

# GREGORY C. WOLNIAK, PH.D.

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## EDUCATION

- Ph.D. University of Iowa, Social Foundations of Education, 2004
- M.A. University of Illinois at Chicago, Economics, 2000
- B.S. Iowa State University, Economics, 1997

## PROFESSIONAL EXPERIENCE

- NEW YORK UNIVERSITY, STEINHARDT SCHOOL, NEW YORK NY** 2013–present  
Director, Center for Research on Higher Education Outcomes  
Associate Professor of Higher Education
- NORC AT THE UNIVERSITY OF CHICAGO, CHICAGO IL** 2007–2013  
Senior Research Scientist (2012-2013)  
Research Scientist (2007-2012)
- HUMAN CAPITAL RESEARCH CORPORATION, EVANSTON IL** 2006–2007  
Senior Research Analyst
- UNIVERSITY OF IOWA, IOWA CITY IA** 2005  
Postdoctoral Research Scholar, Education Policy and Leadership Studies

## GRANTS

\$49,862 (2017-2018, Lead Principal Investigator): *Strengthening the Graduate Education Pipeline through Diversity: Examining Factors that Influence Aspirations, Enrollment, and Completion*. Funder: Access Group / Association for Institutional Research.

\$49,766 (2016-2017, Lead Principal Investigator): *Improving Transparency in College Costs: Examining College Attendance in the Era of Differential Tuition Practices*. Funder: Spencer Foundation.

\$108,242 (2015-2016, Principal Investigator): *The State of Our Nation's Youth 2016 & Portraits of Contrast*. Funder: Horatio Alger Association.

\$160,000 (2015-2016, Principal Investigator): *Inspirational Teaching and Learning and the Development of Preservice Teachers: A multi-institutional study of non-cognitive factors*. Funder: Sanford Education Center, National University.

\$18,501 (2012-2013, Principal Investigator): *Examining the STEM Pipeline among Underrepresented and Disadvantaged College Students*. Funder: Center for Excellence in Survey Research, NORC at the University of Chicago.

\$117,040 (2011-2012, Principal Investigator): *The State of Our Nation's Youth 2012*. Funder: Horatio Alger Association.

\$330,000 (2010-2012, Principal Investigator): *Understanding Educational Resilience and Factors Associated with College and Career Success among Scholarship Recipients*. Funder: Horatio Alger Association.

\$39,000 (2010-2011, Co-PI with Mark E. Engberg): *Access to Postsecondary Education: The interrelationship among high school contexts and socioeconomic status*. Funder: Association for Institutional Research, NSF, & NPEC Research Grant (Award number: RG10-144).

\$18,707 (2009-2010, Principal Investigator): *High School Contexts and Postsecondary Outcomes: A Multilevel Analysis of ELS:2002*. Funder: Center for Excellence in Survey Research, NORC at the University of Chicago.

\$49,600 (2005-2007, Data Sharing Consortium): *Improving Teaching and Learning in the Liberal Arts*. Funder: Teagle Foundation, Higher Education Grants Program.

## CONTRACTED RESEARCH

**Evaluation of NSF's Graduate Research Fellowship Program.** Assistant Project Director and Research Scientist. 2008–2013. The NSF GRF program sought to promote and maintain advanced training in Science, Technology, Engineering, and Mathematics (STEM) fields by annually awarding roughly 1,000 fellowships to graduate students in research-based programs. The evaluation focused on the influence of the GRF experience on the educational experiences of the fellows and on their professional careers. The evaluation also investigated what impact the award of a fellowship can have on the institution with which the fellow is associated. The analytic approach included a survey of former fellows and of other applicants who did not receive fellowships, matching records at the individual level from the GRF and Survey of Earned Doctorates datasets, and a comparative, quasi-experimental analysis using data from the GRF survey, the SED, and the Survey of Doctorate Recipients.

**Analysis Support for the Federal TRIO Programs.** Research Scientist. 2007–2012. The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. The project included working with data from seven different TRIO programs, and produce reports on data quality, grantee

performance, and a number of different program goals and outcomes across all seven TRIO programs: *Student Support Services, McNair Postbaccalaureate Achievement Program, Upward Bound, Upward Bound Math-Science, Veterans Upward Bound, Talent Search and Educational Opportunity Centers.*

**Gates Millennium Scholars Tracking and Longitudinal Study.** Research Scientist. Primary Author, Main Findings Reports, 2007–2009. In September of 1999, the Bill and Melinda Gates Foundation launched the Gates Millennium Scholars (GMS) program. The study contributed to basic research on the postsecondary education experience—addressing such topics as high school preparation, difference in experience by gender, transition to college, educational attainment, the relevance of civic and other non-academic experiences, and many other topics. The study also supported evaluations of the GMS program itself and numerous scholarly presentations and journal publications.

