



INDIANA EARLY COLLEGE CREDIT REPORT 2021



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EARLY COLLEGE CREDIT REPORT

Introduction

Giving all Hoosier students the opportunity to earn college credit while in high school has been a priority for Indiana for many years, whether through dual credit or Advanced Placement (AP).

These early college credit opportunities are an important tool to raise Indiana's educational attainment. Indiana is currently at 48.5 percent of Hoosiers with a quality postsecondary credential. The state's big goal is to reach at least 60 percent by 2025.

The Indiana Commission for Higher Education advocates the importance of students earning intentional early college credit. We know that when students take early college credit courses aligned to their goals after high school, they are well positioned for success in education and training after graduation.

The Commission's most recent strategic plan, [Reaching Higher in a State of Change](#), highlights several areas to strengthen Indiana's early college credit landscape, including increasing the number of students earning intentional dual credit, ensuring academic coursework includes career relevance and encouraging more students to complete college on-time or early. This 2021 Early College Credit Report also offers recommendations based on the data and information presented in this report (see page 8).

This report focuses on students who graduated high school in Indiana in 2018. It provides updated data on topics such as:

- The number of Indiana high school graduates who earn early college credit and the type of credit they earn
- Student demographic breakdowns showing early college credit opportunities for students of color and from various socioeconomic backgrounds
- College persistence and success metrics for dual credit earners
- How long it takes students who earn early college credit to graduate from college
- Potential cost savings for students, families and the state of Indiana
- The impact of endorsed Early College High Schools

Indiana's 2018 high school graduating cohort includes **73,959** total graduates. Of those graduates:

- **44,185 (60 percent)** earn dual credit
- **14,148 (19 percent)** earn AP credit
- **47,289 (64 percent)** earn combined dual credit and/or AP credit

Terminology

Early college credit: any type of college credit earned while in high school, including dual credit and Advanced Placement

Dual credit: courses taught at a high school by high school faculty through a formal agreement between the high school and the participating college or university. The state provides funding for two types of dual credit courses:

- **Priority Liberal Arts:** courses such as English, math, science, history and world languages; or
- **Technical:** examples include construction trades, health sciences, information technology and manufacturing

Advanced Placement (AP): College Board program allowing students to take a course and an exam, which results in college credit if the college accepts the score

Endorsed Early College High School: intensive, accelerated programs that enable high school students to take enough dual credit to earn a college certificate or degree

Indiana College Core (formerly Statewide Transfer General Education Core or STGEC): a 30-hour block of general education coursework that transfers among all Indiana public colleges and universities

Background: Early college credit in Indiana

What are the basics of early college credit in Indiana?

Dual credit is offered by public and independent colleges and universities in Indiana. High school students take dual credit courses taught by high school teachers through a formal agreement between a high school and a participating college or university.

Students can also earn early college credit by taking courses at a college campus or online—called “dual enrollment”—or by taking a course and passing an exam (such as AP), which results in college credit if the college accepts the score.

How does the state fund early college credit?

Indiana statute requires each high school to offer at least two dual credit and two AP courses to help ensure students have opportunity to gain college-level experience during high school.

For public institutions, Indiana subsidizes priority liberal arts or technical dual credit courses as identified by the Commission for Higher Education and the Governor’s Workforce Cabinet. These are often grouped together as “priority and technical dual credit” and are subsidized because they transfer and/or count toward certificates and degrees.

All technical and priority liberal arts dual credit courses are offered at no cost to qualifying low-income students; all other students are offered the courses at a maximum rate of \$25 per credit hour. Ivy Tech Community College waives tuition for all students.

Indiana also subsidizes the cost of AP exams in math, science and English for all high school juniors and seniors. Additional AP subject exams are available to lower-income students at no cost.

What are the academic requirements for students to earn dual credit?

Colleges determine academic requirements for high school students enrolling in dual credit coursework, such as successfully completing prerequisite courses or scoring adequately on a placement exam. High schools or colleges may also limit the number of credits a student can earn.

Under Indiana law, students must achieve a letter grade of at least a “C” or better (the equivalent of a 2.0 on a 4.0 grading scale) to enroll in subsequent dual credit coursework in the same subject area. To earn college credit through AP exams, students must earn a score acceptable to the college.

What is an endorsed Early College High School?

Since 2013, the Indiana Commission for Higher Education has partnered with the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis to designate and endorse high schools that qualify as endorsed Early College High Schools in Indiana.

There are currently 38 CELL/CHE-endorsed Early College High Schools in Indiana. The endorsed Early College High School model helps students secure a high school diploma while also earning a college certificate or associate degree. Endorsed Early College High School programs are deliberately focused on and organized around completion of the Indiana College Core, a certificate program or an associate degree.

KEY TAKEAWAYS

Nearly two-thirds of Hoosiers earn college credit before graduating from high school.

Sixty-four percent of high school students in 2018 earned dual credit or Advanced Placement (AP) credit, an increase from 57 percent five years ago. After several years of rapid growth, Indiana is now seeing a slower but steady expansion of dual credit. Despite this slower growth, Indiana maintains its position as a leading state for students earning college credit in high school.

On average, dual credit students have a semester of college under their belts.

Among high schoolers who earn dual credit, the average number of credits earned is 13.5. Five years ago, the average was 9.9 credits. In fact, 14 percent of dual credit earners earn 24 credits (or two semesters' worth of college).

More students are earning college credentials in high school—especially the Indiana College Core.

The Indiana College Core, a series of 30 college credits that can be transferred as a block to any public institution, has quickly become popular among high school students. About 1,200 Indiana College Core certificates (formerly known as the Statewide Transfer General Education Core or STGEC) were awarded to Hoosier high schoolers in 2018 (up from 42 in 2014). In 2018, 372 Hoosiers earned an associate degree (equivalent to 60 credit hours) before their high school graduation.

Dual credit earners are less likely to stop out of college and more likely to complete on time or early.

