



Advising for College Success: A Systematic Review of the Evidence

Appendix C

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Appendix C: Full List of Reviewed Studies

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
1	Abelman, R., & Molina, A. (2001). Style over substance revisited: A longitudinal analysis of an intrusive intervention. <i>NACADA Journal</i> , 21(12), 32–39.	Intrusive advising	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	Yes
2	Allen, I. H., & Lester Jr., S. M. (2012). The impact of a college survival skills course and a success coach on retention and academic performance. <i>Journal of Career and Technical Education</i> , 27(1), 8–14.	College success course	Ineligible	NA	The study uses an ineligible design.	NA
3	Angrist, J., Lang, D., & Oreopoulos, P. (2006). <i>Lead them to water and pay them to drink: An experiment with services and incentives for college achievement</i> (NBER Working Paper No. w12790). National Bureau of Economic Research. http://www.nber.org/papers/w12790	Incentives for college achievement	Ineligible	NA	The intervention of interest is bundled with another intervention.	NA
4	Angrist, J. Oreopoulos, P., & Williams, T. (2014). When opportunity knocks, who answers? New evidence on college achievement awards. <i>Journal of Human Resources</i> , 49(3), 572–610.	Incentives for college achievement	Ineligible	NA	The intervention of interest is bundled with another intervention.	NA
5	Ashley, W. J. (2012). <i>The efficacy of learning communities in assisting developmental students in achieving graduation and accumulation of credit hours in southern metropolitan community college</i> (Doctoral dissertation, Mississippi State University). ProQuest Dissertations Publishing. https://eric.ed.gov/?id=ED547206	Learning community	Eligible	Does Not Meet Standards	Does not meet WWC standards because the measures of effectiveness cannot be attributed solely to the intervention.	No

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
6	Babbitt, T. (2007). <i>The impact of one-hour freshman seminars on student success at a research university</i> (Doctoral dissertation, The University of Mexico). ProQuest Dissertations Publishing.	Freshman seminar	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
7	Bai, H., & Pan, W. (2009). A multilevel approach to assessing the interaction effects on college student retention. <i>Journal of College Student Retention: Research, Theory & Practice</i> , 11(2), 287–301.	First-year experience program	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
8	Barnes, A. (2019). <i>The efficacy of residential learning communities on first generation, first-year college students' success at a rural regional university</i> (Doctoral dissertation, Eastern Kentucky University). https://encompass.eku.edu/etd/611/	Residential learning community	Eligible	Does Not Meet Standards	Does not meet WWC standards because the measures of effectiveness cannot be attributed solely to the intervention.	No
9	Bennett, C. A., Hsiao, E. L., Dees, D. C., Kim, D., & Bochenko, M. J. (2020). The impact of TRIO Student Support Services on academic performance of non-traditional students at a public state college in Georgia. <i>Journal of Adult and Continuing Education</i> , 1–18.	TRIO Student Support Services	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
10	Bettinger, E. P., & Baker, R. B. (2014). The Effects of Student Coaching: An Evaluation of a Randomized Experiment in Student Advising. <i>Educational Evaluation and Policy Analysis</i> , 36(1), 3–19.	InsideTrack	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
11	Bewley, J. L. (2010). <i>Living-learning communities and ethnicity: A study on closing the achievement gaps at Regional University</i> (Doctoral dissertation, University of North Texas). ProQuest Dissertations Publishing.	Living learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the measures of effectiveness cannot be attributed solely to the intervention.	No
12	Binder, M., Krause, K., Miller, C., & Cerna, O. (2015). <i>Providing incentives for timely progress toward earning a college degree: Results from a performance-based scholarship experiment</i> (MDRC Working Paper).	Performance-based scholarship plus enhanced academic advising	Ineligible	NA	The study is ineligible because it is not the primary source.	NA
13	Blackett, K. B. (2008). <i>The effects of a first-year success course on student retention and academic achievement at national American university</i> (Order No. 3318814) (Doctoral dissertation, University of South Dakota). ProQuest Dissertations Publishing.	First-year success course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
14	Blackwell, C. E. (2018). <i>The impact of employing the Terry O'Banion advising model on persistence, success, and satisfaction with advising for pre-nursing students at a large North Carolina community college</i> (Doctoral dissertation, Wingate University). ProQuest Dissertations Publishing.	Terry O'Banion Advising Model	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study is a compromised randomized controlled trial and the analytic intervention and comparison groups do not satisfy the baseline equivalence requirement.	No

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
15	Bliss, C., Webb, J., & Andre, M. S. (2012). The Impact of the University of Utah's LEAP Program on Student Performance. <i>JGE: The Journal of General Education</i> , 61(1) 39–58.	Learning, Achievement, Engagement, and Progress (LEAP) program	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	Yes
16	Bowman, N. A., Jang, N., Kivlighan, D. M., Schneider, N., Ye, X. (2020). The impact of a goal-setting intervention for engineering students on academic probation. <i>Journal of Higher Education</i> , 61(1), 142–166.	Goal setting	Eligible	Meets Standards Without Reservations/ Does Not Meet Standards	RCT: Meets WWC standards without reservations because it is a randomized controlled trial with low attrition. Regression discontinuity design: Does not meet WWC standards because the analysis does not provide a credible measure of the effectiveness of the intervention.	NA
17	Burgette, J. E., & Magun-Jackson, S. (2008). Freshman orientation, persistence, and achievement: A longitudinal analysis. <i>Journal of College Student Retention: Research, Theory & Practice</i> , 10(3), 235–263.	College success course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
