

Shinyoung Kim

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Education

- **Iowa State University** Ames, IA
Ph.D. in Economics Expected May 2025
 - Committee: Otávio Bartalotti (Co-Chair), Brent Kreider (Co-Chair)
 - **University of South Dakota** Vermillion, SD
B.B.A., Economics and Operational Analytics May 2020
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Fields of Interest

- Economics of Education, Labor Economics, Applied Microeconomics
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Working Papers

- “The Effects of Losing Pell Grant Eligibility on Student Outcomes” (JMP)

This paper examines the effects of Pell Grant eligibility on student outcomes. Using a regression discontinuity (RD) design and a partial identification approach, the study provides bounds on the treatment effects that account for selection effects arising from the loss of grant eligibility. While initial eligibility is determined by financial need alone, students must achieve Satisfactory Academic Progress (SAP) to retain the grant. The findings show that students eligible for the maximum grant aid are 26 percentage points less likely to persist in the year they lose grant eligibility than those with less aid. This negative effect on persistence extends to graduation; these students are 8 percentage points less likely to graduate within 4 years. I show that these two groups of students differ in their underlying characteristics, which introduces attrition bias into the estimates. Finally, to address this selection bias, I provide bounds on the treatment effects. While naive RD estimates find no effect on 4-, 5-, and 6-year graduation rates, bounding estimates reveal that, on average, students eligible for the maximum grant aid are 6, 3, and 4 percentage points more likely to graduate within 4, 5, and 6 years compared to those with less aid, respectively. These positive effects are larger than those found in earlier literature.

- “The Effects of Student Borrowing on Student Outcomes”

This paper examines the effects of student borrowing on post-college outcomes using a fuzzy regression kink design (RKD) and student-level administrative and survey data. Analyzing a representative sample of bachelor’s degree recipients, the study finds that a 1% increase in subsidized student loans leads to a 0.1% to 0.2% increase in wages one year after graduation for students in STEM fields. This positive wage effect continues for up to four years after graduation, resulting in a 0.1% wage increase. However, no such positive impact on wages is observed among students in non-STEM fields. Furthermore, the study reveals negligible effects on debt repayment. Increased loan borrowing does not significantly affect loan default, deferment, or forbearance rates for students in either high- or low-paying fields.

- “The Effect of Grade Inflation on the Wages of Students Entering the Labor Market”

This paper examines the effects of college-level grade inflation on the wages of students entering the U.S. labor market from 2001 to 2017. The decomposition analysis yields two main results. First, diminishing marginal returns to higher GPAs are observed across the wage distribution, which is particularly pronounced for non-STEM majors. Second, changes in the returns to GPAs accounted for a larger portion of wage differentials, rather than changes in GPAs. Overall, the results suggest that grade inflation may diminish the signaling power of grades. As a result, the returns to higher GPAs have been declining over time.

- “The Demographics of Reservation Wages: A Comprehensive Review of Administrative Data” (with Chad D. Cotti and Peter F. Orazem)

This paper examines reservation wage-setting behavior among unemployed workers, using U.S. Unemployment Insurance administrative data from 2000 to 2022. Consistent with optimal job search, we find that reservation wages rise with unemployment benefits and fall as the duration of the unemployment spell rises. Reservation wages fall in times of high unemployment, an expected response to the falling arrival rate of job offers. Reservation wages rise with education, age, and the prior wage, results that would be expected if human capital raises the value of market time more than nonmarket time. The same stylized results hold across ages, genders, and races. The average reservation wage is set 25% below the prior wage with the largest discounts found for young workers, women, Blacks, and the least educated. During the pandemic period when weekly benefits were increased for all unemployed, the reservation wages rose most for unemployed at the lower tail of the wage distribution who gained the most proportionally from the enhanced benefit.

Work in Progress

- “What explains within-major gender wage gap?”
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Research Experience

- Research assistant for Dr. Peter Orazem Spring 2024
 - Research assistant for Dr. Brent Kreider Spring 2022
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Teaching Experience

- **Instructor of Record**

- Econ 321: Economics of Discrimination ([syllabus](#)) Fall, Spring 2023, Fall 2024
- Econ 101: Principles of Microeconomics Summer 2022, Winter 2023

- **Lab Instructor**

- Econ 301: Intermediate Microeconomics Spring 2024, Fall 2022, Fall 2021(x2)
- Econ 207: Applied Economics Optimization Spring 2021, 2022
- Econ 101L: Principles of Microeconomics Lab Fall 2020

- **Teaching Assistant**

- Econ 321: Economics of Discrimination Fall 2022
- Econ 101: Principles of Microeconomics Fall 2020

- **Program Director**

- Econ 496: Economics International Travel Course (with Dr. Amani Elobeid) Spring 2025*

* Scheduled

Awards

- Teaching Excellence Award, *Iowa State University* 2023
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Presentations

- 2025: AEA Annual Meeting (Scheduled)
 - 2024: SEA Annual Meeting (Scheduled), WEAI Annual Meeting, Association For Education Finance & Policy Annual Meeting (AEFP), MEA Annual Meeting
 - 2023: Midwest Econometrics Group Meeting
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Service

- Treasurer, Economics Graduate Student Association 2021 - 2023
 - Member of the Department Diversity, Equity, Inclusion & Belonging Committee 2021 - 2023
 - Cofounder of Allies of Women in Economics 2021 - 2025
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Other Information

- **Software** R, STATA
 - **Languages** Korean (Native), English (Fluent), Japanese (Elementary)
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References

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