

# LUCAS GREER

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## **References**

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Patrick Button

Associate Professor of

Economics

Tulane University

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## **Education**

Ph.D. in Policy Analysis, Pardee RAND Graduate School

Expected 2025

*Dissertation: "Labor Market Prospects of Online Postsecondary Education"*

*Committee: Lindsay Daugherty (chair), Christine Mulhern, Patrick Button*

*Independent study: Methods to Detect Labor Market Discrimination*

M.Phil. in Policy Analysis, Pardee RAND Graduate School

2022

M.P.A., The Ohio State University

2018

MA in Economics, University of Virginia

2017

BS in Economics, minor in Mathematics, Le Moyne College

2016

## **Professional Experience**

Assistant Policy Researcher, RAND Corporation, Santa Monica, CA

2020-present

- Applies statistical methods to assess the health of industry workforces, estimate the wage returns to credentials, and evaluate education programs
- Responsible for programming most of the wrangling and analysis required on projects using large data files (e.g., student data from K-12 schools and postsecondary institutions; human resource records from K-12 school districts; worker and employer data from state unemployment insurance records)
- Provides technical assistance to other research teams working with linked postsecondary education and employment data
- Conducts end-to-end qualitative research, including drafting protocols, leading data collection activities, and analyzing transcript data to identify themes
- Writes peer-reviewed reports that are accessible to non-technical readers, including two first-authored reports about [Florida K-12 mathematics teachers' preparation](#) and [use of data](#)

Fellow, Department of Labor Chief Evaluation Office, Washington, D.C.

Summer 2024

- Estimated panel data models of the wage returns for online community college credentials and presented findings to approximately 100 department-wide leaders and staff

Development Associate, Noble Network of Charter Schools, Chicago, IL

2018-2020

- Fundraised an annual budgetary need of \$6 million in a three-person development team through grant proposals and a donor portfolio of foundations, corporations, government agencies, and individuals

## **Research Fields**

Applied microeconomics, Labor economics, Education policy

## **Select RAND Publications**

“Growing the Computer Science and Information Technology Workforces in Ohio” (forthcoming). Megan Andrew, Jonah Kushner, **Lucas Greer**, Christine Mulhern, Jenna Kramer, and Daniel Schwam.

“[Gauging What Employers Think: Lessons Learned from Fielding the 2022 Department of Defense National Survey of Employers](#)” (2024). Brian Phillips, Susan Gates, Laura Werber, Jonas Kempf, and **Lucas Greer**.

“[Understanding and Improving Civilian Employer Experiences with Guard and Reserve Duty](#)” (2024). Laura Werber, Susan Gates, Brian Phillips, **Lucas Greer**, Jonas Kempf, and Samantha Cherney.

“[Strengthening the Manufacturing Workforce in Ohio](#)” (2023). Lisa Abraham, Christine Mulhern, and **Lucas Greer**.

“[Review of Reserve Component Activation Data Quality](#)” (2023). James Marrone, Patricia Tong, Avery Calkins, and **Lucas Greer**.

“[Florida K–12 Mathematics Teachers' Access to and Use of Student Data: Findings from the 2022 Learn Together Survey](#)” (2023). **Lucas Greer** and Elizabeth Steiner.

“[Florida K-12 Mathematics Teachers' Credentials and Preparation: Findings from the 2022 Learn Together Surveys](#)” (2022). **Lucas Greer**, Zandra De Araujo, and Elizabeth Steiner.

“[Prioritizing Strategies to Racially Diversify the K–12 Teacher Workforce: Findings from the State of the American Teacher and State of the American Principal Surveys](#)” (2022). Elizabeth Steiner, **Lucas Greer**, Lisa Berdie, Heather L. Schwartz, Ashley Woo, Sy Doan, Rebecca Ann Lawrence, Rebecca L. Wolfe, and Allyson D. Gittens.

“[Walking a Fine Line—Educators' Views on Politicized Topics in Schooling: Findings from the State of the American Teacher and State of the American Principal Surveys](#)” (2022). Ashley Woo, Rebecca L. Wolfe, Elizabeth D. Steiner, Sy Doan, Rebecca Ann Lawrence, Lisa Berdie, **Lucas Greer**, Allyson D. Gittens, and Heather L. Schwartz.

“[The Impact and Implementation of the Chicago Collaborative Teacher Professional Development Program](#)” (2022). Kata Mihaly, Isaac M. Oppen, and **Lucas Greer**.

“[Restoring Teacher and Principal Well-Being Is an Essential Step for Rebuilding Schools: Findings from the State of the American Teacher and State of the American Principal Surveys](#)” (2022). Elizabeth Steiner, Sy Doan, Ashley Woo, Allyson D. Gittens, Rebecca Ann Lawrence, Lisa Berdie, Rebecca L. Wolfe, **Lucas Greer**, and Heather L. Schwartz.

