



January 2018

Academic and Student Affairs

DEVELOPMENTAL EDUCATION STRATEGIC ROADMAP

Minnesota State's Strategic Plan for Developmental Education Redesign

Minnesota State



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SUMMARY OF DEVELOPMENTAL EDUCATION STRATEGIC ROADMAP

The Minnesota State Developmental Education Strategic Roadmap (DESR) outlines Minnesota State's collective initiative for developmental education redesign over the next four years. The purpose of this DESR is to guide our systemwide work on developmental education with strategic goals, action steps, targeted timelines for implementation, and measureable outcomes.

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.



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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.

INTRODUCTION

Developmental Education is Valuable and Critical to Student Success

The Strategic Framework for Minnesota State colleges and universities is designed to ensure access to an extraordinary education for all Minnesotans; to meet Minnesota's workforce and community needs; and to deliver to students, employers, communities, and taxpayers the highest value and most affordable higher education option. To meet these broad goals, when students choose to attend a Minnesota State college or university, we are committed to supporting their successful enrollment, persistence, retention, and completion.

Some of our students arrive to our colleges and universities with 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, we must effectively bridge the gap between the academic readiness of our new entering students and the skills needed for college success. Developmental education serves as that critical bridge. Our colleges and universities offer developmental education to support the success of students by delivering pre-collegiate courses in reading, writing, and mathematics and by providing a variety of optional and/or mandatory student support services.

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-envisioning and redesigning developmental education to best support student success statewide. 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. Minnesota State also challenges the current narratives and misconceptions about developmental education. We believe that developmental education is valuable and critical to student success. Through strategic and collaborative efforts between all stakeholders, we can provide effective developmental education and college-level gateway courses and increase students' academic preparation. 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 systemwide data show that enrollment in developmental education is disproportionately overrepresented by students of color, low-income, and first-generation students. Gaps in opportunity and subsequent achievement is evident in our current postsecondary institutions and is even more exacerbated in developmental education enrollment, persistence, and completion. Developmental education is not only key to significantly increasing degree



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attainment but is a key lever in addressing disparities in opportunities and outcomes by race and ethnicity and by income. We must be steadfast in addressing these educational disparities in racial/ethnicity and income gaps and will do so strategically in how we deliver and support students 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. To support our collective efforts, the colleges and universities of Minnesota State have shared best practices with one another at different venues; invited national, regional, and local experts to inform, challenge, and inspire our thinking around developmental education; and redesigned campus policies, procedures, practices, and programs with evidence-based principles.

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 that 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. The purpose of this DESR is to guide our systemwide work on developmental education redesign with clearly identified strategic goals, key action steps, targeted timelines for implementation, and measureable outcomes.

Data behind the Strategic Roadmap

To inform the development of the DESR 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.

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 (88 percent of all developmental education headcount). 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,



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and mathematics between Fall 2009 (41.8 percent) and Fall 2016 (33.0 percent).

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.

- 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.

Beginning in January 2018, 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. Through using baseline data and measuring our progress, we can continuously improve policy, procedures, practices, and programs.

Next Steps for Implementation

By 2020-2021, Minnesota State must have all components of the DESR in implementation across all college and university developmental education programs. The system office will

support systemwide efforts through: identifying best practices and targeted support strategies; sharing through multiple modalities and supporting campuses to scale practices; developing a systemwide multiple measures program; coordinating and offering professional development opportunities; and establishing policy and procedures where needed. The system office will work to provide resources where available and seek additional funding to support the DESR.

The colleges and universities of Minnesota State are responsible for meeting the strategic goals, with recognition that individual campuses can implement the action steps with a variety of evidence-based practices and programs and developmental education offerings may differ from campus to campus. The implementation of each goal at the campus-level should be done in a collaborative manner that involves appropriate faculty members, staff members, administrators, and student leaders. It is recommended that each campus establish a cross-functional developmental education group (e.g., steering group, workgroup, taskforce, committee) that includes students, faculty, staff, and administrators from academic and student affairs divisions to develop a developmental education campus-level plan aligned to the system DESR. The entire campus, not simply a group of individuals on campus, should be collectively and equally accountable for the implementation of the campus-level developmental education plan. For each and all of our colleges and universities to create sustainable and transformative change in developmental education to best support our students, developmental education must be recognized as high priority, with resources allocated to support the work.

