

PUBLIC POLICY IN POSTSECONDARY EDUCATION¹
Course Number EDUC 764/PUBPOL 732/POLSCI 734
Winter Semester, 2023

Location	See Canvas for zoom link.
Time	Wednesdays from 9:00 a.m. to 12:00 pm
Instructors	Jeremy Wright-Kim Center for the Study of Higher and Postsecondary Education University of Michigan 2117-F School of Education Building Cell phone: 419-438-1663 e-mail: jwrihkh@umich.edu pronouns: he/him Cassandra Arroyo Graduate Student Instructor Center for the Study of Higher and Postsecondary Education University of Michigan email: carroyo@umich.edu
Office hours	By appointment, to be arranged via email or scheduled via Calendly .

Land Acknowledgement:²

University of Michigan resides on the traditional territories of the Anishinaabe or People of the Three Fires, namely the Ojibwe, Odawa, and Bodewadmi Nations. In 1817, these nations forcibly ceded this land through the Treaty at the Foot of the Rapids some of which was designated for “a college at Detroit” at which Indigenous peoples were eligible to enroll. As we occupy this land, we recognize and affirm that Indigenous peoples who live here now and those who were forcibly removed from this space. We also acknowledge the historic and ongoing struggles for Indigenous sovereignty, the effects of colonial violence, and the erasure of Indigenous peoples.

COURSE STRUCTURE & OBJECTIVES

This course is designed to introduce students to the arena of public policy in higher education, including relevant extant research, theoretical frameworks, and areas of debate. EDUC 764 is divided into three areas. First, we examine influences on access to higher education, particularly for minoritized and historically underserved populations, and the various stakeholders who finance it – both from an historical and contemporary perspective. We then review the contemporary mechanisms and practices used to evaluate the effectiveness of higher education policies. This unit is followed by an examination of the policy levers that hold institutions accountable, provide transparency, and evaluate policy objectives. We then situate the public policy process in the higher education context and explore the conceptual and

¹ Segments of this syllabus are modified from DesJardin’s Winter 2013 EDUC 764 syllabus; Dynarski & Weiland’s Fall 2018 Syllabus; & Rodriguez’s Winter 2022 Syllabus

² Text for Land Acknowledgement borrowed from Winter 2022 syllabus by Dr. Rosie Perez.

theoretical frameworks used to understand it, including a specific focus on critical policy analysis. Throughout the course, we interrogate the ways in which policymaking in higher education exacerbates or reduces educational inequality.

This course will provide students with foundational tools to study or work in higher education public policy through the combination of the assigned readings, lectures, classroom discussion, and writing assignments. Students will increase their understanding of the various tensions and tradeoffs made in order to craft policy; use the models that describe those processes; and examine the various structures and actors. Moreover, students will gain an understanding of the historical underpinnings of some of the most important higher education policies. In addition, they will be able to clearly articulate current policy challenges and proposed solutions from a variety of perspectives. Students will also become aware of the variety of sources used to discuss, debate, evaluate, and influence higher education policy. Finally, students will be able to succinctly discuss a variety of pressing higher education issues and gain experience presenting and defending their ideas.

Required Texts: The readings for EDUC 764 are in a variety of formats (e.g., scholarly journal articles, book chapters, policy reports) designed to cover an array of interests. As the field of public policy lends itself to debate, the readings and in-class discussions are intended to represent a variety of viewpoints and interests. All readings will be made available via Canvas or are freely accessible online and via U-M libraries. The resources provided alongside the weekly readings (demarcated “[Resource]”) allow students to further probe particular interests.

In addition to the assigned readings, I encourage all of you to regularly engage with current trends and developments in higher education via these and other popular news outlets, which are available through the U-M Library website:

- The Chronicle of Higher Education
- Inside Higher Education
- Diversity in Higher Education

COURSE POLICIES

Accommodations for Students with Disabilities: If you are disabled and anticipate needing accommodations in this course, please contact Dr. Wright-Kim to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with Dr. Wright-Kim, please apply for and obtain recommendations for accommodations from Services for Students with Disabilities, located in G-664 Haven Hall. Their telephone number is (734-936-3947) and their email address is ssdoffice@umich.edu. Information on applying for accommodations can be found here: <https://ssd.umich.edu/>

Incomplete “I” Grade: There are unforeseen events that prevent students from completing planned coursework in a given semester. The [School of Education \(SOE\) Incomplete Grade Policy](#) is intended to offer a course of action for instructors and provide transparency to students around expectations when these unexpected events occur. This policy permits students who have warranted need (e.g. illness, personal/family care or emergency, etc.) to request an “I” grade to allow for extended time to complete coursework within a reasonable time frame after the end of the semester.

An incomplete “I” grade may be awarded at the discretion of the instructor. When an instructor approves a student’s request for an incomplete the student and instructor should discuss a schedule for completing

the remaining coursework and submit the [Incomplete Grade Form](#) as a written agreement of the amount of work needed to complete the course and the date by which the work will be done prior to the conferral of the incomplete. The form submission will be initiated by the instructor who will list the required coursework and a deadline for completion.

Policy on Diversity: Aligning with the SOE's commitment to "[dije](#)," this course strives to include materials and activities that reflect the "character and contours" of our diverse society. As such, we invite any suggestions or feedback on including new material or experiences to improve the course for students and present the range of nuanced perspectives related to the education policymaking topics presented in this course. Collectively, we will endeavor to construct a learning environment in which we may all value our personal experiences, recognize our biases, and engage in intentional and respectful dialogue about perspectives that may differ from our own. Please contact us if, at any point, there is something we can do to better promote those values in our space.

