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IMPACT**

Success Boston Coaching at Scale: Impacts on Short-Term College Success

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Policy Context

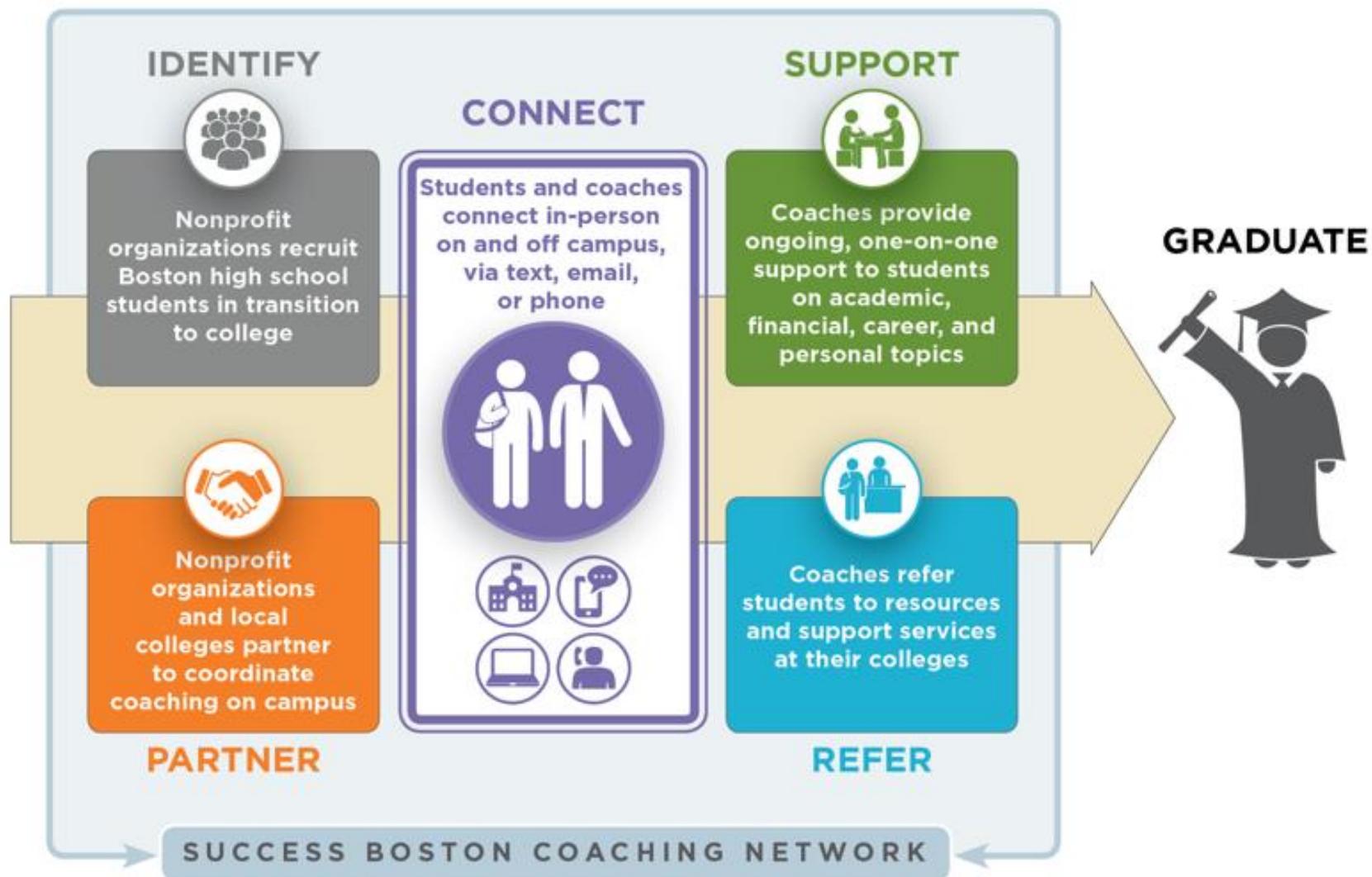


- Jobs that require a BA continue to increase at a higher pace than any other educational level
- About half (52%) of Boston's 2011 public high school graduates who enrolled in college graduated within 6 years
- Low-income students, first-generation students, and racial/ethnic minorities are underrepresented in postsecondary education



