

Charting Pathways

Three-Year Findings from the Viking ROADS Demonstration

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Supplementary Table S.1 Baseline Characteristics

Characteristic	Program Group	Control Group	Difference	Standard Error	P-Value
Gender (%)					
Female	45.8	46.5	-0.7	4.2	0.873
Male	53.5	53.1	0.3	4.2	0.938
Nonbinary	0.7	0.3	0.3	0.6	0.568
Age (%)					
19 years or younger	77.4	77.6	-0.2	3.5	0.956
20 to 23 years	10.8	12.9	-2.2	2.7	0.422
24 years or older	11.8	9.4	2.4	2.6	0.360
Average age (years)	19.8	19.5	0.3	0.4	0.490
Race/ethnicity (%)					
Hispanic ^a	52.1	55.9	-3.8	4.2	0.369
White	18.9	21.4	-2.5	3.4	0.465
Black	19.2	16.4	2.9	3.2	0.375
Asian	5.2	2.5	2.8*	1.6	0.089
More than one race	4.2	2.1	2.1	1.5	0.162
Other ^b	0.3	1.8	-1.4*	0.9	0.099

(continued)

Supplementary Table S.1 (continued)

Characteristic	Program Group	Control Group	Difference	Standard Error	P-Value
Marital status (%)					
Married and living with spouse	3.1	1.7	1.4	1.3	0.286
Married and living apart from spouse	0.7	0.7	0.0	0.7	0.994
Unmarried and living with partner	2.4	5.6	-3.2*	1.6	0.054
Unmarried and not living with partner	86.5	80.4	6.0*	3.1	0.052
Missing	7.3	11.5	-4.2*	2.4	0.082
Lives with parents (%)	88.0	87.6	0.4	2.8	0.898
Parents pay more than half of their expenses (%)	65.2	70.8	-5.6	3.9	0.158
Intends to enroll full time (%)	94.7	98.2	-3.6**	1.6	0.022
Number of children (%)					
0	91.3	95.4	-4.2**	2.1	0.047
1	5.6	1.4	4.2***	1.5	0.007
2	1.4	1.8	-0.4	1.1	0.722
3 or more	1.7	0.7	1.0	0.9	0.262
Mode of transportation to campus (%)					
Drives	61.0	54.6	6.4	4.2	0.129
Carpools	0.4	0.7	-0.4	0.6	0.560
Takes public transportation	33.0	39.3	-6.3	4.1	0.121
Is dropped off by family member or friend	5.7	5.0	0.7	1.9	0.723
Bikes or walks	0.0	0.4	-0.4	0.4	0.319
Currently employed (%)	54.2	52.5	1.7	4.2	0.686
Among those currently employed, hours worked per week (%)					
1 to 34	76.5	81.3	-4.9	5.0	0.330
35 or more	23.5	18.7	4.9	5.0	0.330
Highest grade completed (%)					
10th or lower	0.7	1.4	-0.7	0.9	0.409
11th	2.1	2.5	-0.4	1.3	0.770
12th	97.2	96.1	1.1	1.5	0.476

(continued)

Supplementary Table S.1 (continued)

Characteristic	Program Group	Control Group	Difference	Standard Error	P-Value
Diploma/degrees earned (%) ^c					
High school diploma	95.3	95.3	0.0	1.8	0.992
GED certificate	5.8	6.5	-0.7	2.1	0.732
Occupational/technical certificate	1.5	2.9	-1.4	1.3	0.247
Other	1.1	0.0	1.1*	0.6	0.083
Among those with a high school diploma, date of high school graduation/equivalency receipt (%)					
Within the past two years	80.6	82.9	-2.4	3.5	0.491
More than two years ago	19.4	17.1	2.4	3.5	0.491
Highest degree student plans to attain (%)					
Associate	11.8	12.9	-1.1	2.8	0.682
Bachelor's	39.9	38.8	1.1	4.1	0.785
Master's	33.7	33.9	-0.2	4.0	0.953
Professional or doctorate	8.3	9.4	-1.1	2.4	0.642
Missing	6.2	4.9	1.4	1.9	0.481
First person in family to attend college (%)	31.0	32.9	-1.9	3.9	0.637
Highest degree/diploma earned by student's mother (%)					
Not a high school graduate	19.4	19.9	-0.5	3.3	0.884
High school diploma or GED	22.2	22.4	-0.2	3.5	0.964
Some college, did not complete a degree	13.5	13.6	-0.1	2.9	0.974
College degree (AA, BA, MA, PhD)	32.3	29.4	2.9	3.9	0.450
Missing	12.5	14.7	-2.2	2.9	0.447
Highest degree/diploma earned by student's father (%)					
Not a high school graduate	22.6	24.1	-1.6	3.5	0.661
High school diploma or GED	29.2	24.8	4.3	3.7	0.243
Some college, did not complete a degree	11.8	12.2	-0.4	2.7	0.874
College degree (AA, BA, MA, PhD)	17.4	16.8	0.6	3.2	0.855
Missing	19.1	22.0	-2.9	3.4	0.387
Language other than English spoken regularly at home (%)	53.3	50.4	3.0	4.2	0.481