18	Butcher, K. F., & Visher, M. G. (2013). The impact of a classroom-based guidance program on student performance in community college math classes. <i>Educational Evaluation and Policy Analysis</i> , 35(3), 298–323.	Beacon Mentoring Program	Ineligible	NA	The study is ineligible because there are no eligible outcomes.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
19	Campbell, M. A. (2013). <i>The impacts of intrusive advising on the persistence of first-year science, technology, and mathematics students identified using a risk prediction instrument</i> (Doctoral dissertation, Temple University). http://dx.doi.org/10.34944/dspace/877	Intrusive advising	Ineligible	NA	The intervention does not align with the intervention definition for the product under development.	NA
20	Campbell, T. A., & Campbell, D. E. (2007). Outcomes of mentoring at-risk college students: gender and ethnic matching effects. <i>Mentoring & Tutoring</i> , 15(2), 135–148.	Mentoring	Eligible	Meets Standards With Reservations	The study uses a quasi-experimental design and satisfies the baseline equivalence requirement.	NA
21	Cannon, R. (2016). <i>Three studies on student outcomes in higher education</i> . (Doctoral dissertation, The University of Wisconsin-Madison). ProQuest Dissertations Publishing.	Text message reminders	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
22	Chapman, A. (2017). <i>Quantitative analysis of an urban community college S-STEM Program</i> (Order No. 10642402) (Doctoral dissertation, The University of Phoenix). ProQuest Dissertations Publishing.	S-STEM program	Eligible	Does Not Meet Standards	The study uses a quasi-experimental design and satisfies the baseline equivalence requirement.	Yes
23	Chatriand, C. M. (2012). <i>The effect of selected campus connection programs on GPA and retention</i> (Doctoral dissertation, Iowa State University). http://lib.dr.iastate.edu/etd/12292	Campus connection program	Ineligible	NA	There is not sufficient information about the intervention.	NA
24	Chaturapruek, S., Dee, T. S., Johari, R., Kizilcec, R. F., & Stevens, M. L. (2018). <i>How a data-driven course planning tool affects college students' GPA: Evidence from two field experiments</i> (CEPA Working Paper No. 18–10). Stanford Center for Educational Policy Analysis. http://cepa.stanford.edu/wp18-10	Technology-enhanced advising	Ineligible	NA	The intervention of interest does not have a sufficient advising component.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
25	Cho, S. W., & Karp, M. M. (2013). Student success courses in the community college: Early enrollment and educational outcomes. <i>Community College Review</i> , 41(1), 86–103.	College success course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
26	Clark, M. H., & Cundiff, N. L. (2011). Assessing the effectiveness of a college freshman seminar using propensity score adjustment. <i>Research in Higher Education</i> , 52(6), 616–639.	Freshman seminar	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
27	Clotfelter, C. T., Hemelt, S. W., & Ladd, H. F. (2018). Multifaceted aid for low-income students and college outcomes: Evidence from North Carolina. <i>Economic Inquiry</i> , 56(1), 278–303.	Institutional grant aid	Ineligible	NA	The intervention of interest does not have a sufficient advising component.	NA
28	Coladarci, T., Willett, M. B., & Allen, D. (2013). Tutor program participation: Effects on GPA and retention to the second year. <i>The Learning Assistance Review</i> , 18(2), 79–96.	UMaine Tutor Program	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	Yes
29	Cummings, A. M. (2014). <i>The impact of student support services on academic success at a select historically black college and university</i> (Doctoral dissertation, University of North Florida). https://digitalcommons.unf.edu/	TRIO Student Support Services	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
30	Dagley, M., Georgiopoulos, M., Reece, A., & Young, C. (2016). Increasing retention and graduation rates through a STEM learning community. <i>Journal of College Student Retention: Research, Theory & Practice</i> , 18(2), 167–182.	Learning community	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
31	Daugherty, L., Johnston, W. R., & Tsai, T. (2016). <i>Connecting college students to alternative sources of support</i> . RAND. https://www.rand.org/pubs/research_reports/RR1740-1.html	Single Stop U.S.A.'s Community College Initiative	Eligible	Meets Standards With Reservations	The study uses a quasi-experimental design and satisfies the baseline equivalence requirement.	NA
32	Deas, A. T. (2017). <i>Minority male mentoring: A program evaluation</i> . (Doctoral dissertation, Wingate University). ProQuest Dissertations Publishing. https://www.proquest.com/docview/1983505510 .	Mentoring	Ineligible	NA	The study does not use an eligible design.	NA
33	DeMarinis, M., Beaulieu, J., Cull, I., & Abd-El-Aziz, A. (2017). A mixed-methods approach to understanding the impact of a first-year peer mentor program. <i>Journal of The First-Year Experience & Students in Transition</i> , 29(2), 93–107.	Mentoring	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
34	Dobronyi, C. R., Oreopoulos, P., & Petronijevic, U. (2019). Goal setting, academic reminders, and college success: A large-scale field experiment. <i>Journal of Research on Educational Effectiveness</i> , 12(1), 38–66.	Goal setting	Ineligible	NA	The study is ineligible because it is not the primary source.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
35	D'Souza, M. J., Shuman, K. E., Wentzien, D. E., Roeske, K. P. (2018). Working with the Wesley College Cannon Scholar Program: Improving retention, persistence, and success. <i>Journal of STEM Education</i> , 19(1), 31–40.	S-STEM program	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
36	Dwyer, L. J., Williams, M. R., & Pribesh, S. (2019). Impact of early alert on community college student persistence in Virginia. <i>Community College Journal of Research and Practice</i> , 43(3), 228–231.	Technology-enhanced advising	Ineligible	NA	The intervention does not align with the intervention definition for the product under development.	NA
37	Elabid, H. (2018). <i>The impact of developmental English learning communities on the academic performance of diverse freshmen at an urban community college</i> (Doctoral dissertation, Grand Canyon University). ProQuest Dissertations Publishing.	Learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
