

# Matthew Naven

## Curriculum Vitae

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### Contact Information

Department of Economics  
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540-458-8610

### Employment

Education Studies Affiliated Faculty Member: Washington and Lee University	2019-
Assistant Professor of Economics: Washington and Lee University	2019-
Research Assistant: Drs. Scott Carrell, Michal Kurlaender, and Paco Martorell	2015-2018
Research Assistant: Dr. Marianne Page	2015
Teaching Assistant: University of California, Davis	2013-2015

### Education

#### University of California, Davis

Ph.D. Economics	2019
Dissertation: <i>The Role of External Factors in Educational Attainment and Success</i>	
Dissertation Committee: Scott Carrell (Chair), Marianne Bitler, Shu Shen	
M.A. Economics	2014

#### Xavier University

B.A. Economics, B.A. Spanish, University Scholar, Minor in Mathematics	2013
<i>Magna cum Laude</i>	
Economics Capstone: <i>The Effects of Proposition 209 on California Public Post-Secondary Enrollments</i>	
Spanish Thesis: <i>¿Preparados? El desempleo juvenil en España</i>	

### Research Interests

Education, Public, Labor

### Working Papers

Matthew Naven. Human capital formation during childhood and adolescence: Evidence from school quality and postsecondary success in California. 2019

This paper investigates the role of school quality in human capital formation. Specifically, I investigate how the timing of school quality differentially affects long-run outcomes. Using individual-level data on the universe of public school students in California, I estimate elementary, middle, and high school quality using a value added methodology that accounts for the fact that students sort to schools on observable characteristics. I then determine the impact of school quality on future K–12 and post-secondary outcomes. I find that high school quality has the largest impact on postsecondary enrollment, while elementary and middle school quality play a larger role in college readiness. In other words, early human capital investments are important for future post-secondary success, but the unique timing of the college decision process allows for later human capital investments to also play a significant role.

Matthew Naven. Within-school heterogeneity in quality: Do schools provide equal value added to all students? 2020

Low-socioeconomic status (SES), minority, and male students perform worse than their high-SES,

non-minority, and female peers on standardized tests. This paper investigates how within-school differences in school quality contribute to these educational achievement gaps by SES, ethnicity, and sex. Using individual-level data on the universe of public school students in California, I estimate school quality using a value added methodology that accounts for the fact that students sort to schools on observable characteristics. I run three separate analyses, in which I allow each school to provide a distinct value added to their low-/high-SES, minority/non-minority, and male/female students. I find that there is within-school heterogeneity in value added by SES, ethnicity, and sex, as on average schools provide less value added to their low-SES, minority, and male students. Thus within-school heterogeneity in quality is one factor that contributes to differential outcomes for disadvantaged students.

Matthew Naven. The effects of affirmative action bans on postsecondary education. 2019

Since 1965, affirmative action programs have required public universities to give extra consideration to underrepresented minority applicants. I estimate the impact of eight states banning affirmative action on postsecondary school enrollments and graduation rates using an event study methodology. I also employ a generalized difference in differences strategy that applies the event study analysis and adds nonselective universities in treated states as a control group. Estimates suggest that banning affirmative action significantly decreases minority enrollments, especially at selective universities. These estimates are large in magnitude — enrollment at selective universities dropped by over 20% for minority students. While less conclusive, results suggest that graduation rates were essentially unaffected. Falsification tests show that private universities and community colleges, which should not be affected by affirmative action bans, were not similarly affected.

Matthew Naven and Danny Whalen. The signaling value of university rankings: Evidence from top 14 law schools. 2021

This paper measures the impact of signaling on labor-market outcomes by estimating the labor-market effects of attending a U.S. News & World Report Top 14 (T14) law school. Utilizing data from the American Bar Association on class profiles, we use the value added with drift methodology to estimate the causal impact of attending a particular law school and then use a regression discontinuity methodology to estimate the difference in value added between T14 and non-T14 law schools that is attributable to T14 status. We find that T14 law schools confer no signaling effect on the Bar exam, which is graded blindly, but a substantial signaling effect on employment at “Big Law” firms with more than 250 attorneys, which pay some of the highest salaries in the law profession. The lowest-ranked T14 university increases the likelihood of Big Law employment by 30 percentage points (97%) more than the highest-ranked non-T14 university. This likely reflects asymmetric information in the labor market for lawyers, and thus graduating from a T14 law school serves as a signal of a lawyer’s ability.

