

# AP Courses & Exams

AP Exams are scored on a scale of 1-5, with 3 or better considered passing

5	Extremely well qualified <i>A+ or A</i>
4	Very well qualified <i>A-, B+ or B</i>
3	Qualified <i>B-, C+ or C</i>
2	Possibly qualified
1	No recommendation

## Arts

Art History  
Music Theory  
2-D Art and Design  
3-D Art and Design  
Drawing

## World Languages

Chinese Language & Culture  
French Language & Culture  
German Language & Culture  
Italian Language & Culture  
Japanese Language & Culture  
Latin  
Spanish Language & Culture  
Spanish Literature & Culture

## English

English Language & Composition  
English Literature & Composition

## History

European History  
U.S. History  
World History

## Capstone

Capstone: Seminar  
Capstone: Research

## Social Science

Comparative Government & Politics  
U.S. Government & Politics  
Human Geography  
Macroeconomics  
Microeconomics  
Psychology

## Science

Biology  
Chemistry  
Environmental Science  
Physics 1  
Physics 2  
Physics C: Electricity & Magnetism  
Physics C: Mechanics

## Math

Calculus AB  
Calculus BC  
Statistics

## Computer Science

Computer Science A  
Computer Science Principles

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# AP Related to Other Collegiate Outcomes

- **AP students take more – not fewer – college courses in their AP discipline**

*Morgan & Klaric (2007), Murphy & Dodd (2009)*

- **Students who took an AP Exam in a content area are more likely to major in a related discipline in college than students who did not take an AP Exam in that content area.**

*Mattern, Shaw, & Ewing (2011)*

- **AP performance in STEM is associated with higher college grades in STEM and a greater likelihood of majoring in STEM**

*These results held for all students in the sample, including women and students from underrepresented minority groups.*

*Smith, Jagesic, Wyatt, & Ewing (2017)*

# AP Predicts On-Time Degree Completion

AP participation and higher AP Exam scores are associated with higher rates of on-time degree completion.

These patterns also hold for under-represented minority students.

Source: Mattern, K. D., Marini, J. P., and Shaw, E.J. (2013) *Are AP Students More Likely to Graduate on Time?* New York: The College Board.