38	Ellis-O'Quinn, A. (2011). <i>An ex post facto study of first-year student orientation as an indicator of student success at a community college</i> (Doctoral Dissertation, Old Dominion University). https://digitalcommons.odu.edu/efl_etds/109	Student orientation	Ineligible	NA	The study is ineligible because no data is presented.	NA
39	Engstrom, C., & Tinto, V. (2008). Learning better together: The impact of learning communities on the persistence of low-income students. <i>Opportunity Matters: A Journal of Research Informing Educational Opportunity Practice and Programs</i> , 1(1), 5–21.	Learning communities	Eligible	Does Not Meet Standards	The study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement	Yes
40	Escobedo, G. (2007). A retention/persistence intervention model: Improving success across cultures. <i>Journal of Developmental Education</i> , 31(1), 12.	NA	Ineligible	NA	The study does not use an eligible design.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
41	Evans, W. N., Kearney, M. S., Perry, B., & Sullivan, J. X. (2020). <i>Increasing community college completion rates among low-income students: evidence from a randomized controlled trial evaluation of a case-management intervention</i> (NBER Working Paper No. 24150). National Bureau of Economic Research. http://www.nber.org/papers/w24150 .	Stay the Course	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
42	Fagioli, L., Rios-Aguilar, C., & Deil-Amen, R. (2015). Changing the context of student engagement: Using Facebook to increase community college student persistence and success. <i>Teachers College Record</i> , 117(12), 1–42.	Schools App	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
43	Gordon, T. W., Young, J. C., & Kalianov, C. J. (2001). Connecting the freshman year experience through learning communities: Practical implications for academic and student affairs units. <i>College Student Affairs Journal</i> , 20(2), 37.	Learning communities	Ineligible	NA	The study is ineligible because there is not sufficient information about the intervention.	NA
44	Hall, M. M. (2017). <i>The impact of proactive student-success coaching using predictive analytics in community college students</i> (Doctoral dissertation, North Carolina State University).	Coaching	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
45	Hendel, D. D. (2001). The relative contribution of participation in a first-year seminar on student satisfaction and retention into sophomore year. <i>Journal of College Student Retention</i> , 8(4), 413–423.	First-year seminar	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
46	Henriques, D. I. (2011). <i>Testing the efficacy of learning communities on underprepared first-semester college students</i> (Doctoral dissertation, Widener University). ProQuest Dissertations Publishing.	Learning communities	Ineligible	NA	The study does not use an eligible design.	NA
47	Hill, K. (2016). <i>Effects of enrollment in college success skills course on academic outcomes of community college students</i> (Doctoral dissertation, Liberty University). https://digitalcommons.liberty.edu	College success skills course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
48	Hill, W., & Woodward, L. S. (2013). Examining the impact learning communities have on college of education students on an urban campus. <i>Journal of College Student Development</i> , 54(6), 643–648.	Learning communities	Ineligible	NA	The study is ineligible because there is insufficient information about the intervention.	NA
49	Hodge, D. D. (2017). <i>The effectiveness of the student support service program on retention at a rural community college</i> (Doctoral dissertation, Eastern Kentucky University).	Student supports	Ineligible	NA	The study does not use an eligible design.	NA
50	Hoops, L. D., Yu, S. L., Burrige, A. B., & Wolters, C. (2015). Impact of a student success course on undergraduate academic outcomes. <i>Journal of College Reading and Learning</i> , 45(2), 123–146.	College success course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
51	Ingmire, E. D. (2019). <i>Effects of taking a student success course and gender on retention at a midwestern community college</i> (Doctoral dissertation, Grand Canyon University). ProQuest Dissertation Publishing.	College success course	Ineligible	NA	The study is ineligible because there is insufficient information about the intervention.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
52	Jamelske, E. (2009). Measuring the impact of a university first-year experience program on student GPA and retention. <i>Higher Education</i> , 57(3), 373–391.	First-year experience program	Eligible	Meets Standards With Reservations	Meets WWC standards with reservations because it uses a quasi-experimental design in which the analytic intervention and comparison groups satisfy the baseline equivalence requirement.	NA
53	James, C., & Graham, S. (2010). An empirical study of students on academic probation. <i>Journal of the First-Year Experience & Students in Transition</i> , 22(2), 71–91.	NA	Ineligible	NA	The study does not examine the effectiveness of an intervention.	NA
54	Jenkins-Guarnieri, M. A., Horne, M. M., Wallis, A. L., Rings, J. A., & Vaughan, A. L. (2015). Quantitative evaluation of a first year seminar program: Relationships to persistence and academic success. <i>Journal of College Student Retention: Research, Theory & Practice</i> , 16(4), 593–606.	First-year seminar	Ineligible	NA	The study does not use an eligible design.	NA
55	Jeschke, M. P., Johnson, K. E., Williams, J. R. (2001). A comparison of intrusive and prescriptive advising of psychology majors at an urban comprehensive university. <i>NACADA Journal</i> , 21(1–2), 45–58.	Intrusive advising	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
56	Johnson, J. L. (2001). Learning communities and special efforts in the retention of university students: What works, what doesn't, and is the return worth the investment? <i>Journal of College Students Retention: Research, Theory & Practice</i> , 2(3), 219–238.	Learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	Yes

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
57	Johnson, M., Flynn, E., & Monroe, M. (2016). A residence life plan for success for at-risk college students: Reviving "in loco parentis." <i>College Student Journal</i> , 50(2), 268–274.	Residence life plan	Eligible	Does Not Meet Standards	Does not meet WWC standards because the analysis does not provide a credible measure of the effectiveness of the intervention.	No
