



Association between college advising on non-academic outcomes in young adults:

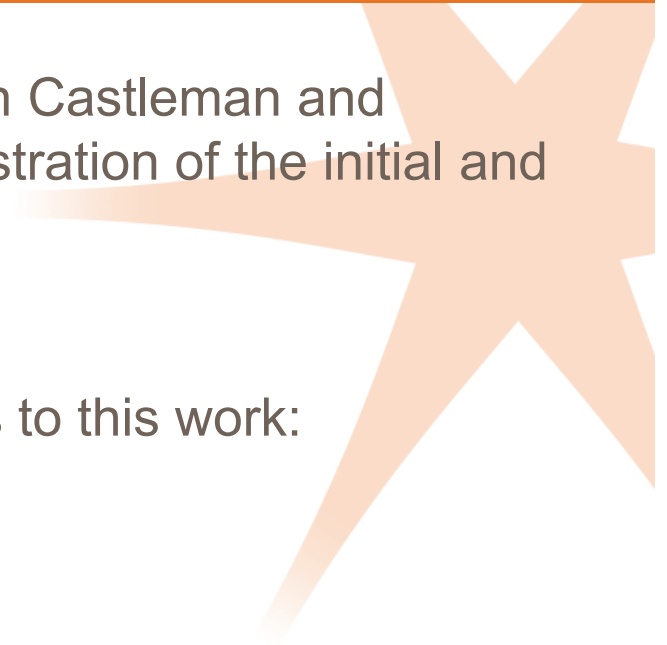
Follow-up to the 2014-2015 Bottom Line RCT

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Acknowledgements

- We'd like to acknowledge the work of Benjamin Castleman and Andrew Barr for their development and administration of the initial and ongoing RCT.
- We'd also like to thank the contributing authors to this work:
 - Benjamin Castleman, University of Virginia
 - Andrew Barr, Texas A&M University
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The Bottom Line Program

- Founded in 1997
- Currently operates in: Boston, Worcester, NYC, and Chicago
- Eligibility:
 - Academically eligible to attend a four-year institution
 - First generation college student
 - Low-income
- Two part system:
 - College Access
 - College Success
- In 2018, Bottom Line served over 7,000 students.

College Success DEAL

<u>D</u>egree	Bottom Line helps students stay on track to graduate.
<u>E</u>mployability	Bottom Line helps students find jobs and internships and develop important professional skills.
<u>A</u>id	Bottom Line will make sure that students can pay for school by helping students get financial aid and scholarships and avoid excessive debt.
<u>L</u>ife	College comes with many challenges. Bottom Line will always be available to help, no matter what. As a reminder, students will receive from Bottom Line campus visits, cards, care packages, and phone calls.

Initial Bottom Line RCT

- Designed and administered by Benjamin Castleman and Andrew Barr
- RCT conducted with the 2014 and 2015 cohorts in Boston, Worcester, and NYC
- Initial and ongoing data collection included administrative data, NSC, and longitudinal survey data collection
- Treatment and control groups were equivalent on a variety of measures, including race, gender, GPA, and parental AGI

Site	Treatment	Control
Boston	510	118
Worcester	135	54
New York	350	262
Total	995	434

Initial Bottom Line RCT (cont.)

Bottom Line's direct service model is having an important impact on student success.

- **Main Findings. Treatment group was...**
 - 14% more likely to enroll in a 4-year institution
 - More likely to enroll in a higher quality institution, and
 - More likely to persist
 - 20% more likely to have met with someone to review financial aid
 - 60% rate advisor as “very important” to college decision
 - 7% more likely to report living on campus and to participate in student groups

Source: Barr & Castleman (2016). *Advising Students To and Through College: Experimental Evidence from the Bottom Line Advising Program*

The 2019 Follow-Up Study

- 2019 Follow-up to the College Application Process Survey (2019 CAPS)
- NORC worked with the original RCT research team and used the RCT sample for the follow-up survey
 - Adaptive incentive design
 - Multimode contact
 - Overall, 67.6% response rate

OVERALL		TREATMENT		CONTROL	
N	%	N	%	N	%
964	67.6%	698	70.2%	266	61.6%

- Measures of interest include academic and non-academic (health, social-emotional, financial literacy, civic engagement)

