College Advising Corps

Final Evaluation Report
for the
Corporation for National and Community Service

Prepared by Evaluation and Assessment Solutions for Education, LLC

Cover Photo: College Advising Corps advisers for the 2015-16 school year
Portions of this report are extracted from a larger technical report published as a Stanford working paper
in Spring 2017.

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I. Executive Summary

Introduction

Improving college access and completion is critical to reducing economic inequality within the United States and to increasing the United States' international competitiveness; yet planning, applying, attending, and succeeding in college are not easy for many families. College advising is one of the key mechanisms by which policymakers, foundations, and high schools attempt to aid students as they navigate the college access "gauntlet" (DOE 2006). Across the country, there is a large network of college access programs that provides necessary assistance to underserved students.

College Advising Corps (CAC), the grantee,[1] strives to increase the number of low-income, first-generation-college, and underrepresented students entering and completing higher education. They do this by matching recent college graduates to high schools to serve as near peer advisers. These advisers are typically students who overcame traditional barriers to attending college.
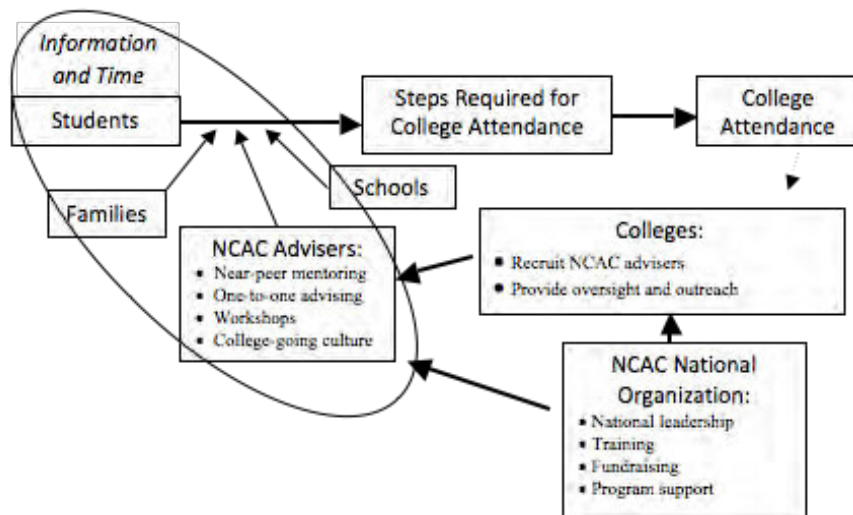
This final report focuses on an impact study in Texas. We conducted a randomized controlled trial in Texas beginning in the 2011-12 academic year.[2] We also conducted several case studies in Texas, Massachusetts, New York, Missouri, and North Carolina between 2011 and 2015 and information from these case studies can be found in the appendices. Research and evaluation were conducted by Stanford University and Evaluation and Assessment Solutions for Education (EASE). Given that College Advising Corps partners with local higher educational institutions, we also had support in data collection from the Texas Higher Education Coordinating Board, University of Missouri, University of North Carolina, New York University, and Boston University.

Program Background and Problem Definition

College Advising Corps' model is a targeted approach that integrates student supports into the school model to address non-academic barriers to student achievement. CAC's logic model is illustrated in Figure 1.

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[1] College Advising Corps (CAC) was initially called the National College Advising Corps (NCAC).

[2] The randomized control trial began with 36 treatment high schools starting CAC in 2011-12 and 75 control schools. The impact on enrollment focuses on the graduating class of 2012, looking at enrollment in college within 3 years of high school graduation. The experiment was expanded two additional years but as we report the experiment began losing power as funding shifted.

Figure 1. College Advising Corps' Logic Model

Students must complete a set of steps in order to attend college. These steps include such items as preparing for college, formulating expectations about college, preparing college applications, applying for college, taking college entrance exams, completing college financial aid forms, and selecting a college. If students complete these steps, they can attend college. Families and schools can help students accomplish these steps; however, despite their best efforts, some of the steps remain uncompleted. There are several potential reasons why these steps are uncompleted – students and their families may lack information; they may require assistance in understanding the complexity; schools may be overwhelmed or have ineffective outreach strategies; and so on. Information and time, circled in Figure 1, captures some of the barriers faced by students, families, or schools. They all might have some information and time but not fully. CAC inserts a full-time adviser who can help with information and time barriers to help students and families in the process.

In 2011-12, when this study began, CAC was serving 110,400 students in 368 high schools in 14 states. By 2015-16, CAC was serving 159,300 students in more then 531 high schools[3]

Overview of Prior Research

This study is the first to identify the causal impact of CAC's program on college enrollment. CAC's model was developed based on prior academic research[4] which identified the strength of

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[3] Additional information on the sites and students served by CAC is found in Appendix C.

[4] See Melissa Roderick, Jenny Nagoaka, Vanessa Coca, Eliza Moeller, "From High School to the Future: Potholes on the Road to College," the Consortium on Chicago School Research at the University of Chicago, March 2008; William Bowen, Matthew Chingos, and Michael McPherson, *Crossing the Finish Line: Completing College at America's Public Universities* (Princeton University Press, 2009); and Eric Bettinger, Bridget Long, Phillip Oreopoulos and Lisa Sanbonmatsu, "The Role of Simplification and Information in College Decisions: Results from the H&R Block FAFSA Experiment" (NBER Working Paper, 2009).

the high school's college-going culture, assistance with college financial aid forms and applications to increase completion rates and providing connections and conversations to teachers and others to ensure students are well-matched to a college that will best meet their academic and social needs as keys to improving college access. Additional information on prior research on college access programs is also provided in the report on the Texas experiment.

Overview of Impact Study

Starting in 2011-12, CAC collaborated with the Texas Higher Education Coordinating Board (THECB) to conduct a randomized controlled trial among Texas high schools. The randomized controlled trial included 111 schools of which 36 participated in CAC.

When the Advise TX program planned its expansion after its initial pilot year, the THECB collaborated with the researchers to identify and randomly select high schools to receive the program. The THECB identified a sampling frame of 418 high schools in the state with at least 35 percent free/reduced price lunch participation, less than 70 percent of graduating students attending college within a year, and less than 55 percent of students experiencing a "distinguished" college-prep curriculum. These schools were invited to apply, and 237 did so. These 237 schools were ranked on the above three criteria as well as percent minority and a qualitative "fit" component that was assigned a one to four value by staff based on the school's organizational capacity. All schools that applied were given an aggregate score based on these criteria, and the top 84 schools were automatically selected for the program. The next 111 schools were considered eligible for random assignment to the program and constitute our experimental sample. To ensure geographic diversity, we blocked on region, so these 111 schools were divided into 23 geographic regions, and a lottery was held within each region to select 36 treatment schools.

The initial lottery occurred in 2011. We monitored college enrollment over the next three years. To measure college enrollment, we rely primarily on administrative data from THECB. In 2017, we finally acquired data from the National Student Clearinghouse. We also incorporated student survey data and adviser survey data. In 2015-16 we interviewed administrators at both treatment and control schools. Given the nature of the lottery, we use a regression framework to compare treatment and control schools while controlling for the specific blocked regions in the research design.

In conjunction with the RCT in Texas, we conducted sixteen case studies across ten schools. We conducted longitudinal studies of six schools (3 treatment, 3 control) with site visits in the first and third years of the program. We also chose four additional cases which were former program schools and conducted site visits of those schools in year two to gain insight into the possible cultural impact of program departure. Given the saturation of the market in Texas, we also conducted site visits in case study schools in Massachusetts, New York, North Carolina, and Missouri. We used these cases to develop greater understanding of the program model, especially around college-going culture.

Research Questions

While dozens of college access programs serve students across the country, each program offers a unique model and it is difficult to generalize across models. Multiple outcomes of interest were examined to determine CAC's impact with both quantitative and qualitative methods.

Impact Research Questions

The study proposed five impact research questions:

1) What is the program's impact on college enrollment?

 a) To what extent have CAC advisers increased the likelihood that students attend any college once they complete high school?
 b) Have CAC advisers increased the likelihood that students attend two- or four-year colleges relative to what they would have done in the absence of any counseling?
 c) Have CAC advisers increased the likelihood that students are engaged in full-time study in college?

2) What is the program's impact on the pathways to college?

 a) What are the key milestones in CAC's students' academic careers which correlate most strongly with subsequent high school completion, college attendance, and outcomes in college?
 b) Do the milestones in CAC schools correlate with the national milestones identified by Adelman?
 c) Are there significant patterns among CAC students where students "fall off" the path toward college attendance?
 d) What role, if any, does CAC's intervention play in identifying and correcting these "falling off" points?

3) What is the program's impact on school culture?

 a) To what extent are the advisers able to work to affect change beyond the triage done with seniors by working with freshmen, sophomores, and juniors?
 b) How does the college access work undertaken by CAC advisers complement the efforts of the professional guidance staff?
 c) In what ways do the advisers engage with teachers to promote college going?

 4) Does the current program engage parents in meaningful and productive ways?

5) What impact has participation in the program had on the advisers' attitudes and life choices?

The primary research question about the impact CAC has on subsequent college enrollment is the focus of this final report. Case studies, qualitative methods, adviser reported activities, and surveys were used to investigate the remaining research questions about student pathways, school culture, parent engagement and the impact working as an adviser has on attitudes and life choices, respectively. A summary of these findings is provided in Appendix B.

We find that CAC led to significant improvements in college enrollment in Texas. This was particularly strong among low-income students who qualified for free/reduced price lunch. In that group, college enrollment increased by over 3 percentage points. Additionally, we find evidence that the experimental conditions change after the first two years providing lessons to CAC in scaling up and maintaining long-run relationships with schools. We also find evidence that the program more than pays for itself in terms of increased economic benefits to students. Stakeholders in schools report change in school culture with regard to greater value and expectations for college-going, increased activity and services related to college advising, and greater accessibility and visibility of college guidance work.

Implementation Questions

A second, complementary strand of proposed research investigated program implementation. The original SEP proposed six specific implementation questions. As we will explain further, changes in staffing for both EASE and CAC created challenges for completing a full implementation study. Furthermore, CAC expanded dramatically after 2010 and as such began building their own internal research and evaluation capacities. CAC took over much of the implementation research, allowing EASE to focus more on measuring the organization's impact. Conducting implementation research internally allowed CAC to determine how to improve their current efforts. The program implementation questions from the SEP included:

1) How was the program organized?
2) Did the treatment group receive services as planned? What kinds of services did the comparison group receive?
3) Did the types of students actually receiving services have the expected characteristics? Were they eligible to participate?
4) What were the most important ways in which the model as implemented differed from the model as planned?
5) How much variation in implementation fidelity was there across sites? On what aspects of implementation was the greatest variation?
6) What was the cost of the program? Did the cost vary across sites or different types of participants?

Program implementation and findings related to the implementation questions are discussed further in Appendix C.

Contribution of the Study

Great diversity exists amongst college access programs in terms of size (local versus national), sponsorship and funding, organization, student populations served and the interventions used. Most notably, in terms of evaluating their impact, the models can differ substantially in whether they focus on a select cohort of students or the whole school. While there has been tremendous investments made by districts, states and the federal government, little is know about the efficacy of the programs. While some programs have conducted small-scale evaluations, few have used rigorous causal methods (Maynard et al., 2004).

This study tests whether College Advising Corps has an impact on students' college enrollment outcomes. Specifically, we test whether providing information and support to high school students improves their likelihood of enrolling in postsecondary education. The answer to this question is important for policy makers, government and non-profits making investments in college access programs generally. We attempt to resolve the causality issues by using random assignment to study the expansion of CAC in the state of Texas. The state piloted the program in 20 high schools in the 2010-2011 school year before greatly expanding the program during the 2011-2012 school year. This expansion offered us the opportunity to randomly assign the program to high schools across the state, thereby avoiding selection of schools.

This study tests whether College Advising Corps has an impact on students' college enrollment outcomes with the highest standard of evidence. Given the large-scale and multisite nature of the randomized controlled trial that is the focus of this report, our goal is to meet the requirements of a strong level of evaluation evidence. Specifically, we test whether providing information and support to high school students improves their likelihood of enrolling in postsecondary education. The answer to this question is important for policy makers, government and non-profits making investments in college access programs generally.

We attempt to resolve the causality issues by using random assignment to study the expansion of CAC in the state of Texas. The state piloted the program in 20 high schools in the 2010-2011 school year before greatly expanding the program during the 2011-2012 school year. This expansion offered us the opportunity to randomly assign the program to high schools across the state, thereby avoiding selection of schools.

The program is a full school model in which one college adviser (a recent college graduate) is assigned to work full time in the high school to assist with college preparation and enrollment. As such, the impact of CAC's model would likely be lower than estimates of cohort based advising models.

Study Approach and Methods

Our primary design for the impact research is based on a randomized experiment across schools. Within regional blocks, we randomly selected schools to participate in the treatment.

Such a design is among the strongest research designs in achieving internal validity in estimating the impacts of the programs. There are some limitations. First, the unit of analysis becomes the school, and the resulting study has less statistical power than an alternative design might have. Second, attrition of schools from Advise TX will limit the statistical power by reducing compliance.

In terms of external validity, our sampling procedures did not allow us to choose the most disadvantaged schools in Texas, and while the schools in our study have challenges, they are not the schools with the lowest college going rates. As such, the results should be viewed as shedding light on the impact of the program in disadvantaged schools but not the most disadvantaged schools.

Our primary data come from the Texas Higher Education Coordinating Board (THECB) and the National Student Clearinghouse. As a result, we have minimal attrition at the student level. We measure college enrollment in the fall immediately following students' high school graduations. The data can only be accessed on secure servers at the THECB. The THECB data were available with a nine month lag. The National Student Clearinghouse data were available starting May 2017.

Our primary outcome, college enrollment is measured as a binary indicator, and our results indicate the impact of the program on the probability that students enroll. Given the randomization, we use simple comparisons of control and treatment groups; however, we augment this simple comparison with controls for the regional blocks used in the randomization process.

Findings, Lessons Learned, and Next Steps

We observe a statistically significant 2.2 percentage point increase in college enrollment at treatment schools, although that effect is reduced and becomes statistically insignificant when adding covariates to the regression. Furthermore, we observe positive but insignificant point estimates for Black students and a two percentage point effect on Hispanic students that is significant at the five percent level in the model with covariates. We observe larger effects for low-income students of nearly four percentage points, but, as for the full sample, including covariates attenuates that estimate to about two percentage points with a p-value of 0.103. Overall, we conclude that the program likely had a one to two percentage point effect on college enrollment in its first year, concentrated among Hispanic and low-income populations.

This overall enrollment effect masks important differences in enrollment patterns across institutions. Larger treatment effects on enrollment are observed at two-year institutions than at four-year institutions. Overall the program increased two-year college enrollment by 2.4 percentage points in its first year with larger effects for Hispanic students of 3.4 percentage points. In contrast, we see no movement in four-year college enrollment rates with point estimates close to zero in each sample. The program's overall college enrollment effects are driven by increases in two-year college enrollment, and, importantly, these effects are not at the

cost of four-year enrollments. The program improves two-year enrollments without shifting students away from four-year colleges.

As we will discuss, given a lack of compliance to treatment assignment, the treatment effects reported above are larger for schools that actually had an adviser working in the school. A simple Wald estimator will inflate the intent to treat effects by about 33 percent suggesting the effect of having an adviser at work in a Texas high school increases the two-year college enrollment rate by a little over 3 percentage points overall and 4.5 percentage points for Hispanic students.

In our preliminary results, we found CAC to be most effective in small schools; however, this finding was not robust to more stringent analyses and the addition of the National Student Clearinghouse data. The point estimates continue to suggest larger impacts in small schools, but the standard errors are large so that the estimates are not significant. Future studies could look at the impact of multiple advisers serving in large schools.

We performed an auxiliary analysis attempting to identify the cost effectiveness of the program. To do this, we computed the number of students implied by the point estimates (~8) from the impact study. We examined the likely careers of these students using national and state trends in retention, completion, and subsequent education and national data on the returns to schooling. We then compared this to the low cost of the program finding a return of about 15 percent under conservative assumptions. The high rate of return was robust to many different assumptions (e.g. low-return majors, lower graduation probabilities, and no subsequent education).

Additionally, the case study work highlighted the limited reach advisers had with parents. Given the importance of parental influence on college going and college choice, CAC developed a texting intervention aimed to reach parents and provide information about key deadlines such as testing dates, application deadlines, and financial aid and scholarship information. The program was piloted in New York and Michigan in 2015-16 and Atlanta and Arizona in 2016-17 as a randomized controlled trial with randomization occurring within schools. Preliminary data suggests a positive impact on intermediate steps related to college attendance such as a higher number of applications and applying for financial aid sooner. Data on enrollment will not be available until the end of 2017 but this is an area for future research and evaluation.

During the grant period, CAC achieved spectacular growth, more than doubling in size. Additionally, CAC expanded its internal evaluation staff and capabilities. CAC is continuing to partner with EASE and other evaluators to identify best practices and other ways to strengthen its program. During the 2017-18 school year, CAC will continue to conduct research on the impact of advisers. Specifically, CAC is conducting new evaluations focused on parental involvement and partnerships, the creation of a two-adviser model in large high schools, and virtual advising with high achieving, low-income kids.

II. Introduction

Improving college access and completion is critical to reducing economic inequality within the United States and to increasing the United States' international competitiveness; yet planning for, applying to, attending, and succeeding in college are not easy for many families. Many well-qualified students are discouraged from pursuing higher education by avoidable barriers such as a lack of information about college admissions and financial aid (Avery & Kane, 2004). College advising is one of the key mechanisms by which policymakers, foundations, and high schools attempt to aid students as they navigate the college access "gauntlet" (Advisory Committee on Student Financial Assistance, 2005; Klasik, 2012), and across the country, there is a large network of college access programs that provides assistance to underserved students.

The diversity of college access programs is staggering, even within the same school or community. These programs vary dramatically by which organization sponsors them, where their funding comes from, how they are organized, which populations they target, and what interventions they employ to improve college preparation and increase postsecondary enrollment (Gandara, 2001). A few of these programs are large scale (e.g. Upward Bound and GEAR UP), but many are small and local, and therefore do not lend themselves well to rigorous evaluation and have limited external validity. Moreover, the models differ substantially. Some focus on a select cohort of students (e.g. Upward Bound) while others focus on the entire school.

Despite the enormous investment by school districts, states, the federal government (the federal government funds TRIO programs at $839.7 million for FY 2015 (Council for Opportunity in Education, 2015), and non-profit organizations, we know very little about the efficacy of these programs. Although some programs have conducted small-scale evaluations, few have done so using rigorous causal methods (Maynard et al., 2004). Establishing valid counterfactuals for students participating in a college access program is challenging due to the selection bias of schools and/or students choosing to work with the program.

In this final report, we provide evidence around the primary research question as to whether College Advising Corps (CAC) has an impact on students' college enrollment outcomes. Specifically, we test whether providing information and support to high school students improves their likelihood of enrolling in postsecondary education. We attempt to resolve the causality issues discussed above by using random assignment to study the expansion of CAC in the state of Texas. The state piloted the program in 20 high schools in the 2010-2011 school year before greatly expanding the program during the 2011-2012 school year. This expansion offered us the opportunity to randomly assign the program to high schools across the state, thereby avoiding selection of schools. The program is a full school model in which one college adviser (a recent college graduate) is assigned to work full time in the high school to assist with college preparation and enrollment.

We discuss the literature about college access programs in Section III. before describing the theory of change that college advising programs employ in Section IV. We describe CAC in

more detail in Section V. Section VI describes the experimental design and data sources. Section VII outlines the results and we conclude with discussion of these results and next steps in Section VIII.

III. Literature Review

Literature stretching back to the 1980s identifies inequities in guidance support to high school students (Lee & Ekstrom, 1987). Low-income and minority students are less likely to have access to guidance counselors who can advise qualified students to prepare for, apply to, and enroll in higher education (Avery & Kane, 2004). There is also evidence that information is related to college attendance as students who are more informed about financial aid are more likely to attend (Thomas Rivera Policy Institute, 2004).

Guidance and support about specific components at specific stages of the college enrollment process improves enrollment. We know from the H&R Block study that providing assistance with completing the FAFSA improves aid receipt and enrollment (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2012). We also have evidence that providing information via text messages over the summer before college prevents students who already intend to enroll from failing to show up in the fall (Castleman, Page, & Schooley, 2014; Castleman, Arnold, & Wartman, 2012). Although we have evidence that information plays a role in the decisions to apply for and attend higher education, these studies do not focus on traditional college access programs which provide comprehensive information and guidance to students. It is possible that the lack of access to information and advising is a major cause of unequal college enrollments among wider populations of disadvantaged students in multiple components of the college enrollment process, which college access programs attempt to ameliorate.

There are very few studies of college access programs which employ rigorous experimental or quasi-experimental techniques. There are two key difficulties in conducting rigorous research on college access programs. First, college access programs are diverse in nature and contain varied levels of student supports, counseling, and academic help. Few programs are adopted at a sufficiently large scale to facilitate a large-scale evaluation with random assignment. In their systematic review of the efficacy of college advising programs, Maynard et al. (2014) report results for many studies with only a few hundred students or less.

Another problem in the evaluation of college access programs is selection bias. Even when programs exist on a large enough scale to facilitate evaluation, these programs purposefully target schools with large proportions of disadvantaged students. Of the 18 broadly defined college access programs that have been rigorously evaluated, eleven rely on some form of a quasi-experimental matching design to estimate the effects of the program (Maynard et al., 2014). In nearly all cases, the randomized controlled trials provide smaller impact estimates than the quasi-experimental studies suggesting that matching techniques do not fully account for bias.

We consider three notable randomized controlled trials of college access programs similar in structure to CAC that serve as a critical backdrop to our work: the study of Upward Bound conducted by Mathematica Policy Research (Myers, Olsen, Seftor, Young, & Tuttle, 2004), Avery's (2013) study of College Possible, and Carrell and Sacerdote's analysis of the Dartmouth College Coaching Program.

Starting in 1991, about 2,800 students were randomly assigned either to participate in one of 67 Upward Bound programs or to serve in a control group. Mathematica found no impact on enrollment although there may have been an increase in four-year college attendance. The effects were largest for students with the lowest ex-ante college aspirations. We note that Upward Bound and CAC are very different approaches, and given the dearth of evidence on college preparation programs more generally, an evaluation of CAC seems warranted.

Avery (2013) also presents evidence that high school students working directly with a college adviser can improve their likelihood of enrolling in a four-year college. Through a small scale randomized controlled trial of the College Possible program, he identifies that by working with the program for two years, students increase their four-year college enrollment rates by 15 percentage points. The experiment only includes 238 students, and the treatment is incredibly intensive as students receive 320 hours of support over their two years.

Our study, complements the existing literature by providing an evaluation of a large-scale implementation of a college access program across 111 schools including over 38,000 students. The program is a full-school model potentially proving much more cost effective than many individual advising programs. Given the randomization of schools in Texas, our study could potentially provide the best evidence to date on the effectiveness of similar programs, as well as provide valuable insight on challenges and best practices associated with college access programs in other states. While ideally we would like a systematic and rigorous evaluation across all CAC sites, the unique opportunity in Texas should provide lessons across the Corps.

IV. Theory of Change

Barriers to college entry are thought to fall into three categories: academic, financial, and information (Long & Riley, 2007). Most college access programs attempt to address one or more of these three barriers by, for example, providing tutoring services (academic), last dollar scholarships (financial), or advising to overcome the complexity of the admission and financial aid process (information). CAC, and many other college access programs, primarily focuses on the information barrier by providing students information on the benefits of college and helping students navigate the series of steps necessary to successfully enroll.

Klasik (2011) argues that nine steps are necessary for a student to apply to a four-year college including taking the SAT/ACT, meeting with a college counselor, and applying for financial aid. He demonstrates that students who complete the first steps in the sequence are far more likely to complete the subsequent steps suggesting access programs that encourage students to take

action early will generate momentum that results in enrolling. Furthermore, we know that many students do not complete these steps, as only 59 percent of students who aspire to attain a four-year degree actually apply, and that of those who do apply, only 41 percent complete the steps necessary to enroll in a four-year college during their senior year (Roderick, Nagoaka, Coca, & Moeller, 2008). The same study notes that even many high achieving disadvantaged students such as first-generation college students did not consider attending a four-year institution and many who do, never applied.

Many of these students may lack role models and advocates who can assist them in navigating the college admission process. We know that complexity can deter academically qualified students from receiving aid (Dynarski & Scott-Clayton, 2006) and that providing information and application support for filing the FAFSA increases aid receipt and increases college enrollment (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2012). College access programs that provide this support and serve as an advocacy role for students may increase their chances of enrolling. Bowen, McPherson, & Chingos (2009) suggest their own list of steps required to successfully enroll in college including applying to multiple colleges and developing mentoring relationships. They find that a strong college-going culture in high school is the best predictor of whether students will take the necessary steps to apply for college. Hence, the literature suggests that strategies such as creating a college-going culture, assisting students with financial aid and college applications, building relationships with advisers, and embarking early on the steps necessary to apply will lead to greater college enrollment. These are the exact strategies employed by CAC.

CAC's theory of change is straightforward. Students must complete a set of steps in order to attend college. These steps include such items as preparing for college, formulating expectations about college, preparing college applications, applying for college, taking college entrance exams, completing college financial aid forms, and selecting a college. If students complete these steps, they can attend college. Families and schools can help students accomplish these steps; however, despite their best efforts, some of the steps remain uncompleted. There are several potential reasons why these steps are uncompleted: students and their families may lack information; they may require assistance in understanding the complexity; schools may be overwhelmed or have ineffective outreach strategies; and so on. CAC inserts a full-time adviser to identify the obstacles that exist in their school and among their students and assist students with the entire process to overcome these obstacles. Adviser training ensures that they have the time and information necessary to help students attempt these complex processes.

V. College Advising Corps

The primary goal of CAC is to raise the rates of college enrollment and completion among low-income, first generation-college, and underrepresented high school students. CAC currently

operates in 15 states and is headquartered in Chapel Hill, North Carolina. The program model integrates supplementary supports in the form of a college adviser assigned to a specific high school. The advisers address primarily informational barriers to college enrollment, although they also assist with academic and financial barriers.

CAC partners with colleges and universities in the state to recruit and train recent college graduates from these partner institutions to serve as full-time college advisers in high schools. Advisers participate in a multi-week, residential summer training program prior to their placement in a high school. The advisers serve as near-peer mentors and often have characteristics closely aligned with the population of students they serve at the high schools. For example, most advisers are themselves first-generation college graduates. They typically qualified for Pell grants in college and are typically from under-represented minority groups. Advisers agree to serve for one year with the option to renew for a second year. While in the schools, advisers work in close collaboration with guidance counselors, teachers, and administrators within their school to foster a school-wide "college-going" culture.

