

XUMEI FAN

REM Center
College of Education
University of South Carolina
E-mail: fan9@mailbox.sc.edu

EDUCATION

Ph.D. Educational Psychology and Research, University of South Carolina
M.A. Applied Linguistics and Foreign Language Teaching, Shanxi University
B.A. English Language and Literature, Shanxi Normal University

PROFESSIONAL EXPERIENCE

2021 - Present Research Associate, University of South Carolina
2011 - 2020 Graduate Assistant, University of South Carolina
2010 - 2010 Visiting Scholar, University of South Carolina
2009 - 2020 Associate Professor, North University of China
2003 - 2009 Advanced Lecturer, North University of China
1998 - 2003 Assistant Professor, North University of China

PUBLICATIONS

- Fan, X.** (2022). Teachers' perspectives on the evaluation of teacher effectiveness: A focus on student learning objectives. *Teaching and Teacher Education*, *110*, 1-12. <https://doi.org/10.1016/j.tate.2021.103604>
- Fan, X.**, Johnson, R., Liu, X., & Gao, R. (2022). College students' views of ethical issues in classroom assessment in Chinese higher education. *Studies in Higher Education*, *47*(1), 131-145. <https://doi.org/10.1080/03075079.2020.1732908>
- Fan, X.**, Linder, S., D'Amico, L. K., White, K. M., & Pawloski, T. (2022). Identifying the needs of prekindergarten children: A focus on health, wellbeing, and family environment. *Early Childhood Education Journal*, *50*, 823-840. <https://doi.org/10.1007/s10643-021-01206-0>
- D'Amico, L. K., **Fan, X.**, Linder, S. Pawloski, T. & White, K. (2022). Examining early childhood education through the lens of stakeholders: A statewide needs assessment. *Journal of Early Childhood Research*. [Accepted]
- Gao, R., Liu, X., & **Fan, X.** (2022). Factors associated with Chinese undergraduates' perceptions of the ethical issues in classroom assessment practices: A mixed methods study. *Educational Assessment, Evaluation and Accountability*, *34*, 303-330. <https://doi.org/10.1007/s11092-022-09380-4>
- Dickenson, T. S., Hodges, T. E., Watts, J., Brown, A., & **Fan, X.** (2022). Summary of results for the South Carolina teacher exit survey from the 2021-2022 pilot administration. *South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER)*. Columbia, SC. <https://sc-teacher.org/summary-of-results-21-22-sc-teacher-exit-survey/>

- Fan, X.**, Luchok, K., & Dozier, J. (2021). College students' satisfaction and sense of belonging: Differences between underrepresented groups and the majority groups. *SN Social Sciences*, 1(22), 1-22. <https://doi.org/10.1007/s43545-020-00026-0>
- Jiang, N., Rogers, B. D., **Fan, X.**, Hu, X., Lewis, A., & Cai, B. (2021). School-level factors related to visual arts achievement for 4th-graders: A longitudinal analysis. *Studies in Art Education*, 62(1), 47-62. <https://doi.org/10.1080/00393541.2020.1858263>
- Liu, J., Johnson, R. L., **Fan, X.**, & Gao, R. (2021). A comparison of assessment book authors' and educators' perspectives on ethics issues in assessment: A review study. *Journal of Educational Technology Development and Exchange*, 14(1), 1-26. <https://aquila.usm.edu/cgi/viewcontent.cgi?article=1131&context=jetde>
- Spence, L. K., Wang, H., & **Fan, X.** (2021). Motivation to study English among Chinese visiting scholars. *International Journal of Education, Culture and Society*, 6(3), 76-83. <http://www.sciencepublishinggroup.com/journal/paperinfo?journalid=214&doi=10.11648/j.ijecs.20210603.11>
- Pan, F., Dickenson, T. S., Bown, K., **Fan, X.**, Kunz, G. M., & Hodges, T. E. (2021). The relationship between poverty and school performance in South Carolina. *South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER)*. Columbia, SC. <https://sc-teacher.org/poverty-and-school-performance-2/>
- Fan, X.**, Jiang, N., & Lewis, A. (2020). Factors associated with fourth graders' music knowledge assessed by SCAAP. *International Journal of Music Education*, 38(4), 644-656. <https://doi.org/10.1177/0255761420926664>
- Fan, X.**, Liu, X., & Johnson, R. L. (2020). A mixed method study of ethical issues in classroom assessment in Chinese higher education. *Asia Pacific Education Review*, 21, 183-195. <https://doi.org/10.1007/s12564-019-09623-y>
- Fan, X.**, & Gao, R. (2020). Examining leadership style in higher education in the United States and China. In C. J. Kowalski, J. P., Cangemi, & A. A. Alqahtani (Eds.), *Leadership: in Education, Business, and Government* (pp. 114-123). Bloomington, IN: Xlibris.
- Fan, X.**, Pan, F., Dickenson, T. S., Kunz, G. M., & Hodges, T. E. (2020). School-level factors associated with teacher retention in South Carolina. *South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER)*. Columbia, SC. <https://sc-teacher.org/school-level-factors-retention/>
- Dickenson, T. S., **Fan, X.**, Pan, F., Kunz, G. M., & Hodges, T. E. (2020). Profile of the South Carolina teacher workforce for 2018-2019. *South Carolina Teacher Education Advancement Consortium through Higher Education Research (SC-TEACHER)*. Columbia, SC. <https://sc-teacher.org/profile-of-sc-teacher-workforce/>
- Fan, X.**, Johnson, R., Liu, J., Zhang, X., Liu, X., & Zhang, T. (2019). A comparative study of pre-service teachers' views on ethical issues in classroom assessment in China and the United States. *Frontiers of Education in China*, 14 (2), 309-332. <https://doi.org/10.1007/s11516-019-0015-7>