Religious Observation: This class observes University defined holidays (such as Martin Luther King, Jr. Day, Winter Break, and Study Days). Because other days may of significance to you than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday important to you. We will work with you to accommodate your needs.

Academic Integrity: Operating under the highest standards of academic integrity is implied and assumed. Academic integrity includes issues of content and process. Treating the course and class participants with respect, honoring class expectations and assignments, and seeking to derive maximum learning from the experience reflect some of the process aspects of academic integrity. Claiming ownership only of your own unique work and ideas, providing appropriate attribution of others' material and quotes, clearly indicating all paraphrasing, and providing the trail to the original source of any idea are key components to the content of academic integrity. Aspire to the spirit and highest representation of academic integrity. We would also encourage you to read the University's General Catalogue, especially the sections that detail your rights as a student and the section that discusses the University's expectations of you as a student. (See <https://rackham.umich.edu/academic-policies/>.)

Late Submissions: Students are expected to submit assignments on the announced dates. Assignments submitted after the announced due date will receive a 4-point reduction for each day late. Recognizing that barriers outside of your control may arise, each research team is allocated one (1) "late pass," which they may use to extend the deadline of any assignment – except the final report – to the Saturday following the original deadline with no point deductions. To use the "late pass," all team members must agree and inform the instructor via e-mail (with all team members cc'ed) no later than 5 pm the day before the assignment is due. Of course, groups can request to use their late pass more days in advance if they see they will need more time.

Please note: Uploading incorrect documents to Canvas will be considered a late submission.

Course Conduct: The format of this course is designed to leverage the opinions, experiences, and knowledge of classroom participants in order to produce and safe and robust learning environment. In other words, we will all learn from each other. Therefore, students are expected to adhere to the following guidelines³ for classroom participation:

- (1) **Confidentiality.** We want to create an atmosphere for open, honest exchange. (No live tweeting or recording.)
- (2) **Support your statements.** Use evidence and provide a rationale for your points.
- (3) **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
- (4) **Be courteous.** Don't interrupt or engage in private conversations while others are speaking.
- (5) **Respect others' rights to hold opinions and beliefs that differ from your own.**

We also want to acknowledge and center what you, as students, may need to create an engaging and welcoming course environment. As such, we will make space during our first meeting to co-create and/or edit a final list of Course Conduct expectations.

ADDITIONAL STUDENT RESOURCES

Student Well-Being:⁴ Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, personal health (mental, emotional, physical), alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact us so that we can find solutions together. For personal concerns, U-M offers many resources, some of which are listed at [Resources for Student Well-being on the Well-being for U-M Students website](#). You can also search for additional resources on that website. There is also an [embedded counselor](#) in the School of Education who you may contact for assistance with personal matters.

Basic Needs: If you are facing challenges securing food, housing, and adequate financial support and believe this may affect your performance in the course, please consider contacting the Dean of Students Office via phone at (734) 764-7420 or via email at deanofstudents@umich.edu. Information about the Dean of Students Office is available at <https://deanofstudents.umich.edu/>. The Maize & Blue Cupboard located in the basement of Betsy Barbour Residence Hall may also be of assistance to you. Information on this campus resource can be found [here](#). The Rackham Graduate School also has emergency financial assistance should you experience an emergency or one-time unusual, or unforeseen expenses as you matriculate. Information about the Rackham Graduate Student Emergency fund is [here](#).

Harassment & Discrimination: The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. If you have experienced harassment or discrimination, you can seek assistance from me, other faculty or staff members you trust, a Rackham Graduate School Resolution Officer at (734) 764-4400 or

³ Source: UM Center for Research on Learning and Teaching (CRLT)

⁴ Source: UM Office of the Vice President for Student Life

RackResolutionOfficer@umich.edu, a representative from the Office of Student Conflict Resolution at (734) 936-6308 or oscr@umich.edu if the harassment or bias-incident involves another student, or the Office of Institutional Equity at (734) 647-1388.

EVALUATION

Students will be evaluated on three different components – classroom participation, a policy report, and a presentation, described below. Final grades will be on an A-F scale.

Classroom Participation (25%): Class attendance is required. Frequent tardiness and/or absences will negatively affect your grade. Missing more than three (3) classes will result in a meeting with the instructor and may lead to further negative implications for your grade and ability to successfully pass this course.

- **Canvas Postings (15 points):** Each week, by 8:00pm on the night before class, you will submit your answer to a question related to the week's readings through the Assignments tab. Your responses should include a combination of in-depth analysis across the readings, citing. A successful response will feature a combination of critical analysis, reflection, and thoughtful engagement with (at least one of) the readings each week. Some weeks we may ask that your contribution take another format.
- **Engagement (10 points):** Students are expected to come prepared to class by critically reading the indicated material in the course schedule, reflecting on the material using the guided questions, and having comments or questions prepared for class. While in class, students are expected to engage in classroom discussion and be respectful of presenters. Cell phones and other noise-making devices should be silenced and stored during class time.

Zoom Expectations: All lectures will be recorded and subsequently posted to Canvas. We understand that given the circumstances of remote learning, it may not always be possible to engage with your camera and/or microphone on. However, we highly encourage you to keep your cameras on and unmute yourself to engage in classroom discussion as much as possible as it will enrich the virtual classroom environment.