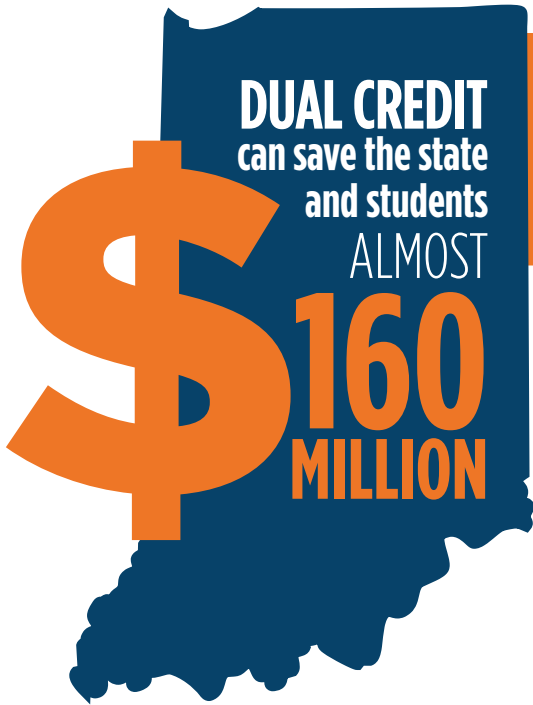
Dual credit earners are more likely to stay enrolled in college until they graduate. Students with some dual credit (at least one semester) are about 10 percentage points more likely to graduate on time and students with more dual credit (two semesters or more) graduate even more quickly.

Disparities remain when it comes to who earns dual credit.

While 65 percent of White students earn dual credit, 38 percent of Black students and 50 percent of Hispanic/Latino students earn dual credit. From an economic standpoint, students who are eligible for free- and reduced-price lunch are less likely to earn dual credit. Similarly, differences in dual credit vary by county. This indicates some Hoosiers face additional barriers to dual credit and that the benefits of dual credit are not evenly distributed.

Dual credit provides a significant cost savings to Hoosier students and taxpayers.

Earning college credit in high school saved students roughly \$82 million in 2018 in potential tuition costs. Additionally, dual credit helped save the state about \$78 million in appropriations. Combined, students and the State of Indiana can realize about \$160 million in savings from the impact of dual credit each year.



Earning college credit while in high school gives Hoosier students and families the opportunity to save significant costs. Dual credit has the potential to save the State of Indiana **nearly \$78 million annually** (2018 data).

The total cost savings for students statewide who go to Indiana public college is even greater: **\$81.9 million in savings**. That breaks down to roughly **\$2,300 per Indiana public college student**.



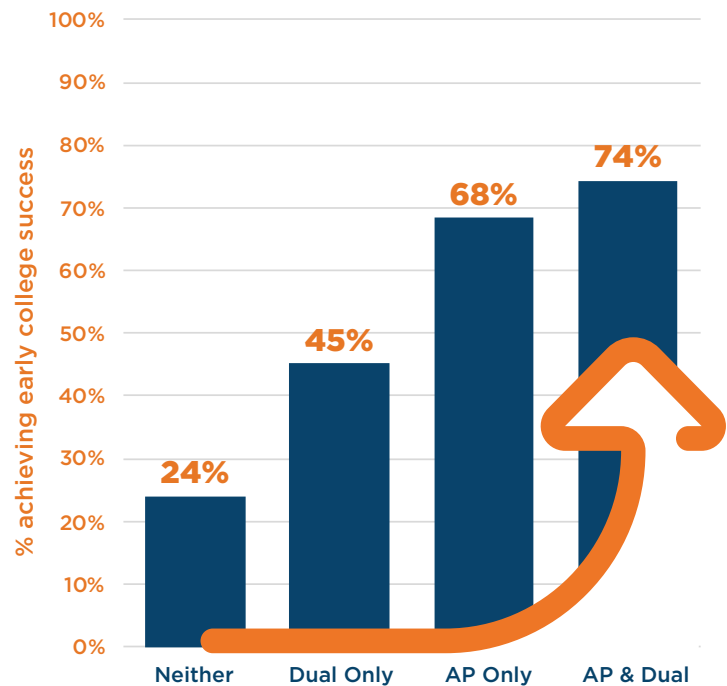
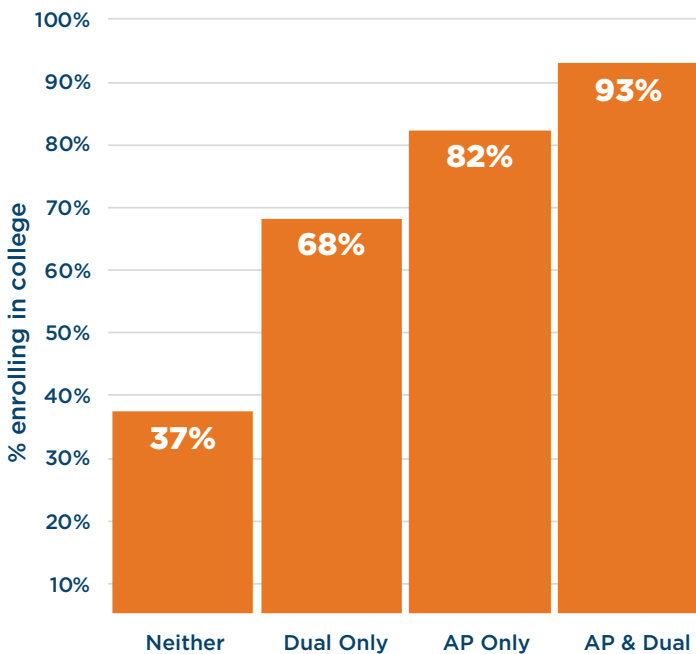
Low-income students specifically see savings of **\$20 million** (based on free- or reduced-lunch status) in Indiana.

DUAL CREDIT: HIGH SCHOOL

- 64% of 2018 high school graduates earned AP, dual credit or both.
- Students in 2018 earned nearly 600,000 dual credit hours.
- Nearly 70% of students in 2018 who took dual credit enrolled in college.

