CERPP Conference 2018: Toward More Equitable and Expert Practice

January 17-19
Marina del Rey, CA
We would like to thank our conference sponsors for their generous support.
Dear Colleagues,

Welcome and thank you for joining us at Toward More Equitable and Expert Practice. We know that attributes of a successful college student go well beyond measures of standardized tests, class rank, and high school grades. The abilities to adapt, persist, interpret, lead, be creative, handle disappointment and difficulty, negotiate complex systems, engage and have empathy for others often make the difference between a student who is a good choice or a poor one in admission.

Moreover, this is a period of national reckoning and a time to double down on our commitment to equity. It is also a time when we must justify our pursuit of diversity with evidence-based practice. Accordingly, this conference will feature new and emerging indicators of who students are and what they can do. Simply put, greater expertise will yield greater equity and better admission decisions.

We urge you to be active participants as we explore these questions together. Query our speakers, give voice to your thoughts, and expand the discussion. If I, or any member of our conference team, can be of assistance to you throughout the conference, please don't hesitate to let us know. Let us now learn and commit together to make a difference in the lives of our future students and their families.

Finally, I would like to thank the sponsors who made this event, and past events like it, possible. We are indebted to The College Board, ACT, Texas IB Schools, USC Rossier School of Education, and InitialView for their generous support and encouragement.

Jerome A. Lucido, Ph.D.
Associate Dean of Strategic Enrollment Services
Professor of Practice and Executive Director
Center for Enrollment Research, Policy and Practice (CERPP)
Rossier School of Education, University of Southern California
USC Rossier Center for Enrollment Research, Policy and Practice
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Wilbur-Kieffer Professor of Higher Education and Co-Director of the Pullias Center for Higher Education, University of Southern California
SCHEDULE OF EVENTS
January 17-19, 2018

Wednesday, January 17th

12:00 PM  USC CERPP Leadership in Enrollment Management Preconference Session
Palisades

5:00 PM  Registration & Cocktail Reception
California Foyer

6:00 PM  Welcome & Speaker Introduction
California Ballroom
Jerome Lucido, USC CERPP

Opening Keynote: Learning, Emotions, and Expanding Minds: Educational Lessons from Neuroscience
Mary Helen Immodino-Yang, USC

Thursday, January 18th

7:15 AM  Continental Breakfast
California Foyer

8:15 AM  Welcome & Speaker Introductions
California Ballroom
Jerome Lucido, USC CERPP

8:30 AM  Master Class I: Authentic, Equitable, and Personalized: The Promise of Performance Assessment
Linda Darling-Hammond, Stanford; Learning Policy Institute, LPI
Respondents: Roneeta Guha and Peter Ross, LPI

9:45 AM  Master Class II: Can Character Be Measured?
Patrick Kyllonen, Educational Testing Service, ETS

10:45 AM  Break

11:00 AM  Master Class III: What’s Testing Got to Do with It? The Contributions of Standardized Testing to Understand Student Potential and Achievement
Jack Buckley, American Institute for Research, AIR
Respondents: Emily Shaw, College Board and Wayne Camara, ACT

12:00 PM  Lunch
Bayview Ballroom

1:30 PM  Afternoon Session I: Tests and Test-Optional: Peaceful Coexistence?
California Ballroom
Jerome Lucido, USC CERPP

Thursday, January 18th (continued)

2:30 PM  Break

2:45 PM  Afternoon Session II: Revising the Application Process for Attributes that Matter
Jim Nondorf, Coalition for Access and Success; University of Chicago
Bob Massa, Institute on Character and Admission; Drew University

4:00 PM  Adjourn for Afternoon & Networking

6:00 PM  Cocktail Reception
Bayview Foyer

7:00 PM  Dinner & A Conversation: The Fundamentals of Achieving Equity in Challenging Times
Art Coleman, Education Counsel
Jerome Lucido, USC CERPP

Friday, January 19th

7:15 AM  Continental Breakfast
California Foyer

8:15 AM  Introductions & Remarks
California Ballroom
Jerome Lucido, USC CERPP

8:30 AM  Master Class IV: Identity, Justice, and Education: Why Enrollment Professionals Must Examine Themselves and Their Practice
Darnell Cole, USC Rossier
Shafiq Ahmad, USC Rossier