Although advisers serve all students at the school, their work primarily focuses on low-income and first-generation college students who, due to a lack of information and misperceptions about costs and aid, historically have not been finding their way to a postsecondary education. Advisers offer direct support to students in the form of individual advising sessions, group sessions with students, and group sessions with students and parents. Typically, they assist seniors with the college search process, college application process, and financial aid process. This work can include encouraging students to consider a wide range of postsecondary options taking into account fit, taking them on college visits, establishing time lines, applying for fee waivers, interpreting communications from colleges such as offers of admission and financial aid, and a host of other general supports as the students navigate the college admission and enrollment process. They also work with underclassmen to encourage students to consider and plan for higher education and focus on specific preparation activities such as studying for and taking the SAT or ACT.

Five innovations distinguish CAC from other college access and support programs. First, CAC is a near-peer model. The program recruits recent college graduates as advisers whose backgrounds are similar to the high school students they serve. More than 60 percent of the advisers are themselves first-generation college graduates.

Secondly, CAC works in partnership with colleges and universities. These institutions share CAC's commitment to increasing the numbers of low-income, first generation, and underrepresented students who succeed in postsecondary education, and they commit their own staff and resources to supporting CAC's work in their states.

Third, CAC provides full-time college advisers. CAC advisers partner with counselors, teachers, and administrators and function as additional staff members whose focus is singularly on improving the school's college-going culture and ensuring that students apply and enroll in colleges where they will succeed.

Fourth, CAC focuses on best fit. CAC advisers focus on helping students identify and apply to postsecondary programs that will serve them well academically and socially—thus increasing the likelihood that these students will earn their degrees.

Finally, CAC implements a whole-school approach rather than a cohort model. In other words, advisers are available to all students rather than a specific set of students who are identified based on academic record or an application process.

VI. Experimental Design & Data

In 2011, CAC received significant national and regional funding to expand in Texas. In Texas, CAC operated as Advise Texas (Advise TX). The expansion was conducted in concert with the Texas Higher Education Coordinating Board (THECB) and the University of Texas at Austin. In the 2011-12 school year, CAC was able to expand from the roughly 20 pilot schools (primarily in Houston) to almost 110 schools throughout the state.

We collaborated with the Texas Higher Education Coordinating Board (THECB) to identify and randomly select high schools to receive the program. The THECB identified a sampling frame of 418 high schools in the state with at least 35 percent free/reduced price lunch participation, less than 70 percent of graduating students attending college within a year , and less than 55 percent of students experiencing a "distinguished" college-prep curriculum. These schools were invited to apply through email and phone calls, and 237 did so. These 237 schools were ranked on the above three criteria as well as percent minority and a qualitative "fit" component that was assigned a one to four value by staff based on the school's organizational capacity. All schools that applied were given an aggregate score based on these criteria, and the top 84 schools were automatically selected for the program. The next 111 schools were considered eligible for random assignment to the program and constitute our experimental sample. To ensure geographic diversity, we blocked on region, so these 111 schools were divided into 23 geographic regions, and a lottery was held within each region to select treatment schools. Thirty-six schools were randomly chosen for treatment assignment out of the set of 111 across the regions. Three of the schools were admitted through a waiting list which was formed from a randomized list of control schools across all regions.

Table 1 presents descriptive statistics at both the school and student levels for demographic variables and a variety of college related outcome variables measured in the year prior to treatment. The first column of numbers contains means for all Texas high schools followed by schools in the experimental sample as well as treatment schools. Given the selection criteria and goals of the Advise TX program, schools in the experiment have a higher share of minority and low-income students, but graduation rates are quite similar.

Table 1 also investigates balance in pretreatment covariates and pretreatment outcomes across treatment and control schools taken from data in the pretreatment year (2010-2011). There do appear to be differences in the racial makeup of the schools assigned to treatment with treatment schools more likely to have higher percentages of black students and lower percentages of Hispanic students. During the randomization, Advise TX used only the aggregate percentage of underrepresented minorities ("URM" in Table 1), and the treatment and control samples are balanced on this variable. The randomization within blocks yielded some differences in black and Hispanic representation. The other covariates in Table 1 and the joint test on significance of all differences fail to reject equality of the sample across treatment and control groups, suggesting randomization produced relatively equivalent treatment and control groups.

Table 1: Descriptive Statistics and Experimental Balance

Panel A: School Level										
Variable	All TX High Schools		All Experiment High Schools		All Treatment High Schools		Raw Difference T-C		T-C Difference with Lottery Controls	
	Mean	Stdev.	Mean	Stdev.	Mean	Stdev.	Difference	Std. Error	Difference	Std. Error
White	0.427	0.297	0.225	0.227	0.214	0.223	-0.017	0.046	-0.018	0.031
Black	0.115	0.164	0.171	0.171	0.217	0.208	0.068	0.034	0.076	0.028
Hispanic	0.419	0.296	0.568	0.273	0.526	0.276	-0.062	0.055	-0.070	0.036
Other	0.038	0.058	0.036	0.035	0.043	0.043	0.010	0.007	0.011	0.006
URM	0.535	0.304	0.738	0.233	0.743	0.229	0.006	0.047	0.006	0.032
Low-income	0.549	0.233	0.635	0.179	0.636	0.169	0.001	0.036	0.009	0.030
Grad Rate	0.806	0.240	0.833	0.085	0.846	0.071	0.021	0.023	0.039	0.025
Total Students	748	879	1683	838	1848	956	242.9	169.1	192.9	143.0
College Ready	0.424	0.218	0.424	0.105	0.427	0.097	0.004	0.021	0.001	0.019
Took ACT/SAT	0.509	0.300	0.616	0.150	0.585	0.122	-0.046	0.030	-0.046	0.031
N	1785		111		36		Chisq(6)=6.52, p=.37		Chisq(6)=9.91, p=.13	

Panel B: Student Level										
Variable	All TX High Schools		All Experimental High Schools		All Treatment High Schools		Raw Difference T-C		T-C Difference with Lottery Controls	
	Mean	Stdev.	Mean	Stdev.	Mean	Stdev.	Difference	Std. Error	Difference	Std. Error
White	0.375	0.484	0.221	0.408	0.189	0.392	-0.049	0.034	-0.031	0.023
Black	0.135	0.342	0.178	0.383	0.220	0.414	0.049	0.036	0.084**	0.023
Hispanic	0.433	0.495	0.564	0.496	0.537	0.499	-0.005	0.056	-0.067**	0.025
Other race	0.057	0.232	0.046	0.209	0.054	0.226	0.006	0.012	0.014	0.007
URM	0.567	0.495	0.743	0.437	0.757	0.429	0.044	0.039	0.017	0.022
Female	0.499	0.500	0.505	0.500	0.507	0.500	0.004	0.006	0.004	0.005
FRL	0.381	0.486	0.476	0.499	0.495	0.500	0.035	0.045	0.008	0.029
Age	17.182	0.590	17.198	0.593	17.177	0.584	-0.022	0.016	-0.024	0.013
N / Joint Test	280089		38370		14052		Chisq(5) =5.20, p=.39		Chisq(5) =8.53, p=.13	

Notes: This table uses school level data from the 2010-2011 school year, the year prior to treatment implementation. P-values of difference between treatment and control use clustered standard errors at the school level (111 schools). Treatment assignment in the first year of the treatment is used as measure of treatment. The joint test includes "URM" instead of Black/Hispanic since original selection was conditional on URM.

We observe student level outcome data provided by THECB for the first three years of the treatment (2011-2012, 2012-2013, and 2013-2014 school years). THECB assembled the data by matching higher education enrollment records from the universities and colleges to the Texas Educational Agency data on high school enrollment. THECB deidentified the data and kept it at the student level. Data were stored at the THECB and could only be accessed on a secure served located at THECB in Austin, Texas. The National Student Clearinghouse data were matched to these data by THECB. The key variables were students' college enrollment in the fall after graduation, including the type of institution, students' age, gender, and race, and basic

socioeconomic data (i.e. free/reduced lunch participation). No changes were made in the research design from the initial SEP.

We estimate results at the student level despite the school level nature of the intervention creating a clustered randomized control trial. Because of the randomized nature of the study, we use a simple regression model to identify the causal effects of having the Advise TX program in a high school on individual college enrollment outcomes.

(1) $y_{ij}=\alpha_j+X_{ij}\,\beta+\delta*Treatment_{ij}+\varepsilon_{ij}$

Student *i* in region *j* receives a value of one for the binary treatment variable if the student was enrolled in a high school assigned to treatment. Because we blocked on region, we include region fixed effects, α_j. We also include available demographic information such as gender, race, and low-income status as covariates to increase precision. We estimate our binary outcomes using linear probability models for ease of interpretation. It is debatable whether clustering standard errors by school or by school-by-year level is preferable. We choose a more conservative approach of using standard errors which cluster at the school level since consecutive cohorts of graduating students may be related within schools. The Texas administrative data from the THECB track all students who graduate from Texas public high schools into all public institutions of higher education within Texas. We augment the THECB data with National Student Clearinghouse data so we can track enrollments out of state and into private postsecondary institutions.

The above analysis provides intent to treat estimates; however, compliance with treatment assignment in the first year is approximately 75 percent (Table 2). Five schools of the 36 assigned to treatment subsequently declined to accept an adviser. Advise TX requires data sharing, dedicated space, and administrative oversight. Many schools who initially applied were unable or unwilling to comply with these requirements. Additionally, nine control schools received an adviser in part to make up for the five treatment schools that declined to participate and in part due to an increase in the number of advisers available. Although we had randomly constructed a waitlist with the schools assigned control status, program staff violated the waitlist in three instances thereby undermining this level of randomization[5].[1] We focus on intent to treat estimates throughout our analysis, although simple Wald estimators can be used to estimate the treatment on the treated effect inflating the intent to treat effects by approximately 33 percent.

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[5] Advise TX uses a hybrid of public monies and private philanthropy. Some of the violations came as donors attached conditions to their gifts. For example, after seeing Advise TX operate in some Fort Worth schools, a local donor offered complete funding for the program so long as Advise TX would expand into all schools, including control schools, in the area.

Table 2: Treatment Compliance in Year 1 (2011-2012)

Panel A: School Level			
	Treatment Received	Control Received	Total
Treatment Assigned	31	5	36
Control Assigned	9	66	75
Total	40	72	111
Lottery controlled regression of treatment received on treatment assignment	0.745 (0.072)		
Panel B: Student Level			
	Treatment Received	Control Received	Total
Treatment Assigned	12529	1324	13853
Control Assigned	3267	21004	24271
Total	15796	22328	38124
Lottery controlled regression of treatment received on treatment assignment	0.774 (0.070)		

Note: For year 2011-2012, first year of treatment. Standard error clustered at the school level in the student level regression.

VII. Results

First Year Impacts

We report intent to treat results of the first year of Advise TX on any college enrollment in the fall after high school graduation in Table 3. The first two columns present the treatment effect on the full sample with and without covariate controls. We observe a statistically significant 2.2 percentage point increase in college enrollment at treatment schools, although that effect is reduced and becomes statistically insignificant when adding covariates to the regression. Overall, the program appears to have a small, but positive, treatment effect inducing students to enroll in higher education after high school graduation who would not otherwise enroll.

Table 3: Intent to Treat First Year College Fall Enrollment Results

	Full Sample		Black		Hispanic		Low-Income	
Treatment	0.022* (0.011)	0.011 (0.010)	0.019 (0.017)	0.012 (0.016)	0.022+ (0.012)	0.020* (0.011)	0.038** (0.014)	0.019 (0.012)
Covariates		Yes		Yes		Yes		Yes
Block Fixed Effects	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
R^2	0.022	0.090	0.009	0.064	0.038	0.085	0.025	0.083
N	38,124	38,124	6,659	6,659	21,852	21,852	19,677	19,677

Notes: + $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. Each cell reports the coefficient on treatment assignment in 2011-2012 for each sample using a linear probability model. Standard errors are reported in parentheses and are clustered at the school level. Covariates include gender, race, age, whether the student was on free/reduced price lunch, whether free/reduced price lunch was missing, and whether the entire school was on free/reduced price lunch.

We might not be surprised the treatment effect is small given the intervention adds only one college adviser in an entire high school. Given the program's goals and target populations, advisers may have a larger effect on targeted subgroups. The subsequent columns of Table 3 report treatment effect estimates on minority and low-income subsamples. We observe positive but insignificant point estimates for Black students and a two percentage point effect on Hispanic students that is significant at the five percent level in the model with covariates. We observe larger effects for low-income students of nearly four percentage points, but, as for the full sample, including covariates attenuates that estimate to about two percentage points with a p-value of 0.103. Overall, we conclude that the program likely had a one to two percentage point effect on college enrollment in its first year, concentrated among Hispanic and low-income populations.

This overall enrollment effect masks important differences in enrollment patterns across institutions. Table 4 displays the intent to treat estimates for fall college enrollment outcomes separated by two-year and four-year college enrollment. In the full sample and across all three subgroups, we observe larger treatment effects enrollment at two-year institutions than at four-year institutions. Overall the program increased two-year college enrollment by 2.4 percentage points in its first year with larger effects for Hispanic students of 3.4 percentage points. In contrast, we see no movement in four-year college enrollment rates with point estimates close to zero in each sample. The program's overall college enrollment effects are driven by increases in two-year college enrollment, and, importantly, these effects are not at the cost of four-year enrollments. The program improves two-year enrollments without shifting students away from four-year colleges.

Table 4: Intent to Treat First Year College Fall Enrollment Results – Two-Year vs. Four-Year Enrollment

	Two-Year Enrollment					Four-Year Enrollment			
	Full Sample	Black	Hispanic	Low-Income		Full Sample	Black	Hispanic	Low-Income
Treatment	0.024* (0.012)	0.009 (0.019)	0.034* (0.013)	0.020+ (0.012)		-0.007 (0.010)	0.006 (0.016)	-0.006 (0.009)	0.006 (0.010)
Covariates	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
Block Fixed Effects	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
R^2	0.034	0.016	0.041	0.038		0.077	0.057	0.060	0.055
N	38,124	6,659	21,852	19,677		38,124	6,659	21,852	19,677

Notes: + $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. Each cell reports the coefficient on treatment assignment in 2011-2012 for each sample using a linear probability model. Standard errors are reported in parentheses and are clustered at the school level. Covariates include gender, race, age, whether the student was on free/reduced price lunch, whether free/reduced price lunch was missing, and whether the entire school was on free/reduced price lunch.

Given the lack of compliance to treatment assignment noted in Table 2, the treatment effects reported above are larger for schools that actually had an adviser working in the school. A simple Wald estimator will inflate the intent to treat effects by about 33 percent suggesting the effect of having an adviser at work in a Texas high school increases the two-year college

enrollment rate by a little over three percentage points overall and four and a half percentage points for Hispanic students.

Treatment Effects over Time

Thus far, we have reported results for the initial year of the program, the 2011-12 academic year. We have two subsequent years of data for the 2012-13 and 2013-14 academic years. We report intent to treat effects of the second and third years of the program implementation in Table 5, which replicates first year treatment effects from Table 3 for comparison. Focusing on the full sample results, we observe the positive two percentage treatment effects in year one falling to an insignificant one percentage point effect in year two and declining to a negative point estimate in year three of the program. This pattern generally holds for each subgroup with the treatment effect declining over time such that there are only null or negative treatment effects by the third year of the program even after seeing fairly large and statistically significant effects in the first and/or second years of the program among Hispanic and low-income students.

There are a few potential reasons for the decline. First, over time compliance shifted. As we showed in Table 2, initially five treatment schools and nine control schools did not comply with their initial designation. From the first year to the third year, there was a continuous shift toward including more schools in the treatment. Some of this was positive. For example, a philanthropist in one city saw the impact in the first year and offered to fund the program as long as it was extended to all control schools in the city. While the research team and CAC leadership encouraged university partners to maintain consistency in the experiment, cost considerations led CAC to leave small rural schools. All of these served to weaken the statistical power of the impact study. By 2015-16, 20 of the original 36 schools were no longer part of CAC, and 20 of the control schools were now participating in the treatment. In the first year, treatment assignment increased participation by 75 percent; however, in 2015-16, treatment assignment only increased the likelihood of participation by 14 percent.

A second possible reason for the lower observed impact is related to the attrition. Over the course of the impact study, CAC shifted away from small schools. There was a substantial difference between large and small schools in students' access to advisers. In some small schools (e.g. senior class around 60 students), over 90 percent of students met ten times or more with an adviser. In large schools (e.g. senior class near 700 students), only nine percent of students met with advisers ten times or more. If size is related to treatment effect size, attrition related to size could explain lower impacts.

A third possible reason for decline involves changes in the control group. Many control schools were disappointed not be selected into CAC, and many pursued other college advising programs. During the experiment, the control schools had on average two non-CAC advising programs per year. Many of these other advising programs started after the first year, and the improvement in the control group could have caused an attenuation of the estimated treatment impacts.

A final reason for the decline could also be shifts in the school workload. Four years into the implementation, students in treatment schools were less likely to meet with a guidance counselor than students in the control schools. In the impact study, we were unable to identify whether this was constant over the course of the experiment or whether counselors divested themselves over time. In adviser focus groups, advisers reported that counselors were delegating more and more college advising to the advisers over time. If the success of advisers led counselors to change behavior, it could have undermined success. (We note that CAC did an inventory of existing schools and revisited its training of schools when the research team first suggested this as a possible mechanism. They took steps to assure that such changes in effort are less likely going forward.)

Table 5: Intent to Treat College Fall Enrollment Estimates in Program Years 1, 2 and 3

	Full Sample		Black		Hispanic		Low-income	
2011-12 (Year 1)	0.022* (0.011)	0.011 (0.010)	0.019 (0.017)	0.012 (0.016)	0.022+ (0.012)	0.020* (0.011)	0.038** (0.014)	0.019 (0.012)
2012-13 (Year 2)	0.013 (0.010)	0.006 (0.009)	0.025 (0.017)	0.018 (0.016)	0.009 (0.013)	0.009 (0.012)	0.046** (0.013)	0.030** (0.011)
2013-14 (Year 3)	-0.014 (0.011)	-0.016 (0.010)	-0.015 (0.017)	-0.015 (0.016)	-0.014 (0.013)	-0.012 (0.011)	0.005 (0.012)	-0.004 (0.011)
Covariates		Yes		Yes		Yes		Yes
Block Fixed Effects	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Notes. + $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. Each cell reports the coefficient on treatment assignment for each year and for each sample using a linear probability model. Standard errors are reported in parentheses and are clustered at the school level. Covariates include gender, race, age, whether the student was on free/reduced price lunch, whether free/reduced price lunch was missing, and whether the entire school was on free/reduced price lunch. R^2 and sample size varies by year and sample.

College Application and Persistence Outcomes

We now turn to considering two other observable and pertinent outcomes. Advise TX uses the number of college applications submitted by each student as a performance measure under the assumption that the college adviser will improve the college going culture of the school and directly assist students with completing college applications. We observe the number of college applications submitted by each student to any public institution of higher education in Texas and assess whether the advisers increase the number college applications to these institutions in Panel A of Table 6.

Table 6: First Year Intent to Treat Estimates on College Application & Persistence Outcomes

Panel A: College Application Outcome								
	Full Sample		Black		Hispanic		Low-income	
	Number of Apps	Binary Applied	Number of Apps	Binary Applied	Number of Apps	Binary Applied	Number of Apps	Binary Applied
Treatment	0.031	0.010	0.124	0.043+	0.032	0.008	0.099+	0.041*
	(0.050)	(0.016)	(0.088)	(0.024)	(0.054)	(0.018)	(0.053)	(0.016)
Covariates	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Block Fixed Effects	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
R^2	0.061	0.090	0.074	0.079	0.050	0.094	0.067	0.080
N	38,123	38,124	6,659	6,659	21,851	21,852	19,676	19,677
Panel B: College Persistence Outcome								
	Full Sample		Black		Hispanic		Low-income	
Treatment	-0.006		-0.010		-0.010		-0.006	
	(0.005)		(0.010)		(0.006)		(0.006)	
Covariates	Yes		Yes		Yes		Yes	
Block Fixed Effects	Yes		Yes		Yes		Yes	
R^2	0.010		0.004		0.007		0.014	
N	38,124		6,659		2,1852		19,677	

Notes. + $p < 0.10$, * $p < 0.05$, ** $p < 0.01$. Each cell reports the coefficient on treatment assignment for each outcome and for each sample. The number of applications is measured continuously. The binary applied outcome is an indicator for applying to at least one institution. College persistence is a binary measure of whether students were enrolled in for a second year of higher education. Binary outcomes are measured using linear probability models. Standard errors are reported in parentheses and are clustered at the school level. Covariates include gender, race, age, whether the student was on free/reduced price lunch, whether free/reduced price lunch was missing, and whether the entire school was on free/reduced price lunch.

We do not observe a large effect on the number of applications. The only significant result exists for low-income students, and the effect is small at a tenth of an application. This implies the program induced one out of every ten low-income students to apply to an additional college. We also examine whether the program affected any students at the margin of applying to any college using a binary measure of applying to higher education. Here we observe stronger results with a four percentage point effect among black and among low-income students. Advisers are motivating some students who would not otherwise apply to college to take a major step towards enrolling, even if the previous results have demonstrated that not all of those students subsequently enroll.

Although advisers focus on college enrollment, they may improve the fit or "match" between student and institution through the advising process. This improved match may result in increased persistence (Bowen, Chingos, & McPherson, 2009); therefore, we also examine college persistence outcomes as a test for this improved match hypothesis and report results in Panel B of Table 6. Across all of the samples, we observe small, negative, and statistically insignificant results. Although the results reported in Table 6 are unconditional on college

enrollment, conditioning on college enrollment does not change the conclusion (results available upon request) that there is no evidence having a college adviser in your high school improves your institutional match, as far as that match results in increased persistence.

Perhaps we should not be surprised by the null findings on number of applications and college persistence as all of the observed enrollment effect applies at two-year colleges. Students typically do not apply to more than one two-year college. Furthermore, the average persistence rates at two year colleges are generally lower than at four year colleges, so any matching benefit the advisers may be achieving might be countered by lower persistence among students induced to attend two-year colleges. Regardless of the reason, we do not observe any significant impacts on persistence in Table 6.

VIII. Conclusion and Next Steps

There are a number of key conclusions based on the results:
- CAC improved college enrollment for students.
- CAC was especially effective among Hispanic and low-income students.
- CAC's impact was primarily through encouraging students who would not have attended college to attend two-year colleges.
- CAC did not affect the likelihood that students attended four-year college.
- The estimates were suggestive that size mediated the results, but the case was not conclusive.

The most important finding is that CAC led to significant improvements in college enrollment in Texas. This was particularly strong among low-income students who qualified for free/reduced price lunch. In that group, college enrollment increased by over 3 percentage points. The size of the school is an important mediating factor in the success of CAC. CAC advisers move the overall enrollment rates at their school, but in large schools, the increased number of college attendees translates to small percentage changes given the large size of the schools. We find evidence that the experimental conditions change after the first two years providing lessons to CAC in scaling up and maintaining long-run relationships with schools.

We also find evidence that the program more than pays for itself in terms of increased economic benefits to students. We performed an auxiliary analysis attempting to identify the cost effectiveness of the program. To do this, we computed the number of students implied by the point estimates (~8) from the impact study. We examined the likely careers of these students using national and state trends in retention, completion, and subsequent education and national data on the returns to schooling. We then compared this to the low cost of the program finding a return of about 15 percent under conservative assumptions. The high rate of return was robust to many different assumptions (e.g. low-return majors, lower graduation probabilities, and no subsequent education).

Finally, stakeholders in schools report change in school culture with regard to greater value and expectations for college-going, increased activity and services related to college advising, and greater accessibility and visibility of college guidance work.

There were some limitations to the study.
- Treatment-control contrasts attenuated over time.
- Control groups were able to find alternative programs.
- Compliance eroded statistical power and this became more problematic over time.

During the grant period, CAC achieved spectacular growth, more than doubling in size. Additionally, CAC expanded its internal evaluation staff and capabilities. CAC is continuing to partner with EASE and other evaluators to identify best practices and other ways to strengthen advisers. During the 2017-18 school year, CAC will continue to conduct research on the impact of advisers. Specifically, CAC is conducting new evaluations focused on parental involvement and partnerships, the creation of a two-adviser model in large high schools, and virtual advising with high achieving, low-income kids.

While our results are certainly applicable to CAC in Texas, CAC's model is not significantly different in other locales. CAC's hiring, training, advising, and tracking systems are the same. Texas' population may differ from other populations, particularly with the large presence of Hispanic students; however, the barriers to college enrollment are similar to students in other states. Subsequent analysis can shed light on how these findings transcend Texas.

APPENDIX A
Study Logistics Updates

Protection of Human Subjects

Institutional Review Board (IRB) approval was obtained from Stanford University for all of the case study data collection activities including interviews with students, parents, teachers, and administrators.

Timeline and Budget

There are no significant changes to the timeline or budget to report.

Evaluation and Program Staff Involvement

Over the course of the grant, there were key changes to evaluation staff as well as program staff at CAC. The project manager, Dr. Eileen Horng, left the project in 2013. A postgraduate student from Stanford, Dr. Rie Kijima, filled the role for two years in a limited capacity. In 2014, College Advising Corps brought on a Director of Impact and Evaluation, Sarah Shah. This internal role was seen as an important step for CAC to develop more internal capacity for evaluation and research as they continued to grow. Sarah took over the coordination of data collection from CAC program directors, including securing rosters of graduates that are necessary to complete National Student Clearinghouse matching.

APPENDIX B
Additional Research Questions

College Advising Corps' Impact on Student Pathways

The second research strand focused on the program's impact on the pathways to college. There were four specific questions proposed by the original SEP:

a) What are the key milestones in CAC's students' academic careers which correlate most strongly with subsequent high school completion, college attendance, and outcomes in college?

b) Do the milestones in CAC schools correlate with the national milestones identified by Adelman?

c) Are there significant patterns among CAC students where students "fall off" the path toward college attendance?

d) What role, if any, does CAC's intervention play in identifying and correcting these "falling off" points?

College Advising Corps identified eight Key Performance Indicators (KPIs) which were tracked first by a student tracker maintained by EASE and later by GRACE[6]. Both data sources track whether a student took the SAT/ACT, completed a FAFSA, applied to college, visited a college or university or college/career related workshops in addition to adviser interactions. Using logistic regression models to predict college attendance on the KPIs, we found that submitting a FAFSA, taking the SAT or ACT, submitting at least one college application and having a parent interaction or meeting increased the likelihood of attending college between 12 and 30 percent. Other KPIs, including completing a campus visit, having at least 1 one-on-one meeting with an advising and attending a college fair or meeting a college representative were less predictive of college attendance. CAC is considering the implications for this in terms of the whether or not they should narrow the focus of KPIs for advisers. However, we continue to look further into the relationship between KPIs.

