

**EDH 710: HIGHER EDUCATION FINANCE
EDUCATIONAL PSYCHOLOGY AND HIGHER EDUCATION
UNIVERSITY OF NEVADA LAS VEGAS**

Course Syllabus
Spring 2015

Office:
Email:
Phone:
Course Time:
Office Hours: by appointment

Course Description & Objectives

This course serves as an overview to the academic study of higher education finance and economics from state, national, institutional, and student perspectives. No prior background in economic or finance is required for this course, however it may be helpful to review some basic economic principles outside of course readings.

The learning objectives of this course include the understanding of how higher education systems and institutions are funded and the issues that accompany higher education finance and economics. We will look at the implicit and explicit implications of funding mechanisms on such things as affordability, access, and efficiency. A secondary objective for this course is to introduce students to basic research and writing skills as a foundation for developing graduate-level writing assignments throughout the EDH program, including course research papers, critical reviews and other assignments.

At the conclusion of this course, students will:

1. Understand national, state, and institutional finance and funding concepts related to postsecondary education.
2. Understand current issues associated with higher education finance.
3. Understand the implications on educational values of how higher education systems are financed.
4. Understand the economic concepts that underlie higher education systems, how they are funded, and how various actors make decisions according to those economic concepts.
5. Synthesize finance and economic information in a way that demonstrates the student is able to extract and interpret critical concepts, and present those concepts in a professional manner (in writing and verbal form).

Required Texts

Toutkoushian, R. & Paulsen, M. (2006). *Applying economics to institutional research: New Directions for Institutional Research*. San Francisco, CA: Jossey Bass.

Paulsen, M.B. & Smart, J.C. (2001). *The finance of higher education: Theory, research, policy, & practice*. New York: Agathon Press.

St. John, E P. & Parsons, M. D. (2004). *Public funding of higher education: Changing contexts and new rationales*. Baltimore, MD: The John Hopkins University Press.

Required Additional Readings:

Additional readings will be required throughout the semester. These will be available via the course WebCampus.

Course Requirements

Attendance Policy - This professional course relies heavily on seminar participant observation, reflection, and contribution. Because of this, please let me know ahead of time if you need to miss even one class because of a special circumstance or conflict. An informed absence means you let me know prior to the class (not an email or phone call during it) that you will be gone. If you miss 3 classes, you cannot pass the course.

Class Participation (15 points)

The participation grade is not merely a grade for attending class – participation credit is earned through active involvement in class and WebCampus discussions, small and large groups. You are expected to attend and to be actively involved in the class. You are expected to participate in discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter, as well as respect for your colleagues in the class. To do so, you must complete the readings that are assigned for each session of the class prior to attending that class session. Active participation also means that each participant is willing to listen to other points of view and to change his or her mind. This means you must listen to others, respond thoughtfully, demonstrate an understanding of the issues, and show a willingness to learn and grow.

Discussion Questions (10 points)

Twice during the semester you will help lead the class discussion by writing thoughtful, integrative discussion questions. They may be anything from a short, simple one-line question, to a paragraph, but they must be thought provoking and reflect a close analysis of the readings. During the first day of class, each student will sign up for two question days. You will submit your questions to me by 5pm the Tuesday before the class you are assigned. I will post them on the WebCampus no later than noon the day of class for all to review and consider.

Individual Critical Review Papers (40 points)

Students will be asked to write three critical response papers over the course of the semester. The first critical response will be due Week 3 and should focus on the week's topic (Federal Financing in Higher Education). The first review is worth 10 points and gives students an opportunity to gauge my expectations for writing. The remaining two reviews will be worth 15 points each. An electronic copy must be submitted to the instructor prior to class on the week the Critical Review Papers are due. The Critical Reviews should not simply restate the readings for the week; rather critically examine the topic based on the week's readings and prior readings from this and other courses. Similar to your discussion questions, the papers should be thought provoking and reflect a close analysis of the readings to date. The papers should be at least 2 single-spaced pages but no more than 4 single-spaced pages (I will not read beyond 4 pages).

