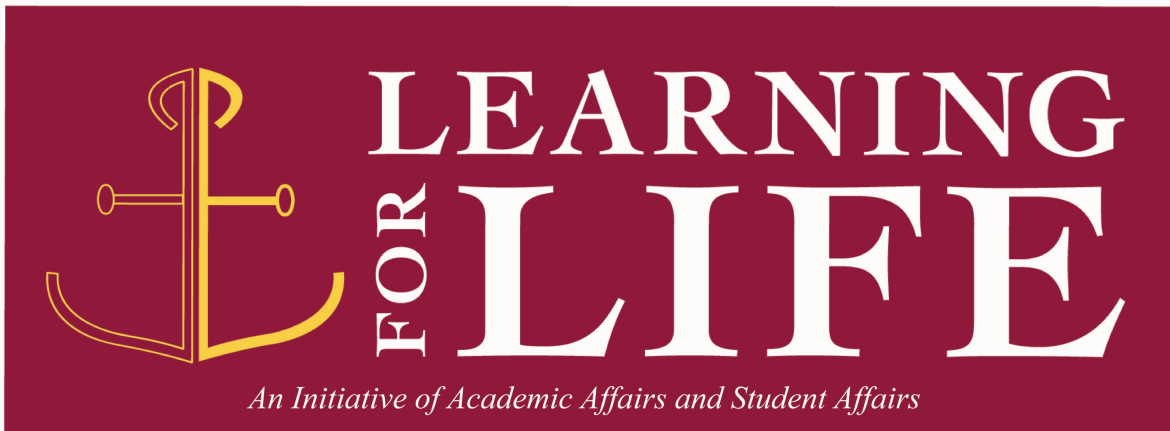College Access Challenge Grant
Learning for Life
Evaluation
Year 4
September 1, 2015-August 31, 2016

by
Ann Marie Mumm, LICSW, PhD
Rhode Island College School of Social Work

Submitted to
Rhode Island College Learning for Life
on

March 1, 2017

Table of Contents

	Page

List of Figures and Tables

Acknowledgements

I would like to thank the stakeholders of L4L including those who served on the Project Team and Advisory Board, the on-campus and off-campus partners, and the staff of Learning for Life. A special thanks to Laura Coelho, Data Management Specialist for responding to my data queries as soon as I asked and anticipating questions I might (should) have asked.   Thank you to Dr. Jennifer Meade for supervising the Navigators and supporting them in their work. Thank you to the Educational Support Facilitators, LaTanya Monteiro and Tina Leavitt, who are always so pleasant when I walk in the office and so enthusiastic about the importance of this work! Welcome aboard Joise Garzon and Harrison Grigsby, I know great things will come with you on staff. Thank you to the Navigators, for without their work, L4L would not be where it is today. Thank you to Ron Pitt, Vice President for Academic Affairs who has been a champion for L4L since its arrival on campus. Finally, a large thanks to Christiane Lambert, Director for Learning for Life, for involving me in each step of the program development to ensure that evaluation is integrated and crucial for feedback and improvement, for asking great questions and listening so intently, for taking last year's recommendations seriously, and for being an eager consumer of data at all times.

"L4L is designed to help students reach their goal of graduation. It matches students with Navigators who provides support with academic and nonacademic issues that can come up while in school"

(From Stakeholder Survey)

Executive Summary

This report describes Learning for Life (L4L) focusing specifically on Year 4, the final year of College Access Challenge Grant (CACG) funding. Learning for Life is part of the federal CACG funded through the Rhode Island Office of the Postsecondary Commissioner. "The purpose of the program is to foster partnerships between and among government and community organizations through projects aimed at increasing the number of underrepresented students prepared to enter and succeed in postsecondary education." (Barrett, Petrin Lambert, and Schachter, 2016, pg. 3).

Learning for Life collaborated with campus and community partners to strengthen the pipeline to and through post secondary education, building a holistic, student-centered, inclusive academic learning community in which every member is committed to the success of all Rhode Island College (RIC) students.

The L4L Navigators served as direct peer support and advocacy to all L4L Scholars. Navigators provided peer-delivered college know-how and made college life possible for the 415 Scholars during this academic year. The support and advocacy included case management, Extraordinary Needs Fund, PowerPath Assessments, Comprehensive Learning Assessment, and Support Packages. A total of 9288 contacts were made between the Scholars and the Navigators and/or staff during this academic year (2015-2016). On average Scholars received 17 emails from their Navigators. Total face to face of contacts was a significant predictor of persistence between fall '15 and spring '16. Those Scholars who received more face to face contact from their Navigators were more likely to persist into the Spring of 2016**.** The other types of contact were

not significant predictors of persistence from the fall 2015 to the spring of 2016. Navigators made 199 referrals to both on campus and off-campus supports and services. The most common referrals were to RIC Financial Aid Office, RIC Career Development Office, and OASIS. The next most common was referring students to the Counseling Center or to the Scholars' advisor.

Comprehensive Learning Assessment are free to eligible students through funding from Learning for Life. Five Scholars were referred during this program year; four completed the evaluation process and these students are following through with the recommendations. Goodwill Industries provided five PowerPath Assessments to Scholars this year. There were also 21 requests to the Extraordinary Needs Fund (ENF).

Learning for Life would not have been sustained if it was not for the partnerships developed on and off campus. The founding partners, College Crusade, College Visions, Goodwill Industries of RI, and RIC Unity Center, helped shape the vision of L4L and provided invaluable guidance to the staff. L4L maintains its vitality by creating new partnerships.

Persistence is defined as continuing at Rhode Island College from semester to semester until graduation. For this report there are four separate measures of persistence. Persisting from Fall 2015 to Spring 2016, from Spring 2016-Fall 2016, from Fall 2015-Fall 2016, and from Fall 2015 or Spring 2016 to Spring 2016. Learning for Life Scholars have a rate of persistence between 76% and 89% depending on which semesters are reviewed. Persistence rates for male and female students is almost identical. Asian and Bi-Racial Scholars have the highest persistence rates, followed by White Scholars.

The following factors have a positive impact on persistence: the year the Scholar joined the L4L (those who joined this year have a higher rate of persistence), class status (Juniors and

Seniors are more likely to persist than Freshman or Sophomores age), full-time students were more likely to persist, having more face to face contact with one's Navigator, being eligible for a Pell Grant, having a declared major (*S*cholars enrolled in Arts and Sciences or the General College are more likely to drop out before of fall of 2016 compared to all scholars), Academic probation, financial aid probation, and relying on public transportation.   Scholars who self-identified as not making adequate academic progress were were less likely to persist than those Scholars without this challenge. Scholars on financial aid probation were were less likely to persist than those Scholars without this challenge. Scholars who relied on public transportation were were less likely to persist than Scholars who did not rely on public transportation.

The following indicators were not predictive of persistence: GPA, age, having a Scholar Plan, being a first generation college student,   identifying as being from an underrepresented group, mental health challenge or disability, "adult learners", pregnant and/or parenting, were an English Language Learner, were involved with DCYF, participated in another persistence program. None of these variables differentiated between students who persisted and those that did not persist. These findings support the hypothesis that L4L has wide applicability across the various "sub-groups" at RIC.

It is necessary Learning for Life to continue to offer interventions to RIC Scholars, and develop targeted interventions to specific groups that have lower persistence rates (Scholars who have been in L4L over 2 years, Underclassman, part-time students, students who do not receive the Pell grant, "intended major students", and students on financial aid probation). Additionally continuing to build and nurture relationships with on-campus and off-campus partners is crucial to L4L's ability to provide resources to students.

Documenting these interventions and Scholar needs is crucial to being able to provide evidence of the student needs and successes. Protocols will need to be developed to help staff and Navigators improve documentation. Additionally developing a method for seamlessly sharing data between Peoplesoft and L4L is crucial in terms of understanding Scholar need and providing resources.

Beyond persistence, L4L has had an impact on institutional changes at RIC. Since L4L emerged L4L Stakeholders believe that RIC is doing a better job providing resources to students and linking students with student services. Additionally L4L has created a stronger partnership between RIC and the Rhode Island social service community.

It is important to help RIC's well-intentioned faculty understand some of the barriers the students face. Professional development related to the following topics may be helpful: Teaching the first generation student, Working with the Working Student, What it means to be an "Underrepresented Student" at RIC, What are the financial barriers to pursuing ones education? Instructing the Adult Learner, and What are the barriers to persisting at RIC?.

Learning for Life envisioned building a holistic, student-centered inclusive academic learning community where every member is committed to the success of all RIC students. Learning For Life relied on the Campus Wide Student Census to collect information about Student Services. In the Student Affairs Assessment there was no information about the following offices: Financial Aid Office, Career Development Office, and OASIS. I would recommend that the Campus Wide Student Census collect data on these offices and perhaps this can be a charge for the new Office of Student Success.

Learning for Life Stakeholders believe L4L needs to expand service and continue to build

new collaboration, increase the number of individuals who are informed about L4L and

recognize L4L as a model for other on - campus programs.

This report describes Learning for Life (L4L), a CACG federally funded program at Rhode Island College between September 1, 2015-August 31, 2016. This report discusses the programming, its vision and goals, the data collection methods, the results, and recommendations for the future.

Vision for Learning for Life

Learning for Life's vision is to collaborate with campus and community partners to strengthen the pipeline to and through post secondary education, building a holistic, student-centered, inclusive academic learning community in which every member is committed to the success of all Rhode Island College (RIC) students. This transformed culture will be realized by developing a coordinated, easy-access network of formal and informal supports that improve access for and the persistence of RIC students, particularly those who are at risk (Rhode Island College, 2012).

In a working paper that examined current theories and program evaluation literature about student persistence, Karp (2011) identified the four key elements of non-academic support programs leading to student success. They include:

- Creating social relationships – Going beyond referral or information-sharing and guiding students to opportunities for social networking on campus while ensuring the connections takes root.
- Clarifying aspirations and enhancing commitment – Linking academic study to a career pathway. Assisting students in building career-related activities into their college experience.

- Developing college know-how - Imparting the "procedural and cultural demands of college" as well as insider information from peers regarding strategies for success.

- Making college life feasible – Meeting students' needs as they arise, preventing the "little things" from becoming obstacles to completion.

The L4L Navigators, Senior level and Masters level students, serve as direct peer support and advocacy to all L4L Scholars. Navigators provided peer-delivered college know-how and made college life possible through connections to on and off-campus resources in areas such as referrals to the Career Development Center, childcare, housing and food security. The Navigator role is flexible, enabling response to the diverse needs that Scholars presented. The Navigator model of student support is developed in partnership with the School of Social Work. The specialized skill set and training that is inherent in social work study served the L4L well.

Goals of Learning for Life

Two major outcomes were hoped for in implementing L4L (see Logic Model for a historical context- Appendix A): (1) Increase persistence rates and the academic standing for L4L Scholars at or better than general institutional rates, including each student cohort served beginning with Year One; and (2) Catalyze a campus culture that promotes the success of all students with targeted initiatives for students most at-risk of not persisting.

The student-centered objectives include: 1) expanding the number of and multidisciplinary disciplines represented in the Navigator team as well as additional locations across campus; 2) Pairing social support from Navigators with academic initiatives, including closer collaboration

with the Office of Academic Support and Information Systems (OASIS); and 3) Increasing

collaboration with community resources for additional support for students, including case

management for students with serious mental illness and expanded resource base for economic

security for students. Institutional change objectives include: 1) Developing systems and

evaluative structures to operationalize programmatic and institutional data to inform the services/

offices that support students; 2) Generating campus collective initiatives for student success; 3)

Effecting improved sensitivity and celebration of Diversity, including the development and

implementation of strategic objectives for diversity and inclusion in the RIC 2015-20 Strategic

Plan.

<div align="center">

Data Collection

</div>

Navigators and the Educational Support Facilitators collected data from the Scholars at

intake and during subsequent meetings (see Appendix B for data collection forms). This

information was entered into Excel and analyzed by the program evaluator. Data from

Peoplesoft, Rhode Island College's (RIC) student database, were also accessed for information

about students' demographic information.

Group Membership

A Scholar is defined as a student who was enrolled in courses at RIC, has completed the

application to be a Scholar in Learning for Life, and has had at least one contact this year

(September 1, 2015-August 31, 2016). Additionally any students who graduated during this time

period are also included as Scholars. There were 415 active Scholars this year, though not all

were enrolled in classes; most Scholars are involved with Learning for Life and some with Finish

Strong. Navigators stay in touch with Scholars who "step away", up to 3 semesters of non-enrolled status.

Referrals

There are many ways students find out about Learning for Life. Referral information is available for 315 of the Scholars. There were 50 different individuals named when students were asked, "Who referred you to L4L?". These referral sources were then re-coded into seven categories. The most common referrer was a community partner, with 72 referrals, followed

Figure A Referral Sources for Scholars
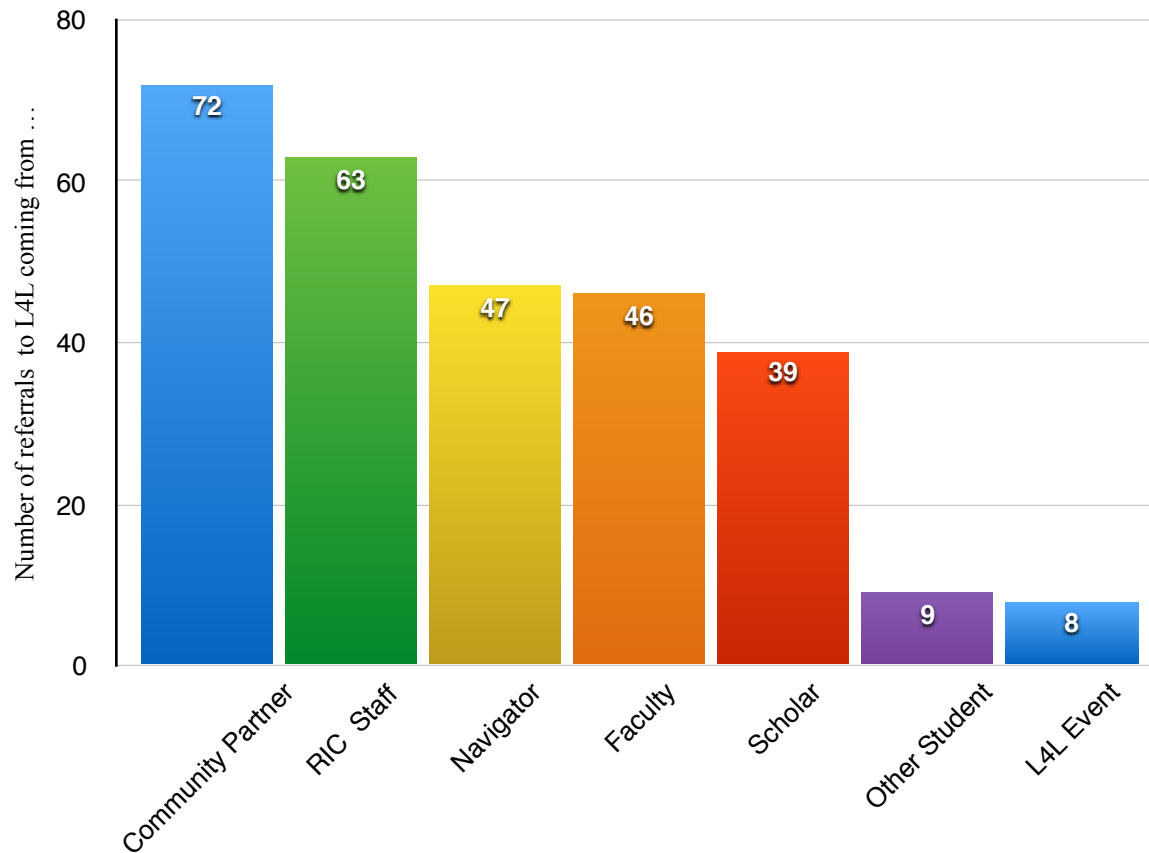
closely by RIC staff (n = 63).   Navigators and faculty refer students to Learning for Life (n = 47 and 46 respectively).   Scholars also refer students as well as other students who are non-

scholars (n = 39 and 9) (See Figure A).   One-hundred and twenty four Scholars indicated a specific department on campus that referred them.   Learning for Life was the biggest referral source (n= 28), followed by the Disability Services Center and the Education Department (n = 20). The Unity Center referred 10 students and OASIS referred 6 students. Other Student Services Offices (Admissions, Academic Affairs, Career Development, Campus Bookstore, Financial Aid Office, Health Services, Residential Life and Student Life) referred a total of 18 students. Other academic departments mentioned by Scholars were: Anthropology, Art, Communication, English, Gender and Women Studies, History, Psychology, Nursing, Social Work, Sociology, and Special Education); these departments referred a total of 18 students.

Participant Demographics

    There were 415 active Scholars this year. This is a sizable jump from the first year of 161 Scholars.   Of the 415 Scholars, 106 (26%) were new Scholars joining this year. Of the returning Scholars, 53 (13%) have been in L4L since year 1, 115(28%) joined in year 2, and 140 joined in year 3 (34%) (See Figures B and C). The number 415 represents only those Scholars with active contact with their Navigators this year. This number of students does not include students who receive services from L4L without involving a Navigator, such as participation in Finish Strong, and event based services like Community Lunches, FAFSA events, Campus Connect, and Outreach Programs etc. This number is closer to 700 students and is a more comprehensive

Figure B: Year the Active Scholars Joined L4L

140

115

106

53

Year 1   Year 2   Year 3   Year 4

overall number of students served through all the services L4L provides, while the evaluation's main focus is on evaluating the Navigator Model (Barrett, Petrin-Lambert and Schachter, 2016).

Figure C: Number of Scholars by Year

Year 1   Year 2   Year 3   Year 4

161
261
356
415
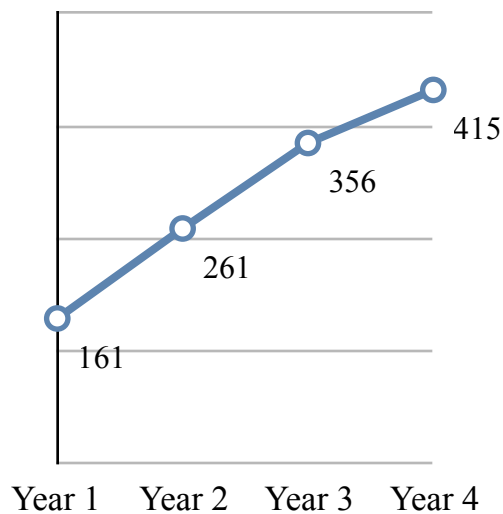
Over eighty percent of the Scholars are female (n = 339), this is a higher percentage than the "typical Rhode Island College student"; 68% of RIC students are female (See Appendix C). The average age of the Scholars was 25 (n = 371, range 19-61, s.d. = 8.31 median = 22). Seventy-six percent of RIC students are under age 24, compared to 63.3% of L4L Scholars. There is information on race for 380 of the 415 Scholars. Of these three-quarters of the Scholars are people of color (See Figure C), this is a higher percentage than RIC students in general in which 62% of the students are White. Additionally, 116 (30%) of the Scholars identify as "from an underrepresented group on campus". Two-thirds of the Scholars are first generation college students (n = 274), compared to 60% of undergraduates at RIC. Over a quarter of the Scholars rely on public transportation (n = 111). Most do not receive VA Benefits; though 4 Scholars do.

Figure D: Scholars' Ethnicity

Asian 3%
American Indian 1%
Hispanic 30%
White 26%
Bi-Racial 18%
Black 23%

Data for proposed year of graduation is available for 320 Scholars. One planned on graduating in May of 2013, 13 in 2014, 28 in 2015, 66 in 2016, 94 in 2017, 70 in 2018, 46 in 2019 and 2 in 2020. The student who planned on graduating in 2013 graduated this year, 5 of the 13 students who planned on graduating in 2014 graduated, 13 of the 28 students who planned on graduating in 2015 did so, and 20 of the 66 Scholars who anticipated graduating in 2016, graduated.

Students from across the majors participated in L4L, the majors most frequently identified are in Figure D. One-hundred and sixty-three Scholars were in Arts and Sciences; 113 were in Undergraduate General College, 46 in Management, 37 in Education, 16 in Nursing, 15 in Health Sciences, and 14 in Social Work. Seven of the Scholars were in "Non-Degree Undergraduate program", two were in a "Non-Degree Graduate program", and one was in a Certificate Program. The students in the "General College" include those Scholars in intended majors, continuing education or exploring majors.

