AN INTRODUCTION TO RHODE ISLAND'S

College Access and Persistence Programs

Essential Question:
What do we know about historically underserved populations on RI public college campuses and recent efforts to support them?

Find the full, interactive story at: ridatahub.org/datastories/APPdatastory

RI's public colleges expand efforts to support "historically underserved" students

Nationally, as in Rhode Island, certain groups of students have been disproportionately under-represented on college campuses. Minority youth, students with special needs and especially those who've been raised in poverty find that college is out of reach for them.
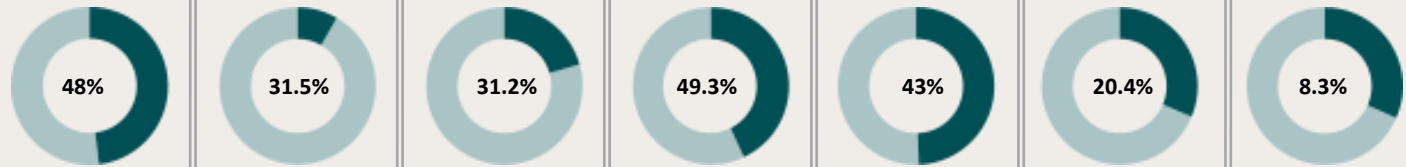
This story examines the new programs that RI's three public colleges have recently implemented, building on existing efforts. While they're new, are they beginning to have a positive impact? If so, what seems to be working?

Who is enrolling?
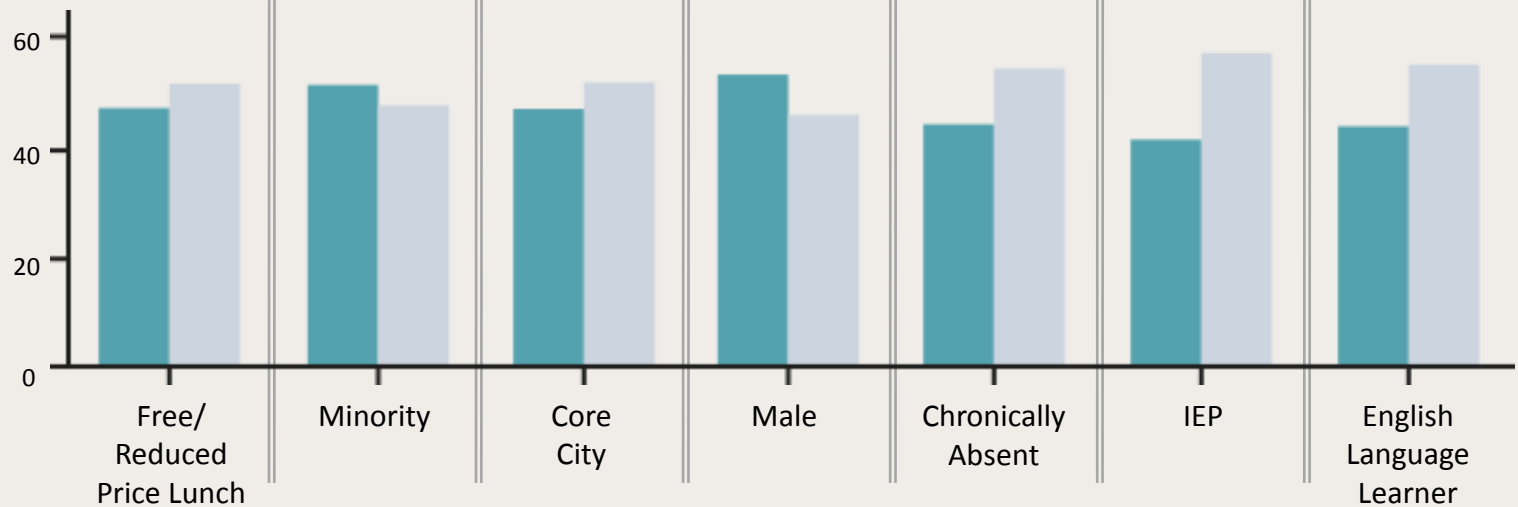## The Class of 2012

Composition of graduating class

■ % of class in each group

Free/ Reduced Price Lunch	Minority	Core City	Male	Chronically Absent	IEP	English Language Learner
48%	31.5%	31.2%	49.3%	43%	20.4%	8.3%

