



Dear Dennis,

Thank you for submitting your proposal. A printable summary is below. Your confirmation number is 11551. A confirmation email will be sent to you within 24 hours.

Applicants will be notified of the status of the proposed project on February 2, 2016.

If you have questions or need assistance regarding your application please contact the AIR Grant staff at 850-385-4155 x109 or grants@airweb.org.

SUMMARY

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Demographics	
Highest degree	
Discipline of highest degree	
Position description	
Staff members in IR office	
Campus type	
Years of experience in IR	
IR Roles	
Year of birth	
Race/Ethnicity	
Gender	

Grant Type	

I am applying for a:

Research Grant

Financial Representative

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Department

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Project Description

Project title:

Examining the Impact of Need-Based Aid Programs on the Graduate and Professional School Enrollment of Low-Income Students: A National and Institutional Analysis

Statement of the research problem and national importance (limit 750 words):

- What is the research problem this proposal intends to address?
- How does this topic relate to the research priorities areas of access, affordability, and value of legal or graduate/professional education?
- Why is this topic of national importance?
- Why is it timely to conduct this research at this time?

Overview

Higher education leaders and policymakers have expressed growing concern over the shift in the cost burden from institutions to students. This shift has led to an increase in students accessing loans to finance their postsecondary education. According to the Consumer Financial Protection Bureau, outstanding student loan debt owed by existing borrowers has reached roughly \$1.2 trillion (Chopra, 2013). In addition, low-income students face significant barriers to postsecondary access due to the expansion of the federal loan program, the decreasing purchasing power of the Pell grant, and shifting institutional and state priorities from supporting financial need to rewarding merit (Heller, 2002; McPherson & Shapiro, 1998). These initiatives, and others, represent a trend in student financial aid in which financial support is increasingly offered to students from wealthier backgrounds at the expense of the economically disadvantaged. While many low-income students qualify for federal grants, King (2002) found that tuition costs for low-income students represented as much as 61% of their average family income compared to only 11% of the average family income for middle- and upper-income students. Additionally, low-income students' unmet financial need is typically three times higher than that of middle- and upper-income students (King, 2002).

Several studies have found that undergraduate loans have a negative influence on graduate school decisions. Wilder and Baydar (1991) and Fox (1992) found that undergraduate loans were a deterrent for applying to graduate school. Millett (2003) reported that students with debt of \$5,000 or higher are less likely to apply to graduate school than their peers who did not have educational debt. Finally, Malcom and Dowd (2012) found that borrowing at typical debt levels had a negative effect on graduate school enrollment for students of every racial/ethnic group included in their study. Although extant higher education literature suggests a negative relationship between student loan debt and graduate school decisions, the student population most negatively affected by student debt—low-income students—has yet to be examined.

National Importance and Timeliness

Perhaps no issue in higher education finance is of greater national importance than the crippling student loan debt facing low-income college students. Given the continually rising cost of college, postsecondary students without the individual or familial means to supplement limited grant aid often turn to student loans to pay for their education. According to the Wall Street Journal, the proportion of postsecondary students with debts exceeding \$100,000 has quintupled over the past decade, reaching a total number of nearly 2 million borrowers. In addition, 40% of the \$1.2 trillion in student debt is drawn from graduate-school loans—even though only 14% of borrowers attended a graduate school program (Mitchell, 2015). Given that low-income students, particularly underrepresented minority students, accrue a disproportionate amount of debt when compared to their peers (Price, 2004), the prospect of undertaking additional debt and enrolling in graduate school may dissuade otherwise capable applicants from pursuing graduate studies.

To combat these financial pressures for low-income students, institutions, state, and the federal government engages in Pell and no-loan programs. The extant research on Pell programs is more established, but research on no-loan programs is inconclusive (Hillman, 2012), focusing primarily on student access and enrollment in lieu of the impact on graduate decisions. To this end, our proposal aims to evaluate the impact of both Pell and no-loan programs on graduate school enrollment. Specifically, we focus on both national (Pell) and local (no-loan) estimands of the impact of these programs. In doing so, we strive to combat the econometric challenge of estimating the causal effect for a program with implicit selection bias. Using quasi-experimental techniques, described below, we aim to produce robust estimates on the impact of the identified no-loan program.

