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February 15, 2018

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Dear Sir or Madam,

Enclosed please find two hard copies of a report required by 2017 Minnesota Session Law, Chapter 89, Article 2, Section 25.

Copies of this report, *Developmental Education Plan Report to the Legislature*, were delivered to Senator Michelle Fischbach and Senator Gregory Clausen, Chair and ranking minority member of the Senate Higher Education Finance and Policy Committee, and Representative Bud Nornes and Representative Gene Pelowski, Chair and ranking minority member of the House Higher Education and Career Readiness Policy and Finance Committee.

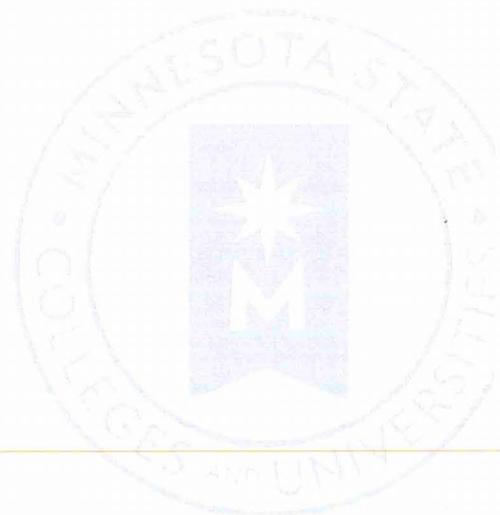
Please let me know if you have questions or concerns. Thank you for your attention to this matter.

Sincerely,

Ron Anderson  
Senior Vice Chancellor for Academic and Student Affairs

cc: Brent Glass, Associate Vice Chancellor for Student Affairs  
Pakou Yang, System Director of P-20 and College Readiness  
Jaime Simonsen, Managing Director of Government Relations

Enclosure





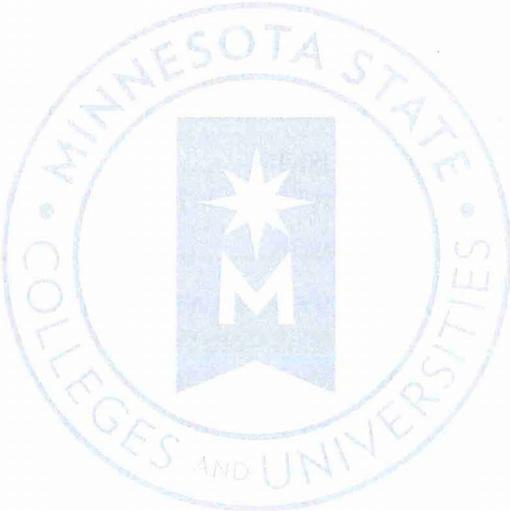
February 2018

Academic and Student Affairs

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# DEVELOPMENTAL EDUCATION PLAN REPORT TO THE LEGISLATURE

Minnesota State



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## EXECUTIVE SUMMARY

The Minnesota legislature has passed three pieces of legislation relating to completion and developmental education. They include:

- **Completion Plan:** The 2015 Minnesota legislature passed legislation related to degree completion and the Minnesota State Colleges and Universities (Minnesota State) submitted a report on January 15, 2016 that detailed the system's plan to encourage and assist students to complete degrees, diplomas, or certificates in their chosen field of study.
- **Completion Measures:** The 2015 Minnesota legislature passed legislation that required the Minnesota State Board of Trustees to report on its activities and achievements related to the goal of improving timely completion of degrees and certificates and Minnesota State submitted a report on January 15, 2018 that included seven completion measures.
- **Developmental Education Plan:** The 2017 Minnesota legislature passed legislation that required the Minnesota State Board of Trustees to prepare a plan that reforms developmental education offerings at system campuses aimed at reducing the number of students placed into developmental education.

This Developmental Education Plan report meets the third requirement and provides an overview of Minnesota State's plan for redesigning developmental education across the colleges and universities of Minnesota State. This report compliments the 2016 College Completion Plan report and the 2018 Degree and Certificate Completion report.

### Minnesota State and Developmental Education Context

Many of our students arrive at Minnesota State colleges and universities with college readiness gaps, requiring more academic preparation to be successful in their college-level gateway courses and academic programs. Given that academic preparation is a significant predictor of persistence and completion, our colleges and universities must bridge the gap between the academic readiness of new entering students and the skills needed for college success. Developmental education serves as that critical bridge. Minnesota State colleges and universities offer developmental education to support the success of these students by delivering pre-collegiate courses in reading, writing, and mathematics and by providing a variety of academic and student support services designed to develop students' skills and prepare them for college-level coursework.

Minnesota State believes that developmental education is valuable and critical to student success. Without access to developmental education, many students would not be able to access postsecondary education. By addressing readiness gaps and preparing students for college-level coursework, developmental education is key to significantly increasing the number of students successfully completing degrees, licenses, and certificates. Our intent is not to eliminate developmental education. Though we believe that students who do not need



additional academic preparation should not be required to enroll in developmental education courses; those who do need additional academic and student support require and deserve our best efforts to aid their success. Therefore, Minnesota State recognizes our responsibility to re-imagine and redesign how students are placed into developmental or college-level courses, as well as how students can successfully complete required developmental-level courses and subsequent college-level gateway courses that allow them to be on-track in pursuing their academic program.

**Challenges of Developmental Education:** While Minnesota State is committed to meeting students where they are at in terms of their level of academic preparation and helping them to achieve their educational goals in a timely manner, the challenges of open admissions policies, assessment testing and course placement, traditional developmental education curriculum, and need to support students holistically impact our developmental education programs.

**Innovations in Developmental Education:** Minnesota State institutions are currently implementing innovations in developmental education. These innovations vary from institution to institution and campuses typically provide a combination of various innovations in a multifaceted approach. Developmental education program and curricular innovations have been implemented in the areas of reading, English, and mathematics, as highlighted below:

- Reading: Integrated reading and writing curriculum; learning communities or paired courses; and/or accelerated models, such as combining multiple contents into single course or compressing multiple courses into one semester.
- English: Integrated reading and writing curriculum; learning communities or paired courses; and/or accelerated models, such as combining multiple contents into single course, compressing multiple courses into one semester, or enrolling students immediately into college-level courses while providing supplemental supports.
- Mathematics: Accelerated models described in reading and English are also used in mathematics; multiple pathways in math that provide different developmental course sequences for students pursuing different degree pathways; web-based programs that provide individualized instructional materials; and/or mathematics pathways tailored to technical programs and may not require college-level mathematics.

Minnesota State campuses offer bridging options or pre-college programs that enable students to receive support that increases their college readiness. Campuses also implement other support program options to increase student success in developmental education, such as first-year-experience seminars and success-related workshops, as well as provide wrap-around academic and student support strategies, such as early alert systems; academic advising; academic learning centers and student support centers; tutors embedded into courses (supplemental academic instruction); and/or peers or professional tutoring.

Minnesota State is also innovating to improve the course placement process to more accurately and effectively place students into courses. As a part of the recently developed Developmental



Education Strategic Roadmap, the Minnesota State system will develop and fully implement a multiple measures program for course placement that includes a holistic pre- and post-assessment process and utilizes more than one measure for placement.

**Enrollment, Persistence and Completion:** Over 30,000 students enrolled in developmental education across Minnesota State colleges and universities in 2016, with the majority of this enrollment at the state colleges that have open admissions (88 percent of all developmental education headcount). As reported in the 2018 Degree and Certificate Completion report, in the last seven years, student enrollment in developmental education courses has declined. We attribute much of this developmental education enrollment decline to the curricular and support innovations that have been implemented across our campuses. It is anticipated that with the implementation of the Developmental Education Strategic Roadmap, Minnesota State will see continued enrollment declines in developmental education courses.