Figure E
Frequently Listed Majors
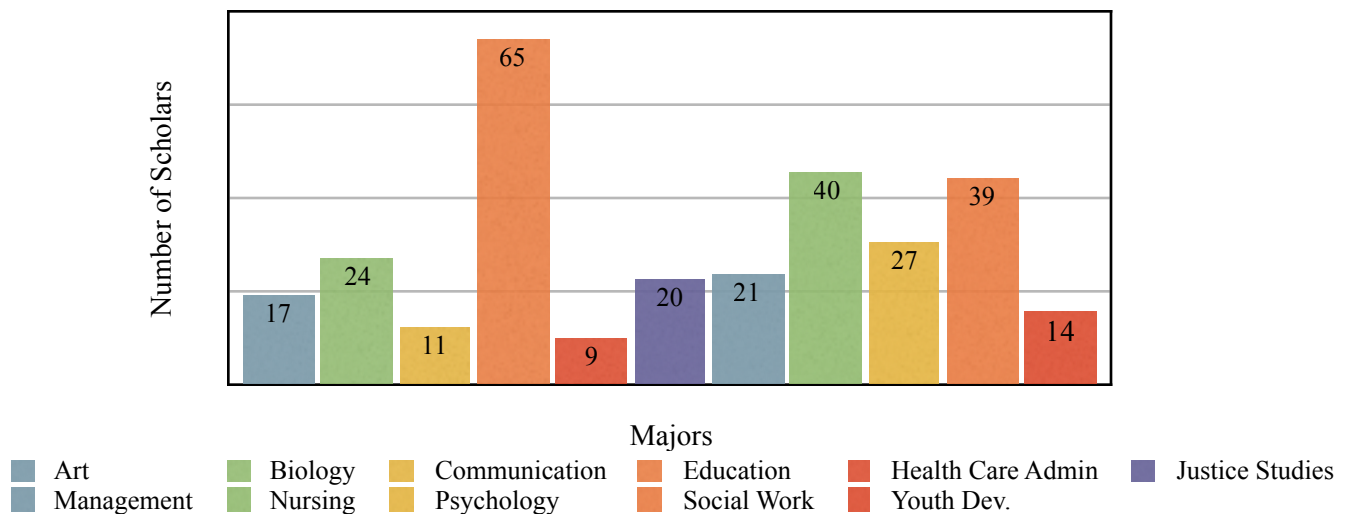
Figure F
Self-Identified Qualifiers
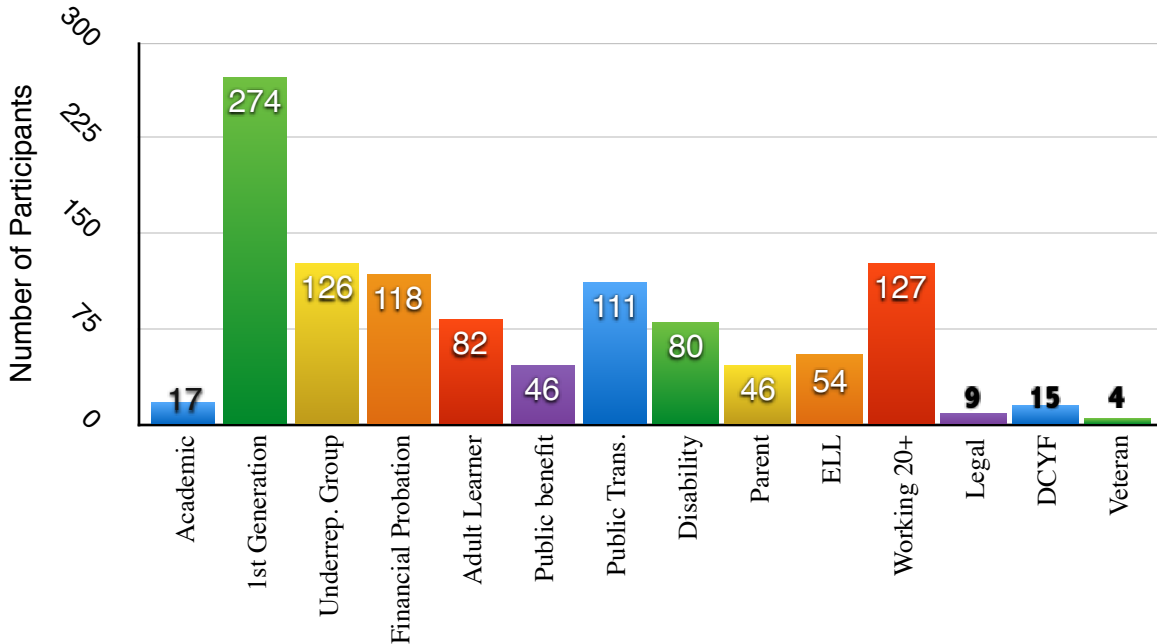
About ½ of the students (n = 204) who became involved with L4L this year were involved with other outreach and access programs on campus (PEP, College Crusade, Upward Bound, College Vision, ALLIED, Bridges, or Educational Talent Search).

On the L4L application, students were asked to self-identify qualifications making them eligible of L4L. There were 16 categories given, plus an additional "other" category. The most common qualifier was first-generation college student, followed by working more than 20 hours a week, being a member of an underrepresented group, being on financial probation, relying on public transportation, being an adult learner, and then having a disability or mental health challenge (see Figure E).

Students also were asked to identify up to four barriers to their education, 273 students responded to this question. Of these 273 students most provided one barrier, though 75 provided 2 barriers, 18 provided 3 barriers and three students provided 4 barriers. The most common barrier mentioned was academic issues, followed by financial problems, and time management (see Figure G).

Figure G
Barriers to College Success
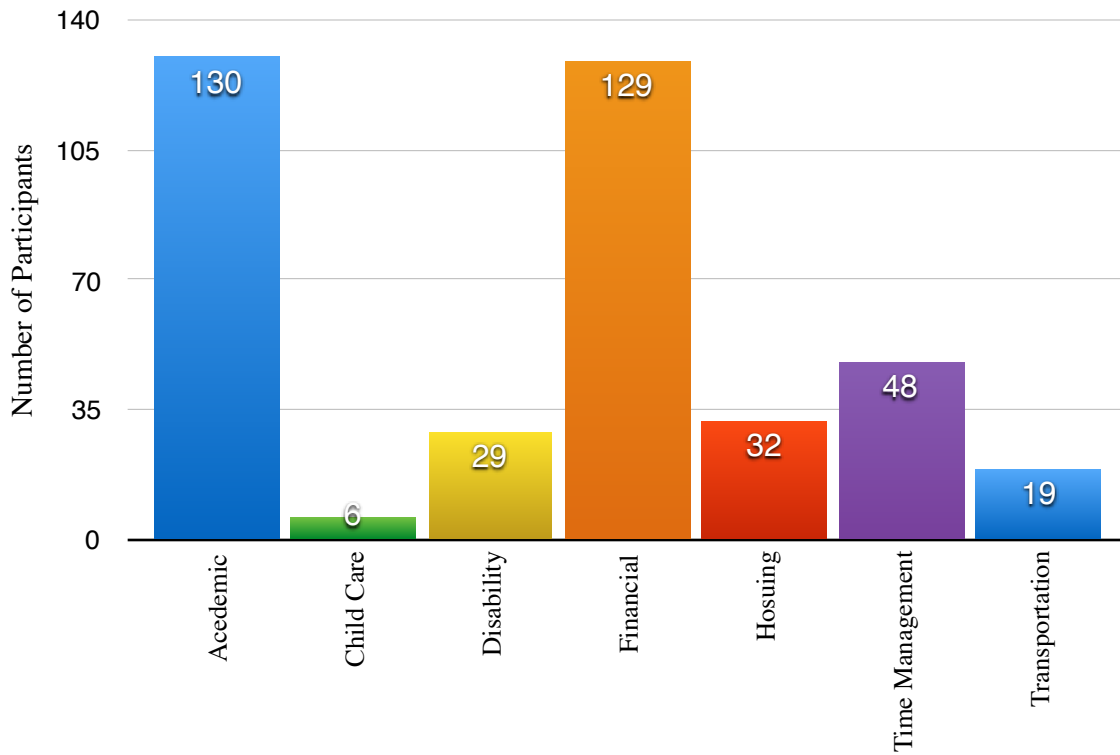
Interventions

As mentioned above, there were two major goals for Learning for Life, 1) increasing persistence rates by improving collaboration between partners and 2) achieving good academic standing through informal academic, social and life skills, and career planning supports. Each goal had short-term goals and interventions strategies to meet those goals. These intervention strategies include case management, Extraordinary Needs Fund, PowerPath Assessments, Comprehensive Learning Assessment, and Support Packages. The interventions strategies are discussed in this section, and the outcomes are discussed in the next section.

Case management assessment to identify needs and potential barriers, to be conducted by either the Educational Support Facilitator or the Navigator.

All Scholars received case management services beyond the initial visit this year. A total of 9288 contacts were made between the Scholars and the Navigators during this year. Contact between a Navigator and Scholar can take many forms: email, face to face, phone conversation, phone message, and texting. The most common type of contact was emailing; 75% of all contact is through email. On average Scholars received 17 emails from their Navigators (range = 10-77). The next most common form of contact is face to face. Most Scholars received an average of 2 face to face meetings (Range 0 - 29). Most Scholars receive less than 1 phone conversation, phone message or text though the ranges are 0-6, 0-18, and 0-47 respectively (See Figure G). The

**Figure H:
Types of Navigators Contact**

Email
Face to Face
Phone
Phone Message
Text

Face to Face
10%

Email
75%
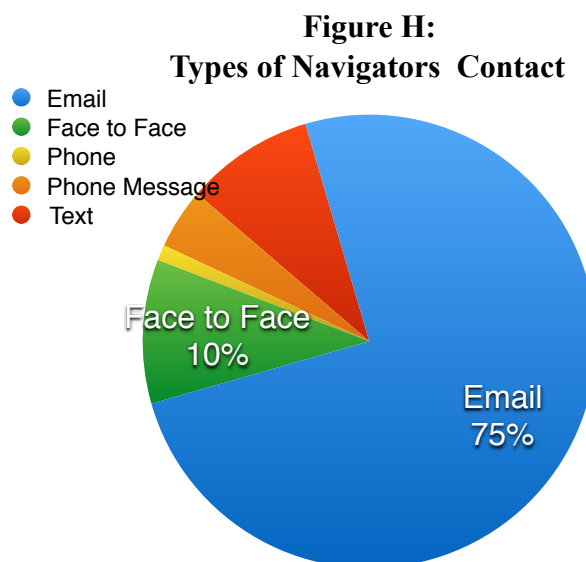
average number of contacts between a Scholar and a Navigator was 22 (range 1–192 contacts, median = 18 contacts) (See Figures H).[1]

Figure I: Number of Contacts between Navigators and Scholars
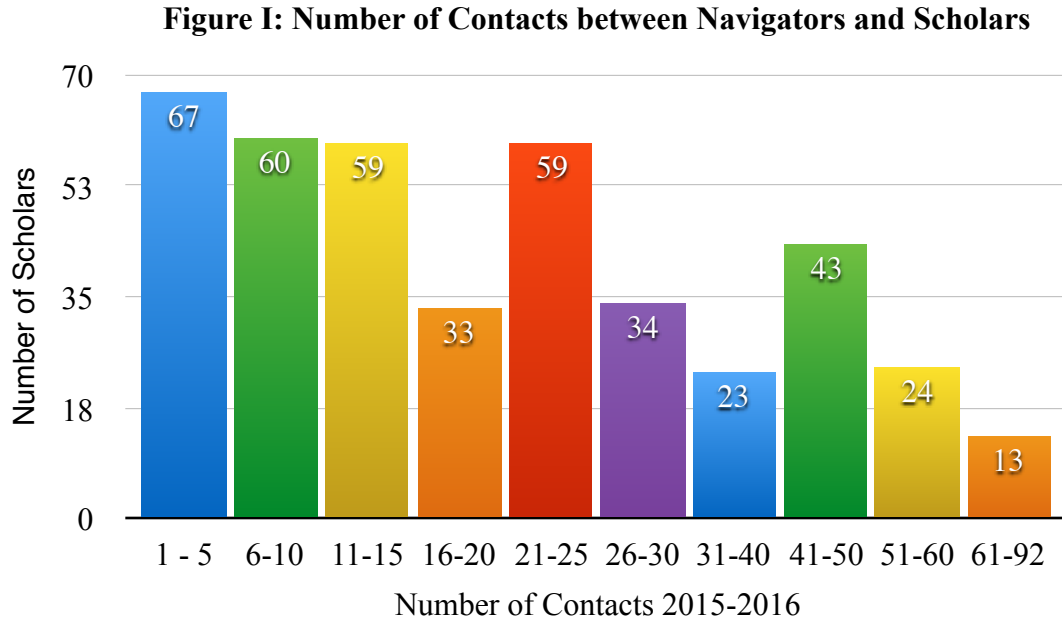
Navigators made 199 referrals to both on campus and off-campus supports and services, this is much fewer than last year when 605 referrals were made.   The most common referrals were to RIC Financial Aid Office, RIC Career Development Office, and OASIS. The next most common was referring students to the Counseling Center or to their advisor. Other offices Scholars were referred to 3 or more times are in Figure I.

---

[1] It is to be noted that not all Navigators kept good records and some Scholars indicated having no visits, but this is an error in record keeping and therefore average contact is higher than presented here.

Figure J: Referral Sites that Navigators Used

Service	Number of Referrals
Advisor	11
Acad. Dept	3
Bursars	10
Career Development	25
Counseling Center	12
Disability Service Center	7
Financial Aid Office	26
Goodwill Industries	8
Adams Library	4
OASIS	23
Residential Life	5
Scholarship	4
Writing Center	4
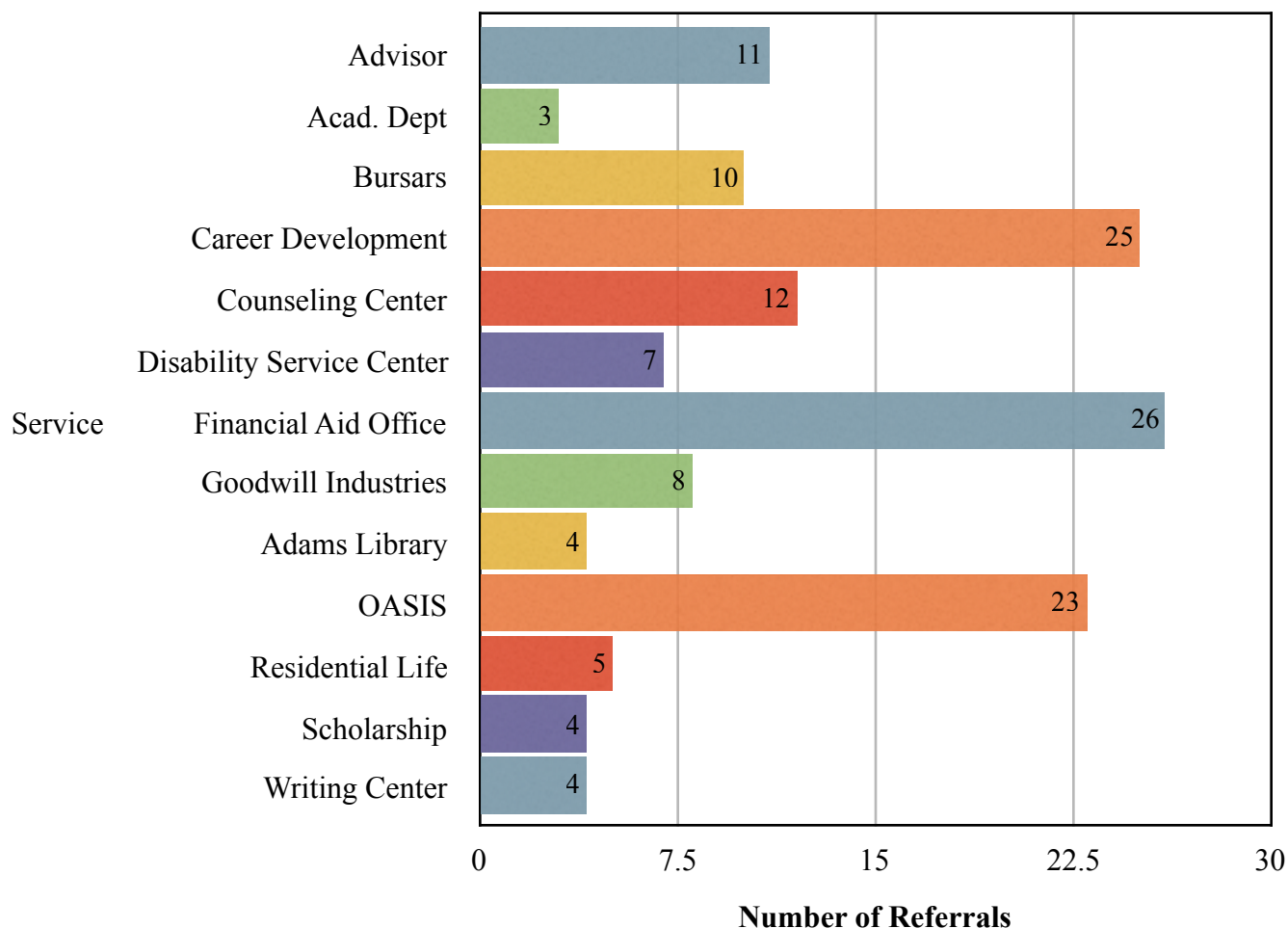
Assess level of sensitivity to students' needs at these offices by having Scholars complete the Session Rating Scale after meeting with office personnel.

Learning For Life relied on the Campus Wide Student Census to collect information about Student Services. In the Student Affairs Assessment, there is no information about the following offices: Financial Aid Office, Career Development Office, and OASIS. The next most common was referring students to the Counseling Center or to their advisor. The information in the Student Affairs Assessment on the Counseling Center was not explicit. For example: "*Most clients express strong feelings of satisfaction with counseling and many indicated that it improved their academic performance and/or contributed to their staying in school*." There was

no information about the number of students "most" is equal to nor the total number of students completing this section of the Census. Additionally, this data is from 2012 as evidenced by this statement: "Spring 2012— Satisfaction level is acceptable and above 2010 rating of a 3.26. "

Extraordinary Needs Fund

There were 21[2] requests to the Extraordinary Needs Fund (ENF) during this period. The Extraordinary Needs Fund is a one-time grant of up to $500 can be made to L4L Scholars to cover such emergencies as educational expenses (books, educational supplies, and refurbished computers), housing, child care, transportation, etc. The Extraordinary Needs Fund provides short-term, real time, educationally-related financial assistance to students. In fact, preliminary project evaluation data indicated that economic hardship is one of the primary reason students came to L4L for support. The grants do not require repayment. However, students who apply for assistance from L4L are asked to provide a one paragraph statement about how the funds will help them with their education. If students are granted funds to pay for books, the staff ask that students donate them to the Unity Center Lending Library at the end of the semester. Computers are provided at low or no cost through the Goodwill Industries of RI Computer Works Program. The average amount funded was $197 (range = $30-935.63, median = 127.50). This is down significantly from last year, where the average amount was $303. Requests related to transportation (n = 11), books (n = 2), housing (n = 4), utilities (n = 2), and Laptop (n = 2). This year, L4L simplified the operational process for applying for bus passes so that students only needed to apply once per semester rather than for each month. The total amount spent this year on ENF requests was $3144.65.

_____

[2] This involved 19 scholars.

Comprehensive Learning

Comprehensive Learning Assessment are free to eligible students with partial funding from Learning for Life and are coordinated through the Disability Service Center. These assessments identify the students' learning strengths and needs. They are conducted by graduate students in School Psychology as part of their practicum experience and supervised by Dr. Elizabeth Holtzman, a Licensed Psychologist and Associate Professor at Rhode Island College. Having the evaluations be part of the School Psychology students' practicum experience reduces the cost to the College and was part of L4L's sustainability plan. At the conclusion of the assessment, students are provided with recommendations. Five Scholars were referred during this program year; four completed the evaluation process and these students are following through with the recommendations.

PowerPath Learning Assessments

Goodwill Industries provided 5 PowerPath Assessments to Scholars during the last year. These assessments intend to help students identify their individualized learning strategies and recommendations were provided to the students. Three Scholars completed during the spring 2016 semester and two were completed during the summers of 2016.

Support Packages

Learning for Life provided 511 support packages this year; 100 during fall and spring midterms, 100 during fall and spring finals, and 50 support packages were handout during the FAFSA luncheon, twelve were given to the Summer Scholars, and the remaining were given out during Learning for Life Workshops.

Train Navigators

Navigators participated in a week-long training provided by on-campus and off-campus facilitators. This year the training was part of an Undergraduate Certificate through the School of Social Work.The training started with an overview of Learning for Life and a description of community partnerships. Returning Navigators then shared their experiences about what it meant to be a Navigator. An overview of "who are the RIC students" was also provided. Following this the Navigators learned about paperwork requirement. The next day, the Navigators learned more about the Scholars and about working with the Scholars. Navigators also learned about the programs they will be involved in such as the Central Falls Collaboration and Innovation Lab. On the third day, Dr. Meade, MSW Clinical Supervisor trained the Navigators on the following topics: ethics, confidentiality, use of self, domestic violence, support for LGBTQ college students, sexual assault, mental health, and substance abuse. During the remaining two days of training they visited many RIC on campus student services, allowing the Navigators to be able to make referrals.

Collaborations

Learning for Life would not have been sustained if it was not for the partnerships developed on and off campus.   A full description of these partnerships can be found at Learning for Life's website (https://www.ric.edu/learningforlife/partners.php). These partners help with outreach, recruitment and support of Scholars, select and supervise the Navigators, share space, provide paid internships and other resources for Scholars, ensure funding, and develop new programs.

In December of 2016, twenty-six partners were asked to participate in a brief survey through SurveyMonkey. Twelve individuals responded to the survey, though not everyone answered every question. The survey contained seven questions. The first question was: "*In the last four years, in what ways has your office/organization worked with L4L?*" These responses would identify some of the survey respondents so therefore this data will not be shared. The second question: "Looking back over the last four years, what impact do you think L4L has had on campus?" The responses fell into four categories: Student resources (n = 7 of the 9 respondents), cultural changes (n = 4 of the 9 respondents), building bridges between the campus and the community and student outcomes (n = 1 of the 9 respondents). For example, one respondent said: *"Tremendous (impact)! Not just because of the student supports, which most others will likely speak to. L4L has also shown that programs can/should be forward-thinking, willing to partner and collaborate across campus and beyond, seek external funding to develop and support new program initiatives and growth and be greater risk-takers in trying new things and moving in new directions. It's hard work, but comes with rewards."* Another respondent stated: "*The concept of L4L is representative of the much needed evolution of the campus culture*

to be more nimble, responsive, and supportive to all of our students. … the impact of L4L (on)

Scholars and Navigators has been transformative in their personal experiences at RIC." In

terms of building bridges, one respondent stated "(L4L) provides a helpful bridge between the

campus and community resources".

The next item on the survey was: "Give us five words to describe Learning for Life". The

most common responses appear in the word cloud in Figure K. The three most common themes

were supportive (n = 5), collaborator or community (n = 5) and adaptor/nimble/flexible (n = 4).