- Citywide collaboration among the Boston Foundation, Boston Public Schools, City of Boston, local nonprofits, and local colleges to support college completion
- Promote evidence-based practices to help students succeed in higher education and prepare to enter workforce
- Core component is transition support to Boston high school graduates enrolling in local 2-year and 4-year colleges

Success Boston Coaching Model



Coaching Intensity



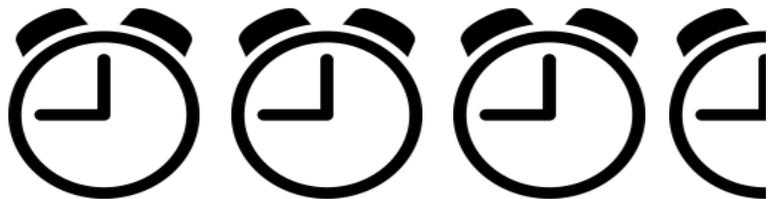
One-on-one coach-student interactions in 2015-16

Average number: 6

Number of interactions vary by student—most students met with coach at least once per semester

Typical length: 34 minutes

One-on-one interactions tended to last between 25 and 45 minutes



Average of one-on-one coaching per year = **3.5 hours**

Scaling Up



- In fall 2015, Boston Coaching for Completion (BosC4C) expanded reach of SBC program with Social Innovation Fund grant funding from Corporation for National and Community Service



Who SBC Serves



- Students are from groups too often under-represented in postsecondary education
 - 93% identify as non-white
 - 48% are economically disadvantaged
 - 2.46 average GPA

Research Questions



Overall Impacts:

What is the effect of Success Boston coaching on student success in college?

Differences in Impacts:

How, if at all, do the impacts of Success Boston coaching differ by student characteristics and features of the coaching?

Analysis Approach



- First two cohorts of scale up, entering college in 2015 and 2016
- Quasi-experimental design
- SBC students matched with similar non-coached students:
 - ✓ Same cohort
 - ✓ Graduated from similar high schools
 - ✓ Enrolled in the same college
 - ✓ Share similar academic and background characteristics

