



**Masters of Education in Postsecondary  
Administration and Student Affairs**

**EDUC 689: Fiscal Support and  
Expenditure in Higher Education**

**Spring 2022**

Wednesdays: 4:00pm-6:40pm

Online

Zoom Link Available on Blackboard

**Instructor:** Elizabeth S. Park, Ph.D.

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**Office:**

**Office Hours:** By Appointment

## **Purpose of the Course**

This course is designed to introduce educational leaders to the finance of higher education. We will discuss institutional revenue and expenditure and institutional funding priorities within the broader higher education policy landscape. The main objective is to provide an understanding of the key concepts and issues related to why institutions face budget constraints and how finance in higher education impacts various stakeholders of higher education such as students, faculty, and administrators. The first section of the course will examine the historical landscape of fiscal expenditure in higher education. The second section of the course will discuss the manifestation of various financial considerations along multiple dimensions like student access and learning and across institution types such as for-profit universities and community colleges.

## **Goals and Projected Outcomes**

The course focuses on the following interrelated topics:

1. To learn how to write a grant proposal to fund a program designed to provide additional support to under-represented minorities, and fulfill the access and equity mission of the institution.
2. To rationalize and justify the importance of funding a particular initiative using extant literature.
3. To identify and communicate the power structures within higher education and provide a nuanced understanding of the relationship between resource allocation and adequate and equitable funding.
4. To learn about the tensions related to resource allocation and the goal of balancing access to minoritized students while balancing the budget given historical and current trends in higher education.
5. To develop an understanding of the primary concepts in finance and economics of higher education.
6. To understand the factors that have been driving college costs in the past three decades and their implications for access and equity.
7. To understand how to use budgets as a planning tool and strategically allocate resources to fulfill the mission of the institution.

## **Books and Course Materials**

*Readings will be posted on Blackboard*

## **Instructor's Expectations**

Students are expected to attend and actively participate in every class session. Attendance and participation will be reflected in your final grade (see below). Students are therefore expected to come to class prepared to discuss the day's material. This includes having done the reading and/or having completed any written assignments for that particular day. Class sessions will be almost exclusively based on discussion, reflection, and sharing. This format affords students the opportunity to provide insight into and integrate their personal experiences with the selected course topics. The topics will likely stimulate varied perspectives; therefore, students should be prepared to effectively organize and clearly articulate their viewpoints. Furthermore, students are expected to critically analyze all topics discussed in class. Additionally, group work will give students the opportunity to learn cooperatively and collaborate on more comprehensive course assignments. Please do not use your computer or phone to check email or chat during class.

The course has been developed to serve principally two categories of students: those with experience and training in general and financial management of organizations who wish to develop their understanding of post-secondary institutions, and those practicing professionals in post-secondary institutions who wish to develop their understanding of the fiscal dimensions and financial performance of those institutions. Although every attempt will be made to incorporate individual professional interests in the course, there are several expectations of the course that will be the same for all students.

## **Readings**

The readings of the course provide a foundation for everything we will do. Although a thorough understanding and critical appraisal of the readings is fundamentally important and necessary, we will devote as much attention as possible to the application of the readings to specific institutional problems and issues. Mastering the readings is best done individually or in small study groups. Significant parts of class time will be devoted to in-depth discussions about some of the issues raised in the readings, and guest speakers who are specialists in the topics we are reading about will join us in class. Relatively little class time will be used to merely "cover" the readings.

Specifically, to the extent feasible please try to have mastered the readings assigned for a given class before coming to that class. We will use the readings as a jumping off point for lectures, discussions, and group projects.

## **Discussion Agreement**

By participating in this large, graduate-level seminar course, you are agreeing to abide by the following ground rules for discussion:

- Promote an environment conducive to learning.
- If something did not make sense, ask about it because it is likely that others have the

same questions.

- Respect differences of culture, nationality, values, opinion and style.
- Welcome disagreement and debate, as they provide opportunities to learn.
- Seek to understand first before trying to be understood.
- Encourage participation and recognize that everyone has something to contribute.
- Promote clear communication—be specific, give examples, and ask questions.
- Speak for yourself. Let others speak for themselves.
- Add to what has already been said, be conscious of time.

## Grading

Clarity of expression in class discussions and in written work is highly valued, as are assignments turned in on time. High marks will be given to students based on the level of effort they have undertaken and the degree to which they challenged themselves to complete the assignment.

