



LOUISIANA STATE UNIVERSITY

ELRC 7607: Finance in Higher Education Fall 2020

Wednesdays, 4:30 p.m. – 7:20 p.m.

Zoom class link: <https://lsu.zoom.us/j/92975015615>

Instructor

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Course Description

This course provides an overview of the economics and finance of higher education in the United States, with an emphasis on the analysis of financial policies and current issues at the national, state, and institutional levels. A range of topics related to financial policies in higher education will be covered, including college affordability, revenue sources, tuition, financial aid, state and federal aid programs, financing of college athletics, and institutional financial management.

Course Objectives

By the end of the term, students will:

- Demonstrate an understanding of key financial ideologies, methods, policies, and theories regarding public and private support for postsecondary education
- Articulate how financial considerations, especially financial aid and tuition, influence the decision-making of college students
- Become familiar with current and emerging issues of postsecondary finance
- Show the ability to synthesize the financial literature and analyze a specific financial issue or policy in higher education

Course Website

The course website is located on Moodle: <http://moodle.lsu.edu/>. The course website includes the syllabus, course materials, and assignments. You will submit all assignments via Moodle, except when directed to do otherwise. For help with Moodle, contact the ITS Help Desk at 225-578-3375 or helpdesk@lsu.edu.

Required Texts

Archibald, R. B., & Feldman, D. H. (2010). *Why does college cost so much?* Oxford Press.

Weisbrod, B. A., Ballou, J. P., & Asch, E. D. (2008). *Mission and money: Understanding the university*. Cambridge University Press.

Optional Texts

Clotfelter, C. T. (2019). *Big-time sports in American universities* (2nd ed.). Cambridge University Press.

Supplemental Texts

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

LSU E-Textbooks Initiative

LSU Libraries has numerous e-textbooks available for free for instructors and students. **The required textbooks for this course are available in this electronic format and can be easily accessed through the course Moodle site or at <http://www.lib.lsu.edu/ebooks>.** “At the heart of LSU Libraries' mission is the goal of providing access to resources essential for teaching and learning. To that end, the e-textbook initiative provides students with quick access to course materials available for free through LSU Libraries. It also provides instructors with an easy-to-use search tool to identify e-books that the Libraries either already owns or can purchase for use in courses.” To learn more about this initiative go to: <http://www.lib.lsu.edu/ebooks/about>.

Online Resources

Several online resources are useful for class discussions and assignments. Some of these resources are:

- The Chronicle of Higher Education's Almanac 2019-20
<https://www.chronicle.com/specialreport/The-Almanac-of-Higher/267>
- The Chronicle of Higher Education's Tuition and Fees
<http://www.chronicle.com/interactives/tuition-and-fees?cid=wcontentgrid>
- SHEEO's State Higher Education Finance Reports
<http://www.sheeo.org/projects/shef-%E2%80%94-state-higher-education-finance>
- Grapevine <https://education.illinoisstate.edu/grapevine/>
- Integrated Postsecondary Education Data System (IPEDS)
<https://nces.ed.gov/ipeds/Home/UseTheData>

LSU Code of Student Conduct and Commitment to Community

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at <https://www.lsu.edu/saa/>. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Students with Disabilities

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 124 Johnston Hall, 225-578-5919 or <https://www.lsu.edu/disability/>.

Attendance Policy

As a courtesy to others, please arrive on time for class and let me know if you need to leave early or will be absent for any reason (e.g., illness, personal or family issue, or attendance at a professional conference). If you miss more than one class, you will be required to complete a make-up assignment (e.g., 4-5 page paper covering the topic from the missed week). Students who miss four or more class sessions will lose all 20 participation and professionalism points.

Expectations for Written Assignments

All written work should adhere to APA style as described in the Publication Manual of the American Psychological Association (7th Ed.). Use title pages in accordance with APA format. Assignments should be double-spaced, use 12-point Times New Roman font, have 1-inch margins on all sides, and be carefully edited prior to submission. All papers and journal entries should include appropriate running head, page numbers, title page, and reference page. Please submit all written assignments in a Word doc format (PDFs are not accepted).

