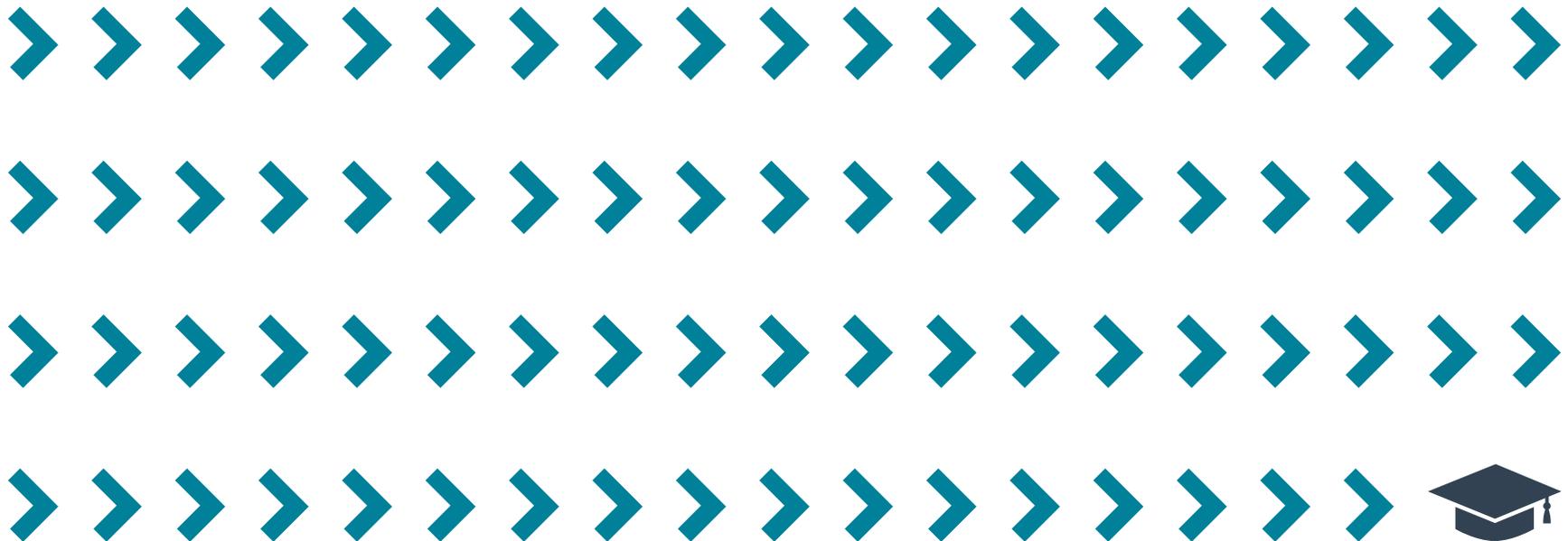


College advising and financial support programs: **WHICH ONES ARE MOVING THE NEEDLE ON COLLEGE COMPLETION?**

Michelle Hodara & Sun Young Yoon, *Education Northwest*



Future Connect is a comprehensive scholarship and support program at Portland Community College (PCC) that seeks to change the lives of first-generation and low-income college students. As part of an evaluation of Future Connect, Education Northwest conducted a literature review to answer the following question: What does the evidence say about the impact of college advising and financial support programs on students' college success?¹

Hundreds of these kinds of programs are offered across the country—but few have been rigorously evaluated to determine whether they are really moving the needle on college completion for low-income and other underrepresented students. For this review, we studied only programs with a rigorous evaluation that examined program impacts on key academic outcomes. Accordingly, this review comprises six comprehensive programs like Future Connect that have both advising and financial support components and tend to serve underrepresented college students, as well as 12 programs that provide only advising or financial support.

KEY FINDINGS FROM THE LITERATURE REVIEW

- There is consistent evidence across recent studies that comprehensive programs that provide advising and financial support have large, positive impacts on helping underrepresented students persist in and complete college.
- There is emerging evidence that virtual advising interventions may hold promise for promoting the success of college students.
- There is consistent evidence that financial aid and scholarship programs have positive impacts on helping low-income students persist in and complete college, although their magnitude varies.

