

Florence Xiaotao Ran

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ACADEMIC APPOINTMENT

2020-present Assistant Professor, School of Education, University of Delaware
2018-2020 Postdoctoral Research Associate, CCRC, Teachers College, Columbia University

EDUCATION

2018 Ph.D. in Economics and Education, Columbia University
Dissertation: Essays on Instructor Quality in Higher Education
2011 M.A. in Economics Policy Analysis, University of Maryland Baltimore County (UMBC)
2009 B.A. in Economics, Renmin University of China (RUC)

GRANTS & CONTRACTS

External Grants

2024-2026 [Dual Enrollment Research Fund](#), *Equitable Access and Distributional Effects: Dual Enrollment Career and Technical Education in Delaware*, PI (\$116,870)
2023-2026 National Science Foundation, *Pathway to STEM success: Improving access and success and closing equity gaps in college-level math in a state community college system*, Co-PI (\$1,969,430)
2021-2022 William T. Grant Foundation, Officers' Research Grants, *Closing the college success gap for underprepared students: Evidence from a state-wide remedial education reform*, PI (\$30,715)

Internal Grants

2021-2023 University of Delaware, General University Research Grant, *The effect of online remedial course on college readiness*, PI (\$14,600)

Contracts

2022 Delaware Education Research Alliance, *Boost22 Data Analysis*, PI (\$15,615)
2021-2022 Education Commission of the States, *Strong Start to Finish, Course combination analysis for corequisite learning support*, consultant

AWARDS

2025 Reviewer of the Year, Education Finance and Policy
2023 NAEd/Spencer Postdoctoral Fellowship, semi-finalist
2022 Outstanding Reviewer, AERA Open

2018 Teachers College Provost Doctoral Dissertation Award

PUBLICATION

Note: names of supervised graduate student co-authors are underscored

Journal Articles

13. **Ran, F. X.**, & Bickerstaff, S. (In Press). Connecting faculty development and student outcomes: Evidence from faculty professional development in two community colleges. *Community College Journal of Research and Practice*.

12. **Ran, F. X.**, Eze, J., & Lin, Y. (2025). Disentangle the curriculum and structural effects of math pathway reforms: Evidence from Maryland community college system. *Research in Higher Education* 66, 39. Also available as [EdWorkingpapers](#)

11. **Ran, F. X.**, & Lee, H. (2025). Does corequisite remediation work for everyone? An exploration of heterogeneous effects and mechanisms. *Education Finance and Policy*, 1–28. Also available as [EdWorkingPapers](#)

- Media coverage: [the Hechinger Report](#) ; [the Education Gadfly Show](#)
- Math Values Op-Ed: [Supporting Students Across Readiness Levels in Corequisite Models](#)

10. Xu, D., **Ran, F. X.**, & Zhou, X. (2023). Adopting online learning in college developmental education coursework: Impact on course persistence, completion, and subsequent success. *American Journal of Distance Education*, 37(1), 21-37.

9. **Ran, F. X.**, & Lin, Y. (2022). The effects of corequisite remediation: Evidence from a statewide reform in Tennessee. *Educational Evaluation and Policy Analysis*, 44(3), 458–484. An earlier version available as [CCRC Working Paper No.115](#).

- Media coverage: [the74million](#)
- Brookings Brown Center Op-Ed: [Rethinking Remedial Programs to Promote College Student Success](#)
- CCRC Mixed Methods Blog: [Corequisite Remediation Is Shown to Improve Gateway Course Outcomes. Now What?](#)

8. Xu, D., & **Ran, F. X.** (2022). The disciplinary differences in the characteristics and effects of non-tenure-track faculty. *Educational Evaluation and Policy Analysis*, 44(1), 50–78. Also available as [EdWorkingPapers](#)

7. Bickerstaff, S., & **Ran, F. X.** (2021). A role for disciplinary societies in supporting community college adjunct faculty. *New Directions for Community Colleges*, 2021(194), 151-158.

6. Xu, D., & **Ran, F. X.** (2021). The impacts of different types of college instructors on students' academic and labor market outcomes. *Journal of Policy Analysis and Management*, 40(1), 225-257.

5. **Ran, F. X.**, & Sanders, J. (2020). Instruction quality or working condition? The effects of part-time faculty on student academic outcomes in community colleges introductory courses. *AERA Open*. An earlier version available as [CCRC Working Paper No. 112](#).