**Assignments turned in late will be penalized one letter grade per three days of tardiness. Late work will not be accepted.**

Class participation will positively or negatively impact the final course grade. For example, if the total class points add up to an A-, high participation will bring the grade up to an A; low participation will bring the grade down to a B+. Final evaluations are based on a 100-point scale as follows:

| Assignment                      | Date Due | Pages   | % of Grade |
|---------------------------------|----------|---------|------------|
| In Class Presentation (Group*)  | varies   | n/a     | 25%        |
| Grant Proposal-Outline (Group*) | 2/2      | 3-6 max | 5%         |
| Grant Proposal- Draft (Group*)  | 3/30     | 12 max  | 10%        |
| Grant Proposal- Final (Group*)  | 4/20     | 15 max  | 25%        |
| Peer Review (Individual*)       | 4/27     | 1 max   | 15%        |
| Final Presentation (Group*)     | Last Day | N/A     | 10%        |

|               |        |     |     |
|---------------|--------|-----|-----|
| Participation | Weekly | N/A | 10% |
|---------------|--------|-----|-----|

\*Group members will receive the same grade, and they'll have the opportunity to grade their own efforts as well as one of the other team members in the Final Grant Application.

### Final Grading Scale

|    |   |        |    |   |       |    |   |             |
|----|---|--------|----|---|-------|----|---|-------------|
| A  | = | 95-100 | B- | = | 80-82 | D+ | = | 67-69       |
| A- | = | 90-94  | C+ | = | 77-79 | D  | = | 63-66       |
| B+ | = | 87-89  | C  | = | 73-76 | D- | = | 60-62       |
| B  | = | 83-86  | C- | = | 70-72 | F  | = | 59 or below |

### Explanation of Letter Grades

- A Outstanding achievement. Unusually profound command of the course content; exceptionally high level of scholarship and excellence
- A- Excellent achievement. Very thorough command of course content; very high level of scholarship
- B+ Very good achievement. Thorough command of course material
- B Good achievement. Solid, acceptable performance
- B- Fair achievement. Acceptable performance
- C+ Not entirely satisfactory achievement. Marginal performance on some aspects of the course requirements
- C Marginal achievement. Minimally acceptable performance on assignments
- C- Unsatisfactory achievement. Inadequate knowledge of course content

### Final Note Regarding Letter Grades

The goal in graduate school is not about getting a 4.0. It is not about doing only that which is required of you. It is not about memorizing information, or writing what you think your professor wants to hear. Simply stated, meeting the instructors' expectations in a course constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower. Graduate school is not the time for doing just enough to earn a good grade. While the course grading policy is not based on a class curve, most hardworking master's level students will obtain a grade of "A-" or "B+" in their courses, while a few will even obtain a grade of "A." While grades are important in so far as they allow us to know you are doing what is expected of you in the program, now is the time to **learn** for

yourself. I hope you maximize this opportunity to grow, because it only comes along a few times in life. That is how you make your knowledge your own, and this is what being a true graduate student is about.

## **Incompletes**

Incompletes (INs) are given to students who did not complete the work because of documented illness or some other emergency occurring after the twelfth week of the semester. Incompletes are highly discouraged and will be considered only in the most extreme and unforeseen circumstances. The University policy on incompletes is as follows (from the USC Catalogue):

**Incomplete:** Arrangements for the incomplete and its removal must be initiated by the student and agreed to by the instructor prior to the final examination. Student requests for the mark of IN before the twelfth week of the semester will be denied. If an incomplete is assigned as the student's grade, the instructor will specify to the student and the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN only by completing the work not finished **as a result of illness or emergency**. One calendar year is allowed to remove the mark of IN in courses numbered 500 and higher. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX. Lapsed incompletes count as "F" grades at USC.

In the event the instructor approves an incomplete, a written contract will be completed which details what is required for course completion and a projected schedule of completion.

## **Writing Style**

All assignments must be typed and should conform to the style and reference notation format outlined in the *Publication Manual of the American Psychological Association, Seventh Edition* (2020). The APA manual is a required text for this course and an essential tool for survival in graduate school. Please study it carefully and refer to it often. If you are unsure about certain APA formatting and citation rules, refer to the manual. Even if you think you are sure, still double-check the manual. Points will be deducted from your papers if they are formatted incorrectly. See the reference lists in this syllabus for models of appropriate APA style. Purdue Owl is another great resource for checking APA formatting guidelines:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Please double-space all assignments, and staple your papers before coming to class. Use Times New Roman, 12-point font with one-inch margins on all sides of the paper. Please do not use alternative fonts or sizes or alter the margins.