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Supplementary Table S.1 (continued)

Characteristic	Program Group	Control Group	Difference	Standard Error	P-Value
Nontraditional (%) ^d	21.9	17.5	4.3	3.3	0.194
Sample size (total = 574)	288	286			

SOURCE: MDRC calculations using baseline information form data.

NOTES: Distributions may not add up to 100 percent because of rounding.

Statistical testing suggests that the baseline characteristics of the program and control group students that are shown above do not differ from one another.

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

^aRespondents who said they were Hispanic and chose a race are included only in the "Hispanic" category.

^bThe "Other" category includes students who wrote in other races and ethnicities.

^cDistributions may not add up to 100 percent because categories are not mutually exclusive.

^dNontraditional students are defined as those who were 24 years or older, worked 35 or more hours per week, had children, or had not received a high school diploma and were not enrolled in high school at the time of random assignment. Students are listed as nontraditional if they fit any of these characteristics. Students are considered to have missing data in the "Nontraditional" category if they were missing data on two or more of these variables and have no other nontraditional characteristic; however, since less than 6 percent of the study sample is missing data, this percentage is not listed in the table.

Supplementary Table S.2 Baseline Characteristics of Sample Members, by Cohort

Characteristic	Fall 2019	Fall 2020 and Spring 2021	Difference
Gender (%)			
Female	37.3	55.8	18.5
Male	62.7	43.1	-19.6
Nonbinary	0.0	1.1	1.1
Age (%)			
19 years or younger	85.7	68.6	-17.1
20 to 23 years	9.3	14.6	5.3
24 years or older	5.0	16.8	11.8
Average age (years)	18.7	20.7	2.1
Race/ethnicity (%)			
Hispanic ^a	55.4	52.4	-3.0
White	23.8	16.0	-7.8
Black	14.4	21.6	7.1
Asian	3.0	4.8	1.8
More than one race	2.7	3.7	1.0
Other ^b	0.7	1.5	0.8
Marital status (%)			
Married and living with spouse	1.3	3.6	2.3
Married and living apart from spouse	0.3	1.1	0.8
Unmarried and living with partner	2.3	5.8	3.5
Unmarried and not living with partner	87.3	79.2	-8.1
Missing	8.7	10.2	1.6
Lives with parents (%)	96.0	78.8	-17.1
Parents pay more than half of their expenses (%)	74.7	60.5	-14.2
Intends to enroll full-time (%)	96.3	96.7	0.3
Number of children (%)			
0	98.0	88.2	-9.8
1	1.3	5.9	4.6
2	0.3	3.0	2.6
3 or more	0.3	2.2	1.9

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Supplementary Table S.2 (continued)

