy Analysis & Management, 2018
 - UCI Distinguished Assistant Professor Award for Research, 2018
 - NSF CAREER Award, 2018
 - NAEd/Spencer Postdoctoral Fellowship, 2018
 - 2017 AEFPP–Kauffman Foundation Award for the best academic paper on the intersection of education and labor market outcomes, 2017
 - Outstanding Poster Award, Association for Public Policy Analysis & Management, 2015
 - The 2014 New Scholar Award, Association for Education Finance and Policy, 2014
 - Outstanding Research Paper Award, Eastern Evaluation Research Society, 2012
-

PUBLICATIONS

(Note: names of supervised graduate student and postdoc authors are underscored)
[Google Scholar Page](#)

Published Peer Reviewed Articles:

52. Zhou, X., Li, Q., Xu, D., Holton, A., & Sato, B. (2023). The promise of using study-together groups to promote engagement and performance in online courses: Experimental evidence on academic and non-cognitive outcomes. *The Internet and Higher Education*, 59
51. Zhou, X., Li, Q., Xu, D., Li, X., Fisher, C. (2023). College online courses have strong design in scaffolding but vary widely in supporting student agency and interactivity. *The Internet and Higher Education*
50. Park, E.S. & Xu, D. (2022). The effect of active learning professional development training on college students' academic outcomes, *Journal of Research on Educational Effectiveness*, 1-22
49. Park, E.S., McPartlan, P., Solanki, S., & Xu, D. (2022). When expectation isn't reality: Racial disparities in overestimation and STEM attrition among first-year students in college. *The Journal of Higher Education*, 94(4), 526-556
48. Fisher, C., McPartlan, P., Orona, G.A., Yu, R., Xu, D., & Warschauer, M. (2022). Salient syllabi: Examining design characteristics of science online courses in higher education. *PLoS one*, 17(11)

47. Li, Q., Bañuelos, M., Liu, Y., & **Xu, D.** (2022). Online instruction for a humanized learning experience: Techniques used by college instructors. *Computers & Education*, 189, 104595
46. Jeffrey, W., Schaefer, D., **Xu, D.**, McPartlan, P., & Solanki, S. (2022). STEM learning communities promote friendships but risk academic segregation. *Scientific reports*, 12(1), 1-9
45. Li, Q., **Xu, D.**, Baker, R., Holton, A., & Warschauer, M. (2022). Can student-facing analytics improve online students' effort and success by affecting how they explain the cause of past performance? *Computers & Education*, 185, 104517
44. Orona, G. A., Li, Q., McPartlan, P., Bartek, C., & **Xu, D.** (2022). What predicts the use of interaction-oriented pedagogies? The role of self-efficacy, motivation, and employment stability. *Computers & Education*, 184, 104498.
43. **Xu, D.** & Ran, F. (2022). The disciplinary differences in the characteristics and effects of non-tenure-track Faculty. *Educational Evaluation and Policy Analysis*, 44(1), 50-78
42. **Xu, D.**, Zhang, Q., & Zhou, X. (2022). The impacts of low ability peers on cognitive and non-cognitive outcomes: Random assignment evidence on the effects and operating channels. *Journal of Human Resources*, 57, 555-596
41. Liu, V. & **Xu, D.** (2021). Happy together? The peer effects of dual enrollment students on community college student outcomes. *American Educational Research Journal*, 59, 3-37
40. Hart, C.M., Alonso, E., **Xu, D.**, & Hill, M. (2021). COVID-19 and community college instructional responses. *Online learning*, 25, 41-69
39. Rutherford, T., Karamarkovich, S., **Xu, D.**, et al. (2021). Profiles of instructor responses to emergency distance learning. *Online Learning*, 25, 86-114
38. **Xu, D.** & Ran, F., & Zhou, X. (2021). Adopting Online Learning in College Developmental Education Coursework: Impact on Course Persistence, Completion, and Subsequent Success. *American Journal of Distance Education*, 1-17
37. Li, Q., Zhou, X., Bostian, B. & **Xu, D.** (2021). How can we improve online learning at community colleges?: Voices from online instructors and students. *Online Learning*
36. **Xu, D.**, Solanki, S., & Fink, J. (2021). College acceleration for all? Mapping racial gaps in advanced placement and dual enrollment participation. *American Educational Research Journal*
35. McPartlan, P., Solanki, S., **Xu., D.**, & Sato, B. (2021). Testing basic assumptions reveals when (not) to expect mindset and belonging interventions to succeed. *AERA Open*, 6 (4), 1-16
34. **Xu, D.**, & Ran, F. (2021). The impacts of different types of college instructors on students' academic and labor market outcomes. *Journal of Policy Analysis and Management*, 40 (1), 225-257
33. Baker, R., **Xu, D.**, Park, J. et al. (2020). The benefits and caveats of using clickstream data to

understand student self-regulatory behaviors: opening the black box of learning processes. *International Journal of Educational Technology in Higher Education*, 17, 1-24.

