

Yang An

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Summary

- Solid background in econometrics
- Experienced in economic modeling and large data analysis
- Advanced programming skills in STATA and SAS
- Strong communication and teamwork skills

Education

Ph.D. Candidate in Economics

University of Missouri

May 2020 (Expected)

M.S. in Mathematics & M.A. in Economics

Ohio University

2014

B.A. in Public Finance

Liaoning University

2011

Research Fields

Economics of Education, Labor Economics, Applied Economics

Research Assistant Experience

Department of Economics, University of Missouri

CALDER Multi-state Academic Mobility Project

June 2019 to Present

- Used Missouri student-level data on recent cohorts of third grade students and tracked students forward through K-12 education.
- Examined the relationships between students' percentile rankings based on exam scores in third grade and their percentile rankings based on longer-term outcomes.
- Constructed district-level value-added measures compared to district-level academic mobility metrics.

Using Free Meal and Direct Certification Data to Proxy

for Student Disadvantage in the Era of the Community

November 2018 to Present

Eligibility Provision (CEP)

- Built a six-year data panel of student characteristics and achievement merged with the direct certification data and student attendance records.

- Evaluated how the CEP affected the ability of free meal data to predict student attendance and achievement by pseudo-coding actual CEP schools as CEP adopters before the policy.

Educator Turnover and the Business Cycle

March 2019 to May 2019

- Utilized Missouri educator data from 1990 to 2019 to construct annual school-level educator turnover measures, including changes in the number of educators between adjacent years, the percent of new educators, and the percent of educators who left the school.
- Examined turnover trends over the data panel by school locale and specifically distance from the nearest metropolitan area.

2018 Missouri Growth Model

August 2018 to October 2018

- Employed state assessment data to retrieve and combine each student's exam scores in 2017 and 2018, predicted the score in 2018 based on the score in 2017 and characteristics of the school and district, and obtained residuals from the prediction.
- Applied the residuals to generate value-added measures for schools and districts.
- Compiled the results necessary for reporting.

Evaluation of Alternative Student Socioeconomic Status Measures

July 2018 to August 2018

- Explored explanatory power of various measures of student socioeconomic status (SES) on student test performance.
- Used predicted values for student test scores based on the SES measures to construct a new student SES measure, which was applied to create low-SES indicators.

Principal Value-added to Missouri Student Achievement

July 2018 to August 2018

- Retrieved test scores and demographics for students, estimated principal value-added models using one- and two-step approaches, and demeaned value-added estimates by school.

Teaching Assistant Experience

University of Missouri

Microeconomic Theory (Graduate Level)	Spring 2019
Quantitative Economics	Fall 2018 and Fall 2017
Economics of International Trade	Spring 2018
The Banking System and the Money Market	Spring 2018
Intermediate Microeconomics	Fall 2017
Theory of the Firm	Spring 2017
Principles of Macroeconomics (Head TA)	Fall 2016
Principles of Macroeconomics	Spring 2016
Principles of Microeconomics	Fall 2014 to Fall 2015

Ohio University

College Algebra (Primary Instructor)

Fall 2012 to Spring 2014

Professional Activities

Conference Presentation

AEFP 44th Annual Conference

March 2019

Referee Service

Economics of Education Review

Honors and Awards

University of Missouri

The Norman Bowers Scholarship (excellent dissertation research)

2019

Conference Presentation Travel Award

2019

Summer Research Grants

2017 to 2018

TA Choice Award

2017

The Association for Education Finance and Policy (AEFP)

Roe L. Johns Travel Grants

2019

Working Papers

Nursing Articulation Agreements and Transfers to a Baccalaureate Nursing Program

(Job Market Paper)

I use student-level administrative records to estimate the effects of nursing articulation agreements between the University of Missouri-Columbia (MU) and numerous public community colleges on the likelihood that community college students transfer to the MU four-year nursing degree program. I use difference-in-differences specifications that leverage variation in the availability of nursing articulation agreements with MU across community colleges and over time to identify the effects of these agreements. I supplement these models with triple-difference specifications that additionally leverage variation in transfer rates across initial majors in community colleges. I find no statistical evidence that nursing articulation agreements affect student transfer rates. Supplementary analyses indicate that my null findings are not driven by supply constraints in the MU nursing program and instead reflect the failure of the articulation agreements to spur demand for nursing education among community college students.

High School Teacher-Student Matching and Postsecondary STEM Outcomes

I apply student-level administrative records to estimate the effects of gender and race/ethnicity matching between students and high school math and science teachers on students' STEM enrollment and completion in colleges. My sample includes over 100,000 Missouri high school graduates entering a four-year public university in Missouri between 2001 and 2010. Potential bias from non-random teacher-student sorting within and across high schools is mitigated by examining student exposure to teaching staff broadly, and the use of within-high school variation for identification. I find no evidence of matching effects on students' postsecondary STEM outcomes. My findings for gender matching are more precise than for race/ethnicity and rule out modestly positive impacts.

References

Dr. Cory Koedel (Dissertation Advisor)

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