

Matt S. Giani, Ph.D.

Curriculum Vitae

13002 Armaga Springs Rd., Austin, TX 78727 – 713-320-6361 – matt.giani@austin.utexas.edu

EDUCATION:

The University of Texas at Austin

Ph.D. in Education Policy and Planning – Graduate Portfolio in Applied Statistical Modeling
Degree conferred December 2014

Stanford University

Masters in Educational Policy, Organization and Leadership Studies
Degree conferred June 2009

The University of Texas at Austin

Bachelor of Arts in English – Minor in Sociology
Degree conferred May 2008

WORK:

Research Associate Professor

Department of Sociology – The University of Texas at Austin (2022 – Present)
Faculty Affiliate – Texas Behavioral Science and Policy Institute, Population Research Center

Director of Research and Data Science

Governmental Affairs and Initiatives (formerly the Office of Strategy and Policy) – The University of Texas at Austin (2018 – 2022)

Assistant Professor of Practice

Department of Educational Leadership and Policy, The University of Texas at Austin (2018 – 2022)

Principal

Giani Consulting & Evaluation, LLC – Austin, TX (2015 – Present)

Research Scientist

Office of Strategy and Policy – The University of Texas at Austin (December, 2015 – September, 2018)

Research Assistant Professor

[Office of Community College Research and Leadership](#) – Department of Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign (October, 2014 – December, 2015)

Social Science Research Associate

[Ray Marshall Center for the Study of Human Resources](#) – LBJ School of Public Affairs, The University of Texas at Austin (June, 2013 – August, 2014)

TRAINING:

IES Summer Research Training Institute: Cluster-Randomized Trials (2019)

Institute for Policy Research, Northwestern University

Led by Larry V. Hedges, the institute focused on the design of cluster-randomized trials in educational research and the preparation of Initial Efficacy IES proposals using CRT designs.

National Data Institute Fellow (2012)

Association for Institutional Research

Institute focused on developing researchers' capacity to use educational datasets collected and maintained by the US Department of Education. Supported by the National Science Foundation and the National Center for Education Statistics.

SERVICE:

Education Systems and Broad Reform Panel Member, 2019-2024

Institute of Education Sciences

Advisory Board, 2021-2023

University of Texas at Austin High School

Co-Chair, Policy and Finance Division, 2021

Council for the Study of Community Colleges (CSCC) Annual Conference

Journal Reviews

Research in Higher Education (Editorial Board), 2020-Present

American Educational Research Journal (Ad Hoc), 2021-Present

Community College Review (Ad Hoc), 2018

Education Economics (Ad Hoc), 2021-Present

Educational Evaluation and Policy Analysis (Ad Hoc), 2021-Present

Educational Policy Analysis Archives (Ad Hoc), 2016

Educational Researcher (Ad Hoc), 2018-Present

Journal of Education Policy (Ad Hoc), 2014

Journal of Higher Education (Ad Hoc), 2021-Present

Review of Higher Education (Ad Hoc), 2017-2018

Social Forces (Ad Hoc), 2021-Present

Social Science Research (Ad Hoc), 2021-Present

Sociology of Education (Ad Hoc), 2018

Studies in Higher Education (Ad Hoc), 2016

Student Advising

Kaitlin Bernell, PhD in Educational Policy and Planning, 2020

Casey Brown, PhD in Educational Policy and Planning, 2021

Ibrahim Bicak, PhD in Program in Higher Education Leadership, 2021

Desiree Le, PhD in Educational Policy and Planning, 2022 (Expected)

Donna Wallis (Co-Chair), Executive EdD in Higher Education Leadership, 2022 (Expected)
Garrett Groves, PhD in Educational Policy and Planning, 2022 (Expected)
Mic Fenech, PhD in STEM Education, 2023 (Expected)

GRANTS AND AWARDS:

Mobilizing Developmental Math: Can Mobile-Enabled Learning Improve the STEM Outcomes of Academically Underprepared Two-Year Students at Scale?, PI, 2022-2025 (Pending)

National Science Foundation

With Angela Boatman (Co-PI), Nikki Edgecombe (Co-PI), Larry Hedges (Co-PI), and Allison Martin (Co-PD)

