

DATA USERS' GUIDE

2019 Follow-up to the College Application Process Survey (2019 CAPS)

FEBRUARY 2021

PRESENTED TO:

CARNEGIE CORPORATION OF NEW YORK
437 MADISON AVENUE
NEW YORK, NY 10022
GRANTSINFO@CARNEGIE.ORG

GRANT NUMBER G-18-56324

PRESENTED BY:

KAREN GRIGORIAN, PI
SHANA BROWN, PD

NORC AT THE
UNIVERSITY OF
CHICAGO
55 E. MONROE
CHICAGO, IL 60603

Table of Contents

Study Overview 1

 Related Reports..... 1

 Sample Design 2

 Questionnaire Overview 2

Analysis 4

 Disclosure Risk Treatment and Data Limitations..... 4

Data Layout 5

The data package was made possible by a grant from Carnegie Corporation of New York. The statements made and views expressed are solely the responsibility of the author.

Study Overview

In September 2018, the Carnegie Corporation of New York issued a grant to NORC at the University of Chicago to conduct a survey about the effects of the Bottom Line advising and mentoring program. This study was fielded in 2019, and conducted in partnership with Bottom Line¹ and co-Principal Investigators Ben Castleman (University of Virginia) and Andrew Barr (Texas A&M University). The study was developed as a follow-up survey of the 2015 high school graduation cohort, last surveyed in 2015, that was originally part of a multi-cohort, randomized controlled trial (RCT)² of the Bottom Line college advising program.

The 2019 follow-up survey assessed health, psychosocial well-being, career goals, career preparation, financial literacy, attitudes towards educational attainment, and civic engagement within this cohort. These measures intentionally went beyond traditionally-studied educational outcomes, taking the perspective that using broader behavioral and attitudinal measures is critical for understanding the impact of Bottom Line programs on the overall well-being and life outcomes of youth from low-income backgrounds as they enter adulthood.

The follow-up survey was administered in web mode as the *2019 Follow-Up to the College Application Process Survey (2019 CAPS)* during a 15-week data collection period in April-July 2019. A total of 964 respondents completed the 20-minute survey (using a cutoff threshold of responding through Q11 or higher on the questionnaire). The cohort was on average 22 years old at the time of administration, and those pursuing bachelor degrees were in their senior year of college or just graduated.

The NORC Principal Investigator for the study was Karen Grigorian and the NORC Project Director was Shana Brown. If users have any questions, they may contact 2019CAPS@norc.org.

This Public Use Data File (PUF) has been created to meet the goal for transparency and to ensure these data are available for further analysis. The following User's Guide provides critical information for researchers who wish to conduct analyses on the data.

Related Reports

Three useful related reports are listed below:

- 2019 Follow-up to the College Application Process Survey (2019 CAPS) Methodology Report
 - ▶ A methodology report posted by staff at NORC. Visit <http://www.norc.org/Research/Projects/Pages/bottom-line-2019-follow-up-survey.aspx> to access the full report.
- The Bottom Line on College Counseling (October 2017)
 - ▶ A report by Andrew Barr and Benjamin Castleman on the original 2015 RCT. Visit http://people.tamu.edu/~abarr/BL_shell_10_17_2017.pdf to access the full report.

¹ Additional information regarding Bottom Line may be found on their website www.bottomline.org.

- Advising Students To and Through College: Experimental Evidence from the Bottom Line Advising Program (2016)
 - ▶ A report by Andrew Barr and Benjamin Castleman on the original 2015 RCT. Visit https://www.bottomline.org/sites/default/files/Bottom%20Line%20Evaluation%20Report%2002_11_2016.pdf to access the full report.

Sample Design

The 2019 CAPS was conducted with members of the original RCT sample (n=1,429), regardless of whether they completed the baseline survey in 2015. The treatment group was 995 individuals who were previously accepted to the Bottom Line College Access program (of which 542 also went on to participate in the Bottom Line College Success program, although at the time of RCT assignment it was unknown which College Access participants would eventually proceed to College Success). The control group was 434 individuals who did not receive an offer to participate in College Access. Selection into the original treatment and control groups was randomized within an initial pool of College Access applicants at four Bottom Line program sites—Dorchester, MA; Jamaica Plain, MA; New York City, NY; and Worcester, MA—all of whom met the eligibility criteria for the program. The original treatment and control groups were statistically equivalent on a variety of characteristics, including gender, race, parental income, and verified grade point average (GPA).³

Bottom Line provided the sample data for the entire sample to NORC, including contacting data and demographics. NORC conducted locating efforts to supplement the contacting data from Bottom Line when it was determined to be incomplete or out-of-date.

