



Advanced Placement (AP) Trends in Ohio

College Board presentation to the House Finance Subcommittee on Primary & Secondary Education: 3/4/15

About the College Board

- + **Founded in 1900, the College Board was created to expand access to higher education.**
- + **Today, we are a mission-driven, not-for-profit membership organization made up of over 6,000 of the world's leading colleges, schools, and other educational organizations.**
- + **Through our programs and initiatives we challenge all students to own their future by practicing hard and taking advantage of every opportunity they earn.**

About the Advanced Placement (AP) Program

- + **Since 1955, the College Board's AP Program – the collaborative community of AP teachers and students, states, districts, schools, colleges, and universities — has been delivering excellence in education to millions of students across the country.**
- + **AP enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school.**
- + **Students who score a 3 or higher on AP Exams are more likely to graduate college on time and they have the potential to save time and money through placement and credit-granting policies.**
 - + **New research shows even students who score 1s and 2s on exams are more likely to graduate from college on time.**

How Does AP Happen?

- + The collaboration between college faculty and AP teachers lies at the core of AP, ensuring depth and fairness. These groups work together to develop, deliver, and evaluate AP.**
- + They collaborate to validate each teacher's individual syllabus — ensuring that teachers fully understand the elements required for an AP course to be considered college level.**
- + Through high-quality professional development and active teacher participation in the online AP Teacher Community, successful strategies are shared beyond individual classrooms.**
- + Finally, these groups come together to evaluate actual student work — allowing themselves to be invested in this process from the beginning to the end.**

Advanced Placement Courses and Exams

Offering 36 subjects, AP courses and exams include:

Arts:

- Art History,
- Music Theory,
- Studio Art: 2-D Design,
- Studio Art: 3-D Design,
- Studio Art: Drawing

English:

- English Language and Composition,
- English Literature and Composition

Math & Computer Science:

- Calculus AB,
- Calculus BC,
- Computer Science A,
- Statistics

History & Social Science:

- Comparative Government and Politics,
- European History,
- Human Geography,
- Macroeconomics,
- Microeconomics,
- Psychology,
- US Government and Politics,
- United States History,
- World History

Sciences:

- Biology,
- Chemistry,
- Environmental Science,
- Physics C: Electricity and Magnetism,
- Physics C: Mechanics,
- Physics 1: Algebra-Based,
- Physics 2: Algebra-Based

World Languages & Cultures:

- Chinese Language and Culture,
- French Language and Culture,
- German Language and Culture,
- Italian Language and Culture,
- Japanese Language and Culture,
- Latin,
- Spanish Language and Culture,
- Spanish Literature and Culture

AP Capstone

- AP Seminar

Why Do Students Take AP Courses and Exams?

- + Stand Out in College Admissions
 - **When admissions officers see “AP” on a transcript, they know that the student experienced the most rigorous classes their high school has to offer and is ready for the challenges of college.**
- + Earn College Credits
 - **By taking an AP course and scoring successfully on the related AP Exam, a student can save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores. *(see OH policy)***
- + Build College Skills
 - **Taking an AP course builds the skills a student needs throughout their college years. It gives a student’s mind a rigorous workout while polishing up their time management and study skills.**

Scoring Scale for AP Exams

AP Exam scores are ranked 1 through 5 and compare to grades in corresponding introductory college courses.

1	2	3	4	5
No Recommendation	Possibly Qualified	Qualified	Well Qualified	Extremely Well Qualified
		Equivalent to grades of B-, C+, and C in the corresponding college course	Equivalent to grades of A-, B+, and B in the corresponding college course	Equivalent to grades of A and A+ in the corresponding college course

Given the consistent findings that students who earn scores of 3 or higher demonstrate college success, the **College Board** and the **American Council on Education (ACE)** recommend that colleges and universities award credit for scores of 3 and higher on any AP Exam.

Potential Cost Savings for Ohio Students and Families

Ohio

Potential Cost Savings for Ohio's Students and Families

In May 2014, Ohio public and private high school students took a total of **71,039 AP[®] Exams** that resulted in scores of 3, 4, or 5. Based on students' opportunity to earn at least 3 college credits for each AP Exam score of 3 or higher, this represents an **estimated 213,117 college credits**. At an average rate of **\$336.67*** per credit hour, the **total potential cost savings** for the state's students and families was **\$71,750,100**.

*Please note: These estimates are based on Table 5 of the 2014 College Board report, *Trends in College Pricing*. This report indicates that the average in-state tuition and fees at Ohio public four-year colleges is \$10,100 per year or \$336.67 per credit, assuming 30 credits were taken by a full-time student. These estimates also assume that all of the 71,039 exams taken in Ohio were applied toward college credit.