Outcomes



- College persistence into 2nd and 3rd years
- Full-time status



- Cumulative GPA
- Credit accumulation
- Non-credit bearing courses



- FAFSA Renewal

Data Sources



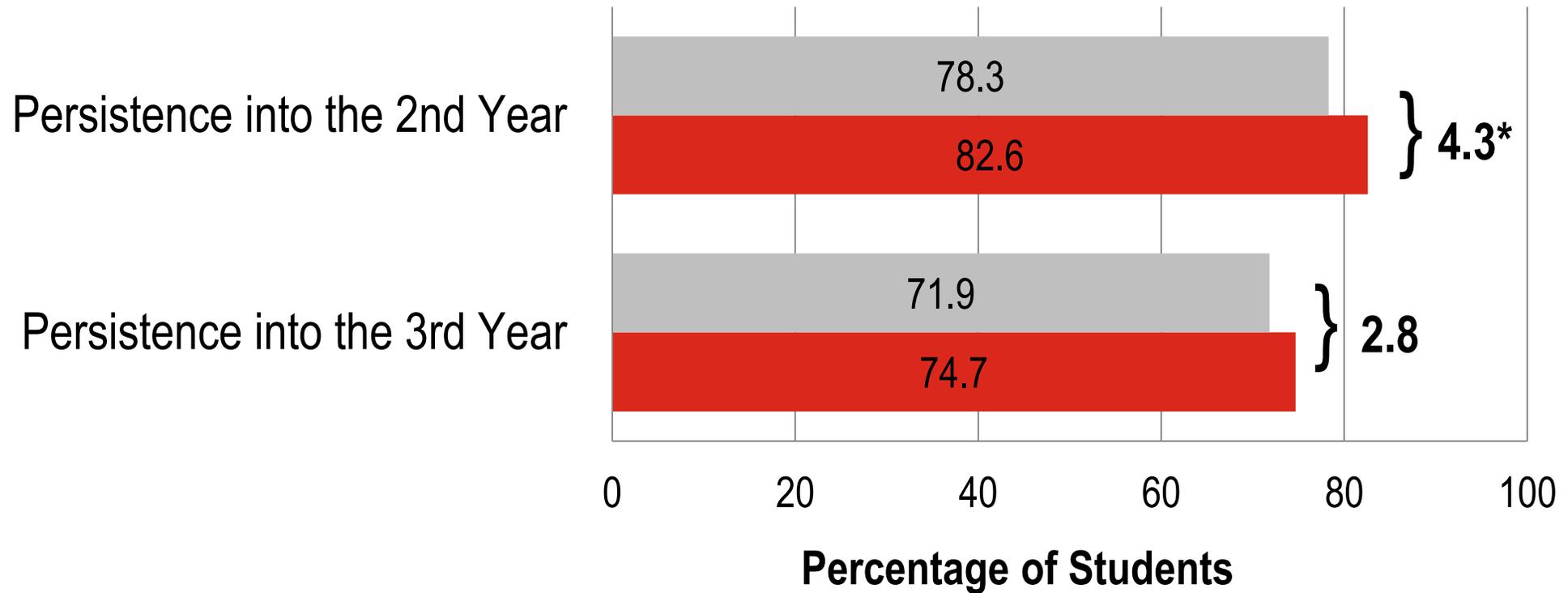
Success Boston 
Program Database



11 Boston area
colleges