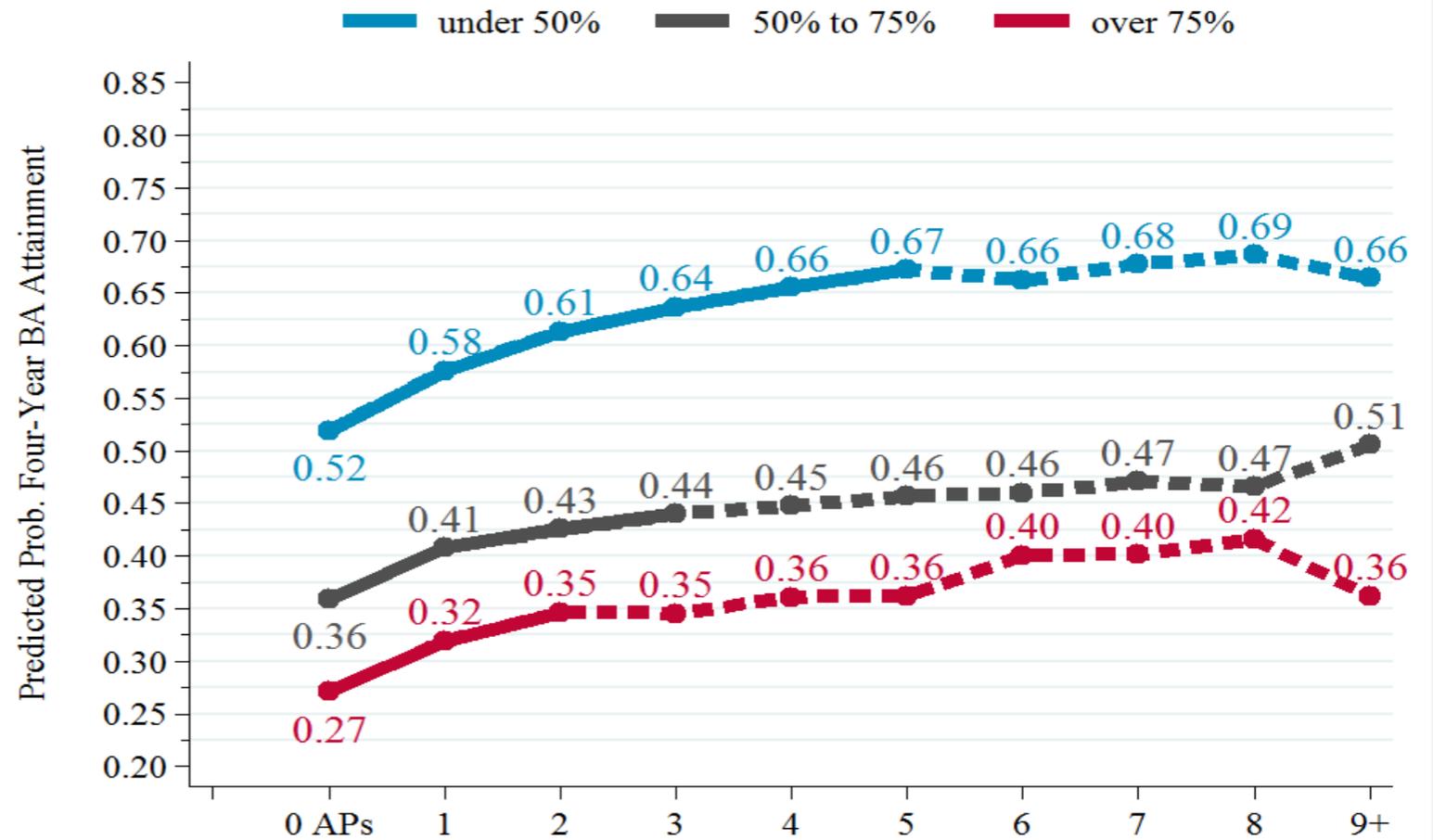
## Four Year Degree Completion Rates Increase with AP Participation & Performance



# AP Benefits Accrue Even With Just a Few

Even at more selective institutions, the largest incremental increase in on-time degree completion occurs with just one AP score of 3 or higher and gains from additional APs flatten beyond five.

### AP Benefit Patterns Similar Across Institutional Admission Rates



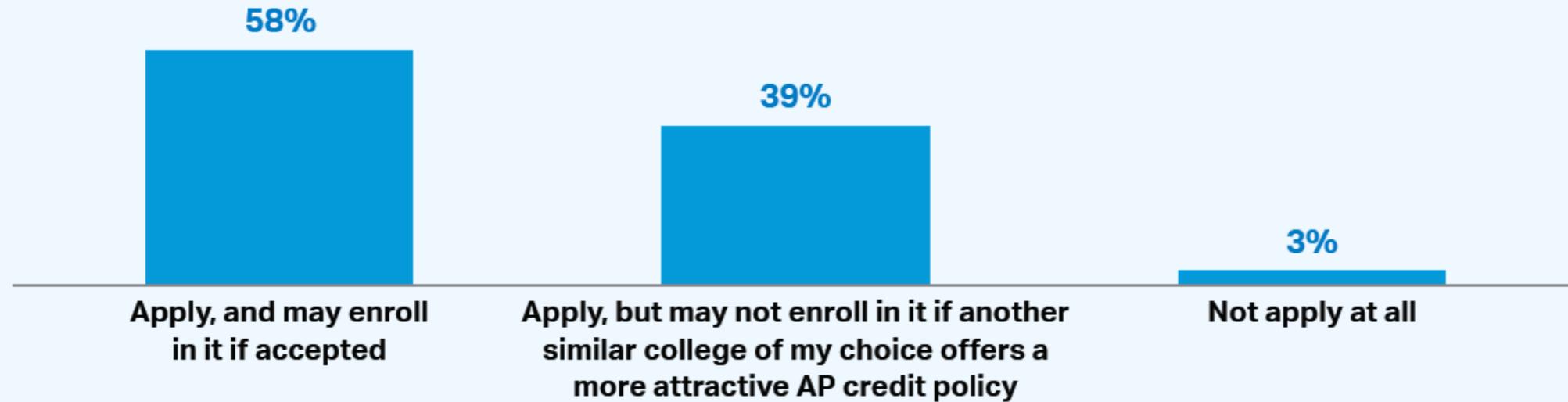
**Note:** solid lines denote statistically significant relative to one fewer AP exam.