¹ To access and read the Future Connect evaluation, visit <http://educationnorthwest.org/resources/how-future-connect-improving-college-success-through-comprehensive-advising-and-financial>



COMPREHENSIVE PROGRAMS



ADVISING INTERVENTIONS



FINANCIAL SUPPORT PROGRAM

HOW TO USE THIS LITERATURE REVIEW

This literature review can be used in two main ways. First, it provides coordinators of advising and financial support programs with insight into what kinds of effects they might expect from their program if it is implemented in the same way as others. Second, it can provide program coordinators and other stakeholders with evidence to help them develop a case for supporting the development or enhancement of advising and financial support programs that serve underrepresented college students.

It is important to keep in mind that the findings across the studies in this review are not directly comparable because of different types of students served, program features, research designs, and outcomes. Looking at them together simply reveals common patterns across comprehensive programs that have both advising and financial support components and across programs that provide only advising or financial support.

Literature Review Findings



Comprehensive programs are notable for both their key program components and evidence of effects. Among the programs included in this review, five—Future Connect, City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP), Ohio ASAP, Carolina Covenant at the University of North Carolina at Chapel Hill, and Dell Scholars Program—are distinctive in their comprehensiveness. All five programs serve underrepresented college students and have few or no academic eligibility requirements (only the Dell Scholars Program has a GPA cutoff of 2.4). In addition, these programs provide a substantial amount of funding; Future Connect, CUNY ASAP, Ohio ASAP, and Carolina Covenant provide a scholarship to cover unmet financial need, and the Dell Scholars Program scholarship is \$20,000. All five programs also provide ongoing individualized advising or mentoring.² (The Dell Scholars Program is unique in that advising is conducted virtually by program staff members.) Future Connect, CUNY ASAP, Ohio ASAP, and Carolina Covenant also provide supports beyond individualized advising, such as peer networks and free college success and/or career workshops or courses.

These five programs had relatively large effects on students' college success. For example, Future Connect raised fall-to-fall persistence rates by 14 percentage points, CUNY ASAP raised three-year persistence rates by 22 percentage points, and Ohio ASAP raised first-to-second term persistence rates by 12 percentage points. Additionally, Future Connect raised three-year completion rates by 8 percentage points, CUNY ASAP raised three-year completion rates by 18 percentage points, Carolina Covenant raised four-year completion rates by 8 percentage points, and the Dell Scholars Program raised six-year completion rates by 16 to 19 percentage points.

Regarding the two other comprehensive programs included in this literature review, the Performance-Based Scholarship (PBS) Demonstration had more modest effects on students' persistence and completion rates, and Project Student Achievement and Retention (STAR) did not examine impacts on persistence and completion rates. These two programs are substantially different from Future Connect, CUNY ASAP, Ohio ASAP, Carolina Covenant, and the Dell Scholars Program in that scholarship payments are based on meeting academic benchmarks, and there are fewer advising supports. Regarding the latter, colleges in three of the six states that offered the PBS did not offer additional services; in one state, the college also offered tutoring; and in two states, the colleges offered extra advising sessions. The ongoing advising offered through Project STAR was with upperclassmen (and advising meetings were voluntary), which likely does not have the same effect as meeting with a professional academic coach or advisor.

² For more information about the Future Connect college success coach model and services, visit <http://educationnorthwest.org/resources/how-future-connect-improving-college-success-through-comprehensive-advising-and-financial>



With the exception of the Opening Doors program, the **advising interventions** did not have eligibility requirements and tended to serve large numbers of students through virtual tools and media. Other than the study of InsideTrack, the studies of advising interventions did not examine program impacts on completion rates, so at this time, there is not enough research to understand the impact of these programs on improving completion rates for all college students. InsideTrack, which provides students with a coach who contacts them through email, text, and other online media, had effects on both persistence and completion rates, highlighting the promise of virtual college coaches. Another notable finding was that uAspire—an intervention that consists of 12 personalized text messages about refiling the FAFSA and costs only \$5 per student—had relatively large effects on two-year college students’ persistence. Specifically, uAspire increased first-to-second year retention by 12 to 14 percentage points. The results suggest that low-cost interventions may hold promise for supporting students’ college success. In general, however, program effects tend to diminish over time. Thus, to truly understand the impact of low-cost advising interventions, future research is needed to track their effects on long-term persistence and completion rates.



Financial support programs have consistently positive impacts on student persistence and completion rates. These findings highlight the importance of financial aid in making college possible and supporting completion. Notably, Kalamazoo Promise (which covers tuition for students from Kalamazoo Public Schools who attend in-state colleges) raised completion rates by 9 to 12 percentage points after six years. For all other programs—with the exception of the Gates Millennium Scholars Program, which does not have completion findings—effects on completion rates range from 3 to 5 percentage points.