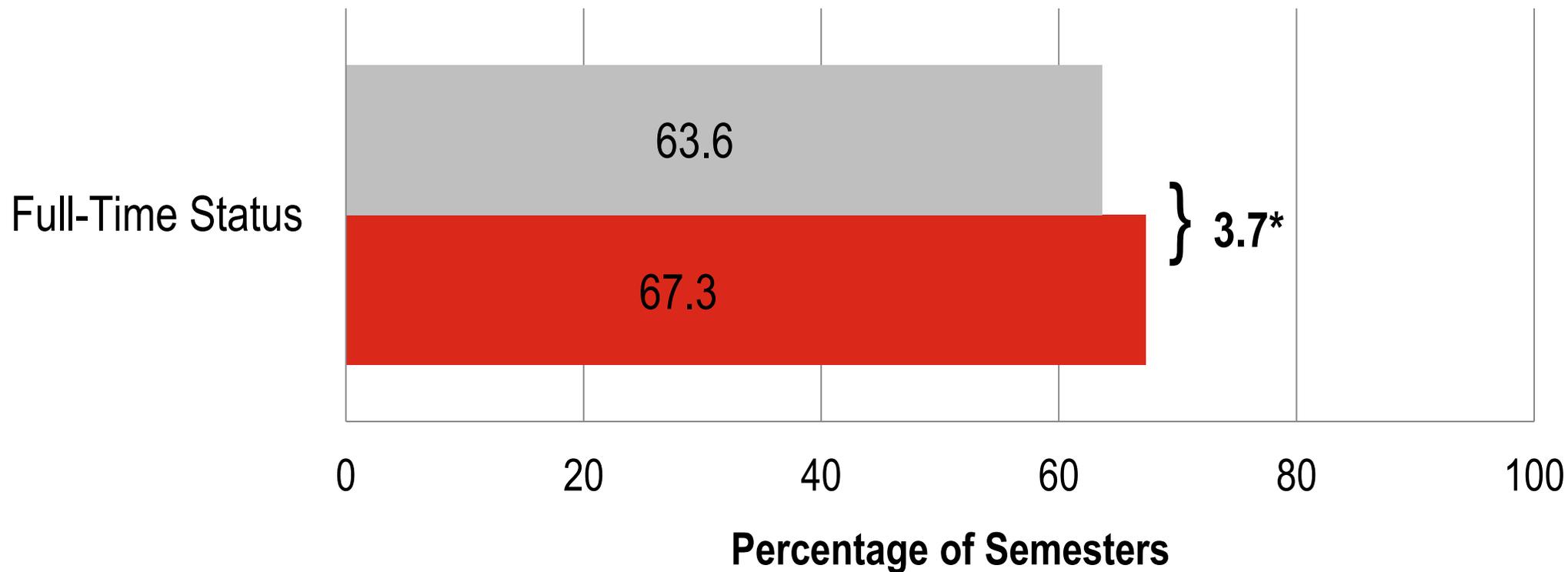
Persistence into 2nd and 3rd Years



* Impact is significant at the 5 percent level



Full-time Enrollment

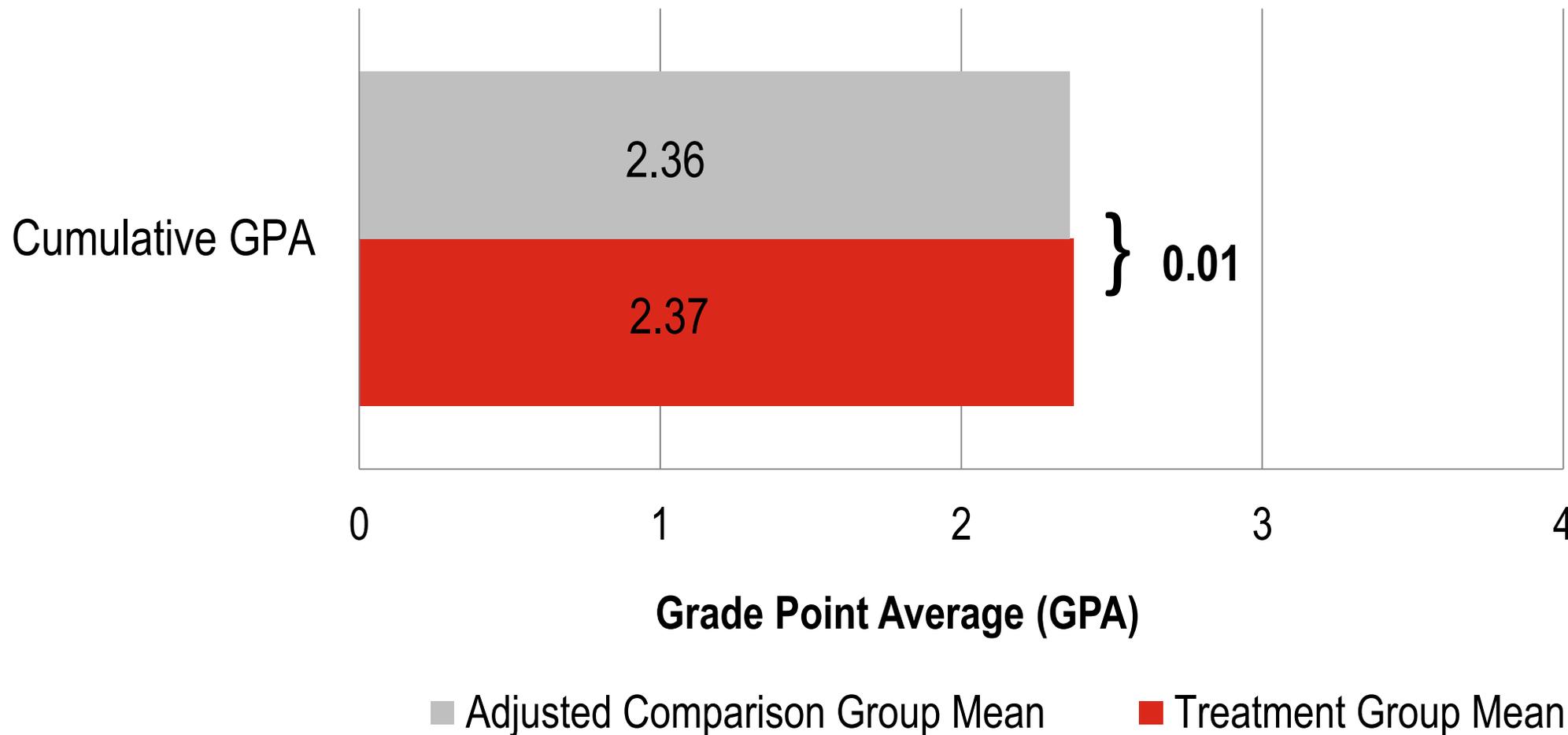


■ Adjusted Comparison Group Mean ■ Treatment Group Mean

* Impact is significant at the 5 percent level