- Media coverage: [The Chronicle of Higher Education](#); [Campus Technology](#)
- CCRC Mixed Methods Blog: [Supporting the Supporters: Empowering Adjuncts to Promote Student Success](#)

4. Xu, D., & **Ran, F. X.** (2020). Noncredit education in community college: Students, course enrollments, and academic outcomes. *Community College Review*, 48(1), 77-101. Also available as [CCRC Working Paper No. 84](#)

3. **Ran, F. X.**, & Xu, D. (2019). Does contractual form matter? The impact of different types of non-tenure track faculty on college students' academic outcomes. *Journal of Human Resources*, 54(4), 1081-1120. An earlier version available as [a CAPSEE working paper](#)

2. Xu, D., **Ran, F. X.**, Fink, J., Jenkins, D., & Dundar, A. (2018). Collaboratively clearing the path to a baccalaureate degree: Identifying effective 2-to 4-year college transfer partnerships. *Community College Review*, 46(3), 231-256. Also available as [CCRC Working Paper No. 93](#)

1. Salkever, D., Gibbons, B., & **Ran, X.** (2014). Do comprehensive, coordinated, recovery-oriented services alter the pattern of use of treatment services? Mental health treatment study impacts on SSDI beneficiaries' use of inpatient, emergency, and crisis services. *The Journal of Behavioral Health Services & Research*, 41(4), 434-446.

Works under Review

2. Li, X., **Ran, F. X.**, Chhikara, D., Beamer, Z., & Xu, D. (2025+). *Mixed-methods insights into corequisite math models: enrollment, completion, and stakeholder perspectives*. Under review.

1. **Ran, F. X.**, **Lee, H.**, & **Eze, J.** (2024+). *Corequisite reform modality: The implementation and student outcomes of online corequisite courses*. Under review.

Policy Reports, & Briefs

7. Lin, Y., **Ran, F. X.**, & Eze, J. (2025). How Maryland's Mathematics Reform Initiative shapes student success: Lessons from Maryland's community colleges. Baltimore, MD: Maryland Higher Education Commission.

6. **Ran, F. X.**, Bickerstaff, S., & Edgecombe, E. (2022). [Improving college success for students in corequisite reading](#).

5. Bickerstaff, S., & **Ran, F. X.** (2020). [How did six community colleges design supports for part-time faculty?: a report on Achieving the Dream's engaging adjuncts project](#).

4. Bickerstaff, S. E., Brock, T., Moussa, A., & **Ran, F. X.** (2020). [Exploring the State of the Humanities in Community Colleges](#).

3. Hughes, K. L., Belfield, C., **Ran, F. X.**, & Jenkins, P. D. (2018). [KCTCS Enhancing Programs for IT Certification \(EPIC\)](#).

2. Fink, J., Jenkins, P. D., Kopko, E. M., & **Ran, F. X.** (2018). Using data mining to explore why community college transfer students earn bachelor's degrees with excess credits. [CCRC Working Paper No. 100](#).

1. **Ran, X.**, & Cho, S. W. (2013). [Lingers in the Community College](#).

PRESENTATION

Including scheduled presentations:

Invited External Talks

3. **Ran, F. X.**, & Lin, Y. (2025, December). *The impacts of Maryland's Mathematics Reform Initiative (MMRI)*. Maryland Longitudinal Data System Center research series.

2. Liu, V. & **Ran, F. X.** (2025, April). *Mini-panel: Dual enrollment*. Higher education research seminar, City University of New York.

1. **Ran, F. X.** (2022, April). *Temporary adjuncts as a way to screen for effective long-term instructors: Are colleges retaining the most effective adjuncts?* Junior scholar seminar series, Institute of Economics of Education, Peking University.

Refereed Conferences

31. **Ran, F. X.** (2025, November). *Frontier evidence on how dual enrollment benefits students and communities: Evidence from states and national data*. Association for Public Policy Analysis & Management 2025 Fall Conference, Seattle, Washington.

30. Terrell, J., **Ran, F. X.**, Cashdollar, S., Edmunds, J., & Ezeigbo, C. (2025, October). *Mapping the terrain of dual enrollment: Equity, outcomes, and access across states and settings*. Society for Research on Educational Effectiveness 2025 Conference, Chicago, Illinois.

29. Li, X., **Ran, F. X.**, Chhikara, D., Xu, D., & Beamer, Z. (2025, March). *The effects of corequisites and the perspectives of students, instructors, and advisors under developmental education reform: A mixed-methods study at a Virginia community college*. The Association for Education Finance and Policy 50th Annual Conference, Washington DC.