Conclusion

The effects of comprehensive programs that provide advising and financial support are large, and they represent sizable gains in completion for college students. Nationally, the three-year completion rate for two-year college students who received the Pell Grant is 22 percent.³ Therefore, Future Connect's effect represents raising completion rates by over one-third for low-income two-year college students. Similarly, the six-year completion rate for four-year college students who received the Pell Grant is about 52 percent⁴, so the Dell Scholars Program's effect represents raising completion rates by about a third for low-income four-year college students.

Implementing comprehensive student support programs in colleges and universities across the country may be a promising strategy for closing equity gaps in college completion, but how much would it cost? As an example, CUNY ASAP initially cost an additional \$16,284 per student (Scrivener et al., 2015). However, it was still a cost-effective intervention because it increased a student's likelihood of earning a degree by 83.9 percent but increased costs by only 63.9 percent (Scrivener et al., 2015). As of 2015, CUNY ASAP costs less at \$3,900 per student per year, and Ohio ASAP costs \$3,100 per student per year. These costs may continue to decline as the programs scale and are able to decrease costs while serving more students (MDRC, 2015). In comparison, Future Connect costs \$2,500 per student per year. Like other comprehensive student support programs, ASAP and Future Connect rely on "soft money" from external foundations and grants. But given the large, positive effects of these programs, colleges and universities may want to consider supporting their long-term sustainability with institutional funding.

Overall, research on comprehensive student support programs suggests that providing long-term, multi-pronged support that addresses various barriers to college success may be key to substantially improving completion rates for low-income and other underrepresented college students. Higher college completion rates may then translate into other benefits connected to postsecondary education, such as increases in lifetime earnings and improved health outcomes, job satisfaction, and social mobility—for both the adults who graduate from college and their children (Baum, Ma, & Payea, 2013).

³ Based on "highest degree attained anywhere through 2006" of a nationally representative sample of first-time college students who enrolled in two-year colleges in 2003/04 and received the Pell Grant (BPS:2009 Beginning Postsecondary Students; Computation by NCES QuickStats).

⁴ Based on "highest degree attained anywhere through 2009" of a nationally representative sample of first-time college students who enrolled in four-year colleges in 2003/04 and received the Pell Grant (BPS:2009 Beginning Postsecondary Students; Computation by NCES QuickStats).

Key Terms and Table Organization

Program. The first column lists the name of the program, the location of the program, the approximate number of students served (or students in the treatment group if the number of students served was not available), and a link to the program website (when available).

Key components. The second column lists the key components of the program. The key supports and eligibility criteria used to describe the programs are the following:

Advising supports

- Ongoing advising: Regular in-person or virtual meetings with an advisor or coach (in addition to traditional counseling/advising services offered by the college)
- Peer networks: Use of the cohort model, peer mentors, and/or social events
- Tutoring: Academic tutoring or supplemental instruction
- Success course/workshop: Single or ongoing college success course, seminar, or workshop, sometimes taught by the advisor/coach
- Career course/workshop: Single or ongoing career course, seminar, or workshop, sometimes taught by the advisor/coach
- Advising messages: Nudges, reminders, and other advising messages sent via text message, email, and/or the college's online portal

Financial supports

- Last dollar: Grant or scholarship that covers unmet need after federal and state financial aid has been applied
- Scholarship: Set amount of funding provided that is based on meeting eligibility criteria
- Incentive: Ongoing financial award provided after meeting academic criteria
- Additional resources: Funding for a laptop, textbooks, transportation, food, and/or housing

Eligibility

- Residency: Program requires that the student is from a certain geographic area
- Recent high school graduate: Program is available only to students enrolling directly from high school
- Low-income: Program is available only to low-income students (most commonly determined by Pell Grant eligibility)
- Additional sociodemographic criteria: Program is available only to students who meet additional sociodemographic criteria, such as age, being a parent, being a first-generation college student, or being from a specific racial/ethnic group
- GPA cutoff: Program is available only to students with a cumulative high school GPA at or above a cutoff level
- Additional academic criteria: Program is available only to students who meet other academic criteria, such as a standardized test score above a cutoff level
- Full-time enrollment required: Program requires students to enroll full time

Evidence. This column lists differences in outcomes between program participants and a comparison group as they relate to:

- Progression/grades: How many more credits the program participants earned than the comparison group and/or how much higher the program participants' GPA was than the comparison group's
- Persistence: How much higher persistence rates were for the program participants than the comparison group
- Completion: How much higher completion rates were for the program participants than the comparison group (unless otherwise noted, completion includes earning a certificate, an associate degree, and/or a bachelor's degree)

We indicate when a study did not include an outcome by "not in study." This review does not report on differences across outcomes unrelated to those listed above. Additionally, the program location and the number of students served generally pertain to the overall program, not the sample used for the study, which is sometimes smaller and limited to a specific location.