58	Jones, E. (2013). <i>An examination of the effects of intrusive advising and support services on academically at-risk students</i> (Doctoral dissertation, Liberty University). https://digitalcommons.liberty.edu/doctoral/666	Intrusive developmental academic advising	Eligible	Does Not Meet Standards	Does not meet WWC standards because the measures of effectiveness cannot be attributed solely to the intervention.	No
59	Kahveci, A., Southerland, S. A., & Gilmer, P. J. (2006). Retaining undergraduate women in science, mathematics, and engineering. <i>Journal of College Science Teaching</i> , 36(3), 34–38.	Mentoring	Ineligible	NA	The study is ineligible because there are no eligible outcomes.	NA
60	Karp, M. J. M., Raufman, J., Efthimiou, C., & Ritze, N. (2015). <i>Redesigning a student success course for sustained impact: Early outcomes findings</i> (Community College Research Center Working Paper No. 81). Community College Research Center.	College success course	Ineligible	NA	The study is ineligible because it is not the primary source.	NA
61	Karp, M. M., Raufman, J., Efthimiou, C., & Ritze, N. (2017). Revising a College 101 course for sustained impact: Early outcomes. <i>Community College Journal of Research and Practice</i> , 41(1), 42–55.	College success course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the approach used to address missing data is not acceptable.	Yes
62	Kelsey, K. D., & Sexten, A. (2003). A quasi-experiment of residential learning community for College of Agriculture freshman. <i>Journal of Southern Agricultural Education Research</i> , 53(1), 20–32.	Learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
63	Kirk-Kuwaye, M., & Nishida, D. (2001). Effect of low and high advisor involvement on the academic performances of probation students. <i>NACADA Journal</i> , 21(1–2), 40–45.	Advisor involvement	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
64	Klinkenberg, L. B. (2013). <i>A quantitative analysis of a mandatory student success course on first-time full-time student college academic progress and persistence</i> (Doctoral dissertation, Iowa State University). http://lib.dr.iastate.edu/etd/13046	College success course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the measures of effectiveness cannot be attributed solely to the intervention.	No
65	Knight, W. E. (2002). <i>Learning communities, first year programs and their effectiveness: The role of the IR office</i> . AIR 2002 Forum Paper.	Learning communities and first-year experience programs	Ineligible	NA	The study is ineligible because there are no eligible outcomes.	NA
66	Kot, F. C. (2014). The impact of centralized advising on first-year academic performance and second-year enrollment behavior. <i>Research in Higher Education</i> , 55(6), 527–563.	Centralized advising	Eligible	Does Not Meet Standards	Does not meet WWC standards because the measures of effectiveness cannot be attributed solely to the intervention.	Yes
67	Kronenberger, J. L. (2012). <i>Student success: The effects of a community college first-year course</i> (Doctoral dissertation, University of Dayton). http://rave.ohiolink.edu/etdc/view?acc_num=dayton1355257609	College success course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
68	Lang, D. J. (2007). The impact of a first-year experience course on the academic performance, persistence, and graduation rates of first-semester college students at a public research university. <i>Journal of First-Year Experience & Students in Transition</i> , 19(1), 9–25.	First-year experience course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
69	Lapid, P. A. (2017). <i>Essays on the economics of college access and completion</i> (Doctoral dissertation, University of California, Berkeley). https://escholarship.org/uc/item/5w75x170	Learning community	Ineligible	NA	The intervention does not align with the intervention definition for the product under development.	NA
70	Laugerman, M. R., Shelley, M. C., Mickelson, S. K., & Rover, D. T. (2013). The engineering admissions partnership program: A navigation strategy for community college students seeking a pathway into engineering. <i>International Journal of Engineering Education</i> , 29(5), 1260–1269.	Engineering Admissions Partnership Program	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
71	Lavallais, T. (2017). <i>The impact of mentorship on at-risk African American males' persistence, perception of achievement, and post graduate job placement at a middle Tennessee university</i> (Doctoral dissertation, Trevecca Nazarene University). ProQuest Dissertations Publishing.	Mentoring	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
72	Lee, J. C. (2014). <i>The effect of mentoring on the academic success of college sophomores</i> (Doctoral dissertation, Old Dominion University). https://digitalcommons.odu.edu/efl_etds/146	Mentoring	Ineligible	NA	The study is ineligible because there is insufficient information about the intervention.	NA
73	Lisberg, A., & Woods, B., (2018). Mentorship, mindset, and learning strategies: An integrative approach to increasing underrepresented minority student retention in a STEM undergraduate program. <i>Journal of STEM Education</i> , 19(3).	Mentoring	Ineligible	NA	The study is ineligible because it is not free of other issues preventing eligibility.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
74	Mangold, W. D., Bean, L. G., Adams, D. J., Schwab, W. A., & Lynch, S. M. (2002–2003). Who goes and who stays: An assessment of the effect of a freshman mentoring and unit registration program on college persistence. <i>Journal of College Student Retention</i> , 42(2), 95–122.	Learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the analysis does not provide a credible measure of the effectiveness of the intervention.	Yes
75	Mann, V. S. K. (2018). <i>The effect of a learning strategies success course on community college student academic success</i> (Doctoral dissertation, Baker University). ProQuest Dissertations Publishing.	College Success Course	Ineligible	NA	The study is ineligible because there is no clear advising component.	NA
