

## Rhode Island

Rhode Island Office of Higher Education  
Annie Messier  
Staff Assistant to the Commissioner  
301 Promenade Street  
Providence, RI 02908  
Email: [annie@etal.uri.edu](mailto:annie@etal.uri.edu)

- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?

Rhode Island has a PK-16 Council, which is chaired by Governor Carcieri. The Council members include representatives from higher education, elementary and secondary education, labor and training, private industry, and economic policy and development.

- a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?

Yes, the “Preparing for College” portion of our website (soon to be updated) includes any links for locating colleges and universities. The “Preparing for College” website is located at: <http://www.ribghe.org/col-prep.htm>

A special section located at <http://www.ribghe.org/choosing.htm> includes links to websites and databases that allow for institutional searches based on specific criteria.

- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?

No, there is not a mandated college preparatory curriculum in place in Rhode Island public high schools. Beginning with the class of 2008, however, in order to grant a Rhode Island Board of Regents diploma, Rhode Island public high school students must complete mandated performance-based graduation requirements. These requirements mandate students display proficiency in English, reading, mathematics, science, and technology.

- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”

Yes, during 2004-2006, with Achieve Inc.’s assistance, PK-16 committees developed mathematics and reading/writing college-ready expectations. The committees consisted of education faculty, developmental educators, arts and sciences faculty, high school teachers, and representatives of the RI Department of Education and the RI Office of Higher Education. The expectations were vetted with Achieve and local stakeholder groups. Rhode Island’s college-ready expectations and RIDE’s grade-span expectations (standards for 11<sup>th</sup> and 12<sup>th</sup> grade) are aligned with Achieve standards.

In fall 2006, science college-ready expectations were also completed. In December 2006, the Academic and Student Affairs Committee of the RI Board of Governors for Higher Education recommended (for full board approval) the college-ready expectations in mathematics, reading and writing, and science. The full reports describe not only the

expectations for students to enter general education classes, but also greater expectations for students who plan to major in (and, perhaps, teach) those subjects. See reports at:

<http://www.ribghe.org/sciencereport06.pdf> [science]

<http://www.ribghe.org/mathexpectations.pdf> [mathematics]

<http://www.ribghe.org/elaexpectations.pdf> [English/language arts]

- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?  
Yes, Rhode Island encourages students to enroll in our Early Enrollment Program (also called Dual Enrollment Program), which fosters partnerships between our three public higher education institutions and local high schools.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?  
Currently Rhode Island is in the process of developing a statewide developmental education policy. A common placement test will be required and minimum cut scores for placement decisions will be instituted. Institutions will have the option to require higher cut scores, if desired.

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?  
Yes, our transfer and articulation policy is posted in our online manual at:

[http://www.ribghe.org/ATPolicy\\_061898.pdf](http://www.ribghe.org/ATPolicy_061898.pdf).

The policy covers only public institutions. Its main purpose is to accommodate the needs and interests of students who earn credit at one institution and chose to transfer to another, thereby enabling students to minimize the loss of time and duplication of credit in achieving their educational goals.

Students graduating from the Community College of Rhode Island with an associate's degree oriented toward the baccalaureate degree with a minimum 2.4 GPA are guaranteed admission to Rhode Island College or the University of Rhode Island.

Students who enroll through the Joint Admission Agreement and complete all of the program's requirements can transition to Rhode Island College or the University of Rhode Island with a guarantee of 60 credits applicable toward a bachelor's degree at the College or University. .

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

No, Rhode Island does not have a statewide general education requirement.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

A student completing the A.A. or A.S. degree can meet most if not all of general education requirements at the public four-year institutions by selecting the appropriate courses listed in the general education matrix of the Transfer Guide for Students.

<http://www.ribghe.org/transfer07.htm>

The Inter-Articulation Transfer Committee ensures that Associate's degree programs at CCRI meet general education requirements at RIC or URI.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

Yes, in most cases the credits from transfer courses meet specific course requirements (see the General Education and the Course Transfer sections of the Transfer Guide for Students for listings of transferable courses at our public higher education institutions via the link at:

<http://www.ribghe.org/transfer07.htm>

However, in some cases, courses may transfer in as meeting a general education requirement or as a free elective.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

Yes. Currently the Rhode Island Teacher Education Renewal (RITER) project has piloted a program to implement test-out or competency-based provisions that will allow students to accelerate progress toward a degree through alternative certification.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

No, the state does not have any electronic or other alternative state-supported higher education institutions. All three institutions do, however, offer online courses that allow students an alternative educational option.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

Currently no such central bank or catalog of on-line courses exists. The courses are available in the three institutional course catalogs.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

The state does not provide an incentive to institutions for decreasing the number of students graduating with excessive credits.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

The state does not provide incentives for degree completion, or completion with 120 SCH. No financial disincentives exist for students that take more than the number of credits needed to graduate. Myriad scholarship programs exist to increase degree attainment including scholarships that specifically help students transferring from the community college level to a senior institution.