

Sabrina M. Solanki

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PROFESSIONAL EXPERIENCE

Academic Administrator, Education Research Initiative, University of California, Irvine (current)

EDUCATION & TRAINING

Institute of Education Sciences Postdoctoral Fellow, Education Policy Initiative (EPI), Ford School of Public Policy, University of Michigan

Ph.D., Education Policy, University of California, Irvine, CA, 2019

Dissertation: Three Essays About Higher Education Programs & Policies to Support Student Success

M.A., Public Policy, University of California, Irvine, CA, 2014

M.A., Teaching with a Single Subject Credential in Social Science, specialization in Economics, University of California, Irvine, CA, 2007

B.A., Economics, University of California, Los Angeles, CA, 2001

RESEARCH AND TEACHING INTERESTS

Higher Education Policy, Intervention Research, STEM Education, Economics of Education, Teacher Labor Market Policy

FELLOWSHIPS

2018 National Academy of Education/Spencer Dissertation Fellowship (\$27,500)

HONORS & AWARDS

2019 Emerging Education Policy Scholar

2019 UCI School of Education Michael E. Martinez Prize

PUBLICATIONS

Solanki, Sabrina M. and Di Xu. (2018). Looking beyond academic performance: The influence of instructor gender on student motivation in STEM fields. *American Educational Research Journal*, 55(4), 801-835.

Xu, Di, **Sabrina M. Solanki**, Peter McPartlan, and Brian Sato. (2018). EASE'ing students into college: The impact of multidimensional support for underprepared students. *Educational Researcher*, 47(7), 435-450.

Solanki, Sabrina M., Peter McPartlan, Di Xu, and Brian Sato. (2019). The impact of a STEM learning community: Does it work and which students benefit the most? *PLoS ONE*, 14(3):e0213827.

Penner, Emily K., Jane Rochmes, Jing Liu, **Sabrina M. Solanki**, and Susanna Loeb. Equity-oriented applicants: What do prospective teachers say about the achievement gap and does it make them more attractive candidates? (2019). *RSF: The Russell Sage Foundation Journal of the Social Sciences (Special issue on using administrative data for science and policy)*.

Xu, Di, **Sabrina M. Solanki**, and Ashley Harlow. Transferring from a community college or initiating in a four-year college directly: Interpreting the effects in the presence of heterogeneity. (2019). *Research in Higher Education*.

Xu, Di and **Sabrina M. Solanki**. Tenure-track appointment for teaching-oriented faculty? The impact of teaching and research faculty on student outcomes. (2019). *Educational Evaluation and Policy Analysis*.

Solanki, Sabrina M., Daniel Fitzpatrick, Masha R. Jones, and Hansol Lee. A meta-analytic study of social-psychological interventions in college: Examining heterogeneity effects by study context and treated population. (2020). *Educational Research Review*.

McPartlan, Peter, **Sabrina M. Solanki**, Di Xu, and Brian Sato. Testing basic assumptions reveals when (not) to expect mindset and belonging interventions to succeed. (2020). *AERA Open*.

MANUSCRIPTS UNDER REVIEW

Xu, Di, **Sabrina M. Solanki**, and John Fink. The geography of racial gaps in advanced placement participation and dual-credit education (*Conditional acceptance*).

Park, Elizabeth, Peter McPartlan, **Sabrina M. Solanki**, and Di Xu. Unrealistic expectations? The gap between initial academic beliefs and final grades on STEM degree attainment.

Baker, Rachel, **Sabrina M. Solanki**, and Connie Kang. Racial segregation in California higher education: Examining student population trends between and within sectors.

MANUSCRIPTS IN PREPARATION

Solanki, Sabrina M. Learning communities in STEM education: Evaluating the impact of the Enhanced Academic Success Experience (EASE) initiative on student success.

Baker, Rachel, **Sabrina M. Solanki**, and Di Xu. The effects of free classes over the summer: A fee incentive program to increase summer session enrollment.

INVITED PRESENTATIONS

Do Learning Communities Work in STEM Education: Evaluating the Impact of the Enhanced Academic Success Experience Initiative (EASE) on Student Success. ExpandedED: Broadening the Understanding of Today's Educational Issues. April 2018. University of California, Santa Barbara.

The Geography of Racial Gaps in Advanced Placement Participation and Dual-Credit Education. Saint Louis University School of Education Colloquium. November 2020. Saint Louis University.

CONFERENCE PRESENTATIONS

The Effects of Free Classes Over the Summer: A Fee Incentive Program to Increase Summer Session Enrollment. Association for Education Finance and Policy (AEFP) Annual Meeting. March 2019. Kansas City.

First Impressions: Can Initial District Screenings of Applicants Predict Teacher Outcomes on the Job? Association for Education Finance and Policy (AEFP) Annual Meeting. March 2019. Kansas City.