## **Assignments**

### **In Class Presentation (25% of Grade)**

Every class during the semester, except units 1 and 15, a student will be in charge of preparing

a PowerPoint presentation and facilitating a class discussion for 45 minutes on a key K-20 policy issue. The instructor will provide a list of critical policies designed to achieve student equity outcomes, and each student will choose one policy to study, summarize, and create a group activity as part of leading the class. List of policies: Minority-Serving Institutions, College Rankings, Associate Degree of Transfer in Community Colleges, Virtual and Hybrid Learning in Higher Education, Promise Programs (for example, California Promise Program, Los Angeles College Promise, the Kalamazoo Promise, etc.), Student Centers on Campus, Performance-Funding Policies, Financial Aid, For-Profit Institutions, Public-Private Partnership (for example, the Starbucks College Achievement Plan), and Affirmative Action. If you have a different policy you would like to examine, please consult me separately and obtain approval.

Students are expected to synthesize the article with class readings and engage their peers (and the instructor) in thought-provoking dialogue that is based on the policy. No more than 15 minutes of your presentation time should be a formal presentation. The remaining 30 minutes should be highly interactive.

Students should:

- Communicate their thoughts and perspectives on what they have read
- Identify important themes, strategies, and implications for practice and future research.
- Lead the class in a meaningful set of activities and/or discussions related to the topic.

The use of audiovisual aids, and/or other creative tools is strongly encouraged, as they may appropriately enhance the quality of the facilitation. Each group is expected to provide copies of a handout summarizing and highlighting the salient themes, issues, and information to the class. Groups are also expected to provide the instructor with a copy of the PPT the Sunday before the week they present so the article can be posted on Blackboard.

You will be graded on: Your presentation (organization, delivery, visual aids, depth of content knowledge displayed, and handout) and your group activity (organization, content, discussion facilitation, verbal interactions with the class, and involvement of all group members).

### **Grant Application (40% of Grade)**

Students in groups of 2-4 will select a project that requires funding and is relevant to either their current work or master's thesis. Each group will write a grant proposal to an appropriate agency or funding office.

You do not have to submit your grant proposal to the organization. The goal of this exercise is to learn how to write a grant application. You will not be graded down if you choose not to submit your grant proposal to the sponsoring organization.

The specific requirements of the agency that you select may vary. As a general rule a grant proposal should consist of:

1. **Summary** - A description of the project including an explanation of why this project or research question is important.
2. **Literature review** - A literature review describing studies that have either described or evaluated a program similar to the one proposed.
3. **Theory of Change** - A conceptual framework to be used for the project or a theoretical framework for research.
4. **Methods** - A methods section explaining how you will do what you're proposing to do for this project, i.e., how are you going to achieve your goals using the money they will provide to you.
5. **Contribution** – An explanation of what your project or research will contribute in terms of promoting access, equity, and student success.
6. **Policy Implications** – Describe any implications that your project or research might have for setting public policy (i.e., if you lead the way and show that this works, what other organizations/agencies might follow in your footsteps).
7. **Timeline** – When will you begin and end each step of the project? How will you know when you've completed a step in your project and are ready to move on to the next step? A timeline or table may be useful here.
8. **Budget** – This is very important. You should explain what you will be spending the grant funding on. You should provide a justification for each thing that you intend to spend money on. It is not enough just to say that you will be buying notebooks for the students in your project, you need to explain why that is important enough to spend money on it. Budgets are often presented in table or spreadsheet format with an attached narrative justification.

**This assignment will consist of three parts:**

1. **Outline** (5% of class grade): A one-page summary of the project. An outline of the proposed program development or evaluation including an introduction and a literature review with a theory of change or theoretical framework along with the proposed research design for the evaluation (3-6 pages total). We will workshop your proposal in class and provide feedback.
2. **Grant Proposal-Draft** (10% of class grade): First draft of the proposed program development or evaluation. Include a draft of the budget and the timeline. Please follow the guidelines of the funding agency or the format of the exemplars provided on Blackboard.
3. **Grant Proposal-Final** (25% of class grade): Final draft of the grant proposal including: One page summary, introduction, literature review, program description, research design for evaluation, potential programmatic impact or policy implications, timeline, budget and budget justification (approximately 9-13 pages). Again, follow the guidelines for the grant that you are applying to or the exemplars provided on Blackboard. The total assignment should be no more than 16 pages. Please upload your proposal for everyone to review by the date.