Because addressing the opportunity gaps is a key priority for Minnesota State, campuses have implemented policies, practices, and programs aimed to support the success of students traditionally underrepresented and underserved in higher education. This DESR furthers our commitment to addressing educational disparities in race and ethnicity and income. 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 responsive 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 Goals and Action Steps

The next section outlines each of the strategic goals, as well as specific action steps, responsible parties, targeted timelines, and measurable outcomes for each strategic goal. The seven strategic goals represent the objectives that will support our overall purpose – to significantly increase the success of students in developmental education and college-level gateway courses towards an increase of overall 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. Colleges and universities are expected to work toward the strategic goals and to implement the action steps identified within the targeted timelines, allowing for



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individualized and diverse innovative programs and practices. The measureable outcomes identify how we will know whether we have completed the action steps and how we will know we are making progress towards reaching the strategic goals. The DESR 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 institutional cultures, resources and capacity, and diverse student populations.



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DEVELOPMENTAL EDUCATION STRATEGIC ROADMAP

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.

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

Action Steps for Campuses	Responsible Parties	Timelines	Measurable Outcome
1.1 Align developmental education courses with shared learner outcomes and develop course equivalencies to increase ease of transfer from one campus to another.	College and university campuses – Reading, English, and Mathematics Departments	To be completed by May 2019, and implemented no later than fall semester, 2020	On each campus, developmental education course equivalencies completed and identified in transferology
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.	College and university campuses – Reading Department	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus that offers developmental reading, a one-year pathway established in developmental reading
1.3 Campuses providing developmental writing instruction:	College and university	To be developed by May 2019,	On each campus that offers



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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.	campuses – English Department	and implemented no later than fall semester, 2020	developmental writing, a one-year pathway established in developmental English
<p>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.</p> <p>1.4a The math pathways model allows students to select the appropriate college-level mathematics course that meets their program requirements.</p> <p>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.</p>	College and university campuses – Mathematics Department	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus that offers developmental mathematics, a math pathways model is established and at least one one-year pathway established in mathematics
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measurable Outcome
<p>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.</p> <p>1.5a Encourage campuses to use these best practices and targeted support strategies where appropriate.</p>	System Academic and Student Affairs – P-20 and College Readiness unit	Plan developed by May 2018, to be implemented ongoing	Best practice sharing at annual Minnesota State system conferences; Resources available on ASA Connect



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.

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	Responsible Parties	Timelines	Measureable Outcome
<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>	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, multiple measures placement program implemented
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcome
2.2 Develop uniform cut scores on multiple measures for student placement into college-level	System Academic and Student Affairs – Assessment for	To be developed by May 2019, and	Uniform cut scores identified in System



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courses.	Course Placement Committee and Senior Vice Chancellor for Academic and Student Affairs	implemented no later than fall semester, 2020	Procedure 3.3.1 for course placement instrument, to include ACT, SAT, MCA, and others
<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>	System Academic and Student Affairs - - Assessment for Course Placement Committee and Senior Vice Chancellor for Academic and Student Affairs	To be developed by May 2019, and implemented no later than fall semester, 2020	Multiple measures placement identified in System Procedure 3.3.1; Infrastructure in place to implement multiple measures placement program



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

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	Responsible Parties	Timelines	Measureable Outcomes
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.	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, at least one process in place to support students in developmental education programs
3.2 Each campus establish processes and resources to inform students of the developmental education pathway options available to them.	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, establish processes and resources for students to access information on developmental education options
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.	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, identification of campus partnerships or programs that leverage additional support or programming for



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			students in developmental education
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcomes
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.	System Academic and Student Affairs – P-20 and College Readiness unit	Plan developed by May 2018, to be implemented ongoing	Best practice sharing at annual Minnesota State system conferences; Resources available on ASA Connect; Affinity-group meetings focused on developmental education student support