- Lewis, A., Burgess, Y., & **Fan, X.** (2019). The South Carolina arts assessment program. In T. S. Brophy (Ed.), *Handbook on assessment policy and practice in music education* (Vol. 2) (pp. 281-304). New York, NY: Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190248130.013.50>
- Fan, X.**, & Gao, R. (2018). A comparative study of leadership style in higher education in the United States and China. *Psychology and Education Journal*, 55(3-4), 38-45. http://psychologyandeducation.net/pae/index.php/pae/Vol_55_No_3_4_fall_win_2018
- Fan, X.**, Liu, J., Burgess, Y., & Li, B. (2018). A structural equation modeling analysis of Chinese undergraduate students' test anxiety. *Psychology and Education Journal*, 55(2), 27-33. http://psychologyandeducation.net/pae/index.php/pae/Vol_55_No_2_sum_2018
- Liu, X., **Fan, X.**, & Johnson, R. (2018). Chinese college English teachers' perceptions about ethicality in classroom assessment. *Foreign Language Education*, 39(4), 65-69, 107. <https://doi.org/10.16362/j.cnki.cn61-1023/h.2018.04.012>
- Liu, X., **Fan, X.**, & Johnson, R. (2018). A study on the factors affecting university faculty's perceptions of ethical issues in college English classroom assessment. *Technology Enhanced Foreign Language Education*, 179, 76-80, 89.
- Fan, X.**, Johnson, R., & Liu, X. (2017). Chinese university professors' perceptions about ethical issues in classroom assessment practices. *New Waves: Educational Research & Development*, 20(2), 1-18. https://www.viethconsulting.com/members/proposals/view_file.php?md=VIEW&file_id=1090925
- Spence, L. K., **Fan, X.**, Speece, L., & Bushaala, S. (2017). Generous reading expands teachers' perceptions on student learning. *Teaching and Teacher Education*, 66(2017), 96-106. <http://dx.doi.org/10.1016/j.tate.2017.03.017>
- Li, B., & **Fan, X.** (2016). Research on college students' test anxiety structure: A case study of North University of China. *Journal of North University of China (Social Science Edition)*, 32(4), 84-87.
- Thompson, S. L., Lotter, C., **Fan, X.**, & Taylor, L. (2016). Enhancing elementary pre-service teachers' plant processes conceptions. *Journal of Science Teacher Education*, 27, 439-463. <http://dx.doi.org/10.1007/s10972-016-9469-0>
- Liu, J., Johnson, R., & **Fan, X.** (2016). A comparative study of Chinese and United States pre-service teachers' perceptions about ethical issues in classroom assessment. *Studies in Educational Evaluation*, 48, 56-66. <http://dx.doi.org/10.1016/j.stueduc.2016.01.002>

CONFERENCE PRESENTATIONS

- Fan, X.** (2022). A mixed methods study of using SLOs in the evaluation of teacher effectiveness. *American Educational Research Association (AERA)*, San Diego, CA.
- Fan, X.**, D'Amico, L., Linder, S., & Cain, J. M. (2022). How do teen parents/caregivers view the needs of young children? *American Educational Research Association (AERA)*, San Diego, CA.

