

Economics and Business

Colorado College

Format Guidelines for Senior Thesis 2021-22

Formatting questions not addressed in this document should be directed to the Economics Paraprofessional, located in Palmer 118

Responsibility

Advisor's Responsibility:

- The student's advisor serves as a mentor while the student is doing thesis work and preparing results. Although the student owns the primary responsibility for the content, quality and format of the thesis, the advisor must be consulted frequently. Advisors approve the final document before it is submitted. Advisors are particularly asked to ensure the abstract summarizes clearly and concisely the major points of the thesis.

Student's Responsibility:

- The student is responsible for making all arrangements and preparations for the submission of the thesis. The student should consider the following:
 1. Follow all requirements and instructions of your thesis advisor.
 2. Consult the Publication Manual of the American Psychological Association for the correct format of headings, tables, figures, illustrations, footnotes, in text citations and references.
 3. Refer to the thesis requirements and guidelines provided by the Economics and Business department regarding correct format for thesis presentation.
 4. Draft and edit for correct sentence structure, grammar, paragraphing, punctuation and spelling before review from advisors.
 5. Construct pagination and legends for all tables and illustrative materials.
 6. Proofread the final copy to ensure corrections have been made correctly.
 7. Present timely drafts to their advisor for review.
 8. Submit the final draft on time through the online submission portal.

Arrangement of the Thesis

Each thesis must be arranged in the following order. Specific information about each section is on the following pages. Italicized pages are optional.

- Title Page
- *Copyright Page (optional)*
- Abstract
- Honor Code
- *Acknowledgement Page (optional)*
- *List of Abbreviations (optional)*
- *Glossary (optional)*
- Table of Contents
- Text Body (*divided into sections following a logical outline*)
- Tables, Illustrations, Figures and Graphs: *If not incorporated in the main body of the text. These should immediately follow the text, not at the end of sections*
- References
- *Appendices (optional)*

Formatting and Layout Requirements

Page Size

- Page size should be 8.5 x 11, Standard US letter size

Margins

- 1.5 inch on the left side
- 1 inch on all other sides

Spacing

- **Each section title should adhere to the margins above and begin one inch lower than the top of the page.**
- The preliminary pages as well as the text must be double spaced.
- Under certain conditions, quotations may be single spaced, as recommended under APA style.
- Table of Contents and lists with lengthy entries may be single spaced with a double space between entries.
- References may be single spaced, with a double space between entries.

Pagination

- Every page after the List of Tables, Figures, Illustrations and Graphs is numbered.
- Page numbering should be centered on the bottom of each numbered page, ½ inch from the bottom edge.
- Page numbering will begin with Arabic numeral 1
- No empty pages
- On pages that are formatted with landscape orientation, the page number must appear in the bottom center as if the page were not rotated originally.

Graphs and Tables

- Link to install a program on Stata to export regression and summary tables:
[https://www.statalist.org/forums/forum/general-stata-discussion/general/1435798-
asdoc-an-easy-way-of-creating-publication-quality-tables-from-stata-commands](https://www.statalist.org/forums/forum/general-stata-discussion/general/1435798-
asdoc-an-easy-way-of-creating-publication-quality-tables-from-stata-commands)

Submission

- The completed thesis must be uploaded to the thesis submission module no later than 2:00 p.m. of the day it is due.
- The thesis can be submitted at the following link:
<http://discovery.coloradocollege.edu/etd/login?next=/etd/economics-and-business>
 (Also found on the department's website)

Deadlines

Second thesis block:	2:00 pm deadline:
Block II	Wednesday, October 20, 2021
Block III	Wednesday, November 17, 2021
Block IV	Wednesday, December 22, 2021
Block V	Wednesday, February 16, 2022
Block VI	Wednesday, March 16, 2022

Penalties

- If you do not meet your thesis advisor's expectations and you earn a D+ or below during your first thesis block you will be required to restart your thesis with a new advisor.
- Penalties for late submission are detailed below:

Day	Time	Grade Reduction	Potential Grade if Thesis Earned an A
Submitted on time	On or before 2:00 pm	None	A
Submitted on due date	Between 2:00-4:00 pm	1/3 letter grade	Reduced to A-
Submitted after 4:00 pm on the day it was due	The following Monday, before 2:00 pm	1 letter grade	Reduced to B
Submitted after 2:00 pm on the Monday after it was due	The following Tuesday, before 2:00 pm	2 letter grades	Reduced to C
Submitted after 2:00 pm on the Tuesday after it was due	The following Wednesday, before 2:00 pm	3 letter grades	Reduced to D
Submitted after 2:00 pm on the Wednesday after it was due		4 letter grades	NC grade given

Content

Center this page horizontally & vertically.
(Template available on the Economics & Business website.)