Characteristic	Fall 2019	Fall 2020 and Spring 2021	Difference
Mode of transportation to campus (%)			
Drives	64.4	50.6	-13.8
Carpools	0.7	0.4	-0.3
Takes public transportation	31.2	41.6	10.4
Is dropped off by family member or friend	3.7	7.1	3.4
Bikes or walks	0.0	0.4	0.4
Currently employed (%)	58.4	47.7	-10.7
Among those currently employed, hours worked per week (%)			
1 to 34	78.8	78.9	0.1
35 or more	21.2	21.1	-0.1
Highest grade completed (%)			
10th or lower	0.0	2.2	2.2
11th	1.3	3.3	2.0
12th	98.7	94.5	-4.2
Diploma/degrees earned (%) ^c			
High school diploma	98.6	91.8	-6.7
GED certificate	2.9	9.7	6.8
Occupational/technical certificate	2.9	1.5	-1.4
Other	0.7	0.4	-0.3
Among those with a high school diploma, date of high school graduation/equivalency receipt (%)			
Within the past two years	87.1	75.8	-11.3
More than two years ago	12.9	24.2	11.3
Highest degree student plans to attain (%)			
Associate	9.3	15.7	6.4
Bachelor's	38.7	40.1	1.5
Master's	40.3	26.6	-13.7
Professional or doctorate	7.7	10.2	2.6
Missing	4.0	7.3	3.3
First person in family to attend college (%)	28.5	35.7	7.1

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Supplementary Table S.2 (continued)

Characteristic	Fall 2019	Fall 2020 and Spring 2021	Difference
Highest degree/diploma earned by student's mother (%)			
Not a high school graduate	19.0	20.4	1.4
High school diploma or GED	25.0	19.3	-5.7
Some college, did not complete a degree	15.0	12.0	-3.0
College degree (AA, BA, MA, PhD)	30.0	31.8	1.8
Missing	11.0	16.4	5.4
Highest degree/diploma earned by student's father (%)			
Not a high school graduate	24.3	22.3	-2.1
High school diploma or GED	27.0	27.0	0.0
Some college, did not complete a degree	13.3	10.6	-2.7
College degree (AA, BA, MA, PhD)	18.3	15.7	-2.6
Missing	17.0	24.5	7.5
Language other than English spoken regularly at home (%)	50.2	53.7	3.5
Nontraditional (%) ^d	14.0	26.0	12.0
Sample size (total = 574)	300	274	

SOURCE: MDRC calculations using baseline information form data.

NOTES: Distributions may not add up to 100 percent because of rounding.

There are 300 students in the fall 2019 cohort, 187 students in the fall 2020 cohort, and 87 students in the spring 2021 cohort.

Statistical testing suggests that the baseline characteristics of the program and control group students that are shown above do not differ from one another.

^aRespondents who said they were Hispanic and chose a race are included only in the "Hispanic" category.

^bThe "Other" category includes students who wrote in other races and ethnicities.

^cDistributions may not add up to 100 percent because categories are not mutually exclusive.

^dNontraditional students are defined as those who were 24 years or older, worked 35 or more hours per week, had children, or had not received a high school diploma and were not enrolled in high school at the time of random assignment. Students are listed as nontraditional if they fit any of these characteristics. Students are considered to have missing data in the "Nontraditional" category if they were missing data on two or more of these variables and have no other nontraditional characteristic; however, since less than 6 percent of the study sample is missing data, this percentage is not listed in the table.

Supplementary Table S.3 Academic Outcomes, by Semester

Outcome	Program Group	Control Group	Difference	Standard Error	P-Value
At any institution^a					
Enrolled (%)					
Semester 1	97.7	92.9	4.7***	1.8	0.008
Semester 2	87.0	78.8	8.2**	3.2	0.011
Semester 3	73.9	65.8	8.2**	3.9	0.035
Semester 4	61.8	56.7	5.1	4.1	0.215
Semester 5	45.3	47.0	-1.6	4.1	0.690
Semester 6	44.4	44.1	0.3	4.1	0.946
Enrolled in a four-year institution (%)					
Semester 1	0	0	0	0	
Semester 2	0.3	2.5	-2.2**	1.0	0.026
Semester 3	2.0	3.5	-1.5	1.4	0.293
Semester 4	5.2	5.3	-0.1	1.8	0.950
Semester 5	17.0	16.5	0.5	3.1	0.863
Semester 6	21.1	20.7	0.4	3.4	0.902
Earned any credential (%)					
Semester 1	0	0	0	0	
Semester 2	0.4	0.0	0.4	0.4	0.314
Semester 3	3.9	2.0	1.8	1.5	0.210
Semester 4	20.8	13.3	7.4**	3.1	0.016
Semester 5	33.7	21.7	12.0***	3.7	0.001
Semester 6	35.5	23.7	11.8***	3.8	0.002
At Westchester Community College^b					
Enrolled (%)					
Semester 1	97.7	92.9	4.7***	1.8	0.008
Semester 2	86.7	76.3	10.4***	3.3	0.002
Semester 3	71.3	61.8	9.4**	4.0	0.018
Semester 4	55.9	52.5	3.4	4.1	0.415
Semester 5	27.6	30.6	-2.9	3.8	0.445
Semester 6	22.3	23.7	-1.5	3.5	0.676

