

Summaries of Relevant Studies Reviewed by the Department That Meet the Standard of Moderate Evidence of Effectiveness

| Study   | Intervention                  | Intervention Description   |
|---|-------------------------------|--|
| <p>Abelman, R., &amp; Molina, A. (2001). Style over substance revisited: A longitudinal analysis of intrusive intervention. <i>NACADA Journal</i>, 21(1-2), 32-39.</p>  | <p>Advising</p>               | <p>The intervention is academic advising. Specifically, the study examines the extent to which the level of intrusion of advising impacts performance and persistence. The authors assert that the manner of information presentation, rather than the information itself, is a contributing and potentially consequential factor to the success of any developmental advising intervention.</p>   |
| <p>Aronson, J., Fried, C. B., &amp; Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. <i>Journal of Experimental Social Psychology</i>, 38(2), 113-125.</p>    | <p>Advising or Coursework</p> | <p>An experiment was performed to test a method of helping students resist these responses to stereotype threat. Specifically, students in the experimental condition of the experiment were encouraged to see intelligence—the object of the stereotype—as a malleable rather than fixed capacity. This mind-set was predicted to make students’ performances less vulnerable to stereotype threat and help them maintain their psychological engagement with academics, both of which could help boost their college grades.</p> |
| <p>Bettinger, E. P., &amp; Baker, R. B. (2014). The effects of student coaching: An evaluation of a randomized experiment in student advising. <i>Educational Evaluation &amp; Policy Analysis</i>, 36(1), 3-19. doi:10.3102/0162373713500523</p> | <p>Mentoring</p>              | <p>Coaches work with and help students throughout the student's first year of college. Coaches are available to help with a number of issues, including prioritizing studies and identifying barriers and ways to overcome them. Some of the barriers are issues that occur outside of school, such as family, work scheduling, and other responsibilities. Coaches contact their assignees by either phone, email, text messaging, or social networking sites.</p>  |

Summaries of Relevant Studies Reviewed by the Department That Meet the Standard of Moderate Evidence of Effectiveness

|  |   |  |
|--|---|--|
| <p>Castleman, B. L., &amp; Page, L. C. (2014, December). Freshman year financial aid nudges: An experiment to increase FAFSA renewal and college persistence. (Working Paper No. 29). Charlottesville, VA: EdPolicyWorks. Retrieved from <a href="http://curry.virginia.edu/uploads/resourceLibrary/29_Freshman_Year_Financial_Aid_Nudges.pdf">http://curry.virginia.edu/uploads/resourceLibrary/29_Freshman_Year_Financial_Aid_Nudges.pdf</a></p> | <p>Advise and Assistance with Financial Aid</p> | <p>The study measured the impact of sending text message reminders regarding annual Free Application for Federal Student Aid (FAFSA) renewal to first-year college students who were already receiving financial aid. Specifically, the study authors measured the effect of these messages on persistence into the second year of college. The text messages (a) provided information about how the students could obtain help with financial aid, (b) reminded students about important deadlines and requirements for refiling the FAFSA, and (c) offered assistance on financial aid related processes.</p>  |
| <p>Castleman, B. L., Page, L. C., &amp; Schooley, K. (2014). The forgotten summer: Does the offer of college counseling after high school mitigate summer melt among college-intending, low-income high school graduates? <i>Journal of Policy Analysis &amp; Management</i>, 33(2), 320-344.</p>  | <p>Advising</p>                                 | <p>During the first in-person meeting, counselors completed a college assessment protocol that included the following elements: (1) Counselors reviewed the student's financial aid award letter and provided guidance based on the student's level of unmet financial need; (2) counselors briefed the student on the calendar of key summer deadlines at the college the student planned to attend, and helped the student understand and complete paperwork the student had already received from that college; and, (3) counselors assessed whether the student faced social or emotional barriers to college enrollment in the fall. After the assessment, counselors helped students create a list of tasks they needed to complete in order to start college that fall. Counselors followed up with students individually to check on their progress in completing these tasks.</p> |