We included a link to each research study in this column. Whenever possible, we linked to the publicly available version of the report rather than the peer-reviewed journal article.

College Advising and Financial Support Programs



Comprehensive programs

| PROGRAM | KEY COMPONENTS | EVIDENCE |
|--|---|---|
| <p>Future Connect</p> <p>Location: Portland Community College</p> <p>Number of students served: 1,631</p> <p>Program website: http://www.pcc.edu/resources/future-connect/</p> | <p>Supports</p> <ul style="list-style-type: none"> • Ongoing advising • Peer networks • Tutoring • Success course/workshop • Career course/workshop • Last dollar • Additional resources <p>Eligibility</p> <ul style="list-style-type: none"> • Residency • Recent high school graduate • Low-income • Additional sociodemographic criteria | <p><i>How much higher were participants' outcomes compared with those of the comparison group?</i></p> <p>Progression/grades: 12 more credits in first year; 0.6 points higher cumulative first-year GPA</p> <p>Persistence: 30 percentage points higher first-to-second term persistence, 14 percentage points higher fall-to-fall persistence</p> <p>Completion: 8 percentage points higher completion within three years, 11 percentage points higher completion or transfer within three years</p> <p>Methodology: Propensity score matching and school fixed effects</p> <p>(Hodara, Gandhi, & Yoon, 2017)</p> <p>Research available at http://educationnorthwest.org/resources/how-future-connect-improving-college-success-through-comprehensive-advising-and-financial</p> |



Comprehensive programs

| PROGRAM | KEY COMPONENTS | EVIDENCE |
|---|--|--|
| <p>City University of New York (CUNY)</p> <p>Accelerated Study in Associate Programs (ASAP)</p> <p>Location: CUNY</p> <p>Number of students served: 6,400</p> <p>Program website: http://www1.cuny.edu/sites/asap/</p> | <p>Supports</p> <ul style="list-style-type: none"> • Ongoing advising • Peer networks • Tutoring • Success course/workshop • Career course/workshop • Last dollar • Additional resources <p>Eligibility</p> <ul style="list-style-type: none"> • Residency • Recent high school graduate • Low-income • Full-time enrollment required | <p><i>How much higher were participants' outcomes compared with those of the comparison group?</i></p> <p>Progression/grades: 8.7 more credits over three years</p> <p>Persistence: 22 percentage points higher over three years</p> <p>Completion: 18 percentage points higher within three years</p> <p>Methodology: Randomized control trial (Scrivener et al., 2015)</p> <p>Research available at http://www.mdrc.org/sites/default/files/doubling_graduation_rates_fr.pdf</p> |



Comprehensive programs

| PROGRAM | KEY COMPONENTS | EVIDENCE <i>How much higher were participants' outcomes compared with those of the comparison group?</i> |
|--|---|---|
| <p>Ohio ASAP</p> <p>Location: Cincinnati State Technical and Community College, Cuyahoga Community College, and Lorain County Community College</p> <p>Number of students served: 1,505</p> <p>Program website: https://community.mygreatlakes.org/community/strategy/validation/asap-replication-demonstration-ohio.html</p> | <p>Supports</p> <ul style="list-style-type: none"> • Ongoing advising • Peer networks • Tutoring • Success course/workshop • Career course/workshop • Last dollar • Additional resources <p>Eligibility</p> <ul style="list-style-type: none"> • Recent high school graduate • Low-income • Full-time enrollment required | <p>Progression/grades: 1.4 more credits in first semester; 2.3 more credits in second semester</p> <p>Persistence: 12 percentage points higher for enrollment to second semester</p> <p>Completion: Not in study</p> <p>Methodology: Randomized control trial (Sommo & Ratledge, 2016)</p> <p>Research available at http://www.mdrc.org/sites/default/files/ASAP_Ohio_final.pdf</p> |
| <p>Carolina Covenant</p> <p>Location: University of North Carolina at Chapel Hill</p> <p>Number of students served: 2,605</p> <p>Program website: http://carolinacovenant.unc.edu/</p> | <p>Supports</p> <ul style="list-style-type: none"> • Ongoing advising • Success course/workshop • Peer networks • Scholarship <p>Eligibility</p> <ul style="list-style-type: none"> • Low-income • Full-time enrollment required | <p>Progression/grades: Not in study</p> <p>Persistence: Not in study</p> <p>Completion: 8 percentage points higher within four years</p> <p>Methodology: Difference-in-differences and regression discontinuity (Clotfelter, Hemelt, & Ladd, 2016)</p> <p>Research available at http://www.nber.org/papers/w22217.pdf</p> |



