Lauren Schudde
Department of Educational Leadership and Policy
George Sanchez Building
The University of Texas at Austin
Austin, TX 78712
schudde@austin.utexas.edu

Education

2013 Ph.D., Sociology, University of Wisconsin-Madison

2009 M.S., Sociology, University of Wisconsin-Madison

2005 B.A., Psychology & Sociology, New York University
Magna cum laude, Departmental honors (Sociology)

Professional Appointments

2021-present Associate Professor, The University of Texas at Austin
Educational Leadership & Policy, Program in Higher Education Leadership
Sociology (by Courtesy)
Faculty Affiliate:
Population Research Center (2015-present)
Community College Research Center, Teachers College (2015-present)
Institute of Urban Policy Research and Analysis (2017-present)

2015-2021 Assistant Professor, The University of Texas at Austin
Educational Leadership & Policy, Program in Higher Education Leadership
Sociology (by Courtesy)
Emerging Research Fellow, Charles A. Dana Center (2018-2021)

2013-2015 Postdoctoral Fellow
Center for Analysis of Postsecondary Education and Employment
Community College Research Center, Teachers College, Columbia University

Books (1)

Lauren Schudde and Huriya Jabbar. (2024). *Discredited: Power, Privilege, and Community College Transfer*. Harvard Education Press.
https://hep.gse.harvard.edu/9781682539040/discredited/

- Winner of 2025 Outstanding Publication Award, AERA Division J

Peer-Reviewed Journal Articles (39)

Underlined text denotes graduate student co-author and underline plus asterisk denotes postdoc

Yujin Kwon, Wonsun Ryu*, and **Lauren Schudde**. (Forthcoming). Expanding Access, Advancing Outcomes: Statewide Evidence from California's Developmental Education Reform. *Educational Policy*.

- Also published online as a SSRN working paper: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5412955

Matt S. Giani, **Lauren Schudde**, Tasneem Sultana. (Forthcoming). Credit Loss, Institutional Retention, and Postsecondary Persistence Among Vertical Transfer Students. *Review of Higher Education* (online first). https://doi.org/10.1353/rhe.0.a988388

- Also posted as a working paper at Annenberg Institute at Brown University (EdWorkingPaper: 24-1051): https://doi.org/10.26300/wn11-n480

Wonsun Ryu*, Yujin Kwon, and **Lauren Schudde**. (2026). Developmental Education Reform and Student Outcomes at California Community Colleges: The Role of Transfer-Level Course Enrollment. *AERA Open, 12*, 1–22. https://doi.org/10.1177/23328584261496893

Lauren Schudde, Rebecca Callahan, Yujin Kwon, & Kimberly Pack-Cosme. (2026). Variation in English Learners' Programmatic Experiences and Postsecondary Trajectories. *Educational Policy, 40*(6), 803–844. https://doi.org/10.1177/08959048251395201

Matt S. Giani, **Lauren Schudde**, and Tasneem Sultana. (2026). New Insights on Sources of Credit Loss. *Educational Researcher, 55*(4), 281–285. https://doi.org/10.3102/0013189X251410173

Lauren Schudde, Sherri Castillo, Kelsey Conroy, and Matt S. Giani. (2026). Institutional Transfer Logics Among Community College and University Stakeholders. *Educational Policy, 40*(3), 340–380. https://doi.org/10.1177/08959048251339814

Lauren Schudde and Wonsun Ryu*. (2026). Average and Differential Effects of Corequisite Math Reforms on Short-, Medium-, and Long-Term Outcomes. *Review of Higher Education, 49*(3), 349–382. https://doi.org/10.1353/rhe.0.a973387

- Also posted as a working paper at Texas Scholarworks: https://doi.org/10.26153/tsw/55946

Matt S. Giani, **Lauren Schudde**, and Tasneem Sultana. (2026). Toward a Comprehensive Model Predicting Credit Loss in Vertical Transfer. *American Educational Research Journal 63*(2), 227–269. https://doi.org/10.3102/00028312251409063

- Also posted as a working paper at Annenberg Institute at Brown University (EdWorkingPaper: 24-1050): https://doi.org/10.26300/1mpk-f682

Lauren Schudde, Kimberly Pack-Cosme, & Kamil Q. Brown. (2026). Deliberating Over Dev-Ed Reform: An Organizational Perspective on How Institutional Actors Implement State-Mandated Corequisite Reforms. *Educational Evaluation and Policy Analysis, 48*(1), 138–163. https://doi.org/10.3102/01623737241310456

Lauren Schudde, Rebecca Callahan, and Yujin Kwon. (2025). Language and Postsecondary Trajectories: How "Ever-English Learner" Status Predicts College Student Pathways and Outcomes. *Review of Higher Education, 48*(3), 445–476. https://doi.org/10.1353/rhe.0.a927805

Lauren Schudde, Kamil Q. Brown, & Catherine Ramirez. (2025). Framing Dev-Ed Reform: How Institutional Actors Understand Status-Quo and Reformed Developmental Education in Math. *Journal of Higher Education, 96*(2), 279–305. https://doi.org/10.1080/00221546.2024.2341592

Rebecca Callahan, **Lauren Schudde**, and Kimberly Pack-Cosme. (2024). Ever-English Learners' K-16 Trajectories: Evidence from Texas. *American Journal of Education*, *131*(1), 125–155. https://doi.org/10.1086/732394

Wonsun Ryu*†, **Lauren Schudde**†(corresponding author), and Kimberly Pack-Cosme. (2024). Dually Noted: Examining the Implications of Dual Enrollment Course Structure for Students' Course and College Enrollment Outcomes. *American Educational Research Journal, 61*(4), 803–841. https://doi.org/10.3102/00028312241257453

†signifies equal first authors, listed in alphabetical order

- Previous version published online as a CCRC working paper (May 2023): https://doi.org/10.7916/qaer-yy65

Rebecca Callahan, **Lauren Schudde**, & Kimberly Pack-Cosme. (2024). Moving the Needle for Ever-ELs? Advanced Math Course Taking and College Enrollment. *International Multilingual Research Journal*, *18*(2), 173–195. https://doi.org/10.1080/19313152.2023.2289290

Saralyn McKinnon-Crowley, Ashli Duncan-Buchanan, Eliza Epstein, Huriya Jabbar, and **Lauren Schudde**. (2023). Money Matters: How Social Class Shapes Students' Approaches to Financing their Education. *Education Policy Analysis Archives*, 31. https://doi.org/10.14507/epaa.31.7882

