

TATIANA MELGUIZO

Rossier School of Education
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Website: <https://pullias.usc.edu/mathequity/>

Education

Ph.D. Economics of Education, Stanford University School of Education, 2003
M.Sc. Economics, The London School of Economics and Political Science, 1995
M.A. Economics, Los Andes University, Bogotá, Colombia, 1993
B.S. Economics, Los Andes University, Bogotá, Colombia, 1992

Prominent Awards and Recognition

2019 The National Academies of Sciences, Engineering, and Medicine (NASEM).
Workshop on Understanding Success and Failure of Students in Developmental
Mathematics
2019 California Department of Education. Member, Committee on Closing the Achievement
Gap, California State Superintendent of Public Instruction Tony Thurmond.
2018 American Council on Education (ACE). Convening on Community College Student
Success
2016 The White House, Education Scholars Convening on Community College Research

Current Academic Appointment

2020- Present Professor, Rossier School of Education, University of Southern California
Faculty Affiliate, USC Sol Price for Social Innovation, School of Public Policy
Faculty Affiliate, USC Equity Research Institute (ERI): Data Analysis to Power
Social Change
Social Innovation Faculty Fellow, *Wheelhouse*: The Center for Community College
Leadership and Research, University of California Davis

Professional and Research Experience

2012-20 Associate Professor, Rossier School of Education, University of Southern California
2004-12 Assistant Professor, Rossier School of Education, University of Southern California
2004 Research Analyst, SPHERE Institute, San Mateo, California.
2003-04 Researcher, Policy Analysis for California Education Program (PACE), California
2001-Summer Education Program Specialist, U.S. Department of Education, Office of Vocational and
Adult Education, Washington D.C.
2001-03 Research Assistant, Stanford Institute for Quantitative Studies of Society SIQSS
2000-01 Research Assistant, Project of Stanford Learning Lab/Stanford Center for Innovations
and Learning (SCIL).
1997-99 Principal Researcher, Center for the Study of Economic Development (CEDE),
Research Institution of the Economics Department, Los Andes University, Bogotá,
Colombia.

- 1996-97 Advisor, Unit of Social Development, Department of National Planning, Bogotá, Colombia.
- 1993-94 Research Assistant, FEDESARROLLO, Bogotá, Colombia.

Media Coverage

Los Angeles Times, Chronicle of Higher Education, Inside Higher Education, EdWeek, National Public Radio, EdSource, Times Higher Education (THE) England Democracy's College Podcast.

Refereed Journal Articles

- Chi, W. E., Huang, S., Jeon, M., Park, E. S., Melguizo, T., & Kezar, A. (2022). A practical guide to causal mediation analysis: Illustration with a comprehensive college transition program and nonprogram peer and faculty interactions. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2022.886722>
- Swanson, E., Melguizo, T., & Martorell, P. (2021). Examining the relationship between psychosocial and academic outcomes in higher education: A descriptive analysis. *AERA Open*, 7. <https://doi.org/10.1177/23328584211026967>.
- Melguizo, T., Martorell, F., Swanson, E., Chi, W.E., Park, E., & Kezar, A. (2021). Expanding student success: An experimental evaluation of a comprehensive college transition program. *Journal of Research on Educational Effectiveness*.
[DOI: 10.1080/19345747.2021.1917029](https://doi.org/10.1080/19345747.2021.1917029) [Abstract](#)
- Melguizo, T., Flores, S.M., Velasquez, D., & Carroll, T. (2021). Lost in the transition: The cost of college-readiness standards misalignment in English for Previously Classified English Learners, *The Journal of Higher Education*, 92(3), 410-434.
<https://doi.org/10.1080/00221546.2021.1888634>
- Ngo, F., Velasquez, D., & Melguizo, T. (2021). Faculty perspectives on using high school data in an era of placement testing reform, *Community College Journal*.
<https://doi.org/10.1177/00915521211002896>
- Ngo, F., & Melguizo, T. (2021). The equity cost of inter-sector math misalignment: Racial and gender disparities in community college outcomes. *The Journal of Higher Education*, 92(3), 410-434.
<https://doi.org/10.1080/00221546.2020.1811570>
- Park, E.S., Ngo, F., & Melguizo, T. (2021). The role of misaligned math in the community college STEM pathway. *Research in Higher Education*, 62, 403-447. <https://doi-org.libproxy2.usc.edu/10.1007/s11162-020-09602-y>
- Melguizo, T., & Ngo, F. (2020). Mis/Alignment between high school and community college standards. *Educational Researcher*, 49(2), 120-133.
<https://doi.org/10.3102/0013189X19898697>
- Melguizo, T., Witham, K., Fong, K., & Chi, W.E. (2017). Understanding the relationship between equity and efficiency: Towards a concept of funding adequacy for community colleges. *Journal of Education Finance*, 43(2).

- Melguizo, T., Zamarro, G., Velazco, T., & Sanchez, F. (2017). The methodological challenges of measuring student outcomes in higher education. *Journal of Research on Educational Effectiveness*, 10(2), 424-448.
- Fong, K. E., & Melguizo, T. (2017). Utilizing additional measures of high school academic preparation to support students in their math self-assessment. *Community College Journal of Research and Practice*, 41(9), 566-592.
- Melguizo, T., Sanchez, F., & Velazco, T. (2016). Credit for low-income students and access to higher education in Colombia: A regression discontinuity approach. *World Development*, 80, 61-77.
- Ngo, F. & Melguizo, T. (2016). How can placement policy improve math remediation outcomes? Evidence from experimentation in community colleges. *Educational Evaluation and Policy Analysis*, 38(1), 171-196. <https://doi.org/10.3102/0162373715603504>
- Melguizo, T., & Wainer, J. (2015). Towards of a set of measures of student learning outcomes in higher education: evidence from Brazil. *Higher Education*, 1-21.
- Melguizo, T., Bos, H., Ngo, F., Mills, N., & Prather, G. (2015). Using a regression discontinuity design to estimate the impact of placement decisions in developmental math. *Research in Higher Education*, 57(2), 123-151.
- Fong, K., Melguizo, T., & Prather, G. (2015). Increasing success rates in developmental math: The complementary role of individual and institutional characteristics. *Research in Higher Education*, 56(7), 719-749.
- Wainer, J., Vieira, P., & Melguizo, T. (2015). The association between having computers and internet and educational achievement of primary students in Brazil. *Computers and Education*, 80, 68-76.
- Melguizo, T., Kosiewicz, H., Prather, G., & Bos, J. (2014). How are community college students assessed and placed in developmental math? Grounding our understanding in reality. *The Journal of Higher Education*, 85(5), 691-722.
<https://doi.org/10.1080/00221546.2014.11777345>
- Melguizo, T., & Wolniak, G. (2012). The earnings benefits of majoring in STEM fields among high achieving minority students. *Research in Higher Education*, 53(4), 383-405.
- Melguizo, T., & Chung, A. (2012). College aid policy and competition for diversity. *The Review of Higher Education*, 35(3), 403-430.
- Melguizo, T., Kienzl, G., & Alfonso, M. (2011). Comparing the educational attainment of community college transfer students and four-year rising juniors using propensity score matching methods. *The Journal of Higher Education*, 82(3), 265-291.
- Melguizo, T. (2011). A review of the theories developed to describe the process of college persistence and attainment. In J.C. Smart (Ed.), *Higher Education: Handbook of Theory and Research*.
- Melguizo, T., Bos, H., & Prather, G. (2011). Is developmental education helping community college students persist? A critical review of the literature. *American Behavioral Scientist*, 55(2), 173-184.
- Melguizo, T., Sanchez, F.J., & Jaime, H. (2011). The association between financial aid availability and the college dropout rates in Colombia. *Higher Education*, 62(2), 231-247.

