

# Christina Che Sun

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## Education

### University of California, Davis

Ph.D. in Economics, Expected 2024

M.A. in Economics, 2019

### Binghamton University, State University of New York (SUNY)

B.S. in Economic Analysis and B.A. in Mathematical Sciences, 2018

## Research

### Fields of Interest

Behavioral Economics, Experimental Economics, Economics of Education

### Work in Progress

#### *Behavioral Incentive Compatibility of BDM Belief Elicitation*

Recent evidence has shown that revealing incentives during belief elicitation might negatively impact truth telling, even if the elicitation mechanism is theoretically incentive compatible. In this project, I study the effect of quantitative incentive information on truth telling in the Becker-DeGroot-Marschak (BDM) belief elicitation mechanism. Subjects guess the probability of selecting a red urn out of 10 urns of colors red and blue, where the number of urns of each color is known. Results show that in the treatment where subjects are shown full quantitative incentives, the rate of false reports is around 10 percentage points higher than in the treatment where no quantitative incentives are shown. This higher rate of false reports is driven by subjects who misunderstood the incentives. Given that BDM belief elicitation is particularly difficult to explain and implement, this result shows a potentially simpler and more practical way of eliciting beliefs while maintaining quality of data.

#### *Biased Belief Updating and Persistence of Stereotypes*, with Anujit Chakraborty

We experimentally study whether gender stereotype affect belief updating on beliefs about others. Subjects perform belief updating tasks in four gender-stereotypical domains (math, sports knowledge, verbal, emotional intelligence) and one gender neutral domain (crosswords). We observe their prior, experimentally assign each subject a noisy but informative signal in each domain, and elicit updated posteriors after they receive each new signal. Comparing their belief updating between gender stereotypical domains and gender neutral domains establishes the effect of gender stereotypes on belief updating. Our design allows for precise estimation of the parameters of the subjects' belief updating rule and a clean structural test against the Bayesian baseline. We contribute to the literature by uncovering a potential channel of stereotype persistence and experimentally identify this channel separately from the other heuristics and biases that result in non-Bayesian updating.

*The Impact of School Quality on Postsecondary Success: Evidence in the Era of Common Core*, with Scott Carrell, Michal Kurlaendar, Paco Martorell, and Matthew Naven

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 2015-2018 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.

*Diversity in Schools: Immigrants and the Long-Run Outcomes of US-Born Students*, with Briana Ballis and Derek Rury

*Gender Stereotypes and Student Persistence in STEM Majors*, with Kalyani Chowdhury and Derek Rury

## Experience

### Instructor

ECN 1A: Principles of Microeconomics Summer 2022 & Summer 2023

### Teaching Assistant

ECN 190A: Behavioral Economics	Spring 2023
ECN 151A: Economics of Labor Markets	Summer 2020
ECN 1A: Principles of Microeconomics	Spring 2020
ECN 135: Money and Banking	Winter 2020
ECN 117: Economics of International Immigration	Fall 2019

### Graduate Student Researcher

California Education Lab Summer 2020 - Present

## Activity

### Presentations

ESA North American Conference	November 2022
UC Davis Theory & Behavioral Lunchtime Seminar	March and November 2022
UC Davis Theory & Behavioral Lunchtime Seminar	February and November 2021

### Referee

Journal of Human Resources 2020

### Professional Development

Seminar on College Teaching, University of California, Davis	2023
Discrimination & Diversity Workshop, University of East Anglia	2022

### Service

Organizer of Theory & Behavioral Luncheon Seminar Series	2020
Executive Vice President of Economics Graduate Student Association	2020 - 2021

## Awards and Fellowships

Russell Sage Foundation Research Grant: Race, Ethnicity, and Immigration Program	2023
UC Davis Economics Department Graduate Student Research Award	2023
UC Davis Economics Department Graduate Student Research Award	2022
UC Davis Economics Department Graduate Student Research Award	2021
UC Davis Economics Departmental Fellowship	2018-2019
State University of New York Chancellor's Award for Student Excellence	2018
Binghamton University President's Award for Student Excellence	2018
Binghamton University Economics Faculty Award for Excellence in Economics	2018
Binghamton University Award for Excellence in Mathematics	2018
Binghamton University Senior Class of 1986 Award for Student Excellence	2018

## References

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### **Scott Carrell**

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