Research Problem

Specifically, our proposal aims to address two overarching questions:

1. Using national data, to what extent does accessing Pell Grants increase the likelihood of graduate school enrollment for low-income students?
2. To what extent does no-loan program participation influence graduate school enrollment for low-income students?

In order to answer these research questions, this proposal will not only produce one of the first nationally generalizable student-level examinations of the impact of Pell on graduate school enrollment, but it will also be able to reproduce robust and internally reliable estimates using an institutional

administrative dataset. We will then estimate the impact of low-income students accessing a no-loan program on the likelihood of graduate school enrollment. Additionally, combining both a national and institutional approach will allow the proposal to articulate national trends and estimate graduate-program-specific sensitivity to no-loan program engagement.

Review the literature and establish a theoretical grounding for the research (limit 1000 words):

- What has prior research found about this problem?
- What is the theoretical/conceptual grounding for this research?

Despite large increases in higher education enrollment over the past few decades, college attendance rates of youth from low-income families continue to lag behind those of their middle- and upper-income peers. Gaps in college degree attainment by socioeconomic status are even more pronounced. The trends within graduate school enrollment for low-income students follow a similar pattern, with low-income students not enrolling in graduate school at the same pace as their academically similar peers (Malcom & Dowd, 2012).

Low-income students are also far more likely than their peers to borrow for college. An analysis of bachelor's degree recipients graduating from public universities in 2007-2008 found that 68% of students from families earning less than \$30,000 per year had an average cumulative debt load of \$16,500, while just 40% of students from families earning \$120,000 or more accrued any debt, with an average amount of \$14,500 (Baum & Payea, 2012). Further, low-income families hold debt amounting to about 70% of their income, while wealthier families have debt amounting to around 10% of their income.

One potential explanation for these widening debt-to-income gaps is the lack of college affordability for low-income students. Since the 1970s, the cost of college has risen at a much faster rate than median family wages (ACSCFA, 2010). To address this problem, federal and state governments have employed need-based financial grants to mitigate the effect of rising college costs on the postsecondary decisions of students from low-income families. The largest of these grants (both in terms of the total number of awards and total dollars awarded) is the federal Pell Grant, a need-based grant awarded to low-income students pursuing a college education. Additionally, institutions (beginning with Princeton in 2001) have adopted no-loan policies to further diminish the affordability gap between low-income and non-low-income students.

Deming and Dynarski (2009) found that need-based grant eligibility can have a strong and positive effect on whether students enroll in college, with the estimated probability of enrollment increasing by 3% to 4% for each additional \$1,000 in grant aid eligibility. In addition, several studies have examined the long-term effect of merit-based scholarships on postsecondary students (Bruce & Carruthers, 2011; Dynarski, 2008; Scott-Clayton, 2011), but surprisingly little research has examined the effect of need-based grants on student outcomes, such as post-baccalaureate decisions, despite the fact that need-based assistance accounts for the considerable majority of all grant aid awarded by the federal and state governments.

Despite the lack of literature on the influence of need-based grants on post-baccalaureate decisions, the literature on the influence of no-loan programs is even less robust. Pallais and Turner (2006) examined public and private colleges and universities to consider the potential reach of no-loan programs. The resulting conclusion was that no-loan programs would have differential costs and benefits for public institutions depending on the state in which they were located. Additionally, Linsenmeier, Rosen, and Rouse (2006) analyzed a particular private, research university's decision to eliminate loans for all students. They found that no-loan programs did not significantly increase enrollment of more low-income students in general, but that it did have a positive and significant impact on the matriculation rate of underrepresented low-income students.

Previous empirical studies have suggested that no-loan financial aid programs generate increases in the number of qualified low-income students applying to selective postsecondary institutions (Avery et al., 2006). Waddell and Singell (2011) examined low-income student enrollments before and after the introduction of no-loan policies within a national sample of public four-year universities. Their findings affirmed previous research by revealing a positive impact on the number of low-income students after adopting a no-loan program. Waddell and Singell also found that post-adoption low-income students appear to be more academically prepared and face a lower risk of attrition than their low-income peers not enrolled in a no-loan program. However, Hillman (2012) cautioned that the adoption of no-loan programs could further stratify opportunities for low-income students within higher education by "skimming" the highest-achieving low-income students rather than adopting a broad strategy of support for all qualified low-income students.

