

About the Contributors

Thomas R. Bailey is the George and Abby O'Neill Professor of Economics and Education at Teachers College, Columbia University. He is also director of the Community College Research Center and two national centers funded by the Institute of Education Sciences: the Center for Analysis of Postsecondary Education and Employment, established in 2011, and the Center for the Analysis of Postsecondary Readiness, established in 2014. Along with Shanna Smith Jaggars and Davis Jenkins, he wrote *Redesigning America's Community Colleges: A Clearer Path to Student Success* (Harvard University Press, 2015). Bailey is an American Educational Research Association fellow and a member of the National Academy of Education.

Michael N. Bastedo is a professor at the University of Michigan and director of the Center for the Study of Higher and Postsecondary Education. His scholarly interests focus on higher education decision making, particularly college admissions; stratification; and rankings. In 2013, he received the Early Career Award from the American Educational Research Association. Bastedo has been a Fulbright Scholar in the Netherlands and a visiting scholar at the Bellagio Center, Stanford University, and Sciences Po. His latest book is *The Organization of Higher Education: Managing Colleges for a New Era* (Johns Hopkins, 2012). Bastedo's most recent research has been reported in the *New York Times*, the *New Yorker*, the *Washington Post*, *Slate*, and the *Chronicle of Higher Education*, among others.

Clive R. Belfield is an associate professor in the department of economics at Queens College, City University of New York. He is the project lead for the Community College Research Center's assessment measures in college systems project and the Center for Analysis of Postsecondary Education and Employment's North Carolina study. His most recent book is *The Price*

We Pay: The Economic and Social Costs of Inadequate Education (Brookings Institution Press, 2007). Belfield has authored numerous articles on the economics of education and has served as a consultant to the World Bank, the US Department of Education, and the British government, as well as non-profit foundations and education think tanks.

Joshua S. Goodman is an associate professor of public policy at the Harvard Kennedy School of Government and studies the economics of education. He has explored the impacts of merit aid on college choice, college quality on degree completion, and various math coursework interventions on the long-term success of students.

Matthew A. Holsapple is an associate program officer at the Spencer Foundation and an affiliated researcher with the University of Chicago Consortium on School Research. His research focuses on the relationship between student experiences and institutional practices and characteristics in predicting college outcomes, the effects of college choice on outcomes, college student learning and development, and moral and ethical education in colleges and universities. In addition, he teaches courses on data use and analysis at the University of Chicago's School of Social Service Administration.

Michael Hurwitz is a policy research scientist at the College Board. His research has been published in scholarly journals including the *Journal of Policy Analysis and Management*, *Educational Evaluation and Policy Analysis*, and *Economics of Education Review*, and he has been featured in numerous media outlets, such as the *New York Times* and the *Chronicle of Higher Education*. Previously, Hurwitz was a research analyst at the Consortium on Financing Higher Education and the American Institutes for Research.

Jennifer E. Iriti is the director of the Evaluation for Learning Group at the University of Pittsburgh's Learning Research and Development Center. She designs, manages, and implements evaluations of education programs and organizations in preK–16 settings. Iriti applies improvement science, utilization-focused evaluation, and developmental evaluation to support organizations in continuous improvement. Recently, she has focused on organizations and programs that support college attendance and success in urban education settings, such as The Pittsburgh Promise and other public school initiatives. In addition to her evaluation work, Iriti is a faculty

fellow of the Center for Urban Education and an adjunct assistant professor in the Learning Sciences and Policy Program. She has published articles in the *American Journal of Evaluation* and *Educational Technology Research and Development*, is co-author of a chapter in the *International Handbook of Educational Evaluation*, and regularly presents at peer-reviewed conferences such as the American Evaluation Association, the American Educational Research Association, and PromiseNet.

Davis Jenkins is a senior research associate at the Community College Research Center (CCRC) at Columbia University's Teachers College. His research has informed the development and spread of innovative approaches to improve college performance and student outcomes, including career pathways, adult technical bridge programs (such as Washington State's I-BEST), and guided pathways to success. Together with Thomas Bailey and Shanna Smith Jaggars, Jenkins is the author of *Redesigning America's Community Colleges: A Clearer Path to Student Success* (Harvard University Press, 2015), which is based on CCRC's research on strategies for improving student completion and learning. His current research focuses on strategies for helping students choose a program of study, improving community college baccalaureate transfer outcomes, and understanding the costs of large-scale institutional reforms.

Robert Kelchen is an assistant professor of higher education at Seton Hall University. His research interests include higher-education finance, student financial aid, and accountability policies. He has recent articles published in the *Journal of Higher Education*, *Journal of Education Finance*, and *Journal of Student Financial Aid*. His work as a methodologist for *Washington Monthly* magazine's annual college rankings won an award for best data journalism from the Education Writers Association. Kelchen is frequently quoted in the media, including the *Washington Post*, National Public Radio, the *Chronicle of Higher Education*, and *Politico*. He has also appeared on *Marketplace*, KABC radio, and MSNBC.