Comprehensive programs

| PROGRAM | KEY COMPONENTS | EVIDENCE |
|---|--|---|
| <p>Dell Scholars Program</p> <p>Location: Universities across the country Number of students served: 3,000 <i>Program website: https://www.dellscholars.org/</i></p> | <p>Supports</p> <ul style="list-style-type: none"> • Ongoing advising • Advising messages • Scholarship • Additional resources <p>Eligibility</p> <ul style="list-style-type: none"> • Low-income • GPA cutoff: 2.4 • Additional academic criteria • Full-time enrollment required | <p>Progression/grades: Not in study Persistence: Not in study Completion: 8.2 to 9.2 percentage points higher after four years; 15 to 19 percentage points higher within six years</p> <p>Methodology: Regression discontinuity (Page, Castleman, & Sahadewo, 2016) <i>Research available at https://www.msdf.org/wp-content/uploads/2016/03/SSRN-id2726320.pdf</i></p> |
| <p>Project Student Achievement and Retention (STAR)</p> <p>Location: Canadian university (unnamed) Number of students served: 906 <i>Program website: None</i></p> | <p>Supports</p> <ul style="list-style-type: none"> • Ongoing advising • Tutoring • Incentive <p>Eligibility</p> <ul style="list-style-type: none"> • Full-time enrollment required | <p>Progression/grades: For incentives group only, grades were 1.8 percentage points higher in the fall; for both incentives and tutoring/advising group, grades were 2.7 percentage points higher Persistence: Not in study Completion: Not in study</p> <p>Methodology: Randomized control trial (Angrist, Lang, & Oreopoulos, 2009) <i>Research available at http://economics.mit.edu/files/2939</i></p> |



Comprehensive programs

| PROGRAM | KEY COMPONENTS | EVIDENCE <i>How much higher were participants' outcomes compared with those of the comparison group?</i> |
|---|--|---|
| <p>Performance-Based Scholarship (PBS) Demonstration</p> <p>Location: Borough of Manhattan Community College, Hillsborough Community College, Hostos Community College, Lorain County Community College, Owens Community College, Pima Community College, Sinclair Community College, and the University of New Mexico</p> <p>Number of students: 12,000</p> <p><i>Program website: None</i></p> | <p>Supports</p> <ul style="list-style-type: none"> • Incentive <p>Some programs also include:</p> <ul style="list-style-type: none"> • Ongoing advising • Tutoring • Success course/workshop <p>Eligibility</p> <ul style="list-style-type: none"> • Low-income • Additional sociodemographic criteria • GPA cutoff: "C" or better | <p>Progression/grades: 2.1 more credits over four years</p> <p>Persistence: 1.5 percentage points higher for enrollment to second year</p> <p>Completion: 3.3 percentage points higher within five years</p> <p>Methodology: Randomized control trial (Mayer, Patel, Rudd, & Ratledge, 2015)</p> <p><i>Research available at http://mdrc.org/sites/default/files/designing_scholarships_FR.pdf</i></p> |



Advising Interventions

| PROGRAM | KEY COMPONENTS | EVIDENCE |
|--|--|--|
| | | <i>How much higher were participants' outcomes compared with those of the comparison group?</i> |
| <p>InsideTrack</p> <p>Location: Two- and four-year colleges across the country</p> <p>Number of students served: 250,000</p> <p>Program website: https://www.insidetrack.com</p> | <p>Supports</p> <ul style="list-style-type: none"> • Ongoing advising <p>Eligibility: None</p> | <p>Progression/grades: Not in study</p> <p>Persistence: 3 percentage points higher after 24 months</p> <p>Completion: 4 percentage points higher within four years (four-year college students only)</p> <p>Methodology: Randomized control trial (Bettinger & Baker, 2014)</p> <p>Research available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> |
| <p>My Academic Plan (MAP)</p> <p>Location: South Orange County Community College District</p> <p>Number of students served: 173,000</p> <p>Program website: https://www.socccd.edu/technologyandlearning/tl_projects_map.html</p> | <p>Supports</p> <ul style="list-style-type: none"> • Advising messages • Success course/workshop <p>Eligibility: None</p> | <p>Progression/grades: Not in study</p> <p>Persistence: No statistical difference in enrollment in the following semester</p> <p>Completion: Not in study</p> <p>Methodology: Randomized control trial (Visher, Mayer, Johns, Rudd, Levine, & Rauner, 2016)</p> <p>Research available at http://www.mdrc.org/sites/default/files/REL_2017204_FR.pdf</p> |