Can Recommended Course Sequence Reforms Facilitate Transfer Student Success? PI, 2022-2024

Greater Texas Foundation

With Lauren Schudde (Co-PI)

Teacher Mindsets and Student Outcomes in Bangladesh, Co-PI, 2022-2023

World Bank

With David Yeager (PI) and Nick Medrano (Co-PI)

Mobilizing Developmental Education: Examining the Initial Efficacy of Mobile-Enabled Learning for Improving the College Outcomes of Students Assigned to Developmental Education, PI, 2021-2025 (Not Awarded)

Institute of Education Sciences

With Angela Boatman (Co-PI), Nikki Edgecombe (Co-PI), Maggie Fay (Co-PI), Larry Hedges (Co-PI), and Allison Martin (Co-PD)

Project EXCCTE: Exploring Components of Career and Technical Education, 2021-2025, Co-PI (Not Awarded)

Institute of Education Sciences

With Valerie Mazzotti (PI), Allison Lombardi (Co-PI), and Shaun Dougherty (Co-PI)

The Role of Transitions Knowledge in the Longitudinal Outcomes of Entering High School Students, PI, 2021-2025 (Not Awarded)

Institute of Education Sciences

With Matthew Gaertner (Co-PI)

Texas Mindset Initiative, Co-I, 2020-2022

Bill & Melinda Gates Foundation

With David Yeager (PI), Carol Dweck (Co-PI), Mary Murphy (Co-PI), and Jennifer Porter (Co-I)
Developing, rigorously evaluating, and scaling interventions that promote teaching practices conducive to students' learning mindsets, particularly in STEM courses.

Certified Skills? The Role of Industry-Based Certifications in Shaping Students' Postsecondary Education and Labor Market Outcomes, PI, 2020-2021

Thomas B. Fordham Institute

Examined the relationship between Texas high school students' receipt of industry-based certifications and their postsecondary education and labor market outcomes. Combining quantitative analyses of data from the Texas Education Research Center with qualitative research interviewing students about their experiences earning IBCs.

Early Leading Indicators of Student Success, Co-I, 2017-2020

Bill & Melinda Gates Foundation and Great Lakes Foundation

With Paul Attewell, PhD, City University of New York (PI)

This multi-state research consortium aims to identify and validate early leading indicators of student postsecondary and labor market success using data from statewide longitudinal data systems in four states. The research is also investigating how college credit accumulation influences the labor market outcomes of non-completers.

Third-Party Evaluation of “Building Developmental Success through Analytics-based Mobile Applications,” PI, 2015-2019

First in the World, Fund for the Improvement of Postsecondary Education, US Department of Education

Evaluating the implementation and impact of mobile application courseware on the postsecondary outcomes of developmental education students attending community college.

Statewide Approaches to Regional Needs: How the Relationship between Career and Technical Education and Postsecondary Outcomes Varies Across Regions in Texas, PI, 2018

American Enterprise Institute

This study is examining how patterns of participation in career and technical education (CTE) and the relationship between CTE concentration and college-going varies across the twenty Education Service Center (ESC) regions in Texas.

Degrees When Due, Co-I, 2017-2018

Institute for Higher Education Policy, via The University of Utah

With Jason L. Taylor

This study is part of the *Degrees When Due* research agenda estimating the impact of receiving an associate's degree through reverse credit transfer on students' university and labor market outcomes.

Bridging Reverse Transfer Research to a Broader Transfer Research Agenda, Co-PI, 2015-2017

Bill & Melinda Gates Foundation

With Debra Bragg, PhD, University of Illinois at Urbana-Champaign (PI), and Jason Taylor, PhD, University of Utah (Co-PI)

Building on OCCRL's working studying the implementation and impact of reverse transfer policies through the *Credit When It's Due* initiative, this research consists of four transfer sub-studies which will be conducted over the next two years: 1) estimating the influence of student and institutional characteristics on transfer students' retention and degree completion; 2) exploring variation in transfer shock patterns; 3) examining causes and consequences of credit loss in transfer, and; 4) investigating high performance transfer partnerships.