Policy Report (75%): Policy reports are an important communication tool for examining policy problems and solutions. Throughout the course, students will work in research teams to address a range of policy topics/problems across multiple public policy domains, including college access, affordability, student outcomes, institutional finance, and accountability. The goal of this assignment is to produce a policy report of publishable quality that addresses one of the topic areas discussed in class.

- Report Topics: The initial questions provided for each topic (see Policy Report Resource Guide on Canvas) are meant to be starting points for the assignment.
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There may be times where questions may need to be removed, changed, or added. This will only occur in consultation with the instructor.

- Team Assignments: Students will rank order their preferences on the first week of class and be assigned accordingly. Assignments are final. This course relies heavily on teamwork. Students are expected to actively participate in all aspects of the report and will be asked to grade their teammates' contributions at the end of the term.
- Submission of Assignments: All submissions should be made on Canvas before the start of class. Each team will have one submission. Uploading incorrect documents to Canvas will be considered a late submission (see Late Submission section below).
- Schedule of policy report assignments:

Step 1: Understand the context. [5 pts]

The purpose of this assignment is to understand the policy to be examined. This will be achieved by accessing the *original* legislation (when applicable), reports, scholarly work, and media coverage surrounding the policy/policy issue.

Due February 1st / 5 pages of text / at least 12 sources / Word

Step 2: Understand the data. [15 pts]

The purpose of this assignment is for your team to demonstrate an understanding of the available data and the operationalization of measures. Much of this will become your Methodology section or appendix. While the suggested pagination is short, this assignment will take a lot of time. Students are *urged* to start as soon as possible (i.e., do not wait until after you turn in Step 1).

Due March 1st / 4-5 pages of text / table[s] describing data / dataset / Word

Step 3: Analyze data + present findings. [20 pts]

Once your data is clean/collected, you are ready to answer your research questions. In this section you will include a description of your analytical approach to answering your research questions and a presentation of your findings. Teams are expected to include at least one infographic and are expected to utilize data visualization software. Some options include: Excel, [Dedoose](#) (trial); [Tableau](#) (free full student version); [Raw](#); [infogr.am](#).

Due March 29th / 5 pages of text / tables + figures / Word

Step 4: Policy Report Presentations. [10 pts]

Students will have an opportunity to present their preliminary final projects (in PowerPoint or similar software) to their peers and receive feedback. The presentation should include a brief introduction to the project (including its significance), research questions, analytic approach, findings, and implications.

Due April 12th (in class)

Step 5: Final Report. [20 pts]

This draft will combine all of the steps above, with incorporated feedback, and add an implications/discussion section. This implications/discussion section should include situate your findings in extant public policies and debates and provide recommendations for policymakers. These recommendations should be founded in extant literature or best practices (and cited appropriately).

Due April 21st / 15-20 pp of text (single spaced) / tables + figures / methodology appendix / Word + PDF

Step 6: Peer Grade. [5 pts]

Because this assignment relies heavily on teamwork, students will be asked to score their teammates' performance as a team member throughout the project.

Due April 21st / Template provided via Canvas

Grading Scale:	A = 100 – 94	B = 86 – 84	C = 76 – 74
	A- = 93 – 90	B- = 83 – 80	C- = 73 – 70
	B+ = 89 – 87	C+ = 79 – 77	D = 69 – 60
	<i>(anything below is an "F")</i>		

Course Changes Policy: The instructor reserves the right to alter information in this syllabus as needed to accurately reflect the course coverage and to enhance the learning outcomes of the course. When or if changes are necessary, they will be announced in advance and students will have appropriate time to make adjustments. *While we will make all efforts to provide readings, questions and assignment information through Canvas in a timely manner, it is the responsibility of the student to ensure they have all the readings and materials necessary to successfully complete assignments.*

Course Schedule & Weekly Readings	
Introduction	
Week 1 January 4th	An introduction to the course: This class will serve as an introduction to the course, the projects, expectations, and classroom participants.
Assigned Readings	None
I. Access and Affordability	
Week 2 January 11th	The postsecondary pipeline: The demand side of access. In this class, we discuss policies aimed at improving college readiness and choice. The Eaton piece provides a historical lens to the ways in which access policies and their goals have developed. In particular, the concept of college readiness has taken hold in state houses, and Glancy et al. discuss attempts to define and promote it. From the student perspective, access is about choice. And policymakers are keen on “improving” student choices. The Page and Scott-Clayton text identifies the impact of various policies, some of which affect college choice, and lays the ground work for other policy to be explored in subsequent class sessions.
Assigned Readings	Eaton, J. S. (2010). “The Evolution of Access Policy: 1965-1990” in Lovell, C.D., Larson, T.E., Dean, D.R. and Longanecker, D.L. (Eds.) <i>Public Policy and Higher Education: Second Edition</i> , Boston, MA: Pearson Learning Solutions.
	Page, L. C., & Scott-Clayton, J. (2016). Improving college access in the United States: Barriers and policy responses. <i>Economics of Education Review</i> , 51, 4-22. http://dx.doi.org/10.1016/j.econedurev.2016.02.009
	Glancy et al. (2014). Blue Print for College Readiness. Denver: Education Commission of the States. Retrieved from http://www.ecs.org/ec-content/uploads/ECSBlueprint1.pdf Pages 4-24 and 47-51
[RESOURCE]	Castleman, B. (2015). "Prompts, personalization and payoffs: Strategies to improve the design and delivery of college and financial aid information" in B. Castleman, S. Schwartz, & S. Baum (Eds.) <i>Decision Making for Student Success: Behavioral Insights to Improve College Access and Persistence</i> . New York: Routledge.
	ACT. (2017). <i>The Condition of College and Career Readiness</i> . Iowa City, IA: Author. Retrieved at https://www.act.org/content/act/en/research/condition-of-college-and-career-readiness-2017.html
	DesJardins, S. L. and Toutkoushian, R. K. (2005). “Are Students Really Rational? The Development of Rational Choice and Its Application to Student Choice” in J. C. Smart (Ed.). <i>Higher Education: Handbook of Theory and Research</i> Vol. XX. Boston, MA: Kluwer Academic Publishers.
	Callan, P. M., Finney, J. E., Kirst, M. W., Usdan, M. D., and Venezia, A. (2006). <i>Claiming Common Ground: State Policymaking for Improving College Readiness and Success</i> . San Jose, CA: NCPPHE.

