

HG ED 665: Financing Higher Education
Three Credit Hours
Spring, 2007

Place: Lagomarcino
Time: Wednesdays, 6:00-9:00 p.m.
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No appointment is necessary

Purpose of this Course

This course is designed for doctoral students who wish to learn more about how higher education is financed. It will focus on the higher education revenues, expenditures, and financial management. It also will examine current policy issues in higher education finance.

Valuable Web Sites

The following web sites have a wealth of information contained in them about higher education finance:

<http://nces.ed.gov/>
<http://www.ihep.org/>
<http://www.luminafoundation.org/>

Learning Outcomes

The following are the learning outcomes for this course:

- Students will be able to articulate and discuss contemporary issues related to financing higher education in the United States including revenue sources, student debt, and expenditures.
- Students will be able to discuss the general categories of financial expenditures of institutions of higher education.
- Students will be able to discuss the general categories of financial resources of institutions of higher education.
- Students will know how to apply various budgeting approaches to financial management of institutions of higher education.

- Students will be able to use Internet resources in securing contemporary financial management data.
- Students will improve their writing and reporting skills.

Accommodations

Students in need of a specific accommodation under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, please contact the instructor privately. Every attempt will be made to provide reasonable accommodations for such students.

Readings

Readings will be assigned from Internet resources. Students must have access to the World Wide Web to be successful in this course. The WWW is available in the departmental computer lab, the college of education computer lab, and the Parks library.

Topics of Instruction

January 10:	Organization of the course, assignments and projects.
January 17:	The IPEDS System
January 24:	<i>Cost, Price and Public Policy</i>
January 31:	Sources of Revenues.
February 7:	Sources of Expenditures
February 14:	Financial Aid
February 21:	Paying for Higher Education
February 28:	Budgeting Approaches
March 7:	Mid term examination
March 14:	Spring break; No class
March 21:	Development/Fund Raising
March 28:	Intercollegiate Athletics
April 4:	Auxiliary Services
April 11:	Outsourcing
April 18:	Student Reports
April 25:	Student Reports
May 2:	Final Examination

Resources and Readings

- January 10: Organization of the course, assignments and projects.
- January 17: The IPEDS System. **Bring your laptop and make sure that is able to use the internet.**
- January 24: Cost, Price and Public Policy. Available from <http://www.luminafoundation.org/publications/newagendaarcbives.html>
- Changes in Patterns of Prices and Financial Aid. NCES 2006-153. Available from NCES web site nces.ed.gov
- Cantor, N. and Courant, P. N. (2003). Scrounging for resources (NDIR no. 119, pp. 3-12).
- Bowen article: Who determines the costs of higher education? (Handout)
- Supplemental readings: A Study of Higher Education Instructional Expenditures: The Delaware Study of Instructional Costs and Productivity. NCES 2003-161. Available from NCES web site.
- Trends in College Pricing 2006 (College Board). Download from <http://www.collegeboard.com/press/releases/150634.html>
- January 31: Sources of Revenues.
- Digest of Education Statistics, 2004 (NCES 2006005) (Tables 332, 333, 338, 339, 340, 341, 342).
- Toutkoushian, R. (2003). Weathering the storm: Generating revenues for higher education during a recession. (NDIR no. 119, pp. 27-40.)
- Discounting Toward Disaster (available from <http://www.luminafoundation.org/publications/newagendaarcbives.html>)
- Supplemental readings.
- Federal Support for Higher Education: Fiscal Years 1980 to 2001. (NCES 2002129)
- Unintended Consequences of Discounting

<http://www.luminafoundation.org/publications/newagenda.html>

- February 7: Sources of Expenditures.
 Dyke, F. L. (2000). Understanding expenditure data. (NDIR no. 106, pp. 19-30)
Digest of Education Statistics, 2004, (NCES 2006005) (Tables 344, 345, 346, 347, 348, 349, 352, 353, 354, 355).
- February 14: Financial Aid, State of Diffusion. (available on the World Wide Web. <http://www.e-guana.net/organizations.php3?action=printContentItem&orgid=104&typeID=906&itemID=9251>)
A Decade of Undergraduate Student Aid: 1989-90 to 1999 to 2000. NCES 2004 158.
 Trends in Student Aid 2006 (College Board). Download from <http://www.collegeboard.com/press/releases/150634.html>
- February 21: Paying for Higher Education. The following reports will be used: Paying for College (NCES 2004-075); Low Income Students: Who They Are and How They Pay for Higher Education (NCES 2000-169); Middle Income Undergraduates: Where They Enroll and How They Pay for Their Education (NCES 2001-155) ; Dealing with Debt (NCES 2006-156) (all available on the World Wide Web nces.ed.gov),
Characteristics of Undergraduate Borrowers (NCES 2003-155)
 Supplemental readings: Heller, D. E. Debts and Decisions, Lumina Foundation
<http://www.luminafoundation.org/publications/newagenda.html>
Private Loans and Choice in Financing Higher Education, Institute for Higher Education Policy (available from <http://www.e-guana.net/organizations.php3?action=printContentItem&orgid=104&typeID=906&itemID=9287>)
- February 28: Budgeting Approaches