Summaries of Relevant Studies Reviewed by the Department That Meet the Standard of Moderate Evidence of Effectiveness

|  |                            |   |
|--|----------------------------|---|
| <p>Cook et al. (2015). Not too Late: Improving academic outcomes for disadvantaged youth. (Working paper WP-15-01) Institute for Policy Research, Northwestern University: Evanston, IL. Retrieved from <a href="http://www.ipr.northwestern.edu/publications/docs/workingpapers/2015/IPR-WP-15-01.pdf">http://www.ipr.northwestern.edu/publications/docs/workingpapers/2015/IPR-WP-15-01.pdf</a>.</p> | <p>Tutoring</p>            | <p>Match Education's tutoring model includes individualized small group (two-on-one) math tutoring. Tutoring is provided every school day for one hour. Match tutoring is taken as a credit bearing class replacing either an elective or the second math course in a two-course block. Tutoring sessions lasted 55 minutes each, up to 165 hours per academic year. Tutoring was geared both towards helping students with their math deficiencies in general and helping students understand content they were being taught in class in particular.</p>   |
| <p>Kim, J., Olsen, C. B., Scarella, R., Kramer, J., Pearson, M., van Dyk, D., Collins, P., &amp; Land, R. E. (2011). A randomized experiment of a cognitive strategies approach to text-based analytical writing for mainstreamed Latino English language learners in grades 6 to 12. <i>Journal of Research on Educational Effectiveness</i>, 4(3), 231-263.</p>                                      | <p>Tutoring/Coursework</p> | <p>Teachers in the intervention condition received training aimed at helping them enhance the reading and writing abilities of mainstreamed Latino ELLs through text-based, analytical instruction, using a cognitive strategies approach. This approach includes goal setting, tapping prior knowledge, asking questions, making predictions, and evaluating quality. Teachers then used these methods to help students make inferences and form interpretations after reading complex literary texts. Students completed a pretest writing assessment, which was used by teachers to identify strengths and areas for growth. Based on the teachers' analysis of student writing samples, lessons were developed to address individual students' needs.</p> |
| <p>Morisano, D., Hirsh, J. B., Peterson, J. B., Pihl, R. O., &amp; Shore, B. M. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. <i>Journal of Applied Psychology</i>, 95(2), 255-264.</p>  | <p>Tutoring</p>            | <p>A formalized intensive, online, written, goal-setting program for struggling students</p>  |

Summaries of Relevant Studies Reviewed by the Department That Meet the Standard of Moderate Evidence of Effectiveness

|   |                           |   |
|---|---------------------------|---|
| <p>Stephens, N. M., Hamedani, M. G., &amp; Destin, M. (2014). Closing the social class achievement gap: A difference-education intervention improves first-generation students' academic performance and all students' college transition. <i>Psychological Science</i>, 25(4), 943-953. doi:10.1177/0956797613518349</p> | <p>Mentoring/advising</p> | <p>The intervention for the study was a moderated panel. Students in the intervention condition attended a 1-hour moderated panel discussion, comprised of demographically diverse college seniors who responded to questions posed by a moderator. In this condition, panelists talked about how their backgrounds affected their college experiences. They linked their stories to their social-class backgrounds. At the end of the session, attendees were invited to take a short survey and make a video testimonial on the lessons they learned from the panel. At the end of the year, students completed another survey.</p> |
| <p>Tran, Z. (2005). Help with English Language Proficiency “HELP” program evaluation of sheltered instruction multimedia lessons [White paper]. Retrieved from <a href="http://www.helpprogram.net">www.helpprogram.net</a>.</p>  | <p>Tutoring</p>           | <p>Students in the intervention group received HELP©, an Internet-based supplemental curriculum intended to teach math concepts. The program focuses on English language learners, and Spanish-speakers in particular, by breaking down math terms into simpler concepts within the interactive lessons.</p>  |
| <p>Walton, G. M., &amp; Cohen, G. L. (2007). A question of belonging: Race, social fit, and achievement. <i>Journal of Personality and Social Psychology</i>, 92(1), 82-96.</p>   | <p>Mentoring/advising</p> | <p>The intervention surrounds inculcating students with a sense of social belonging. In Experiment 1, students were led to believe that they might have few friends in an intellectual domain. Whereas White students were unaffected, Black students (stigmatized in academics) displayed a drop in their sense of belonging and potential. In Experiment 2, an intervention that mitigated doubts about social belonging in college raised the academic achievement (e.g., college grades) of Black students but not of White students.</p>   |