Figure K:
Words to Describe Learning for Life

Following this question, respondents were asked for advice on where L4L needs to go in

the next 4 years and what changes the respondent would suggest.   The most common responses

about the future of L4L relate to expanding and continuing L4L (n = 6), continuing to build

collaboration (n = 4), increasing the number of individuals who are informed about L4L (n = 3),

and recognizing L4L as a model, and supporting this cultural shift (n = 2). One respondent

captured most of these sentiments in this statement: "*L4L needs to keep doing what it's doing, expanding to meet needs of more/all students. It also needs to be supported and recognized at the highest levels as a student-centered, collaborative and entrepreneurial program whose way of working could serve as a model for other RIC programs. This shift could mean a valuable culture shift at the college."* Another respondent said, "*L4L needs to be welcomed by others to collaborate with more offices and departments on campus. It should not be a choice to support L4L. All offices and departments who work with students in any way should know what L4L is and how to refer a student*." The theme of expansion was shared by others in the following words "*Reach additional students*" and "*In the next 4 years, I believe that L4L will need to go on a larger scale. I feel that there needs to be more support from faculty on campus and more collaborative efforts with school districts."* In terms of increasing the awareness of L4L, three individuals highlighted this as an area for growth: "*Like many things on campus, I think faculty need to know more about what L4L does so that they can support it and refer students to you."*

The item, "What suggested changes would you make for L4L?" yielded 10 different ideas. These ideas are: train faculty to identify barriers and help to connect with students to overcome barriers (n = 2), expand to different school districts (n=2), train students to interact with faculty, change the Navigator position to be a 2-year position, increase the responsiveness of the reception staff at L4L in terms of responding to emails, improving branding and on-line content, and increase off-campus housing resources (n = 1 for each idea). The idea about branding was stated as follows: "*L4L may need to brand itself in a way that is very simple so students can very easily understand what they do. In a nutshell 'L4L is a service that is designed to help students reach their goal of graduation. It matches students with navigators who provides support with*

academic and nonacademic issues that can come up while in school'".

One of the respondents captured many of the ideas about suggested changes in the following quote:

> *I have suggested this before, but I think there should be greater education and training for the faculty, who are well-intentioned, but do not always understand how best to support diverse student needs. Time and resources dedicated toward faculty development would greatly increase the capacity to support students and shift the campus culture, to fulfill the goals of L4L. From a different vantage point too, I also think there should be an effort to support students in developing the courage and confidence to talk with faculty, instead of finding solutions around the faculty. For example, if a student is struggling with housing, the focus may be to help the student with housing- but the student may also need help in talking to the faculty member about their situation, so that they can potentially make alternate arrangements for assignments, etc. Thus, my suggestion to provide more training and education to the faculty is actually two-fold, 1) so the faculty can be more responsive to students, and 2) so the faculty can be more aware of what students face on a daily basis and how to respond without losing academic rigor, integrity, or fairness to other students.*

Following this question, respondents were asked what was gained and lost by collaborating with L4L. Partners have gained Community/Thought Partner (n = 3), Awareness of needs, resources, and colleagues (n = 5) and outcomes related to student success by collaborating with L4L. When asked what they partners lost, most (8 of the 9) said *"nothing"*, one participant said, "*A little time"*.

Outcomes

Goal #1: Increase persistence rates and the academic standing for L4L Scholars at or better than general institutional rates, including each student cohort served beginning with Year One of the project**.**

Short-Term Goal #1: Increase persistence

For the purpose of this evaluation, persistence means to continue from semester to semester until graduation.   For this report there are four separate measures of persistence. Persisting from Fall 2015 to Spring 2016, from Spring 2016-Fall 2016, from Fall 2015-Fall 2016, and from Fall 2015 or Spring 2016 to Spring 2016.   Of the Scholars who were active during 2015-2016, 337 Scholars registered for courses in the fall of 2015, 313 in the spring of 2016, and 252 in the fall of 2016.   The persistence rates are as follows:

Table 1
Persistence Measures

Persisting from …. to	Persist OR	Graduated	N
Fall 2015 to Spring 2016	88.1% (n = 296)	1.2% (n = 4)	336
Spring 2016-Fall 2016	72.9% (n = 229)	7.6% (n = 24)	314
Fall 2015-Fall 2016	70.0% (n = 236)	8.1% (n = 27)	337
Fall or Spring 2015-Fall 2016	70.8% (n = 245)	8.1% (n = 28)	346

Of the students who were taking courses this year, 30 graduated from Rhode Island College, and 77 have dropped out. Learning for Life Scholars have a rate of persistence between 76% and 89% depending on which semesters are reviewed. Persistence rates for male and female students is almost identical (See Table 2).

Table 2
Persistence Measures by Gender

Persisting from . to	Persist	OR	Graduated		N
	Male	Female	Male	Female	Total
Fall '15 to Spring '16	91.2% (n = 52)	87.5% (n = 244)	(n =0)	1.4% (n = 4)	336
Spring '16-Fall '16	78.2% (n = 43)	71.8% (n = 186)	3.6% (n = 2)	8.5% (n = 22)	314
Fall '15-Fall '16	73.7% (n = 42)	69.3% (n = 194)	1.8% (n = 1)	9.3% (n = 26)	337
Fall or Spring 2015-Fall 2016	74.1% (n = 43)	70.1% (n = 202)	3.4% (n =2)	9.0% (n = 26)	346

There is information on the race for 380 of Scholars, persistence rates differ based on race/ethnicity this result is statistically significant for persistence rates from Spring '16 to Fall '16 and Fall '15 to Fall '16 (See Figures K and L)[3]. Asian and Bi-Racial Scholars have the highest persistence rates from Spring '16 to Fall '16 , followed by White Scholars (See Figure L). When Fall '15 to Fall '16 persistence rates are examined Asian and Bi-Racial Scholars continue to have the highest persistence rates, followed by White Scholars (See Figure M). These differences become insignificant when the students who are identified as bi-racial are counted as their "first" race first. Additionally all these findings become insignificant when the students who graduated are pulled from the analysis and only persist versus "drop out" is explored.

Data on persistence and retention for Rhode Island College students in general is difficult to access from Peoplesoft. This evaluator pulled information from the Factbooks available on-

---

[3] Spring '16 to Fall '16 $X^2_{(10)} = 18.61$ p < 0.05 n = 287
   Fall '15 to Fall '16 $X^2_{(10)} = 21.58$ p < 0.05 n = 310
Fall or Spring to Fall '16 $X^2_{(10)} = 22.66$ p < 0.05 n = 319

Figure L: Persistence Rates by Race for Fall '15 to Spring '16

Legend: Graduate | Persist | Drop Out
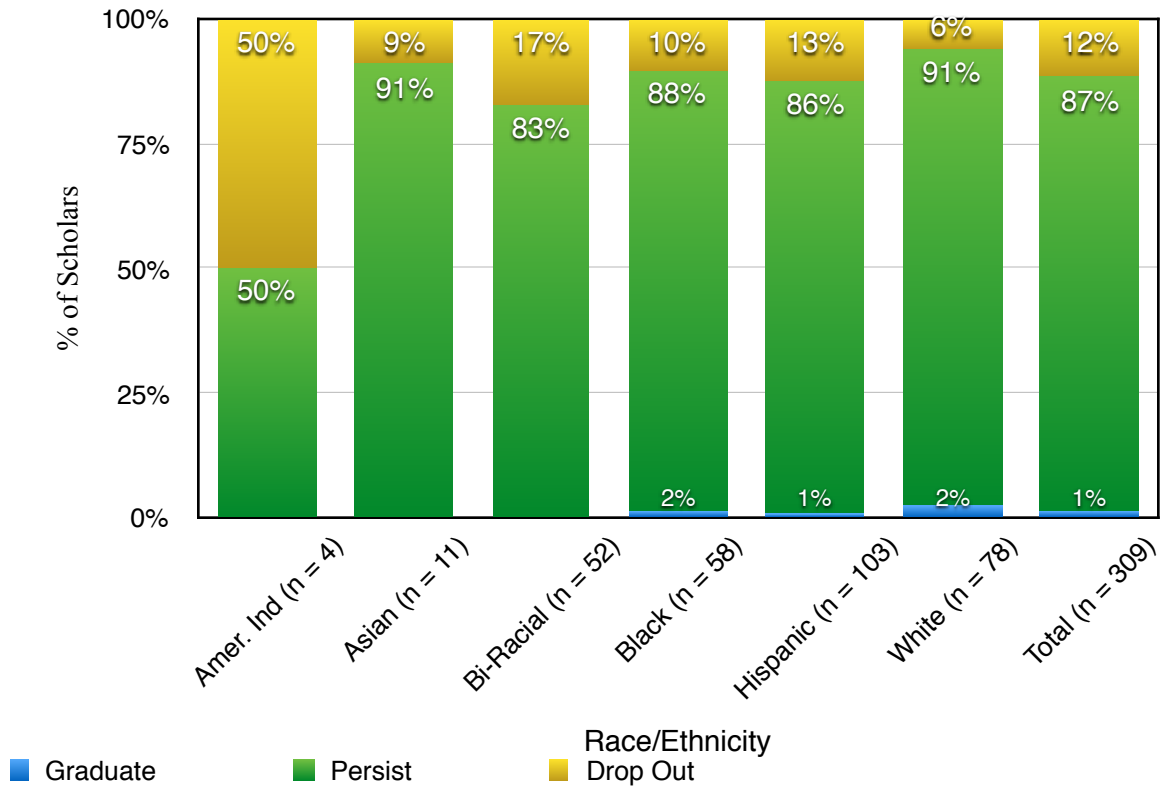
Figure M: Persistence Rates by Race for Spring '16 to Fall '16

Legend: Drop Out | Persist | Graduate
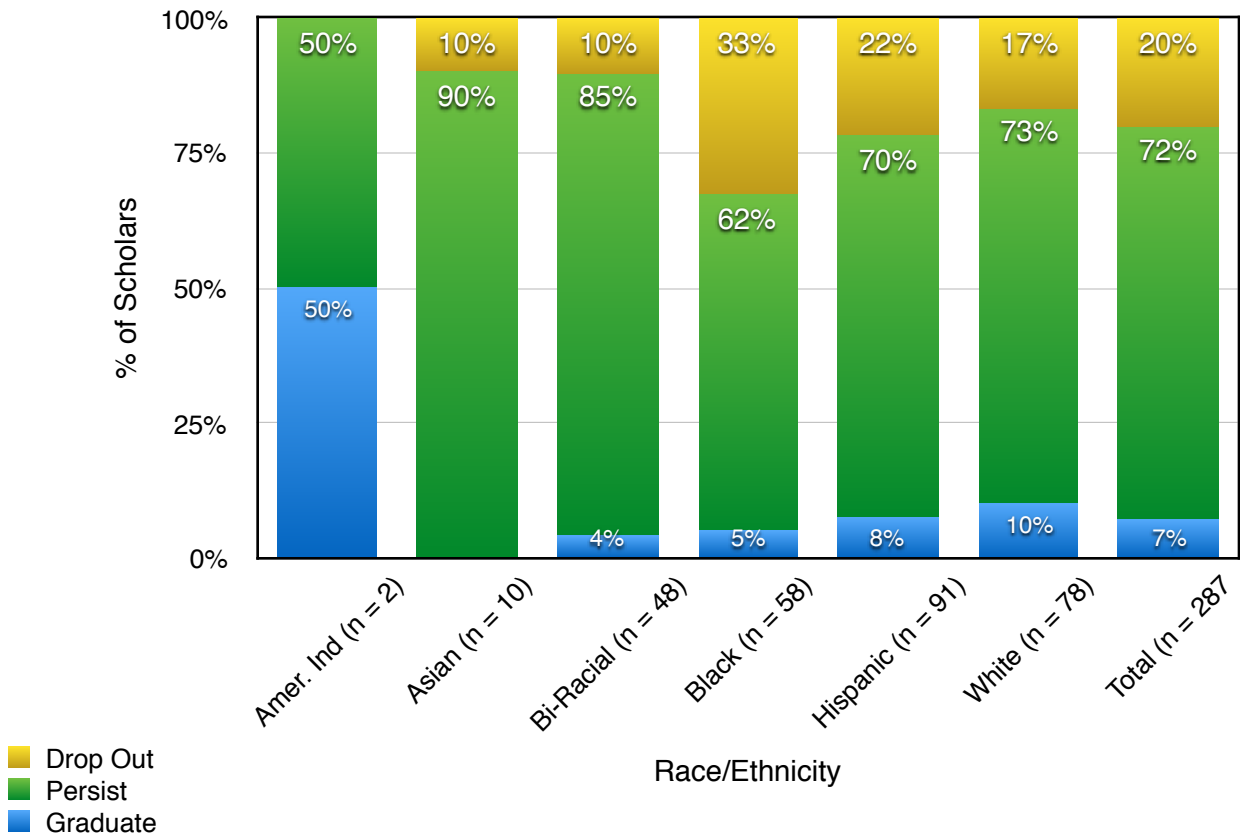
Figure N: Persistence Rates by Race for Fall '15 to Fall '16
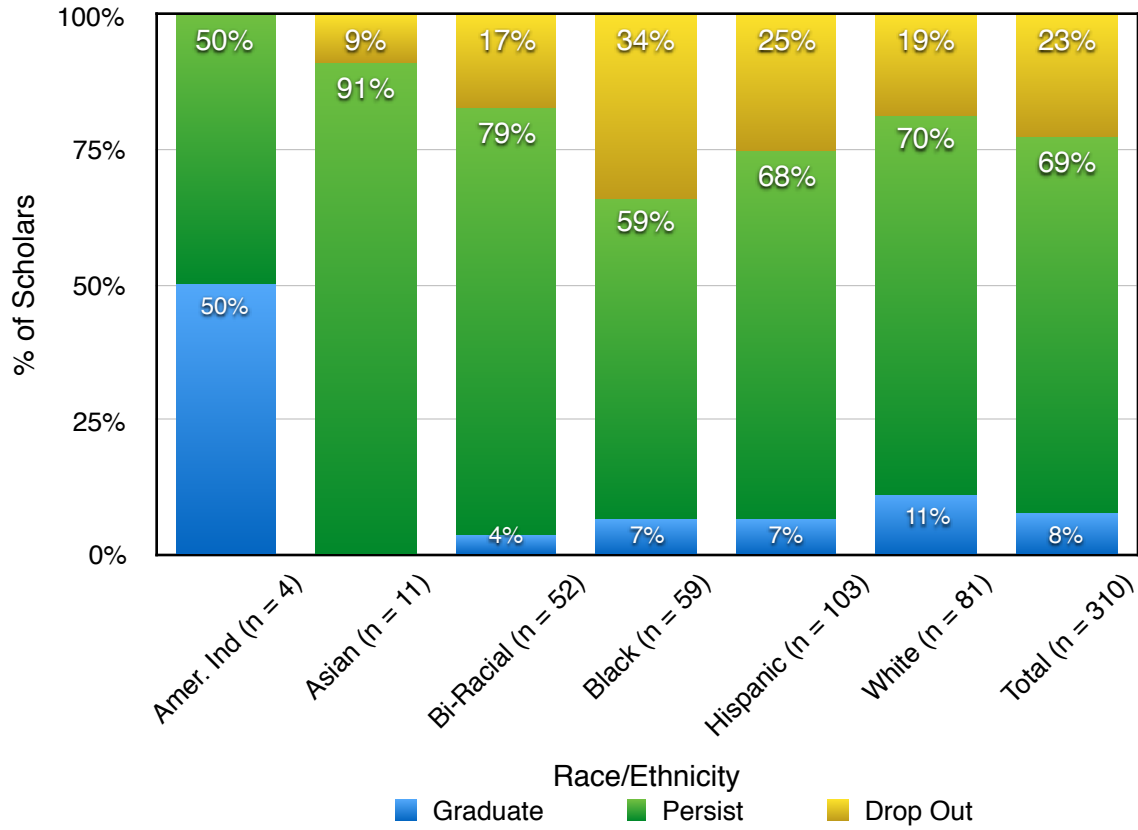
Figure O: Persistence Rates by Race for Fall '15/Spring 2016 to Fall '16
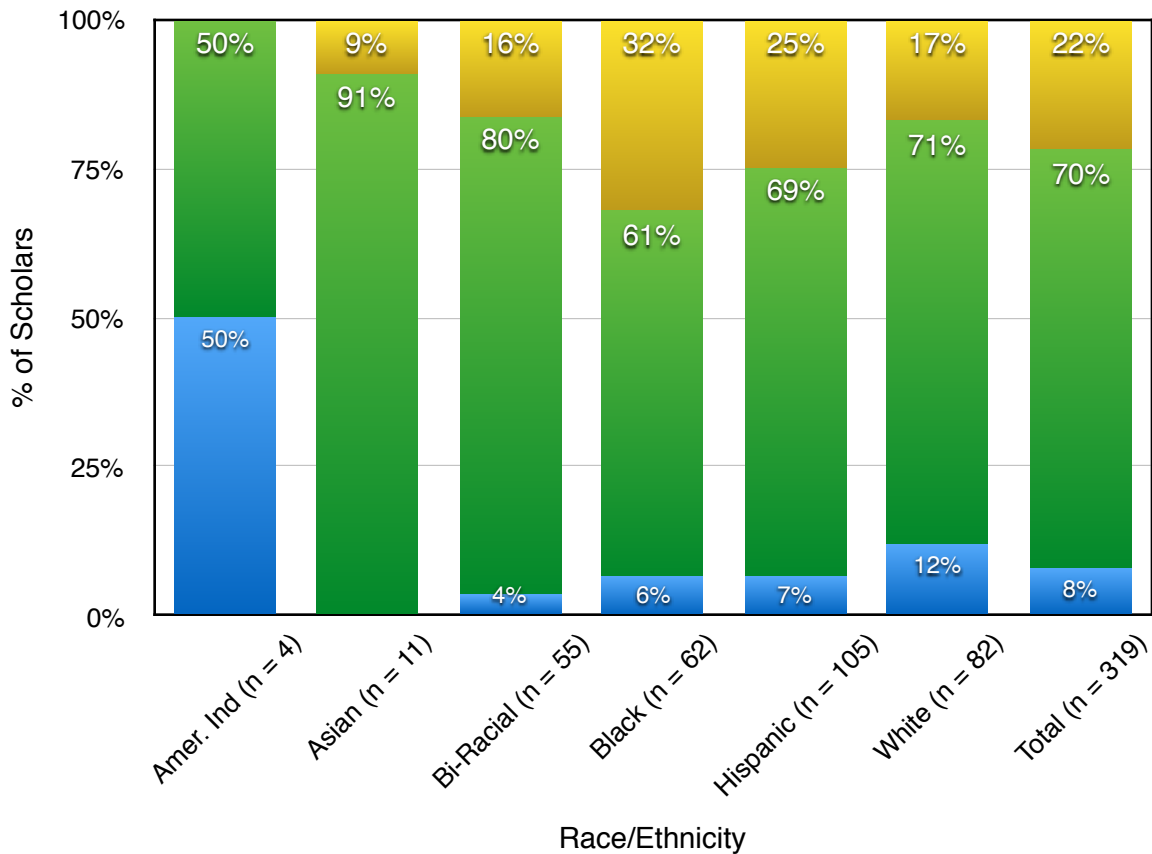
line. Information comparing retention rates based on race is divided into 2 racial categories: White and Minority. Seventy-six percent of "minority" students who started at RIC in 2012 continued into their second year and 64.5% into their third year. Seventy-nine percent of the "minority" students who started in 2013 continued into fall 2014. For white students who started at RIC in 2012 the rate of retention is 77.3% into their second year and 67.2% into their third year. For the white students who started in 2013, 79% continued into their second year. Data on students who started in 2014 or 2015 is not available at this time.[4] (See Figure O).

Figure P
L4L Persistence Rates Compared to College Wide Persistence
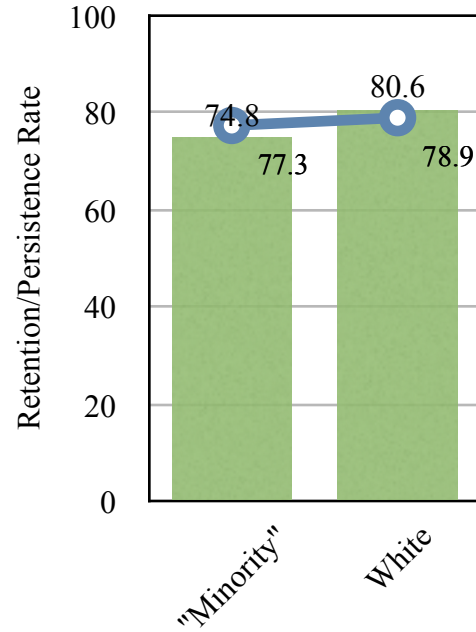
For the 337 Scholars who were enrolled in classes in the fall of 2015, 27 graduated and 74 of the students did not persist the following fall. GPA was not a significant predictor of persisting from semester to semester or from year to year. The average GPA was near a 3.0 for both groups.

For Scholars taking classes during this academic year, persistence was examined by the year the Scholar joined Learning for Life. The year that a Scholar entered Learning for Life is

---

[4] Retention rates came from a report from http://www.ric.edu/oirp/pdfreports/factbook/chapter%204%20-%20outcomes/Table%204.3%20Retention%20and%20Graduation%20Rates%20of%20First-Time,%20Full-Time%20Freshmen%20by%20Gender%20(2004-2013).pdf **and** http://www.ric.edu/oirp/pdfreports/factbook/chapter%204%20-%20outcomes/Table%204.4%20Retention%20and%20Graduation%20Rates%20of%20First-Time,%20Full-Time%20Freshmen%20by%20Minority%20and%20White%20(2004-2013).pdf

correlated with persistence.   Scholars who joined L4L in Year 2 or Year 4 had a higher rate of persistence from Fall 2015 to Spring 2016 (See Figure P).   There were 33 Scholars who joined in Year 1 taking classes at RIC in the fall of 2015, and 27 continue to persist into the next semester (spring of 2016). There were 89 Scholars who joined in Year 2 taking classes at RIC in the fall of 2015, and 82 continue to persist into the next semester (spring of 2016). Of the one-hundred and twenty-three Scholars who joined in Year 3 who were taking classes at RIC in the fall of 2015, a 100 Scholars continued to persist into the next semester and 86 of the 90 of these students who started in Year 4 continued to persist into the spring of 2016[5].

