
BIOGRAPHICAL SKETCH

NAME: Lauren Schudde

eRA COMMONS USER NAME: LS37982

POSITION TITLE: Assistant Professor, Department of Educational Administration

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	FIELD OF STUDY
New York University, New York, NY	BA	05/2005	Psychology & Sociology
University of Wisconsin – Madison, WI	MS	09/2009	Sociology
University of Wisconsin – Madison, WI	PhD	05/2013	Sociology
Columbia University, New York, NY	Postdoc	2013-2015	Center for Analysis of Postsecondary Education and Employment

A. Personal Statement

I am a sociologist of education interested in how postsecondary institutions and policies impact student outcomes, social mobility, and, ultimately, social inequality. My research uses quantitative methods and large-scale data sets to examine the impact of college experiences (e.g., how students interact with their faculty, staff, and peers) and educational interventions on the educational and life outcomes of citizens who are typically underrepresented in higher education (e.g. students from low-income families, racial minorities, etc.). My perspective merges sociological and economic theory with policy analysis to inform higher education policy and practice. My work falls within PRC's primary research area of Demography: Education, Work, and Inequality.

Over the next 5 years, I expect my work to make contributions to the PDB priority of demography as I pursue my research examining the role of statewide policies aimed at increasing educational attainment in Texas. Since moving to the state in fall of 2015, I've taken on projects that dig deeply into educational issues that stand to impact a large percentage of the population in Texas. Texas is unique not only due to its demography (an increasing population of Hispanics, rapidly increasing population in the state's cities, and increasing birthrates among the least educated citizens who are more often living in poverty), but due to its heavy reliance on community colleges to educate its citizens at both the postsecondary level and high school level (through a growing emphasis on providing "dual" high school and college credit). Three quarters of college graduates in Texas earned at least some community college credits. My growing work examines postsecondary policies and interventions in the state, including accelerated developmental education coursework in math ("remediation" of college enrollees who do not test as college ready) and transfer policies that allow students to move across institutions, and aims to inform policies necessary to increase the rate of educational attainment in the state.

As a new faculty member, I find the PRC to be a sounding board where I can get feedback and hear ideas from scholars from diverse backgrounds to improve the quality of my work. I joined the Educational Inequality and Opportunity working group as soon as I arrived, and hope to produce collaborations with other faculty interested in the role that education plays in improving social mobility and status attainment. I also participated in a conference run by researchers in the Educational Inequality and Opportunity working group about results from their project using postsecondary transcript data from the National Longitudinal Study of Youth 1997. My participation as a panel moderator in one of the sessions helped me get into touch with other scholars producing work from the dataset, which I am also using in my research. Through the PRC, I also received help through the Scientific & Technical Core staff in navigating the application process for federal restricted access data from the Bureau of Labor Statistics (NLSY97 geocode data). The Administrative Core staff helped me find an office in a shared research space so I could meet other faculty working in similar interest areas. The PRC's fall meeting for assistant faculty helped me get to know other researchers on campus who are working in areas of interest broadly related to my own. Overall, the administrative supports and interdisciplinary environment of scholars at various stages of their academic careers provides a solid structure to help early career scholars like me navigate my career and build my research agenda.

B. Positions and Honors

Positions and Employment

2013-2015	Postdoctoral Fellow, Center for Analysis of Postsecondary Education and Employment, Community College Research Center, Teachers College, Columbia University
2015-present	Faculty Research Associate, Population Research Center, The University of Texas at Austin
2015-present	Assistant Professor, Department of Educational Administration, Program in Higher Education Leadership, (Sociology, by courtesy), The University of Texas At Austin

Other Experience and Professional Memberships

2004	Participant, "Teaching Psychology," Department of Psychology Seminar, New York University.
2008	Participant, "Teaching Sociology," Department of Sociology Seminar, University of Wisconsin.
2010	Graduate Intern, Mathematica Policy Research, Inc., Cambridge, MA
2011	Funded Participant, "IPEDS Data as the Public Face of an Institution" and "IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness," IPEDS Workshop co-sponsored by AIR/ASHE, Charlotte, N.C.
2011	Funded Participant, "Modeling Change in Longitudinal Nested Studies with Structural Equation Modeling," sponsored by IES Pre-doctoral Training Program at the University of Miami
2012	Participant, "Research Mentor Training," sponsored by Center for the Integration of Research, Teaching, and Learning at the University of Wisconsin
20104	Conference Organizer, Center for the Analysis of Postsecondary Education and Employment Conference: "The Value of Higher Education—And How to Further Strengthen It," September 2014, Washington, D.C.
2014	Participant, "Workshop in Ethnographic Interviewing," sponsored by Interdisciplinary Center for Innovative Theory and Empirics at Columbia University
2015	Participant, "Early Career Faculty Workshop," Council for the Advancement of Higher Education Programs, Association for the Study of Higher Education
Reviewer	<i>Sociology of Education, The Sociological Quarterly, American Educational Research Journal, Research in Higher Education, Journal of Higher Education, Review of Higher Education, Educational Researcher, Society for Research on Educational Effectiveness, American Educational Research Association, US Department of Education First in the World Program (Discretionary/Competitive Grants by the Fund for the Improvement of Postsecondary Education)</i>
Present	Member: American Educational Research Association; Association for the Study of Higher Education; Association of Educational Finance and Policy; American Sociological Association; Association for Public Policy Analysis and Management