Advising Interventions

| PROGRAM | KEY COMPONENTS | EVIDENCE <i>How much higher were participants' outcomes compared with those of the comparison group?</i> |
|---|--|--|
| <p>Opening Doors</p> <p>Location: Lorain County Community College and Owens Community College</p> <p>Number of students served: 1,073 assigned to treatment</p> <p><i>Program website: None</i></p> | <p>Supports</p> <ul style="list-style-type: none"> • Ongoing advising • Additional resources <p>Eligibility</p> <ul style="list-style-type: none"> • Low-income • Additional sociodemographic criteria | <p>Progression/grades: No difference in first semester; 0.5 credits more in second semester</p> <p>Persistence: 3.7 percentage points higher in first post-program semester</p> <p>Completion: Not in study</p> <p>Methodology: Randomized control trial (Scrivener & Weiss, 2009)</p> <p><i>Research available at http://www.mdrc.org/sites/default/files/full_450.pdf</i></p> |
| <p>uAspire</p> <p>Location: Boston, San Francisco, Oakland, and Hayward public schools (participants attend any postsecondary institution)</p> <p>Number of students served: 14,000</p> <p><i>Program website: https://www.uaspire.org/</i></p> | <p>Supports</p> <ul style="list-style-type: none"> • Advising messages <p>Eligibility: None</p> | <p>Progression/grades: Not in study</p> <p>Persistence: For two-year students, 12 to 14 percentage points higher for first-to-second year persistence; no effect on persistence of four-year college students</p> <p>Completion: Not in study</p> <p>Methodology: Randomized control trial (Castleman & Page, 2016)</p> <p><i>Research available at http://curry.virginia.edu/uploads/resourceLibrary/29_Freshman_Year_Financial_Aid_Nudges.pdf</i></p> |



Advising Interventions

| PROGRAM | KEY COMPONENTS | EVIDENCE |
|--|---|--|
| Unnamed program for students registered for first-year economics classes Location: University of Toronto Number of students served: 4,771 <i>Program website: None</i> | Supports <ul style="list-style-type: none">• Advising messages or ongoing advising Eligibility: None | <i>How much higher were participants' outcomes compared with those of the comparison group?</i> Progression/grades: No significant differences from advising messages; course grades 5 percentage points higher from coaching program Persistence: Not in study Completion: Not in study Methodology: Randomized control trial (Oreopoulos & Petronijevic, 2016) <i>Research available at http://www.nber.org/papers/w22630.pdf</i> |



Financial Aid/Scholarship Supports

| PROGRAM | KEY COMPONENTS | EVIDENCE |
|--|--|--|
| <p>Arkansas program</p> <p>Location: Arkansas</p> <p>Number of students served: Unknown</p> <p>Program website: None</p> | <p>Supports</p> <ul style="list-style-type: none"> • Last dollar • Incentive (Arkansas only) <p>Eligibility</p> <ul style="list-style-type: none"> • Residency • GPA cutoff: 2.5 (Arkansas), 3.0 (Georgia) • Low-income (Arkansas only) • Additional academic criteria | <p>Progression/grades: Not in study</p> <p>Persistence: 1.9 percentage points higher for completing any years of college</p> <p>Completion: 3 percentage points higher for any degree; 2.5 percentage points higher for completing a bachelor's degree or higher</p> <p>Methodology: Difference-in-differences and fixed effects</p> <p>(Dynarski, 2008)</p> <p>Research available at http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.499.9571&rep=rep1&type=pdf</p> |
| <p>Georgia's HOPE (Helping Outstanding Pupils Educationally)</p> <p>Location: Georgia</p> <p>Number of students served: Unknown</p> <p>Program website: https://gsfc.georgia.gov/hope</p> | | |