Initial Findings

- The focus of this initial analysis of the 2019 data:
 - Treatment group (N=698)
 - Dose of Bottom Line: Low = Access Only vs. High = Access + Success
 - Enrollment in a 4-year institution

Variable	Gender		Race			
	Female N (%)	Male N (%)	Asian N (%)	Black N (%)	Hispanic N (%)	Other* N (%)
Low Dose (N=278)	201 (72%)	77 (28%)	88 (32%)	88 (32%)	87 (31%)	15 (5%)
High Dose (N=420)	281 (67%)	139 (33%)	121 (29%)	137 (33%)	108 (26%)	54 (13%)
Did not enroll in 4yr (N=128)	85 (66%)	43 (34%)	14 (11%)	57 (45%)	40 (31%)	17 (13%)
4yr Enrollment (N=570)	397 (70%)	173 (30%)	195 (34%)	168 (30%)	155 (27%)	52 (9%)

Initial Findings (*cont.*)

- Significant findings by 4yr enrollment and dose were focused in three areas:
 1. Career Development
 2. Experiential Learning
 3. Civic Engagement
- Four-year enrollment has a stronger relationship with outcomes; however, the findings of the original RCT & increased college enrollment is an important context here.

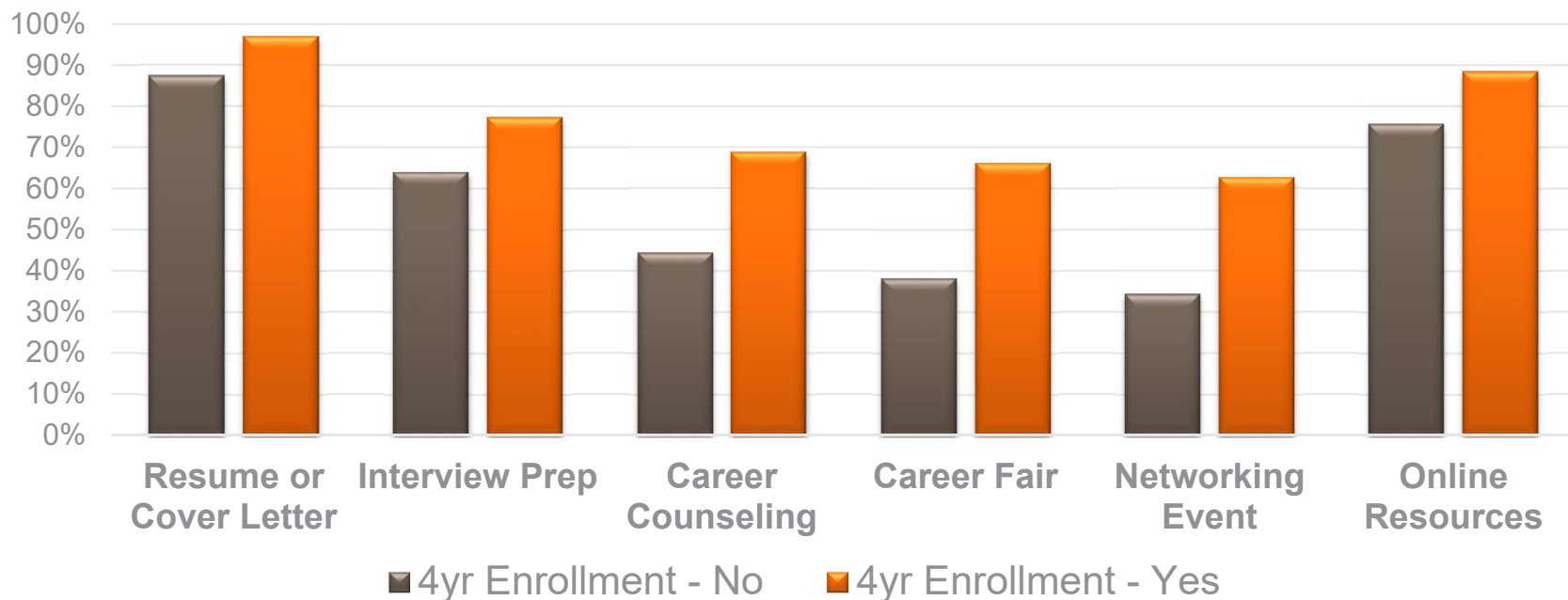


Initial Findings – 4-year Enrollment

1. Career Development

- Those enrolled in a four-year institution were more likely to have participated in each of the career development activities measured.