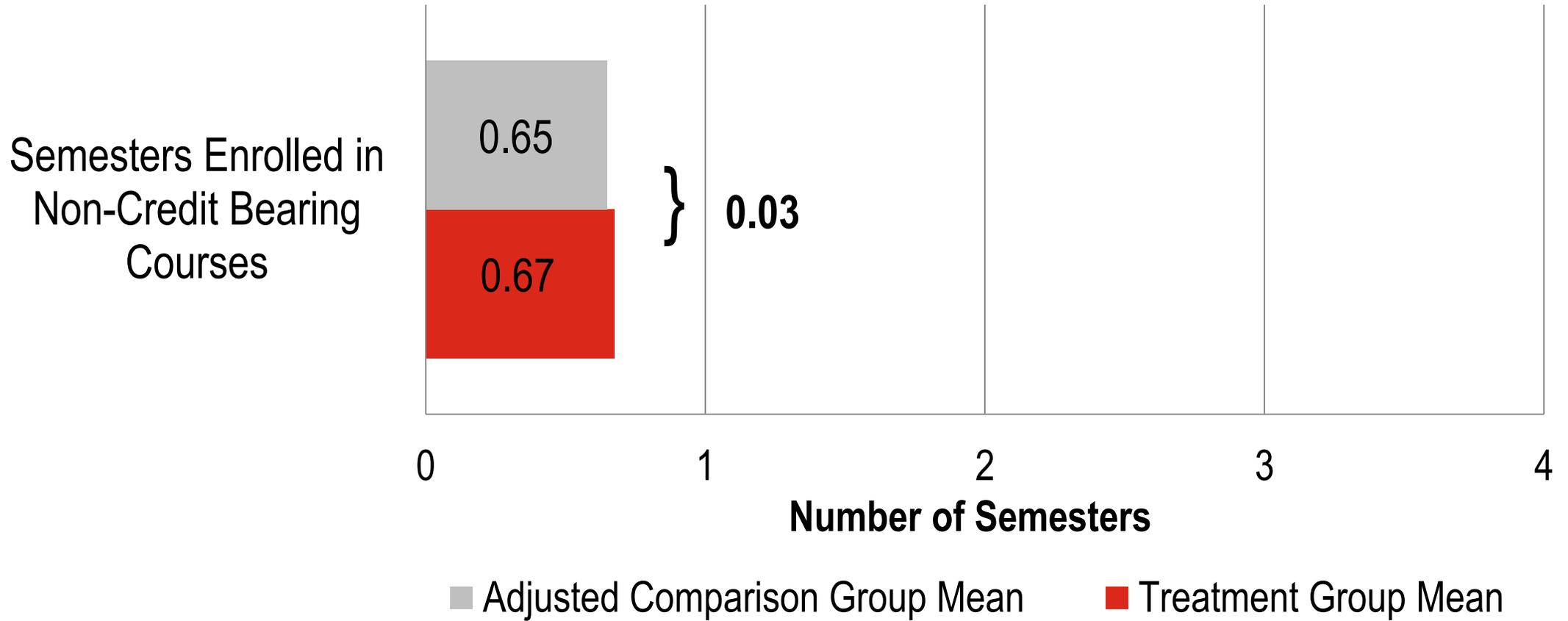
Cumulative GPA



* Impact is significant at the 5 percent level



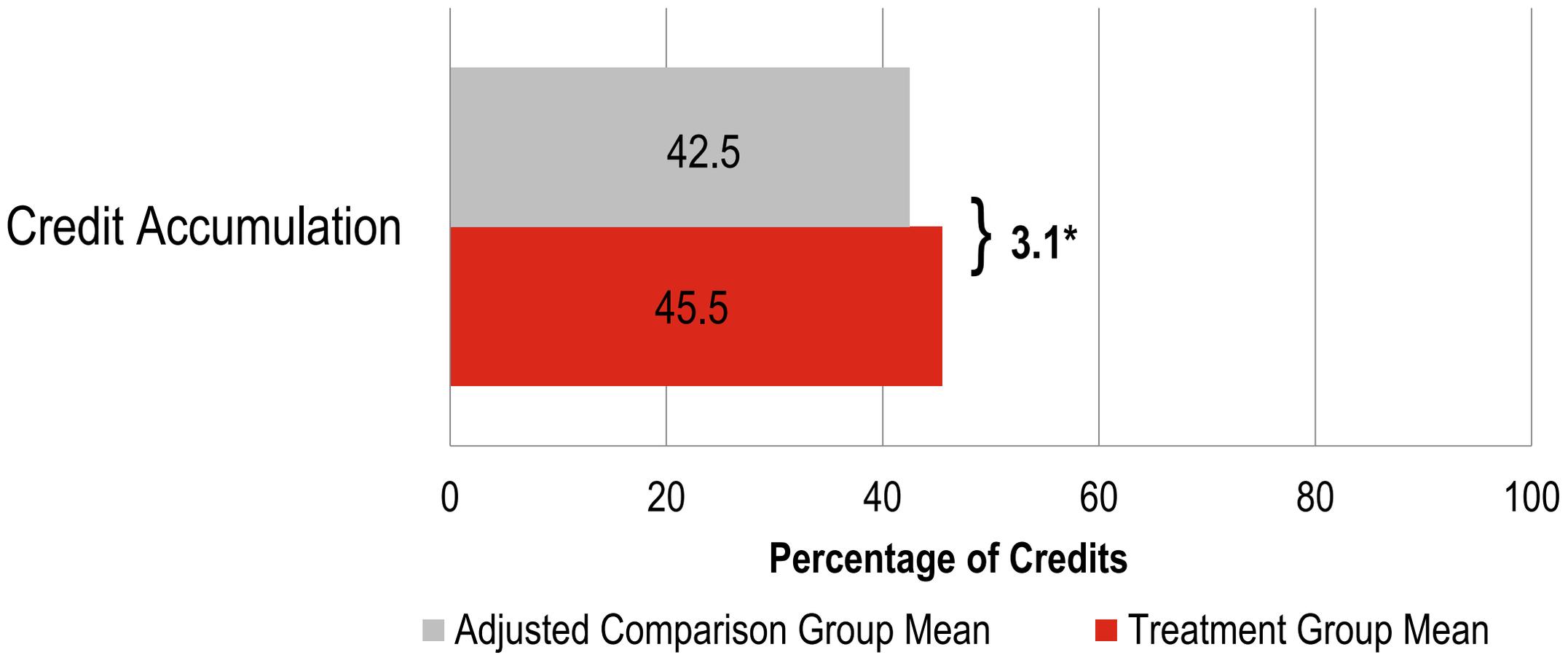
Non-Credit Bearing Courses



* Impact is significant at the 5 percent level



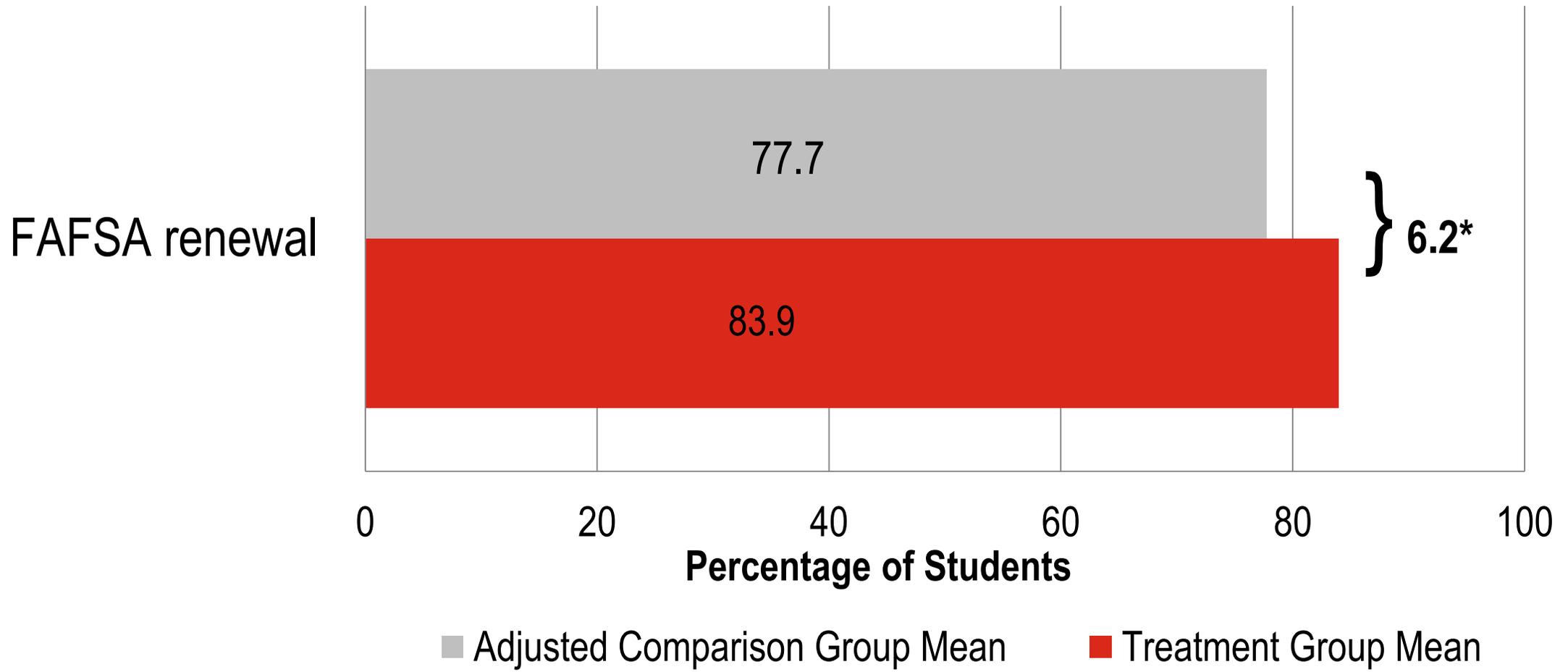
Credit Accumulation