College Enrollments

■ % any postsecondary enrollment

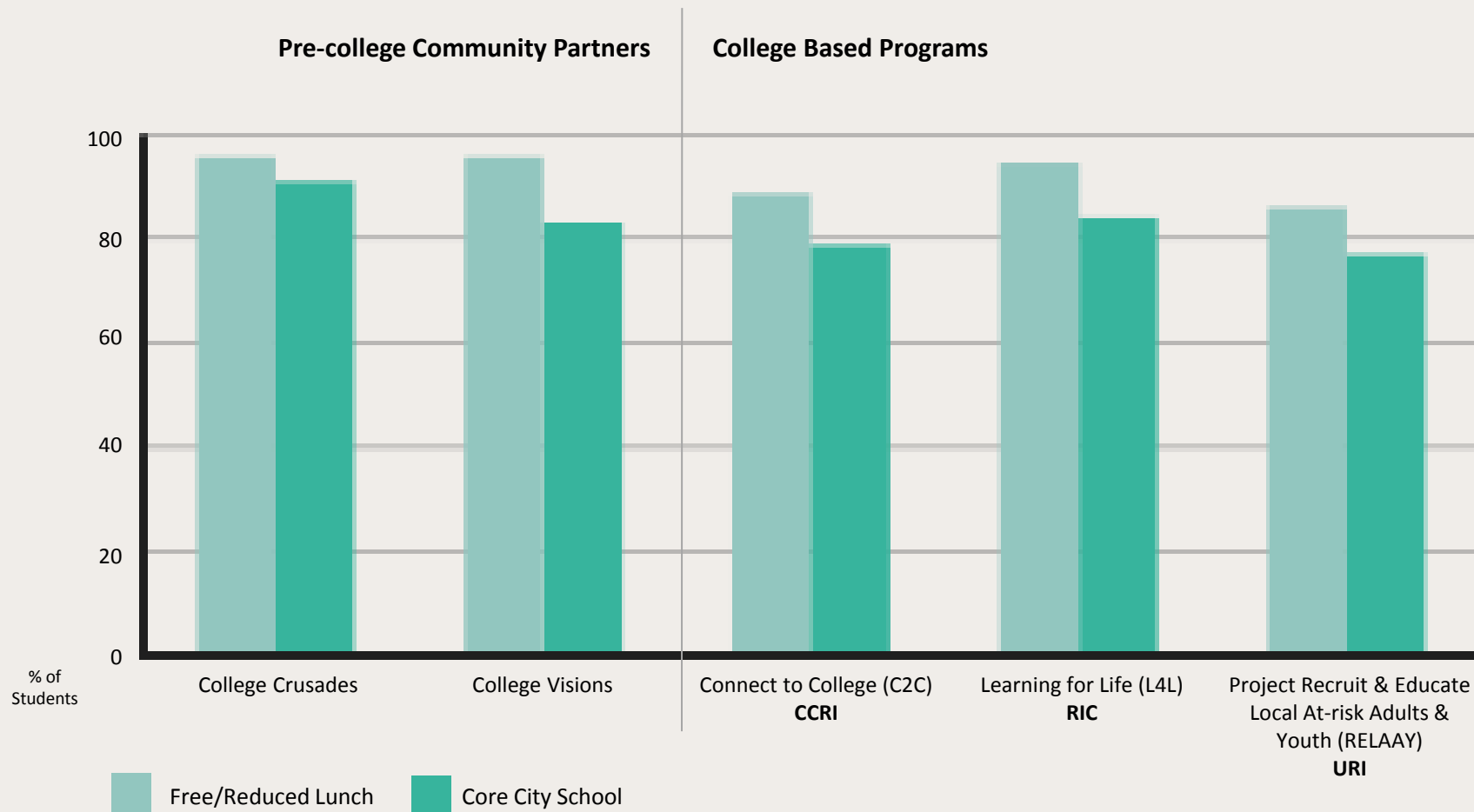■ % no known enrollment

Real students facing real challenges

"My mother never spoke to me about college specifically until my brother entered high school. And even then she never spoke about the logistics."

