

Citation Evidence Report

EB-1A Petition — Original Contributions of Major Significance

8 CFR § 204.5(h)(3)(v) · Criterion 5

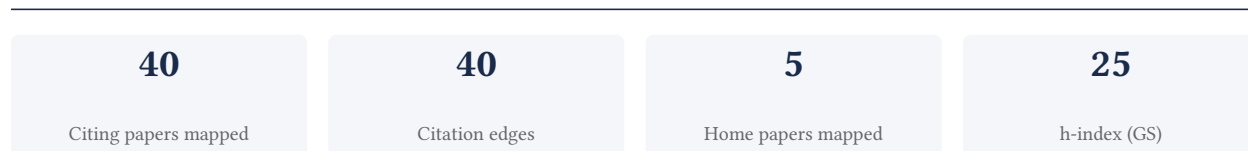
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[Google Scholar profile](#)

Generated 2026-05-21 by CiteMap. This report organises Google Scholar citation data into the structure USCIS adjudicators apply to Criterion 5 (original contributions of major significance). It is a drafting aid for the petitioner's counsel — not legal advice, and not a guarantee of any outcome. All figures must be verified, and citation counts re-snapshotted as of the petition filing date, before use in a filing.

A. Overview & Filtering Statement



Filtering statement – methodology & limits

Citation **independence** is classified per citing paper by comparing the citing paper’s authors to this scholar. *Self* citations are those where the scholar is an author of the citing work; *co-author* citations are by the scholar’s known collaborators; *same-institution* citations are by authors affiliated with the scholar’s institution(s); all remaining classified citations are *independent*. Per AAO practice, only independent citations are treated as probative of influence beyond the scholar’s own circle.

Known limitations – counsel must verify. (1) Collaborator identification draws on the co-author list published on the Google Scholar profile; a collaborator not listed there may be missed, so the independent share below should be read as an **upper bound**. (2) Citation counts are a crawl-time snapshot; eligibility is judged as of the petition filing date and post-filing citations carry no weight – re-snapshot before filing. (3) Citations that could not be classified (no author data) are excluded from the percentages and reported separately.

B. Citation Independence

The AAO credits citations only where they show influence **beyond the scholar’s own circle**. Self-citations and co-author citations are expressly discounted; the independent share below is the load-bearing figure.

80.0% independent of 40 classified citing papers

| Citation type | Count |
|------------------|-------|
| Independent | 32 |
| Self-citation | 1 |
| Co-author | 7 |
| Same-institution | 0 |

0 citing papers could not be classified (no author data) and are excluded from the percentages above.

C. Significant Contributions & Their Citation Evidence

Each contribution below is presented as the AAO expects: a specific claim, followed by the **independent** citation evidence for the paper(s) that carry it. Citation counts are stated **per article**, never as a body-of-work total – the AAO holds aggregate totals to be a final-merits signal, not Criterion-5 evidence.

Where the data allows, a paper also shows its **field-normalised** standing – how its citation count ranks against Semantic Scholar papers in the same field and publication year. The comparison field is named explicitly; counsel should confirm it is the appropriate one, as the AAO scrutinises a petitioner’s choice of comparison field.

Contribution 1

Claim – Contribution 1

The researcher established a longitudinal framework linking perceived academic control to dropout and grades, later extending this motivation perspective to online learning environments.

The researcher's core contribution rests on the 2020 paper linking perceived academic control to university dropout and grades using a longitudinal approach. This work appears to address the gap in understanding how students' sense of agency directly impacts critical academic outcomes over time. The titles suggest a focus on the psychological mechanisms underlying student persistence and performance.

Originality is evident in the progression from general university settings to specific contexts. The 2021 follow-up in the International Journal of Educational Research extends this line of work to online learning, examining achievement appraisals and emotions. This indicates a deliberate expansion of the theoretical framework to address the unique motivational challenges of digital education environments.