As the federal government, states, and institutions continue to make sizable financial investments into need-based and no-loan programs, rigorous projections of their impact are needed. This proposal will begin to fill the void in the academic literature related to the post-enrollment impact of these programs for low-income college students. Beyond this contribution to scholarship, results of this project have the potential to impact the future design and implementation of financial aid programs.

Theoretical / Conceptual Framework

The conceptual framework of this proposal is guided in two parts. First, the proposal is guided in part by human capital theory, which suggests that a student's education is a form of investment such that one must consider the direct costs of higher education and the opportunity cost of foregone alternatives given that the cost of doing one thing is all other things you won't be able to do as a result (Becker, 1964; 1994). In the case of deciding whether to attend graduate school, the clear application of an opportunity cost is the absence of income drawn from traditional employment after graduation. Additionally, the investment drawn from human capital theory also relates to the potential return or benefit brought by the advancement in knowledge as indicated by the credential earned after completing graduate school.

Second, this proposal draws from rational choice theory (Becker, 1976, 1993; Elster, 1986), which explains graduate school enrollment as a process of cost-benefit analysis. More specifically, low-income students may become debt averse to the extent that they decline the prospect of undertaking loans in order to pursue graduate studies. This debt aversion is further complicated by informational asymmetries that lead many low-income students to determine the cost of graduate school is too high despite the long-term benefit of obtaining the advanced skills, knowledge, and credential.

Describe the research method that will be used (limit 1000 words):

- What are the research questions to be addressed?
- What is the proposed research methodology?

- What is the statistical model to be used?

This proposal uses National Center for Education Statistics (NCES) data and a unique institutional dataset from the University of Florida. Results from this study will have both high internal (institutional) and external (national) validity.

Phase 1: National Perspective

For the national perspective, we use the Baccalaureate and Beyond (B&B) Longitudinal Study dataset from NCES. B&B is the appropriate dataset given that it is nationally generalizable and includes our dependent variable of graduate school enrollment—along with financial indicators and a host of relevant covariates. We will examine the B&B 2007-2008 graduating cohort for our analysis, limiting the sample to students attending four-year institutions. Given the complexity of various degree options at community colleges combined with our intent to replicate this analysis using institutional data, we feel limiting the sample to four-years institutions is appropriate. The estimated B&B sample is approximately 11,815 students. As discussed later, there are sufficient observations around the Pell eligibility cutoff. To ensure generalizability to the national population, we will utilize the appropriate sample weights.

Phase 2: Institutional Perspective

Phase 2 will begin by replicating the analysis from our national dataset to illustrate continuity (or divergence) in the impact of Pell on graduate school enrollment. Next, Phase 2 will leverage institutional data to test the impact of the University of Florida's no-loan program on graduate school enrollment, with a particular focus on law and professional school enrollments.

This phase examines 25,383 undergraduates enrolled between 2006 and 2014 at the University of Florida and whose parental income is lower than \$50,000 (the cutoff for eligibility in the no-loan program is a parental income of \$40,000). As with our national analysis, our institutional analysis will focus primarily on graduate school enrollment. To complete this analysis, we will match our sample with the National Student Clearinghouse, which allow our analysis to specifically examine various programs of study: 1) legal education/law schools; 2) professional masters and doctorates; or 4) academic-based doctoral programs.

Empirical Strategy

In this study, we proposal to combine multiple quasi-experimental approaches to produce causal estimands. Primarily, we propose to apply a regression discontinuity (RD) approach to estimate the following effects: 1) Pell and 2) no-loan program participation on graduate school degree enrollment. RD approaches have been used previously by scholars to assess the role of financial aid programs on enrollment outcomes. Specifically, Thistlewaite and Campbell (1960) used RD to evaluate the National Merit Scholarship program's effect on career choices; Desjardin, McCall, Ott, and Kim (2010) used a similar approach to test the impact of the Gates Millennium Scholars Program; Kane (2003) used RD to test the effects of financial aid awards on student enrollment decisions; and Toutkoushian et al. (2015) used RD to estimate the impact of Indiana's twenty-first century scholars program on college enrollments.