Honors

2007-2010	Institute of Education Sciences Pre-doctoral Training Fellowship, U.S. Department of Education
2010-2013	Institute for Research on Poverty Graduate Research Fellow, University of Wisconsin-Madison
2011-2012	Institute for Research on Poverty Dissertation Research Award, University of Wisconsin-Madison
2012-2013	American Education Research Association Dissertation Grant, sponsored by the National Science Foundation
2012-2013	National Academy of Education/Spencer Dissertation Fellowship
2013	Academic Fellow, Institute for Higher Education Policy (IHEP) and the Lumina Foundation
2013	Dissertation Prize, Albert Shanker Institute
2016	Greater Texas Foundation Faculty Fellow

C. Contributions to Science

Variation in the Impact of College Campus Experiences on Student Success:

Recent sociological research (e.g. Armstrong & Hamilton, 2013; Stuber, 2011) using qualitative methods suggests that students from low socioeconomic status backgrounds face numerous obstacles to integrating into college life, which may have lasting negative consequences for academic progress, persistence, and degree attainment. To shed light on how inequalities manifest and reproduce during college, I examine the

“experiential core” of college life—the lived experiences and campus interactions that occur between college entry and exit—using nationally representative data. Examining variation in the effects of college’s experiential core accounts for a portion of the differential rates of college persistence by socioeconomic origins. If policy-makers and administrators understand patterns of effect heterogeneity, they can more effectively work to alter campus cultures that alienate students from low-income families. I’ve produced several papers on this theme. One study, under review at the *Journal of Higher Education*, used data from the Beginning Postsecondary Students Longitudinal Study 2004/2009, to model selection into study group and school club participation and match students based on their “propensity to engage.” The resulting propensity scores allowed me to estimate each experience’s effect on achievement and retention, comparing effects of students with similar propensities who demonstrated different behavior. I tested for variation in the effects across family income. My findings suggest that affluent students are more likely to benefit from campus peer interactions than those from low socioeconomic backgrounds. In another paper, I investigate variation in the effects of campus residency on student retention across family income and parental education using data from the Education Longitudinal Study: 2002. The findings demonstrate that living on campus also offers greater returns to students from affluent families and the paper concludes with recommendations to help housing and residence life practitioners improve campus environment for students from low-socioeconomic status. The paper is forthcoming in the *Journal of College and University Housing*, the official journal of the Association of College and University Housing Officers-International. This peer-reviewed journal publishes evidence and insights to guide improvements to campus housing operations. By publishing the results there, the findings have the best potential to impact practice.

Implications of the Intricacies of Federal Financial Aid Policy:

My ongoing research examines the consequences of tying merit requirements to need-based financial aid for college students. The federal Pell Grant is the nation’s largest need-based grant program. While students’ initial eligibility is based on financial need, renewal is contingent on meeting minimum academic standards similar to those in performance-based scholarships. These requirements were mandated in the late 1970’s and have widespread implications for educational attainment among low-income college-goers, yet virtually no research has examined the implications of merit requirements in federal need based aid. In this collaborative project, I examine how academic requirements moderate the impact of need-based financial aid using administrative data from two different states. In the first paper from the project (Schudde & Scott-Clayton, 2016—published in *Research in Higher Education*), we describe federal guidelines for financial aid renewal and illustrate how “Satisfactory Academic Progress” (SAP—the federal academic requirements for aid renewal) is evaluated in a statewide community college system. Using administrative data, we employ regression discontinuity and difference-in-differences approaches to examine the magnitude of SAP failure and its effects on student persistence and attainment. We followed up with a second analysis using data from another state community college system to further illustrate the impact of academic requirements on students receiving need-based aid (Scott-Clayton & Schudde, 2016—a National Bureau of Economic Research (NBER) working paper). Playing the role of a social planner tasked with using taxpayer dollars to fund education and motivate student achievement, we consider the purpose of tying academic standards to financial aid. We adjust Bénabou and Tirole’s (2000) principal-agent model (in which agents choose between shirking, a low-effort/low-benefit task, and a high-effort/high-benefit task) to evaluate where those standards should lie and test our model by tracking the progress of several cohorts of community college students in a statewide system. In line with theoretical predictions, we find heterogeneous effects of failing to meet SAP in the short term, with negative impacts on persistence but positive effects on grades for students who remain enrolled. After three years, the negative effects appear to dominate. Effects on credits attempted are 2-3 times as large as effects on credits earned, suggesting that standards increase the efficiency of aid expenditures. But it also appears to exacerbate inequality in higher education by pushing out low-performing low-income students faster than their equally low-performing, but higher-income peers.

