Causal Inference and Machine Learning for Social Science

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The potential outcomes framework offers a conceptual apparatus for defining causal effects

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Direct Acyclic Graph under Unconfoundedness

Note: W denotes treatment status, Y denotes the outcome of interest, and X denotes observed pretreatment confounders.

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- Flexible machine learning methods can be used to fit the outcome or propensity score models
 - Researchers have **adapted machine learning** methods **to estimate causal parameters** to mitigate concerns central to causal inference
 - Machine learning methods perform well when combined with the socalled "**doubly robust estimators**" of average treatment effects
 - To minimize overfitting, we use sample splitting or cross-fitting

Researchers should routinely attend to response variation, i.e., 'treatment effect heterogeneity'

- Individuals differ not only in pre-treatment characteristics (i.e., pretreatment heterogeneity), but also in how they respond to a common treatment (i.e., treatment effect heterogeneity)
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 - Helps extrapolate findings to diverse populations and contexts
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- Various methods help us **uncover response variation**, including machine learning

Effects of Completing College on Low-Wage Work

Research objective

- Examine the distribution of effects of college completion on low-wage work

Data and variables

- National Longitudinal Survey of Youth 1979 (NLSY)
- Treatment: College completion by age 25
- Outcome: Low-wage work age 25-50

Brand, Jennie E., Jiahui Xu, Bernard Koch, and Pablo Geraldo. 2021. "Uncovering Sociological Effect Heterogeneity using Tree-Based Machine Learning." Sociological Methodology 51(2):189-223.

Brand, Jennie E. 2023. Overcoming the Odds. The Benefits of Completing College for Unlikely Graduates. New York: Russell Sage Foundation.

Propensity Score Specification

Step 1: Baseline set of covariates K_B

Step 2: Consider K – K_B additional possible covariates in turn

- 176 logistic regressions, resulting in a model with 22 K_L linear terms

Step 3: Consider all possible higher order and interaction terms $[K_L (K_L + 1)/2]$ in turn

- 253 additional terms, 3,527 regressions, resulting in a model with 1 higher order term and 12 interaction terms

Propensity Score Specification

Sociodemographic

Race

Sex

Residence

Family Background

Parents' income Parents' education Fathers' occupation

Family structure

School characteristics

School disadvantage

Cognitive and psychosocial Test scores (ASVAB) College-prep. program Locus of control Delinquency Expectations / aspirations Friends' aspirations Family formation Martial status Had a child