Your completed grant proposal is due on the assigned day (see the chart above). Each student in the group should submit a copy of the full proposal in Blackboard on that date.

**Peer Review and Final Presentation (25% Grade)**



- **Peer Review (15% of grade): This is an individual assignment.** I will randomly assign everyone to review a grant proposal submitted by another team. Please provide a one-page critique of the grant proposal submitted by your colleague. **The purpose of the peer review is to provide feedback to one another in a constructive manner.** I will anonymize and share your peer review directly to the recipient. As such, please keep the review cordial and instructive.

**Class Participation (10% of Grade)**

## Course Schedule

| Topic  | Activities and Assignments   |
|--|--|
| <p><b>Unit 1  <br/>Historical<br/>Perspective<br/>and the<br/>Landscape of<br/>Higher<br/>Education</b></p> <p><b>1/12</b></p> | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Labaree, D. (2017). <i>A perfect mess: The unlikely ascendancy of American higher education</i>. University of Chicago Press. Chapters 1 &amp; 2.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Labaree, D. (2017). <i>A perfect mess: The unlikely ascendancy of American higher education</i>. University of Chicago Press. Chapters 5 &amp; 9.</li> <li>● Morris, M. (2015). <i>Black stats: African Americans by the numbers in the twenty-first century</i>. The New Press. Introduction.</li> </ul> <p><b>Sign up for individual student presentations</b></p> |

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| <p><b>Unit 2   Setting the Urban Context in Higher Education: The Power Structures within Finance in Higher Education</b></p> <p>1/19</p> | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Labaree, D. (1997). Public goods, private goods: The American struggle over educational goals. <i>American Educational Research Journal</i>, 34(1), 23-81.</li> <li>● Chetty, R., Friedman, J.N., Saez, E., Turner, N., &amp; Yagan, D. (2017). Mobility report cards: The role of colleges in intergenerational mobility. Nontechnical summary: <a href="https://opportunityinsights.org/wp-content/uploads/2021/12/mrc_summary.pdf">https://opportunityinsights.org/wp-content/uploads/2021/12/mrc_summary.pdf</a><br/>*** Feel free to browse through the materials in their website: <a href="https://opportunityinsights.org/paper/mobilityreportcards/">https://opportunityinsights.org/paper/mobilityreportcards/</a></li> <li>● Núñez, A. M., Hurtado, S., &amp; Calderón Galdeano, E. (2015). “Why study Hispanic-serving institutions.” In Núñez, A.M., Hurtado, S., &amp; Calderón Galdeano, E. (Eds.) <i>Hispanic serving institutions: Advancing research and transformative practice</i> (pp. 1-25.) Routledge.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Santiago, D. A. (2020). Creating a list of Hispanic-serving institutions (HSIs). <i>Excelencia in Education</i>. <a href="https://www.edexcelencia.org/research/issue-briefs/essay-creating-list-hispanic-serving-institutions-hsis">https://www.edexcelencia.org/research/issue-briefs/essay-creating-list-hispanic-serving-institutions-hsis</a></li> <li>● Park, J. J., &amp; Dizon, J. P. M. (2021). The Push for Asian American Native American Pacific Islander-Serving Institutions: Highlighting the Perspectives of Student Activists. <i>The Journal of Higher Education</i>, 1-25.</li> </ul> <p><b>Workshop #1: Grant Proposal: Identify a funding agency and a project to fund or evaluate.</b></p> |
| <p><b>Unit 3   An Introduction to Concepts in Finance and Economics</b></p> <p>1/26</p>   | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Winston, G. C. (2001). Subsidies, hierarchy and peers: The awkward economics of higher education. In J. L. Yeager, G.M. Nelson, E.A. Porter, J.C. Weidman, &amp; T.G. Zullo (Eds.), <i>ASHE reader on finance in higher education</i>, (2<sup>nd</sup> ed.), Chapter 3, (pp. 25-42). Boston, MA: Pearson Custom Publishing.</li> <li>● Barr, M.J., McClellan, G.S. (2011). Understanding Budgets. In Barr, M.J., McClellan, G.S (Eds.), <i>Budgets and financial management in higher education</i>. Jossey Bass.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Hout, M. (2012). Social and economic returns to college education in the United States. <i>Annual Review of Sociology</i>, 38, 379-400.</li> </ul>   |