CAC's student data comes from advisers with the exception of rosters gathered once a year for the purpose of matching a school's high school graduates to college enrollment data in the National Student Clearinghouse (NSC). During the course of this study, we were not able to secure transcript data from high schools to replicate Adelman's approach of looking at academic coursework and high school graduation, college attendance and degree completion. While we conducted an annual student survey, the survey was not identifiable and we could not link student self-reported measures such as the highest math course completed and college

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[6] More details about CAC databases and data gathering is covered in Appendix C on Program Implementation.

aspirations to NSC college enrollment data. Analysis of the student surveys focused on differences between students who met with an adviser and those who did not meet with an adviser but the analysis is not causal. An annual report is provided to CAC which details these gaps. The report from 2011-12 is provided in Appendix D.

College Advising Corps' Impact on School Culture and Parent Engagement: Key Findings from Case Studies

Case studies were used to understand the impact CAC had on school culture. Specifically, we wanted to know:

> a) To what extent are the advisers able to work to affect change beyond the triage done with seniors by working with freshmen, sophomores, and juniors?
> b) How does the college access work undertaken by CAC advisers complement the efforts of the professional guidance staff?
> c) In what ways do the advisers engage with teachers to promote college going?

In addition to understanding the impact on school culture, we also wanted to know if CAC engaged parents in meaningful and productive ways.

Table 1B. Case Study Schools by Location and Academic Year

Location	Academic Year	No. of Schools	No. of Interviews
Texas	2011-12	5	61
Missouri	2012-13	8	105
New York	2013-14	5	76
Texas	2013-14	6	44
Boston	2014-15	4	29
Texas	2014-15	4	28
Texas	2015-16	6	44
North Carolina	2015-16	2	68
Boston	2015-16	4	27
Boston	2016-17	4	29

Impact on School Culture

Overall, the program advisers significantly impacted school culture by raising the profile of college aspiration and of advising opportunities and services. Advisers also increased the

prominence of college-related displays in college and career guidance offices as well as throughout the school (e.g., school pennants in the hallways, displays indicating where students have been accepted to college).

Most impact was described as directly attributable to the central role taken up by advisers in schools. Advisers were described as the "facilitator and sustainer of a college-going culture" (Van Horn HS, Missouri, 2012-2013), as well as the "primary point-person for college information and preparation" (East HS, Missouri, 2012-2013), the "chief public information officer of college information" (Winnetonka HS, Missouri 2012-2013), and the "main deliverer of college information to students and staff" (Yates HS, Texas, 2013-2014). Program advisers had a hand in nearly all programs related to college preparation, which included college visits, filling out SAT and ACT forms, providing information on scholarships and other opportunities, and helping students plan their trajectories after high school. In addition, advisers often visited classrooms to make presentations and met one-on-one with older students. Both students and teachers relied on advisers for the most up-to-date information about college and scholarship application processes and how to avoid common mistakes (Salem HS, Missouri, 2012-2013; Longview HS, Texas, 2015). Furthermore, advisers served as the bridge between teachers, counselors, and the administration in terms of the communication of college-related information and programs.

Again, college advisers were typically the primary generators of activity, discussion, and visual markers related to college aspiration, guidance, and application within schools. They were central figures in their respective schools; students (primarily juniors and seniors) and staff equally were very aware of their presence and role in the school. Students and staff also credited advisers with re-energizing and rejuvenating existing "Go Centers" established previously as college guidance offices. CAC advisers were instrumental in making college more visible in the hallways of their respective schools, with many not only putting up posters or pennants for accepted students but also asking teachers to display their own alma maters outside their classrooms to promote a visible college-going culture. They made deliberate efforts to reach students outside of their offices, extending the reach of college advising and positive dispositions to college-going. Advisers described seeking out students in the hallways and striving to learn every student's name. At one Missouri school, the adviser noted that his contributions beyond organizing events and programs included "celebratory features" such as celebrating students for high ACT scores or receiving college acceptance letters (Normandy, Missouri, 2012-2013). The development of close relationships with advisers was also central to supporting a college-going culture, as support and advising was used to interpersonally raise postsecondary aspirations and positive dispositions to college-going. Students at some schools described their advisers as someone they could relate to and confide in. A Massachusetts student noted that "[the adviser is] the person who actually takes her time and makes sure you get everything you need to do" (Community Academy of Science and Health, Massachusetts, 2015). While some schools had a more cohesive college-going culture than others, the college adviser was the hub of college-related activity at nearly every school, a remarkable role given the novelty and recency of their positions.

While students and staff consistently attributed positive changes in college-going culture to advisers, the culture for college-going varied substantially across schools. The college-going message was more central to the perceived mission of some schools relative to others, and the cohesiveness of the message throughout a school varied as well. For example, a more cohesive college-going culture was characterized by broader staff involvement in the college process, outreach practices that span grade and achievement level, and the widespread distribution of college information and visuals throughout the school. Segmented cultures were characterized by efforts, services, and messages directed primarily to certain subpopulations of students. In addition, some schools discuss college as being highly central to their overall mission; it is the primary expectation they have for their students and all students are expected to go to college. Some CAC schools conveyed low-centrality messages with regard to postsecondary attendance school; college was one of several options available to students, and one that is not for everyone. Given the initial differences in college-going culture among schools, the task of building and improving such culture was different at each school.

Several barriers to developing or improving college-going culture were noted by stakeholders, including leadership instability, uneven teacher and staff support, and limited outreach to students across grade levels.

School site leadership and collaboration are critical to the adviser's success and ability to make an impact. The principal's support of the CAC program is important for staff collaboration with the adviser and faculty buy-in for the program. Formal and visible principal support often smooths integration of the adviser into the staff community and can place the objective of developing a strong college-going culture as preeminent. Conversely, school instability from staff turnover – often precipitated by principal turnover – can adversely impact any momentum toward improving college-going culture as well as deteriorate or interrupt the quantity and quality of staff relations with the adviser.

Adviser Impact Beyond Seniors

The advisers at many of the schools reported working mostly with seniors and juniors, with some instances of outreach programs focusing on underclassmen but the majority focusing on upperclassmen. The involvement of advisers with 9th and 10th graders was typically through broad information sharing or through programs that did not necessarily focus directly on this subset of the students. For example, at one New York high school, all underclassmen attend the school's college fair along with their upperclassmen peers (University Neighborhood HS, New York, 2013-2014). At other schools, freshmen were included in visits to colleges or school-wide workshops on college. Some advisers also visited classrooms and presented on topics such as the PSAT.

Advisers were often well-known figures in their schools, allowing them to reach underclassmen outside of their offices through interactions in the hallways. Advisers described being "determined to reach as many students as possible outside [the] office" (Winnetonka HS,

Missouri, 2012-2013), "extremely visible" and "someone who everybody knows" (Yates HS, Texas, 2013-2014), though typically only upperclassmen had formalized one-on-one interactions with the advisers. One adviser set a goal of speaking to all freshman during the school year, primarily through classroom visits (Winnetonka HS, Missouri, 2012-2013). Another adviser talked of wanting to reach out more to underclassmen but not being sure of how to start (Boston Community Leadership Academy, Massachusetts, 2015). Information for underclassmen was typically described as more general, whereas older students received one-on-one guidance. For example, a student at a school in Texas described being told that there were scholarships for sophomores but it was left up to students to pursue these opportunities themselves whereas juniors and seniors were given more guidance and accountability checks (Austin ISD, Texas, 2015).

Some schools were also described as being somewhat segmented by ability level, with higher performing students receiving more attention from CAC advisers. High grades were an avenue for underclassmen to receive more attention from advising staff. At one school, high-achieving freshmen were invited to participate in programs alongside juniors and seniors (University Neighborhood HS, New York, 2013-2014). Furthermore, in some schools the AP or advanced classes received more presentations and workshops from the adviser.

CAC Advisers' Role in Complementing the Efforts of the Professional Guidance Staff

Relationships between counselors and CAC advisers varied by school, with some counselors describing a mutually beneficial and complementary relationship and others describing an essentially nonexistent or even contentious working relationship between them.

CAC advisers are typically involved in all aspects of college preparation as they related to students, allowing counselors more time to address other student needs. Counselors at several schools reported having more time to work on student issues outside of college, such as behavioral and academic issues, due to the efforts of the CAC advisers. Counselors also reported being frequently pulled away to proctor state accountability tests and were thankful that CAC advisers were not similarly imposed upon, allowing them to meet more students. Advisers were described by counselors as complementary, with one staffer noting "together, we make, like, the whole" (University Neighborhood HS, New York, 2013-2014). Others described the advisers as a "lifesaver" (Van Horn HS, Missouri, 2012-2013) and noted that counselors and advisors shared "mutual assistance, trust and shared goals" (Manor HS, Texas, 2013-2014). Another adviser was described as "central to all college advising and preparation activities" by other counseling staff (Validus Prep, New York, 2013-2014). One New York adviser was also described as someone who bridges the gap between faculty and counselors (Validus Prep, New York 2013-2014). In another school, counselors worked closely with CAC advisers and split the teaching load of the college advisory classes between them. Furthermore, activities were organized in collectively between the adviser and the school counselors (Computers and Technology HS, New York, 2013-2014).

In some schools, however, the work of CAC advisers and counseling staff was not complementary, with limited collaboration between them. In these schools, advisers took almost sole responsibility for college guidance and advising, allowing counselors to relinquish those duties completely. A senior at a Texas high school described going directly to the CAC adviser for questions and assistance and hadn't engaged with the counseling staff at all (Yates, Texas, 2013-2014). At another school, the relationship between staff and advisors was tense, with disagreements on issues such as students' choice of college or which schools to recommend to certain students (Morris HS, New York, 2013-2014).

Engaging with Teachers to Promote College-Going

In many programs, advisers rely on teachers for access to their classrooms to make presentations or to pull students out for individual meetings. This is perhaps most relevant for teachers with seniors, and to a lesser extent, juniors in their classes. Additionally, teachers engaged with advisers by helping and chaperoning on events such as college visits. Teachers described the CAC adviser as a good resource, who could provide college-related information to students that most teachers are not aware of, given their temporal distance from the college application process. Teachers especially noted relying on advisers for information on scholarships that they might pass onto their students. In fact, some teachers described feeling relieved to have the adviser to defer to when students asked specific or complicated questions.

Teachers also participate in creating a college-going culture at their respective schools by hanging banners or pennants from their alma maters outside their classrooms to promote a visible college culture and engage with students about their own college experiences, all at the request of the adviser. Several schools noted that English teachers had more involvement with the college process because seniors were often required to work on college essays while in English class (Morris HS, New York, 2013-2014; Austin ISD, Texas, 2015). Teachers who taught advanced or honors classes were also mentioned frequently in the case studies, with advisers often working closely with them and their students on college preparation. Teachers who did not have much interaction with advisers reported feeling "out of the loop", and would sometimes try to engage with students about college-related topics only to be told that they had already received that information from the adviser (Community Academy of Science and Health, Massachusetts, 2015).

CAC and Parent Engagement

Engagement between the program and parents was low across almost all the schools studied. Few schools reported little if any incremental success with engaging parents interpersonally over what had been accomplished prior to the arrival of CAC. Primary responsibility for outreach to parents varied across schools from the adviser to the head counselor, to an administrator in charge of parent outreach. Some schools collaborated with advisers to put on college-related workshops for parents which were well received, particularly when the adviser could communicate with families in both English and Spanish (Somerset HS, Texas, 2013-2014). In

addition to workshops, advisers made themselves available to parents through phone calls. In schools without formal or mandatory workshops for parents, parents who were familiar with the adviser and the program were often using information obtained from their children rather than through direct interaction. Parents who were dissatisfied pointed towards low expectations on the part of the school as the main source of their disappointment. Likewise, some teachers and counselors expressed dissatisfaction with low levels of parental engagement, though one administrator acknowledged the busy schedules they might have: "they have to earn a living to support their families, and I'm smart enough to understand that and not expect more than that from them" (Computers and Technology HS, New York, 2013-2014).

Program Impact on Adviser Attitudes and Life Choices

An annual adviser survey is conducted online at the end of each year to gather information on their experience, including topics such as the school environment and culture, challenges the adviser faced, areas of training that were most and least helpful, as well as future plans following CAC.

The final section of the survey collects information on advisers' plans following the completion of their commitment to CAC. Additionally the survey asks about the influence the program had on their decisions. In 2014, 80 percent of respondents reported that their experience with CAC influenced the direction of their education and career goals[7]. The most common career directions were into education (especially higher education), pursuing a degree in school counseling, and developing an interest in nonprofit work working with underprivileged students. In some cases, advisers shared that CAC solidified their interest in these things while others report that CAC changed their interest and intended career paths.

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[7] 295 advisers answered the question and 21 skipped the question on the 2014 survey.

APPENDIX C
College Advising Corps Implementation

College Advising Corps (CAC) experienced tremendous growth from 2010 to 2014. During that time CAC increased from 219 to 531 schools going from serving 189,200 students to 848,000 students. This section of our report describes the growth of CAC over this period as well as program organizations, and services delivered. We also try to identify specific ways in which the research design and lessons have informed subsequent implementation and development.

The implementation research questions proposed in the original SEP included:

1) How was the program organized?
2) Did the treatment group receive services as planned? What kinds of services did the comparison group receive?
3) Did the types of students actually receiving services have the expected characteristics? Were they eligible to participate?
4) What were the most important ways in which the model as implemented differed from the model as planned?
5) How much variation in implementation fidelity was there across sites? On what aspects of implementation was the greatest variation?
6) What was the cost of the program? Did the cost vary across sites or different types of participants?

As we detail in Appendix A, staffing changes for both CAC and EASE resulted in changes to the original implementation study plans in terms of assessing implementation fidelity and program costs[8]. We address program organization, services provided by CAC advisers and student characteristics below. We also provide an overview of ways in which the model differed by program partner.

Program Organization

CAC is a national organization with unique governance at the regional level. CAC partners with specific colleges to provide college advisement services in nearby high schools. For example, one of CAC's partners is Trinity University in San Antonio. Advisers based at Trinity serve high schools located in the greater San Antonio area.

During the course of the SEP, two changes occurred in program organization. First, CAC finalized its separation from University of North Carolina. Prior to the SEP, CAC was housed at the University of North Carolina and was considered a community outreach program at the

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[8] CAC tracks costs internally. The average cost per adviser is $51,302 with costs ranging from $43,575 to $63,808. This amount covers salary, benefits, training costs, and a portion of their program director salary.

university. In 2013, CAC separated from UNC and formed its own 501.C.3. As such, CAC opened up new opportunities for fundraising and expansion. Additionally, CAC was able to form an advisory board of business, educational, and policy leaders to help inform and guide their decision-making.

The resulting growth in the organization has mirrored its expansion. In 2013, CAC had 5 full-time employees working in the national office. By 2017, CAC had 20 full-time employees. This was especially true in the case of internal research. In 2011, most internal research was farmed out to outside organizations. Today, most internal research is managed and directed by CAC's DIrector of Evaluation and Impact Measurement.[9]

The movement toward a self-standing national organization also made the second large change to the program. It altered the funding and oversight responsibilities between university partners and the national organization. As a self-standing institution, CAC begin increasing the quality control measures within sites. They strengthened and developed additional reporting metrics, and they provided additional support in terms of funds and help with local fundraising efforts.

In 2015, as a result of the maturation of the organization, CAC established a database for national reporting called GRACE. GRACE provides historical records on every student visit throughout CAC schools. Advisers record the duration of the meeting, the topic discussed, the goals set, and so on for each of these visits. Additionally, advisers record group meetings such as class presentations. Both regional partners and CAC can create reports based on these data to monitor fidelity of program implementation. These data systems would not have been established in the absence of the SIF.

Table C1 displays CAC's growth from its inception in 2005 at the University of Virginia through 2016. In 2010-11, CAC was present in 219 high schools. By 2011-12 this had grown to 368. Since 2011-12, CAC has continued to expand in terms of the number of high schools they serve. Part of CAC's expansion is the development of new partnerships with colleges and universities which create new chapters for the program and part of the expansion is the number of schools served by current programs.

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[9] The changes in the research structure led to significant difficulties in managing SEP reporting. While data were preserved, many reporting responsibilities were not transferred in smooth, timely ways.

Table C1. The Number of CAC Advisers, High Schools, Partners and Students Served from 2015-2016

SCHOOL YEAR	ADVISERS	HIGH SCHOOLS SERVED	STUDENTS SERVED	PARTNER COLLEGES/ UNIVERSITIES	STATES	TOTAL OF STUDENTS SERVED
2005-06	14	16	4,800	1	1	4,800
2006-07	21	25	7,500	1	1	12,300
2007-08	62	80	24,000	11	10	36,300
2008-09	124	132	39,600	12	11	75,900
2009-10	146	161	48,300	12	11	124,200
2010-11	175	219	65,000	15	14	189,200
2011-12	321	368	110,400	18	14	299,600
2012-13	335	389	116,700	19	14	416,300
2013-14	375	425	127,500	20	14	543,800
2014-15	456	483	144,900	23	14	688,700
2015-16	532	531	159,300	24	14	848,000
2016-17	598	599	179,700	25	15	1,027,700

Student Services Received

CAC advisers provide a number of services. At the start of the SIF, many of these services were reported through student surveys. At the end of each year, participating schools completed student surveys that could be used for subsequent analyses. During the course of the SIF grant, CAC developed greater sophistication in their reporting.

CAC began collecting student trackers in 2011-2012. These student trackers identify substantial evidence that CAC was providing significant student services to CAC students. As an example, we have attached to this final report a document entitled "NCAC 2011-12 National Report Summary." in Appendix D. The document is a month by month accounting of the eleven important metrics that we tracked during the 2011-12 school year including:

- One on one meetings with advisers and students;
- Group meetings with advisers;
- College applications fee waivers;
- ACT fee waivers distributed;
- SAT fee waivers distributed;
- PSAT fee waivers distributed;
- FAFSAs completed with help;
- ACT registrations completed with help;
- SAT registrations completed with help;
- Students who attended college tours; and
- Students who participated in college representative visits.

There were 455,000 students that we were tracking in 2011-2012. Of these students, 229,800 met with an adviser one on one at some point. Most of these were seniors. There were over 325,271 one on one meetings with advisers. There were nearly 38,573 group meetings which touched nearly 350,959 unique students. Advisers gave out about 47,000 fee waivers for college applications and another 62,000 fee waivers for ACT and SAT tests. Advisers helped with 26,251 FAFSA completions and nearly 73,000 ACT/SAT registrations. Advisers helped facilitate over 40,000 campus visits and another 115,945 visits with college representatives.

While the numbers are impressive in the aggregate and provide substantial evidence of impact, the document also provides an example of how the student tracker was limiting in terms of data retrieval and data analysis by internal stakeholders. The first years of the student trackers were bulky and cumbersome. While the reported numbers were impressive, reports from advisers and program directors suggested that the tracking was creating more problems than it was potentially solving. We found that data would be missing from different sites from month to month or inconsistently reported.

In multiple meetings of program directors, discussion of the trackers took place. There were a few key lessons from those meetings:

1. Student trackers were essential for monitoring advisers.
2. Student trackers need to be user-friendly.
3. Advisers spend significant amount of times working on reporting rather than advising.

The key problem was that advisers viewed them as an anchor rather than a guide. It was slowing them down and keeping them from doing more meetings with students. It was not providing suggestions and hints to them as to ways that they could improve their individual efficacy with students. However, program directors were using them effectively to identify places where training was necessary.

We modified the trackers in subsequent years attempting to make the document more usable. Similar to the attached document, adviser activity was collected in each subsequent year. We modified the type of data. For example, in 2013-14, we collected data on gender, free/reduced price eligibility, ethnicity, and first generation college-going status. We also added several additional metrics to those listed above including:

- The overall number of meetings per student;
- Parent meetings;
- ACT/SAT transportation;
- Number of applications and number with adviser help;
- Applications by 2-year and 4-year status;
- Number of acceptances;
- Total waiver dollars;
- Total FAFSAs submitted; and
- Amounts of institutional and non-institutional financial aid.

While the revised tracker provided even greater reporting and guidance as to activities conducted by advisers, the tracker was even more cumbersome. Advisers were tracking nearly 20-25 actions per student. They were doing this all through Excel spreadsheets. Some entire programs abandoned any form of tracking.

In order to improve data collection, reliability and usability, CAC designed a web-based tracking tool, GRACE. GRACE, Getting Results and Creating Equity, was launched in 2015-16 to collect data on specific key performance indicators. In comparison to the Excel data tracker, GRACE has greater functionality in helping advisers enter data, view data, and take action based on data. Additionally and perhaps most importantly, GRACE moved tracking from being run by an outside organization (EASE) to an internal staff member. This provided additional support that the evaluation capacities have increased for CAC as a result of the SIF.

While advisers track many of the same data fields on GRACE they had previously been tracking, the platform allows them to apply student filters and run case management reports to determine which students are off-track and need to be prioritized.

Student Characteristics of Served Populations

All students in CAC schools were eligible for CAC services, and a typical CAC adviser keeps an "open door" policy in serving any student requesting help. Program directors charged the CAC advisers to emphasize meeting with low-income, underrepresented minorities, and other first generation students. Indeed, as other parts of our evaluation demonstrate, the largest impacts in the Texas RCT were on low-income and Hispanic students.

In terms of specific characteristics, we gathered survey data in each year of the SIF to identify the student characteristics of those students served by CAC. Each year we tracked specific characteristics of students who met with advisers and those who did not. We also tracked outcomes for each of these students.

An example of the lessons learned is found in the attached document entitled "NCAC 2011-12 Evaluation Report - The NCAC Difference." found in Appendix D. This document, from the 2011-12 evaluation, provides a high level overview of the key results.[10]

In the 2011-12 school year, we achieved a 42 percent response rate across the sites that participated in the survey including the programs located at Berkeley, Brown, UNC, Franklin and Marshall, University of Georgia, University of Illinois, University of Michigan, Michigan State University, University of Missouri, Texas Christian University, Trinity University, Texas A&M University, and University of Texas at Austin.

Of the students surveyed, about 79 percent had met with an adviser suggesting that the overall student characteristics of this sample are likely to be a good proxy for the average

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[10] A more comprehensive overview occurs in the attached powerpoint slides entitled, "2010-11 NCAC Evaluation 04.26.12 FINAL.pptx." in Appendix D.

characteristics of students served. Of the students who were surveyed, 76 percent were first-generation students and 72 percent came from underrepresented minority groups. About 36 percent of all students were enrolled in a math track that was "low" in terms of its preparation for college (i.e. enrolled in either Algebra I, Algebra II, or Geometry as their highest math class completed). Only about 18 percent made it to "high" math preparedness (i.e. introductory calculus).

Students who met with advisers were more likely to be first-generation (by about 3 percentage points) and more likely to be "very concerned" with college finance (about 34 percent more likely). In terms of outcomes, students who met with advisers had higher aspirations, a higher likelihood of preparing for ACT/SAT exams, a higher likelihood of taking at least 3 courses for college credit, and more likely to have viewed information about colleges (e.g. guidebooks, rankings guides, websites).

While our descriptive work cannot show causal impacts, it does demonstrate that students who met with advisers are more likely to have improved college outcomes in terms of college preparation, financial aid receipts, college application, and ultimately college admissions. This difference is made up of both treatment and selection, but descriptively it suggests that advisers are interacting with disadvantaged populations who have interest in college and that the advisers are potentially helping them realize that interest.

Program Implementation Differences by Program Partner

Although all CAC programs abide by a set of standards, they have autonomy in customizing the CAC model and strategies to fit their local contexts. The average senior class size for partner programs ranges from 80 to 600 students. Advisers in programs that serve smaller schools often have more time and capacity to meet with underclassmen, while advisers in larger schools often focus most of their efforts on advising seniors. In some programs, an adviser may serve two high schools and work with students in each school on certain days of the week. Based on findings from the Texas RCT study, some CAC programs have also begun experimenting with a two-adviser model in which two full-time advisers serve one school. Finally, other programs such in Alaska have adopted innovative technologies to reach out to students in remote locations.