Dissertation Grant Recipient (2013-2014)

Association for Institutional Research

Supported by the National Science Foundation, the National Center for Education Statistics, and the National Postsecondary Education Cooperative.

"Engines of inequality or vehicles for social mobility? The influence of socioeconomic status on the college-to-career pathways of high-achieving, low-income students"

Proposal available from <http://www.airweb.org/GrantsAndScholarships/Documents/Giani%20-%20DG%2032%20Proposal.pdf>.

MANUSCRIPTS IN PREPARATION:

Giani, M. S. (*In Preparation*). Certified skills? How industry-based certifications shape high school graduates' postsecondary education and employment outcomes.

Giani, M. S., Childs, J., Lyle, R., & Kennedy, M. (*In Preparation*). The potential of professional learning networks in improving teaching effectiveness and college readiness.

Giani, M. S., & Lyle, R. (*In Preparation*). The role of gateway faculty in shaping college students' persistence and attainment in STEM.

Giani, M. S., & Gaertner, M. N. (*In Preparation*). How middle school students' college and career knowledge shapes their high school outcomes and beyond.

Giani, M. S. (*In Preparation*). Dual-enrollment and career and technical education: From conflicting to converging.

MANUSCRIPTS IN REVIEW:

Zepeda, C., Giani, M. S., & Butler, A. C. (*In Review*). Students' use of motivational regulation strategies and their relation to course performance. *Journal of Educational Psychology*.

Giani, M. S., Khandekar, S., & Porter, J. (*In Review*). The staggered effects of COVID-19 on academic performance in dual-enrollment courses. *Journal of Education Finance and Policy*

Khandekar, S., Andrews, M., & Giani, M. S. (*In Review*). Rigor, risk, and reward: Do STEM dual-enrollment courses promote or prevent equity in students' STEM aspirations? *Teachers College Record*.

Andrews, M., Khandekar, S., & Giani, M. S. (*In Review*). S.T.E.M. aspirations and academic performance in dual-enrollment courses. *Journal of Research in Science Teaching*.

PEER-REVIEWED PUBLICATIONS:

Giani, M. S. (*Accepted with revisions*). How do high schools structure students' opportunities to earn industry-recognized certifications? *Educational Evaluation and Policy Analysis*.

Giani, M. S., Krawietz, C. A., & Whittaker, T. A. (*Accepted with revisions*). The role of student beliefs in dual-enrollment courses. *Research in Higher Education*. Working paper:
<https://www.edworkingpapers.com/sites/default/files/ai22-522.pdf>.

- Attewell, P., Maggio, C., Tucker, F., Brooks, J. Giani, M. S., Hu, X., Massa, T., Raoking, F., Walling, D., & Wilson, N. (2022). Early indicators of student success: A multi-state analysis. *Journal of Postsecondary Student Success*, 1(4), 35-53. DOI: 10.33009/fsop_jpss130588.
- Dorimé-Williams, M., & Giani, M. S. (2022). The impact of race, class, and involvement on collegiate degree attainment. *Journal of College Student Retention: Research, Theory, & Practice*, 23(4), 989-1017. <https://doi.org/10.1177%2F1521025119885445>.
- Giani, M. S., & Martin, A. (2021). Mobilizing development education: The causal effect of mobile apps on the outcomes of developmental education students. *Educational Evaluation and Policy Analysis*, 43(4), 668-687. <https://doi.org/10.3102/01623737211013782>.
- Giani, M. S., Taylor, J. L., & Kauppila, S. (2021). Examining the educational and employment outcomes of reverse credit transfer. *AERA Open*. <https://doi.org/10.1177%2F2332858421989998>.
- Giani, M. S., Attewell, P., & Walling, D. (2020). The value of an incomplete degree: Heterogeneity in the labor market benefits of college non-completion. *Journal of Higher Education*, 91(4), 514-539. <https://doi.org/10.1080/00221546.2019.1653122>.
- Giani, M. S., & Walling, D. (2020). Will I get in? Using predictive analytics to develop student-facing tools to estimate university admissions decisions. *Journal of College Access*, 5(1), 14-31. Retrieved from <https://scholarworks.wmich.edu/jca/vol5/iss1/4>.
- Giani, M. S. (2019). The correlates of credit loss: How demographics, pre-transfer academics, and institutions relate to the loss of credits for vertical transfer students. *Research in Higher Education*, 60(8), 1113-1141. <https://doi.org/10.1007/s11162-019-09548-w>.
- Giani, M. S. (2019). Who is the modern CTE student? A descriptive portrait of career and technical education students in Texas. *American Enterprise Institute*. Available at: <http://www.aei.org/publication/who-is-the-modern-cte-student-a-descriptive-portrait-of-career-and-technical-education-students-in-texas/>.
- Taylor, J. L., & Giani, M. S. (2019). Modeling the effect of the reverse credit transfer associate's degree: Evidence from two states. *The Review of Higher Education*, 42(2), 427-455. <https://doi.org/10.1353/rhe.2019.0002>.
- Giani, M. S. (2019). Does vocational still imply tracking? Examining the evolution of career and technical education policy in Texas. *Educational Policy*, 33(7), 1002-1046. <https://doi.org/10.1177%2F0895904817745375>.
- D'Amico, M. M., & Giani, M. S. (Eds.) (2017). Special issue: Transfer matters. *Community College Review*, 45(4). <http://journals.sagepub.com/toc/crwa/45/4>.
- Giani, M. S., & Fox, H. L. (2016). Do stackable credentials promote social mobility or reinforce stratification? An analysis of health professions pathways reform in a community college consortium. *Journal of Vocational Education and Training*, 69(1). DOI: 10.1080/13636820.2016.1238837.

