

Anthony LokTing Yim

CONTACT INFORMATION

Brigham Young University
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CITIZENSHIP

Hong Kong S.A.R., USA: J-1 Visa

EDUCATION

Ph.D., Economics, *Purdue University* 2023
Committee:
Timothy N. Bond (co-chair)
Victoria Prowse (co-chair)
Jillian B. Carr, Kevin J. Mumford

M.S., Economics, *Purdue University* 2019

B.S., Economics, minor in Mathematics, *Brigham Young University* 2017

PROFESSIONAL EXPERIENCE

Visiting Assistant Professor, *Brigham Young University* 2023-

RESEARCH INTERESTS

Economics of Education, Labor Economics, Gender Economics, Applied Microeconomics

WORKING PAPERS

“How Early Morning Classes Change Academic Trajectories: Evidence from a Natural Experiment” [Job Market Paper]

Abstract: Using a natural experiment which randomized class times to students, this study reveals that enrolling in early morning classes lowers students' course grades and the likelihood of future STEM course enrollment. There is a 79% reduction in pursuing the corresponding major and a 26% rise in choosing a lower-earning major, predominantly influenced by early morning STEM classes. To understand the mechanism, I conducted a survey of undergraduate students enrolled in an introductory course, some of whom were assigned to a 7:30 AM section. I find evidence of a decrease in human capital accumulation and learning quality for early morning sections.

“College Course Shutouts” (with Kevin J. Mumford and Richard W. Patterson)

Abstract: What happens when college students do not get the courses they want? We use a natural experiment at Purdue University in which freshman students are conditionally randomly assigned enrollment in over-subscribed courses. Compared to first-semester freshman students who are assigned a requested course, those who are shut out are 40% less likely to ever take the oversubscribed course and approximately 30% less likely to ever take a course in the same subject. While shutouts affect whether students take an oversubscribed course similarly for female and male students, shutouts are much more disruptive for female students. In the short run, shutouts decrease the credits female students earn. In the long-run, shutouts increase the probability female students drop out of school in their first year, decrease the probability they choose majors in STEM fields (Science, Technology, Engineering, and Math), decrease cumulative GPA, and decrease the probability of graduating within four years. In contrast, shutouts have no effects on short-run credits earned, dropout, majoring in STEM, cumulative GPA, or four-year graduation for male students. Shutouts do have one large measurable long-run impact on male students-shutouts significantly increase the probability that men choose a major from the business school.

WORK IN PROGRESS

“Instructor Value-added in Higher Education” (with Jacob Light and Merrill Warnick)

“Grade Inflation and Students’ Outcomes” (with Lars J. Lefgren, Kevin J. Mumford, and Rich W. Patterson)

Unemployment, UI, and Parental Time Use with Children (with Jocelyn Wikle and Riley Wilson)

“Teacher’s Gender and Race on Students’ Educational Outcomes” (with Kevin J. Mumford)

SEMINAR AND CONFERENCE PRESENTATIONS

Association for Education Finance and Policy Annual Meeting, Midwest Economic Association Annual Meeting, NBER Economics of Education Program Spring Meeting, Association for Public Policy and Management Annual Meeting (Scheduled) 2023

Association for Education Finance and Policy Annual Meeting, Midwest Economic Association Annual Meeting, Brigham Young University, Purdue University, Indiana Academy of the Social Sciences’ Annual Meeting, Economics Graduate Students’ Conference (Washington University in St. Louis), Lafayette College, Southern Economic Association Annual Meeting 2022

Purdue University 2020-2021

TEACHING EXPERIENCE

Brigham Young University

Undergraduate

ECON 381 - Intermediate Macroeconomics, *Instructor* (Fall 2023)

ECON 110 - Economic Principles and Problems, *Teaching Assistant* to C. Arden Pope III (Fall 2015)

Purdue University

PhD

ECON 65000 - Applied Microeconometrics, *Teaching Assistant* to Kevin J. Mumford (Fall 2022, Fall 2021)

Undergraduate

ECON 38500 - Labor Economics, *Teaching Assistant* to Miguel A. Sarzosa, (Fall 2020)

ECON 37600 - Economics of European Union, *Teaching Assistant* to Stephen Martin (Fall 2019)

ECON 36200 - Health Economics, *Teaching Assistant* to Timothy J. Moore, (Summer 2019)

ECON 36000 - Econometrics, *Teaching Assistant* to Victoria Prowse (Spring 2021)

ECON 34000 - Intermediate Microeconomic Theory, *Teaching Assistant* to Andres J. Vargas (Fall 2018)

ECON 25200 - Macroeconomics, *Teaching Assistant* to Andres J. Vargas (Spring 2019, Fall 2018)

ECON 25100 - Microeconomics, *Instructor* (Summer 2022, Summer 2021)

ECON 21000 - Principles of Economics, *Instructor* (Summer 2020)

ECON 21000 - Principles of Economics, *Teaching Assistant* to Ben Van Kammen (Fall 2018)

HONORS, AWARDS, GRANTS, AND FELLOWSHIPS

Krannert Doctoral Research Funds	2022 - 2023
Krannert School Doctoral Fellowship Awards for Excellence in Research, Purdue University	2021 - 2022
Krannert Doctoral Student Association Research Symposium Award Winner	2021
Purdue University Research Center for Economics Award for Graduate Study	2018 - 2023
Krannert School of Management Outstanding Graduate Instructor, Principles of Economics	2018, 2020

REFERENCES

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