Lauren Schudde, Ibrahim Bicak, and Meghan Shea. (2023). Getting to the Core of Credit Transfer: How Do General Education Credits Predict Baccalaureate Attainment for Community College Transfer Students? *Educational Policy, 37*(4), 1014–1043. https://doi.org/10.1177/08959048211049415

Ibrahim Bicak, **Lauren Schudde**, and Kristina Flores. (2023). Predictors and Consequences of Math Course Repetition: The Role of Horizontal and Vertical Repetition in Success Among Community College Transfer Students. *Research in Higher Education, 64*, 260–299. https://doi.org/10.1007/s11162-022-09706-7

Akiva Yonah Meiselman and **Lauren Schudde**. (2022). The Impact of Corequisite Math On Community College Student Outcomes: Evidence from Texas. *Education Finance and Policy, 17*(4), 719–744. https://doi.org/10.1162/edfp_a_00365

Elif Yucel, Huriya Jabbar, and **Lauren Schudde**. (2022). Navigating Transfer Through Networks: How Community College Students Seek Support from Social Ties throughout the

Transfer Process. *Review of Higher Education, 45*(4), 487–513. https://doi.org/10.1353/rhe.2022.0006

Wonsun Ryu*†, **Lauren Schudde**†(corresponding author), and Kimberly Pack. (2022). Constructing Corequisites: How Texas Community Colleges Structure Corequisite Math Coursework and the Implications for Student Success. *AERA Open, 8*(1), 1–13. https://doi.org/10.1177%2F23328584221086664

†signifies equal first authors, listed in alphabetical order

Lauren Schudde, Sherri Castillo, Lauren Shook, and Huriya Jabbar. (2022). The Age of Satisficing? Juggling Work, Education, and Competing Priorities During the COVID-19 Pandemic. *Socius: Sociological Research for a Dynamic World, 8*, 1–13. https://doi.org/10.1177%2F23780231221088438

Lauren Schudde and Meghan Shea. (2021). Heterogeneity in the Returns to Credits for Public Two-Year College Entrants. *Research in Higher Education*, *63*, 337–367. https://doi.org/10.1007/s11162-021-09654-8

Huriya Jabbar, **Lauren Schudde**, Marisol Garza, and Saralyn McKinnon-Crowley. (2021). Bridges or Barriers? How Institutions Condition Community College Transfer. *Journal of Higher Education, 93*(3), 375–398. https://doi.org/10.1080/00221546.2021.1953339

Lauren Schudde, Huriya Jabbar, Eliza Epstein, and Elif Yucel. (2021). Students' Sensemaking of Higher Education Policies During the Vertical Transfer Process. *American Educational Research Journal, 58*(5), 1–53. https://doi.org/10.3102%2F00028312211003050

Lauren Schudde, Huriya Jabbar, and Catherine Hartman. (2021). How Political and Ecological Contexts Shape Community College Transfer. *Sociology of Education, 94*(1), 65–83. https://doi.org/10.1177%2F0038040720954817

Lauren Schudde, Raymond S. Brown, and Wonsun Ryu. (2020). Major Movement: Examining Major Switching Patterns and Pathways at Community Colleges. *Review of Higher Education, 44*(2), 189–235. https://doi.org/10.1353/rhe.2020.0044

Lauren Schudde, Dwuana Bradley, and Caitlin Absher. (2020). Navigating Vertical Transfer Online: Access to and Usefulness of Transfer Information on Community College Websites. *Community College Review, 48*(1), 3–30. https://doi.org/10.1177%2F0091552119874500

Lauren Schudde and Kaitlin Bernell. (2019). Non-Pecuniary Returns to Higher Education. *AERA Open*, *5*(3), 1–18. https://doi.org/10.1177%2F2332858419874056

Lauren Schudde and Raymond Brown. (2019). Understanding Variation in Estimates of Diversionary Effects of Community College Entrance: A Systematic Review and Meta-Analysis. *Sociology of Education, 92*(3), 247–268. https://doi.org/10.1177/0038040719848445

Judith Scott-Clayton and **Lauren Schudde**. (2019). The Consequences of Performance Standards in Need-Based Aid: Evidence from Community Colleges. *Journal of Human Resources, 55*(4), 1105–1136. (online first). https://doi.org/10.3368/jhr.55.4.0717-8961R2

- Previous version published online as an NBER working paper (October 10, 2016): http://www.nber.org/papers/w22713

Lauren Schudde and Akiva Yonah Meiselman. (2019). The Importance of Institutional Data Reporting Quality for Understanding Dev-Ed Math Enrollment and Outcomes. *Community College Journal of Research and Practice*. *44*(5), 623–628. https://doi.org/10.1080/10668926.2019.1616635

Lauren Schudde and Katherine Keisler. (2019). The Relationship Between Accelerated Dev-Ed Coursework and Early College Milestones: Examining College Momentum in a Reformed Mathematics Pathway. *AERA Open*, 5(1), 1–22. https://doi.org/10.1177%2F2332858419829435

Lauren Schudde. (2019). Short- and Long-Term Impacts of Engagement Experiences with Faculty and Peers at Community Colleges. *The Review of Higher Education, 42*(2), 385–426. https://doi.org/10.1353/rhe.2019.0001

Saralyn McKinnon-Crowley, Eliza Epstein, Huriya Jabbar, and **Lauren Schudde**. (2019). Crossing the Shapeless River on a Government Craft: How Military-Affiliated Students Navigate Community College Transfer. *Community College Journal of Research and Practice*, *43*(10–11), 756–769. https://doi.org/10.1080/10668926.2019.1600613

Lauren Schudde. (2018). Heterogeneous Effects in Education: The Promise and Challenge of Incorporating Intersectionality into Quantitative Methodological Approaches. *Review of Research in Education, 42*(1), 72–92. https://doi.org/10.3102%2F0091732X18759040

Lauren Schudde. (2016). The Interplay of Family Income, Campus Residency, and Student Retention (What Practitioners Should Know about Cultural Mismatch). *Journal of College and University Student Housing,* 43(1), 10–27. https://eric.ed.gov/?id=EJ1149380

Lauren Schudde and Judith Scott-Clayton. (2016). Pell Grants as Performance-Based Scholarships? An Examination of Satisfactory Academic Progress Requirements in the Nation's Largest Need-Based Aid Program. *Research in Higher Education*, *57*(8), 943–967. https://doi.org/10.1007/s11162-016-9413-3

- Previous version published online as a CAPSEE working paper (December 8, 2014): http://capseecenter.org/pell-grants-as-performance-based-aid/

Lauren Schudde and Sara Goldrick-Rab. (2015). On Second Chances and Stratification: How Sociologists Think About Community Colleges. *Community College Review 43*(1), 27–45. https://doi.org/10.1177%2F0091552114553296

Lauren Schudde. (2011). The Causal Effect of Campus Residency on College Student Retention. *The Review of Higher Education, 34*(4), 581–610. https://doi.org/10.1353/rhe.2011.0023

Peer-Reviewed Handbook Chapters (1)

Lauren Schudde and Eric Grodsky. (2018). The Community College Experience and Educational Equality: Theory, Research, and Policy. In B. Schneider (ed.) *Handbook of the Sociology of Education in the 21st Century*, pp. 405–430. Springer International Publishing.