Ohio's Statewide AP Credit-by-Exam Policy

- + “Beginning in 2009, students in Ohio who take a College Board Advanced Placement examination and score at least a '3' are guaranteed college credit, usually towards their general education curriculum, upon entering an Ohio Public Institution of Higher Education.”

- + Is the policy good for students and universities?
 - According to the 4-year study by the Ohio Board of Regents – **Yes**
 - Their summary findings and those of other states that completed similar validation studies of this standard AP Credit-by-Exam policy are found on the next slide.

- + The full policy may be seen here:
<https://www.ohiohighered.org/transfer/advancedplacement>

Validation Studies of AP Credit-by-Exam Policies

+ The Ohio Board of Regents (2013)

- The Ohio study found that “the AP policy is beneficial for Ohio.”
 - *“Learning outcomes associated with AP test-scores of 3, 4, 5, are equivalent to learning outcomes associated with corresponding college courses.” Students earning scores of 3 or higher on AP exams “have an opportunity for saving resources, both time and money, but without compromising academic standards.”*

+ Florida Department of Education, Office of Articulation (2012)

- The Florida study found that “no changes are needed to the AP portion of the Credit-by-Exam Equivalencies.”
 - *“AP student grade point averages in subsequent coursework are generally higher than the grade point averages of students who complete the equivalent course in class, and then complete the subsequent course.”*

+ University of Wisconsin - Madison (2009)

- The Wisconsin study, found that “students who came with a 3, 4, or 5 on the (AP) exams were doing as well or better than those taking our classes and exams.”
 - *Study was conducted by UW-Madison administrative officials to “demystify some of the things (they) were hearing from faculty members” concerning the AP credit policy.*

Other Research on AP's Effectiveness

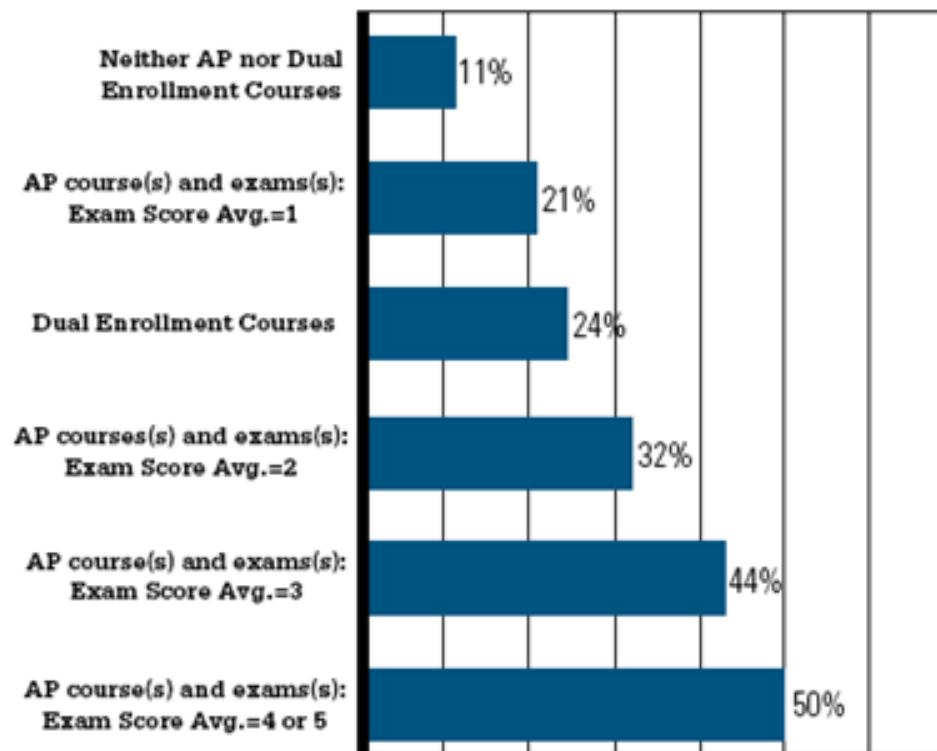
Research consistently shows that when compared to their matched peers, students who score a 3 or higher on an AP Exam typically:

- + Earn higher GPAs in college**
- + Perform as well as or better in subsequent college courses in the exam subject than non-AP students who took the corresponding introductory college course**
- + Take more — not less — college course work in the discipline**
- + Are more likely to graduate college on time (in four years)**
- + Have higher graduation rates**

New research shows that taking an AP Exam, even for students who score a 1 or 2, increases the expected on-time college graduation rate for students when compared to academically matched peers who did not take an AP Exam (Mattern, Marini, & Shaw, 2014).