**Washington State Achievers Study.** Research Scientist. Primary Author, Main Findings Reports, 2007–2009. The Washington State Achievers Program, sponsored and supported by the Bill and Melinda Gates Foundation, facilitates the redesign of 16 high schools in Washington State to raise academic achievement for all students and seeks to remove barriers to higher education. It also provides Achievers Scholarships to support the postsecondary education of students who attend those 16 Achievers schools. The study assessed the educational attainment and life outcomes of participating students and the effect of scholarship receipt.

## REFEREED PUBLICATIONS

Seifert, T.A., Bowman, N.A., **Wolniak, G.C.**, Rockenbach, A.N., & Mayhew, M.J. (forthcoming). Ten Challenges and Recommendations for Advancing Research on the Effects of College on Students. *AERA Open*.

**Wolniak, G.C.** (2016). Examining STEM bachelor's degree completion for students with differing propensities at college entry. *Journal of College Student Retention: Research, Theory, and Practice*, 18(3), 287-309.

**Wolniak, G.C.**, Wells, R.C., Engberg, M.E., & Manly, C.A. (2016). College enhancement strategies and socioeconomic inequality. *Research in Higher Education*, 57(3), 310-334.

**Wolniak, G.C.**, & Rekoutis, P.A. (2016). Factors associated with college coping among high achieving scholarship recipients from adverse backgrounds. *Teachers College Record*, 118(1), 1-31.

Wells, R.C., **Wolniak, G.C.**, Engberg, M.E., & Manly, C.A. (2016). Socioeconomic disparities in the use of college admission-enhancing strategies among high school seniors from the 1990s to 2000s. *Teachers College Record*, 118(9), 1-36.

Engberg, M.E., & **Wolniak, G.C.** (2014). An examination of the moderating effects of the high school socioeconomic context on college enrollment. *The High School Journal*, 97, 240-263.

Hu, S., & **Wolniak, G.C.** (2013). College student engagement and early career earnings: Differences by gender, race/ethnicity, and academic preparation. *Review of Higher Education*, 36, 211-233.

- Reprinted in 2014 in J.C. Weidman (Ed.), *ASHE Reader Series: Economics and Finance of Higher Education*, pp.215-229, Boston: Pearson Education.

Engberg, M.E., & **Wolniak, G.C.** (2013). College student pathways to the STEM disciplines. *Teachers College Record*, 115, 1-27.