Book Chapters (3)

Lauren Schudde and Wonsun Ryu*. (2023). Extending Opportunity, Perpetuating Privilege: Institutional Stratification amid Educational Expansion. In Bastedo, M., Altbach, P., Gumport, P. & Berdahl, B. (Eds.), *American Higher Education in the 21st Century: Social, Political, and Economic Challenges, 5th edition*. Baltimore: Johns Hopkins University Press.

Lauren Schudde and Sara Goldrick-Rab. (2016). Extending Opportunity, Perpetuating Privilege: Institutional Stratification amid Educational Expansion. In Bastedo, M., Altbach, P., Gumport, P. & Berdahl, B. (Eds.), *American Higher Education in the 21st Century: Social, Political, and Economic Challenges, 4th edition*, pp. 345–377. Baltimore: Johns Hopkins University Press.

Sara Goldrick-Rab, **Lauren Schudde**, and Jacob Stampen. (2014). Making College Affordable: The Case for an Institution-Focused Approach to Federal Student Aid. In Kelly, A. & Goldrick-Rab, S. (Eds.) *Reinventing Financial Aid: Charting a New Course to College Affordability*, pp. 191–206. Cambridge, MA: Harvard Education Press.

Other Publications (11)

Policy Reports and Briefs:

Tatiana Velasco, Daniel Sparks, **Lauren Schudde**, Eliza Levin, Yuxin Lin, Wonsun Ryu*, & John Fink. (2026). Dual Enrollment Momentum Metrics: Leading Indicators for Program Improvement. Community College Research Center Report (May 2026). https://ccrc.tc.columbia.edu/publications/dual-enrollment-momentum-metrics.html

Tatiana Velasco, Wonsun Ryu*, **Lauren Schudde**, Karissa Grano, Davis Jenkins, and John Fink. (2025). Promising Combinations of Dual Enrollment, AP/IB, and CTE: The College and Earnings Trajectories of Texas High School Students Who Take Accelerated Coursework. Community College Research Center Report (October 2025). https://ccrc.tc.columbia.edu/publications/promising-combinations-dual-enrollment-ap-ib-cte.html

Kri Burkander, Dae Kim, **Lauren Schudde**, Wonsun Ryu, Yujin Kwon, Mark Duffy, Taylor Stenley, Karin Gegenheimer, Alita Robinson, Julia Ransom, Justis Freeman, Alexis O'Herrick, Lindsey Liu, & Chelsea Zhang. (2025). The implementation, impact, and cost effectiveness of developmental education reform in California's community colleges: Interim report. https://eric.ed.gov/?id=ED677841

John Fink, Sarah Griffin, Aurely Garcia Tulloch, Davis Jenkins, Maggie P. Fay, Cat Ramirez, **Lauren Schudde** & Jessica Steiger. (2023). DEEP Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity. Community College Research Center Report (October 2023): https://ccrc.tc.columbia.edu/media/k2/attachments/deep-insights-redesigning-dual-enrollment.pdf

Lauren Schudde and Huriya Jabbar. (2021). Community College Transfer Students in Texas: Examining Student Choices, Transfer Policies, and Outcomes. Texas Education Research Center Policy Brief (August 2021): https://texaserc.utexas.edu/wp-content/uploads/2021/08/78-UTA083-Brief-CCTransfer-8.11.20-REV.pdf

Lauren Schudde and Akiva Yonah Meiselman. (2021). Accelerating Success: A Multi-College Investigation of the Dana Center's Mathways Project. Texas Education Research Center Policy Brief (February 2021): https://texaserc.utexas.edu/wp-content/uploads/2021/03/39-UTA057-Brief-Mathways-2.23.21-REV.pdf

Lauren Schudde and Akiva Yonah Meiselman. (2019). Early Outcomes of Texas Community College Students Enrolled in Dana Center Mathematics Pathways Prerequisite Developmental Courses. CAPR Research Brief (August 2019): https://ccrc.tc.columbia.edu/media/k2/attachments/early-outcomes-math-pathways-developmental-courses.pdf

Lauren Schudde. (2019). Why Texas Should Mandate that Associate Degree Credits Can Be Readily Transferred from Two- to Four-Year Colleges. Scholars Strategy Network Key Findings Brief. https://scholars.org/contribution/why-texas-should-mandate-associate-degree-credits-can-be-readily-transferred-two-four

Lauren Schudde, Huriya Jabbar, and Andrea Chevalier. (2018). To Improve Community College Transfer in Texas, Students Need Better Information. PRC Research and Policy Brief: https://repositories.lib.utexas.edu/bitstream/handle/2152/71426/prc-brief-3-17-schudde-tx-transfer-project.pdf

Judith Scott-Clayton and **Lauren Schudde**. (2017). Performance requirements in need-based aid: What roles do they serve, and how well do they work? CAPSEE policy brief: https://capseecenter.org/wp-content/uploads/2017/03/performance-requirements-need-based-aid.pdf

Thomas Bailey, Davis Jenkins, John Fink, Jenna Cullinane, and **Lauren Schudde**. (2017). Policy Levers to Strengthen Community College Transfer Student Success in Texas. Greater Texas Foundation and Community College Research Center Policy Report: https://ccrc.tc.columbia.edu/media/k2/attachments/policy-levers-to-strengthen-community-college-transfer-student-success-in-texas.pdf

Academic Awards and Honors

Outstanding Publication Award, AERA Division J [higher education], for book, *Discredited: Power, Privilege, and Community College Transfer* (2025)

Dean's Distinguished Research Award, College of Education, UT Austin (2025)

Fellow, Joe R. & Teresa Lozano Long Endowed Faculty Fund, UT Austin (2023-2024)

Fellow, Margie Gurley Seay Centennial Professorship in Education, UT Austin (2022-2023)

Barbara K. Townsend Emerging Scholar Award, Council for the Study of Community Colleges (2021)

Outstanding reviewer, *American Educational Research Journal*, AERA (2019)