**Figure Q: Persistence Rates (Fall '15 to Spring '16)
by Year Entering L4L for Scholars who were Enrolled in Classes in
2015-2016**

---
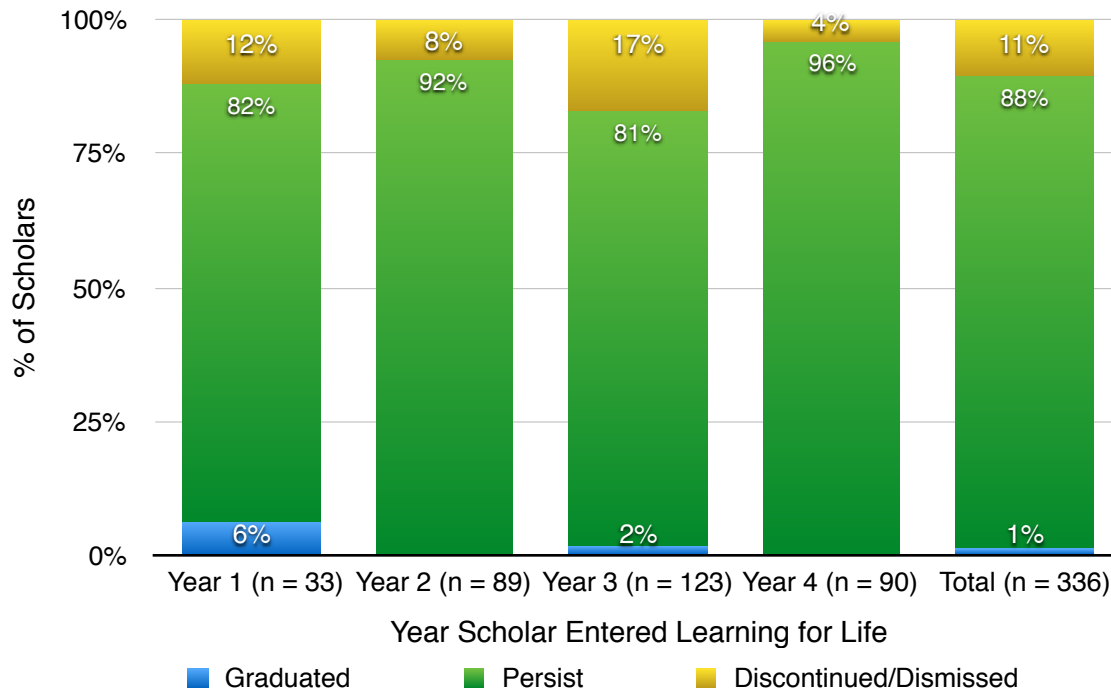
[5] Fall '15 to Spring '16 $X^2_{(8)} = 19.42$ p < 0.05 n = 336
    Spring '16 to Fall '16 Not Significant
    Fall '15 to Fall '16 $X^2_{(8)} = 14.34$ p < 0.10 n = 337

Persistence between Fall '15 to Fall '16 was also examined. Scholars who joined in year 1 or 4 had a higher rate of persistence from Fall 2015 to Fall 2016. (See Figure Q). There were 33 Scholars who joined in year 1 taking classes at RIC in the fall of 2015, and 19 persisted into the next year and seven graduated. There were 90 Scholars who joined in year 2 taking classes at RIC in the fall of 2015, and 60 continued to persist into the next year and 7 graduated. One-hundred and twenty-three Scholars who joined in year 3 were taking classes at RIC in the fall of 2015, and 85 enrolled in class in fall of 2016 and 11 graduated. Seventy-one of the 90 of these students who started in year 4 continued to persist into the fall of 2016 and 2 graduated. This difference neared significance $X^2_{(10)} = 14.334$ p < 0.07 n $= 337$.

Figure R: Persistence Rates (Fall '15 to Fall '16) by Year Entering L4L for Scholars who were Enrolled in Classes in 2015-2016
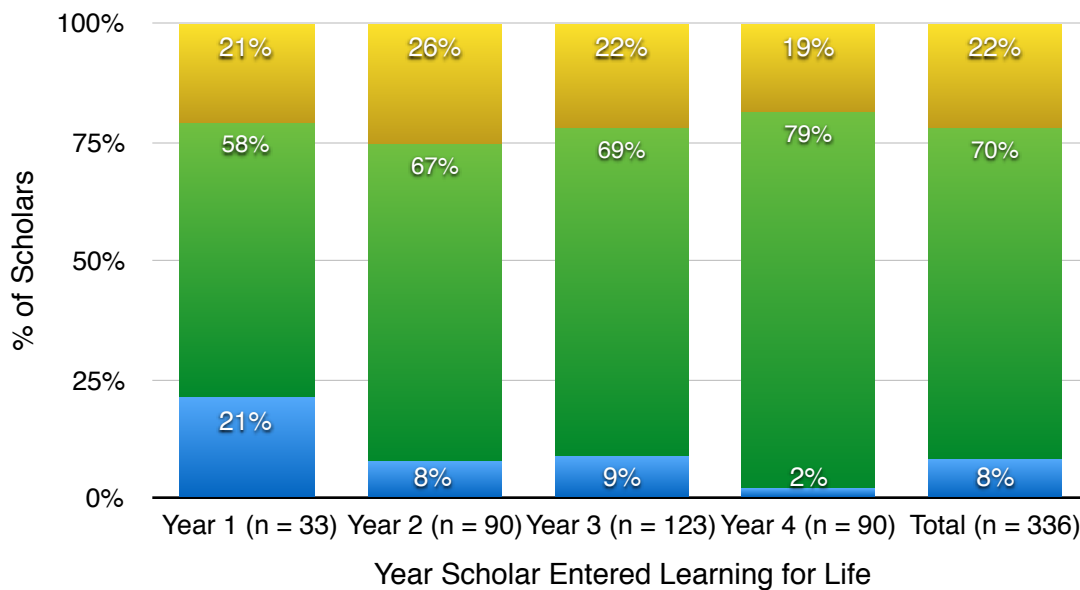
When looking at all Scholars who were enrolled in classes in either the fall of 2015 or the Spring of 2016 and whether they persisted into Fall of 2015, the Scholars who joined in the fourth year are more likely to persist than the other groups (83.3% versus 79% for year 1, 76%

Figure S: Persistence Rates (Fall '15/Spring'16 to Fall '16) by Year Entering L4L for Scholars who were Enrolled in Classes in 2015-2016

	Year 1 (n = 33)	Year 2 (n = 92)	Year 3 (n = 124)	Year 4 (n = 96)	Total (n = 345)
Discontinued/Dismissed	21%	24%	22%	18%	21%
Persist	58%	67%	69%	80%	71%
Graduated	21%	9%	9%	2%	8%

Year Scholar Entered Learning for Life

■ Graduated ■ Persist ■ Discontinued/Dismissed
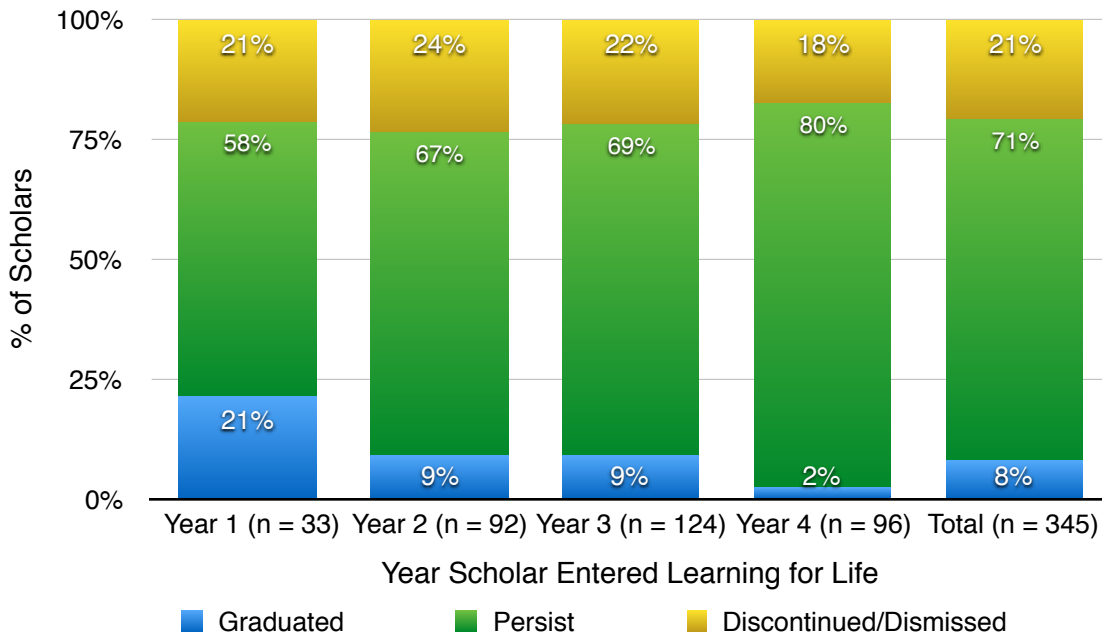
for year 2, and 81% for year 3). This difference neared significance $X^2_{(8)} = 14.95$ p < 0.06 n $= 345$ (See Figure R).

Number of credits was converted into "class status" since this was not available in the dataset. Students with less than 30 credits were considered freshman (n = 69) those with 31 - 59 credits were considered sophomore (n = 108), 60-89 credits were juniors (n = 76) and those with over 90 credits were considered seniors (n = 162). Class status was a significant predictor of persistence on the four

Figure T: Persistence Rates by Class Fall '15 to Spring '16

	Freshman (n = 46)	Sophmore (n = 87)	Junior (n = 85)	Senior (n = 133)
Persist	20%	17%	8%	5%
Graduated	80%	83%	92%	95%
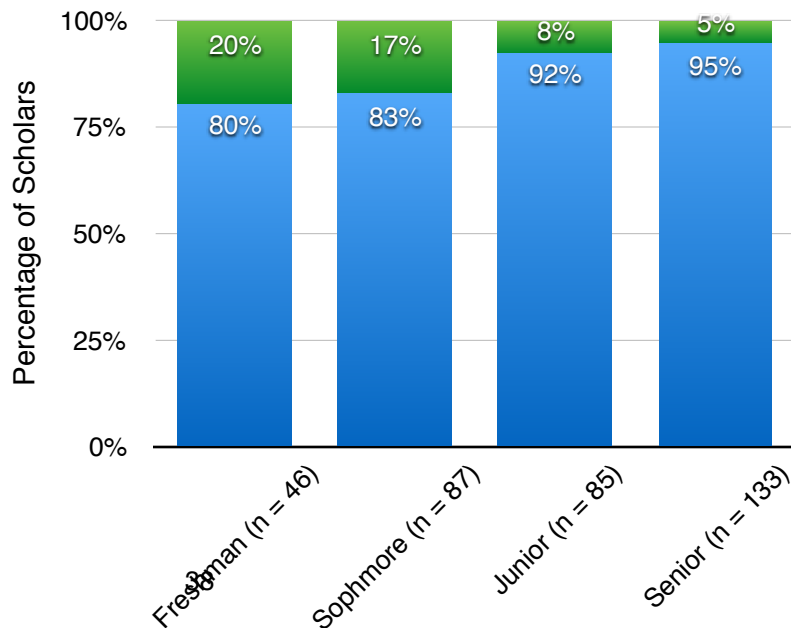
measures of persistence.[6] (See Figure S-V). Juniors and Seniors are more likely to persist from

fall 2015 to spring 2016 than Freshman

or Sophomores (See Figure S).

Additionally, 18.2% of the Seniors (n

= 25) graduated after the semester. This

result continues when we look at all

students persisting to Fall of 2016

(whether they started in the fall of 2015

or spring of 2016, Figure V).

Figure U: Persistence Rates by Class Fall '15 to Fall '16
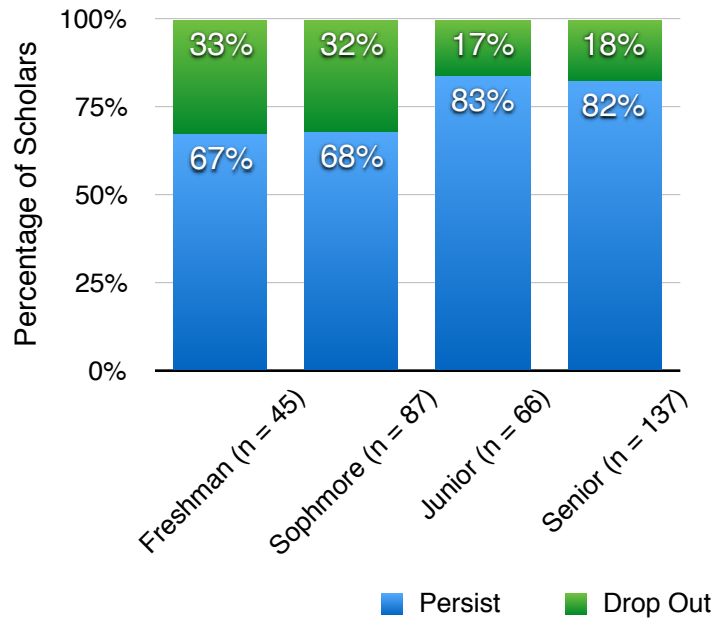
Figure V: Persistence Rates by Class Spring '16 to Fall '16

---
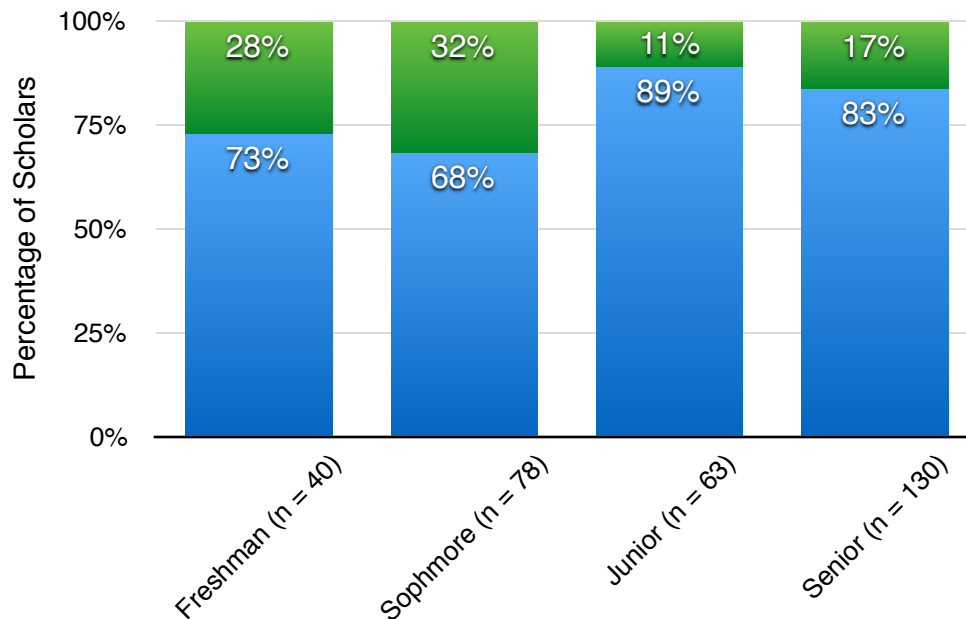
[6] Fall '15 to Spring '16 $X^2_{(6)} = 18.22$ $p < 0.01$ $n = 336$
   Spring '16 to Fall '16 $X^2_{(6)} = 35.47$ $p < 0.001$ $n = 314$
   Fall '15 to Fall '16 $X^2_{(6)} = 42.92$ $p < 0.001$ $n = 337$
   Fall '15 or Spring '16 to Fall '16 $X^2_{(6)} = 39.74$ $p < 0.001$ $n = 346$

Figure W: Persistence Rates by Class
Fall '15/Spring '16 to Fall '16
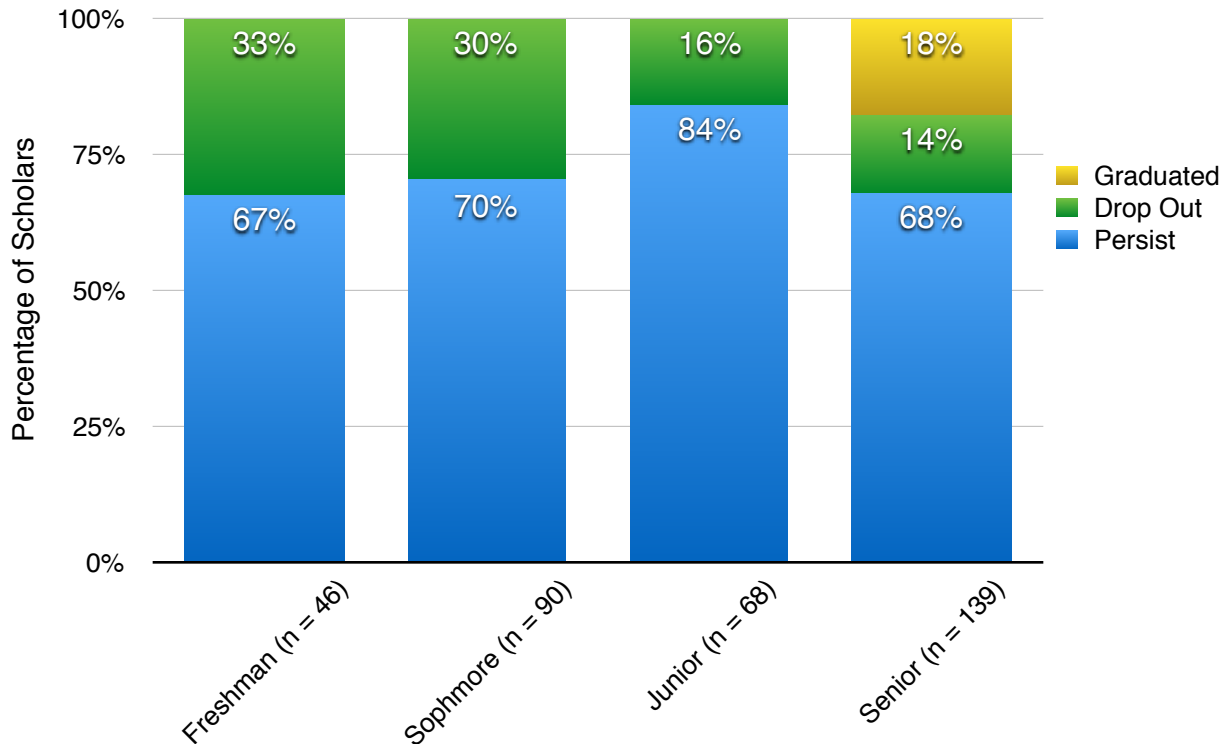
Number of credits was converted into part time and full time status, full time status was any student who was carrying 12 or more credits. About three-quarters of the Scholars are full time students (72.7% in Fall of 2015 and 74.1% in the Spring of 2016). Of the Scholars enrolled in class in the fall of 2015 (n = 336) full-time students were more likely to persist into the spring of 2016 and the fall of 2016, this result is statistically significant[7] (See Figures W and X). Ninety-one percent of full-time students persisted from the fall 2015 to Spring 2016, compared to 81% of the part-time students who persisted from fall to spring.

---

[7] **Full time vs Part-time**

Fall 2015 to Spring 2016	$X^2_{(2)} = 6.154$ p < 0.05 n = 336
Fall 2015 to Fall 2016	$X^2_{(2)} = 17.68$ p < 0.001 n = 337
Spring 2016 to Fall 2016	$X^2_{(2)} = 26.05$ p < 0.001 n = 313
Fall 2015/Spring 2016 to Fall 2016	$X^2_{(2)} = 14.82$ p < 0.001 n = 337

Those Scholars who were full time in the spring of 2016 were more likely to persist into the Fall of 2016 (See Figure X). Seventy-seven percent of the Scholars who were full-time persisted from spring 2016 to fall 2016 compared with 61% who were part-time persisted. Additionally, 10% of the full time Scholars graduated and 2% of the part-time students. This result continues when we explore persistence into fall 2016, whether the student started in the fall of 2015 or spring of 2016. Seventy-two percent of the full time students persist compared with 64% of the part-time

Figure X: Persistence Rates by Full or Part-time Status Persisting to Spring of 2016

Figure Y: Persistence Rates by Full or Part-time Persisting to Fall of 2016
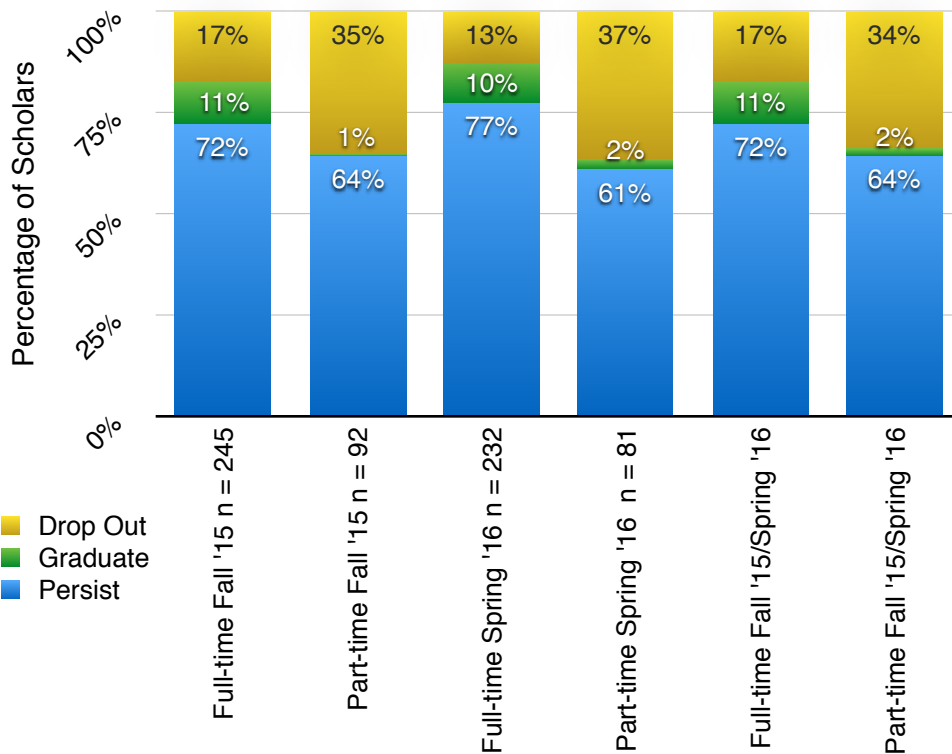
students. Graduation rate is also consistent with 11% of the full-time students graduating

compared with 2% of the part-time students.