APPENDIX D

2011-12 Internal Reports

NATIONAL COLLEGE ADVISING CORPS — National Summary by Month (2011-2012)

Empowering Students to Succ[eed]

		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
	Total # of seniors	100,098	100,424	100,449	100,653	100,200	100,767	100,018	99,856	99,331	100,640	
	Total # of juniors	109,339	110,359	109,845	109,849	109,289	109,452	108,669	108,372	108,422	109,809	
	Total # of sophomores	119,087	121,155	120,066	120,313	119,058	119,283	118,010	117,762	117,439	119,910	
	Total # of freshmen	124,376	127,503	127,026	126,923	127,090	127,227	125,585	125,163	125,569	127,853	
	Total # of students	**452,900**	**459,441**	**457,386**	**457,738**	**455,637**	**456,729**	**452,282**	**451,153**	**450,761**	**458,212**	
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
1:1 Meetings with Advisers (A meeting is a discussion with a student for at least 5 minutes. Each student is counted once per month even if the adviser has multiple meetings with him/her.)	Total # of 1:1 meetings	34,101	40,199	41,976	24,606	39,840	39,968	36,402	34,884	32,023	1,272	325,271
	# Seniors met with	20,875	23,794	24,488	15,941	21,801	20,871	18,731	18,793	17,809	748	183,851
	% of all Seniors	21%	24%	24%	16%	22%	21%	19%	19%	18%	1%	
	# Juniors met with	2,541	2,552	2,307	1,922	3,500	5,506	5,955	6,157	5,714	300	36,454
	% of all Juniors	2%	2%	2%	2%	3%	5%	5%	6%	5%	0%	
	# Sophomores met with	444	528	604	372	700	872	949	841	834	15	6,159
	% of all Sophomores	0%	0%	1%	0%	1%	1%	1%	1%	1%	0%	
	# Freshmen met with	270	327	289	220	344	412	397	394	659	24	3,336
	% of all Freshmen	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	
	Total # of students met with	24,130	27,201	27,688	18,455	26,345	27,661	26,032	26,185	25,016	1,087	229,800
	% of all students	5%	6%	0%	4%	6%	0%	6%	6%	6%	0%	
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
Group Meetings with Advisers (A group meeting is a discussion with two or more students for at least 5 minutes. Presenting at a school assembly does not count. Each student is counted once per month even if s/he attends multiple meetings.)	Total # of group meetings	4,891	5,543	5,020	3,338	4,623	3,725	3,748	3,535	4,113	37	38,573
	# Seniors met with	30,085	27,465	28,251	17,806	21,567	19,079	15,319	19,962	23,056	896	203,486
	% of all Seniors	30%	27%	28%	18%	22%	19%	15%	20%	23%	1%	
	# Juniors met with	7,976	9,470	5,348	4,846	13,604	14,086	9,101	11,046	12,273	303	88,053
	% of all Juniors	7%	9%	5%	4%	12%	13%	8%	10%	11%	0%	
	# Sophomores met with	4,195	4,180	2,353	1,924	3,731	3,559	3,883	3,021	4,172	103	31,121
	% of all Sophomores	4%	3%	2%	2%	3%	3%	3%	3%	4%	0%	
	# Freshmen met with	4,174	4,500	1,397	2,272	1,756	3,708	2,249	2,926	5,262	55	28,299
	% of all Freshmen	3%	4%	1%	2%	1%	3%	2%	2%	4%	0%	
	Total # of students met with	46,430	45,615	37,349	26,848	40,658	40,432	30,552	36,955	44,763	1,357	350,959
	% of all students	10%	10%	8%	6%	9%	9%	7%	8%	10%	0%	
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
College Applications Fee Waivers Completed with Advisers' Help	# Four-year waivers	1,628	7,535	13,747	8,024	5,961	3,847	1,965	1,120	502	4	44,333
	# Two-year waivers	86	160	341	265	376	319	287	285	239	4	2,362
	# Other waivers	5	21	21	67	18	23	17	28	9	2	211
	Total # waivers	1,719	7,716	14,109	8,356	6,355	4,189	2,269	1,433	750	10	46,906
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
ACT Fee Waivers Distributed by Advisers	# Waivers for Seniors	7,295	2,960	2,755	1,635	1,397	814	468	320	306	0	17,950
	% of all Seniors	7%	3%	3%	2%	1%	1%	0%	0%	0%	0%	
	# Waivers for Juniors	350	249	780	627	674	1,998	1,680	1,555	1,061	0	8,974
	% of all Juniors	0%	0%	1%	1%	1%	2%	2%	1%	1%	0%	
	# Waivers for Sophomores	1	7	10	0	12	1	15	8	25	0	79
	% of all Sophomores	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Total # waivers	7,646	3,216	3,545	2,262	2,083	2,813	2,163	1,883	1,392	0	27,003
	% of all 10th-12th graders	2%	1%	1%	1%	1%	1%	1%	1%	0%	0%	
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
SAT Fee Waivers Distributed by Advisers	# Waivers for Seniors	9,655	4,793	2,722	1,197	971	694	422	332	145	0	20,931
	% of all Seniors	10%	5%	3%	1%	1%	1%	0%	0%	0%	0%	
	# Waivers for Juniors	360	244	353	252	958	4,560	2,944	2,723	1,557	0	13,951
	% of all Juniors	0%	0%	0%	0%	1%	4%	3%	3%	1%	0%	
	# Waivers for Sophomores	1	2	2	2	2	9	9	9	25	0	61
	% of all Sophomores	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Total # waivers	10,016	5,039	3,077	1,451	1,931	5,263	3,375	3,064	1,727	0	34,943
	% of all 10th-12th graders	3%	2%	1%	0%	1%	2%	1%	1%	1%	0%	
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
PSAT Fee Waivers Distributed by Advisers	# Waivers for Juniors	544	2,086	0	253	0	0	9	20	5	0	2,917
	% of all Juniors	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	
	# Waivers for Sophomores	182	1,416	0	72	0	0	6	9	0	0	1,685
	% of all Sophomores	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	
	# Waivers for Freshmen	52	2	74	52	0	0	0	0	0	0	180
	% of all Freshmen	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Total # waivers	778	3,504	74	377	0	0	15	29	5	0	4,782
	% of all 9th-11th graders	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	

National Summary by Month (2011-2012)

Empowering Students to Succ

		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
FAFSAs Completed with Advisers' Help	# Completed by Seniors	49	34	51	192	3,336	10,945	5,831	3,449	2,286	78	26,251
	% of all Seniors	0%	0%	0%	0%	3%	11%	6%	3%	2%	0%	
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
ACT Registrations Completed with Advisers' Help	# Registrations for Seniors	9,719	3,742	3,499	2,190	1,776	1,214	872	395	383	0	23,790
	% of all Seniors	10%	4%	3%	2%	2%	1%	1%	0%	0%	0%	
	# Registrations for Juniors	385	306	524	983	848	2,400	1,732	1,745	1,175	0	10,098
	% of all Juniors	0%	0%	0%	1%	1%	2%	2%	2%	1%	0%	
	# Registrations for Sophomores	2	21	11	16	11	8	20	14	26	0	129
	% of all Sophomores	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Total # registrations	10,106	4,069	4,034	3,189	2,635	3,622	2,624	2,154	1,584	0	34,017
	% of all 10th-12th graders	3%	1%	1%	1%	1%	1%	1%	1%	0%	0%	
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
SAT Registrations Completed with Advisers' Help	# Registrations for Seniors	10,192	5,061	3,247	1,341	1,057	820	426	534	178	0	22,856
	% of all Seniors	10%	5%	3%	1%	1%	1%	0%	1%	0%	0%	
	# Registrations for Juniors	453	329	288	323	1,328	4,904	3,399	3,072	1,619	5	15,720
	% of all Juniors	0%	0%	0%	0%	1%	4%	3%	3%	1%	0%	
	# Registrations for Sophomores	3	2	6	5	24	21	24	24	25	0	134
	% of all Sophomores	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Total # registrations	10,648	5,392	3,541	1,669	2,409	5,745	3,849	3,630	1,822	5	38,710
	% of all 10th-12th graders	3%	2%	1%	1%	1%	2%	1%	1%	1%	0%	
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
Students Who Participated in College Tours	# Seniors who participated	1,341	4,969	4,011	2,023	1,614	3,041	2,994	3,025	579	12	23,609
	% of all Seniors	1%	5%	4%	2%	2%	3%	3%	3%	1%	0%	
	# Juniors who participated	664	922	1,144	612	756	1,784	1,762	1,333	1,003	15	9,995
	% of all Juniors	1%	1%	1%	1%	1%	2%	2%	1%	1%	0%	
	# Sophomores who participated	407	389	429	110	423	296	986	702	390	9	4,141
	% of all Sophomores	0%	0%	0%	0%	0%	0%	1%	1%	0%	0%	
	# Freshman who participated	112	542	184	89	264	306	632	470	286	0	2,885
	% of all Freshmen	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	
	Total # students	2,524	6,822	5,768	2,834	3,057	5,427	6,374	5,530	2,258	36	40,630
	% of all students	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%	
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	2011-12
Students Who Participated in College Representative Visits	# Seniors who participated	16,177	17,473	14,416	5,791	3,826	6,724	3,145	4,312	1,640	0	73,504
	% of all Seniors	16%	17%	14%	6%	4%	7%	3%	4%	2%	0%	
	# Juniors who participated	4,316	4,439	3,177	781	1,881	3,447	3,529	3,753	2,763	0	28,086
	% of all Juniors	4%	4%	3%	1%	2%	3%	3%	3%	3%	0%	
	# Sophomores who participated	1,138	1,072	1,363	258	649	1,416	1,114	629	406	0	8,045
	% of all Sophomores	1%	1%	1%	0%	1%	1%	1%	1%	0%	0%	
	# Freshman who participated	573	754	922	315	345	477	938	925	1,061	0	6,310
	% of all Freshmen	0%	1%	1%	0%	0%	0%	1%	1%	1%	0%	
	Total # students	22,204	23,738	19,878	7,145	6,701	12,064	8,726	9,619	5,870	0	115,945
	% of all students	5%	5%	4%	2%	1%	3%	2%	2%	1%	0%	

NATIONAL COLLEGE ADVISING CORPS

2011-2012 EVALUATION REPORT !

Module 1: The NCAC Difference !

Prepared by Evaluation and Assessment Solutions for Education, LLC !

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NATIONAL COLLEGE
ADVISING CORPS

Cover Photo: National College Advising Corps advisers for the 2011-2012 school year
(Washington, D.C., August 2011)

🌿 THE NCAC DIFFERENCE

This module of the evaluation report examines the difference NCAC makes according to student self-reports on a survey. We use the student survey responses to conduct three sets of analyses. The first set compares the survey responses of students who have and have not met with an adviser. The second set of analyses compares the "gap" between first-generation college-going students and non-first-generation college-going students among students who have and have not met with an adviser. The final set of analyses examines the college-going pathway among different subgroups of students.

The student survey gives NCAC an opportunity to track student decisions with respect to college preparation choices at partner high schools. We rely on these data to identify the specific steps that students have taken to prepare for college. The survey also provides insights into students' preparation for college and motivation to continue their education. Finally, the student survey allows NCAC to identify potential levers where advisers can increase efficacy.

Photo Courtesy of Carolina College Advising Corps !

There was a confidential version of the survey (see Appendix 1-A) as well as an anonymous version of the survey (see Appendix 1-B). Participating schools were given the option of using the confidential version (whereby respondents provided their name and date of birth) or the anonymous version. The instrument was two-pages long with four types of questions: (1) demographic information, including grade, parental education, ethnicity, and gender; (2) postsecondary aspirations, (3) college preparation activities, and (4) college knowledge. Specifically, the first category captures factors related to student habitus; the second category includes measures of the resultant influence of all contexts on students' outlook on college; the third are indicators of behaviors along the pathway related to school and local contexts; and the fourth measures knowledge emanating from the federal policy context.

The survey primarily targeted seniors who were making college decisions. Students were surveyed in April and May of 2012, when they were far enough along in the planning process that they likely had a clear idea of whether and where they would attend college in the coming year. In addition to asking students about their college plans, we asked them to reflect on their academic preparation throughout high school. We also asked them about what college-going information they received and from whom they received it. The student survey data help us to identify important trends in NCAC schools. We rely on these data to identify the specific steps that students have taken to prepare for college.

Photo Courtesy of Brown College Advising Corps !

We invited 72,883 students nationwide to participate in the survey. Of these, 30,546 – or 42 percent – responded. These responses represent 168 schools across nine states and 13 partner institutions. Table 1-1 demonstrates the breakdown by partner institution.

Table 1-1. Student Survey Responses by Partner Institution

Partner Institution	# Schools Represented	# Respondents	Percent of All Respondents	Response Rate
University of California at Berkeley	16	2172	7%	29%
Brown University	11	1218	4%	40%
University of North Carolina at Chapel Hill	18	1849	6%	33%
Franklin & Marshall College	8	595	2%	52%
University of Georgia	3	447	1%	57%
University of Illinois	5	328	1%	27%
Michigan State University	25	2526	8%	59%
University of Michigan	10	1429	5%	65%
University of Missouri	19	4504	15%	30%
Texas Christian University	10	3049	10%	64%
Trinity University	4	1742	6%	59%
Texas A&M University !	13	4799	16%	59%
University of Texas at Austin	26	5878	19%	47%
Total	**168**	**30,536**	**100%**	**42%**

Photo Courtesy of Illinois College Advising Corps !

Photo Courtesy of Georgia College Advising Corps

At some schools, freshmen, sophomores, and juniors participated in the survey. However, since a majority of the responses came from seniors, the results presented in this report are based on the responses of seniors only. We received survey responses from 24,941 seniors across the 168 schools. Table 1-2 provides key demographic characteristics for the sample of senior survey respondents. Slightly more than half of the respondents are female, and 76 percent are first-generation college goers, who we define as students whose parent(s) never earned a bachelor's degree. The subsample is mostly Hispanic (38 percent), but there are also sizeable proportions of African American/Black (22 percent) and Caucasian/White (24 percent) students; overall, 72 percent of the sample comes from an underrepresented minority (URM) group (i.e., Black, Hispanic, Other, or Multicultural).

Table 1-2. NCAC Student Survey by Demographic Characteristics (Seniors Only)

Seniors Only	Percent
Female	53.4% !
First-Generation[a]	76.3% !
Race !	
African American/Black	22.2%
Caucasian/White	24.0%
Hispanic	38.1%
Asian	4.2%
Native American	0.5%
Other	1.5%
Multicultural	9.6%
Underrepresented Minority[b]	71.8%
Math Track	
Low[c]	36.3%
Medium[d]	28.7%
High[e]	17.8%
Met with NCAC Adviser	78.8%

Note: Percentages exclude students with missing data.
[a] Neither parent has a bachelor's degree
[b] Black, Hispanic, Other, or Multicultural
[c] Algebra 1, Algebra II, Geometry
[d] Trigonometry, Pre-calculus, Probability/Statistics
[e] Calculus
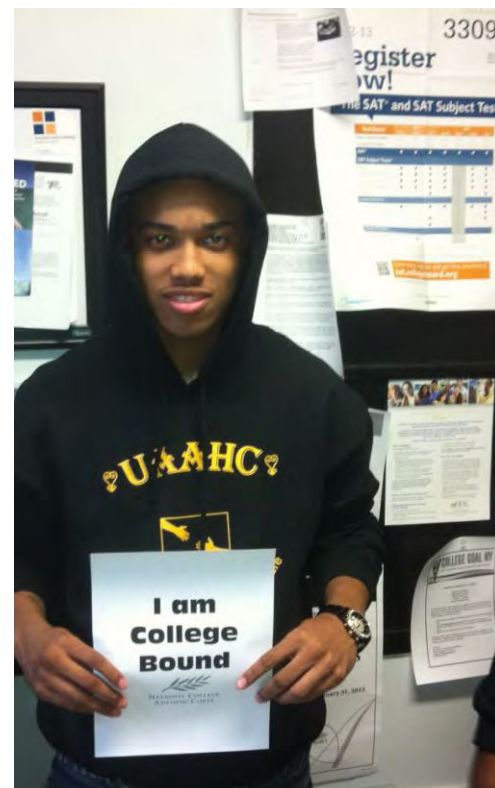
Photo Courtesy of New York College Advising Corps

🌿 The Adviser Difference

We also compare the survey responses of students who had met with the NCAC adviser at their school with those who had not. It should be noted that these are not causal analyses. While the differences reported here could be attributable to the student's having interacted with the NCAC adviser, that is not necessarily the case. It is possible that students who want to engage in college prep activities and who want to apply to college seek out the NCAC adviser rather than the advisers encouraging more of these behaviors among the students with whom they interact. The statistically significant differences between students who have and have not met with the NCAC adviser are reported below.

- ❖ In terms of targeting students, compared to seniors who have not met with the NCAC adviser at their school, **students who have met with the NCAC adviser are**:

    - ✓ 3% more likely to be first-generation college goers
    - ✓ 34% more likely to be very concerned about college finance

- ❖ In terms of college-preparation activities, compared to seniors who have not met with the NCAC adviser at their school, **students who have met with the NCAC adviser are**:

    - ✓ 22% more likely to aspire to attend college early in their education careers
    - ✓ 107% more likely to take 3 or more ACT/SAT prep courses
    - ✓ 50% more likely to take 3 or more classes for college-level credit
    - ✓ 65% more likely to read college rankings magazines
    - ✓ 79% more likely to read college guidebooks
    - ✓ 28% more likely to view college websites 3 or more times
    - ✓ 98% more likely to attend college workshops
    - ✓ 198% more likely to attend financial aid workshops
    - ✓ 54% more likely to visit colleges 3 or more times
    - ✓ 40% more likely to take the ACT/SAT
    - ✓ 62% more likely to submit the FAFSA
    - ✓ 99% more likely to use a fee waiver for college applications

❖ In terms of actual college applications and acceptances, compared to seniors who have not met with the NCAC adviser at their school, **students who have met with the NCAC adviser are**:

- ✓ 42% more likely to apply to a college/university
  - ▪ 76% less likely to apply to no institutions
  - ▪ 63% more likely to apply to 3 or more institutions
  - ▪ 137% more likely to apply to 6 or more institutions
- ✓ 73% more likely to apply to a 4-year institution of higher education
- ✓ 67% more likely to be accepted to a college/university
  - ▪ 60% less likely to be accepted to no institutions
  - ▪ 63% more likely to be accepted to 3 or more institutions
  - ▪ 125% more likely to be accepted to 6 or more institutions
- ✓ 84% more likely to be accepted to a 4-year institution of higher education
- ✓ 31% more likely to be committed to attending college in the fall (as indicated by having submitted a deposit to a college/university)

These findings suggest that NCAC advisers are doing a good job of targeting students, as the student they have met with are more likely to be first-generation college goers and to be concerned about financing their college education. Furthermore, compared to student who have not met with an NCAC adviser, student who have met with an adviser are more likely to: aspire to go to college, participate in college-prep activities, apply to college (and multiple institutions), be accepted to college, and be committed to going to college in the fall.

Photo Courtesy of Missouri College Advising Corps !

🌿 Closing the Gap

In our 2010-11 evaluation report, we conducted a series of "closing the gap" analyses. We repeated these analyses using the 2012 student survey data. In these analyses, we examine how the gaps between student subgroups differ among students who interacted with the NCAC adviser and among those who did not. Again, these are not $ causal analyses. The statistically significant differences in gaps between subgroups $ among students who met with the NCAC adviser and students who did not are $ reported below. $

❖ When comparing the <u>difference</u> between first-generation and non-first-generation students among students who have and have not met with the NCAC adviser:

  ✓ The gap in taking the ACT or SAT is closed by 13 percentage points.

Figure 1-1
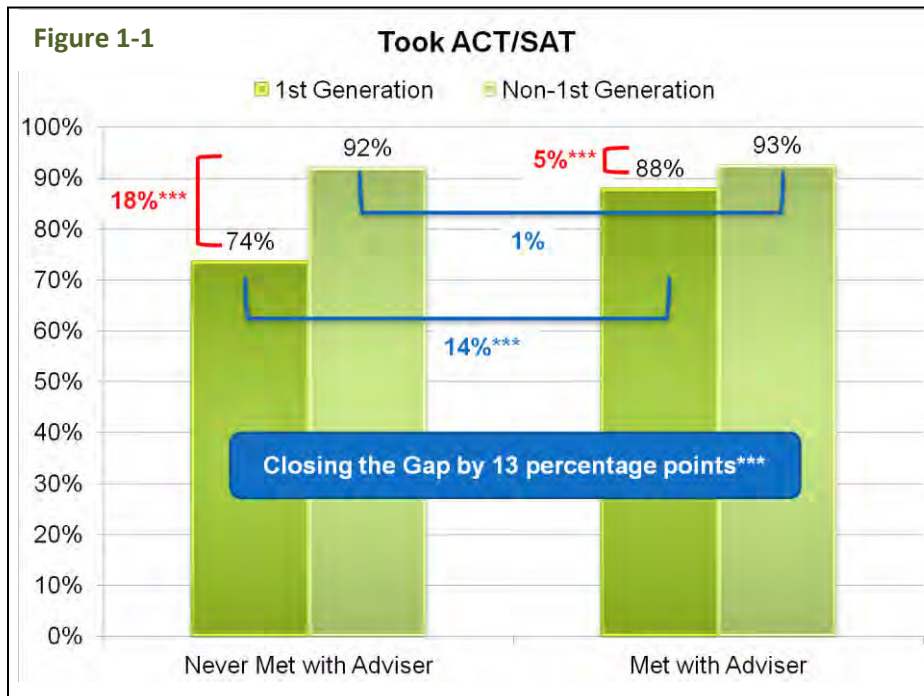
Interpreting "Closing the Gap" Charts

The chart to the left provides 4 data points:

1st Gen Never Met Adviser (74%)	1st Gen Met Advier (88%)
Non-1st Gen Never Met Adviser (92%)	Non-1st Gen Met Adviser (93%)

The blue "gap brackets" demonstrate that non-first-generation students are 1 percentage point more likely to take the ACT/SAT if they have met with an adviser. In comparison, first-generation students are 14 percentage points more likely to have taken the ACT/SAT if they have met with an adviser. Meeting with an adviser is associated with a 13 percentage point closing of the gap.

The red "gap brackets" demonstrate that the difference in this same metric between first-generation and non-first-generation students who have never met with an adviser is 18 percentage points. In comparison, the difference is only 5 percentage points among those who have met with an adviser. This is another way of showing the same 13 percentage point closing of the gap.

✓ The gap in submitting the FAFSA is closed by 9 percentage points.

Figure 1-2 !

Submitted FAFSA

■ 1st Generation   ■ Non-1st Generation

Closing the Gap by 9 percentage points***

Never Met with Adviser   Met with Adviser
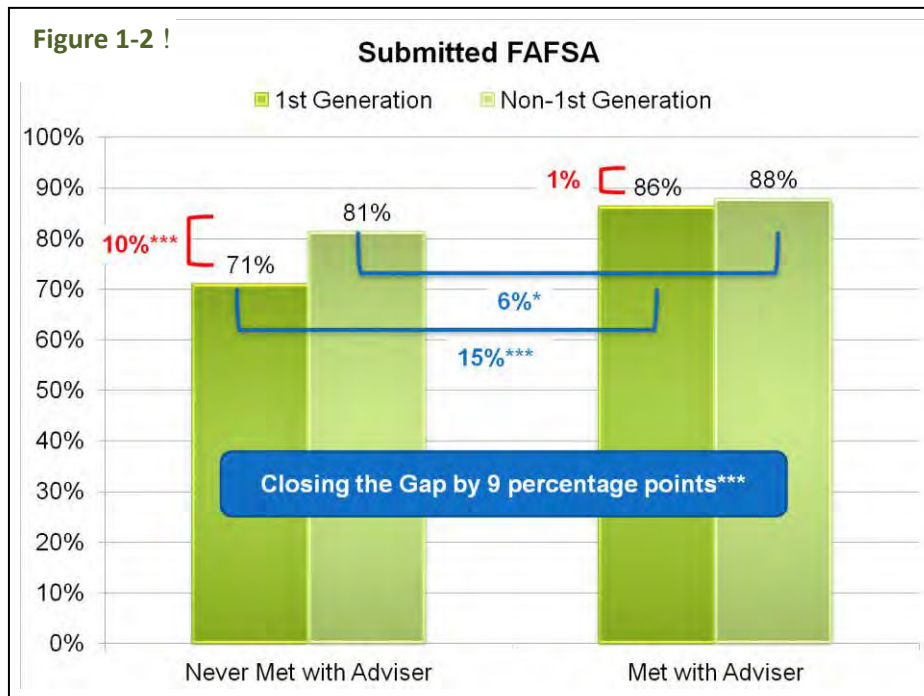
✓ The gap in applying to 3 or more institutions is closed by 13 percentage points. $

Figure 1-3 !

Applied to 3 or More Colleges

■ 1st Generation   ■ Non-1st Generation

Closing the Gap by 13 percentage points***

Never Met with Adviser   Met with Adviser
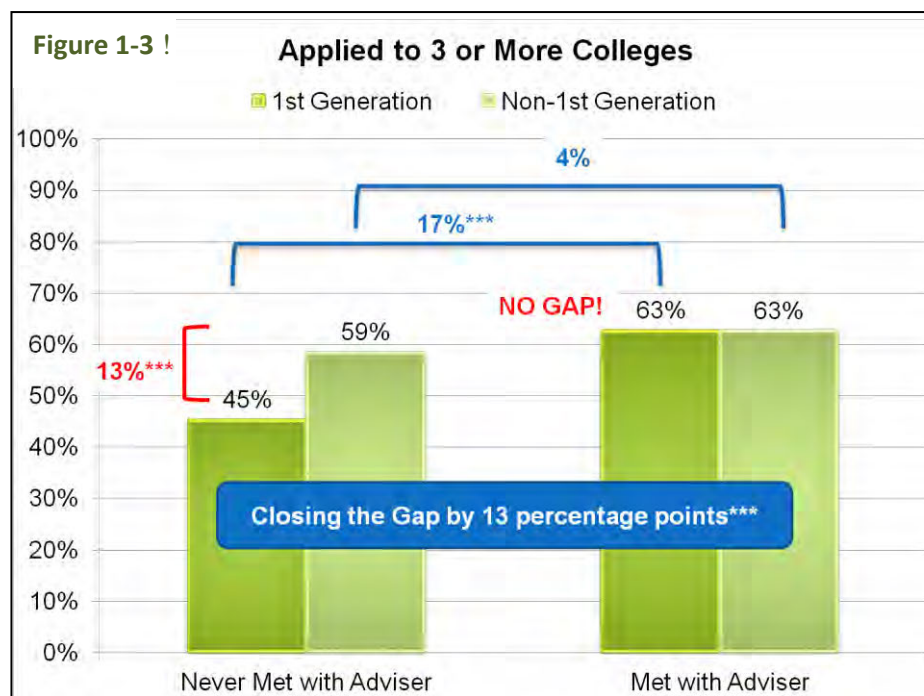
✓ The gap in applying to a 4-year institution is closed by 7 percentage points.

Figure 1-4 !

Applied to 4-Year Institution

☐ 1st Generation   ☐ Non-1st Generation

6%*

13%***

2% 64%   66%

9%* 51%   60%

Closing the Gap by 7 percentage points*

Never Met with Adviser   Met with Adviser
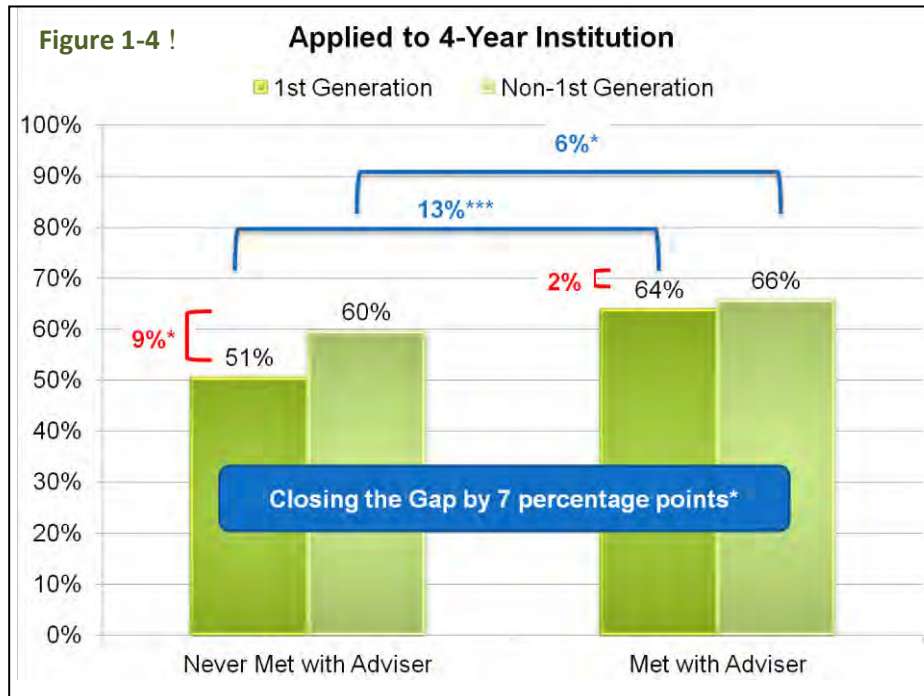
✓ The gap in being accepted to college is closed by 9 percentage points. $

Figure 1-5 !