Outstanding reviewer, *Sociology of Education*, American Sociological Association (2019)

National Academy of Education/Spencer Postdoctoral Fellowship (2018-2020)

Emerging Education Policy Scholar, Thomas B. Fordham Institute (2017-2018)

Greater Texas Foundation Faculty Fellow (2016-2019)

Dissertation Prize, Albert Shanker Institute (2013)

Academic Fellow, Institute for Higher Education Policy (IHEP) and the Lumina Foundation (2013)

Educational Problems Graduate Student Paper Award, The Society for the Study of Social Problems (2013)

Maureen T. Hallinan Graduate Student Paper Honorable mention, American Educational Research Association, Sociology of Education Special Interest Group (2013)

National Academy of Education/Spencer Dissertation Fellowship (2012-2013)

American Educational Research Association Dissertation Grant, sponsored by the National Science Foundation (2012-2013) (Declined: Unable to accept concurrent awards)

Association for Institutional Research Dissertation Grant, sponsored by the National Science Foundation (2012-2013) (Declined: Unable to accept concurrent awards)

Institute for Research on Poverty Dissertation Research Award, University of Wisconsin-Madison (2011-2012)

Institute for Research on Poverty Graduate Research Fellow, University of Wisconsin-Madison (2010-2013)

Institute of Education Sciences Pre-doctoral Training Fellowship, U.S. Department of Education (2007-2010)

External Grants

In Progress

Guidance, Tools, & Field Education for Dual Enrollment Equity Pathways. 2024-2027. Gates Foundation. Co-Principal Investigator (PI: Davis Jenkins, Teachers College)—$3.74 million ($780,000 under my supervision).

Linking Dual Enrollment Student Engagement Data to College Enrollment and Workforce Outcomes. Trellis Foundation. 2024-2027. Principal Investigator—$255,000.

The Implementation, Impact, and Cost-Effectiveness of Developmental Education Curricular Reform in California Community Colleges. 2021-2026. Institute of Education Sciences. Co-Principal Investigator (PI: Kri Burkander, Research for Action) —$3.1 million ($588,000 under my supervision).

Completed

Increasing the Returns to Dual Enrollment for States, Colleges, and Students. 2023-2025. Subcontract of grant to Teacher's College (PI: Davis Jenkins) Strada Education Network—$100,000.

Dual Enrollment Equity Pathways. 2021-2024. Bill and Melinda Gates Foundation. Co-Principal Investigator (PI: Davis Jenkins, Teachers College) —$2.6 million ($450,000 under my supervision).

Can Recommended Course Sequence Reforms Facilitate Transfer Student Success? 2022-2024. Greater Texas Foundation. Co-Principal Investigator (PI: Matt Giani, University of Texas)—$406,500.

English Learner Status and Postsecondary Outcomes: Exploring Patterns and Policy Levers to Close Gaps. 2020-2023. Greater Texas Foundation. Principal Investigator (co-PI: Rebecca Callahan, University of Vermont)—$400,000.

Getting Through the Gateway: Can Corequisite Algebra Improve STEM Progress and Degree Attainment at Community and Technical Colleges? 2019-2022. National Science Foundation, Education and Human Resources directorate. Principal Investigator—$300,000.

The Texas Transfer Project: Understanding the Experience of Transfer-Intending Community College Students at Various Phases of the Transfer Process. 2018-2020. Greater Texas Foundation. Principal Investigator (Co-PI: Huriya Jabbar, UT Austin)—$398,000.

Laying Bare the Hidden Curriculum: The Effect of Institutional Practices and Policies on Vertical Transfer from Community Colleges. 2018-2020. National Academy of Education/Spencer Postdoctoral Fellowship. Principal Investigator—$70,000.

Guided Pathways Initiative Evaluation. 2017-2019. Greater Texas Foundation. Sub-contract of grant to Office of Strategy and Policy, University of Texas at Austin, Kathleen Brock and Harrison Keller (PIs, UT Austin)—$50,000. (My evaluation work comprised $50,000 of the overall project budget, which was $500,000).

Tell Me What I Need to Know: How Texas CC Students Experience and Interpret State Transfer Policies. 2017-2018. Greater Texas Foundation. Principal Investigator (Co-PI: Huriya Jabbar, UT Austin)—$130,000.

Implications of Texas Transfer Policies for Community College Transfer Success. 2016-2019. Greater Texas Foundation. Principal Investigator—$90,000.

Strengthening Two- to Four-Year College Transfer Pathways in Texas. 2015-2016. Greater Texas Foundation. Sub-contract of grant to Community College Research Center, Thomas Bailey (PI), Teachers College, Columbia University—$39,005.

Non-Pecuniary Returns to Postsecondary Education. 2015-2016. Institute of Education Sciences, U.S. Department of Education. Sub-contract of center grant to Center for Analysis of Postsecondary Education and Employment, Thomas Bailey (PI), Teachers College, Columbia University—$23,842.

Disadvantaged and Disengaged? How Financial Constraints Impact College Experiences and Success for Low-Income Students. 2012-2013. National Academy of Education/Spencer Dissertation Fellowship—$25,000.

Internal Grants

Completed

Linguistic Status and College-going: Identifying and Understanding Ever-EL Students' Postsecondary Participation Patterns. 2019. College of Education Small Grant. Co-Principal Investigator (PI: Rebecca Callahan, UT Austin)—$9,919.

Linguistic Status and College-going: Identifying and Understanding Ever-EL Students' Postsecondary Participation Patterns. 2019. Population Research Center Seed Grant. Co-Principal Investigator (PI: Rebecca Callahan, UT Austin)—$14,000.

Failure in Co-Requisite Math Courses: Identifying Patterns and Developing Interventions. 2018. Population Research Center Seed Grant. Principal Investigator—$10,000.

The Path Less Traveled: Examining the Transparency of Transfer Pathways from Community Colleges to Public Universities in Texas. 2016. UT Austin Summer Research Assignment. Principal Investigator.

Refereed Conference Presentations

Wonsun Ryu, **Lauren Schudde**, Kim Pack-Cosme. (2026). Dual Learning Session: How Are Dual Enrollment Credits Transferred and Applied to Bachelor's Degree Programs? National Alliance of Concurrent Enrollment Partnerships, Cleveland, OH.

Lauren Schudde, Wonsun Ryu, Taylor Stenley, & Lindsey Liu. (2026). Statewide developmental education reform in California: Lessons From a five-year mixed-methods study. American Educational Research Association, Los Angeles, CA.