Age was not a predictor of whether or not a Scholar were also more likely to persist on

any of the persistence measures.

Income status can also be helpful in terms of persistence, Learning for Life does not

collect data on Scholars' or their parents'

income. As a proxy, information on Pell

eligibility was used. Forty-one percent of the

Scholars (n = 171) were eligible for a Pell grant

and 131 accepted the grant. Applicants who

received a Pell grant were less likely to

discontinue (4.9% versus 16.1%) and more

likely to persist (95.1% versus 81.6%) from fall

2015 to spring 2016 (See Figure Y). These rates

continue when exploring persistence from fall

2015 to fall 2016(See Figure Z), spring 2016 to

fall 2016 (See Figure AA) and fall '15 or spring '16 to fall 2016 (See Figure BB).[8]

Figure Z: Persistence Rates by Pell Grant Eligibility Fall 2015 to Spring 2016

_____
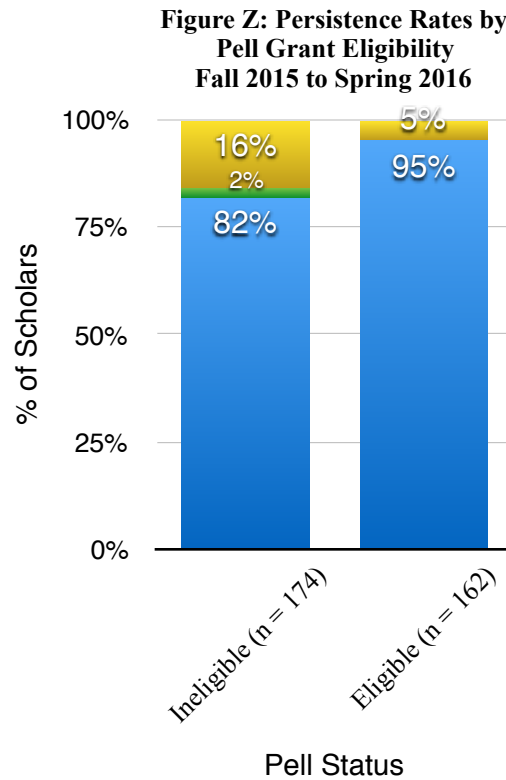
[8] PELL Grant Eligibility
Fall 2015 to Spring 2016 $X^2_{(2)}$ = 15.19 p < 0.001 n = 336
Fall 2015 to Fall 2016 $X^2_{(2)}$ = 85.04 p < 0.001 n = 337
Spring 2016 to Fall 2016 $X^2_{(2)}$ = 77.08 p < 0.001 n = 314
Fall 2015/Spring 2016 to Fall 2016 $X^2_{(2)}$ = 134.62 p < 0.001 n = 346

Figure AA: Persistence Rates by Pell Grant Eligibility Fall '15 to Fall 2016
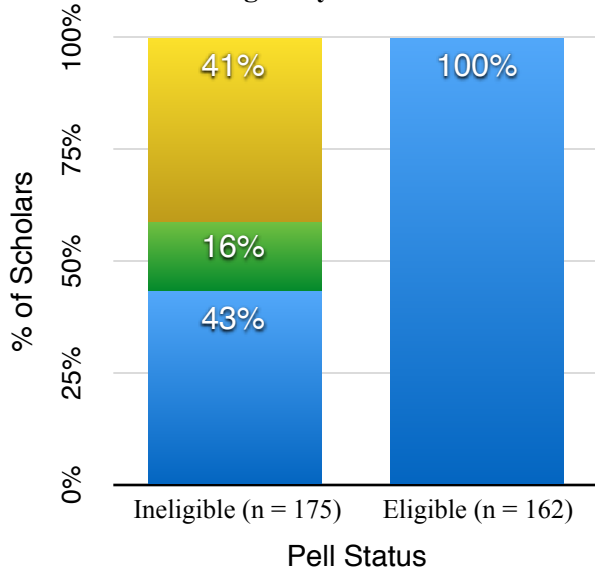
Figure BB: Persistence Rates by Pell Grant Eligibility Spring '16 to Fall '16
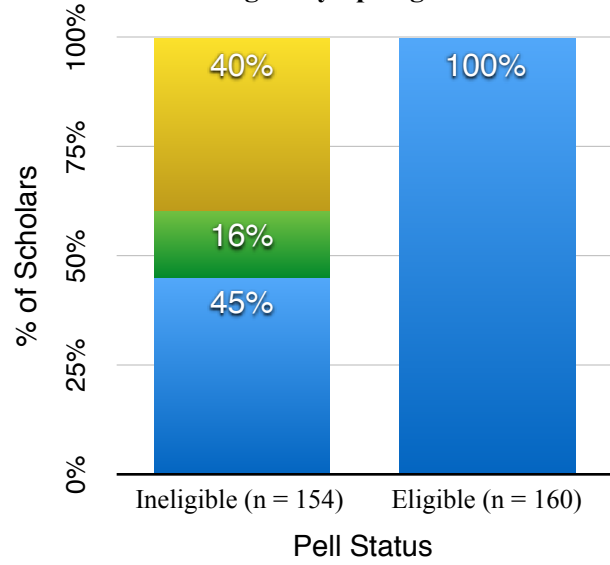
Persist　Graduated　Discontinued/Dismissed

Figure CC: Persistence Rates by Pell Grant Eligibility Fall 2015/Spring 2016 to Fall 2016

43
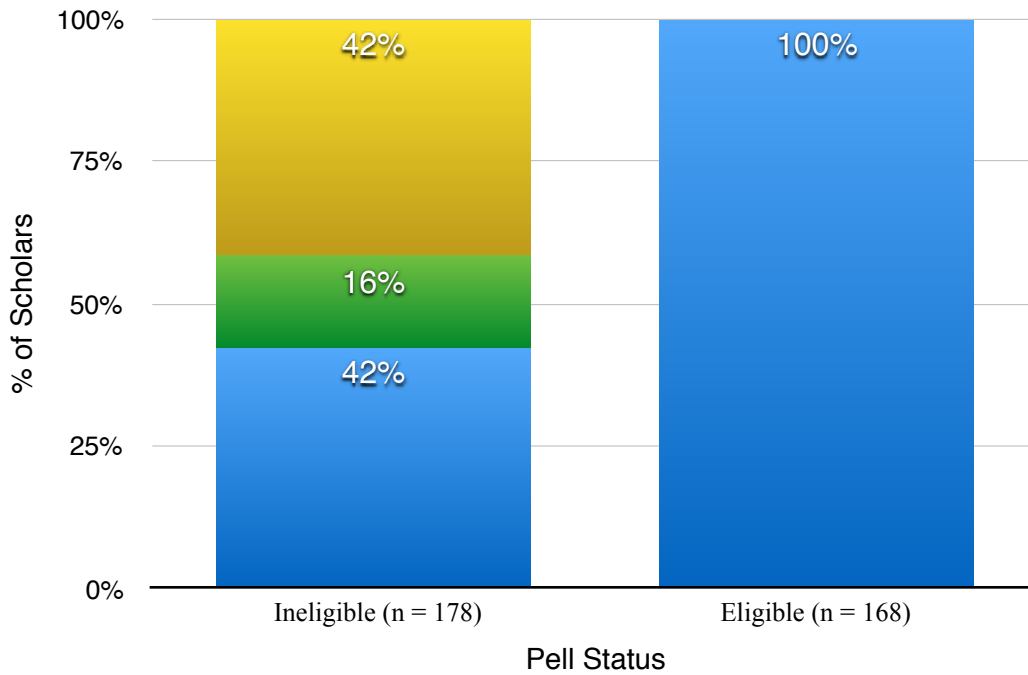
The programs most frequently enrolled are Arts and Sciences (n = 163), General College (n =
113), Management (n = 46), and Undergraduate Education Majors (n = 37). Persistence rates do
not differ significantly from fall 2015 to spring 2016, but persistence rates become significantly
different when you explore persistence into the next academic year (i.e., fall 2016)[9]. Students in
HSCI, Nursing, Education, and Management are more likely to persist from or graduate
compared to all Scholars; about 90% of these students either persist or graduate.   Scholars
enrolled in Arts and Sciences or the General College are more likely to drop out before of fall of
2016 compared to all scholars; about 25% of these Scholars drop out (See Figure CC).

Figure DD : Persistence Rates by Academic Program
Persisting from Fall '15/Spring '16 to Fall '16
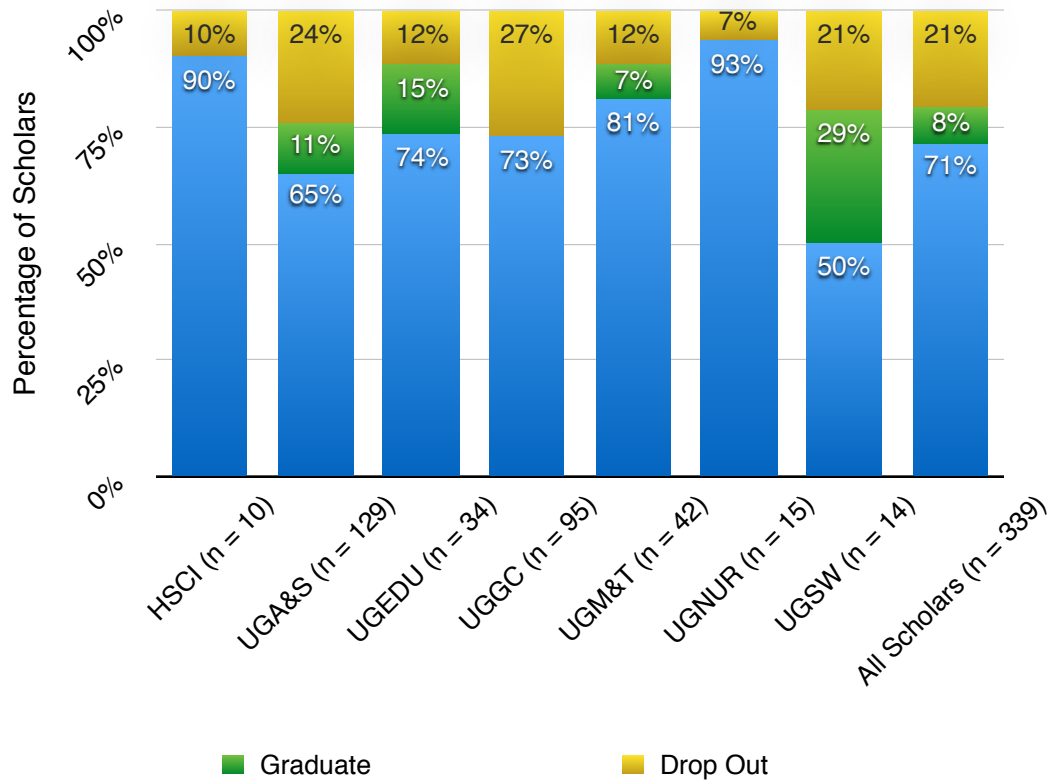
Legend: Persist (blue) — Graduate (green) — Drop Out (yellow)

Figure EE: Persistence Rates by Majors for Arts and Science Persisting from Fall '15/Spring '16 to Fall '16
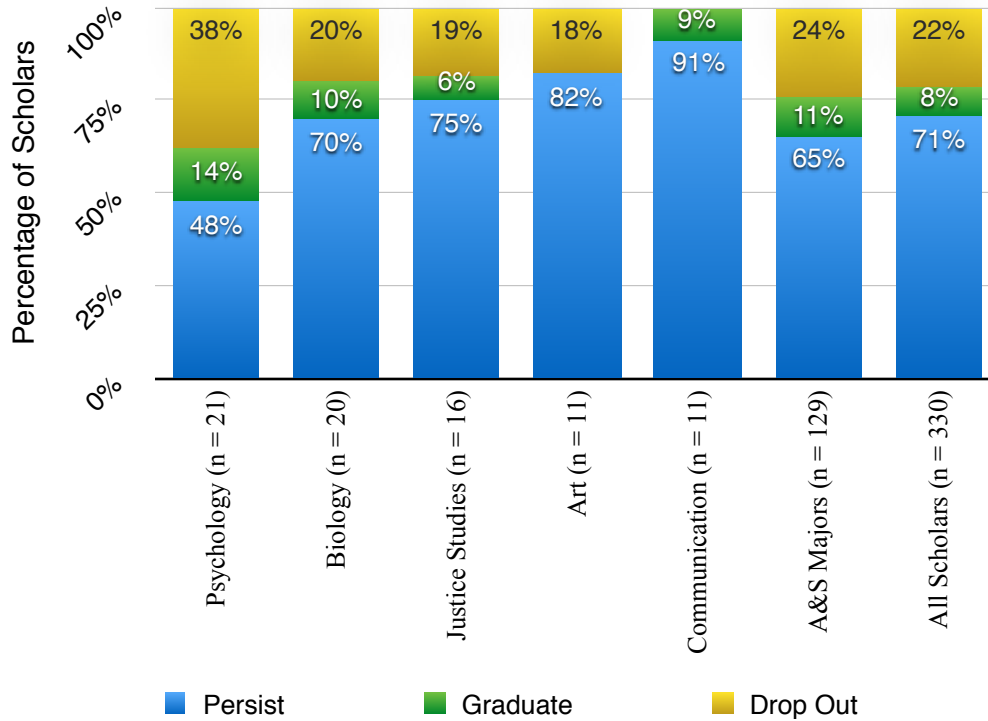
Within the Arts and Sciences Department the Scholars most frequently listed majors are: Psychology (n = 27), Biology (n = 24), Justice Studies (n = 20), Art (n = 14), and Communication (n = 11). The remaining majors have less than 10 Scholars enrolled. Scholars studying Biology (80% persistence rate), Communications (91% persistence rate) and Justice Studies (81% persistence rate) have persistence rates similar to the average rate of persistence for Learning for Life Scholars. Scholars in Psychology have a lower rate of persistence (62%) than other Scholars (See Figure DD).

Within the "General College" the most frequently listed majors are: Early Childhood - Intended Major (n = 28), Social Work-Intended Major (n = 25), Nursing - Intended Major (n = 24), and Elementary Education - Intended Major (n = 15). The remaining majors have less than 10 students enrolled.   Scholars in Social Work-Intended Major (n = 20, 80% persistence) have a higher rate persistence rate from fall '15/spring '16 to fall '16 than other Scholars in the General College. All the "intended majors" with the exception of Social Work, have lower persistence rates compared to all Scholars (See Figure EE).

Figure FF: Persistence Rates by Majors for General College Persisting from Fall '15 to Fall '16
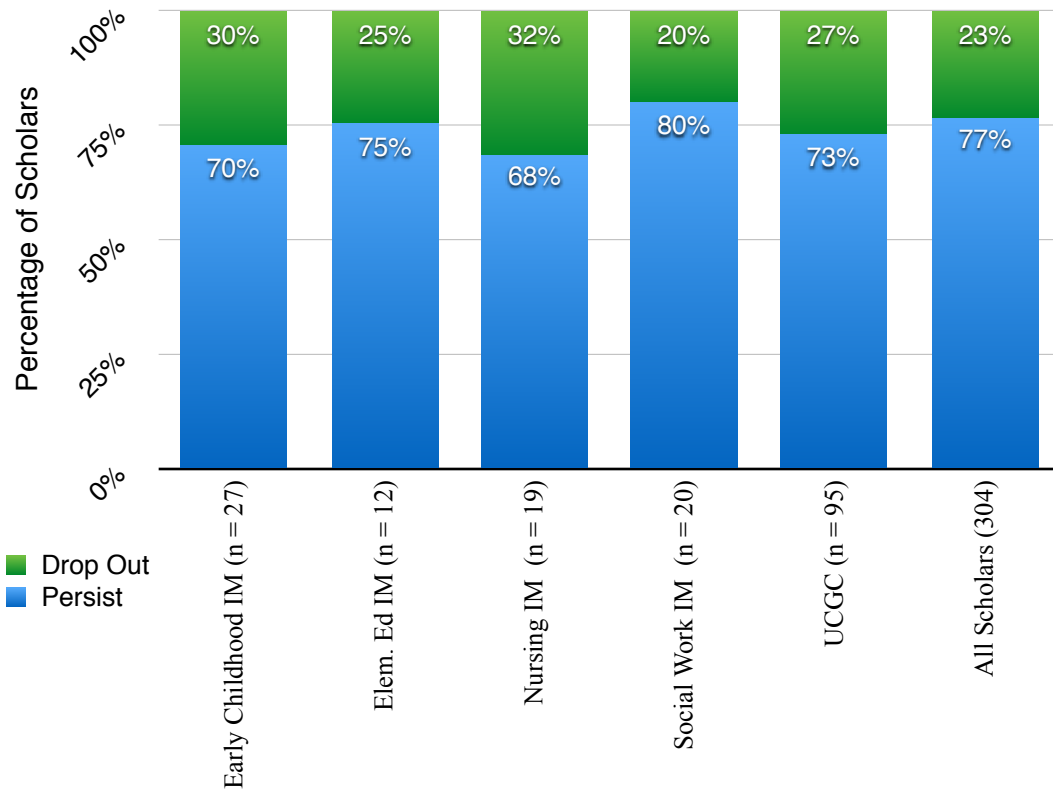
The next step is compare the intended majors with the majors in Early Education, Elementary Education, Nursing, and Social Work. Those accepted into the major have a much better chance of persisting than those who are intending to major in these disciplines, with the exception of Social Work who have the similar rates of persistence. When we compare Scholars in the General College with all other Scholars, the other Scholars have a better rate of persistence (81.6% versus 72.6%, $X^2_{(2)} = 12.75$ p < 0.01 n $= 339$)   (See Figure FF).

Figure GG: Persistence Rates by Majors and Intended Majors for select disciplines Persisting from Fall '15/Sp '16 to Fall '16
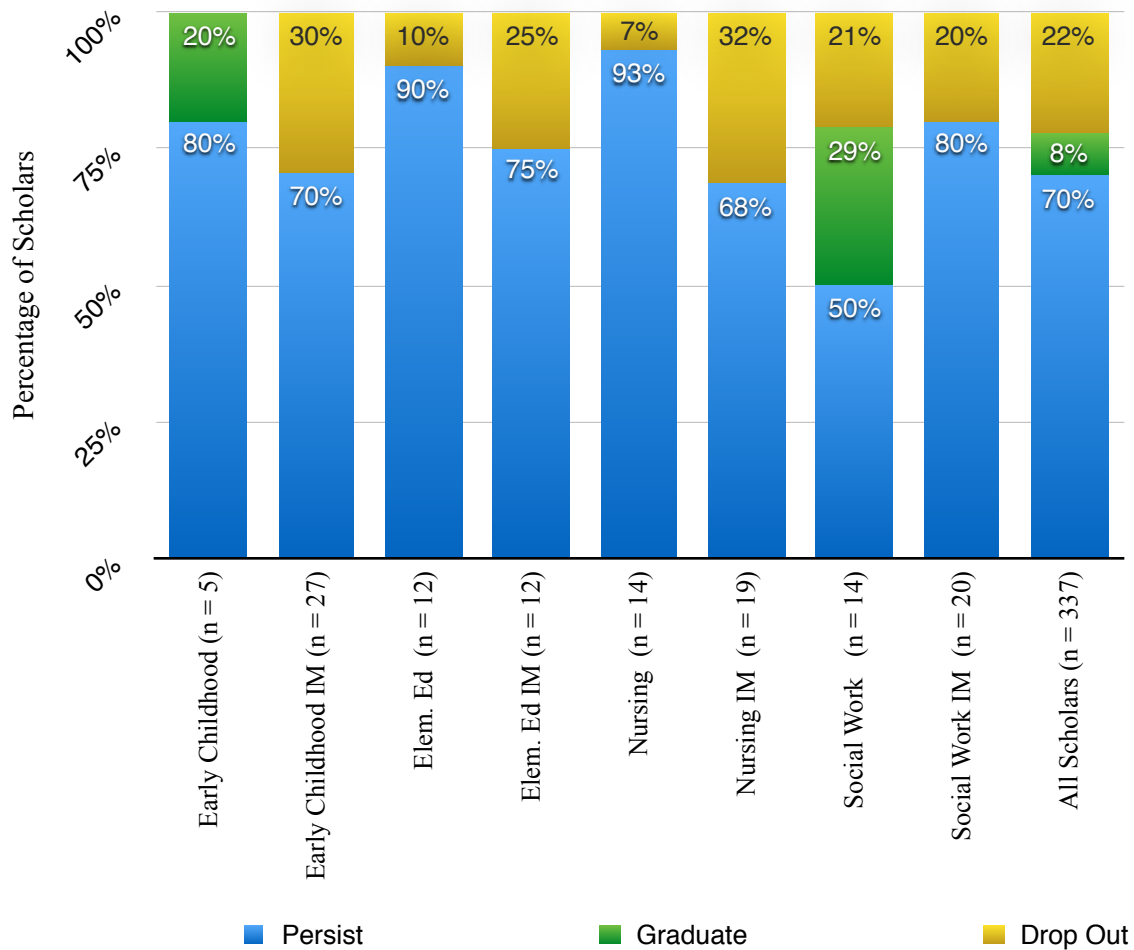
In terms of planning, Scholars with a Scholar Plan were no more likely to persist than Scholars without a plan. A Scholar plan contains the: Student's major, Whether they are full or part-time, Their goals (occupational, financial, and social goals) as well as objectives connected with these goals (See Appendix C). About one-quarter of the Scholars had a Scholar Plan (90 of the 415 active Scholars).

