



Dr. Andrew McEachin

*Senior Research Director, Policy Research
ETS Research Institute*

Dr. Andrew McEachin the Sr. Research Director, Policy Research at the ETS Research Institute. Prior to joining ETS, he was the Vice President of Research & Policy Partnerships at NWEA; Senior Policy Researcher at the RAND Corporation and Professor of Policy Analysis at the Pardee RAND Graduate School; an Assistant Professor of Educational Policy Analysis and Program Evaluation in the Department of Leadership, Policy, and Adult and Higher Education at North Carolina State University; and an IES Postdoctoral Fellow at University of Virginia's Curry School of Education. He received my Ph.D. in Education Policy and M.A. in Economics from the University of Southern California and my A.B. in History from Cornell University.

Job Talk Information

Navigating Complexity: Leveraging Research to Shape Education Policy

Dr. Andrew McEachin is currently the Senior Research Director for Policy Research at the ETS Research Institute. He builds research teams to influence the design of interventions, policy, and practice and endeavor to make data and evidence accessible to a broad range of stakeholders. His research talk will feature why he is interested in education policy research, how he designs teams to study pressing education topics, and what our work aspires to accomplish. He will highlight current educational policy issues and provide examples of my prior work attempting to provide meaningful evidence to bear in these spaces. He will close with examples of how this approach to policy research fits within the broader goals of the Rossier School of Education.

Andrew McEachin

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21681 Zamora Lane
Huntington Beach, CA 92646

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Employment

ETS, 2024-

Sr. Research Director, Policy Research 2024-

NWEA, 2021-23; Houghton Mifflin Harcourt 2023-2024

Vice President, Research & Policy Partnerships, 2023-2024

Director, Collaborative for Student Growth, 2021-2023

RAND Corporation, 2015-2021

Senior Policy Researcher, 2020-2021

Professor of Policy Analysis, 2018-2022

Policy Researcher, 2016-2020

Associate Policy Researcher, 2015-2016

North Carolina State University, 2013-2015

Assistant Professor, School of Education, 2013-2015.

University of Virginia, 2012-2013

Postdoctoral Fellow, Curry School of Education, 2012-2013

Editorships

Educational Researcher, Co-Editor, 2019-2023

Education Finance and Policy, Associate Editor, 2017-2020

Education

Ph.D. Education Policy, University of Southern California, 2012.

M.A. Economics, University of Southern California, 2012.

A.B. History, Cornell University, 2006.

Research Interests

Educational Inequality; Discipline Disparities; Math Education Policy; School Choice

Peer-Reviewed Journal Articles (= equal authorship; # = student co-author)*

- [31] *Carbonari, M.V., Davison, M., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Hashim, A., Kane, T.J., McEachin, A., Morton, E., Patterson, T., & Staiger, D.O. (Forthcoming). The Challenges of Implementing Academic COVID Recovery Interventions: Evidence from the Road to Recovery Project. *AERA Open*.
- [30] Kuhfeld, M., Soland, J., Register, B., & McEachin, A. (Forthcoming). Testing an explanation for summer learning loss: Differential examinee effort between spring and fall. *Educational Evaluation and Policy Analysis*.
- [29] *Goldhaber, D., Kane, T.J., McEachin, A., Morton, E., Patterson, T., & Staiger, D.O. (2023). The Educational Consequences of Remote and Hybrid Instruction During the Pandemic. *American Economic Review: Insights*, 5(3), 377-392.
Selected Media: CNN, New York Times, Washington Post
- [28] Atteberry, A., #Wedow, R., #Cook, N.J., & McEachin, A. (2022). Lost in transition: A replication of a quasi-experimental approach to estimating middle school structural transition effects on student learning trajectories. *Educational Policy*. 36(7), 1612-1651
- [27] Schweig, J., McEachin, A., Kuhfeld, M., Mariano, L.T., & #Diliberti, M.K. (2022). Allocating resources for COVID-19 recovery: a comparison of three indicators of school need. *Educational Assessment*, 27(2), 152-169.
- [26] #Kho, A., Zimmer, R., & McEachin, A. (2022). A descriptive analysis of cream-skimming and pushout in choice versus traditional public schools. *Education Finance and Policy*, 17(1), 160-187.
- [25] Domina, T., Carlson, D., #Carter, J., #Lenard, M., McEachin, A., & #Perera, R. (2021). The Kids on the Bus: The Academic Consequences of Diversity-Driven School Reassignments. *Journal of Policy Analysis and Management*, 40(4), 1197-1229. **Raymond Vernon Memorial Award**
- [24] *Barrett, N., McEachin, A., Mills, J., & Valant, J. (2021). Disparities in student discipline by race and family income. *Journal of Human Resources*, 56(3), 711-748.
Selected Media: The 74 Million, Chalkbeat, Fordham Institute, NPR, The Advocate, The Economist, The Root.
- [23] Atteberry, A., & McEachin, A. (2021). School's out: The role of summers in understanding achievement disparities. *American Educational Research Journal*, 58(2), 239-282.
- [22] Atteberry, A., & McEachin, A. (2020). Not where you start but how much you grow: An addendum to the Coleman Report. *Educational Researcher*, 49(9), 678-685.
- [21] McEachin, A., Domina, T., Penner, A. (2020). Heterogeneous effects of early algebra across California middle schools. *Journal of Policy Analysis and Management*, 39(3), 772-800.
- [20] McEachin, A., Lauen, D.L., Fuller, S.C., & #Perera, R. (2020). Social returns to private choice? Effects of charter schools on behavioral outcomes, arrests, and civic participation. *Economics of Education Review*, 76, 101983.
Media: The 74 Million
- [19] Carlson, D., Bell, E., Lenard, M., Cowen, J.M., & McEachin, A. (2020). Socioeconomic-based school assignment policy and racial segregation levels: Evidence from the Wake County Public School System. *American Education Research Journal*, 57(1), 258-304.
Media: Education Week
- [18] Domina, T., McEachin, A., Hanselman, P., Agarwal, P., Hwang, N., & Lewis, R. (2019). Beyond tracking and detracking: The dimensions of organizational differentiation in schools. *Sociology of Education*, 92(3), 293-322.

- [17] Wrabel, S.L., Saultz, A., Polikoff, M.S., McEachin, A., & Duque, M. (2018). The politics of the Elementary and Secondary Education Act Waivers. *Educational Policy*, 32(1), 117-140.
- [16] Saultz, A., White, R. S., McEachin, A., Fusarelli, L. D., & Fusarelli, B. C. (2017). Teacher quality, distribution and equity in ESSA. *Journal of School Leadership*, 27(5), 652-673.
- [15] McEachin, A., & Atteberry, A. (2017). The impact of summer learning loss on measures of school performance. *Education Finance and Policy*, 12(4), 468-491.
- [14] Saultz, A., Fusarelli, L., & McEachin, A. (2017). The Every Student Succeeds Act, the decline of the federal role, and the curbing of Executive Authority. *Publius*, 47(3), 426-444.
- [13] Adams, E. L., Carrier, S. J., Minogue, J., Porter, S. R., McEachin, A., Walkowiak, T. A., & Zulli, R. A. (2017). The development and validation of the Instructional Practices Log in Science (IPL-S): A measure of K-5 science instruction. *International Journal of Science Education*, 39(3), 335-357.
- [12] *Ahn, J., & McEachin, A. (2017). Student enrollment patterns and achievement in Ohio's online charter schools. *Educational Researcher*, 46(1), 44-57.
Media: EdSurge, Education Week, Politico, The Hechinger Report, The 74 Million, USA Today, Vox
- [11] McEachin, A., Welsh, R., & Brewer, D.J. (2016). The variation in student achievement and behavior within a portfolio management model: Early results from New Orleans. *Educational Evaluation and Policy Analysis*, 38(4), 669-691.
- [10] Saultz, A., McEachin, A., & Fusarelli, L. (2016). Waivering as governance: Federalism during the Obama Administration. *Educational Researcher*, 45(6), 358-366.
- [9] *Domina, T., Hanselman, P., Hwang, N., & McEachin, A. (2016). Detracking and tracking up: Mathematics course placements in California middle schools, 2003-2013. *American Educational Research Journal*, 53(4), 1229-1266.
- [8] *Welsh, R., Duque, M., & McEachin, A. (2016). School choice, student mobility and school quality: Evidence from post-Katrina New Orleans. *Education Finance and Policy*, 11(2), 150-176.
Media: Inside Sources
- [7] *Domina, T., McEachin, A., Penner, A., & Penner, E. (2015). Aiming high and falling short: California's 8th grade algebra-for-all effort. *Educational Evaluation and Policy Analysis*, 37(3), 275-295.
Media: Business Insider, Education Week
- [6] *Lankford, H., Loeb, S., McEachin, A., Miller, L.C., & Wyckoff, J. (2014). Who enters teaching? Encouraging evidence that the status of teaching is improving. *Educational Researcher*, 43(9), 444-453.
- [5] Strunk, K., & McEachin, A. (2014). More than sanctions: California's use of intensive technical assistance in a high-stakes accountability context to close achievement gaps. *Educational Evaluation and Policy Analysis*, 36(3), 281-306.
- [4] Strunk, K., McEachin, A., & Westover, T. (2014). Does intensive district-level technical assistance improve student achievement? An evaluation of California's District Assistance and Intervention Teams. *Journal of Policy Analysis and Management*, 33(3), 719-751.
- [3] Polikoff, M.S., McEachin, A., Wrabel, S.L., & Duque, M. (2014). Waive of the future: School accountability in the waiver era. *Educational Researcher*, 43(1), 45-54.
- [2] McEachin, A. & Polikoff, M. (2012). We are the 5%: Which schools would be held accountable under a proposed revision of the Elementary and Secondary Education Act? *Educational Researcher*, 41(7), 243-251.

- [1] Strunk, K.O., & McEachin, A. (2011). Do teachers' union contracts restrict districts' abilities to meet accountability goals? The relationship between teachers' union contracts and district performance under the No Child Left Behind Act. *American Educational Research Journal*, 48(4), 871-903.

Reports

- Kuhfeld, M., Diliberti, M., McEachin, A., Schweig, J., & Mariano, L.T. (2023). *Typical learning for whom? Guidelines for selecting benchmarks to calculate months of learning*. NWEA Research Brief.
- *Callen, I., Carbonari, M.V., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Isaacs, J., Kane, T.J., Kuhfeld, M., McDonald, A., McEachin, A., Morton, E., Muroga, A., & Staiger, D.O. (2023). *Summer School as a Learning Loss Recovery Strategy After COVID-19: Evidence From Summer 2022*. CALDER Working Paper No. 291-0823
- *Carbonari, M.V., Davison, M., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Hashim, A., Kane, T.J., McEachin, A., Morton, E., Patterson, T., & Staiger, D.O. (2022). *The Challenges of Implementing Academic COVID Recovery Interventions: Evidence from the Road to Recovery Project*. CALDER Working Paper No. 275-1222
- *Goldhaber, D., Kane, T.J., McEachin, A., & Morton, E. (2022). *A Comprehensive Picture of Achievement Across the COVID-19 Pandemic Years: Examining Variation in Test Levels and Growth Across Districts, Schools, Grades, and Students*. CALDER Working Paper No. 266-0522
- Schweig, J., Kuhfeld, M., Diliberti, M.K., McEachin, A., & Mariano, L.T. (2022). *Changes in School Composition During the COVID-19 Pandemic: Implications for School-Average Interim Test Score Use*. Santa Monica, CA: RAND Corporation.
- Lewis, K., Kuhfeld, M., Ruzek, E., & McEachin, A. (2021). *Learning during COVID-19: Reading and math achievement in the 2020-21 school year*. Portland, OR: NWEA.
- Schweig, J., McEachin, A., Kuhfeld, M., Mariano, L.T., & Diliberti, M.K. (2021). *Adapting Course Placement Processes in Response to COVID-19 Disruptions*. Santa Monica, CA: RAND Corporation.
- McEachin, A., Schweig, J., Perera, R., & Opper, I.M. (2018). *Validation Study of the TNTP Core Teaching Rubric*. Santa Monica, CA: RAND Corporation.
- Augustine, C.H., McCombs, J.S., Pane, J.F., Schwartz, H.L., Schweig, J., McEachin, A., & Siler-Evans, K. (2016). *Learning from summer: Effects of voluntary summer learning programs on low-income urban youth*. Santa Monica, CA: RAND Corporation.