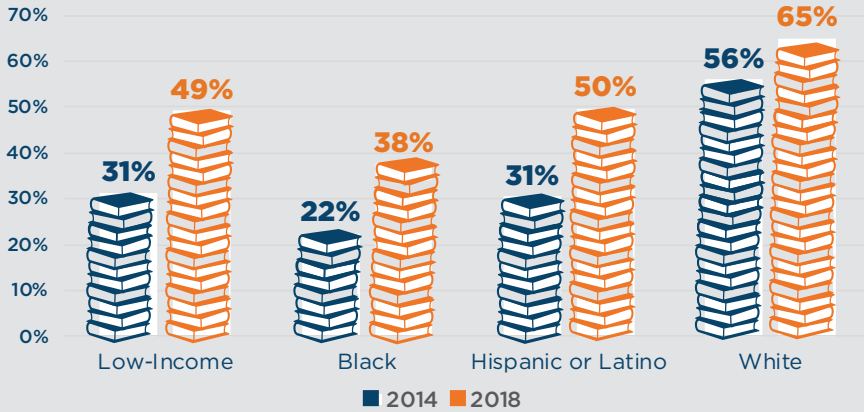
COLLEGE ACCESS AND SUCCESS

High school students who take both AP and dual credit are most likely to enroll in college (93%) and succeed when they get there (74%).



EQUITY: DUAL CREDIT

GROWTH IN DUAL CREDIT FOR LOW-INCOME, BLACK AND HISPANIC STUDENTS



Students of every race and ethnicity took more dual credit in 2018 than in 2014, as did students from low-income households.

Gaps persist, however: In the 2018 high school graduating class, 65% of White students had dual credit, while only 38% of Black students and 50% of Hispanic/Latino students had dual credit.

INDIANA COLLEGE CORE

The **Indiana College Core** (formerly called the **Statewide Transfer General Education Core**) is a block of 30 credit hours of general education college-level coursework that transfers seamlessly among Indiana's institutions.

COST SAVINGS WITH THE INDIANA COLLEGE CORE

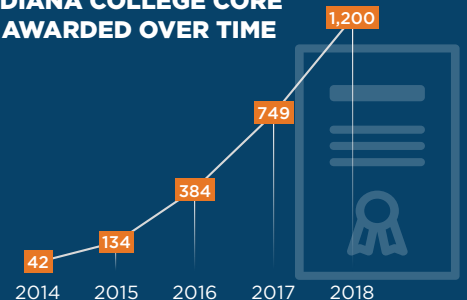
Students can earn the Indiana College Core through dual credit in high school for thousands less than earning the same credits at a two- or four-year institution.



>\$750: Indiana College Core through dual credit
\$4,200-\$5,700: Two-year institutions
\$7,200-\$10,500: Four-year institutions

GROWTH IN INDIANA COLLEGE CORE CREDENTIALS AWARDED OVER TIME

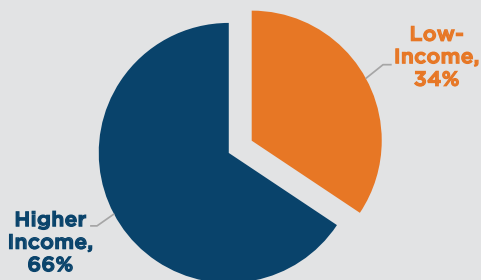
More Hoosier students are earning the Indiana College Core than ever before.



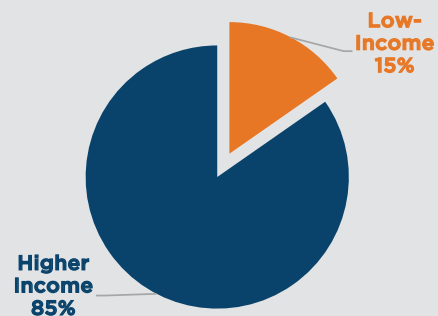
DUAL CREDIT AND OPPORTUNITY

Over one-third of all dual credit earners are low-income students. Far fewer low-income students earned Advanced Placement in 2018.

EQUITY: INCOME STATUS OF DUAL CREDIT STUDENTS



EQUITY: INCOME STATUS OF AP STUDENTS



RECOMMENDATIONS

Based on the findings of this report and in collaboration with the Indiana Department of Education and the Governor's Workforce Cabinet, the Commission offers the following recommendations:

Close equity and achievement gaps for early college credit earners.

Students who earn dual credit are more likely to succeed in college and graduate on time (or early). Providing greater access to dual credit opportunities and support along the way for students of color, those from low-income households and students who don't have geographic access to early college credit opportunities could make a difference in college success and graduation metrics for these key populations.

Strengthen the educator pipeline.

Indiana must ensure more high school teachers have the academic preparation and credentials required to teach dual credit—actions that can help close equity gaps and provide more opportunities for students across the state to earn early college credit. Right now, Teachers in Indiana can access tuition-free courses through the [Teach Dual Credit Indiana](#) and [STEM Teach Indiana](#) initiatives to become fully credentialed.

Promoting these free programs to Indiana's teachers and encouraging them to sign up for courses is an important step to strengthening the dual credit educator pipeline in Indiana.

Use communications and marketing tools to increase the number of high school students who earn a high-value technical certificate or the Indiana College Core.

More Hoosiers earn college credit while in high school than ever before, but there is still room for growth. Indiana is a leading state for students earning college credit while in high school, but with 64 percent of high school students in 2018 earned

dual credit or AP credit, there is room for improvement. By creating marketing and communication materials for a variety of audiences, the Commission and its partners around the state can effectively communicate the advantages of earning college credit while in high school.

Advising students about the types of college credit available in high school and how they could apply those credits toward certificates and degrees is an important strategy for guidance counselors and teachers to employ when discussing early college credit options with students. The Indiana Commission for Higher Education's new [Learn More Indiana Educator Guide](#) outlines the variety of college credit offerings in Indiana.

Emphasize transparency and data collection at the high school level.

Understanding which high schools provide students the opportunity to earn dual credit and complete certificates, including the Indiana College Core, and making that information clear and available to students and counselors is crucial for students, families and the State of Indiana.

The success of this recommendation requires the partnership of Indiana high schools in providing updated information about these opportunities. The Commission and its state partners can work with high schools to develop digital materials to provide consistent messaging to students.

Including more data about high-value technical certificates in the Commission's next report can help demonstrate the positive impact of dual credit.