10:15 AM  Break

10:30 AM  Morning Session: Realizing a Demographic Dividend: Why Change Matters and How to Make it Happen
Youonda Copeland-Morgan, UCLA
Angel Perez, Trinity College
Moderator: Jerome Lucido, USC CERPP

11:45 AM  Closing Remarks

12:00 PM  Adjourn & Box Lunches
Wednesday, January 17
6:00 PM - Opening Keynote: Learning, Emotions, and Expanding Minds: Educational Lessons from Neuroscience

Mary Helen Immordino-Yang

Mary Helen Immordino-Yang is a Professor of Education, Psychology and Neuroscience at the University of Southern California. A social-affective neuroscientist and human development psychologist, she studies social-emotion and self-awareness across cultures, connections to cognition, resilience, identity and moral development, and implications for schools. A former public junior-high school science teacher, she earned her doctorate at Harvard University. She has received numerous awards for her research and impact on society, including the PNAS Cozzarelli Prize, a U.S. ARMY honor coin, a commendation from Los Angeles County, and early career achievement awards from APS, AERA, AAAS and FABBS. She is the inaugural recipient of the International Mind, Brain and Education Society (IMBES) award for Transforming Education through Neuroscience, and was elected 2016-2018 IMBES president. She is a distinguished scientist on the Aspen Institute’s National Commission on Social, Emotional and Academic Development and is serving on the NAS committee writing How People Learn II.

Thursday, January 18
8:30 AM - Master Class I: Authentic, Equitable, and Personalized: The Promise of Performance Assessment

Linda Darling-Hammond

Linda Darling-Hammond is President of the Learning Policy Institute and the Charles E. Ducommun Professor of Education Emeritus at Stanford University. She also serves as the chair of California’s Commission on Teacher Credentialing. Her research and policy work focus on education equity, school reform, and educator quality.

Darling-Hammond started her career as a public high school teacher, has co-founded several schools and supported district-level reforms, and has consulted widely with federal and state policymakers and educators on strategies to improve education. In 2006, Darling-Hammond was named one of the nation’s ten most influential people affecting educational policy. In 2008, she served as the leader of President Barack Obama’s education policy transition team. Her latest books are Global Education Reform and Empowered Educators: How Leading Nations Design Systems for Teaching Quality.

Roneeta Guha

Roneeta Guha is a Senior Researcher at the Learning Policy Institute. She co-leads the Deeper Learning Team and manages several projects, including the California Performance Assessment Collaborative and a forthcoming study on teacher preparation programs that support deeper learning. She began her career in education as an admission counselor at Occidental College in Los Angeles.

Most recently before joining LPI, Guha was on staff at SRI International’s Center for Education Policy for over a decade, during which she led and conducted research and evaluation studies focused on educator quality, systemic district reform, career pathways, and charter schools. She is co-author of the LPI report The Promise of Performance Assessments: Innovations in High School Learning and Higher Education Admissions. Guha received an M.Ed. in International Education Policy from Harvard University and a B.A. in Public Policy from Stanford University.
Thursday, January 18
8:30 AM - Master Class I: Authentic, Equitable, and Personalized: The Promise of Performance Assessment

Peter Ross

Peter Ross supports the overall management of the LPI and oversees several Deeper Learning initiatives. Before joining LPI, Ross worked at The Bridgespan Group, where his clients included the William and Flora Hewlett Foundation, Monterey Bay Aquarium, and The Salvation Army. Prior to that, Ross worked at Stanford University as the Director of the LEADS Network of eight urban school districts and project manager for the School Redesign Network. He also led an AmeriCorps literacy program supporting public schools in Oakland, CA; directed an international children's camp in Freedom, ME; managed operations for a startup social entrepreneur firm in Palo Alto, CA; and taught elementary school in New York City, including as a founding teacher at a Coalition of Essential Schools member school. Ross has a Ph.D. in Administration and Policy Analysis from Stanford University, an M.A. in Curriculum and Teaching with a focus on Elementary Education from Teachers College, Columbia University, and a B.A. in International Relations from Stanford University. Ross serves on the Advisory Board of Mills Teachers Scholars.

9:45 AM - Master Class II: Can Character be Measured?