76	Maton, K. I., Hrabowski III, F. A., & Schmitt, C. L. (2000). African American college students excelling in the sciences: College and postcollege outcomes in the Meyerhoff Scholars Program. <i>Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching</i> , 37(7), 629–654. https://eric.ed.gov/?id=EJ612095	Meyerhoff Scholars Program	Eligible	Meets Standards With Reservations	Meets WWC standards with reservations because it uses a quasi-experimental design in which the analytic intervention and comparison groups satisfy the baseline equivalence requirement.	NA
77	Mattanah, J. F., Brooks, L. J., Brand, B. L., Quimby, J. L., & Ayers, J. F. (2012). A social support intervention and academic achievement in college: Does perceived loneliness mediate the relationship? <i>Journal of College Counseling</i> , 15(1), 22–36.	Social support	Eligible	Does Not Meet Standards	Does not meet WWC standards because the analysis does not provide a credible measure of the effectiveness of the intervention.	No
78	Mayer, A. K., Kalamkarian, H. S., Cohen, B., Pellegrino, L., Boynton, M., & Yang, E. (2019). <i>Integrating technology and advising: Studying enhancements to colleges' iPASS practices</i> . Community College Research Center. https://eric.ed.gov/?id=ED597581	Enhanced version of iPASS	Ineligible	NA	The study is ineligible because the comparison is not business as usual.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
79	McGill, B. R. (2006). <i>The impact of a student success course on developmental students' retention</i> (Doctoral dissertation, University of Rhode Island). https://digitalcommons.uri.edu	College success course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
80	McKenzie, D., Tan, T. X., Fletcher, E. C., & Jackson-Williams, A. (2017). Major re-selection advising and academic performance. <i>NACADA Journal</i> , 37(1), 15–25.	Advising related to major reselection	Ineligible	NA	The study is ineligible because it is not free of other issues preventing ineligibility.	NA
81	Merica, M. M. (2014). <i>Applying propensity score analysis in the evaluation of a first-year seminar program</i> (Doctoral dissertation, Northern Arizona University). ProQuest Dissertations Publishing.	First-year seminar	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
82	Middleton, A. (2016). <i>Studying the impact of first-year seminar completion on first-year generation academic success</i> (Master's dissertation, Stephen F. Austin State University). https://scholarworks.sfasu.edu/etds/65	First-year seminar	Ineligible	NA	The study is ineligible because it is not free of other issues preventing ineligibility.	NA
83	Miller, C., Binder, M., Harris, V., & Krause, K. (2011). <i>Staying on track: Early findings from a performance-based scholarship program at the University of New Mexico</i> .	Performance-based scholarship	Ineligible	NA	The study is ineligible because the effect of advising cannot be disentangled from the effect of the performance-based scholarship.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
84	Miller, C., Headlam, C., Manno, M., & Cullinan, D. (2020). <i>Increasing community college graduation rates with a proven model: Three-year results from the Accelerated Study in Associate Programs (ASAP) Ohio Demonstration</i> . MDRC.	ASAP	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
85	Miller, J. W., & Janz, J. C. (2007). The retention impact of a first-year seminar on students with varying precollege academic performance. <i>Journal of the First-Year Experience & Students in Transition</i> , 19(1), 47–62. https://eric.ed.gov/?id=EJ798193	First-year seminar	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
86	Minglin, M. A. (2019). <i>The effects of academic success coaching on first-year students</i> (Doctoral dissertation, Indiana State University). ProQuest Dissertations Publishing.	Coaching	Ineligible	NA	The study is ineligible because there is insufficient information about the intervention.	NA
87	Montiel, A. (2009). The effects of structured mentoring on enrollment and success rates of a cohort of education paraprofessionals. <i>College and University</i> , 84(3), 26–33.	Mentoring	Eligible	Does Not Meet Standards	Does not meet WWC standards because the measures of effectiveness cannot be attributed solely to the intervention.	No
88	Mosqueda, C. (2010). <i>The effect of a first-year experience program on transfer readiness and the transfer process of community college students</i> (Doctoral dissertation, University of California, Los Angeles). ProQuest Dissertations Publishing.	First-year experience course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
89	Nelson, K. H. (2018). <i>The effects of participation in a student success course on program persistence</i> (Doctoral dissertation, Spalding University). ProQuest Dissertations Publishing.	College success course	Ineligible	NA	The study does not use an eligible design.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
90	Newman, J. F. (2016). <i>A first-year experience course and its relationship to retention and academic success at a public community college</i> (Doctoral dissertation, East Tennessee State University). https://dc.etsu.edu/	First-year experience course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
91	Nichols, M. (2018). <i>Mindset, mentor, and money: How each influences college success</i> (Doctoral dissertation, University of Arkansas). https://scholarworks.uark.edu/etd/3028	Mentoring	Ineligible	NA	The study does not use an eligible design.	NA
92	Noble, K., Flynn, N. T., Lee, J. D., & Hilton, D. (2007). Predicting successful college experiences: Evidence from a first year retention program. <i>Journal of College Student Retention: Research, Theory & Practice</i> , 9(1), 39–60.	First-year retention program	Ineligible	NA	The study does not use an eligible design.	NA
93	Nosaka, T., & Novak, H. (2014). Against the odds: The impact of the Key Communities at Colorado State University on retention and graduation for historically underrepresented students. <i>Learning Communities Research and Practice</i> , 2(2), 3.	Learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	Yes
94	Oreopoulos, P., & Petronijevic, U. (2019). <i>The remarkable unresponsiveness of college students to nudging and what we can learn from it</i> (NBER Working Paper No. w26059). National Bureau of Economic Research. https://eric.ed.gov/?id=ED604421	Nudging	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
95	Oreopoulos, P., & Petronijevic, U. (2018). Student coaching: How far can technology go? <i>Journal of Human Resources</i> , 53(2), 299–329.	Coaching	Ineligible	NA	The study is not a primary source.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