Working Papers

- *Callen, I., Goldhaber, D., Kane, T.J., McDonald, A., McEachin, A., & Morton, E. (2024). *Pandemic Learning Loss by Student Baseline Achievement: Extent and Sources of Heterogeneity*. CALDER Working Paper No. 292-0224. *Revisions Requested at Education Finance and Policy*
- *Callen, I., Carbonari, M.V., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Isaacs, J., Kane, T.J., Kuhfeld, M., McDonald, A., McEachin, A., Morton, E., Muroga, A., & Staiger, D.O. (2023). *Summer School as a Learning Loss Recovery Strategy After COVID-19: Evidence from Summer 2022*. *Revisions Requested at American Education Research Journal*.
- *Carbonari, M.V., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Kane, T.J., McDonald, A., McEachin, A., Morton, E., Muroga, A., Salazar, A., & Staiger, D.O. (2024). *Impacts of Academic Recovery Interventions on Student Achievement in 2022-23*. CALDER Working Paper No. 303-0724. *Revisions Requested at Educational Evaluation and Policy Analysis*.
- Carlson, D., Domina, T., Perera, R., McEachin, A., & Radsky, V. (2023). *Structured Choice: School Segregation at the Intersection of Policy and Preferences*. (EdWorkingPaper: 23-753). Retrieved from

Annenberg Institute at Brown University: <https://doi.org/10.26300/aq94-em21>. *Revisions Requested at American Education Research Journal*

Dilberti, M., Schweig, J., Mariano, L., Kuhfeld, M., & McEachin, A. (2023). Combined Schools as a (Non)Protective Factor During the COVID-19 Pandemic: Implications for Middle School Transitions in the Context of Unplanned School Closures.

Yoo, P., Domina, T., McEachin, A., Clark, L., Hertenstein, H., & Penner, A. (2023). Virtual Charter Students Have Worse Labor Market Outcomes as Young Adults. Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/7n80-pv38>.

Book Chapters, Policy Reports, and Other Publications

Hamilton, L.S., & McEachin, A. (2019). *Accountability and School Choice*. In Berends, M., Primus, A., & Springer, M.G. (eds.), *Handbook of Research on School Choice* (2nd ed.). New York, NY: Routledge.

Atteberry, A., & McEachin, A. (2016). *School's out: Summer learning loss across grade levels and school contexts in the U.S. Today*. In Alexander, K., Pitcock, S., & Boulay, M. (eds.), *The Summer Slide: What We Know and Can Do About Summer Learning Loss*. New York, NY: Teachers College Press.

McEachin, A., McCombs, J., & Augustine, C. (2016). *What constitutes an effective summer learning program?* In Alexander, K., Pitcock, S., & Boulay, M. (eds.), *The Summer Slide: What We Know and Can Do About Summer Learning Loss*. New York, NY: Teachers College Press.

Fusarelli, L., Saultz, A., & McEachin, A. (2016). *A growing trend: The cases of home schooling in North Carolina & Ohio*. In Cooper, B.S., Speilhagen, F.R., & Ricci, C. (eds.), *Homeschooling in New View*. Charlotte, NC: IAP.

McEachin, A., & Atteberry, A. (2016). *An Endless Summer: The role of summer learning loss in school accountability policies*. In Gottfried, M., & Conchas, G. (eds.), *When School Policies Backfire: How Well-Intended Measures Can Harm Our Most Vulnerable Students*. Cambridge, MA: Harvard Education Press.

McEachin, A. (2014). *Agency Theory*. In Brewer, D.J., & Picus, L. (eds.), *Encyclopedia of Education Economics and Finance*, New York, NY: Sage.

McEachin, A. (2014). *Teacher intelligence*. In Brewer, D.J., & Picus, L. (eds.), *Encyclopedia of Education Economics and Finance*, New York, NY: Sage.

Polikoff, M.S., McEachin, A., Wrabel, S., & Duque, M. (2014). *Fix the Waivers Before It's Too Late*. *Education Weekly*, 33(36).

Polikof, M.S., McEachin, A., Wrabel, S., & Duque, M. (2014). *Grading the No Child Left Behind waivers*. Washington, D.C.: American Enterprise Institute

McEachin, A., & Brewer, D.J. (2013). *Teacher intelligence*. In J.A.C. Hattie, & E.M. Anderman (eds.). *The International handbook of student achievement* (pp. 254-257), New York, NY: Routledge.

Polikoff, M.S., & McEachin, A. (2013). *Fixing the Academic Performance Index*. Palo Alto, CA: Policy Analysis for California Education (PACE).

McEachin, A., & Brewer, D.J. (2012). *Economics of urban education*. In Gallagher, K.S., Goodyear, R., Brewer, D.J., & Rueda, R. (eds.). *Urban Education: A Model for Leadership and Policy* (pp. 67-82), New York, NY: Routledge.

Bridges, M., Fuller, B., McEachin, A., Pelayo, I., & Finklestein, N. (2010). *Decentralizing resources in Los Angeles high schools? California's Quality Education Investment Act*. Palo Alto, CA: Policy Analysis for California Education (PACE).

Brewer, D.J., Killeen, K.M., Ahn, J., & McEachin, A. (2009). *Organizing Effective Educational Accountability: The Case of Oklahoma*. Tulsa, OK: Oklahoma Business & Education Coalition.

Brewer, D.J., Pelayo, I., & McEachin, A. (2008). *School Reform in Los Angeles: Signs of Progress? Pat Brown Institute*. Los Angeles, CA: Cal State Los Angeles.

Commentaries & Op-Eds

McEachin, A., & Domina, T. (April, 27 2023). "Research Reveals the Pros and Cons of Algebra in Eighth Grade". Teach, Learn, Grow, NWEA.

Goldhaber, D., Kane, T., McEachin, A., & Morton, E. (November, 16 2022). "To Help Students Shoot for the Moon, We Must Think Bigger and Bolder." Washington Post.

Goldhaber, D., Kane, T., & McEachin, A. (December, 13 2021). "Pandemic Learning Loss Could Cost U.S. Students \$2 Trillion in Lifetime Earnings. What States & Schools Can Do to Avert This Crisis." 74 Million.

Kuhfeld, M., & McEachin, A. (June, 1 2021). "Summer learning loss: What we know and what we're learning." Teach, Learn, Grow, NWEA.

Schweig, J., McEachin, A., & Kuhfeld, M. (December, 16 2020). "Addressing COVID-19's Disruption of Student Assessment." Inside IES Research: Notes from NCER & NCSER, IES.

Hamilton, L.S., Culbertson, S., Nataraj, S., Faherty, L.J., Kaufman, J.H., Opfer, V.D., & McEachin, A. (2020, July 23). "How to Reopen Schools: Q&A with RAND Experts." The RAND Blog, RAND Corporation.

Barrett, N., McEachin, A., Mills, J., & Valant, J. (2017, November 20). "Discipline disparities and discrimination in schools." Brown Center Chalkboard, Brookings.

McEachin, A., & Hamilton, L.S. (2017, February 17). "Make an informed school choice: How to help parents pick the best school for their child's education." Knowledge Bank, US News.

McEachin, A., Stecher, B., & Evans, G. (August, 31 2015). "Not Everyone Has a Choice School choice policies could disadvantage low-income students." Knowledge Bank, US News.

Affiliations

Board of Directors, Association for Education Finance and Policy, 2020-

Education Finance and Policy, Editorial Board, 2020-

Research Partner, National Center for Research on Education Access and Choice, 2018-

Adjunct Faculty Member, USC Price School of Public Policy, 2017-2022

Educational Researcher, Editorial Board, 2017-

American Educational Research Journal, Editorial Board, 2017-

Educational Evaluation and Policy Analysis, Editorial Board, 2016-

Research Presentations (Including Scheduled)

American Education Research Association	2020-2021
Association for Education Finance and Policy	
Association of Public Policy and Management	

American Education Research Association	2019-2020
Association for Education Finance and Policy	
University of California, Irvine	
Association of Public Policy and Management	

American Education Research Association Association for Education Finance and Policy University of Arkansas Association of Public Policy and Management	2018-2019
Association for Education Finance and Policy Association of Public Policy and Management	2017-2018
Association for Education Finance and Policy Association of Public Policy and Management University of Southern California	2016-2017
American Education Research Association Association for Education Finance and Policy University of North Carolina, Chapel Hill University of Southern California	2015-2016
Midwest Political Science Association American Education Research Association Association of Education Finance and Policy Society for Research on Educational Effectiveness Western Economic Association International University of California, Berkeley Association of Public Policy and Management RAND	2014-2015
Association of Education Finance and Policy	2013-2014
American Education Research Association Brown University University of California Irvine Association of Education Finance and Policy North Carolina State University Association of Public Policy and Management (Domestic and International)	2012-2013
American Education Research Association Association of Education Finance and Policy Policy Analysis for California Education Society for Research on Educational Effectiveness Stanford Research Institute (SRI) University of Illinois at Urbana-Champaign University of Missouri University of Pennsylvania	2011-2012
American Education Research Association Association of Education Finance and Policy	2010-2011
American Education Research Association Association of Education Finance and Policy	2009-2010

Research Grants

AIR Equity Initiative , “Road to Recovery”, co-PI with Dan Goldhaber (PI) and Tom Kane (co-PI), \$2,200,000.	2022-2025
Smith Richardson Foundation , “Road to Recovery”, co-PI with Dan Goldhaber (PI) and Tom Kane (co-PI) \$400,000.	2022-2024
Institute of Education Sciences , “Math and Science Acceleration Challenges”, co-PI with Luminary Labs (PI), \$1,200,000.	2022-2023
Accelerate , “Road to Recovery”, co-PI with Tom Kane (PI) and Dan Goldhaber co-PI, \$750,000.	2022-2023
Walton Family Foundation , “Monitoring COVID Catch-Up”, co-PI with Tom Kane (PI), and Dan Goldhaber (co-PI), \$750,000.	2021-2022
Institute of Education Sciences , “Using Student Achievement Data to Monitor Progress and Performance: Methodological Challenges Presented by COVID-19”, co-PI with Jon Schweig (PI), and Megan Kuhfeld (co-PI), \$748,928.	2020-2022
Smith Richardson Foundation , “Socioeconomic Segregation and Educational Opportunity: A Research Partnerships with Wake County Public School System”, co-PI with Thurston Domina (PI), and Deven Carlson and Matthew Lenard (co-PIs), \$208,360.	2019-2020
National Institutes of Health (R01) , “Educational Contexts and Healthy Transitions to Adulthood,” co-PI with Andrew Penner (PI) and Quentin Brummet, Christopher Candelaria, Thurston Domina, Paul Hanselman, Emily Penner, and Sonya Porter (co-PIs), \$3,200,000.	2018-2023
Institute of Education Sciences , “The National Center for Research on Education Access and Choice”, co-PI and project leader with Doug Harris (PI), and Katrina Bulkley, Joshua Cowen, Jane Lincove, Julie Marsh, Amy Ellen Schwartz, Marc Stein, Katharine Strunk, and Jon Valant (co-PIs). Center budget \$9,998,565 and project budget \$607,000.	2018-2023
Walton Family Foundation , “Evaluation of Walton Family Foundation Funded Alternative Leadership Programs”, PI, \$1,436,077.	2016-2020
TNTP , “Validation Study of TNTP Core Teaching Rubric”, PI with Jon Schweig (co-PI), \$225,000.	2015-2018
Smith Richardson , “The Impact of Summer Setback on Achievement Gaps”, co-PI with Allison Atteberry (PI), \$180,000.	2015-2017
Walton Family Foundation , “Examining North Carolina Charter School Effects on Short and Long-Run Student Outcomes”, PI with Douglas Lauen (co-PI), \$290,000.	2015-2017
Walton Family Foundation , “Impact of WFF-Funded Alternative School Leadership Training Programs”, PI with Brian Stecher (co-PI), \$58,139.	2015-2016
Russell Sage Foundation , “Neighborhoods, Schools, and Academic Inequality”, unfunded co-PI with Joshua Cowen (PI) and Deven Carlson (co-PI), \$100,000.	2015-2016
Spencer Foundation , “Wavering as Governance”, co-PI with Andrew Saultz (PI) and Lance Fusarelli (co-PI), \$50,000.	2015-2016

Spencer Foundation, “Evaluating the Quality of Universal Algebra Learning (EQUAL)”, co-PI with Thurston Domina (PI) and Marianne Bitler and Andrew Penner (co-PIs), \$393,532. 2014-2017

Spencer Foundation, “An Endless Summer: The Impact of Summer Setback on School Accountability”, PI with Allison Atteberry (co-PI) , \$50,000. 2014-2015

Teaching

Pardee RAND Graduate School

Inequalities in Social Policy, Winter 2019-20, 2021-22

Economics of Education Winter 2018-19

University of Southern California

Economic Analysis of Education, Price School of Public Policy, Spring 2017-18 to 2021-22

Multivariate Statistical Analysis, Price School of Public Policy, Fall 2020-21 & 2021-22

Statistical Foundations of Public Management and Policy, Price School of Public Policy, Summer 2018

Introduction to Causal Inference, Rossier School of Education, Summer 2017

North Carolina State University

Data Management and Quantitative Data Collection, Summer 2014 & Spring 2014-15

Economic Analysis in Educational Policy Making, Spring 2013-14

Applied Quantitative Methods in Education II, Fall & Spring 2013-14

Professional Activities

American Education Research Association

Division L Section 5, Program Chair, 2022-23

Division L Dissertation Award Committee, chair, 2018-19

Division L Dissertation Award Committee, member, 2017-18

Division L Section 5, Program Chair, 2015-17

Politics of Education SIG Program Chair, 2014-15

Association for Education Finance and Policy, Accountability and Testing Program Chair, 2015-16

Institute of Education Sciences, Panel Review member, 2017-2020

RAND Corporation

PhD Dissertation Committee: Rachel Perera (2022; Brookings)

North Carolina State University

Education Leadership faculty search committee, member, 2014-15

PhD Redesign Taskforce, 2013-14

Quantitative methods working group, 2013-15

EdD Dissertation Committee: Lela Baldwin (2015), Dara Blackwell (2015)

PhD Dissertation Committee: Ashley Clayton (2016; LSU), Melissa Cominole (2017); Cory Palermo (2017); DiFei Li (Expected 2021)

Journal Review:

AERA Open; American Educational Research Journal; American Journal of Education; Economics of Education Review; Education Evaluation and Policy Analysis; Education Finance and Policy; Educational Policy; Educational Researcher; Journal of Education Policy; Journal of Higher Education; Journal of Policy Analysis and Management; Journal of Public Economics; Journal of Research on Mathematics Education; Learning and Individual Differences; Journal of Urban Economics; Social Science Research

Grant and Conference Reviewer

American Education Research Association, Association for Education Finance and Policy, Institute of Education Sciences, Policy Analysis for California Education, Smith Richardson Foundation, Society for Research on Educational Effectiveness.