Time to Degree: AP vs Dual Credit

Percentage of Students with Varying AP and Non-AP Experiences Who Earn a Bachelor's Degree Within 4-Years



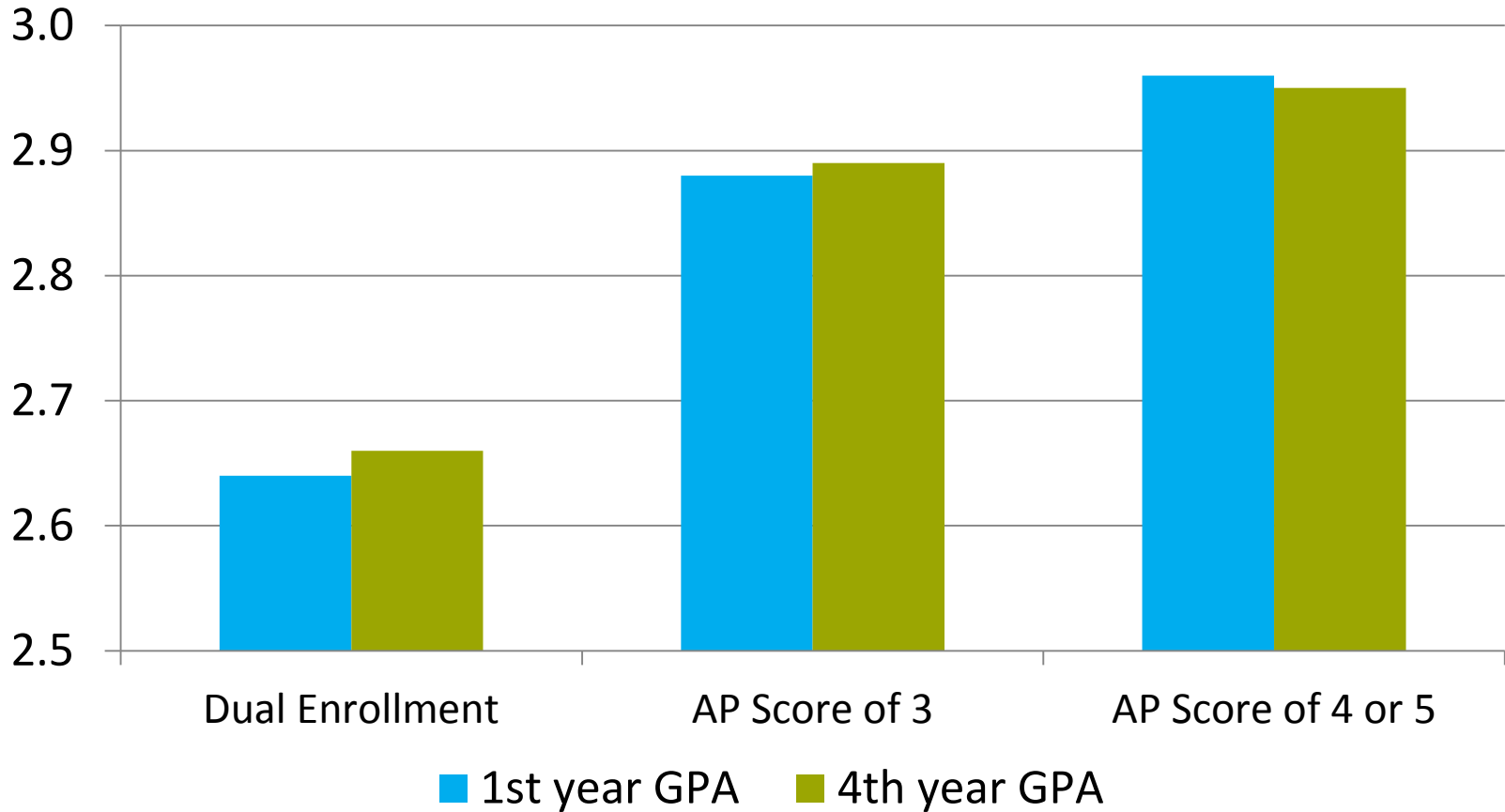
Students who scored a 2 or higher on an AP Exam were more likely than other students to earn a bachelor's degree within 4 years.

Source: Hargrove, Godin & Dodd (2007)



AP students have higher average college GPAs than dual enrollment students.