The Commission also recommends students and counselors utilize search tools (such as the Learn More Indiana School Finder Tool, the Indiana Credential Registry and Indiana Career Explorer) to seek out postsecondary credential opportunities.

EARLY COLLEGE CREDIT-TAKING PATTERNS

Early College Credit Has Increased Over Time

Statewide, 64 percent of 2018 high school graduates earned AP, dual credit or both. This number remained flat from the 2017 graduating high school cohort and represents an increase of 2 percentage points from 2016 and a 7-percentage point increase from 2014. See Figure 1.

Dual credit accounts for most early college credit and has grown at a faster pace than AP credit. There has been an 8-percentage point increase in students taking dual credit courses from 2014 to 2018 and a 2-percentage point increase in students taking AP exams. See Figure 2.

Figure 1: High School Graduates by Early College Credit

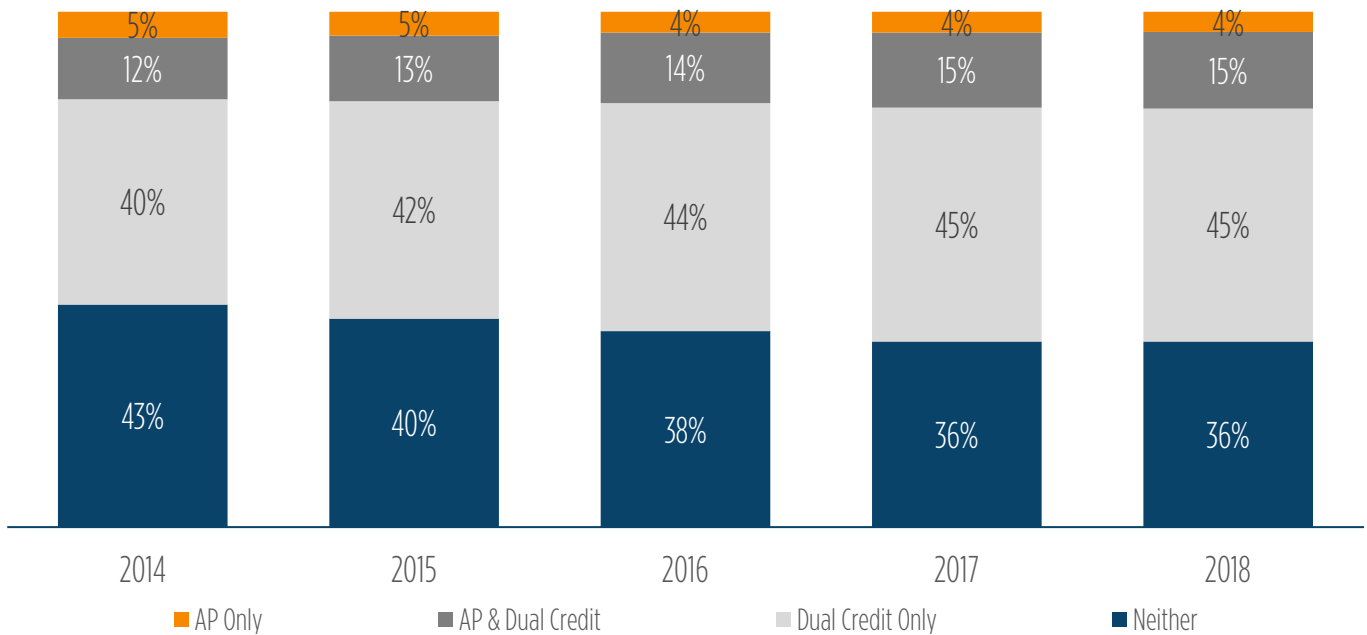
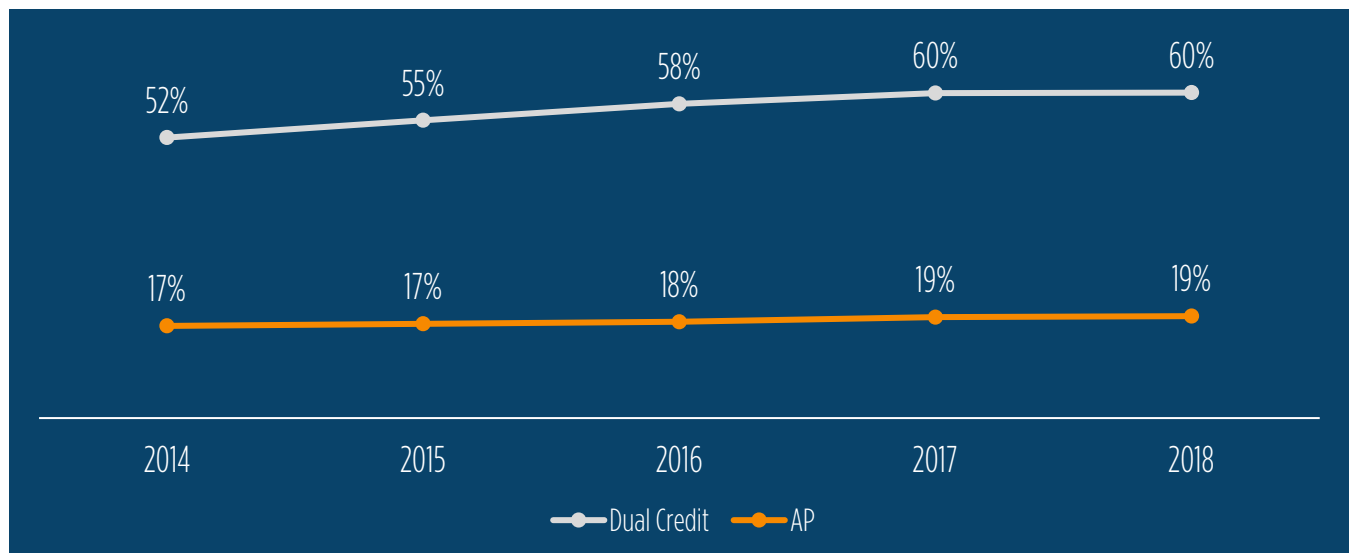


