

XunFei Li

EMAIL: xunfeil@uci.edu

EDUCATION AND EMPLOYMENT

- 2024-present **University of California, Irvine**, Postdoctoral Fellow in the School of Education
Mentors: Di Xu, Rachel Baker
- 2019-2024 **University of California, Irvine**, Ph.D. in Education (Education Policy and Social Context)
Dissertation: How Curriculum Structure, Policy, and Intervention Shape Student Social and Academic Outcomes
Committee: Di Xu (Co-Chair), Richard Arum (Co-Chair), Rachel B. Baker, Greg J. Duncan, Andrew Penner
- 2016-2017 **University of California, Berkeley**, Visiting Student Researcher in Sociology
- 2014-2017 **National Chengchi University**, Taiwan, M.A. in Sociology
Thesis: The Effect of Single-Sex Schooling on High School Girls' Curriculum Tracking Selection
- 2010-2014 **Sun Yat-sen University**, China, B.A. in Sociology

GRANTS

- 2025-2027 (Co-PI) Impact of California Assembly Bill (AB) 705 Developmental Education Reform on Postsecondary Outcomes, Arnold Ventures, \$359,510
- 2027-2029 (Co-PI) A Multi-Inquiry Study of Condensed Course Formats, Ascendium Education Group, \$1.5M

FELLOWSHIPS AND AWARDS

- 2023 Public Impact Fellowship, UC Irvine
- 2023 Summer Institute in Computational Social Science Fellow, UCLA
- 2022-2023 Gardner Seminar Fellow, Center for Studies in Higher Education, UC Berkeley
- 2019-2020 Provost PhD Fellowship, UC Irvine
- 2019 Graduate Dean's Recruitment Fellowship, UC Irvine
- 2018 RC28 Travel Awards, Research Committee 28 on Social Stratification and Mobility of the International Sociological Association

PUBLICATIONS

Peer Reviewed Journal Articles

- Li, XF., & Xu, D. (2026). When Intensity Meets Modality: The Effects of Condensed Course Formats in Online and In-Person Instruction. *AEA Papers and Proceedings*, 116, 367–370.
<https://doi.org/10.1257/pandp.20261103>
- Baker, R., Hill, M., Ledezma, G., Dorman, J., Fagioli, L., Bezem, P., Cooper, M., & Li, XF. (2026). Inducing Cross-Sector Enrollment for Community College Students through Burden Reduction. *AEA Papers and Proceedings*, 116, 371–375. <https://doi.org/10.1257/pandp.20261104>
- Li, XF., Baker, R. B., & Arum, R. (2025). Same Major, Different Peers: Gender Sorting Across and Within Majors. *AERA Open*, 11, 23328584251355604. <https://doi.org/10.1177/23328584251355604>
- Arum, R., Calderon Leon, M., Li, XF., & Lopes, J. (2025). ChatGPT Early Adoption in Higher Education:

Variation in Student Usage, Instructional Support, and Educational Equity. *AERA Open*, 11, 23328584251331956. <https://doi.org/10.1177/23328584251331956>

Zhou, X., Li, Q., Xu, D., **Li, XF.**, & Fischer, C. (2023). College online courses have strong design in scaffolding but vary widely in supporting student agency and interactivity. *The Internet and Higher Education*, 100912. <https://doi.org/10.1016/j.iheduc.2023.100912>

Papers Under Review

Li, XF., & Xu, D. (2025). Efficiency or Burnout? The Effects of Condensed Course Formats on Student Achievement in Community Colleges. Annenberg EdWorkingPaper: 25-1273 (*Revise & Resubmit*) <https://eric.ed.gov/?id=ED678237>

Li, XF., Li, Q., Xu, D., Holton, A., & Zhou, X. Can Peer Group Design Improve Engagement in Online STEM Courses? The Role of Motivation to Lead. Annenberg EdWorkingPaper: 25-1313 (*Under Review*). <https://doi.org/10.26300/tmmg-0128>