Late Work

Late work will receive a 10% off per day beyond the due date (one letter grade). Late work will not be accepted three days past the due date. Weekly Reading Journal entries will not be accepted late. Exception: *one* weekly reading journal or the Current Issue Review can be submitted up to 48 hours after the deadline (by Friday at 4:30 p.m.).

Course Evaluation

Course assignments and their weight toward your final grade are below:

| | Percentage | Points |
|--------------------------------------|-------------|-------------------|
| 1. Participation and Professionalism | 10% | 20 points |
| 2. Current Issue Review | 15% | 30 points |
| 3. Weekly Reading Journal (8 total) | 20% | 40 points |
| 4. State Finance Case Study (SFCS) | 20% | 40 points |
| 5. Capstone Assignment | 35% | 70 points |
| Totals | 100% | 200 points |

Assignments

Unless otherwise noted, all assignments are due on Wednesdays before class (4:30 p.m.) on the date specified. Submit all assignments on Moodle.

1. Current Issue Review (15%)

Current Issue Review Due: September 26 at midnight

This first assignment is to get you thinking about current issues in postsecondary finance. For this assignment you will choose a newspaper article (e.g., *Inside HigherEd*, *Chronicle*) that covers a current higher education finance issue related to COVID-19.

This short paper should be between 3-4 pages in length, excluding cover page and references. You may also choose to do a 12-minute presentation instead of a paper (see notes in *italics below*). Your paper/presentation should include the following sections:

1. **Summary** [1-1.5 pages or 1-2 slides]
 - a. Summarize the key points of the article/issue
2. **Analysis** [1 -1.5 pages or 3 slides – 1 per reading]
 - a. Analyze the issue utilizing at least 3 course readings
 - b. Make very clear connections between the readings and the article/issue
3. **Discussion** [1-1.5 pages or 1 slide]
 - a. Discuss your opinions on the issue and offer solutions going forward

2. Weekly Reading Journal (20%)

Due: Weekly (8 journal entries)

To facilitate richer classroom discussions and encourage students to read, you will submit a short summary of the readings each week. In your summary, you will discuss ALL of the readings and summarize key points of interest. You should also share your own thoughts about the readings (e.g., agree, disagree, like, dislike, etc.) and provide support and/or evidence for your arguments. There are 12 opportunities to submit a journal entry, but only 8 are required. If you choose to submit more than 8 journals, your highest 8 grades will count. Each journal entry is due before class and will not be accepted after the due date. Each entry should be in APA format with cover page and references. The entries should be double-spaced (2 -3 pages in length, excluding cover page and references). Each journal entry is worth 5 points.

3. State Finance Case Study [SFCS] (20%)

SFCS Due: On designated date

You will enrich your understanding of higher education finance by frequently making connections between principles discussed in class and real-world situations. For this assignment, you will be assigned to one week and a group of 2 or 3 students. You will be responsible for leading the class in a discussion of a state's financing of higher education. Each group will select a state (not LA or GA) to present as a case (group 1 gets first choice, group 2 gets second choice, and so on). During your assigned week, your group will be responsible for 45 minutes of the class. The core of this assignment is to address a current issue(s) in the state's financing of higher education as they relate to the week's readings. In other words, you will not present or summarize the readings; you will apply the readings to a current problem, issue, or concern related to higher education financing in the state. It is important that you identify a specific problem or issue facing the state.

Your presentation should include the following (more instructions will be provided):

1. A brief description of the state context.
2. Critical issues influencing the financing of higher education in the state (include issues related to COVID-19).
3. Description of a specific and current problem or issue related to financing of higher education in the state that relates to the week's readings.
4. Insights the week's readings provide into the problem/issue.
5. An activity related to the problem or issue.

4. Capstone Project (35%)

Capstone Project Due: December 9 by midnight

Choose between two options for your course capstone experience. By week 10 (October 28), you must decide which capstone experience you intend to complete. Prior to class on that day, should you choose to write a final paper, you will submit a double-spaced, one-page overview of the topic. If you choose to take the final take home exam, you must write three thoughtful essay questions you might see on the exam.