Honors, Awards, & Fellowships

Achieve Award, NWEA, 2022

Outstanding Reviewer, *Educational Evaluation and Policy Analysis*, 2019

Outstanding Reviewer, *Educational Researcher*, 2017

Emerging Education Policy Scholar, Fordham Institute, Washington, D.C., 2012-2013

Kingsbury Data Award, NWEA, 2012

Order of the Arete, University of Southern California, 2012

Provost Fellow Travel Grant, University of Southern California, 2011

Roe L. Johns Travel Grant, Association for Education Finance and Policy, 2010

Division L Travel Grant, American Education Research Association, 2010

Provost Fellowship, University of Southern California, 2008-2012

National Service Award, AmeriCorps, 2006-2008

Dean's List, Cornell University, 2005-2006

Miscellaneous

Security Clearance: Special Sworn Status, U.S. Census Bureau.

Computer Skills: Stata, \LaTeX ,

Last updated: December 17, 2024

<http://andrew-meachin.com/>



Dr. Federick Ngo

*Associate Professor of Higher Education
University of Nevada, Las Vegas*

Dr. Federick Ngo's research examines higher education policy, with a focus on college access and community college students. He has active research projects on developmental education reform, undocumented students, and issues of equity in college access and success. This includes projects funded by the Institute of Education Sciences, National Science Foundation, the Spencer Foundation, and the William T. Grant Foundation. He has published original research articles in *Educational Researcher*, *Educational Evaluation and Policy Analysis*, *American Educational Research Journal*, *Teachers College Record*, *The Journal of Higher Education*, *Research in Higher Education*, *The Review of Higher Education*, *Community College Journal of Research and Practice*, and *Community College Review*, among others.

He completed my Ph.D. at the University of Southern California where he also received the USC Ph.D. Achievement Award, the highest honor given to USC Ph.D. graduates. I was formerly a high school math teacher in Oakland, CA, and all of my research interests are connected to and motivated by my time teaching high school.

He was honored to receive the UNLV College of Education Early Career Award in 2020, the AERA Publications Committee Outstanding Reviewer Award in 2022 (for *Educational Evaluation and Policy Analysis*), and a Research Development Award from the National Academy of Education/Spencer Foundation. He received the UNLV College of Education Distinguished Research Award in 2023, the AERA Publications Committee Outstanding Reviewer Award in 2023 (for *American Educational Research Journal*), and the UNLV Alumni Association Outstanding Faculty Award in 2024.

Job Talk Information

Ambitious Policy Change and College Opportunity: Insights from the City of Angels and City of Sin

Ambitious higher education policies aimed at revamping or removing developmental/remedial education are changing college opportunities for millions of U.S. college students. But are they actually improving student outcomes and tackling longstanding inequities? In this presentation, Federick Ngo offers an overview of developmental education reforms across the nation, a look at how policy change is affecting community college students in Los Angeles, and a deep dive into developmental education reform in Las Vegas and the State of Nevada, which mandated corequisite courses for academically under-prepared students in 2021. Drawing on statewide longitudinal data and a regression discontinuity design, Ngo estimates the impact of corequisite courses on early college outcomes and discusses challenges and opportunities for improved implementation of these ambitious higher education policies. This study, along with Federick Ngo's other research projects on the impact of higher education policies and programs, interventions in MSIs, and college access and success for under-served students, comprise a research agenda focused on understanding the opportunities and limitations of policy for improving higher education across the nation.

FEDERICK J. NGO

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ACADEMIC APPOINTMENTS

Associate Professor of Higher Education (with tenure)	July 2023-present
Assistant Professor of Higher Education	Aug. 2017-June 2023
Department of Educational Psychology, Leadership, and Higher Education University of Nevada, Las Vegas	

EDUCATION

University of Southern California	
Ph.D. Urban Education Policy	2017
M.A. Economics	2016
Stanford University	
M.A. International Educational Administration & Policy Analysis	2010
M.A. Teaching of Mathematics	2005
B.A. Comparative Studies in Race and Ethnicity (CSRE); Minor: Mathematics	2004

AWARDS, FELLOWSHIPS, & HONORS

UNLV Outstanding Faculty Award	2024
AERA Publications Outstanding Reviewer Award, <i>American Educational Research Journal</i>	2024
UNLV College of Education Distinguished Research Award	2023
Spencer Foundation/National Academy of Education Research Development Award	2022
AERA Publications Outstanding Reviewer Award, <i>Educational Evaluation & Policy Analysis</i>	2022
UNLV College of Education Early Career Award	2020
USC Ph.D. Achievement Award (highest university honor for graduating doctoral students)	2017
USC Student Recognition Award, The Order of the Arête (university service award)	2017
Excellence in Teaching Award, USC Center for Excellence in Teaching	2016
AERA Dissertation Research Fellowship	2016
USC Provost's Ph.D. Fellowship	2012-16
National Data Institute Fellowship (with support from AIR, NCES, & NSF)	2013
Fulbright-Hays Group Project Fellowship, <i>Advanced Study of Khmer</i>	2009
Senior Paper Prize, Program in Comparative Studies in Race and Ethnicity, Stanford University	2004

RESEARCH INTERESTS

Higher education policy; college access and success; community colleges; remedial/developmental education; minority-serving institutions; educational inequality; quantitative methods

PUBLICATIONS

Journal Articles (Peer-Reviewed)

- Ngo, F., Espinoza, K. J. C., Lee, D., & Teranishi, R. T. (2024). "We will come to you": Serving newcomer immigrants and English learners at an AANAPISI community college. *Innovative Higher Education*.
- Ngo, F. & Melguizo, T. (2024). Use and Effectiveness of Academic Supports After Developmental Education Reform in California's Community Colleges. *Educational Evaluation & Policy Analysis*. <https://journals.sagepub.com/doi/abs/10.3102/01623737241242108>
- Bowman, N., Ngo, F., & Ji, J. (2024). The Impact of Course Placement in STEM Sequences on Students' Short-Term and Longer-Term University Success Outcomes. *The Review of Higher Education*. <https://muse-jhu-edu.ezproxy.library.unlv.edu/pub/1/article/925021/summary>
- Media: [Center for Social Science Innovation](#)

- Ngo, F., & Espinoza, K. J. C. (2024). "Now We Come Here, We Feel it": Experiences of Anti-Asian Racism Among Community College Students in ESOL Programs. *Community College Journal of Research and Practice*, 48(10), 622-634. <https://doi.org/10.1080/10668926.2023.2189178>
- Ngo, F. (2023). Are dreams contagious? Peer effects of undocumented college students. *Education Economics*. <https://doi.org/10.1080/09645292.2023.2272591>
- Ngo, F. & Velasquez, D. (2023). Inside the math trap: Chronic math tracking from high school to community college. *Urban Education*, 58(8), 1629-1657. [Published online March 3, 2020].
Media: [Research Minutes](#)
- Ngo, F. & Sundell, D. (2023). Inequities at the intersection of race and disability: Evidence from community colleges. *Race, Ethnicity & Education*. <https://doi.org/10.1080/13613324.2023.2170436>
- Ngo, F. & Lee, D. (2022). Bringing counseling to the classroom: Embedded counseling and student outcomes in community college ESOL programs. *Journal of College Student Retention: Research, Theory & Practice*. <https://doi.org/10.1177/15210251221134686>
- Ngo, F. & Cho, J. (2022). The effect of in-state tuition on international student enrollment: Evidence from the Heartland. *Journal of Student Financial Aid*, 51(3), 1-20. <https://doi.org/10.55504/0884-9153.1801>
- Ngo, F. & Hinojosa, J. K. (2022). Broadened possibilities: Undocumented community college student course enrollment after the California DREAM Act. *AERA Open*, 8. doi: [10.1177/23328584221091276](https://doi.org/10.1177/23328584221091276)
- Ngo, F., Calica, M., & Lough, N. (2022). The financial behaviors of chasing athletic prestige: Evidence from the NCAA Cost of Attendance policy. *The Review of Higher Education*, 45(3), 307-336. [doi:10.1353/rhe.2022.0001](https://doi.org/10.1353/rhe.2022.0001).
- Ngo, F. & Hinojosa, J. K. (2021). Supporting undocumented community college students. *New Directions for Community Colleges*, 2021(196), 57-78. <https://doi.org/10.1002/cc.20483>
[Top Downloaded Article, *New Directions for Community Colleges*]
- Ngo, F., Velasquez, D., & Melguizo, T. (2021). Faculty Perspectives on Using High School Data in an Era of Placement Testing Reform. *Community College Review*, 49(3), 290-313. <https://doi.org/10.1177/00915521211002896>
- Park, E. & Ngo, F. (2021). The effect of developmental math on community college STEM participation: Variation by race, gender, achievement, and aspiration. *Educational Evaluation & Policy Analysis*, 43(1), 108-133. DOI: 10.3102/0162373720973727
- Ngo, F. & Melguizo, T. (2021). The equity cost of inter-sector math misalignment: Racial and gender disparities in community college student outcomes. *The Journal of Higher Education*, 92(3), 410-434. <https://doi.org/10.1080/00221546.2020.1811570>
- Park, E., Ngo, F., & Melguizo, T. (2021). The Role of Math Misalignment in the Community College STEM Pathway. *Research in Higher Education*, 62, 403-447. DOI: 10.1007/s11162-020-09602-y
- Melguizo, T. & Ngo, F. (2020). Mis/Alignment Between High School and Community College Standards. *Educational Researcher*, 49(2), 130-133.
- Kosiewicz, H. & Ngo, F. (2020). Giving community college students choice: The impact of self-placement in math courses. *American Educational Research Journal*, 57(3), 1358-1391.
- Ngo, F. (2020). High school all over again: The problem of redundant college mathematics. *The Journal of Higher Education*, 91(2), 222-248. DOI: 10.1080/00221546.2019.1611326
Media Coverage: [Inside Higher Ed](#), [The Conversation](#), [SF Gate](#)
- Ngo, F. (2019). Fractions in college: How basic math remediation impacts community college students. *Research in Higher Education*, 60(4), 485-520.
- Ngo, F. & Astudillo, S. (2019). California DREAM: The impact of financial aid for undocumented community college students. *Educational Researcher*, 48(1), 5-18.
Media Coverage: [The Conversation](#), [U.S. News & World Report](#), [Salon.com](#), SF Chronicle, Houston Chronicle, San Antonio Express News, etc.
- Ngo, F. & Sablan, J. (2019). Southeast Asian and Pacific Islander student progression through community college: A disaggregated transcript analysis. *Teachers College Record*, 121(8).
- Ngo, F., Chi, W. E., & Park, E. (2018) Mathematics course placement using holistic measures: Possibilities for community college students. *Teachers College Record*, 120(2), 1-42.

- Ngo, F.** & Kosiewicz, H. (2017). How extending time in developmental math impacts student persistence and success: Evidence from a regression discontinuity in community colleges. *The Review of Higher Education*, 40(2), 267-306.
- Ngo, F.** & Melguizo, T. (2016). How can placement policy improve math remediation outcomes? Evidence from community college experimentation. *Educational Evaluation and Policy Analysis*, 38(1), 171-196.
- Melguizo, T., Bos, J., **Ngo, F.**, Mills, N., & Prather, G. (2016). Using a regression discontinuity design to estimate the impact of placement decisions in developmental math. *Research in Higher Education*, 57(2), 123-151.
- Kosiewicz, H., **Ngo, F.**, & Fong, K. E. (2016). Alternative models to deliver developmental math: Issues of use and student access. *Community College Review*, 44(3), 205-231.
- Ngo, F.** & Kwon, W. (2015). Using multiple measures to make math placement decisions: Implications for access and success in community colleges. *Research in Higher Education*, 56(5), 442-470.
- Ngo, F.** (2013). The distribution of pedagogical content knowledge in Cambodia: Gaps and thresholds in math achievement. *Educational Research for Policy and Practice*, 12(2), 81-100. (Official journal of the *Asia-Pacific Educational Research Association*).