YOUR THESIS TITLE

Title is in ALL CAPS.
Watch out for typos.

A THESIS

Presented to

The Faculty of the Department of Economics and Business

The Colorado College

1-1/2" margin on left.
1" margin on right.

In Partial Fulfillment of the Requirements for the Degree

Bachelor of Arts

By

[Your Name]

Graduation Month Year

This will be either
December or May.

NO PAGE
NUMBER.

Copy your title from
your title page.
**Template available
on the Economics &
Business website.**

TITLE OF THESIS GOES HERE

Your Name

This is either
December or May.

Month Year

Major

Abstract

Insert text of abstract here. An abstract must be no longer than one page, but may be as short as 1 paragraph. An abstract is a brief summary of your thesis. It should include the context of the problem, a statement of your problem or hypothesis, the approach or method, and the data or evidence used in your analysis. An abstract usually ends with a statement of the main point or with a statement that anticipates the main point of the thesis.

KEYWORDS: (Word, Word, Word)

JEL CODE: xxx, xxx

Standard method of classifying scholarly literature
in the field of economics.

<https://www.aeaweb.org/jel/guide/jel.php>

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horizontally & vertically.

**(Template available on the
Economics & Business website.)**

ON MY HONOR, I HAVE NEITHER GIVEN NOR RECEIVED
UNAUTHORIZED AID ON THIS THESIS

Your signature must be
handwritten.

Signature

Center Table of Contents top to bottom.
 Hit “enter” a few times, or “del.” Use
 “tab” to create additional Rows and
 Cells.

**(Template available on the
 Economics & Business website.)**

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Introduction

APA Level One Heading:
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Uppercase and lowercase

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1 inch Right Margin

It's nearly impossible to turn on the news, open the newspaper, or go on the Internet without finding some mention of a political, celebrity, or athletic figure who has committed a scandal. In the competitive world of college athletics, many teams and individuals across all sports and divisions have been found guilty of committing athletic scandals. Not only do the actions of the wrongdoers have negative implications for themselves, their actions can lead to substantial losses for their teams and universities as well. Following the allegations of sexual misconduct against the University of Colorado's football program, the university suffered a loss of the Chancellor, the Athletic Director, the Football Coach, and the University President. Additionally, the university faced over one million dollars in financial losses due to the investigation (Hughes and Shank, 2008). Considering the impact that an athletic scandal can have on a university, this paper explores the influence of collegiate athletic infringements on the quantity and quality of college applicants.

APA in text citations:
(Author, year)

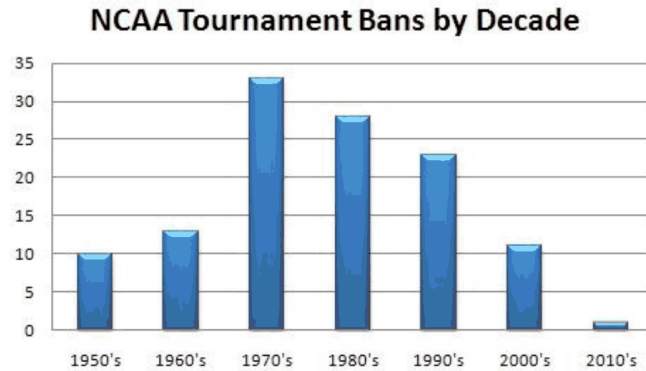
Although some studies have been conducted on the positive and negative effects of college athletic programs for universities, the literature lacks research on the relationship between athletic scandals and prospective students. Past studies have concluded that athletic success leads to improvements in a school's reputation (Chressanthi & Grimes, 1993; Murphy & Trandel, 1994; Toma & Cross, 1998; Jain, 2004; McEvoy 2005; Roy et al., 2008; Pope & Pope, 2009; Anderson, 2012; Castles & Kostelnik, 2011; Desrochers, 2013). On the contrary, athletic probation and post-season bans negatively impact a university's reputation (Chressanthi & Grimes, 1993). Because

Page numbers
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1

Figures, tables, and equations should all be numbered sequentially. Do not include section place. The title goes above the figure or table and the source goes directly below the figure or table.