RD is a useful technique for situations in which there are specific, measurable criteria for eligibility into a treatment/program. In our study, students were assigned to the treatment (Pell and no-loan eligible) and control groups (e.g., not eligible) based on a set of pre-specified criteria. It is worthwhile to note that the RD design assumes that the students whose eligibility scores were close to the cutoff threshold are very similar, akin to being randomly assigned around this threshold.

Formally, the RD method estimates a local linear regression (Imbens & Lemieux, 2008) around a specific cutoff point (s_0) as follows:

$$y_i = \alpha + \beta \cdot 1\{S_i \geq s_0\} + \gamma \cdot f(S_i) + \eta \cdot 1\{S_i > s_0\} + Z_i' \xi + \varepsilon_i$$

where y_i is our dependent variables. $1\{\}$ is an indicator function, taking the value of one if the logical condition in brackets holds and the value zero if not. In this case, it takes the value of one if a student score is above the cutoff point. $f(S)$ is an unknown smooth function of student score, which may be approximated by linear, quadratic, or cubic terms of scores, depending on the actual data and significance test. The parameter β gives the difference in outcomes at the cutoff point, i.e., the effect of the treatment/program on graduate school enrollment probabilities.

Since the identification of RD technique is based on the difference between the groups above and below the threshold, choosing an appropriate bandwidth for RD design becomes critical because it involves balancing between precision and bias. Using a larger bandwidth yields more observations and thus more precise estimates. However, the local linear estimates become less accurate with a large bandwidth, leading to biased estimates. For both expected family contribution (our assignment variable for our national data) and parental income (our assignment variable for our institutional data), we propose to utilize the optimal bandwidth approach recommended by Fan and Gijbels (1996). Using optimal bandwidths will ensure robust results.

Within both samples, we have individuals assigned to the treatment (Pell and no-loan) that do not "take-up" the intervention. To this end, we must account for this by using a fuzzy RD design (Lee & Lemieux, 2009). Within our fuzzy RD design, we use our assignment variable and date at which one applies for admissions to the university as instrumental variables for participation in our treatments. An instrumental variable approach is used to overcome the omitted variable problem. An instrumental variable approach can be estimated using two-stage least squares regression (2SLS) (Angrist & Pischke, 2009). Several researchers have employed this instrumental variable approach when a cutoff score is available (Hahn, Todd, & Klaauw, 2001; Lee & Lemieux, 2009). Cook (2008) also noted that "the cutoff value functions as an instrumental variable and engenders unbiased causal conclusions" (p. 651). Appendix A provides graphical representations of the assignment discontinuity (and number of observations) for both Phase 1 and Phase 2.

Because we are using national data, undergraduate institutional choice may have an effect on graduate school enrollment. To this end, we will employ an inverse propensity weighting model that accounts for pre-college academic and undergraduate institutional selectivity to ensure balance between our groups within our RD design. This will ensure that individuals within our treated and control groups are a close approximation to being randomly distributed.

References cited (no word limit):

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Project Description - Appendix

- [Appendix](#)

Datasets

List the datasets that will be used and explain why they best serve this research (limit 500 words)

The following provides a crosswalk between our NCES/national dataset and the institutional administrative dataset we use to supplement the analysis.

The Baccalaureate and Beyond (B&B: 08/12) Longitudinal Study is the appropriate dataset because it includes financial aid, loan, and post-undergraduate information, which enables the researchers to address the impact of total loan debt on graduate school enrollment for low-income students using national data. As a result, we will be able to make generalizable claims with significant relevance for higher education administrators and

policymakers across the United States.