Manuscripts Under Review

- Ngo, F.**, & Johnson-Hernandez, M. (Revise & resubmit). The Expansion of Corporate-Sponsored College Benefits to America's Low-Wage Workers.
- Mishra, S., Swanson, E., Yucel, E., **Ngo, F.**, Melguizo, T., & Ching, C. D. (Revise & resubmit). STEM sorting: Unintended consequences of math pathways expansions in community colleges.
- Ngo, F.** & Nhien, C. (Under Review). Using QuantCrit to Examine the Academic Momentum of Southeast Asian and Pacific Islander Community College Students.

Working Papers

- Ngo, F.**, Whitman, K., Abeleda, D., Rojas, A., & Van Holten, K. (In preparation). Examining the Relationship between Nevada's Corequisite Policy and Student Outcomes.
- Whitman, K., **Ngo, F.**, Van Holten, K., Rojas, A., & Abeleda, D. (In preparation). Examining the Relationship between Nevada's Foster Youth Tuition Waiver Policy and Student Outcomes.
- Carbajal, J., & **Ngo, F.** (In preparation). Losing Pell: A mixed methods examination of satisfactory academic performance requirements and losing financial aid.
- Manyweather, B., & **Ngo, F.** (In preparation). The Implementation of Mandatory Ethnic Studies (AB1460) in the California State University System.
- Ngo, F.**, Swanson, E., Mishra, S., Melguizo, T., & Ching, C. (In preparation). Community college student outcomes after AB705: California's ambitious developmental education reform.
- Mishra, S., Palacios, G., & **Ngo, F.** (In preparation). Which students re-attempt courses after failure? Evidence from AB705 in one California community college district.
- Graff, L. & **Ngo, F.** (In preparation). Why is the squad on the quad? Exploring predictors of police presence on college campuses.
- Ngo, F.**, & Espinoza, K. J. C. (In preparation). "I feel at home again": Is Las Vegas "The 9th Island" for Native Hawaiian and Pacific Islander college students?

Book Reviews

- Ngo, F.** & Rhodes, B. (2020). Book Review: Minding the Obligation Gap in Community Colleges and Beyond. *Teachers College Record*. <http://eval.tc-library.org/Messages.asp?sc=123456&mid=59475>

Book Chapters

- Ngo, F.** (2021). Designing A More Progressive Promise. In R. Taylor & A. Kuntz (Eds.), *Ethics in Higher Education: Promoting Equity and Inclusion Through Case-Based Inquiry* (pp. 158-161). Cambridge, MA: Harvard Education Press.

Ngo, F. (2014). Revision for rights? Nation-building through post-war Cambodian social studies textbooks, 1979-2009. In J. H. Williams (Ed.), *(Re)Constructing Memory: School Textbooks and the Imagination of the Nation* (pp. 153-169). Rotterdam: Sense Publishers. [\[Link\]](#)

Monographs & Briefs (Not Peer-Reviewed)

- Ngo, F.**, Rubin, L. M., Simpfinderfer, A. J., Pincus, B., & Del Real Viramontes, J. (2023). Streamlining key learner transitions. In J. K. Hinojosa, J. P. Guilbeau, & V. A. Sansone (Eds.), *Postsecondary student access and success in Nevada: An ASHE institute with southern Nevada higher education leaders* (pp. 16-26). Association for the Study of Higher Education.
- Ngo, F.** & Espinoza, K. J. C. (2023, April). *Bringing counseling to the classroom can keep English learners connected to community colleges*. William T. Grant Foundation. [\[Link\]](#)
- Ngo, F.** & Melguizo, T. (2022). Mandating multiple measures and encouraging student supports: Evaluating a new approach to developmental education in California's community colleges. (EdWorkingPaper: 22-662). Annenberg Institute at Brown University. <https://doi.org/10.26300/neqq-gd84>
- Ngo, F.** & Cullinan, D. (2022). *Multiple Measures Assessment and Placement Promotes Community College Student Success*. College Completion Strategy Guide. MDRC. [\[Link\]](#)
- Ching, C., Yucel, E., **Ngo, F.**, Swanson, E., Melguizo, T., & Harrington, D. (2022). *AB705 Implementation in the Los Angeles Community College District: Results from a district-wide survey*. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.
- Melguizo, T., Ching, C. D., **Ngo, F.**, & Harrington, D. (2021). *AB705 in the Los Angeles Community College District: Results from Fall 2019*. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.
- Ngo, F.**, & Melguizo, T. (2020). *The equity cost of inter-sector math misalignment: Racial and ethnic disparities in community college student outcomes*. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.
- Ngo, F.** (2020). *The equity rankings: An alternative assessment of U.S. higher education*. ACCEPT and Colorado State University. [\[Link\]](#)
- Park, E. S., **Ngo, F.**, & Melguizo, T. (2019). *Starting off on the wrong foot: Math misalignment and STEM outcomes in California Community Colleges*, Research Brief Volume 4, Number 3. Wheelhouse: The Center for Community College Leadership and Research. [\[Link\]](#)
- Tierney, W., G., Ward, J., Corwin, Z., **Ngo, F.**, Cadena, M., Avilez, A. A., ... Lanford, M. (2017). *The university as a sanctuary*. Los Angeles, CA: Pullias Center for Higher Education, University of Southern California. [\[Link\]](#)
- Ngo, F.**, & Melguizo, T. (January 2016). Using math diagnostics to inform course placement in community colleges. *Conditions of Education in California*. PACE: Policy Analysis for California Education. [\[Link\]](#)
- Melguizo, T., Bos, J., Prather, G., Kosiewicz, H., Fong, K., **Ngo, F.** (2015). *Assessment and placement policies and practices in developmental math: Evidence from experimentation in a large urban community college district in California*. Los Angeles, CA: Pullias Center for Higher Education, University of Southern California. [\[Link\]](#)
- Ngo, F.**, Kwon, W., Melguizo, T., Prather, G., & Bos, J. M. (2013). *Course placement in developmental math: Do multiple measures work?* Los Angeles, CA: University of Southern California. [\[Link\]](#)
- Yarnall, L., Feng, M., Fusco, J., Tidwell-Morgan, E., **Ngo, F.**, Werner, A., ... Dornsife, C. (2011). *Classroom practice in the cloud: Designing an online network for developmental educators*. Palo Alto, CA: SRI International.
- Yarnall, L., Gallagher, L., Remold, J., Fusco, J., Schank, P., Feng, M., Werner, A., **Ngo, F.**, & Tidwell-Morgan, E. (2010). *Pedagogical patterns in the Global Skills for College Completion project: Second semester formative evaluation*. Palo Alto, CA: SRI International.

RESEARCH GRANTS

Principal Investigator, *The Impact of Nevada Career and Technical Education Programs on College Participation and Workforce Outcomes*, Nevada Governor's Office of Workforce Innovation \$50,000, with Xue Xing (Co-PI), January 2025-June 2025.

Principal Investigator, *The Impact and Implementation of Nevada's Co-Requisite Mandate*, Institute of Education Sciences, #R305A240250, \$1,216,286, with Stefani Relles (Co-PI), July 2024-June 2029. [[Link](#)].

Principal Investigator, *Bridging Non-STEM and STEM Math Tracks: An Interest-Based Intervention to Increase Community College STEM Opportunity*, National Science Foundation, \$299,991, October 2022-December 2025, with Edouard Tchertchian (Co-PI).

Co-Principal Investigator, *An Exploratory of Two Postsecondary Policies and Student Outcomes in Nevada*, Nevada Governor's Office of Workforce Innovation, #NPWR24-203, \$20,190, with Kenyon Whitman (PI), January 2024-June 2024.

Lead Evaluator, *Building STEM Educations for Excellence in Nevada at UNLV*, National Science Foundation, #2243401, \$1,194,511, August 2023-July 2028.

Co-Principal Investigator, *Weaving Together Supports for the Academic Success and Racial Identity Development of Low Income and First-Generation AAE&NHPI Students*, National Science Foundation, #2315869, \$364,942, September 2023-August 2026, with Mike H. Nguyen (PI-NYU), Ung-Sang Lee (PI-UNLV). [[NSF News Link](#)]

Principal Investigator, *Is the Corequisite Model Improving College Student Outcomes and Reducing Inequality? Evidence from Nevada Higher Education*. 2022 National Academy of Education/Spencer Foundation Research Development Award, \$5,000.

Principal Investigator, *Implementing an Ethnic Studies Requirement in the California State University System*, UNLV College of Education 2021-2022 Research Development Grant, (One year of graduate research assistant funding), with Doris L. Watson (Co-PI), and Erika Abad (Co-PI).

Principal Investigator, *A Typology of Corporate-Sponsored Tuition Benefit Programs*, EPHE GRA Funding Opportunity, UNLV College of Education 2021-2022, (One year of graduate research assistant funding), with Blanca Rincón (Co-PI).

Co-Principal Investigator, *Examining Implementation of a State Mandate to End Remediation in Community Colleges: A Research-Practice Partnership*, Spencer Foundation, \$399,915, January 2020-June 2023, with Tatiana Melguizo (PI), Cheryl Ching (Co-PI) and Deborah Harrington (Co-PI).

Principal Investigator, *Embedded Counseling for Community College Students in ESL Programs: A Case Study at an Immigrant-Serving Institution*, William T. Grant Foundation Officer's Research Award, \$49,978, October 2019-Dec 2021.

Principal Investigator, *Undocumented Student Achievement in Public Education*, Spencer Foundation, \$49,995, August 2018-Dec 2020.

Principal Investigator, *Exploring the Educational Experiences of Asian American and Pacific Islander College Students in the State of Nevada*, Asian Pacific Islander American Scholars (formerly Asian Pacific Islander American Scholarship Foundation), \$30,000, 2018-2020.

Co-Principal Investigator, *Using High School Transcript Data and Diagnostic Information to Fine-Tune Placement Policy and Tailor Instruction in Developmental Math*, National Science Foundation EAGER (#1544254), \$299,753, July 2015-December 2020, with Tatiana Melguizo.

Principal Investigator, *High School All Over Again: The Problem of Redundant College Mathematics*, American Educational Research Association (AERA) Dissertation Grant, \$20,000, August 2016-July 2017.

SELECTED RESEARCH PRESENTATIONS (2017-present)

- Lee, U.-S., ... & **Ngô, F.** (2025, April). Learning to serve: Building a research-practice partnership to improve higher education for Asian American and Pacific Islander students. Paper to be presented at the AERA Annual Conference, Denver, CO.
- Ngô, F.**, Whitman, K., & Rojas, A. (2025, March). The impact of corequisite course placement on early college outcomes: Evidence from Nevada. Paper to be presented at the AEFPP Annual Conference, Washington, D.C.
- North, S. M., & **Ngô, F.** (2024, December). A Critical Quantitative Analysis of Black Females Participation in Secondary Career and Technical and Post-secondary STEM Education Credentialing. Poster presented at the Association for Career and Technical Education Research Annual Conference, San Antonio, TX.