Questionnaire Overview

The 2019 CAPS web questionnaire is provided in the methodology report.⁴

The questionnaire was designed using questions from the following organizations/surveys: American Enterprise Institute (AEI), the Community College Survey of Student Engagement (CCSSE), the Consortium on Financing Higher Education (COFHE), the Current Population Survey (CPS), the Higher Education Research Institute (HERI), Monitoring the Future (MTF), NCAA GOALS and SCORE, the National College Health Assessment (NCHA), the National Postsecondary Student Aid Study, New America, and the Pew Research Center.

NORC obtained permissions from copyright holders for all copyrighted questions that were used in or adapted for the final survey. Items Q16 and Q17 were used with permission from the *Center for Community College Student Engagement, Community College Survey of Student Engagement Additional Item Set: Student Financial Health*, The University of Texas at Austin. Permissions for additional items used or modified in the survey were obtained from the American College Health Association, the American Enterprise Institute (AEI), the Consortium on Financing Higher Education (COFHE), the National Collegiate Athletic Association (NCAA), New America, and the Pew Research Center.

³ Barr, A. C. & Castleman, B. L. (2016). Advising students to and through college: Experimental evidence from the Bottom Line advising program. Retrieved from https://www.bottomline.org/sites/default/files/Bottom%20Line%20Evaluation%20Report%2002_11_2016.pdf

⁴ Visit <http://www.norc.org/Research/Projects/Pages/bottom-line-2019-follow-up-survey.aspx> to access the full methodology report.

The newly designed survey was pretested with a group of Bottom Line College Success participants in February 2019 before finalizing the survey questions. The final survey was organized into the following sections:

- Q1-Q11: Educational aspirations and attainment, career planning, and employment
- Q12-Q26: Financial health, health insurance, democratic participation, and views on higher education
- Q27-Q38: Mental and physical health and substance use
- Q39-Q47: Other financial and education related items, including mentoring
- Q48-Q50: Demographic data

Analysis

Data from the 2019 CAPS Public Use File can be used for a variety of analyses concerning academic and non-academic outcomes of students who were a part of the 2015 Bottom Line RCT. The 2019 CAPS captured data on self-report academic attainment, academic aspirations, physical health, well-being, career goals, career preparation, financial literacy, and civic engagement that may be of interest to researchers.

Users should note that numbers from the 2019 CAPS published by NORC and its research partners may be based on a final restricted version of the data and so will not exactly match the data from the PUF. Differences are attributable to changes involved in the disclosure risk treatment (see below), and in case count, since the cutoff threshold for inclusion in the PUF is Q11 or higher. Although exact numbers may not match, the restricted use 2019 CAPS data and the 2019 CAPS PUF allow users to draw the same inferences in most cases. The only exceptions may be in some utility loss for excluded variables.

Disclosure Risk Treatment and Data Limitations

NORC maintains strict confidentiality standards for its survey respondents. In order to protect the privacy of respondents and minimize disclosure risk, NORC has excluded all open-ended text responses from the PUF, specifically from Q2 and the “Other, Specify” items at Q1 and Q44. NORC reviewed and back-coded the “Other, Specify” items to the existing code frame where applicable, but the written-in responses have been removed.

Several other items noted in the web questionnaire have also been excluded from the PUF in order to protect respondent confidentiality. These include the demographic items for ethnicity (Q48a), race (Q48b), marital status (Q49), and number of children (Q50), as well as non-research-related items used for sample person verification, incentive distribution, future contacting information, and general survey comments. Since ethnicity and race information are likely to be of analytic interest to some data users, the research team developed a combined ethnicity and race item (RACE_PUF) exclusively for the PUF. This item is based on responses to Q48a and Q48b, and also on existing ethnicity and race information from the sample data if Q48 did not need to be asked. The new variable collapses ethnic and racial subgroupings that would have been a disclosure risk if they were provided unchanged from how they were reported in the survey.

As noted in the study overview, the NORC survey of Bottom Line participants took place in the context of an ongoing randomized controlled trial of Bottom Line’s impact on college access and success. When the researchers have completed their analysis of the RCT, inclusive of the survey data, we will update this data set and codebook to include respondents’ experimental assignment in the RCT.