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| <p><b>Unit 4  <br/>University<br/>Costs and<br/>Budgets</b></p> <p><b>2/2</b></p> | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Iwamasa, D. &amp; Thrasher, M. (2019). An analysis of instructional expenditures in U.S. public higher education from 2004 through 2015. <i>Planning for Higher Education Journal</i>, 28-37.</li> <li>● Hamilton, L. T. &amp; Nielsen, K. (2021). Austerity administration. In Hamilton, L. T. &amp; Nielsen, K. (Eds.), <i>Broke: The racial consequences of underfunding public universities</i>. University of Chicago Press.</li> </ul> <p><b>Guest Speaker: Kelly Nielsen, Ph.D., Senior Research Analyst, University of California, San Diego.</b></p> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Woodard, D. B. (2001). Finance and budgeting. In R. B. Winston Jr., D. G. Creamer, &amp; T. K. Miller (Eds), <i>The Professional Student Affairs Administrator</i> (pp. 245-267). New York: Brunner-Routledge.</li> <li>● College Board (2020). <i>Trends in College Pricing</i>. Washington, D.C.: The College Board. <a href="https://research.collegeboard.org/pdf/trends-college-pricing-student-aid-2020.pdf">https://research.collegeboard.org/pdf/trends-college-pricing-student-aid-2020.pdf</a></li> <li>● Seltzer, R. (2020, April 27). Pricing pressures escalate. Inside Higher Ed. <a href="https://www.insidehighered.com/news/2020/04/27/tuition-freezes-and-cuts-show-colleges-and-universities-are-face-downward-price">https://www.insidehighered.com/news/2020/04/27/tuition-freezes-and-cuts-show-colleges-and-universities-are-face-downward-price</a></li> <li>● Turk, J., &amp; Ramos, A. M. (2020, October 8). College and university presidents respond to COVID-19: 2020 Fall term survey. American Council of Education. <a href="https://www.acenet.edu/Research-Insights/Pages/Senior-Leaders/College-and-University-Presidents-Respond-to-COVID-19-2020-Fall-Term.aspx">https://www.acenet.edu/Research-Insights/Pages/Senior-Leaders/College-and-University-Presidents-Respond-to-COVID-19-2020-Fall-Term.aspx</a></li> </ul> <p><b>Assignment #1 Outline: Conceptualizing a grant proposal with an equity and culturally sensitive focus. (Group)</b></p> |
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| <p><b>Unit 5  <br/>College Access<br/>and<br/>Affordability</b></p> <p><b>2/9</b></p> | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Bettinger, E.P., Long, B.T., Oreopoulos, P., &amp; Sanbonmatsu, L. (2012). The role of application assistance and information in college decisions: The H&amp;R Block FAFSA experiment. <i>The Quarterly Journal of Economics</i>, 127(3), 1205-1242.</li> <li>● Public Policy Institute of California. (2021, December). <i>Keeping College Affordable for California Students</i>.<br/><a href="https://www.ppic.org/publication/keeping-college-affordable-for-california-students/">https://www.ppic.org/publication/keeping-college-affordable-for-california-students/</a></li> <li>● Melguizo, T., Martorell, P., Swanson, E., Chi, W. E., Park, E., &amp; Kezar, A. (2021). Expanding student success: The impact of a comprehensive college transition program on psychosocial outcomes. <i>Journal of Research on Educational Effectiveness</i>, 1-26.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Perna, L., &amp; Leigh, E. W. (2017). Understanding the promise: A typology of state and local college promise programs. <i>Educational Researcher</i>, 47(3), 155–180.<br/><a href="https://doi.org/10.3102/0013189x17742653">https://doi.org/10.3102/0013189x17742653</a></li> <li>● Public Policy Institute of California. (2020). Higher Education.<br/><a href="https://www.ppic.org/wp-content/uploads/californias-future-higher-education-january-2020.pdf">https://www.ppic.org/wp-content/uploads/californias-future-higher-education-january-2020.pdf</a></li> </ul> |
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| <p><b>Unit 6  <br/>Recent Trends<br/>in Financial<br/>Planning and<br/>Management</b></p> <p><b>2/16</b></p> | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● St. Armour, M. (2020, October 8). College programs wrestle with pandemic. Inside Higher Ed.<br/><a href="https://www.insidehighered.com/news/2020/10/08/college-promise-programs-face-cuts-uncertainty-and-changes">https://www.insidehighered.com/news/2020/10/08/college-promise-programs-face-cuts-uncertainty-and-changes</a></li> <li>● Levine, C., &amp; Tennant, J. (2020). The case for a higher education bailout. Inside Higher Ed.<br/><a href="https://www.insidehighered.com/views/2020/11/12/federal-government-should-provide-more-support-higher-ed-during-covid-crisis">https://www.insidehighered.com/views/2020/11/12/federal-government-should-provide-more-support-higher-ed-during-covid-crisis</a></li> <li>● State Higher Education Executive Officers Association (SHEO). (2019). State Higher Education Finance FY 2019 Report. Selected sections: Executive Summary, State and National Trends by Metric, and State Effort and Capacity to Fund Higher Education.<br/><a href="https://shef.sheeo.org/wp-content/uploads/2020/04/SHEEO_SHEF_FY19_Report.pdf">https://shef.sheeo.org/wp-content/uploads/2020/04/SHEEO_SHEF_FY19_Report.pdf</a> FY19_Report.pdf</li> <li>● Barr, M.J., McClellan, G.S. (2011). <i>Budgets and financial management in higher education</i>. Jossey Bass. (Self-pace)</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Cheslock, J. J., &amp; Gianneschi, M. (2008). Replacing state appropriations with alternative revenue sources: The case of voluntary support. <i>The Journal of Higher Education</i>, 79(2), 208-229.</li> <li>● Weerts, D. J. &amp; Ronca, J. M. (2012). Understanding differences in state support for higher education across states, sectors, and institutions: A longitudinal study. <i>The Journal of Higher Education</i>, 83(2), 155-185.</li> <li>● McLendon, M.K., Hearn, J.C., &amp; Deaton, R. (2006). Called to account: Analyzing the origins and spread of state performance-accountability policies for higher education. <i>Educational Evaluation and Policy Analysis</i>, 28(1), 1-24.</li> </ul> <p><b>Workshop #2: Grant Proposal: Writing a powerful introduction</b></p> |
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| <p><b>Unit 7  </b><br/> <b>Financial aid: Merit versus Need Based Aid</b></p> <p>2/23</p>             | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Goldrick-Rab, S. (2016). <a href="#">Paying the price: College costs, financial aid, and the betrayal of the American dream</a>. University of Chicago Press. Chapters 2 &amp; 10.</li> <li>● Campaign for College Opportunity (2020). <i>Financial aid in California: Ensuring funding for college opportunity</i>. Los Angeles: The Campaign for College Opportunity. <a href="https://collegecampaign.org/wp-content/uploads/2019/05/FINAL-Financial-Aid-in-CA.pdf">https://collegecampaign.org/wp-content/uploads/2019/05/FINAL-Financial-Aid-in-CA.pdf</a></li> <li>● College Board (2020). <i>Trends in Student Aid</i>. Washington, D.C.: The College Board. <a href="https://research.collegeboard.org/pdf/trends-college-pricing-student-aid-2020.pdf">https://research.collegeboard.org/pdf/trends-college-pricing-student-aid-2020.pdf</a></li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Bettinger, E., Gurantz, O., Kawano, L., &amp; Sacerdote, B. (2016). <i>The long run impacts of merit aid: Evidence from California's Cal Grant</i> (No. w22347). National Bureau of Economic Research.</li> <li>● Campaign for College Opportunity (2014). <i>The state of higher education in California: Borrowing for college</i>. Los Angeles: The Campaign for College Opportunity. Retrieved from: <a href="http://collegecampaign.org/portfolio/the-state-of-higher-education-in-california-borrowing-for-college/#">http://collegecampaign.org/portfolio/the-state-of-higher-education-in-california-borrowing-for-college/#</a></li> </ul> |
| <p><b>Unit 8  </b><br/> <b>Funding for Students of Color and Undocumented Students</b></p> <p>3/2</p> | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Ngo, F., &amp; Astudillo, S. (2019). California DREAM: The Impact of Financial Aid for Undocumented Community College Students. <i>Educational Researcher</i>, 48(1), 5–18. <a href="https://doi.org/10.3102/0013189X18800047">https://doi.org/10.3102/0013189X18800047</a></li> <li>● Cortes, K. (2013). Achieving the DREAM: The effect of IRCA on Immigrant Youth Postsecondary Access <a href="https://ideas.repec.org/a/aea/aecrev/v103y2013i3p428-32.html">https://ideas.repec.org/a/aea/aecrev/v103y2013i3p428-32.html</a></li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Garcia, L. D., &amp; Tierney, W. G. (2011). Undocumented immigrants in higher education: A preliminary analysis. <i>Teachers College Record</i>, 113(12), 2739-2776.</li> <li>● Olivas, M. A. (2009). Undocumented college students, taxation, and financial aid: A technical note. <i>The Review of Higher Education</i>, 32(3), 407-416.</li> <li>● Tichavakunda, A. A. (2017, January). Perceptions of financial aid: Black students at a predominantly white institution. In <i>The Educational Forum</i> (Vol. 81, No. 1, pp. 3-17). Routledge.</li> </ul>   |