- Melguizo, T. (2010). Are students of color more likely to graduate from college if they attend more selective institutions? Evidence from the first cohort of recipients and non-recipients of the Gates Millennium Scholarship (GMS) program. *Educational Evaluation and Policy Analysis*, 32, 230-248.
- Melguizo, T., & Dowd, A.C. (2009). Baccalaureate success of transfers and rising four-year college juniors. *Teachers College Record*, 111 (1), 55-89.
- Melguizo, T. (2009). Are community colleges an alternative path for Hispanic students to attain a bachelor's degree? *Teachers College Record*, 111 (1), 90-123.
- Melguizo, T. (2008). Quality matters: Assessing the impact of selective institutions on minority college completion rates. *Research in Higher Education*, 49(3), 214-236.
- Melguizo, T., Hagedorn, L.S., & Cypers, S. (2008). The need for remedial/developmental education and the cost of community college transfer: calculations from a sample of California community college transfers. *The Review of Higher Education*, 31(4), 401-431.
- Dowd, A.C., & Melguizo, T. (2008). Socioeconomic stratification of community college transfer access in the 1980s and 1990s. *The Review of Higher Education*, 31(4), 377-400.
- Dowd, A.C., Cheslock, J., & Melguizo, T. (2008). Transfer access from community colleges and the distribution of elite higher education. *The Journal of Higher Education*, 79(4), 1-31.
- Melguizo, T., & Strober, M. (2007). Faculty salaries and the maximization of prestige. *Research in Higher Education*, 48(6), 633-668.
- Kienzl, G., Alfonso, M., & Melguizo, T. (2007). The effect of local labor market conditions in the 1990s on the likelihood of a community college students' persistence and attainment. *Research in Higher Education*, 48(7), 751-774

Manuscripts Submitted

- Ching, C., Yucel, E., Ngo, F., & Melguizo, T. (Under Review). The logics that keep developmental education alive in an age of reform. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.
- Ngo, F., & Melguizo, T. (Under Review). Mandating multiple measures and encouraging student supports: evaluating a new approach to developmental education in California's community colleges. (EdWorkingPaper: 22-662). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/neqq-gd84>
- Ngo, F., & Melguizo, T. (Under review). Community College Student Outcomes after AB705: California's Ambitious Developmental Education Reform. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.
- Mishra, S., Swanson, E., Yucel, E.A., Ngo, F., Melguizo, T. & Ching, C. (Under Review). STEM sorting: Unintended consequences of math pathways expansion in community colleges. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.

Bickerstaff, S., & Melguizo, T. (Under review). Developmental education reform as a civil rights agenda: Recent history and future directions for California. In *Developing a Civil Rights Agenda for the Next Quarter Century*. The Civil Rights Project/Proyecto de Derechos Civiles. Graduate School of Education & Information Services, University of California Los Angeles.

Dinarte-Diaz, L., Ferreyra, M., Melguizo, T., & Sanchez, A. (Under Review). Estimating the contribution of short-cycle programs to student outcomes: Evidence from Colombia.

Manuscripts In Progress

Swanson, E., Yucel, E., & Melguizo, T. (In progress). Supporting students through the math sequence: Evolving strategies in California community colleges. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.

Swanson, E., Kitchen, J., Melguizo, T., & Martorell, F. (In progress). Examining STEM performance in the context of a comprehensive college transition program. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.

Policy Briefs and Reports: Translating Research to Practitioners and Other Relevant Audiences

Wainstein, L., Miller, C., Phillips, M., Yamashiro, K., Melguizo, T. (2023). Twelfth grade math and college outcomes. Los Angeles Education Research Institute (LAERI), University of California Los Angeles.

Wainstein, L., Miller, C., Phillips, M., Yamashiro, K., Melguizo, T. (2023). Twelfth grade math and college access. Los Angeles Education Research Institute (LAERI), University of California Los Angeles.

Ching, C., Yucel, E., Ngo, F., Swanson, E., Melguizo, T., & Harrington, D. (2022). AB705 Implementation in the Los Angeles Community College District: Results from a district-wide survey. Pullias Center. Rossier School of Education, University of Southern California.

Melguizo, T., Cooper, S., Kurlander, M., & Bensimon, E.M. (2022). Progress and potential: considering the question of racial equity in AB705. The USC Race and Equity Center and Pullias Center. Rossier School of Education, University of Southern California.

Melguizo, T., Flores, S., Velasquez, D., & Carroll, T. (2021). Lost transitions: The cost of academic misalignment for English Learners in community colleges. Pullias Center. Rossier School of Education, University of Southern California.

Melguizo, T., Ching, C. D., Ngo, F., Harrington, D. (2021). AB705 in the Los Angeles Community College District: Results from Fall 2019. Pullias Center for Higher Education. Rossier School of Education, University of Southern California. <https://pullias.usc.edu/mathequity/publications/>

Dynarte, L., Ferreyra, Melguizo, T., & Sanchez, A. (2020). The contribution of short-cycle programs to student outcomes: Evidence from Colombia. Policy Research working paper; no. WPS 9424 Washington, D.C.: World Bank Group. <https://documents.worldbank.org/en/publication/documents->

reports/documentdetail/956501601925307143/estimating-the-contribution-of-short-cycle-programs-to-student-outcomes-in-colombia

Ngo, F., & Melguizo, T. (2020). The Equity cost of inter-sector math misalignment: Racial and ethnic disparities in community college student outcomes. Pullias Center. Rossier School of Education, University of Southern California. <https://files.eric.ed.gov/fulltext/ED609347.pdf>

Melguizo, T., Martorell, P., & Swanson, E., & Kezar, A. (2020). Increasing student success: understanding the impact of a comprehensive college transition program: Stakeholder Report for the Thompson Scholars Learning Communities. Pullias Center. Rossier School of Education, University of Southern California.

Park, E., Ngo, F., & Melguizo, T. (December, 2019). Starting off on the wrong foot: Math misalignment and STEM outcomes in California community colleges (research brief). Wheelhouse. https://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_research_brief_vol4no3_online.pdf

National Academies of Science, Engineering and Medicine (September, 2019). Increasing Student Success in Developmental Mathematics: Proceedings of a Workshop. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25547>.

The Century Foundation Working Group on Community College Financial Resources. (2019). Recommendations for providing community colleges the resources that they need. <https://tcf.org/content/report/recommendations-providing-community-colleges-resources-need/>

Melguizo, T., & Witham, K. (June, 2018). Funding community colleges for equity, efficiency, and student success. The Century Foundation, New York, N.Y. <https://tcf.org/content/report/funding-community-colleges-equity-efficiency-student-success-examination-evidence-california/>

Wainer, J., & Melguizo, T. (January, 2017, Published in Portuguese). Inclusion policies in higher education. Evaluation of student performance based on the Enade from 2012 to 2014. *Educação e Pesquisa*. http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1517-97022017005001103&lng=pt&nrm=iso&tlng=pt

Ngo, F., & Melguizo, T. (January 2016). Using math diagnostics to inform course placement in community colleges. *Conditions of Education in California*. PACE: Policy Analysis for California Education. <http://edpolicyinca.org/blog/using-math-diagnostics-inform-course-placement-community-colleges>

Melguizo, T., Bos, J., Prather, G., Kosiewicz, H., Fong, K., & Ngo, F. (2015). Assessment and placement policies and practices in developmental math: Evidence from experimentation on a large urban community college district in California. Pullias Center Monograph edited by Elizabeth Park. <http://www.uscrossier.org/pullias/wp-content/uploads/2015/11/luccd-final.pdf>

Melguizo, T., Bos, J., & Prather, G. (2013). Are community colleges making good placement decisions in their math trajectories? *Policy Brief 1. California Community College Collaborative*. Rossier School of

Education, University of Southern California.