Average College GPA



Ohio Board of Regents research on AP vs. non-AP

+ Academic Outcomes of 4-Year University Freshman Cohorts: A Comparison of Dual Enrollees & Advanced Placement (AP) Credit Recipients

Findings:

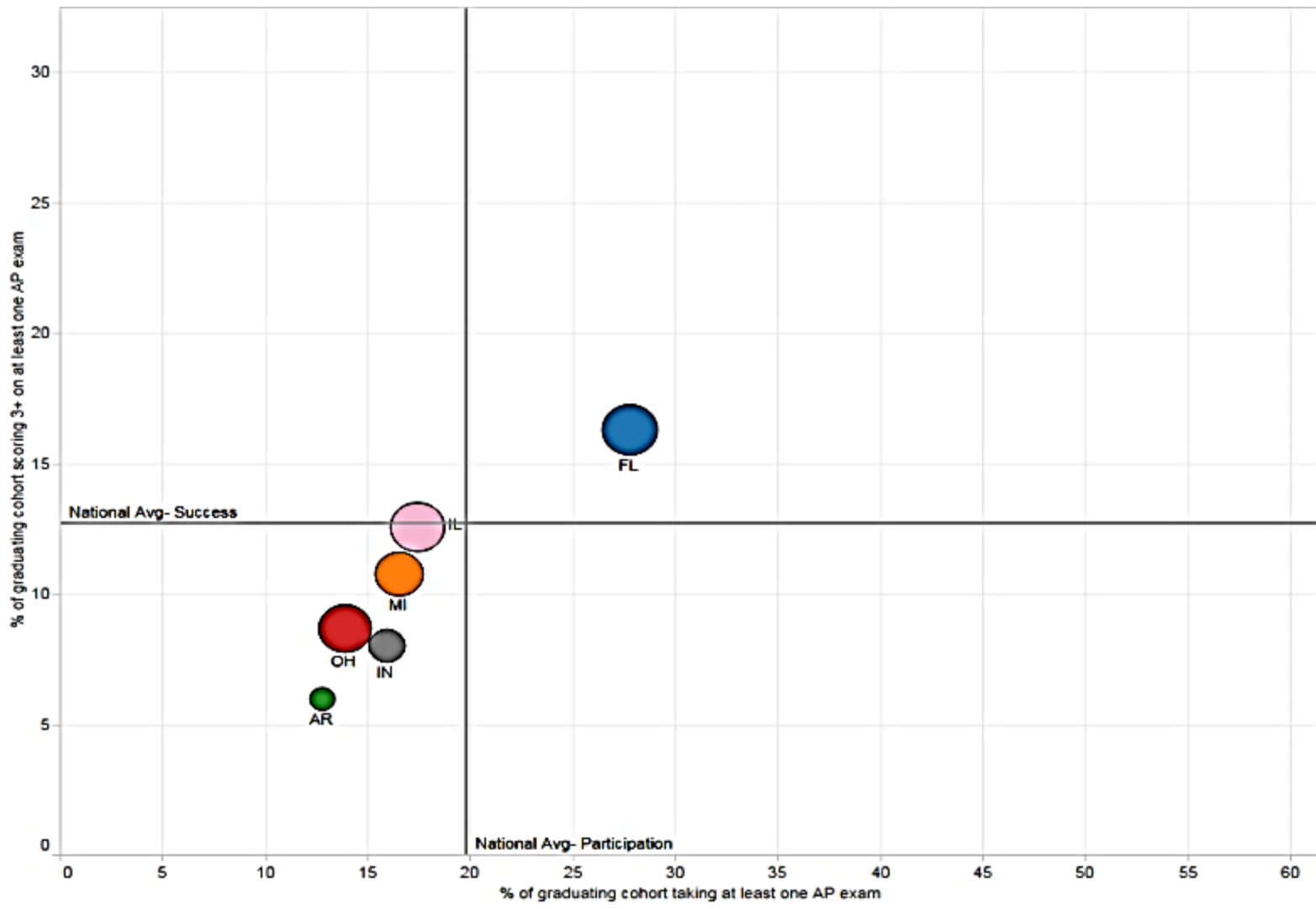
- **Students with AP credit and those with both AP and dual enrollment credit achieve the highest average outcomes.**
 - AP: GPA (3.24), attempted hours (32.1), completion rate (94.4%).
 - DE: GPA (2.75), attempted hours (29.1), completion rate (84.8%).
 - Both: GPA (3.38), attempted hours (32.3), completion rate (94.5%).
 - Others: GPA (2.42), attempted hours (27.7), completion rate (79.0%).
- **Time trend: The averages are stable over time as well.**



Advanced Placement (AP) Trends in Ohio

2004 to 2014 – Comparative Look

Ohio AP Trends: 2004 Graduating Cohort Results



Ohio AP Trends: 2014 Graduating Cohort Results