Patrick Kylonen

Patrick Kylonen is a Distinguished Presidential Appointee in the R&D Division of Educational Testing Service in Princeton, NJ. His work has resulted in several commercial launches of workplace, higher education, and K-12 assessments. Dr. Kylonen received a B.A. from St. John’s University, Ph.D. from Stanford University, and authored Generating Items for Cognitive Tests (with S. Irvine, 2001); Learning and Individual Differences (with P. L. Ackerman & R. D. Roberts, 1999); Extending Intelligence: Enhancement and New Constructs (with R. Roberts and L. Stankow, 2008); and Innovative Assessment of Collaboration (with A. von Davier and M. Zhu, 2017). He is a fellow of the American Psychological Association and American Educational Research Association and has co-authored several National Academy of Sciences reports, Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century (2012), Measuring Human Capabilities (2015), and Supporting Students’ College Success: The Role of Assessment of Intrapersonal and Interpersonal Competencies (2017).

11:00 AM - Master Class III: What’s Testing Got to Do with It? The Contributions of Standardized Testing to Understanding Student Potential and Achievement

Jack Buckley

Sean P. “Jack” Buckley is senior vice president at AIR. He leads AIR’s Research and Evaluation area where he oversees projects across its entire range of subject areas including education, health, and the workforce both in the United States and internationally, always with the goal of expanding our knowledge about how best to improve people’s lives, particularly the disadvantaged. Dr. Buckley has a deep background in applied statistics and education research. Before joining AIR, he helped lead the redesign of the SAT at the College Board, where he served as senior vice president of research and was responsible for all research and psychometrics across their entire range of products and services. Dr. Buckley is known for his research on school choice—particularly charter schools—and on statistical methods for public policy and education. He has researched and taught applied statistics as a tenured associate professor at New York University and as an assistant professor of education research, measurement, and evaluation at Boston College. A former U.S. Navy surface warfare officer and nuclear reactor engineer, he holds doctoral and master’s degrees in Political Science from SUNY Stony Brook and a bachelor’s degree in Government from Harvard.
Thursday, January 18
11:00 AM - Master Class III: What’s Testing Got to Do with It? The Contributions of Standardized Testing to Understanding Student Potential and Achievement

Emily Shaw

Emily J. Shaw serves as Senior Director of Validity Research & Services at the College Board, where she is responsible for leading a team of researchers and database statisticians to produce test validity and college readiness and success research. Her team partners with four- and two-year institutions to conduct local and national validity studies and builds a longitudinal database of college outcomes that began in 2007 and serves as the backbone of much of the College Board’s higher education research agenda. Emily’s primary research areas of interest include test validity, applied admissions, and college success and she has authored several papers on these topics.

Wayne Camara

Wayne J. Camara is the Horace Mann Research Chair and formerly Senior Vice President of Research at ACT (2013-2017) and Vice President of Research at College Board (1994-2013). In these roles he was responsible for psychometrics, research, validation, and assessment design and development. He played a major role in many major developments including the design and research for the SAT with Writing and redesign of AP. Previously he served in leadership at the American Psychological Association (APA), taught at George Washington University and worked as a research scientist at HumRRO.

Wayne is a fellow of APA, APS, AERA and SIOP, past president of the National Council for Measurement in Education, past Vice President of AERA Division D (Measurement and Research Methodology), past president of APAs Division of Evaluation, Measurement & Statistics, past chair of the Association of Test Publishers, and served as an associate editor on the editorial board of journals in education and industrial psychology.

1:30 PM - Afternoon Session I: Tests and Test-Optional: Peaceful Coexistence?

Jerome (Jerry) Lucido

Jerome A. Lucido is Associate Dean for Strategic Enrollment Services at the Rossier School of Education, professor of practice, and executive director and founder of the Center for Enrollment Research, Policy and Practice at the University of Southern California. Among his activities as professor and center director, Dr. Lucido initiated the forthcoming master’s program in Enrollment Policy and Management at USC, designed and teaches in the USC Leadership in Enrollment Management program, launched the USC College Advising Corps, conducts research in the areas of admission and enrollment management, and hosts an annual conference for admission and enrollment professionals. He is the author of numerous articles and book chapters, advisor to the Access and Diversity Collaborative, and is called upon to speak nationally on issues of college admissions, access, and success.