Across the Minnesota State system, student completion of developmental education courses and college-level gateway courses has increased. The percent of students completing developmental courses in mathematics, writing, and reading in the first two years have increased. In addition, the percent of students completing a college-level mathematics or writing course in their first year increased. As campuses continue to implement, improve, scale, and/or add new innovative practices and programs across campuses, it is anticipated that there will be additional increases in student completion of developmental education courses and college-level gateway courses.

**Opportunity Gaps and Equity:** Our systemwide data show that enrollment in developmental education is disproportionately overrepresented by students of color, low-income, and first-generation students. Furthermore, students of color, low-income, and first-generation students' completion rates of developmental education courses and completion rates of college-level English and mathematics courses have increased, but there continues to be gaps in comparison to their counterparts.

Addressing the opportunity gap is a key priority for Minnesota State. The system has been engaging in equity-focused discussions, strategic planning, and innovations in our developmental education work and redesign, as developmental education is not only key to significantly increasing degree attainment but is a key lever in addressing disparities in opportunities and outcomes by race/ethnicity and by income.

**Developmental Education Measures:** In the 2018 Degree and Certificate Completion report, Minnesota State submitted an annual report to the Minnesota legislature on our activities and progress in improving timely completion of degrees and certificates that included seven measures and longitudinal trends. The report also disaggregated data for each college and university by race, ethnicity, Pell Grant eligibility, and age and provided aggregated data. In addition to these state required measures, Minnesota State will develop our own metrics



centered on developmental education completion and progression into college-level coursework and establish an annual public reporting and review process. Through using baseline data and measuring our progress, we can continuously improve policy, procedures, practices, and programs.

## Minnesota State Developmental Education Plan

**Background:** The Developmental Education Strategic Roadmap (DESR) is Minnesota State’s plan of re-imagining and redesigning developmental education to best support student success statewide. Advancing developmental education requires a comprehensive, systematic, multifaceted approach that combines all of the strategic goals outlined in the DESR and meets the unique campus needs of diverse student populations, institutional cultures, and resources and capacity. Minnesota State colleges and universities is also deeply committed to addressing educational disparities and this work is a key component of our DESR.

In the past four years, a developmental education workgroup of Minnesota State faculty members, staff members, students, administrators, and system office leadership has been reviewing and promoting national, systemwide, and campus efforts to redesign developmental education. In 2016-2017, to advance the system’s collective work around developmental education, the workgroup developed a draft strategic roadmap for developmental education redesign based on national evidence-based principles and practices and based on campus best practices that have shown measurable results. This final DESR provides an overall framework for the entire system on how we will approach developmental education redesign.

**Developmental Education Strategic Roadmap:** The plan outlines seven strategic goals that support our overall purpose – to significantly increase the success of *all* students in developmental education and college-level gateway courses towards an increase of overall college degree, certificate, or diploma completion. Each strategic goal includes action steps and timelines for completion.

**Strategic Goal 1: Improve student completion of developmental education and entry into college-level courses by redesigning developmental education curricula to include an acceleration option.**

1.1: Align developmental education courses with shared learner outcomes and develop course equivalencies to increase ease of transfer from one campus to another.

1.2: Establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental reading coursework and a college-level reading intensive course within one academic year.

1.3: Establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental writing coursework and a college-level writing course within one academic year.

1.4: Establish math pathways model that provides the appropriate developmental mathematics curricula aligned to the college-level mathematics course in the math



pathways and that allows for students to take the appropriate college-level mathematics course that meets their program requirements. Provide at least one option for students to complete developmental mathematics coursework, starting at the lowest aid eligible mathematics course, and a non-STEM college-level mathematics course (i.e. statistics, liberal arts math) within one academic year.

1.5: Identify best practices and targeted support strategies and share them across the system. Encourage campuses to use these best practices and targeted support strategies where appropriate.

**Strategic Goal 2: Improve the accuracy of course placement by implementing a multiple measures placement program at all colleges and universities.**

2.1: Implement a multiple measures program and policy and procedure at each campus that includes preparation information and post-assessment models.

2.2: Develop uniform cut scores on multiple measures for student placement into college-level courses.

2.3: Research, develop, and implement a multiple measures placement policy and procedure and infrastructure across the system, with attention to course placement measures for adult students and English language learner students.

**Strategic Goal 3: Improve student success in developmental education by developing a comprehensive student support system for students in developmental education programs.**

3.1: Establish a student support approach that includes at least one high-touch cross-functional process (i.e., tutoring, advising, learning centers, etc.) for students in developmental education.

3.2: Establish processes and resources to inform students of the developmental education pathway options available to them.

3.3: Establish and/or strengthen partnerships with Adult Basic Education, community organizations, and/or other student support services (i.e., TRIO, etc.) to provide support for students in developmental education.

3.4: Identify best practices and share them across the system.

**Strategic Goal 4: Increase college readiness of high school graduates attending Minnesota State campuses by partnering with secondary partners.**

4.1: Convene high school and college or university faculty to review the shared learner outcomes and develop ways to transition students successfully from secondary to postsecondary.

4.2: Pilot and evaluate secondary-postsecondary programs that enable high school students to meet college readiness requirements before high school graduation.

**Strategic Goal 5: Increase college affordability for students by implementing student-cost-saving approaches.**



5.1: Expand the use of open education resources and more affordable course materials in developmental education courses.

5.2: Examine, identify, and share potential financial incentives for students in developmental education (i.e., designated scholarships, tuition incentives based on successful completion of courses, ancillary financial assistance with non-academic needs, etc.).

5.3: Establish and/or strengthen bridging options that facilitate student placement into college-level courses (i.e., partnership with Adult Basic Education, summer bridge program, boot camp, course placement assessment prep, etc.).

5.4: Pilot and evaluate summer bridge programs that increase students' enrollment into college-level courses.

**Strategic Goal 6: Improve student success in developmental education by expanding and strengthening professional development for faculty, staff, and administrators.**

6.1: Coordinate and expand professional development opportunities for faculty members, staff members, and administrators.

**Strategic Goal 7: Improve student success in developmental education by strengthening evaluation and continuous improvement efforts.**

7.1: Complete the development and implementation of the Developmental Education Data Mart.

7.2: Create institutional metrics and establish an annual public reporting and review process.

By 2020-2021, Minnesota State will have all components of the DESR in implementation across all college and university developmental education programs. To meet this timeline and goal, the system office will support systemwide efforts and the colleges and universities of Minnesota State will complete action steps, with recognition that individual campuses can implement the action steps with a variety of practices and programs and the developmental education offerings may differ from campus to campus.



# BACKGROUND

## Legislation

The Minnesota legislature has passed three pieces of legislation relating to completion and developmental education. They include:

The 2015 Minnesota legislature passed legislation to address completion rates for all Minnesota's public colleges and universities (see Appendix A). Minnesota State submitted a report on January 15, 2016 that detailed the system's comprehensive plan to encourage students to complete degrees, diplomas, or certificates in their chosen field of study. This 2016 College Completion report can be accessed at <https://www.leg.state.mn.us/docs/2016/mandated/160011.pdf>.

The 2015 Minnesota legislature passed the Higher Education Appropriations Act that required the Minnesota State Board of Trustees to report on its activities and achievements related to the goal of improving timely completion of degrees and certificates (see Appendix A). The report was submitted on January 15, 2018 and included seven measures and disaggregated data for each college and university by race and ethnicity, Pell Grant eligibility, and age. This 2018 Degree and Certificate Completion report can be accessed at <https://www.leg.state.mn.us/docs/2018/mandated/180044.pdf>.

