

Angela R. Boatman

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EDUCATION

Harvard University, Graduate School of Education - Cambridge, MA

Ed.D., Higher Education concentration (May 2012)

Dissertation: "Evaluating Institutional Efforts to Streamline Postsecondary Remediation: The Causal Effects of the Tennessee Developmental Course Redesign Initiative"

Committee Members: Prof. Bridget Terry Long (chair); Prof. Richard Murnane; Prof. John Willett

Qualifying Paper (Passed with Distinction): "The Effects of Remedial and Developmental Courses on Students with Differing Levels of Academic Preparation"

Relevant Coursework: Quantitative Methods for Improving Causal Inference in Educational Research; Advanced Doctoral Seminar on Using Quantitative Research Methods; Graduate Labor Economics; Graduate Microeconomic Theory; The Role of Public Policy in Access and Success; The Economics of Colleges and Universities

University of Michigan - Ann Arbor, MI (April 2006)

Master of Public Policy, Gerald R. Ford School of Public Policy

Master of Arts in Education, Center for the Study of Higher and Postsecondary Education

Advisors: Prof. Steven DesJardins and Prof. Edward P. St. John

Relevant Coursework: Econometric Methods I and II; Program Evaluation; Cost Benefit Analysis; Public Policy Research & Analysis in Postsecondary Education

University of Minnesota - Minneapolis, MN (May 2000)

B.A., Journalism

Research and Computer Skills: Expertise in statistical programs, including STATA and SAS. Experience working with large-scale national, state, and institutional databases, including CPS and IPEDS. Experience with quantitative causal-inference methods.

HONORS AND GRANTS

Emerging Education Policy Scholar, Thomas B. Fordham Institute and the American Enterprise Institute (AEI). Selected as one of 18 emerging scholars from various disciplines to meet with senior education-policy experts in discussion around K-12 research and policy issues (2012-13).

Young Academic Fellow, Lumina Foundation and the Institute of Higher Education Policy (IHEP). Selected as one of 23 promising new professionals in the field of higher education policy research (and the only graduate student) asked to evaluate peer-reviewed articles for publication on the Lumina Foundation's *Policy Direct* website, \$10,000 (2011-12).

Dissertation Fellowship, American Educational Research Association (AERA). Competitive grant funded by the National Science Foundation, \$20,000 (2011-12).

Dissertation Fellowship, Association of Institutional Research (AIR)/ National Center for Education Statistics (NCES), U.S. Department of Education, \$20,000 – *Declined due to fellowship rules.* (2011-12).

Dissertation Fellowship Finalist, Spencer Foundation (2011).

Graduate Fellow, Ford Foundation Workshop on the Quantitative Study of Higher Education Policy. Hosted by the Institute for Social and Economic Research and Policy at Columbia University (2009-10).

Research Grant Recipient, “The Role of Quasi-Experimental Designs in College Financial Aid Research” and “Using HLM Techniques in State Data Analysis: A Focus on Remedial Education.” Ford Foundation, \$10,000 (2009-10).

Research Grant Recipient, “Remedial Mathematics Education and College Student Persistence: Evidence from Tennessee” Dean’s Summer Fellowship, Harvard Graduate School of Education, \$3,000 (2009).

Research Grant Recipient, “Examining the Effects of Financial Support on the College Persistence and Completion Rates of High-Achieving, Low-Income Students of Color: An Evaluation of the Gates Millennium Scholar Program.” Bill & Melinda Gates Foundation and the Institute for Higher Education Policy (IHEP). Joint with Bridget Terry Long and Melissa Bert, \$10,000 (2007-08).

Commencement Speaker, College of Liberal Arts, University of Minnesota (Spring 2000).

PUBLICATIONS AND REPORTS

Boatman, A. & Long, Bridget Terry. (2010) “Does Remediation Work for All Students? How the Effects of Postsecondary Remedial and Developmental Courses Vary by Level of Academic Preparation.” National Center for Postsecondary Research Working Paper (September).

Boatman, A. & Long, Bridget Terry. (2008). *Does Financial Aid Impact Collegiate Success? The Effects of the Gates Millennium Scholars Program on Academic Performance and Behaviors.* Report for the Bill & Melinda Gates Foundation and The Institute of Higher Education Policy.