Option 1: Final Paper

The *final paper* will be a scholarly *literature review* on a topic pertaining to finance in higher education. The paper should include a description of the significance of the issue addressed, a statement of the problem examined, a critical review and synthesis of the literature, and implications for policy, practice, and/or future research. The *Higher Education: Handbook of Theory and Research* and the *Review of Educational Research*, where some of your required readings can be found, provide excellent examples of literature reviews. The literature review should be 15-20 double-spaced pages (not including title page and reference list). You are allowed to work in pairs to produce your literature review, should you wish to pursue something for publication. In other words, you may work in pairs to produce a longer literature review between 30-40 pages in length (not including references) that could be submitted for publication. Should you wish to take this option, talk with the instructor early in the semester about how this would work.

Alternative final paper options may be acceptable with instructor's approval. All final papers must be focused on finance in higher education. Some alternative options may be a book chapter, research proposal, conceptual paper, or scholarly manuscript. If you are interested in an alternative final paper, please schedule a meeting with the instructor early in the semester.

Option 2: The Final Exam

The *final exam*, your second capstone option, will test your mastery of the concepts covered in the course. The exam questions are written with the intent of assessing your understanding and ability to apply the concepts, economic models, and readings in the analysis of financial policies and the responses of students and institutions to those policies. It will be an essay exam, and you can expect to write responses totaling 11-14 double-spaced pages (not including title page and reference list). You are expected to refer to and cite our class readings in your essay responses. While you have access to your notes and readings for the final exam, you cannot receive or give help from anyone. The final exam will be distributed on November 18.

5. Participation and Professionalism (10%)

Self-Assessment Due: December 2

Participation and professionalism points are determined through individual class attendance, participation, active listening, preparation, and contribution. Our class will function best when everyone contributes to the conversation. Professions in higher education value collaboration, civility, mutual assistance, and appreciation of differences, and students are expected to exhibit these characteristics. This includes paying attention when others are speaking or presenting, giving (& receiving) honest and appropriate feedback, and maintaining a positive attitude. To foster a meaningful learning environment and to develop habits that lead to success in the professional world of higher education administration, all students must engage in professional behavior. Please view this course as an opportunity to exercise and hone these skills and dispositions. Therefore, failure to adhere to class policies, excessive absences/tardiness, disruptive or distracting behavior, and failure to plan outside activities to avoid conflicts with the activities outlined in the syllabus will adversely impact your grade.

The instructor will assign participation and professionalism points at their discretion; however, each student will submit a self-assessment of their class participation and professionalism as well to help inform the final participation and professionalism score.

Grading Scale

| | |
|----|------------|
| A+ | 97-100% |
| A | 93-96.9% |
| A- | 90-92.9% |
| B+ | 87-89.9% |
| B | 83-86.9% |
| B- | 80-82.9% |
| C+ | 77-79.9% |
| C | 73-76.9% |
| C- | 70-72.9% |
| D | 65-69.9% |
| F | below 65% |
| IN | incomplete |

Grading Rubric

Each assignment will be given a letter grade and an associated point value in accordance with the quality it reflects:

- A+** Outstanding. Work at this level is extraordinary and exceeds expectations for the assignment. **Work is without error.**
- A** Excellent. Impressive work for a graduate student. Work at this level is thorough, well-reasoned, and creative. Work is of exceptional quality and has minimal errors.
- A-** Very Good. Strong work for a graduate student that shows signs of creativity and is generally thorough and well-reasoned, but evidences a few errors and/or minor conceptual weaknesses.
- B+** Good. Sound work for a graduate student that meets the basic objectives of the assignment and demonstrates a general understanding of and application of concepts. Work has some errors and/or conceptual weaknesses.
- B** Adequate. Competent work for a graduate student even though some weaknesses are evident. Demonstrates most of the basic objectives of the assignment, but indicates that understanding of some concepts is less than complete. Work evidences strengths in some areas, but these are offset by errors or conceptual weaknesses in other areas.
- B-** Borderline. Weak work for a graduate student. Work meets the minimal expectations for the assignment, but understanding of salient concepts is somewhat incomplete and work evidences errors in several areas.
- C** Inadequate. Work does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important concepts.

