

Economics 390
The Economics of Higher Education
BLOCK V

Professor Kevin Rask & President Jill Tiefenthaler

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Office Hours: Kevin: M-Th 1-2, or by appointment / Jill: after class, or by appointment.

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Required text: (1) *Why Does College Cost So Much?* Robert B. Archibald and David H. Feldman, Oxford University Press, 2011. (2) All students must sign up for *Inside Higher Ed*, a free online daily update of news stories and opinion pieces in higher education (www.insidehighered.com). (3) There will be various other readings from journals, think tanks, and other organizations posted on PROWL.

Course Website: All course materials (with the exception of the required text) and assignments will be posted on PROWL.

Grading:

Class Participation	20%
Final Exam	25%
Weekly Responses/Assignments	20%
Project:	
➤ Proposal	5%
➤ Op-ed	5%
➤ Presentation	5%
➤ Final Paper	20%

Course:

The goals of this seminar are to: 1) provide you with an overview of the literature on important issues in higher education, 2) develop your skills as empirical economists, and 3) further your research, analytical, writing and presentation skills. This course will be run as an advanced undergraduate research seminar. Students are assumed to have backgrounds in microeconomic theory, and some regression analysis. During each class the professors and the students will discuss several papers in detail. We will also have outside speakers and several field trips outside of regular class time (highlighted in yellow on the calendar). Students are expected to attend and participate in these discussions.

Unless otherwise indicated, daily readings will be assigned and posted on PROWL. There will also be regular assignments of various types (response papers, short essays, group presentations, etc.). You will also complete several applied econometric exercises during the semester that will require you to use the STATA software package. We have included several econometric review sessions to assist you.

Assignments

- (1) **Project** – The research project is an individual project that will be done in stages. The first step is to identify a topic and research question. While any topic related to higher education is appropriate, we encourage you to discuss your ideas for your research question with us. The methodological approach employed to analyze your research question can be (1) data analysis, (2) econometrics, or (3) case study. The project proposal (one page describing your topic, research question and methodology) is due on Jan. 26th by noon.

The second part of the project is to write an op-ed on an issue of general interest related to your topic. This opinion piece should be between 700 and 800 words (for an example of an op-ed, see Jill's recent piece in *The Denver Post* at http://www.denverpost.com/opinion/ci_19167366). We encourage you to submit your piece for publication. The op-ed is due on Monday, Jan. 30th by 5 pm.

On Friday, Feb. 3rd, each student will give a 15-minute class presentation summarizing the existing literature related to his/her research question. You should also submit a draft of your literature review (approximately 4-5 pages) with a bibliography on the 3rd by 5 pm. The literature review must be analytical rather than simply a summary. We will return your draft with feedback by Monday, Feb. 6th. A draft of the entire paper is due on Friday, February 10th. Again, we will return your paper with feedback on the following Monday. The final paper is due on the last day of class, Wednesday, Feb. 15th by 5 pm.

- (2) **Mission Assignment** – This is a group assignment. Each group of 3-4 students will do a web search to find the mission statements of 15 different colleges and universities. Your 15 institutions should include at least two from each of the following categories: private liberal arts colleges, private universities, state flagship universities, state regional universities, community colleges, and for-profit institutions. Your project should be prepared as a PowerPoint presentation so that you can share your findings with the class. In addition to preparing and presenting the PP, your group should discuss the similarities and differences in the mission statements by type of institution and be prepared to share your reflections with the class.
- (3) **Faculty Interview** – Each student will interview a CC faculty member of their choice and summarize the interview in 2-3 pages. The interview should include the following questions: Why did you become a professor? What is your area of scholarly expertise? What do you teach? How do you allocate your time between teaching, mentoring, research, and service? Do you see your teaching and research as complementary or competing. What do you think about how the different aspects of your job are valued at CC and across higher education? How has the job of a college professor changed over the past X (depending on how long they have been a professor) years? How has your discipline changed in recent years? The summary of your interview is due in class on Feb. 8th.
- (4) **Higher Education Policy Assignment** – This is a group assignment. Each group of 3-4 students will prepare a policy briefing (in the form of a PowerPoint presentation) on higher education for the political candidate of your choice. This briefing should include a summary of why the candidate should have higher education initiatives in his/her overall agenda and a list of four to five specific policies that are recommended to achieve the outlined goals. Each group will have 20 minutes to present their briefing and should be prepared to take questions for 20 minutes.
- (5) **Reading Responses** - Students will write responses to the reading throughout the block. Seven response papers are assigned (see the course calendar). These papers should be approximately one page and should highlight approximately 3 points of interest or specific questions related to the assigned reading for class discussion. The response should not be a summary of the reading. Please email to Kevin the night before they are due.

