

Angela Boatman

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CURRENT POSITION

Associate Professor of Higher Education 2019- Present
Boston College, Department of Educational Leadership and Higher Education

Assistant Professor of Public Policy and Higher Education 2013- 2019
Vanderbilt University, Department of Leadership, Policy, and Organizations

AREAS OF SPECIALIZATION

Higher education policy, college access and student success; remedial and developmental education; community colleges; postsecondary instruction and course delivery models; financial aid; research study design and policy evaluation

AFFILIATIONS

Participating Scholar 2016-present
Harvard Higher Education Leaders Forum

Senior Researcher 2014-present
Center for the Analysis of Postsecondary Readiness, Teachers College, Columbia University

Faculty Affiliate 2014-present
Center for Education Policy Research, Harvard University

EDUCATION

Postdoctoral Scholar 2012-13
Stanford University, Center for Education Policy Analysis - Palo Alto, CA

Ed.D., Higher Education 2012
Harvard University, Graduate School of Education - Cambridge, MA

Master of Public Policy, Gerald R. Ford School of Public Policy 2006
Master of Arts in Education, Center for the Study of Higher and Postsecondary Education
University of Michigan - Ann Arbor, MI

B.A., Journalism 2000
University of Minnesota - Minneapolis, MN

RESEARCH GRANTS AND EXTERNAL FUNDING

Institute for Education Sciences (IES), Key Personnel/ Supplemental Grant Recipient 2014-19
National Center for the Analysis of Postsecondary Readiness (CAPR)
“Exploration of the Use of Learning Technologies in Developmental Math”
Total Grant \$10,000,000; PI: Thomas Bailey. (\$276,440)

Bill & Melinda Gates Foundation, Co-PI with Thomas J. Kane, Harvard University 2014-19
“Tennessee study of Pre-College math remediation programs”
Total Grant \$1,559,080. (\$195,816)

- Peabody College Small Grant, Vanderbilt University**, with Brent Evans, 2017-19
 “An Analysis of the Relationship between Loan Aversion and Actual Borrowing Behavior among High School and College Students” (\$10,000)
- Lumina Foundation**, Co-PI with Brent Evans, Peabody College 2014-16
 “Understanding and Reducing Loan Aversion among High School and Adult Students” (\$316,600)
- “Exploring New Models of Student Financial Support. Exploring Models 2013-14
 Passive Student Loan Repayment Systems” (\$75,000)
- American Educational Research Association (AERA)**, Dissertation Fellowship 2011-12
 “Evaluating Institutional Efforts to Streamline Postsecondary Remediation: The Causal Effects of the Tennessee Developmental-Course Redesign Initiative on Early Student Academic Success” (\$20,000)
- Ford Foundation**, Research Grant Recipient 2009-10
 “The Role of Quasi-Experimental Designs in College Financial Aid Research” and “Using HLM Techniques in State Data Analysis: A Focus on Remedial Education.” (\$10,000)

PUBLICATIONS

Peer-Reviewed Journal Articles

- Boatman, A., Hurwitz, M., Lee, J., & Smith, J. (2019). The impacts of passing a CLEP exam on degree completion. *Journal of Human Resources*. 55(4).
- Evans, B.J. & Boatman, A. (2019). Understanding how information affects loan aversion: A randomized control trial of providing federal loan information to high school seniors. *The Journal of Higher Education*. 90(5), 800-832.
- Boatman, A. & Long, B.T. (2018). Does remediation work for all students?: How the effects of postsecondary remedial and developmental courses vary by level of academic preparation. *Educational Evaluation and Policy Analysis*. 40(1), 29-58.
- Boatman, A & Soliz, A. (2018). Statewide transfer policies and community college student success. *Education Finance and Policy*. 13(4), 449-483.
- Evans, B., Boatman, A., Soliz, A. (2018). Framing and labeling effects in the decision to borrow for postsecondary education: An experimental analysis. *Research in Higher Education*.
- Boatman, A. & Evans, B. (2017). Financial explanations for understanding loan aversion: How financial literacy, aid knowledge, and credit market experience predict willingness to borrow for education. *The Annals of the American Academy of Political and Social Science*, 671 (1): 49-68.
- Boatman, A., Evans, B., Soliz, A. (2017). Understanding loan aversion in education: Evidence from high school seniors, community college students, and adults. *AERA Open*, 3(1), 1-16.
Cited as the Most Read Article of 2017 across all seven AERA journals.
- Boatman, A. & Long, B.T. (2016). Does financial aid impact college student engagement?: Evidence from the Gates Millennium Scholars program.” *Research in Higher Education*, 57(6), 653-681.
Cited as the 4th Most Downloaded Article for the Journal as of August 2017.