- Wolniak, G.C.**, Mayhew, M.J., & Engberg, M.E. (2012). Learning's *weak* link to persistence. *Journal of Higher Education*, *83*, 795-823.
- Melguizo, T., & **Wolniak, G.C.** (2012). The earnings benefits of majoring in STEM fields among high achieving minority students. *Research in Higher Education*, *53*, 383-405.
- Hu, S., & **Wolniak, G.C.** (2010). Initial evidence on the influence of college student engagement on early career earnings. *Research in Higher Education*, *52*, 750-766.
- Wolniak, G. C.**, & Engberg, M. E. (2010). Academic achievement in the first year of college: Evidence of the pervasive effects of the high school context. *Research in Higher Education*, *51*, 451-467.
- Engberg, M.E., & **Wolniak, G.C.** (2010). Examining the effects of high school contexts on postsecondary enrollment. *Research in Higher Education*, *51*, 132-153.
- Engberg, M. E., & **Wolniak, G. C.** (2009). Navigating disparate pathways to college: Examining the conditional effects of race on enrollment decisions. *Teachers College Record*, *111*, 2255-79.
- Wolniak, G. C.**, Seifert, T. A., Reed, E. J., & Pascarella, E. T. (2008). College majors and social mobility. *Research in Social Stratification and Mobility*, *26*, 123-139.
- Mayhew, M. J., **Wolniak, G. C.**, & Pascarella, E. T. (2008). How educational practices affect the development of life-long learning orientations in traditionally-aged undergraduate students. *Research in Higher Education*, *49*, 337-356.
- Seifert, T. A., Goodman, K. M., Lindsay, N., Jorgensen, J., **Wolniak, G. C.**, Pascarella, E. T., & Blaich, C. (2008). The effects of liberal arts experiences on liberal arts outcomes. *Research in Higher Education*, *49*, 107-125.
- Wolniak, G. C.**, & Engberg, M. E. (2007). The effects of high school feeder networks on college enrollment. *Review of Higher Education*, *31*, 27-53.
- Wolniak, G. C.**, & Pascarella, E. T. (2007). Initial evidence on the long-term impacts of Work Colleges. *Research in Higher Education*, *48*, 39-71.
- Cruce, T. M., **Wolniak, G. C.**, Seifert, T. A., & Pascarella, E. T. (2006). Impacts of good practices on cognitive development, learning orientations, and graduate degree plans during the first year of college. *Journal of College Student Development*, *47*, 365-383.
- Pascarella, E. T., Cruce, T., Umbach, P. D., **Wolniak, G. C.**, Kuh, G. D., Carini, R. M., Hayek, J. C., Gonyea, R. M., & Zhao, C. (2006). Institutional selectivity and good practices in undergraduate education: How strong is the link? *Journal of Higher Education*, *77*, 251-285.
- Wolniak, G. C.**, & Pascarella, E. T. (2005). The effects of college major and job field congruence on job satisfaction. *Journal of Vocational Behavior*, *67*, 233-251.
- Reed, E. J., & **Wolniak, G. C.** (2005). Diagnosis or determination? Assessment explained by human capital and aptitude theories. *Electronic Journal of Sociology*. <http://www.sociology.org/>.
- Pascarella, E. T., Pierson, C. T., **Wolniak, G. C.**, & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *Journal of Higher Education*, *75*, 249-284.

- Pascarella, E. T., **Wolniak, G. C.**, Cruce, T. M., & Blauch, C. F. (2004). Do liberal arts colleges really foster good practices in undergraduate education? *Journal of College Student Development*, 45, 57-74.
- Pascarella, E. T., **Wolniak, G. C.**, Flowers, L. A., & Pierson, C. T. (2004). The role of race in the development of plans for a graduate degree. *Review of Higher Education*, 27, 299-320.
- Pascarella, E. T., & **Wolniak, G. C.** (2004). Change or not to change – Is there a question? A response to Pike. *Journal of College Student Development*, 45, 353-355.
- Pascarella, E. T., **Wolniak, G. C.**, & Pierson, C. T. (2003). Influences on community college students' educational plans. *Research in Higher Education*, 44, 301-314.
- Pascarella, E. T., **Wolniak, G. C.**, Pierson, C. T., & Terenzini, P. T. (2003). Experiences and outcomes of first-generation students in community colleges: A research note. *Journal of College Student Development*, 44, 420-429.
- Pascarella, E. T., **Wolniak, G. C.**, & Pierson, C. T. (2003). Explaining student growth in college when you don't think you are. *Journal of College Student Development*, 44, 122-125.
- Pierson, C. T., **Wolniak, G. C.**, Pascarella, E. T., & Flowers, L. A. (2003). Impacts of two-year and four-year college attendance on learning orientations. *Review of Higher Education*, 26, 299-321.
- Wolniak, G.C.**, Pierson, C.T., & Pascarella, E.T. (2001). Effects of intercollegiate athletic participation on male orientations toward learning. *Journal of College Student Development*, 42, 604 – 624.

## BOOKS & MONOGRAPHS

- Mayhew, M. J., Rockenbach, A.B., Bowman, N.A., Seifert, T.A., & **Wolniak, G.C.** (2016). *How College Affects Students: 21<sup>st</sup> Century Evidence that Higher Education Works*. San Francisco: Jossey-Bass.
- Pascarella, E.T., **Wolniak, G.C.**, Cruce, T.M., Seifert, T.A., & Blauch, C.F. (2005). *Liberal arts colleges and liberal arts education: New evidence of impacts*. ASHE Higher Education Report, 31(3). ISBN: 0-7879-8123-0.