In addition, there will be two team project assignments. Throughout the semester I may provide you with group time during regular course hours, however these times will not be sufficient to accomplish the group projects. You should plan on the best communication strategy (face to face, share space technology/docs, email, etc.) as a team in order to complete the assignments. The descriptions for each are below:

Budget Overview Presentation (15 points)

Working in teams of two to three you are expected to present a 10-15-minute budget overview of a higher education institution (public, private or proprietary; community college, regional comprehensive four-year college, or research university). The presentation requires you do some research on specific institutions. You may be able to retrieve budget information on the institutions, the state agency, IPEDS and/or from national organizations' web sites. The budget overview should include the institution's economic environment, budget process, roles of senior administration and line managers. Questions to be addressed during the presentation include, but are not limited to: What does the budget say about the priorities of the institution? Through an examination of the budget, what areas of program emphasis are most apparent? Your presentation should also incorporate readings to date in this and other courses. Remember any good presentation will be engaging, well organized and provide your audience food for thought. Be creative. An electronic copy of the presentation must be submitted to the instructor via course WebCampus no later than noon (PST) on Week 9 (March 18).

State Finance Report (20 points)

Working in teams of two to three you are expected to collect information, prepare a written report (6-8 single-spaced pages), and give a 15-20-minute oral presentation regarding the characteristics and features of the financing of higher education in three particular states. You may choose any three states; one state must be Nevada. Each group's report (written and oral) should both present AND compare the

characteristics and features of the three states that are relevant to how the three states finance their higher education institutions. The report should NOT be merely a summary of information on three individual states. A very important part of the report—in written and oral forms—must be the comparisons you make between the three states your group is studying. In all reasonable ways, the project and report should be a collaborative undertaking among the group members.

The written paper and the oral report should clearly present and explicitly compare the three states in terms of characteristics and features such as: the state context (e.g., economy, demographics, politics, public/private higher education system, governing or coordinating bodies, etc.) for financing higher education; trends and patterns in higher education finance (e.g., recent and current years' enrollment and tuition/fees at public/private, 4-year/2-year institutions, state appropriations and related state budget issues, state need-based and merit-based aid for students, tax capacity and tax effort, affordability issues, income per capita, endowments/fundraising, state/institutional expenditures on research/instruction, etc.), and critical issues influencing the financing of higher education in the state (e.g., outlook for state funding, changes in political leadership, new initiatives, pending legislation, tax laws being discussed, society's support for higher education, concerns about tuition and aid programs, special attention to issues related to two- or four-year or public or private institutions, etc.). In addition, when possible and appropriate, comparisons with national averages and trends could also be made.

In your report, you should also identify the sources of your information and the methods you used to acquire information and data for your report. These components—and others you may elect to address in your paper and presentation—should be presented in figures, diagrams, and tables accompanied by appropriate detailed textual narrative description and explanation. You should make copies of your written reports—including figures, diagrams and tables along with narrative text—to distribute to other members of the class as visual aids during your presentation. Submit your written report to the course WebCampus prior to class on Week 15 (April 29).

I have provided a number of web links on our course website to reports and information on higher education finance in the fifty states. These sites are a good place to begin your investigation of states.

Evaluation

The grade for the course will be evaluated as follows:

	Possible Points
Attendance & Class Participation	15
Discussion Questions	10
Individual Critical Review Papers	40
Budget Overview Group Presentation	15
State Finance Group Report	20
Total	100

Grading Scale

Total Points for an A	95-100
Total Points for an A-	90-94
Total Points for an B+	85-89
Total Points for an B	80-84
Total Points for an B-	75-79
Total Points for an C+	70-74
Total Points for an C	65-69
Total Points for an C-	Below 64

University Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s)

beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling [702-895-3908](tel:702-895-3908). The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

NOTE ON ASSIGNMENTS - Assignments for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of the

College of Education. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor. Your participation and cooperation in the review of COE programs is appreciated.