28. **Ran, F. X.** (2024, November). *Participation in career and technical education dual enrollment programs in Delaware*. Association for Public Policy Analysis & Management 2024 Fall Conference, National Harbor, Maryland.

27. Li, X., **Ran, F. X.**, Chhikara, D., Xu, D., & Beamer, Z. (2024, November). *The effects of corequisites and the perspectives of students, instructors, and advisors under developmental education reform: A mixed-methods study at a Virginia community college*. Association for Public Policy Analysis & Management 2024 Fall Conference, National Harbor, Maryland.

26. **Ran, F. X.**, Eze, J., & Lin, Y. (2024, September). *Diversify or divert: The effects of expanding math pathways on college completion*. Society for Research on Educational Effectiveness 2024 Conference, Baltimore, Maryland.

25. **Ran, F. X., Eze, J., & Lin, Y.** (2024, April). *Diversify or divert: The effects of expanding math pathways on college completion*. 2024 American Education Research Association Annual Meeting, Philadelphia, Pennsylvania.
24. **Ran, F. X., Eze, J., & Lin, Y.** (2024, March). *Diversify or divert: The effects of expanding math pathways on college completion*. The Association for Education Finance and Policy 49th Annual Conference, Baltimore, Maryland
23. **Ran, F. X., & Xu, D.** (2023, November). *Temporary adjuncts as a way to screen for effective longterm instructors: Are colleges retaining the most effective adjuncts?* Association for Public Policy Analysis & Management 2023 Fall Conference, Atlanta, Georgia
22. **Ran, F. X., & Lee, H.** (2022, September). *Does corequisite remediation work for everyone? An exploration of heterogeneous effects and mechanisms*. Society for Research on Educational Effectiveness 2022 Conference, Arlington, Virginia.
21. **Ran, F. X., & Lee, H.** (2022, April). *Closing the college success gap for underprepared students: Evidence from a statewide remedial education reform*. 2022 American Education Research Association Annual Meeting, San Diego, California and virtual.
20. Xu, D., **Ran, F. X., & Zhou, X.** (2022, April). *Course modality and instructor effectiveness*. The Association for Education Finance and Policy 47th Annual Conference, Denver, Colorado and virtual.
19. **Ran, F. X., Bickerstaff, S.** (2021, April). *Building stronger evidence for faculty professional development: Measuring student outcomes*. The Council for the Study of Community Colleges 62nd Annual Conference, Virtual.
18. Fink, J., Myers, T., Sparks, D., Jaggars, S. S., & **Ran, F. X.** (2020, November). *Improving community college student transfer and attainment: Early momentum metrics for formative evaluation of community college STEM transfer reforms*. Association for Public Policy Analysis & Management 2020 Fall Conference, Virtual.
17. **Ran, F. X.** (2020, March). *Does it work for everyone? The heterogeneous effects of corequisite remediation reform*. The Association for Education Finance and Policy 45th Annual Conference, Virtual.
16. **Ran, F. X., & Lin, Y.** (2019, November). *Better together? The effect of co-requisite remediation in Tennessee community colleges*. Association for Public Policy Analysis & Management 2019 Fall Conference, Denver, Colorado.
15. **Ran, F. X., & Lin, Y.** (2019, March). *Better together? The effect of co-requisite remediation in Tennessee community colleges*. The Association for Education Finance and Policy 44th Annual Conference, Kansas City, Missouri.
14. **Ran, F. X., Zamora, D., Smoyer, L., & Winter, D.** (2019, February). *Learning about teaching and learning: Exploring new faculty development models*. League for Innovation in the Community College Annual Conference. New York City, New York.