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Supplementary Table S.3 (continued)

Outcome	Program Group	Control Group	Difference	Standard Error	P-Value
Enrolled full-time (%)					
Semester 1	94.6	85.2	9.4***	2.5	0.000
Semester 2	83.4	65.3	18.2***	3.6	0.000
Semester 3	64.8	50.9	13.9***	4.1	0.001
Semester 4	46.1	39.2	6.9*	4.0	0.090
Semester 5	17.5	16.6	0.8	3.1	0.786
Semester 6	9.4	10.9	-1.5	2.5	0.548
Number of developmental credits attempted (marginal)					
Semester 1	1.0	0.8	0.2	0.1	0.127
Semester 2	0.4	0.3	0.1	0.1	0.460
Semester 3	0.3	0.1	0.2***	0.1	0.001
Semester 4	0.1	0.1	0.0	0.1	0.893
Semester 5	0.1	0.0	0.0	0.0	0.345
Semester 6	0.0	0.0	0.0	0.0	0.686
Number of developmental credits earned (marginal)					
Semester 1	0.4	0.4	0.0	0.1	0.696
Semester 2	0.1	0.1	-0.1	0.1	0.201
Semester 3	0.0	0.0	0.0	0.0	0.395
Semester 4	0.0	0.0	0.0	0.0	0.958
Semester 5	0.1	0.0	0.0*	0.0	0.075
Semester 6	0.0	0.0	0.0	0.0	0.315
Number of developmental credits earned (cumulative)					
Semester 1	0.4	0.4	0.0	0.1	0.696
Semester 2	0.4	0.5	-0.1	0.1	0.598
Semester 3	0.5	0.5	0.0	0.1	0.696
Semester 4	0.5	0.5	0.0	0.1	0.712
Semester 5	0.5	0.5	0.0	0.1	0.938
Semester 6	0.5	0.5	0.0	0.1	0.989

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Supplementary Table S.3 (continued)

Outcome	Program Group	Control Group	Difference	Standard Error	P-Value
Number of college-level credits attempted (marginal)					
Semester 1	14.1	12.6	1.5***	0.3	0.000
Semester 2	13.5	10.4	3.1***	0.6	0.000
Semester 3	9.9	8.4	1.4**	0.6	0.016
Semester 4	7.9	7.1	0.8	0.7	0.225
Semester 5	3.3	3.2	0.0	0.5	0.965
Semester 6	2.3	2.5	-0.3	0.4	0.518
Number of college-level credits earned (marginal)					
Semester 1	9.8	9.0	0.8*	0.5	0.091
Semester 2	9.2	7.1	2.1***	0.6	0.001
Semester 3	6.9	6.2	0.7	0.6	0.207
Semester 4	5.8	5.2	0.6	0.6	0.306
Semester 5	2.2	2.2	-0.1	0.4	0.884
Semester 6	1.3	1.9	-0.6	0.4	0.128
Number of college-level credits earned (cumulative)					
Semester 1	9.8	9.0	0.8*	0.5	0.091
Semester 2	19.0	16.1	2.9***	1.0	0.004
Semester 3	25.9	22.2	3.7**	1.4	0.011
Semester 4	31.6	27.3	4.3**	1.9	0.022
Semester 5	33.8	29.5	4.3**	2.0	0.030
Semester 6	35.0	31.4	3.7*	2.0	0.071
Number of total credits attempted (marginal)					
Semester 1	15.0	13.3	1.7***	0.3	0.000
Semester 2	13.9	10.7	3.2***	0.6	0.000
Semester 3	10.2	8.5	1.7***	0.6	0.006
Semester 4	8.0	7.2	0.8	0.7	0.236
Semester 5	3.3	3.3	0.1	0.5	0.910
Semester 6	2.3	2.6	-0.3	0.4	0.513