Accepted to College

☐ 1st Generation   ☐ Non-1st Generation

Closing the Gap by 9 percentage points*

1%

10%***

8%* 35%   43%   **1%** 45%   44%

Never Met with Adviser   Met with Adviser
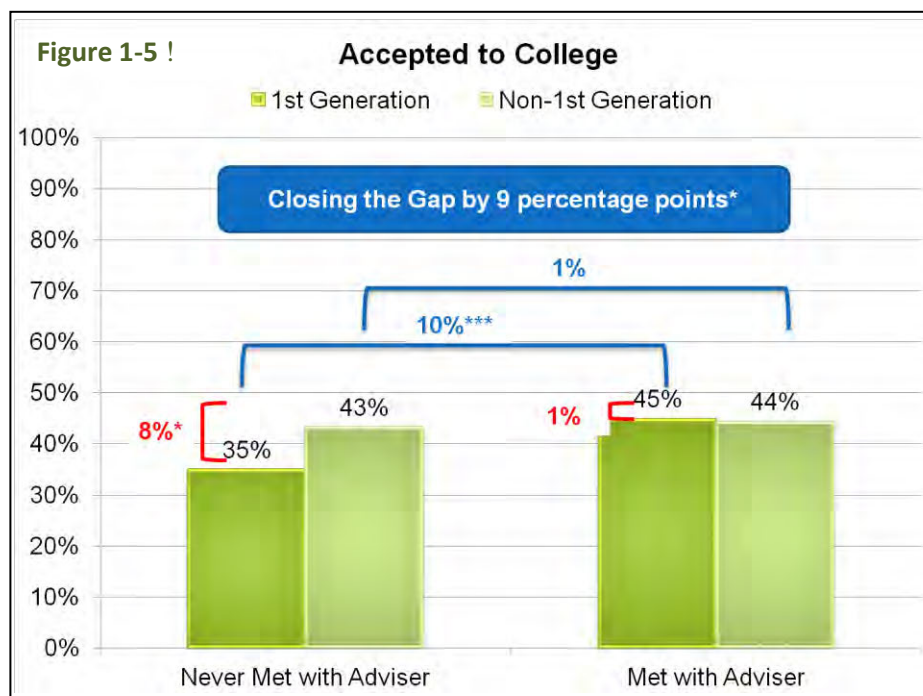
- ✓ The gap in being accepted to three or more institutions is closed by 15 percentage points.

Figure 1-6 !

Accepted to 3 or More Institutions
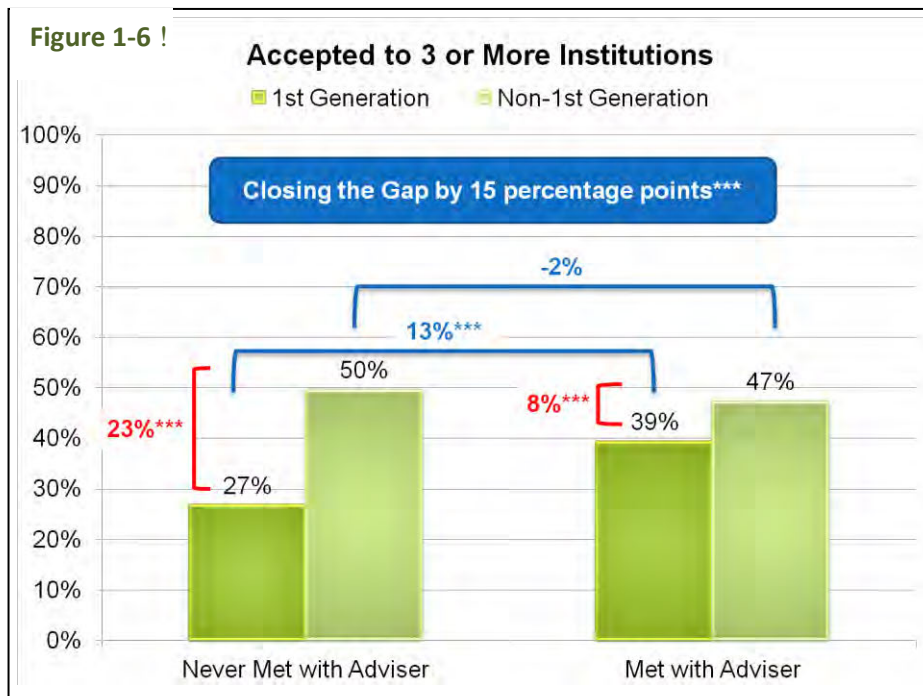
- ✓ The gap in being accepted to a 4-year institution is closed by 11 percentage points.

Figure 1-7 !

Accepted to a 4-Year Institution
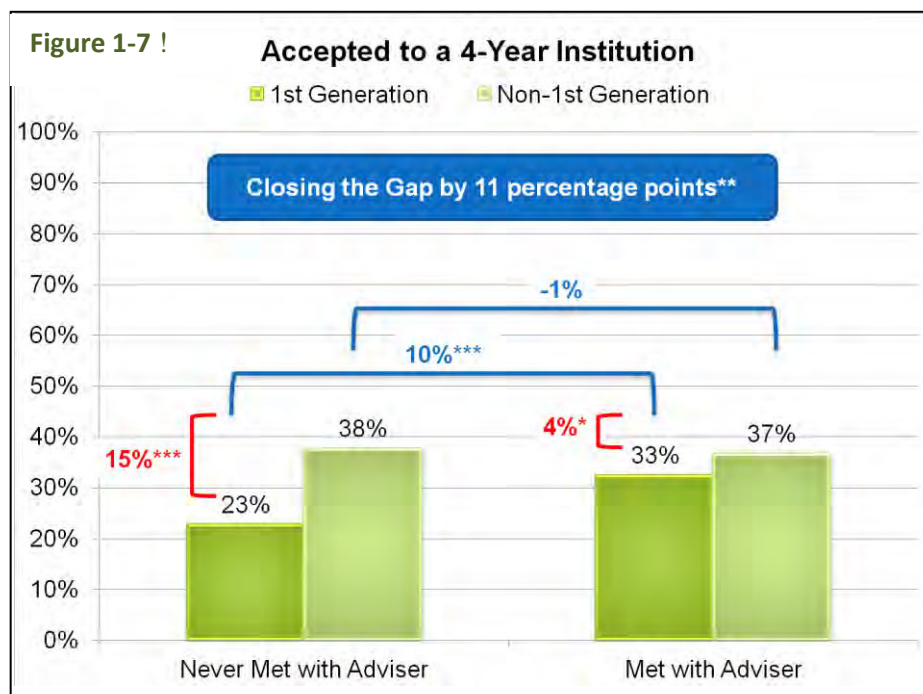
✓ The gap in intending to go to college in the fall is closed by 8 percentage points.

Figure 1-8 !

Intending to Go to College in the Fall
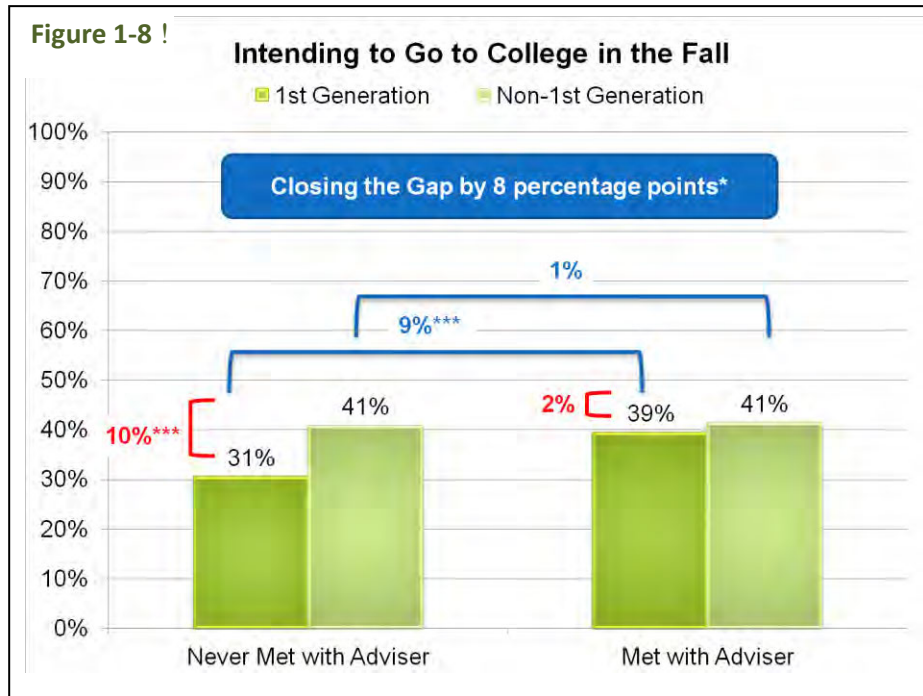
✓ The gap in having committed to attending college in the fall (as indicated by submitting a deposit to a college) is closed by 11 percentage points.

Figure 1-9 !

Submitted a Deposit for College in the Fall
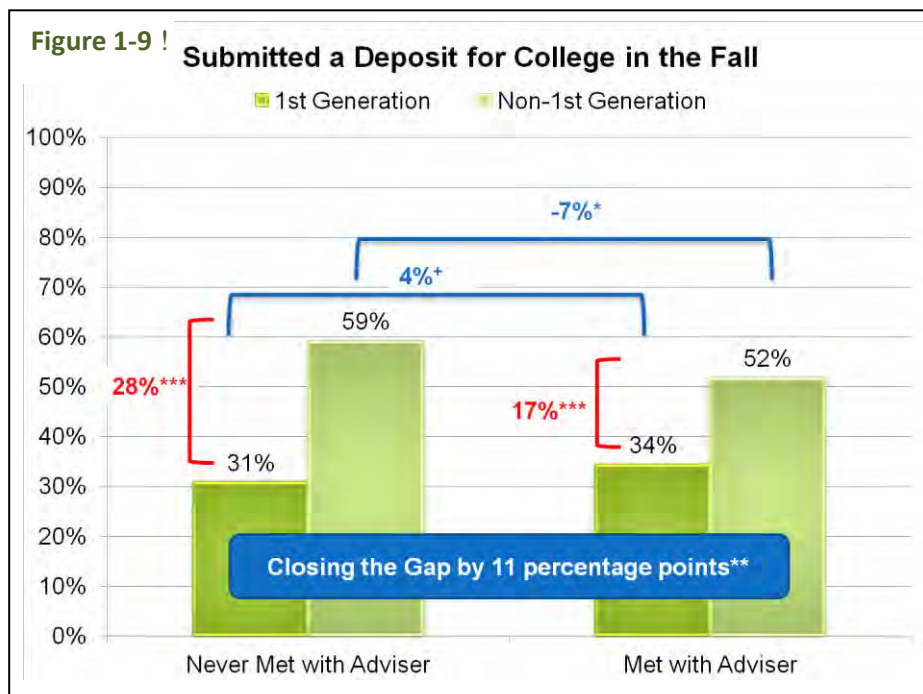
There are two ways to interpret these "Closing the Gap" findings. These analyses demonstrate that the odds of being prepared for college, applying to college, and being accepted to college increase more for first-generation students who have met with an NCAC adviser compared to non-first-generation students who have met with an adviser. These analyses also demonstrate that among first-generation college-going students their odds of being prepared for college, applying to college, and being accepted to college are greater for those who have met with an NCAC adviser compared to those who have not.

Photo Courtesy of Michigan State University College Advising Corps !

Appendix 1-A

NCAC Student Survey 2012

(Confidential Version)

2012 NATIONAL COLLEGE ADVISING CORPS SURVEY

{High School Name}

PLEASE PRINT IN ALL CAPS YOUR NAME (one letter per box).

FIRST   MI   LAST

When were you born?

Month   Day   Year

MARKING DIRECTIONS

- Use a black or blue pen.
- Fill in your response completely. Mark out any answers you wish to change with an "X".

HOW TO MAKE A CORRECTION:

1. Your gender: ○ Male   ○ Female

2. What is your current grade level?
9th ○   10th ○   11th ○   12th ○

3. What is your overall grade point average (unweighted) in high school?
3.5-4.0 ○   2.5-2.99 ○   1.5-1.99 ○
3.0-3.49 ○   2.0-2.49 ○   0.0-1.49 ○

4. What is the highest level of formal education obtained by your parents?
(Mark one in each column)

	Father	Mother
Junior high/Middle school or less	○	○
Some high school	○	○
High school graduate	○	○
Postsecondary school other than college (technical/vocational)	○	○
Some college or AA/AS	○	○
4-yr college degree (BA/BS)	○	○
Some graduate school	○	○
Graduate degree	○	○
Not sure	○	○

5. How many of your brothers or sisters attend college or are college grads?
None ○   1 ○   3 ○   5 or more ○
2 ○   4 ○   no siblings ○

6. What is the highest academic degree that you intend to obtain?
High school diploma (or G.E.D.) ○
Vocational certificate or 2-year degree (AA, AS, etc.) ○
Bachelor's degree (BA, BS, etc.) ○
Master's degree (MA, MS, MBA) ○
Doctorate or professional degree (PhD, MD, JD, DDS, etc.) ○

7. What do you plan to do after high school? (Mark all that apply)
○ Work full-time
○ Work part-time
○ College full-time
○ College part-time
○ Join military
○ Undecided

8. In what grade did you first start thinking about attending college?
never ○   7th grade ○   10th grade ○
before 6th grade ○   8th grade ○   11th grade ○
6th grade ○   9th grade ○   12th grade ○

---

9. Since entering high school, how many times have you...
(Mark one for each item)

	None	1-2 times	3-4 times	5-10 times	>10 times
Visited a college or university	○	○	○	○	○
Attended a college information workshop or college night/fair	○	○	○	○	○
Viewed a college website	○	○	○	○	○
Took an ACT/SAT prep course	○	○	○	○	○
Attended a financial aid workshop	○	○	○	○	○
Read a college guidebook (e.g., Fiske, Barron's)	○	○	○	○	○
Read college rankings magazine (e.g., US News, Money)	○	○	○	○	○
Took a class for college-level credit (AP, IB, Dual Enroll.)	○	○	○	○	○

10. To how many colleges have you applied?
(Mark one)
None ○   2 ○   4 ○   6 or more ○
1 ○   3 ○   5 ○

11. Did {NAME OF ADVISER} (National College Advising Corps adviser) help you complete a college application?
○ Yes   ○ No

12. If you have applied to college, did you apply to your first-choice school? (Mark one)
○ Yes, and I was accepted
○ Yes, and I was not accepted
○ No, I did not apply to my first-choice school

13. If you have applied to college, to how many colleges did you get accepted? (Mark one)
None ○   2 ○   4 ○   6 or more ○
1 ○   3 ○   5 ○

14. What kinds of colleges have you considered, applied to, and been accepted to? (Mark all that apply)

Seniors Only

	Considered	Applied	Accepted
4-year public college in your state	○	○	○
4-year private college in your state	○	○	○
4-year public college out of state	○	○	○
4-year private college out of state	○	○	○
2-year public college	○	○	○
Technical or vocational school	○	○	○
A US military academy	○	○	○
Other	○	○	○

Please specify: _____

15. What are the TWO most important reasons for attending college in the next few years?
(Mark only two)
○ To be able to make more money
○ Parent's expectations
○ Teacher's expectations
○ Counselor's expectations
○ Increased desire to learn
○ Realization that college can be affordable
○ Realization that I can do college level work
○ Encouragement of adult mentor outside of school
○ Lots of friends going to college

---

16. What math class are you currently taking or have most recently taken?
(Mark one)
Algebra I ○   Algebra II/Trig ○
Geometry ○   Pre-Calculus ○
Calculus ○   Probability/Statistics ○
Other _____
(Please specify)

17. How many Advanced Placement courses have you taken in high school? (Mark one)
None ○   3-4 ○   7-8 ○
1-2 ○   5-6 ○   9 or more ○

18. Which of the following tests have you taken? (Mark all that apply)
PSAT ○   ACT ○
AP (any subject) ○   SAT I ○
SAT II (any subject) ○   PLAN ○

19. When was the first time you took a college entrance exam (for example, the SAT I or ACT)? (Mark one)
never took either ○   10th grade ○
8th grade ○   11th grade ○
9th grade ○   12th grade ○

20. How many times have you taken a college entrance exam (for example, the SAT I or ACT)? (Mark one)
None ○   2 ○   4 or more ○
1 ○   3 ○

21. How do you plan to finance your college education? Rank the following in order from most to least (write 1 beside the primary source, 2 beside the next source, etc.)

_____ Parents, relatives, family friends
_____ My resources (e.g., savings from work, work study, other income)
_____ Grants or scholarships
_____ Loans

22. How familiar are you with the Free Application for Federal Student Aid (FAFSA)?
○ Very familiar
○ Heard of it
○ Unfamiliar

23. Have you applied for the FAFSA?
○ Yes   ○ No

24. If not, will you apply for the FAFSA this year?
○ Yes   ○ No

25. Did {NAME OF ADVISER} (National College Advising Corps adviser) help you complete the FAFSA?
○ Yes   ○ No

26. What is your <u>best guess</u> of the cost of tuition for one year of fulltime study at each of the following colleges? (Tuition only - do not include cost of books, housing, food or other expenses.)

A Public 2-Year College

$0 - $1,000 ◯	$3,001 - $4,000 ◯
$1,001 - $2,000 ◯	$4,001 - $5,000 ◯
$2,001 - $3,000 ◯	> $5,000 ◯

A Public 4-Year College

$0 - $3,000 ◯	$9,001 - $12,000 ◯
$3,001 - $6,000 ◯	$12,001 - $15,000 ◯
$6,001 - $9,000 ◯	> $15,000 ◯

A Private 4-Year College

$0 - $10,000 ◯	$30,001 - $40,000 ◯
$10,001 - $20,000 ◯	$40,001 - $50,000 ◯
$20,001 - $30,000 ◯	> $50,000 ◯

27. What is your <u>best guess</u> as to how many years of each of these subjects is required for <u>admission to a public four-year college</u> in your state?

	0	1	2	3	4
English	◯	◯	◯	◯	◯
Mathematics	◯	◯	◯	◯	◯
Social Science (History, Government, etc.)	◯	◯	◯	◯	◯
Science	◯	◯	◯	◯	◯
Foriegn Language	◯	◯	◯	◯	◯

28. What is your race/ethnicity? (Mark <u>all</u> that apply)

- ◯ African American/Black
- ◯ Asian
- ◯ Caucasian/White
- ◯ Native American
- ◯ Hispanic/Latino
- ◯ Multiracial
- ◯ Other _____
  (Please specify)

29. How often have you discussed the <u>admission requirements</u> to get into college (any institution) with each of the following people?

	None	1-2 times	>3 times
Your parent(s)/guardians(s)	◯	◯	◯
{NAME OF ADVISER} (National College Advising Corps adviser)	◯	◯	◯
Another high school counselor	◯	◯	◯
A teacher at your school	◯	◯	◯
Current college students	◯	◯	◯
Your brother or sister	◯	◯	◯
Another relative, family friend, mentor	◯	◯	◯
A college representative or recruiter	◯	◯	◯
A high school sports coach	◯	◯	◯
A private college counselor	◯	◯	◯

30. How often have you discussed how you and your family <u>might pay for college</u> with each of the following?

	None	1-2 times	>3 times
Your parent(s)/guardians(s)	◯	◯	◯
{NAME OF ADVISER} (National College Advising Corps adviser)	◯	◯	◯
Another high school counselor	◯	◯	◯
A teacher at your school	◯	◯	◯
Current college students	◯	◯	◯
Your brother or sister	◯	◯	◯
Another relative, family friend, mentor	◯	◯	◯
A college representative or recruiter	◯	◯	◯
A high school sports coach	◯	◯	◯
A private college counselor	◯	◯	◯

31. How concerned are you about how you and your family will finance your college education?

- ◯ Not concerned
- ◯ Somewhat concerned
- ◯ A Little concerned
- ◯ Very concerned

32. How familiar are you with the Pell Grant Program?

- ◯ Very familiar
- ◯ Heard of it
- ◯ Unfamiliar

33. What is the maximum amount of Pell Grant the federal government can give anyone for college in one year?

$0 - $999 ◯	$5,000-$5,999 ◯
$1,000-$1,999 ◯	$6,000-$6,999 ◯
$2,000-$2,999 ◯	$7,000-$7,999 ◯
$3,000-$3,999 ◯	no limit ◯
$4,000-$4,999 ◯	

34. Grant aid is a source of money for college that does not have to be repaid. The Pell Grant is the largest source of grant aid from the Federal Government. Please check true or false for the following statements about eligibility for the <u>Pell Grant</u>.

You must come from a low-income family.
◯ True ◯ False ◯ Don't Know

You must attend a 4-year college.
◯ True ◯ False ◯ Don't Know

You must have high SAT I/ACT test scores.
◯ True ◯ False ◯ Don't Know

You must take college preparatory courses.
◯ True ◯ False ◯ Don't Know

You must be a racial or ethnic minority.
◯ True ◯ False ◯ Don't Know

---

35. If you are planning on going to college in the fall, what is the name of the college/university? (Please print in ALL CAPS one letter per box.)

36. Have you submitted a deposit? ◯ Y ◯ N

37. How influential was {NAME OF ADVISER} in helping you make your college decision?
◯ A lot ◯ Somewhat ◯ Not at all

---

38. About how much is the average college application fee at the following insitutions?

A 4-year state university $☐☐.00

A local community college $☐☐.00

39. Have you been informed about college application fee waiver opportunities?
◯ Yes ◯ No

40. Do you think you would qualify for college application fee waivers?
◯ Yes ◯ No

41. If you applied to college, did you use a fee waiver for college applications?
- ◯ Yes, for all applications
- ◯ Yes, for some applications
- ◯ No
- ◯ Did not apply to college

42. On average, how often do you speak with {NAME OF ADVISER}?
- ◯ More than once a week
- ◯ About once a week
- ◯ About 2-3 times a month
- ◯ About once a month
- ◯ Less than once a month
- ◯ Never

THANK YOU!

Appendix 1-B

NCAC Student Survey 2012

(Anonymous Version)

NATIONAL COLLEGE ADVISING CORPS

2012 NATIONAL COLLEGE ADVISING CORPS SURVEY

MARKING DIRECTIONS

- Use a black or blue pen.
- Fill in your response completely. Mark out any answers you wish to change with an "X".

HOW TO MAKE A CORRECTION: ⬭ ⬭ ⬭ ⬤

---

1. Your gender: ◯ Male ◯ Female

2. What is your current grade level?
9th ◯   10th ◯   11th ◯   12th ◯

3. What is your overall grade point average (unweighted) in high school?
3.5-4.0 ◯   2.5-2.99 ◯   1.5-1.99 ◯
3.0-3.49 ◯   2.0-2.49 ◯   0.0-1.49 ◯

4. What is the highest level of formal education obtained by your parents?
(Mark one in each column)

	Father	Mother
Junior high/Middle school or less	◯	◯
Some high school	◯	◯
High school graduate	◯	◯
Postsecondary school other than college (technical/vocational)	◯	◯
Some college or AA/AS	◯	◯
4-yr college degree (BA/BS)	◯	◯
Some graduate school	◯	◯
Graduate degree	◯	◯
Not sure	◯	◯

5. How many of your brothers or sisters attend college or are college grads?
None ◯   1 ◯   3 ◯   5 or more ◯
2 ◯   4 ◯   no siblings ◯

6. What is the highest academic degree that you intend to obtain?
High school diploma (or G.E.D.) ◯
Vocational certificate or 2-year degree (AA, AS, etc.) ◯
Bachelor's degree (BA, BS, etc.) ◯
Master's degree (MA, MS, MBA) ◯
Doctorate or professional degree (PhD, MD, JD, DDS, etc.) ◯

7. What do you plan to do after high school? (Mark all that apply)
◯ Work full-time
◯ Work part-time
◯ College full-time
◯ College part-time
◯ Join military
◯ Undecided

8. In what grade did you first start thinking about attending college?
never ◯   7th grade ◯   10th grade ◯
before 6th grade ◯   8th grade ◯   11th grade ◯
6th grade ◯   9th grade ◯   12th grade ◯

---

9. Since entering high school, how many times have you...
(Mark one for each item)

	None	1-2 times	3-4 times	5-10 times	>10 times
Visited a college or university	◯	◯	◯	◯	◯
Attended a college information workshop or college night/fair	◯	◯	◯	◯	◯
Viewed a college website	◯	◯	◯	◯	◯
Took an ACT/SAT prep course	◯	◯	◯	◯	◯
Attended a financial aid workshop	◯	◯	◯	◯	◯
Read a college guidebook (e.g., Fiske, Barron's)	◯	◯	◯	◯	◯
Read college rankings magazine (e.g., US News, Money)	◯	◯	◯	◯	◯
Took a class for college-level credit (AP, IB, Dual Enroll.)	◯	◯	◯	◯	◯

10. To how many colleges have you applied?
(Mark one)
None ◯   2 ◯   4 ◯   6 or more ◯
1 ◯   3 ◯   5 ◯

11. Did {NAME OF ADVISER} (National College Advising Corps adviser) help you complete a college application?
◯ Yes   ◯ No

12. If you have applied to college, did you apply to your first-choice school? (Mark one)
◯ Yes, and I was accepted
◯ Yes, and I was not accepted
◯ No, I did not apply to my first-choice school

13. If you have applied to college, to how many colleges did you get accepted? (Mark one)
None ◯   2 ◯   4 ◯   6 or more ◯
1 ◯   3 ◯   5 ◯

14. What kinds of colleges have you considered, applied to, and been accepted to? (Mark all that apply)

Seniors Only

	Considered	Applied	Accepted
4-year public college in your state	◯	◯	◯
4-year private college in your state	◯	◯	◯
4-year public college out of state	◯	◯	◯
4-year private college out of state	◯	◯	◯
2-year public college	◯	◯	◯
Technical or vocational school	◯	◯	◯
A US military academy	◯	◯	◯
Other	◯	◯	◯

Please specify: _____

15. What are the TWO most important reasons for attending college in the next few years?
(Mark only two)
◯ To be able to make more money
◯ Parent's expectations
◯ Teacher's expectations
◯ Counselor's expectations
◯ Increased desire to learn
◯ Realization that college can be affordable
◯ Realization that I can do college level work
◯ Encouragement of adult mentor outside of school
◯ Lots of friends going to college

---

16. What math class are you currently taking or have most recently taken?
(Mark one)
Algebra I ◯   Algebra II/Trig ◯
Geometry ◯   Pre-Calculus ◯
Calculus ◯   Probability/Statistics ◯
Other _____
(Please specify)

17. How many Advanced Placement courses have you taken in high school? (Mark one)
None ◯   3-4 ◯   7-8 ◯
1-2 ◯   5-6 ◯   9 or more ◯

18. Which of the following tests have you taken? (Mark all that apply)
PSAT ◯   ACT ◯
AP (any subject) ◯   SAT I ◯
SAT II (any subject) ◯   PLAN ◯

19. When was the first time you took a college entrance exam (for example, the SAT I or ACT)? (Mark one)
never took either ◯   10th grade ◯
8th grade ◯   11th grade ◯
9th grade ◯   12th grade ◯

20. How many times have you taken a college entrance exam (for example, the SAT I or ACT)? (Mark one)
None ◯   2 ◯   4 or more ◯
1 ◯   3 ◯

21. How do you plan to finance your college education? Rank the following in order from most to least (write 1 beside the primary source, 2 beside the next source, etc.)
_____ Parents, relatives, family friends
_____ My resources (e.g., savings from work, work study, other income)
_____ Grants or scholarships
_____ Loans

22. How familiar are you with the Free Application for Federal Student Aid (FAFSA)?
◯ Very familiar
◯ Heard of it
◯ Unfamiliar

23. Have you applied for the FAFSA?
◯ Yes   ◯ No

24. If not, will you apply for the FAFSA this year?
◯ Yes   ◯ No

25. Did {NAME OF ADVISER} (National College Advising Corps adviser) help you complete the FAFSA?
◯ Yes   ◯ No

26. What is your <u>best guess</u> of the cost of tuition for one year of fulltime study at each of the following colleges? (<u>Tuition only</u> - do not include cost of books, housing, food or other expenses.)