"When I got to CCRI I was terrified. With all the deadlines and emails I was quickly overwhelmed. There was no one around to help me."
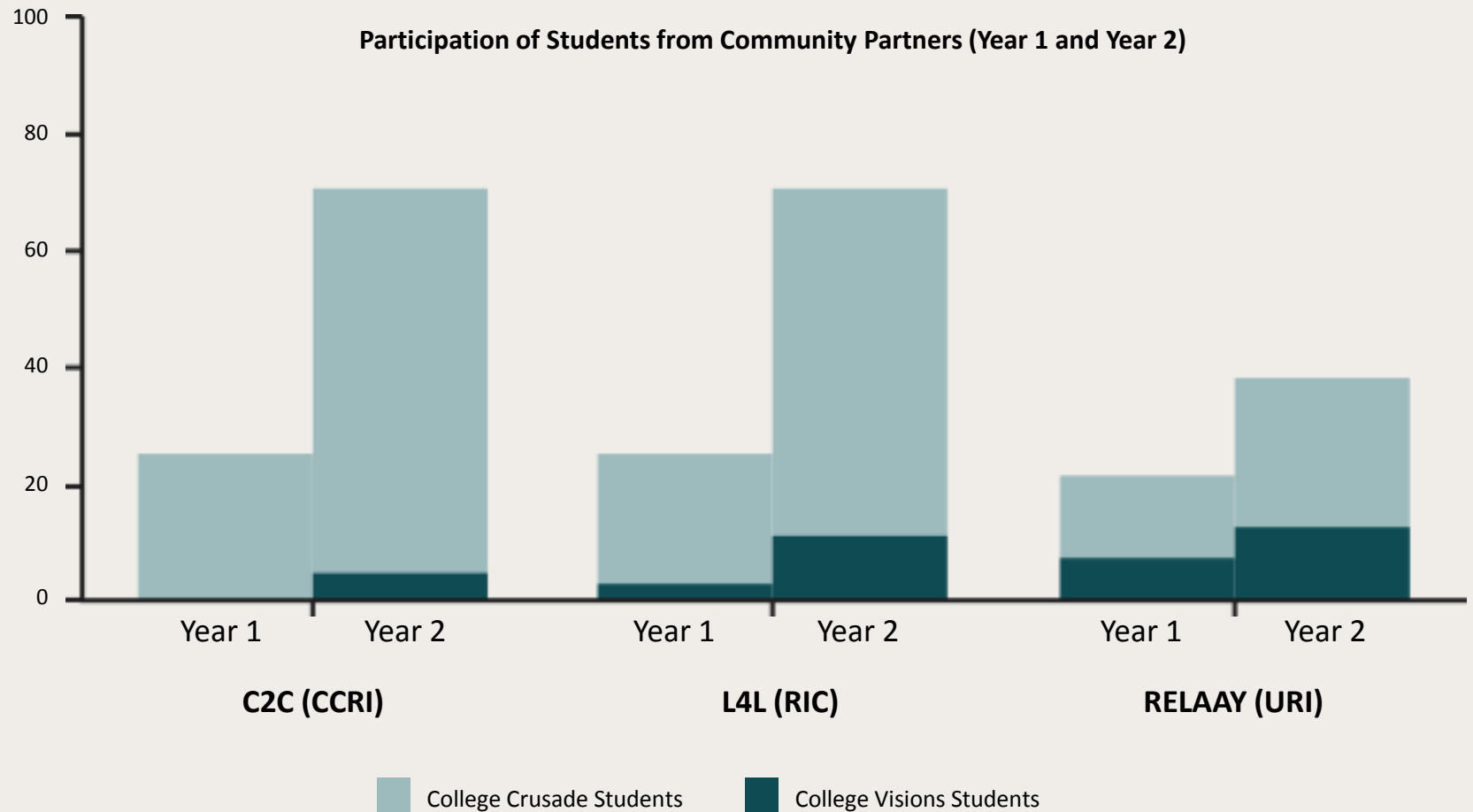