Variable Type Description B&B: 08/12 Institutional
 Outcome Grad School Enroll B2HIENR NSC_GS_Enroll
 Outcome Law School Enroll B1HIMAJ NSC_Law_Enroll
 B2CURMAJ
 B2HICMAJ
 B1GR1MJ
 B1GRMJ09
 Outcome PhD Program B2HIENR NSC_PhD_Enroll
 Assignment EFC EFC EFC+
 Assignment Parental Income ICINCOME+ Year1_ParentIncome
 Covariates Race/Ethnicity RACE Year1_Race
 Covariates Gender GENDER Year1_Gender
 Covariates H.S. GPA HSGPA PreCollege_HSGPA
 Covariates SAT Score TESATDER PreCollege_SAT
 Covariates Cumulative Loan Debt B1BORAT Cum_Loan
 Covariates Dependency Status DEPEND5A Not Applicable
 DEPNUMCH Not Applicable
 Covariates Higher Education Expec HIGHLVEX SERU_DegreeExpect
 UG Institution Selectivity SELECTV2 Not Applicable
 UG Institution Control I1CTRL Not Applicable
 UG Institution Level I1LEVEL Not Applicable

+ indicates variables not used within the assignment of treatment process.

Statement of use of restricted datasets (limit 250 words):

Applicants should provide a statement indicating whether the proposed research will require use of restricted datasets. If restricted datasets will be used, the plan for acquiring the appropriate license should be described.

If restricted datasets will not be used, leave this text box blank and click *Save and Continue*.

The Higher Education Administration and Policy Program, within the College of Education at the University of Florida, currently possesses access to a number of NCES restricted datasets – under license #08050063. Dr. Dennis Kramer (license coordinator) and Dr. Justin Ortagus have been approved to gain access and administer restricted data within the College of Education's data lab. Data storage and usage complies with the guidelines of NCES and access is restricted only to approved individuals.

Timeline and Deliverables

Timeline:

Provide a timeline of key project activities.

June – August 2016

- Award Notification
- Grant Begins (August 1st)
- Phase 1: National data cleaning and preparation
- Phase 2: Institutional data extraction and cleaning

September – December 2016

- National and institutional data: Analysis and modeling
- Mid-year report to AIR by November 1st
- Draft interpretation of results
- Identification of literature base

January – April 2017

- Final analysis of both national and institutional data
- Complete draft manuscript for national data
- Finalize literature and methods of institutional data
- Generate policy brief drafts for both national and institutional data
- Present at Annual AERA Conference

May – July 2017

- Present at AIR Annual Forum
- Submit final manuscripts for both national and institutional data
- Disseminate policy briefs to state and national financial aid administrators
- Final report submitted to AIR by July 1st

Deliverables:

List deliverables such as research reports, books, and presentations that will be developed from this research initiative.

This project will produce three distinct deliverables. First, a presentation of findings will be made at the annual AIR Forum and ASHE conference. Second, results from this study will be incorporated into a policy brief that will be distributed through UF's Institute of Higher Education. Finally, this project will lead to multiple peer-reviewed publications. Specifically, we will target Education Finance and Policy, Research in Higher Education, Journal of Higher Education, or American Education Research Journal as potential avenues to publish the findings. It should also be noted that all deliverables will be available online through UF's Institute of Higher Education website.

Disseminate results:

Describe how you will disseminate the results of this research.

(Note: Costs of travel to meetings should be calculated on the budget page.)

Given the network associated with UF's Institute of Higher Education, results from this study will be widely disseminated to scholars, policy-makers, and practitioners. UF's College of Education has a robust outreach and communications division that works with faculty members to disseminate their research through multiple channels. The Institute of Higher Education annually visits state policymakers to discuss emerging trends and research. The results of this study will be highlighted with the research briefs provided to state representatives. The reach of the targeted academic journals for publication will ensure that this study is disseminated both to the academic community as well as state-level practitioners. Finally, conference attendees at both the AIR Annual Forum and the AERA conference will be provided copies of the policy brief.

IRB Statement**Statement of Institutional Review Board approval or exemption (limit 250 words):**

As part of the proposal, a statement outlining a plan for Institutional Review Board (IRB) approval is required. The statement should outline the applicant's timeline and plan for submitting the proposal to an IRB or explain why IRB approval is not necessary. Final IRB action is not necessary prior to submitting the application.

This study has been approved by the UF Institutional Review Board – Protocol #2014-U-1404 and have been approved through December 31, 2017. A copy of the approved IRB letter can be provided.