Tenure-track for Teaching-Oriented Faculty: Faculty Characteristics, Growth, and Impacts on Undergraduate Learning Outcomes. Poster presented at the Association of Public Policy Analysis & Management (APPAM) Annual Meeting. November 2018. Washington D.C.

Transferring from a Community College or Initiating in a Four-year College Directly: Estimating the Impact on Student Academic & Labor Market Outcomes. CC2PhD: UCLA Community College Studies Conference. June 2018. Los Angeles.

EASE'ing Students into College: The Impact of Multidimensional Support for Underprepared Students. American Educational Research Association (AERA) Annual Meeting. April 2018. New York.

New Faculty Types in Higher Education: The Impact of Lecturers with Security of Employment on Undergraduate Learning. Association for Education Finance and Policy (AEFP) Annual Meeting. March 2018. Portland.

EASE'ing Students into College: The Impact of Multidimensional Support for Underprepared Students. Society for Research on Educational Effectiveness (SREE) Annual Meeting. February 2018. Washington D.C.

Social-Psychological Interventions: Can They Improve STEM Persistence & Beliefs?
Association of Public Policy Analysis & Management (APPAM) Annual Meeting. November 2017. Chicago.

What Works for College Student Success: A Meta-Analytic Study of Motivation Interventions. Poster presented at the Association of Public Policy Analysis & Management (APPAM) Annual Meeting. November 2017. Chicago.

Meta-Analysis of Random Assignment Studies of Interventions Targeting the Identified Competencies. Society for Research on Educational Effectiveness (SREE) Annual Meeting. March 2017. Washington D.C.

Looking Beyond Academic Performance: The Impact of Instructor Gender on Student Engagement and Attitude in STEM Fields. Association for Education Finance and Policy (AEFP) Annual Meeting. March 2017. Washington D.C.

Racial Segregation in California Higher Education: Examining Latino Student Population Trends Between and Within Sectors. Poster presented at the Association for Education Finance and Policy (AEFP) Annual Meeting. March 2017. Washington D.C.

College Majors: Their Role in the STEM Pipeline. Poster presented at the Population Association of American (PAA) Annual Meeting. April 2016. Washington D.C.

UNIVERSITY TEACHING & MENTORING EXPERIENCE

University of Michigan

Undergraduate Research Opportunity Program (UROP), Mentor, 2019-present

University of California, Irvine, School of Education

Teaching Assistant & Lab Instructor, Education 288A: Graduate Statistics I, 2015-2017

Teaching Assistant & Lab Instructor, Education 15: Statistics in Education Research, 2015-2017

Teaching Assistant, Education 10: Education Research Design, 2015
Instructor, Education 140: Classes, Courts, & Controversy, 2020

K-12 TEACHING & MENTORING EXPERIENCE

Arnold O. Beckman High School, Irvine, CA

Advanced Placement Microeconomics, September 2007 – June 2013

Early Academic Outreach Program (EAOP), UCLA

Academic Counselor, September 1998 – June 2001

RESEARCH EXPERIENCE

Solving the Equation: Recruiting, Hiring, and Retaining Math and Science Teachers Project, Research Assistant, 2016 – present
PI: Susanna Loeb

The National Academies of Sciences: Supporting Students' College Success: The Role of Assessment of Intrapersonal and Interpersonal Competencies, Consultant, 2016 - 2017
Chair: Joan Herman

SERVICE

University of Michigan

Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC),
Working Group Co-chair, 2019-2020

Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC), Theme
Director, 2020-2021

University of California, Irvine, School of Education

First Beijing Normal University-UCI Doctoral Student in Higher Education
Leadership and Management Exchange Program, Student Coordinator,
2017-2018

Faculty Search Committee, Student Representative, 2017-2018

Ph.D. Admissions Committee, Student Representative, 2015-2016

Diverse Educational Community and Doctoral Experience (DECADE), Peer
Mentor, 2015-2018

Reviewer

American Educational Research Association Open
The Journal of Research on Educational Effectiveness

SKILLS

Languages: English (native)

Statistical Programming: STATA (Advanced), Comprehensive Meta-Analysis
(Intermediate), R (Beginner)

PROFESSIONAL MEMBERSHIPS

Association of Public Policy Analysis & Management (APPAM)
American Education Research Association (AERA)
Association of Education Finance and Policy (AEFP)

Candidate: Sabrina Solanki

Reference List

Rachel Baker
University of California, Irvine
Assistant Professor
Email: rachelbb@uci.edu

Greg Duncan
University of California, Irvine
Distinguished Professor
Email: gduncan@uci.edu

George Farkas
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Brian Jacob
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Di Xu
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