13. Iuzzini, J., Dolan, D., & **Ran, F. X.** (2018, October). *Building structures and supports to engage adjunct faculty in the student success movement*. Strengthening Student Success Conference. Garden Grove, California.
12. **Ran, F. X.**, & Sanders, J. (2018, April). *Role of adjunct faculty in realizing the postsecondary dreams of historically marginalized student populations*. 2018 American Education Research Association Annual Meeting, New York City, New York.
11. Fink, J., Jenkins, D., Kopko, E., & **Ran, F. X.** (2018, April). *Indicators of two- to four-year college credit transfer inefficiency*. 2018 American Education Research Association Annual Meeting, New York City, New York.
10. Bickerstaff, S., & **Ran, F. X.** (2018, March). *Role of adjunct faculty in realizing the postsecondary dreams of historically marginalized student populations*. The Association for Education Finance and Policy 43rd Annual Conference, Portland, Oregon.
9. Xu, D., & **Ran, F. X.** (2017, November). *Is college STEM education in crisis? Diversified instructor profiles and student academic outcomes*. Association for Public Policy Analysis & Management 2017 Fall Conference, Chicago, Illinois.
8. **Ran, F. X.** (2017, March). *Layoff, lemons, and faculty quality: Can you recognize an effective adjunct faculty when you recruit one?* The Association for Education Finance and Policy 42nd Annual Conference, Washington, DC.
7. **Ran, F. X.** (2016, November). *The long-term impact of an instructor like me: Evidence from a state college system*. Association for Public Policy Analysis & Management 2016 Fall Conference, Washington, DC.
6. Fink, J., Kopko, E., **Ran, F. X.**, & Jenkins, D. (2016, November). *Course-level indicators of two- to four-year college credit transfer efficiency*. Association for Public Policy Analysis & Management 2016 Fall Conference, Washington, DC.
5. Xu, D., & **Ran, F. X.** (2016, April). *Does it matter to have an adjunct instructor in the developmental education course? Evidence from a community college system*. 2016 American Education Research Association Annual Meeting, Washington, DC.
4. **Ran, F. X.** (2016, March). *Closing the gender and race gaps in STEM: Does student-instructor demographic match matter in college?* The Association for Education Finance and Policy 41st Annual Conference, Denver, Colorado.
3. **Ran, F. X.**, Fink, J., Xu, D., Dundar, A., & Jenkins, D. (2015, November). *Increasing college completion and equity through strengthened transfer partnerships*. Association for Public Policy Analysis & Management 2015 Fall Conference, Miami, Florida.
2. **Ran, F. X.**, & Xu, D. (2015, November). *The impact of adjunct instructors on college student academic and labor market outcome*. Association for Public Policy Analysis & Management 2015 Fall Conference, Miami, Florida. (Outstanding poster award 3rd place)

1. Xu, D., & **Ran, F. X.** (2015, March). *Noncredit vocational education in community colleges: students, enrollment patterns, and academic outcomes*. The Association for Education Finance and Policy 40th Annual Conference, Washington, DC.

TEACHING

University of Delaware, Instructor

Introduction to Econometrics (Ph.D.)

Fall 2024

Analysis of Secondary Data for Decision Making (Ed.D.)

Spring 2021-2025

Program Evaluation in Education (Ph.D.)

Spring 2021, 2023

Higher Education Policy (Ph.D. & Ed.D.)

Fall 2020-2021, Spring 2024

Columbia University, Teaching Assistant

Introduction to Missing Data (Master)

2015

Limited and Qualitative Dependent Variables (Ph.D.)

2014

Models for Panel and Time-series Section Data (Ph.D.)

2013

UMBC, Teaching Assistant

Advanced Econometric Methods (Master)

2010

MENTORING

Dissertation Committee as Chair:

Laurence Wang (PhD-ESP; 2025 – present)

Amanda Lemmon (EdD; 2024 – present)

Bema Amponsah (EdD; 2023 – present)

Thomas Maldonado-Reis (EdD; 2022 – present)

Courtney Powell (EdD; graduated 2025 spring)

Dissertation Committee as Member:

Esther Michieka (EdD; expected to graduate 2025 fall)

Rachel Fidel (PhD-ESP; expected to graduate 2025 fall)

Hojung Lee (PhD-ESP; graduated 2025 spring)

Fan Zhang (PhD-ESRM; graduated 2025 spring)

Matt Myers (PhD-ESRM; graduated 2024 spring)

Vina Titaley (EdD; graduated 2023 summer)

David Mahon (PhD-Economics Education; graduated 2022 spring)

PROFESSIONAL SERVICE

Institutional Service:

Associate Director, PhD in Education and Social Policy

2025-present

Committee on Graduate Studies in Education (CGSE)

2023-2025

Search Committee, Educational Leadership

2023

Admission Committee, Ed.D. in Educational Leadership

2021-2023

Development Committee, Master in Evaluation Science

2021

Professional Service:

Founding Member & Organizing Committee
Chinese Education Finance and Policy Association

2020-present

Journal Referee:

AERA Open, Economics of Education Review, Educational Evaluation and Policy Analysis, Education Finance and Policy, Education Policy, Journal of Higher Education, Journal of Research on Education Effectiveness, Journal of Policy Analysis and Management, Research in Higher Education, Social Science Review, Teachers College Record

Conference Proposal Referee:

American Education Finance and Policy Association Annual Conference
Society for Research on Educational Effectiveness Annual Conference

2023-2025
2023-2025