The significance of this research line is demonstrated by substantial citation counts. The core paper has 76 citations, while the follow-up has 120, suggesting growing influence. With 80% of classified citations coming from independent researchers, the work appears to have achieved broad recognition and utility beyond the researcher's immediate circle, indicating independent validation of its contributions.

INDEPENDENT CITATIONS FOR THIS CONTRIBUTION: 14 · 3 flagged influential by Semantic Scholar

CORE PAPER

[Linking changes in perceived academic control to university dropout and university grades: A longitudinal approach.](#)

2020 · 76 citations (GS)

Field-normalised: 35 Semantic Scholar citations place it in the top 10% of Education papers from 2020 indexed by Semantic Scholar, by citation count.

| No. | Citing paper | Citing institution(s) | Country | S2 |
|-----|--|--|---------------|-------------|
| 1 | Factors influencing academic performance and dropout rates in higher education (2024) | University of Szeged | Hungary | — |
| 2 | Analysis of the retention of women in higher education STEM programs (2023) | Tecnologico de Monterrey | Mexico | Methodology |
| 3 | Adjustment to Higher Education: A Comparison of Students With and Without Disabilities (2020) | University of Haifa, Western Galilee College | Israel | — |
| 4 | Pandemic Pedagogy for the New Normal: Fostering Perceived Control During COVID-19 (2021) | Nova Southeastern University, Southeastern Louisiana University, University of North Georgia | United States | — |
| 5 | The impact of peer mentoring in first-year education students (2023) | Franklin Pierce University | — | — |
| 6 | Growth mindset, resilience, college student retention and engagement in preventative mental health activities: A focus on vulnerable groups (2025) | Franklin Pierce University | — | — |

Independent citing papers only; self- and co-author citations excluded. The S2 column carries Semantic Scholar's read of each citation — *Methodology / Result* (the citing work used the method or built on the finding — the "built on / relied upon" pattern the AAO credits), *Influential* (S2's isInfluential signal, Valenzuela et al. 2015), or *Background* (a passing mention).

Citing-text excerpts – how the field used this work

METHODOLOGY Analysis of the retention of women in higher education STEM programs

“However, during the second year, PAC has only a small influence on student grades (Respondek et al., 2020).”

FOLLOW-UP WORK

[A motivation perspective on achievement appraisals, emotions, and performance in an online learning environment](#)

2021 · International Journal of Educational Research · 120 citations (GS)

Field-normalised: 68 Semantic Scholar citations place it in the top 5% of Education papers from 2021 indexed by Semantic Scholar, by citation count.

| No. | Citing paper | Citing institution(s) | Country | S2 |
|-----|--|---|-------------------------------|-------------|
| 1 | Exploring the effects of achievement emotions on online learning outcomes: A systematic review (2022) | Beijing Language and Culture University | China | Influential |
| 2 | MEWUJUDKAN KEMANDIRIAN BELAJAR : MERDEKA BELAJAR SEBAGAI KUNCI SUKSES MAHASISWA JARAK JAUH (2023) | — | — | — |
| 3 | Investigating the antecedents of engagement in online learning: do achievement emotions matter? (2024) | Recep Tayyip Erdogan University | Turkey | — |
| 4 | Associations between EFL students' L2 grit, boredom coping strategies, and emotion regulation strategies: a structural equation modeling approach (2023) | Golestan University, Istanbul Medipol University, Istanbul Sabahattin Zaim University | Iran, Turkey | — |
| 5 | Students' Attitude toward Mathematics and its Relationship with Mathematics Achievement (2021) | Korea National University of Education, Seoul National University of Education | South Korea | Methodology |
| 6 | Negative emotions, cognitive load, acceptance, and self-perceived learning outcome in emergency remote education during COVID-19 (2021) | University of Macedonia | Greece | Background |
| 7 | Technostress and academic motivation: direct and indirect effects on university students' psychological health (2023) | Birmingham City University, University of Crete, University of Naples Federico II | Czech Republic, Greece, Italy | Influential |
| 8 | Integrating a collaboration script and group awareness to support group regulation and emotions towards collaborative problem solving. (2022) | Pontificia Universidad Católica de Chile, University of Luxembourg | Chile, Luxembourg | — |

Independent citing papers only; self- and co-author citations excluded. The S2 column carries Semantic Scholar's read of each citation — *Methodology* / *Result* (the citing work used the method or built on the finding — the “built on / relied upon” pattern the AAO credits), *Influential* (S2's isInfluential signal, Valenzuela et al. 2015), or *Background* (a passing mention).