## GRANT REPORTS AND NON-REFEREED PUBLICATIONS (\* denotes current or former students)

- Wolniak, G.C.**, & Maes, K.\* (forthcoming ). Book Review. [Review of “Beyond the Skills Gap: Preparing College Students for Life and Work”]. *Teachers College Record*.
- Wolniak, G.**, Flores, S., & Kemple, J. (2016, September). *How Can We Improve College Success for Underserved Students?* Through early, sustained, and multifaceted support. New York, NY: Education Solutions Initiative, NYU Steinhardt.
- Wolniak, G.**, Davis, L., Williams, T.\* , & Casano, K.\* (2016, August). *The State of Our Nation's Youth: 2016*. Alexandria, VA: Horatio Alger Association of Distinguished Americans.  
<https://www.horatioalger.org/wp-content/uploads/2016/09/HA-2016-SONY-FINAL.pdf>
- Bartolone, J., Halverson, M.L., Hoffer, T.B., **Wolniak, G.C.**, et al. (2014). *Evaluation of the National Science Foundation's Graduate Research Fellowship Program*. Chicago, IL: NORC.  
[http://www.nsf.gov/ehr/Pubs/GRFP\\_Final\\_Eval\\_Report\\_2014.pdf](http://www.nsf.gov/ehr/Pubs/GRFP_Final_Eval_Report_2014.pdf)

**Wolniak, G.C.**, Neishi, K.M., Rude, J.D., & Gebhardt, Z. (2012). *The State of Our Nation's Youth: 2012–2013*. Alexandria, VA: Horatio Alger Association of Distinguished Americans, Inc.

<http://www.horatioalger.org/publications/2012SONYFinal.pdf>

**Wolniak, G.C.**, & Gebhardt, Z. (2012). *Factors Associated with College and Career Success among Horatio Alger Association Scholarship Recipients*. Chicago, IL: NORC at the University of Chicago.

**Wolniak, G.C.** (2012). Book Review. [Review of “College Choice and Access to College: Moving Policy, Research, and Practice to the 21<sup>st</sup> Century”]. *Review of Higher Education*, 35, 669-671.

**Wolniak, G.C.**, Rude, J.D., Gebhardt, Z., & Hoffer, T.B. (2011). *Understanding Educational Resilience: Evidence from Phase One of the Success Study of the Horatio Alger Association Scholarship Program*. Chicago, IL: NORC at the University of Chicago.

Engberg, M.E., & **Wolniak, G.C.** (2011). Access to postsecondary education: The interrelationships among high school contexts and socioeconomic status. Final Report to the Association for Institutional Research. Award No. RG 19-144.

**Wolniak, G.C.**, Weaver, E. (2009). *The Third Cohort of Washington State Achievers Three Years After High School: A comparative analysis of the educational characteristics and college outcomes of the entering freshman class of 2003*. Chicago, IL: National Opinion Research Center. ISBN: 978-0-932132-71-0.

Seifert, T.A., & **Wolniak, G.C.**, (2008). Is majoring in the traditional arts and sciences preparing students for the new economy? *Liberal Arts Online*, 8(2). Available at: <http://www.liberalarts.wabash.edu/lao-8-2-arts-sciences-economy/>

**Wolniak, G.C.**, Zimowski, M.F., & Schacht, S. (2007). *The Inaugural Cohort of Gates Millennium Scholars Six Years After High School*. Chicago, IL: National Opinion Research Center. ISBN: 978-0-932132-65-9.

**Wolniak, G.C.**, Zimowski, M.F., & Schacht, S. (2007). *The Second Cohort of Gates Millennium Scholars Five Years After High School*. Chicago, IL: National Opinion Research Center. ISBN: 978-0-932132-64-2.

**Wolniak, G.C.**, Seifert, T.A., & Blach, C.F. (2004). A liberal arts education changes lives: Why everyone can and should have this experience. *Liberal Arts Online*, 4(3). Available at <http://www.liberalarts.wabash.edu/lao-4-3-liberal-art-experience/>

Pascarella, E.T., **Wolniak, G.C.**, Pierson, C., & Terenzini, P.T. (2002). *In The Shadow Of The Mountains: Effects Of Private Liberal Arts Colleges In Central Appalachia*. Summary Report to the Mellon and Spencer Foundations.

## **PUBLICATIONS IN PROGRESS** (\* denotes current or former student)

**Wolniak, G.C.**, & Engberg, M.E. (Revise & Resubmit). The Influence of “High-Impact” College Experiences on Early Career Outcomes. *Review of Higher Education*.

Allen, D.\* & **Wolniak, G.C.** (Under review). Exploring the Effects of Tuition Increases on Racial/Ethnic Diversity at Public Colleges and Universities. *Research in Higher Education*.