The 2017 Minnesota legislature passed legislation that required the Minnesota State Board of Trustees to prepare a plan that reforms developmental education offerings at system campuses:

The 2017 Minnesota Session Law, Chapter 89, Article 2, Section 25 requires the Board of Trustees of the Minnesota State Colleges and Universities to create a plan to reform developmental education offerings on system campuses aimed at reducing the number of students placed into developmental education.

The plan must include, but is not limited to:

- (1) a systemwide multiple measures placement plan to guide campuses in placement of students into developmental education courses;
- (2) uniform cut scores for student placement, where appropriate, which will lead to fewer students being placed into developmental education courses;
- (3) other identified system policy changes, including an appeals process, that will decrease the number of students being placed into developmental education courses;
- (4) accelerated pathways in mathematics, reading, and composition to ensure students can complete developmental education work in no more than one year, including allowing for students to complete college-level gateway courses in one year whenever possible;
- (5) a comprehensive examination of the cost structure of developmental education, including potential financial incentives for students or other mechanisms to lower the cost of developmental offerings for students; and



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(6) identified best practices and targeted support strategies such as the use of supplemental instruction, that may be used on every system campus around developmental education offerings.

The plan must include deadlines for implementation of proposed changes and must be submitted to the chairs and ranking minority members of the legislative committees with jurisdiction over higher education finance and policy by February 15, 2018.

The plan, in its entirety, shall be implemented by the start of the 2020-2021 academic term, with individual provisions being implemented earlier as dictated by the plan.

This Developmental Education Plan report meets the third requirement and provides an overview of Minnesota State's plan for redesigning developmental education across the colleges and universities of Minnesota State. The report includes all of the required components as stated in 2017 Minnesota Session Law, Chapter 89, Article 2, Section 25 and also includes deadlines for implementation, with the entire plan scheduled to be implemented by 2020-2021. This report compliments both the 2016 College Completion Plan report and the 2018 Degree and Certificate Completion report by providing a plan specific to developmental education.



# MINNESOTA STATE AND DEVELOPMENTAL EDUCATION CONTEXT

## Developmental Education is Valuable and Critical to Student Success

One of the core commitments of the 37 colleges and universities of Minnesota State is providing access to higher education for all Minnesotans. As stated in both the 2016 College Completion Plan and the 2018 Degree and Certificate Plan, Minnesota State has been very successful in providing this access, with acknowledgement that there is still work to be done. Although Minnesota State continues to provide widespread access to higher education and many students successfully attain their intended educational goals, there is also recognition that many students leave the colleges and universities without earning a credential. Thus, when students choose to attend a Minnesota State college or university, we are committed to supporting their successful enrollment, persistence, retention, and completion.

Consistent with open-access-mission postsecondary institutions across the nation, many of our students arrive at Minnesota State colleges and universities with college readiness gaps, requiring more academic preparation to be successful in their college-level gateway courses and academic programs. Given that academic preparation is a significant predictor of persistence and completion, our colleges and universities must bridge the gap between the academic readiness of new entering students and the skills needed for college success. Developmental education serves as that critical bridge. Minnesota State colleges and universities offer developmental education to support the success of these students by delivering pre-collegiate courses in reading, writing, and mathematics and by providing a variety of academic and student support services designed to develop students' skills and prepare them for college-level coursework.

In this report, "developmental education" is the preferred term to be used by postsecondary educators because it is a broader term that encompasses the integrated offering of pre-college-level coursework and academic support services that prepare students for success in college-level work, grounded by theories and research in the fields of cognitive and developmental psychology, educational pedagogy, and andragogy. "Remedial education" or "remediation," a term commonly used, can imply courses that repeat material taught earlier that the student did not learn adequately the first time.

Although developmental education courses are offered for credit, the credits do not count toward the requirements of degrees, diplomas or certificates. Students who are eligible for need-based financial aid can use that aid for developmental ESL courses and for up to thirty credits of developmental reading, writing, and mathematics coursework.



While postsecondary institutions typically assess the academic readiness of new entering students for college level academic coursework, not all programs require college-level skills in reading, writing, and/or mathematics. Students can enroll in a variety of technical programs that may not require college-level skills and many students are able to graduate with postsecondary occupational certificates or diplomas and obtain a living wage job in career fields with the appropriate level of reading, writing, or mathematics skills needed in that industry.

Developmental education has a long and diverse history, dating back to the early 1800s. A 1889 study found that nearly 80 percent of all colleges at that time provided some version of a college preparatory (i.e., developmental education) program. It was estimated in 1894 that 40 percent of all first-year students were enrolled in such preparatory coursework (Brier, 1984). Throughout the years, federal legislation has increased access to postsecondary education to diverse groups of students which has required postsecondary institutions to provide an even greater range of support and interventions. In the 20th century, the GI Bill of Rights increased access to higher education for 2.5 million veterans and active military members (Brubacher & Rudy, 1997). The Higher Education Act of 1965 made financial aid available to greater numbers of middle-class and low-income students, as well as students of color and women, allowing for increase access to higher education for populations that have been traditionally underrepresented in higher education (Casazza & Silverman, 1996). Currently, 75 percent of all U.S. postsecondary institutions offer developmental education courses, and it is estimated that 28-40 percent of all new, first-time college students enrolls in one or more developmental education courses (Bailey, Jenkins & Leinbach, 2005).

In Minnesota, 26 percent of the 2013 public high school graduates enrolled in one or more developmental courses within two years of graduating high school, as presented by the Getting Prepared 2016 report (Fergus, 2016). Across all Minnesota postsecondary institutions, the percent of high school graduates who enrolled in developmental education within two years of graduating has decreased from 29 to 26 percent between 2007 and 2013. As a result of our open door mission, the colleges and universities of Minnesota State enroll 97 percent of the public high school graduates that take developmental education courses within two years of graduating high school. Although students in developmental courses are more likely to be recent high school graduates, in 2014, 35 percent of developmental education enrollments at Minnesota State colleges and universities were students aged 25 or older.

Minnesota State believes that developmental education is valuable and critical to student success. Without access to developmental education, many students would not be able to access postsecondary education. By addressing readiness gaps and preparing students for college-level coursework, developmental education is key to significantly increasing the number of students successfully completing degrees, licenses, and certifications. Our intent is not to eliminate developmental education. Though we believe that students who do not need additional academic preparation should not be required to enroll in developmental education courses; those who do need additional academic and student support require and deserve our



best efforts to aid their success. Therefore, Minnesota State recognizes our responsibility to re-imagine and redesign how students are placed into developmental or college-level courses, as well as how students can successfully complete required developmental-level courses and subsequent college-level gateway courses that allow them to be on-track in pursuing their academic program.

## **Challenges of Developmental Education**

While Minnesota State is committed to meeting students where they are at in terms of their level of academic preparation and helping them to achieve their educational goals in a timely manner, there is acknowledgement that complexities and challenges persist in developmental education. While these challenges are consistent with national trends and the existing literature, some of them are currently being addressed by the system and campuses, while other challenges are significant variables that must be addressed systemically.