<http://www.uscrossier.org/pullias/research/projects/sc-community-college/>

Kosiewicz, H., Melguizo, T., & Prather, G., & Bos, J. (2013). How are assessment and placement policies for developmental math designed and implemented in California community colleges? *Policy Brief 2. California Community College Collaborative. Rossier School of Education, University of Southern California.*
<http://www.uscrossier.org/pullias/research/projects/sc-community-college/>

Fong, K., Melguizo, T., Bos, J., & Prather, G. (2013). A different view on how we understand progression through the developmental math trajectory. *Policy Brief 3. California Community College Collaborative. Rossier School of Education, University of Southern California.*
<http://www.uscrossier.org/pullias/research/projects/sc-community-college/>

Ngo, F., Kwon, F., Melguizo, T., Bos, H., & Prather, G. (2013). Course placement in developmental mathematics: do multiple measures work? *Policy Brief 4. California Community College Collaborative. Rossier School of Education, University of Southern California.*
<http://www.uscrossier.org/pullias/research/projects/sc-community-college/>

Melguizo, T. (2012). Book review of: Improving learning by widening participation in higher education. *Journal of College Student Retention: Research, Theory, & Practice. Journal of College Student Retention, 14(2), 279-290.*

Santos, J.L., & Melguizo, T. (2008). Increasing baccalaureate attainment rates using California community college transfers: An exploration of its cost-effectiveness. *C4 eJournal 1 (1). California Community College Collaborative (C4).* http://repositories.cdlib.org/ucr_c4/issue_1/

Melguizo, T. (2007, November/December). Latino and African-American students' transfer pathway to elite education in California. *Change: The Magazine of Higher Learning.*

Melguizo, T., Dowd, A.C., & Bensimon, E. (2006, July/August). Time-to-degree rates affect two-year success [Letter to the editor]. *Change Magazine.*

Chapters, Edited Volumes and Book Reviews

Melguizo, T. (2021). Review of Broke: The Racial Consequences of Underfunding Public Universities *Academe.*

Melguizo, T. & Coates, H. (2017). The value of assessing higher education student learning outcomes (editorial). *AERA Open Higher Education Special Topic, 3(3), 1-2.*

Melguizo, T., & Kosiewicz, H. (2013). The role of race, income, and funding on student success: An institutional level analysis of California community colleges. Century Foundation, New York.

Melguizo, T., Kienzl, G., & Kosiewicz, H. (2013). The potential of community colleges to increase bachelor's degree attainment rates. In A.P. Jones & L.W. Perna (Eds.), *The state of college access and completion: Improving college success for underrepresented students.* New York: Routledge.

Melguizo, T. (2012). The role of student long-term goals on college persistence of low-income students: evidence from the Washington State Achievers Program. In R. Winkle-Wagner, P. J. Bowman,

& E. P. St John (Eds.), *Expanding Postsecondary Opportunity for Underrepresented Students: Theory and Practice of Academic Capital Formation. Readings on Equal Education*, Vol. 26. New York: AMS Press, Inc.

Melguizo, T. (2011). Capitalizing on the current economic crisis to promote systemic change and maintain world leadership in higher education. In Shawn Harper and Jerlando Jackson, Eds. *Introduction to American Higher Education*. New York: Routledge Books.

Technical Reports

Melguizo, T. (2009, January). A portrait of the characteristics of two cohorts of recipients and non-recipients of the Washington State Achievers (WSA) program who first attended a two-year college. Washington, D.C. Institute for Higher Education Policy.

Melguizo, T. (2008, January). Are minorities more likely to graduate from college if they attend more selective institutions? Evidence from a cohort of recipients and non-recipients of the Gates Millennium Scholarship (GMS) program. Washington, D.C. Institute for Higher Education Policy.

Melguizo, T., & Dowd, A.C. (2006, May). National estimates of national transfer access and student educational attainment at four-year colleges and universities. Los Angeles, CA and Boston, MA. University of Southern California and University of Massachusetts Boston.
http://www.jackkentcookefoundation.org/jkcf_web/content.aspx?page=1493126

Melguizo, T., & Flórez, C. (2000, April). Evaluation of the institutional quality of El Rosario University, Bogotá, CEDE, Los Andes University.

Tenjo, J., & Melguizo, T. (1998, March). Analysis of the determinants of the quality of secondary education for a sample of students of the program SABER, Bogotá, CEDE, Los Andes University.

Flórez, C., & Melguizo, T. (1998, March). Towards an evaluation of the institutional quality of Los Andes University, Bogotá, CEDE, Los Andes University.

Research Grants

2022-25	US Department of Education Institute of Education Sciences (IES) Community College Recovery Research Network: Award #R305X220018. <i>Leveraging Technology and Engaging Students: Evaluating Covid-19 Recovery Efforts in the Los Angeles Community College District.</i> Principal Investigators: C. Avery, T. Melguizo, M. Pearl, D. Harrington.	\$2,889,797
2022-25	National Science Foundation: DUE-2215700 <i>Bridging non-STEM and STEM math tracks: An interest-based intervention to increase community college STEM opportunity.</i> Principal Investigators: T. Melguizo, E. Tchertchian, F. Ngo, and C. Ching.	\$299,991
2021-22	Leonetti O'Connell Foundation <i>Evaluation of the Leonetti O'Connell Foundation Universal Basic Income Pilot</i> Principal Investigators: T. Melguizo and G. Painter.	\$121,636
2021-22	Richard Lounsbery Foundation <i>French-U.S. Collaborative for Comparative Higher Education.</i> Principal Investigators: T. Melguizo, J. Murdock, C. Manifet, and E. Zamani-Gallaher.	\$12,000
2020-22	Spencer Foundation <i>How will Los Angeles Community Colleges respond to and enact a new state law reforming-- and potentially eliminating-- developmental education?</i> Principal Investigators: T. Melguizo, C. Ching and D. Harrington.	\$399,915
2019-21	College Futures Foundation <i>Examining the association between senior-year high school math and college math performance.</i> Principal Investigators: M. Phillips, and K. Yamashiro and T. Melguizo.	\$500,000
2018-19	College Futures Foundation <i>Supporting collaborative learning about LAUSD students' secondary and postsecondary pathways through the LAERI research-practice partnership.</i> Principal Investigators: M. Phillips, and K. Yamashiro and T. Melguizo.	\$100,000
2015-20	Susan Thompson Buffett Foundation <i>A mixed-methods examination of a comprehensive college transition and success program for low-income students.</i> Principal Investigator: A. Kezar; Co-Principal Investigators: T. Melguizo, D. Cole, and K. Venegas.	\$6,200,000
2015	Susan Thompson Buffett Foundation Planning grant. <i>A mixed-methods examination of a comprehensive college transition and success program for low-income students.</i> Principal Investigator: A. Kezar; Co-Principal Investigators: T. Melguizo, D. Cole, and K. Venegas.	\$470,000

- 2015-17 **National Science Foundation: Math: EAGER** \$299,753
Using high school transcript data and diagnostic information to fine-tune placement policy and tailor instruction in developmental math. Principal Investigator: T. Melguizo in collaboration with M. Pearl, Los Angeles Community College District (LACCD); C. Lim, Los Angeles Unified School District (LAUSD); P. Martorell, University of California at Davis; and F. Ngo, University of Southern California.
- 2014-15 **Spencer Foundation** \$50,000
Defining and estimating value-added models in higher education: Empirical estimations in Colombia. Principal Investigator: T. Melguizo. Co-Principal Investigators: F. Sanchez and G. Zamarro.
- 2013-15 **Instituto Colombiano de Credito Educativo y Estudiantil (ICFES)** \$300,000
Evaluating the effects of “Acceso con Calidad a la Educacion Superior (ACCES)” a national loan program for Low-Income college students. Principal Investigators: F. Sanchez Torres and T. Melguizo.
- 2011-12 **Spencer Foundation** \$40,000
Evaluating the effectiveness of a national level financial aid program on increasing access to postsecondary education for low-income students. Principal Investigator: T. Melguizo. Co-Principal Investigator: F. Sanchez.
- 2010-12 **US Department of Education Institute of Education Sciences (IES) Education Research Training Grants.** \$550,000
Evaluating the effects of basic skills mathematics placement on academic outcomes of community college students. Principal Investigators: T. Melguizo, J. Bos, in collaboration with G. Prather.
- 2008-09 **Gates Millennium Scholars Research Program** \$10,000
A portrait of the characteristics of two cohorts of recipients and non-recipients of the Washington State Achievers (WSA) program who first attended a two-year college. Principal Investigator: T. Melguizo.
- 2007-08 **Gates Millennium Scholars Research Program** \$10,000
Are minorities more likely to graduate from college if they attend more selective institutions? Evidence from a cohort of recipients and non-recipients of the Gates Millennium Scholarship (GMS) program. Principal investigator: T. Melguizo.
- 2006-08 **American Education Research Association (AERA)** \$35,000
The influence of unobservables and articulation policies on transfer and bachelor’s attainment rates of community college students: A thirty-year perspective. Principal Investigator: T. Melguizo. In collaboration with G. Kienzl and M. Alfonso.
- 2006–07 **Spencer Foundation** \$40,000
The relationship between college costs, local labor market conditions and persistence among community college students. Principal Investigator: T. Melguizo. Co-Principal Investigators: G. Kienzl and M. Alfonso.