Elizabeth Kopko is a senior research assistant at the Community College Research Center (CCRC) at Columbia University's Teachers College. Kopko is also a doctoral candidate in economics and education at Teachers College. She conducts both quantitative and qualitative research on a variety of topics surrounding student decision-making processes. Kopko's current research

interests include higher-education policy and student choice, particularly the relationships between college choice, academic focus, and student success.

Amal Kumar is a senior policy research analyst at the College Board, where he researches college enrollment, match, transfer, and persistence. Before joining the College Board, Kumar was a research analyst at the Center for Education Policy Research at Harvard University, where he worked closely with school districts and state education agencies to research high school graduation, college enrollment, transfer, and persistence. Kumar's research focuses on identifying actionable policy levers and metrics that can drive evidence-based decision making in K–12 and higher education.

Christian Martell is a doctoral student in the Center for the Study of Higher and Postsecondary Education at the University of Michigan. Her current research interests include college access and choice for underrepresented students, and the governance and strategy of educational institutions. Christian's professional background is in teaching and overseeing preK–12 academic and enrichment programs at independent schools.

Jenny Nagaoka is the deputy director of the University of Chicago Consortium on School Research. Her research interests focus on policy and practice in urban education reform, particularly developing school environments and instructional practices that promote college readiness and success. She has coauthored numerous journal articles and reports, including studies of college readiness, noncognitive factors, the transition from high school to postsecondary education, authentic intellectual instruction, and Chicago's initiative to end social promotion. Nagaoka's current work includes developing a framework of the foundational factors for young adult success and how students can be supported through developmental experiences and relationships; documenting models of school networks to build the capacity of practitioners to use data and support student performance; a project examining how to design effective high school graduation and college readiness indicator systems; and leading the Consortium's efforts to translate its research findings into school-level data reports.

Lindsay C. Page is an assistant professor of education and a research scientist for the Learning Research and Development Center at the University of Pittsburgh. Her work focuses on quantitative methods and their application

to questions regarding the effectiveness of educational policies and programs across the preschool to postsecondary spectrum. Much of her recent work involves the implementation of large-scale randomized trials to investigate innovative strategies for improving students' transition to and through postsecondary education. A key area of focus in this domain is Page's work on strategies to mitigate summer melt, the phenomenon where students fail to transition successfully from high school to college. She has coauthored a book on this topic and has published her work in journals including the *Journal of Human Resources*, *Journal of Policy Analysis and Management*, *Economics of Education Review*, and *Educational Evaluation and Policy Analysis*.

Matea Pender is an associate policy research scientist in the College Board's policy research division. She conducts research on college access, college choice, and retention. Pender also focuses on financial aid policy and provides research support for the College Board's annual publications *Trends in Student Aid* and *Trends in College Pricing*.

Melissa Roderick is the Hermon Dunlap Smith Professor at the University of Chicago School of Social Service Administration, a Senior Director at the Consortium on School Research, and the codirector of the Network for College Success. She is an expert in urban school reform, high-stakes testing, minority adolescent development, and school transitions. Her areas of research have focused on the transition to high school, school dropout, grade retention, and the effects of summer programs. Roderick is an expert in mixing qualitative and quantitative methods in evaluation, and her new work links quantitative and qualitative research to explore the relationship between students' high school careers and preparation, their college selection choices, and their postsecondary outcomes. From 2001 to 2003, Roderick joined the administration of the Chicago Public Schools to establish a new department of planning and development. In 2004, Roderick was honored by the *Chicago Sun-Times* as one of "Chicago's 100 Most Powerful Women." She is a founding board member and chair of the board of North Lawndale College Preparatory Charter High School. Nationally, she serves on the Carnegie Council for Advancing Adolescent Literacy and on MDRC's Education Studies Committee.

Awilda Rodriguez is an assistant professor in the Center for the Study of Higher and Postsecondary Education. Her research is at the intersection

of higher education policy; college access and choice; and the representation of black, Latino, low-income, and first-generation students in post-secondary education. Her most recent project examines issues of equity in access to rigorous high school coursework. Along with policy reports and contributions to edited volumes, Rodriguez's work has been published in *Research in Higher Education*, *Educational Policy*, *Diverse Issues in Higher Education*, and the *Chronicle of Higher Education*. She previously worked as a research fellow at American Enterprise Institute's Center on Higher Education Reform and as a research associate at the National Center for Public Policy and Higher Education.

Jonathan Smith is a policy research scientist at the College Board. His research focuses on the behavioral and institutional factors that determine how students choose colleges and the consequences of those decisions. His research is published in leading economics, policy, and education journals. Smith teaches at the Trachtenberg School of Public Policy and Public Administration at George Washington University.