Biographical Sketch(es)**Biographical sketch (limit 750 words):**

Dennis A. Kramer II is an Assistant Professor of Higher Education Policy at the University of Florida. Dr. Kramer earned his Ph.D. in Higher Education from the Institute of Higher Education/University of Georgia in 2014. Dr. Kramer teaches courses in higher education finance, quantitative research methods, and higher education policy. His research interests include state and federal higher education finance, college costs and affordability, and financial aid policy.

Dr. Kramer's research focuses on experimental and quasi-experimental designs; specifically, regression discontinuity, difference-in-differences, propensity score matching, and instrumental variables. This research is published or forthcoming in: Review of Higher Education, Journal of Higher Education, Educational Evaluation and Policy Analysis, and the Journal of Education Finance. Additionally, Dr. Kramer recently co-authored a book chapter, with Dr. Robert K. Toutkoushian within The Handbook of Institutional Research.

Prior to his faculty role, Dr. Kramer served as the Senior Research and Policy Analyst for the Georgia Department of Education. In this role, he managed the agency's P-20 policy development and evaluation agenda and served as the federal policy liaison. Dr. Kramer has participated in the AIR/NSF/NCES summer Data Policy Institute and NCES's Quasi-Experimental Design Workshop in Education at Northwestern University.

Justin C. Ortagus is an Assistant Professor of Higher Education Administration & Policy at the University of Florida. He obtained his Ph.D. in Higher Education from Pennsylvania State University and served as a graduate research assistant at the Center for the Study of Higher Education. Dr. Ortagus teaches courses related to higher education administration, organization and governance, and technology in higher education.

His research typically employs rigorous quantitative methods to examine the influence of a variety of administration and policy issues facing colleges and universities. Dr. Ortagus has utilized several NCES national datasets in his previous research, including BPS, NPSAS, and IPEDS. Most recently, Dr. Ortagus has published work using difference-in-differences to study the unintended consequences of performance funding in higher education and fixed effects regression models to examine the impact of college rankings on institutional behavior. In addition, Dr. Ortagus has multiple forthcoming papers leveraging NCES data in innovative ways. He uses multiple editions of NPSAS data (2000; 2004; 2008; 2012) to describe the changing profile of postsecondary online students and BPS data to examine the influence of online enrollment on various academic outcomes.

Prior to joining the faculty at the University of Florida, Dr. Ortagus worked extensively with Penn State's Graduate Certificate Program in Institutional Research, working directly with both institutional and NCES data for instructional purposes. Dr. Ortagus has also presented at various AIR Forums and participated as a fellow in the AIR/NSF/NCES National Data Institute.

Budget

- [Budget Form](#)

Funding History

Funding history (limit 250 words):

A statement of prior, current, and pending funding for the proposed research from all sources is required. The statement should also include a history of all prior funding from AIR to any of the PIs for any activity. Funding from other sources will not disqualify the application but may be considered in the funding decision.

This proposal has no current or pending funding from other sources. Both Dr. Kramer and Dr. Ortagus received financial support from AIR to participate as graduate fellows in the AIR/NSF/NCES National Data Institute.

Dissertation Advisor Letter of Support

There are no files attached.