2006–07	Association for Institutional Researchers (AIR) National Postsecondary Education Cooperative <i>The relationship between college costs, local labor market conditions and persistence among community college students.</i> Principal Investigator: T. Melguizo. Co-Principal Investigators: G. Kienzl and M. Alfonso.	\$30,000
2005–06	Ewing Marion Kauffman Foundation <i>Landscape study for the Kauffman Scholars Inc. (KSI), a comprehensive, multi-year program designed to help promising, yet challenged, low-income urban students in Kansas City prepare for and complete a college education.</i> Principal Investigator: W. Tierney, in collaboration with A. Kezar and T. Melguizo.	\$250,000
2005–06	Jack Kent Cooke Foundation, Lumina Foundation for Education, and Nellie Mae Education Foundation <i>Economic, informational, and cultural barriers to community college transfer enrollment at selective institutions.</i> Principal Investigators: A. Dowd and G. Gabbard, in collaboration with E. Bensimon, Director of the Center for Urban Education, T. Melguizo, and the Tomas Rivera Policy Institute.	\$516,721

Internal Funding

2011-Present	Undergraduate Research Associates Program	\$4,500/year
2009-10	Advancing Scholarship in the Humanities and Social Sciences Initiative Office of the Provost <i>Evaluating the effects of basic skills mathematics placement on academic outcomes of community college students in the Los Angeles Community College District.</i> Principal Investigator: T. Melguizo.	\$25,000
2005–06	University of Southern California Urban Lecture Series Grant “Metropo[latinization]: The Emerging City.” Lecture grant given to E. Bensimon. In collaboration with T. Melguizo, D. Myers and H. Pachon of the USC School of Policy, Planning and Development and L. Saito of the USC College, Sociology.	\$30,000

Teaching

USC

- Funding and Assessing Colleges for Equity
- Ways of Seeing: Applying Social Science and Critical Theories to Education
- Research Design and Data Analysis
- Inquiry II-Advanced Quantitative Methods
- Accountability in K–12 and Higher Education
- Causal Methods

Stanford University, Teaching Assistant

- Introduction to Economics of Education
- International and Comparative Education
- Resource Allocation in Education

- Images of Women in French Cinema

Los Andes University, Bogotá, Colombia, Instructor,

- Introduction to Economics, Economics Department

Advising

Graduate Student and Postdoctoral Fellows Awards and Academic Positions

- Elise Swanson, 2021, Senior Research Manager, Center for Education Policy Research, Harvard School of Education, Harvard University
- David Velasquez, 2022 Institutional Researcher, Loyola Marymount University, 2021 Postdoctoral Fellow, Belk Center for Community College Leadership and Research, North Carolina State University; USC Center for Excellence in Teaching Award, 2019; USC Graduate School PhD Fellowship, 2020; Gates Millennium Scholar, 2016
- W. Edward Chi, 2019 Assistant Professor, Cerritos Community College; USC Graduate School PhD Fellowship, 2018.
- Elizabeth Park, Senior Research Associate Westat, 2022, Postdoctoral Fellow University of California at Irvine, 2020; Institutional Researcher, Extension Program, University of California at San Diego, 2021; Haynes Lindley Doctoral Dissertation Fellowship and the USC Graduate School PhD Fellowship, 2018
- Federick Ngo, Assistant Professor University of Nevada at Las Vegas, AERA Dissertation Award, 2016, USC PhD Achievement Award, 2017
- Sharla Berry, Assistant Professor Cal Lutheran University, 2016
- Holly Kosiewicz, Assistant Professor of Instruction University of Texas at Dallas, NAEd /Spencer Dissertation Fellowship, 2015, Honorary Mention, AERA, Division J: Dissertation Award, 2015,
- Kristen Fong, Dissertation of the Year Award: Research and Planning Group, 2015.

Ph.D. Committee Chair, Rossier School of Education, USC

Glenda Palacios (Ph.D., expected 2025); Elif Yucel (Ph.D., expected 2024); David Velasquez (Ph.D., 2022); W. Edward Chi (Ph.D., 2019); Elizabeth Park (Ph.D., 2019); Federick Ngo, (Ph.D., 2017); Sharla Berry, Co-Chair (Ph.D., 2017); Kristen Fong (Ph.D., 2016); Holly Kosiewicz (Ph.D., 2015)

Committee Member, Multiple Departments and Universities

Camilo Ernesto Lopez-Guarin, Psychology, Universidad Nacional de Colombia, Usman Ghaus, Economics (PhD, expected 2021); Jake Schneider, Economics (PhD, expected 2021); Yinan Liu, Economics (PhD, 2020); Soledad de Gregorio, Price (Ph.D., 2019); Maria Fernanda Gomez, (MA in Economics 2018) Universidad de Los Andes, Colombia; Randy Bautista, Psychology (Ph.D., 2016); Elizabeth Alvarado, Education, University of California Los Angeles (Ph.D., 2015); Will Kwon, Economics (2013); Bo Kim, Economics (Ph.D., 2012); Kevin Petway, Psychology (Ph.D., 2012); Mariano Bertucci, Political Science (Ph.D. 2011); Jacqueline Smith Zweig, Economics (Ph.D., 2010); Cinthia Quiliconi, Political Science (Ph.D., 2009).

Ed.D. Committee Member, Rossier School of Education, USC

Participated as committee member for over seventy students of the Ed.D. program in education.

Professional Recognition

2019	Rossier School of Education. Faculty Leadership Award.
2018	The Century Foundation. Non-resident fellow.

- 2017 The Century Foundation. Member, The Century Foundation Working Group on Community College Financial Resources.
- 2017 New York University (NYU). Non-resident fellow. The Steinhardt Institute for Higher Education Policy.
- 2016 Rossier Ph.D. Professor of the year Award.
- 2013-14 Paris School of Economics, Paris-France. Visiting Professor.
- 2012 Federal Advisory Committee on Student Financial Assistance (ACSFA). Seminar Series on College Access and Success.
- 2011, 2012 American Education Research Association (AERA). Outstanding Reviewer Award.
- 2008 Donald E. Gatzke Outstanding Dissertation Award from the American Association of University Administrators (AAUA).
- 2001-03 American Education Research Association (AERA) Dissertation Grant.
- 2001 Spencer Foundation Research and Training Grant, Stanford University.
- 1999 Leo Rowe Fund, Organization of American States (OAS). Pre-doctoral Funding.
- 1998 Colombian Foundation for Postsecondary Education (COLFUTURO). Pre-doctoral Funding.
- 1998 Colombian National Science Foundation (COLCIENCIAS), Pre-doctoral research grant.

Professional Service

- 2023 Advisory Group Member, California community colleges funding study, Gates Foundation.
- 2023 Juror, Outstanding Dissertation Award, Bellwether College Consortium
- 2022 Reviewer, Institute of Education Science (IES) –Systematic Replication
- 2021 Juror, ORAU Ralph E Powe Junior Faculty Enhancement Awards
- 2021 Chair, Institute of Education Science (IES) – Education Research and Development Center Program
- 2020 Reviewer, National Science Foundation (NSF) -Improving Undergraduate STEM Education (IUSE): Diversity, Equity and Inclusion
- 2020 Chair, Institute of Education Science (IES) – Education Systems and Broad Reform Research Scientific Review
- 2020 Chair, Dissertation Awards Committee, AERA, Division J
- 2019-2022 Reviewer, Society for Research in Educational Effectiveness (SREE), Postsecondary Section
- 2019 Reviewer, Institute of Education Science (IES) –Low-Cost, Short Duration Evaluation of Education Interventions
- 2018 Reviewer, Closing the equity gap: revitalizing STEM education and workforce readiness program in the nation’s minority-serving institutions. National Academies of Sciences, Engineering, and Medicine (NASEM)
- 2017 Chair, Institute of Education Science (IES) – Education Systems and Broad Reform Research Scientific Review
- 2017 Chair, Institute of Education Science (IES) –Low-Cost, Short Duration Evaluation of Education Interventions
- 2017-20 Member, Awards Committee, AERA, Division J
- 2017 Juror, Best Master in Economics Thesis, Los Andes University, Economics Department
- 2016-2018 Advisory Board, Evaluation of Florida’s Developmental Education Redesign, Florida State University, funded by Institute of Education Sciences
- 2015-18 Member, Awards Committee, ASHE
- 2014-18 Editorial Board, AERA Open
- 2012-Present Editorial Board, Educational Evaluation and Policy Analysis
- 2011-2019 Editorial Board, Research in Higher Education

