



LOUISIANA STATE UNIVERSITY

ELRC 7607: Finance in Higher Education Spring 2022

Mondays, 4:30 p.m. – 7:20 p.m.

In-Person Class Sessions: Allen Hall Room 19

Zoom Class Sessions: <https://lsu.zoom.us/j/95430913760>

Instructor

Ashley B. Clayton, Ph.D.

Assistant Professor, Higher Education

School of Education

Office: 223E Peabody Hall

Email: aclayton@lsu.edu

Zoom: <https://lsu.zoom.us/my/aclayton>

Virtual office hours: Tuesdays 12:00 – 1:30 p.m.

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 higher education finance are 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. 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: <https://www.lib.lsu.edu/ebooks/about>.

Online Resources

Several online resources are useful for class discussions and assignments, including:

- *The Chronicle of Higher Education's* Almanac 2021-22
<https://www.chronicle.com/package/almanac-2021-22>
- *The Chronicle of Higher Education's* Tuition and Fees
<http://www.chronicle.com/interactives/tuition-and-fees?cid=wcontentgrid>
- College Board's Trends in College Pricing and Student Aid 2021
<https://research.collegeboard.org/pdf/trends-college-pricing-student-aid-2021.pdf>
- Grapevine <https://education.illinoisstate.edu/grapevine/>
- Integrated Postsecondary Education Data System (IPEDS)
<https://nces.ed.gov/ipeds/Home/UseTheData>
- Lumina Foundation's A History of Federal Student Aid (film series)
<https://www.luminafoundation.org/history-of-federal-student-aid/>
- SHEEO's State Higher Education Finance Reports
<http://www.sheeo.org/projects/shef-%E2%80%94state-higher-education-finance>

Expectations

LSU's general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Since this course is for three credit hours, you should expect to spend a minimum of six hours outside of class each week working on assignments for this course. For more information regarding general information for courses visit: <https://catalog.lsu.edu/content.php?catoid=12&navoid=822>

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). After two absences, you will lose 5 points off of your Participation and Reading Notes grade for *each* class missed. I ask that you please make your best effort to attend the in-person sessions. However, you can have a peer Zoom you in for up to two class sessions, for special circumstances where you are unable to attend in-person.

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/>.

Diversity, Equity, & Inclusion Statement

We believe diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society. Therefore, LSU is firmly committed to an environment that affords respect to all members of our community. We will work to eliminate barriers that any members of our community experience.

To make LSU a place where that can happen, we must recognize and reflect on the inglorious aspects of our history. We now acknowledge the need to confront the ways racism, sexism, ableism, ageism, classism, LGBTQ+ phobia, intolerance based on religion or on national origin, and all forms of bias and exploitation have shaped our everyday lives.

We accept personal and professional responsibility to eliminate bias and oppression wherever they are found. We understand our obligation to speak up when we see bias whether it be in our teaching, study, or daily work. Our community will educate themselves proactively and continuously about how to intervene and bring bias to the attention of others with commitment and compassion.

We will hold ourselves accountable for our actions and inactions, and for maintaining intentional, measurable, and meaningful efforts to enhance diversity, equity, and inclusion, including through ongoing evaluation of our policies, practices, and procedures.

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 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.

Nondiscrimination, Sexual Harassment, & Title IX

LSU provides equal opportunity for all qualified persons in admission to, participation in, or employment in the programs and activities which the university operates without regard to race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical disability, or veteran's status. LSU has implemented a procedure to address complaints for those who believe they have been subjected to discrimination and/or harassment in violation of this policy. Please know that your instructors are here to support you and listen to your experience. We also want you to know that we are mandatory reporters and must report what we know to the Office of Civil Rights and Title IX. All LSU employees, with few exceptions, are required to report instances of sex-or gender-based harassment and discrimination, including sexual misconduct and power-based violence (e.g., sexual assault, stalking, dating violence, domestic violence, sexual exploitation, retaliation, etc.) for which they may not be the victim, but of which they are aware. The Office of Civil Rights & Title IX is the LSU office responsible for investigating complaints regarding any type of discrimination, sexual harassment, or power-based violence. The Office of Civil Rights & Title IX is located in 118 Himes Hall and the phone number is 225-578-9000. If you are aware of an individual who has been victimized, you are encouraged to contact the Office of Civil Rights & Title IX: www.lsu.edu/civil-rights. Or file an online report by going to www.lsu.edu/support and clicking the Report an Incident box.