Articles under review

- Boatman, A. & Bennett, C. The academic effects of shifting math remediation from college to high school.
- Boatman, A. Evidence from the emporium instructional model in developmental math courses.

- Boatman, A. Accelerating college remediation: Examining the effects of course redesign on student academic success.
- Kane, T.J., Boatman, A., Kozakowski, W., Bennett, C., Hitch, R., Weisenfeld, D. College remediation goes back to high school: Evidence from a statewide program in Tennessee.
- Boatman, A. Optimal timing for remediation: Comparing high school, community college, and co-requisite interventions.
- Boatman, A. & Kramer, J.W. Content and connections: The accessibility benefits of a hybrid emporium instructional model in developmental mathematics.

Book Chapters

- Bettinger, E., Boatman, A. & Long, B. (2013). “Student Supports: Developmental Education and Other Academic Programs” in C. Rouse, L. Barrow, and T. Brock (Eds.), *Postsecondary Education in the U.S.* Princeton, NJ: Future of Children.
- Long, B. & Boatman, A. (2013). “The Role of Remedial and Developmental Courses in Access and Persistence” in A. Jones and L. Perna (Eds.), *The State of College Access and Completion: Improving College Success for Students from Underrepresented Groups.* London: Routledge International Studies in Higher Education.

Published Reports

- Kane, T.J., Boatman, A., Kozakowski, W., Bennett, C., Hitch, R., Weisenfeld, D. (2018). *Remedial math goes to college: An evaluation of the Tennessee SAILS program.* Center for Education Policy Research, Harvard University.
- Bailey, T., Bashford, J., Boatman, A., Squires, J., Weiss, M., Doyle, W., Valentine, J. C., LaSota, R., Polanin, J. R., Spinney, E., Wilson, W., Yeide, M., & Young, S. H. (2016). *Strategies for postsecondary students in developmental education – A practice guide for college and university administrators, advisors, and faculty.* Washington, DC: Institute of Education Sciences, What Works Clearinghouse.
- Boatman, A., Evans, B., & Soliz, A. (2014). *Applying the lessons of behavioral economics to improve the federal student loan programs.* Policy Paper for the Lumina Foundation.
- Boatman, A. (2014). *Innovations in developmental education.* Policy Paper for the American Enterprise Institute.
- Bert, M., Long, B., & 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, H. (2006). *2005-06 survey of state tuition, fee, and financial assistance policies for public colleges and universities.* Final Report. Boulder, CO: State Higher Education Executive Officers (SHEEO).

Working Manuscripts

- Boatman, A., Calendar, C., Evans, B.J. A comparative analysis of borrowing attitudes in the US and UK.
- Boatman, A. & Bartanen, B. Examining the role of high school course-taking in the need for postsecondary remediation.
- Boatman, A., Claro, S., Fresard, M., Kramer, J., Paredes, R. The effects of remedial math on student success in technical education: Evidence from an open-access college in Chile.

Opinion/ Commentary

Boatman, A. & Kane, T. (Dec. 16, 2018). Why we need to rethink remediation. *The Chronicle of Higher Education*.

Boatman, A. & Squires, J. (June 2, 2014). Mind the gap: Efforts to reform remedial education that fail to address achievement gaps will perpetuate those gaps. *Inside Higher Ed*.

