

Albert Cheng

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Professional Experience

Program on Education Policy and Governance, Harvard University

- *Postdoctoral Research Fellow* 2016-present
- *Postdoctoral Teaching Fellow*
GOV 2490: The Political Economy of the School; Instructor: Dr. Paul Peterson Fall 2017

Department of Education Reform, University of Arkansas

- *Research Assistant*
 - Affiliated Research Fellow for Charassein: The Character Assessment Initiative 2015-present
 - Research Fellow for the School Choice Demonstration Project 2012-2016
- *Teaching Assistant*
EDRE 6213: Program Evaluation; Instructor: Dr. Patrick Wolf Fall 2015
- *Instructor*
 - ESRM 2403: Statistics in Nursing Fall 2015
 - EDRE Mathematics Boot Camp Summer 2014, 2015

James Logan High School, Union City, CA

- *Teacher, Math Department* 2006 - 2010
Pre-Algebra for English-Language Learners; Algebra 1; Pre-Calculus; Statistics

UC Berkeley Student Learning Center, Berkeley, CA

- *Adjunct Instructor*
 - Math 98: Supervised Group Study for Analytic Geometry and Calculus (Math 16A) Spring 2006
 - Study Group Leader for Calculus (Math 1B) Fall 2005

Education and Licensure

University of Arkansas, Fayetteville, AR

- Doctor of Philosophy in Education Policy 2016
Dissertation: Teachers and the Development of Student Noncognitive Skills
Committee: Patrick Wolf, Gema Zamarro, Robert Maranto, and Jay Greene

Biola University, La Mirada, CA

- Master's Degree in Education 2012
Thesis: *Teacher Perceptions of the Common Core State Standards*
Committee: Rebecca Hong, A.Y. "Fred" Ramirez, and Christie Curtis

California State University East Bay, Hayward, CA

- Single Subject Teaching Credential, Mathematics 2007

University of California at Berkeley, Berkeley, CA

- B.A in Pure Mathematics 2006
- Minor in Religious Studies

Research Statement

I study the measurement of noncognitive skills and how educational practices and policies, particularly school choice programs, charter schools, and faith-based private schools, affect student noncognitive-skill outcomes.

Peer-Reviewed Publications

- Cheng, A., Hitt, C., Kisida, B., Mills, J.N. (2017). [“No Excuses” Charter Schools: A Meta-Analysis of the Experimental Evidence on Student Achievement](#). *Journal of School Choice*, 11(2), 209-238.
- Vanderwoerd, J.R., & Cheng, A. (2017). [Sexual violence on religious campuses](#). *Canadian Journal of Higher Education*, 47(2), 1-21.
- Bowen, D. H., & Cheng, A. (2016). [Losing My Religion: Examining the Impact of Spiritual Cues on Noncognitive Skills](#). *The Journal of Catholic Education*, 20(1), 152-176.
- Hitt, C.E., Trivitt, J.R., Cheng, A. (2016). [When you say nothing at all: The predictive power of student effort on surveys](#). *Economics of Education Review*, 52, 105-119.
- Cheng, A., Trivitt, J.R., Wolf, P.J. (2016). [School choice and the branding of Milwaukee private schools](#). *Social Science Quarterly*, 97(2), 362-375.
- Cheng, A., Tuchman, S., & Wolf, P.J. (2016). [Homeschool parents and satisfaction with special education services](#). *Journal of School Choice*, 10(3), 381-398.
- Cheng, A. (2016). [Do personnel policies matter for organizational mission coherence? A public school test](#). *Review of Public Personnel Administration*. 36(4), 347-369.
- Cheng, A. (2014). [Does homeschooling or private schooling promote political intolerance? Evidence from a Christian university](#). *Journal of School Choice*, 8(1), 49-68.