	<p>Cabrera, A. F. and LaNasa, S. M. (Eds.) (2000). Understanding the College Choice of Disadvantaged Students. New Directions for Institutional Research, Issue 107. San Francisco, CA: John Wiley & Sons, Inc.</p> <p>Turner, S. & Bound, J. (2002). Closing the gap or widening the divide: the effects of the G.I. bill and World war II on the educational outcomes of black Americans. NBER Working Paper.</p>
Week 3 January 18th	Building the system: The supply side of access. In this class, we examine the ways in which the postsecondary landscape is comprised of a set of institutions that have particularly roles in providing capacity with the Educational Capacity reading. We then consider how this system has been shaped through policy levers such as accreditation (New American and Carey readings) and authorization (Tandberg et al reading). We also consider the stratified nature of the postsecondary system and its consequences with the Chetty and Carnevale readings.
Assigned Readings	Chapter 6 (Educational Capacity in American Higher Education) in Zumeta, W., Breneman, D.W., Callan, P.M., & Finney, J.E. (2012). Financing American Higher Education in the Era of Globalization, Cambridge, MA: Harvard Education Press.
	New America. (n.d.). Higher education accreditation: A background primer. Washington, DC: Author. Retrieved from: http://pnpi.newamerica.net/spotlight_issue_higher_education_accreditation
	Carey, K. (2007). Truth without action: The myth of higher-education accountability, Retrieved from Change Magazine website http://www.changemag.org/Archives/Back%20Issues/September-October%202007/full-truth-without-action.html
	Tandberg, D., Bruecker, E., & Weeden, D. (2019). Improving state authorization: the state role in ensuring quality and consumer protection in higher education. State Higher Education Executive Officers Association (SHEEO). Pg. 4-24. Retrieved from https://sheeo.org/wp-content/uploads/2019/07/SHEEO_StateAuth.pdf
	[SKIM] Chetty, et al. (2017). Mobility Report Cards: The Role of Colleges in Intergenerational Mobility. Retrieved from http://www.equality-of-opportunity.org/assets/documents/coll_mrc_summary.pdf
	[SKIM] Carnevale, A.P. & Strohl, J. (2013). Separate & Unequal: How higher education reinforces the intergenerational reproduction of White racial privilege. Washington, DC: Georgetown Public Policy Institute, Center on Education and the Workforce. Available at http://cew.georgetown.edu/separateandunequal
[RESOURCE]	Eaton, J.S. (2007). Institutions, accreditors, and the federal government: Redefining their "appropriate position." Retrieved from Change Magazine website http://www.changemag.org/Archives/Back%20Issues/September-October%202007/full-institutions-accreditors.html
	Higher Learning Advocates (April 2018). 101: Accreditation. Washington, DC: Author. Retrieved from https://ejm0i2fmf973k8c9d2n34685-wpengine.netdna-ssl.com/wp-content/uploads/2018/04/Accreditation-101-FINAL.pdf

	<p>Lee, M. (2014, January 15). New School: A plan for state-based accreditation of alternative higher education. Retrieved from the Federalist website: http://thefederalist.com/2014/01/15/new-school-a-plan-for-state-based-accreditation-of-alternative-higher-education/</p>
	<p>Posselt, J.R., Jaquette, O., Bielby, R., Bastedo, M.N. (2012). Access without equity: Longitudinal analyses of institutional stratification by race and ethnicity, 1972-2004. <i>American Educational Research Journal</i>, 49(6), 1074-1111</p>
<p>Week 4 January 25th</p>	<p>College Affordability: Tuition. As far as higher education policy issues go, tuition is one of foremost concerns in the popular media. We explore tuition trends (College Board) to understand the baseline differences in college costs across the postsecondary system. The Weeden piece provides a brief overview of tuition-setting policies and some of the policy debates around it. Additionally, the Sena, Cohen, and Nguyen journal article examines the implications of in-state resident tuition policies for undocumented students college access and choice. We also examine popular policy debates (Bennett and Matthews) on the reasons tuition continues to increase.</p>
<p>Assigned Readings</p>	<p>[SKIM] College Board (2022). Trends in College Pricing 2022. New York: Author. Available at the College Board website https://research.collegeboard.org/media/pdf/trends-in-college-pricing-student-aid-2022.pdf</p>
	<p>Weeden, D. (2015). Hot topics in higher education: Tuition Policy. Washington, DC: National Conference of State Legislatures. Retrieved from http://www.ncsl.org/research/education/tuition-policy.aspx</p>
	<p>Serna, G.R., Cohen, J.M. & Nguyen D.H.K. (2017). State and Institutional Policies on In-State Tuition and Financial Aid for Undocumented Students: Examining Constraints and Opportunities. <i>Education Policy Analysis Archives</i>, 25(18).</p>
	<p>Bennett, W. J. (1987). Our Greedy Colleges. New York: The New York Times. Retrieved from http://www.nytimes.com/1987/02/18/opinion/our-greedy-colleges.html</p>
	<p>Mathews, D. (2013). The Tuition is too Damn High, Part V - Is the economy forcing colleges to spend more? Retrieved from Wonkblog website at: https://www.washingtonpost.com/news/wonk/wp/2013/08/30/the-tuition-is-too-damn-high-part-v-is-the-economy-forcing-colleges-to-spend-more/?utm_term=.ee397c998011</p>
<p>[RESOURCE]</p>	<p>DesJardins, S. L. (1999). Simulating the Enrollment Effects of Changes in the Tuition Reciprocity Agreement Between Minnesota and Wisconsin. <i>Research in Higher Education</i>, 40(6), 705-716.</p>
	<p>Flores, S. (2010). State Dream Acts: The Effect of In-State Resident Tuition Policies and Undocumented Latino Students. <i>The Review of Higher Education</i>, 33 (2), 239-283.</p>
	<p>Penichet-Paul, C. & Lopez-Espinosa, I. (2020). Policy Brief: Ending DACA Would Limit Access to Higher Education in Ten States. Presidents' Alliance on Higher Education and Immigration. Washington, D.C.</p>