% Endorsing Career Development Activities by 4yr College Enrollment Status



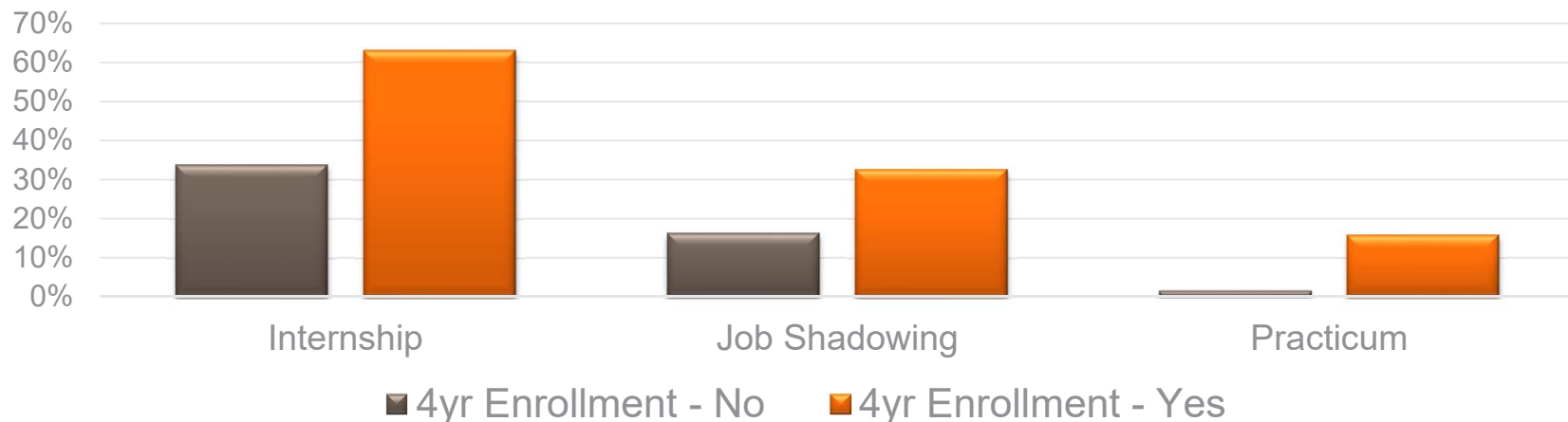
For all, enrollment significant after accounting for race & gender.

Initial Findings – 4-year Enrollment

2. Experiential Learning

- We used 6 different measures of experiential learning – significant differences by 4-year enrollment are below. There was no significant difference for externship, apprenticeship, or co-op experience by 4-year enrollment.

% Endorsing Experiential Learning Activities by 4yr College Enrollment Status



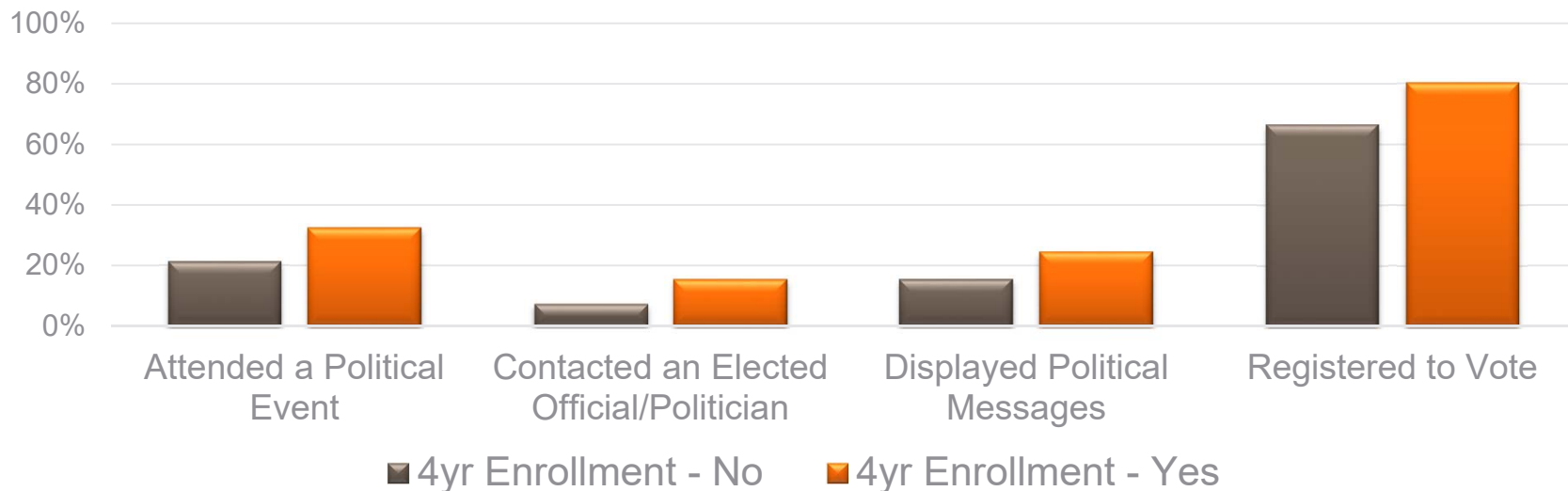
For all, enrollment significant after accounting for race & gender.