32. Fischer, C., **Xu, D.**, Rodriguez, F., Denaro, K., & Warschauer, M. (2020). Effects of course modality in summer session: enrollment patterns and student performance in face-to-face and online classes. *Internet and Higher Education*, 45, 100710
31. **Xu, D.**, & Solanki, S. (2020). Tenure-track appointment for teaching-oriented faculty? The impact of teaching and research faculty on student outcomes. *Educational Evaluation and Policy Analysis*, 42(1), 66-86
30. **Xu, D.** & Ran, X. (2020). Non-Credit education in community colleges: students, enrollment patterns, and academic outcomes. *Community College Review*, 48 (1), 77-101
29. Ran, X. & **Xu, D.** (2019). Does contractual form matter? The impact of different types of non-tenure-track faculty on college students' academic outcomes. *Journal of Human Resources*, 54 (4), 1081-1120 [equal first author]
28. Xu, Y., **Xu, D.**, Simpkins, S., Warschauer M. (2019). Does it matter which parent is absent?: Labor migration, parenting, and adolescent development in rural China. *Journal of Family and Child Studies*, 1-15
27. Solanki, S., McPartlan, P., **Xu, D.**, & Sato, B.K. (2019). Success with EASE: Who benefits from a STEM learning community? *PLOS One*, 14 (3)
26. **Xu, D.**, Solanki, S., & Harlow, A. (2019) Examining the relationship between two-year college entry and baccalaureate aspirants' academic and labor market outcomes: Impacts, heterogeneity, and mechanisms. *Research in Higher Education*, 1-33
25. **Xu, D.**, Glick, D., Cung, B., Li, Q., & Rodriguez, F., & Warschauer, M. (2019). Does blended instruction enhance English language learning in developing countries? Evidence from Mexico. *British Journal of Educational Technology*, 1-17
24. Cung, B., **Xu, D.**, Eichhorn, S., & Warschauer, M., (2019). Getting academically underprepared students ready through college developmental education: does the course delivery format matter? *American Journal of Distance Education*, 1-17
23. **Xu, D.** (2019). Academic Performance in Community Colleges: The Influences of Part-time and Full-time Instructors. *American Educational Research Journal*, 56 (2), 368-406
22. **Xu, D.**, & Li, Q. (2018). Gender achievement gaps among Chinese middle school students and the role of teachers' gender. *Economics of Education Review*, 82-93
21. Jiang, S., Schenke, K., **Xu, D.**, Eccles, J. S., Warschauer, M. (2018). Females' enrollment and completion in Science, Technology, Engineering, and Mathematics massive open online courses. *PLOS One*, 13(9)
20. **Xu, D.**, Solanki, S., McPartlan, P., & Sato, B. (2018). EASing students into college: the impact of multidimensional support for underprepared students. *Educational Researcher*, 47 (7), 435-450