96	Oreopoulos, P., Patterson, R. W., Petronijevic, U., & Pope, N. G. (2018). <i>When studying and nudging don't go as planned: Unsuccessful attempts to help traditional and online college students</i> (NBER Working Paper No. w25036). National Bureau of Economic Research. https://www.nber.org/papers/w25036	Nudging	Ineligible	NA	The study is not a primary source.	NA
97	Oreopoulos, P., Petronijevic, U., Logel, C., & Beattie, G. (2020). Improving non-academic student outcomes using online and text-message coaching. <i>Journal of Economic Behavior & Organization</i> , 171, 342–360.	Coaching	Ineligible	NA	The study is not a primary source.	NA
98	Ott, N. R., Staklis, S., & Boyette, J. (2020). The effectiveness of student coaching in community colleges. <i>Community College Journal of Research and Practice</i> , 44(8), 549–562. https://eric.ed.gov/?id=EJ1260817	InsideTrack	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	Yes
99	Padgett, V. R., & Reid, J. F. (2019). Five year evaluation of the student diversity program: A retrospective quasi-experiment. <i>Minority Student Retention</i> , 231–241. Routledge.	Academic support	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
100	Parisek, B. (2011). <i>The impact of an early alert referral system on the referral semester GPA of Hispanic students</i> (Doctoral dissertation, Walden University). ProQuest Dissertations Publishing.	Early alert	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
101	Popiolek, G. Fine, R., & Eilman, V. (2013). Learning communities, academic performance, attrition, and retention: A four-year study. <i>Community College Journal of Research and Practice</i> , 37(11), 828–838.	Learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
102	Potts, G., & Schultz, B. (2008). The freshman seminar and academic success of at-risk students. <i>College Student Journal</i> , 42(2), 647–658.	Freshman seminar	Eligible	Does Not Meet Standards	Does not meet WWC standards because the measures of effectiveness cannot be attributed solely to the intervention.	No
103	Purdie, J. R. (2007). The effect of participating in a pre-veterinary learning community of Freshmen Interest Group (FIG) has on the odds of new animal science majors graduate. <i>Journal of Agricultural Education</i> , 48(2), 46–55.	Learning communities	Ineligible	NA	The intervention does not align with the intervention definition for the product under development.	NA
104	Reed-Hendon, C. Y. (2013). <i>Mentoring and academic resilience: Academic progress in a predominantly white institution as a historically marginalized student</i> (Doctoral dissertation, Oakland University). ProQuest Dissertations Publishing.	Mentoring	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
105	Reinheimer, D., & McKenzie, K. (2011). The impact of tutoring on the academic success of undeclared students. <i>Journal of College Reading and Learning</i> , 41(2), 22–36.	Tutoring	Ineligible	NA	The study does not examine the effectiveness of an intervention.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
106	Rios, A. L. (2019). <i>Examining the impacts of intrusive advising on the retention and academic success of first-year, at-risk, community college students</i> (Doctoral dissertation, St. John Fisher College). https://fisherpub.sjfc.edu/	Intrusive advising	Eligible	Meets Standards With Reservations	Meets WWC standards with reservations because it uses a quasi-experimental design in which the analytic intervention and comparison groups satisfy the baseline equivalence requirement.	NA
107	Rodger, S., & Tremblay, P. F. (2003). The effects of a peer mentoring program on academic success among first year university students. <i>Canadian Journal of Higher Education</i> , 33(3), 1–17.	Mentoring	Eligible	Does Not Meet Standards	The study is a randomized controlled trial with high attrition and does not satisfy baseline equivalence.	No
108	Rodgers, K., Blunt, S., & Tribble, L. (2014). A real PLUSS: An intrusive advising program for underprepared STEM students. <i>NACADA Journal</i> , 34(1), 35–42.	Intrusive advising	Eligible	Does Not Meet Standards	Does not meet WWC standards because the measures of effectiveness cannot be attributed solely to the intervention.	No
109	Runck, L. A. (2018). <i>The impact of a counselor-led intervention in the developmental education classroom</i> (Doctoral dissertation, Adams State University). ProQuest Dissertations Publishing. https://eric.ed.gov/?id=ED586579	Academic skill building	Eligible	Does Not Meet Standards	The study does not meet standards because the equivalence of the clusters is necessary, but the requirement is not satisfied.	No

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
110	Rutschow, E. Z., Cullinan, D., & Welbeck, R. (2012). <i>Keeping students on course: An impact study of a student success course at Guilford Technical Community College</i> . MDRC.	College success course	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
111	Ryan, M. G. (2013). Improving retention and academic achievement for first-time students at a two-year college. <i>Community College Journal of Research and Practice</i> , 37(2), 131–134. https://eric.ed.gov/?id=EJ1009777	Intrusive advising	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
112	Salinitri, G. (2005). The effects of formal mentoring on the retention rates for first-year, low achieving students. <i>Canadian Journal of Education/Revue canadienne de l'education</i> , 28(4), 853–873.	Mentoring	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	Yes
113	Saltiel, H. (2011). <i>Community college student retention: Determining the effects of a comprehensive support and access intervention program targeting low-income and working poor at a large urban minority-serving institution</i> (Doctoral dissertation, University of Pennsylvania). ProQuest Dissertations Publishing.	Student support	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	Yes
114	Sanchez, M. C. (2010). <i>Effectiveness of student support service programs at California community colleges</i> (Doctoral dissertation, California State University Fresno).	Student support	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
115	Schnell, C. A., & Doetkott, C. D. (2003). First year seminars produce long-term impact. <i>Journal of College Student Retention: Research, Theory & Practice</i> , 4(4), 377–391.	First-year seminar	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	Yes