If you have been assaulted, harassed, or a victim of violence, we encourage you to contact the **Office of Civil Rights & Title IX**. Please reach out for help immediately. Some excellent resources available to Baton Rouge residents include:

1. **Sexual Trauma Awareness & Response**; 24/7 hotline: 1-855-435-STAR, <https://star.ngo/>
2. **IRIS Domestic Violence Center**; 24/7 hotline: 1-800-541-9706, <https://www.stopdv.org/>
3. **THE PHONE Baton Rouge**; 24/7 hotline: 225-924-3900, <https://www.brcic.org/>
4. **The Lighthouse Program**; 225-578-5718, <https://www.lsu.edu/shc/wellness/the-lighthouse-program/index.php>

LSU's policies on sexual harassment (**PM 73**) and sexual harassment of students (**PS-95**) are available on the LSU website: <https://www.lsu.edu/policies/index.php>.

Course Evaluation

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

	Percentage	Points
1. Participation and Reading Notes	20%	40 points
2. Current Issue Analysis or Op-Ed	20%	40 points
3. State Finance Case Study (SFCS)	25%	50 points
4. Capstone Assignment	35%	70 points
Totals	100%	200 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 72 hours past the due date.

Assignments

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

1. Participation and Reading Notes (20%)

Due: May 2 (Self-Assessment and 15 Reading Notes)

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. Professionals 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.

Reading Notes: To facilitate richer classroom discussions and encourage students to read, you will summarize the readings as part of your participation grade. Over 13 weeks, are you assigned approximately 40 readings (e.g., chapters, articles, reports). You will pick 15 readings throughout the semester and write a full 1-page summary for each. These can follow any format that you prefer (e.g., paragraph, bulleted, etc.), but should show that you read and understand the main points of the reading. These notes will be helpful for your final capstone project. You can either upload all 15 files separately or in a single document at the end of the semester.

Self-Assessment: The instructor will assign participation points at their discretion; however, each student will submit a self-assessment of their class participation, professionalism, and reading notes to help inform the final participation grade.

2. Current Issue Analysis or Op-Ed (20%)

Due: March 7 (Short 2-3 minutes presentations on assigned date in April)

Option 1: Analysis

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 title page and references. Your paper should include the following sections:

1. **Summary** [1-1.5 pages]
 - a. Summarize the key points of the article/issue
2. **Analysis** [1 -1.5 pages]
 - 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]
 - a. Discuss your opinions on the issue and offer solutions going forward

Option 2: Op-Ed

You will write an op-ed on a topic related to a current higher education finance issue. An op-ed piece derives its name from originally having appeared opposite the editorial page in a newspaper. Today, the term is used more widely to represent a column that represents the strong, informed, and focused opinion of the writer on an issue of relevance to a targeted audience. Op-eds allow professionals to communicate to a broader audience, with the intention of making a strong claim or suggestion. While they are commonly published in newspapers and online sources, they have the added benefit of reaching your stakeholders, such as policymakers, by directing attention to issue.

The typical length of op-eds is 750-800 words. On your title page, you will indicate which news outlet you are considering. You will present a 2-3 minute refresher, where you state your thesis and very briefly discuss a couple of your central arguments.

3. State Finance Case Study [SFCS] (25%)

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 3-4 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%)

Due: May 9 by midnight

Choose between two options for your course capstone experience. By week 10 (March 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 12-15 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 20-30 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: 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. You will have three weeks to work on the take-home final exam. It will be distributed on April 18 and is due May 9.

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.