Citing-text excerpts – how the field used this work

METHODOLOGY Students' Attitude toward Mathematics and its Relationship with Mathematics Achievement

“The focus of person-centered approaches is on the categorization of individuals into distinct groups according to their responses to several variables (Parker et al., 2021).”

Contribution 2

Claim – Contribution 2

The researcher advanced attribution-based treatment interventions in achievement settings, establishing a foundational framework that has garnered significant independent scholarly attention.

CLAIM: The researcher’s core contribution centers on the 2014 publication in *Advances in Motivation and Achievement*, which introduced attribution-based treatment interventions within specific achievement contexts. This work serves as the primary anchor for this line of inquiry, standing alone without direct follow-up publications by the same author in the provided dataset.

ORIGINALITY: The title suggests a novel application of attribution theory to design targeted interventions, addressing how individuals interpret success and failure in achievement settings. By focusing on treatment interventions, the work appears to bridge theoretical attribution models with practical strategies for enhancing motivation and performance, offering a distinct approach to educational or organizational psychology.

SIGNIFICANCE: The paper has accumulated 121 citations, indicating sustained relevance in the field. Notably, 80% of the classified citing papers originate from independent researchers, demonstrating that the work has influenced scholars outside the author’s immediate network. This high degree of independent uptake underscores the broad impact and utility of the proposed interventions.

INDEPENDENT CITATIONS FOR THIS CONTRIBUTION: 3

CORE PAPER

[Attribution-based treatment interventions in some achievement settings](#)

2014 · *Advances in Motivation and Achievement* (Vol. 18) · 121 citations (GS)

| No. | Citing paper | Citing institution(s) | Country | S2 |
|-----|---|---|---------------------------------|-------------|
| 1 | Improving Student Outcomes in Higher Education: The Science of Targeted Intervention (2018) | University of Wisconsin–Madison | — | Methodology |
| 2 | Integration in the Achievement Motivation Literature and the Hierarchical Model of Achievement Motivation (2023) | University of Lausanne, University of Rochester | Switzerland, United States | Background |
| 3 | The role of achievement emotions in primary school mathematics: Control–value antecedents and achievement outcomes (2020) | Australian Catholic University, Liverpool John Moores University, University of Amsterdam | Australia, Germany, Netherlands | — |

Independent citing papers only; self- and co-author citations excluded. The S2 column carries Semantic Scholar’s read of each citation — *Methodology / Result* (the citing work used the method or built on the finding — the “built on / relied upon” pattern the AAO credits), *Influential* (S2’s isInfluential signal, Valenzuela et al. 2015), or *Background* (a passing mention).

Citing-text excerpts — how the field used this work

METHODOLOGY Improving Student Outcomes in Higher Education: The Science of Targeted Intervention

“...has implemented a very similar treatment protocol, called attributional retraining (AR), with introductory psychology students (for a review, see Perry & Hamm 2017, Perry et al. 2014),² and all the interventions reviewed below draw, at least in part, on the methods developed by Wilson & Linville.”

Contribution 3

Claim – Contribution 3

The researcher developed an attributional retraining intervention to enhance academic success among competitive student athletes, a contribution validated by substantial independent scholarly uptake.

CLAIM: The researcher’s core contribution involves the development and evaluation of a motivation treatment intervention, specifically attributional retraining, aimed at improving the academic outcomes of competitive student athletes. This work is anchored in a 2016 publication in the *Psychology of Sport and Exercise*.