116	Schnell, C., Louis, K., & Doetkott, C. (2003). The first-year seminar as a means of improving college graduation rates. <i>Journal of the First-Year Experience & Students in Transition</i> , 15(1), 53–76.	First-year seminar	Ineligible	NA	The study is not a primary source.	NA
117	Schwebel, D. C., Walburn, N. C., Klyce, K., & Jerrolds, K. L. (2012). Efficacy of advising outreach on student retention, academic progress and achievement, and frequency of advising contacts: A Longitudinal Randomized Trial. <i>NACADA Journal</i> , 32(2), 36–43. https://eric.ed.gov/?id=EJ993587	Outreach	Eligible	Meets Standards Without Reservation	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
118	Scrivener, S., & Coghlan, E. (2011). <i>Opening doors to student success: A synthesis of findings from an evaluation at six community colleges</i> . MDRC.	Opening Doors Demonstration	Ineligible	NA	The study is not a primary source.	NA
119	Scrivener, S., Gupta, H., Weiss, M. J., Cohen, B., Cormier, M. S., & Brathwaite, J. (2018). <i>Becoming college-ready: Early findings from a CUNY Start evaluation</i> . MDRC.	CUNY Start	Ineligible	NA	The intervention does not align with the intervention definition for the product under development.	NA
120	Scrivener, S., Weiss, M. J., Ratledge, A., Rudd, T., Sommo, C., & Fresques, H. (2015). <i>Doubling graduation rates: Three-year effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students</i> . MDRC.	ASAP	Eligible	Meets Standards Without Reservation	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
121	Scrivener, S., Sommo, C., & Collado, H. (2009). <i>Getting back on track: Effects of a community college program for probationary students</i> . MDRC. https://eric.ed.gov/?id=ED507795	College success course	Ineligible	NA	The study is not a primary source.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
122	Scrivener, S., & Weiss, M. J. (2009). <i>More guidance, better results? Three-year effects of an enhanced student services program at two community colleges</i> . MDRC. https://www.mdrc.org/publication/more-guidance-better-results	Enhanced student services	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
123	Short, D. D. (2009). <i>Assessing effectiveness and economic efficiency in California community college transfer advising</i> (Doctoral dissertation, Northcentral University).	Transfer advising	Ineligible	NA	The study is ineligible because it does not use an eligible design.	NA
124	Shultz, E. L., Colton, G. M., & Colton, C. (2001). The Adventor Program: Advising and mentoring for students of color in higher education. <i>The Journal of Humanistic Counseling, Education and Development</i> , 40(2), 208–218.	Mentoring	Ineligible	NA	The study is ineligible because it does not use an eligible design.	NA
125	Smith, J. S. (2007). Using data to inform decisions: Intrusive faculty advising at a community college. <i>Community College Journal of Research and Practice</i> , 31(10), 813–831.	Intrusive advising	Ineligible	NA	The study is ineligible because it does not use an eligible design and does not have eligible outcomes.	NA
126	Sommo, C., Cullinan, D., Manno, M., Blake, S., & Alonzo, E. (2018). <i>Doubling graduation rates in a new state: Two-year findings from the ASAP Ohio Demonstration</i> . MDRC.	ASAP	Ineligible	NA	The study is ineligible because it is not the primary source.	NA
127	Sommo, S., Mayer, A. K., Rudd, T., Cullinan, D. (2012). <i>Commencement day: Six-year effects of a freshman learning community program at Kingsborough Community College</i> . MDRC.	Learning communities	Ineligible	NA	The study is ineligible because it is not the primary source.	NA
128	Soria, K. M., Laumer, N. L., Morrow, D. J., & Marttinen, G. (2017). Strengths-based advising approaches: Benefits for first-year undergraduates. <i>NACADA Journal</i> , 37(2), 55–65.	Strengths-based advising	Ineligible	NA	The study does not examine the effectiveness of an intervention.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
129	Sorrentino, D. M. (2006). The SEEK mentoring program: An application of the goal-setting theory. <i>Journal of College Student Retention: Research, Theory & Practice</i> , 8(2), 241–250.	Mentoring	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
130	Stassen, M. L. A. (2003). Student outcomes: The impact of varying living-learning community models. <i>Research in Higher Education</i> , 44(5), 581–613.	Learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the analysis does not provide a credible measure of the effectiveness of the intervention.	Yes
131	Stoddard, C., Urban, C., & Schmeiser, M. (2017). Can targeted information affect academic performance and borrowing behavior for college students? Evidence for administrative data. <i>Economics of Education Review</i> , 56(C), 95–109.	Nudging	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	Yes
132	Sweat, A. M. (2016). <i>The effect of learning communities on freshman student retention rates and GPA at a public 4-year institution of higher education</i> (Doctoral dissertation, Eastern Kentucky University).	Learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
133	Tampke, D. R., & Durodoye, R. (2013). Improving academic success for undecided students: A first-year seminar/learning community approach. <i>Learning Communities: Research & Practice</i> , 1(2), 3.	Learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
134	Tharp, T. J. (2009). <i>Learning communities for university students at-risk of school failure: Can they make a difference?</i> (Doctoral dissertation, Tennessee State University). https://eric.ed.gov/?id=ED532330	Learning communities	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
135	Thomas III, E. N. (2005). <i>The effects of an ethnic-based mentoring model on college adjustment, grade point average, and retention among first-year African American college students attending a predominantly white institution</i> (Doctoral dissertation, Michigan State University). ProQuest Dissertations Publishing.	Mentoring	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
136	Valora, J. (2017). <i>The relationship between non-cognitive coaching interventions and college student persistence at a rural community college</i> (Doctoral dissertation, Northcentral University). ProQuest Dissertations Publishing.	Coaching	Ineligible	NA	The study is ineligible because it is not free of other issues preventing eligibility.	NA