Appendix

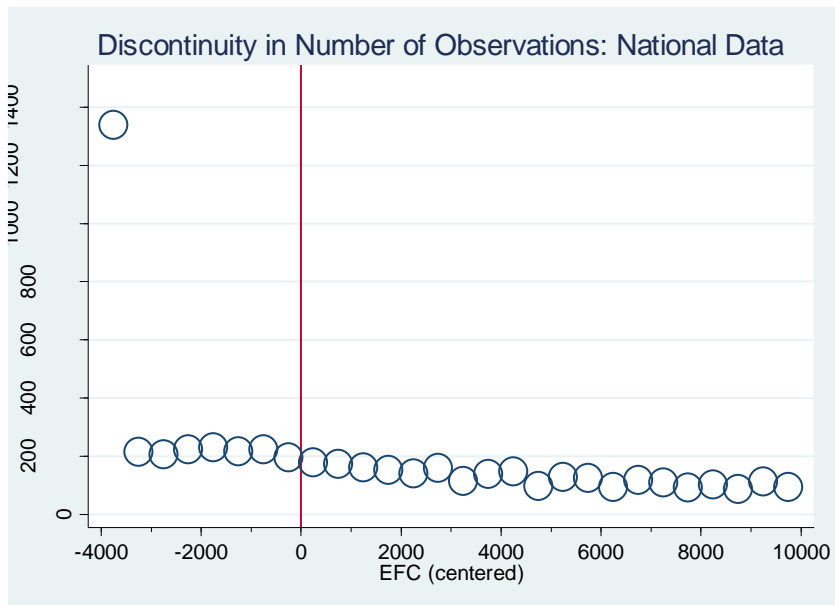
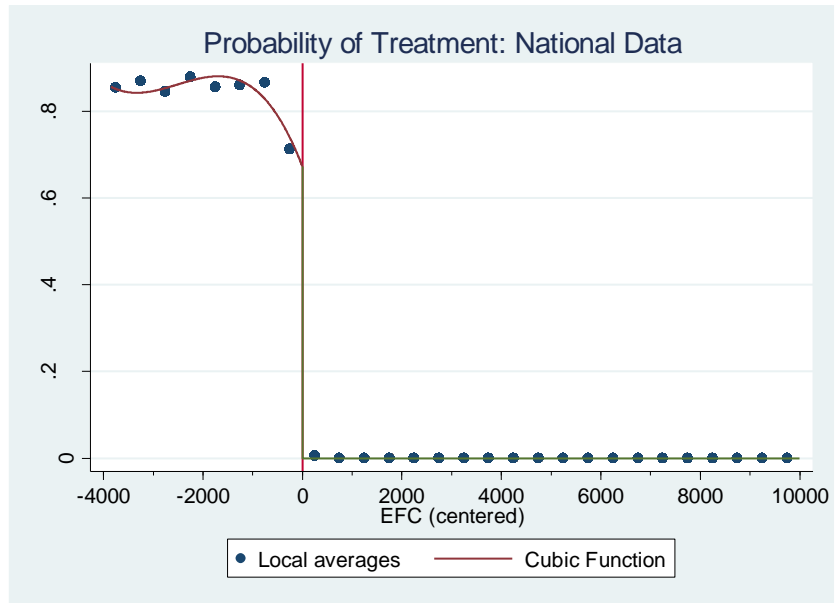
Appendix A: Data crosswalk

Variable Type	Description	B&B: 08/12	Institutional Dataset
Outcome	Grad School Enroll	B2HIENR	NSC_GS_Enroll
Outcome	Law School Enroll	B1HIMAJ B2CURMAJ B2HICMAJ B1GR1MJ B1GRMJ09	NSC_Law_Enroll
Outcome	PhD Program	B2HIENR	NSC_PhD_Enroll
Assignment	EFC	EFC	EFC+
Assignment	Parental Income	ICINCOME+	Year1_ParentIncome
Covariates	Race/Ethnicity	RACE	Year1_Race
Covariates	Gender	GENDER	Year1_Gender
Covariates	H.S. GPA	HSGPA	PreCollege_HSGPA
Covariates	SAT Score	TESATDER	PreCollege_SAT
Covariates	Cum Loan Debt	B1BORAT	Cum_Loan
Covariates	Dependency Status	DEPEND5A DEPNUMCH	Not Applicable Not Applicable
Covariates	Highest Degree	HIGHLVEX	SERU_DegreeExpect
UG Institution	Selectivity	SELECTV2	Not Applicable
UG Institution	Control	I1CTRL	Not Applicable
UG Institution	Level	I1LEVEL	Not Applicable