"I didn't really feel prepared for college once I started all of my classes with different students. I questioned the way I learned in high school and compared it to how I would learn in college."
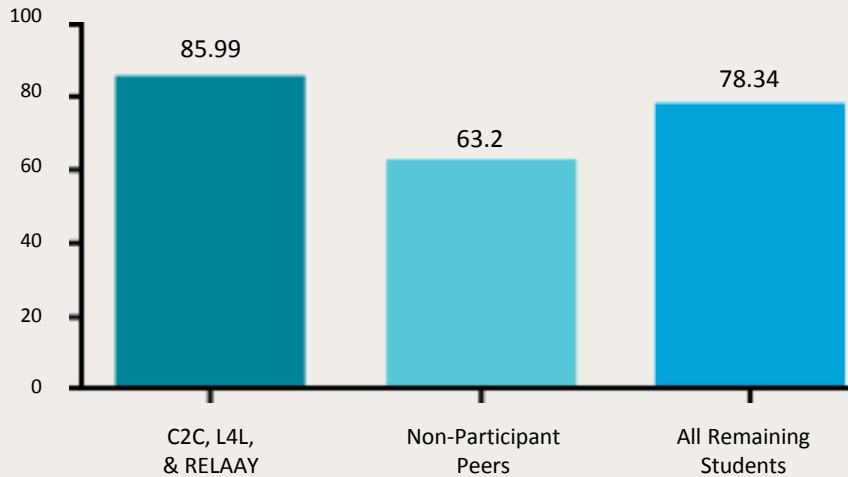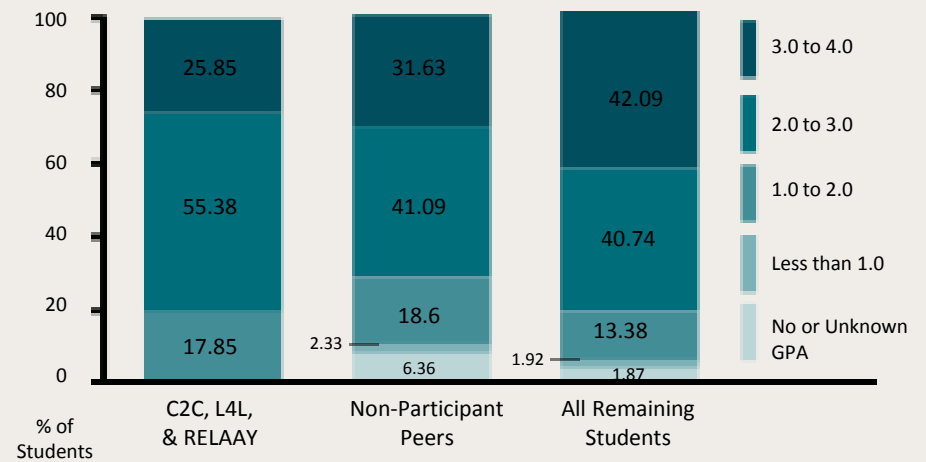
Who we serve

Strong partnerships

Participation of Students from Community Partners (Year 1 and Year 2)

Academic successes

Year 1: Average Credit Completion Ratio

C2C, L4L, & RELAAY	85.99
Non-Participant Peers	63.2
All Remaining Students	78.34

Year 1: Grade Point Average

% of Students

	C2C, L4L, & RELAAY	Non-Participant Peers	All Remaining Students
3.0 to 4.0	25.85	31.63	42.09
2.0 to 3.0	55.38	41.09	40.74
1.0 to 2.0	17.85	18.6	13.38
Less than 1.0		6.36	1.87
No or Unknown GPA		2.33	1.92

