**Biography**

Xuehan Zhou is a doctoral student at the School of Education, University of California-Irvine. As a third-year Ph.D. student, she focuses on improving the learning outcomes for students and counts among her research interests in the areas of economics of education, higher education policy, teacher effectiveness, peer effects, and online learning.

She is conducting research to explore the impacts of educational interventions, programs, and instructional practices on student course performance, persistence, and degree completion in community colleges using quantitative research methods. For example, one of her working papers examines the impact of fully online instruction, compared with traditional face-to-face instruction, on both concurrent developmental course outcomes and downstream outcomes.

In another project, she is doing research to explore online instructions using open-ended survey data and a novel approach involving the structural topic model (STM), which draws on recent developments in machine learning. For example, one of her working papers is to understand the perceptions of both online course instructors and students regarding instructional practices that can better facilitate online teaching and learning in community colleges.

She is also interested in peer effects and is doing research to estimate how exposure to low-ability peers affects students’ own academic and social-emotional outcomes.