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Supplementary Table S.3 (continued)

Outcome	Program Group	Control Group	Difference	Standard Error	P-Value
Number of total credits earned (marginal)					
Semester 1	10.2	9.4	0.9*	0.5	0.083
Semester 2	9.2	7.2	2.0***	0.6	0.001
Semester 3	7.0	6.2	0.7	0.6	0.196
Semester 4	5.8	5.2	0.6	0.6	0.307
Semester 5	2.2	2.2	0.0	0.4	0.985
Semester 6	1.3	1.9	-0.6	0.4	0.124
Number of total credits earned (cumulative)					
Semester 1	10.2	9.4	0.9*	0.5	0.083
Semester 2	19.4	16.5	2.8***	1.0	0.005
Semester 3	26.4	22.7	3.6**	1.5	0.013
Semester 4	32.1	27.9	4.2**	1.9	0.024
Semester 5	34.3	30.0	4.3**	2.0	0.031
Semester 6	35.6	31.9	3.7*	2.1	0.074
Sample size (total = 574)	288	286			

SOURCES: MDRC calculations using data from SUNY Westchester Community College and the National Student Clearinghouse.

NOTES: Estimates are adjusted by enrollment plans prior to learning about Viking ROADS (intent to enroll part time or full time), parental status, marital status, full-time employment, high school diploma receipt, status as a first-generation college student (operationalized as first person in family to attend college), financial independence (operationalized as parents paying less than half of living expenses), and cohort (semester student joined the study).

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

Outcomes for the spring and summer semesters are combined.

Marginal credit outcomes represent the number of credits that were attempted or earned within a given semester, while cumulative credit outcomes represent the total credits that were attempted or earned up to and including that semester.

^aOutcomes for the following measures come from both SUNY Westchester Community College and the National Student Clearinghouse.

^bOutcomes for the following measures come only from SUNY Westchester Community College.

Supplementary Table S.4 Select Academic Outcomes, by Cohort

Outcome	Sample Size	Program Group	Control Group	Difference	P-Value
Total credits earned by Semester 6					
Fall 2019	300	34.3	32.7	1.6	0.579
Fall 2020 and spring 2021	274	36.8	31.3	5.5*	0.059
Degrees earned by Semester 6 (%)					
Fall 2019	300	34.5	22.7	11.8**	0.024
Fall 2020 and spring 2021	274	36.0	25.3	10.7*	0.054

SOURCES: MDRC calculations using data from SUNY Westchester Community College and the National Student Clearinghouse.

NOTES: Estimates are adjusted by enrollment plans prior to learning about Viking ROADS (intent to enroll part time or full time), parental status, marital status, full-time employment, high school diploma receipt, status as a first-generation college student (operationalized as first person in family to attend college), financial independence (operationalized as parents paying less than half of living expenses), and cohort (semester student joined the study).

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

Supplementary Table S.5 Select Credit Accumulation Outcomes

Outcome (%)	Sample Size	Program Group	Control Group	Difference	Standard Error	P-Value
Earned 40 or more total credits						
Semester 6	574	47.9	41.6	6.3	4.1	0.131
Earned 60 or more total credits						
Semester 6	574	24.5	19.7	4.8	3.5	0.166
Among those earning 60 or more total credits, earned any degree ^a						
Semester 6	127	83.7	69.3	14.4	7.6	

SOURCES: MDRC calculations using data from SUNY Westchester Community College and the National Student Clearinghouse.

NOTES: Estimates are adjusted by enrollment plans prior to learning about Viking ROADS (intent to enroll part time or full time), parental status, marital status, full-time employment, high school diploma receipt, status as a first-generation college student (operationalized as first person in family to attend college), financial independence (operationalized as parents paying less than half of living expenses), and cohort (semester student joined the study).

Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

Outcomes for the spring and summer semesters are combined.