Anticipated Course Schedule

The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

| Week | Dates | Topic | Assignments |
|------|--------------|--|---|
| 1 | August 26 | <i>Course Introduction – Class Canceled</i> | Pre-Course Assessment APA Template |
| 2 | September 2 | Economic Concepts and Benefits of Higher Education | J1 |
| 3 | September 9 | Finances and Student Decision-Making | J2 |
| 4 | September 16 | Federal Financial Aid | J3 |
| 5 | September 23 | State Funding and Financial Aid | J4 Current Issue Review |
| 6 | September 30 | Tuition, Aid, and Fees | J5 |
| 7 | October 7 | Philanthropy and Endowments | J6, SFCS |
| 8 | October 14 | Higher Education in the Marketplace | J7, SFCS |
| 9 | October 21 | Institutional Costs | J8, SFCS |
| 10 | October 28 | Budgeting and Resource Allocation | J9, SFCS Capstone Decision |
| 11 | November 4 | HBCUs / College Athletics I | J10, SFCS |
| 12 | November 11 | COVID / College Athletics II | J11 |
| 13 | November 18 | For-profits / College Athletics III | J12 Final Exam Distributed |
| 14 | November 25 | <i>No Class - Thanksgiving</i> | <i>Work on Capstone</i> |
| 15 | December 2 | Emerging Issues and Course Wrap-Up | J13 Self-Assessment |
| | December 9 | <i>No Class – Exam Week</i> | <i>Capstone Paper due December 9 midnight</i> |

J = Journal, SFCS = State Finance Case Study

Detailed Course Schedule

Schedule Key: **Archibald & Feldman** – *Why does college cost so much?*
Clotfelter – *Big Time sports in American Universities*
WBA – *Mission and Money: Understanding the University*

Introduction

August 26

Week 1

Course Introduction – Class Canceled

Required readings:

- WBA – Chapters 1-3 (pp. 1-57)
- Archibald & Feldman – Chapter 1 (pp. 1-18)

Due:

- Pre-Course Assessment
- APA Template (not graded)

September 2

Week 2

Economic Concepts and Benefits of Higher Education

Required readings:

- [SKIM] Ma, J., Pender, M., & Welch, M. (2019). *Education pays 2016: The benefits of higher education for individuals and society*. College Board. <https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf>
- McMahan, W.W. (2009). *Higher learning, greater good: The private and social benefits of higher education*. The Johns Hopkins University Press. – Chapter 1 (ONLY pp. 5-20)
- Paulsen, M.B. (2001). The economics of human capital and investment in higher education. In M.B. Paulsen and J.C. Smart (eds.), *The Finance of Higher Education: Theory, Research, Policy, and Practice* (pp. 55–94). Agathon Press. (read pp. 55-63 ONLY)
- Paulsen, M. B., & Toutkoushian, R. K. (2006). Overview of economic concepts, models, and methods for institutional research. *New Directions for Institutional Research*, 2006(132), 5-24.

Supplemental online resource (not required):

- <https://www.khanacademy.org/science/microeconomics>

Due:

- Journal 1

Finances and Student Access

September 9

Week 3

Finances and Student Decision-Making

Required readings:

- Bettinger, E. P., Long, B. T., Oreopoulos, P., & Sanbonmatsu, L. (2012). The role of application assistance and information in college decisions: Results from the H&R Block FAFSA experiment. *The Quarterly Journal of Economics*, 127(3), 1205-1242.
- Baum, S., & Schwartz, S. (2015). Student aid, student behavior, and educational attainment. In B. L. Castleman, S. Schwartz, & S. Baum (Eds.). *Decision making for student success: Behavioral insights to improve college access and persistence* (pp. 38-62). Routledge.
- Group 1: Perna, L. W. (2006). Understanding the relationship between information about college prices and financial aid and students' college-related behaviors. *American Behavioral Scientist*, 49(12), 1620-1635.
- Group 2: Perna, L. W. (2008). Understanding high school students' willingness to borrow to pay college prices. *Research in Higher Education*, 49(7), 589-606.