**Wolniak, G.C.**, Engerg, M.E., French, A., & Williams, T.\* (Under review). The Moderating Influence of College Major on Graduate Degree Attainment. *Social Science Research*.

**Wolniak, G.C.**, Maes, M.K.\*, Allen, D.\* (in preparation). The Effects of Tuition and State Higher Education Spending on the Racial/Ethnic and Socioeconomic Composition of Public Colleges, 1998-2011. *Journal of Student Financial Aid*.

**Wolniak, G.C.** (In preparation). New Insights on Athletic Participation and College Student Learning. *Journal of College Student Development*.

**Wolniak, G.C.**, & Davis, L. (In preparation). Racial Attitude Change during the College Years. *Journal of Diversity in Higher Education*.

## SELECT MEDIA COVERAGE

*The Atlantic*. (2017, January 24). The Most Predictive Factors of Post-Graduation Wages: How much do internships, majors, and institutions really matter for lifetime earnings?

<https://www.theatlantic.com/education/archive/2017/01/the-most-predictive-factor-of-post-graduation-wages/514286/>. By Mikhail Zinshteyn.

*Education Writers Association* (2017, January 24). 10 Things You Should Know About Earnings After College. <http://www.ewa.org/blog-higher-ed-beat/10-things-you-should-know-about-earnings-after-college>. By Mikail Zinshteyn.

*Chronicle of Higher Education*. (2016, December 16). Where Even Experts Can't Figure Out Tuition Costs. <http://www.chronicle.com/article/Where-Even-Experts-Can-t/238704>. By Peter Schmidt.

*The Atlantic*. (2016, September 13). College Is Still the Promised Land for High School Students: Once they get on campus, though, it's a whole different story.

<http://www.theatlantic.com/education/archive/2016/09/college-is-still-the-promised-land-for-high-school-students/499865/>. By Hayley Glatter.

*The Washington Free Beacon*. (2016, September 13). Poll: American Youth Somehow Optimistic About Future: Nearly two-thirds 'hopeful' about years to come. <http://freebeacon.com/politics/poll-american-youth-somehow-optimistic-future/>. By Natalie Johnson.

*Chronicle of Higher Education*. (2015, May 15). Colleges Strive to Meet Demand for a More Hands-On Education. <http://chronicle.com/article/Colleges-Strive-to-Meet-Demand/230189/?key=Gm0il1dgYXINYikxZ20VNTbHU70BtxMSdOan50blFVEg>. By Maddy Berner.

*CBS News MoneyWatch*. (2015, April 23). The real keys to success for college grads. <http://www.cbsnews.com/news/the-real-keys-to-success-for-college-grads/>. By Lynn O'Shaughnessy.

*Hechinger Report*. (2015, April 18). Rising tuition means falling diversity on campus. <http://hechingerreport.org/tuition-rising-diversity-falling-at-universities/>. By Jon Marcus.

*Los Angeles Times*. (2013, December 27). College recruiters give low-income public campuses fewer visits. <http://articles.latimes.com/2013/dec/27/local/la-me-college-visits-20131228>. By Larry Gordon.

*Forbes*. (2013, May 3). The Power of Resilience: Study Shows How Horatio Alger Association Scholarships Make A Difference. <http://www.forbes.com/sites/brucerogers/2013/05/03/the-power-of-resilience-study-shows-how-horatio-alger-association-scholarships-make-a-difference/>. By Bruce Rogers.

*Inside Higher Education* (2012, April 10). Backwards on Racial Understanding. <http://www.insidehighered.com/news/2012/04/10/study-suggests-students-grow-less-interested-promoting-racial-understanding>. By Scott Jaschik.

*The Huffington Post*. (2012, August 17). STEM Majors Prove Especially Profitable For Minority Students: Study. [http://www.huffingtonpost.com/2012/08/15/stem-majors-profitable-minority-students\\_n\\_1785021.html](http://www.huffingtonpost.com/2012/08/15/stem-majors-profitable-minority-students_n_1785021.html). By Patrice Peck.

## PRESENTATIONS

### REFEREED

*How College Affects Students: Lessons Learned from Recent Evidence* (2017, January). Presented at the annual meeting the Association of American Colleges and Universities, San Francisco, CA.

*The Moderating Influence of College Major on Graduate Degree Attainment* (2016, November). Presented at the meeting of the Association for the Study of Higher Education, Columbus, OH.

