

Darren Page

Breech School of Business Administration
Drury University
Springfield, MO

dpage002@drury.edu
605-553-1485
www.darrenpage.net

Appointments

Drury University, Breech School of Business Administration
Visiting Assistant Professor of Economics

Fall 2021 - Present

Education

Ph.D. Economics, The University of Iowa	2021
M.A. Economics, The University of Iowa	2017
B.A. Economics, Minnesota State University, Mankato	2016

Research Fields

Economics of Education, Labor Economics, Applied Microeconomics

Working Papers

College Applications and Enrollment Effects of the Common Application
(Revise and Resubmit at *Contemporary Economic Policy*)

This paper measures college applicants' response to the expansion of the Common Application, an online platform that reduces the time costs of additional applications to its member colleges. When a local college becomes a member institution, applicants are more likely to use the Common Application, submit more applications, send more ACT score reports, and are more likely to enroll in member colleges. Low-income applicants respond more strongly and are also more likely to enroll in private colleges instead of public colleges. The results are consistent with behavioral responses rather than sensitivity to time costs.

Need and Net Prices: The Economic Incidence of State Student Grant Aid

States provide grant aid to students with financial need in amounts that vary widely from state to state. Though students are the intended recipient of this aid, price discrimination in tuition-setting makes it possible for colleges to capture the aid by reducing institutional aid. I collect pricing data from net price calculators to compare net prices for prospective low-income students across states with aid programs that vary in generosity. I show that universities capture 39 percent of state-provided aid to high-achieving students and 28 percent of aid to low-achieving students. I find no measurable difference in aid capture between public and private universities. The results suggest that state-provided grant aid crowds out institutional aid to some extent, but that eligible students still capture most of the aid through lower net prices.

Choice Architecture and the Common Application: Ordering Effects in Online Settings

The proliferation of online college applications paired with centralized application services such as the Common Application (CA) dramatically increases the scope for choice architects to affect the decisions of college applicants. I provide evidence for two online settings where students are affected by the way choices are listed for them. First, when colleges join the CA, whether or not local ACT-takers expand their college search depends on the options presented by the joining college's website. If applicants can only apply to the local college through the CA or the website lists the CA option first, test-takers exposed to the CA send more than two additional ACT score reports. In comparison, applicants increase score report volume by only 0.6 when exposed to the CA by a joining school that lists the CA option second. Second, I

show that CA-joining colleges lead local ACT-takers to send an outsized number of score reports to schools at the top of the CA website's alphabetized search results. These findings imply that college applicants exhibit clear behavioral biases that may limit the effectiveness of their college search.

One Email to Students: Can a Light-Touch Intervention Make a Difference? (with Travis Williams)

Poor performance in introductory courses and lack of individualized assistance may contribute to college non-completion. This research measures the effects of increased, personalized instructor feedback on performance in introductory college courses. We conduct an experiment in which poorly-performing students in large lectures are randomized to receive individualized communication through email about their course performance along with a reminder of their instructors' out-of-class availability. Half of the treated students receive an email from the professor, while the other half receive an email from their teaching assistant. We find that neither treatment measurably increases course performance or perception of instructor quality. Emails from professors decrease attendance at TA office hours, suggesting that students view professor and TA office hours as substitutes. Both types of emails increase the frequency at which students seek help from the email's sender, but do not increase the frequency at which students seek help from the other, non-sending instructor, even though all emails contain office hour information for both the professor and the TA. Thus, changing the identity of the sender changes the effects of the nudge, which has implications for the scale-up of nudging programs.

Conference Presentations

Western Economic Association International Annual Conference	2020
Southern Economic Association Annual Meeting	2020

Courses Taught

Drury University	
Basic Economic Theory (ECON 201)	Fall 2021, Spring 2022
Econometrics (ECON 375)	Spring 2022
Price Theory (ECON 311)	Fall 2021, Spring 2022, Fall 2022
Principles of Microeconomics (ECON 210)	Fall 2022
The University of Iowa	
Principles of Microeconomics (ECON:1100)	Summer 2018

Service

Drury University	
Curriculum and Assessment Committee (Breech)	2022-Present
Fusion Learning Grants Committee	2021-2022
Recruitment and Engagement Committee (Breech)	2021-2022
Undergraduate Student Advising	2022-Present

Awards

The University of Iowa	
Outstanding PhD Teaching Assistant Award, Tippie College of Business	2021
Outstanding Research Paper Award, Department of Economics	2020
Outstanding Teaching Assistant Award, Department of Economics	2018

References

David Frisvold
Department of Economics
University of Iowa
david-frisvold@uiowa.edu

Robin Soster
Breech School of Business
Drury University
rsoster@drury.edu

Suyong Song
Department of Economics
University of Iowa
suyong-song@uiowa.edu