- Linder, S., **Fan, X.**, D'Amico, L. (2022). Identifying the needs of young children and families to support early learning and development. *National Association of Early Childhood Teacher Educators (NAECTE)*, Washington, DC.
- Crooks-Monastra, J., **Fan, X.**, D'Amico, L. K., Costner, K. M., & Adgerson, A. (2022). STEM teachers' experiences with COVID-19: How it shaped their teaching and career intentions. *South Carolina Educators for the Practical Use of Research (SCEPUR)*, Columbia, SC.
- Starrett, A., Dickenson, T. S., Hodges, T. E., & **Fan, X.** (2022). Exploring teachers leaving the classroom during COVID-19: A latent profile analysis. *American Educational Research Association (AERA)*, San Diego, CA.
- Dickenson, T. S., Starrett, A., Hodges, T. E., & **Fan, X.** (2022). Reasons for teacher departures in South Carolina: Results from a 2021 pilot survey. *South Carolina Educators for the Practical Use of Research (SCEPUR)*, Columbia, SC.
- D'Amico, L., West, H., Baker, M., Roy, G., **Fan, X.**, Adgerson, A., Lilly, C., Curcio, R., Harbour, K., Guest, J., & Thompson, S. (2022). Advancing teacher recruitment and retention: Using improvement science to develop a teacher residency program. *American Educational Research Association (AERA)*, San Diego, CA.
- Fan, X.**, D'Amico, L., & Long, D. (2021). Implementation and impact of School Improvement Grants (SIG) in South Carolina. *American Educational Research Association (AERA)*, Virtual.
- Fan, X.**, Hardie, S., Liu, J., & Jiang, N. (2021). Teachers' decision rationales regarding educational assessment practices. *American Educational Research Association (AERA)*, Virtual.
- Dickenson, T. S., **Fan, X.**, Pan, F., Kunz, G. M., & Hodges, T. E. (2021). Teacher retention in South Carolina: Exploring school level factors. *American Educational Research Association (AERA)*, Virtual.
- D'Amico, L., Linder, S., & **Fan, X.** (2021). Understanding the landscape of early childhood through multiple stakeholders: A statewide examination of priorities. *American Educational Research Association (AERA)*, Virtual.
- Liu, J., Jiang, N., **Fan, X.**, & Hardie, S. (2021). A comparative mixed-methods study of in-service teachers' ethical judgment about student assessment practices. *American Educational Research Association (AERA)*, Virtual.
- Gao, R., & Liu, X., **Fan, X.** (2021). Factors associated with Chinese college students' perceptions of the ethicality of classroom assessment: A mixed methods study. *Eastern Educational Research Association (EERA)*, Virtual.
- Pan, F., Dickenson, T. S., Brown, K., **Fan, X.**, Kunz, G. M., & Hodges, T. E. (2021). The relationship between poverty and school performance in South Carolina. *American Educational Research Association (AERA)*, Virtual.
- Luchok, K., Robinson, L., Christenbury, S. & **Fan, X.**, Aplin, Z., & Bubier, I. (2021). How much do sticky messages stick? short and long-term evaluation of reproductive health literacy workshops in foster care group homes. *American Public Health Association (APHA)*, Denver, CO.
- Fan, X.**, Luchok, K., Dozier, J., Andrews, S., & Poon, J. (2020). Comparing faculty and staff perceptions of campus climate for diversity. *American Educational Research Association (AERA)*, Virtual.