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| <p><b>Unit 9   Data Analyses Workshop</b></p> <p><b>3/9</b></p>  | <p><b>Interact</b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.universityofcalifornia.edu/infocenter#undergraduate-affordability">Undergraduate affordability:</a><br/>https://www.universityofcalifornia.edu/infocenter#undergraduate-affordability</li> </ul> <p><b>Workshop #3: Grant Proposal: Grounding a project in the literature and theory and developing a theory of change.</b></p>  |
| <p><b>Spring Break   No class</b></p> <p><b>3/16</b></p>   |   |
| <p><b>Unit 10   Changes to Staffing and Compensation Patterns in Higher Education</b></p> <p><b>3/23</b></p> | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Xu, D., &amp; Solanki, S. (2020). Tenure-track appointment for teaching-oriented faculty? The impact of teaching and research faculty on student outcomes. <i>Educational Evaluation and Policy Analysis</i>, 42(1), 66-86.</li> <li>● DePaola, T., &amp; Kezar, A. (2017). The changing face of employment at research universities. <i>New Directions for Institutional Research</i>, 2018(176), 83–96. <a href="https://doi.org/10.1002/ir.20246">https://doi.org/10.1002/ir.20246</a></li> </ul> <p><b>Guest Speaker: Sabrina Solanki, Ph.D., Academic Administrator, UC Irvine</b></p>   |
| <p><b>Unit 11   Community College Funding Towards Equity Outcomes</b></p> <p><b>3/30</b></p>                 | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Melguizo, T., &amp; Witham, K. (2018). Funding community college for equity, efficiency, and student success: An examination of evidence in California. Report for the The Century Foundation. <a href="https://tcf.org/content/report/funding-community-colleges-equity-efficiency-student-success-examination-evidence-california/">https://tcf.org/content/report/funding-community-colleges-equity-efficiency-student-success-examination-evidence-california/</a></li> <li>● Melguizo, T., Witham, K., Fong, K., &amp; Chi, W.E. (2017). Understanding the relationship between equity and efficiency: Towards a concept of funding adequacy for community colleges. <i>Journal of Education Finance</i>, 43(2).</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Melguizo, T, &amp; Ngo, F. (2020). Mis/Alignment between high school and community college standards. <i>Educational Researcher</i>, 49(2), 130–133. <a href="https://doi.org/10.3102/001318x19898697">https://doi.org/10.3102/001318x19898697</a></li> <li>● Dowd, A. C., Cheslock, J., &amp; Melguizo, T. (2008). Transfer access from community colleges and the distribution of elite higher education. <i>The Journal of Higher Education</i>, 79(4), 1-31.</li> </ul> <p><b>Assignment #2: First draft of grant proposal. (Group)</b></p> |