19. **Solanki, S. & Xu, D.** (2018). Looking beyond academic performance: The influence of instructor gender on student engagement and attitude in STEM fields. *American Educational Research Journal*, 55 (4), 801-835
18. **Cung, B., Xu, D., & Eichhorn, S.** (2018). Increasing interpersonal interactions in an online course: Does increased instructor e-mail activity and voluntary meeting time in a physical classroom facilitate student learning? *Online Learning Journal*, 22 (3), 193-215
17. Ma, T., Wood, K. E., **Xu, D.**, Guidotti, P., Pantano, A., & Komarova, N. (2018). Admission predictors for success in a mathematics graduate program: Letter to Editor. *Notices of the American Mathematical Society*, 65, 676.
16. **Xu, D.**, Ran, X., Fink, J., Jenkins, D., & Dundar, A. (2018). Collaboratively clearing the path to a Baccalaureate degree: identifying effective 2- to 4-year transfer partnerships. *Community College Review*, 46, 231-256
15. Hodara, M. & **Xu, D.** (2018). Are two subjects better than one? The causal effects of developmental English courses on native and non-native English speakers in college. *Economics of Education Review*, 66, 1-13
14. **Xu, D.**, Jaggars, S. S., Fletcher, J., & Fink, J. (2018). Are Community College Transfer Students "A Good Bet" for Four-Year Admissions?: Comparing Academic and Labor Market Outcomes Between Transfer and Native Four-year College Students. *Journal of Higher Education*, 89, 478-502
13. **Xu, D.** & Dadgar, M. (2018). How effective are community college remedial math courses for students with the lowest mathematics skills? *Community College Review*, 46, 62-81
12. **Xu, D.** (2016) Assistance or obstacles? The impact of different levels of English remediation on under-prepared students in community colleges. *Educational Researcher*, 45, 496-507
11. Gong, X., **Xu, D.**, & Han, W. J. (2016). The Impacts of Preschool Attendance on Teenagers' Cognitive and Non-cognitive Development in Rural China. *Early Childhood Research Quarterly*, 37, 140-152 [equal first author]
10. Jaggars, S.S. & **Xu, D.** (2016). Examining Wage Trajectories of Community College Students Using Growth Curve Modeling Approach. *Journal of Research on Educational Effectiveness*, 9, 445-471
9. Hodara, M. & **Xu, D.** (2016). Does developmental education improve labor market outcomes? Evidence from two states. *American Educational Research Journal*, 53, 781-813 [equal first author]
8. Jaggars, S.S., & **Xu, D.** (2016). How do online course design features influence student performance? *Computers & Education*, 95, 270-284
7. **Xu, D.** & Trimble, M. (2015). What about certificates? Evidence on the labor market returns to non-degree community college awards in two states. *Educational Evaluation and*

Policy Analysis, 38, 272-292

AEFP-Kauffman Foundation Award for the best academic paper on the intersection of education and labor market outcomes.

6. Jaggars, S.S., Hodara, M., Cho, S.W. & **Xu, D.** (2015) Three accelerated developmental education programs: Features, student outcomes, and implications. *Community College Review*, 43, 3-26
5. Gong, X., **Xu, D.**, & Han, W. J. (2015). The impact of household income on preschool attendance in China: A household fixed effects approach. *Child Development*
4. **Xu, D.** & Jaggars, S.S. (2014). Performance gaps between online and face-to-face courses: Differences across types of students and academic subject areas. *Journal of Higher Education*, 85, 633-659
3. Bickerstaff, S., Lontz, B., Cormier, M., & **Xu, D.** (2014). Redesigning arithmetic for student success: Supporting faculty to teach in new ways. *New Directions for Community Colleges*, 167, 5-14
2. **Xu, D.** & Jaggars, S.S. (2013). The impact of online learning on students' course outcomes: Evidence from a large community and technical college system. *Economics of Education Review*, 37, 46-57
1. **Xu, D.** & Jaggars, S.S. (2011). The effectiveness of distance education across Virginia's community colleges: Evidence from introductory college-level math and English courses, *Educational Evaluation and Policy Analysis*, 33, 360-377
Eastern Evaluation Research Society Certificate of Distinction

Peer Reviewed Conference Proceedings

1. Yu, R., Li, Q., Fischer, C., D., & **Xu, D.** (2020). Towards accurate and fair prediction of college success: evaluating different sources of student data. *Proceedings of the 13th International Conference on Educational Data Mining (EDM 2020)*

Book Chapter

4. **Xu, D.** & Xu, Y. (2020). The ambivalence about distance learning in higher education: Challenges, opportunities, and policy implications. *Higher Education: Handbook of Theory and Research*, 351-401.
3. Glick, D., Cohen, A., Li, Q., **Xu, D.**, & Warschauer, M. (2019). Predicting success, preventing failure: Using learning analytics to examine the strongest predictors of persistence and performance in an online English language course. In Ifenthaler, D. (Eds). *Using Learning Analytics to Support Study Success*, 249-273.
2. Hodara, M., **Xu, D.**, & Petrokubi, J. (2018). A case study of using developmental education to both raise equity and maintain standards. In Shah, M., & McKay, J. (Eds). *Achieving Equity and Academic Excellence in Higher Education: Global Perspectives in an Era of Widening Participation*, 97-117. Palgrave Macmillan.