Bert, Melissa, Long, Bridget Terry, & Boatman, A. (2008). *Does Financial Aid affect the Likelihood of Minority Students Entering a STEM Discipline? The Effects of the Gates Millennium Scholars Program.* Report for the Bill & Melinda Gates Foundation and The Institute of Higher Education Policy.

Boatman, A. & L’Orange, Hans. (2006). *2005-2006 Survey of State Tuition, Fee, and Financial Assistance Policies for Public Colleges and Universities.* Final Report. Boulder, CO: State Higher Education Executive Officers (SHEEO).

Boatman, A. (2005) *Issue Priorities and Trends in State Higher Education.* State Higher Education Executive Officers Annual Report. Boulder, CO: State Higher Education Executive Officers (SHEEO).

WORKING PAPERS

Boatman, A. & Long, B.T. “Does Financial Aid Impact College Student Engagement? The Effects of the Gates Millennium Scholarship on Academic and Extracurricular Behaviors.” *Under Revision.*

Boatman, A. “Does Financial Aid Impact Persistence?: The Causal Effects of the Ohio Instructional Grant on Student Retention.”

Boatman, A. “An Evaluation of the Federal Government’s Proposed Changes to the Academic Competitiveness Grant Program.”

Boatman, A. “The Coordination of State-Level Tuition/ Financial Aid Policies: A study of the factors affecting state funding ratios.”

RESEARCH AND SCHOLARLY PRESENTATIONS

Association for Education Finance and Policy (AEFP), Boston, MA (March 2012)

“Examining the Causal Effects of Instruction and Delivery in Postsecondary Remedial and Developmental Courses: Evidence from the Tennessee Developmental Course Redesign Initiative.”

City University of New York Office of Policy Research, Higher Education Policy Seminar Series, New York, NY (Apr 2011)

“Does Remediation Work for All Students? Examining the Effects of Postsecondary Remedial and Developmental Courses by Level of Academic Preparation”, *Invited speaker*.

American Enterprise Institute (AEI) Conference, “Degrees of Difficulty: Can American Higher Education Regain Its Edge”, Washington, DC (Feb 2011)

“Remediation: The Challenges of Helping Underprepared Students”, *Presenter and panelist*.

Association for Public Policy and Management (APPAM), Annual Conference, Boston, MA (Nov 2010)

“Does Remediation Work for All Students? The Effects of Remedial and Developmental Courses on Students with Different Levels of Preparation”

“Learning Communities: Improving Community College Retention and Graduation Rates”, *Discussant for scholarly paper session*

Association for the Study of Higher Education (ASHE), Annual Meeting, Indianapolis, IN (Nov 2010)

“Institutional Strategies for the Postsecondary Success of Under-Prepared Students: The Latest Research”, *Discussant for scholarly paper session*

Teachers’ College National Conference, “Developmental Education: What Policies and Practices Work for Students”, New York, NY (Sept 2010)

“Does Remediation Work for All Students? How the Effects of Postsecondary Remedial and Developmental Courses Vary by Level of Academic Preparation” (with Bridget Long, Professor of Education and Economics, Harvard Graduate School of Education)

Institute for Educational Sciences (IES) Research Conference, Washington, DC (Jun 2010)

“How the Effects of Postsecondary Developmental Courses Vary by Background and Ability” (with Bridget Long, Professor of Education and Economics, Harvard Graduate School of Education)

Association for the Study of Higher Education (ASHE), Annual Meeting, Vancouver, BC (Nov 2009)

“Does Remediation Work for All Students?: The Impact of Remedial and Developmental Courses on Students with Different Levels of Academic Preparation”

Center for International Higher Education, Boston College, Seminar for University Delegation from Brazil, Chestnut Hill, MA (Oct 2010)

“Market Forces in American Higher Education: Who Pays and How”

American Educational Research Association (AERA), Annual Meeting, San Diego, CA (Apr 2009)

“Does Remediation Work for All Students? How Remedial and Developmental Courses Affect Students With Different Levels of Academic Preparation”

Association for the Study of Higher Education (ASHE), Annual Meeting, Jacksonville, FL (Nov 2008)

“Does Financial Aid Impact Collegiate Success?: The Effects of the Gates Millennium Scholars Program on Academic Performance and Behaviors”