Secondary-Postsecondary Partnership

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

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	Responsible Parties	Timelines	Measureable Outcomes
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.	College and university campuses – Chief Academic and Student Affairs Officers	Local plans established by May 2019, and implemented no later than spring semester, 2020	On each campus, convene at least one meeting and establish at least one partnership action step
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcomes
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.	System Academic and Student Affairs - - P-20 and College Readiness unit Interested college and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and pilot implemented no later than fall semester, 2020	Pilot and evaluation completed and recommendations for scaling of program(s) provided to System ASA



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College Affordability

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

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	Responsible Parties	Timelines	Measureable Outcomes
5.1 Expand the use of open education resources (OER) and more affordable course materials in developmental education courses.	System Academic and Student Affairs -- Academic Affairs unit College and university campuses – Faculty members	Ongoing, with initial expansion targeted for spring semester, 2018	Increase adoption of OER and more affordable course materials in developmental education courses; Accounting of number of courses and calculated student savings
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.).	System Academic and Student Affairs - - Senior Vice Chancellor for Academic and Student Affairs College and university campuses – Chief Academic and	To be completed by May 2019, and implemented ongoing	Identification of options of financial incentives for students to share with campuses for possible implementation; Increase of options available on campuses



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	Student Affairs Officers		
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.).	College and university campuses – Chief Academic and Student Affairs Officers	To be developed by May 2019, and implemented no later than fall semester, 2020	On each campus, establish at least one program or partnership
Action Steps for Minnesota State System Office	Responsible Parties	Timelines	Measureable Outcomes
5.4 Pilot and evaluate summer bridge programs that increase students' enrollment in college-level courses.	System Academic and Student Affairs - - P-20 and College Readiness unit Interested college and university campuses	To be developed by December 2017, and pilot implemented summer semester, 2018	Pilot and evaluation completed and recommendations of scaling of program(s) provided to System ASA



Professional Development

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

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	Responsible Parties	Timelines	Measureable Outcome
<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>Academic and Student Affairs – P-20 and College Readiness unit and Academic Affairs unit</p> <p>College and university campuses – Chief Academic and Student Affairs Officers</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>	<p>Best practice sharing at annual Minnesota State system conferences; Resources available on ASA Connect; Culturally responsive pedagogy training developed and offered to interested campuses; Inventory of campus-level PD practices</p>



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Evaluation and Continuous Improvement

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

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	Responsible Parties	Timelines	Measureable Outcome
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.	System Academic and Student Affairs - - Research unit	To be completed by December 2017, to be implemented ongoing	Data Mart completed that provides system-level and campus-level data
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.	System Academic and Student Affairs - - Senior Vice Chancellor for Academic and Student Affairs Colleges and universities – Chief Academic and Student Affairs Officers	Metrics established by May 2019, and implemented no later than fall semester, 2020	Institutional metrics on developmental education identified; Annual reporting and review process identified



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APPENDIX A: GLOSSARY OF TERMS

Acceleration options

Within developmental education, acceleration models are designed to increase students' progress through developmental education over a shorter period of time. There are a number of different acceleration models used across postsecondary institutions. Some models enroll students immediately into college-level courses while providing optional or required 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. The developmental education curriculum provided in acceleration models have the same level of high standards and rigor as courses delivered in non-accelerated models.

Bridging options

Pre-college programs that provide opportunities for students to be better prepared for the course placement assessments and/or to 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 program, summer boot camp, ACCUPLACER-prep courses, etc.

Comprehensive student support system

A holistic approach to support student success that addresses both 1) students' cognitive abilities and content knowledge and 2) students' transition to college and learning skills (i.e., access to financial literacy and financial aid information, academic and career planning, developing a "growth mindset," personal and mental health counseling, self-advocacy, etc.). A **high-touch cross-functional process** within this holistic approach to support student success may include tutoring, advising, counseling, learning centers, supplemental instruction, etc.

Multiple measures

A course placement process that uses more than one assessment or measure to identify students' college readiness and inform decisions on students' course 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.



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
Isaac Jahraus	LeadMN	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 Nessel	Century College	Administrator
Ali Pickens-Opoku	Saint Paul College	Staff
Faical Rayani	Students United	Student
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