Financial Aid/Scholarship Supports

| PROGRAM | KEY COMPONENTS | EVIDENCE |
|---|---|--|
| <p>Florida Student Assistance Grant (FSAG)</p> <p>Location: Florida postsecondary institutions Number of students served: 6,917 Program website: http://www.floridastudentfinancialaid.org/SSFAD/factsheets/FSAG.pdf</p> | <p>Supports</p> <ul style="list-style-type: none"> Scholarship <p>Eligibility</p> <ul style="list-style-type: none"> Residency Low-income | <p>Progression/grades: 4.4 more credits after four years Persistence: 4.3 percentage points higher for enrollment to spring semester Completion: 4.6 percentage points higher for earning a bachelor's degree within six years</p> <p>Methodology: Regression Discontinuity (Castleman & Long, 2016)</p> |
| <p>Gates Millennium Scholars</p> <p>Location: Universities across the country Number of students served: 20,000 Program website: http://www.gmsp.org/</p> | <p>Supports</p> <ul style="list-style-type: none"> Scholarship <p>Eligibility</p> <ul style="list-style-type: none"> Residency Recent high school graduate | <p>Progression/grades: Grades 0.14 percentage point higher Persistence: Not in study Completion: Not in study</p> <p>Methodology: Regression discontinuity (DesJardins & McCall,2014) Research available at http://www.sciencedirect.com/science/article/pii/S0272775713001593</p> |



Financial Aid/Scholarship Supports

| PROGRAM | KEY COMPONENTS | EVIDENCE |
|--|---|--|
| <p>Kalamazoo Promise Scholarship</p> <p>Location: Kalamazoo Public Schools (students attending Michigan postsecondary institutions)</p> <p>Number of students served: 4,948</p> <p>Program website: https://www.kalamazoopromise.com/</p> | <p>Supports</p> <ul style="list-style-type: none"> Scholarship <p>Eligibility</p> <ul style="list-style-type: none"> Residency Recent high school graduate | <p>Progression/grades: 7 to 9 more credits total</p> <p>Persistence: Not in study</p> <p>Completion: 9 to 12 percentage points higher for any credential within six years; 7 to 10 percentage points higher for bachelor's degree within six years</p> <p>Methodology: Difference-in-differences (Bartik, Hershbein, & Lachowska, 2015)</p> <p>Research available at http://research.upjohn.org/cgi/viewcontent.cgi?article=1246&context=up_workingpapers</p> |
| <p>Ohio Performance-Based Scholarship (PBS) Program</p> <p>Location: Lorain County Community College, Owens Community College, and Sinclair Community College</p> <p>Number of students served: 1,359 (in treatment group)</p> <p>Program website: None</p> | <p>Supports</p> <ul style="list-style-type: none"> Incentive <p>Eligibility</p> <ul style="list-style-type: none"> Low-income | <p>Progression/grades: 1.7 more credits earned in the first year</p> <p>Persistence: No impact on persistence</p> <p>Completion: 3.3 percentage points higher within two years; 3.8 percentage points higher within three years; no difference after four years</p> <p>Methodology: Randomized control trial (Mayer, Patel & Gutierrez, 2015)</p> <p>Research available at http://www.mdrc.org/sites/default/files/Four-Year_Effects_on_Degree_Receipt_0.pdf</p> |



Financial Aid/Scholarship Supports

| PROGRAM | KEY COMPONENTS | EVIDENCE |
|---|--|---|
| <p>West Virginia’s PROMISE program</p> <p>Location: West Virginia colleges and universities</p> <p>Number of students served: 11,103</p> <p>Program website: https://www.cfww.com/Financial_Aid_Planning/Scholarships/Scholarships_and_Grants/West_Virginia_PROMISE.aspx</p> | <p>Supports</p> <ul style="list-style-type: none"> • Last dollar <p>Eligibility</p> <ul style="list-style-type: none"> • Residency • GPA cutoff: 3.0 • Full-time enrollment required • Additional academic criteria | <p><i>How much higher were participants’ outcomes compared with those of the comparison group?</i></p> <p>Progression/grades: 4.6 more credits after four years; GPA 0.16 point higher after the first year and 0.10 point higher after four years; 9.5 percentage points more likely to have completed 120 credits after four years; 9 percentage points more likely to have a 3.0 cumulative GPA</p> <p>Persistence: No impact on persistence</p> <p>Completion: 9.4 percentage points higher for four-year bachelor’s degree completion; 4.5 percentage points higher for five-year bachelor’s degree completion</p> <p>Methodology: Difference-in-differences and Regression discontinuity</p> <p>(Scott-Clayton, 2011)</p> <p>Research available at http://jhr.uwpress.org/content/46/3/614.short</p> |