^aThis outcome is calculated on a subsample of the full randomized sample and is therefore nonexperimental. As a result, a statistical significance test is not displayed.

Supplementary Table S.6 Randomized Controlled Trial Evaluations of Academic Support Programs

Study Abbreviation	Study Name	References
ASAP CUNY	Accelerated Study in Associate Programs, City University of New York	Susan Scrivener, Michael J. Weiss, Alyssa Ratledge, Timothy Rudd, Colleen Sommo, and Hannah Fresques, <i>Doubling Graduation Rates: Three-Year Effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students</i> (MDRC, 2015).
		Michael J. Weiss, Alyssa Ratledge, Colleen Sommo and Himani Gupta. "Supporting Community College Students from Start to Degree Completion: Long-Term Evidence from a Randomized Trial of CUNY'S ASAP;" <i>American Economic Journal: Applied Economics</i> 11, 3 (2019): 253–297.
		Gilda Azurdia and Katerina Galkin, "An Eight-Year Cost Analysis from a Randomized Controlled Trial of CUNY's Accelerated Study in Associate Programs," working paper (MDRC, 1997).
ASAP Ohio	Ohio ASAP Demonstration (Ohio replication)	Colleen Sommo, Dan Cullinan, and Michelle Manno, <i>Doubling Graduation Rates in a New State: Two-Year Findings from the ASAP Ohio Demonstration</i> (MDRC, 2018).
		Cynthia Miller and Michael J. Weiss, <i>Increasing Community College Graduation Rates: A Synthesis of Findings on the ASAP Model from Six Colleges Across Two States</i> (MDRC, 2021).
		Colin Hill, Colleen Sommo, and Kayla Warner, <i>From Degrees to Dollars: Six Year Findings from the ASAP Ohio Demonstration</i> (MDRC, 2023).
CUNY Start	CUNY Start	Susan Scrivener, Himani Gupta, Michael J. Weiss, Benjamin Cohen, Maria Scott Cormier, and Jessica Brathwaite, <i>Becoming College-Ready: Early Findings from a CUNY Start Evaluation</i> (MDRC, Community College Research Center, 2018).
		Michael J. Weiss, Susan Scrivener, Austin Slaughter, and Benjamin Cohen, "An On-Ramp to Student Success: A Randomized Controlled Trial Evaluation of a Developmental Education Reform at the City University of New York," <i>Educational Evaluation and Policy Analysis</i> 43, 4 (2021): 555–586.
DCMP	Dana Center Mathematics Pathways	Elizabeth Zachry Rutschow, <i>Making It Through: Interim Findings on Developmental Students' Progress to College Math with the Dana Center Mathematics Pathways</i> (MDRC, Center for the Analysis of Postsecondary Readiness, 2018).
		Elizabeth Zachry Rutschow, Susan Sepanik, Victoria Deitch, Julia Raufman, Dominique Dukes, and Adan Moussa, <i>Gaining Ground: Findings from the Dana Center Mathematics Pathways Impact Study</i> (Center for the Analysis of Postsecondary Readiness, 2019).
DPP	Detroit Promise Path	Alyssa Ratledge and Andrea Vasquez, <i>Learning from Success: The Detroit Promise Path</i> (MDRC, 2018).
		Alyssa Ratledge, Rebekah O'Donoghue, Dan Cullinan, and Jasmina Camo-Biogradlija, <i>A Path from Access to Success: Interim Findings from the Detroit Promise Path Evaluation</i> (MDRC, 2019).

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Supplementary Table S.6 (continued)