Heterogeneous Effects of College on Low-Wage Work











3category race	$\begin{array}{c c} -0.16^{*} & 0.05 & -0.05 \\ (0.08) & (0.08) & (0.03) \\ \hline -0.15^{**} & -0.21^{**} & -0.11^{***} \\ (0.05) & (0.07) & (0.03) \\ \hline -0.26^{***} & -0.25^{**} & -0.19^{**} \\ (0.08) & (0.08) & (0.07) \end{array}$	$ \begin{array}{c} -0.07 \\ (0.09) \\ -0.19^{**} \\ (0.07) \\ -0.21^{*} \\ (0.08) \\ \end{array} \begin{array}{c} -0.18^{*} \\ (0.08) \\ -0.19^{**} \\ (0.08) \\ -0.19^{**} \\ (0.09) \\ (0.1) \\ \end{array} $	$\begin{array}{c cccc} -0.19^{\star\star} & -0.16 & -0.09^{\star\star} \\ (0.07) & (0.09) & (0.03) \\ -0.09 & -0.18 & -0.13^{\star\star} \\ (0.09) & (0.1) & (0.04) \\ \hline \\ -0.28^{\star\star\star} & -0.26^{\star\star} & -0.07 \\ (0.08) & (0.08) & (0.11) \end{array}$	$\begin{array}{c c} -0.17^{***} & -0.16^{**} & -0.07^{*} \\ (0.05) & (0.06) & (0.03) \\ \hline \\ -0.01 & -0.28^{**} & -0.11 \\ (0.09) & (0.09) & (0.06) \\ \hline \\ -0.4^{***} & -0.17 & -0.26^{**} \\ (0.1) & (0.13) & (0.09) \end{array}$	-0.14*** (0.04) -0.22*** (0.06) -0.23*** (0.06)	- 0.00
Tertiles ability Low Mid High	$\begin{array}{c cccc} -0.14 & 0 & -0.06^{*} \\ (0.25) & (0.07) & (0.03) \\ -0.07 & -0.11^{**} & -0.16^{***} \\ (0.00) & (0.04) & (0.02) \end{array}$	$\begin{array}{c cccc} -0.14 & -0.04 & -0.06 \\ (0.12) & (0.06) & (0.03) \\ \hline -0.27^{**} & -0.13 & -0.14^{***} \\ (0.00) & (0.07) & (0.04) \end{array}$	$\begin{array}{c} -0.26^{**} & -0.15^{**} & -0.05 \\ (0.09) & (0.05) & (0.04) \\ -0.26^{**} & -0.01 & -0.1^{**} \\ (0.00) & (0.07) & (0.02) \end{array}$	-0.12*** (0.02) -0.09	$\begin{array}{c} -0.26^{**} \\ (0.09) \\ -0.17 \\ -0.17 \\ (0.00) \\ -0.28^{**} \\ (0.00) \\ (0.03) \\$	0.05
	$\begin{array}{c} (0.09) \\ -0.31^{***} \\ (0.08) \\ (0.08) \\ \end{array} \begin{array}{c} -0.09 \\ -0.15^{*} \\ (0.08) \\ (0.08) \\ \end{array} \begin{array}{c} 0.09 \\ (0.06) \\ \end{array}$	$\begin{array}{c} (0.09) \\ -0.37^{***} \\ (0.11) \\ (0.1) \\ \end{array} \begin{array}{c} -0.09 \\ -0.19^{**} \\ (0.20) \\ (0.06) \\ \end{array}$	$\begin{array}{c} (0.09) \\ -0.27^{*} \\ (0.12) \\ \end{array} \begin{array}{c} -0.14 \\ -0.24^{***} \\ (0.09) \\ (0.05) \end{array}$	(0.06) -0.3*** (0.07)	$\begin{array}{c} (0.13) \\ -0.4^{***} \\ (0.1) \\ \end{array} \begin{array}{c} -0.01 \\ (0.09) \\ (0.09) \\ (0.05) \end{array}$	0.10
at. mom's edu. Mid High	$\begin{array}{ccc} -0.12 & -0.13^{**} & -0.02 \\ (0.08) & (0.04) & (0.04) \\ \hline -0.21^{***} & -0.1^{*} & -0.13^{**} \\ (0.05) & (0.04) & (0.04) \end{array}$	$\begin{array}{cccc} -0.08 & -0.08 & -0.07 \\ (0.12) & (0.06) & (0.04) \\ -0.17 & -0.15^{**} & -0.21^{***} \\ (0.1) & (0.05) & (0.05) \end{array}$	-0.12*** (0.03) -0.15*** (0.04)	$\begin{array}{c} -0.24^{***} & -0.1^{**} & -0.05 \\ (0.05) & (0.03) & (0.04) \\ \hline -0.14 & -0.01 & -0.15^{**} \\ (0.09) & (0.07) & (0.05) \end{array}$	-0.07 -0.13** -0.09** (0.11) (0.04) (0.03) -0.26** -0.18 -0.16 (0.08) (0.1) (0.09)	0.15
3 ci Low	-0.27^{***} -0.16^{**} -0.29^{***} (0.07) (0.06) (0.07)	-0.3*** -0.07 -0.28** (0.08) (0.11) (0.1)	-0.26*** (0.06)	-0.27^{*} -0.26^{**} -0.26^{**} (0.12) (0.09) (0.09)	$\begin{array}{c c} -0.28^{***} \\ (0.08) \\ 0.09) \\ \hline 0.09 \\ 0.07 \\ 0.$	0.20
ertiles par. inc. v Mid Higl	(0.08) (0.05) (0.03) -0.16** -0.17*** -0.09* (0.06) (0.04) (0.04)	-0.19*** (0.04)	$\begin{array}{c} -0.20 & -0.21 & -0.07 \\ (0.1) & (0.05) & (0.04) \\ -0.07 & -0.15^{**} & -0.08 \\ (0.11) & (0.05) & (0.06) \end{array}$	$\begin{array}{c} -0.13 & -0.14 & -0.00 \\ (0.06) & (0.04) & (0.03) \\ -0.09 & -0.13 & -0.04 \\ (0.1) & (0.07) & (0.06) \end{array}$	$\begin{array}{c} -0.13 & -0.13 & -0.07 \\ (0.1) & (0.06) & (0.04) \\ \hline -0.33^{***} & -0.18^* & -0.11 \\ (0.09) & (0.08) & (0.09) \end{array}$	0.25
E5 T	-0.29***-0.22*** -0.1 (0.08) (0.06) (0.09)	-0.28*** (0.06)	-0.3**** -0.17 -0.08 (0.08) (0.1) (0.12)	-0.37*** -0.27** -0.14 (0.11) (0.09) (0.12)	-0.21* -0.19** -0.07 (0.08) (0.07) (0.09)	0.30
P−score col. comp. age 2 Low Mid High	-0.06* (0.03) -0.13*** (0.03)	$-0.1 -0.09^{\circ} -0.02$ (0.09) (0.04) (0.03) $-0.22^{***} -0.17^{***} -0.07$ (0.06) (0.04) (0.05) $-0.29^{***} -0.16^{**} -0.25^{***}$	$\begin{array}{c} -0.29^{**} -0.13^{**} & -0.02 \\ (0.07) & (0.04) & (0.04) \\ -0.16^{**} & -0.1^{*} & -0.13^{**} \\ (0.06) & (0.04) & (0.04) \\ -0.27^{***} -0.21^{***} & 0.12 \end{array}$	$\begin{array}{c} -0.15^{\circ} -0.16^{\ast \ast \ast} & -0.06^{\ast} \\ (0.06) & (0.03) & (0.03) \\ -0.09 & -0.11^{\ast \ast} & 0 \\ (0.08) & (0.04) & (0.07) \\ \hline 0.31^{\ast \ast \ast} & -0.07 & -0.14 \end{array}$	$\begin{array}{c} -0.19^{**} -0.11^{***} & -0.05 \\ (0.07) & (0.03) & (0.03) \\ -0.25^{**} & -0.21^{**} & 0.05 \\ (0.08) & (0.07) & (0.08) \\ -0.26^{***} & -0.15^{**} & 0.16^{**} \end{array}$	0.35
3 cat.	(0.05) Low Mid High 3 cat. p-score col. comp. age 25	(0.08) (0.06) (0.08) Low Mid High Tertiles par. inc.	(0.07) (0.05) (0.08)	(0.08) (0.09) (0.25) Low Mid High Tertiles ability	(0.08) (0.05) (0.08) 3-category race	0.40