Prior to joining the faculty, he served as USC’s Vice Provost for Enrollment Policy and Management, responsible for undergraduate and graduate admission, academic records and registration, graduation rates initiatives, and overall enrollment policy and planning. He is a recent past trustee of the College Board, served as chair of the College Board’s Task Force on College Admission in the 21st Century, and as vice chair of the Commission on Access, Admission, and Success in Higher Education.
Thursday, January 18
2:45 PM - Afternoon Session II: Revising the Application Process for Attributes that Matter

James Nondorf

James G. Nondorf is the Vice President for Enrollment and Student Advancement and Dean of Admissions and Financial Aid at the University of Chicago. At UChicago, Jim oversees College Admissions, Graduate Admissions, Financial Aid, and the Office of Career Advancement. He has also served as chair of the SAT Committee and been an adviser for the College Board. Prior to his tenure at UChicago, he served as Vice President and Dean of Admissions and Financial Aid at Rensselaer Polytechnic Institute and Director of Student Outreach and Associate Director of Admissions at Yale University. Jim earned a BA in economics from Yale University and an MLA in ethics from Valparaiso University.

Robert Massa

Robert J. Massa serves as Senior Vice President for Enrollment and Institutional Planning at Drew University in Madison, NJ. He is responsible for admissions, financial aid, athletics, career planning and Institutional Research. Prior to assuming his current position in January, 2015, Massa served for five years as Vice President for Communications at Lafayette College, his son’s alma mater.

He has published widely in books and journals in the field of college admissions and enrollment management and is active as an instructor and journal editor in national organizations for admissions and financial aid professionals. On August 28, 2000, his New York Times op-ed piece, “Who Needs the SAT,” resulted in Dickinson’s appearance on CNN several days later with the filming of convocation events, and interviewing students and faculty on the college’s optional testing policy. He has also written and spoken extensively on the use of academic scholarships in student recruitment and on the abuse of national rankings of colleges and universities.

6:00 PM - Dinner and A Conversation: The Fundamentals of Achieving Equity in Challenging Times

Art Coleman

Art Coleman is a managing partner and co-founder of EducationCounsel LLC. He provides policy, strategic, and legal counseling services to national nonprofit organizations and postsecondary institutions throughout the country, where he focuses on issues of student access, diversity, inclusion and success. Mr. Coleman helps lead the College Board’s Access and Diversity Collaborative, and was a principal author of the brief filed by the College Board and other education organizations in the two U.S. Supreme Court appeals in Fisher v. University of Texas at Austin.

Mr. Coleman previously served as Deputy Assistant Secretary of the U.S. Department of Education’s Office for Civil Rights. He is a member of the Board of Directors of GLSEN. He is a 1984 honors graduate of Duke University School of Law and a 1981 Phi Beta Kappa graduate of the University of Virginia. He has testified before the U.S. Senate and the U.S. Commission on Civil Rights; he has served as an adjunct professor at two law schools and at one graduate school of education.
Friday, January 19th
8:30 AM - Master Class IV: Identity, Justice, and Education: Why Enrollment Professionals Must Examine Themselves and Their Practice

Shafiqa Ahmadi

Shafiqa Ahmadi, J.D., is an Associate Professor of Clinical Education at the USC Rossier School of Education (Rossier) and the Co-Director for the Center for Education, Identity, and Social Justice. She is an expert on diversity and legal protection of underrepresented students, including Muslims, bias and hate crimes, and sexual assault survivors. She has taught at the USC Gould School of Law and was a Visiting Researcher at the Rossier Center for Urban Education (CUE). Prior to joining Rossier, she worked for the Hawaii Civil Rights Commission, where she investigated alleged violations of civil rights and discrimination in areas such as employment, housing, and access to state and state funded services.

Darnell Cole

Dr. Darnell Cole is an Associate Professor of Education with an emphasis in higher education and education psychology. His areas of research include race/ethnicity, diversity, college student experiences, and learning. Previously he served as an Associate Professor in the Department of Educational Administration at the University of Hawaii, Manoa (Honolulu). He was also a faculty member at Marquette University. He completed his undergraduate work at the University of North Carolina at Charlotte and received his M.A. and Ph.D. degrees at Indiana University, Bloomington. He is on the review board of the Journal of College Student Development. He has published over 25 articles and book chapters and is featured in the major journals for higher education and other related fields. His most recent article “Constructive Criticism: The Role of Faculty Feedback on African American and Hispanic Students’ Educational Gains” appears in the Journal of College Student Development.