Study Abbreviation	Study Name	References
OD + advising & incentive	Opening Doors + advising and financial incentive	Susan Scrivener and Michael J. Weiss, <i>More Guidance, Better Results? Three-Year Effects of an Enhanced Student Services Program at Two Community Colleges</i> (MDRC, 2009).
		Susan Scrivener and Erin Coghlan, <i>Opening Doors to Student Success: A Synthesis of Findings from an Evaluation at Six Community Colleges</i> (MDRC, 2011).
OD LC	Opening Doors + comprehensive learning community	Susan Scrivener, Dan Bloom, Allen LeBlanc, Christina Paxson, Cecilia Elena Rouse, and Colleen Sommo, <i>A Good Start: Two-Year Effects of a Freshmen Learning Community Program at Kingsborough Community College</i> (MDRC, 2008).
		Michael Weiss, Alex Mayer, Dan Cullinan, Alyssa Ratledge, Colleen Sommo, and John Diamond, "A Random Assignment Evaluation of Learning Communities at Kingsborough Community College: Seven Years Later," <i>Journal of Research on Educational Effectiveness</i> 8, 2 (2015): 189–217.
		Scrivener and Coghlan (2011).
OD Success (enhanced)	Opening Doors + College Success course and Success Centers (enhanced)	Susan Scrivener, Colleen Sommo, and Herbert Collado, <i>Getting Back on Track: Effects of a Community College Program for Probationary Students</i> (MDRC, 2009).
		Michael J. Weiss, Thomas Brock, Colleen Sommo, Timothy Rudd, and Mary Clair Turner, <i>Serving Community College Students on Probation: Four-Year Findings from Chaffey College's Opening Doors Program</i> (MDRC, 2011).
		Scrivener and Coghlan (2011).
PBS + advising	Performance-Based Scholarship Demonstration + advising	Melissa Binder, Kate Krause, Cynthia Miller, and Oscar Cerna, "Providing Incentives for Timely Progress Toward Earning a College Degree," working paper (MDRC, 2015).
		Reshma Patel, Lashawn Richburg-Hayes, Elijah de la Campa, and Timothy Rudd, <i>Performance-Based Scholarships: What Have We Learned? Interim Findings from the PBS Demonstration</i> (MDRC, 2013).
		Alexander K. Mayer, Reshma Patel, Timothy Rudd, and Alyssa Ratledge, <i>Designing Scholarships to Improve College Success</i> (MDRC, 2015).
PBS + math	Performance-Based Scholarship Demonstration + Math Lab (Florida)	Colleen Sommo, Melissa Boynton, Herbert Collado, John Diamond, Alissa Gardenhire, Alyssa Ratledge, Timothy Rudd, and Michael Weiss, <i>Mapping Success: Performance-Based Scholarships, Student Services, and Developmental Math at Hillsborough Community College</i> (MDRC, 2014).
		Patel, Richburg-Hayes, Campa, and Rudd (2013).
		Mayer, Patel, Rudd, and Ratledge (2015).
PBS + supports	Performance-Based Scholarship Demonstration + supp	Reshma Patel and Ireri Valenzuela, <i>Moving Forward: Early Findings from the Performance Based Scholarship Demonstration in Arizona</i> (MDRC, 2013).
		Patel, Richburg-Hayes, Campa, and Rudd (2013).
		Mayer, Patel, Rudd, and Ratledge (2015).

(continued)

Supplementary Table S.6 (continued)

Study Abbreviation	Study Name	References
PBS NY*	Performance-Based Scholarship Demonstration (New York)	Lashawn Richburg-Hayes, Colleen Sommo, and Rashida Welbeck, <i>Promoting Full-Time Attendance Among Adults in Community College: Early Impacts from the Performance-Based Scholarship Demonstration in New York</i> (MDRC, 2011).
		Patel, Richburg-Hayes, Campa, and Rudd (2013).
		Mayer, Patel, Rudd, and Ratledge (2015).
PBS OH	Performance-Based Scholarship Demonstration (Ohio)	Alexander Mayer, Reshma Patel, and Melvin Gutierrez, "Four-Year Effects on Degree Receipt and Employment Outcomes from a Performance-Based Scholarship Program in Ohio," working paper (MDRC, 2015).
		Patel, Richburg-Hayes, Campa, and Rudd (2013).
		Mayer, Patel, Rudd, and Ratledge (2015).

SOURCE: Michael J. Weiss, Howard S. Bloom, and Kriti Singh, "What 20 Years of MDRC RCTs Suggest About Predictive Relationships Between Intervention Features and Intervention Impacts for Community College Students," *Educational Evaluation and Policy Analysis* 45, 4 (2023): 569–597.

NOTE: Multiarm interventions (indicated with an asterisk) were collapsed into a single row.

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