Research Reports, Book Chapters, and other Publications

- Cheng, A., & Wolf, P.J. (2017). [Religious school brands as a school choice communication tool](#). In D. Hiatt-Michael, (Ed.), *Family Involvement in Faith-based Schools*. Charlotte, NC: Information Age Publishing.
- Cheng, A., & Peterson, P. (2017). [How satisfied are parents with their children’s schools?](#) *Education Next*, 17(2), 20-27.
- Mills, J.N., Cheng, A., Hitt, C., Wolf, P.J., & Greene, J.P. (2015). [Measures of student non-cognitive skills and political tolerance after two years of the Louisiana Scholarship Program](#). New Orleans, LA: Education Research Alliance for New Orleans.
- Batdorff, M., Cheng, A., Maloney, L., May, J., & Wolf, P.J. (2015). [Buckets of water into the ocean: Non-public revenue in public charter and traditional public Schools](#). Fayetteville, AR: School Choice Demonstration Project, University of Arkansas.
- Wolf, P.J., Cheng, A., Batdorff, M., Maloney, L., May, J., & Speakman, S. (2014). [The productivity of public charter schools](#). Fayetteville, AR: School Choice Demonstration Project, University of Arkansas.
- Batdorff, M., Maloney, L., May, J., Wolf, P.J., Cheng, A. (2014). [Charter funding: Inequity expands](#). Fayetteville, AR: School Choice Demonstration Project, University of Arkansas.
- Wolf, P.J. & Cheng, A. (2014). Measurement Error. In D.J. Brewer, & L.O. Picus (Eds.), [Encyclopedia of Education Economics and Finance](#). Newbury Park, CA: Sage Publications.

Working Papers

- Cheng, A., & Peterson, P.E. (2017). Experimental Estimates of the Effect of Information about the Costs and Returns to Postsecondary Education on the Educational Aspirations of Parents for their Children.
- Cheng, A. (2017). Using item-response times as proxies for noncognitive skills.
- Cheng, A., & Hitt, C.E. (2017). Hard work and soft skills: The attitudes, abilities, and character of students in vocational-technical classes.
- Cheng, A. (2017). The educational objectives of science teachers in US Evangelical Protestant High Schools.
- Cheng, A., Zamarro, G., & Kopotic, K. (2017). [Can Parents’ Growth Mindset and Role Modelling Address STEM Gender Gaps?](#)
- Barrows, S., Cheng, A., Peterson, P.E., West, M.R. (2017). [Do Charters Pose a Threat to Private Schools? Evidence from Nationally Representative Surveys of U.S. Parents](#).
- Cheng, A., Maranto, R.A., Shakeel, M. (2017). Do Charters Empower Teachers? Comparing teacher influence in charter and traditional public schools.
- Carroll, K.M., Cheng, A., Maranto, R.A., & Teodoro, M.P., (2017). Race, Career Paths, and Bureaucratic Ambition in Public Schools: Evidence from national and Texas administrator surveys.

- Maranto, R.A., Teodoro, M.P., Carroll, K.M., & Cheng, A. (2017). [Gendered Ambition: Career Advancement in Public Management](#).
- Cheng, A., & Sikkink, D. (2017). A Longitudinal Analysis of Volunteerism Activities for Individuals Educated in Public and Private Schools.
- Cheng, A., Zamarro, G., & Orriens, B. (2016). [Personality as a predictor of unit nonresponse in panel data: An analysis of an internet-based survey](#).
- Cheng, A., & Zamarro, G. (2016). [Measuring teacher noncognitive skills and their impacts on students: Insight from the Measures of Effective Teaching Longitudinal Database](#).
- Zamarro, G., Cheng, A., Shakeel, M., & Hitt, C. (2016). [Comparing and validating measures of character skills: Findings from a nationally representative sample](#).
- Cheng, A. (2015). [Like Teacher, Like Student: Teachers and the Development of Student Noncognitive Skills](#).
- Mills, J.N., Cheng, A., Ritter, G., Hitt, C. (2015). A Regression Discontinuity Analysis of the Effects of the Arkansas Academic Challenge Scholarship on College Outcomes:
- Cheng, A. (2014). [Taking attendance: Teacher absenteeism across school sectors](#).

Awards, Grants, Honors

- IES Charter Schools Program Grant: Replication and Expansion of High-Quality Charter Schools. *Co-investigator* 2017
- PEPG Postdoctoral Fellowship 2016-present
- Thomas B. Fordham Institute Emerging Education Policy Scholar 2016
- Global Home Education Conference 2016 Research Award 2016
- Distinguished Doctoral Fellowship, University of Arkansas 2012-2016
- Thesis Capstone of the Year Award, Biola University 2012

Professional Affiliations

- Society for Research on Education Effectiveness
- The Association for Education Finance and Policy
- The Association for Public Policy Analysis and Management

Referee Service

AERA Open, Educational Policy, Sociology of Education, Critical Studies in Education, The Journal of Catholic Education, The Journal of School Choice