	Flores, S.M. & Sheperd, J.C. (2014). Pricing out the disadvantaged? The effect of tuition deregulation in Texas public four-year institutions. <i>The ANNALS of the American Academy of Political and Social Science</i> , 65(1), 99-122.
Week 5 February 1st	College Affordability: Financial Aid. In the provision of financial aid, policymakers must make a series of choices. Taking a long view, this week we look at the history and politics that influenced the development of financial aid program (Madzellan, IHEP). We also examine the policy tensions in state and federal financial aid (Doyle). The Creech and Davis piece focus in on one such tradeoff between merit and need-based aid.
Assigned Readings	Doyle, W. (2009). Access, Choice and Excellence: The Competing Goals of State Student Financial Aid Programs. In Baum, S., McPherson, M., and Steele, P. <i>The Effectiveness of Student Aid Policies: What the Research Tells Us</i> . New York: The College Board.
	Madzellan, D. (2013, June). The Politics of Student Aid. Paper presented at The trillion - dollar question: Reinventing student financial aid for the 21st century, Washington, DC. Retrieved from http://www.acei.org/files/2013/06/21/-kelly-madzelandan_085407140605.pdf
	Creech, J. D. & Davis, J. S. (2002). Merit Based vs. Need Based Aid: The Continual Issues for Policymakers in King, J. E. (Ed.), <i>Financing a College Education: How It Works, How It's Changing</i> . Westport, CT: American Council on Education, Series on Higher Education, Oryx Press.
<i>Note: Not on Canvas. Use URL to access.</i>	Institute for Higher Education Policy (IHEP). (2014). How Did We Get Here: Growth of Federal Student Loans [Video]. Retrieved from http://www.ihep.org/video/how-did-we-get-here-growth-federal-student-loans
[RESOURCE]	Dynarski, S. & Wiederspan, M. (2012). Student aid simplification: Looking back and looking ahead (NBER Working Paper Series No. 17834). Cambridge, MA: National Bureau of Economic Research.
	Baum, S., Little, K., Ma, J., & Sturtevant, A. (2012). Simplifying student aid: What it would mean for states. Washington, DC: College Board. Retrieved from http://media.collegeboard.com/digitalServices/pdf/advocacy/homeorg/advocacy-state-simplification-report.pdf .
	Curs, B. R., Singell, L. D., Jr., & Waddell, G. R. (2007). The Pell program at thirty years. In J. C. Smart (Ed.), <i>Higher education: Handbook of theory and research: Vol. XXII</i> (pp. 281-334). New York: Springer. Pp 281-297 only
Week 6 February 8th	College Affordability: Higher Education Finance. We finish the affordability triad by considering the role of finance. We first take a historical lens to understanding higher education finance with Thelin. Postsecondary finance, as a policy tool, can be used to take on a number of goals. Here, we examine how policy finance varies by state (Stauffer & Oliff) and consider the alignment between policy objectives and higher education finance (Jones). We also examine the non-neutral nature of appropriations (Taylor et al.).