Lauren Schudde, Wonsun Ryu, Kim Pack-Cosme. (2025). The Link Between Dual-Enrollment Partnership Characteristics and Outcomes. Association for Public Policy Analysis & Management, Seattle, WA.

Lauren Schudde, Wonsun Ryu, & Kim Pack-Cosme. (2025). Understanding the Link Between Dual-Enrollment Partnership Characteristics and Outcomes. American Educational Research Association, Denver, CO.

Wonsun Ryu*, Yujin Kwon, & **Lauren Schudde**. (2025). How Developmental Education Reform Shapes Student Outcomes at California Community Colleges. American Educational Research Association, Denver, CO.

Rebecca Callahan, **Lauren Schudde**, Kim Pack-Cosme, & Yujin Kwon. (2025). Variation in Ever-English Learners' K-12 Programmatic Experiences and Postsecondary Trajectories: Implications for Policy and Practice. Association for Education Finance and Policy, Washington, DC / American Educational Research Association, Denver, CO.

Lauren Schudde. (2024). Examining Implementation and Effects of Corequisite Reforms in Texas. Council for the Study of Community Colleges, Pittsburgh, PA.

Lauren Schudde & Wonsun Ryu. (2024). Differential Effects of Corequisite Math Reforms: Examining Variation in Outcomes across Race and Socioeconomic Status. American Educational Research Association, Philadelphia, PA.

Rebecca Callahan, **Lauren Schudde**, and Kim Pack-Cosme. (2024). Can Immigrant Optimism Overcome the EL Label? Ever-English Learners' Journeys from Kindergarten to College. American Educational Research Association, Philadelphia, PA.

Dae Kim, **Lauren Schudde**, Lindsey Liu, Taylor Stenley, & Wonsun Ryu. (2024). The Impact of Community Colleges' Developmental Education Curricular Reform on Postsecondary Student Outcomes. Association for Education Finance and Policy, Baltimore, MD.

Lauren Schudde & Wonsun Ryu. (2023). Differential Effects of Corequisite Math Reforms: Examining Variation in Outcomes across Race and Socioeconomic Status. Association for the Study of Higher Education, Minneapolis, MN.

Tatiana Velasco Rodriguez, Wonsun Ryu, & **Lauren Schudde**. (2023). The Labor Market Outcomes of Dual Enrollment Students. Association for Public Policy Analysis & Management, Atlanta, GA.

Lauren Schudde, Wonsun Ryu, & Kim Pack-Cosme. (2023). Dually Noted: Understanding the Link between Dual-Enrollment Course Characteristics and Students' Course and College-Enrollment Outcomes. Association for Public Policy Analysis & Management, Atlanta, GA.

Lauren Schudde, Kimberly Pack-Cosme, & Kamil Q. Brown. (2023). Deliberating Over Dev-Ed Reform: An Organizational Perspective on How Institutional Actors Implement State-Mandated Corequisite Reforms. American Sociological Association annual meeting, Philadelphia, PA.

Wonsun Ryu*, **Lauren Schudde**, & Kimberly Pack. (2023). How Dual-Enrollment Course Characteristics Shape Student Outcomes. American Educational Research Association annual meeting, Chicago, IL.

Kimberly Pack, **Lauren Schudde**, & Rebecca Callahan. (2023). Dual Enrollment for English Learners: How Dual-Credit Coursework Can Close Gaps in College Access. American Educational Research Association annual meeting, Chicago, IL.

Rebecca Callahan, **Lauren Schudde**, & Kimberly Pack. (2023). Is the Path Through Math Enough? Initial English Learner Status, Math Course-Taking, and College Going. American Educational Research Association annual meeting, Chicago, IL.

Saralyn McKinnon-Crowley, Huriya Jabbar, **Lauren Schudde**, Ashli Duncan, & Eliza Epstein. (2022). Money Matters: How Social Class Shapes Students' Approaches to Financing Their Education. American Educational Research Association annual meeting, San Diego, CA.

Lauren Schudde, Ibrahim Bicak, & Meghan Shea. (2022). Getting to the Core of Credit Transfer: How Do Pre-Transfer Core Credits Predict Baccalaureate Attainment for Community College Transfer Students? Association for Public Policy Analysis and Management annual meeting, Austin, TX.

Wonsun Ryu*, **Lauren Schudde**, and Kim Pack. (2022). Constructing Corequisites: How Texas Community Colleges Structure Corequisite Math Coursework and the Implications for Student Success. Association for Education Finance and Policy annual meeting, Denver, CO.

Ibrahim Bicak, **Lauren Schudde**, & Kristina Flores. (2020). Course Repetition in College-level Mathematics Courses among Community College Transfer Students. Association for the Study of Higher Education annual meeting, virtual conference.

Huriya Jabbar, **Lauren Schudde**, Marisol Garza, & Saralyn McKinnon-Crowley. (2020). Bridges or Barriers? How Institutions Condition Community College Transfer. Association for the Study of Higher Education annual meeting, virtual conference.

Lauren Schudde, Huriya Jabbar, Eliza Epstein, & Elif Yucel. (2020). Students' Sensemaking of Higher Education Policies during the Vertical Transfer Process. Association for the Study of Higher Education annual meeting, virtual conference.

Lauren Schudde, Huriya Jabbar, Eliza Epstein, & Elif Yucel. (2020). Students' Sensemaking of Higher Education Policies during the Vertical Transfer Process. Association for Public Policy Analysis and Management annual meeting, virtual conference.

Lauren Schudde and Meghan Shea. (2020). Heterogeneous Returns to Credits for Public Two-Year College Entrants. Association for Education Finance and Policy annual meeting, virtual conference in lieu of in-person meeting in Fort Worth, TX.

Lauren Schudde, Ibrahim Bicak, and Meghan Shea. (2019). Getting to the Core of Credit Transfer: How do General Education Credits Predict Baccalaureate Attainment for Community College Transfer Students? Association for the Study of Higher Education annual meeting, Portland, OR.

Elif Yucel, **Lauren Schudde,** and Huriya Jabbar. (2019). Navigating Transfer in Texas: A Network Approach to Understanding How Community College Students Seek Support Throughout Their Transfer Journey. Association for the Study of Higher Education annual meeting, Portland, OR.

Saralyn McKinnon-Crowley, Eliza Epstein, **Lauren Schudde**, and Huriya Jabbar. (2019). "I Have to Get a Degree": How Transfer-Intending Students Conceptualize the Purpose of Higher Education. Association for the Study of Higher Education annual meeting, Portland, OR.

Lauren Schudde and Meghan Shea. (2019). Credit Returns for Public Two-Year Entrants: Examining Patterns for Degree Recipients and Non-Completers. American Sociological Association annual meeting, New York, NY.