- 2010-2019 Editorial Board, The Review of Higher Education
2016 Associate Editor, AERA Open, Special Issue: Student Learning Outcomes in Higher Education
- 2014-16 Chair, Ph.D. Program, Rossier School of Education
2014-15 Member, Faculty Search Committee, Rossier School of Education
2011-15 Reviewer, Institute of Education Science (IES) - Education Systems and Broad Reform Research Scientific Review
- 2014 Member, Technical Working Group: Strengthening IES's Research Grant and Training Programs
- 2014 Juror, Dissertation Award, Jack Kent Cooke Foundation
2013-14 Editorial Board, Encyclopedia of Education Economics and Finance
2013 Member, Outstanding Pre-Doctoral Fellow Award, IES
2011 Member, Bobby Wright dissertation of the year award, ASHE
2010 Reviewer, Panel on Gender in Science and Engineering, National Science Foundation (NSF)
2010 Invited Presenter, Early Career Teaching and Dissertation Advisement Workshop, ASHE
2010 Co-chair, Section on Contexts, Foundations, and Methods, ASHE
2010 Mentor, Lumina Dissertation Fellows, Association for the Study of Higher Education (ASHE)
2009 Co-chair, Division J: Section 5: Policy, Finance, and Economics, American Education Research Association (AERA)
- 2006, 2007 Juror, Joyce Cain Award, Comparative and International Education Society (CIES)
2004-05, 2017 Member, Faculty Search Committee, Rossier School of Education
2003-05 Juror, Best Undergraduate Monograph, Los Andes University, Economics Department
2001 Organizing Committee, Western Regional Meeting of the Comparative and International Education Society (CIES)

Reviewer

Educational Researcher, American Education Research Journal, Educational Evaluation and Policy Analysis, Teachers College Record, Journal of Policy Analysis and Management, The Journal of Higher Education, The Review of Higher Education, Economics of Education Review, Research in Higher Education, AERA Open, American Journal of Education, Economics Education, Feminist Economics, Educational Policy, Journal of College Student Retention, Higher Education, Higher Education Policy, Community College Review, New Directions for Community Colleges, Journal about Women in Higher Education, Language Policy, and International Journal of Chinese Education.

Invited Presentations

Ngo, F., Melguizo, T., Ching, C. D., Mishra, S., & Swanson, E. (2023, January). Community college student outcomes in statistics and math after California's developmental education reform. Paper to be presented at the 2023 Joint Mathematics Meetings (JMM 2023), The American Mathematical Society (AMS), Boston, MA.

Melguizo, T., Medina, P., Izquierdo, M. Cardenas-Riano, F.E., & Soler, M.C, (2021, April). Access, equity and success of Latina/o students in higher education: lessons from Colombia" Virtual Convening. The Council for the Study of Community Colleges.

- Ferreira, M., Franco-Hernandez, A., Melguizo, T., & Sanchez-Dias, A. (2020, October). The World Bank authors' workshop for the regional study on short-cycle higher education in Latin America and the Caribbean (LAC). Washington, D.C.
- Melguizo, T. (2020, September). Equity placement and assessment convening. California Community College Chancellor's Office, Sacramento, California.
- Melguizo, T., Minor, J., Kerwin, A., & Schoop, M. (2019, November). Driving the work forward. Reimagining Developmental Education. The Center for Analysis of Postsecondary Readiness, (CAPR), Teachers College, Columbia University, New York.
- Melguizo, T. (2019, November). Estimating the educational and labor market outcome gains for students attending academic short-cycle programs in Colombia. Seminario Internacional ICFES sobre Investigacion en la Calidad de la Educacion, Bogota, Colombia.
- Melguizo, T. (2019, January). Reflecting on the past to prepare for the future: The equity costs of college readiness standards misalignment. **Plenary Speaker** for the Society for the Advancement of Biology Education Research (SABER), West, University of California at Irvine.
- Osmena, C., Anderson, D., Gandara, D., & Melguizo, T. (2019, May). Leveraging Chancellor's office budget and financial data to improve institutional effectiveness. Association of Chief Business Official (ACBO), Lake Tahoe, California.
- Melguizo, T. (2018, November). Why do I have to repeat algebra in college? The equity costs of college readiness standards misalignment. The Mathematics of Opportunity, University of California Berkeley, Oakland, CA.
- Melguizo, T. (2018, October). Forum on Stratification in Higher Education. Steinhardt Institute for Higher Education Policy, New York University, New York, NY.
- Melguizo, T. (2018, August). Funding community colleges for equity, efficiency, and success. Wheelhouse Scholars Retreat, University of California Los Angeles (UCLA), Los Angeles, CA.
- Melguizo, T. (2018, April). Financial factors associated with higher education quality. Invited as an International Expert, by the Colombian Ministry of Education, Colombian National Science Foundation, and University de Los Andes, Bogota, Colombia.
- Melguizo, T. (2018, February). The usefulness of linked data for improving math placement and instruction in community colleges. Summit on AB 705 Implementation. Los Angeles Community College District.
- Melguizo, T. (2017, December). Learning from experimentation in developmental math in community colleges in California: Results from a long-term research partnership. Community College to PhD (CC2PhD) Scholars Program, University of California at Los Angeles, (UCLA), CA.
- Melguizo, T. (2017, November). Working across systems to promote college math readiness. L.A. Compact, Los Angeles Area Chambers of Commerce.
- Melguizo, T. (2016, September). Post-Fisher affirmative action: Status quo or new opportunities? Participant Research Symposium. Steinhardt Institute for Higher Education Policy, New York University, New York, NY.

- Melguizo, T. (2015, December). Learning from experimentation in developmental math in community colleges in California: Results from a long-term research partnership. Loyola Marymount University, Los Angeles, CA.
- Melguizo, T. (2015, November). How can we accurately measure whether students are gaining valuable learning as well as other relevant outcomes in higher education? School of Education, Brown Bag Series, University of California, Irvine, CA.
- Melguizo, T. (2015, November). Lost in transition: Documented problems with assessment and placement policies and practices in developmental math seem to disproportionately affect students of color. *Testing and Beyond. The Future of College Math Placement in California.* Learning Works, Oakland, CA.
- Melguizo, T. (2015, October). Learning from experimentation in developmental math in community colleges in California: Results from a long-term research partnership. Steinhart School of Education, New York University, New York, NY.
- Melguizo, T. (2014, June). Are students gaining general and subject area knowledge in university? Evidence from Brazil. V Seminario Internacional ICFES sobre Investigacion en la Calidad de la Educacion, Bogota, Colombia.
- Melguizo, T. (2014, June). Are students gaining general and subject area knowledge in university? Evidence from Brazil. Latin American perspectives on education. Institute of Education, University of London.
- Melguizo, T. (2014, June). Are students gaining general and subject area knowledge in university? Evidence from Brazil. Institute for the Research on Education: Sociology and Economics of Education, University of Bourgogne, France.
- Melguizo, T. (2014, May). The role of race, income, and funding on student success: An institutional level analysis of California community colleges. The Interdisciplinary Research Center for the Evaluation of Public Policies, SciencesPo, Paris, France.
- Melguizo, T. (2013, December). Using a regression discontinuity design to estimate the impact of placement decisions in the Los Angeles Community College District. Seminar, Paris School of Economics, Paris, France.
- Melguizo, T., Kienzl, G., & Kosiewicz, H. (2013, October). The potential of community colleges to increase bachelor degree attainment rates. Presented at the College Board Forum, New York, NY.
- Melguizo, T. (2013, April). Access to what: New perspectives on institutional stratification in higher education. Presented at the American Education Research Association, San Francisco, CA.
- Melguizo, T. (2013, March). Using a regression discontinuity design to estimate the impact of placement decisions in the Los Angeles Community College District. Grantee Conference, Institute of Education Sciences, Washington, D.C.
- Melguizo, T. (2013, March). Credit for low-income students and access to higher education in Colombia: A regression discontinuity approach. The World Bank, Washington, D.C.