Ninety-two percent (n = 383) completed the entire L4L application, the remaining 8% had incomplete applications. The following information is calculated for Scholars who had a complete application. The following indicators were predictors of persistence: Academic probation, financial aid probation, and relying on public transportation.   Scholars who self-identified as not making adequate academic progress (n = 29) were less likely to persist than those Scholars without this challenge (n = 294) (79.9% persistence rate compared to 65.5% persistence rate, respectively; $X^2{}_{(2)} = 5.25$ p < 0.10 n = 323). Scholars on financial aid probation (n = 97) were less likely to persist than those Scholars without this challenge (n = 249) (70.1% persistence rate compared to 83.3% persistence rate, respectively; $X^2{}_{(2)} = 7.52$ p < 0.05 n = 323). Scholars who relied on public transportation (n = 91) were less likely to persist than Scholars who did not rely on public transportation (n = 232) (70.3% persistence rate compared to 82.9% persistence rate, respectively; $X^2{}_{(2)} = 5.21$ p < 0.10 n = 323).

The following were not predictive of persistence: whether or not they were a first generation college student (n = 235 Scholars were first generation college students),   whether or not they identified as being from an underrepresented group (n = 109 identified as being from an underrepresented group), whether or not they were "adult learners" (68 Scholars identified as

adult learners), Scholars receiving public assistance (38 Scholars receive public assistance), were

Veterans (n = 4), identified as having a mental health challenge or disability (n = 60), identified

as having a legal challenge (n = 7), were pregnant and/or parenting (n = 40), were an English

Language Learner (n = 42), were involved with DCYF (n = 15), participated in another

persistence program (PEP, College Crusade, Upward Bound, College Visions, Allied, Bridges,

Educational Talent Search, n = 166). None of these variables differentiated between students who

persisted and those that did not persist.

In terms of these variables it must be noted that the information on the application may not

identify a Scholar. As a Scholar and a Navigator get to know each other Scholars are more

willing and able to share information; though the information on the application does not get

updated. For example a Scholar may not feel comfortable initially disclosing these barriers until

a relationship is formed. It is likely that more Scholars have these challenges and barriers than is

initially noted on the application and the above results (and non-results) need to be interpreted

with caution.

Total face to face of contacts was a significant predictor of persistence between fall '15

and spring '16. Those Scholars who received more face to face contact from their Navigators

were more likely to persist into the Spring of 2016. Of the 296 students who were taking classes

in the fall of 2015 and persisted into the spring of 2016, they met with their Navigators on

average almost 3 times, compared to the students who did not persist who met face to face with

their Navigators once. The other types of contacts were not a significant predictor of persistence

from the fall 2015 to the spring of 2016. [10]

---

[10] t-value $_{(330)}$ = 4.84, p < 0.01

Total number of contacts was a significant predictor of persistence from the fall 2015 or spring of 2016 to fall of 2016; though the relationship is not linear [11](See Figure GG). Students with less than average contact compared to more than average contacts do not have a better chance to persist.

Figure HH: Contact with Navigators and Rates of Persistence from Fall '15/Sp '16 to Fall '16
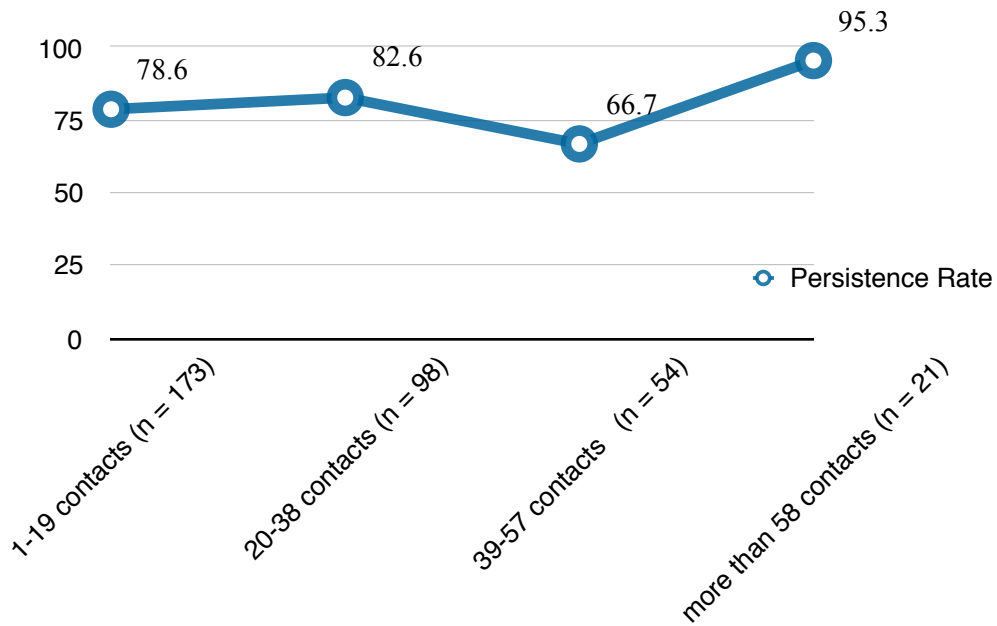
When total number of contacts is divided into four groups based on the mean and the standard deviation. The group with the most contact does have a higher rate of persistence, but the group with the second most amount of contact persists at a smaller rate than those with contacts around and lower than the mean.

_____

[11] Contact $X^2_{(6)} = 15.01$ $p < 0.05$ $n = 346$

Table #3 describes the Scholars who persisted in terms of various characteristics and compares them to all Scholars. As can be seen in Table #3 the entire Scholar population mirrors the group of Scholars who did not persist, except on six indicators: the year the Scholar joined Learning for Life, the Class status, having a declared major, being eligible for Pell, being a full-time student, and being on financial aid probation. Scholars who joined Learning for Life in Academic Year 2015-2016 year were more likely to persist than other Scholars (83% versus 78%). Upperclassman were more likely to persist than Sophomore and Juniors (86%, 84%, 69%, and 66% respectively). Scholars with a declared major are more likely to persist than the Scholars with intended majors (82% verse 73%). Scholars who are eligible for Pell grants persist compared to those ineligible (100% versus 56%). Additionally, full time students are more likely to persist than part-time students (83% versus 66%). Students on financial aid probation are more likely to drop out or be dismissed than Scholars who are not on financial aid probation (70% versus 83% persistence).

Table #3
Comparison For Scholars on Various Factors
Persistence into Fall 2016 from either Fall 2015 or Spring 2016

Indicator	# and % of Scholars who persisted	% for all *other* Scholars 2015-2016
Asian Students (ns)	90.9% 10 out of 11	77.6% 239 out of 308
Bi-racial (ns)	83.6% (46 out of 55)	76.9% 203 out of 264
Black $X^2_{(2)} = 4.793$ $p < 0.09$ n = 319	66.8% (42 out of 62)	80.6% 207 out of 257
Hispanic (ns)	75.3% (79 out of 105)	79.4% (214 out of 319)
White (ns)	82.9% (68 out of 82)	76.3% (181 out of 237)
Underrepresented Group (ns)	78.9% (86 out of 109)	78.9% (187 out of 237)
Contact with Navigator (significant but not linear)		
Scholars who Joined Year 4 $X^2_{(2)} = 8.31$ $p < 0.05$ n = 346.	83.3% 79 out of 96	77.6% 194 out of 250
Age (ns)		
GPA (ns)		
Female (ns)	79.1% 228 out of 288	77.5% 45 out of 58
Freshman $X^2_{(2)} = 5.59$ $p < 0.06$ n = 346	66% 31 out of 46	79.6% 241 out of 299
Sophomore $X^2_{(2)} = 9.56$ $p < 0.01$ n = 346	68.5% 63 out of 90	81.9% 208 out of 254
Junior $X^2_{(2)} = 9.85$ $p < 0.01$ n = 346	83.8% 57 out of 68	77.6% 216 out of 278
Senior $X^2_{(2)} = 33.39$ $p < 0.001$ n = 346	85.6% 119 out of 139	74.3% 154 out of 207

Undergrad Arts and Science Major $X^2{}_{(2)} = 4.85$ p < 0.10 n $= 339$	76% (98 out of 129)	81% (170 out of 210)
Undergrad General College $X^2{}_{(2)} = 12.75$ p < 0.01 n $= 339$	72.6% (69 out of 95)	81.6% (199 out of 244)
Pell Eligibility $X^2{}_{(2)} = 134.62$ p < 0.001 n $= 346$	100% (168 out of 168)	56% (105 out of 178)
Being a Full Time Student-Fall $X^2{}_{(2)} = 17.68$ p < 0.001 n $= 337$	82.8% (203 out of 245)	66.3% (61 out of 92)
Not making Academic Progress $X^2{}_{(2)} = 5.25$ p < 0.10 n $= 323$	65.5% (19 out 29)	79.9% (235 out of 294)
Rely on Public Transportation $X^2{}_{(2)} = 5.21$ p < 0.10 n $= 323$)	70.3% (64 out of 91)	82.9% (190 out of 232)
FA Probation $X^2{}_{(2)} = 7.52$ p < 0.05 n $= 323$	70.1% (68 out of 97)	83.3% (186 out of 226)
First Generation (ns)	77.3% (184 out of 235)	80.2% (89 out of 111)
Adult Learner (ns)	79.4% (54 out of 68)	78.8% (219 out of 278)
Public Assistance (ns)	73.7% (28 out of 38)	79.6 (245 out of 308)
Pregnant/parenting (ns)	82.5% (33 out of 40)	78.4% (240 out of 306)
English Language Learner (ns)	76.2% (32 out of 42)	79.3% (241 out of 306)
Additional Persistence Program (ns)	77.9% (137 out of 176)	80% (136 out of 170)
Scholar Plan (ns)	71.9% (59 out of 82)	81%% (214 out of 264)
No Transfer Credits (ns)	78% (163 out of 209)	81.3% (109 out of 134
Lives with Mother $X^2{}_{(2)} = 4.78$ p < 0.10 n $= 340$	83.4% (105 out of 126)	76.3% (168 out of 220)

In summary the following indicators have a positive impact on persistence: having a declared major, joining L4L recently, being an upperclassman, being eligible for a Pell Grant, being a full-time student and not being on financial aid probation.

Recommendations

Learning for Life has been very successful in increasing persistence and forming collaboration across campus and in the community. This year, L4L increased in the number of students it served, increased persistence of these students compared to Rhode Island College, as a whole, and continued and created important partnerships. In order to maintain and improve upon the success the following recommendations are offered. These recommendations relate to continued and targeted interventions, exploring relationships with referral sources, improving data collection, and responsiveness of student services' offices.

Continuing Interventions. Learning for Life has had a significant impact on improving retention rates for Scholars. It is suggested the case management services offered by well trained Navigators continue. The number of referrals dropped significantly this year. I would suggest that reason for this drop be explored by L4L staff. Additionally stressing the importance of connecting students to resources is crucial for college success.

Additionally, Learning for Life may want to focus on expanding their success to more students on campus. It seems hopeful that expansion will happen; Learning for Life received a 3 - year 300,000 Scaling Up Grant from United Way of Rhode Island in the summer of 2016.

Targeted Interventions. Based on the findings I am suggesting targeted interventions occur to the follow groups: Scholars who have been in L4L over 2 years, underclassman, part-time students, students who do not receive the Pell grant, "intended major students", and students on financial aid probation.

One finding from this report indicates that Scholars who are in their third or fourth year of L4L are less likely to persist at RIC compared to those who have been involved one or two

years. I would suggest once a Scholar has been in L4L for two years their case management is transferred to a staff person or a Graduate Assistant until the Scholar graduates. This would allow for continuity for the Scholar since Navigators change every year and the staff and graduate assistants are more consistent. Additionally, staff are more familiar with on campus resources and have a wider net of contacts both on and off campus.

L4L staff will want to consider the impact of having continual staff turnover with the Navigators every year. At this point Navigators commit to serving for one academic year. Perhaps this commitment needs to be re-thought. One stakeholder suggested that Navigators should be asked to make a 2-year commitment.

Another group of Scholars who persist at a lower rate than other Scholars are Freshman and Sophomores. It is crucial to meet these Scholars as soon as they contact L4L. I would suggest these Scholars receive an additional orientation to RIC that includes information about resources on campus and helping the underclassman explore majors of interest. This intervention would be similar to the pilot project that occurred Summer of 2016 at L4L. In partnership with the School of Social Work, L4L hosted *Summer Scholars*. Summer Scholars offered first generation college students an expanded orientation.

Additionally, Scholars who are full-time are more likely to persist. Targeting interventions toward Scholars who are part-time may be helpful. I am not recommending asking *all* part-time Scholars to go full-time, but rather assessing their academic and social needs and if possible encouraging them to consider taking one more course a semester. I think it is important to value the Scholars' self-determination, but at the same time provide options that the Scholar may not have considered.

Scholars who are eligible for a Pell grant are much more likely to persist. Of the 171

Scholars eligible to receive a Pell grant, 131 accepted the grant. Exploring the reasons that not

all Scholars accept the grant will be important.   Increasing the Scholars' financial literacy and

helping all Scholars manage the financial needs of college would be helpful; perhaps helping

students search for additional resources to pay tuition and other related needs.

About 25% of Scholars have not declared a major; and are listed as "intended majors".

Scholars who are intended majors are less likely to persist. Assisting these Scholars to work with

the "RIC's Exploring Major" website, OASIS, and RIC's Career Development Center may be

helpful interventions leading these Navigators declare a major, to persistence and eventually

graduation.

Students on financial aid probation do not persist as frequently as L4L staff would hope.

The program staff may want to consider interventions that target these students more vigorously.

Perhaps contracting with these Scholars to meet 3 - 4 times a semester. Additionally, a campus-

wide intervention may involve alerting L4L staff of students *at risk* of academic or financial aid

probation. The staff could reach out to these students and inform them of the on-campus

resources available for their success.

Scholars persisted from Fall '15 to Spring '16, and increased contact with Navigators was

a significant predictor.   I would suggest that Navigators reach out to Scholars who are not

registered for classes in the Fall of the following year during the summer. This will hopefully

insure better rates of persistence and decrease the "summer melt".

A targeted intervention mentioned by one of the stakeholders involves professional

development for faculty. It is important to help RIC's well-intentioned faculty understand some

of the barriers the students face. Professional development related to the following topics may be helpful: Teaching the first generation student, Working with the Working Student, What it means to be an "Underrepresented Student" at RIC, What are the financial barriers to pursuing ones education? Instructing the Adult Learner, and what are the barriers to persisting at RIC?.

Relationships with Referral Sources. There were 50 different individuals named when students were asked, "Who referred you to L4L?". Learning for Life was the biggest referral source, followed by the Disability Services Center and the Education Department. As stated by one stakeholder it will be important to provide professional development to faculty and staff in order for them to be aware of Learning for Life and its services. To re-iterate what one stakeholder said, *"L4L needs to be welcomed by others to collaborate with more offices and departments on campus. It should not be a choice to support L4L. All offices and departments who work with students in any way should know what L4L is and how to refer a student."*

Improving Data Collection. Navigators and staff are not always completing intake and assessment forms. Providing additional training on the importance of data collection may help. Additionally accessing data from RIC's Peoplesoft system in a timely manner remains a barrier to the analysis of the data and to outreach to students. While persistence from semester to semester is valuable information it would be more valuable to know which Scholars have registered for the upcoming semester. This would be valuable for not only data collection purposes, but also for intervention purposes. For those Scholars who have not either graduated or registered for the next semester, contacting them and working to remove barriers to registration would be most helpful. I suggest that L4L staff continue to work with Management and Information Service to streamline the needed data from Peoplesoft.

Being able to access College wide data to make comparisons between Scholars and non-Scholars is also an area the College will want to focus on.

Responsive Student Services. Learning for Life envisioned building a holistic, student-centered inclusive academic learning community where every member is committed to the success of all RIC students. Historically, one way to assess this commitment was to have Scholars assess the various on-campus services by using the Session Rating Scale; these were not completed as expected and this year Learning For Life relied on the Campus Wide Student Census to collect information about Student Services. In the Campus Wide Student Census there was no information about the following offices: Financial Aid Office, Career Development Office, and OASIS. I would recommend that the Office of Student Success amend the Campus Wide Student Census to collect data on these offices.Additionally I would suggest the L4L return to using the Session Rating Scale to assess information on the offices that Navigators are referring students to (See Appendix D).

Conclusion

This report described Learning for Life (L4L) in year 4, its final year of CACG funding. Learning for Life strengthened the pipeline to and through post secondary education, building a holistic, student-centered, inclusive academic learning community in which every member is committed to the success of all Rhode Island College (RIC) students.

The Navigators provided as direct peer support and advocacy for the 415 Scholars. In addition, the support and advocacy provided through L4L included case management, Extraordinary Needs Fund, PowerPath Assessments, Comprehensive Learning Assessment, and

Support Packages. Navigators made 199 referrals to both on-campus and off-campus supports and services.

Learning for Life would not have been sustained for four years if it was not for the partnerships developed on and off campus.

The Scholars who participated in Learning for Life are more likely to persist than RIC students in general. These factors have a positive impact on persistence: joining L4L recently, being an upperclassman, having a declared major, being eligible for a Pell Grant, being a full-time student and not being on financial aid probation.

Beyond persistence, L4L has had an impact on institutional changes at RIC.   Partnerships and new programs and initiatives have been developed and been maintained.

It is necessary Learning for Life to continue to offer interventions to RIC Scholars, and developing targeted interventions to specific groups that have lower persistence rates. Additionally continuing to build and nurture relationships with on-campus and off-campus partners is crucial to L4L's ability to provide resources to students.

References

Barrett, C. Petrin Lambert, C. and Schachter, H. (2016). Federal College Access Challenge Grant Institution Projects: Report to the RI Board of Education, March 4, 2016.

Connor-Davidson Resilience Scale. (2013). CD-RISC. Available at http://www.connordavidson-resiliencescale.com/).

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 9,* 1087–1101.

Lambert, C. (2013). Rhode Island College Access Challenge Grant College Access and Persistence Awards: Preliminary Report. Submitted to the Rhode Island Office of Higher Education.

Majer, J. (2006). Beliefs in Educational Success Test. Unpublished instrument.

Majer, J. (2009). Self-Efficacy and academic success among ethnically diverse first generation community college students. *Journal of Diversity in Higher Education, 2(4),* 243–250.

Mechur Karp, M. (2011). Toward a new understanding of non-academic student support: Four mechanisms encouraging positive student outcomes in the community college. *Community College Research Center, 28,* 1-33.

Rhode Island College. (2011). Learning for Life. Proposal submitted to Rhode Island Office of Higher Education for Rhode Island College Access Challenge Grant, Post-Secondary Student Access and Persistence Program.

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 52*, 30-41.

Appendix	Label	Page Number
Appendix A	Logic Model	62
Appendix B	Data Collection Forms	67
Appendix C	Scholar Plan	75
Appendix D	Profile of Typical Rhode Island College Student	80
Appendix E	Session Rating Scale	81
Appendix F	CACG Report	82

Learning for Life Logic Model
Developed by Mimi Mumm. LICSW, PhD
From Materials shared from Christine Petrin Lambert
July 3, 2012

Program Vision: The long term intent of *Learning for Life* is to collaborate with our community partners to strengthen the pipeline to and through post secondary education, building a holistic, student-centered inclusive academic learning community where every member is committed to the success of all RIC students. This transformed culture will be realized by developing a coordinated easy access network of formal and informal supports that improve access for and persistence of, RIC students, particularly those who are at risk.

Goal 1: Increase persistence rates by improving collaboration between partners and services to support student transition from high school to college and retention to graduation.			
Short Term Goal	**Strategies**	**Process Measurement**	**Outcome Measure**
Increase persistence of L for L participants by 25% compared to pre-participation levels and/or those of a comparable group of their peers (L4L=all students who meet criteria; L4L-those who seek L4L support)	1. Case Management Assessment to identify needs and potential barriers. This will be completed by either the Educational Support Facilitator or the Navigator.	1. Completion of Assessment Tool Identifying Barriers. (PRESENT OR ABSENT)	Assessment tool completed to assess current strengths and barriers. Feedback from Navigators on l4l scholars persistence through qualitative interviews asssessing the program and its impact.
		2. Referrals made to appropriate resources on and off campus.	Follow through on referrals and services received.
	2. Connection with Mentor	3. Number of meetings with Mentor.	Attendance at RIC.
	3. Connection with Educational Advocate	4. Number of Meetings with Educational Advocate.	Attendance at RIC.
	4. Workshops and Trainings	5. Attendance at Workshops and Trainings.	Attendance at RIC.
	5. Complete career plan and life map at Career Counseling Center.	6. Life plan and career map completed.	Attendance at RIC. Changes in social support as measured as measured by eco-map at beginning of program and in April.