Initial Findings – 4-year Enrollment

3. Civic Engagement

- We used 6 different measures of civic engagement – significant differences by 4-year enrollment are below. There was no significant difference for political work/volunteering or contributing money by 4-year enrollment.

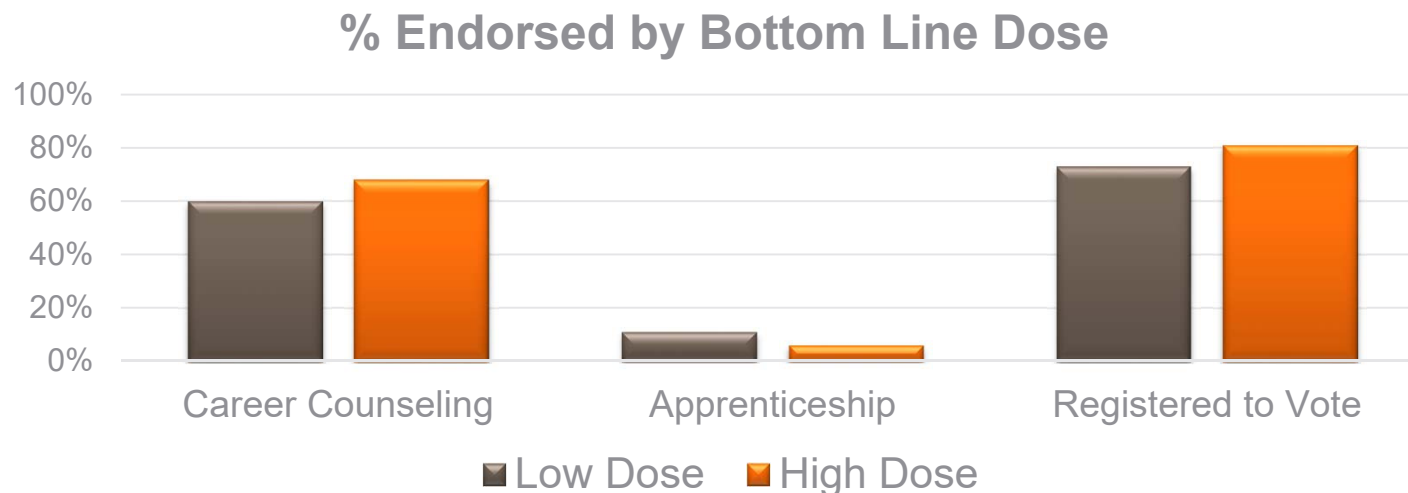
% Endorsing Civic Engagement Activities by 4yr College Enrollment Status



For all, enrollment significant after accounting for race & gender.

Initial Findings – *Bottom Line Dose*

- High dose were:
 - ✓ More likely to have had career counseling
 - ✓ Less likely to participate in an apprenticeship
 - ✓ More likely to have registered to vote



- Participation in College Success (high dose) maintained significance after controlling for four-year enrollment for each outcome above.

Next Steps

- Methodology report will be forthcoming and available on NORC's and Bottom Line's websites.
- Barr and Castleman will be publishing results of the 2019 study using the RCT groups and comparing outcomes between treatment and control. Findings available on NORC's and Bottom Line's websites.
- Public Use Datafile will be available in late 2020.

Thank You!



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