Due:

- Journal 2

September 16

Week 4

Federal Financial Aid

Required readings:

- Alexander, F. K. (2017). Supporting a federal/state/public institutional partnership. Louisiana State University. Retrieved from: <http://lsu.edu/president/docs/HEA-The-Next-50-Years.pdf>
- Baum, S. (2016). *Student debt: Rhetoric and realities of higher education financing*. Palgrave Macmillan. – Chapter 2 (pp. 17-42)
- Dynarski, S., & Scott-Clayton, J. (2013). Financial aid policy: Lessons from research. *The Future of Children*, 23(1), 162-192.
- Review the Federal Student Aid website: <https://studentaid.ed.gov/sa/home>

Due:

- Journal 3

September 23
Week 5

State Funding and Financial Aid

Guest Speakers: Terrance Ginn and Matt LaBruyere, Finance and Administration, Louisiana Board of Regents

Required readings:

- Archibald & Feldman – Chapter 15 (pp. 235-251)
- Perna, L. W., Rowan-Kenyon, H., Bell, A., Thomas, S. L., & Li, C. (2008). A typology of federal and state programs designed to promote college enrollment. *The Journal of Higher Education*, 79(3), 243-267.

Group 1 readings:

- Cornwell, C., & Mustard, D. B. (2004). Georgia's HOPE scholarship and minority and low-income students: Program effects and proposed reforms. *State merit scholarship programs and racial inequality*, 77-100.
- Hillman, N.W., Tandberg, D.A., & Fryar, A.H. (2015). Evaluating the impacts of “new performance funding in higher education. *Educational Evaluation and Policy Analysis*, 37(4), 501-519.

Group 2 readings:

- Zhang, L., Hu, S., & Sensenig, V. (2013). The effect of Florida's Bright Futures program on college enrollment and degree production: An aggregated-level analysis. *Research in Higher Education*, 54(7), 746-764.
- Kelchen, R., & Stedrak, L. (2016). Does performance-based funding affect colleges' financial priorities? *The Journal of Education Finance*, 41(3), 302-321.

Group 3 readings:

- Andrews, R. J., DesJardins, S., & Ranchhod, V. (2010). The effects of the Kalamazoo Promise on college choice. *Economics of Education Review*, 29(5), 722-737.
- Hillman, N. W., Tandberg, D. A., & Gross, J. P. K. (2014). Performance funding in higher education: Do financial incentives impact college completions? *The Journal of Higher Education*, 85(6), 826-857.

Due:

- Journal 4
- Current Issue Review due September 26 at midnight

Revenue Generation

September 30

Week 6

Tuition, Aid, and Fees

Required readings:

- Archibald & Feldman – Chapter 9 (pp. 137-149)
- WBA – Chapters 4 & 5 (pp. 58-101)
- Curs, B. R., & Singell, L. D., Jr. (2010). Aim high or go low? Pricing strategies and enrollment effects when the net price elasticity varies with need and ability. *The Journal of Higher Education*, 81(4), 515-543.

Due:

- Journal 5

October 7

Week 7

Philanthropy and Endowments

Required readings:

- WBA – Chapters 6 & 7 (pp. 102-148)
- Cheslock, J. J., & Gianneschi, M. (2008). Replacing state appropriations with alternative revenue sources: The case of voluntary support. *The Journal of Higher Education*, 79(2), 208-229.
- Clotfelter, C. T. (2003). Alumni giving to elite private colleges and universities. *Economics of Education Review*, 22(2), 109-120.

Due:

- Journal 6

October 14

Week 8

Higher Education in the Marketplace

Required readings:

- WBA – Chapters 8-10 (pp. 149-195)
- Joseph, M., Mullen, E. W., & Spake, D. (2012). University branding: Understanding students' choice of an educational institution. *Journal of Brand Management*, 20(1), 1-12.

Additional reading (not required):

- Slaughter, S., & Rhoades, G. (2009). *Academic capitalism and the new economy*. Johns Hopkins University Press. – Chapter 1 (pp. 1-34)

Due:

- Journal 7

Financial Planning and Management

October 21

Week 9

Institutional Costs

Required readings:

- WBA – Chapter 11 (pp. 196-205)
- Ehrenberg, R.G. (2002). *Tuition rising*. Harvard University Press. – Chapter 11 (pp. 146-153)
- Morphey, C. C., & Baker, B. D. (2004). The cost of prestige: Do new research I universities incur higher administrative costs? *The Review of Higher Education*, 27(3), 365-384.
- Melguizo, T., & Strober, M. H. (2007). Faculty salaries and the maximization of prestige. *Research in Higher Education*, 48(6), 633-668.