In-person **Zoom** SFCS = State Finance Case Study

Week	Dates	Topic	Assignments
1	January 24	Course Introduction	Pre-Course Assessment APA Template
2	January 31	Economic Concepts and Benefits of Higher Education	
3	February 7	Finances and Student Decision-Making	
4	February 14	State Funding and Financial Aid	
5	February 21	Federal Financial Aid	
6	February 28	<i>No Class - Mardi Gras Holiday</i>	
7	March 7	Tuition, Aid, and Fees	SFCS 1 Current Issue
8	March 14	<i>No Class- Spring Break</i>	
9	March 21	Philanthropy and Endowments	SFCS 2
10	March 28	Higher Education in the Marketplace	SFCS 3 Capstone Decision
11	April 4	Institutional Costs	SFCS 4
12	April 11	Budgeting and Resource Allocation	SFCS 5
13	April 18	HBCUs / College Athletics I	SFCS 6 Final Exam Distributed
14	April 25	For-Profits / College Athletics II	
15	May 2	Emerging Issues / College Athletics III	Self-Assessment and Reading Notes
16	May 9- 14	<i>No Class – Exam Week</i>	<i>Capstone Paper due May 9 midnight</i>

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

January 24
Week 1

Course Introduction

Required readings:

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

Due:

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

January 31
Week 2

Economic Concepts and Benefits of Higher Education

Required readings:

- [SKIM] Ma, J., Pender, M., & Welch, M. (2019). *Education pays 2019: The benefits of higher education for individuals and society*. College Board. <https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf>
- McMahon, W. W. (2009). *Higher learning, greater good: The private and social benefits of higher education*. The Johns Hopkins University Press. (read 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 only pp. 55-63)
- 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.

Optional reading:

- Doyle, W. R., & Skinner, B. T. (2017). Does postsecondary education result in civic benefits? *The Journal of Higher Education*, 88(6), 863-893.

Supplemental online resource (not required):

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

Finances and Student Access

February 7
Week 3

Finances and Student Decision-Making

Required readings:

- 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.
- 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.
- Group 1 reading: 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>
- Group 2 reading: Webber, D. A. (2016). Are college costs worth it? How ability, major, and debt affect the returns to schooling. *Economics of Education Review*, 53, 296-310.

February 14
Week 4

State Funding and Financial Aid

Guest Speaker: Matt LaBruyere, Finance and Administration, Louisiana Board of Regents

Required readings:

- Archibald & Feldman – Chapter 15 (pp. 235-251)
- Gándara, D. (2020). How the sausage is made: An examination of a state funding model design process. *The Journal of Higher Education*, 91(2), 192-221.
- Ortagus, J. C., Kelchen, R., Rosinger, K. O., & Voorhees, N. (2020). Performance-based funding in American higher education: A systematic synthesis of the intended and unintended consequences. *Educational Evaluation and Policy Analysis*, 42(4), 520-550.

Read **one** of the following:

- Collier, D. A., & Parnter, C. (2021). Conversing with Kalamazoo Promise scholars: An inquiry into the beliefs, motivations, and experiences of tuition-free college students. *Journal of College Student Retention: Research, Theory & Practice*, 22(4), 572-596.

- Gándara, D., & Li, A. Y. (2020). Promise for whom? “Free-college” programs and enrollments by race and gender classifications at public, 2-year colleges. *Educational Evaluation and Policy Analysis*, 42(4), 603-627.
- Kramer II, D. A., Ortagus, J. C., & Lacy, T. A. (2018). Tuition-setting authority and broad-based merit aid: The effect of policy intersection on pricing strategies. *Research in Higher Education*, 59(4), 489-518.
- Perna, L. W., Leigh, E. W., & Carroll, S. (2018). “Free college:” A new and improved state approach to increasing educational attainment? *American Behavioral Scientist*, 61(14), 1740-1756.
- 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.