### **Open Admissions**

Minnesota State's mission as the public-serving open-access postsecondary education system for the state of Minnesota plays a critical role in this context. Minnesota State two-year colleges have open admission policies and admit all students with a high school diploma, GED, or its equivalent, regardless of academic preparation levels. This open admissions policy results in Minnesota State two-year colleges attracting students with a broad range of preparedness. Minnesota State four-year universities, while still committed to an open-access mission, have admission requirements of minimum ACT scores, SAT scores, or high school class rank. Nonetheless, Minnesota State four-year universities admit students that may need up to one level of developmental education support. Thus, our open-access mission is closely intertwined with the students admitted to our colleges and universities and the delivery and options available for developmental education. The type and availability of offerings of developmental education often reflect an institution's selectivity and student demographics. Nationally, 80 percent of public colleges and 98 percent of community colleges offer developmental courses (Bettinger & Long, 2006).

### **Assessment Testing and Course Placement**

Because colleges and universities are committed to ensuring access and success in postsecondary education, mechanisms are used to identify students' knowledge and skills in reading, writing, and mathematics in order to place them into college-level or developmental-level courses based on those levels of college readiness. Postsecondary institutions have traditionally considered scores from single, high-stakes tests such as a course placement assessment, ACT, or SAT. Minnesota State colleges and universities currently administer a course placement instrument, the ACCUPLACER, to assess college readiness skills after students have been admitted. Since fall semester 2008, systemwide college-level course placement scores in mathematics, English, and reading on the ACCUPLACER have been used to determine which students are ready for college-level courses and which need developmental education. Course placement scores for levels of developmental education vary among colleges. In recent



years, Minnesota legislation has required the consideration of other high stakes tests including the ACT, SAT, and the Minnesota Comprehensive Assessment tests taken in high school. Research has indicated that the use of a single placement test results in some students being placed into courses that are not well matched to their needs or academic abilities (Hughes & Scott-Clayton, 2010). A multiple measures approach, in which institutions use more than one measure to determine students' course placement, has been advocated by researchers and practitioners.

### **Developmental Education Curriculum**

Traditional developmental-level curricula is offered in a sequential fashion in which students with the highest levels of underpreparedness may enroll in two or three semesters of coursework before being able to take a college-level course in the corresponding subject-area. Some students benefit from and are quite successful through this traditional model, where they are able to acquire the necessary skills and knowledge that prepares them in a consecutive or progressive manner. Nonetheless, studies have illustrated that the more semesters of courses students are required to take before beginning their college-level coursework, the more there are stop-gaps or opportunities for students to stop out, that impact their persistence and retention (Edgecombe, 2011). More and more postsecondary institutions have offered accelerated approaches that increases students' progress through developmental education over a shorter period of time. Some models enroll students immediately into college-level courses while providing supplemental supports. Other models combine content from multiple developmental education levels into a single course, while other models compress the course content over a shorter period of time.

### **Supporting Students Holistically**

Because of our open-access mission, Minnesota State enrolls a substantial population of students who face financial and academic challenges that may impact persistence, retention, and completion. Current data indicate that among the Minnesota State student population:

- Thirty-one percent are Pell grant eligible, a rate that has increased from 24 percent 10 years ago;
- Fifty-two percent of students are enrolled on a part-time basis in Fall 2016, up from 44 percent in Fall 2007;
- The average age of our students is 26 and 38 percent are age 25 or older;
- Over half of our students (54 percent) are first-generation by the federal definition that the student's parent have not earned a bachelor's degree;
- Twenty-six percent of our students are American Indian or Students of Color, up from 17 percent in 2008;
- Forty-nine percent are from underrepresented groups, including students of color or American Indian students, first generation students, and/or low-income students;
- Over 9,000 students seek educational accommodations related to a physical or cognitive disability.



In addition to academic knowledge and skills, factors that more often impact the college readiness of recent high school graduates are prior college-knowledge and college-going high school environments (Holland and Farmer-Hinton, 2009). Additionally, factors that more often impact postsecondary student persistence are factors outside of the curricular, such as students' financial situations and college affordability, external commitments such as work and family obligations, and other factors such as health and poverty (Paulsen & St. John, 2002; Goldrick-Rab et al., 2016). When considering how to best support students, postsecondary institutions must address students holistically.

## Innovations in Developmental Education

In recognition of the challenges outlined above and to continue to increase student retention and completion rates, Minnesota State institutions are currently implementing innovations in developmental education. These innovations vary from institution to institution as programs are customized to meet the needs of students within their local context. Campuses typically provide a combination of various innovations and approaches, as supporting student success cannot be addressed with one model or program alone but must include a multifaceted approach.

### Program and Curricular Innovations

Developmental education program and curricular innovations have been implemented in the areas of reading, English, and mathematics, as highlighted below:

**Reading:** Ninety-three percent of our campuses that offer reading curriculum have one or more innovations in place including:

- Integrated reading and writing curriculum that provides students a more comprehensive learning of reading and writing within one course, instead of two separate courses.
- Reading courses offered as paired courses or in learning communities, where a cohort of students take two or more courses to allow students to learn within a community, experience an integrated learning environment, and apply knowledge and learning across disciplines.
- Accelerated models designed to increase students' progress through developmental education over a shorter period of time that include:
  - Combining content from multiple developmental education levels into a single course in which students can complete within one semester.
  - Compressing the course content over a shorter period of time, allowing students to complete two compressed courses within one semester.

**English:** Eighty-four percent of our campuses have implemented one or more innovations in their English curriculum including:

- Integrated reading and writing curriculum
- Learning communities or paired courses



- Accelerated models that include:
  - Combining content from multiple developmental education levels into a single course.
  - Compressing the course content over a shorter period of time, allowing students to complete two compressed courses within one semester.
  - Enrolling students immediately into college-level courses while providing supplemental supports; co-requisite models such as the Accelerated Learning Program (ALP) are being implemented by several campuses.

**Mathematics:** Eighty-six percent of our campuses have one or more innovations in place in their mathematics curriculum including:

- Accelerated models described in reading and English are also used in mathematics.
- Multiple pathways in math that provide different developmental course sequences for students pursuing different degree pathways. While one pathway may lead to college-level courses in algebra, others focus on preparing students for statistics, and/or quantitative reasoning.
- Use of web-based programs that provide tailored instructional materials that address the individual learning needs of each student, such as the Assessment and Learning in Knowledge Space (ALEKS) program. In this type of model, a semester-long course is broken down into smaller, competency-based units that allow students to spend time addressing specific skill deficits.
- Technical program mathematics requirements that are tailored to needs of the program and may not require college-level mathematics.

**Bridging Options:** Minnesota State institutions also offer bridging options or pre-college programs that provide opportunities for students to be better prepared for the course placement assessments and/or allow new entering students to receive academic coursework and student success support that increases their college readiness. These programs are typically alternatives to credit-based programs that students complete the summer preceding fall enrollment. Program examples include instruction provided by Adult Basic Education, summer bridge programs, summer boot camps, ACCUPLACER-prep courses, etc.

**Other Support Programs:** Campuses also implement other programmatic options to increase student success in developmental education, such as a first-year-experience program and/or a student success course; workshops focused on time management, study skills, college resources and technologies, financial literacy, and academic and career planning, etc.; advising and transfer events; and student affinity groups.

### Wrap-around Strategies

Campuses have implemented wrap-around academic and student support strategies that are critical to increasing the success of students in developmental education courses including:



- Early alert systems, where faculty members monitor students' academic progress and attendance early in the semester and are able to alert students so that appropriate interventions (i.e., advising, academic support, tutoring, counseling, etc.) can be provided where needed.
- Academic advising, in which students are required or have the option to receive academic advising from an advisor or counselor. In many cases, specific advisors or counselors are assigned to specific courses and/or programs, allowing students the ability to connect with a specific person to enhance rapport, engagement, and advising.
- Academic support that is provided by Academic Learning Centers and Student Support Centers (i.e., writing center, mathematics center, reading center).
- Tutors embedded into courses (supplemental academic instruction) that provide academic support from trained peer tutors before, during, and after classes.
- Academic tutoring provided by peers or professional tutors available to support students in subject areas.