1. **Xu, D.**, & Fletcher, J. (2016) What Are the Economic Benefit of Various Pathways in Community Colleges in the U.S.? In Shah, M., & Whiteford, G. (Eds). *Bridges, Pathways and Transitions: International Innovations in Widening Participation*. Chandos Publishing.

Other Published Policy Reports:

11. **Xu, D.**, Castleman, B., Bird, K., Solanki, S., & Cooper, M. (2023). Noncredit Workforce Training Programs Are Very Popular. We Know Next to Nothing about Them. Brookings Institution.
10. **Xu, D.** & Xu, Y. (2019). The promises and Limits of Online Higher Education: Understanding How Distance Education Affects Access, Cost, and Quality. American Enterprise Institute (AEI) Working Paper.
9. **Xu, D.**, Ran, X., Fink, J., Jenkins, D., & Dundar, J. (2017). Strengthening Transfer Paths to a Bachelor's Degree: Identifying Effective Two-Year to Four-Year College Partnerships (Working Paper No.93). New York, NY: Columbia University, Teachers College, Community College Research Center.
8. Ran, X. & **Xu, D.** (2017). How and why do adjunct instructors affect students' academic outcomes? Evidence from two-year and four-year college. CAPSEE working paper. New York, NY: Columbia University, Teachers College, Community College Research Center.
7. **Xu, D.**, Jaggars, S.S., & Fletcher, J. (2016). How and why does two-year college entry influence baccalaureate aspirants' academic and labor market outcomes? CAPSEE working paper. New York, NY: Columbia University, Teachers College, Community College Research Center.
6. Edgecombe, N., Jaggars, S.S., **Xu, D.**, & Barragan, M. (2014). Accelerating the Integrated Instruction of Developmental Reading and Writing at Chabot College (Working Paper No.71). New York, NY: Columbia University, Teachers College, Community College Research Center.
5. Jaggars, S.S & **Xu, D.** (2013). Predicting online student outcomes from a measure of course Quality. (Working Paper No.57). New York, NY: Columbia University, Teachers College, Community College Research Center.
4. **Xu, D.** & Jaggars, S.S. (2013). Adaptability to online learning: differences across types of students and academic subject Areas. (Working Paper No.54). New York, NY: Columbia University, Teachers College, Community College Research Center.
Cited in New York Times Editorial, February 18, 2013; ABC News, February 21, 2013; Chronicle of Higher Education, February 22, 2013; Inside Higher Ed February 25, 2013; Diverse Issues in Higher Education, March 27, 2013 and other outlets.
3. Bailey, T. & **Xu, D.** (2012). Input-adjusted graduation rates and college accountability: What is known from twenty years of research? Context For Success
http://www.hcmstrategists.com/contextforsuccess/papers/LIT_REVIEW.pdf
2. **Xu, D.** & Jaggars, S.S. (2011). Online and hybrid course enrollment and performance in

Washington state community and technical colleges. (Working Paper No.31). New York, NY: Columbia University, Teachers College, Community College Research Center. [lead author] Cited in *New York Times* August 25, 2011; *Inside Higher Education*, July 19, 2011; *The Chronicle of Higher Education*, July 18, 2011

1. Jaggars, S.S. & **Xu, D.** (2010). Online learning in the Virginia community college system. CCRC Working Paper. Available at:
<http://ccrc.tc.columbia.edu/publications/online-learning-virginia.html>

Academic Commentary:

6. [Does Developmental Education Improve Labor Market Outcomes](#), *The Evolution Illuminating the Lifelong Learning Movement*, May, 2016
5. [What Are the Economic Returns to Certificates?](#), *The Evolution: Illuminating the Lifelong Learning Movement*, January, 2015
4. [Hurdles to the Improvement of Online Courses and Programs](#), *The Evolution: Illuminating the Lifelong Learning Movement*, May 2014
3. [Why Do Some Students Struggle Online?](#) *The Evolution: Illuminating the Lifelong Learning Movement*, July, 2013
2. [Three Strategies to Improve Online Courses](#), *The Evolution: Illuminating the Lifelong Learning Movement*, May, 2013
1. [Can Distance Education Boost Completion Rates?](#) *American Federation of Teachers*, March, 2013

Other:

Xu, D., Li, Q., & Zhou, X. (2020). Online Course Quality Rubric: A Tool Box. Online Learning Research Center, University of California, Irvine.
https://www.olrc.us/uploads/1/2/7/1/127107452/rubric_full_version_0414.pdf