137	Vaughan, A., Parra, J., & Lalonde, T. (2014). First-generation college student achievement and the first-year seminar: A quasi-experimental design. <i>Journal of the First-Year Experience & Students in Transition</i> , 26(2), 51–67.	First-year seminar	Eligible	Does Not Meet Standards	The study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
138	Visher, M., Butcher, K. F., & Cerna, O. S. (2011). <i>Guiding math students to campus services: An impact evaluation of the Beacon Program at South Texas College</i> . MDRC.	Mentoring	Ineligible	NA	The study is not the primary source.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
139	Visher, M. G., Mayer, A. K., Johns, M., Rudd, T., Levine, A., & Rauner, M. (2016). <i>Scaling academic planning in community college: A randomized controlled trial</i> (REL 2017-024). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. https://eric.ed.gov/?id=ED570335	Academic planning	Eligible	Meets Standards Without Reservation	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
140	Visher, M. G., & Teres, J. (2011). Breaking new ground: An impact study of career-focused learning communities at Kingsborough Community College. <i>National Center for Postsecondary Research</i> .	Learning communities	Ineligible	NA	The study is not the primary source.	NA
141	Walker, M. (2013). <i>The effects of a learning community in an urban community college</i> (Doctoral dissertation, Texas A&M University). ProQuest Dissertation Publishing.	Learning communities	Eligible	Does Not Meet Standards	The study does not meet standards.	Yes
142	Weiss, M., Brock, T., Sommo, C., Rudd, T., & Turner, M. C. (2011). <i>Serving community college students on probation: Four-year findings from Chaffey College's Opening Doors program</i> . MDRC. https://eric.ed.gov/?id=ED526395	College success course	Eligible	Meets Standards Without Reservation	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
143	Weiss, M. J., Mayer, A., Cullinan, D., Ratledge, A., Sommo, C., & Diamond, J. (2015). A random assignment evaluation of learning communities at Kingsborough Community College: Seven years later. <i>Journal of Research on Educational Effectiveness</i> , 8(2), 189–217. https://eric.ed.gov/?id=ED546644	Learning communities	Eligible	Meets Standards Without Reservation	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA
144	Weiss, M. J., Visher, M. G., Weissman, E., & Wathington, H. (2015). The impact of learning communities for students in developmental education: A synthesis of findings from randomized trials at six community colleges. <i>Educational Evaluation and Policy Analysis</i> , 37(4), 520–541.	Learning communities	Ineligible	NA	The study is not the primary source.	NA
145	Weissman, E., Cullinan, D., Cerna, O., Safran, S., & Richman, P. (2012). <i>Learning communities for students in developmental English: impact studies at Merced College and the Community College of Baltimore County</i> . National Center for Postsecondary Research.	Learning communities	Eligible	Meets Standards Without Reservations	Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
146	Whatley, J. L. (2009). <i>Student success centers and their impact on student retention</i> (Doctoral dissertation, University of Georgia).	Student success center	Ineligible	NA	The study is ineligible because it is not an eligible design.	NA
147	White, C. D. (2015). <i>Do learning communities matter?: An examination of the retention of at-risk African American students at an urban, commuter, research university</i> (Doctoral dissertation, Wayne State University). https://digitalcommons.wayne.edu/oa_dissertations/1301	Learning community	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
148	White, W. C. (2016). <i>A statewide mentoring program: Impact on African American male student success</i> (Doctoral dissertation, Wingate University). ProQuest Dissertations Publishing.	Mentoring	Ineligible	NA	The study is ineligible because there is not sufficient information about the intervention.	NA
149	Williford, A. M., Chapman, L. C., & Kahrig, T. (2001). The university experience course: A longitudinal study of student performance, retention, and graduation. <i>Journal of College Student Retention: Research, Theory & Practice</i> , 2(4), 327–340.	First-year experience course	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
150	Wilson, R. M. (2013). <i>The effect of a student support services program on academic success at an Appalachian Comprehensive University</i> (Doctoral dissertation). https://encompass.eku.edu/etd/	TRIO Student Support Services	Eligible	Does Not Meet Standards	Does not meet WWC standards because the study uses a quasi-experimental design and does not satisfy the baseline equivalence requirement.	No
151	Windham, M. H., Rehfuss, M. C., Williams, C. R., Pugh, J. V., & Tincher-Ladner, L. (2014). Retention of first-year community college students. <i>Community College Journal of Research and Practice</i> , 38(5), 466–477.	Study skills course	Ineligible	NA	The study is ineligible because it is out of scope.	NA

	Citation	Intervention	Eligibility for Review	WWC Rating	Rationale for Rating	At least one finding that meets requirements for promising evidence?
152	Woodson, H. M. (2017). <i>The impacts of a centralized advising model on the retention and graduation rates of transfer students at a mid-sized community college</i> (Doctoral dissertation, Wingate University). ProQuest Dissertations Publishing.	Centralized advising	Ineligible	NA	The study is ineligible because there is not sufficient information about the intervention.	NA
153	Xu, D., Solanki, S., McPartlan, P., & Sato, B. (2018). EASEing students into college: The impact of multidimensional support for underprepared students. <i>Educational Researcher</i> , 47(7), 435–450.	Learning community	Eligible	Meets Standards With Reservations	Meets WWC standards with reservations because it uses a quasi-experimental design in which the analytic intervention and comparison groups satisfy the baseline equivalence requirement.	NA
154	Zientek, R. M. (2008). <i>The impact of themed learning communities on academic performance and retention</i> (Doctoral dissertation, State University of New York at Buffalo). ProQuest Dissertations Publishing.	Learning communities	Ineligible	NA	The study is ineligible because it does not use an eligible design.	NA



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