

SHANNA E. SMITH JAGGARS, PH.D.
Director of Student Success Research, ODEE
The Ohio State University
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EDUCATION

University of Texas at Austin. Ph.D. (2002) in Human Development and Family Sciences

University of Texas at Austin. BA (1996) in Psychology and Plan II with special honors

PROFESSIONAL BACKGROUND

The Ohio State University, Office of Distance Education and E-Learning (Director of Student Success Research, 2016 – present)

Conduct research focused on improving OSU student outcomes. Projects include:

- P.I. of a mixed-methods study of the Affordable Learning Exchange (2016 – 2018)
- P. I. of a quantitative analysis of student “course shopping” behavior (2016 – 2017)
- P. I. of a mixed-methods evaluation of OSU’s pilot academic recovery program for first-year students who fall into academic warning or probation (2016 – 2018)
- Key Personnel of an assessment of OSU’s University Institute for Teaching and Learning in its first year of operation, P. I. Maria Pruchnicki (2016 - 2017)

Columbia University, Teachers College, Community College Research Center (Research Affiliate, 2016 – present; Assistant Director 2012 – 2016; Senior Research Associate 2008 – 2012)

Coordinate strategy, policy, and staffing issues; secure grant funding and lead a variety of studies focused on improving college completion among low-income young adults, including:

- Director of a \$600,000 Gates Foundation grant, studying the *American Honors* community college transfer pathway program (2015 – 2018)
- Director of a \$118,000 Google grant, studying computer science pathways through community college (2015 – 2016)
- Co-director of a nationally-representative survey of developmental education practices, conducted under the federal Center for the Analysis of Postsecondary Readiness (2014 – 2016)
- Director of two econometric studies of labor market returns to college, conducted under the federal Center for the Analysis of Postsecondary Education and Employment (2011 – 2016)
- Co-director of a \$7 million Gates Foundation grant, including studies on technology-enabled learning, student supports, transfer pathways, and developmental education (2012 – 2015)
- Director of an \$850,000 Kresge Foundation grant, providing technical assistance and studying implementation of reforms in student information provision (2010 – 2014)
- Co-director of a \$5 million Gates Foundation grant, including nine studies focused on identifying effective practices to improve community college student success (2009 – 2012)

University of Texas at Austin, Research Consulting Services (Manager, 2004 – 2008; Research Consultant, 1999 - 2004)

Manage survey, program evaluation, and quality assessment projects for University departments; serve as a methodological and statistical consultant for faculty researchers.

SELECTED PUBLICATIONS: For a complete list of 67 works (by S.S. Jaggars and maiden name S.E. Smith), see <https://goo.gl/5PMBq5>

Jaggars, S. S., & Bickerstaff, S. (in press). Developmental education: The evolution of research and reform. In M. B. Paulsen & L. W. Perna (Eds.), *Higher Education: Handbook of Theory and Research, Vol. 33*. New York, NY: Springer.

Jaggars, S. S., & Xu, D. (2016). Examining the earnings trajectories of community college students using a piecewise growth curve modeling approach. *Journal of Research on Educational Effectiveness*, 9(3), pp. 445 – 471.

Bailey, T., & **Jaggars, S. S.** (2016). *When college students start behind (College Completion Series, Part Five)*. New York, NY: The Century Foundation.

Jaggars, S. S., & Karp, M. (2016). Advising community college students. In N. L. Maxwell & A. E. Person (Eds.), *New Directions for Community Colleges (Special Issue: Comprehensive Reform for Student Success)*, 2016 (176), pp. 53 – 62.

Jaggars, S. S., & Xu, D. (2016). How do online course design features influence student performance? *Computers and Education*, 95, pp. 270 – 284.

Xu, D., **Jaggars, S. S.**, & Fletcher, J. (2016). *How and why does two-year college entry influence baccalaureate aspirants' academic and labor market outcomes?* New York, NY: Center for the Analysis of Postsecondary Education and Employment, Teachers College, Columbia University. (Now in revise-and-resubmit status at *The Journal of Higher Education*.)

Bailey, T. R., **Jaggars, S. S.**, & Jenkins, D. (2015). *Redesigning America's Community Colleges: A Clearer Path to Student Success*. Cambridge, MA: Harvard University Press.

Jaggars, S. S., Hodara, M., Cho, S., & Xu, D. (2015). Three accelerated developmental education programs: Features, student outcomes, and implications. *Community College Review*, 43(1), pp. 3-26.

Xu, D., & **Jaggars, S. S.** (2014). Performance gaps between online and face-to-face courses: Differences between types of students and academic subject areas. *The Journal of Higher Education*, 85(5), pp. 633 – 659.

Hodara, M., & **Jaggars, S. S.** (2014). An examination of the impact of accelerating community college students' progression through developmental education. *The Journal of Higher Education*, 85(2), pp. 246 – 276.

Jaggars, S. S. (2014). Choosing between online and face-to-face courses: Community college student voices. *American Journal of Distance Education*, 28(1), pp. 27 – 38.

Xu, D., & **Jaggars, S. S.** (2013). The impact of online learning on students' course outcomes: Evidence from a large community and technical college system. *Economics of Education Review*, 37, pp. 46 – 57.