- Melguizo, T. (2013, February). For minority students, STEM degrees pay big. Keynote presented at the Rossier on the road: Orange County reception.
- Melguizo, T. (2011, June). Math assessment and practices in California community colleges: Evidence from Los Angeles. UCACCORD: University of California at Los Angeles, CA.
- Melguizo, T. (2011, April). Math assessment and practices in California community colleges. Institute of Higher Education, University of Georgia, Athens, GA.
- Melguizo, T. (2011, March). Contemporary issues in urban community colleges: Access, equity, and success. School of Education, University of Michigan, Ann Arbor, MI.
- Melguizo, T. (2010, October). College aid policy and competition for diversity. School of Education, University of California at Irvine, Irvine, CA.
- Melguizo, T. (2010, April). The structure and financing of the American postsecondary education system. International Higher Education Seminar. Sao Paulo, Brazil.
- Melguizo, T. (2009, October). Personalized on-campus guidance support and scholarship assistance to promote college access and persistence of low-income students. Paper presented at The Wisconsin Center for the Advancement of Higher Education (WISCAPE) at the University of Wisconsin-Madison, Madison, WI.
- Melguizo, T. (2009, October). Evaluating the effect of community college attendance on educational attainment: Application of propensity score matching methods. Paper presented at the AERA Grants Program Grantee Conference, Washington, D.C.
- Melguizo, T. (2009, March). What are the individual and institutional factors associated with community college transfer? Evidence from the Washington State Achievers Program. The Southern California Population Research Center Spring 2009 Colloquium Series. Los Angeles, CA.
- Melguizo, T., & Chung, A. (2009, February). Expanding access to elite education to low-income minorities: Evidence from the Gates Millennium Scholarship Program. Policy Research Panel. Policy Analysis for California Education (PACE). Sacramento, CA.
- Santos, J.L., & Melguizo, T. (2007, June). Increasing baccalaureate attainment rates using California community college transfers: An exploration of its cost-effectiveness. California Community College Collaborative (C4) Inaugural Forum, University of California, Riverside. Riverside, CA.
- Melguizo, T. (2007, February). The influence of state articulation policies on transfer rates of community college students. Presented at labor market seminar, Department of Economics, University of California, Santa Barbara. Santa Barbara, CA.
- Melguizo, T. (2006, June). A national portrait of low-income community college transfer students at selective institutions. Presented at the Jack Kent Cooke Foundation, National Forum: A fresh look at equity at selective colleges and universities: Expanding access for low-income community college transfers. Washington, D.C.
- Melguizo, T. (2005, December). Why did the college completion rates of Hispanic transfer students decrease in the early 1990s? Presented at the Latinos and Education Speaker Series, Graduate School of Education, Harvard University, Boston, MA.

- Melguizo, T. (2005, November). Why were Hispanic community college transfer students receiving fewer bachelor's degrees in the 1990s than in the 1980s? Presented at the Economics of Education Seminar, Stanford University, Palo Alto, CA.
- Melguizo, T. (2005, April). Why were Hispanic community college transfer students receiving fewer bachelors degrees in the 1990s than in the 1980s? Presented at Sociology and Economics of Education Seminar, Steinhardt School of Education, New York University, New York, NY.
- Melguizo, T. (2005, January). What types of colleges were graduating the most minorities in the 1980s and 1990s? Presented at the conference: Improving Latino College Preparation and Achievement, Tomas Rivera Policy Institute, San Diego, CA.
- Melguizo, T. (2004, October). What types of colleges were graduating the most minorities in the 1980s and 1990s? Presented at the AERA grantee program conference, Washington, D.C.
- Melguizo, T. (2004, April). What types of colleges were graduating the most minorities in the 1980s and 1990s? Presented at the AERA grants program session, Washington, D.C.

Refereed Conference Presentations

- Swanson, E., Yucel, E., Melguizo, T., Ching, C. D., & Ngo, F. (2022, April). STEM sorting: Unintended consequences of math pathways expansions in community colleges. Presented at the American Educational Research Association, San Diego, CA.
- Ching, C. D., Yucel, E., Ngo, F., Melguizo, T., & Harrington, D. (2022, April). The Logics that keep developmental education alive in an age of reform. Presented at the annual meeting of the Council for the Study of Community Colleges, Tempe, AZ.
- Melguizo, T., Murdoch, J., El Hadj Saïd, K. Manifet, C., Zamani-Gallaher, E.M., Soler, M.C, Garcia, L., (2022, March). A French and U.S. comparative overview of the critical concerns of community college students and leaders during the global pandemic. The Council for the Study of Community Colleges. Tempe, Arizona.
- Ngo, F., & Melguizo, T. (2022, March). Does multiple measures placement improve developmental education outcomes? Regression discontinuity evidence. Presented at the Association for Education Finance and Policy, Denver, CO.
- Kezar, A., Melguizo, T., Cole, D., Hallett, R., Pickett, K., & Fritz, S. (2021, April). High-quality mixed-methods studies for researcher-practitioner-policy-foundation partnerships. Vice Presidential Session, Division J. Presented at the American Education Research Association.
- Ngo, F., Swanson, E., Melguizo, T., Ching, C., Harrington, D., Cristo, J., & Corner, R. (2021, March). Is AB705 closing the racial equity gap? Early evidence from the Los Angeles Community College District. Presented at the 46th Annual Conference of the Association for Education Finance and Policy.
- Melguizo, T., Martorell, P., Swanson, E., & Kezar, A. (2020). The Effects of a Comprehensive College Transition Program on Psychosocial Outcomes: Evidence from a Randomized Control Trial.

Presented at the Association for Public Policy and Management 2020 Virtual Fall Research Conference.

- Melguizo, T., Swanson, E., Martorell, F., & Kezar, A. (2020, April). Heterogeneous effects of a comprehensive college transition program on psychosocial outcomes: evidence from a randomized control trial. Paper presented at the American Education Research Association, AERA, San Francisco, California. <http://tinyurl.com/uvvayon> (Conference Cancelled)
- Swanson, E., Melguizo, T., & Martorell, F. (2020, April). Examining the relationship between psychosocial and academic outcomes in higher education: a descriptive analysis. Paper presented at the American Education Research Association, AERA, San Francisco, California. <http://tinyurl.com/vg362p3> (Conference Cancelled)
- Swanson, E., Melguizo, T., and Martorell, P. (2020, March). Examining the relationship between psychosocial and academic outcomes in higher education: A descriptive analysis. Poster presentation at the 45th Annual Conference of the Association for Education Finance and Policy. Fort Worth, Texas.
- Swanson, E., Kitchen, J., and Melguizo, T. (2020, March). Examining STEM performance in the context of a comprehensive college transition program. Presented at the 45th Annual Conference of the Association for Education Finance and Policy. Fort Worth, Texas.
- Melguizo, T., Martorell, P., Swanson, E., and Kezar, A. (2020, March). The effects of a comprehensive college transition program on psychosocial outcomes: Evidence from a randomized control trial. Accepted for presentation at the 2020 Annual Society for Research on Educational Effectiveness, SREE, Conference. Arlington, VA.
- Morris, E.A., Yucel, E., Velasquez, D., Ching, C.D., Ngo, F., & Melguizo, T. (2020, March). Understanding recent California policy initiatives in developmental education. Poster Presentation. Association for Education Finance and Policy, AEFPP, Fort Worth, Texas.
- Melguizo, T., Flores, S., Carroll, T., & Velasquez, D. (2019, April). Lost in the transition: The cost of college-readiness standards misalignment for English learners. Paper presented at the American Education Research Association, AERA, Toronto, Canada.
- Melguizo, T., Martorell, F., Humphrey, R., & Kezar, A. (2019, March). Exploring the effects of a comprehensive college transition program on psychosocial factors Associated with success in college by selected student characteristics. Poster Presentation. Association for Education Finance and Policy, AEFPP, Kansas City, Kansas.
- Ferreyra, M. M., Melguizo, T., Sanchez-Diaz, A.M., & Zamarro, G. (2019, March). Estimating the educational and labor market outcome gains for students attending academic short-cycle programs in Colombia. Paper Presentation. Association for Education Finance and Policy, AEFPP, Kansas City, Kansas.
- Melguizo, T., Flores, S., Carroll, T., & Velasquez, D. (2018, November). Identifying secondary school to community college curricular misalignment for English Learners: Race, ethnicity, and language fluency. Association for the Study of Higher Education, ASHE, Tampa, FL.