Figure 1: Basketball Tournament Bans



Source: McKillop, 2011

Table 1: NCAA Football and Basketball Programs with Most Season Bans

Football Programs	Bowl Bans	Basketball Programs	Tournament Bans
Auburn (AL)	9	Centenary	7
Southern Methodist (TX)	9	North Carolina St.	7
Southern California	6	UL Lafayette	6
Florida	5	Illinois	5
Houston (TX)	5	Cincinnati	4
Kansas St.	5	Kansas	4
Miami (FL)	5	Memphis	4
Oklahoma	5	Minnesota	4
Oklahoma St.	5	New Mexico St.	4
Indiana	4	San Francisco	4
North Carolina St.	4	Tulane	4
Penn St.	4	UT Pan American	4
Texas A&M	4	Wichita St.	4
UCLA	4		

Source: McKillop, 2011; McKillop 2012

The number of teams that have been sanctioned throughout their program's history illustrates the magnitude of the issue of athletic scandals. The actions of teams and individual players and coaches not only have negative implications for their athletic programs, but also reflect negatively on their schools. Since athletics are one of the most

Footnotes are for ancillary comments only.

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Literature Review

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Centered, bold,
Uppercase and lowercase

There are many factors that affect students' decisions about whether or not to apply and enroll at a college or university. This is exemplified by The Princeton Review, which ranks colleges in 62 categories within the topics of academics and administration, campus life, town life, schools by type, politics, quality of life, extracurricular, and the social scene (The Princeton Review, 2013). Schools compete for students; therefore, they must address and meet the needs and expectations of prospective students. To do so, universities must ask themselves what factors and programs impact a student's enrollment decision most. The existing research suggests a relationship between athletic programs and college admissions, but is inconclusive on the degree of impact, sports type and division level, thus leaving room for future studies.

Determinants of College Applications

APA level two heading:
Flush left, Boldface, Uppercase and lowercase Heading

Since students are all somewhat different from each other, how does an institution of higher education predict and earn a high application volume through the utilization of its athletic programs? Economic conditions are significant in one's decision to apply to a college or university, and thus must be controlled for in studies (Holley & Harris, 2010). One study illustrated that students rely most on parents, guardians, and friends when choosing a college (Galotti & Mark, 1944). Another study concluded that students primarily focus on the academic and institutional reputation, as well as the cost and location when making their enrollment decision (The Brand Called U, 2003). Canale and Dunlap (1996) concluded that the most influential college characteristics are teacher attributes, areas of study offered, costs, and academic reputation. Their results illustrate that 75% of students believed sports and extracurricular programs were very important or

football, leads to an increase in applications, the boost only lasts a year or two

(Desrochers, 2013).

APA level four heading:
Indented, boldface, italicized, lowercase heading with a period

Type of Sport and Post-Season Play. Certain studies hold that universities benefit

most from successful football and men's basketball seasons. For the top 20 football schools and the top 16 basketball schools, the number of applications received following a successful football or basketball season increased between 2% and 8% per year (Pope & Pope, 2009). Chressanthis and Grimes (1993) studied data on football and basketball win-loss records, postseason play, and TV appearances for teams at Mississippi State University from a 21-year period. The study concluded that a one percent increase in the percentage of football wins from the previous season resulted in a 3.8% increase in first-year student enrollment demand.

The success of a team during post-season play also impacts a university's applicant pool. Judah (2010) looked at NCAA football and men's basketball championship tournament success. The results concluded that the further a team made it in the tournament, the greater the percent increase in student applicants received for the following year. A similar study by Toma and Cross (1998) looked at the impact of championship seasons on undergraduate applications. They found that in contrast to championship football seasons that have an immediate impact of the number of applications received, there is a lag time associated with a championship basketball season. Specifically, championship seasons in basketball typically lag three years in affecting application rates. One possible explanation for this is the timing of the championship game for basketball compared to football. While the championship game for football is held in January each year, the championship basketball game takes place in

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new chapter/section

Theory

Higher education is an integral part of society in America. Many students are faced with a difficult choice about which university to attend upon graduating from high school. With such a vast number of schools to choose from, students rely on many factors to narrow down their application decisions, and ultimately enroll in a university. Assuming all applicants are rational, they will choose the university that maximizes their utility. The academic and social reputation and quality of the university heavily influence students' happiness at an institution. Every student has to deal with scarcity, and is therefore limited to a budget constraint when considering higher education. Based on the competitiveness between universities, further analysis will show why students choose to apply to certain schools over others, and which factors are most influential in making these decisions. An individual's decision to attend higher education is represented by the following utility function:

$$U = (R, Q)$$

Equation numbered on right margin

Equation 1

In this function, U represents their total utility with Q signifying the academic and student life quality of the institution and R indicating the academic and athletic reputation of the university. Individuals also face a budget constraint when deciding to attend a university of higher education, represented in figure 3.2.

$$I = P_R R + P_Q Q$$

Equation 2

Within the budget constraint, I represents an individual's income available for consumption. P_R indicates the price of a university's reputation, while R represents a schools reputation. P_Q displays the price of a university's quality, while Q indicates the quality of a school. The corresponding Lagrangian is:

Table 5:
Results Example

Also note that numbers in tables should extend 2 decimal places.