10:30 AM - Morning Session: Realizing A Demographic Dividend: Why Change Matters and How to Make it Happen

Youlonda Copeland-Morgan

Youlonda Copeland-Morgan is the Vice Provost for Enrollment Management at UCLA. Through her role, she achieves the University’s undergraduate enrollment goals and has oversight for Undergraduate Admission, Financial Aid and Scholarships, Early Academic Outreach Program, BruinCorps, as well as strategic community outreach functions. Copeland-Morgan has been a recognized leader in higher education for more than 35 years. She was a two-term chairman of the Board of Trustees for College Board and served an additional 7 years on the Board of Trustees. She was inaugural Vice Chair of the College Board’s Advocacy and Policy Center. Copeland-Morgan served as an expert witness in a Town Hall Meeting to Vice President Joe Biden and has served for nearly a decade on the Gates Millennium Scholars Advisory Council. Copeland-Morgan is a member of the College Board’s distinguished College Scholarship Service Hall of Fame and recently received the National Association of College Admission Counseling’s Gayle C. Wilson Award for leadership and outstanding devotion to students and the Admission Counseling Profession.

Angel Perez

Angel B. Perez, Ph.D. serves as Vice President for Enrollment and Student Success at Trinity College. He oversees the Offices of Admissions, Financial Aid, Institutional Research, Career Development, Retention, and the Individualized Degree Program. He also teaches in the Educational Studies department. He is a frequent author and speaker on issues of American Higher Education. He’s won various national awards for his work on behalf of low-income, first-generation students. He serves on various domestic and international boards and in 2015, the Governor of Connecticut appointed him to serve on the New England Board of Higher Education.
**USC Center for Enrollment Research, Policy and Practice**

As an independent research center serving admissions and enrollment specialists, the USC Center for Enrollment Research, Policy and Practice (CERPP) is committed to fostering equity and expertise in college access, admission and outcomes. Established in 2007 at the University of Southern California, the Center became a part of the USC Rossier School of Education in 2010. For more information on the Center, please visit our website: [http://cerpp.usc.edu](http://cerpp.usc.edu)

**Online Leadership Certificate for Enrollment Managers**

Following the Center’s in-depth study of enrollment professionals, we developed an innovative certificate program that cultivates the next generation of leaders and managers in admissions and enrollment managers: **USC Leadership in Enrollment Management**. First launched in October of 2012, this online 30-week curriculum features faculty and advisors who are experts in the field from around the country. Over the last five years, we have certified over 100 leaders in enrollment management, with participants from across the United States and internationally, including Canada and China. This October, we welcomed a robust cohort of higher education and independent school leaders. Endorsing our certificate program as valuable professional development, The Enrollment Management Association (formerly SSATB) awards scholarships for up to 10 independent school participants each year.

For those who are interested in the 2018 academic year (October 2018-May 2019), we encourage all current and aspiring deans, directors, vice provosts and vice presidents to apply. Completion of the program will enhance knowledge, hone skills, develop a professional network, and help form a deeper understanding of the philosophy and methodology of enrollment management within the institutional and national contexts.

**USC College Advising Corps**

The USC College Advising Corps (USC CAC) has expanded from its 2013 launch with three advisers in three high schools in one district to now in its fifth year, 47 advisers in 41 schools and nine districts. With the addition of three new partner districts in 2017-18, our nine districts are: Alhambra, El Monte, West Covina, Compton, Downey, Garden Grove, Los Angeles, Long Beach, and Lynwood. The program’s goal is to raise the number of California students who attend and complete college by encouraging and assisting high school students with their college searches, applications, financial aid, and transition to postsecondary education. By placing well-trained, recent college graduates on public high school campuses as full-time college advisers, USC CAC works toward increasing the rate of college enrollment and completion for low-income, first-generation college, and underrepresented high school students within these schools.

A partnership between the College Advising Corps and USC, USC CAC also benefits from the generous financial support of the Gilbert Foundation, the California Community Foundation-Los Angeles Scholars Investment Fund and CTBC Bank Corp.