- Chi, E., & Jeon, M., Park, E., Melguizo, T., & Kezar, A. (2018, April). Mediation of psychosocial outcomes in a college transition program for low-income students. Rossier School of Education, University of Southern California. Paper presented at the American Education Research Association, AERA, New York, NY.
- Melguizo, T., Martorell, F., Chi, W. E., Park, E., Kezar, A. (2018, March). The effects of a comprehensive college transition program on social and psychological factors associated with success in college. Paper presented at the Association for Education Finance and Policy, AEFPP, Portland, Oregon.
- Melguizo, T., Flores, S., Carroll, T., & Velasquez, D. (2018, March). Understanding the long-term effects of English language reclassification: Examining the impact of reclassification on community college students' postsecondary outcomes. Paper presented at the Association for Education Finance and Policy, AEFPP, Portland, Oregon.
- Park, E., Ngo, F., & Melguizo, T. (2018, March). The role of misaligned math placement in propelling or hindering STEM-ready students in community colleges. Paper presented at the Association for Education Finance and Policy, AEFPP, Portland, Oregon.
- Chi, E., Lapid, P.A., Strumbos, D., Melguizo, T., & Keup, J. (2018, March). Three comprehensive college transition programs: practitioner and researcher perspectives. Panel presented at the Society for Research in Educational Effectiveness, SREE, Washington, D.C.
- Chi, E., & Jeon, M., Park, E., Melguizo, T., & Kezar, A. (2018, March). College engagement as a mediator of psychosocial outcomes in a college transition program. Rossier School of Education, University of Southern California. Paper presented at the Society for Research in Educational Effectiveness, Washington, D.C.
- Melguizo, T., & Ngo, F., (2017, June). Using high school transcript data and diagnostic information to fine-tune placement policy and tailor instruction in developmental math. Paper presented at the American Association for Engineering Education, Columbus, OH.
- Coates, H., Deller, F., Loyalka, P., Liu, L., Melguizo, T., Troitshankaia, O., Wagenaar, R., Shavelson, R., & Van Essen, T., (2017, April). Advancing large scale and classroom assessment through research and practice. Invited Coordinated Session, National Council on Measurement in Education, San Antonio, TX.
- Melguizo, T., & Ngo, F., (2017, April). The usefulness of linked data for improving math course placement and instruction in community colleges. Paper presented at the American Education Research Association, San Antonio, TX.
- Melguizo, T., Martorell, F., Chi, W. E., Park, E., Kezar, A. (2017, March). Is the Thompson Scholars Learning Community (TSLC), a comprehensive college transition program, helping low-income students develop social and psychological factors related to college persistence and degree attainment? Paper presented at the Association for Education Finance and Policy, AEFPP, Washington, D.C.
- Delaney, J., Perna, L., Billings, M.S., Hemenway, B., Leigh, E., Gandara, D., & Melguizo, T. (2016, November). Promises Kept? New Research on Geographically-Based, Early Commitment Student Financial Aid Programs. Association for the Study of Higher Education (ASHE), Columbus, OH.

- Kezar, A., Cole, D., Soldner, M., Melguizo, T., Reason, R., Perez, R., & Espinoza-Wade, A. (2016, November). TSLC Scholars: A mixed methods examination of a comprehensive college transition and success program for low income students. Symposium presentation at the Association for the Study of Higher Education (ASHE), Columbus, OH.
- Melguizo, T., Ngo, F., Park, E., & Chi, W.E., (2016, October). Improving assessment and placement in developmental math, English, and ESL: Lessons from a research-practitioner partnership. Strengthening Student Success Conference, Orange County, CA.
- Melguizo, T., Zamarro, G., Velazco, T., & Sanchez, F., (2015, November). How can we accurately measure whether students are gaining valuable learning as well as other relevant outcomes in Higher Education? Presented at the Association for the Study of Higher Education (ASHE), Denver, CO.
- Melguizo, T., Zamarro, G., Velazco, T., & Sanchez, F., (2015, November). How can we accurately measure whether students are gaining valuable learning as well as other relevant outcomes in Higher Education? Presented at Southern Economic Association, New Orleans, LA.
- Melguizo, T., Zamarro, G., Velazco, T., & Sanchez, F., (2015, June). How can we accurately measure whether students are gaining valuable learning as well as other relevant outcomes in Higher Education? Presented at XXIV Meeting of the Economics of Education Association. Madrid, Spain.
- Melguizo, T., & Wainer, J. (2015, April). Are students gaining general and subject area knowledge in university? Evidence from Brazil. Paper presented at the American Education Research Association, Chicago, IL.
- Ngo, F., & Melguizo, T. (2015, April). Examining factors associated with student choice of assessment sub-test in determining developmental math placement. Presented at the American Education Research Association, Chicago, IL.
- Fong, K., & Melguizo, T. (2015, April). Does using skill-specific math information make placement in developmental math more accurate? Estimates from diagnostic tests. Presented at the American Education Research Association, Chicago, IL.
- Melguizo, T., Zamarro, G., Velazco, T., & Sanchez, F., (2015, February). How can we accurately measure whether students are gaining valuable learning as well as other relevant outcomes in Higher Education? Presented at the Association for Education Finance Policy, Washington, D.C.
- Ngo, F., & Melguizo, T. (2015, February). Placement policy and math remediation: Evidence from experimentation in community colleges. Presented at the Association for Education Finance Policy, Washington, D.C.
- Melguizo, T., Prather, G., Hu, S., Martorell, P., Miller, T., & Miller, S. (2014, November). Reflections on building research partnerships between researchers, policymakers and practitioners: A look at Florida, Texas, and California. Presented at the annual meeting of the Association for the Study of Higher Education, Washington, D.C.
- Bragg, D., Taylor, J., Amey, M., Farrell-Cole, P., Melguizo, T., Cox-Brand, E., & Pineda, D. (2014, November). Reverse transfer: research and policy on the front lines. Presented at the annual meeting of the Association for the Study of Higher Education, Washington, D.C.

- Fong, K. E., & Melguizo, T. (2013, November). Examination of the factors informing community college student choice of remedial assessment sub-test. Presented at the annual meeting of the Association for the Study of Higher Education, St. Louis, MO.
- Marquez, J., Sanchez, F., & Melguizo, T. (2013, July). Economics of Education (Jornadas de la Asociacion de la Economia de la Educacion). La Coruna, Spain.
- Fong, K. E., & Melguizo, T. (2013, April). Community college student progression through the preparatory math sequence. Paper presented at the American Education Research Association, San Francisco, CA.
- Prather, G., & Melguizo, T. (2013, April). Assessment, placement and success in basic math: A more holistic approach. Paper presented at the Research and Planning Conference, Pomona, CA.
- Melguizo, T., & Kosiewicz, H. (2013, March). The role of race, income, and funding on student success: An institutional level analysis of California community colleges. Paper presented at the Association for Education Finance Policy, New Orleans, LA.
- Fong, K., & Melguizo, T. (2012, November). Progress through the math preparatory track in the Los Angeles Community College District (LACCD). Presented at the Association for the Study of Higher Education, Las Vegas, NV.
- Melguizo, T., Kosiewicz, H., Prather G., & Bos, J. (2012, April). Grounding our understanding of college remedial education in reality: Implications for further research. Paper presented at the American Education Research Association, Vancouver, CA.
- Melguizo, T., Kim, B., Bos, J., & Prather G. (2012, April). Evaluation of the basic skills math sequence in California: Evidence from Los Angeles. Paper presented at the American Education Research Association, Vancouver, CA.
- Melguizo, T., Kim, B., Bos, J., & Prather G. (2012, March). Evaluating the effects of basic skills mathematics on academic outcomes of community college students. Paper presented at the Society for Research in Educational Effectiveness, Washington, D.C.
- Melguizo, T., Kim, B., Bos, J., & Prather G. (2012, March). Evaluating the effects of basic skills mathematics on academic outcomes of community college students. Paper presented at the Association for Education Finance Policy, Boston, MA.
- Melguizo, T., Kim, B., Bos, J., Prather G., & Kosiewicz, H. (2012, March). Student placement policies in community colleges: developing, implementing, and calibrating institutional policies that benefit students. California Mathematics Council Community Colleges South, Orange County, CA.
- Melguizo, T., Kosiewicz, H., & Prather G. (2011, November). Grounding our understanding of college remedial education in reality: Implications for further research. California. Association for Institutional Research, Sonoma, CA.
- Melguizo, T., Kosiewicz, H., Prather G., & Bos, J. (2011, November). An examination of assessment and placement policies for remedial and college-level math in the Los Angeles Community College District. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.