Salluzzo, R. E. (1999). Using the budget as an effective management tool. (NDHE no. 107, pp. 61-71)

McKeown-Monk, M. P. (1999). Higher education funding formulas. (NDHE no. 107, pp. 99-107)

Anderson article: College and university accounting: An introduction. Meisinger and Dubeck article: Fund accounting. Winston article: The necessary revolution in financial accounting. Dickmeyer article: Budgeting. (Handouts)

March 7: Mid term examination

March 14: Spring break week

March 21: Development/Fund Raising

Kozobarich, J. L. Institutional advancement. (NDHE no. 111, pp. 25-34).

Oster, S. M. Is there a dark side to endowment growth? (NDIR 119, pp. 81-90)

Smith, C. L., & Ehrenberg, R. G. Sources and uses of annual giving at private research universities (NDIR 119, pp. 67-79).

Worth & Asp, The Development Officer in Higher Education. ASHE-ERIC Report No. 4, 1994. (Handout)

Selected readings.

March 28: Intercollegiate athletics

April 4: Auxiliary Services

Higham, A. Ten lessons for facilities planning, renovation, and building. In J. Price (Ed.), *Planning and achieving successful student affairs facilities projects* (pp. 83-91). New Directions for Student Services Sourcebook no. 101. San Francisco: Jossey-Bass.

Stoner, K. L., & Cavins, K. M. (2003). New options for financing residence hall renovations and construction. In J. Price (Ed.), *Planning and achieving successful student affairs facilities projects* (pp. 17-27). New Directions for Student Services Sourcebook no. 101. San Francisco: Jossey-Bass.

- April 11: Outsourcing
Phipps, R., & Merisotis, J. (2005). Is outsourcing part of the solution to the higher education cost dilemma? Washington, DC: Institute for Higher Education Policy.
<http://www.ihep.org/organizations.php3?action=printContentItem&orgid=104&typeID=906&itemID=12489>
- Peterson's Contract Services for Higher Education. (Handout provided)
Monetta, L., and Dillon, W. L. Strategies for Effective Outsourcing. (NDSS 96, pp. 31-49)
- April 18: Student Reports
- April 25: Student Reports
- May 2: Final Examination

Evaluation

Students will be required to complete a variety of projects. Projects are due by certain dates to space work out over the entire semester and to provide an opportunity for feedback. APA Style (5th edition) has apply to all work. All work should be your own. The following activities are required:

1. Write a review of *Cost, Price and Public Policy* (Stringer, Cunningham et al.). Follow the attached guidelines for potential structure for the review.
Available from
<http://www.luminafoundation.org/publications/newagendaarchives.html>
This review is worth 10% of your grade. This project is due January 24.
2. Write a review of *Dealing with Debt*. Available from
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006156>
This review is worth 10% of your grade. This project is due February 14.
3. Write a review of *When Saving Means Losing* . Available from
<http://www.luminafoundation.org/publications/newagenda.html> (Ifill & McPherson). *This review is worth 10% of your grade. This project is due February 28.*
4. White a review of *Economic Impact of the Nation's Historically Black Colleges and Universities* (NCES 2007-178). *This review is worth 10% of your grade. This project is due March 21.*
5. Using the IPEDS database, prepare a financial report of your choice. For example, you might want to compare instructional expenditures per student for all doctoral extensive institutions. Or, you might want to compare the amount of tuition revenue per student at all private. Baccalaureate colleges. You will need to:
 - prepare a rationale for why you chose the topic you selected,
 - identify related literature,
 - report the methodology you used in calculating the information,
 - report your results,
 - discuss and analyze the results,
 - provide implications for practice as well as suggestions for further research.*This project is worth 20% of your grade. It is due on April 11.*

6. You will need to present your paper to the rest of the class. An abstract or similar summary of the paper should be provided for all class members. This is a course requirement but will not affect your grade unless the activity is not completed.
7. Complete the mid term examination.
This examination is worth 20% of your grade.
8. Complete the final examination.
The final examination is worth 20% of your grade.

Rubrics

The departmental faculty members are committed to employing rubrics to assist in the learning process. This course is concerned with three rubrics:

- technology,
- oral communications,
- written communication.

The rubrics will be used as appropriate to provide feedback to students on their work. They may also be used for students to assess their own levels of development. They are available on the department's web site.

Review Evaluation Guidelines

- What did you learn from the report?
- What are the major ideas that the report is attempting to communicate?
- How well did the report communicate those ideas?
- What change in current practice does the report recommend?
- What are the report's flaws?
- Do you agree with what this document concludes?
- What areas for additional inquiry are likely, based on this report?
- How is this report likely to influence your practice as a professional in higher education, now and in the future?