The Effects of College Coaching: Evidence from a Randomized Experiment in Student Mentoring
Eric Bettinger & Rachel Baker, Stanford University

We present evidence from a randomized experiment which tests the effectiveness of individualized college coaching. Over the course of two separate school years, InsideTrack, a college coaching service, provided coaching to students from public, private, and proprietary universities. The participating universities and InsideTrack randomly assigned students to be coached. The college coach contacted students regularly to discuss time management, self-advocacy and study skills particularly how they mattered for the students’ individual course schedules. Students who were randomly assigned to a coach were more likely to persist during the one year treatment. Treated students were also more likely to be attending the university one year after the coaching had ended.

The Impact of Student Supports: Findings on Strategies to Increase Student Success
Susan Scrivener, Michael Weiss, Colleen Sommo, Herbert Collado & Tom Brock, MDRC

Impacts from two random assignment interventions of moderately intensive students supports will be shared. The first program helped probationary students at community college succeed in school. This program increased the average number of credits earned, the proportion of students who earned a grade point average of “C” or higher, and the proportion who moved off probation. The second program provided low-income students with enhanced student services and a modest stipend for two semesters. The program improved academic outcomes in the second semester, but these effects did not persist in subsequent semesters.

Promoting College Application and Enrollment Among Urban Youth
Jacqueline Berman, Mathematica Policy Research, Lorena Ortiz, Berkeley Policy Associates, and Johannes Bos, American Institutes for Research

This presentation describes outcomes from the SOURCE Project, a demonstration project designed to increase college-going rates among low-income students from the Los Angeles Unified School District. The intervention provides college-eligible high school juniors with counseling, information, and oversight as they complete the college application process. A random assignment design is used to identify the effectiveness of policies to increase college enrollment.

Do Late Interventions Matter Too?: Increasing College Applications and Attendance Among High School Seniors
Bruce Sacerdote Dartmouth College and Scott Carrell, University of California-Davis

We have partnered with the NH Dept of Education and the high schools in New Hampshire to identify high school seniors who are on the margin of not attending college. We coach a randomly selected half of these students through the application process using both mentoring and financial incentives. We find substantial effects on the rate at which students apply to two year and four year schools and on attendance. Treatment effects are largest for students in less well educated and less wealthy communities.