Assigned Readings	Thelin, J.R. (2004). Higher education and the public trough: A historical perspective. In <i>Public Funding of Higher Education: Changing Contexts and New Rationales</i> , edited by E.P. St. John & M. Parsons. Baltimore: The Johns Hopkins University Press. Chapter 2.
	Stauffer, A. & Oliff, P. (2015). Federal and State Funding of Higher Education: A Changing Landscape. Retrieved from https://www.pewtrusts.org/-/media/assets/2015/06/federal_state_funding_higher_education_final.pdf
	Jones, D. (2003). Aligning fiscal policies with state objectives. In <i>Policies in sync: Appropriations, tuition, and financial aid for higher education. A compilation of selected papers</i> . Boulder: Western Interstate Commission for Higher Education.
	Taylor, B. J., Cantwell, B., Watts, K. & Wood, O. (2020). Partisanship, White Racial Resentment, and State Support for Higher Education. <i>The Journal of Higher Education</i> , 91(6), 858-887.
[RESOURCE]	State Higher Education Executive Officers. (2022). State higher education finance FY 2021. Denver, CO: https://shef.sheeo.org/
	Desrochers, D.M. & Hurlburt, S. (2014). Trends in college spending: 2001-2011. Washington, DC: American Institutes for Research. Retrieved from the Delta Cost Project website: http://www.deltacostproject.org/sites/default/files/products/Delta%20Cost_Trends%20College%20Spending%202001-2011_071414_rev.pdf
	The National Association of State Budget Officers. (2013). <i>Improving Postsecondary Education Through the Budget Process: Challenges and Opportunities</i> . Washington, DC: Author. Retrieved from https://www.nasbo.org/mainsite/reports-data/higher-education-reports/improving-postsecondary-education
	Wheatle, K.I.E. (2019) NEITHER JUST NOR EQUITABLE: Race in the congressional debate of the second morrell act of 1890. <i>American Educational History Journal</i> , 46(1), 1-20.
II. Outcomes and Accountability	
Week 7 February 15th	Short-Term Student Outcomes & the Role of Policy. We start this unit examining oft-discussed short-term student outcomes in postsecondary education: remediation (Complete College America), retention and progress (National Student Clearinghouse), as well as the transfer function (Felix, focus on lit review and findings). Each of these topics could easily have its own course. We also examine the diversity score card (Bensimon), which when unveiled, pushed the conversations about racial equity and equality of outcomes in the higher education policymaking space.
Assigned Readings	Complete College America. (2012). <i>Remediation: Higher education's bridge to nowhere</i> . Washington, DC: Author. Retrieved from https://www.insidehighered.com/sites/default/server_files/files/CCA%20Remediation%20ES%20FINAL.pdf
	Bensimon, E. M. (2004). The diversity scorecard: A learning approach to institutional change. <i>Change: The magazine of higher learning</i> , 36(1), 44-52.

	National Student Clearinghouse Research Center. (2018, June 27). Snapshot Report 33: Persistence & Retention 2018. Herndon, VA: NSC Research Center. Retrieved from https://nscresearchcenter.org/snapshotreport33-first-year-persistence-and-retention/
	Felix, E. R. & Castro, M. F. (2018). Planning as Strategy for Improving Black and Latinx Student Equity: Lessons from Nine California Community Colleges. <i>Education Policy Analysis Archives</i> , 26(56).
[RESOURCE]	Monaghan, D.B. & Attewell, P. (2015). The Community College Route to the Bachelor's Degree. <i>Educational Evaluation and Policy Analysis</i> , 37(1), 70-91.
	Chase, M. M., Dowd, A. C., Pazich, L. B., & Bensimon, E. M. (2014). Transfer equity for "minoritized" students: A critical policy analysis of seven states. <i>Educational Policy</i> , 28(5), 669-717.
	Bettinger, E. P. and Long, B. T. (2005). Addressing the Needs of Under-Prepared Students in Higher Education: Does College Remediation Work? Working paper, National Bureau of Economic Research.
	Miller, B. (2014, August 13). Policy choices for measuring student learning. Retrieved from the New America EdCentral website: http://www.edcentral.org/policy-choices-measuring-student-learning/
	Dwyer, C. A., Millett, C. M., and Payne, D. G. (2006). A Culture of Evidence: Postsecondary Assessment and Learning Outcomes. Princeton, NJ: Educational Testing Service.
Week 8 February 22nd	Long-Term Student Outcomes: Completion and the Labor Market. In this section, we examine the ways in which long-term outcomes in postsecondary education are examined, measured, problematized. The Hauptman piece is intended to situate students in traditional degree attainment and workforce development arguments that are made by policymakers. In the Blumenstyk and Kreighbaum pieces, we examine policymakers' attempts to measure and hold institutions accountable for "good" outcomes through the concept of "gainful employment." We also discuss the policy solutions that are currently being examined to improve these outcomes. Part of this calculation is whether students are able to pay back their loans, which we examine in Looney & Yannelis.
Assigned Readings	Hauptman, A. (2012). "Increasing higher education attainment in the United States" in Kelly, A.P and Schneider, M. (Eds.), <i>Getting to graduation: The completion agenda in higher education</i> (pp. 17-47). Baltimore: Johns Hopkins University Press.
	Blumenstyk, G. (2014, March 14). 5 things to know about the proposed gainful-employment rule. <i>The Chronicle of Higher Education</i> . Available online at https://www.chronicle.com/article/5-Things-to-Know-About-the/145327
	Kreighbaum, A. (2018, Dec. 6). Agencies at loggerheads over gainful-employment data. <i>Inside Higher Ed</i> . Available online at https://www.insidehighered.com/news/2018/12/06/education-department-says-data-dispute-behind-failure-enforce-gainful-employment