Heterogeneous Effects of College on Low-Wage Work

Are there important sources of variation that researchers may not have considered prior to data analysis?

- Researchers routinely explore their data to determine if subgroups show meaningful differences in effect estimates
- If researchers select which interactions to report from these analyses and do not draw on **cross-validation procedures** or **multiple-testing penalties**, they are subject to **incorrectly failing to accept the null hypothesis**
- It may be unclear which of the large number of possible joint covariates and thresholds are best to consider before analyses
- Statisticians and social and computer scientists have recently made progress in **merging machine learning methods and causal inference**
- Decision trees uncover new sources of variation

Decision trees recursively partition the data by covariates into increasingly smaller subsets

- Covariates and thresholds are selected that minimize the in-sample loss function, and the sample is split into two new partitions



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Decision trees \rightarrow Causal trees

Causal tree approach extends decision trees to estimate causal effects

Decision trees \rightarrow Causal trees

- Applying a potential outcome approach to decision trees requires altering the objective

- <u>Objective</u>: Predict, not Y, but the conditional average treatment effect

 Prefer a tree that minimizes heterogeneity in leaf-specific treatment effects

- Yet no "ground truth"

- Estimate an individual treatment effect

Causal tree approach extends decision trees to estimate causal effects

Decision trees \rightarrow Causal trees

- "Honest estimation:" Split the sample into training data for generating partitions, and estimation data for estimating leaf-specific effects

- Modified MSE
- Enables standard asymptotic properties
- Causal trees do not guarantee unconfoundedness
 - Leaf-specific adjustment, using matching, weighting, or generalized random forests
 - Sensitivity analysis



y Mother's Education < 12 n











Variable Importance Plot Based on Causal Forest

Estimated propensity score	0
Parents' Income	Ο.
ASVAB Scale	·····O
ather's Education	0
School Disadvantage	••••••
Nother's Education	••••••••••••••••••••••••••••••••••••••
lumber of Siblings	0
ow Control	0
College Prep. Program	0
Delinquency Scale	· · · · · · O
ather Upper-White Collar	0
riends Aspire College	••••••
All missing values	· · · · · O
Nale	0
Rural Residence Age 14	•••• • •
Southern Residence Age 14	•••• ••
Black	0
wo-Parent Family	• • • •
xpects College	••• •
Aspires College	••• 0
lispanic	••• 0
Married by Age 18	·· ō
ad Children by Age 18	··· O
	0.00 0.05 0.10 0.15 0.20 0.25 0.30 0.35

- More **disadvantaged** subgroups, or those on the margin of school continuation, have **larger effects** of college on reducing low-wage work
- Groups identified by the **causal tree** are **not identical** to groups identified by **theoretical priors**
- Focus on the **characteristics of the groups identified** by the leaf-specific partitions

<u>Leaf 3 – Responsive</u>

- Low parental income
- High school disadvantage
- Low test scores
- Low parental education
- Majority black or Hispanic
- Low social control
- Low propensity

<u>Leaf 3 – Responsive</u>

<u>Leaf 9 – Responsive</u>

Low parental income

High school disadvantage

Low test scores

Low parental education

Majority black or Hispanic

Low social control

Low propensity

Average income Average school disadvantage (Very) low test scores Average parental education Majority white

Low social control

Low propensity

<u>Leaf 3 – Responsive</u>

<u>Leaf 9 – Responsive</u>

<u>Leaf 10 – Least responsive</u>

Low parental income

High school disadvantage

Low test scores

Low parental education

Majority black or Hispanic

Low social control

Low propensity

Average income Average school disadvantage (Very) low test scores Average parental education Majority white Low social control Low propensity

High income
Low school disadvantage
High test scores
High parental education
Majority white
High social control
High propensity

Causal Inference and Machine Learning: Discussion

- Exciting new developments in causal inference and machine learning
- Uncovering sources of effect heterogeneity is one such development
 - How do we determine meaningful sources of response variation?
 - Causal trees helped highlight particularly responsive subgroups
- The most effective uses of machine learning will likely be in settings where social scientists can define a clear aspect of the problem to outsource to an algorithm

Thank you!

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