Source: Beard, Hsu, Ewing, & Godfrey (2019). *Studying the Relationship Between the Number of APs, AP Performance, and College Outcomes*. *Educational Measurement: Issues and Practice*. 38(4). <https://onlinelibrary.wiley.com/doi/abs/10.1111/emip.12295>

## Key Finding

Nearly 4 in 10 students indicated they would consider enrolling in another college if it were to offer a more attractive AP credit policy.

**Suppose a college you are interested in does not provide college credit for qualifying scores you received on your AP Exams. What would you do? (Among college-bound students who take an AP Exam in 2017-18.)**



Based on Morris, K. and Jacklin, A. (2018). *What Students Are Saying: How AP Credit Policies Influence Application and Enrollment Choices*. New York: College Board.

# Number of AP Exams Per Student

## Students Participating in 2019 AP Exam Administration

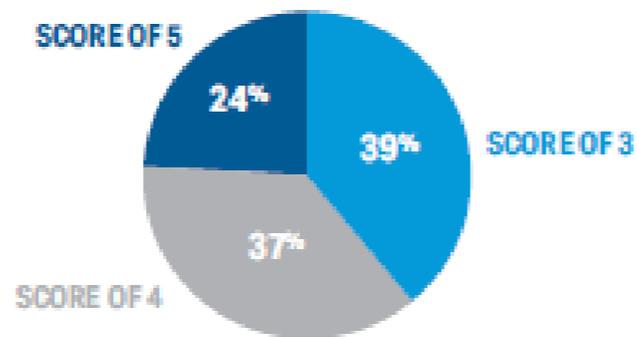
In 2019, approximately 79% of AP students took either one or two AP Exams during the May administration. The remaining 21% took from three to eighteen exams.

Exams Per AP Student, 2019 Administration	
54.6%	1 Exam
24.0%	2 Exams
12.3%	3 Exams
5.7%	4 Exams
2.3%	5 Exams
1.1%	5 or More Exams

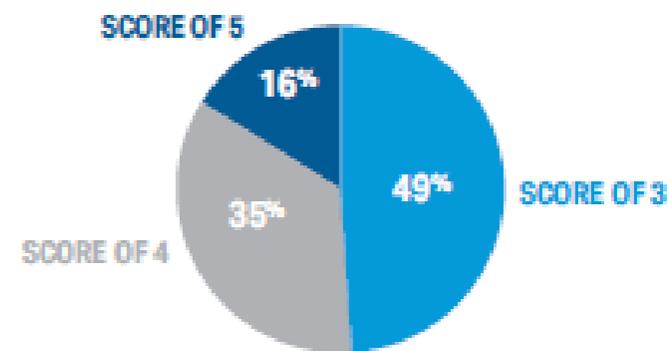
# Connecticut AP participation

Class of 2019

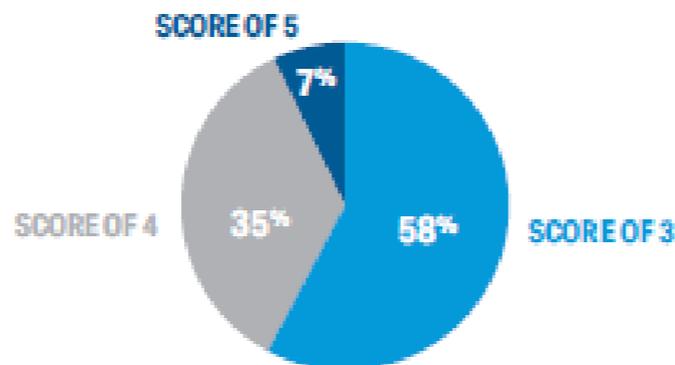
All students sent 9,803 AP Exam scores of 3 or higher to all public institutions in Connecticut.