Li, XF., Ran, F., Chhikara, D., Beamer, Z., & Xu, D. (2025). Mixed-Methods Insights into Math Corequisite Support: Enrollment, Completion, and Stakeholder Perspectives. (*Under Review*)

Perez Lopez, J., **Li, XF.**, Xu, D., Pacansky-Brock, M., & Vincent-Layton, K., I See You: Equitizing Online STEM Courses through Humanized Instruction. (*Revise & Resubmit*)

Lee, J., & **Li, XF.** First-Year Academic Outcomes of First-Generation, Low-Income Students in a Summer Bridge Program. (*Revise & Resubmit*)

Selected Works in Progress

Note: names of supervised graduate student co-authors are underscored

Uncovering Structural Inefficiencies in Course Misalignment for Transfer Pathways: Case Study in California. (Lead author, with Ledezma, G.M., et al.), Analysis Stage

From Cross-Enrollment to Transfer: The Long-Term Effects of a Burden-Reduction Intervention on Community College Students' Transfer Outcomes. (With Baker, R. B., et al.), Manuscript in Preparation.

Scaling Up Study Group Intervention Through PeerSpace: An AI-Empowered Classroom Application. (Lead Researcher; two phases of data collection completed; AI chatbot development using student conversational transcripts underway.)

Course Importance and College Pathway: Investigating Structures of Prerequisites and Student Success. (Lead author, with Li, Q., & Baker, R. B.), Analysis Stage

Understanding Program Features and Credential Attainment in Noncredit Workforce Programs. (With Solanki, S. & Xu, D.)

Optimizing Corequisite Support Design: Instructional and Implementation Features Predicting Success in Gateway English and Math. (Lead author, with Li, H., Kim, J. & Xu, D.), First Draft Ready

Policy Report & Book Chapters & Conference Proceedings

Arum, R., Chang, D., Calderon Leon, M., Eccles, J., Heckhausen, J., Von Keyserlingk, L., **Li, XF.**, McDossi, O., Orona, G., The Liberal Arts Advantage: Measuring the Deeper Value. University of Chicago Press. (*Forthcoming 2026*)

Xu, D., Peterson, E. K., Kellogg, A., Li, H., **Li, XF.**, D'Amico, M. M., & Van Noy, M. (2024). Maryland noncredit data snapshot. *Rutgers Education and Employment Research Center*.

Xu, D., Finnegan, C., Bagreev, M., **Li, XF.**, D'Amico, M. M., & Van Noy, M. (2023). Virginia State

Noncredit Data Report. *Rutgers Education and Employment Research Center*.

- Li, XF., & Yu, R. (2021). Construction of Weighted Course Co-Enrollment Network. In *Proceedings of the NetSciLA21 workshop*.
- Xu, D., Perez Lopez, J., Liu, Y., Hill, M. S., Li, XF., Bañuelos, M., Pacansky-Brock, M., Smedshammer, M., Vincent-Layton, K., & White, J. W.. (2022). Humanizing online STEM: Preliminary research findings. *HumanizeOL.org*.
- von Keyserlingk, L., Li, XF., Yamaguchi-Pedroza, K., Eccles, J., & Arum, R. (2020). COVID-19 Undergraduate Response to Initial Pandemic Phase, Card C-1.
- Li, XF., & Kuan, P. Y. (2018). The effect of single-sex schooling on high school girls' curriculum tracking selection in Taiwan. *International Sociological Association*.