- Ngo, F.,** Contreras, L., Ohta, D., & Shinouda, M. (2024, November). Native Language Instruction for Community College Students. Paper presented at the ASHE Annual Conference, Minneapolis, MN.
- Ngo, F.,** Whitman, K., Abeleda, D., Rojas, A., & Van Holten, K. (2024, November). Examining the Relationship between Nevada's Corequisite Policy and Student Outcomes. Paper presented at the ASHE Annual Conference, Minneapolis, MN.
- Whitman, K., **Ngo, F.,** Van Holten, K., Rojas, A., & Abeleda, D. (2024, November). Examining the Relationship between Nevada's Foster Youth Tuition Waiver Policy and Student Outcomes. Paper presented at the ASHE Annual Conference, Minneapolis, MN.
- Mishra, S., Ching, C., **Ngo, F.,** & Melguizo, T. (2024, November). Peeking under the hood: Implementing developmental education reform in a California community college district. Paper presented at the ASHE Annual Conference, Minneapolis, MN.
- Ngo, F.** (2024, June). The Expansion of Corporate-Sponsored Tuition Benefits to America's Low-Wage Workers. Paper presented at the Critical University Studies Conference, Hong Kong, SAR.
- Contreras, L. & **Ngo, F.** (2024, April). An Exploratory Story of Inequities and Impasses in Community College Transfer in Nevada. Paper presented at the Council for the Study of Community Colleges, Pittsburgh, PA.
- Mishra, S., Palacios, G., & **Ngo, F.** (2024, April). Which students re-attempt transfer-level courses after failure? Evidence from AB705 in one California Community College district. Paper presented at the Council for the Study of Community Colleges, Pittsburgh, PA.
- San Nicolas, O., Park, T., Liebau, E., & ... **Ngo, F.** Research Practice Partnerships: Asian American, Native American, and Pacific Islander Serving Institutions (AANAPISI) and Lessons Learned from an NSF-Funded Project. Paper presented at the Asian Pacific Americans in Higher Education 2024 Conference, Oakland, CA.
- Ngo, F.,** Nhien, C. (2023, November). Using QuantCrit to Understand the Academic Momentum of Southeast Asian and Pacific Islander Community College Students. Paper presented at the Association for the Study of Higher Education, Minneapolis, MN.
- Hines, J. & **Ngo, F.** (2023, June). Evaluating student-athlete well-being using a positive psychology perspective: A content analysis of NCAA well-being resources. Paper presented at the NASSM annual conference, Montreal, Canada.
- Ngo, F.** (2023, April). Is Direct Placement in Transfer-Level Courses Closing Racial Equity Gaps in Community Colleges? Poster presented at the American Educational Research Association, Chicago, IL. [Invited poster session]
- Ngo, F.,** Melguizo, T., Ching, C. D., Mishra, S., & Swanson, E. (2023, January). Community College Student Outcomes in Statistics and Math After California's Developmental Education Reform. Paper presented at the 2023 Joint Mathematics Meetings (JMM 2023), The American Mathematical Society (AMS), Boston, MA.
- Ngo, F.,** Johnson-Hernandez, M., & Rincón, B. (2022, November). Would you like college with that? Corporate-sponsored college benefits for low-wage workers. Paper presented at the Association for the Study of Higher Education, Las Vegas, NV.
- Ngo, F.,** & Cho, J. (2022, November). The effect of in-state tuition on international student enrollment: Evidence from the Heartland. Paper presented at the Association for the Study of Higher Education, Las Vegas, Nevada.
- Ngo, F.** & Espinoza, K. J. C., Teranishi, R., & Lee, D. (2022, April). Embedded Counseling for ESOL Students Attending an AANAPISI Community College. Paper presented at the American Educational Research Association, San Diego, CA.
- Ngo, F.** & Espinoza, K. J. C. (2022, April). Experiences of Anti-Asian Racism Among Asian Immigrant Students in ESOL Programs. Paper presented at the American Educational Research Association, San Diego, CA.
- Ching, C. D., Melguizo, T., & **Ngo, F.** (2022, April). Can colleges discontinue developmental education? Exploring practitioner knowledge of AB705 and beliefs about supporting student success. Paper presented at the American Educational Research Association, San Diego, CA.

- Swanson, E., Yucel, E., Melguizo, T., Ching, C. D., & **Ngo, F.** (2022, April). STEM sorting: Unintended consequences of math pathways expansions in community colleges. Paper presented at the American Educational Research Association, San Diego, CA.
- Ching, C. D., Yucel, E., **Ngo, F.**, Melguizo, T., & Harrington, D. (2022, April). The Logics that Keep Developmental Education Alive in an Age of Reform. Paper presented at the annual meeting of the Council for the Study of Community Colleges, Tempe, AZ.
- Ngo, F.** (2022, April). Bringing counseling to the classroom: Embedded counseling and student outcomes in community college classrooms. Paper presented at the annual meeting of the Council for the Study of Community Colleges, Tempe, AZ.
- Ngo, F.**, & Melguizo, T. (2022, March). Does Multiple Measures Placement Improve Developmental Education Outcomes? Regression Discontinuity Evidence. Paper presented at the Association for Education Finance and Policy, Denver, CO.
- Lee, D. & **Ngo, F.** (2022, February). Benefits of Embedded Counseling for ESOL Completion, Persistence, and Belonging. Association of California Community College Administrators, Monterey, CA.
- Graff, L., & **Ngo, F.** (2021, November). Why is the squad on the quad? Predictors of police presence on college campuses. Paper presented at the Association for the Study of Higher Education, San Juan, Puerto Rico.
- Manyweather, B., & **Ngo, F.** (2021, November). The Implementation of Mandatory Ethnic Studies (AB1460) in the California State University System. Roundtable presentation. Association for the Study of Higher Education, San Juan, Puerto Rico.
- Ngo, F.**, & Hinojosa, J. K. (2021, April). Supporting undocumented community college students. Paper presented at the Council for the Study of Community Colleges [virtual conference].
- Ngo, F.**, Swanson, E., Melguizo, T., & Ching, C. (2021, March). Is AB705 closing the racial equity gap? Early evidence from the Los Angeles Community College District. Paper presented at the Association for Education Finance and Policy [virtual conference].
- Ngo, F.** (2021, March) Are dreams contagious? Peer effects of undocumented community college students. Paper presented at the Association for Education Finance and Policy [virtual conference].
- Ngo, F.** & Sundell, D. (2020, November). Community college students with disabilities: An intersectional Analysis. Paper presented at the Association for the Study of Higher Education, New Orleans, LA.
- Ngo, F.** (2020, April). Did they send their best? Undocumented student achievement in public education. Paper presented at the American Educational Research Association, San Francisco, CA.
- Ngo, F.** & Cho, J. (2020, April). Hello peril? Enrollment effects after in-state tuition for international students. Paper presented at the American Educational Research Association, San Francisco, CA.
- Morris, E.A., Yucel, E., Velasquez, D., Ching, C. D., **Ngo, F.**, & Melguizo, T. (2020, March). Understanding recent California policy initiatives in developmental education. Poster Presentation. Association for Education Finance and Policy, AEFPP, Fort Worth, Texas.
- Ngo, F.** & Hinojosa, J. J. (2019, November). DACA, DREAM, and the Changing Aspirations of Undocumented Community College Students. Paper presented at the Association for the Study of Higher Education, Portland, OR.
- Ngo, F.**, Coyner, M., & Lough, N. (2019, November). Who pays for athletic prestige: The impact of the NCAA Full Cost of Attendance policy on higher education finance. Paper presented at the Association for the Study of Higher Education, Portland, OR.
- Ngo, F.**, Gilbert, L., & Sablan, J. (2019, November). “I feel at home again”: Is Las Vegas “The 9th Island” for Native Hawaiian and Pacific Islander college students? Paper presented at the Association for the Study of Higher Education, Portland, OR.
- Ngo, F.**, Kim, V., & Gilbert, L. (2019, November). Exploring the Impact of AANAPISI Grant-funded Program on Students’ Experiences and Outcomes. Paper presented at the Association for the Study of Higher Education, Portland, OR.
- Ngo, F.** (2019, April). Learning without labels: Tracking students with disabilities into and through community college. Paper presented at the American Educational Research Association, Toronto, Canada.

- Park, E. S., & **Ngo, F.** (2019, April). Does developmental math help students persist and succeed in STEM?. Paper presented at the American Educational Research Association, Toronto, Canada.
- Park, E. & **Ngo, F.** (2019, March). The effect of developmental math on community college students' persistence in STEM: Variation by race, gender, achievement, and aspiration. Paper presented at the Association for Education Finance & Policy, Kansas City, Missouri.
- Ngo, F.** & Velasquez, D. (2018, November). One step forward, two steps back? Chronic math tracking in the transition to college. Paper presented at the Association for the Study of Higher Education, Tampa, FL.
- Park, E., **Ngo, F.**, & Melguizo, T. (2018, June). The role of misaligned math placement in propelling or hindering STEM-ready students in community colleges. Paper presented at the UCLA Community College Studies Conference, Los Angeles, CA.
- Ngo, F.** & Velasquez, D. (2018, April). One step forward, two steps back? Math misalignment and mismatch in the transition to college. Paper presented at the American Educational Research Association, New York, NY.
- Park, E., **Ngo, F.**, & Melguizo, T. (2018, March). The role of misaligned math placement in propelling or hindering STEM-ready students in community colleges. Paper presented at the Association for Education Finance & Policy, Portland, OR.
- Ngo, F.** & Astudillo, S. (2018, March). California DREAM: The impact of financial aid for undocumented community college students. Paper presented at the Association for Education Finance & Policy, Portland, OR.
- Ngo, F.** & Astudillo, S. (2017, November). California DREAM: The impact of financial aid for undocumented community college students. Paper presented at the Association for the Study of Higher Education, Houston, TX.
- Melguizo, T. & **Ngo, F.** (2017, June). The usefulness of linked data for improving math course placement and instruction in community colleges. Paper presented at the American Society for Engineering Education, Columbus, OH.
- Melguizo, T. & **Ngo, F.** (2017, April). The usefulness of linked data for improving math course placement and instruction in community colleges. Paper presented at the American Educational Research Association, San Antonio, TX.
- Gerber, R., Miller, T., Shaw, S., & Daugherty, L., **Ngo, F.** (2017, March). New approaches to developmental education pathways: Integrating reading and writing remediation. Paper presented at the Association for Education Finance and Policy, Washington, D.C.
- Gerber, R., Miller, T., Shaw, S., & Daugherty, L., **Ngo, F.** (2017, April). New approaches to developmental education pathways: Integrating reading and writing remediation. Paper presented at the American Educational Research Association, San Antonio, TX.
- Ngo, F.** (2017, April). High school all over again: The problem of redundant college mathematics. Poster presented at the American Educational Research Association, San Antonio, TX. [Invited poster session]
- Ngo, F.** (2017, March). High school all over again: The problem of redundant college mathematics. Poster presented at the Association for Education Finance and Policy, Washington, D.C.

TEACHING

Instructor of Record (UNLV)

EDH 609: Leading Diverse Organizations	2017; 2018; 2019
EDH 706: Current Issues in Higher Education	2023
EDH 709: Seminar in the Economics of Higher Education	2018; 2020; 2023
EDH 708: The American Community College	2019; 2021; 2023
EDH 710: Finance & Budgeting in Higher Education	2018; 2021; 2024
EDH 714: Understanding MSIs	2024
EDH 730: Institutional Assessment	2022
EDH 738: Public Policy in Higher Education	2020; 2022
EDH 740: Comparative/International Higher Education	2018, 2020
EDH 750: Methods for Policy Analysis in Higher Education	2021

STUDENT MENTORING & ADVISING

Dissertation Committee Chair

- Jaime Carbajal Jr., Completed May 2022
- Lucas Graff, Completed May 2023
- Jennifer Torgerson, Completed May 2023
- Luis Ortega, Completed May 2024
- Bucket Manyweather, Completed May 2024
- Michael Hack, Completed May 2024
- Jaekeun Cho, Dissertation Proposal June 2023
- James Hines, Dissertation Proposal October 2023
- Dañelle Sundell, Dissertation Proposal May 2024
- LaToya Burdiss (Co-Chair), Dissertation Proposal March 2024
- Bruno Rhodes, Comprehensive Exam February 2021
- Albert Loera

Dissertation Committee Member

- Kristine Jan Cruz Espinoza, Completed August 2024
- Elizabeth Leon, Completed August 2023
- Andria Coleman, Completed February 2023
- Juanita Hinojosa, Completed November 2024
- Megan Hullinger
- Nicole Stella
- Sarath Kraus
- Graduate College Representative: Sarah Monique Somma, Alfred Acquah, Ebony Sherman, Jessica Soria, Rosnidar Arshad
- External Member: Chanthra Nhien (UCLA); Amanda Addison (Vanderbilt University)

INVITED LECTURES/PRESENTATIONS

Panelist, Gates Foundation Developmental Education Reform Equity Incubator, Washington, D.C.	9/2024
UNLV College of Education Webinar: “Changing the Narrative: Using Culturally Responsive Curriculum to Restructure Learning in College Classrooms”	3/2022
U.S. Department of Labor Research Roundtable Series on Equity and Community Colleges	2/2022
#HackTheGates Research Webinar	8/2020
ASHE Best Practices for a High-Quality Peer Review Process Webinar	5/2020
Center for the Analysis of Postsecondary Readiness Conference 2019	11/2019
Wheelhouse Scholars Retreat 2019	8/2019
APIA Scholars Higher Education Summit	6/2019
AERA Fall Research Conference	11/2017
AERA Webinar: <i>Engaging Graduate Students in Education Research Advocacy</i>	7/2017

MEDIA MENTIONS

Cardona calls for FSA changes, but experts say the damage is done, June 5, 2024, [Diverse: Issues in Higher Education](#). His parents arrived in LA educated, in Spanish. How their experience is shaping community college classes, September 8, 2023, [LAist](#).

Over 35,000 Nevadans impacted by student loan plans, September 7th, 2023, [NBC 3 News KSNV](#).

What does Biden’s student loan relief plan mean for Nevada?, August 26, 2022, [Las Vegas Review-Journal](#)

Student Loan Relief Plan Revealed, August 25, 2022, Fox 5 News Las Vegas [[clip](#)]

California's Urgent Work to Reform Remedial Ed, May 2022, [Open Campus Media](#)
Alternatives to Placement Tests, January 20, 2021, [Inside HigherEd](#)
Study: Black and Latino Students More Likely to Experience 'Math Traps', June 2020, [Research Minutes](#)
States are Testing Unproven Ways to Eliminate Remedial Ed – On Their Students, November 2019, [Hechinger Report](#).
1 in 5 Students Take Redundant Math, September 2019, [Inside Higher Ed](#), [The Conversation](#), [SF Gate](#)
How California's Tuition Waivers Opened Door for 'DREAMers,' Undocumented Students, December 2019, [The Conversation](#), [U.S. News & World Report](#), [Salon.com](#), SF Chronicle, Houston Chronicle, San Antonio Express News, etc.