- Giani, M. S. (2016). Are all colleges equally equalizing? How institutional selectivity impacts disparities in college graduates' labor outcomes. *The Review of Higher Education*, 39(3), 431-461.
- Giani, M. S. (2015). The postsecondary resource trinity model: Exploring the interaction between socioeconomic, academic, and institutional resources. *Research in Higher Education*, 56(2), 105-126. DOI 10.1007/s11162-014-9357-4.
- Giani, M. S., Alexander, C., & Reyes, P. (2014). Exploring variation in the impact of dual-credit coursework on postsecondary outcomes: A quasi-experimental analysis of Texas students. *The High School Journal*, 97(4), 200-218.
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REPORTS:

- Giani, M. S. (2022). *How attaining industry-recognized credentials in high school shapes education and employment outcomes*. Thomas B. Fordham Institute. Retrieved from <https://fordhaminstitute.org/sites/default/files/publication/pdfs/082022-final-industry-recognized-credentials.pdf>.
- Giani, M. S. (2022). Dual-enrollment and career and technical education. In J. L. Taylor et al. (Eds.). *Research priorities for advancing equitable dual enrollment policy and practice* (p. 63-69). Salt Lake City, UT: University of Utah. Retrieved from: https://cherp.utah.edu/resources/documents/publications/research_priorities_for_advancing_equitable_dual_enrollment_policy_and_practice.pdf.
- Taylor, J. L., Allen, T. O., An, B. P., Denecker, C., Edmunds, J. A., Fink, J., Giani, M. S., Hodara, M., Hu, X., Tobolowsky, B. F., & Chen, W. (2022). *Research priorities for advancing equitable dual enrollment policy and practice*. Salt Lake City, UT: University of Utah. Retrieved from: https://cherp.utah.edu/resources/documents/publications/research_priorities_for_advancing_equitable_dual_enrollment_policy_and_practice.pdf.
- Giani, M. S. (2019). *Bossier Parish Community College First in the World third-party evaluation: Final Annual Performance Report*. Austin, TX: Giani Consulting & Evaluation, LLC. Available upon request.
- Giani, M. S., Lippa, A., & Khandekar, S. C. (2018). *The high school readiness report: A study of the landscape of middle school advising in Texas*. Austin, TX: Texas OnCourse, The University of Texas at Austin. Available at: https://texasoncourse.org/media/1971/texasoncourse_highschoolreadinessreport_nov2018.pdf.
- Giani, M. S., & Lippa, A. (2017). *College and career advising in Texas: The Texas OnCourse survey report*. Austin, TX: Texas OnCourse, The University of Texas at Austin. Available at <https://texasoncourse.org/about/report/college-and-career-advising-tx-survey-report>.
- Taylor, J. L., & Giani, M. S. (2016). Reverse transfer: Taking stock and moving forward. *OCCRL Updates, Spring 2016*, p. 24-27. Available at <http://ocrl.illinois.edu/docs/librariesprovider4/news/update/taking-stock.pdf>.