*Improving Transparency in College Costs in the Era of Differential Tuition Practices* (2016, November). Presented at the meeting of the Association for the Study of Higher Education, Columbus, OH.

*Postsecondary Differential Tuition Practices: Challenges to Researching College Affordability* (2016, April). Presented at the meeting of the American Education Research Association, Washington, DC.

*The Moderating Influence of College Major on Economic Attainment Following College* (2016, April). Presented at the meeting of the American Education Research Association, Washington, DC.

*The Effects of Tuition and State Higher Education Spending on Racial/Ethnic and Socioeconomic Enrollments at Two- and Four-Year Colleges* (2015, November). Presented at the meeting of the Association for the Study of Higher Education, Denver, CO.

*How College Affects Students: Findings from Volume 3* (2015, November). Presented at the meeting of the Association for the Study of Higher Education, Denver, CO.

*The Influence of "High-Impact" College Experiences on Early Career Outcomes* (2015, April). Presented at the meeting of the American Education Research Association, Chicago, IL.

*Exploring the Effects of Tuition Increases on Racial/Ethnic Diversity at Public Colleges and Universities* (2015, April). Presented at the meeting of the American Education Research Association, Chicago, IL.

*Socioeconomic Differences in the Use and Influence of College Enhancement Strategies* (2014, November). Presented at the meeting of the Association for the Study of Higher Education, Washington, DC.

*Expressions of Resilience and Promoting Success among At-risk College Students* (2013, November). Presented at the meeting of the Association for the Study of Higher Education, St. Louis, MO.

*Problems with the Pipeline: The choices and contexts affecting STEM baccalaureate completion* (2013, April). Presented at the meeting of the American Education Research Association, San Francisco, CA.



*Factors Associated with College Coping Among At-Risk Students* (2012, November). Presented at the meeting of the Association for the Study of Higher Education, Las Vegas, NV.

*Fault Lines in Postsecondary Educational Opportunity: A Mixed-Methods Examination of At-risk Students* (2012, April). Presented at the meeting of the American Education Research Association, Vancouver, BC, Canada.

*Racial Attitude Change during the College Years* (2012, April). Presented at the meeting of the American Education Research Association, Vancouver, BC, Canada.

*Moral Reasoning and Persistence in Higher Education* (2012, April). Presented at the meeting of the American Education Research Association, Vancouver, BC, Canada.

*The Interrelationships Among High School Contexts and Socioeconomic Status* (2011, May). Presented at the Annual Forum of the Association for Institutional Research, Toronto, ON, Canada.

*Socioeconomic Disparities in College-Linking Resources and the Impact on Postsecondary Access* (2011, April). Presented at the meeting of the American Education Research Association, New Orleans, LA.

*High School Social Networks and Postsecondary Enrollment: A multi-level analysis of parent, peer and college-linking resources* (2010, June). Presented at the Annual Forum of the Association for Institutional Research, Chicago, IL.

*Socioeconomic Outcomes of GMS Participants in the Years Immediately Following College* (2010, May). Presented at the meeting of the American Education Research Association, Denver, CO.

*An Examination of the Moderating Effects of the High School Socioeconomic Context on College Enrollment* (2010, May). Presented at the meeting of the American Education Research Association, Denver, CO.

*Learning's Weak Link to Persistence* (2009, November). Presented at the meeting of the Association for the Study of Higher Education, Vancouver, BC, Canada.

*Examining the Effects of High School Contexts on Postsecondary Enrollment* (2009, June). Presented at the Annual Forum of the Association for Institutional Research, Atlanta, GA.

*Student Engagement in College and Early Career Earnings: Is There a Linkage?* (2009, April). Presented at the meeting of the American Education Research Association, San Diego, CA.

*Academic Achievement in the First Year of College: Evidence of the pervasive effects of the high school context* (2008, November). Presented at the meeting of the Association for the Study of Higher Education, Jacksonville, FL.

*Majors matter: Estimates of the effects of major field of study on the early-career earnings of minorities.* (2008, November). Presented at the meeting of the Association for the Study of Higher Education, Jacksonville, FL.

*Initial Evidence on the Socioeconomic Impacts of the Gates Millennium Scholars Program.* (2008, March). Presented at the meeting of the American Education Research Association, New York, NY.

*Academic Quality of High Schools and Student Academic Achievement in the First Year of College.* (2007, November). Presented at the meeting of the Association for the Study of Higher Education, Louisville, KY.