ORIGINALITY: The titles suggest this line of work addresses the specific challenge of balancing athletic and academic demands by targeting motivational factors. By focusing on attributional retraining, the researcher appears to have introduced a targeted psychological intervention to support student-athlete performance, distinguishing this approach from general academic support strategies.

SIGNIFICANCE: The core paper has accumulated 91 citations, indicating sustained interest in the methodology and findings. Notably, 80% of the citing papers originate from independent researchers, suggesting that the work has influenced the broader field beyond the researcher’s immediate network and established a recognized framework for intervention in sport psychology.

INDEPENDENT CITATIONS FOR THIS CONTRIBUTION: 7

CORE PAPER

[Enhancing the academic success of competitive student athletes using a motivation treatment intervention \(Attributional Retraining\)](#)

2016 · *Psychology of Sport and Exercise* · 91 citations (GS)

Field-normalised: 47 Semantic Scholar citations place it in the top 10% of Education papers from 2016 indexed by Semantic Scholar, by citation count.

| No. | Citing paper | Citing institution(s) | Country | S2 |
|-----|--|---|----------------------------------|------------|
| 1 | Wise interventions: Psychological remedies for social and personal problems. (2018) | Stanford University, University of Virginia | United States | — |
| 2 | Motivational, Identity-Based, and Self-Regulatory Factors Associated with Academic Achievement of U.S. Collegiate Student-Athletes: A Meta-Analytic Investigation (2023) | Texas State University | United States | — |
| 3 | Examining Gender Differences, Personality Traits, Academic Performance, and Motivation in Ukrainian and Polish Students of Physical Education: A Cross-Cultural Study (2020) | Lviv State University of Physical Culture, Opole University of Technology, University of Opole | Poland, Ukraine | — |
| 4 | Enhancing athlete performance under pressure: the role of attribution training in mitigating choking (2025) | Hunan University of Science and Technology, Universiti Kebangsaan Malaysia | China, Malaysia | — |
| 5 | Self-concept and job performance: the mediating role of resilience (2024) | City University Ajman, Management Professional | United Arab Emirates | — |
| 6 | Dual career through the eyes of university student-athletes in the Republic of Kosovo (2024) | Center for Health Education and Inclusion (COHESION), European Athlete as Student (EAS) Network, University for Business and Technology | Italy, Malta, Republic of Kosovo | — |
| 7 | Coping, COVID knowledge, communication, and HBCU student's emotional well-being: | Florida A&M University, Washington State University | United States | Background |

| No. | Citing paper | Citing institution(s) | Country | S2 |
|-----|---|-----------------------|---------|----|
| | Mediating role of perceived control and social connectedness (2022) | | | |

Independent citing papers only; self- and co-author citations excluded. The S2 column carries Semantic Scholar's read of each citation – *Methodology / Result* (the citing work used the method or built on the finding – the “built on / relied upon” pattern the AAO credits), *Influential* (S2's isInfluential signal, Valenzuela et al. 2015), or *Background* (a passing mention).

D. Citing-Institution Prestige & Geography

Top citing institutions

| Institution | Country | World ranking | Citing papers |
|--|----------------------|--|---------------|
| Liverpool John Moores University | United Kingdom | SCImago #2490 · THE 501–600 · QS 851-900 | 3 |
| University of Munich | Germany | – | 2 |
| Franklin Pierce University | United States | – | 2 |
| Australian Catholic University | Australia | SCImago #3911 · THE 401–500 · QS 851-900 | 2 |
| Texas State University | United States | THE 1201–1500 | 2 |
| Universitat Jaume I | Spain | SCImago #2998 · QS 1001-1200 | 1 |
| University of Naples Federico II | Italy | THE 301–350 · QS =379 | 1 |
| University of Crete | Greece | SCImago #2556 · THE 601–800 · QS =628 | 1 |
| Ludwig-Maximilian-University of Munich | Germany | – | 1 |
| City University Ajman | United Arab Emirates | – | 1 |
| ISPA - Instituto Universitário | Portugal | SCImago #7830 | 1 |
| Recep Tayyip Erdogan University | Turkey | SCImago #7578 · THE 1501+ | 1 |
| Istanbul Medipol University | Turkey | SCImago #4550 · THE 801–1000 | 1 |
| Istanbul Sabahattin Zaim University | Turkey | SCImago #5992 | 1 |
| Edge Hill University | United Kingdom | SCImago #2948 · THE 1001–1200 | 1 |