- Fan, X.**, Dozier, J., Luchok, K., Andrews, S., & Poon, J. (2020). Adapting and mingling: International college students' perceptions of campus climate for diversity. *South Carolina Educators for the Practical Use of Research (SCEPUR)*, Columbia, SC.
- D'Amico, L., **Fan, X.**, & Linder, S. (2020). Conducting high-quality, multifaceted needs assessments with the intent of shaping program development, implementation, and evaluation. *American Evaluation Association (AEA)*, Virtual.
- Liu, J., & **Fan, X.** (2020). A comparative study of in-service teachers' perceptions about ethics issues in classroom assessment. *Association for Educational Communication & Technology (AECT)*, Virtual.
- Luchok, K., Robinson, L., **Fan, X.**, Bubier, I., Aplin, Z., & Christenbury, S. (2020). Evaluating a program to increase reproductive health literacy among teens in the SC foster care system. *Carolina Women's Health Research Forum*, Columbia, SC.
- Fan, X.**, D'Amico, L., & Toal-Mandsager, L. (2019). Examining the Teaching Standards 4.0 observational rubric in teacher evaluation: Perceptions and scoring. *American Educational Research Association (AERA)*, Toronto, Canada.
- Fan, X.**, Johnson, R., Liu, X., & Gao, R. (2019). Chinese college students' perceptions of ethical issues in classroom assessment. *American Educational Research Association (AERA)*, Toronto, Canada.
- Fan, X.**, D'Amico, L., & Long, D. (2019). Evaluating School Improvement Grants: Student outcomes, school climate, and teacher and administrator perceptions. *South Carolina Educators for the Practical Use of Research (SCEPUR)*, Columbia, SC.
- Gao, R., **Fan, X.**, Johnson, R., & Liu, X. (2019). The impact of students' demographic characteristics on their perceptions of ethical issues in classroom assessment. *Chinese American Educational Research & Development Association (CAERDA)*, Toronto, Canada.
- Luchok, K., Robinson, L., **Fan, X.**, Bubier, I., Aplin, Z. J., & Christenbury, S. (2019). Creating the healthiest nation by helping teens in foster care control of their reproductive health destinies. *American Public Health Association (APHA)*, Philadelphia, PA.
- Luchok, K., Robinson, L., **Fan, X.**, Bubier, I., Aplin, Z. J., & Christenbury, S. (2019). Results of an innovative sex education program for teens in the foster care system. *CityMatCH Leadership*, Providence, RI.
- Fan, X.**, Luchok, K., & Dozier, J. (2018). Undergraduate students' perceptions of campus climate: A sense of belonging as a predictor of satisfaction. *American Educational Research Association (AERA)*, New York, NY.
- Fan, X.**, D'Amico, L. K., & Grohn, H. B. (2018). Educator perceptions of Student Learning Objectives in evaluating teacher effectiveness. *American Educational Research Association (AERA)*, New York, NY.
- Fan, X.**, Andrews, S., Poon, J., & Luchok, K. (2018). Factors contributing to faculty satisfaction: A campus climate study. *Association for Institutional Research (AIR)*, Orlando, FL.
- Fan, X.**, Andrews, S., Poon, J., & Luchok, K. (2018). Staff perceptions of campus climate for diversity. *South Carolina Association for Institutional Research (SCAIR)*, Columbia, SC.