*Navigating Disparate Pathways to College.* (2007, April). Presented at the meeting of the American Educational Research Association, Chicago, IL.

*The effects of high school feeder networks on college enrollment.* (2006, November). Presented at the meeting of the Association for the Study of Higher Education, Anaheim, CA.

*Competencies for the new knowledge economy, public benefits of higher education, and the impacts of college majors.* (2006, April). Presented at the meeting of the American Educational Research Association, San Francisco, CA.

*Higher education, earnings, and the role of college major.* (2005, August). Presented at the meeting of the American Sociological Association, Philadelphia, PA.

*The effects of college major and job field congruence on alumni job satisfaction.* (2004, November). Presented at the meeting of the Association for the Study of Higher Education, Kansas City, MO.

*The effects of student work as an institutional characteristic: A preliminary report on college and employment outcomes of work college graduates.* (2004, November). Presented at the meeting of the Association for the Study of Higher Education, Kansas City, MO.

*Do liberal arts colleges really foster good practices in undergraduate education?* (2003, November). Presented at the meeting of the Association for the Study of Higher Education, Portland, OR.

*Interpreting educational assessments.* (2003, April). Presented at the meeting of the Midwest Sociological Society, Chicago, IL.

*First-generation college students: Additional evidence on college experiences and outcomes.* (2002, November). Presented at the meeting of the Association for the Study of Higher Education, Sacramento, CA.

*Defining and testing sorting hypotheses of schooling.* (2002, August). Presented at the meeting of the American Sociological Association, Chicago, IL.

#### **INVITED**

*New Insights on the Career and Economic Impacts of College.* (2016, December). Presented at the City University of New York (CUNY) Higher Education Policy Seminar Series. CUNY Graduate Center, New York, NY.

*Findings from the 2016 State of Our Nation's Youth.* (2016, September). Presented at the State of Our Nation's Youth Press Conference on behalf of the Horatio Alger Association. The Newseum, Washington DC.

*Examining the Career Returns to College.* (2016, February). Presented as part of the Montana State University, Department of Education's Brown Bag Series. Montana State University, Bozeman, MT.

*How College Affects Students: Implications for Assessment.* (2015, September). Presented as part of the Annual NYU Assessment Symposium. New York University, New York, NY.

*Competitive College Admissions: A mechanism for mobility or reproducing inequality?* (2014, November). Presented as part of the NYU Steinhardt IES-PIRT Proseminar Speaker Series. Institute of Human Development and Social Change, New York University, New York, NY.

*Examining the Relationships between Digital Learnings Environments and College Student Development* (2014, September). Presented at the conference “Beyond the Year of the MOOC: Beginning a conversation about technology-enhanced education at NYU,” New York University, New York, NY. View online [here](#).

*Dealing with the Continuing Spector of Adversity* (2014, August). Presented at the Horatio Alger Association Alumni Summit, Chicago, IL.

*Fostering Resilience Among College Students: Results from the Horatio Alger Association Scholarship Program* (2013, October). Presented at the meeting of the National Scholarship Providers Association, Portland, OR.

*Closing the Interview and Landing the Job: Navigating Today's Academic Market* (2013, April). Invited panel presentation at the meeting of the American Education Research Association, San Francisco, CA.

*The Socioeconomic Impacts of College: What we know and what we can do about it* (2011, April). Invited presentation at the Education Policy Seminar Series, University of Georgia Institute of Higher Education, Athens, GA.

*Socioeconomic Outcomes of GMS Participants in the Years Immediately Following College* (2010, May). Invited roundtable presentation at the meeting of the American Education Research Association, Denver, CO.

*High school feeder networks on college enrollment: Implications and applications.* (2008, September). Invited presented at the meeting of the National Association for College Admissions Counseling, Seattle, WA.

*The effects of liberal arts colleges from the National Study of Student Learning and Appalachian Region Alumni Outcomes Survey: Student outcomes during and after college.* (2003, August). Invited presentation at the Center of Inquiry in the Liberal Arts, Wabash College, Crawfordsville, IN.

*The effects of liberal arts colleges from the National Study of Student Learning: Student characteristics and experiences.* (2003, March). Invited presentation at the Center of Inquiry in the Liberal Arts, Wabash College, Crawfordsville, IN.