Student Financial Aid Research Network Conference, Baltimore, MD (Jun 2008)

“Academic Performance and Achievement: The Causal Effects of the Gates Millennium Scholars Program”

Association for Institutional Research, Annual Meeting, Chicago, IL (May 2006)

“Checking Our Balance: State Tuition and Financial Aid Policies in an Era of Dwindling Public Resources” (with David Wright, Senior Policy Analyst, State Higher Education Executive Officers)

State Higher Education Executive Officers (SHEEO), Professional Development Conference, Seattle, WA (Aug 2005)

“Results from the 2005-2006 Survey of State Tuition, Fee, and Financial Assistance Policies for Public Colleges and Universities” (with David Wright, Senior Policy Analyst, State Higher Education Executive Officers)

POSTSECONDARY TEACHING EXPERIENCE

Adjunct Lecturer, “Program Evaluation and Policy Analysis for Education” (Spring 2010, 2011)

Brown University, Department of Education

- Sole instructor for required master’s- level course in causal education policy research.
- Delivered two 90-minute lectures/ week on the statistical theory behind causal research designs, including randomized trials, instrumental variables, regression discontinuity, propensity score matching, and differences-in-differences.
- Helped equip students with tools (including familiarity with the STATA statistical package) to design and carry out their own quantitative research.

Adjunct Lecturer, “Evaluating the Impact of Social Programs” (Fall 2010)

Brown University, Department of Education

- Sole instructor for undergraduate senior seminar on causal policy research and methods.
- Helped equip students with tools (including familiarity with the STATA statistical package) to design and carry out their own quantitative research projects.

Teaching Fellow, Harvard Graduate School of Education

“**First-year Doctoral Seminar: Integrating Perspectives on Education**” (2008-2010)

With Profs. Catherine Snow, John Diamond, Vivian Louie, and Hunter Gehlbach.

“**Microeconomics: A Policy Tool for Educators**” (Spring 2008 and Fall 2008)

With Profs. Richard Murnane and Bridget Terry Long.

“**The Economics of Colleges and Universities**” (Fall 2008, Spring 2009, Fall 2010)

With Prof. Bridget Terry Long.

Graduate Student Instructor, “Economics and Pre-Calculus” (Summer 2006)

Public Policy and International Affairs (PPIA)

University of Michigan, Gerald R. Ford School of Public Policy

- Taught daily review sessions in Economics and Pre-Calculus to undergraduate juniors participating in an 8-week residential fellowship program.

Co-Instructor, “Schools, Community, and Power” (2003-2005)

University of Michigan, College of Literature, Science, and the Arts

Co-taught with Prof. Stella Raudenbush

- Co-instructed community-based service-learning course that increased students’ understanding of societal and cultural dynamics affecting urban K-12 educational systems. Developed curriculum related to educational policy and the effects of NCLB on Detroit Public Schools.

Instructor and Participant, “The Analysis of South African Household Survey Data” (2005-2006)

South Africa Distance Learning Project, University of Cape Town and University of Michigan

- Participated in an intensive 15-week course at the University of Michigan analyzing South African household survey data using the statistical software package STATA.
- Taught all course material to graduate students and policy professionals from Southern Africa in a two-week course at the University of Cape Town in January 2006. Supervised and advised on individual student research projects.

***Instructor and Graduate Teaching Assistant, Leadership Minor Field Experience* (2000-2003)**

University of Minnesota, Office of the Vice-President for Campus Life,

- Developed service-learning course curriculum, evaluated written assignments, facilitated course discussions, and shadowed all students at their community organizations.
- Engaged students in discussions focused on leadership frameworks, organizational evaluation, social justice, how to enter and work with specified populations within a community, civic engagement, systems thinking, social change.

UNIVERSITY ADMINISTRATIVE EXPERIENCE

Interim Allston Burr Resident Dean, Eliot House, Harvard College (2011)

- Advised and assisted 430 undergraduate students on a range of academic and non-academic concerns and in monitoring their progress toward degree.
- Worked closely with Harvard College faculty to address student academic and intellectual needs.
- Served as the liaison and representative for students at the Administrative Board of Harvard College. Worked closely with the Secretary of the Administrative Board and served under the Dean of Harvard College.