Figure 2: Percentage of High School Graduates Who Earned Dual Credit or AP Credit



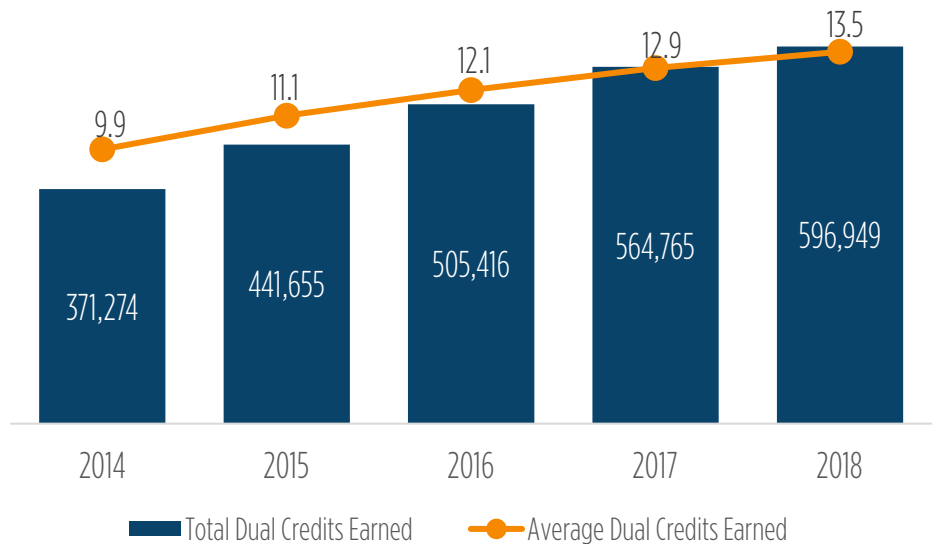
Students are Earning More Dual Credit

Students in the 2018 high school cohort earned nearly 600,000 college credit hours through dual credit (Figure 4). Among them, the average amount earned was 13.5 credit hours prior to graduation, up 3.6 credit hours since 2014.

A higher percentage of high school graduates are earning dual credit now than in 2014. This increase can be seen across every race and ethnicity. Asian, Black, Hispanic/Latino and White students all saw increases between 6 percent and 10 percent.

Despite this success, significant gaps remain. Among the 2018 graduating class, 65 percent of White students had dual credit, compared to only 38 percent of Black students and 50 percent of Hispanic/Latino students. See Figure 5.

Figure 4: Dual Credit Hours Earned by 2014-2018 High School Graduates



Gaps can also be seen in an economic context. Students whose family incomes qualify for free or reduced-price school lunches are less likely to earn dual credit. That gap has increased since 2014. See Figure 6.

Figure 5: Percentage of HS Graduates Earning Dual Credit, by Race

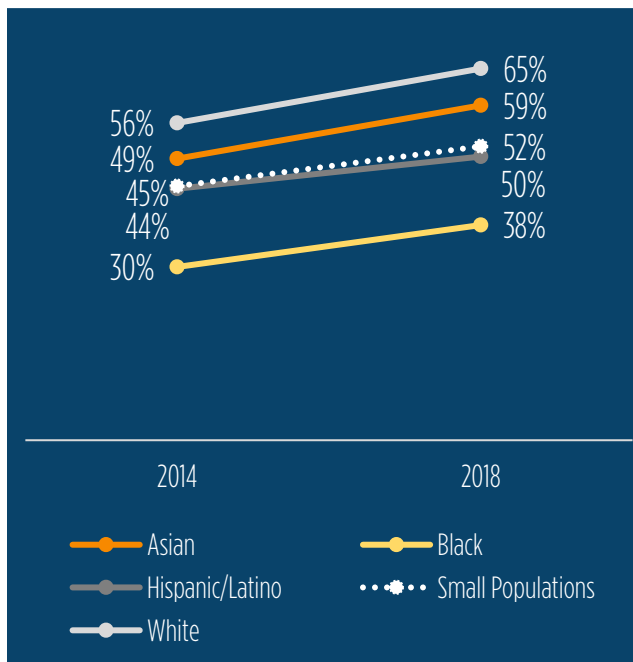
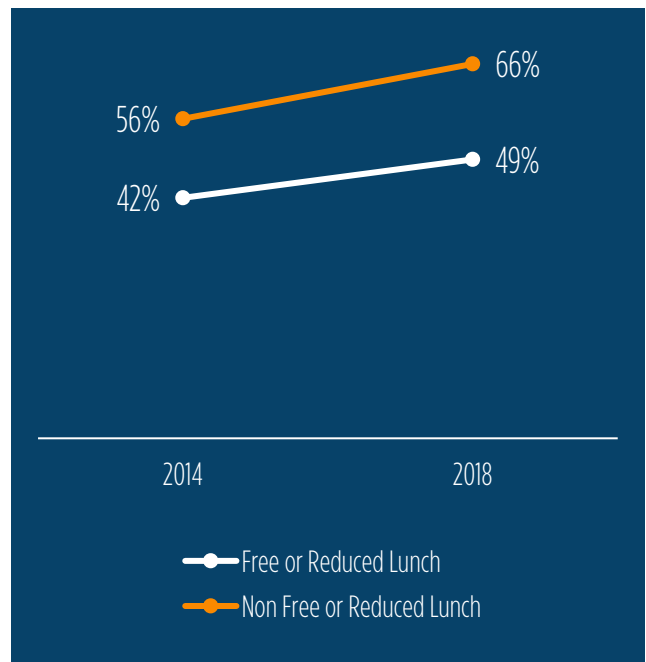


Figure 6: Percentage of HS Graduates Earning Dual Credit, by Free or Reduced Price Lunch Status



Earning a Semester or More of Credit Is Not Uncommon

Among those who earn dual credit, about 44 percent earn the equivalent of at least one semester of college credit (more than 12 credits), including about 14 percent who earned two or more semesters (more than 23 credits). See Figure 7.

Most students who take or earn dual credit do so during their junior and/or senior years of high school. Most dual credit students accumulate dual credit over the course of multiple years (see Figures 8 and 9).