Persistence

Persistence to a Second Semester and a Second Year

FALL 2012 → Into SPRING 2013 → Into FALL 2013

% of Students

- 96%
- 88%
- 81%
- 87% — C2C, L4L, & RELAAY
- 77% — All Remaining Students
- 59% — Non-Participant Peers
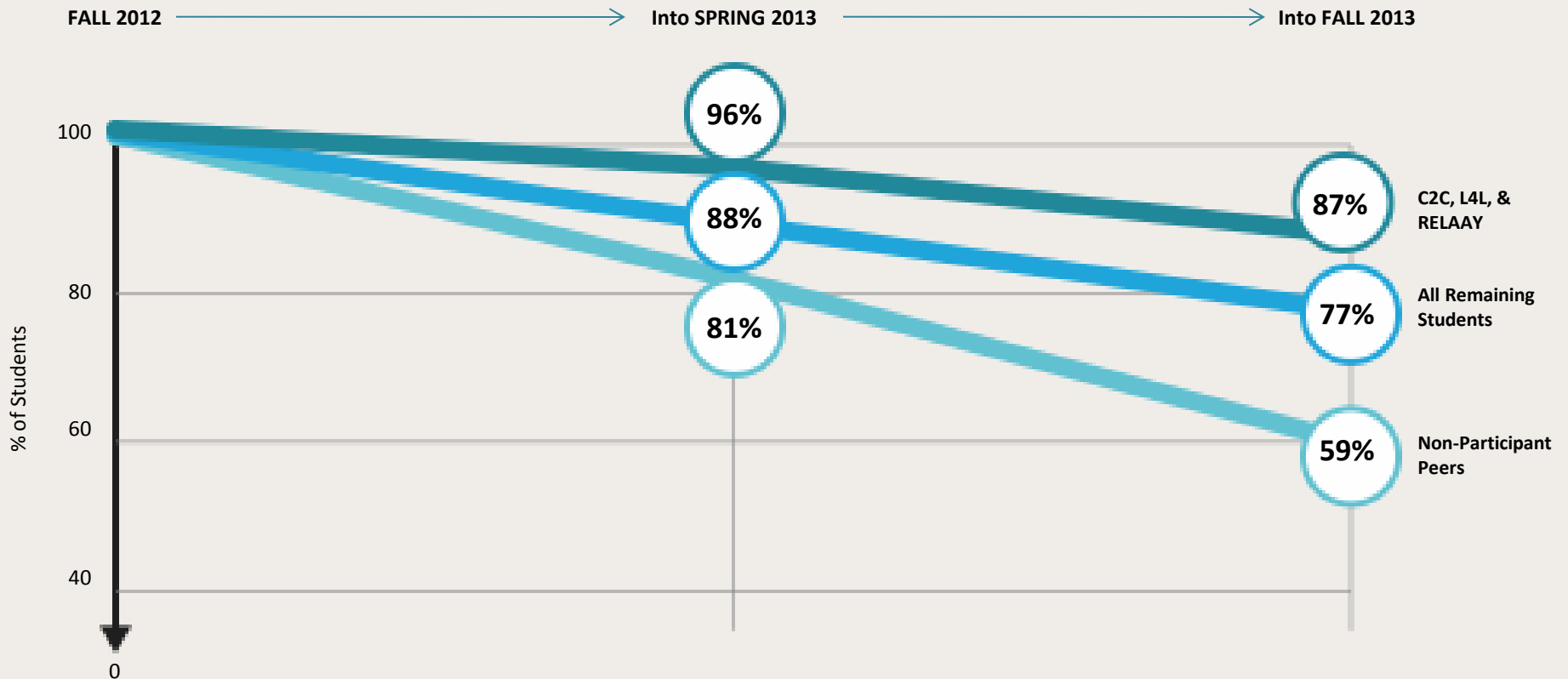
Take-aways and recommendations

Clearly, partnerships among college access and postsecondary support programs successfully smooth students' transition to college and coordinating comprehensive services while in college enhances their chances for success.

- Coordinating comprehensive systems of support, especially during the vulnerable transition from high school to college, needs good longitudinal data. Such data will help all partners work together to achieve their common goals for student success.

- Already further study is needed to identify which core services and institutional policies are having the greatest impact on these students.

- Sustaining the program-supports over the course of some student's college careers will be essential to ensure that they reach completion.

- Since many more students could benefit from these comprehensive services, expanding and sustaining the programs' success will require finding other sources of funding.

See more at: ridatahub.org/datastories/APPdatastory