SERVICE

National/Professional

Editorial Boards and Peer Review

Associate Editor, *Review of Higher Education*, 2023-present
Editorial Board, *Review of Higher Education*, 2022-2023
Editorial Board, *American Educational Research Journal*, 2022-present
Editorial Board, *Journal of Research in Technical Careers*, 2022-2024
Editorial Board, *Research in Higher Education*, 2021-2024
Editorial Board, *Educational Evaluation and Policy Analysis*, 2020-present
Editorial Board, *Journal of Higher Education*, 2021-2022; 2024-present
Advisory Board, Center for the Analysis of Postsecondary Readiness, 2021-2022

Reviewer, William T. Grant Foundation, 2021

Reviewer, Spencer Foundation, 2020-2021

Ad-Hoc Manuscript Reviewer:

American Educational Research Journal, *AERA Open*, *Community College Review*, *Educational Evaluation & Policy Analysis*, *Education Finance & Policy*, *education policy analysis archives (epaa | aape)*, *Educational Research for Policy and Practice*, *Educational Researcher*, *Journal of Applied Research in the Community College*, *Journal of College Student Retention*, *Journal of Diversity in Higher Education*, *Journal of Higher Education*, *Primus*, *Research in Higher Education*, *Review of Higher Education*, *Policy Futures in Education*, *Teachers College Record*, *Urban Education*

Scholarly Associations

Chair, ASHE Outstanding Book Award Committee, 2021-2023
Co-Team Leader, 2022 Association for the Study of Higher Education Nevada Institute (ASHE/Ascendium)
Member, Local and Community Engagement Committee, ASHE 2022 Program Committee
Program Committee, Council for the Study of Community Colleges, 2021-2022
Program Committee, Association for Education Finance & Policy 2021, Postsecondary Access, Admissions, & Success
Co-Chair, ASHE 2021 Program Committee, Policy, Finance, & Economics
Co-Chair, AERA 2020 Division J Program Committee, Section 2a: College Student Access
Co-Chair, ASHE 2020 Program Committee, Section X, Undergraduate Students: College Impact and Outcomes
Co-Chair, AERA 2019 Division J Program Committee, Section 2a: College Student Access
Committee Member, ASHE Outstanding Book Award Committee, 2019-2020

University

Coordinator, Undergraduate Certificate in Leadership Development and Engagement, 2020-present
Program Coordinator, Higher Education Program, 2023-2024
Member, Graduate Council Graduate Awards Committee, 2023-2024
Member, Faculty Senate Campus & Fiscal Affairs Committee, 2022-2024
Member, Faculty Senate Undergraduate Admissions Committee, 2022-2024
Member, Faculty Senate Curriculum Committee, 2020-2021

UNLV College of Education

Member, Graduate Studies Committee, 2023-2024
COE Faculty Mentor, UNLV AACTE Holmes Scholars Program, 2022-2023
Search Committee Member, Assistant/Associate Professor of Sport Management, 2022-2023
Search Committee Member, Assistant Professor of Educational Psychology, 2022-2023
Search Committee Member, Assistant/Associate Professor of Higher Education, 2021-2022
Reviewer, NITEP Mini-Grant Review Panel, 2021-2022
Chair, Academic Standards Committee, 2021-2022
Member, Academic Standards Committee, 2020-2021
Member, Diversity, Equity, Inclusion, & Justice Committee, 2020-2021
Presenter, 6th Annual Nevada Summit on Education, 2020
Co-Chair, Scholarships & Honors Committee, 2018-2019

Community

Panelist, Las Vegas PBS Independent Lens screening of “The Donut King”, May 2021
Panelist, NSHE HSI/MSI Symposium, 2019

PROFESSIONAL EXPERIENCE

<i>California Single Subject Teaching Credential, Mathematics</i>	
Instructional Coach (Mathematics), MyLivePD	2011-13
Math Teacher, Pre-College Academy, University of California Berkeley	2012
Math Teacher (Gr. 9-12), Life Academy of Health and Bioscience, Oakland, CA	2005-09; 2010-12

PROFESSIONAL ASSOCIATIONS

American Educational Research Association (AERA)
Association for the Study of Higher Education (ASHE)
Association for Education Finance & Policy (AEFP)
Council for the Study of Community Colleges (CSCC)

OTHER

Languages: Cambodian/Khmer (advanced speaking; intermediate reading and writing), Spanish (basic)
[Google Scholar](#) [LinkedIn](#) [Research Gate](#)



Dr. Florence Xiaotao Ran

*Assistant Professor
University of Delaware*

Dr. Florence Xiaotao Ran is an assistant professor specializing in higher education policy in the School of Education at the University of Delaware. She is also a research affiliate with the Community College Research Center at Teachers College, Columbia University. Her research examines how education resources and policies affect student outcomes in postsecondary institutions, particularly in community colleges, and labor market. Recent work looks at the impact of college instructors and remedial education reforms on student success. She has worked closely with higher education institutions, state college systems, and national postsecondary improvement organizations to bridge the gap between research, policy, and practice.

Dr. Ran holds a B.A. in Economics from Renmin University of China, an M.A. in Economic Policy Analysis from the University of Maryland, Baltimore County, and a Ph.D. in Economics and Education from Columbia University.

Job Talk Information

Does Corequisite Remediation Work for Everyone? An Exploration of Heterogeneous Effects and Mechanisms

The landscape of developmental education has experienced significant shifts nationwide over the past decade, as more than 20 states and higher education systems have transitioned from the traditional prerequisite model to corequisite remediation. Drawing on ten years of administrative data from Tennessee, the authors examined the heterogeneous effects of corequisite reform on remediation-eligible students with varying levels of academic preparation. Difference-in-differences and event study analyses revealed that corequisite reform improved gateway course completion for remedial students across all test score groups. However, since the reform, students requiring remediation have been more likely to drop out of the state public college system. These findings highlight important implications for developmental education research and policymaking, which will be explored further in this presentation.

Florence Xiaotao Ran

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ACADEMIC APPOINTMENT

2020-present Assistant Professor, School of Education, University of Delaware
2020-present Research Affiliate, Community College Research Center (CCRC), Teachers College, Columbia University
2018-2020 Postdoctoral Research Associate, CCRC, Teachers College, Columbia University

EDUCATION

2018 Ph.D. in Economics and Education, Columbia University
Dissertation: Essays on Instructor Quality in Higher Education
2011 M.A. in Economics Policy Analysis, University of Maryland Baltimore County (UMBC)
2009 B.A. in Economics, Renmin University of China (RUC)

GRANTS & CONTRACTS

External Grants

2024-2026 [Dual Enrollment Research Fund](#), *Equitable Access and Distributional Effects: Dual Enrollment Career and Technical Education in Delaware*, PI (\$116,870)
2023-2026 National Science Foundation, *Pathway to STEM success: Improving access and success and closing equity gaps in college-level math in a state community college system*, Co-PI (\$1,969,430)
2021-2022 William T. Grant Foundation, Officers' Research Grants, *Closing the college success gap for underprepared students: Evidence from a state-wide remedial education reform*, PI (\$30,715)

Internal Grants

2021-2023 University of Delaware, General University Research Grant, *The effect of online remedial course on college readiness*, PI (\$14,600)

Contracts

2022 Delaware Education Research Alliance, *Boost22 Data Analysis*, PI (\$15,615)
2021-2022 Education Commission of the States, Strong Start to Finish, *Course combination analysis for corequisite learning support*, consultant

AWARDS

2023 NAEd/Spencer Postdoctoral Fellowship, semi-finalist
2022 Outstanding Reviewer, AERA Open
2018 Teachers College Provost Doctoral Dissertation Award

PUBLICATION

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

Peer Reviewed Journal Articles

11. **Ran, F. X.**, & Lee, H. (In Press). Does corequisite remediation work for everyone? An exploration of heterogeneous effects and mechanisms. *Education Finance and Policy*. Also available as [EdWorkingPapers](#)
Featured in [the Hechinger Report](#)
10. Xu, D., **Ran, F. X.**, & Zhou, X. (2023). Adopting Online Learning in College Developmental Education Coursework: Impact on Course Persistence, Completion, and Subsequent Success. *American Journal of Distance Education*, 37(1), 21-37.
9. **Ran, F. X.**, & Lin, Y. (2022). The Effects of Corequisite Remediation: Evidence From a Statewide Reform in Tennessee. *Educational Evaluation and Policy Analysis*, 44(3), 458–484. An earlier version available as [CCRC Working Paper No.115](#).
Featured in [Brookings Brown Center Chalkboard](#), [the74million.org](#)
8. Xu, D., & **Ran, F. X.** (2022). The Disciplinary Differences in the Characteristics and Effects of Non-Tenure-Track Faculty. *Educational Evaluation and Policy Analysis*, 44(1), 50–78. Also available as [EdWorkingPapers](#)
7. Bickerstaff, S., & **Ran, F. X.** (2021). A role for disciplinary societies in supporting community college adjunct faculty. *New Directions for Community Colleges*, 2021(194), 151-158.
6. Xu, D., & **Ran, F. X.** (2021). The impacts of different types of college instructors on students' academic and labor market outcomes. *Journal of Policy Analysis and Management*, 40(1), 225-257.
5. **Ran, F. X.**, & Sanders, J. (2020). [Instruction quality or working condition? The effects of part-time faculty on student academic outcomes in community colleges introductory courses](#). *AERA Open*. Also available as [CCRC Working Paper No. 112](#).
Featured in [The Chronicle of Higher Education](#), [Campus Technology](#)
4. Xu, D., & **Ran, F. X.** (2020). Noncredit education in community college: Students, course enrollments, and academic outcomes. *Community College Review*, 48(1), 77-101. Also available as [CCRC Working Paper No. 84](#)
3. **Ran, F. X.**, & Xu, D. (2019). Does contractual form matter? The impact of different types of non-tenure track faculty on college students' academic outcomes. *Journal of Human Resources*, 54(4), 1081-1120. Also available as [a CAPSEE working paper](#)
2. Xu, D., **Ran, F. X.**, Fink, J., Jenkins, D., & Dunder, A. (2018). Collaboratively clearing the path to a baccalaureate degree: Identifying effective 2-to 4-year college transfer

partnerships. *Community College Review*, 46(3), 231-256. Also available as [CCRC Working Paper No. 93](#)

1. Salkever, D., Gibbons, B., & **Ran, X.** (2014). Do comprehensive, coordinated, recovery-oriented services alter the pattern of use of treatment services? Mental health treatment study impacts on SSDI beneficiaries' use of inpatient, emergency, and crisis services. *The Journal of Behavioral Health Services & Research*, 41(4), 434-446.

Working Papers

3. **Ran, F. X.**, **Eze, J.**, & Lin, Y. (2024). *Disentangle the curriculum and structural effects of math pathway reforms: Evidence from Maryland community college system*. Under review.

2. **Ran, F. X.**, **Lee, H.**, & **Eze, J.** (2024). *Corequisite reform modality: The implementation and student outcomes of online corequisite courses*. Under review.

1. **Ran, F. X.**, & Bickerstaff, S. (2023). *The effects of community college faculty professional development on student success*. Under review.

Manuscripts in Preparation

2. Participation in career and technical education dual enrollment programs in Delaware.

1. Math learning experiences under corequisite developmental education reform: a mixed-methods study at a Virginia community college. With Xunfei Li, Daman Chhikara, Zachary M. Beamer, & Di Xu

Policy Reports & Briefs

5. **Ran, F. X.**, Bickerstaff, S., & Edgecombe, E. (2022). [Improving college success for students in corequisite reading](#).

4. Bickerstaff, S., & **Ran, F. X.** (2020). [How did six community colleges design supports for part-time faculty?: a report on Achieving the Dream's engaging adjuncts project](#).

3. Bickerstaff, S. E., Brock, T., Moussa, A., & **Ran, F. X.** (2020). [Exploring the State of the Humanities in Community Colleges](#).

2. Hughes, K. L., Belfield, C., **Ran, F. X.**, & Jenkins, P. D. (2018). [KCTCS Enhancing Programs for IT Certification \(EPIC\)](#).

Fink, J., Jenkins, P. D., Kopko, E. M., & **Ran, F. X.** (2018). Using data mining to explore why community college transfer students earn bachelor's degrees with excess credits. [CCRC Working Paper No. 100](#).

1. **Ran, X.**, & Cho, S. W. (2013). [Lingers in the Community College](#).