Contributing author to *Encyclopedia of Education Economics and Finance* (2014), edited by Dominic Brewer and Lawrence Picus. SAGE Reference (Entry: "Partial and General Equilibrium")

SELECTED MEDIA MENTIONS

- Governor wants millions of working-class Californians to go to college online. Not everyone is sold. 89.3 KPCC member-supported News for Southern California
<http://www.scpr.org/news/2018/04/03/82039/new-online-college-plan-gets-mixed-reactions-from/>
- Look Who's Talking: Online Education Success Factors & Metrics: Meet the Experts. Online Education Research LLC, September 13, 2017.
<https://www.onlineeducation.com/features/lwt-online-education-success-factors-metrics>
- Virtual Classrooms Can Be as Unequal as Real Ones. The Atlantic, September 26, 2016.
<https://www.theatlantic.com/technology/archive/2016/09/inequity-in-the-virtual-classroom/501311/>
- The Economic Benefits of Community College Certificates in the Job Market. Journalist's Resource, May 25, 2016.
<https://journalistsresource.org/studies/economics/workers/community-college-certificates-economic-salary-benefits>

- Education Insider: Nationwide Arena Good Outcomes for Transfers. Inside Higher Ed (also posted in The Columbus Dispatch), May 3, 2016.
https://www.insidehighered.com/news/2016/05/03/study-finds-comparatively-good-outcomes-community-college-transfers?utm_source=Inside+Higher+Ed&utm_campaign=d563de816a-DNU20160503&utm_medium=email&utm_term=0_1fcbc04421-d563de816a-197376201
- Wage Data Done Right. Inside Higher Ed, September 19, 2014.
<https://www.insidehighered.com/news/2014/09/19/researchers-discuss-relationship-between-higher-education-and-employment>
Innovative New Courses Can Turn Around Our Community Colleges. Sacramento Bee, June 10, 2014.
<http://www.sacbee.com/2014/06/10/6470349/viewpoints-innovative-new-courses.html>
- Reworking Remedial Education. EdSource, November 11, 2014.
<https://edsource.org/2014/reworking-remedial-education/69786#.VGTGvslNe1g>
- Online Classes and College Completion. The Chronicle of Higher Ed, March 15, 2012.
<https://www.chronicle.com/article/Online-ClassesCollege/131133>
- Online Enterprises Gain Foothold as Path to a College Degree. The New York Times (front page feature), August 25, 2011.
http://www.nytimes.com/2011/08/25/education/25future.html?_r=2
- Online and Incomplete. Inside Higher Ed, July 19, 2011.
http://www.insidehighered.com/news/2011/07/19/study_finds_higher_dropout_rates_for_community_college_students_who_take_online_courses
- Community-College Students Perform Worse Online Than Face to Face. The Chronical of Higher Education, July 18, 2011 (reprinted in The Virginia Gazette and The Huffington Post). <https://www.chronicle.com/article/Community-College-Students/128281>
- Study: Online Students Perform Worse. National Review, July 22, 2011.
<http://www.nationalreview.com/phi-beta-cons/272531/study-online-students-perform-worse-jason-fertig>
- Study Shows Students Taking Online Courses More Likely to Fail. MEAToday, July 26, 2011.
<http://neatoday.org/2011/07/26/study-shows-students-taking-online-courses-more-likely-to-fail-2/>

TEACHING AND RELATED ACTIVITIES

EDUC 288A Educational, Social, and Behavioral Statistics (Ph.D)

EDUC 253 Foundations of Education Policy and Social Context (Ph.D)

EDUC 2024 Causal Analysis: Methods for Program Evaluation and Policy Research (Ph.D)

EDUC 10 Educational Research Design (Undergraduate)

EDUC 15 Statistics for Education Research (Undergraduate)

PROFESSIONAL SERVICE

Journal Referee:

Journal of Human Resources; Journal of Developmental Psychology; Journal of Policy Analysis and Management; AERA Open; Educational Policy; Community College Review; Educational Evaluation and Policy Analysis; Economics of Education Review; Educational Researcher; Journal of Economic Education; Journal of Higher Education; Journal of Online Learning and Teaching; Research in Higher Education; Education Finance and Policy; Population Research and Policy Review; Review of Economics and Statistics; Southern Economic Journal

Other:

National Science Foundation (NSF) panelist; Institute of Education Sciences (IES) panelist