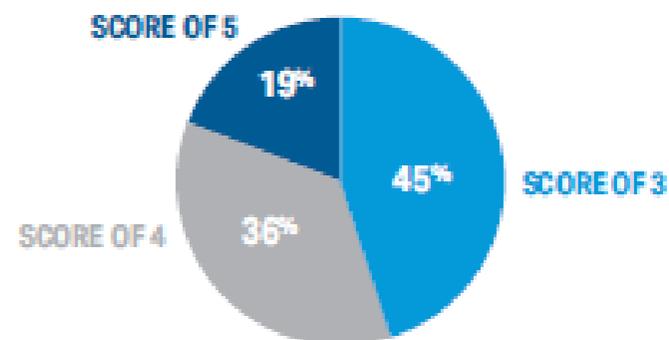
Low-income students sent 1,371 AP Exam scores of 3 or higher to all public institutions in Connecticut.



African American students sent 303 AP Exam scores of 3 or higher to all public institutions in Connecticut.



Hispanic students sent 1,051 AP Exam scores of 3 or higher to all public institutions in Connecticut.



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# AP Credit Policy

## CCIC and AP credit policy using scores of 3 for credit

A clear and consistent AP credit and placement policy:

- Ensures that prospective students and families know which institutions recognize AP achievement and award course equivalent college credit and advanced placement based on qualifying scores;
- Allows for the optimal application of qualifying AP scores for credit toward meeting general education requirements;
- Improves seamless course articulation and transfer, credit portability, and degree completion rates;
- Reduces the duplication and accumulation of excess credit hours, minimizing economic burdens for students and families, and improves enrollment efficiency for higher education systems.

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# AP Credit Policy

## Elements of strong AP policy

### Score Requirements

- Institutions use a score of 3 as the credit threshold
- Additional credits or major-specific credit for scores of 4

### Exam coverage

- 38 exams – include every exam

### Equal Treatment

- Give transfer students equal access to credit as freshmen

### Websites & Catalogs

- Ensure students can find your policy

# Transfer Practices

Be part of the effort to make transfer more seamless whether it's two-year to four-year, four-year to two-year, two-year to two-year, four-year to four-year. If not now, when?

News & Views Job Search Events Reports & Data

**INSIDE  
HIGHER ED**

Admissi

Trending: **Coronavirus Live Updates** - 1 hour 25 min ago

The Small Number of Black Administrators Scrutiny of Teacher Ed

Free Newslett

NEW PODCAST

**THE KEY**

with *Inside Higher Ed*



Conversations and insights with higher ed's newsmakers about the pandemic, recession and more.

Ep. 27: The State of Student Transfer

State Higher Educat



**Call to Action:**

**Join Us to Help Fix Transfer for Students Natio**

*If ever there were a time to streamline transfer, this is it.*

## Recent efforts to encourage more flexible and lenient transfer practices:

- Scaling Partners Network
- WICHE Passport – Call to Action
- Inside Higher Ed
- SHEEO

### Transfer and Applicability of Credit

CALL TO ACTION



Anticipating a larger than ever wave of students transferring across higher education institutions due to COVID-19 and the economic recession, a diverse group of policy, advocacy, research and institutional membership organizations present the below call to action to policymakers and higher education leaders to improve transfer policies. Highlighting the racial justice implications at stake, they emphasize the urgency of taking action to address practices and policies that result in credit loss.

The signatories are all members of the Scaling Partners Network convened by the Bill & Melinda Gates Foundation. The organizations work together under the principle that greater connection and coordinated action will enable the higher education field to scale innovations faster, more efficiently and with deeper impact.



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# CCIC AP Credit MOU

## Benefits for students and institutions

The members of the **Connecticut Conference of Independent Colleges** (CCIC) are committed to recognizing the academic ability of students who take Advanced Placement (AP) courses in high school and achieve a successful score of 3 and higher on AP exams. Students enrolling in CCIC member institutions listed below shall be awarded credit for successful AP exams.