A Public 2-Year College

$0 - $1,000 ◯	$3,001 - $4,000 ◯
$1,001 - $2,000 ◯	$4,001 - $5,000 ◯
$2,001 - $3,000 ◯	> $5,000 ◯

A Public 4-Year College

$0 - $3,000 ◯	$9,001 - $12,000 ◯
$3,001 - $6,000 ◯	$12,001 - $15,000 ◯
$6,001 - $9,000 ◯	> $15,000 ◯

A Private 4-Year College

$0 - $10,000 ◯	$30,001 - $40,000 ◯
$10,001 - $20,000 ◯	$40,001 - $50,000 ◯
$20,001 - $30,000 ◯	> $50,000 ◯

27. What is your <u>best guess</u> as to how many years of each of these subjects is required for <u>admission to a public four-year college</u> in your state?

	0	1	2	3	4
English	◯	◯	◯	◯	◯
Mathematics	◯	◯	◯	◯	◯
Social Science (History, Government, etc.)	◯	◯	◯	◯	◯
Science	◯	◯	◯	◯	◯
Foriegn Language	◯	◯	◯	◯	◯

28. What is your race/ethnicity? (Mark <u>all</u> that apply)

◯ African American/Black   ◯ Asian
◯ Caucasian/White   ◯ Native American
◯ Hispanic/Latino   ◯ Multiracial
◯ Other _____
(Please specify)

29. How often have you discussed the <u>admission requirements</u> to get into college (any institution) with each of the following people?

	None	1-2 times	>3 times
Your parent(s)/guardians(s)	◯	◯	◯
{NAME OF ADVISER} (National College Advising Corps adviser)	◯	◯	◯
Another high school counselor	◯	◯	◯
A teacher at your school	◯	◯	◯
Current college students	◯	◯	◯
Your brother or sister	◯	◯	◯
Another relative, family friend, mentor	◯	◯	◯
A college representative or recruiter	◯	◯	◯
A high school sports coach	◯	◯	◯
A private college counselor	◯	◯	◯

30. How often have you discussed how you and your family <u>might pay for college</u> with each of the following?

	None	1-2 times	>3 times
Your parent(s)/guardians(s)	◯	◯	◯
{NAME OF ADVISER} (National College Advising Corps adviser)	◯	◯	◯
Another high school counselor	◯	◯	◯
A teacher at your school	◯	◯	◯
Current college students	◯	◯	◯
Your brother or sister	◯	◯	◯
Another relative, family friend, mentor	◯	◯	◯
A college representative or recruiter	◯	◯	◯
A high school sports coach	◯	◯	◯
A private college counselor	◯	◯	◯

31. How concerned are you about how you and your family will finance your college education?

◯ Not concerned   ◯ Somewhat concerned
◯ A Little concerned   ◯ Very concerned

32. How familiar are you with the Pell Grant Program?

◯ Very familiar
◯ Heard of it
◯ Unfamiliar

33. What is the maximum amount of Pell Grant the federal government can give anyone for college in one year?

$0 - $999 ◯	$5,000-$5,999 ◯
$1,000-$1,999 ◯	$6,000-$6,999 ◯
$2,000-$2,999 ◯	$7,000-$7,999 ◯
$3,000-$3,999 ◯	no limit ◯
$4,000-$4,999 ◯	

34. Grant aid is a source of money for college that does not have to be repaid. The Pell Grant is the largest source of grant aid from the Federal Government. Please check true or false for the following statements about eligibility for the <u>Pell Grant</u>.

You must come from a low-income family.
◯ True   ◯ False   ◯ Don't Know

You must attend a 4-year college.
◯ True   ◯ False   ◯ Don't Know

You must have high SAT I/ACT test scores.
◯ True   ◯ False   ◯ Don't Know

You must take college preparatory courses.
◯ True   ◯ False   ◯ Don't Know

You must be a racial or ethnic minority.
◯ True   ◯ False   ◯ Don't Know

35. If you are planning on going to college in the fall, what is the name of the college/university? (Please print in ALL CAPS one letter per box.)

36. Have you submitted a deposit? ◯ Y   ◯ N

37. How influential was {NAME OF ADVISER} in helping you make your college decision?
◯ A lot   ◯ Somewhat   ◯ Not at all

38. About how much is the average college application fee at the following insitutions?

A 4-year state university $☐☐.00
A local community college $☐☐.00

39. Have you been informed about college application fee waiver opportunities?
◯ Yes   ◯ No

40. Do you think you would qualify for college application fee waivers?
◯ Yes   ◯ No

41. If you applied to college, did you use a fee waiver for college applications?
◯ Yes, for all applications
◯ Yes, for some applications
◯ No
◯ Did not apply to college

42. On average, how often do you speak with {NAME OF ADVISER}?
◯ More than once a week
◯ About once a week
◯ About 2-3 times a month
◯ About once a month
◯ Less than once a month
◯ Never

THANK YOU!

NCAC Evaluation 2010-2011

Eric Bettinger, Ph.D.   Anthony Antonio, Ph.D.
Brent Evans   Jesse Foster
Brian Holzman   Eileen Horng, Ph.D.

EASE
EVALUATION AND ASSESSMENT
SOLUTIONS FOR EDUCATION

NATIONAL COLLEGE
ADVISING CORPS
Empowering Students to Succeed

Purpose of Evaluation

- To examine effectiveness of NCAC for various stakeholders
- To improve program implementation by illustrating best practices and areas in need of improvement
- To contribute to the broader field of research on college access

NATIONAL COLLEGE
ADVISING CORPS

Empowering Students to Succeed

2010-11 Evaluation

- Identifies program impacts on:
  - Schools' college-going cultures
  - Students' college prep behaviors/knowledge
  - Students' college enrollment
  - Advisers' career pathways

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Research Questions

- Does the presence of an NCAC adviser lead to more students entering the pathway to college as measured by course choice, grades, college applications, and other markers which lead to college attendance?

- Does the presence of an NCAC adviser in a high school improve that school's college-going culture?

- Does the presence of an NCAC adviser lead more students to enrolling in college?

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Data Sources

- Survey data
  - 10,834 students in 67 schools
  - 155 advisers
- Site visits
  - 112 interviews at 17 schools from 5 states
- NSC data

Mixed Methods

- Quantitative analyses
  - Track trends in students' outcomes with identifiable metrics (e.g., number of college applications, college preparation course-taking)
  - Identify causal relationships
- Qualitative analyses
  - Shed light on mechanisms at work in schools

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THE ADVISER DIFFERENCE

Comparing Survey Responses of Students Who Have and Have Not Met with an NCAC Adviser

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Survey Distribution by State

State	Schools	Students	Percent
California	6	1,094	10.1%
Georgia	3	119	1.1%
Massachusetts	1	108	1.0%
North Carolina	19	1,538	14.2%
Pennsylvania	8	401	3.7%
Rhode Island	8	813	7.5%
Texas	15	5,634	52.0%
Virginia	7	1,127	10.4%
Total	67	10, 834	100%

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Student Survey Respondents

Seniors Only	Percent
Female	53.6%
First-Generation[a]	58.2%
Race	
Black	23.8%
White	21.3%
Hispanic	40.2%
Asian	3.2%
Other	3.3%
Multicultural	8.1%
Underrepresented Minority[b]	75.5%
Math Track	
Low[c]	40.6%
Medium[d]	46.7%
High[e]	12.8%
Met with NCAC (TX) adviser	69.3%
Total	6,229

Note: Percentages exclude students with missing data.

[a] Neither parent has a bachelor's degree
[b] Not white or Asian
[c] Algebra 1, Algebra II, Geometry
[d] Trigonometry, Pre-calculus, Prob/Stats
[e] Calculus

Caveats

- These are not causal analyses.
  - It could be that students who want to engage in college prep activities and who want to apply to colleges seek out the NCAC adviser rather than the advisers encouraging more of these behaviors among the students with whom they interact.

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College Preparation Activities: Information, by Meeting with NCAC Adviser
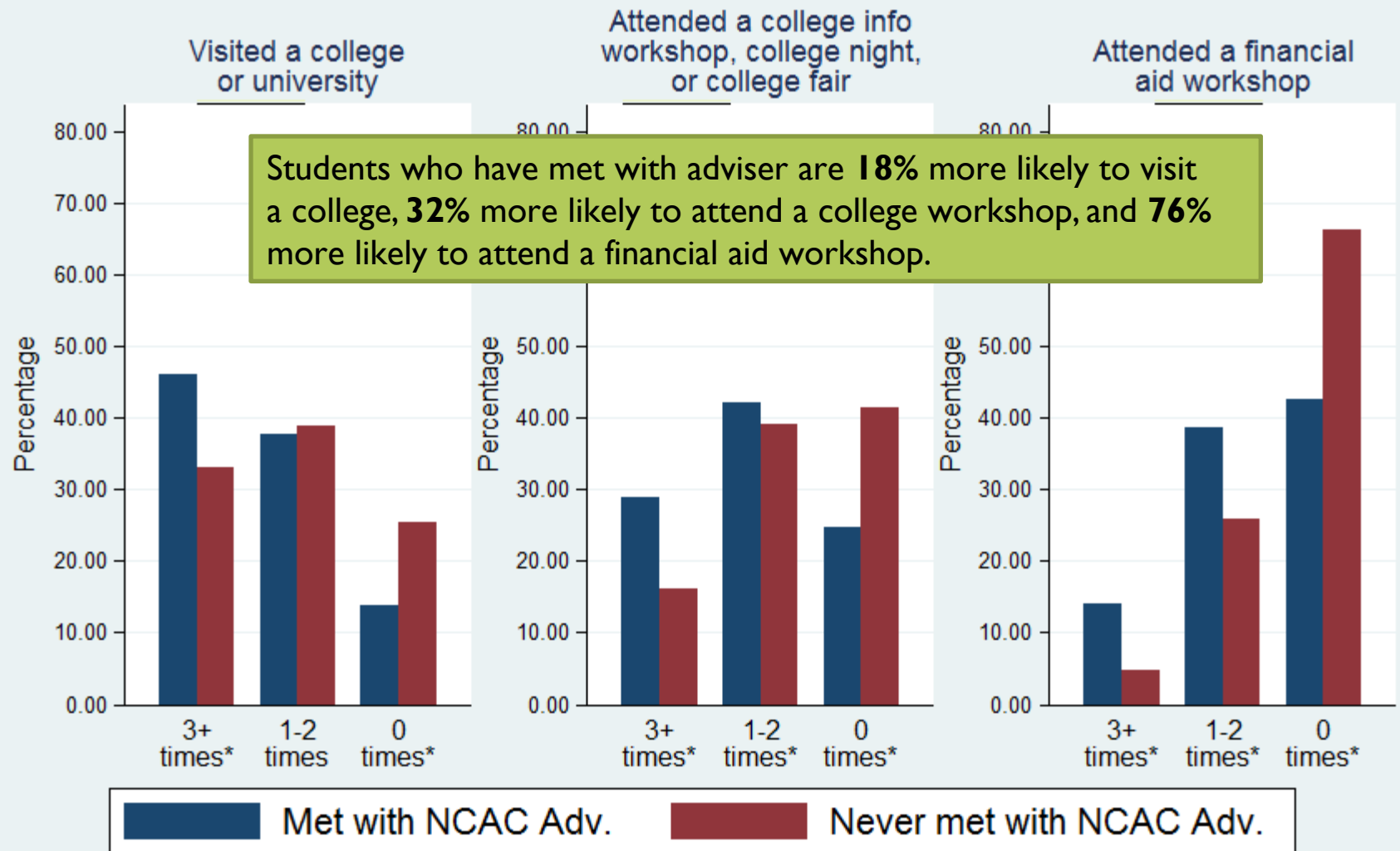
Students who have met with adviser are **18%** more likely to visit a college, **32%** more likely to attend a college workshop, and **76%** more likely to attend a financial aid workshop.

Note: Seniors Only. Statistically significant group differences indicated by asterisks (p<0.05).

College Preparation Activities: Academics, by Meeting with NCAC Adviser

Took an ACT or SAT test prep course

Took a class for college-level credit (AP, IB, or Dual Enrollment)
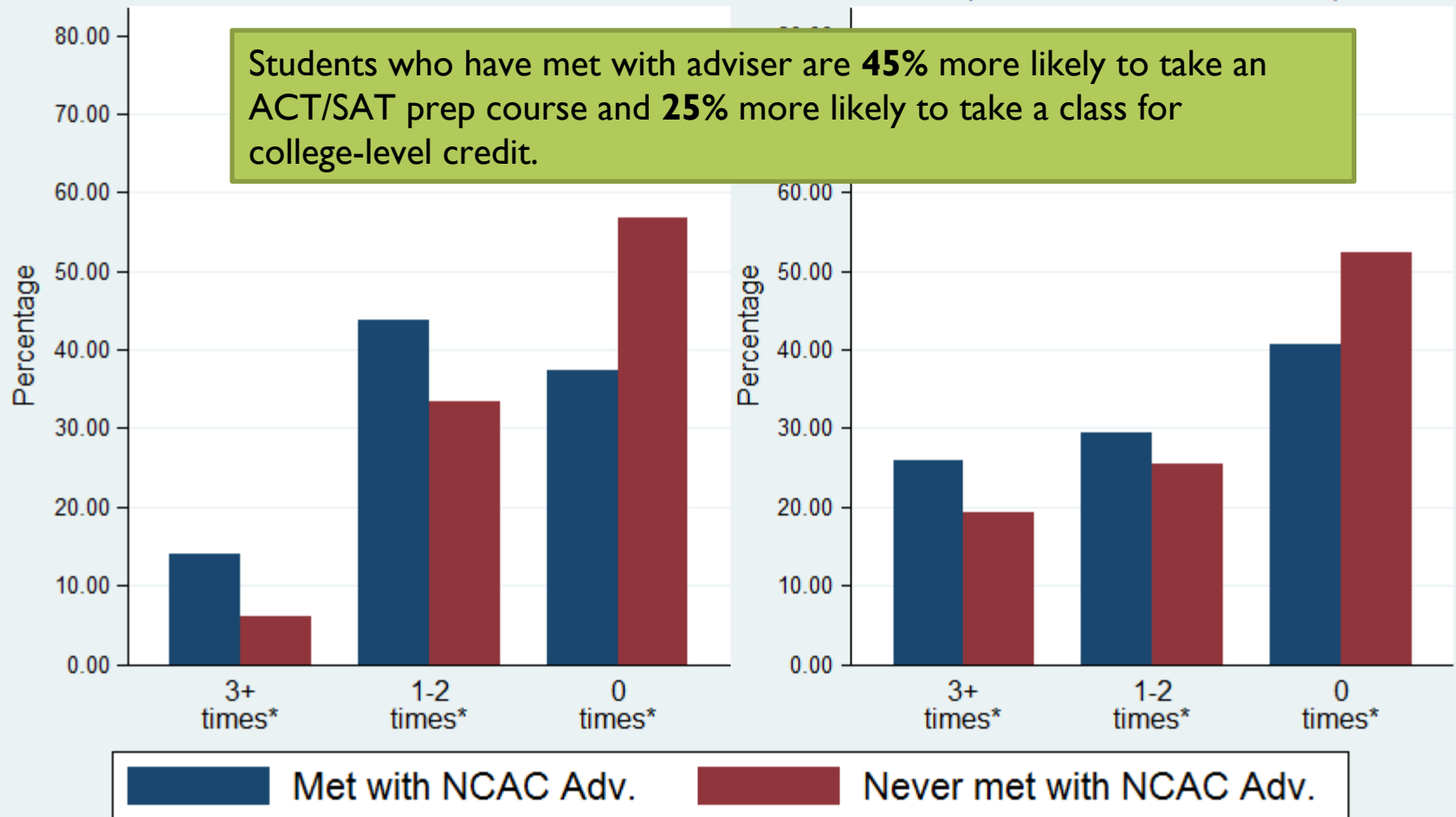
Students who have met with adviser are **45%** more likely to take an ACT/SAT prep course and **25%** more likely to take a class for college-level credit.

Legend: Met with NCAC Adv. / Never met with NCAC Adv.

Categories (both charts): 3+ times*, 1-2 times*, 0 times*

Note: Seniors Only. Statistically significant group differences indicated by asterisks (p<0.05).

College Application, by Meeting with NCAC Adviser

Applied to College

Number of Colleges Applied to

Students who have met with adviser are **25%** more likely to apply to college and **17%** more likely to apply to 3 or more institutions.
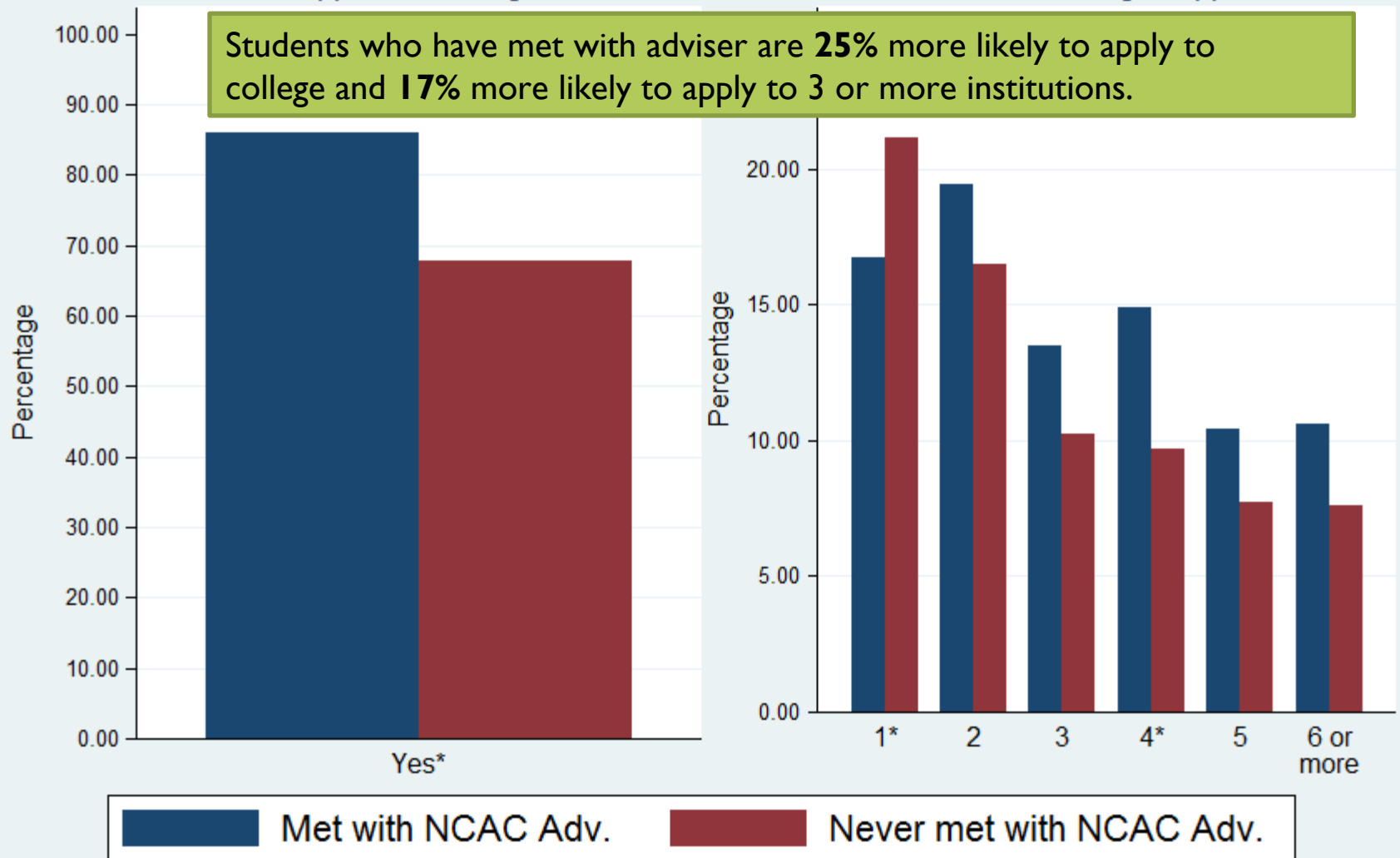
Met with NCAC Adv.

Never met with NCAC Adv.

Note: Seniors Only. Statistically significant group differences indicated by asterisks (p<0.05).

College Acceptance, by Meeting with NCAC Adviser

Number of Colleges Accepted to — Kinds of Colleges Accepted to

Students who have met with adviser are **20%** more likely to be accepted to college, **12%** more likely to be accepted to 3 or more institutions, and **34%** more likely to be accepted by 4-year institutions.
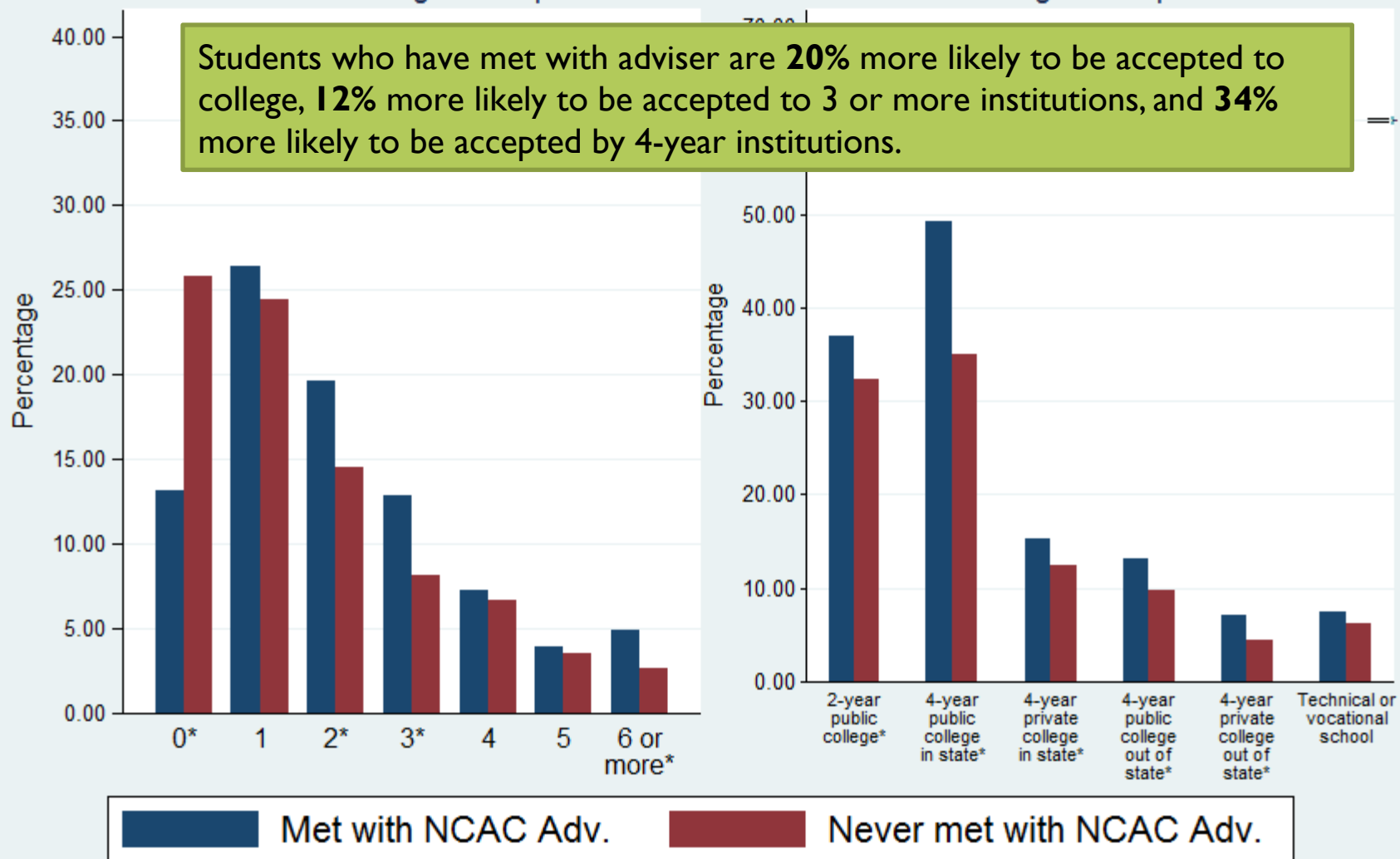
Legend: Met with NCAC Adv. — Never met with NCAC Adv.

Note: Seniors Only. Statistically significant group differences indicated by asterisks ($p < 0.05$).

The Adviser Difference

- Students who have met with an adviser are more likely to have...
  - engaged in college prep activities (e.g., attended a college info workshop or taken an ACT/SAT prep course).
  - applied to college and to more colleges.
  - been accepted to college, particularly 4-year institutions.

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CLOSING THE GAP

A Difference-in-Difference Analysis

Caveats

- Again, these are not causal analyses.