Financial Aid/Scholarship Supports

| PROGRAM | KEY COMPONENTS | EVIDENCE |
|---|--|--|
| <p>Wisconsin Scholars Grant (WSG)</p> <p>Location: Wisconsin technical colleges and universities</p> <p>Number of students served: 550 to 600 per year</p> <p>Program website: http://www.ffws.org</p> | <p>Supports</p> <ul style="list-style-type: none"> • Scholarship <p>Eligibility</p> <ul style="list-style-type: none"> • Residency • Recent high school graduate • Low-income • Full-time enrollment required | <p><i>How much higher were participants' outcomes compared with those of the comparison group?</i></p> <p>Progression/grades: GPA 0.08 point higher</p> <p>Persistence: 1 to 3 percentage points higher per term</p> <p>Completion: 5 percentage points higher within four years</p> <p>Methodology: Randomized control trial (Goldrick-Rab, Kelchen, Harris & Benson, 2016)</p> <p>Research available at http://wihopelab.com/publications/Goldrick-Rab-et-al-Reducing-Income-Inequality-in-Educational-Attainment.pdf</p> |

Appendix

LITERATURE REVIEW SEARCH, SELECTION, AND SUMMARY PROCESS

We conducted a broad search in Google Scholar for evaluations of “college scholarship,” “college coaching,” and “college advising” programs. We also searched for evaluations of college “promise programs” (i.e., place-based scholarship programs that make college free or nearly free) listed in two college promise databases: <http://ahead-penn.org/creating-knowledge/college-promise> and <https://collegepromise.org>.

We limited the programs included in this review to those that:

1. Serve college students
2. Provide advising supports (above and beyond the traditional student services) and/or financial support
3. Have a peer-reviewed journal article or non-peer-reviewed report that examines the impact of the program on college students’ outcomes
 - 3.1 Includes at least one postsecondary educational outcome of progression (credit accumulation and/or grades), persistence, and/or completion
 - 3.2 The research methods provide some degree of confidence that differences in outcomes between participant and comparison groups are the result of the program

The primary reason a program was excluded from the review was because it did not meet criterion 3. Many college student success programs that provide advising and/or financial support do not have an evaluation of any kind. Some evaluations we found were rigorous experiments or quasi-experiments but did not meet criterion 3.1 because they only examined the impact of the program on high school students’ outcomes and/or college enrollment. This review was concerned with the impact of college success programs on college completion and key outcomes directly related to college completion.

Many studies on this topic are fairly recent and use rigorous designs. Thus, if a program had an evaluation, it often met criterion 3.2. Only a few studies were excluded because they did not meet this criterion.⁵ The studies included in this review all used a randomized control trial or quasi-experimental design, such as a regression discontinuity design or a carefully matched comparison group design. When implemented well, these types of designs can provide evidence of a direct link between program participation and subsequent outcomes (Shadish, Cook, & Campbell, 2002).

We found 18 studies that fit all three criteria. Six are studies of programs that are similar to Future Connect because they have both advising and financial support components. We also included five studies of programs that provide additional advising support but have no financial aid component, as well as seven studies of financial aid or scholarship programs that have no advising component. These 12 programs are not similar to Future Connect, but they provide a useful contrast of how just providing advising services or just providing financial supports impacts student outcomes.

For each program, we wrote a narrative that summarized its components, eligibility criteria, and evidence. To allow for comparisons across programs and to present a succinct amount of information in this review, we developed a set of standardized supports and eligibility criteria we could draw from to describe each program. This process was iterative, and it required both returning to the source material to ensure we presented information accurately and revising the standardized components included in this review to ensure they were common enough across the programs. Programs have additional supports and eligibility criteria beyond what is presented in the review, but we did not present program elements or eligibility criteria that are unique to a single program. When available, we included a link to each program's website, as well as a link to the corresponding research study.

⁵ For example, we excluded the evaluation of TRIO Student Support Services (a federally funded national program that provides comprehensive supports to thousands of low-income college students each year) because the evaluation provides descriptive outcomes of TRIO participants and does not include a comparison group. The evaluation is available at <https://www2.ed.gov/programs/triostudsupp/sss-heoa-report-2015.pdf>.

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