Data Layout

Variable	Label	Index Number	Type	Variable Length
PUF_ID	Public Use File ID	1	Character	8
DOSE	Bottom Line participant status <i>Excluded temporarily</i>	2	Numeric	8
RACE_PUF	Combined ethnicity and race	3	Numeric	8
DEGVOC	Degree grid: certificate/vocational degree	4	Numeric	8
DEGASS	Degree grid: associate's degree	5	Numeric	8
DEGBA	Degree grid: bachelor's degree	6	Numeric	8
DEGMA	Degree grid: master's degree	7	Numeric	8
DEGPHD	Degree grid: research doctorate	8	Numeric	8
DEGMD	Degree grid: medical degree	9	Numeric	8
DEGJD	Degree grid: law degree	10	Numeric	8
DEGOTH	Degree grid: other	11	Numeric	8
JOB30SAL	Expected annual salary at age 30	12	Numeric	8
PREPIDEM	Confidence in career preparedness: identify employers/positions	13	Numeric	8
PREPPLAN	Confidence in career preparedness: plan own career	14	Numeric	8
EXPINTN	Experiential learning: internship	15	Numeric	8
EXPEXTN	Experiential learning: externship	16	Numeric	8
EXPAPPR	Experiential learning: apprenticeship	17	Numeric	8
EXPSHAD	Experiential learning: career shadowing	18	Numeric	8
EXPPRAC	Experiential learning: practicum	19	Numeric	8
EXPCOOP	Experiential learning: co-op experience	20	Numeric	8
CDEVRES	Career development experience: written resume or cover letter	21	Numeric	8
CDEVINT	Career development experience: interview preparation	22	Numeric	8
CDEVCOUN	Career development experience: used career counseling	23	Numeric	8
CDEVFAIR	Career development experience: attended career fair	24	Numeric	8
CDEVNTWK	Career development experience: attended networking event	25	Numeric	8
CDEVWEB	Career development experience: used online resources	26	Numeric	8
EMPSTAT	Employment status	27	Numeric	8
PTJOB	Number of part-time jobs	28	Numeric	8
EARNUNIT	Unit of measure for reported salary	29	Numeric	8
SALARY	Salary	30	Numeric	8
NUMUNITS	Hours worked per week	31	Numeric	8
WKUNITS	Weeks worked per month or year	32	Numeric	8
AFFORD	Ability to afford necessities	33	Numeric	8
FINMGMT	Confidence in ability to manage finances	34	Numeric	8

Variable	Label	Index Number	Type	Variable Length
ACCTCHK	Checking account indicator	35	Numeric	8
ACCTSAV	Saving account indicator	36	Numeric	8
FSUPJOB	Source of financial support: job	37	Numeric	8
FSUPSO	Source of financial support: spouse	38	Numeric	8
FSUPPAR	Source of financial support: parents	39	Numeric	8
FSUPEDU	Source of financial support: educational benefits	40	Numeric	8
FSUPUE	Source of financial support: unemployment compensation	41	Numeric	8
FSUPWELF	Source of financial support: welfare	42	Numeric	8
FSUPOTH	Source of financial support: other	43	Numeric	8
BDGTFREQ	Day-to-day budgeting	44	Numeric	8
BDGTFUTR	Budgeting for future living expenses	45	Numeric	8
HLTHINS	Health insurance coverage	46	Numeric	8
EFFCTZN	Perception of political efficacy: ordinary citizens	47	Numeric	8
EFFVOTE	Perception of political efficacy: voting	48	Numeric	8
CIVATTD	Civic engagement: attended political event	49	Numeric	8
CIVVOL	Civic engagement: political work/volunteering	50	Numeric	8
CIVCONT	Civic engagement: contacted official/politician	51	Numeric	8
CIVDON	Civic engagement: contributed money	52	Numeric	8
CIVDISP	Civic engagement: displayed political messages	53	Numeric	8
VOTEREG	Voter registration	54	Numeric	8
VOTEHIST	Prior voting history	55	Numeric	8
PE2YSUCC	Perception of postsecondary education: community college and success	56	Numeric	8
PE4YSUCC	Perception of postsecondary education: four year college and success	57	Numeric	8
PEVTSUCC	Perception of postsecondary education: vocational studies and success	58	Numeric	8
PE2YCOST	Perception of postsecondary education: community college and cost	59	Numeric	8
PE4YCOST	Perception of postsecondary education: four year college and cost	60	Numeric	8
PEVTCOST	Perception of postsecondary education: vocational studies and cost	61	Numeric	8
PE2YSOCI	Perception of postsecondary education: community college and value to society	62	Numeric	8
PE4YSOCI	Perception of postsecondary education: four year college and value to society	63	Numeric	8
PEVTSOCI	Perception of postsecondary education: vocational studies and value to society	64	Numeric	8
HEVALUE	Perception of higher education as good for society	65	Numeric	8
FRNDEDUC	Close friends who will earn a bachelor's degree	66	Numeric	8
REST	Well-restedness	67	Numeric	8