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"Closing the Gap" Analyses

1ST GENERATION TO GO TO COLLEGE

Aspire to College

1st Generation   Non-1st Generation

Never Met with Adviser   Met with Adviser

8%***   86%   94%   3%***   93%   96%
2%***
7%***

Closing the Gap by 5 percentage points***

Applied to College

■ 1st Generation   ■ Non-1st Generation

26%*

31%***

NO GAP!   71%   71%

5%**   45%

40%

Closing the Gap by 5 percentage points*

Never Met with Adviser   Met with Adviser

Accepted to a 4-Year Institution

1st Generation   Non-1st Generation

Closing the Gap by 2 percentage points

22%***

8%*** 49%   57%

10%*** 27%   37%

Never Met with Adviser   Met with Adviser

"Closing the Gap" Analyses

UNDER-REPRESENTED MINORITY

Aspire to Go to a 4-Year Institution

URM   Not URM

7%**

9%***

NO GAP!   72%   72%

2% [63%   65%

Closing the Gap by 2 percentage points

Never Met with Adviser   Met with Adviser

Applied to College

■ URM   ■ Not URM

Closing the Gap by 5 percentage points *

31%***

5%**

10%***

Never Met with Adviser — URM 37%, Not URM 47%

Met with Adviser — URM 68%, Not URM 73%
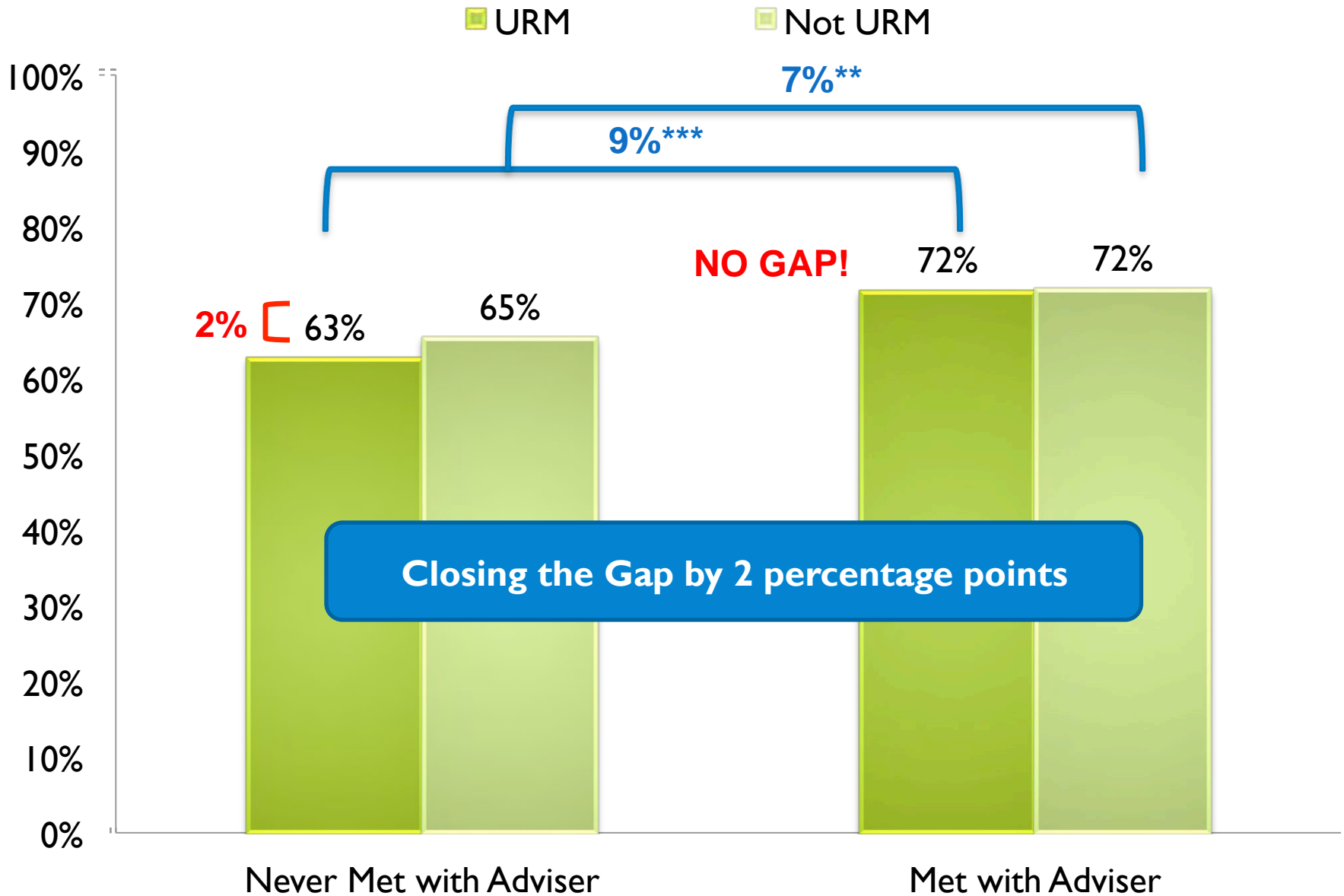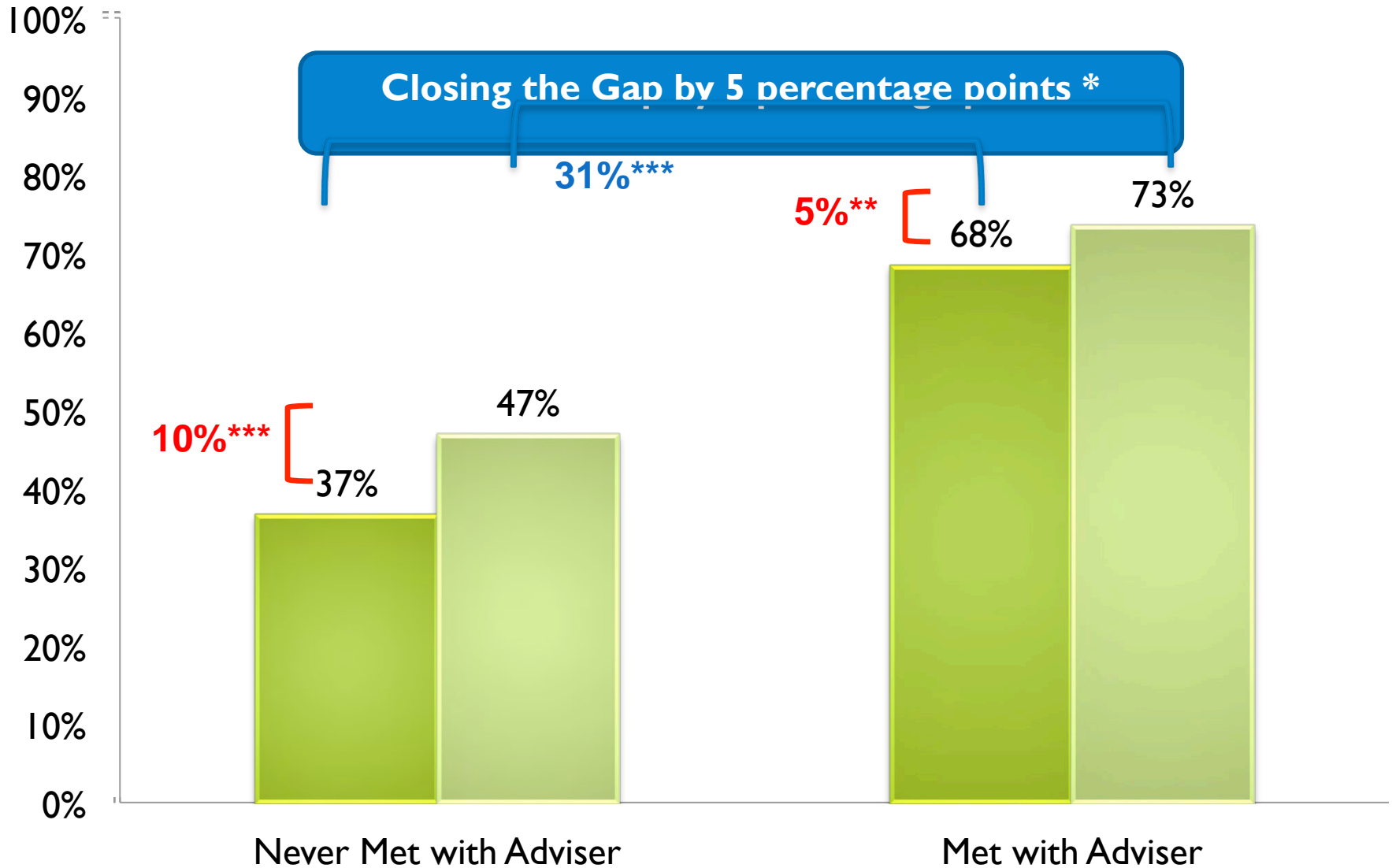
Applied to 3 or More Colleges

■ URM ■ Not URM

Closing the Gap by 6 percentage points * and REVERSING THE GAP!

21%***

15%***

-3%

40%

37%

3%

19%

22%

Never Met with Adviser

Met with Adviser

Accepted to College

■ URM　■ Not URM

- 18%*** (Never Met with Adviser: URM 44% vs Not URM 62%)
- 9%*** (Met with Adviser: URM 74% vs Not URM 83%)
- 30%*** (URM: Never Met with Adviser 44% vs Met with Adviser 74%)
- 21%*** (Not URM: Never Met with Adviser 62% vs Met with Adviser 83%)

44%　62%　74%　83%

Closing the Gap by 9 percentage points *

Never Met with Adviser　Met with Adviser

"Closing the Gaps"

- First Generation and URM students who have met with an NCAC adviser are **even more** likely to be prepared for college, **even more** likely to apply for college, and **even more** likely to be accepted to college (compared to other students).

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PROGRESS OVER TIME

Comparing 2010 and 2011 Survey Data

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Caveats

- There were only 42 schools who participated in the student survey in both 2010 and 2011.

- These longitudinal analyses will be better as more schools participate in the survey over consecutive years.

Met with NCAC Adviser

NCAC advisers met with more students in 2011 than 2010.

	All Seniors	1st Gen Seniors	Not 1st Gen Seniors	URM Seniors	Non-URM Seniors
2010	61%	59%	65%	62%	59%
2011	66% ***	65% ***	67%	69% ***	61%
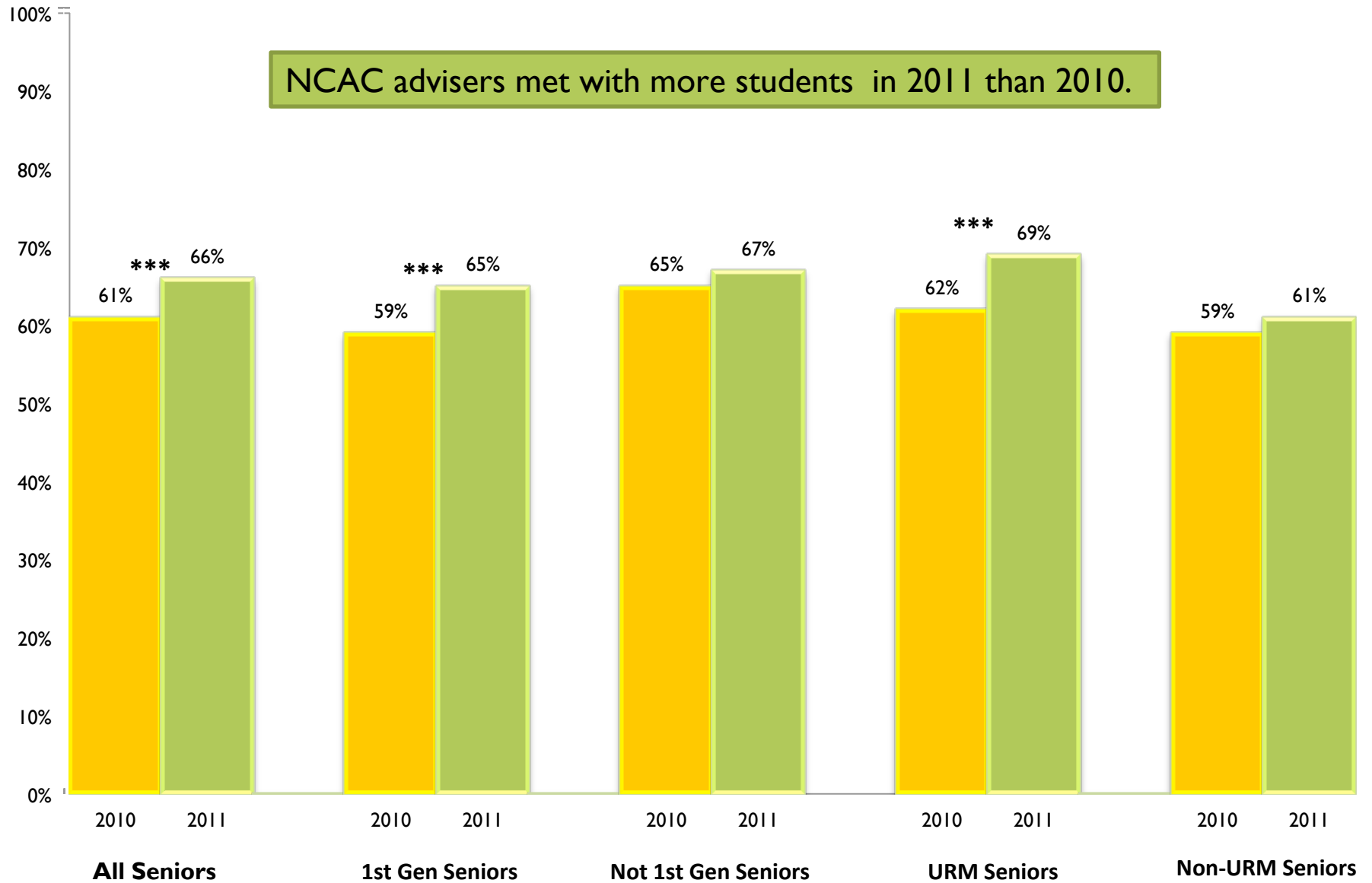
Took ACT/SAT Prep Course

More students took a test prep course in 2011 than 2010.
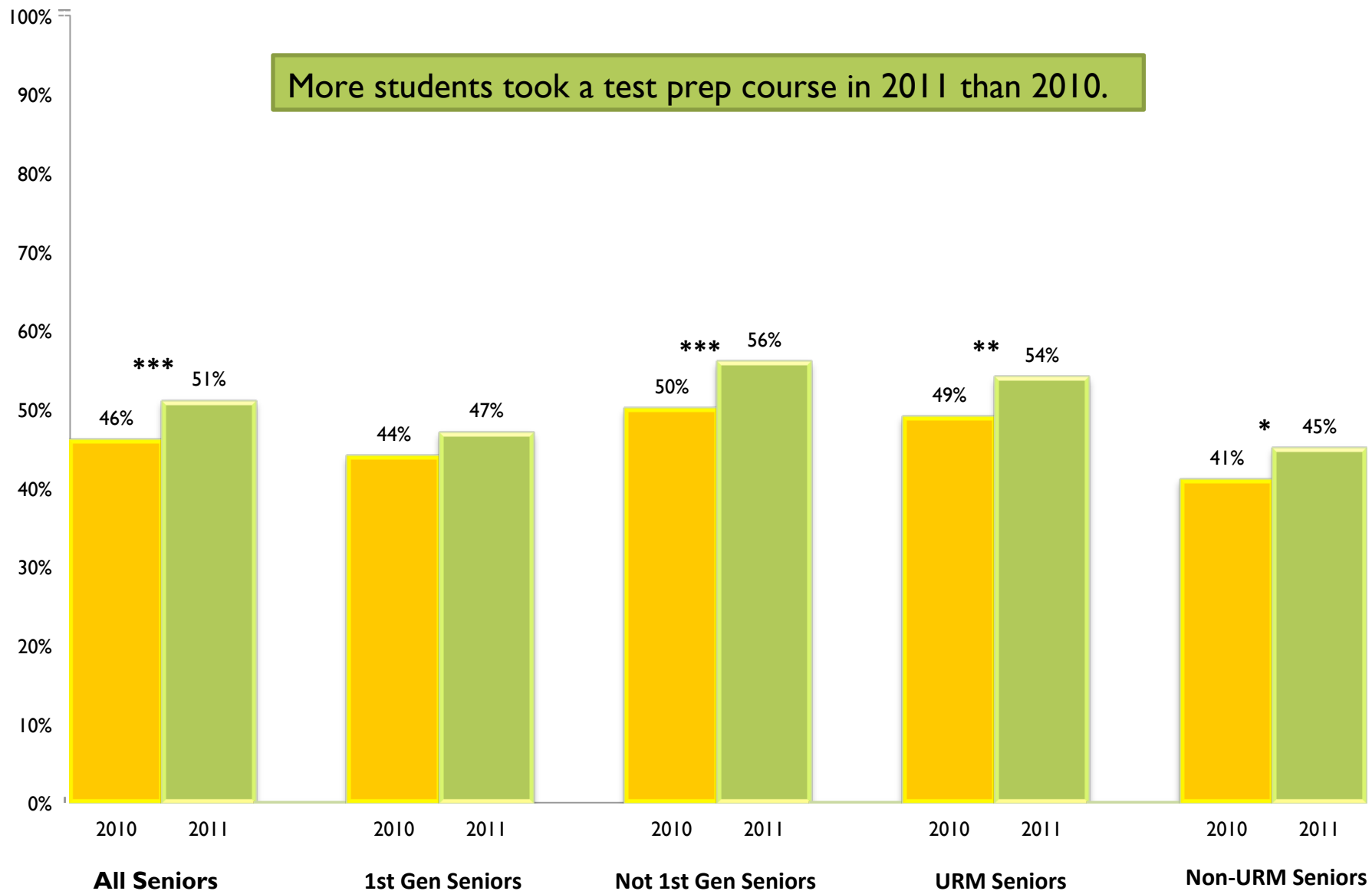
Attended a College Info Workshop

More students attended a college info workshop in 2011 than 2010.

	All Seniors	1st Gen Seniors	Not 1st Gen Seniors	URM Seniors	Non-URM Seniors
2010	65%	62%	72%	67%	62%
2011	69% ***	67% **	74%	72% ***	65% *

Visited a College

	All Seniors	1st Gen Seniors	Not 1st Gen Seniors	URM Seniors	Non-URM Seniors
2010	81%	78%	88%	83%	78%
2011	83% *	79%	89%	83%	82% **
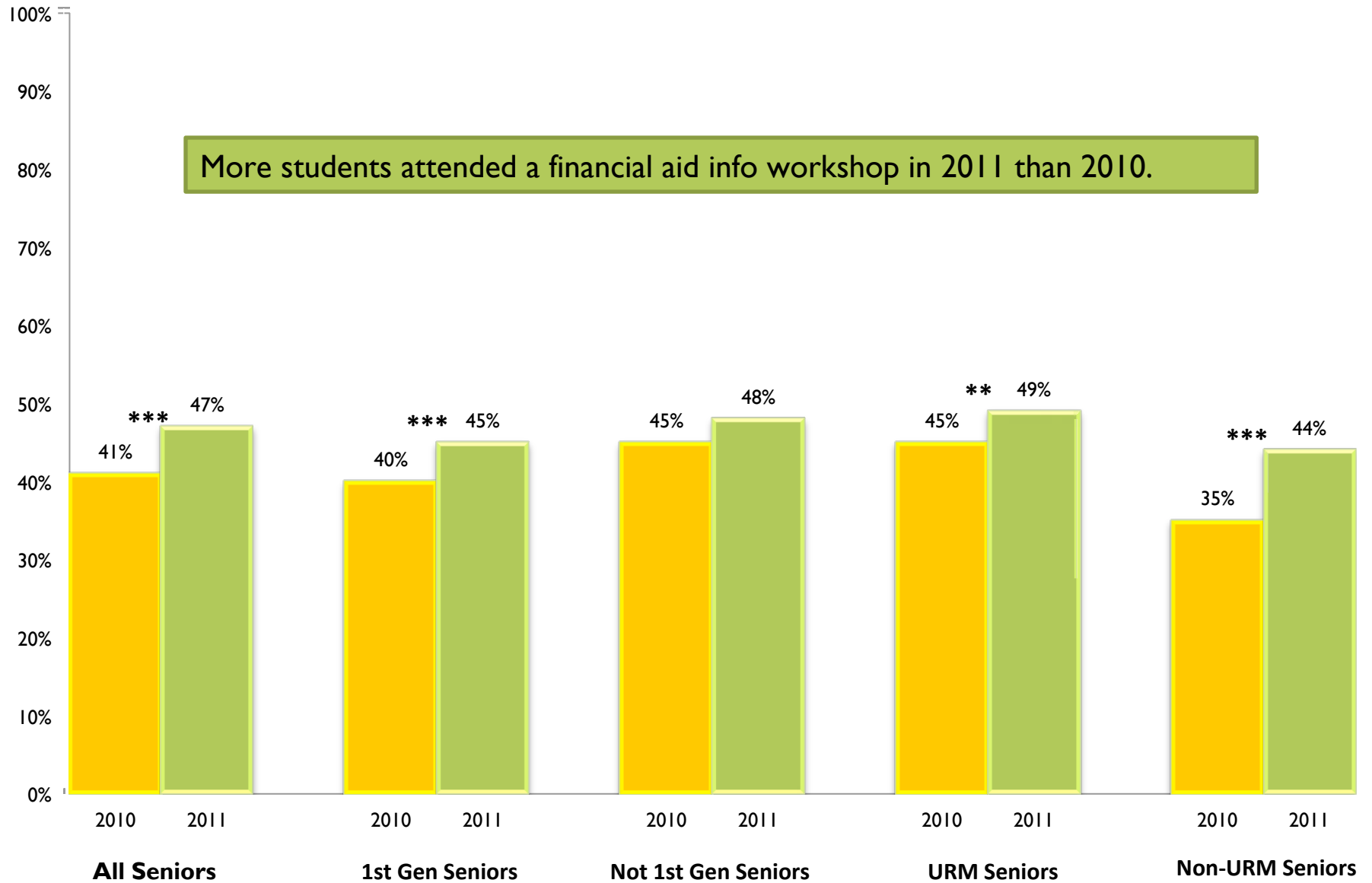
Progress Over Time

- Advisers met with more students in 2011 than 2010.
- Additionally, more students at NCAC schools participated in the following activities in 2011 compared to 2010:
  - Took an ACT/SAT test prep course
  - Attended a college info workshop
  - Attended a financial aid workshop
  - Visited a college

EXAMINING CAUSAL EFFECTS

A First Look at the Randomized Control Trial

Caveats

- These analyses compare 2010-11 NCAC schools with non-NCAC schools in Texas. However, these schools are not the best comparisons because the NCAC schools are "core" schools and the non-NCAC schools are "bubble" schools (some of whom became NCAC schools in 2011-12, and some of whom did not).

- The comparisons between "bubble" NCAC schools and "bubble" non-NCAC schools from 2011-12 onwards will be much better comparisons.

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Test Preparation Activities, NCAC (TX) vs. Comparison Schools

Students at NCAC schools are **14%** more likely to take the SAT/ACT and **17%** more likely to take the PSAT/PLAN.
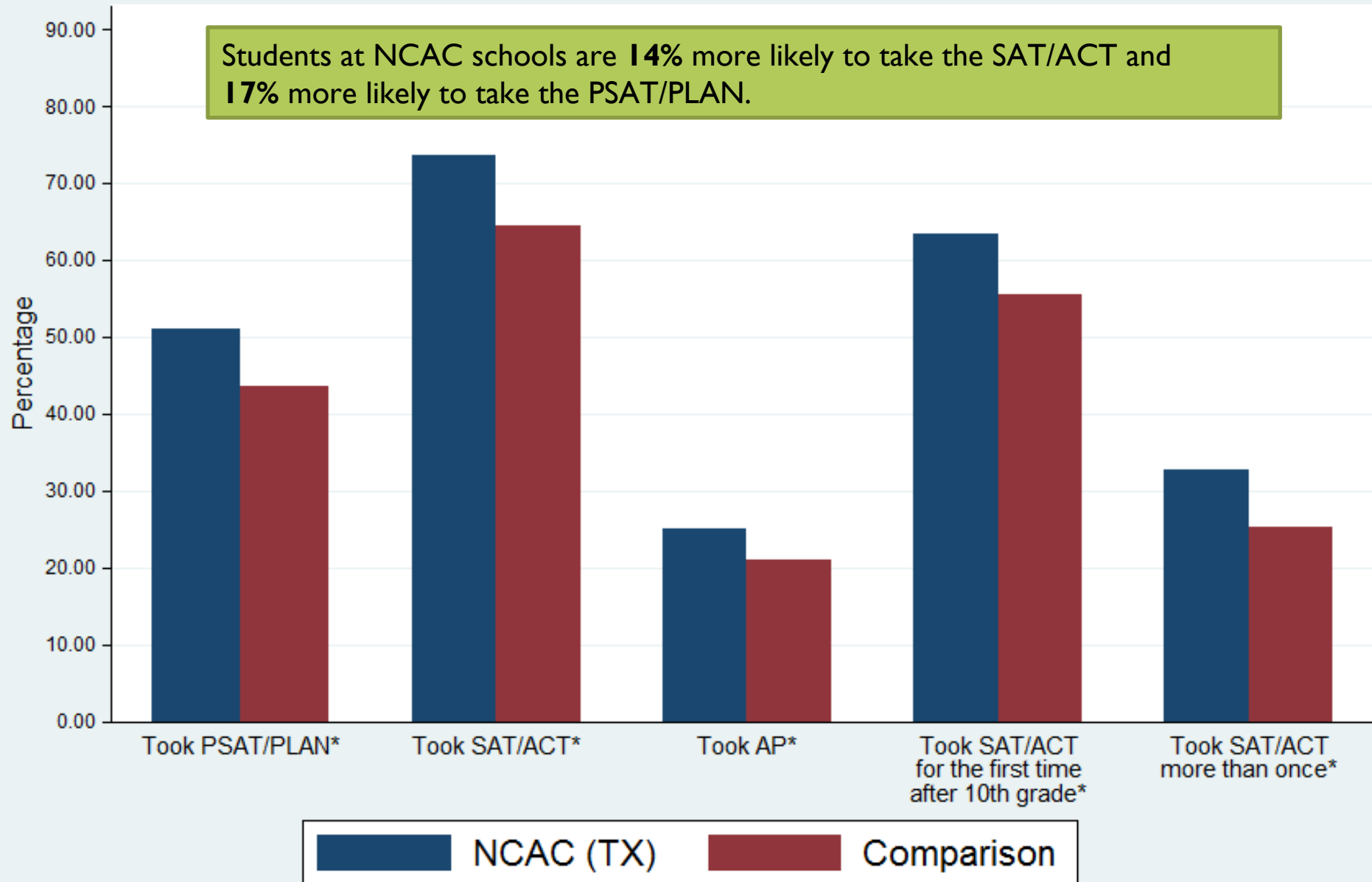
Note: Seniors Only. Statistically significant group differences indicated by asterisks (p<0.05).

