

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



MINNESOTA



Minnesota has addressed six of the 10 Blueprint policies to improve college readiness in the state. It has in place three of the four high school anchor policies. By statute, it has established measures of college and career readiness in how it determines school performance.

The state has addressed one of the four college anchor policies and partially addressed a second on transfer policies. Minnesota has a systemwide uniform policy on remedial education for testing and placement in the appropriate courses.

In addition, Minnesota has met both bridge anchor policies. It is one of 32 states with a definition of what constitutes college and career readiness.

POLICY REVIEW	MINNESOTA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES Yes - Dual enrollment course offerings mandatory	48 states + D.C. 25 states
2. ASSESSMENTS	YES, ACT; Other	14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 - common admission standards 15 - systemwide 13 - statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 - both remedial and placement policies 39 - remedial policies 27 - placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Partial Partial Partial Partial	23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No Yes, Graduation	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	YES	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	6 out of 10	

STRENGTHS

Minnesota is a leader in offering its students dual enrollment programs. In 1985, it became the first in the nation to adopt a statewide dual enrollment policy. Minnesota is one of only six states to require that districts allow eligible students participate in dual enrollment courses and to require colleges to accept otherwise eligible high school students into postsecondary courses.

The state also has a robust P-20 data pipeline to provide student-level data to the people who need to make decisions about students' education, such as principals, teachers and parents. The data is compatible across education systems and can be shared by state agencies. The data also is used as an early warning system to identify students who are falling behind on college and career readiness indicators. In addition, the state uses the data to provide feedback reports to high schools on their graduates' performance in college.

CONSIDERATIONS

Minnesota should consider adopting statewide, uniform admission requirements for its four-year colleges. Twenty-eight states either have statewide or systemwide requirements in place. Most include specific high school coursework. However, 25 of the 28 states include other minimum requirements. Assessments, including the ACT, SAT or an institutional-level test, are used by 24 states. Additionally, 20 states include a high school GPA in their admission requirements. Minnesota already has systemwide remedial policies that could be used as a framework for requirements.

The state also could consider expanding transfer policies to include the University of Minnesota system, through a more formal policy. Most of the current state policies are directed toward the Minnesota State Colleges and Universities (MnSCU) system. Both systems have a long-standing agreement, however, to accept transfer of the completed Minnesota Transfer Curriculum, which is comprised of general education courses. Each University of Minnesota campus determines how individual courses will be accepted if students do not complete the full Minnesota Transfer Curriculum.

RESOURCES AND STATE EXAMPLES

Recovery: Job Growth and Education Requirements Through 2020, Georgetown Public Policy Institute, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

Transferability of Postsecondary Credit Following Student Transfer or Coenrollment, Statistical Analysis Report, National Center for Education Studies, <http://nces.ed.gov/pubs2014/2014163.pdf>.

Colorado – Statewide admission policy

Colorado has adopted admission standards, effective in fall 2019, that no longer include high school coursework. The new policy emphasizes college readiness as measured by multiple indicators.

The new admission guidelines replace high school coursework with course rigor, which is fostering collaboration between secondary and postsecondary faculty on academic expectations for students. This policy aligns more clearly with the state's high school graduation requirements and remedial education policy. With the adoption of these new requirements, Colorado is incorporating alignment between high schools and postsecondary institutions.

Louisiana – Comprehensive transfer policies

Louisiana's S.B. 285/Act 356 (2009) was one of the first major pieces of transfer legislation in the country to require the four transfer policies in the ECS Blueprint database — a statewide policy for a transferable core of lower-division courses, common course numbering, guaranteed transfer of associate degree and credit by assessment. The legislation also required institutions to be monitored for compliance and created an appeals process for students whose credits were not transferred.