§ 6303-a. Graduation, achievement and placement program. 1. Definitions. As used in this section, the following terms shall have the following meanings:

(a) "Plan" shall mean the graduation, achievement and placement (GAP) program plan to be developed by the state university trustees pursuant to subdivision two of this section, after consultation with the community college presidents, councils and faculty.

(b) "Program" shall mean the GAP program to be developed by the state university trustees pursuant to subdivision two of this section.

2. By no later than July first, two thousand fourteen, the state university trustees shall develop, as part of the master plan to be submitted pursuant to section three hundred fifty-four of this chapter, a comprehensive plan to be incorporated into its two thousand sixteen master plan and fully implemented no later than July first, two thousand eighteen at each of the state university of New York community colleges. Such plan shall seek to develop a remedial education program to accomplish the following goals:

(a) Improve community college outcomes by reducing the time to degree completion or transfer to a four year college;

(b) Reduce state and local sponsor expenditures on remedial coursework;

(c) Improve overall community college graduation rates and employment prospects.

3. Each community college shall utilize features in its program identified in the SUNY task force on remediation report, issued pursuant to chapter fifty-seven of the laws of two thousand twelve, and shall consider other features of successful existing programs, including, but not limited to the following:

(a) Adoption of a consistent definition of "college readiness" for student placement into remedial programs using multiple measures of student achievement;

(b) Accelerated developmental education program offerings;

(c) Incorporating remedial instruction into the beginning of college-level programs, either as introductory courses or integrated into initial college-level courses;

(d) Utilize supplemental academic support for developmental students enrolled in college level courses as well as other contextualization models;

(e) A consolidated course schedule that permits students to take classes in a morning, afternoon or evening schedule so as to enable students to balance school, work and other personal responsibilities;

(f) An advisement model that directs counselors with assigned caseloads to meet with students monthly from program entry until graduation;

(g) Career and employment services that provide students with interview training, job skills and career planning;

(h) Academic support services that provide tutoring from qualified undergraduate or graduate students or faculty; and

(i) Comprehensive evaluation and the use of data to assess the effectiveness of the program.

4. Each community college shall be required to implement, on a partial basis, its program by the two thousand fourteen--two thousand fifteen academic year.

5. Each community college shall report on the implementation of the program and shall report on measures of student success for each student enrolled in such program. Such report shall include but not be limited to:

(a) Annual number and percentage of entering first-time students enrolled in remedial (developmental) education courses in math, english/reading or both and complete a college-level course in the same subject.

(b) Annual number and percentage of entering first-time degree or certificate seeking students who complete entry college-level math, english and reading courses within the first two consecutive academic years.

(c) Number and percentage of entering degree or certificate seeking students enrolling from fall to spring and fall to fall at an institution of higher education.