Summaries of Relevant Studies Reviewed by the Department That Meet the Standard of Moderate Evidence of Effectiveness

|   |                 |  |
|---|-----------------|--|
| <p>Wolfson, M., Koedinger, K., Ritter, S., &amp; McGuire, C. (2008). Cognitive Tutor Algebra I: Evaluation of results (1993-1994). Pittsburgh, PA: Carnegie Learning.</p>   | <p>Tutoring</p> | <p>The intervention group used an early version of Carnegie Learning Curricula and Cognitive Tutor® software, then referred to as the Pittsburgh Urban Mathematics Project curriculum plus Practical Algebra Tutor program. The curriculum emphasized the use of functional models, such as tables, graphs, and symbols, to solve “real-world” problems. Students in the intervention group used the tutoring software in about 25 of the 180 class periods.</p>   |
| <p>Zimmerman, B. J., Moylan, A., Hudesman, J., White, N., &amp; Flugman, B. (2008). Enhancing self-reflection and mathematics achievement of at-risk students at an urban technical college: A self-regulated learning intervention. Washington, DC: U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/funding/grantsearch/details.asp?ID=48">http://ies.ed.gov/funding/grantsearch/details.asp?ID=48</a></p> | <p>Tutoring</p> | <p>The intervention involves teacher demonstration of coping techniques, and exercises designed to encourage self-efficacy, self-evaluation, and self-reflection processes. In particular, students receiving the intervention will be given opportunities to improve their math quiz scores by engaging in a self-regulation learning guided revision process that allows them to correct wrong answers. The researchers also provide the intervention students with the a self-regulated learning Math Reflection Form, which provides students with alternative feedback and opportunities for self-assessment. Finally, intervention instructors will orient students to focus on error detection and correction by giving small groups of students incorrectly solved problems, and asking them to find the errors and then articulate appropriate strategies to correctly solve the problem.</p> |

Summaries of Relevant Studies Reviewed by the Department That Meet the Standard of Moderate Evidence of Effectiveness

|  |   |   |
|--|---|---|
| <p>Lovett, Meyer, and Thille (2008). The Open Learning Initiative: Measuring the Effectiveness of the OLI Statistics Course in Accelerating Student Learning</p>   | <p>Tutoring</p>   | <p>Open Learning Initiative (OLI) creates web-based courses that are designed so that students can learn effectively without an instructor. In addition, the courses are often used by instructors to support and complement face-to-face classroom instruction.</p>  |
| <p>An, B. P. (2012). The impact of dual enrollment on college degree attainment: Do low-SES students benefit? <i>Educational Evaluation and Policy Analysis</i>, 35, 57–75. doi: 10.3102/0162373712461933</p>  | <p>Dual enrollment</p>  | <p>A driving force behind the popularity of dual enrollment is that these programs address two problems faced in postsecondary education: poor academic preparation among many college entrants and low graduation rates.</p>   |
| <p>Hoxby, C., &amp; Turner, S. (2013). Expanding college opportunities for high-achieving, low income students. Stanford, CA: Stanford Institute for Economic Policy Research. Retrieved from: <a href="http://siepr.stanford.edu">http://siepr.stanford.edu</a></p> | <p>College application guidance, information about the costs of college, and a fee waiver for college applications.</p> | <p>The application guidance component of the intervention included information about deadlines and requirements for college applications at nearby institutions, at the state’s flagship institution, and at in- and out-of-state selective colleges. The information about the costs of the college component of the intervention provided students with information on the amount spent on instruction, the list price of attendance, and net costs of attendance for different colleges and universities. Finally, students received a waiver that allowed them to apply to 171 selected institutions without paying application fees.</p> |

Summaries of Relevant Studies Reviewed by the Department That Meet the Standard of Moderate Evidence of Effectiveness

|   |   |   |
|---|---|---|
| <p>Holmes, C. T., &amp; Keffer, R. L. (1995). A computerized method to teach Latin and Greek root words: Effect on Verbal SAT scores.</p>   | <p>ACT/SAT Test Preparation and Coaching Programs</p> | <p>The intervention in this study was a computerized program designed to help students improve their vocabulary scores on the SAT through the study of Latin and Greek root words. The program focused on a list of 90 common Latin root words and 11 common Greek root words. About 800 English words and derivatives have these 101 roots. Participants in the intervention group were allowed two 45-minute periods per week to use the program. Times were available both before and after school. The program employed a flash card-style interface in which students matched definitions to root words. Once students mastered the root words, they were then given a similar matching task with the English derivatives. The intervention period lasted 6 weeks.</p> |
| <p>McMann, P. K. (1994) The effects of teaching practice review items and test-taking strategies on the ACT mathematics scores of second-year algebra students (Doctoral dissertation).</p> | <p>ACT/SAT Test Preparation and Coaching Programs</p> | <p>The intervention lasted 10 weeks. Students took the ACT pre-test prior to the implementation of the intervention. Students then participated in their normal second year algebra course using the Algebra II and Trigonometry textbooks. Test-taking strategies and practice ACT items were reviewed during the course along with the regular curriculum. These materials came from suggested items from the ACT or were written by the researcher. Once the intervention was complete, students took the ACT post-test.</p>   |