Blog Posting & Op-Eds

[Rethinking Remedial Programs to Promote College Student Success](#) (with Yuxin Lin), *Brown Center Chalkboard, Brookings Institute*, February 2022

[Corequisite Remediation Is Shown to Improve Gateway Course Outcomes. Now What?](#) *The Mixed Methods Blog, Community College Research Center*, January 2020

[Supporting the Supporters: Empowering Adjuncts to Promote Student Success](#) (with Susan Bickerstaff), *The Mixed Methods Blog, Community College Research Center*, September 2019

TEACHING

University of Delaware, Instructor

Introduction to Econometrics (Ph.D.)	Fall 2024
Analysis of Secondary Data for Decision Making (Ed.D.)	Spring 2021-2023
Program Evaluation in Education (Ph.D.)	Spring 2021, 2023
Higher Education Policy (Ph.D. & Ed.D.)	Fall 2020-2021

Columbia University, Teaching Assistant

Introduction to Missing Data	2015
Limited and Qualitative Dependent Variables	2014
Models for Panel and Time-series Section Data	2013

UMBC, Teaching Assistant

Advanced Econometric Methods	2010
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PROFESSIONAL SERVICE

Journal Referee:

AMERA Open, Economics of Education Review, Educational Evaluation and Policy Analysis, Education Finance and Policy, Education Policy, Journal of Research on Education Effectiveness, Journal of Policy Analysis and Management, Research in Higher Education

Institutional Service:

Committee on Graduate Studies in Education (CGSE)	2023-24
Search Committee, Educational Leadership	2023
Admission Committee, Ed.D. in Educational Leadership	2021-23
Development Committee, Master in Evaluation Science	2021

PRESENTATION

Including scheduled presentations:

Li, X., Ran, F. X., Chhikara, D., Xu, D., & Beamer, Z. (2024, November). *Understanding Students' Experiences in Math Course-Taking, and the Impact of Corequisite Developmental Education: A Mixed-Methods Case Study in Virginia*. Association for Public Policy Analysis & Management 2024 Fall Conference, National Harbor, Maryland

Ran, F. X. (2024, November). *Participation in Career and Technical Education Dual Enrollment Programs in Delaware*. Association for Public Policy Analysis & Management 2024 Fall Conference, National Harbor, Maryland

- Ran, F. X., & Eze, J. (2024, April). *Diversify or Divert: The Effects of Expanding Math Pathways on College Completion*. 2024 American Education Research Association Annual Meeting, Philadelphia, Pennsylvania.
- Ran, F. X., & Eze, J. (2024, March). *Diversify or Divert: The Effects of Expanding Math Pathways on College Completion*. The Association for Education Finance and Policy 49th Annual Conference, Baltimore, Maryland
- Ran, F. X., & Xu, D. (2023, November). *Temporary adjuncts as a way to screen for effective longterm instructors: Are colleges retaining the most effective adjuncts?* Association for Public Policy Analysis & Management 2023 Fall Conference, Atlanta, Georgia
- Ran, F. X., & Lee, H. (2022, September). *Does Corequisite Remediation Work for Everyone? An Exploration of Heterogeneous Effects and Mechanisms*. Society for Research on Educational Effectiveness 2022 Conference, Arlington, Virginia.
- Ran, F. X., & Lee, H. (2022, April). *Closing the college success gap for underprepared students: Evidence from a statewide remedial education reform*. 2022 American Education Research Association Annual Meeting, San Diego, California and virtual.
- Xu, D., Ran, F. X., & Zhou, X. (2022, April). *Course modality and instructor effectiveness*. The Association for Education Finance and Policy 47th Annual Conference, Denver, Colorado and virtual.
- Ran, F. X., Bickerstaff, S. (2021, April). *Building stronger evidence for faculty professional development: Measuring student outcomes*. The Council for the Study of Community Colleges 62nd Annual Conference, Virtual.
- Fink, J., Myers, T., Sparks, D., Jaggars, S. S., & Ran, F. X. (2020, November). *Improving community college student transfer and attainment: Early momentum metrics for formative evaluation of community college STEM transfer reforms*. Association for Public Policy Analysis & Management 2020 Fall Conference, Virtual.
- Ran, F. X. (2020, March). *Does it work for everyone? The heterogeneous effects of corequisite remediation reform*. The Association for Education Finance and Policy 45th Annual Conference, Virtual.
- Ran, F. X., & Lin, Y. (2019, November). *Better together? The effect of co-requisite remediation in Tennessee community colleges*. Association for Public Policy Analysis & Management 2019 Fall Conference, Denver, Colorado.
- Ran, F. X., & Lin, Y. (2019, March). *Better together? The effect of co-requisite remediation in Tennessee community colleges*. The Association for Education Finance and Policy 44th Annual Conference, Kansas City, Missouri.
- Ran, F. X., Zamora, D., Smoyer, L., & Winter, D. (2019, February). *Learning about teaching and learning: Exploring new faculty development models*. League for Innovation in the Community College Annual Conference. New York City, New York.

Iuzzini, J., Dolan, D., & Ran, F. X. (2018, October). *Building structures and supports to engage adjunct faculty in the student success movement*. Strengthening Student Success Conference. Garden Grove, California.

Ran, F. X., & Sanders, J. (2018, April). *Role of adjunct faculty in realizing the postsecondary dreams of historically marginalized student populations*. 2018 American Education Research Association Annual Meeting, New York City, New York.

Fink, J., Jenkins, D., Kopko, E., & Ran, F. X. (2018, April). *Indicators of two- to four-year college credit transfer inefficiency*. 2018 American Education Research Association Annual Meeting, New York City, New York.

Bickerstaff, S., & Ran, F. X. (2018, March). *Role of adjunct faculty in realizing the postsecondary dreams of historically marginalized student populations*. The Association for Education Finance and Policy 43rd Annual Conference, Portland, Oregon.

Xu, D., & Ran, F. X. (2017, November). *Is college STEM education in crisis? Diversified instructor profiles and student academic outcomes*. Association for Public Policy Analysis & Management 2017 Fall Conference, Chicago, Illinois.

Ran, F. X. (2017, March). *Layoff, lemons, and faculty quality: Can you recognize an effective adjunct faculty when you recruit one?* The Association for Education Finance and Policy 42nd Annual Conference, Washington, DC.

Ran, F. X. (2016, November). *The long-term impact of an instructor like me: Evidence from a state college system*. Association for Public Policy Analysis & Management 2016 Fall Conference, Washington, DC.

Fink, J., Kopko, E., Ran, F. X., & Jenkins, D. (2016, November). *Course-level indicators of two- to four-year college credit transfer efficiency*. Association for Public Policy Analysis & Management 2016 Fall Conference, Washington, DC.

Xu, D., & Ran, F. X. (2016, April). *Does it matter to have an adjunct instructor in the developmental education course? Evidence from a community college system*. 2016 American Education Research Association Annual Meeting, Washington, DC.

Ran, F. X. (2016, March). *Closing the gender and race gaps in STEM: Does student-instructor demographic match matter in college?* The Association for Education Finance and Policy 41st Annual Conference, Denver, Colorado.

Ran, F. X., Fink, J., Xu, D., Dundar, A., & Jenkins, D. (2015, November). *Increasing college completion and equity through strengthened transfer partnerships*. Association for Public Policy Analysis & Management 2015 Fall Conference, Miami, Florida.

Ran, F. X., & Xu, D. (2015, November). *The impact of adjunct instructors on college student academic and labor market outcome*. Association for Public Policy Analysis & Management 2015 Fall Conference, Miami, Florida. (Outstanding poster award 3rd place)

Xu, D., & Ran, F. X. (2015, March). *Noncredit vocational education in community colleges: students, enrollment patterns, and academic outcomes*. The Association for Education Finance and Policy 40th Annual Conference, Washington, DC.



Dr. Lauren Schudde

*Associate Professor, Department of Educational Leadership and Policy
University of Texas, Austin*

Lauren Schudde is an associate professor of Educational Leadership and Policy. She studies how to ameliorate social inequities in the United States through higher education policy. Because the majority of college students, particularly those from low-income families, attend broad-access institutions, her research prioritizes students and policies at community colleges and regional public universities. Her ongoing projects examine dual enrollment pathways between high schools and community colleges, how community college students respond to state and institutional transfer policies, and the influence of dev-ed reforms on student outcomes. She uses both quantitative and qualitative research methods, though most of her research leverages state administrative data to answer pressing policy questions. Her research has been funded by the National Science Foundation, the Institute for Education Sciences, the Spencer Foundation, the Bill and Melinda Gates Foundation, and the Greater Texas Foundation.

Schudde received her PhD in Sociology from the University of Wisconsin-Madison. Prior to joining the faculty at UT, she was a postdoctoral fellow at the Community College Research Center at Teachers College, Columbia University. Her work has been published in the *Sociology of Education*, *Journal of Human Resources*, *American Educational Research Journal*, *Educational Evaluation and Policy Analysis*, *AERA Open*, *Review of Research in Education*, *Review of Higher Education*, *Research in Higher Education*, and *Community College Review*. She serves as Editor-in-Chief of *Research in Higher Education*. She is a faculty research affiliate of the UT's Population Research Center and the Charles A. Dana Center and Teachers College's Community College Research Center and holds a courtesy faculty appointment with UT's department of Sociology.

Job Talk Information

“The Implications of Dev-Ed Math Reform: Overcoming Structural Barriers to Community College Credit Accrual.”

The presentation will describe developmental education reforms, which seek to reduce longstanding inequities in degree attainment for students who, upon college entry, are assessed as not “college-ready” according to state and/or institutional standards. Until recent reforms, most students in that situation were placed into developmental (i.e., non-degree-bearing) courses, sometimes in meandering multi-course sequences, with exceptionally low completion rates. Several states, in response to the dismal rates of dev-ed sequence completion, have engaged in major reforms to improve student access to degree-bearing (and transferrable) credits.

In my presentation, Dr. Schudde describe the outcomes of reforms to dev-ed math in the two states that educate the most college students in the U.S.: Texas and California. In the first study, she estimates the short-, medium-, and long-term impacts of corequisite reforms in Texas, where colleges now must place students requiring developmental support into corequisite coursework where they concurrently enroll in a college-level and paired support course. In the second study, she examines the roll out of developmental reforms in California, with a focus on predicting the relationship between gaining access to transfer-level math coursework and student success. Combined, she offers evidence that removing structural barriers to degree-bearing and transferrable college credit in math improves student progress toward a degree.

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

- 2009-2013 Ph.D., Sociology, University of Wisconsin-Madison
- 2007-2009 M.S., Sociology, University of Wisconsin-Madison
- 2001-2005 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)
Emerging Research Fellow, Charles A. Dana Center (2018-present)
- 2015-2021 Assistant Professor, The University of Texas at Austin
Educational Leadership & Policy, Program in Higher Education Leadership
Sociology (by Courtesy)
- 2013-2015 Postdoctoral Fellow
Center for Analysis of Postsecondary Education and Employment
Community College Research Center, Teachers College, Columbia University

Books

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

Peer-Reviewed Journal Articles (31)

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

31. **Lauren Schudde**, Kimberly Pack-Cosme, & Kamil Q. Brown. (Forthcoming). Deliberating Over Dev-Ed Reform: An Organizational Perspective on How Institutional Actors Implement State-Mandated Corequisite Reforms. *Educational Evaluation and Policy Analysis*.

30. **Lauren Schudde**, Kamil Q. Brown, & Catherine Ramirez. (Forthcoming). Framing Dev-Ed Reform: How Institutional Actors Understand Status-Quo and Reformed Developmental Education in Math. *Journal of Higher Education* (online first).
<https://doi.org/10.1080/00221546.2024.2341592>

29. **Lauren Schudde**, Rebecca Callahan, and Yujin Kwon. (Forthcoming). Language and Postsecondary Trajectories: How “Ever-English Learner” Status Predicts College Student Pathways and Outcomes. *Review of Higher Education* (online first).
<https://doi.org/10.1353/rhe.0.a927805>

28. Rebecca Callahan, **Lauren Schudde**, and Kimberly Pack-Cosme. (Forthcoming). Ever English Learners’ K-16 Trajectories: Evidence from Texas. *American Journal of Education*.

27. 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>

26. 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>

25. 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. *Educational Policy Analysis Archives*, 31.
<https://doi.org/10.14507/epaa.31.7882>

24. **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/10.1177/089590482111049415>

23. 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>

22. 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

21. 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>

20. 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

19. **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>

18. **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>

17. 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>

16. **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>

15. **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>

-----Promotion to associate professor-----

14. **Lauren Schudde**, Raymond S. Brown, and Wonsun Ryu. (2020). Major Movement: Examining Major Switching Patterns and Pathways at Community Colleges. *The Review of Higher Education*, 22(2), 189-235. <https://doi.org/10.1353/rhe.2020.0044>

13. **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>

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

11. **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>
10. 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>
9. **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>
8. **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>
7. **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>
6. **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>
5. **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>
4. **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>
3. **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/>
2. **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>

1. **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)

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.

2. **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.

1. 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.

