SENATE
STATE OF MINNESOTA
NINETIETH SESSION

S.F. No. 302

1.1   A bill for an act

1.2   relating to higher education; establishing requirements for supplemental and

1.3   developmental education; proposing coding for new law in Minnesota Statutes,

1.4   chapter 136F.

1.5   BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6   Section 1. **[136F.33] SUPPLEMENTAL AND DEVELOPMENTAL EDUCATION.**

1.7   Subdivision 1. **Definitions.** (a) For purposes of this section, the terms in this subdivision

1.8   have the meanings given.

1.9   (b) "Academic weakness" means an academic skill determined to be below college ready

1.10   according to a formalized assessment.

1.11   (c) "Corequisite" means a course or other requirement that is taken simultaneously with

1.12   a credit-bearing course for the purpose of providing targeted support.

1.13   (d) "Credit-bearing course" means a college entry-level course that meets the requirements

1.14   for a diploma, certificate, or degree.

1.15   (e) "Developmental education" means the building of foundational skills in noncredit

1.16   courses or programs to promote academic success in college-level coursework.

1.17   (f) "Gateway course" means an initial credit-bearing course in a subject.

1.18   (g) "Supplemental instruction" means a targeted support model for students with academic

1.19   weaknesses to promote academic success in credit-bearing courses.

1.20   (h) "Targeted support" means academic support, including but not limited to tutoring

1.21   and directed group study time, related to increasing a student's understanding of a

1.22   credit-bearing course.

2.1　　　Subd. 2. **Program requirements.** (a) The board shall develop and implement varied

2.2　research-grounded tiered approaches to supplemental instruction and developmental education

2.3　based on student academic readiness. The tiered approach must minimize the placement of

2.4　students in developmental education under subdivision 5 by providing a supplemental

2.5　instruction course structure that results in earning the equivalent of credit in a credit-bearing

2.6　course while providing targeted support to a student who:

2.7　　　(1) did not meet the minimum course placement criteria for a credit-bearing course; and

2.8　　　(2) using multiple measures of assessment, is identified as likely to succeed in a

2.9　credit-bearing course if targeted support is provided.

2.10　　　(b) The board shall establish campus-specific tiered approaches including strategies

2.11　under subdivision 3 that are:

2.12　　　(1) focused on the skills and competencies essential for success in the math and English

2.13　college-level courses; and

2.14　　　(2) based on the nature of individual campus academic programming and the needs of

2.15　specific campus student populations.

2.16　　　(c) To facilitate the transfer of credits, the transcript record for a supplemental instruction

2.17　course must include a credit-bearing course or a designation of equivalency to a specific

2.18　credit-bearing course.

2.19　　　(d) The board shall make available to students on its Web site, in course catalogs, and

2.20　by other methods at the discretion of the board, the supplemental instruction, developmental

2.21　education, and corequisite courses offered at a particular college or university.

2.22　　　Subd. 3. **Support strategies.** (a) The board shall continuously monitor and adopt

2.23　strategies that have the potential or that have proven to increase the placement and success

2.24　of students in credit-bearing courses. If the board finds that strategies are successful at one

2.25　campus or program, the board must assess whether the strategies would be beneficial

2.26　campuswide or systemwide and, if it determines that it would, must implement the strategy

2.27　for all campus or system programs in which the strategy is predicted to be successful. The

2.28　board may discontinue the strategy for those programs where it does not prove beneficial.

2.29　　　(b) Consistent with subdivision 2, strategies may include, but are not limited to:

2.30　　　(1) replacing developmental or remedial courses, when appropriate, with corequisite

2.31　courses in which students with academic weaknesses are placed into introductory

2.32　credit-bearing courses while receiving supplemental academic instruction on the same

2.33　subject and during the same term;

3.1 (2) expanding proactive advising, including the use of early alert systems or requiring

3.2 the approval of an adviser or counselor to register for certain classes;

3.3 (3) developing meta-majors in broad academic disciplines as an alternative to undecided

3.4 majors;

3.5 (4) making available alternative mathematics curriculum, including curriculum most

3.6 relevant to the student's chosen area of study;

3.7 (5) implementing "opt-out scheduling" by automatically enrolling students in a schedule

3.8 of courses chosen by the student's department but allowing students to disenroll from those

3.9 courses if they meet with an academic adviser and cosign a change of enrollment form; and

3.10 (6) facilitating the transfer of credits between state colleges and universities.

3.11 Subd. 4. **Assessments and advising.** (a) Common student placement assessments must

3.12 provide information identifying academic weaknesses that must be provided to the student.

3.13 A student assessed below college ready must be provided:

3.14 (1) materials designed to address identified academic weaknesses;

3.15 (2) support to prepare for and retake placement assessments;

3.16 (3) postassessment advising to assist in making informed decisions on identifying

3.17 academic weaknesses and targeting supplemental instruction options; and

3.18 (4) additional targeted support while enrolled in college-level math and English courses.

3.19 (b) Intrusive advising must be provided to a student who participates in supplemental

3.20 instruction programs but has been unsuccessful in achieving academic success. Advising

3.21 must include career and employment options, alternative career pathways, and related

3.22 educational opportunities.

3.23 Subd. 5. **Developmental education.** The board shall create a framework to redesign

3.24 developmental education to provide a student who does not meet the criteria for inclusion

3.25 in a supplemental instruction course the opportunity to complete gateway math and English

3.26 courses within one academic year. The board must provide developmental education to a

3.27 student or advise the student to enroll in adult basic education.

3.28 Subd. 6. **Report.** Annually by January 15, the board shall report to the chairs and ranking

3.29 minority members of the legislature with primary jurisdiction over higher education finance

3.30 on the goal of increasing the placement and success of students in credit-bearing courses.

3.31 The report must, at a minimum, include:

3.32 (1) the following information on board activities:

4.1   (i) strategies the board has adopted at each campus under subdivision 2, paragraph (b);

4.2   (ii) strategies that have been discontinued at each campus; and

4.3   (iii) strategies being considered for systemwide implementation; and

4.4   (2) the following information on students:

4.5   (i) the number and percent of students placed in developmental education;

4.6   (ii) the number and percent of students who complete developmental education within

4.7   one academic year;

4.8   (iii) the number and percent of students that complete gateway courses in math and

4.9   English in one academic year;

4.10   (iv) the student retention rate;

4.11   (v) time to complete a degree or certificate; and

4.12   (vi) credits earned by those completing a degree, certificate, or other program.

4.13   The report must disaggregate student data by race, ethnicity, Pell Grant eligibility, and

4.14   age and provide aggregate data.