For more information on USC CAC, including a full list of our advisers, their bios and respective schools, please visit our website.
**Master of Education in Enrollment Management and Policy (EMP)**

The USC Rossier School of Education is preparing to launch a Master of Education in Enrollment Management and Policy (EMP) in Summer 2018. This program focuses on the preparation of graduates to assume positions within the field of enrollment management at two- and four-year postsecondary educational institutions and private preparatory schools. We will prepare candidates who are performing in early to mid-career positions with a particular focus on preparing future leaders in enrollment management organizations. Most graduates are expected to take roles within postsecondary education institutions in central enrollment management units and in component and complementary offices, including admissions, financial aid, orientation, student retention, strategic planning and campus-based enrollment research units. Some graduates will also assume senior roles in independent K-12 schools. This M.E. is a cohort program and students are expected to take two courses in each semester, including two courses each summer. The program consists of 30 units and is a hybrid program, delivered primarily on-line but with convergence seminars. Graduates will be prepared to manage and lead enrollment management (EM) organizations in universities, colleges, private schools, and at large institutions.

For more information on the Enrollment Management and Policy master’s program, please contact Michelle Steinman, Assistant Director Office of Admissions and Scholarships at nelsonmm@rossier.usc.edu or (213) 740-0224.

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**Annual Meeting**

Since 2008, the USC Center for Enrollment Research, Policy and Practice has hosted an annual conference for the nation’s leading policymakers, practitioners, and scholars in college readiness, admission, and success. Each event explores in depth potential “game changing” issues in college access and success. These events have attracted prominent speakers and participants from across the country, garnered media attention, and have taken a holistic, non-biased look at our students, our commitments, demographic shifts, student preparedness, student aid philosophies, critical research questions, and more. Summary proceedings for each of these events are available on the Center’s website.
CERPP STAFF

JEROME A. “Jerry” LUCIDO (Ph.D., Higher Education, University of Arizona) is professor of practice and Associate Dean of Strategic Enrollment Services for USC Rossier. He is also executive director of the USC Center for Enrollment Research, Policy and Practice.

DONALD HOSSSLER (Ph.D., Higher Education, Claremont Graduate College) Donald Hossler is an emeritus professor of educational leadership and policy studies at Indiana University Bloomington (IUB). He currently serves as a Senior Scholar at the Center for Enrollment Research, Policy and Practice in the Rossier School of Education, at the University of Southern California. Hossler’s areas of specialization include college choice, student persistence, student financial aid policy, and enrollment management. Hossler has received career achievement awards for his research, scholarship, and service from the American College Personnel Association, the Association for Institutional Research, the College Board, and the National Association of Student Personnel Administrators. He recently received the Sonneborn Award for Outstanding Research and Teaching from IUB and was named a Provost Professor.

EMILY CHUNG (Ed.D., University of Southern California) is the Associate Director for the USC Center for Enrollment Research, Policy and Practice at the University of Southern California. Having joined the Center in July 2011 as the program director, Dr. Chung oversees administrative operations, develops and conducts research and curricular projects to further the Center’s mission, fundraises, manages events and public relations, and supervises research and administrative staff. Previously Dr. Chung was an Associate Program Officer at the Japan Foundation Center for Global Partnership in New York, where she managed and evaluated a large grant portfolio, initiated educational outreach and international exchange activities, conducted research, managed roundtables, seminars, and workshops, and helped implement a public relations strategy. Her work at the Foundation was preceded by her work as Development Associate at Urban Solutions, in San Francisco, where she secured grants and established foundation relations in support of community development programs in the city.

WENDY MARSHALL (Ed.D., Educational Leadership, University of Southern California) is the Educational Program Designer for the USC Center for Enrollment Research, Policy and Practice. Dr. Marshall works closely with the Center’s faculty and leaders throughout the country to develop programming that supports excellence in enrollment management. Prior to joining the CERPP team, Dr. Marshall worked with the Office of Professional Development programs at USC, The College Board, and major educational publishers including Houghton Mifflin and McDougal Littell. She began her career in education in the Paramount Unified School District as a 4th grade bilingual teacher and through her work with CERPP, aims to support traditionally underserved students. Dr. Marshall’s research interests include parental involvement as social capital, college access for traditionally underserved students, and general curriculum development and design approaches for non-traditional learners.