Current efforts also aim to address students holistically include, for example, mental health services, emergency grant programs, cohort models, grants to parenting students, and intrusive support services.

### **Multiple Measure Course Placement**

Minnesota State is also innovating to improve the course placement process to more accurately and effectively place students into courses. As an initial step to improve course placement, Minnesota State is utilizing additional measures for course placement beyond the use of ACCUPLACER scores. Students with college-ready ACT scores in subject areas are placed into the corresponding college-level courses. As required by state law, beginning in 2016, Minnesota State institutions now also consider a student's SAT scores and, if the student was a Minnesota high school student that completed the high school Minnesota Comprehensive Assessments (MCAs), also consider the student's MCA reading and/or mathematics scores.

As a part of the recently developed Developmental Education Strategic Roadmap, the Minnesota State system will develop and fully implement a multiple measures program for course placement that includes a holistic pre- and post- assessment process and utilizes more than one measure for placement. Examples of types of assessments or measures within a multiple measures approach include: assessments such as writing samples; course placement instruments, such as ACCUPLACER; nationally-normed college entrance exams, such as ACT or SAT; use of high school course information, such as high school grade point average (GPA), class rank, courses taken, and grades for specific courses taken; non-cognitive assessment instruments, such as GRIT scale, College Student Self-Assessment Survey (CSSAS), Learning and Study Strategies (LASSI), or Smarter Measures; and other instruments that identify knowledge and skills. Some campuses have already incorporated additional measures into their local course placement process. By 2020-2021, the entire system will roll out a multiple measures course placement program.



## Developmental Education Enrollment, Persistence and Completion

### Enrollment, Persistence and Completion

Over 30,000 students enrolled in developmental education across Minnesota State colleges and universities in 2016, with the majority of this enrollment at the state colleges with open admissions (88 percent of all developmental education headcount). As reported in the 2018 Degree and Certificate Completion report, in the last seven years, student enrollment in developmental education courses has declined.

- The number of fall entering students that took developmental courses during their first two years decreased by 37.5 percent between Fall 2009 (23,712 students) and Fall 2015 (14,829 students). The decrease during this timeframe at the colleges was 40.2 percent and at the universities was 18.5 percent.
- The percent of the system's undergraduate students enrolled in developmental education courses in their first two years decreased in all subjects of reading, writing, and mathematics between Fall 2009 (41.8 percent) and Fall 2016 (33.0 percent).

We attribute much of this developmental education enrollment decline to the curricular and support innovations that have been implemented across our campuses, as outlined in the previous section. In addition, as Minnesota State continues to enhance the course placement process, more and more students are being placed into the appropriate course that meets their academic needs, with more students being placed into college-level courses and provided the academic and student support curriculum to support their success. It is anticipated that with the implementation of the Developmental Education Strategic Roadmap, Minnesota State will see continued enrollment declines in developmental education courses.

Across the Minnesota State system, student completion of developmental education courses and college-level gateway courses has increased. The percent of students completing developmental courses in mathematics, writing, and reading in the first two years has increased.

- The percentage of students completing developmental mathematics increased by 13.5 percent, going from 29.9 percent for Fall 2009 to 43.4 percent for Fall 2015.
- Completion of developmental writing increased from 58.7 percent for Fall 2009 to 62.4 percent for Fall 2015 and completion of developmental reading increased from 55.4 percent to 57.0 percent respectively.

The percent of students completing a college-level mathematics or writing course in their first year increased between Fall 2009 and Fall 2015.

- The percentage of students completing college-level mathematics in their first year increased from 18.0 percent for Fall 2009 entering students to 22.7 percent for Fall 2016 entering students.
- Completion of college-level writing in the first year increased from 34.4 percent to 37.3 percent during the same timeframe.



Across Minnesota State campuses, faculty departments and academic and student affairs divisions have been innovating both in and out of the classroom to support students enrolled in developmental education, as highlighted previously in the section on program and curricular innovations. As campuses improve, scale, and/or add new innovative practices and programs across campuses, it is anticipated that there will be additional increases in student completion of developmental education courses and college-level gateway courses.

### **Opportunity Gaps and Equity**

Our systemwide data show that enrollment in developmental education is disproportionately overrepresented by students of color, low-income, and first-generation students:

- In 2016, 45.5% of developmental education students were students of color and American Indian students;
- 58.4% were students that were Pell grant eligible; and
- 29.4% were first-generation students by the federal definition that the student's parent have not earned a bachelor's degree.

The completion rates of developmental education courses and completion rates of college-level English and mathematics courses by students of color, low-income, and first generation students has increased, but there continues to be gaps in comparison to their counterparts. Case in point, for students of color and American Indian students, in comparison to white students, completion rates indicate:

- Students of color and American Indian students developmental course completion rates are increasing, but their rates are 9% to 12% lower than the rates for white students.
- The gap in college level mathematics course completion rates between students of color and American Indian students as compared to white students at the universities decreased from 14% for fall 2009 to 11% for fall 2016.
- The gap in college level writing course completion rates between students of color and American Indian students as compared to white students at the colleges decreased from 8% for fall 2009 to 3% for fall 2016.

Addressing the opportunity gap is a key priority for Minnesota State. The system has been collecting and reporting data disaggregated by student demographics and been engaging in collective discussions, strategic planning, and implementation of evidence-based policies, programs and practices toward eliminating the gaps. These equity-focused discussions, strategic planning, and innovations have also occurred in our developmental education work and redesign, as developmental education is not only key to significantly increasing degree attainment but is also a key lever in addressing disparities in opportunities and outcomes by race/ethnicity and by income. We will continue to be steadfast in addressing these educational disparities and will do so strategically in how we deliver and support students in developmental education.



## **Developmental Education Measures**

In the 2018 Degree and Certificate Completion report, Minnesota State submitted an annual report to the Minnesota legislature on our activities and progress in improving timely completion of degrees and certificates. The report included the following measures and longitudinal trends:

- (1) The percent of students placed in remedial/developmental education;
- (2) The percent of students who complete remediation/developmental programming within one academic year;
- (3) The percent of students that complete college-level gateway courses in one academic year;
- (4) The percent of students who complete 30 semester credits per academic year;
- (5) The student retention rate;
- (6) Time to complete a degree or certificate; and
- (7) Credits earned by those completing a degree or certificate or other program.

The report also disaggregated data for each college and university by race, ethnicity, Pell Grant eligibility, and age and provided aggregated data.

In addition to these state required measures, Minnesota State will develop our own metrics centered on developmental education completion and progression into college-level coursework and establish an annual public reporting and review process. To inform the development of the Minnesota State developmental education plan and to inform our continuous improvement of the DESR strategies, we have and will continue to examine developmental education student enrollments and persistence and completion data. Through using baseline data and measuring our progress, we can continuously improve policy, procedures, practices, and programs.



# MINNESOTA STATE DEVELOPMENTAL EDUCATION PLAN

## Background

Minnesota State recognizes our responsibility to re-imagine how students are placed into developmental or college-level courses, as well as how students can successfully complete required developmental-level courses and subsequent college-level gateway courses, enabling them to be on-track in the first year of pursuing their academic program. This Developmental Education Strategic Roadmap (DESR) is Minnesota State's plan of re-imagining and redesigning developmental education to best support student success statewide.