Lauren Schudde, Raymond S. Brown, and Wonsun Ryu. (2019). Major Movement: Examining Major Switching Patterns at Community Colleges. American Educational Research Association annual meeting, Toronto, ON.

Lauren Schudde, Huriya Jabbar, Eliza Epstein, and Elif Yucel. (2019). Students' Sensemaking of Higher Education Policies During the Vertical Transfer Process. Council for the Study of Community Colleges, San Diego, CA.

Lauren Schudde, Huriya Jabbar, and Catherine Hartman. (2018). Navigating the Shapeless River: Institutional Contexts and Information-Seeking Behaviors of Transfer-Intending Community College Students. American Sociological Association, Philadelphia, PA.

Lauren Schudde. (2018). Community College Transfer Policies in Texas: Take-Up of the Core and Field of Study Curricula and Implications for Transfer Student Success. Council for the Study of Community Colleges, Dallas, TX.

Lauren Schudde and Raymond S. Brown. (2018). Community College Effects: Evidence of Diversionary Effects and the Role of Methodological Choice. American Educational Research Association, New York, NY.

Lauren Schudde. (2017). Nonpecuniary Returns to Postsecondary Education: Examining Early Non-Wage Labor Market Outcomes Among College-Goers in the United States. Association for the Study of Higher Education, Houston, TX.

Lauren Schudde, Huriya Jabbar, & Catherine Hartman. (2017). Navigating the Shapeless River: Differences between Student and Personnel Perspectives of Transfer Processes and Pathways at Community Colleges. Association for the Study of Higher Education, Houston, TX.

Lauren Schudde. (2017). Foundations for College Momentum: Early Outcomes for Accelerated Developmental Education Coursework in a Reformed Mathematics Pathway. Roundtable presentation at Texas Higher Education Symposium, Austin, TX.

Lauren Schudde. (2017). The Effects of Satisfactory Academic Progress Requirements on Pell Grant Recipients: Evidence from Two State Community College Systems. Center for Analysis of Postsecondary Education and Employment conference, Washington, DC.

Lauren Schudde and Dwuana Bradley. (2017). Transfer Policies and Pathways in a Decentralized Higher Education System: Vertical Transfer in Texas. American Educational Research Association annual meeting, San Antonio, TX; National Institute for Staff and Organizational Development annual conference, Austin, TX.

Lauren Schudde and Dwuana Bradley. (2016). Strengthening Two- to Four-Year College Transfer Pathways in Texas. Texas Higher Education Symposium, Austin, TX.

Lauren Schudde and Sarah Bruch. (2015). Mind the Gap: Examining the Black-White Degree Attainment Gap at Selective Colleges. Association for the Study of Higher Education, Denver, CO.

Lauren Schudde and Judith Scott-Clayton. (2015). Pell Grants as Performance-Based Aid? An Examination of Satisfactory Academic Progress Requirements in the Nation's Largest 'Need-Based' Aid Program. American Educational Research Association, Chicago, IL.

Judith Scott-Clayton and **Lauren Schudde**. (2015). The Impact of Performance Standards on Pell Students' Academic and Labor Market Outcomes. Association for Education Finance and Policy, Washington, DC; National Bureau of Economic Research's Education Program and Children's Program Meeting, Cambridge, MA; Association for Public Policy Analysis & Management, Miami, FL.

Lauren Schudde and Judith Scott-Clayton. (2014). Satisfactory Academic Progress Requirements: Pell Grant Loss Prevalence and Impact on Student Outcomes. Association for Education Finance and Policy, San Antonio, TX.

Lauren Schudde. (2013). A New Look at the Experiential Core of College Life: Unveiling Sources of Persistent Inequality in American Higher Education. Society for the Study of Social Problems annual meeting, New York, NY.

Lauren Schudde. (2012). Disadvantaged and Disengaged? How Financial Constraints Impact College Experiences and Success for Low-Income Students. American Sociological Association annual meeting, Denver, CO.

Lauren Schudde. (2012). Affording to Succeed: The Causal Impact of Financial Constraints on The College Experience. American Educational Research Association annual meeting, Vancouver, BC; Poster presented at the Association for Educational Finance and Policy annual meeting, Boston, MA.

Lauren Schudde. (2010). Living and Learning: Can Campus Residency Reduce Inequality in College Completion? Poster presented at the Institute of Education Sciences annual meeting, National Harbor, MD.

Geoffrey Borman, Sarah Bruch, and **Lauren Schudde**. (2008). Transitional Bilingual Education and Two-Way Bilingual Education vs. Structural Immersion Programs: The effect of alternative bilingual education models on English outcomes in the early grades. Poster presented at the Institute of Education Sciences annual meeting, Washington, DC.

Invited Presentations

Lauren Schudde. (2026, August). Purposeful dual credit: Expanding college and career opportunities in Texas. Education Research Collaborative: Advancing Research to Benefit Texas, plenary, Austin, TX.

Lauren Schudde. (2026, April). Purposeful dual credit in Texas. Cradle to Career: Powering the Permian Basin Together Convening, Odessa, TX.

Lauren Schudde. (2026, February). Examining credit loss during vertical transfer. Houston GPS Convening, Houston, TX.

Lauren Schudde. (2026, February). Dual credit in Texas. Bush School Capstone Course, Texas A&M University, College Station, TX.

Lauren Schudde. (2026, January). Credit loss during vertical transfer. *Inside Higher Education*'s The Transfer Trap: How Colleges Are Tackling America's Credit-Loss Crisis, online webcast [presented research to 800 registrants].

Lauren Schudde. (2025, October). Implementation and consequences of corequisite reforms. Deepening Corequisite Across Texas Fall 2025 Convening, keynote, Austin, TX.

Lauren Schudde. (2025, October). Beyond *Discredited*: Insights to improve community college credit transfer in Texas. Texas Transfer Alliance Convening, keynote Austin, TX.

Lauren Schudde. (2025, September). The consequences and collective sensemaking of corequisite reforms: Overcoming structural barriers to community college credit accrual. University of Pennsylvania, Philadelphia, PA.

Lauren Schudde. (2025, February). Implementation and consequences of corequisite reforms. University of Texas System: Curricular Redesign and Pathways to Student Success Symposium, keynote, Austin, TX.

Lauren Schudde. (2025, January). *Discredited*: Power, privilege, and community college transfer. Teachers College PEAR Seminar Series, New York, NY.

Lauren Schudde. (2025, January). *Discredited*: Power, privilege, and community college transfer. Charles A. Dana Center, Austin, TX.