- Bragg, D. D., Giani, M. S., Fox, H. L., Bishop, C., & Bridges, K. (2015, July). *Third party evaluation of the impact of the Health Professions Pathways (H2P) Consortium*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign. Available at <http://ocrl.illinois.edu/files/Projects/TAA/h2p-impact.pdf>.
- Giani, M. S., & Taylor, J. L. (2015). *CWID DATA NOTE: Cumulative college credits and reverse transfer eligibility policies*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.
- Giani, M.S., Alexander, C., & Shin, J. (2014). *The Texas Reverse Transfer Initiative: Baseline report*. Austin, TX: Texas Education Research Center. Available upon request.
- Cumpton, G. & Giani, M. S. (2014). *Texas school counselor study: Exploring the supply, demand, and evolving roles of school counselors*. Austin, TX: Ray Marshall Center for the Study of Human Resources. Available from http://raymarshallcenter.org/files/2015/01/Texas-School-Counselor-Study_Exploring-the-Supply-Demand-and-Evolving-Roles-of-School-Counselors.pdf.
- Mikelson, K. S., Giani, M. S., King, C. T., & Khan, A. (2014). *Estimating labor demand and supply in Texas: How planning tools and data are used*. Report prepared for the Texas Workforce Investment Council. Austin, TX: Ray Marshall Center for the Study of Human Resources. Available upon request.
- Reyes, P., Alexander, C., & Giani, M. S. (2012). *Postsecondary access, persistence, and completion of Houston-area youth*. Austin, TX: Texas Education Research Center. Available from http://utaustinerc.org/files/publications/HISD_Report.pdf.
- Alexander, C., Giani, M. S., & Reyes, P. (2011). *High school persistence and completion of Houston-area youth*. Austin, TX: Texas Education Research Center. Available from <http://utaustinerc.org/files/publications/>.
- Giani, M. S., Alexander, C., & Reyes, P. (2011). *A Study of postsecondary access and preparedness of Houston-Area youth*. Austin, TX: Texas Education Research Center. Available from <http://utaustinerc.org/files/publications/>.
- Alexander, C., Reyes, P., & Giani, M. S. (2011). *Postsecondary persistence and completion of Houston-area youth*. Austin, TX: Texas Education Research Center. Available from <http://utaustinerc.org/files/publications/>.
- Giani, M. S., & O'Guinn, C. M. (2010). Weaving outside ideas into our school. In K. Geiser and C. O'Guinn (Eds.), *Youth in the middle: Envisioning and implementing a whole-school youth development approach: A guide for middle school leaders* (pp. 81-89). Palo Alto, CA: John W. Gardner Center for Youth and Their Communities. Available from http://jgc.stanford.edu/docs/YIM_Toolkit_100429.pdf.
- Giani, M. S., & O'Guinn, C. M. (2010). Building supportive relationships as a foundation for learning. In K. Geiser and C. O'Guinn (Eds.), *Youth in the middle: Envisioning and implementing a whole-school youth development approach: A guide for middle school leaders* (pp. 81-89). Palo Alto, CA:

John W. Gardner Center for Youth and Their Communities. Available from http://jgc.stanford.edu/docs/YIM_Toolkit_100429.pdf.

Giani, M. S., & O'Guinn, C. M. (2010). Motivation to learn: Igniting a love of learning in all students. In K. Geiser and C. O'Guinn (Eds.), *Youth in the middle: Envisioning and implementing a whole-school youth development approach: A guide for middle school leaders* (pp. 81-89). Palo Alto, CA: John W. Gardner Center for Youth and Their Communities. Available from http://jgc.stanford.edu/docs/YIM_Toolkit_100429.pdf.