	<p>Watch the overview video of Looney & Yannelis (2015) at: https://www.brookings.edu/bpea-articles/a-crisis-in-student-loans-how-changes-in-the-characteristics-of-borrowers-and-in-the-institutions-they-attended-contributed-to-rising-loan-defaults/</p> <p>(Note: Not on Canvas. Use URL to access.)</p> <p>[Full piece is a resource] Looney, A. & Yannelis, C. (2015). A crisis in student loans? How changes in the characteristics of borrowers and in the institutions they attended contributed to rising loan defaults. Washington, DC: Brookings Institution.</p>
<p>[RESOURCE]</p>	<p>Scott-Clayton, J. (2018, January 11). The looming student loan default crisis is worse than we thought. Washington, DC: Brookings Institution. Retrieved from https://www.brookings.edu/wp-content/uploads/2018/01/scott-clayton-report.pdf</p>
	<p>Leonhardt, D. (2014, June 24). The reality of student debt is different from the clichés. <i>The New York Times</i>. Retrieved from https://www.nytimes.com/2014/06/24/upshot/the-reality-of-student-debt-is-different-from-the-cliches.html</p>
	<p>Offenstein, J., Moore, C., Shulock, N. (2010). Advancing by degrees: A framework for increasing college completion. Sacramento, CA: Institute for Higher Education Leadership & Policy, The Education Trust. Retrieved from http://www.csus.edu/ihelp/Pdfs/R_advbydegrees_0510.pdf</p>
	<p>Gallup, Inc.. (2014). Great jobs great lives: The 2014 Gallup-Purdue Index report. Washington, D.C.: Author. Retrieved from http://products.gallup.com/168857/gallup-purdue-index-inaugural-national-report.aspx</p>
	<p>Shapiro, D., Dundar, A., Chen, J., Ziskin, M., Park, E., Torres, V., Chiang, Y. (2013). Completing College: A State-level view of student attainment rates. Herndon, VA: National Student Clearinghouse. Retrieved from http://nscresearchcenter.org/wp-content/uploads/NSC_Signature_Report_4-StateLevel.pdf</p>
	<p>Complete College America. (2013). The Game Changers: Are states implementing the best reforms to get more college graduates? Washington, DC: Author. Retrieved from http://completecollege.org/pdfs/CCA%20Nat%20Report%20Oct18-FINAL-singles.pdf</p>
	<p>Bosworth, B. (2012). "Certificate pathways to postsecondary success and good jobs" in Kelly, A.P and Schneider, M. (Eds.), Getting to graduation: The completion agenda in higher education (pp. 102-125). Baltimore: Johns Hopkins University Press.</p>
<p>Week 9 March 8th</p>	<p>Accountability & Consumer Information. There are generally two ways of arriving at better outcomes First, policymakers can incent institutions to improve. From both the state and federal perspectives, we build on authorization and accreditation discussed earlier in the semester to further probe the role of accountability through state policy levers such as performance-based funding (Dougherty et al.). Some argue that one of the reasons why change is so hard at institutions, however, is due to the concept of the Iron Triangle. Second, we can inform the public and have them make</p>

	“better choices.” We also examine the use (and utility) of consumer information as a policy lever (Supiano & Bergeron; Perna et al.).
Assigned Readings	Dougherty, K., Natow, R.S., Bork, R.H., Jones, S.M., Vega, B.E. (2013). Accounting for Higher Education Accountability: Political origins of State Performance Funding for Higher Education. <i>Teacher's College Record</i> , 115(January), pp 1-50
	Introduction & Part IV: Quality and Accountability in Immerwahr, J., Johnson, J., Gasbarra, P. (2008). <i>The Iron Triangle: College Presidents talk about costs, access, and quality</i> . San Jose, CA: The National Center for Public Policy and Higher Education. Retrieved from http://www.highereducation.org/reports/iron_triangle/IronTriangle.pdf
	Supiano, B. (2015). What Actual High Schoolers Think of the New College Scorecard. <i>The Chronicle of Higher Education</i> .
	Bergeron, D. (2013, February 27). Guidance on implementing the Net Price Calculator Requirement [Letter]. Retrieved from http://ifap.ed.gov/dpclatters/attachments/GEN1307.pdf
	[SKIM] Perna, L. W., Wright-Kim, J., Jiang, N. (2021). Money matters: Understanding how colleges and. Universities use their websites to communicate information about how to pay college costs. <i>Educational Policy</i> , 35(7), 1311-1348.
[RESOURCE]	Kelly, A.P. & Schneider, M. (2011, February 2). What parents don't know about graduation rates can hurt (Education Outlook No. 2). Washington, DC: American Enterprise Institute. Retrieved from http://www.aei.org/files/2011/02/08/EduO-2011-02-g.pdf
	Kirp, D. L. and Roberts, P. S. (2003). <i>Mr. Jefferson's 'Private' College in Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education</i> . Cambridge: Harvard University Press.
III. Public Policy Process and Theory	
Week 10 March 15th	Through the lens of public policy theory. Public policy theory describes how issues come to be problematized, paid attention to, and addressed by policy (Kingdon); how policies take hold (Gándara); and how those policies are implemented once they are passed. We start off this unit by examining some of the theories and perspectives that underpin higher education policymaking—including agenda setting, policy adoption.
Assigned Readings	Kingdon, J. W. (2010). <i>Wrapping Things Up</i> in Lovell, C.D., Larson, T.E., Dean, D.R. and Longanecker, D.L. (Eds.) <i>Public Policy and Higher Education: Second Edition</i> , Boston, MA: Pearson Learning Solutions.
	Popp Berman, E. (2022). <i>Thinking like an economist: How efficiency replaced equality in U.S. public policy</i> . Princeton University Press. (Chapter 1: Thinking Like an Economist)
	Gándara, D., Rippner, J. & Ness, E. (2017). Exploring the “How” in Policy Diffusion: National intermediary organizations’ roles in facilitating the spread of performance-based funding policies in the states. <i>The Journal of Higher Education</i> , 88(5), 701-725.