We recognize and value that advancing developmental education requires a comprehensive, systematic, multifaceted approach that combines all of the strategic goals outlined in the DESR. In addition, Minnesota State campuses should implement innovations that meet the unique needs of diverse student populations, institutional cultures, and resources and capacity. This multi-layered and campus-specific approach encourages the implementation and scaling of innovations that comprehensively support student success.

Furthermore, national, state, and Minnesota State data show the opportunity gaps that exist between underrepresented and majority students in higher education and across Minnesota State institutions. These gaps in opportunity and subsequent achievement are even more exacerbated in developmental education enrollment, persistence, and completion. Minnesota State colleges and universities are committed to addressing these educational disparities and this work is a key component of our DESR. Models, programs, and policies that have demonstrated outcomes that decrease or eliminate the opportunity gaps for first-generation students, students of color, and low-income students should be scaled. Professional development, with an emphasis on culturally relevant pedagogy and cultural competence, for faculty members, staff members, and administrators should also be expanded to further support student success and equity in developmental education.

## Strategic Roadmap Process

In the past four years, a developmental education workgroup of Minnesota State faculty members, staff members, students, administrators, and system office leadership has been reviewing and promoting national, systemwide, and campus efforts to redesign developmental education (See Appendix B for committee membership). In 2016-2017, to advance the system's collective work around developmental education, the workgroup developed a draft strategic roadmap for developmental education redesign. The workgroup developed the DESR strategic goals and action items based on national evidence-based principles and practices and based on best practices that have been implemented across Minnesota State campuses and have shown measurable results. Between April 2017 and November 2017, campus stakeholders provided input on two drafts of the DESR. This final Minnesota State DESR provides our "roadmap" for the next four years and provides an overall framework for the entire system on how we will



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approach developmental education redesign, with recognition that campuses will implement innovations that best address their local needs.

## **Strategic Roadmap Goals and Action Steps**

The next section outlines each of the strategic goals of Minnesota State’s DESR. The seven strategic goals represent the objectives that will support our overall purpose – to significantly increase the success of *all* students in developmental education and college-level gateway courses towards an increase of overall college degree, certificate, or diploma completion. Each of the action steps outline specific tasks Minnesota State colleges and universities will complete towards meeting the strategic goals. The timelines provide milestones and expectations for when the action steps should be completed.

## **Developmental Education Strategic Roadmap Goals, Action Steps and Timelines**

### **Developmental Education Curricula Redesign**

**Strategic Goal 1: Improve student completion of developmental education and entry into college-level courses by redesigning developmental education curricula to include an acceleration option.**

Strategic goal one aims to improve student completion of developmental education and entry into college-level courses by redesigning developmental education curricula to include an accelerated course option. Currently, the majority of our campuses provide developmental education in a sequential fashion that requires students to take one course at a time. This goal provides multiple developmental options that may include both a traditional, sequential model and accelerated models according to students’ needs. Some of our campuses already offer acceleration options and math pathways. This goal expands these evidence-based programs across the system and provides students the opportunity to get to their college-level gateway courses faster and successfully without sacrificing academic rigor.

Intent of Strategic Goal 1:

- To communicate the standards and expectations of college readiness in reading, writing and mathematics through clearly defined shared learner outcomes;
- To provide for successful completion of developmental education courses to transfer across the entire system and to ensure consistency across the system in the transfer of these developmental education courses and credits;
- To provide multiple developmental options that may include both a traditional, sequential model and accelerated model(s) according to students’ needs;
- To provide a rigorous developmental education curricula that reflects high standards and offers students accelerated options with the necessary support. There are multiple best-practice acceleration models and campuses will implement strategies that work best for their students without sacrificing academic rigor; and



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- To share best practices and strategies among campuses and to encourage systemwide implementation of evidence-based practices and strategies.

Action Steps for Campuses	Timelines
1.1 Align developmental education courses with shared learner outcomes and develop course equivalencies to increase ease of transfer from one campus to another.	To be completed by May 2019, and implemented no later than fall semester, 2020
1.2 Campuses providing developmental reading instruction: establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental reading coursework and a college-level reading intensive course within one academic year.	To be developed by May 2019, and implemented no later than fall semester, 2020
1.3 Campuses providing developmental writing instruction: establish multiple options (or provide for an option) that includes a one-year pathway allowing students to complete developmental writing coursework and a college-level writing course within one academic year.	To be developed by May 2019, and implemented no later than fall semester, 2020
1.4 Campuses providing developmental mathematics instruction: establish a math pathways model and provide the appropriate developmental mathematics curricula that aligns with the college-level mathematics course in the math pathways. 1.4a The math pathways model allows students to select the appropriate college-level mathematics course that meets their program requirements. 1.4b The math pathway model includes at least one option for a one-year pathway allowing students to complete developmental mathematics coursework, starting at the lowest aid eligible mathematics course, and a non-STEM college-level mathematics course (i.e. statistics, liberal arts math) within one academic year.	To be developed by May 2019, and implemented no later than fall semester, 2020
Action Steps for Minnesota State System Office	Timelines
1.5 Identify best practices and targeted support strategies and share them across the system through multiple modalities to ensure that faculty have the resources they need to make decisions about curriculum and instruction. 1.5a Encourage campuses to use these best practices and targeted support strategies where appropriate.	Plan developed by May 2018, to be implemented ongoing

## Assessment for Course Placement

**Strategic Goal 2: Improve the accuracy of course placement by implementing a multiple measures placement program at all colleges and universities.**

The course placement process is critical to student success, as it assesses students' college readiness and places them into the corresponding developmental-level or college-level course based on their academic skills and knowledge. Strategic goal two aims to improve the accuracy



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and effectiveness of course placement by requiring a systemwide implementation of multiple measures course placement at all colleges and universities. This goal requires redesign of our current assessment and course placement processes to provide a more holistic approach that includes pre-preparation, in-take processes, multiple measures of assessment, and post-assessment.

Intent of Strategic Goal 2:

- To improve the accuracy of course placement processes, increasing the likelihood that students are placed into courses that meets their level of academic abilities;
- To allow for multiple assessments to be used for course placement rather than a single high stakes test; measurements must include ACT, SAT, MCA (statutory requirement) and may include course placement assessments such as ACCUPLACER, high school GPA, high school courses and grades, non-cognitive assessments, and others;
- To allow for different types of assessments needed to more accurately place students with different backgrounds, such as adult students and English language learner students; and
- To provide a holistic approach to the course placement process that includes pre-preparation, in-take processes, and post-assessment.

Action Steps for Campuses	Timelines
<p>2.1 Each campus implement a multiple measures placement program and policy/procedure in alignment with the systemwide multiple measures placement requirements.</p> <p>2.1a The campus multiple measures program provides students with information on how to prepare for the course placement process and assessments.</p> <p>2.1b The campus multiple measures program includes post-assessment models that enable students to be aware of course placement and course registration processes.</p>	<p>To be developed by May 2019, and implemented no later than fall semester, 2020</p>
Action Steps for Minnesota State System Office	Timelines
<p>2.2 Develop uniform cut scores on multiple measures for student placement into college-level courses.</p>	<p>To be developed by May 2019, and implemented no later than fall semester, 2020</p>
<p>2.3 Research, develop, and implement a systemwide multiple measures placement policy and procedure.</p> <p>2.3a The systemwide multiple measures program includes the necessary infrastructure to support successful campus implementation.</p> <p>2.3b The systemwide multiple measures program includes appropriate assessments of adult students and English language learner students.</p> <p>2.3c The systemwide multiple measures placement policy and procedure includes an appeals process.</p>	<p>To be developed by May 2019, and implemented no later than fall semester, 2020</p>



## Comprehensive Student Support System

### Strategic Goal 3: Improve student success in developmental education by developing a comprehensive student support system for students in developmental education programs

A strong developmental education program includes the integration of academic curricula with academic and student support services. Strategic goal three aims to increase student success in developmental education by ensuring that a comprehensive student support system is provided to students in developmental education programs. This goal strengthens the collaboration between academic and student affairs and it also leverages our external partnerships to provide wrap-around support where it is needed.