O'Guinn, C. M., Giani, M. S., & Geiser, K. (2010). Renewing school: Productive dialogue and difficult conversations. In K. Geiser and C. O'Guinn (Eds.), *Youth in the middle: Envisioning and implementing a whole-school youth development approach: A guide for middle school leaders* (pp. 81-89). Palo Alto, CA: John W. Gardner Center for Youth and Their Communities. Available from http://jgc.stanford.edu/docs/YIM_Toolkit_100429.pdf.

TEACHING:

ELP 384H: Educational Policy Implementation – Graduate-level course exploring theoretical frameworks and empirical approaches for studying the implementation of educational policies. University of Texas at Austin – Spring 2022

ELP 392P: Advanced Quantitative Research Design and Analysis – Graduate-level course examining quantitative methodologies commonly used in educational research such as linear and logistic regression, multi-level modeling, and techniques for causal inference. University of Texas at Austin – Fall 2018-Present

EOL 570: Organization in Higher Education – Graduate-level course which examined American higher education both as a system and as a field of study. Included consideration of organizational patterns, stakeholders, governance, and the purposes of higher education. One of the core courses for all students in the higher education program. University of Illinois at Urbana-Champaign – Fall, 2015

CONFERENCE PRESENTATIONS:

Giani, M. S. (2022). Certified skills? How industry-recognized credentials shape high school students' postsecondary outcomes. *Association for Public Policy Analysis & Management Conference*.

Giani, M. S., & Lyle, R. (2022). Networking through professional development for increased teacher effectiveness. *Association for Education Finance and Policy Conference*.

Giani, M. S., Porter, J. R., & Khandekar, S. C. (2021). Who was most impacted by COVID-19? An examination of student performance in dual-enrollment courses. *American Educational Research Association Conference*.

- Giani, M. S., & Khandekar, S. C., Gaertner, M., & Bowzer, A. (2021). Those who advise must be wise: Factors that influence educators' college and career knowledge. *Association for Education Finance and Policy Conference*.
- Giani, M., Porter, J. R. & Khandekar, S. C. (2020) Professional Learning, Teacher Experience, and Student Achievement in Dual-Enrollment Courses [Poster Session]. AERA Annual Meeting San Francisco, CA. <http://tinyurl.com/yx5cuugo> (Conference Canceled)
- Giani, M., Taylor, J. L. & Kauppila, S. (2020) Examining the Educational and Employment Outcomes of Reverse Credit Transfer in Texas [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/scc6vvu> (Conference Canceled).
- Giani, M. S., & Khandekar, S. C. (2020). The effect of credit eligibility on the college aspirations of dual-enrollment students. *Association for Education Finance and Policy Conference*.
- Giani, M. S. (2019). Reimagining dual-enrollment: The role of research universities in closing College readiness gaps. *Council for Public Policy in Higher Education Pre-Conference, Association for the Study of Higher Education*.
- Giani, M. S. (2019). Mobilizing developmental education: The causal effect of mobile apps on student outcomes. *Council for the Study of Community Colleges 2019 Conference*.
- Giani, M. S., Lippa, A., & Khandekar, S. C. (2018). Middle school advising in Texas and the decision-making processes for selecting a high school graduation plan. *American Educational Research Association 2018 Conference*.
- Giani, M. S., & Walling, D. (2017). Will I get in? Using predictive modeling to estimate university admission decisions. *Association for the Study of Higher Education 2017 Conference*.
- Giani, M. S. (2017). Does vocational still imply tracking? Examining the evolution of career and technical education policy in Texas. *American Educational Research Association 2017 Conference*.
- Giani, M. S., Lippa, A., & Morrill, S. (2017). Unpacking undermatch: What factors impact college application, enrollment, and matriculation for Texas students? *American Educational Research Association 2017 Conference*.
- Giani, M. S., Bragg, D. D., & Taylor, J. L. (2017). How credit loss varies according to student and institutional characteristics: The case of Hawaii. Paper session. *Council for the Study of Community Colleges 2017 Conference*.
- Giani, M. S., Morrill, S., & Lippa, A. (2016). Unpacking undermatch: What factors impact college application, admission, and matriculation for Texas students? *2016 Texas Higher Education Symposium*.
- Giani, M. S., Bishop, C., Fox, H. L., Bridges, K., & Bragg, D. D. (2016). How effective are community colleges?: New methods for measuring program of study intention and completion. Paper session. *American Educational Research Association 2016 Conference*.