Due:

- Journal 8

October 28

Week 10

Budgeting and Resource Allocation

Class Canceled due to Hurricane Zeta

Required readings:

- Barr, M. J., & McClellan, G. S. (2010). *Budgets and financial management in higher education*. John Wiley & Sons. – Chapter 3 (pp. 55-86)
- Lasher, W. F., & Sullivan, C. A. (2004). Follow the money: The changing world of budgeting in higher education. In *Higher education: Handbook of theory and research* (pp. 197-240).

Additional online resource:

- <https://www.hanoverresearch.com/insights-blog/6-alternative-budget-models-for-colleges-and-universities/>

Due:

- Journal 9 due October 30
- Capstone Decision (literature review overview OR 3 exam questions) due October 30

Special Topics

November 4
Week 11

Historically Black Colleges and Universities / College Athletics I

Group 1 readings:

- Drezner, N. D., & Gupta, A. (2012). Busting the myth: Understanding endowment management at public historically Black colleges and universities. *Journal of Negro Education*, 81, 107-120.
- Jones, T. (2016). A historical mission in the accountability era: A public HBCU and state performance funding. *Educational Policy*, 30(7), 999–1041.
- Ortega, A., & Swinton, O.H. (2018). Business cycles and HBCU appropriations. *Journal of Economics, Race, and Policy*, 1, 176-195.

Group 2 readings:

- Clotfelter – Chapters 1-3 (pp. 1-89)

Additional readings (not required):

- WBA – Chapters 13 & 14 (pp. 218-277)

Due:

- Journal 10

November 11
Week 12

COVID / College Athletics II

Guest Speaker: Tyler Kearney, Associate Vice President for LSU Finance and Administration

Group 1 readings:

- Orphan, C. M. (2020). *Why regional public universities are vulnerable during recessions and must be protected*. Thirdway. <https://www.thirdway.org/report/why-regional-public-universities-are-vulnerable-during-recessions-and-must-be-protected>
- Baker, D. J. (2020). *How COVID-19 exacerbates existing inequities in our financial aid system*. Thirdway. <https://www.thirdway.org/report/how-covid-19-exacerbates-existing-inequities-in-our-financial-aid-system>
- More readings TBD

Group 2 readings:

- Clotfelter – Chapters 4-6 (pp. 89-200)

Due:

- Journal 11

November 18
Week 13

For-profit Colleges and Universities / College Athletics III
Guest Speaker: Matthew LaBorde, Associate AD – Business Operations, LSU Athletic Department

Group 1 readings:

- Cellini, S. R. (2012). For-Profit Higher Education: An Assessment of Costs and Benefits. *National Tax Journal*, 65(1), 153-179.
- Deming, D., Goldin, C., & Katz, L. (2013). For-profit colleges. *The Future of Children*, 23(1), 137-163.
- Option A: Darolia, R., Koedel, C., Martorell, P., Wilson, K., & Perez-Arce, F. (2015). Do Employers Prefer Workers Who Attend For-Profit Colleges? Evidence from a Field Experiment. *Journal of Policy Analysis and Management*, 34(4), 881-903.
- Option B: Iloh, C., & Tierney, W. G. (2014). Understanding for-profit college and community college choice through rational choice. *Teachers College Record*, 116(8), 1-34.

Group 2 readings:

- Clotfelter – Chapters 7-10 (pp. 201-318)

Due:

- Journal 12
- Final Exam distributed

Conclusion

November 25
Week 14

No Class – Thanksgiving

December 2
Week 15

Emerging Issues and Course Wrap-Up

Required readings:

- Archibald & Feldman – Chapter 16 (pp. 252-262)
- Archibald, R.B., & Feldman, D.H. (2017). *The road ahead for America's colleges and universities*. Oxford University Press. – Chapter 11 (pp. 222-246)
- WBA – Chapter 12 & 15 (pp. 206-217 & pp. 278-294)

Due:

- Journal 13
- Class Participation Self-Assessment

December 9

No Class – Exam Week

Final Capstone Project due Wednesday, December 9th by midnight