#### Intent of Strategic Goal 3:

- To strengthen the collaboration between academic and student affairs as both are integral to the success of students in developmental education courses;
- To emphasize that a comprehensive developmental education program includes strong student support services;
- To provide transparent communication to students about developmental education options on campus and support student course placement and registration decisions; and
- To leverage the partnerships with Adult Basic Education, community organizations, and student support services to provide wrap-around support where it is needed.

Action Steps for Campuses	Timelines
3.1 Each campus' academic and student affairs divisions collaborate to establish a student support approach that includes at least one high-touch cross-functional process (i.e., tutoring, advising, learning centers, etc.) for students in developmental education.	To be developed by May 2019, and implemented no later than fall semester, 2020
3.2 Each campus establish processes and resources to inform students of the developmental education pathway options available to them.	To be developed by May 2019, and implemented no later than fall semester, 2020
3.3 Each campus establish and/or strengthen partnerships with Adult Basic Education, community organizations, and/or other student support services (i.e., TRIO, etc.) to provide support for students in developmental education.	To be developed by May 2019, and implemented no later than fall semester, 2020
Action Steps for Minnesota State System Office	Timelines
3.4 Identify best practices and share them across the system through multiple modalities to ensure that campuses have the resources they need to make decisions about student support services.	Plan developed by May 2018, to be implemented ongoing



## Secondary-Postsecondary Partnership

**Strategic Goal 4: Increase college readiness of high school graduates attending Minnesota State campuses by partnering with secondary partners.**

Minnesota State recognizes that we cannot do this work alone and must collaborate with our K-12 partners to ensure that students graduate high school with college and career readiness skills and knowledge. Research has shown that there is a gap between high school and post-secondary experiences and expectations, resulting with some students graduating from high school with gaps in academic readiness. This goal encourages collaboration with K12 partners to increase alignment of curricula between secondary and postsecondary; increase efforts to establish college-going culture; increase college-knowledge, especially for first generation students; and increase college readiness by time of graduation.

Intent of Strategic Goal 4:

- To help address the college-readiness gap between high school and post-secondary and increase Minnesota high school students’ career and college readiness by high school graduation;
- To encourage collaboration between high school and college and university faculty members and establish stronger alignment between secondary and postsecondary curricula to support college transitions; and
- To pilot programs that increases college readiness by high school graduation and increase the scaling such programs across Minnesota State campuses.

Action Steps for Campuses	Timelines
4.1 Each campus convene high school and college or university faculty to review the shared learner outcomes and develop ways to transition students successfully from secondary to postsecondary.	Local plans established by May 2019, and implemented no later than spring semester, 2020
Action Steps for Minnesota State System Office	Timelines
4.2 Pilot and evaluate secondary-postsecondary programs that enable high school students to meet college readiness requirements in reading, writing, or mathematics before high school graduation.	To be developed by May 2019, and pilot implemented no later than fall semester, 2020

## College Affordability

**Strategic Goal 5: Increase college affordability for students by implementing student-cost-saving approaches.**

We recognize that college affordability, along with student success and degree attainment, is important to all stakeholders – our students, our campuses, and Minnesota State. This goal also recognizes that tuition expenses for developmental education courses impacts students’



financial situations and provide approaches that minimize these costs. This goal encourages the implementation of various cost-saving approaches, from using Open Education Resources and more affordable course materials, to identifying financial incentive programs and strengthening partnerships and programs to offer bridging options.

Intent of Strategic Goal 5:

- To recognize that college affordability, along with student success and degree attainment, is important to all stakeholders;
- To allow for a comprehensive examination of the cost structures of developmental education, including examination of financial incentives for students or other mechanisms to lower the cost of developmental education courses;
- To recognize that tuition expenses for developmental education courses impacts financial aid availability across a student’s life cycle and provide approaches that minimize these costs; and
- To provide bridging options that enable new incoming students who initially placed in developmental-levels to enter as college or university students with college-ready skills, reducing the need for developmental education course enrollment and subsequent cost.

Action Steps for Campuses	Timelines
5.1 Expand the use of open education resources (OER) and more affordable course materials in developmental education courses.	Ongoing, with initial expansion targeted for spring semester, 2018
5.2 Examine, identify, and share potential financial incentives for students in developmental education (i.e., designated scholarships, tuition incentives based on successful completion of courses, ancillary financial assistance with non-academic needs, etc.).	To be completed by May 2019, and implemented ongoing
5.3 Each campus establish and/or strengthen bridging options that facilitate student placement into college-level courses (i.e., partnership with Adult Basic Education, summer bridge program, boot camp, course placement assessment prep, etc.).	To be developed by May 2019, and implemented no later than fall semester, 2020
Action Steps for Minnesota State System Office	Timelines
5.4 Pilot and evaluate summer bridge programs that increase students’ enrollment in college-level courses.	To be developed by December 2017, and pilot implemented summer semester, 2018

## Professional Development

**Strategic Goal 6: Improve student success in developmental education by expanding and strengthening professional development for faculty, staff, and administrators.**

Strategic goal six aims to improve student success in developmental education by ensuring that faculty members, staff members, and administrators have the resources, training, and



professional development needed. As a critical component of establishing successful developmental education redesign, goal six ensures that professional development is strengthened. This goal is designed to provide adequate support for faculty members to learn about various innovations, implement appropriate models in their classes, and continuously evaluate and improve. In addition, because we aim to address the opportunity gaps, we will focus on providing additional support to faculty, staff, and administrators in effectively and appropriately providing support to diverse student populations.

Intent of Strategic Goal 6:

- To ensure professional development is a critical component of establishing successful developmental education redesign and acknowledge that investment in professional development must be prioritized;
- To recognize that students in developmental education have diverse backgrounds and needs and to support faculty and staff in effectively and appropriately providing support to diverse student populations; and
- To address equity and decrease the opportunity and outcome gaps.

Action Steps for Campuses and Minnesota State System Office	Timelines
<p>6.1 Coordinate and expand professional development (PD) opportunities for faculty members, staff members, and administrators on topics such as culturally responsive pedagogy and cultural competence; curriculum redesign frameworks; evidence-based practices; and content-based best practices (within context of broader professional development at all campuses for all employees)</p> <p>6.1a: Each campus establish a plan of targeted PD that meets campus needs and implement PD to support faculty, staff, and administrators.</p>	<p>Plan incorporated into current PD efforts developed by May 2018, to be implemented ongoing</p> <p>Campus plans developed by December 2018, to be implemented ongoing</p>

## Evaluation and Continuous Improvement

### Strategic Goal 7: Improve student success in developmental education by strengthening evaluation and continuous improvement efforts.

We want to be able to promote the successes of campuses and programs and keep our focus on what is working. Strategic goal seven aims to identify appropriate measures and metrics that campuses and the system have ownership over and hold ourselves accountable for relative to developmental education. These metrics will support data-driven decision making and program development, as well as program evaluation and continuous improvement.

Intent of Strategic Goal 7:

- To clearly identify appropriate measures and metrics that campuses and the system are accountable for relative to developmental education;



- To support data-driven decision making and program development;
- To support program evaluation and continuous improvement; and
- To promote the successes of campuses and programs and keep our focus on what is working.