Figure 7: Dual Credit Earners by Number of Dual Credits Earned (2018 cohort)

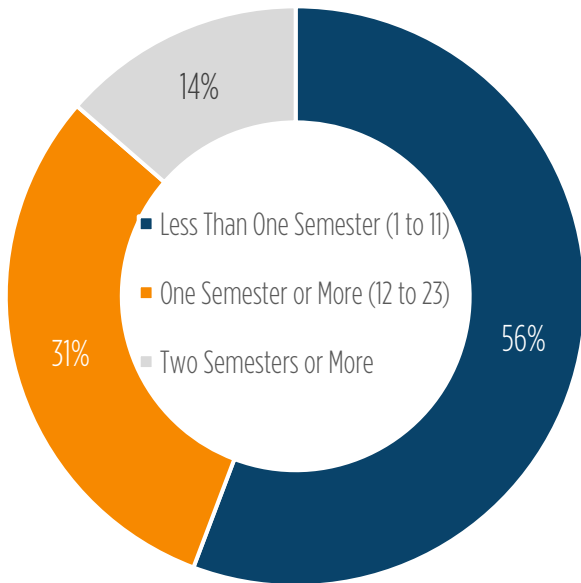


Figure 8: Class Year in Which Dual Credit Was Earned (Among dual credit students in 2018 cohort)

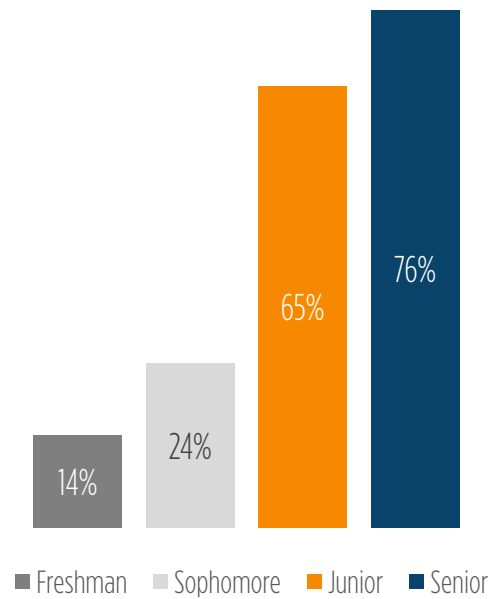
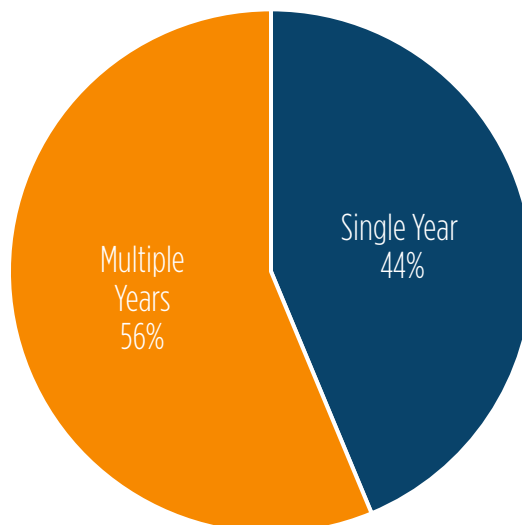


Figure 9: Share of Dual Credit Students Earning All Dual Credit During a Single Year or Multiple Years (2018 cohort)



Most Dual Credit Is Conferred by Two-Year Colleges

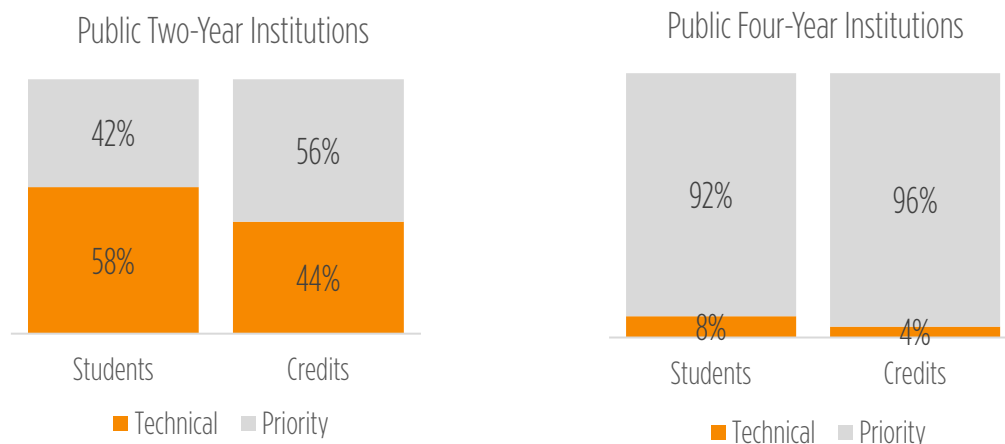
Indiana’s public two-year colleges continue to be the top providers of dual credit statewide. Over half (56 percent) of students who graduated from an Indiana high school in 2018 earned dual credit from Ivy Tech Community College (or 33,174 students), while 12 percent of students earned dual credit from Vincennes University. The Indiana University and Purdue University systems served a combined 26 percent of dual credit earners in the 2018 graduating class. See Figure 10.

Students earning dual credit from two-year institutions were more likely to earn technical dual credit than priority liberal arts credit. However, when looking at credits rather than students, two-year institutions awarded more priority liberal arts dual credit than technical dual credit. This suggests that when students earn priority liberal arts dual credit, they are taking multiple courses. Dual credit awarded by four-year institutions falls almost exclusively under the priority liberal arts category. See Figure 11.