- Melguizo, T., Kim, B., Bos, J., & Prather G. (2011, November). Evaluation of the basic skills math sequence in California: Evidence from Los Angeles. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.
- Melguizo, T., Bos, J., Prather G., & Kosiewicz, H. (2011, April). The implications of the current assessment and placement policies in developmental mathematics on student success. Paper presented at the annual meeting of the Council for the Study of Community Colleges, New Orleans, LA.
- Melguizo, T., Bos, J., Prather G., & Kosiewics, H. (2011, March). The assessment and placement policies in developmental mathematics in the Los Angeles Community College District (LACCD). The Association for Education Finance Policy, Seattle, WA.
- Melguizo, T., Bos, J., Prather G., Kim, B., & Kosiewics, H. (2011, March). Evaluating the effects of basic skills mathematics placement on academic outcomes of community college students. Society for Research on Education Effectiveness, Washington, D.C.
- Melguizo, T., & Prather G. (2010, April). Comparison of success rates in basic skills math at the Los Angeles Community College District (LACCD), The Research and Planning Group for California Community Colleges, Pomona, CA.
- DeAngelo, L., Chang, M., Hurtado, S., Malcolm, L., & Melguizo, T. (2010, April). Is it better to be a big frog in a small pond? Recent empirical investigations of the “mismatch hypothesis.” Symposium at the American Education Research Association, Denver, CO.
- Melguizo, T. (2010, April). Regression discontinuity as a promising evaluation technique: An application to basic skills math. Paper presented at the meeting of the American Education Research Association, Denver, CO.
- Melguizo, T., & Chung, A. (2009, June). College aid policy and competition for diversity. Paper presented at the meeting of the Student Financial Aid Research Network Conference, Indianapolis, IN.
- Hagedorn, L.S., Melguizo, T., Shulock, N.B., & Tierney, W.G. (2009, April). Remedial education: Findings and interpretations of America’s growing problem. Paper presented at the meeting of the American Education Research Association, San Diego, CA.
- Melguizo, T., & Wolniak, G. (2008, November). Major matters: Estimates of the effects of major field of study on the early career earnings of minorities. Paper presented at the meeting of the Association for the Study of Higher Education, Jacksonville, FL.
- Melguizo, T., & Chung, A. (2008, November). What are the financial aid packages that result in higher four-year baccalaureate attainment rates for minorities? Evidence from the first cohort of recipients and non-recipients of the Gates Millennium Scholarship (GMS) program. Paper presented at the meeting of the Association for the Study of Higher Education, Jacksonville, FL.
- Melguizo, T. (2008, March). Are minorities more likely to graduate from college if they attend a more selective institution? Evidence of two cohorts from the Gates Millennium Scholarship (GMS) program. Paper presented at the meeting of the American Education Research Association, New York, NY.

- Melguizo, T., Hagedorn, L.S., & Cypers, S. (2007, November). The need for remedial/developmental education and the cost of community college transfer: Calculations from a sample of California community college transfers. Paper presented at the meeting of the Association for the Study of Higher Education, Louisville, KY.
- Melguizo, T., Kienzl, G., & Alfonso, M. (2007, November). Evaluating the effect of community college attendance on educational attainment: Application of propensity score matching methods. Paper presented at the meeting of the Association for the Study of Higher Education, Louisville, KY.
- Kienzl, G., Melguizo, T., & Alfonso, M. (2007, June). The relationship between college costs, local labor market conditions and persistence among low-income community college students. Paper presented at the meeting of the Association for Institutional Research, Kansas City, MO.
- Melguizo, T., Kienzl, G., & Alfonso, M. (2007, April). The influence of state articulation policies on transfer rates of community college students. Paper presented at the meeting of the American Education Research Association, Chicago, IL.
- Melguizo, T., Hagedorn, L.S., Cypers, S., & Chi, W. (2007, April). Calculating the real cost of community college transfer: Estimations from a sample of California community college transfers. Paper presented at the meeting of the American Education Research Association, Chicago, IL.
- Kienzl, G., Melguizo, T., & Alfonso, M. (2007, April). Costs on the clock: The effects of time and local labor market conditions on persistence and attainment. Paper presented at the meeting of the American Education Research Association, Chicago, IL.
- Dowd, A.C., Cheslock, J.J., & Melguizo, T. (2007, April). Transfer access from community colleges and the distribution of elite higher education. Paper presented at the meeting of the American Education Research Association, Chicago, IL.
- Melguizo, T., Kienzl, G., & Alfonso, M. (2007, March). The influence of unobservables and articulation policies on transfer and bachelor's attainment rates of community college students. Paper presented at the meeting of the American Education Finance Association, Baltimore, MD.
- Kienzl, G., Alfonso, M., & Melguizo, T. (2007, March). Industry-specific employment shocks and the persistence and attainment of community college students. Paper presented at the meeting of the American Education Finance Association, Baltimore, MD.
- Melguizo, T., & Dowd, A.C. (2006, November). Articulating success: Community college transfer students graduate at the same rate as rising juniors in the four-year college, Paper presented at the meeting of the Association for the Study of Higher Education, Anaheim, CA.
- Melguizo, T., & Dowd, A.C. (2006, April). A national portrait of the characteristics and educational outcomes of low-income community college transfer students at selective institutions. Paper presented at the annual meeting of the Council for the Study of Community Colleges, Long Beach, CA.
- Brewer, D., Eide, E., & Melguizo, T. (2006, March). How can high school reform improve high school performance and college readiness? Paper presented at the meeting of the American Education Finance Association, Denver, CO.

- Kienzl, G., Alfonso, M., & Melguizo, T. (2006, March). The effect of local labor market conditions in the 1990s on the likelihood of community college student's persistence. Paper presented at the meeting of the American Education Finance Association, Denver, CO.
- Kienzl, G., Alfonso, M., & Melguizo, T. (2005, November). The effect of local labor market conditions in the 1990s on the likelihood of dropping out of a community college. Paper presented at the meeting of the Association for the Study of Higher Education, Philadelphia, PA.
- Melguizo, T. (2005, April). Comparing the college completion rates of Hispanic students who transferred from a two-year college to a four-year college in the 1980s and in the 1990s. Paper presented at the annual meeting of the Council for the Study of Community Colleges, Boston, MA.
- Melguizo, T. & Strober, M. (2005, March). A prestige model of the determinants of full-time faculty salaries at four-year institutions in the U.S. Paper presented at the annual meeting of the American Education Finance Association, Louisville, KY.
- Melguizo, T. (2004, April). Should Hispanics be diverted from attending community colleges? Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.
- Melguizo, T. (2003, November). What matters the most for getting a B.A.—is it the high school or the college you attend? Paper presented at the annual meeting of the Association for the Study of Higher Education, Portland, OR.
- Melguizo, T. (2003, April). What types of colleges are graduating the most minorities? A comparative analysis of the individual and institutional factors that influence college completion for African American, Hispanic and white and Asian students in the U.S. in the last two decades. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Melguizo, T. (2002, April). What were the type of colleges that graduated more African American and Hispanic Students in the 1980s? Poster session presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.

Professional Development

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| 2015 | Selected Participant, What Works Clearing House (WWC) Reviewer Certification Training. Washington, D.C. |
| 2008 | Selected Participant, IES Summer Research Training Institute
Institute of Education Science (IES), Summer Research Training Institute: Cluster
Randomized Trials, Northwestern University |
| 2008 | The Institute for Research on Poverty
Training Institute led by Professors Guido Imbens and Jeffrey Wooldridge
University of Wisconsin |
| 2004 | Selected Participant, IHELG Houston Higher Education Finance Roundtable Institute
for Higher Education Law Governance, University of Houston. |
| 2004 | Southern California Demographic Analysis Workshop |

Learned how to extract, query, download, analyze and map Census demographic data.

- 2003 AERA Institute on Statistical Analysis for Education Policy
Training on Hierarchical Linear Models.
- 2001 National Center for Education Statistics (NCES)
Seminar on the use of the NELS: 88 databases, Washington, D.C.