Action Steps for Campuses and Minnesota State System Office	Timelines
7.1 Complete the development and implementation of the Developmental Education Data Mart, making available student-level course success and progression data to all institutions for local analysis and action.	To be completed by December 2017, to be implemented ongoing
7.2 Create institutional metrics centered on developmental education completion and progression into college-level coursework and establish an annual public reporting and review process.	Metrics established by May 2019, and implemented no later than fall semester, 2020



## CONCLUSIONS

Minnesota State has complied with three recent requirements enacted by the Legislature. The system submitted a required completion plan to the legislature in January 2016 and a required report on our activities and achievements related to improving student completion that includes the required seven completion measures in January 2018. This report, the 2018 Developmental Education Plan, meets the third legislative requirement and contains the system's plan to reform developmental education programs.

Minnesota State believes that developmental education is valuable and critical to student success. By addressing readiness gaps and preparing students for college-level coursework, developmental education is key to significantly increasing the number of students successfully completing degrees, licenses, and certifications. Minnesota State recognizes our responsibility to redesign how students are placed into developmental or college-level courses and how students can successfully complete required developmental-level courses and subsequent college-level gateway courses that allows them to be on-track in pursuing their academic program. We have developed a systemwide developmental education plan, known as the Developmental Education Strategic Roadmap (DESR), that provides an overall framework for the entire system on how we will approach developmental education redesign and also purposefully provides space for campus innovations that meet the unique needs of diverse student populations, institutional cultures, and resources and capacity. Furthermore, Minnesota State is committed to addressing gaps in opportunity and subsequent achievement persistent by race/ethnicity and income. We aim to eliminate those gaps within our overall student enrollment, persistence, retention, and completion and also specifically in developmental education.

This plan outlined the seven strategic goals that support our overall purpose – to significantly increase the success of *all* students in developmental education and college-level gateway courses towards an increase of overall college degree, certificate, or diploma completion. Each of the goals include specific action steps and timelines for completion.

The DESR seven strategic goals:

- **Strategic Goal 1:** Improve student completion of developmental education and entry into college-level courses by redesigning developmental education curricula to include an acceleration option.
- **Strategic Goal 2:** Improve the accuracy of course placement by implementing a multiple measures placement program at all colleges and universities.
- **Strategic Goal 3:** Improve student success in developmental education by developing a comprehensive student support system for students in developmental education programs.
- **Strategic Goal 4:** Increase college readiness of high school graduates attending Minnesota State campuses by partnering with secondary partners.



- **Strategic Goal 5:** Increase college affordability for students by implementing student-cost-saving approaches.
- **Strategic Goal 6:** Improve student success in developmental education by expanding and strengthening professional development for faculty, staff, and administrators.
- **Strategic Goal 7:** Improve student success in developmental education by strengthening evaluation and continuous improvement efforts.

### **Next Steps for Implementation**

By 2020-2021, Minnesota State will have all components of the DESR in implementation across all college and university developmental education programs. To meet this target goal and timeline, the system office will support systemwide efforts, such as, identifying best practices and targeted support strategies; sharing them across the system and supporting campuses as they scale the practices; developing a systemwide multiple measures program; coordinating and offering professional development opportunities; and establishing policy and procedures where needed. The colleges and universities of Minnesota State will meet the strategic goals by completing action steps, with recognition that individual campuses can implement the action steps with a variety of practices and programs and the developmental education offerings may differ from campus to campus.



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## APPENDIX A: RELATED LEGISLATION

### 2015 Minnesota Session Law Chapter 69, Senate File 5, Article 3, Section 23

Section 1. COLLEGE COMPLETION; MINNESOTA STATE.

The Board of Trustees of the Minnesota State Colleges and Universities shall develop a comprehensive plan to encourage students to complete degrees, diplomas, or certificates in their fields of study. The board must consult with students, faculty, and administrators of the state colleges and universities and the Office of Higher Education to create a plan that would increase program completion at each state college or university. Components of this plan may include, but are not limited to:

- (1) replacing developmental or remedial courses, when appropriate, with co-requisite courses in which students with academic deficiencies are placed into introductory credit-bearing coursework while receiving supplemental academic instruction on the same subject and during the same term;
- (2) expanding intrusive advising, including the use of early alert systems or requiring the approval of an advisor or counselor to register for certain classes;
- (3) developing meta-majors in broad academic disciplines as an alternative to undecided majors;
- (4) making available alternative mathematics curriculum, including curriculum most relevant to the student's chosen area of study;
- (5) implementing "opt-out scheduling" by automatically enrolling students in a schedule of courses chosen by the student's department but allowing students to disenroll from such courses if they wish;
- (6) facilitating the transfer of credits between state colleges and universities; and
- (7) strategies to encourage students to enroll full time, including the use of financial assistance to reduce a student's need to work.

The development of the plan required under this section shall not discourage the development or delay the implementation or expansion of existing programs to encourage college completion.

The Board of Trustees of the Minnesota State Colleges and Universities shall submit a report describing the plan developed under this section and an implementation schedule to the legislative committees with jurisdiction over higher education policy no later than January 15, 2016. This report must include identification of the financial and other resources needed by state colleges or universities to implement the plan.



## **2015 Minnesota Session Law Chapter 69, Senate File 5, Article 3, Section 16**

Beginning in 2018, the Board (of Trustees), report to the chairs and ranking minority members of the legislature with primary jurisdiction over higher education on its activities and achievements related to the goal of improving timely completion of degrees and certificates. The report must, at a minimum, include for the previous academic year:

- (1) the percent of students placed in remedial education;
- (2) the percent of students who complete remediation within one academic year;
- (3) the percent of students that complete college-level gateway courses in one academic year;
- (4) the percent of students who complete 30 semester credits per academic year;
- (5) the student retention rate;
- (6) time to complete a degree or certificate; and
- (7) credits earned by those completing a degree or certificate or other program.

The report must disaggregate data for each college and university by race and ethnicity, Pell Grant eligibility, and age and provide aggregate data.



## APPENDIX B: DEVELOPMENTAL EDUCATION WORKGROUP MEMBERS 2017-2018

<i>Member Name</i>	<i>Institution or Association</i>	<i>Role</i>
Ron Anderson	Minnesota State system office	System office staff, Co-chair
Shirley Johnson	North Hennepin Community College	Faculty, Co-chair
Sarah Berns	Students United	Student
Kirstin Bratt	St. Cloud State University	Faculty
Carrie Brimhall	Minnesota State Community and Technical College	Administrator
Merci Van Bruggen	Students United	Student
Lexi Byler	Students United	Student
Carey Castle	Northland Community and Technical College	Administrator
Mike Dean	LeadMN	Student
Jennifer Erwin	Rochester Community and Technical College	Staff
Tamara Fitting	Minnesota State University Moorhead	Faculty
Elizabeth Howe	Students United	Student
Cindy Kaus	Metropolitan State University	Faculty
Laurie Kielbasa	Century College	Staff
Dana LeMay	Century College	Faculty
Baorong Li	Metropolitan State University	Staff
Kim Lynch	Minnesota State system office	System office staff
Cecilia Morales	LeadMN	Student
Andrew Nasset	Century College	Administrator
Ali Pickens-Opoku	Saint Paul College	Staff
Faical Rayani	Students United	Student
Craig Schoenecker	Minnesota State system office	System office staff
Judy Shultz	South Central College	Administrator
Shelly Siegel	North Hennepin Community College	Staff
Mike Tieleman	Anoka Technical College	Faculty
Laurel Watt	Inver Hills Community College	Faculty
Pakou Yang	Minnesota State system office	System office staff



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