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| <p><b>Unit 12   For-profit Colleges and Universities</b></p> <p>4/6</p>          | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● McMillan Cottom, T. (2017). Lower ed: The troubling rise of for-profit colleges in the new economy. The New Press. Introduction.</li> <li>● Iloh, C. (2016). Exploring the for-profit experience An ethnography of a for-profit college. <i>American Educational Research Journal</i>, 53(3), 427–455. <a href="https://doi.org/10.3102/0002831216637338">https://doi.org/10.3102/0002831216637338</a></li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Tierney, W. G., &amp; Hentschke, G. C. (2007). <i>New players, different game: Understanding the rise of for-profit colleges and universities</i>. John Hopkins University Press. Introduction and Conclusion.</li> </ul>  |
| <p><b>Unit 13   The Rise of Online Education</b></p> <p>4/13</p>                 | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Xu, D., &amp; Ying, X. (2019). The promise and limits of online higher education: Understanding how distance education affects access, cost, and equality. American Enterprise Institute. <a href="https://www.aei.org/research-products/report/the-promises-and-limits-of-online-higher-education/">https://www.aei.org/research-products/report/the-promises-and-limits-of-online-higher-education/</a></li> <li>● Straumsheim, C. (2017, February 17). Online education costs more, not less. Inside Higher Ed. <a href="https://www.insidehighered.com/news/2017/02/17/study-challenges-cost-and-price-myths-online-education">https://www.insidehighered.com/news/2017/02/17/study-challenges-cost-and-price-myths-online-education</a></li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Dillahunt, T.R., Wang, B.Z., Teasley, S. (2014). Democratizing higher education: Exploring MOOC use among those who cannot afford a formal education. <i>The International Review of Research in Open and Distributive Education</i>, 15(5), 177-196.</li> <li>● Kolowich, S. (2015, April 10). How Elite Universities are Using Online Education. <i>The Chronicle of Higher Education</i>. Retrieved from <a href="http://chronicle.com/article/How-Elite-Universities/229233/">http://chronicle.com/article/How-Elite-Universities/229233/</a></li> </ul> |
| <p><b>Unit 14   Performance-Based Funding and Accountability</b></p> <p>4/20</p> | <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Gándara, D., &amp; Rutherford, A. (2018). Mitigating unintended impacts? The effects of premiums for underserved populations in performance-funding policies for higher education. <i>Research in Higher Education</i>, 59(6), 681-703.</li> <li>● Ortagus, J. C., Kelchen, R., Rosinger, K., &amp; Voorhees, N. (2020). Performance-based funding in American higher education: A systematic synthesis of the intended and unintended consequences. <i>Educational Evaluation and Policy Analysis</i>, 42(4), 520-550.</li> </ul> <p><b>Assignment #3: Final Grant Proposal (Group)</b></p>   |