Figure 10: Dual Credit Awarded by Public Institutions (2018 cohort)

Institution	Total Students		Total Credits	
	Count	%	Count	%
Ivy Tech Community College	33,174	56%	359,621	60%
Vincennes University	7,253	12%	90,566	15%
Two-Year Institutions	40,427	68%	450,187	75%
IU-Bloomington	5,566	9%	38,465	6%
IU-East	639	1%	4,716	1%
IU-Kokomo	927	2%	5,645	1%
IU-Northwest	1,248	2%	12,384	2%
IUPUI	39	0%	170	0%
IU-South Bend	1,336	2%	10,460	2%
IU-Southeast	608	1%	4,027	1%
IU SYSTEM	10,363	17%	75,867	13%
PU-Northwest	2,478	4%	24,553	4%
IPFW	2,372	4%	17,019	3%
PU-West Lafayette	239	0%	1,691	0%
PU-Polytechnic	56	0%	276	0%
PU SYSTEM	5,145	9%	43,539	7%
Ball State University	1,276	2%	9,466	2%
Indiana State University	895	2%	6,910	1%
University of Southern Indiana	1,399	2%	10,945	2%
Four-Year Institutions	19,078	32%	146,727	25%

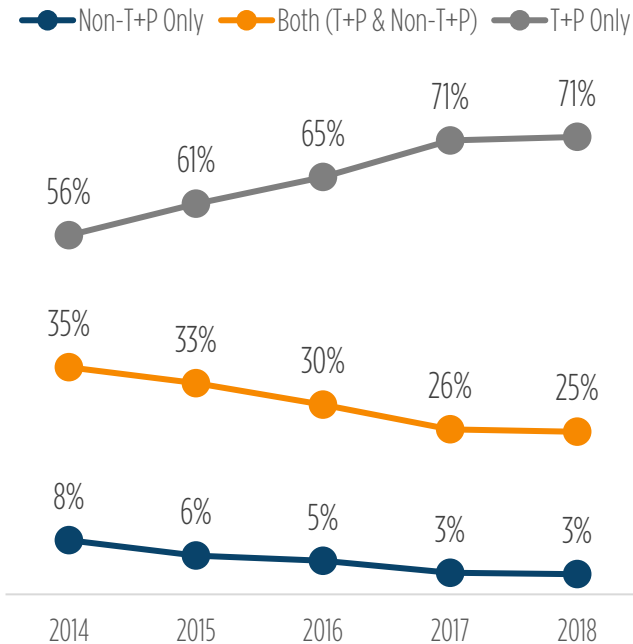
Figure 11: Distribution of Technical & Priority Liberal Arts Credit (2018 cohort)



Technical and Priority Liberal Arts Are the Most Popular Forms of Dual Credit

Dual credit courses on the technical and priority liberal arts dual credit course lists (Technical and Priority, or T+P) are the most popular among high school graduates earning dual credit (see Figure 12).

Figure 12: Student Participation by Dual Credit Type (2014-2018 cohorts)



Roughly 71 percent of the 2018 high school cohort exclusively attempted and earned T+P dual credit, with another 25 percent earning a combination of T+P dual credit and non-T+P dual credit.

The percentage of dual credit earners solely attempting and earning T+P dual credit has grown since 2014. Among T+P dual credit earners, priority liberal arts dual credit is more popular than technical dual credit. (Only 3 percent of students attempted and earned dual credit exclusively outside of T+P dual credit lists.)

Of 2018 high school graduates with dual credit, 38 percent earned priority dual credit only, with an additional 30 percent earning both priority and technical dual credit. See Figure 13.

The breakdown between students who earn only priority, students who earn only technical and students who earn both has not significantly changed over time. Between fiscal years 2017 and 2019, the percentage of students earning only technical dual credit declined by 2 percentage points. See Figure 14.

Figure 13: T+P Dual Credit Earners (2018 high school graduates)

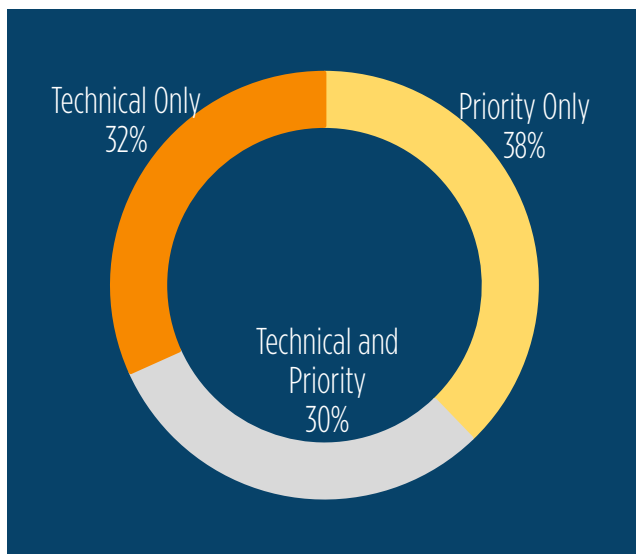
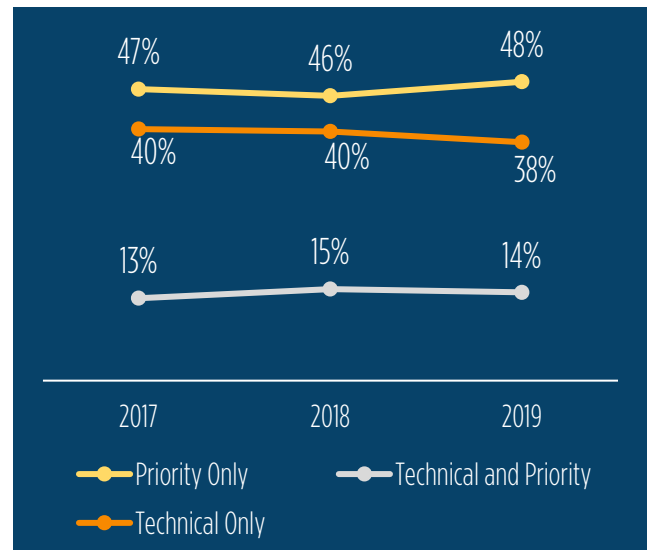


Figure 14: T+P Dual Credit Earners (by credit earned in a given fiscal year)



Different Characteristics, Different Pathways: Technical and Priority Liberal Arts Dual Credit

Notable differences emerge when comparing technical-only dual credit earners and priority-only earners. These differences include student demographics, characteristics and the postsecondary pathways students choose.

Greater percentages of technical-only dual credit students are low-income and identify as underrepresented minorities (see Figures 15 and 16). Technical-only earners are also less likely than their priority-only peers to pursue bachelor's degrees (see Figure 17).