## Work in Progress

Scott Carrell, Michal Kurlaender, Paco Martorell, and Matthew Naven. The impact of school quality on postsecondary success: Evidence in the era of Common Core. 2020

This paper explores high school quality in California after the transition to Common Core State Standards (CCSS). Using a longitudinal panel of students’ standardized test scores, we estimate high school test score value added in English and mathematics for the 2015-2017 cohorts of 11th grade students. We then link these student-level data to college enrollment records to estimate college enrollment value added. We decompose the college enrollment value added into two components: the persistence of test score value added and non-test score factors (e.g., college counseling services) that influence college enrollment. Results show that there is substantial variation in

school quality as measured by both test scores and college enrollment. A one-standard deviation increase in school quality is associated with a 0.15 standard deviation increase in standardized test scores and an 8-percentage point increase college enrollment. Importantly, our results show that both the persistence in test score value added and other non-test score factors within a school are important determinants of college-going value added.

Michel Grosz and Matthew Naven. Sample choice for event studies with secular time trends. 2020

Many papers in applied microeconomics rely on an event study identification strategy, leveraging variation in the timing of treatment across units and allowing for dynamic effects. We show that estimation of these dynamic treatment effects is sensitive to how the researcher constructs the panel dataset, especially in the presence of unit-specific linear time trends. We consider three data construction approaches: using all the data, using a balanced sample with a subset of event years, and a specific “Loaded” combination of the two. We show that this “Loaded” approach outperforms the other two, even when no time trends are present.

Michel Grosz and Matthew Naven. What’s my age again? the dynamic effect of your age relative to your peers. 2020

Throughout primary and secondary education, students perform a number of tasks where they directly compete with their peers. Older students, however, may have an advantage over their younger peers. Using individual data on California public 2nd–11th grade students from the 2002–2003 to 2012–2013 cohorts and variation in assigned kindergarten entrance age due to the existence of a universal entrance cutoff date in the state of California, we employ a reduced form regression discontinuity design to estimate the impact of being older than the peers in one’s cohort. Estimates suggest that students born just after the entrance cutoff score 0.13 standard deviations higher on English language arts exams in the second grade, although this effect fades out over time to 0.03 standard deviations in the 11th grade. Relatively older students are also more likely to participate in gifted and talented programs, less likely to be classified as an English learner, and less likely to be diagnosed with a disability that is subjectively diagnosed. These findings have important implications regarding the “redshirting” of prospective kindergarteners in which parents delay their child’s entrance to kindergarten in an effort to increase their likelihood of success.

### **Resting Papers**

Anujit Chakraborty, Lester Lusher, and Matthew Naven. Recognition and performance: Evidence from a regression discontinuity in college football. 2020

### **Reports and Policy Briefs**

Michal Kurlaender, Sherrie Reed, Kramer Cohen, Matthew Naven, Paco Martorell, and Scott Carrell. Where California high school students attend college. Technical report, Policy Analysis for California Education, 2018

For as much as we know about the economic benefits of a college degree, California policymakers and educators have little information about the college destinations of high school graduates. To fill this information gap, we assembled a unique data set of three recent cohorts of public high school students matched with college enrollment data from the National Student Clearinghouse. This report, a product of a partnership with the California Department of Education, details where California public high school students attend college and how college attendance and destinations vary by county.