Resident Tutor/ Undergraduate Academic Advisor, Eliot House, Harvard College (2007-2011)
Senior Resident Tutor (2010-2011)

- Served as a liaison between the Resident Dean and the tutorial staff on student academic and non-academic issues.
- Advised 10 sophomore students/ year as they selected courses and chose an academic major. Responsible for monitoring their continued academic performance.

Member, Committee on Rights and Responsibilities, Harvard Graduate School of Education (2011-12)

- Serve with three faculty members and one doctoral student to review materials, conduct hearings, and make outcome recommendations to the Dean for all students involved in disciplinary matters within the School.

Student Representative, Faculty Search Committee, Higher Education Policy Search, Harvard Graduate School of Education (2008-2010)

Member, Doctoral Admissions Committee, Harvard Graduate School of Education (2008-2009)

RESEARCH EXPERIENCE

***Research Assistant, Under the Supervision of Prof. Bridget Terry Long* (2006-2011)**

Harvard Graduate School of Education, Cambridge, MA

- Cleaned and formatted large-scale national and state administrative data sets for use in longitudinal statistical analyses of postsecondary education policies using STATA.
- Conducted quantitative data analyses/ wrote and revised working papers for publication.

***Graduate Fellow, Strategic Data Project* (2009-2010)**

Center for Education Policy Research, Harvard University, Cambridge, MA

- Analyzed student high school course-taking and college-going behaviors in multiple urban school districts for using administrative district data spanning over 10 years.
- Evaluated impacts of district and school ninth grade retention policies on student persistence through high school and college.
- Co-authored the summary report for the Charlotte-Mecklenburg School District.

Research Consultant, Gates Millennium Scholars (GMS) Program (2007-2008)

Institute for Higher Education Policy (IHEP), Washington, DC

- Selected through a competitive RFP to evaluate the GMS Program.
- Designed a causal study using a regression discontinuity research design to examine the effects of receiving a GMS on student academic and engagement behaviors.

Research Assistant, Under the Supervision of Prof. and former Provost Paul Courant (2005-2006)

Gerald R. Ford School of Public Policy, University of Michigan, Ann Arbor, MI

- Collected and analyzed higher education finance data at the institutional, state, and federal level using IPEDS, NCES, and other data sources.
- Provided background data and research for presentations on the economics of colleges and universities.
- Assisted in the creation and implementation of a graduate-level course on budgeting and public finance.

Summer Policy Intern (2005)

State Higher Education Executive Officers (SHEEO), Boulder, CO

- Revised and conducted SHEEO's *Triennial Survey of State Tuition, Fee, and Financial Assistance Policies* for all 50 states. Analyzed responses and co-authored final report.
- Presented preliminary survey findings to higher education executive officers and state higher education finance officers at the SHEEO Annual Meeting.

SPECIAL WORKSHOPS

Workshop on Hierarchical Linear Modeling

Interuniversity Consortium for Political and Social Research (ICPSR), Amherst, MA (June 2010)

Participated in a five-day course on hierarchical linear models, including an introduction to two-level models for continuous outcomes, assessment of fit, multiparameter hypothesis testing, and nonlinear models for binary outcomes.

Graduate Student Policy Seminar

Association for the Study of Higher Education (ASHE), Jacksonville, FL (Nov 2008)

Selected to participate in two-day seminar focused on critical policy issues in higher education with researchers, policymakers, and advanced graduate students from across the country.

Workshop on Quasi-Experimental Design and Analysis in Education

Spencer Foundation, Evanston, IL (Aug 2008)

Participated in five-day professional development workshop on issues of quasi-experimental theory and methods for conducting improved quasi-experimental research in education taught by Thomas Cook and William Shadish.

State Higher Education Executive Officers (SHEEO) Annual Meeting, Boston, MA (Jul 2008)

Special invitation to the annual meeting of top state higher education leaders from across the 50 states. Helped with the conference proceedings.

MEMBERSHIP

Association for Education Finance and Policy (AEFP)

Association for Public Policy Analysis and Management (APPAM)

American Educational Research Association (AERA)

Association of Institutional Research (AIR)

Association for the Study of Higher Education (ASHE)

Student Financial Aid Research Network (SFARN)