February 21
Week 5

Federal Financial Aid

Required readings:

- 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.
- Lacy, T. A., Conzelmann, J. G., & Smith, N. D. (2018). Federal income-driven repayment plans and short-term student loan outcomes. *Educational Researcher*, 47(4), 255-258.
- Review the Federal Student Aid website:
<https://studentaid.ed.gov/sa/home>

Optional readings:

- Boatman, A., Evans, B. J., & Soliz, A. (2017). Understanding loan aversion in education: Evidence from high school seniors, community college students, and adults. *AERA Open*, 3(1), 1-16.
- Scott-Clayton, J. (2018). *What accounts for gaps in student loan default, and what happens after*. Brookings Institution Evidence Speaks Report #57.

February 28
Week 6

No Class- Mardi Gras Holiday
Laissez les bons temps rouler!

Revenue Generation

March 7
Week 7

Tuition, Aid, and Fees

Required readings:

- Archibald & Feldman – Chapter 9 (pp. 137-149)
- WBA – Chapters 4 & 5 (pp. 58-101)
- Cheslock, J. J., & Riggs, S. O. (2021). Psychology, market pressures, and pricing decisions in higher education: The case of the US private sector. *Higher Education*, 81, 757-774.

Optional reading:

- Webber, D. A. (2017). State divestment and tuition at public institutions. *Economics of Education Review*, 60, 1-4.

Due:

- Current Issue

March 14
Week 8

Spring Break- No Class

March 21
Week 9

Philanthropy and Endowments

Required readings:

- WBA – Chapters 6 & 7 (pp. 102-148)
- Baum, S., & Lee, V. (2018). *Understanding endowments*. Urban Institute.
- 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.

March 28
Week 10

Higher Education in the Marketplace

Required readings:

- WBA – Chapters 8-10 (pp. 149-195)
- Slaughter, S., & Rhoades, G. (2009). *Academic capitalism and the new economy*. Johns Hopkins University Press. – Chapter 1 (pp. 1-34)

Additional reading (not required):

- 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.

Due:

- Capstone Decision (literature review overview OR 3 exam Qs)

April 4
Week 11

Institutional Costs

Required readings:

- WBA – Chapter 11 (pp. 196-205)
- Ehrenberg, R. G. (2002). *Tuition rising*. Harvard University Press. – Chapter 11 (pp. 146-153)
- Hemelt, S. W., Stange, K. M., Furquim, F., Simon, A., & Sawyer, J. E. (2021). Why is math cheaper than English? Understanding cost differences in higher education. *Journal of Labor Economics*, 39(2), 397-435.
- Melguizo, T., & Strober, M. H. (2007). Faculty salaries and the maximization of prestige. *Research in Higher Education*, 48(6), 633-668.

Optional reading:

- Griffith, A. L., & Rask, K. N. (2016). The effect of institutional expenditures on employment outcomes and earnings. *Economic Inquiry*, 54(4), 1931-1945.

April 11
Week 12

Budgeting and Resource Allocation

Guest Speaker: TBD

Required readings:

- Barr, M. J., & McClellan, G. S. (2010). Understanding budgets. In *Budgets and financial management in higher education* (pp. 55-85). Jossey-Bass.
- 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).

Optional reading:

- Jaquette, O., Kramer II, D. A., & Curs, B. R. (2018). Growing the pie? The effect of responsibility center management on tuition revenue. *The Journal of Higher Education*, 89(5), 637-676.

Additional online resource:

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

Special Topics

April 18
Week 13

Historically Black Colleges and Universities / College Athletics I **Guest Speaker: Matthew LaBorde, Associate AD – Business Operations, LSU Athletic Department**

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:

- Final Exam distributed

April 25
Week 14

For-Profits / College Athletics II

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*: Deterding, N. M., & Pedulla, D. S. (2016). Educational authority in the “open door” marketplace: Labor market consequences of for-profit, nonprofit, and fictional educational credentials. *Sociology of Education, 89*(3), 155-170.
- *Option C*: 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 4-6 (pp. 89-200)

May 2
Week 15

Emerging Issues / College Athletics III

Group 1 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)

Group 2 readings:

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

Due:

- Participation Self-Assessment and Reading Notes

May 9

No Class – Exam Week

Final Capstone Project due Monday, May 9th by midnight