Date 2015	Topic & Readings
Week 1 January 21	Introduction & Overview Course Expectations Overview of Assignments Discussion Question Sign Up Assignment of Groups
Week 2 January 28	General Economic & Financing in Higher Education Paulsen & Smart book, Chapters 1-2 (pp. 11-52) WEBCAMPUS: Paulsen, M. B. & Toutkoushian, R. K. (2006). Overview of economic concepts, models, and methods for institutional research. In R. K. Toutkoushian & M. B. Paulsen. Applying Economics to Institutional Research (p. 5-24). New Directions for Institutional Research No. 132. San Francisco: Jossey-Bass. (Chapter 1) WEBCAMPUS: Kamenetz, A. (2010). Educpunkts, edupreneurs, and the coming transformation of higher education. Vermont: Chelsea Green Publishing. (Chapter 3) Additional readings: US Department of Education, A New System of College Ratings, Invitation to comment: http://www2.ed.gov/documents/college-affordability/framework-invitation-comment.pdf Kelchen, R. (2014, March). Moving forward with federal college rating: Goals, metrics, and metrics. WISCAPE. http://www.wiscapewisc.edu/docs/WebDispenser/wiscapedocuments/kelchen_policybrief.pdf?sfvrsn=2
Week 3 February 4 <u>1st</u> Critical Review Due	Federal Financing of Higher Education St. John & Parsons book, Chapters 1-4 (pp. 1-74) Paulsen & Smart book, Chapter 7 (pp. 267-320) Looking back to move forward: A history of federal student aid, A film series by Lumina (view both videos) http://www.luminafoundation.org/looking-back-to-move-forward

<p>Week 4</p> <p>February 11</p> <p><u>Guest Speaker:</u> <u>Vic Redding,</u> <u>Vice Chancellor for Finance & Admin</u></p>	<p>State Financing of Higher Education</p> <p>Paulsen & Smart book, Chapters 8 & 9 (pp. 321-415)</p> <p>St. John & Parsons book, Chapters 5 & 6 (pp. 75- 123)</p> <p>Additional readings: WEBCAMPUS: Koshal, R.K. & Koshal, M. (2000). State appropriation and higher education tuition: What is the relationship? Education Economics, 8, 81-89.</p> <p>WEBCAMPUS: Ness, E. & Tandberg, D.A. (2013). The Determinants of State Spending on Higher Education: How capital project funding differs from general fund appropriations. The Journal of Higher Education, 84 (3), 329-362.</p>
<p>Week 5</p> <p>February 18</p> <p><u>Guest Speaker:</u> <u>Dr. David Damore</u></p> <p><u>Group Time</u></p>	<p>State Financing of Higher Education, cont.</p> <p>Outcomes-based funding: The wave of implementation by NCHEMS (2013) http://www.nchems.org/pubs/docs/Outcomes-Based%20Funding%20Paper%20091613.pdf</p> <p>Damore, D. (2014). Held Harmless: Higher Education Funding and the 77th Session of the Nevada Legislature. The Lincy Institute, University of Nevada, Las Vegas: http://www.unlv.edu/lincyinstitute/research-policy-briefs</p> <p>Paulsen & Smart book, Chapter 13 (pp. 480-500)</p>