Manuscripts Under Review (5)

1. Matthew Giani, **Lauren Schudde**, Tasneem Sultana. Credit Loss, Institutional Retention, and Postsecondary Persistence Among Vertical Transfer Students. Under review at *Journal of Higher Education*.

2. **Lauren Schudde**, Rebecca Callahan, Yujin Kwon, & Kimberly Pack-Cosme. One Size Does Not Fit All: Variation in English Learners' Programmatic Experiences and Postsecondary Trajectories. Under review at *AERA Open*.

3. Matthew Giani, **Lauren Schudde**, and Tasneem Sultana. New Insights on Sources of Credit Loss. Data Brief. Revise & resubmit at *Educational Researcher*.

4. **Lauren Schudde**, Sherri Castillo, Kelsey Conroy, and Matthew Giani. Institutional Transfer Logics: Belief Systems and Understandings of Recommended Course Sequences Among Transfer Personnel at Public College and Universities. Under review at *Educational Policy*.

5. Matthew Giani, **Lauren Schudde**, and Tasneem Sultana. Toward a Comprehensive Model Predicting Credit Loss in Vertical Transfer. Under review at *American Educational Research Journal*.

Other Publications (8)

Policy Reports and Briefs:

8. 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>

7. **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>

6. **Lauren Schudde** and Akiva Yonah Meiselman. (2021). Accelerating Success: A Multi-College Investigation of the Dana Centers 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>

5. **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>

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

3. **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>

2. 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>

1. 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

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 Education Research Association Dissertation Grant, sponsored by the National Science Foundation (2012-2013)¹

Association for Institutional Research Dissertation Grant, sponsored by the National Science Foundation (2012-2013)¹

¹ 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. Co-Principal Investigator (PI: Davis Jenkins, Teachers College)—\$3.74 million (\$780,000 under my supervision). Grant purpose: Research.

Linking Dual Enrollment Student Engagement Data to College Enrollment and Workforce Outcomes. Trellis Foundation. 2024-2026. Principal Investigator—\$255,000. Grant Purpose: Research.

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. Grant Purpose: Research.

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). Grant purpose: Research.

Completed

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. Grant purpose: Research.

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). Grant purpose: Research.

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. Grant purpose: Research.

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. Grant purpose: Research.

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. Grant purpose: Research.

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. Grant purpose: Research.

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). Grant purpose: Research and product development (my component focused on research).

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. Grant purpose: Research.

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

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. Grant purpose: Research.

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. Grant purpose: Research.

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. Grant purpose: Research.

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. Grant purpose: Research.

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. Grant purpose: Research.

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

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. Grant purpose: Research.

Refereed Conference Presentations

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. (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 of 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 of 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

November 2024 Book and Data Talk—Discredited: Power, Privilege, and Community College Transfer. Harvard Strategic Data Project Convening. Invited presenter. Houston, TX.

October 2024 Discredited: Power, Privilege, and Community College Transfer. Invited presenter. CUNY Seminar Series.

July 2024 Texas College Access Network. Texas Ever-ELs: Into and through College. Invited presenter. Austin, TX.

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

March 2023 Rethinking STEM Pathways: Community Colleges, Dual Enrollment, and Subbaccalaureate Credentials. Dana Center “Regroup” Meeting. Invited Keynote. Austin, TX.

May 2022 Celebrating Education Research and Policy in the Interdisciplinary Training Program in Education Sciences III. Constructing Corequisites: Consequences of Dev-Ed Reform in Texas. Invited presenter. Madison, WI.

May 2021 The Problem-Solving Sociology Workshop, Northwestern University, Sociology department. How to Rebuild the American Working Class. Invited panelist.

Sept 2020 Belk Center for Community College Leadership and Research, North Carolina State University, expert panelist: Research-To-Practice Transfer Series on Promoting Equitable Community College Transfer Pathways, virtual presentation with 400 attendees.

June 2020 Beginning Postsecondary Students (BPS) 20/22 Technical Review Panel meeting, National Center for Education Statistics. Presented research example from prior wave of BPS. Major Movement: Examining Major-Switching at Community Colleges. Virtual technical review panel meeting in lieu of in-person meeting in Washington, DC.

June 2019 Texas Corequisite Continuous Improvement Conference, Austin Community College. Keynote speaker. Getting Through the Gateway: Emerging Evidence on Corequisite Coursework at Community Colleges. Austin, TX.

June 2019 Texas Equity in Mathematics Convening, Dana Center. Examining Equity in Math Pathways in Texas: Early Cohorts of the Dana Center Math Pathways. Austin, TX.

March 2019 National Academies of Sciences, Engineering, and Medicine, expert panelist at Board of Science Education / Board on Mathematical Sciences and Analytics two-day public workshop: Understanding Success and Failure of Students in Developmental Mathematics. National Academy of Sciences, Washington, DC.

January 2019 National Association of Latino Elected Officials Education Fund, Texas Statewide Policy Institute on Higher Education. Leveraging the Transfer Process to Improve Student Success. San Antonio, TX.

September 2018 60x30TX meeting, Texas Higher Education Coordinating Board. The Impact of Transfer Policies on Community College Student's Transfer Experiences and Outcomes. Austin, TX.

August 2018 Dana Center, Higher Education Sync Meeting. Math Pathways in Texas: DCMP Evaluation and Other Findings from ERC Data. Austin, TX.

August 2018 Greater Texas Foundation, Board Retreat. Credit When It's Due: Dual Credit & Transfer in Texas. San Antonio, TX.

May 2018 Teacher Transfer Pipeline Advisory Panel Conference. Panelist: "Two-year/Four-year College Transfer Perspectives. St. Edward's University and Austin Community College collaboration, Austin, TX.

July 2017 Convening on Transfer Policy and Latinos in Texas, *Excelencia* in Education with Greater Texas Foundation. Summary of Texas Transfer Policy: Recommendations for Consideration. Texas Association of Community Colleges, Austin, TX

February 2017 60x30TX meeting, Texas Higher Education Coordinating Board. Policy Levers to Strengthen Community College Transfer Student Success in Texas. Austin, TX.

December 2015 Applied Micro Seminar, Department of Economics, University of Texas. Pell Grants as Performance-Based Aid? An Examination of Satisfactory Academic Progress Requirements in the Nation's Largest Need-Based Aid Program. Austin, TX.

December 2014 American Council on Education, Center for Policy Research and Strategy. Pell Grants as Performance-Based Aid? An Examination of Satisfactory Academic Progress Requirements in the Nation's Largest Need-Based Aid Program. Washington, DC.

Teaching Experience

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

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

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

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

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

Mentoring and Advising

Postdoctoral Fellows

- Wonsun Ryu (2020-2023), Population Research Center (promoted to Research Associate)
- Jackson Yan (2021-2022), Education Leadership and Policy & ECMC Foundation

Dissertation/Treatise Committee Chair, Education Leadership & Policy

(Completed 10, in process 5):

- Frank Hernandez (PhD, December 2017) (co-chair: Richard Reddick)
- Yughi Kim (PhD, May 2019)
- Catherine Hartman (PhD, May 2019)
- Kaitlin Bernell (PhD, December 2020)
- Marisol Garza (PhD, May 2021)
- Raymond “Casey” Brown (PhD, August 2021)
- Ibrahim Bicak (PhD, December 2021)
- Heather Rhodes (EdD, December 2023)
- Jennifer Love (EdD, December 2023)
- Kamil Q. Brown (PhD, May 2024)
- Lauren Owens (EdD, proposal defended: January 2024)
- Kimberly Pack-Cosme (PhD, proposal defended: February 2024)
- Catherine Ramirez (PhD, proposal defended: April 2024)
- Stephanie Strayer (EdD, proposal defended: April 2024)
- Hadiza Mohammed (PhD, EPP, expected defense: Fall 2025)

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

Ongoing (6):

- Anthony Fowles (PhD, 2022-present)
- Erin Long (PhD, 2022-present)
- Tasneem Sultana (PhD, 2022-present)
- Catalina Vasquez (PhD, 2023-present)
- Karissa Jobman Grano (PhD, EPP, 2023-present)
- Melissa Chavarria (PhD, 2024-present)

Dissertation Committee Member*Completed (9):*

- 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)

Ongoing (4):

- Carolynn Campbell Reed (C&I/STEM Ed, proposal defended: Summer 2024)
- Mario Villa (ELP/PHELP, proposal defended: Summer 2024)
- Katarina Huss (Sociology, proposal defended: Summer 2024)
- Yujin Kwon (Economics)

Masters' Student 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 cohort)
- Kelsey Conroy (2023 cohort)
- Denise Dodd (2023 cohort)
- Jiaying Xu (2023 cohort)
- Letitia Carter (2024 cohort)
- Nico Gutierrez (2024 cohort)
- Nathalie Martinez (2024 cohort)
- Matthew Painter (2024 cohort)

National Service***Selected Service to the Profession:***

- Technical Review Panel, Beginning Postsecondary Students (BPS) Longitudinal Study 2020/25, National Center for Education Statistics, virtual convening (2023)

- Equitable Placement and Student Supports, ongoing convenings and working group, California Community College Chancellor's Office (2020-2022)
- Technical Review Panel, Beginning Postsecondary Students (BPS) Longitudinal Study 2020/22, National Center for Education Statistics, virtual convening (2021)
- Ad hoc reviewer, National Science Foundation, Sociology program (2021)
- Technical Review Panel, Beginning Postsecondary Students (BPS) Longitudinal Study 2020, National Center for Education Statistics, virtual convening in lieu of meeting in Washington, D.C. due to COVID-19 (2020)
- Technical Review Panel, National Postsecondary Student Aid Study, National Center for Education Statistics, Washington, D.C. (2019)
- Research lead, Corequisite Design Collaborative, Charles A. Dana Center (2019-present)
- 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)

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 Education Research Journal* (2017-2021, 2022-present)
- Editorial Board, *Sociology of Education* (2020-2023)
- 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*

Select Service to Professional Associations:

American Educational Research Association

- 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)
- Conference proposal reviewer (since 2018)

American Sociological Association

- Annual conference session discussant/chair (2018, 2019)

- Conference proposal reviewer (2018, 2019, 2022)

State Service

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

University Service

- Member, Committee on using AI in education (2023-present)
- Member, Committee to build UT “SSTAR lab” (2021-2022)
- Member, Outstanding Graduate Teaching Award Review Committee (2019)
- Panelist, Faculty Women’s Organization, Promotion and Tenure 2021 Event (presenting as representative of recently tenured faculty) (2021)

College of Education Service

- Research Committee, appointed member (2023-2024)
- Faculty Development Leave Committee, elected member (2022-2023)
- PI Support Committee, appointed member (2022-present)
- Search Committee Member, Collegewide Faculty Search for Postsecondary Access and Success (2020-2021)
- Hiring Committee Member, Pre-Award Sr. Grants & Contracts Specialist, Office of Educational Research Support (2018)
- Ed Talks Co-Organizer, Internal speaker organizer (2017-2018)

Departmental Service: Educational Leadership and Policy

- Co-Chair, PHELP TT Assistant Professor search (2024)
- Co-Chair, ELP External Review (2023)
- ELP Department Chair Selection Committee (2023)
- Chair, PHEL Student Research Grants (2020-21, 22-23, 23-24)
- Chair, Fellowships & Awards Committee (2023-24)
- Member, Fellowships & Awards Committee (2020-21, 21-22, 24-25)
- Chair, Student Travel Awards Committee (2024-25)
- Member, Student Travel Awards Committee (2020-21, 21-22)
- PHEL program coordinator (2020-present)
- Search Committee Member, Non-TT Assistant Professor of Practice, PHEL (2020-2021)
- Member, Postdoctoral Hiring Committee, Higher Education (2017, 2018)
- Member, Specialized Qualifying Exam Policies Committee (2017)
- Organizer and facilitator, PhD Student Job Market Workshop (fall 2016, 2024)
 - Organizer, PhD Student Job Resources (2016-present)—maintain materials for students including example job applications, IRB applications, dissertation grant proposals

Recent Media Exposure (Op-eds and Media Mentions from Past Year)

Lauren Schudde and Huriya Jabbar. (2024). “Ensure Community College Credits Transfer at Texas Universities.” *Dallas Morning News* (September 18, 2024).

<https://www.dallasnews.com/opinion/commentary/2024/09/18/texas-should-mandate-associate-degrees-in-community-colleges/>

[Balancing Dual Enrollment & Community Needs: A Challenge for Community Colleges](#), featured research (Dual Enrollment Equity Pathways), *New America* blog, September 11, 2024.

[Dissecting the Transfer Process](#), featured excerpt of book, *Community College Daily*, September 8, 2024.

[Are Community Colleges Still a Pathway to a Four-Year Degree?](#), featured guest, Cincinnati Edition, *Cincinnati Public Radio*, September 3, 2024.

[Most Community College Students Plan to Get 4-Year Degrees. Few Actually Do.](#) *National Public Radio*, coverage of book, August 21, 2024.

[Many Texas Community College Students Who Transfer Don't Finish Their Degrees](#), featured expert/quote, *Texas Tribune*, February 7, 2024.