- Liu, J., Johnson, R., & **Fan, X.** (2018). Ethics issues in classroom assessment: A comparison of assessment experts' and educators' perceptives. *American Educational Research Association (AERA)*, New York, NY.
- Luchok, K., Robinson, L., & **Fan, X.** (2018). Sticky messages that promote connection, communication, and contraception for vulnerable youth. *American Public Health Association (APHA)*, San Diego, CA.
- Leighton, E., **Fan, X.**, Jiang, N., & Lewis, A. (2017). Using Item Response Theory (IRT) to investigate assessment quality in a large-scale music assessment program. *International Symposium on Assessment in Music Education (ISAME 6)*. Birmingham City University in Birmingham, England, UK.
- Moon, A., **Fan, X.**, Cain, J., & D'Amico, L. (2017). Using multiple measures to evaluate program effectiveness: Implications of results across three standardized literacy assessments. *American Evaluation Association (AEA)*, Washington, D.C.
- Poon, J., **Fan, X.**, & Andrews, S. (2017). Campus climate survey data: A deep dive using Tableau analytics. *Southern Association for Institutional Research (SAIR)*, Fort Worth, TX.
- Fan, X.**, Lewis, A. & Moon, A. (2016). Examining the scoring procedures of performance tasks across a variety of content areas and rubrics. *American Evaluation Association (AEA)*, Atlanta, GA.
- Fan, X.**, Johnson, R., & Liu, X. (2016). Chinese university professors' perceptions about ethical issues in classroom assessment practices. *American Evaluation Association (AEA)*, Atlanta, GA.
- Fan, X.**, Lewis, A., Guo, Z., Moon, A. (2016). Using HLM to explore the factors that impact fourth graders' music achievement. *South Carolina Educators for the Practical Use of Research (SCEPUR)*, Columbia, SC.
- D'Amico, L., Renade, N., **Fan, X.**, & Gaines, S. M. (2016). Evaluation of the learning bridge dual literacy programs: Project Summer Stride and Here Comes Kindergarten. *South Carolina Educators for the Practical Use of Research (SCEPUR)*, Columbia, SC.
- Burgess, Y., Ene, M., Leighton, E., Lewis, A., Zhang, X., **Fan, X.**, & Jiang, N. (2016). Examination of Item Quality in a State-Wide Music Assessment Program Using Rasch Methodology. *South Carolina Educators for the Practical Use of Research (SCEPUR)*, Columbia, SC.
- Fan, X.**, Burgess, Y., & Liu, J. (2015). A Confirmatory Factor Analysis of Test Analysis in Chinese College Students. *South Carolina Educators for the Practical Use of Research (SCEPUR)*, Columbia, SC.
- Burgess, Y., Lewis, A., Zhang, X., **Fan, X.**, & Jiang, N. (2015). Validity and Reliability: An Arts Assessment Story. *South Carolina Educators for the Practical Use of Research (SCEPUR)*, Columbia, SC.
- Liu, J., Johnson, R., & **Fan, X.** (2014). A Comparative Study of Pre-service Teachers' Perceptions about Ethics in Classroom Assessment. *American Educational Research Association (AERA)*. Philadelphia, PA.
- Spence, L., Boushaala, S., **Fan, X.**, & Speece, L. (2013). Writing Assessment and Instruction for Culturally and Linguistically Diverse students. *National Association of Bilingual Educators (NABE) 42nd*. Orlando, FL.

Fan, X. & Liu, J. (2013). Identity Construction and Chinese Heritage Language Teaching and Learning. *Southeastern Association of Educational Studies (SEAED) 16th*. Chapel Hill, NC.

Liu, J. & **Fan, X.** (2013). Statistical Power in Meta-analysis. *Southeastern Association of Educational Studies (SEAED) 16th*. Chapel Hill, NC.

TECHNICAL AND EVALUATION REPORTS

Fan, X., Lewis, A., & Jiang, N. (2022). *CarolinaCrED Core Evaluation Report (Year 1)*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).

Fan, X., D'Amico, L. K., Zollars, L., Garrett, S., & Johnston, D. (2022). *South Carolina School Improvement Grants Cohorts 3 and 4 Year 5 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).

Fan, X., D'Amico, L. K., Zhang, X., & Garrett, S. (2022). *Countdown To Kindergarten (CTK) Teacher Template Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).

Fan, X., & D'Amico, L. K. (2021). *South Carolina School Improvement Grants Cohorts 3 and 4 Year 4 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).

Fan, X., & D'Amico, L. K. (2021). *Child and Adult Care Food Program (CACFP) Focus Group/Interview Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).

Crooks-Monastra, J., D'Amico, L. K., & **Fan, X.** (2021). *University of South Carolina Science and Mathematics Teachers Initiative: Phase 2 Year 4 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).

Fan, X. (2020). *University of South Carolina Academics Student Survey Report*. Columbia: University of South Carolina.

Fan, X. (2020). *University of South Carolina Academics Faculty Survey Report*. Columbia: University of South Carolina.

Fan, X. (2020). *Educators' Views of Using Student Learning Objectives (SLOs) in the Evaluation of Teacher Effectiveness (Richland School District Two)*. Columbia: University of South Carolina.

Fan, X. (2020). *Educators' Views of Using Student Learning Objectives (SLOs) in the Evaluation of Teacher Effectiveness (Florence County School District Three)*. Columbia: University of South Carolina.

Fan, X. (2020). *Educators' Views of Using Student Learning Objectives (SLOs) in the Evaluation of Teacher Effectiveness (Clover School District)*. Columbia: University of South Carolina.

D'Amico, L. K., **Fan, X.**, & Olejarczyk, J. (2020). *South Carolina School Improvement Grants Cohorts 3 and 4 Year 3 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).