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| <p><b>Unit 15  <br/>Assessing<br/>Student<br/>Learning<br/>Outcomes in<br/>Higher<br/>Education</b></p> <p><b>4/27</b></p> | <p><b>Read</b></p> <ul style="list-style-type: none"> <li>● Melguizo, T., &amp; Wainer, J. (2015). Towards of a set of measures of student learning outcomes in higher education: evidence from Brazil. <i>Higher Education</i>, 1-21.</li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>● Maki, P. L. (2010). <i>Assessing for learning: Building a sustainable commitment across the institution</i>. Stylus Publishing. Preface, Chapters 2 &amp; 3.</li> <li>● Melguizo, T., Zamarro, G., Velazco, T., &amp; Sanchez, F. (2017). The methodological challenges of measuring student outcomes in higher education. <i>Journal of Research on Educational Effectiveness</i>, 10(2), 424-448.</li> </ul> <p><b>Assignment #4: Peer Review (Individual)</b></p> |
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# Statement On Academic Conduct And Support Systems

## Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

## Students and Disability Accommodations

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## Support Systems

### ***Counseling and Mental Health - (213) 740-9355 – 24/7 on call***

[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### ***National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call***

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

### ***Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call***

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

### ***Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086***

[eeotix.usc.edu](http://eeotix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty,

staff, visitors, and applicants.

***Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298***

[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

***The Office of Student Accessibility Services (OSAS) - (213) 740-0776***

[osas.usc.edu](http://osas.usc.edu)

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

***USC Campus Support and Intervention - (213) 821-4710***

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

***Diversity, Equity and Inclusion - (213) 740-2101***

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

***USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call***

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

***USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call***

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

***Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)***

[ombuds.usc.edu](http://ombuds.usc.edu)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

***Occupational Therapy Faculty Practice - (323) 442-3340 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)***

[chan.usc.edu/otfp](http://chan.usc.edu/otfp)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.