

1.1 moves to amend H.F. No. 1142 as follows:

1.2 Delete everything after the enacting clause and insert:

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

1.4 Subdivision 1. **Definitions.** (a) For purposes of this section, the terms in this subdivision
1.5 have the meanings given.

1.6 (b) "Academic weakness" means an academic skill determined to be below college ready
1.7 according to a formalized assessment.

1.8 (c) "Accelerated pathway" means intensive instruction that allows a student to complete
1.9 developmental coursework and a gateway course in reading, writing, or mathematics in one
1.10 year.

1.11 (d) "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 (e) "Credit-bearing course" means a college entry-level course that meets the requirements
1.14 for a diploma, certificate, or degree.

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

1.18 (h) "Supplemental instruction" means a targeted support model for students with academic
1.19 weaknesses to promote academic success in credit-bearing courses.

1.20 (i) "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 a
2.2 comprehensive tiered framework of supplemental instruction and developmental education
2.3 based on student academic readiness. The tiered approach must emphasize supplemental
2.4 instruction and the placement of students in credit-bearing courses and minimize the
2.5 placement of students in developmental education.

2.6 (b) The board shall establish campus-specific tiered approaches including strategies
2.7 under subdivision 3 that are:

2.8 (1) focused on the skills and competencies essential for success in college-level courses
2.9 in reading, writing, and mathematics; and

2.10 (2) based on the nature of individual campus academic programming and the needs of
2.11 specific campus student populations.

2.12 (c) To facilitate the transfer of credits, the transcript record for a supplemental instruction
2.13 course must include a credit-bearing course or a designation of equivalency to a specific
2.14 credit-bearing course.

2.15 (d) The board shall make available to students on its Web site, in course catalogs, and
2.16 by other methods at the discretion of the board, the supplemental instruction, developmental
2.17 education, and corequisite courses offered at a particular college or university.

2.18 Subd. 3. **Supplemental instruction.** (a) The supplemental instruction program must:

2.19 (1) allow a student to enroll in a credit-bearing course in reading, writing, or mathematics
2.20 while receiving supplemental instruction on the same subject and during the same term as
2.21 the course in which the student is enrolled; and

2.22 (2) provide a student with targeted support related to the credit-bearing college-level
2.23 course including, but not limited to, tutoring and directed group study time, to increase the
2.24 student's understanding of the college-level coursework.

2.25 (b) The board shall establish guidelines to determine student eligibility for supplemental
2.26 instruction using multiple measures of assessment. The program must be available to students
2.27 who did not meet the minimum course placement criteria for credit-bearing courses but are
2.28 identified as likely to succeed in a credit-bearing course if targeted support is provided, and
2.29 who would otherwise be required to enroll in noncredit developmental education courses.

2.30 (c) The board must provide individual counseling to any student who does not receive
2.31 a passing grade on an entry-level credit-bearing college-level course in reading, writing, or
2.32 mathematics while receiving supplemental academic instruction. The individual counseling

3.1 must include career and employment advice and guidance, and information on educational
3.2 opportunities available to the student.

3.3 Subd. 4. **Accelerated pathways and developmental education.** If the board determines
3.4 that a student needs additional academic support in order to be successful in supplemental
3.5 instruction, the board may require the student to participate in an accelerated pathway
3.6 program that provides intensive instruction to complete developmental coursework and a
3.7 gateway course in reading, writing, or mathematics in one year. Accelerated pathway
3.8 programs may include developmental education courses or corequisite courses. The board
3.9 shall not require a student to participate in developmental education for a period longer than
3.10 one quarter or one semester.

3.11 Subd. 5. **Support strategies.** (a) The board shall continuously monitor and adopt
3.12 strategies that have the potential or that have proven to increase the placement and success
3.13 of students in credit-bearing courses. If the board finds that strategies are successful at one
3.14 campus or program, the board must assess whether the strategies would be beneficial
3.15 campuswide or systemwide and, if it determines that it would, must implement the strategy
3.16 for all campus or system programs in which the strategy is predicted to be successful. The
3.17 board may discontinue the strategy for those programs where it does not prove beneficial.