SELECTED ACADEMIC PRESENTATIONS

- Li, XF., Baker, R., & Hill, M. (2026). From Cross-Enrollment to Transfer: Evidence from a Randomized Controlled Trial in California Community Colleges, *APPAM Fall Research Conference*, U.S.
- Li, XF., & Xu, D. (2026). Efficiency or Burnout?: The Effects of Condensed Course Formats on Student Achievement in Community Colleges, Society for Research on Educational Effectiveness (SREE), U.S.
- Li, XF., Li, H., & Xu, D. (2026). Optimizing Corequisite Support Design: Instructional and Implementation Features Predicting Success in Gateway English and Math, *American Educational Research Association (AERA)*, U.S.
- Li, H., Li, XF., & Ran, F. X. (2026). Can Developmental Education Reform Improve College Completion and Labor Market Outcomes? Evidence from Virginia's Direct Enrollment Reform, *Association for Education Finance and Policy (AEFP)*, U.S.
- Li, XF., & Xu, D. (2026). Efficiency Or Burnout?: The Effects Of Condensed Course Formats On Student Achievement In Community Colleges, *American Economic Association (AEA)*, U.S.
- Solanki, S., Li, XF, & Xu, D. (2025) Understanding Program Features and Credential Attainment in Noncredit Workforce Programs, *APPAM Fall Research Conference*, U.S.
- Li, XF., Brown, K., Baker, R., Hill, M., Ledezma, G. M., & Denaro, K. R. (2025) Uncovering Structural Inefficiencies in Course Misalignment for Transfer Pathways: Case Study in California, *Annual Conference of the Association for Education Finance and Policy (AEFP)*, U.S.
- Li, XF. & Xu, D. (2024) Fast Track to Success?: Investigating Condensed Course Formats and Student Achievement in Community Colleges, *APPAM Fall Research Conference*, U.S.
- Li, XF, Ran, FX., Chhikara, D., Beamer, ZM., & Xu, D. (2024) Understanding Students' Experiences in Math Course-Taking, and the Impact of Corequisite Developmental Education: A Mixed-Methods Case Study in Virginia, *APPAM Fall Research Conference*, U.S.
- Li, XF., & Xu, D. (2024). Impact of short-course formats on student success: Evidence from a statewide community college system. Paper presented at the *Annual Conference of the Association for Education Finance and Policy (AEFP)*, U.S.
- Li, XF., Baker, R., & Arum, R. (2024). Same major, different peers: Gender sorting across and within majors. Paper presented at the *Annual Conference of the Association for Education Finance and Policy (AEFP)*, U.S.
- Li, XF., Li, Q., Xu, D., Holton, A., Zhou, X. (2023) Building Effective Small Study Groups in an Online Introductory STEM Course: The Impact and Mechanisms of Study Groups on Student Engagement, *2023 APPAM Fall Research Conference*, U.S.

- Arum, R., **Li, XF**, Mcdossi, O. (2022) Student Grades and College Pathways, *Pathway Seminars*, Stanford University.
- Li, XF.**, Baker, R., and Arum, R. (2022) Sorting into and within Majors: How Big and Small Choices Affect Classmate Gender Composition, *Research Committee 28 (RC28) on Social Stratification and Social Mobility of the International Sociological Association (ISA)*, U.K.
- Li, XF** and Yu, R. (2021) Construction of Weighted Course Co-Enrollment Network, *The 11th International Learning Analytics and Knowledge Conference: Using Network Science in Learning Analytics Workshop*, U.S.
- Li, XF** and Kuan, PY. (2018) The Effect of Single-Sex Schooling on High School Girls' Curriculum Tracking Selection in Taiwan, *Research Committee 28 (RC28) on Social Stratification and Mobility of the International Sociological Association (ISA)*, South Korea

TEACHING AND MENTORING

- | | |
|------------|--|
| 2023, 2025 | Teaching Assistant: Causal Inference: Methods for Program Evaluation and Policy Research (Graduate Level) |
| 2022 | Mentor: The People's Coalition Undergraduate Mentoring Program |
| 2019-26 | Supervisor: 16 Undergraduate Research Assistants and 8 Graduate Students |
| 2019 | Reader: Child School Cinema (Undergraduate Level) |
| 2018 | Instructor: Agent-Based Modeling Workshop (Graduate Level) |

PROFESSIONAL AFFILIATIONS

American Educational Research Association
 Association for Education Finance and Policy
 Association for Public Policy Analysis and Management
 Stanford Pathways Network
 UCI Measuring Undergraduate Success Trajectories Project
 UCI Online Learning Research Center