Lauren Schudde. (2024, November). Book and data talk—*Discredited*: Power, privilege, and community college transfer. Harvard Strategic Data Project Convening, Houston, TX.

Lauren Schudde. (2024, October). *Discredited*: Power, privilege, and community college transfer. CUNY Higher Education Research Seminar Series, online.

Lauren Schudde & Rebecca Callahan. (2024, July). Texas ever-ELs: Into and through college. Texas College Access Network, Austin, TX.

Lauren Schudde. (2023, September). What do we know about the benefits of dual enrollment for students? National Alliance of Concurrent Enrollment Partnerships: Research Roundup, virtual convening.

Lauren Schudde. (2023, March). Rethinking STEM pathways: Community colleges, dual enrollment, and subbaccalaureate credentials. Charles A. Dana Center "Regroup" Convening, keynote, Austin, TX.

Lauren Schudde. (2022, May). Constructing corequisites: Consequences of dev-ed reform in Texas. University of Wisconsin–Madison: Celebrating Education Research and Policy in the Interdisciplinary Training Program in Education Sciences III, Madison, WI.

Lauren Schudde. (2021, May). How to rebuild the American working class. Northwestern University: The Problem-Solving Sociology Workshop, Department of Sociology.

Lauren Schudde. (2020, September). Research-to-practice transfer series on promoting equitable community college transfer pathways. North Carolina State University, Belk Center for Community College Leadership and Research, virtual presentation with 400 attendees.

Lauren Schudde. (2020, June). Major movement: Examining major-switching at community colleges. National Center for Education Statistics: Beginning Postsecondary Students (BPS) 20/22 Technical Review Panel Meeting, virtual meeting.

Lauren Schudde. (2019, June). Getting through the gateway: Emerging evidence on corequisite coursework at community colleges. Austin Community College and Texas Higher Education Coordinating Board: Texas Corequisite Continuous Improvement Conference, keynote, Austin, TX.

Lauren Schudde. (2019, June). Examining equity in math pathways in Texas: Early cohorts of the Dana Center Math Pathways. Charles A. Dana Center: Texas Equity in Mathematics Convening, Austin, TX.

Lauren Schudde. (2019, March). Understanding success and failure of students in developmental mathematics. National Academies of Sciences, Engineering, and Medicine public workshop, Washington, DC.

Lauren Schudde. (2019, January). Leveraging the transfer process to improve student success. National Association of Latino Elected Officials Education Fund: Texas Statewide Policy Institute on Higher Education, San Antonio, TX.

Lauren Schudde. (2018, September). The impact of transfer policies on community college students' transfer experiences and outcomes. Texas Higher Education Coordinating Board: 60x30TX meeting, Austin, TX.

Lauren Schudde. (2018, August). Math pathways in Texas: DCMP evaluation and other findings from ERC data. Charles A. Dana Center: Higher Education Sync Meeting, Austin, TX.

Lauren Schudde. (2018, August). Credit when it's due: Dual credit & transfer in Texas. Greater Texas Foundation Board Retreat, San Antonio, TX.

Lauren Schudde. (2018, May). Two-year/four-year college transfer perspectives. St. Edward's University and Austin Community College: Teacher Transfer Pipeline Advisory Panel Conference, Austin, TX.

Lauren Schudde. (2017, July). Texas transfer policy: Recommendations for consideration. *Excelencia* in Education and Greater Texas Foundation: Convening on Transfer Policy for Latinos in Texas, Texas Association of Community Colleges, Austin, TX.

Lauren Schudde. (2017, February). Policy levers to strengthen community college transfer student success in Texas. Texas Higher Education Coordinating Board: 60x30TX meeting, Austin, TX.

Lauren Schudde. (2015, December). Pell grants as performance-based aid? An examination of satisfactory academic progress requirements in the nation's largest need-based aid program. Applied Micro Seminar, Department of Economics, UT Austin.

Lauren Schudde. (2014, December). Pell grants as performance-based aid? An examination of satisfactory academic progress requirements in the nation's largest need-based aid program. American Council on Education, Center for Policy Research and Strategy, Washington, DC.

Teaching Experience

Sociology of Education
Educational Leadership and Policy / Sociology, The University of Texas at Austin
Fall 2025

Proseminar for Doctoral Students, Program in Higher Education Leadership
Educational Leadership and Policy, The University of Texas at Austin
Fall 2021, 2022, 2023, 2024, 2026

Quantitative Research Design and Analysis
Department of Educational Leadership and Policy, The University of Texas at Austin
Spring 2018, 2019, 2020

The College Student
Department of Educational Leadership and Policy, The University of Texas at Austin
Spring 2016, 2017, 2018, 2019

Educational Economics and Finance
Department of Educational Leadership and Policy, The University of Texas at Austin
Fall 2015, 2017, 2020

Methods of Sociological Inquiry
Department of Sociology, University of Wisconsin-Madison
Fall 2010, Spring 2011

Mentoring and Advising

Postdoctoral Fellows

- Kim Pack Cosme (2025-2026), Population Research Center
- Wonsun Ryu (2020-2023), Population Research Center [promoted to Research Associate, PRC, University of Texas at Austin]
- Jackson Yan (2021-2022), Education Leadership and Policy & ECMC Foundation [Senior Research Specialist, Success Center for California Community Colleges]

Dissertation/Treatise Committee Chair, Education Leadership & Policy
(*Completed* 18, *in process* 2) [most recent employment included for graduates]*:*

- Frank Hernandez (PhD, December 2017) (co-chair: Richard Reddick) [Consultant]
- Yughi Kim (PhD, May 2019) [Director of Research Analysis & Partnerships, Texas Higher Education Coordinating Board]
- Catherine Hartman (PhD, May 2019) [Assistant Professor, North Carolina State University]
- Kaitlin Bernell (PhD, December 2020) [Consultant, Executive Ed.D. Program, UT Austin]
- Marisol Garza (PhD, May 2021) [Director of Student Success and Institutional Transformation, T3 Advisory]
- Raymond "Casey" Brown (PhD, August 2021) [Education Research Consultant]
- Ibrahim Bicak (PhD, December 2021) [Assistant Dean of Data, Research, & Analytics, Undergraduate College, University of Chicago]
- Heather Rhodes (EdD, December 2023) [Vice President of Academic Affairs, College of the Mainland]
- Jennifer Love (EdD, December 2023) [Assistant Vice Provost / Director of Texas One Stop for Enrollment, UT Austin]
- Kamil Q. Brown (PhD, May 2024) [Director of Admissions and Financial Aid, Boston College Law School]
- Lauren Owens (EdD, May 2025)
- Catherine Ramirez (PhD, May 2025) [Managing Editor, *Research in Higher Education*]
- Stephanie Strayer (EdD, May 2025) [Awards Specialist, Rice University]
- Kimberly Pack-Cosme (PhD, August 2025) [Postdoctoral Fellow, UT Austin]
- Anthony Fowlkes (PhD, August 2025) [Program Manager for Data, Analytics, and Assessment, Moody College, UT Austin]
- Erin Long (PhD, December 2025) [Director, Office of VP of Student Affairs, UT Austin]
- Karissa Jobman Grano (PhD, Ed Policy & Planning, May 2026) [Clinical Assistant Professor, UT Austin]
- Hadiza Mohammed (PhD, Ed Policy & Planning, August 2026)
- Tasneem Sultana (PhD, proposal defended: January 2025)
- Jeremy Martin (PhD, proposal defended: March 2026)