3.18 (b) Strategies may include, but are not limited to:

3.19 (1) replacing developmental or remedial courses, when appropriate, with corequisite
3.20 courses;

3.21 (2) expanding proactive advising, including the use of early alert systems or requiring
3.22 the approval of an adviser or counselor to register for certain classes;

3.23 (3) developing metamajors in broad academic disciplines as an alternative to undecided
3.24 majors;

3.25 (4) making available alternative mathematics curriculum, including curriculum most
3.26 relevant to the student's chosen area of study;

3.27 (5) implementing "opt-out scheduling" by automatically enrolling students in a schedule
3.28 of courses chosen by the student's department but allowing students to disenroll from those
3.29 courses if they meet with an academic adviser and cosign a change of enrollment form; and

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

3.31 Subd. 6. **Assessments and advising.** (a) Common student placement assessments must
3.32 provide information identifying academic weaknesses that must be provided to the student.
3.33 A student assessed below college ready must be provided:

- 4.1 (1) materials designed to address identified academic weaknesses;
4.2 (2) support to prepare for and retake placement assessments;
4.3 (3) postassessment advising to assist in making informed decisions on identifying
4.4 academic weaknesses and targeting supplemental instruction options; and
4.5 (4) additional targeted support while enrolled in college-level reading, writing, and
4.6 mathematics courses.

4.7 (b) Intrusive advising must be provided to a student who participates in supplemental
4.8 instruction programs but has been unsuccessful in achieving academic success. Advising
4.9 must include career and employment options, alternative career pathways, and related
4.10 educational opportunities.

4.11 Subd. 7. **Developmental reform report.** (a) Annually by January 15, the board shall
4.12 report to the chairs and ranking minority members of the legislature with primary jurisdiction
4.13 over higher education finance on the goal of increasing the placement and success of students
4.14 in credit-bearing courses. The report must, at a minimum, include:

4.15 (1) the following information on board activities:

4.16 (i) support strategies the board has adopted at each campus under subdivision 5;

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

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

4.19 (2) the following information on students from the previous academic year for each
4.20 system campus:

4.21 (i) the number and percent of students in supplemental education programs;

4.22 (ii) the graduation rate of students receiving supplement education;

4.23 (iii) the number and percent of students who complete gateway courses in reading,
4.24 writing, and mathematics within one academic year;

4.25 (iv) the graduation rate of students who complete gateway courses in reading, writing,
4.26 and mathematics within one academic year;

4.27 (v) the number and percent of students placed in developmental education;

4.28 (vi) the graduation rate of students placed in developmental education;

4.29 (vii) the average amount spent on developmental courses by students placed in
4.30 developmental education courses;

5.1 (viii) time to complete a degree or certificate; and

5.2 (ix) credits earned by those completing a degree, certificate, or other program.

5.3 (b) The report must disaggregate student data by race, ethnicity, Pell Grant eligibility,
5.4 and age and provide aggregate data.

5.5 Subd. 8. **School district graduate reporting.** (a) The commissioner of higher education
5.6 must report on its Web site the following aggregate information on students graduating
5.7 from Minnesota high schools:

5.8 (1) the number and percent of students from each high school placed in supplemental
5.9 or developmental education;

5.10 (2) the number and percent of students from each high school who complete supplemental
5.11 or developmental education within one academic year;

5.12 (3) the number and percent of students from each high school that complete gateway
5.13 courses in one academic year; and

5.14 (4) time to complete a degree or certificate.

5.15 (b) Reporting must be aggregated by school district and must disaggregate student data
5.16 by race, ethnicity, free or reduced lunch eligibility, and age. The reporting must be posted
5.17 on the department Web site on or before October 1, 2017, and be updated at least annually
5.18 thereafter.

5.19 **EFFECTIVE DATE.** This section is effective the day following final enactment. The
5.20 Board of Trustees of the Minnesota State Colleges and Universities must begin offering a
5.21 supplemental instruction program at each Minnesota State Colleges and Universities campus
5.22 by the beginning of the 2019-2020 academic year."

5.23 Amend the title accordingly