[RESOURCE]	Cooley, A. (2015). Funding US higher education: Policy making theories reviewed. <i>Journal of Higher Education Policy and Management</i> , 37(6), 673-681.
	DesJardins, S. L. (2001). "Understanding and Using Efficiency and Equity Criteria in the Study of Higher Education Policy" in J. C. Smart (Ed.) <i>Higher Education: Handbook of Theory and Research</i> , Vol. XVII. Boston, MA: Kluwer Academic Publishers.
	Natow, R. S. (2016). Higher education rulemaking: The politics of creating regulatory policy. (Chapter 2: The Federal Bureaucratic Role)
Week 11 March 22nd	Self-care day off!
Week 12 March 29th	Influencing Postsecondary Public Policy. There are a number of influencers in the higher education policy arena. In this class we examine the roles of some of the players, such as policymakers (Gándara), public opinion, think tanks (McCann & Laitinen), and foundations (Parry et al.).
Assigned Readings	Parry, M., Field, K., & Supiano, B. (2013, July 13). The Gates Effect. Retrieved from The Chronicle of Higher Education website: http://chronicle.com/article/The-Gates-Effect/140323/
	McCann, C. & Laitinen, A. (2014). College blackout: How the higher education lobby fought to keep students in the dark. Washington, D.C.: New America Foundation http://newamerica.net/sites/newamerica.net/files/policydocs/CollegeBlackoutFINAL.pdf
	Popp Berman, E. (2022). <i>Thinking like an economist: How efficiency replaced equality in U.S. public policy</i> . Princeton University Press. (Chapter 5: The Economic Style and Social Policy)
	Gándara, D., (2020). How the sausage is made: An examination of a state funding model design process. <i>The Journal of Higher Education</i> , 91(2), 192-221.
[RESOURCE]	List of Higher Education Organizations http://www.ihep.org/Resources/organizations.cfm
	Tandberg, D. A., & Wright-Kim, J. (2019). State higher education interest group densities: An application of the energy-stability-area model to higher education. <i>Review of Higher Education</i> , 43(1), 371-402.
	Oliver, P. E. (1993). Formal Models of Collective Action. <i>Annual Review of Sociology</i> , 19: 271–300. PAGES 271-277 ONLY
	Pages 1-15 in Ness, E. (2010). "The Role of Information in the Policy Process: Implications for the Examination of Research Utilization in Higher Education Policy" in J. C. Smart (Ed.). <i>Higher Education: Handbook of Theory and Research</i> Vol. XXV. New York, NY: Springer Science+Business Media.

	Natow, R. (2015). From Capitol Hill to Dupont Circle and Beyond: The influence of policy actors in the Federal Higher Education Rulemaking Process. <i>The Journal of Higher Education</i> , 86(3).
	Natow, R. S. (2016). Higher education rulemaking: The politics of creating regulatory policy. (Chapter 4: Policy Actors' Influence)
Week 13 April 5th	Critical Policy Analysis. In this class, we apply critical perspective to policy analysis. This framework allows us to understand the non-neutral nature of policymaking that interrogates how policymaking and evaluation is part of a power (and in turn value) structure that is racialized, classed, gendered, etc. Here, we begin with an overview of policies that have had deleterious effects on minoritized students in postsecondary education (Ed Trust). We then turn to the broader notions and theoretical underpinnings of CPA (Young & Diem), as well as how it is applied via ideas of deservingness (Gándara) to examine and critique the policy discourse in contemporary higher education policy issues. We also explore alternative critical frameworks (Rodriguez et al).
Assigned Readings	[Pages 1-13] Education Trust (2018). A Promise Fulfilled: A Framework for Equitable Free College Programs. Retrieved from https://s3-us-east-2.amazonaws.com/edtrustmain/wp-content/uploads/2018/09/05155636/A-Promise-Fulfilled-A-Framework-for-Equitable-Free-College-Programs-9.6-18.pdf
	Gándara, D. & Jones, S. (2020). Who Deserves Benefits in Higher Education? A Policy Discourse Analysis of a Process Surrounding Reauthorization of the Higher Education Act.
	[Pages 4-9] Rodriguez, A., Deane, K. C., & Davis III, C. H. F. (2021). Towards a framework of racialized policymaking in higher education. In Perna, L. (Ed.), <i>Higher Education: Handbook of Theory and Research</i> . https://doi.org/10.1007/978-3-030-66959-1_2-1
	Young, M. D., & Diem, S. (2018). Doing critical policy analysis in education research: An emerging paradigm. In C. R. Lochmiller (Ed.), <i>Complementary Research Methods for Educational Leadership and Policy Studies</i> . (pp. 79-98).
[RESOURCE]	Center for Urban Education. (2017). Protocol for assessing equity-mindedness in state policy. Los Angeles: Center for Urban Education, Rossier School of Education, University of Southern California. Retrieved from https://cue.usc.edu/files/2017/02/CUE-Protocol-Workbook-Final_Web.pdf
	Chase, M. M., Dowd, A. C., Pazich, L. B., & Bensimon, E. M. (2014). Transfer equity for “minoritized” students: A critical policy analysis of seven states. <i>Educational Policy</i> , 28(5), 669-717.
	Johnson, R.M., Alvarado, R.E. & Rosinger, K.O. (2021). What’s the “Problem” of Considering Criminal History in College Admissions? A Critical Analysis of “Ban the Box” Policies in Louisiana and Maryland. <i>The Journal of Higher Education</i> .
	Apple, M. W. (2019). On doing critical policy analysis. <i>Educational Policy</i> , 33(1), 276-287.

Week 14 April 12th	Class Presentations
Assigned Readings	None