Ec 390: Course Outline and Daily Assignments – BLOCK V, 2012

DAY:	DATE:	Reading/Assignment:
<i>----- Introduction and Overview of Economics of Higher Education -----</i>		
Day 1: Course Introduction SPECIAL SPEAKER: Ralph Nader on higher ed., income inequality and reform (9:30-10:30).	Jan. 23 9-9:30 am	Students are required to attend Nader's talk for <i>First Mondays</i> (11:15-12:00 Shove)
Day 2, Part I: History, Current Landscape of Higher Ed & Economic Models of the University Day 2, Part II: How a University Works	Jan. 24 9-10:30 am 10:45-12:00	Goldin & Katz: <i>The Shaping of Higher Ed.:...</i> Hoxby: <i>How the Changing Market Structure...</i> Winston: <i>Subsidies, Hierarchy, & Peers:...</i> Clotfelter: <i>The Familiar but Curious...</i> Due: Response #1
Day 3: The Not-for-Profit Private Sector Presentations/Discussion Guest Speaker: CC VP Robert Moore Afternoon Session – Econometrics	Jan. 25 9-10:30 am 10:30-11:30 1-2:30 pm	Van Der Werf & Sabatier: <i>The College of 2020</i> Due: "Mission" Group Assignment Econometric Review – Bring Computers
Day 4: The Public Sector Class Discussion Trip to UCCS: meet with Chancellor Shockley-Zalabak and Vice Chanc. Burnett (1:15-3:30 pm, leave campus at 12:45)	Jan. 26 9-10:30 12:45- 4 pm	Cornwell et al.: <i>The Enrollment Effects. . .</i> Long: <i>How do Financial Aid. . .</i> Burnett: <i>Reduction in Public Funding...</i> (pp.1-30) UCCS Background Documents (2) DUE: Paper topic proposal (by noon)
Day 5: The For-Profit Sector	Jan. 27 9-11:30	Deming, Golding, and Katz: <i>The For-Profit Postsecondary School Sector...</i> Press Articles: (Inside Higher Ed., etc.) Due: Response Paper #2
<i>----- Supply of and Demand for Higher Education -----</i>		
Day 6: Why Does Higher Ed. Cost so Much? Class Discussion	Jan. 30 9-11:30	Hoxby: <i>The Changing Selectivity...</i> Archibald & Feldman: Parts I & II DUE: Op-ed on paper topic
Day 7: Why Does Higher Ed. Cost so Much? (cont). – Class Discussion Afternoon Session – Econometrics	Jan. 31 10-12:00 1-2:30 pm	Archibald & Feldman: Part III Due: Response Paper #3 Econometric Review – Bring Computers
Day 8: Benefits of Higher Education Class Discussion	Feb. 1 9-12	College Board: <i>Education Pays 2010</i> Courant, et.al.: <i>The Public Role in Higher...</i> Monks: <i>The Returns to Individual...</i> Dale & Krueger: <i>Estimating the Returns to...</i> Due: Response Paper #4
Day 9: Higher Education Policy Group Presentations	Feb. 2 9-11:30	Archibald & Feldman: Part IV Singell & Stone: <i>For Whom the Pell Tolls</i> Group Assignment: Prepare a higher education policy briefing for a political candidate.
Day 10: Student Presentations – Lit. Reviews	Feb. 3 9-12	DUE: Literature Review w/ paper outline

----- Production of Higher Education -----

Day 11: Student Quality: Admissions & Financial Aid LUNCH SPEAKER: Mark Hatch, VP for Enrollment Management	Feb. 6 9-11:30 12-1pm	Bound, et. al: <i>Playing the Admissions Game...</i> Rothstein & Rouse: <i>Constrained after College...</i> Due: Response Paper #5
Day 12: TRIP to DENVER (Leave at 10 am. Return at 5:30 pm.)	Feb. 7 10-5:30pm	Burnett: <i>Reduction in Public Funding...</i> Visit w/ Lt. Gov. Joe Garcia and Matt Gianneschi, Dep. Exec. Dir., CO Dept. of Higher Education (also tour of the capitol/legislature and lunch).
Day 13: Faculty Class Discussion	Feb. 8 9-12	Ehrenberg: <i>The Changing Nature of Faculty...</i> Becker & Kennedy: <i>The Influence of Teaching...</i> Press Articles: (Inside Higher Ed., etc.) DUE: Faculty Interview (See Assignment)
Day 14: Funding the Mission: Fundraising Class Discussion	Feb. 9 9-12	Cunningham: <i>The Determinants of Donative ...</i> Lara & Johnson: <i>Anatomy of a Likely Donor...</i> Due: Response Paper #6
Day 15: The Role of the Governing Board Class Discussion DINNER: President's Home, 1210 Wood Ave.	Feb. 10 9-11 6:30 pm	http://agb.org/trusteeship/2011/11/whats-next-big-thing-boards http://agb.org/what-independent-boards-do http://agb.org/blog/2010-11/what-do-governing-boards-look-2010 http://agb.org/trusteeship/2011/7/responding-todays-challenges-governance-task http://agb.org/trusteeship/2011/11/some-first-principles DUE: DRAFT of Paper (by 5 pm)
Day 16: Funding the Mission: Endowment Management & Debt, Class Discussion LUNCH SPEAKER: Thayer Tutt, CFO, El Pomar Foundation	Feb. 13 9-11:30 12-1pm	Frey: <i>Univ. Endowment Returns are Underspent...</i> Lerner: <i>Secrets of the Academy: Drivers of ...</i>
Day 17: The Externalities of Higher Education – Research, Economic Growth & Community Development	Feb. 14 10-12:30	Adams Group: <i>Impact of Higher Ed on Colorado...</i> One Study from the Following Link: http://www.edu-impact.com/view/reports
Day 18: FINAL EXAM 9:00-11:30	Feb.15	DUE: Final Paper Due (by 5 pm)