- Dorimé-Williams, M., & Giani, M. S. (2016). Class, race, and the impact of involvement on students' baccalaureate attainment. Paper session. *American Educational Research Association 2016 Conference*.
- Taylor, J. L., Giani, M. S., & Bragg, D. D. (2016). The equity factor: Reproducing or reducing equity through reverse transfer policies. Paper session. *American Educational Research Association 2016 Conference*.
- Giani, M. S., & Fox, H. L. (2016). The impact of enhanced retention services on students' college and career outcomes. *Council for the Study of Community Colleges 2016 Conference*. Paper presentation.
- Taylor, J. L., & Giani, M. S. (2015). Modeling the effect of reverse transfer associate's degrees: Evidence from two states. *Association for the Study of Higher Education 2015 Conference*. Paper presentation.
- Fox, H. L., Giani, M. S., Bridges, K. E., & Bragg, D. D. (2015). What program are these students in? Alternative methods for measuring college retention, college completion, and labor market outcomes. *American Evaluation Association 2015 Conference*.
- Bragg, D. D., Taylor, J. L., & Giani, M. S. (2015). Research on reverse transfer in CWID states. Indianapolis, IN: *Credit When It's Due 2015 Convening*.
- Giani, M. S., Bragg, D. D., Taylor, J. T., & Garcia, S. (2015). A look inside reverse transfer: The case of Minnesota. Fort Worth, TX: *Council for the Study of Community Colleges 2015 Conference*.
- Giani, M. S. (2014). The postsecondary resource trinity model: Exploring the interaction between socioeconomic, academic, and institutional resources in promoting student outcomes. *Association for the Study of Higher Education 2014 Conference*. Paper presentation.
- Giani, M. S., & Cumpton, G. (2014). From automatic admission to actual enrollment: Race, SES, and the postsecondary destinations of Texas' top ten percent students. *Association for Public Policy Analysis and Management 2014 Conference*.
- Giani, M. S. (2014). Vehicles for mobility or engines of inequality? SES and high-ability students' college pathways. *Association for Institutional Research 2014 Forum*. Paper presentation.
- Giani, M. S. (2014). Is college enough? The influence of socioeconomic background on the college-to-work transitions of high-ability students. *American Educational Research Association 2014 Conference*. Roundtable presentation.
- Giani, M. S., Alexander, C., & Reyes, P. (2014). Comparing the postsecondary benefits of dual-credit to advanced coursework: A quasi-experimental analysis. *American Educational Research Association 2014 Conference*. Paper presentation.
- Giani, M. S., Alexander, C., & Reyes, P. (2013). The impact of dual-credit coursework on postsecondary outcomes: A quasi-experimental analysis of Texas students. *Association for the Study of Higher Education 2013 Conference*. Paper presentation.

- Giani, M. S., Alexander, C., & Reyes, P. (2013). The influence of districts on college readiness: An analysis of postsecondary access and preparedness. *American Educational Research Association 2013 Conference*. Roundtable presentation.
- Giani, M. S., Alexander, C., & Reyes, P. (2012). Does dual-credit course taking increase access to postsecondary education? *University Council for Educational Administration 2012 Conference*. Paper presentation.
- Alexander, C., Reyes, P., & Giani, M. S. (2012). What predicts postsecondary enrollment? *University Council for Educational Administration 2012 Conference*. Paper presentation.
- Alexander, C., Giani, M. S., & Reyes, P. (2012). High school predictors of postsecondary outcomes: What factors influence postsecondary access, persistence, and completion? *American Educational Research Association 2012 Conference*. Paper presentation.
- Alexander, C., Giani, M. S., & Reyes, P. (2011). Access to postsecondary education: What should leaders know about who is accessing two-year and four-year institutions? *University Council for Educational Administration 2011 Conference*. Paper presentation.
- Davis, B. W., Giani, M. S., & Hutner, T. (2011). Non-traditional leadership preparation programs and the candidates they attract. *American Educational Research Association 2011 Conference*. Paper presentation.