RESEARCH AND SCHOLARLY PRESENTATIONS

Invited Presentations

- New England Board of Higher Education** March 2019
Legislative Advisory Committee Meeting
Reforming Remedial Education: What the Evidence Shows
- Regional Educational Laboratory (REL) Northeast & Islands** February 2019
Webinar
Setting Up for Success: Preparing High School Students for College-Level Math
- The University of Chicago Education and Poverty Labs** April 2018
Forum, Chicago, IL
Success in Community College: New Evidence on Access and Achievement
- Lumina Foundation** October 2017
Panel, Washington, D.C.
Income-Driven Loan Repayment History and Research
- American Enterprise Institute** May 2017
Higher Education Working Group Meeting, Washington D.C.
The Impact of Prior Learning Assessments on College Completion
- Federal Reserve Board** November 2016
Conference on Student Loans, Washington D.C.
Using behavioral economics to improve student loan programs
- Congressional Briefing** April 2015
LEARN Coalition, Cannon House Office Building, Washington DC
Access, Persistence, and Completion in College (with a focus on workforce outcomes for underrepresented groups, including women and minorities in STEM fields)
- University of Southern California** April 2015
Research Lecture Series, Rossier School of Education
Examining the Effects of Interventions in Developmental Education: Evidence from Tennessee
- Teachers College, Columbia University** December 2013
Economics and Education Ph.D. Seminar
Peer Effects in Postsecondary Developmental Education: Examining the Merger of Remedial and College-Level Math Courses
- University of California- Davis** May 2013
School of Education Ph.D. Seminar
The Role of Remediation, Research, and Policy in College Access and Success

Select Peer-Reviewed Conference Presentations

Empowering students in developmental math. Paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto. April 2019.

Increasing the impact of scholarship on policy and practice in higher education. Symposium presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Tampa, FL. November 2018.

The impact of prior learning assessments on college completion. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Houston, CO. November 2017.

Examining the Causal Effects of Early Intervention in Developmental Education: Evidence from Tennessee's Sails Program. Paper presented at the annual meeting of the Association for Public Policy and Management (APPAM), Chicago, IL. November 2017.

Learning Technologies and College Student Success: Evidence from the Emporium Instructional Model in Developmental Math Courses. Paper presented at the annual meeting of the Association for Education Finance and Policy (AEFP), Washington D.C. March 2017.

Examining the Role of High School Course-Taking in the Need for Postsecondary Remediation. Paper presented at the annual meeting of the Association for Public Policy and Management (APPAM), Washington, D.C. November 2016.

Understanding Loan Aversion. Paper presented at the annual meeting of the Student Financial Aid Research Network (SFARN), San Francisco, CA. June 2016.

Pathways and Barriers to Community College Transfer and Student Success. Paper presented at the annual meeting of the Association for the Study of Higher Education (ASHE), Denver, CO. November 2015.

Peer Effects in Postsecondary Remedial Education: Evidence from the Merger of Remedial and College-Level Math Courses. Paper presented at the annual meeting of the Association for Education Finance and Policy (AEFP), Washington DC. February 2015.

Applying the Lessons of Behavioral Economics to Improve the Federal Student Loan Programs. Paper presented at the annual meeting of the Student Financial Aid Research Network (SFARN), Providence, RI. June 2014.

The Effects of Remedial Math on Student Outcomes: Evidence from an International Study of Open-Access Campuses in Chile. Paper presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA. April 2014.

Evaluating Efforts to Streamline Postsecondary Remediation: The Causal Effects of the Tennessee Developmental-Course Redesign Initiative on Early Student Academic Success. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. April 2013.

Other Presentations

Vanderbilt University, Nashville, TN September 2018
"HBCU/ HSI Student Preview Event: America's College Completion Crisis"

The College Board, New York, NY August 2018
"Developmental Education Research Convening: High School Transition Courses"

Strategic Data Project Annual Convening, Boston, MA May 2016
"Rethinking Remediation: Evaluating New Pathways to College-Going Success"

Financial Counseling Association of America Annual Conference, Nashville, TN April 2016
"Student Loan Repayment and the Psychology of Decision Making"

Harper College, Developmental Summit, Palatine, IL October 2013
"Innovations in Developmental Education: A Review of the Research"