“[Is the National Nuclear Enterprise Workforce Postured to Modernize the Triad? Insights and Options from a Quick-turn Assessment](#)” (2022). Laura Werber, Frank G. Klotz, Brian Phillips, Noah Johnson, **Lucas Greer**, Brittany Clayton, Mark V. Arena, and Chaitra M. Hardison.

[“For Secondary Teachers Educating Students with Disabilities, 2021 Was a New Year with an Old Story: Findings from the American Educator Panels”](#) (2022). Laura Stelitano, Heather Gomez-Bendaña, and **Lucas Greer**.

[“Identifying Supports for Struggling Students: Findings from the 2021 Learn Together Surveys”](#) (2021). Sy Doan, **Lucas Greer**, and Elizabeth Steiner.

### **Invited Talks & Conferences**

In 2024:

Ohio Longitudinal Data Archive’s October Data Stewards Meeting, “*The Labor Market Returns for Online Community College Students*” (presentation)

Department of Labor Chief Evaluation Office’s Summer Fellows Day, “*The Labor Market Returns for Online Community College Students*” (presentation)

In 2023:

APPAM Conference, “*The Labor Market Prospects of Adult Learners with Online Bachelor's Degrees: A Correspondence Audit Field Experiment*” (poster)

### **Teaching Experience**

At Pardee RAND Graduate School:

Statistics for Policy Analysis, Teaching Assistant (2022)

Mathematics for Policy Analysis, Teaching Assistant (2021)

First-year Ph.D. Bootcamp, Microeconomics Lecturer (2021)

At Le Moyne College:

Upward Bound, Middle and high school mathematics tutor (2016, 2017)

Introductory Microeconomics/Macroeconomics, Tutor (2015-2016)

### **Awards**

Doris Dong Dissertation Award (2023)

Susan Way-Smith Dissertation Award (2022)

Pardee RAND Outstanding Teaching Assistant Award (2022)

### **Professional Activities**

Student Ambassador, Pardee RAND Graduate School (2022-2023, 2023-2024)

Board Clerk, Noble Network of Charter Schools (2018-2020)

### **Other Information**

**Citizenship:** United States

**Technical skills:** Stata, Excel, NVivo, Dedoose, Select Survey, familiar with Python, R, SAS, SQL, and Tableau

**Data experience:** Administrative data, Publicly available data, Survey data, Interview and focus group transcripts, Self-collected experimental data

**Quantitative methods:** Regression analysis (linear, nonlinear, panel data), Quasi-experimental methods (difference-in-differences, propensity score matching, synthetic controls, instrumental variable, regression discontinuity), Nonparametric techniques (principal component analysis, decision tree, clustering), Experimental research, Survey design, Data visualization

**Qualitative methods:** Interviews, Focus Groups, Observations, Document review

## **Dissertation Abstracts**

### **“The Employment Prospects of Public and Nonprofit Online Universities: Findings from a Correspondence Audit Study”** (Job market paper)

**Abstract:** *Many students pursue online bachelor’s degrees to advance their careers. However, it is uncertain whether online degrees offer the same employment benefits as traditional, in-person degrees, even when they are earned at public and nonprofit universities specializing in online learning. This paper provides the first causal estimates of employer interest in bachelor’s degree graduates from public and nonprofit online universities, including standalone online universities and fully online campuses of traditional universities. Using a correspondence audit field experiment, I submitted 2,164 fictitious applications to real job openings in business, with applicants randomly assigned as graduates from either online or nonselective brick-and-mortar institutions. Given the prevalence of adult learners in online programs, I created resumes and cover letters to resemble recent college graduates in their early thirties with prior work experience. The results show that graduates from online universities are as likely to receive callbacks on their job applications as those from brick-and-mortar institutions. This paper demonstrates that public and nonprofit online universities offer a valuable pathway for adults considering nonselective postsecondary options for their bachelor’s degree.*

### **“The Labor Market Returns for Online Community College Students”**

**Abstract:** *This paper provides the first evidence on the labor market returns of online degrees and certificates earned at community colleges. Using administrative education and employment data from Ohio’s twenty-three community and technical colleges, I employ a student fixed-effects approach to control for students’ pre-college earnings and academic intentions. The estimates show significant wage increases from associate degrees and long-term certificates, but no benefit from short-term certificates. Returns vary substantially by field of study, with programs in health, computer science, engineering, and business yielding the highest gains. Notably, online and in-person students experience similar returns after controlling for field of study. These results suggest that online community college programs can increase students’ earnings and provide a practical alternative for those who cannot attend in-person classes.*

### **“Supporting Online Students’ Workforce Transitions: Insights from Career Services in Public and Nonprofit Postsecondary Institutions”**

**Abstract:** *This paper examines how public and nonprofit postsecondary institutions support online students’ transitions into the workforce through career services. Drawing on interviews with twenty career service administrators from two- and four-year institutions with large online student populations, I identify key themes regarding: institutional practices for facilitating successful employment outcomes, challenges in engaging online students, and perceptions of the value of online learning in the labor market. The purpose of this qualitative study is to highlight promising practices and common barriers to delivering effective career services for online students. Data collection is ongoing and expected to conclude in December 2024.*