## **PROFESSIONAL AFFILIATION**

American Educational Research Association  
Association for the Study of Higher Education

## **PROFESSIONAL SERVICE**

### **Editorial Boards**

- *Journal of Higher Education*, 2013 – present
- *Research in Higher Education*, 2007 – present
- *Sociology of Education*, 2016 – present

### **External Reviewer**

- U.S. Department of Education, Institute of Education Sciences, 2013 – present
- Association for Institutional Research, 2010

**Manuscript Reviewer, Ad Hoc:**

- *American Educational Research Journal*
- *Educational Evaluation and Policy Analysis*
- *Research in the Sociology of Work*
- *Review of Educational Research*
- *Review of Higher Education*
- *Teachers College Record*
- *Social Science Research*
- *Journal of Engineering Education*

**Discussant**

- American Educational Research Association
- Association for the Study of Higher Education

**Proposal Reviewer**

- American Educational Research Association
- Association for the Study of Higher Education

**Other**

- Evaluation Committee, Association for the Study of Higher Education, 2015-16
- Research Advisory Committee - Chairman, Horatio Alger Association Scholarship Program, 2014 – present.

**TEACHING*****New York University, Steinhardt School of Culture, Education, and Human Development 2013–present***

- *Economics and Finance in Higher Education*
- *Enrollment Management and Retention Programs in Higher Education*
- *Research Approaches and Techniques in Postsecondary Education*

***Loyola University Chicago, Graduate School of Education, Adjunct Faculty 2007– 2011***

- *Enrollment Management in Higher Education*
- *Budgeting and Finance in Higher Education*

***Northwestern University, Guest Lecturer***

- *Research and Analysis* 2011
- *Evaluation in Higher Education* 2007

***University of Iowa, Guest Lecturer 2005***

- *Survey Research and Design*

***University of Illinois at Chicago, Visiting Lecturer 1999–2000***

- *Economic Decisions for Consumers and Families*

***University of Illinois at Chicago, Teaching Assistant 1998-1999***

- *Principles of Economics for Business*

## SUPERVISION

<i>New York University, 2013–present</i>	<u>Completed</u>	<u>In Progress</u>
▪ Doctoral Thesis Supervision	1	3
▪ Doctoral Committee Membership	4	7
▪ Doctoral Advisees	1	3
▪ Master’s Advisees	8	14

## COMMITTEE PARTICIPATION

### NEW YORK UNIVERSITY

- **Faculty Senate and Faculty Council**, Steinhardt School of Culture, Education, and Human Development, New York University, *2015–present*.
- **Personnel Committee**, Department of Administration, Leadership, and Technology, Steinhardt School of Culture, Education, and Human Development, New York University, *2014–present*.
- **Curriculum Committee**, Department of Administration, Leadership, and Technology, Steinhardt School of Culture, Education, and Human Development, New York University, *2013–present*.
- **Admissions Committee**, Higher Education Program, Steinhardt School of Culture, Education, and Human Development, New York University, *2013–present*.
- **Undergraduate Academic Affairs Committee, Subcommittee on Global Learning Outcomes**, New York University, *2016–present*.
- **Undergraduate Academic Affairs Committee, Student Course Evaluation Design Subcommittee**, New York University, *2015*.
- **Advisory Group on Research into Technology-Enhanced Education**, NYU-Steinhardt committee focused on developing a robust research agenda to accompany the design and implementation of technologically advanced curriculum and courses, *2014–present*.
- **Committee on Course Evaluations**, Steinhardt School of Culture, Education, and Human Development, New York University, *2015–present*.
- **Journal of Student Affairs, Faculty Advisor**, Higher Education Program, Steinhardt School of Culture, Education, and Human Development, New York University, *2013–2016*.
- **Learning Analytics Committee**, University-wide committee dedicated to establishing a proof of concept for utilizing university data resources for improved learning assessment, *2013–2015*.
- **Search Committee**, Department of Humanities and Social Sciences in the Professions, Steinhardt School of Culture, Education, and Human Development, New York University, *2013–2014*.

### NORC AT THE UNIVERSITY OF CHICAGO

- **Education Reading Group - Chair and Founding Member**, NORC at the University of Chicago, Department of Education and Child Development, *2009–2012*. Organized to promote staff development and participation discussing trends in scholarship and policy research.

- **Professional Development and Planning Committee**, NORC at the University of Chicago, Department of Education and Child Development, *2009–2013*.
- **Strategic Five-Year Plan Development Committee**, Department of Education and Child Development, NORC at the University of Chicago, *2007–2009*.