American Enterprise Institute (AEI) Conference: “Degrees of Difficulty: Can American Higher Education Regain Its Edge”, Washington, DC February 2011
“Remediation: The Challenges of Helping Underprepared Students”

Student Commencement Speaker May 2000
College of Liberal Arts, University of Minnesota

UNIVERSITY TEACHING

Boston College

Organization and Administration of Higher Education (Graduate)

Vanderbilt University

Higher Education Ed.D. Capstone Seminar (Graduate, Ed.D.); Colleges & University Governance (Graduate); *Public Policy* (Undergraduate); *The Economics of Colleges and Universities* (Graduate)

Brown University

Program Evaluation and Policy Analysis for Education (Graduate); *Evaluating the Impact of Social Programs* (Undergraduate)

University of Michigan

Department of Psychology, Careers (Undergraduate)

VANDERBILT ADVISING

Postdoctoral Scholar

Stephany Cuevas, 2018-19

Ph.D. Students

Jenna Kramer (chair), 2018-19 Spencer Dissertation Fellow
Christopher Bennett (chair)
Benjamin Skinner (member)
Dawn Lyken-Segosebe (member)

Undergraduate Honors Thesis

Jane Brennan (chair)

OTHER PROFESSIONAL EXPERIENCE

Interim Allston Burr Resident Dean 2011
Eliot House, Harvard College, Cambridge, MA

Graduate Fellow, Strategic Data Project 2009-10
Center for Education Policy Research, Harvard University, Cambridge, MA

Policy Intern 2005
State Higher Education Executive Officers (SHEEO), Boulder, CO

Associate to the Director- Leadership Programs 2000- 03
Office of the Vice-President for Campus Life, University of Minnesota

PROFESSIONAL SERVICE AND ACTIVITIES

Professional Reviews

Peer Reviewer for the Institute of Education Sciences (IES) 2018
Prepare written critique of the IES report, *Using Technology to Support Postsecondary Student Learning: A Practice Guide for College and University Instructors, Administrators, and Advisors*

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Panel Member for the Institute of Education Sciences (IES) 2015
Review applications submitted under the *Research Networks Focused on Critical Problems of Education Policy and Practice: Scalable Strategies to Encourage College Completion* research grant program (CFDA No. 84.305N)

Panelist for What Works Clearinghouse (WWC) 2014-16
One of five panelists invited to oversee the development of a WWC & IES practice guide for postsecondary developmental education

Editorial Board: *The Journal of Higher Education* 2014-present
Recognition of Service Award for contributions to the intellectual life of the journal 2015

Educational Researcher 2019-present

Referee: *Educational Evaluation and Policy Analysis (EEPA)*, *Journal of Policy Analysis and Management (JPAM)*, *AERA Open*, *Education Finance and Policy*, *Economics of Education Review*, *Research in Higher Education*, *American Educational Research Journal- Social and Institutional Analysis (AERJ/SIA)*, *Community College Review*, *Journal of College Student Development*, *Journal of Family and Economic Issues*

Panel discussant and/or chair: ASHE, AERA, APPAM, AEFP, SREE

Conference proposal reviewer for AERA, ASHE, and SREE annual meetings

Professional Service

Mentor for Tennessee Promise Program (Free Community College) 2015- 2019

External Member, SAILS Advisory Board, Tennessee Higher Education Commission 2016-present

External Member, Tennessee Board of Regents Institutional Review Board 2016-2019

Member-At-Large, Council for Public Policy in Higher Education 2015-19
Association for the Study of Higher Education (ASHE)

ASHE Conference Program Committee Co-Chair 2015
Policy, Finance and Economics Division

Professional Memberships

American Educational Research Association (AERA)

Association for the Study of Higher Education (ASHE)

Association for Public Policy Analysis and Management (APPAM)

Association for Education Finance and Policy (AEFP)

Media Mentions

Marketplace (National Public Radio), *Chronicle of Higher Education*, *Inside Higher Ed*, *Diverse Issues in Higher Education*, *Nashville Public Radio*, *Bloomberg Business*, *Nashville Post*, *The Tennessean*, *Atlanta Journal-Constitution*, *AEI Edu-Scholar Public Influence Rankings (2019)*