GABRIELA DUNCAN (B.A., Sociology, University of California Irvine) is the Project Specialist for the USC Center for Enrollment Research, Policy and Practice. Having joined the Center from the Rossier School of Education’s Business Office and prior to that the Office of Professional Development Programs, Ms. Duncan manages the administrative and financial operations, as well as the research and grant administration processes of the Center. Additionally, Ms. Duncan monitors spending, develops budget forecasts, and reconciles accounts for CERPP and the USC CAC program. Her work with the Center also involves program support as well as event management and planning. Prior to coming to USC, Ms. Duncan worked as a Customer Advocacy Manager for Marriott Vacation Club International and as a support team member for the Children’s Miracle Network Southern California Chapter. Ms. Duncan received her Bachelor of Arts degree in Sociology from the University of California, Irvine.
CERPP STAFF

ARA ARZUMANIAN (B.A., University of California, Irvine) is the program manager of the USC College Advising Corps for the USC Center for Enrollment Research, Policy and Practice. Mr. Arzumanian comes to USC from Proyecto Pastoral where he oversaw three youth programs and the development of a new mentoring program in Boyle Heights. Prior to Proyecto Pastoral, Ara was the Vice President of Programs for Big Brothers Big Sisters of Greater Los Angeles overseeing several programs and managing mentoring for over 1,500 matches. He developed a new corporate partnership model with Union Bank winning the National Rising Star Award. Due to his experience and expertise in the field of youth development, he has been invited to guest lecture at USC, CSUN and CSULA on youth development and issues facing at-risk youth.

BENJAMIN ROBLES (B.A., University of California, Los Angeles) is a program coordinator for the USC College Advising Corps for the USC Center for Enrollment Research, Policy and Practice. Most recently, Benjamin managed outreach efforts for a nonprofit serving minority communities within South Los Angeles. As head of community engagement, he implemented a community partnership strategy to recruit and train school and library personnel within the greater Los Angeles area interested in implementing new science education curriculum with underserved and underrepresented children. Benjamin also leads a volunteer team of veterans, active duty service members, guardsmen and reservists. United by the common bond of military service, this group offers people the opportunity to make an impact in their community. As a native of Los Angeles, a veteran, and a first generation college graduate, Benjamin enjoys working within culturally diverse and multidisciplinary teams that are committed to making a positive impact locally, and nationally.

DENNIS FUNES (B.A., University of California, Santa Barbara) is a program coordinator for the USC College Advising Corps for the USC Center for Enrollment Research, Policy and Practice. His interest in counseling and education began during his adolescent years when he became a high school peer counselor. He continued this passion for education at UCSB where he saw a need to address language barriers amongst Latino families, and became a teaching assistant for an ESL class. At the same time, Dennis became a research assistant for the UCSB School of Education, where he studied family relationships as it pertains to topics of education and sexuality. Upon graduation, Dennis became a Supplemental Educational Services (SES) Provider and tutored numerous students with exceptional needs. He then joined the SCCAC team and was placed at Millikan High School in Long Beach Unified School District during the 2014-2016 school years. In addition to being a program coordinator, Dennis is currently pursuing his Masters degree in Educational Counseling at USC.

SARAH RUDERMAN (B.A., University of California, Los Angeles) is a program coordinator for the USC College Advising Corps for the USC Center for Enrollment Research, Policy and Practice. She is an Oakland, California native and a graduate of the Oakland public schools. After high school, Sarah moved to Los Angeles where she has lived for the past six years. Sarah attended UCLA and spent four incredible years immersing herself in campus life, studying Sociology and Gender Studies, conducting research and working with student-athletes. Her academic and professional interests center around youth, education and diversity in all capacities. As a student and since earning her bachelor degrees, she has worked in various educational and non-profit settings and would like to pursue a career that allows her to engage with young people on a daily basis. Sarah owes her success to her wonderful family and amazing friends who have motivated and supported her unconditionally. She enjoys spending her free time with these people laughing, discussing, running, practicing yoga, traveling, cooking and trying new restaurants. In both personal and professional life, she seeks out new experiences and strives to engage with her community while building strong, positive relationships with those around her.
The 2017-2018 USC College Advising Corps

Chidi Agu  
Yvette Aguierre  
Raquel Alas  
Stacey Badger  
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Estevan Palomino  
Steve Pham  
Cassidy Plair  
Richard Ramirez  
Stephanie Ramos  
Adriana Reyes  
Sarah Reyes  
Alex Rincon  
Roger Rivera  
Vanessa Rojas  
Carla Ruiz  
Natalie Ryan  
Sharquaa Smith  
Edwin Valencia  
Xochilt Vega Delrio  
Carla Veliz

*Not Pictured