Improve knowledge of financial literacy and its personal relevance by 50% (evaluative measure: 80-100 participants)	*6. Financial Literacy Workshop*	*7. Number of students participating in f Financial Literacy Workshop.*	*Change in knowledge on Financial Literacy Scale (this will developed once the curriculum for this workshop is identified.*
Increase the number of participants who declare a major and align coursework with clearly identified career goals by 50%	*(see Above #1-5)*	*8. Participants have met with an academic advisor (YES/NO)*	*Number of participants have declared a major who previously did not have a declared major (YES/NO)*
			Participants have course work aligned with career goals (YES/NO)
Increase by 25% over pre-program levels the number of participants who develop meaningful and realistic career goals and consequently align their coursework.	*(see Above #1-5)*	*(see Above #1-8)*	*Participants have meaningful career goals (YES/NO). We will develop a Career Goals Assessment Tool.*
			Participants have course work aligned with career goals. (YES/NO)
Increase the number of L for L participants who demonstrate realistic expectations and greater knowledge of their college experience by 50% over pre-program levels	*(see Above #1-6)*	*(see Above #5-6)*	*Beliefs in Educational Success Test [BEST] at beginning of work with L4L and at the end)*

Goal 2: Craft a model that improves the numbers of students who maintain Good Academic Standing through their participation in a coordinated network of personalized formal and informal academic, social and life skill, and career planning supports that meet their full range of needs.			
Short Term Goal	**Strategies**	**Process Measurement**	**Outcome Measure**
Increase access to a more holistic range of personalized services to 200 students.	*1. Case Management Assessment to identify needs and potential barriers.*	*1. Completion of Assessment Tool Identifying Barriers. (PRESENT OR ABSENT)*	*For eligible students, assessment tool completed beginning of second semester to assess current barriers.*
		2. Referrals made to appropriate resources on and off campus.	*Follow through on referrals and services received.*
	2. Connection with Mentor	*3. Number of meetings with Mentor.*	*Attendance at RIC and Academic Standing*
	3. Connection with Educational Advocate	*4. Number of Meetings with Educational Advocate.*	*Attendance at RIC and Academic Standing*
	4. Workshops and Trainings	*5. Attendance at Workshops and Trainings.*	*Attendance at RIC and Academic Standing*
		6. Attendance at College 101 Experience.	*Attendance at RIC and Academic Standing*
Demonstrate improved sensitivity to student needs, particularly those of at-risk students, by staff in student administrative offices, such as financial aid and admissions.	*Assess level of sensitivity to students needs at these office by having students complete the "Heart of Change" after meeting with office personnel.*	*8. Number of students seeking services at these offices.*	*Consumer satisfaction survey after student visits these offices. These will be filled out by l4l scholars, given to the scholars by the Navigators.*

Develop an informal network of trained advocates to support L for L participants as system navigators and mentors, with this network growing by 30 members annually (10 navigators and 20 mentors)	*Train Mentors and Navigators*	*Number of participants at these trainings and number of trainings each participant attended.*	*N/A*
		Number of Mentors.	
		Number of Navigators.	
Demonstrate increased communication and collaboration between existing student supports at RIC, community partners, students and families	*Project Manager will meet with staff at various student support offices to make connections.*		*?*
	Develop formalized systems of communication and a shared data base on student information.	*Number of meetings.*	
			Presence of a the L4L registry (YES/NO)
			Presence of a Shared database (YES/NO)

Support Questionnaire

Full Name: _____

Last	First	ID Number

Navigator: *Date completed*   *Date of last questionnaire*

Background information / Instructions

This information is being requested to gather information to guide the goals and interventions. The information is voluntary and will protected as described in Informed Consent.

Please fill out the information below to the best of your ability. This information will inform your work with Navigator and Learning for Life staff.

_____

How are you hoping L4L can assist you? What would be helpful?

_____
_____
_____
_____

<u>**Connections to RIC:**</u>

1(s). On a scale of 1-5, 1 being you do not know the campus and 5 being I know the campus well, how well do you feel you know the campus?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

2(s). On a scale of 1-5, 1 being you do not know the offices on campus and 5 being I know the office on campus well, how well do you know the support offices on campus?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

3(s). Are you connected to any study groups, clubs, student organizations, sports or intermurals on campus?

☐ Yes   ☐ No

3a. (s)If yes, which ones?_____

3b. (s) If no, do you know how to connect with clubs / event on campus? ☐ Yes ☐ No

4 (s). Do you have a faculty or staff member on campus that you feel will support you if you are having questions or concerns?

☐ Yes   ☐ No

5 (c). Have you met with your Academic Counselor? ☐ Yes   ☐ No

   5a. (f). If yes who?_____

6 (f). Do you know who your financial Aid Counselor is? ☐ Yes   ☐ No

   6a. (f) If yes who?_____

7 (f). Have you met with your Financial Aid Counselor? ☐ Yes   ☐ No

8 (a). Please a check the items you already feel comfortable using:

☐ RIC email   ☐ My RIC   ☐ Blackboard   ☐ Computer labs   ☐ Library

Social and Everyday Living:

9 (s). Describe who you rely on for support:

_____

_____

10 (s). With whom do you live? Check all that apply.

☐ Alone   ☐ Father   ☐ Grandparent (s)   ☐ Other:

☐ Aunt/Uncle   ☐ Friend (s)   ☐ Mother   _____

11 (s). Do you live on campus? ☐ Yes   ☐ No

   11a (s). If yes, do you go home on weekends? ☐ Yes   ☐ No

Stable housing is defined as having a permanent residence and you are not at risk of losing it at any point. (Coalition against Homelessness, 2016)

12 (s). Do you have stable housing during winter break, spring break and summer? ☐ Yes   ☐ No

   12a. (s) If no, would you like support in finding stable housing? ☐ Yes   ☐ No

13 (s). On a scale of 1-5, 1 being you do not feel comfortable and 5 being I feel very comfortable, how comfortable do you feel at home?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

2

14 (s). On a scale of 1-5, 1 being you do not feel comfortable and 5 being I feel very comfortable, how comfortable do you feel in your personal relationship?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

15 (s). What are your responsibilities in your household? Check all that apply.

☐ Caring for children ☐ Household maintenance (cleaning, upkeep, etc.)

☐ Financial contribution

☐ Other:_____
_____

☐ Caring for family member

16 (s). Have you had any experience in the Foster Care System or other out of home placement?

☐ Yes ☐ No

    16a. (s) If yes, when and how long?

    _____

    16 b. If yes, are you connected with Foster Forward? ☐ Yes ☐ No ☐ N/A

    16 c. If yes, do you know about the YESS program? ☐ Yes ☐ No ☐ N/A

The YESS program provides financial support and other programming for young adults who have been in foster care.

17 (s). Do you describe yourself as a religious or spiritual person? ☐ Yes ☐ No

    17a (s). Are you connected with the Interfaith Center? ☐ Yes ☐ No

18 (s). How would you identify?

☐ Straight ☐ Gay ☐ Trans-gender ☐ Queer

☐ Bi-Sexual ☐ Questioning ☐ Lesbian ☐ Other _____

19 (s). Are you connected to HOPE, YPI or any other group on or off campus? ☐ Yes ☐ No ☐ N/A

    19a (s). If, No would you like your Navigator to support you in making a connection?

    ☐ Yes ☐ No ☐ Maybe

20 (s). Being able to speak more than one language is a strength. **Are you Multilingual?** ☐ Yes ☐ No

3

21 (sc). Have you ever experienced any of the following: depression, anxiety, increased stress, loneliness, sadness, panic attacks?

☐ Yes　☐ No　☐ N/A

21a (sc). Describe:

_____
_____
_____

22 (sc). Are you connected with Counseling Center on campus: ☐ Yes　☐ No　☐ N/A

23 (sc). Are you connected with a therapist off campus? ☐ Yes　☐ No　☐ N/A

23a. (sc) If yes, would you be willing to sign a release so that we can coordinate with the office to support you? ☐ Yes　☐ No　☐ N/A

24 (sc). Have you connected with Health services for any reason? ☐ Yes　☐ No　☐ N/A

24a. (sc). Are you aware of the supports Health Services provides? ☐ Yes　☐ No

25 (sc). How are you feeling today?

☐ Worried	☐ Content	☐ Energetic	☐ Frustrated	☐ Energized
☐ Stressed	☐ Lonely	☐ Sad	☐ Worthless	☐ Content
☐ Nervous	☐ Hungry	☐ Confused	☐ Not motivated	☐ Motivated
☐ Tired	☐ Happy	☐ Overwhelmed	☐ Hopeless	☐ Other
☐ Undecided	☐ Unhappy	☐ Optimistic	☐ Anxious	_____

26 (sc). How often do you engage in activities for fun/relaxation/exercise (self-care)?

☐ Never　☐ Rarely　☐ Sometimes　☐ Often

27 (c). Have you had particular leadership roles in life? ☐ Yes　☐ No

27a (sc). If so, what have they been?

_____
_____
_____

28 (sc). Do you skip meals to get by during the month? ☐ Yes　☐ No

29 (sc). Are you aware there is a Nutritionist on campus? ☐ Yes　☐ No

　4

29a (sc). Would you like to be connected to the Nutritionist for supporting your health needs?

☐ Yes   ☐ No

30 (sc). Do you receive Supplemental Nutrition Assistance Program (SNAP)? ☐ Yes   ☐ No

30a (sc) Point of information: If you are eligible for work study you are automatically eligible for SNAP. Would you like your navigator to support you in this process? ☐ Yes   ☐ No

31 (c) Have you met with your Academic Advisor? ☐ Yes   ☐ No

32 (c). Have you seen your Advising Transcript? ☐ Yes   ☐ No

32a (c). Would you like your Navigator to show you how to access your advising transcript?

☐ Yes   ☐ No

33 (c) In the past, have you had an IEP, 504 or do you feel you learn in a different way than your peers?

☐ Yes   ☐ No

34 (c). How organized are your school assignments?

☐ Very well organized   ☐ Well organized   ☐ Somewhat organized   ☐ Not organized at all

35 (c). Do you feel you have too many things to do on a daily basis? ☐ Yes   ☐ No

36 (c). How do you spend your time? Please rate the following activities from 1-6, 1 being the most times spent and 6 being least time spent on each activity.

_____ School work   _____ Family   _____Household chores   ____Commuting

_____ Work / Job   _____ Friends   _____ Hobbies / Pass times (social media, clubs events, and sports)

37 (c). How well do you manage your time?

☐ Very well   ☐ Well   ☐ Somewhat well   ☐ Not well at all

38 (c). Are you connected with OASIS? ☐ Yes   ☐ No

39 (f). What type of transportation do you use?

☐ My own car   ☐ Public transportation   ☐ Walk   ☐ Bike   ☐ Get rides with family / friends

☐ Other:_____

5

Career

40 (f). Do you work? ☐ Yes   ☐ No

   40a (f). **If yes, how many hours per week?** _____

41 (c). How would you describe yourself?

☐ A person who works and also goes to school   ☐ A person who goes to school and also works

42 (f). What motivates you to have a job? Check all that apply.

☐ Work Experience   ☐ Pay for Education Fees   ☐ To Have Spending Money

☐ Support Yourself   ☐ Support Your Family   ☐ Other _____

43 (f). Have you completed your FAFSA? ☐ Yes   ☐ No

44 (f). How much help did you need with your FASFA?

☐ **Very Much**   ☐ **Some**   ☐ **Very Little**   ☐ **None**

   44a (f). Did anyone explain the FASFA process to you? ☐ Yes   ☐ No

   45a. (f). If no, would you like someone to explain it to you? ☐ Yes   ☐ No

46 (f). Did you choose to receive Work Study? ☐ Yes   ☐ No

   46a (f).Did you utilize your work study last year? : ☐ Yes   ☐ No

   46b. (f). Do you know how to access your work study funds? ☐ Yes   ☐ No

47 (f). Identify why you did not use the funds?

_____

_____

48 (f). Do you have an outstanding tuition balance? ☐ Yes   ☐ No ☐ Not sure

49 (f). How do you pay for your books?

☐ Self   ☐ Financial aid   ☐ RICochet Fund

☐ Parents   ☐ Scholarships   ☐ Other:_____

50 (f). Did you have difficulty paying for books last semester? ☐ Yes   ☐ No

51 (f). Do you know about the Bookstore Line of Credit? ☐ Yes   ☐ No

52 (c). Have you connected to the Career Development Center? ☐ **Yes**   ☐ **No**

6

52a (c). If no, would you like your Navigator to support you in making an appointment?

☐ Yes ☐ No ☐ Maybe

53 (c). What are your career goals?

_____
_____
_____

54 (c). What activities have you already completed to support these goals?

_____
_____
_____

_____   _____
Scholar   **Date**

_____   _____
Navigator   **Date**

Office Use Only:

_____
_____
_____

_____   _____
ESF   **Date**

_____   _____
DMS   **Date**

_____   _____
Returned to Navigator   **Date**

7

Application

Date: _____

Student Information:

Name: _____   ID: _____

DOB:_____

Phone: _____Email: _____

Major: _____   Expected Grad: _____   Number of credits completed: ___

What problems are you currently facing/how can we help you?:

_____

_____

_____

Who told you about us?:

Name: _____Department: _____

Relationship to Student: _____

Phone: _____Email:_____ ___

Can we follow up and let your referrer know you connected with us? Yes:_____   No:_____

Please check all that apply to you:

☐ Not making Satisfactory Academic Progress based on federal guidelines (attempted more credits than earned)

☐ First generation college student

☐ Member of an under represented group on campus (e.g. ethnicity, LGBTQ, gender identity, religion, etc)

☐ Facing academic, financial aid, financial probation/hold; failing mid-term grade

☐ Adult learners (age 25+)

☐ Participating in a public benefit program or experiencing housing challenges

☐ Veterans

☐ Relying on public transportation as their primary means of transportation

☐ Experiencing a disability or facing mental health challenges

☐ Have a history of legal challenges

☐ Pregnant and/or parenting

- ☐ International students or student's whose first language is something other than English
- ☐ Students who work 20 hours or more per week, including work study
- ☐ Out-of-state students
- ☐ Experienced care within the DCYF system
- ☐ Former or current participant in (circle one): PEP, Bridges, Upward Bound, ALLIED, College Crusade, College Visions, or similar college preparatory program.
- ☐ Other: _____

By signing this application, I agree to participate in Learning for Life (L4L) by completing the following activities within the 2013-2014 academic year: making and attending a career planning appointment, completing a financial life management activity, developing a Life Map for my future goals, and connecting with my Student Navigator weekly by email, phone, text or in-person. In so doing, I will be eligible for support from L4L, such as: financial support through the Extraordinary Needs Fund, discounted computer purchase, Comprehensive Learning Evaluation, and participation in lunch seminars and workshops.

Signature: _____   Date: _____

For Office Use Only:
Eligibility Notes:
_____
_____
_____
_____
_____
_____
_____

If ineligible, please note referrals made and follow up below:

Referral made:_____
___
_____
_____
Follow Up:_____
___
_____ Date:
_____
Referral made:_____
___
_____
_____

75

Learning for Life (L4L)
Rhode Island College
600 Mount Pleasant Avenue
Providence, RI 02908
401-456-6320

Scholar Plan

Instructions:
- Utilize the Support Questionnaire to develop goals with Scholar
- This form is to be completed with the Scholar utilizing the Support Questioning. Once completed, make a copy for scholar to take with them.
- Plan will be utilized / reviewed during each session to guide your work with the Scholar.
- **Goals:** Overall achievement the Scholar hopes to accomplish in each category (career, financial, social).
- **Tasks**: How the Scholar plans to work towards their goals, and what help they need from L4L. If possible, list a date that they hope to accomplish a task.

Scholar Name: _____ Date: _____

This plan outlines your future goals for your academic career/life, and will guide our work together in Learning for Life. The Plan is framed by four life domains that research has shown to be important for student success: academic, career, financial, and social.

Academic

(Navigator please fill in from Support questionnaire.)

Major: _____ Current Cumulative GPA: _____

Is there an additional application required for your major?   Yes   No
If so, what are the minimum requirements?

Part-time Student: ___   Full-time Student: ___   Credits Achieved: _____

Revised 9/9/16 TL/SM

Planned Date of Graduation: _____

Are you on track to graduate according to plan?   Yes   No

Academic Advisor: _____ Date of last meeting: _____

Financial Aide Counselor: _____ Date of last meeting: _____

Identify your strengths (things you are good at or come easy to you):

_____
_____
_____

Challenges:

Area of concern (identified by Student)

_____
_____
_____

Identified stressors:

_____
_____
_____

How much does this challenge affect your daily living?

_____
_____
_____

Where/when does this challenge occur throughout your day?

_____
_____
_____

	Goal(s) *What do I want to have happen in my life in the following areas?*	Tasks / Deadlines *Steps to achieve each goal*	Offices that you can connect with for goal? Referral made	Target date	Progress Fall	Progress Spring
Career						
Financial						

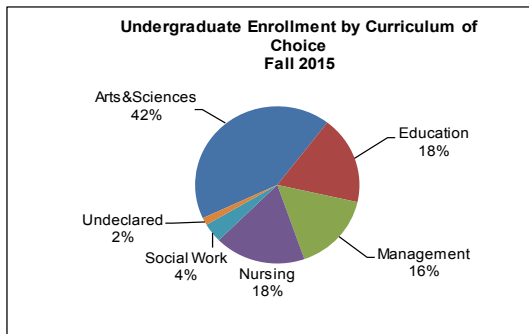|	Goal(s) *What do I want to have happen in my life in the following areas?*	Tasks / Deadlines *Steps to achieve each goal*	Offices that you can connect with for goal? Referral made	Target date	Progress Fall	Progress Spring
Social						
Life skills						

RHODE ISLAND COLLEGE

Profile of RIC Undergraduate Students*

RIC undergraduates...

⇒ *Are Predominately Female:* 68% of RIC's undergraduates are female.

⇒ *Are Increasingly Diverse:* 62% of RIC's undergraduates are white, but the percentage of minority students has increased markedly over the past ten years from 13% in 2006 to 30% in 2015.

⇒ *Are Mostly of Traditional College Age:* The median age of RIC undergraduates is 22, and 76% are under the age of 24.

⇒ *Are Largely First-Generation Students:* About 60% of undergraduates responding to the spring 2016 *Student Census* survey reported that they are first-generation college students.

⇒ *Are Rhode Islanders:* 64% of undergraduates are from Providence county, and 86% are from Rhode Island. RIC students hail from all Rhode Island counties and nearly every town in the state.

⇒ *Are Commuters:* 85% of RIC undergraduates commute to campus.

⇒ *Are Interested in a Nursing, Education, or Arts & Sciences Major:* 78% of RIC undergraduates are enrolled in or intend to pursue a major in the Arts & Sciences, Education, or Nursing. An additional 16% are in Management, 4% are in Social Work, and 2% are undeclared.

Undergraduate Enrollment by Curriculum of Choice
Fall 2015

- Arts&Sciences 42%
- Education 18%
- Undeclared 2%
- Social Work 4%
- Nursing 18%
- Management 16%

*Both Art Ed and Music Ed are included in the Education total. Intended majors are reported in the desired area of study.

⇒ *Are Enrolled Full Time:* Three quarters of RIC's undergraduates are enrolled full time, with an average credit load of 14.4.

⇒ *Receive Financial Aid:* 76% of RIC's undergraduate students receive some form of financial aid, and 43% of those enrolled in fall 2014 were Pell recipients.

⇒ *Work while attending college:* 77% of undergraduates responding to the spring 2016 *Student Census* survey reported working while attending RIC, and more than three-quarters of these students work off campus.

⇒ *Had a combined SAT score of 915:* Among first-time freshmen entering in fall 2015, the average SAT Critical Reading score was 461 and the average SAT Math score was 457.

⇒ *Were in the top half of their high school class:* Among first-time freshmen entering, 75% ranked in the top half of their class. 35% ranked in the top quarter, and 11% ranked in the top 10 percent of their class.

Unless otherwise indicated, figures in this report are based on Fall 2015 data.

Appendix E

Session Rating Scale 3.0

Navigator ID _____

Scholar ID _____ **Date** _____

Person, Place, or Event _____

(this **person, place or event** can be your Navigator, Financial Aid office, records, etc.)

DIRECTIONS: Please rate your experience with the person, place or event you identified above by placing a mark on the line nearest to the description that best fits your experience.

RELATIONSHIP

I did not feel heard,   I -- I   I felt heard,
understood,   understood,
and respected.   and respected.

GOALS AND TOPICS

We did not work on or   I -- I   We worked
talk about what I   on and talked
wanted to work on or talk   about what I
about.   wanted to
                                                                           work on and
                                                                           talk about.

APPROACH OR METHOD

                           I -- I   The way the
                                                                           meeting was
The way the meeting   conducted was
was conducted was not   a good fit for
a good fit for me.   me.

OVERALL

There was something   I -- I   Today's
missing in today's   meeting was
meeting.[1]   right for me.

---

[1] Adapted from the **Heart and Soul of Change Project** 2002, Scott Miller, Barry Duncan, and Lynn Johnson.

Appendix F

Federal
College Access Challenge Grant
Institution Projects

Report to the R.I. Board of Education

March 4, 2016

Compiled By
Christopher Barrett, University of Rhode Island
Christiane Petrin Lambert, Rhode Island College
Hope Schachter, Community College of Rhode Island

THE
UNIVERSITY
OF RHODE ISLAND

RHODE ISLAND COLLEGE
1854

CCRi
COMMUNITY
COLLEGE
OF RHODE ISLAND

Lead Principal Investigators

Dr. Donald DeHayes, Provost & Vice President for Academic Affairs, University of Rhode Island
Dr. Scott Kane, Interim Vice President for Student Affairs, Rhode Island College
Dr. Ronald Pitt, Vice President for Academic Affairs, Rhode Island College
Ms. Tracy Karasinski, Dean of Office Opportunity & Outreach, Community College of Rhode Island
Dr. Ronald Schertz, Associate Vice President for Student Services, Community College of Rhode Island

Statewide Summary

The College Access Challenge Grant (CACG) is a federal program with awards flowing through the R.I. Office of the Postsecondary Commissioner to the three public institutions. The purpose of the program is to foster partnerships between and among government and community organizations through projects aimed at increasing the number of underrepresented students prepared to enter and succeed in postsecondary education.

Each institution has applied the funds toward innovative programs focused on student success for historically underrepresented groups. While the goal is the same across institutions, implementation at each is crafted to meet the unique needs of each institution's student body. The three schools have made extensive efforts to work together, share best practices, refer students among institutions and agree on common reporting.