Pre-dissertation Doctoral Student Advisor, Education Leadership & Policy
Ongoing (4):

- Melissa Chavarria (PhD, 2024 cohort)
- Jocelyn He (PhD, EPP, 2024 cohort, co-advisor with Pedro Reyes)
- Karla Silva (Ed.D., PHELP, 2024-present)
- DaYeon Choi (PhD, 2026 cohort)

Dissertation Committee Member
Completed (11):

- Anna Drake (ELP/PHEL, December 2016)
- Laura Struve (ELP/PHEL, April 2017)
- Emily Johnson (ELP/PHEL, May 2018)
- Meghan Shea (Economics, April 2020)
- Wonsun Ryu (ELP/PHEL, August 2020)
- Akiva Yonah Meiselman (Economics, April 2022)
- Kristina Flores (C&I/STEM Ed, July 2022)

- Priscilla Aquino Garza (ELP/EPP, May 2023)
- Diana Cervantes (ELP/PHELP, February 2023)
- Mario Villa (ELP/PHELP, May 2024)
- Katarina Huss (Sociology, August 2026)

Ongoing (2):

- Carolynn Campbell Reed (C&I/STEM Ed)
- Yujin Kwon (Economics)

Master's Students Advisor, Program in Higher Education Leadership

- Caroline Carruthers (2019-2021)
- Ashley Wasserman (2019-2021)
- Jocelyn Sobieraj (2020-2022)
- Gloria Peña-Spener (2021-2023)
- Abida Shoukat (2021-2023)
- Christina Bui (2022-2024)
- Denise Dodd (2023-2024)
- Kelsey Conroy (2023-2025)
- Jiaying Xu (2023-2025)
- Letitia Carter (2024 cohort)
- Nico Gutierrez (2024 cohort)
- Nathalie Martinez (2024 cohort)
- Matthew Painter (2024 cohort)
- Avery Simpson (2025 cohort)
- Samantha Diwa (2025 cohort)
- Christy Grady (2026 cohort)
- Daniela Rodriguez Avila (2026 cohort)
- Eliana Rodriguez (2026 cohort)
- Margan Scruggs (2026 cohort)

National Service

Service on Academic Journals:

- Editor-in-Chief, *Research in Higher Education* (2025-present)
- Co-Editor-in-Chief, *Research in Higher Education* (2023-2024)
- Associate Editor, *Research in Higher Education* (2021-2023)
- Editorial Board, *American Educational Research Journal* (2017-2021, 2022-present)
- Editorial Board, *Sociology of Education* (2020-2023, 2025-present)
- Ad-hoc Research Manuscript Reviewer: *Journal of Higher Education, Review of Higher Education, Educational Researcher, Sociology of Education, Teachers College Record, The Sociological Quarterly, Social Forces, Journal of Human Resources, Educational Evaluation and Policy Analysis, Journal of Policy Analysis and Management, American Sociological Review, American Journal of Sociology, Social Problems, Education Finance and Policy, Community College Review*

Service to Professional Associations:

American Educational Research Association

- Division J Program Committee / Co-Chair section on Organizations, Management, and Leadership (2025-2026)
- Chair, Maureen Hallinan Graduate Student Paper Award, Sociology of Education Special Interest Group (2020)
- Annual conference session discussant/chair, Division J and/or Sociology of Education SIG (since 2017)
- Conference proposal reviewer, Division J and Sociology of Education SIG (since 2015)

Council for the Study of Community Colleges

- CSCC Dissertation of the Year Committee (2020, 2021, 2022, 2023)
- Annual conference session discussant/chair (2019, 2020, 2026)
- Conference proposal reviewer (since 2018)

American Sociological Association

- Annual conference session discussant/chair (2018, 2019, 2026)
- Conference proposal reviewer (2018, 2019, 2022)

National Science Foundation

- Ad hoc reviewer, Sociology research grants program (2021)

Selected Technical Service to the Profession:

National Center for Education Statistics:

- Technical Review Panel, National Postsecondary Student Aid Study 2028, Washington, D.C. (2026)
- Technical Review Panel, Beginning Postsecondary Students (BPS) Longitudinal Study 2020/25, virtual convening (2023)
- Technical Review Panel, Beginning Postsecondary Students (BPS) Longitudinal Study 2020/22, virtual convening (2021)
- Technical Review Panel, Beginning Postsecondary Students (BPS) Longitudinal Study 2020, virtual convening in lieu of meeting in Washington, D.C. due to COVID-19 (2020)
- Technical Review Panel, National Postsecondary Student Aid Study, Washington, D.C. (2019)

Policy-Specific Contexts/Convenings

- Working group member, Equitable Placement and Student Supports, California Community College Chancellor's Office (2020-2022)
- Research lead, Corequisite Design Collaborative, Charles A. Dana Center (2019-2023)
- Participant, National Convening on Community Colleges, American Council on Education, Washington, D.C. (2018)
- Conference organizer, Center for the Analysis of Postsecondary Education and Employment Conference: "The Value of Higher Education—And How to Further Strengthen It," Washington, D.C. (2014)

State Service

- Steering committee member, Texas Pathways Knowledge Development Steering Committee, Texas Association of Community Colleges (2018-2024)
- Member, Texas Transfer Alliance Data Workgroup (2019-2022)
- Member, Education Research Center Working Group (building data documentation and improving ERC usability), facilitated by Texas Higher Education Coordinating Board (2018-2020)

Professional Affiliations:

American Educational Research Association
American Sociological Association
Association for the Study of Higher Education
Association for Education Finance and Policy
Association for Public Policy Analysis & Management
Council for the Study of Community Colleges