Suicidal Ideation At Time 2

Decked heads: heading that is stacked often to avoid repetition or words in column headings

Tables should be aligned by decimal points.

Variable	Unadjusted ^a		Adjusted for Demographic Variables ^b		Adjusted for Demographic Variables and Time 2 Depression	
	OR	95% CI	OR	95% CI	OR	95% CI
Weight Status						
Young men	0.97	[0.78, 1.21]	0.94	[0.75, 1.19]	0.95	[0.74, 1.22]
Young women	1.06	[0.88, 1.26]	1.02	[0.85, 1.23]	1.02	[0.85, 1.23]
Body Dissatisfaction						
Young men	0.88	[0.50, 1.54]	0.99	[0.56, 1.75]	0.67	[0.36, 1.24]
Young women	1.06	[0.77, 1.46]	1.02	[0.74, 1.42]	0.93	[0.93, 1.30]
UWCB						
Young men	0.81	[0.54, 1.24]	0.77	[0.50, 1.19]	0.62	[0.39, 1.00]
Young women	0.89	[0.65, 1.21]	0.93	[0.68, 1.27]	0.82	[0.59, 1.13]
EWCB						
Young men	1.36	[0.55, 3.36]	1.73	[0.69, 4.37]	1.66	[0.62-4.43]
Young women	1.98	[1.34, 2.93]	2.00	[1.34, 2.99]	1.79	[1.19, 2.71]

When a table includes point estimates, for example, means, correlations, or regression slopes, it should also include confidence intervals.

Note. OR = odds ratio; CI = confidence interval; UWCB = unhealthy weight control behaviors; EWCB = extreme weight control behaviors. Adapted from “Are Body Dissatisfaction, Eating Disturbance, and Body Mass Index Predictors of Suicidal Behavior in Adolescents? A Longitudinal Study,” by S. Crow, M.E. Eisenberg, M. Story, and D. Neumark-Sztainer, 2008, *Journal of Consulting and Clinical Psychology*, 76, p 890. Copyright 2008 by the American Psychological Association.

Tables may have three types of notes: Specific, General notes and probability notes. See APA style guide for more detail

Source: American Psychological Association, 2011

Table 6.1. Basic Citation Styles

Type of citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
One work by three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, & Walsh, 2006)	(Bradley et al., 2006)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo, 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Groups (no abbreviation) as authors	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

Treat references to legal materials like references to works with no author; that is, in text, cite materials such as court cases, statutes, and legislation by the first few words of the reference and the year (see Appendix 7.1 for the format of text citations and references for legal materials).

When a work's author is designated as "Anonymous," cite in text the word *Anonymous* followed by a comma and the date:

(Anonymous, 1998)

In the reference list, an anonymous work is alphabetized by the word *Anonymous* (see section 6.25).

6.16 Two or More Works Within the Same Parentheses

Order the citations of two or more works within the same parentheses alphabetically in the same order in which they appear in the reference list (including citations that would otherwise shorten to *et al.*).

Source: American Psychological Association, 2011

References

- Albala, L. (2014). Influence of NCAA athletic scandals on applicants. (Unpublished B.A.). Colorado College: Economics and Business, Digital Archives at Colorado College
- American Psychological Association. (2011). Publication manual of the American Psychological Association, 6th edition American Psychological Association
- Colorado State University. Thesis dissertation formatting guide. Retrieved, 2014, Retrieved from http://www.tgs.northwestern.edu/documents/academic-services/guidelines_for_students.pdf
- Harvard University Graduate School of Arts and Sciences. The Form of the PhD dissertation: A supplement to the graduate school of arts and sciences handbook. Retrieved, 2014, Retrieved from http://www.gov.harvard.edu/files/form_of_dissertation.pdf
- Northwestern University. Format guidelines for doctoral dissertations. Retrieved, 2014, Retrieved from http://www.tgs.northwestern.edu/documents/academic-services/guidelines_for_students.pdf