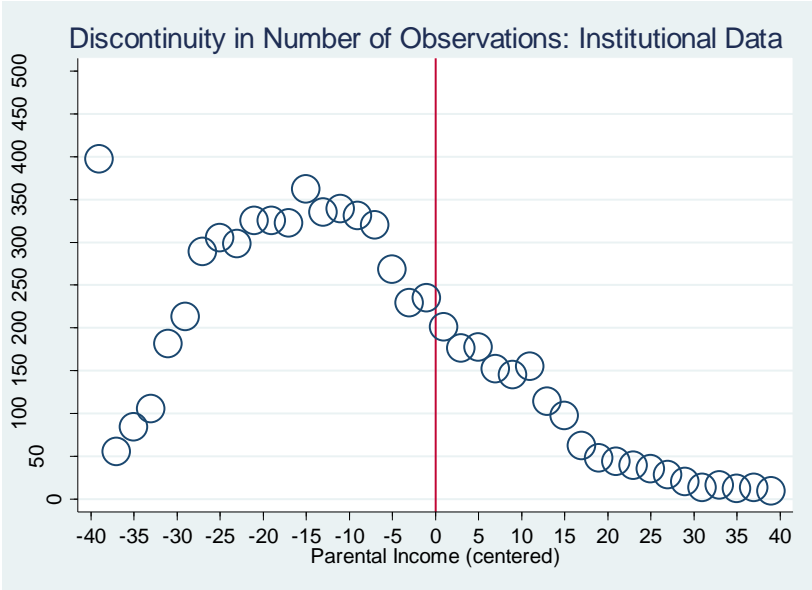
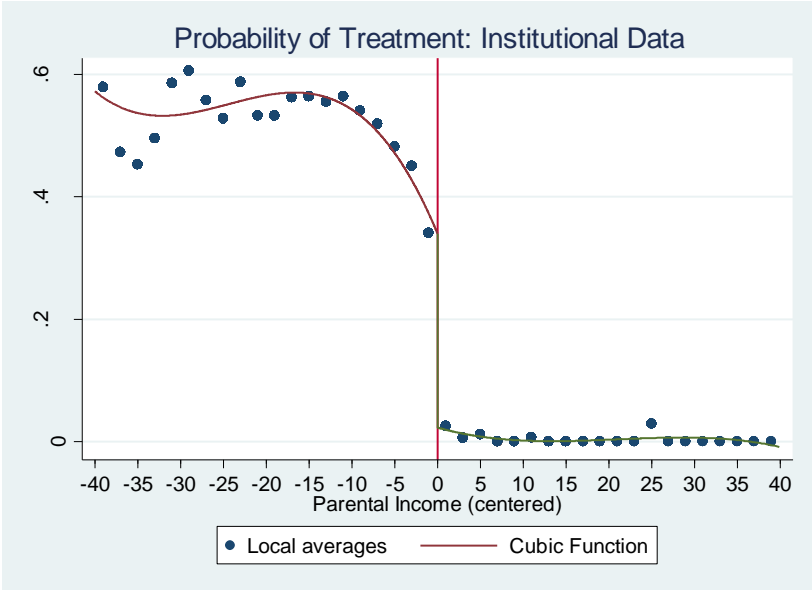
+ indicates variables not used within the assignment of treatment process.

Appendix B: Regression Discontinuity Sorting Diagnostics

Phase 1: National Data



Phase 2: Institutional Data



Research Grant Proposal Budget Form

Personnel - Time on Project

(Enter percentage as a decimal)

Principal Investigator

% (FTE) academic year
 % (FTE) summer

Second Principal Investigator

% (FTE) academic year
 % (FTE) summer

Third Principal Investigator

% (FTE) academic year
 % (FTE) summer

Graduate Research Assistant

% (FTE) academic year
 % (FTE) summer

Personnel - Salary & Benefits

academic year \$
summer \$

academic year \$
summer \$

academic year \$
summer \$

academic year \$
summer \$

Personnel - Salary/Stipend

(Time on Project x Salary and Benefits)

academic year \$
summer \$

academic year \$
summer \$

academic year \$
summer \$

academic year \$
summer \$

Total Salary and Wages (calculated from above fields)

\$

Travel

2016 Access Group Legal Education Research symposium:

\$

Other research related travel:

\$

(*Note:* Other planned travel should be listed in the "Timelines and Deliverables" section)

Other research expenses

Please provide a breakdown of expenses below and add the total value in the box to the right. Allowable expenses include: materials, such as software, books, supplies, etc.; consultant services, such as transcription, analysis, external researchers, etc.; and costs for publishing articles in journals. The purchase of computer hardware, overhead or indirect costs, and living expenses are not allowable. If you have questions about specific expenditures please contact AIR.

\$

TOTAL REQUESTED

\$