D'Amico, L. K., West, H., & **Fan, X.** (2020). *University of South Carolina Transition to Teaching Program Year 1 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).

- D'Amico, L. K., Crooks-Monastra, J., **Fan, X.**, & Zhang, X. (2020). *University of South Carolina Science and Mathematics Teachers Initiative: Phase 2 Year 3 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).
- D'Amico, L. K., West, H., Hall, A., & **Fan, X.** (2020). *South Carolina Community Block Grants Evaluation Report 2018-2019*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).
- D'Amico, L. K., **Fan, X.**, Cain, J.M., & Grohn, H. (2019). *South Carolina School Improvement Grants Cohorts 3 and 4 Year 2 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).
- D'Amico, L. K., Crooks-Monastra, J., & **Fan, X.** (2019). *Developing Master Teachers: University of South Carolina Science and Mathematics Teachers Leaders Program Year 5 Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).
- D'Amico, L. K., Linder, S., & **Fan, X.** (2019). *South Carolina Community Block Grants Evaluation Report (South Carolina CBG: Awarded 2017-2018)*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM). Retrieved from: <https://dc.statelibrary.sc.gov/handle/10827/33265>
- D'Amico, L. K., Crooks-Monastra, J., & **Fan, X.** (2019). *University of South Carolina Science and Mathematics Teachers Initiative: Phase 2 Year 2 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).
- Fan, X.** (2018). *University of South Carolina Campus Climate Survey Report (Faculty and Staff)*. Office of Diversity and Inclusion, USC.
- Fan, X.** (2018). *University of South Carolina Campus Climate Survey Report (Students)*. Office of Diversity and Inclusion, USC.
- D'Amico, L. K., **Fan, X.**, & Grohn, H. B. (2018). *South Carolina Educator Effectiveness: 2016-2018 Expanded ADEPT Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).
- D'Amico, L. K., Cain, J. M., **Fan, X.**, Grohn, H., Moon, A., & Martin, C. (2018). *South Carolina School Improvement Grants Cohorts 3 and 4 Year 1 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).
- Cain, J. M., D'Amico, L. K., Moon, A., & **Fan, X.** (2018). *The Learning Bridge: Project Summer Stride and Here Comes Kindergarten Richland Library Year 4 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).
- D'Amico, L. K., **Fan, X.**, & Grohn, H. (2017). *South Carolina Educator Effectiveness 2016-2017 Evaluation Report*. Columbia: University of South Carolina, Research, Evaluation, and Measurement Center (REM).
- D'Amico, L. K., Cain, J. M., Moon, A., **Fan, X.**, & Prince, G. (2017). *The Learning Bridge 2016-17 Evaluation Report (Richland Library)*. Columbia: University of South Carolina, Research, Office of Program Evaluation.
- Luchok, K., & **Fan, X.** (2016). *USC Undergraduate PULSE Survey 2016*. Office of Diversity and Inclusion, USC.

- Lewis, A., Zhang, X., Jiang, N., **Fan, X.**, Smith, Z., & Burgess, Y. (2016). *South Carolina Arts Assessment Program 2016: Technical Report Prepared for the South Carolina Department of Education*. Columbia: University of South Carolina, Office of Program Evaluation.
- Ranade, N., D'Amico, L. K., Prince, G., Moon, A., **Fan, X.**, & Miller, K.M. (2016). *The Learning Bridge 2015-16 Evaluation Report (Richland Library)*. Columbia: University of South Carolina, Office of Program Evaluation.
- Grohn, H. B., D'Amico, L. K., Prince, G., Moon, A., & **Fan, X.**, (2016). *South Carolina Creating High-Quality Academic Reform through Effective Resources (CHARTER) evaluation report (2010-2016)*. Prepared for South Carolina Department of Education and US Department of Education. Columbia: University of South Carolina, Office of Program Evaluation.
- Dickenson, T. S., **Fan, X.**, Burgess, Y., Lewis, A., & Ranade, N. (2015). *Evaluation of the Charleston Promise Neighborhood Initiative for 2013-2014: Summary Report*. Columbia: University of South Carolina, Office of Program Evaluation.
- Lewis, A., Zhang, X., Burgess, Y., Jiang, N., **Fan, X.**, & Habing, B. (2015). *South Carolina Arts Assessment Program 2015: Technical Report Prepared for the South Carolina Department of Education*. Columbia: University of South Carolina, Office of Program Evaluation.
- Lewis, A., Jiang, N., Burgess, Y., Zhang, X., **Fan, X.**, Moon, A., & Blue, G. (2015). *Science Teaching Enhancement Project (STEP) Annual Evaluation Report: Year 2*. Columbia: University of South Carolina, Office of Program Evaluation.
- D'Amico, L. K., Miller, K.M., Blue, G., **Fan, X.**, Dickenson, T. S., & Eagle, M.P. (2014). *South Carolina Department of Education Educator Evaluation Pilot Project: Observational Rubric Technical Report*. Columbia: University of South Carolina, Office of Program Evaluation.
- Lewis, A., Blue, G., Burgess, Y., **Fan, X.**, Jiang, N., & Zhang, X. (2014). *Science Teaching Enhancement Project (STEP) Annual Evaluation Report: Year 1*. Columbia: University of South Carolina, Office of Program Evaluation.
- Dickenson, T. S., Lewis, A., Eagle, M. P., Bailey, J., Zhang, X., **Fan, X.**, Rogers, B., & Grohn, H. B. (2014). *Evaluation of the SC Gateways Project: Year 4 Report*. Columbia: University of South Carolina, Office of Program Evaluation.