Variable	Label	Index Number	Type	Variable Length
STRESS	Stress level	68	Numeric	8
ACTVIG	Frequent activity: vigorous	69	Numeric	8
ACTMOD	Frequent activity: moderate	70	Numeric	8
HEIGHTFT	Height: feet	71	Numeric	8
HEIGHTIN	Height: inches	72	Numeric	8
WEIGHT	Weight in pounds	73	Numeric	8
WGHTSELF	Weight self-assessment	74	Numeric	8
CONDAsth	Medical condition: Asthma	75	Numeric	8
CONDDIAB	Medical condition: Diabetes or sugar diabetes	76	Numeric	8
CONDBP	Medical condition: High blood pressure	77	Numeric	8
CONDCHOL	Medical condition: High cholesterol	78	Numeric	8
CONDMIGR	Medical condition: Migraine headache	79	Numeric	8
CONDSTRS	Medical condition: Repetitive stress injury	80	Numeric	8
CONDCONC	Medical condition: Difficulty thinking or concentrating	81	Numeric	8
CONDINSO	Medical condition: Insomnia or trouble sleeping	82	Numeric	8
NOMEDIC	Did not receive needed medical care	83	Numeric	8
MHHOPE	Mental health: hopelessness	84	Numeric	8
MHOVERW	Mental health: overwhelmed	85	Numeric	8
MHEXHST	Mental health: exhaustion not from physical activity	86	Numeric	8
MHLONEL	Mental health: loneliness	87	Numeric	8
MHSAD	Mental health: sadness	88	Numeric	8
MHDEPR	Mental health: depression	89	Numeric	8
DRGTOB	Drug use: tobacco products	90	Numeric	8
DRGALC	Drug use: alcohol	91	Numeric	8
DRGMARI	Drug use: marijuana	92	Numeric	8
DRGCOC	Drug use: cocaine	93	Numeric	8
DRGHALLU	Drug use: hallucinogens	94	Numeric	8
DRGMDMA	Drug use: MDMA	95	Numeric	8
DRGOTH	Drug use: other	96	Numeric	8
RXDRUG	Use of non-prescribed prescription drugs	97	Numeric	8
ALCNUM	Number of alcoholic beverages per day	98	Numeric	8
ALCBINGE	Number of days consuming 5+ alcoholic beverages	99	Numeric	8
CREDCARD	Number of credit cards	100	Numeric	8
CCCARRY	Carries month-to-month credit card debt	101	Numeric	8
CCDEBT	Total credit card debt	102	Numeric	8
FD250	Future discount: \$300 now or \$250 in 6 mths	103	Numeric	8
FD300	Future discount: \$300 now or \$300 in 6 mths	104	Numeric	8
FD350	Future discount: \$300 now or \$350 in 6 mths	105	Numeric	8
FD400	Future discount: \$300 now or \$400 in 6 mths	106	Numeric	8
FD500	Future discount: \$300 now or \$500 in 6 mths	107	Numeric	8

Variable	Label	Index Number	Type	Variable Length
FD750	Future discount: \$300 now or \$750 in 6 mths	108	Numeric	8
FD1000	Future discount: \$300 now or \$1,000 in 6 mths	109	Numeric	8
FD3000	Future discount: \$300 now or \$3,000 in 6 mths	110	Numeric	8
FD5000	Future discount: \$300 now or \$5,000 in 6 mths	111	Numeric	8
FD10000	Future discount: \$300 now or \$10,000 in 6 mths	112	Numeric	8
MAJORIND	Has academic major indicator	113	Numeric	8
MAJOR	Academic major	114	Numeric	8
LOANAMT	Student debt level	115	Numeric	8
OTHMENT	Non-Bottom Line mentorship indicator	116	Numeric	8
MENTGRAD	Perception of mentoring benefits: graduation	117	Numeric	8
MENTMAJOR	Perception of mentoring benefits: choosing major	118	Numeric	8
MENTCAREER	Perception of mentoring benefits: future career	119	Numeric	8
MENTFIN	Perception of mentoring benefits: financial management	120	Numeric	8
MENTSKILL	Perception of mentoring benefits: life skills	121	Numeric	8