College Preparation Activities: Information, NCAC (TX) vs. Comparison Schools

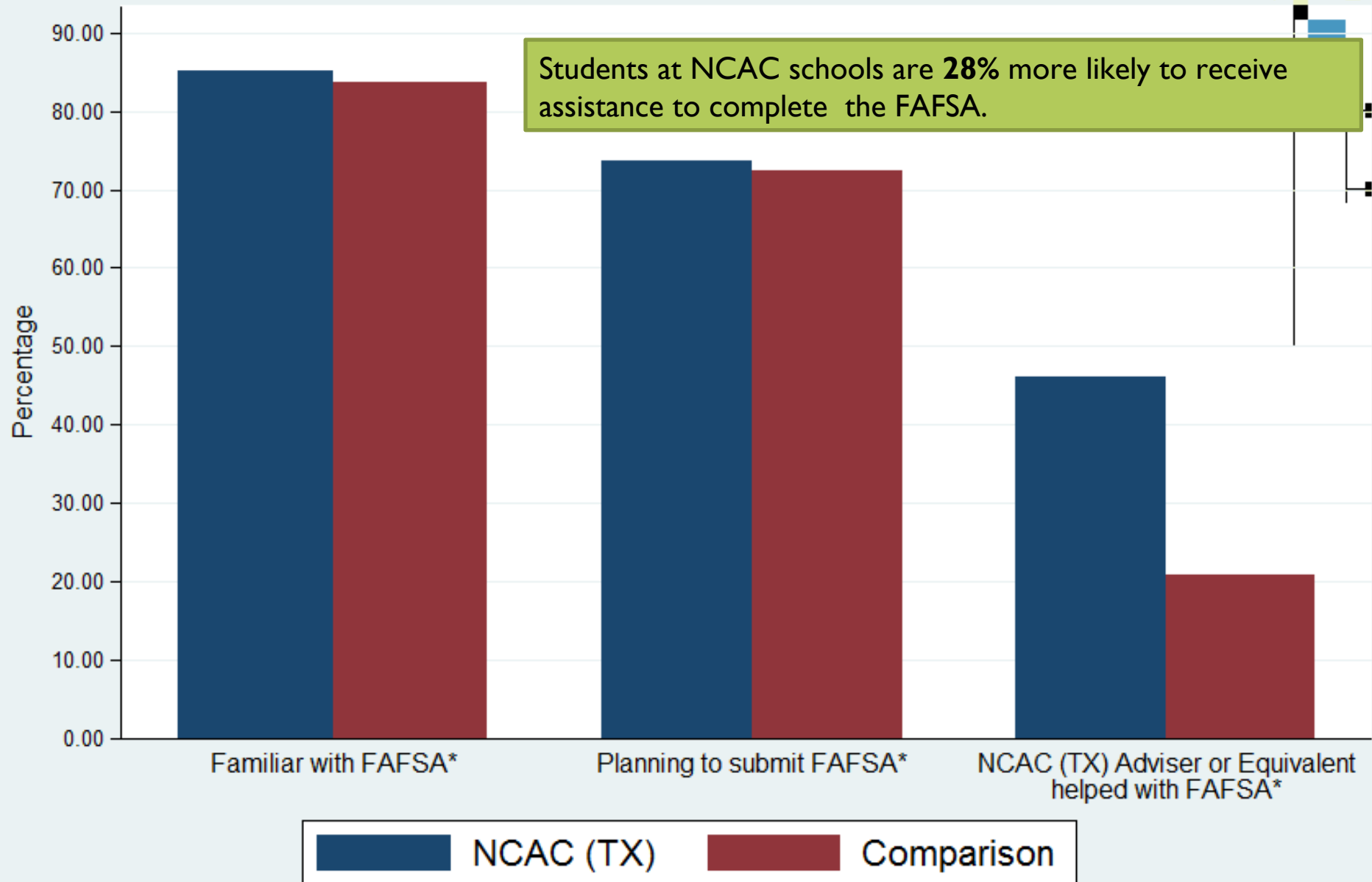Students at NCAC schools **38%** more likely to visit **3** or more colleges and **50%** more likely to attend **3** or more college info workshops.
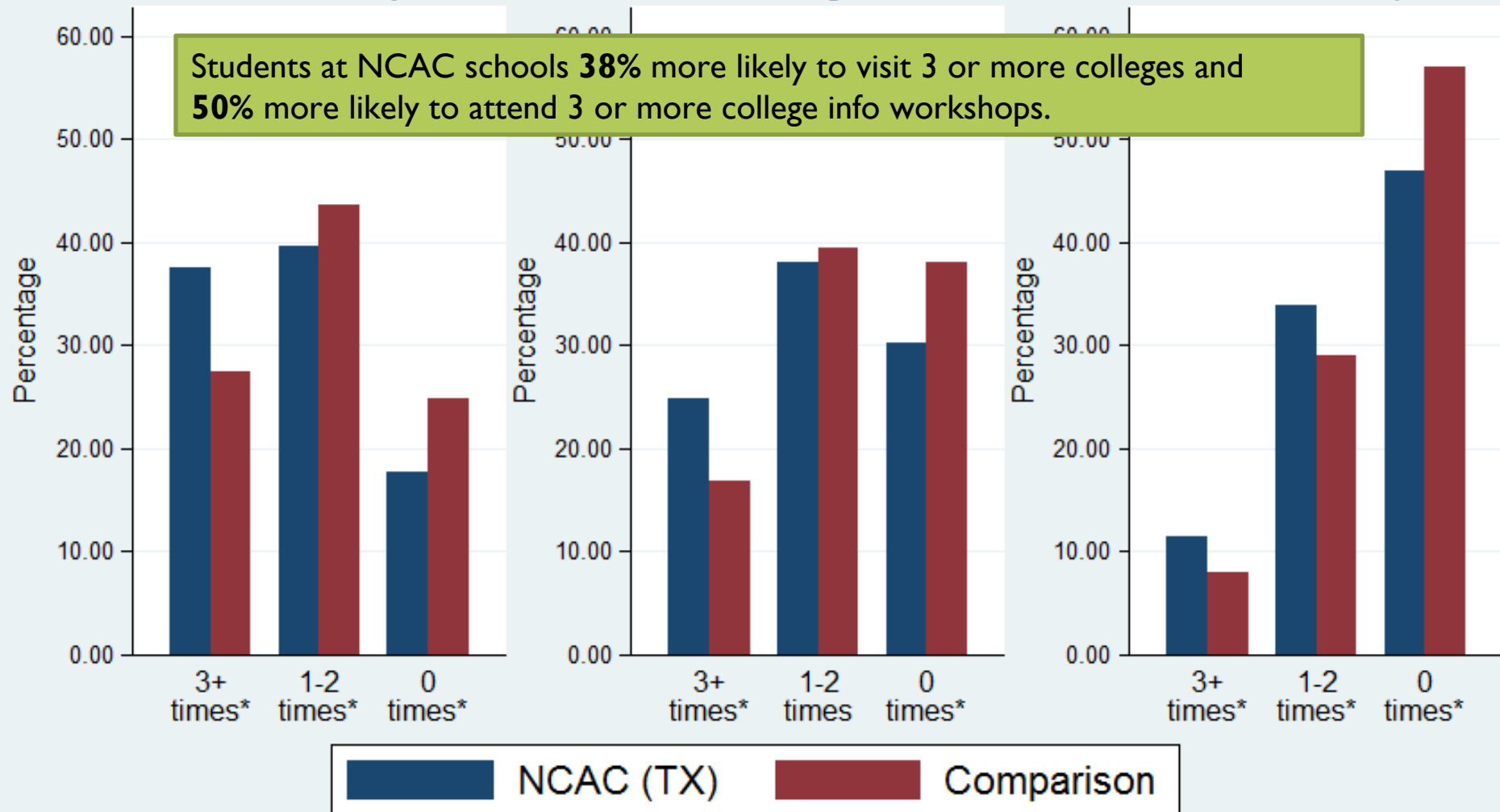
Note: Seniors Only. Statistically significant group differences indicated by asterisks (p<0.05).
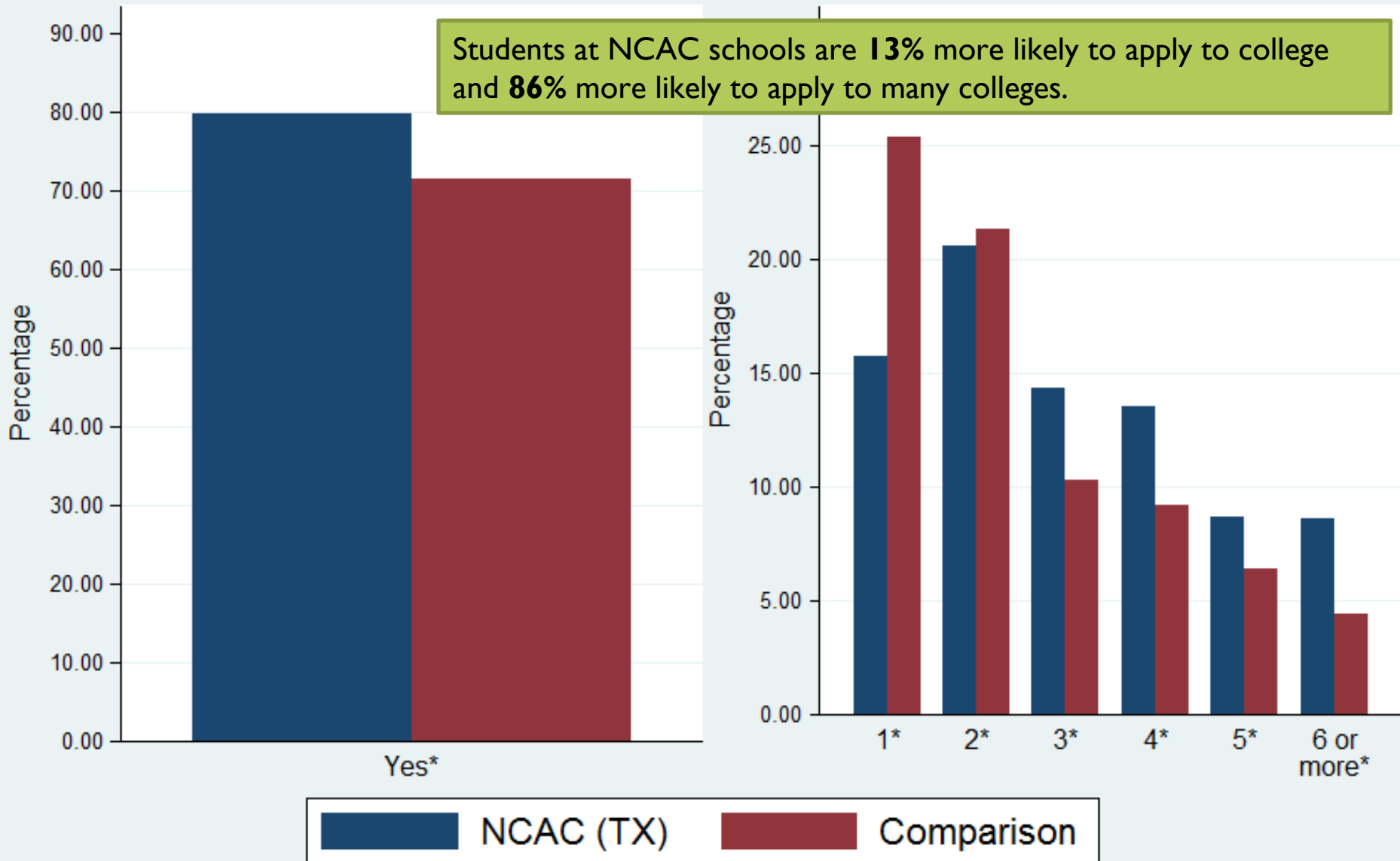
College Knowledge: FAFSA, NCAC (TX) vs. Comparison Schools

Students at NCAC schools are **28%** more likely to receive assistance to complete the FAFSA.

Note: Seniors Only. Statistically significant group differences indicated by asterisks (p<0.05).

College Application, NCAC (TX) vs. Comparison Schools

Applied to College

Number of Colleges Applied to

Students at NCAC schools are **13%** more likely to apply to college and **86%** more likely to apply to many colleges.
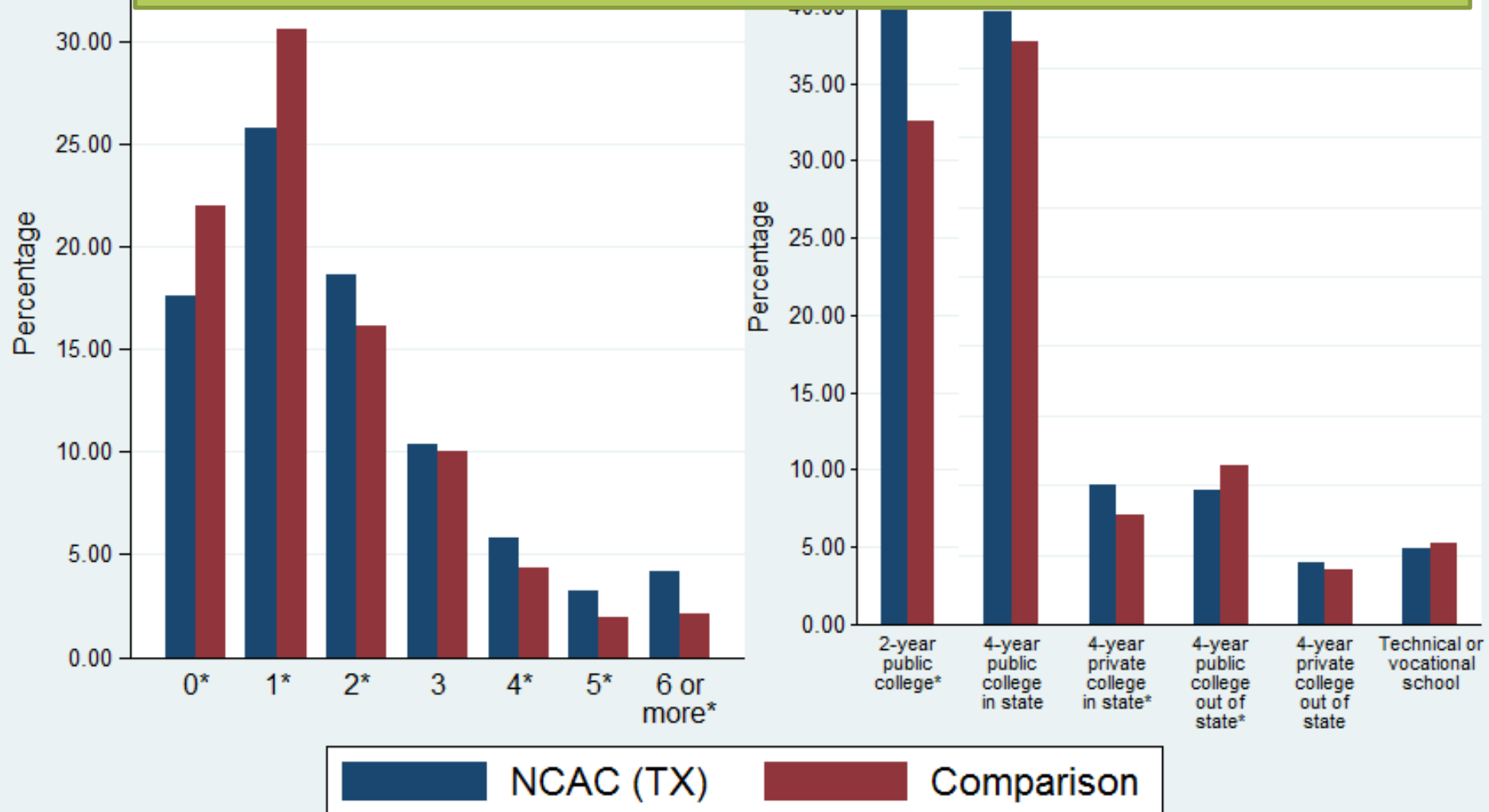
Legend: NCAC (TX) | Comparison

Note: Seniors Only. Statistically significant group differences indicated by asterisks (p<0.05).

College Acceptance, NCAC (TX) vs. Comparison Schools

Number of Colleges Accepted to   Kinds of Colleges Accepted to

Students at NCAC schools are **6%** more likely to be accepted to college and **24%** more likely to be accepted to multiple institutions.

Note: Seniors Only. Statistically significant group differences indicated by asterisks (p<0.05).

Financial Aid Expectations, NCAC (TX) vs. Comparison Schools

Students at NCAC/Advise TX schools are more likely to expect to receive federal, state, or college grants as well as work study. They are less likely to expect to receive federal or bank loans.
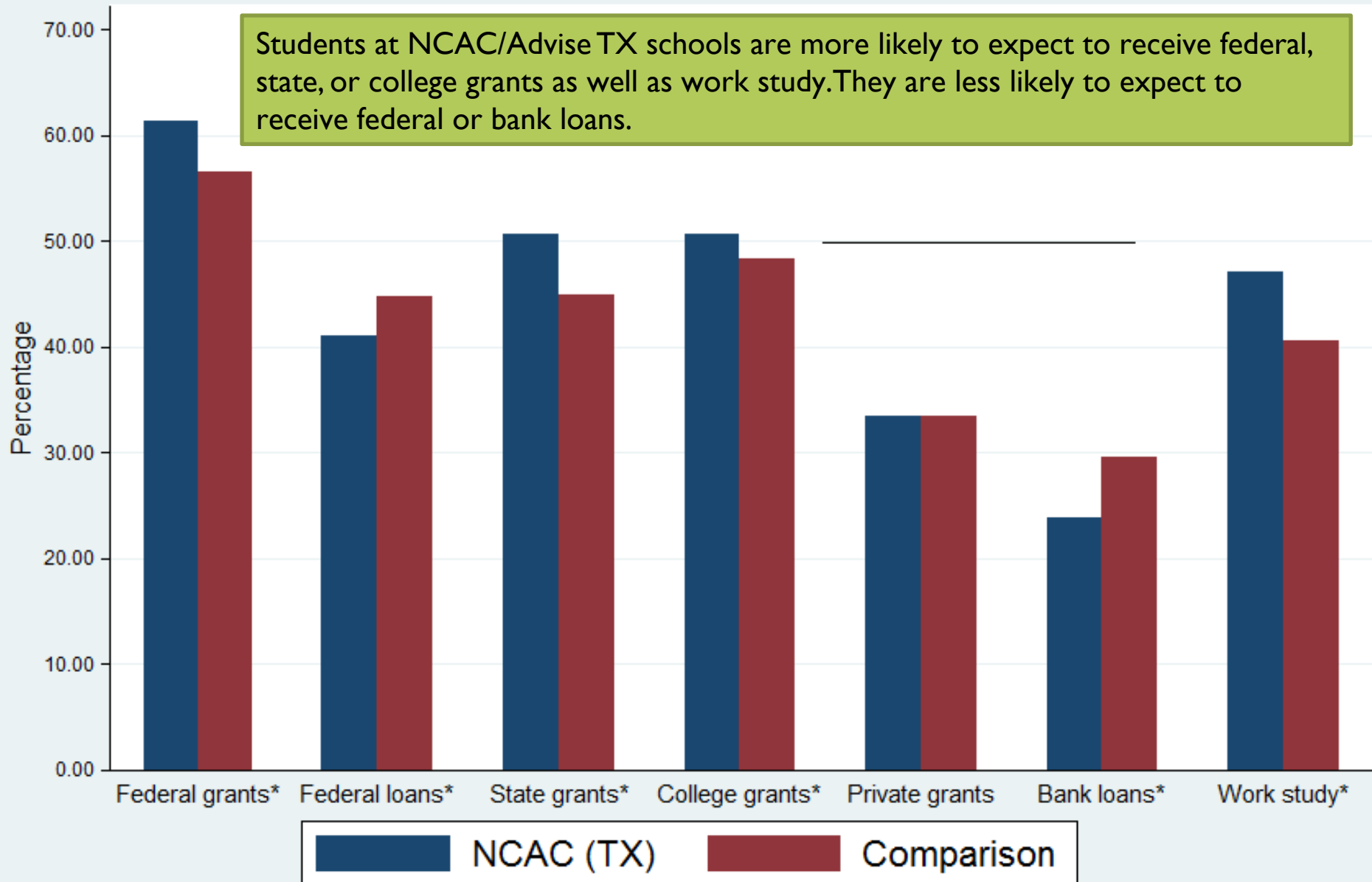
Note: Seniors Only. Statistically significant group differences indicated by asterisks ($p < 0.05$).

Examining Causal Effects

- The TX experiment allows us to compare NCAC and non-NCAC schools (although for this first year, the comparison schools are not perfect matches).

- Students at NCAC schools are <u>more likely</u> to engage in college prep activities, <u>more likely</u> to apply to college, and <u>more likely</u> to be accepted.

- If anything these impact estimates are *underestimating* the true impact.

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FURTHER EXAMINING CAUSAL EFFECTS

Using Regression Analyses for Randomized Control Trial

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Multivariate Logistic Regressions

- Controls for student demographics
- Interpreting Odds Ratios:
  - An odds ratio of 1 = just as likely
  - An odds ratio of 2 = twice as likely
  - An odds ratio of .5 = half as likely

College Preparation

	Took SAT or ACT	Completed FAFSA
NCAC (TX) School	2.241***	1.099
	(0.532)	(0.209)
Female	1.056	1.742***
	(0.085)	(0.139)
First-Generation	0.584***	0.889
	(0.052)	(0.088)
URM	0.818	1.237+
	(0.111)	(0.151)
GPA		
2.00-2.49	1.377	1.643*
	(0.308)	(0.354)
2.50-2.99	2.429***	2.302***
	(0.389)	(0.432)
3.00-3.49	3.586***	2.863***
	(0.910)	(0.622)
3.50-4.00	5.205***	3.796***
	(1.512)	(0.849)
Math Track		
Medium	2.420***	1.815***
	(0.302)	(0.193)
High	5.006***	2.649***
	(0.966)	(0.476)
Met with Adviser or Equivalent	1.276*	2.366***
	(0.158)	(0.273)

College Application

	Applied to College	Number of Applications
NCAC (TX) School	1.947**	2.312***
	(0.451)	(0.307)
Female	1.484***	1.117+
	(0.125)	(0.074)
First-Generation	0.548***	0.648***
	(0.046)	(0.053)
URM	1.197	1.136
	(0.195)	(0.121)
GPA		
2.00-2.49	1.189	1.259
	(0.379)	(0.241)
2.50-2.99	1.364	1.727***
	(0.330)	(0.286)
3.00-3.49	1.912*	2.202***
	(0.489)	(0.334)
3.50-4.00	2.269**	2.767***
	(0.668)	(0.483)
Math Track		
Medium	2.740***	1.951***
	(0.333)	(0.170)
High	4.625***	3.109***
	(1.123)	(0.333)
Met with Adviser or Equivalent	2.305***	1.862***
	(0.293)	(0.139)

College Acceptance

	Accepted to College	Number of Acceptances
NCAC (TX) School	1.412+	1.804***
	(0.273)	(0.238)
Female	1.434***	1.185**
	(0.109)	(0.072)
First-Generation	0.571***	0.649***
	(0.051)	(0.053)
URM	0.973	1.040
	(0.138)	(0.105)
GPA		
2.00-2.49	1.377	1.460+
	(0.285)	(0.290)
2.50-2.99	1.392+	1.699***
	(0.245)	(0.259)
3.00-3.49	2.150***	2.861***
	(0.438)	(0.533)
3.50-4.00	3.495***	5.056***
	(0.772)	(1.001)
Math Track		
Medium	2.027***	2.186***
	(0.271)	(0.203)
High	4.826***	3.581***
	(0.983)	(0.427)
Met with Adviser or Equivalent	2.208***	1.786***
	(0.188)	(0.127)

THE ADVISER EXPERIENCE

Analyzing Adviser Survey Responses

Survey Response by State

State	N	Percent
Alaska	1	0.65
California	10	6.45
Georgia	2	1.29
Illinois	9	5.81
Massachusetts	5	3.23
Michigan	7	4.52
Missouri	11	7.1
North Carolina	44	28.39
Pennsylvania	17	10.97
Rhode Island	10	6.45
Texas	15	9.68
Utah	6	3.87
Virginia	18	11.61

Adviser's Role at School

- 80% of NCAC schools have at least one other college access program present at the school

- Of the schools with multiple programs, the NCAC adviser is most likely to coordinate the school's college access activities across programs, and most advisers report those coordination efforts work well or very well.

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Adviser Training

- Advisers receive local training on almost every topic of interest except non-college counseling, in which less than half of advisers report receiving training on this topic at the local level.

- Nearly 30% of advisers also report training in non-college counseling was insufficient.

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Reasons for Joining NCAC

- Providing opportunities to the underserved

- Wanting to give back to the community

- Interest in youth development programs

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Alumni Advisers

- 91% keep in touch with at least one other former adviser – some keep in touch with as many as 15 other former advisers

- 40% currently in grad school and 25% now have a graduate degree (most in education)

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Site Visits

- Rhode Island – 2 schools
- California – 2 schools
- Missouri – 3 schools
- North Carolina – 2 schools
- Texas – 8 schools

112 Interviews

Administrators	Parents
Teachers	Students
Counselors	Advisers

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Impact on School Structures

- School staff identified several positive structural changes in the college advising process attributed to the adviser:
  - reduced counselor and teacher workload
  - increased attention toward college advising among counselors
  - reaching a greater number of students and completing college goals earlier in the year
  - increased knowledge of college preparation process
  - increased cohesion among various college advising efforts

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Impact on Students

- Students' experience with NCAC has been uniformly positive
- Students report that advisers provide greater accessibility, attention, detailed information, and one-to-one guidance than was available previously
- However, contact with lower-classmen limited an in some cases, non-existent (difficult to reach because of time-constraints and lack of avenues)

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Interacting with Parents

- Advisers expressed difficulty in reaching out to parents.
  - Parental interaction at mercy of parental outreach mechanisms already in place (or not) at school
  - Tends to be reactionary (e.g., only help parents who reach out to them)

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Quote from an administrator:

"Whereas, before it was just kind of - it was very surface. We did talk about you will go to college, but they a lot of times were not given the resources or told the resources that were there. They were available, but they weren't always emphasized. They weren't always brought to their attention. Now, it just seems like everywhere the student goes, it's right here. They don't have to search for it. They go in and they do their own little research about colleges, but the websites, the resources, the information is readily available. It's not like they have to do that on their own."

Quote from a counselor:

"The other great thing that [the adviser] provides that neither one of us can do are we're both old white guys and [the adviser's] a nice young, Hispanic gentleman who, he gets more relationships built with the parents and that sort of thing. You know, one of the biggest problems we have is we'll have girls every year that get accepted to A&M or to University of Texas, and mom won't cut the umbilical cord and that's just a whole generational and cultural thing that, I can't understand that no matter how hard I try. I understand it, but I can't improve on that and help that, [the adviser] can."

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Quote from a teacher:

"[The adviser] has been amazing. So things that I have questions about, because I mean that's her specialty. My specialty is English. So, things that the kids would ask me about college, I would go to her and get the answers or we would take the class [to the Go Center] to work on our scholarships."

Quote from a parent:

"[The adviser has] encouraged my daughter to apply for college. I'd say the one thing there is, if it hadn't been for her, I think my daughter might not have applied for college. She's a special education student and has some learning disabilities and high school's been very difficult for her, but [the adviser has] just been really good about encouraging her to take the steps and telling her about the supports that are available for Special Ed students. You know just trying to help make – to believe in herself."

Quote from a student:

"Without her [the adviser] - our school is just - our school just looked forward to just graduating us. Like, "Just as long as you graduate, we're happy. That's all we're looking forward to." [The adviser] and the counselors that we have here, actually want to go above and beyond, because they know our potential and they know what we're capable of."

THE BOTTOM LINE

You are doing a fantastic job and clearly touching the lives of students and advisers.

Keep up the great work!

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