<p>Week 6</p> <p>February 25</p> <p><u>2nd</u> <u>Critical</u> <u>Review</u> <u>Due</u></p>	<p>Costs in Higher Education</p> <p>Paulsen & Smart, Chapter 5 (p. 133-185; do your best with p. 153-164).</p> <p>Desrochers, D.M. & Kirshstein, R. (2014). Labor intensive or labor expensive? The Delta Project. http://www.deltacostproject.org/sites/default/files/products/DeltaCostAIR_Staffing_Brief_2_3_14.pdf</p> <p>WEBCAMPUS: Brinkman, P. T. (2006). Using economic concepts in institutional research on higher education costs. In Toutkoushian, R. K., & Paulsen, M. B. (eds.). <i>Applying Economics to Institutional Research. New Directions for Institutional Research No. 132</i> (p. 43-58). San Francisco: Jossey-Bass. (Chapter 3)</p> <p>WEBCAMPUS: Laband, D. N. & Lentz, B. F. (2004). Do costs differ between for-profit and not-for-profit producers of higher education? <i>Research in Higher Education</i>, 45(4), 429 - 441.</p> <p>Additional readings: WEBCAMPUS: Robst, J. (2001). Cost efficiency in public higher education institutions. <i>The Journal of Higher Education</i>, 72(6), 731-750.</p> <p>WEBCAMPUS: Archibald, R. B. & Feldman D. H. (2008). Explaining increases in higher education costs. <i>Journal of Higher Education</i>, 79(3), 265-295.</p>
<p>Week 7</p> <p>March 4</p> <p><u>Guest</u> <u>Speaker:</u> <u>Gerry</u> <u>Bomotti,</u> <u>UNLV VP</u> <u>for</u> <u>Finance &</u> <u>Business</u></p>	<p>Revenues in Higher Education</p> <p>Paulsen & Smart book, Chapter 4 (p. 95-132)</p> <p>WEBCAMPUS: Delaney, J. A. and Doyle, W. R. (2011). State spending on higher education: Testing the balance wheel over time. <i>Journal of Education Finance</i>, 36(4): pps 343-68</p> <p>WEBCAMPUS: Delaney, J. A. and Doyle, W. R. (2007). The role of higher education in state budgets. In Shaw, K. M. and Heller, D. E., editors, <i>The Challenges of Comparative State-Level Higher Education Policy Research</i>, pages 55-76. Stylus, Sterling.</p> <p>WEBCAMPUS: Cheslock, J. J. (2006). Applying economics to institutional research on higher education revenues. In Toutkoushian, R. K., & Paulsen, M. B. (eds.). <i>Applying Economics to Institutional Research. New Directions for Institutional Research No. 132</i> (p. 25-40). San Francisco: Jossey-Bass. (Chapter 2)</p>

<p>Week 8</p> <p>March 11</p> <p><u>Guest Speaker: Patricia Charlton, CSN Senior VP for Finance & Admin</u></p>	<p>Institutional Budgeting and Decision-Making</p> <p>St. John & Parson book, Chapters 8 & 10 (pp. 145-163 & 186-212)</p> <p>Paulsen & Smart book, Chapter 14 (pp. 501-542)</p> <p>Understanding university and college endowments, ACE white paper: http://www.acenet.edu/news-room/Documents/Understanding-Endowments-White-Paper.pdf</p> <p>National Center for Education Statistics. (2003). A study of higher education instructional expenditures: The Delaware study of instructional costs and productivity. Washington, DC: Author. http://nces.ed.gov/pubs2003/2003161.pdf</p>
<p>Week 9</p> <p>March 18</p>	<p>Budget Overview Team Presentations</p> <p>Complete Feedback Rubric for Oral Presentations for each presentation (available on WebCampus)</p>
<p>Week 10</p> <p>March 25</p> <p><u>Guest Speaker: Michael Mumper, Senior VP Enrollment Mgmt & Program Develop</u></p>	<p>Student Tuition and Affordability</p> <p>Paulsen & Smart book, Chapters 10-12 (pp. 419-479)</p> <p>WEBCAMPUS: Doyle, W. R. (2012, Sep/Oct). The politics of public college tuition and state financial aid. The Journal of Higher Education, 83(5), 617-647.</p> <p>WEBCAMPUS: Mumper, M. (2006). Three generations of college access policies. WISCAPE.</p> <p>Delaney, J.A., & Yu, P. (2014, October). Can the US meet its college completion goals with the current tuition structure? WISCAPE. http://www.wiscapewisc.edu/docs/WebDispenser/wiscapedocuments/delaney-yu_policybrief.pdf?sfvrsn=2</p> <p>Additional readings: Carlson, A. & Zaback, K. (2014). Moving the Needle. State Higher Education Executive Officers Association. http://www.sheeo.org/sites/default/files/publications/Moving the Needle 041414.pdf</p> <p>Delta Project. (2009, January). Issue brief #1: Who pays for higher education? Changing patterns in cost, price, and subsidies. Washington, DC: Author. http://www.deltacostproject.org/sites/default/files/products/issuebrief_01.pdf</p>

