

THE
UNIVERSITY
OF RHODE ISLAND
DIVISION OF
STUDENT AFFAIRS

TALENT DEVELOPMENT PROGRAM

Taft Hall, 9 Lippitt Road, Kingston, RI 02881 USA p: 401.874.2901 f: 401.874.5605 uri.edu/talent_development



28 February 2017

Dear Dr. Collins:

Attached to this letter is the action plan created by the Talent Development (TD) staff in response to the Comprehensive Program Review conducted in December 2016. TD is excited about moving the Program forward into the future.

Since Talent Development began at the University of Rhode Island in 1968, students of color and students from disadvantaged backgrounds have been provided an opportunity to pursue access to higher education and attain a college degree.

The Talent Development Program serves Rhode Island high school graduates who come from disadvantaged backgrounds. A majority of participants are students of color from underrepresented populations. *Students admitted to TD have taken the required core academic courses in high school but their overall academic profiles do not make them eligible to be admitted through the regular admission process. TD Program participants on average score 200 points lower on the SATs than the average regular admit student at URI.*

TD requires an intensive summer academic program prior to the start of the students first fall semester. During the Summer Program students take university courses for credit and live on campus. The participants who successfully complete the TD Summer Program continue their enrollment at URI in the following fall.

The foundation of the Program's success lies in its core service of guidance by way of students' Academic Advisors. Most Talent Development students are first-generation and/or low-income. Although the pursuit to higher education and the completion of a college degree presents challenges, it is still a significant pathway toward a career and upward social mobility. This challenge holds especially true for Talent Development's population. *Other indicators or barriers to Talent Development Program participants' success include but are not limited to: DCYF custody, foster care, living in a single parent household, parent's educational attainment, and English not spoken at home.* With America's growing demographic diversity and the rise in demand to enter academia, the need for supporting students' success in underrepresented groups, including social class, is vital.

Respectfully,

A handwritten signature in black ink, appearing to read "Gerald R. Williams".

Gerald R. Williams
Director, Talent Development