CCIC member institutions listed below shall establish policies specifying whether the credits earned by scoring a 3 and higher on an AP exam shall be applicable as general education, program, or elective credits. The member institutions agree to prioritize the awarding of general education and program-level credit for successful scores on the corresponding AP exam and elective credit where there is no corresponding course. Institutions shall award credit for scores of 3 and may award additional or program-specific credits for scores of 4 and 5.

Additionally, to support students as prospects and enrollees, CCIC institutions will publish clear policies and procedures regarding AP credits and placements on websites and appropriate literature.

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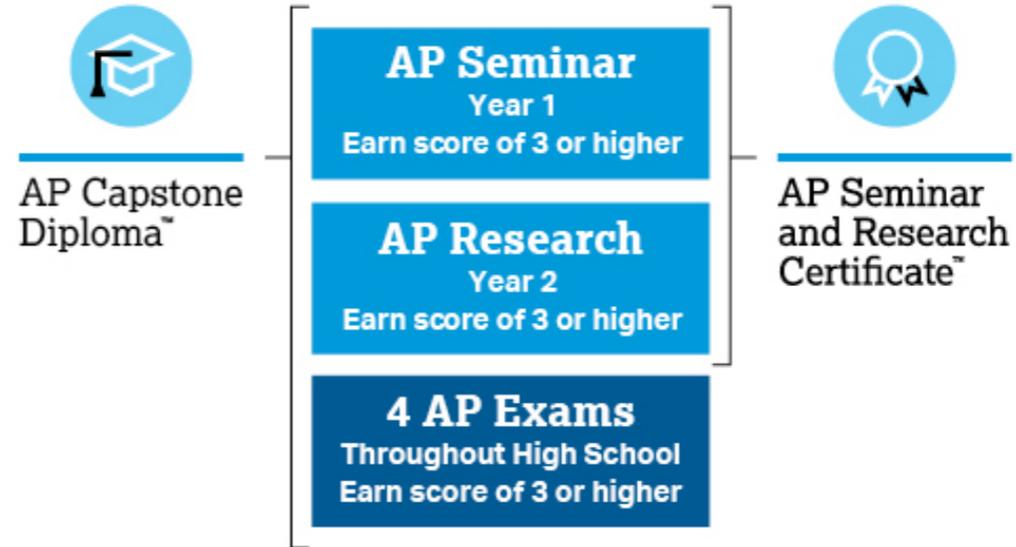
# Wrap Up

- AP is available widely and participation is substantial, especially among four-year college enrollees.
- Students achieve the benefits of AP with just a few AP Exams.
- AP performance is predictive of college outcomes.
- Enrollment leaders may use AP student performance and their institutions' AP policies in ways that support institutional recruitment, yield, and retention.



# New Policy Considerations

## AP Capstone:



## AP Computer Science Principles:

AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world.

# The Technical Details

## Electronic Score Delivery

### Admitted Class Evaluation Service (ACES)

Prepare your campus leaders in Enrollment, the Registrar's office, Information Technology, and Institutional Research to receive and retain score reports for future use.

What systems need to be updated or prepared to receive more information or new data fields?

Devise process to communicate scores that have been received to the correct faculty or staff advisor for each student.

Develop talking points and course alignment reference materials for faculty and staff advisors to use in student advising meetings.

Discuss with IR on campus about future analysis of scores for continual refinement of course alignment.

Review how AP credit is displayed and awarded on transcripts.

# Working Plan

Jot down your thoughts.

What do I/my campus need to do in the next:

3 weeks

3 months

3 semesters

3 years

What are the immediate steps you need to take on your campus, in your department, or division to ensure a smooth adoption of this policy?

Who needs to know? What do they need to know?

Consider how to shape the message for different audiences.

What academic areas need alignment or policy establishment on your campus?

Which academic decision makers are available to do this work over the summer months?

What support can CB provide? CCIC?

How do you continue to share the message continuously so that a broad audience is aware of this opportunity at your institution?