Week 11	Spring Break
April 1	
Week 12	Investments in & Returns from Higher Education
April 8	Paulsen & Smart book, Chapter 3 (pp. 55-94)
3rd Critical Review Due	<p>St. John & Parsons book, Chapter 5 (pp. 75-107)</p> <p>WEBCAMPUS: Perna, L.W. (2003). The private benefits of higher education: An examination of the earnings premium. <i>Research in Higher Education</i>, 44(4), 451-72.</p> <p>Carnevale, A.P. & Cheah, B. (2013). Hard time: College majors, unemployment and earnings. Center for Education and the Workforce. Georgetown University. https://cew.georgetown.edu/unemployment2013</p> <p>Additional readings:</p> <p>WEBCAMPUS: Haveman, R., & Smeeding, T. (2006). The role of higher education in social mobility. <i>The Future of Children</i>, 16(2), 125-150.</p> <p>WEBCAMPUS: Monks, J. (2000). The returns to individual and college characteristics: Evidence from the national longitudinal survey of youth. <i>Economics of Education Review</i>. 19(3), 279-289.</p>
Week 13	Enrollment & College Completion
April 15	Carnevale, A.P. & Strohl, J. (2013). Separate & unequal. Center for Education and the Workforce. Georgetown University. https://cew.georgetown.edu/separateandunequal
Group Time	<p>Cunningham, A., Park, E., & Engle, J. (2014). MSIs: Doing more with less. Institute for Higher Education Policy. http://www.ihep.org/sites/default/files/uploads/docs/pubs/msis_doing_more_w-less_final_february_2014-v2.pdf</p>

Week 14	Emerging Issues
April 22	<p>US Department of Education, College ratings and paying for performance: http://www.ed.gov/college-affordability/college-ratings-and-paying-performance</p> <p>Peller, J. (2014) Obama's administration ratings proposal. Lumina Issue Papers. http://www.luminafoundation.org/files/resources/obama-administration-ratings-proposal.pdf</p> <p>Merisotis, J. (2014). Redefining trustee leadership to close the talent gap. Speech to the Association of Governing Boards. http://www.luminafoundation.org/news-and-events/redefining-trustee-leadership-to-close-the-talent-gap</p>
Week 15	State Finance Report Team Presentations
April 29	
Week 16	State Finance Report Team Presentations
May 6	
Week 17	Course Evaluations and Feedback
May 13	

COURSE SCHEDULE

This syllabus was adapted from the work of Dr. Paul D. Umbach of North Carolina State University and Dr. Saran Donahoo of Southern Illinois University.

Resources for Group Assignments

These are a sample of some of the reports and higher education resources you are encouraged to use for your group assignments. This is not an exhaustive list, but it's a very good start to begin your assignments. In some cases, I've identified specific reports but most are links to organizations that have an abundance of higher education reports by states. Be strategic on how you search and use these resources. It will be easy to steer in other directions with reports or topics of personal interest. Bookmark these interests and return to them later. Remember, your team is to focus on comparing specific states and their financing of higher education. Refer to the syllabus for specific instructions and expectations for each group assignment.

Lumina Foundation for Education
<http://www.luminafoundation.org/>

Lumina Foundation, Strategy Labs
<http://strategylabs.luminafoundation.org/in-the-states/>

Excelencia in Education
<http://www.edexcelencia.org/>

Education Commission of the States (focus on higher education databases and reports)
<http://www.ecs.org/default.asp>

Center on Education and the Workforce, Georgetown University
<https://cew.georgetown.edu/>

The Delta Cost Project
<http://www.deltacostproject.org/>
<http://www.deltacostproject.org/product-types/state-profiles>

NCHEMS Information Center
<http://www.higheredinfo.org/>

Critical to Increasing Baccalaureate Degree Completion, National Center for Public Policy and Higher Education
<http://www.highereducation.org/reports/pa at/PolicyAlert 06-2011.pdf>

State Higher Education Finance, SHEEO
<http://www.sheeo.org/>

<http://www.sheeo.org/sites/default/files/publications/SHEF FY13 04292014.pdf>

Institute for Higher Education Policy
<http://www.ihep.org/>

Western Interstate Commission for Higher Education
<http://www.wiche.edu/>