RESEARCH GRANTS

- Fan, X.**, & Lewis, A. (PI) (2022-2023). *Evaluation of the Impact of Quality of CarolinaCrED*, College of Education, University of South Carolina. \$47,500, funded.
- Fan, X.**, & Lewis, A. (PI) (2021-2022). *Evaluation of the Impact of Quality of CarolinaCrED*, College of Education, University of South Carolina. \$47,500, funded & completed.
- D'Amico, L. K., & **Fan, X.** (Co-PI) (2021). *Child and Adult Care Food Program (CACFD) Focus Group Evaluation (152900-21-57697)*, South Carolina Department of Health and Environmental Control, South Carolina Department of Social Services. \$9,868, funded & completed.

TEACHING EXPERIENCES

EDRM 723 Classroom Assessment Methods (Graduate), UofSC
EDRM 700 Introduction to Research in Education (Graduate), UofSC
EDRM 724 Survey Design (Graduate), UofSC
EDRM 423 Introduction to Classroom Assessment (Undergraduate), UofSC
English Reading and Writing (Graduate), North University of China
English Linguistics (Undergraduate), North University of China
Advance English Reading (Undergraduate), North University of China
English Grammar (Undergraduate), North University of China
College English (Undergraduate), North University of China

COMPUTER SOFTWARE

Statistical Software: SPSS, R, SAS, RQDA, HLM, BILOG
General: Microsoft Word, Excel, Power Point

LANGUAGE SKILLS

Chinese: Native
English: Fluent
Japanese: Elementary

SERVICES

Journal Article Review/Book Proposal Review/Editorial Board

2022 Studies in Educational Evaluation (SEE)
2022 Early Childhood Education Journal (ECEJ)
2022 Intercultural Education
2022 Journal of Educational Technology Development and Exchange (JETDE)
2021 Educational Studies
2021 Early Childhood Education Journal (ECEJ)
2021 Journal of Early Childhood Literacy
2021 Springer book proposal/chapter review
2021 Taylor & Francis book proposal/chapter review
2020 Journal of Early Childhood Literacy
2019 Journal of International Students (JIS)
2019 Psychology and Education
2018 Journal of Early Childhood Literacy

Conference Proposal Review

American Educational Research Association (AERA) (2019-2022)
American Educational Evaluation (AEA) (2017, 2021)

Doctoral Committee (5 Doctoral Students)

Search Committee

2021 Assistant Director for Assessment and Analytics (ADAA), Office of Diversity,
Equity and Inclusion (ODEI), UofSC

Other

2020 University of South Carolina academics faculty survey analysis

2020 University of South Carolina academics student survey analysis

2020 Classroom assessment instrument review for Queens University scholar

2018 University of South Carolina campus climate survey committee

2017 University of South Carolina campus climate faculty and staff survey committee

2016 University of South Carolina campus climate student survey committee

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

South Carolina Educators for the Practical Use of Research (SCEPUR)

Chinese Association of Education Research & Development Association (CAERDA)