Pathways to Bachelor’s Degree Attainment and Social Mobility through Community Colleges in Texas:

Texas relies heavily on its community colleges to provide aspiring baccalaureate students with a low-cost entry to their undergraduate education. The success of community college entrants is vital for the state to meet its ambitious goals for increasing degree attainment among all citizens and providing adequately trained workers for the increasing demand to fill high-skilled jobs, particularly in engineering and health technology. Yet, of all entering Texas community college students, while 80% enroll in transfer programs, only 35% transferred and only 15% earned a bachelor’s degree within six years of starting at the community college (Jenkins & Fink,

2016). Through a collaborative Greater Texas Foundation-funded project, I seek to develop a bird's eye view of vertical transfer in the state by examining the transfer outcomes of Texas community colleges and their four-year institution partners using National Clearinghouse Data (NSC). Using NSC data, we identified community colleges and four-year institutions that have strong transfer outcomes. I am conducting interviews with transfer advisors in those institutions, in addition to analyzing state transfer policies. With a research team at the Community College Research Center at Teachers College, I am developing recommendations for reforms in state policy to improve transfer outcomes. In an ongoing follow-up project, I examine the impact of existing transfer policies on the outcomes of community college entrants across the state (I recently received a grant from the Greater Texas Foundation's "faculty fellows" program). I am collecting data on each postsecondary institution's designated core coursework in order to evaluate Texas's mandated "core curriculum" (a set of general core courses outlined by each college). I am also collecting information on variation in the transfer agreements available across colleges. Ultimately, I plan to use state administrative data from the higher education coordinating board, merged with public institutional information about transfer pathways, to examine how transfer policies and implementation impact student progress and degree attainment. The study stands to inform institutional practice and local policy discussion, while contributing to research on the effects of community colleges. Because I am able to track students' majors and educational pathways, I can also identify hurdles that students in high-demand fields (STEM/healthcare) face in their educational pipeline.

D. Research Support

Ongoing Research Support

25948915 (L. Schudde, PI)

09/01/16-08/31/19

Greater Texas Foundation. Principal Investigator

Implications of Texas Transfer Policies for Community College Transfer Success

Brief description: This study examines the extent to which current transfer policies in Texas higher education align with the state's educational goals and occupational needs. After examining core curriculum and field of study curriculum usage and the availability of transfer agreements across different colleges, I will leverage longitudinal statewide data and quasi-experimental methods to estimate the impact of community college transfer policies on time-to-degree, credit accumulation, and bachelor's degree attainment.

Role: Principal Investigator

Responsibilities: Collect data on transfer policies, analyze state administrative data, write reports and publish findings.

542513 (T. Bailey, PI)

10/01/15-12/31/16

Teachers College, Columbia University, Greater Texas Foundation

Strengthening Two- to Four-Year College Transfer Pathways in Texas,

Brief description: The project seeks to identify potential policy levers to help improve the rate and cost-effectiveness of baccalaureate attainment among Texas community college students. To identify potential policy levers, we investigate Texas' current transfer outcomes, transfer policies, and the process of community college student decision-making in terms of upward transfer. In fall 2016, the research team will discuss the findings and policy implications with the Foundation in order to inform Texas policymaking during the 2017 legislative session.

Role: Co-Principal Investigator

Responsibilities: Select interviewees based on quantitative results drawn from National Student Clearinghouse data; conduct qualitative interviews with transfer advisors and related administrators at community colleges and public universities in Texas; produce reports and policy recommendations on findings.

Completed Research Support

51135 (T. Bailey, PI)

09/01/15-09/30/16

Teachers College, Columbia University, Institute of Education Sciences

Non-Pecuniary Returns to Postsecondary Education

Brief description: This study examines the impacts of postsecondary educational attainment on a variety of non-pecuniary employment outcomes (e.g., job satisfaction, employer-sponsored healthcare and retirement benefits, periods of unemployment, job mobility). The paper intends to complement ongoing research using state administrative data, which offers accurate and reliable measures of earnings, but is unable to capture non-monetary employment outcomes. Leveraging the rich non-monetary labor market outcomes offered by the

National Longitudinal Survey of Youth, which has followed a cohort of young adults since 1997, I consider the role that college education plays in enabling young adults to find high quality employment in the United States.
Role: Co-Principal Investigator
Responsibilities: Clean and analyze data from the National Longitudinal Survey of Youth 1997, write up results, disseminate findings.