* Impact is significant at the 5 percent level



FAFSA Renewal



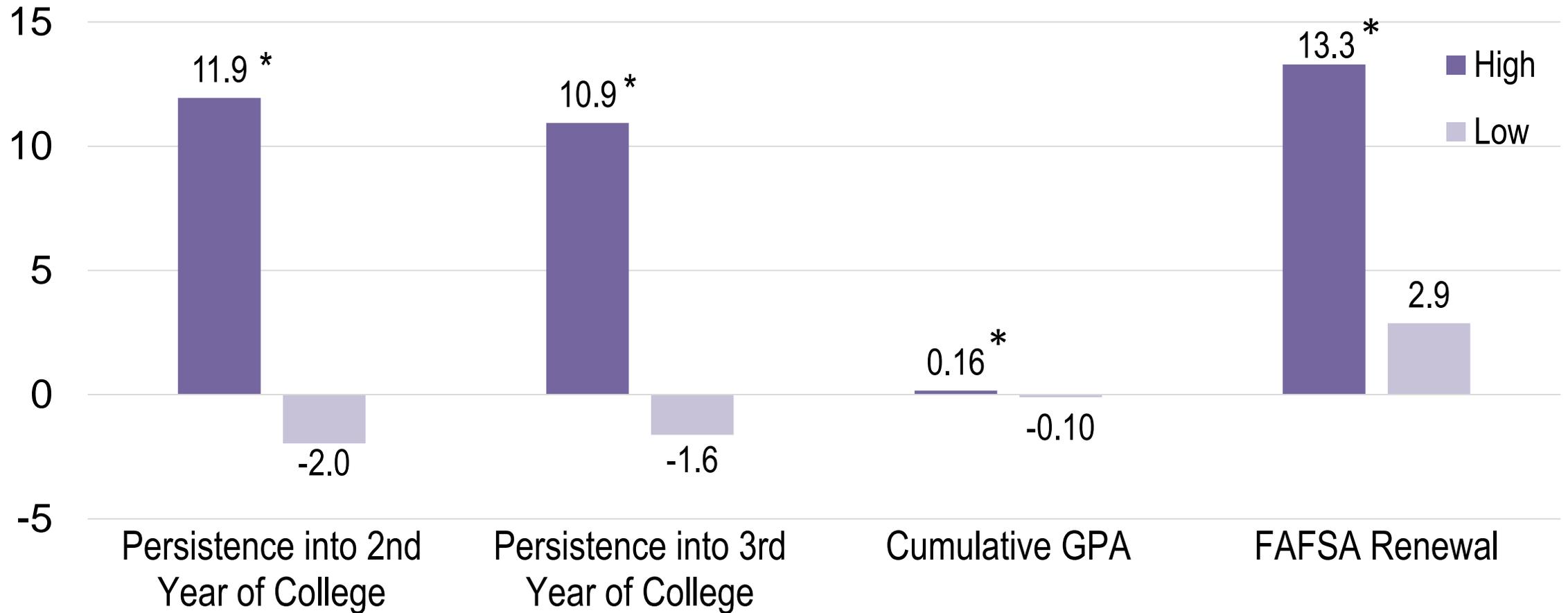
* Impact is significant at the 5 percent level

Differences in Impacts by Student Characteristics



- Examined differences in coaching impacts by student characteristics
 - Gender
 - Underrepresented minority status
 - High school GPA
 - Two vs. four-year college attendance
- No consistent patterns found

Differences in Impacts by Frequency of Coaching



* Impact is significant at the 5 percent level

Summary of Findings



- Compared to non-coached students, SBC students:



Are 5% more likely to persist into the 2nd year of college

Are 6% more likely to be enrolled full-time



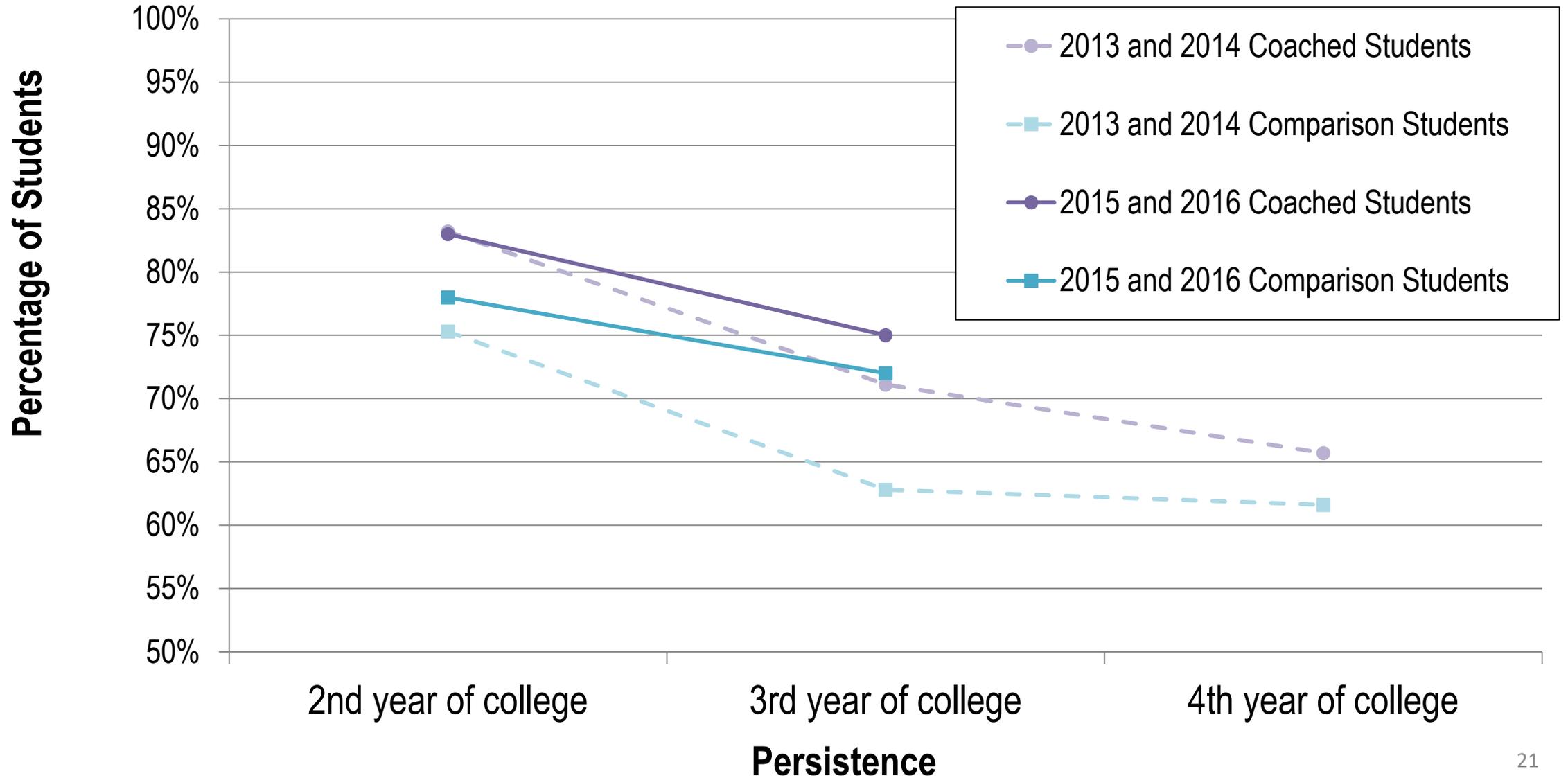
Accumulated 7% more credits toward graduation



Are 8% more likely to renew their FAFSAs

- Impacts are concentrated among students who experience more frequent coach interactions

Trends in Student Persistence



Explaining Trends: Student Support Services



- Participating colleges often provide multiple non-academic support services:
 - **Resource centers** that assist with non-academic needs like childcare, housing, and food
 - **Coaching and peer mentoring** focused on supporting first-year students and underrepresented minorities
 - **Skills workshops and group seminars** to help students develop personal competencies

Next Steps



- Add additional cohort of students who entered college in the fall of 2017
- Follow students for up to 6 years after college entrance
- Focus on degree/credential completion

Next reports scheduled for release in 2021 and 2022

Contact



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