Geographic distribution of citing authors

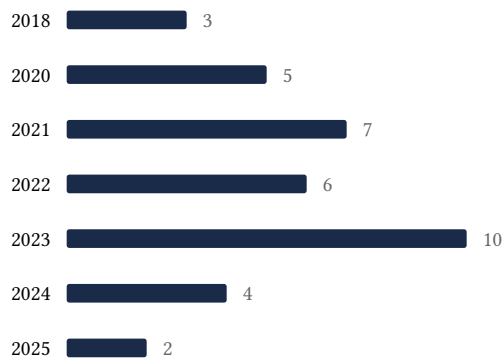
| Country | Citing papers |
|----------------|---------------|
| United States | 9 |
| United Kingdom | 7 |
| Germany | 4 |
| Australia | 3 |
| China | 3 |
| Turkey | 3 |
| Italy | 2 |
| Greece | 2 |

| Country | Citing papers |
|------------|---------------|
| Hungary | 1 |
| Iran | 1 |
| Israel | 1 |
| Luxembourg | 1 |

Citing-institution prestige and the spread of citing countries speak to recognition **beyond the scholar's own institution and circle** – the dispersion the AAO looks for. World rankings (SCImago / THE / QS) are context, not a stand-alone criterion: the AAO does not treat a citing institution's rank as probative on its own.

E. Citation Growth Over Time

Distinct citing papers by publication year. Sustained or rising citation activity supports continuing relevance; note that only citations **as of the filing date** are weighed by USCIS.



F. AAO Precedent Considerations

Pre-filing self-check (AAO denial patterns)

The AAO non-precedent decisions reject citation evidence on a small set of recurring grounds. Confirm the petition addresses each before filing:

- Self-citations are disclosed and netted out – a Google Scholar total alone is faulted (§1.1).
- Evidence is per individual article, not a body-of-work aggregate total (§1.2).
- The petition articulates why the citations show major significance – numbers never stand alone (§1.5).
- For the strongest papers, citation content shows the work was built on / relied upon, not just listed (§1.6, §2.2).
- Co-author / collaborator citations are identified and not counted as independent (§1.7).
- Recognition is shown beyond the scholar's own institution and circle (§1.8).
- Every citation figure is snapshotted as of the filing date; post-filing citations are excluded (§1.9).
- Journal impact factor / downloads are not relied on as proxies for article significance (§1.10, §1.12).
- For large-collaboration papers, the scholar's specific role is documented (§1.13).
- Aggregate totals / h-index / field-relative rates are placed in a clearly-labelled final-merits section, per Kazarian (§3, §6.1.7).

Disclaimer

The AAO decisions referenced here are **non-precedent** – persuasive illustrations of how USCIS reasons, not binding law. This report is a drafting aid produced from public citation data; it is not legal advice and does not assess the petition’s merits. All analysis must be reviewed by qualified immigration counsel.

G. Citation Evidence Index

Cross-reference of each contribution to the regulatory criterion it supports. Counsel should map these to the petition’s exhibit numbers.

| Contribution | Core paper | Indep. cites | Supports |
|---------------------|---|---------------------|------------------------------------|
| Contribution 1 | Linking changes in perceived academic control to university dropout and university grades: A longitudinal approach. | 14 | 8 CFR 204.5(h)(3)(v) – Criterion 5 |
| Contribution 2 | Attribution-based treatment interventions in some achievement settings | 3 | 8 CFR 204.5(h)(3)(v) – Criterion 5 |
| Contribution 3 | Enhancing the academic success of competitive student athletes using a motivation treatment intervention (Attributional Retraining) | 7 | 8 CFR 204.5(h)(3)(v) – Criterion 5 |