## Memberships and Affiliations

Phi Beta Kappa  
Omicron Delta Epsilon  
Sigma Delta Pi  
Alpha Sigma Nu  
California Education Lab  
Heterodox Academy  
Foundation Against Intolerance and Racism, VA Universities Chapter

## Honors and Awards

Associated Colleges of the South Summer Teaching & Learning Workshop Nominee	2020
Lenfest Summer Fellowship Award	2020, 2021
Roe L. Johns Travel Grant	2019
Russell J. and Dorothy S. Bilinski Educational Foundation Dissertation Writing Fellowship	2018-2019
Graduate Fellowship, UC Davis	2016
Department of Economics and the Institute for Social Sciences Summer Travel Award, UC Davis	2015-2016
Nonresident Tuition Fellowship, UC Davis	2013-2014
Department of Economics Award, Xavier University	2013
St. Francis Xavier Scholarship, Xavier University	2009-2013

## Presentations

### 2022 (Including Scheduled)

#### 2021

Davidson University, Heterodox Economics Community, Southern Economic Association Annual Meeting

#### 2020

Association for Education Finance and Policy, Western Economic Association International, Washington and Lee INTR 119, Southern Economic Association Annual Meeting

#### 2019

Analysis Group, Cornerstone Research, Kennesaw State University, IMPAQ International, Federal Communications Commission, Washington and Lee University, Association for Education Finance and Policy (Poster), Association for Public Policy Analysis and Management CA Regional Student Conference, California Department of Education

#### 2018

Association for Education Finance and Policy; University of Nevada, Reno; All-California Labor Economics Conference (Poster); Sonoma State University; Association for Public Policy Analysis and Management

#### 2017

Association for Education Finance and Policy

#### Internal

W&L/VMI Seminar Series: Fall 2021

UC Davis Economics Alumni Conference: 2019 (Poster), 2020 (Cancelled)

UC Davis Applied Microeconomics Brown Bag: Fall 2015, Spring 2016, Fall 2016, Winter 2017, Spring 2017, Fall 2017, Winter 2018, Spring 2018, Fall 2018

## Professional Service

### Referee

The Journal of Human Resources, Journal of Research on Educational Effectiveness, Educational Evaluation and Policy Analysis

### Session Organizer

Southern Economic Association Annual Meeting: 2021

### Session Chair

Southern Economic Association Annual Meeting: 2019, 2021

## Reviewer

Association for Education Finance and Policy Annual Conference: 2017, 2019

## Teaching Experience

### Instructor

- Washington and Lee University
  - \* ECON 100 Introduction to Economics, Fall 2019, Winter 2021, Winter 2022
  - \* ECON 203 Econometrics, Winter 2022
  - \* ECON 236 Economics of Education, Fall 2020, Fall 2021
  - \* ECON 250 Public Finance & Public Policy, Winter 2020, Winter 2021

### Thesis Advisor

- Washington and Lee University
  - \* Jeremiah Kohl, 2021-2022
  - \* Danny Whalen, 2020-2021

### Teaching Assistant

- University of California, Davis
  - \* ECN 1A Principles of Microeconomics, Fall 2013, Summer Session II 2015
  - \* ECN 1B Principles of Macroeconomics, Winter 2014
  - \* ECN 100 Intermediate Micro Theory, Winter 2015
  - \* ECN 103 Economics of Uncertainty and Information, Spring 2014
  - \* ECN 130 Public Microeconomics, Fall 2014
  - \* ECN 140 Econometrics, Spring 2015
  - \* ECN 151A Economics of the Labor Market, Summer Session I 2014

## University Service

Mudd Center Fellows Program, Washington and Lee University	2021-2022
DeLaney Center Hiring Committee, Washington and Lee University	2021
Economics Department Hiring Committee, Washington and Lee University	2020-2021
Economics Major Advisor, Washington and Lee University	2020-2022
First-Year Advisor, Washington and Lee University	2020-2022
Applied Microeconomics Brown Bag Seminar Organizer, UC Davis	Fall 2016, Spring 2017
Student Research Seminar Organizer, UC Davis	Winter 2017
Graduate Student Association, Economics Vice President, UC Davis	2015-2016
Graduate Student Association, Economics Member, UC Davis	2014-2015
Graduate Mentor, UC Davis	2014-2016

## Other Skills

### Languages

English (native), Spanish (advanced)

### Computer skills

Stata, Python, R, Git, L<sup>A</sup>T<sub>E</sub>X

## Citizenship

United States of America

Last updated: January 9, 2022