Statewide Overview of College Access Challenge Grant
- Programming launched in 2012
- Federal funding ends in October 2016 (no federal funding available after this date)
- 2,544 students served by three institutions during 2014-2015 Academic Year (Grant Year 4)[1]

Each institution provides unique services. Within institutions students at all levels from first year to last year and traditional to adults, are served and are supported with varying levels of intensity. Due to varying services provided and different cost structures at the institutions, it is misleading to extrapolate a common cost-per-student.

Students have varying engagement with the projects and different admission terms, and hence fall into multiple smaller subgroups. Measuring success requires studying these subgroups. An across-the-board retention number would combine dissimilar students. (For example, a single number would be the equivalent of providing one figure to measure the retention of an incoming freshman receiving weekly academic support and a senior who enters a program due to homelessness.) A single number would also miss the opportunity to assess the impact of specific interventions targeted to distinct populations. Relevant highlights by subpopulation are included in the following pages. The results show the success of interventions targeted toward specific groups.

Statewide Story
The CACG projects were highlighted in a DataHUB story commissioned by the Office of the Postsecondary Commissioner and produced by ProvPlan. The story, *An Introduction to Rhode Island's College Access and Persistence Programs*, is available at ridatahub.org.

---

[1]URI: 1,188; CCRI: 724; RIC: 632.

University of Rhode Island:
Project Recruit and Educate
Local At-Risk Adults and Youth

THE
UNIVERSITY
OF RHODE ISLAND

Mission & Services Provided
Project Recruit and Educate Local At-Risk Adults and Youth (RELAAY) provides services that encourage access and success for historically underrepresented populations. The project serves three distinct populations. By providing additional resources for the University's Talent Development (TD) Program and Academic Enhancement Center, underrepresented students of *traditional age* are offered intensive advising and academic support. The Providence campus relies on grant funds to proactively reach out to *adult students* whose records indicate they may not persist. Referrals are made and additional resources available at the Providence Academic Skills Center. RELAAY also provides partial support for the Finish What You Started (FWYS) Program that assists *returning students* who left college without a degree develop plans to earn degrees that better position them for the workforce.

Timeline, Funding & Staffing
- Programming launched in Summer 2012
- 8 Staff (4 TD Counselors, 1.5 FWYS Coordinators, 1 Learning Specialist, 1 0.25 Lecturer/Academic Skills) in addition to student personnel

Students Served
Unduplicated Count of Students Served: 2,059 (as of December 31, 2015)[2]
2011-2012 Academic Year: 219
2012-2013 Academic Year: 545
2013-2014 Academic Year: 848
2014-2015 Academic Year: 1,188
2015-2016 Academic Year: 641 (as of December 31, 2015)

Community Partners
College Crusade of Rhode Island, College Visions, Educational Talent Search, Science & Math Investigative Learning Experiences (SMILE)

Typical RELAAY Student
Traditional Age: The traditional age student is an Hispanic or African American female with a median age of 20. Ninety percent of these student come from Providence, Pawtucket, Cranston, Woonsocket or Central Falls.
Adult: The typical adult student is a 28-year-old female. 55% of students who reported race come from historically underrepresented ethnic backgrounds.

---

[2] Annual totals do not add to grand total because the same student may have received services in multiple years.

Returning: The returning student's median age is 35 and most are women and caucasian. 20% of students who reported race come from historically underrepresented ethnic backgrounds. Students represent no fewer than 30 of Rhode Island's 39 municipalities.

Markers of Success

Campus-wide Partnership

Project RELAAY has demonstrated success in bringing departments together to focus on student success. All told, Project RELAAY involves two campuses and eight departments. (Office of the Provost, Enrollment Services/Financial Aid, Talent Development, Academic Enhancement Center (Kingston), Academic Skills Center (Providence), University College, Finish What You Started, College of Continuing Education)

Highlights of Success by Subgroup
- *Traditional Age Access*: RELAAY-funded staff promoted college attainment to appx. 1,400 high school students. Staff visited 13 Rhode Island high schools serving students historically underrepresented at URI. Staff also visited community organizations including College Crusade, College Visions, SMILE and Youth Build.
- *Traditional Age Services*: The number of students receiving tutoring or coaching services services rose 212% thanks to a reallocation applied toward hiring tutors. The Kingston Academic Enhancement Center served 860 students during the 2014-2015 academic year up from 275 the year prior.
- *Traditional Age Success*: For freshmen entering in Fall 2012 and served by Talent Development grant-funded staff, 69% were enrolled four years later compared with 71.5% for all first-time, full-time freshmen who entered in Fall 2012. For this at-risk population to be within 1.5 percentage points of the overall student body speaks to the positive impacts of RELAAY's high-touch approach.
- *Adult Students Access*: RELAAY staff coordinated with the R.I. Department of Labor and Training to attend job fairs and advertise adult-oriented URI educational opportunities that improve chances of employment. Staff spoke with appx. 96 individuals.
- *Adult Students Services*: During the 2014-2015 academic year, the grant provided varying levels academic support for 100 students from freshmen to seniors at the Providence campus.
- *Returning Students Access:* 364 former students close to completing their degrees contacted during summer 2015. Of these, 20 later enrolled in at least one class.
- *Returning Student Services*: During the 2014-2015 academic year, the two Finish What You Started coordinators logged more than 4,500 interactions with prospective students, current students, faculty and staff to support the enrollment and completion of former students. Since inception, FWYS has fielded more than 1,400 inquiries.
- *Returning Students Success*: 145 former students returned and earned degrees to date; 201 students served during the 2014-2015 academic year. Appx. 150 former students are enrolled in spring 2016, up 294% from the first cohort of 38 students in Fall 2012.

Program Director
Christopher Barrett
Office of the Provost
Green Hall, 35 Campus Ave., Kingston, RI 02881
401.874.9633 | cbarrett@uri.edu

URI Federal Reporting (Year 4: Fall 2014, Spring 2015 & Summer 2015)

1. Please enter the number of students who participated in CACG activities or received services.

Unduplicated Number of Students: <u>1,188</u> (Excludes appx. 1,860 prospective students[3])

2. Services Provided to **URI Students:** In the following table, place an "X" in the first column next to the types of services or activities provided by your project with Federal or matching funds. For each type of service, indicate the number of students who received the service during the reporting period.

Place an "X" in this column if your project provides this type of service	Type of Service/Activities	Number of Students
X	Information for students and families (i.e., postsecondary education benefits, opportunities, planning, financial options, and college preparation)	1,188
	Outreach activities	
X	Assistance in completion of FAFSA or other financial reporting forms	445
X	Need-based grant aid	72
X	Academic enrichment	941
	Loan cancellation, repayment, or interest rate reduction	
	Other (please specify)	

3. Professional Development

   a. Please enter the number of guidance counselors at middle and secondary schools, financial aid administrators, and/or college admissions counselors at an institution of higher education that participated in professional development activities.

Category	Number of Participants
Middle or High School Counselors	0
Financial Aid Administrators	0
College Admissions Counselors	0

---

[3] Prospective URI students were reached through CBO visits, recruitment events and FWYS inquiries. Some duplication possible given the nature of recruitment events.

b. Please describe briefly the type of professional development activities that were implemented (e.g., workshops and/or materials).

As per the approved proposal, this project does not include professional development activities.

Rhode Island College
Learning for Life (L4L)

Mission & Services Provided

Learning for Life (L4L) is a research--based, student--to--student initiative designed to seed innovation and collaboration across campus to support underrepresented students in completing college. L4L weaves a connection between RIC students and resources the college and community can provide them through the development of collaborative relationships. The project is under the Academic Affairs division with key objectives identified for all campus divisions, including Administration and Finance, College Advancement, Continuing Education, and Student Affairs. L4L accomplishes two--tiered goals:

1. Crafting and testing a holistic, student--centered, sustainable peer--to--peer model of student support, specifically targeting and fashioning services to underrepresented students.
2. "Enzymatically" driving institutional learning and development based on the changing student experience.

At the heart of L4L is the Navigator model of student support, providing **comprehensive services** through peer--to--peer mentorship and linkages to resources for students through a network of trained students (Junior, Senior, or Master's level) in partnership with the RIC School of Social Work. Additional program elements include: **Community building events** such as monthly themed community lunches; **Targeted outreach and support** through collaborative partnerships, including Finish Strong – outreach to students who left the College before finishing in partnership with the Assistant Vice President for Academic Affairs (AVPAA); and **Collaborative initiatives** with on- and off-campus partners to bring new resources for students, including comprehensive learning evaluations. L4L undergoes a thorough, independent project evaluation annually by Dr. Mimi Mumm, a faculty member from the RIC School of Social Work.

Timeline, Funding & Staffing

- Programming launched in Fall 2012
- 4 Staff FTEs (1 Project Director; 2 Educational Support Facilitators; 1 Data Management Specialist, full time March 2015); 1 Faculty Liaison
- 15 student Navigators (41 Navigators since fall 2012)

Students Served

It is important to note the impact on students is broader than the L4L Scholars alone. Additional students have been served through collaborative activities with on- and off--campus partners.

Unduplicated Count of Students Served by Year and Service Type
Total Unduplicated Count of Students Served 2014-2015 Academic Year: 632

Service Units for Comprehensive Services
2012--2013 Academic Year: 134 students
2013--2014 Academic Year: 296 students

2014--2015 Academic Year: 495 students
2015-2016 Academic Year: 561 students (as of December 31, 2015)
Total Unduplicated Count of Students Served - Comprehensive services for all reporting years: 721

Services by Type of Service as of December 31, 2015 (student may receive more than one service)
Unduplicated Count of Students in Finish Strong: 49
Unduplicated Count of Students as part of the Campus Connect, Central Falls/RIC Innovation Lab: 77
Unduplicated Count of Students served by "On the Spot" Outreach: 19
Unduplicated Count of Students provided Comprehensive Learning Evaluations: 29
Unduplicated Count of Students provided PowerPath Assessments: 39
Total Unduplicated Count of Students provided Additional Services: 213

Additional Service Units (9/1/2014 to 12/31/2015)

The following services are reported as student "touchpoints," or other service units provided. Students may have received more than one service. Details are provided as part of the RIC Federal Reporting.

Service Units for Community Building Events: 510
Service Units for Targeted Outreach and Support: 1,250
Service Units for Collaborative Activities: 174

Total other service units provided for this reporting period: 2,364

Community Partners and Collaborations

College Crusade of RI, College Visions, and Goodwill Industries of RI were program partners again this year. About half of the students (n=69) who became involved with L4L this year were involved with other outreach and access programs on campus (PEP, College Crusade, Upward Bound, College Visions, ALLIED, Bridges, or Educational Talent Search). Since the project's inception, partnerships have been established with additional community entities such as Foster Forward, the RI Department of Human Services, the RI Department of Children, Youth and Families, the Providence Children and Youth Cabinet, the Latino Policy Institute, and others. L4L collaborates with campus partners, including Disability Services Center, Career Development, Continuing Education and Professional Studies, the CF/RIC Innovation Lab, Center for Undergraduate Research and Creative Activities, and Unity Center.

Typical L4L Student

Scholars are provided comprehensive services and defined as having: completed an application to participate in L4L; met at least three project qualifiers; and received support through a Navigator. Project qualifiers, for which students self-identify, were selected based on research literature include: first generation status; ethnicity; academic status; income; disability or mental health challenges; and foster youth. There is also an "other" option in which some students note a parent's sudden illness or death, homelessness, etc. The most common qualifier was first-generation college student, followed by working more than 20 hours a week, being a member of an underrepresented group, being an adult learner, relying on public transportation, and then financial probation (Mumm, 2016, Learning for Life Evaluation Program Year 3 and Cumulative Evaluation).

"Over eighty percent of the Scholars are female (n = 295), this is a higher percentage than the "typical Rhode Island College student"; 67% of RIC students are female. The average age of the Scholars was 26 (n = 291, range 18-62, median = 23); this is older than the median age of 22 for RIC students (See Appendix C). Seventy-two percent of RIC students are under age 24, compared to 54.6% of L4L Scholars. Over ¾ of the active Scholars are people of color, this is a much higher percentage than RIC students in general in which 67% of the students are White….Of the 160 new Scholars, more than half are first-generation college students (n = 89 of 133). Thirty-four Scholars rely on public transportation" (Mumm, 2016).

Markers of Success

- RIC L4L is leveraging CACG funds to expand the reach of the program. While CACG remained the primary support, L4L received funds through a Lumina Foundation Community Partnership for Attainment Sub Award from the Annenberg Institute for School Reform at Brown University/Providence Children and Youth Cabinet; federal Race to the Top funds through the RI Department of Education; and funds from RI Campus Compact to support an AmeriCorps Vista.
- The retention rate of L4L Scholars who entered in fall 2014 as full--time, first- time freshmen is 88.5%, an increase of 2.5 percentage points since our report for the fall 2013. Despite serving students who meet at-risk qualifiers, the L4L retention rate is 12.3 percentage points higher than the official overall RIC freshmen retention rate for students entering in fall 2014 (76.2%).
- Since the project start, L4L has hired and trained 41 Senior or Master's level students to serve as L4L Navigators, providing internship opportunities and professional training.
- L4L has achieved national recognition through the AASCU Innovation Exchange, www.aascu.org/programs/ie/SubmissionDetails.aspx?id=13607&cat=164.

Additional Data from the Year 3 Project Evaluation by Dr. Mimi Mumm

- In addition to the official institutional retention rate, L4L's project evaluator, Dr. Mimi Mumm, developed an additional measure of success that looks beyond the cohort model, to include students at all levels of study. "Persistence is defined as persisting into the next semester. (All) Scholars who were active in the fall 2014 and/or spring 2015 are counted as persisting if they registered for classes in the fall of 2015 and were enrolled in those classes as of 9/15/2015. If they did not register for classes they were either labeled as "stepped away" or graduating, if in fact they graduated" (Mumm, 2016, personal communication).
- "Of the Scholars who were active in 2014-2015, 274 Scholars registered for courses in the fall of 2015, 18 have graduated from Rhode Island College, 52 have dropped out (14.6%), and eight were dismissed. Learning for Life Scholars have a rate of persistence of eighty-four percent…The L4L persistence rate is higher than persistence rate for the RIC campus in general[4]" (Mumm, 2016, p. 23-24). In the full evaluation report, various rates are provided for specific groups throughout the evaluation report which can be provided in full in a separate document (persistence by GPA, persistence by age, persistence by ethnicity, persistence by class status).
- Navigators made 605 referrals to both on campus and off-campus supports and services, up from 300 referrals during the 2013--2014 Academic Year.

---

[4] Persistence rates came from a report from Enrollment Management Unit. Freshman 2013 persistence figures were used.

- A total of 8,920 contacts were made between the Scholars and the Navigators during this program year; this is almost a 50% increase from the contacts made in Program Year 2 (6,009 contacts) and a 540% increase from Year 1 (1,394 contacts).

Project Director

Christiane Petrin Lambert, MA, MSW, LCSW

Rhode Island College

600 Mount Pleasant Ave., Providence, RI 02908

401.456.8275 | clambert@ric.edu

RIC Federal Reporting
(Year 4: Fall 2014, Spring 2015 & Summer 2015)

1. Please enter the number of students who participated in CACG activities or received services.

Unduplicated Number of Students Served: <u>632</u>

Place an "X" in this column if your project provides this type of service	Type of Service/Activities	Number of Touchpoints[5]
X	Information for students and families	1,199
X	Outreach activities	123
X	Assistance in completion of FAFSA or other financial reporting	23
X	Need--based grant aid	65
X	Academic Enrichment	279
	Loan cancellation, repayment, or interest rate reduction	
X	Other (please specify):	
X	6 Monthly L4L Community Lunches	260
X	Mid-term and final exam support packages, and food supplements	262
X	Finish Strong- Outreach & support for returning students	49
X	Sexual Assault Awareness and Prevention Activities	90
X	Activities for Children of Parenting Students during April Vacation	19

---

[5] These numbers represent individual "touchpoints" with students per the recommendation of OPC. For example, a student who were part of one outreach event may have attended additional activities. That same student would have received services multiple times.

2. Professional Development

 a. Please enter the number of guidance counselors at middle and secondary schools, financial aid administrators, and/or college admissions counselors at an institution of higher education that participated in professional development activities.

Category	Participants
Middle or High School Counselors	50
Financial Aid Administrators	6
College Admissions Counselors	4

b. Please describe briefly the type of professional development activities that were implemented (e.g., workshops and/or materials).

L4L staff presented to high school personnel about support available for students in college, Learning for Life, the services our partners provide, as well as links to other on and off campus services.

Community College of Rhode Island:
Connect to College (C2C)

(C2C)
CONNECT TO COLLEGE

Mission & Services Provided

Connect to College (C2C) provides tailored transitional services for low-income, first-generation, and/or traditionally underserved students who enter the Community College of Rhode Island. By integrating academic, social, and motivational interventions, as well as wrap-around services within a student-centered design, C2C represents a unique approach to college access and completion by addressing the holistic student. Working closely with community partners, the C2C centralizes the critical services necessary for student success in postsecondary education by assisting students in navigating the college environment and its resources. These services include (but are not limited to) academic advising, relationship building, financial literacy, internships, soft skill workshops, community outreach and career assessments. At the heart of C2C is the idea that by providing individualized yet intrusive, high-touch support services, students will persist and complete college.

Timeline, Funding & Staffing

- Programming launched in Fall 2012
- **Current Staff:** 6 Staff (1 FT Director, 4 FT Concierge Coordinators, 1 PT Program Assistant)

Students Served

Unduplicated Count of Students Served: 1,649 (as of December 31, 2015)[6]
2012-2013 Academic Year: 217 students
2013-2014 Academic Year: 548 students
2014-2015 Academic Year: 724 students
2015-2016 Academic Year: 788 (as of December 31, 2015)

Community Partners

College Crusade of RI, Rhode Island Educational Opportunity Center, Rhode Island Educational Talent Search, YouthBuild, RI Transition to College Program, and Year Up Providence

Typical C2C Student

Traditional Aged (18-24): Typically, the traditional aged student is a Hispanic female and recent high school graduate demonstrating financial need and working to complete a degree.

Ethnically Diverse: The typical ethnically diverse student is a part time, Hispanic female between the ages of 18 and 24. This student receives financial aid and comes from an urban core school.

---

[6] Annual totals do not add to grand total because the same student may have received services in multiple years.

Markers of Success

Building Bridges
C2C has made remarkable progress collaborating with internal departments toward student retention. C2C has a presence on three campuses and works with student services and academic affairs departments. Part of C2C's sustainability profile relies on utilizing the strong trusting relationships, built both internally and externally through collective impact, to continue to create an environment of success for students. By maintaining strong communication and direct contact, internal administrative departments and faculty have become key partners in C2C's programming. Additionally, the C2C Advisory Committee, comprised of vice presidents, deans and directors from these departments, meets monthly to further enhance cross-college collaboration and cooperation and work toward blending the C2C into the College infrastructure on a permanent basis.

Highlights of Success
- The C2C program, via internal resources, community partners and C2C coordinators, have provided approximately 13,100 services to students.
- Through C2C and the URI RELAAY program, URI and CCRI have created a referral process for returning adult students through Finish What You Started (FWYS) and C2C.
- The URI Graduate School counseling program performs discounted educational evaluations for C2C students who might need educational accommodations but have no documentation.
- Of the first-time, full-time degree seeking freshmen that entered the C2C program in Fall 2014, 83% were retained in the following Fall 2015 semester, which is eighteen percentage points higher than the institution (65%).
- Of the first-time, part-time, degree seeking freshmen that entered the C2C program in Fall 2014, 61% were retained in the following Fall 2015 semester, which is fifteen percentage points higher than the institution (46%).
- 95% of C2C students received academic mapping support in choosing the appropriate courses for their goals.
- Since the program's inception, an "early-alert" system has been implemented to work in cooperation with faculty to identify students at-risk of failing courses during the semester. In Year 4, 62% of faculty responded by identifying and supporting their C2C students.
- Over a four-year period, on average, the C2C student population is comprised of 59% part-time students and 41% full-time students as compared to the institutional average of 70% part-time students and 30% full-time students.
- 56% of the C2C population is ethnically diverse as compared to the 33% of the overall institutional population showing the project is reaching its target audience.
- 98% of those students provided with monthly bus passes to attend school were self-disclosed as ethnically diverse.
- 78% of students who are ethnically diverse in the C2C Program received the Federal Pell Grant.
- 40% of C2C students were referred by our community partners.
- 87% of those students are members of the College Crusade of Rhode Island.
- Students from community partners were more likely to pursue their education full time. 42% of program students vs 30% of all CCRI students.

- Through these community relationships, C2C collaborated on program workshops, cultural events and community service activities.

Program Director

Hope Schachter

Connect to College | Office of Opportunity and Outreach

Office 2222, Liston Campus, 1 Hilton Street, Providence, RI

hschachter@ccri.edu | 401.455.6012

CCRI Federal Reporting
(Year 4: Fall 2014, Spring 2015 & Summer 2015)

1. Please enter the number of students who participated in CACG activities or received services.

Unduplicated Number of Students: <u>724</u>

2. Services Provided to **CCRI Students**: In the following table, place an "X" in the first column next to the types of services or activities provided by your project with Federal or matching funds. For each type of service, indicate the number of students who received the service during the reporting period.

Place an "X" in this column if your project provides this type of service	Type of Service/Activities	Number of Students
X	Information for students and families (i.e., postsecondary education benefits, opportunities, planning, financial options, and college preparation)	724
X	Outreach activities	4,120
X	Assistance in completion of FAFSA or other financial reporting forms	270
X	Need-based grant aid	280
X	Academic enrichment	280
	Loan cancellation, repayment, or interest rate reduction	
	Other (please specify)	

3. Professional Development
   a. Please enter the number of guidance counselors at middle and secondary schools, financial aid administrators, and/or college admissions counselors at an institution of higher education that participated in professional development activities.

Category	Number of Participants
Middle or High School Counselors	0
Financial Aid Administrators	0
College Admissions Counselors	0

   b. Please describe briefly the type of professional development activities that were implemented (e.g., workshops and/or materials).
      N/A