**Benefit-Cost Analysis Assignment** – Due November 5th 2015 **Econ 111 – Fall 2015 – Prof Damian Park**

Santa Clara University undertakes numerous actions in the name of helping the environment, but do the benefits outweigh the costs? Pick **one** of the following items and **conduct a benefit-cost analysis**. Then, present your results in a short video and write them up in a short paper. Your video will be graded by your peers and I will grade your paper.

**Santa Clara’s Actions**

1. Water
	1. Gooseneck water bottle filling station installation
		1. Map: <https://www.google.com/maps/d/viewer?ll=37.349315,-121.938683&spn=0.005151,0.011362&dg=feature&msa=0&mid=zDcOaeIXqwMA.kAaGVpZBwwHM>
		2. Early discussion of this policy: <http://www.scu.edu/sustainability/commitment/livinglab.cfm?id=18>
	2. Recycled water use - <http://university-operations.scu.edu/facilities/sustainability/recycling_water/>
2. Transit
	1. Subsidizing faculty transit passes - <http://www.scu.edu/hr/benefits/details.cfm>
	2. **Carpool Incentive Program**
3. Jobs
	1. Sustainability Intern program - <http://www.scu.edu/hr/careers/students/listings.cfm?task=view&id=2340>
4. Sports
	1. Water Polo Green Game in 2014 - <http://santaclarabroncos.com/sports/w-wpolo/2013-14/releases/20140211ueq1r5>
	2. Powered by Sweat Treadmills in the Malley Center
5. Energy
	1. Wind Turbine - <http://www.scu.edu/fyi/blog.cfm?c=8975>
	2. Solar - 50 kw rooftop installation on the Support Services Building
6. Other – you must clear it with me to make sure it is both interesting and feasible to complete a decent analysis.
	1. Reusable water bottle programs?
	2. Carpool program

Imagine you are presenting each proposal to the SCU Board. Therefore, address benefits and costs from Santa Clara’s perspective. Start by Providing some background information to motivate the topic, then discuss the project’s goals, determine the relevant groups of people affected, estimate the costs and benefits to each, and then conclude. Cost estimates will be more straightforward as the facilities office or relevant campus group should have the numbers. For benefits, you will have to do some research, either with people here on campus who already have the numbers you want, or by asking a sample of students or faculty relevant questions. For example- if I were discussing the benefits of a new carpool program, I'd need to determine how many car trips are actually saved compared to the no-policy alternative, and asking beneficiaries and project leaders would be a good place to start.

**Video and paper**

Include all of this information in a 3-4 minute video where you present your findings. Spend some time discussing background information that you gathered, and then some time **analyzing costs and benefits**. You must work in pairs.  Each of you will also critique other videos and write a short paper which includes your analysis.

**Grading**

You will rate other videos basedon the following 4 criteria for a total of 10 points. In the comment section for peer reviews, you will assign a score with a justification for each deduction you give. **Scores simply asserted with no justification will result in a deduction to your own grade.**

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| --- | --- | --- | --- |
| **Criteria** | **3 points** | **2 points** | **1 point** |
| Presentation Quality | Is **entertaining and clear**. Kept your attention. | Information delivered clearly, but feels **rushed** and unpracticed, or is boring. | **Reading from notes**; no effort to engage audience. |
| Background and Goals |   |  | Explained the purpose of the action and provided some background information |
| Explanation of research process |  |  | Introduced sources to viewer and explained where their numbers came from.  |
| Analysis  | Is present – they **discussed costs and benefits,**, counted costs and benefits to all affected groups, and made a good effort to conclude based on the information they obtained.  | Is present – they discussed costs and benefits, but either **left out a full account of all costs** and benefits involved or misused efficiency or did not conclude | Is present, but is insufficient to make a conclusion |
| Research Effort |  |  | Made effort to seek information from relevant campus groups as well as to collect supplemental survey data where appropriate.  |
| Format |  |  | Is between 3 and 4 minutes. |

As you can see, it will make sense to practice your presentation to engage your audience. Use a good camera setup and an external mic for good sound. Media Services can help.

Each group will hand in one paper to me covering the same ideas as in your video. Limit it to two pages.