(Figures 15, 16 and 17 exclude students who earned both technical and priority [T+P] dual credit.)

Figure 15: Dual Credit Earners by Race/Ethnicity

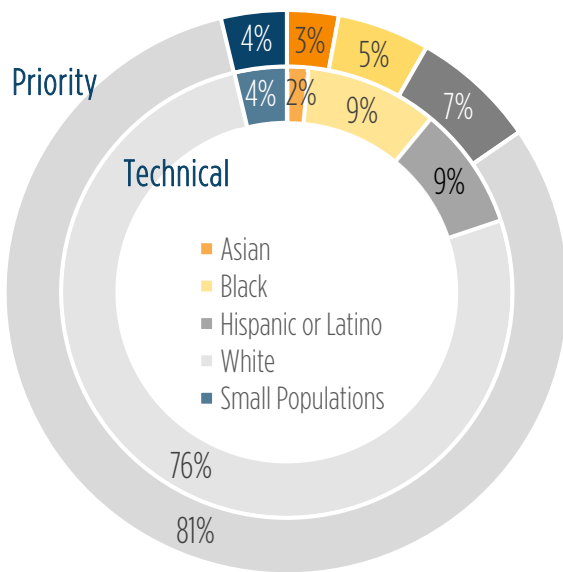


Figure 16: Dual Credit Earners by Socioeconomic Status

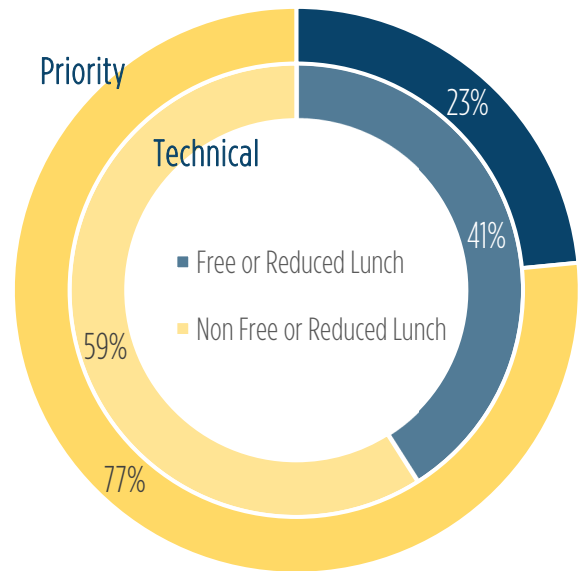
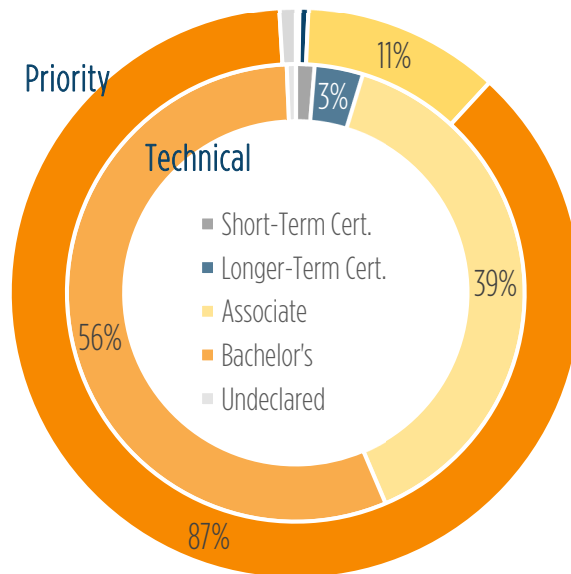


Figure 17: Dual Credit IN Public College Enrollees by Initial Degree Level



Technical-only students are more likely to choose programs in trade-related fields. However, there are similarities between technical and priority liberal arts students in other areas of study, including Arts and Humanities, Business and STEM (see Figure 18).

Priority liberal arts and technical dual credit students differ across various high school measures related to college success, providing further context for the postsecondary credentials and programs that students ultimately choose to pursue.

Compared to technical-only students, students who earn only priority liberal arts dual credit are about four times as likely to take an AP exam (see Figure 19) and nearly five times as likely to earn an honors diploma (see Figure 20), actions that are linked to student success, as shown in the Commission’s annual [Readiness Reports](#).

(Figures 18, 19 and 20 exclude students who earned both technical and priority [T+P] dual credit.)

Figure 18: Dual Credit IN Public College Enrollees by Initial Program Area

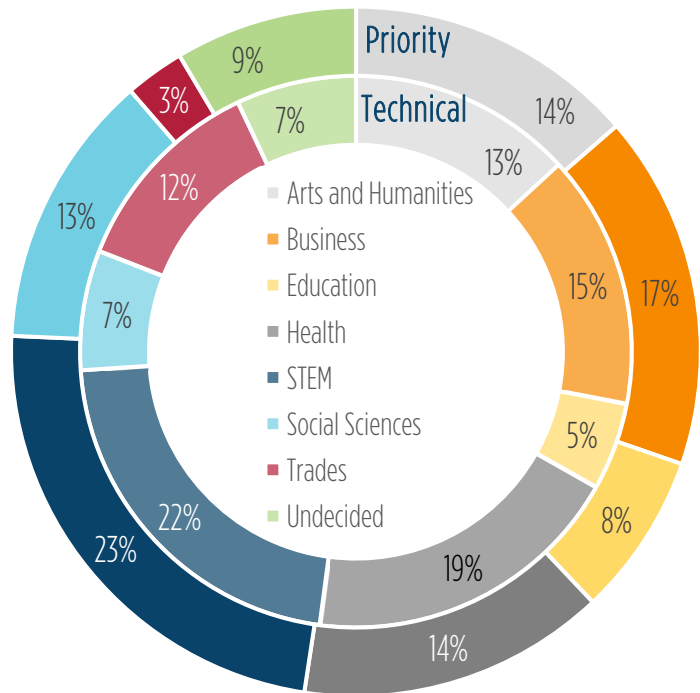


Figure 19: Dual Credit Earners by AP Status

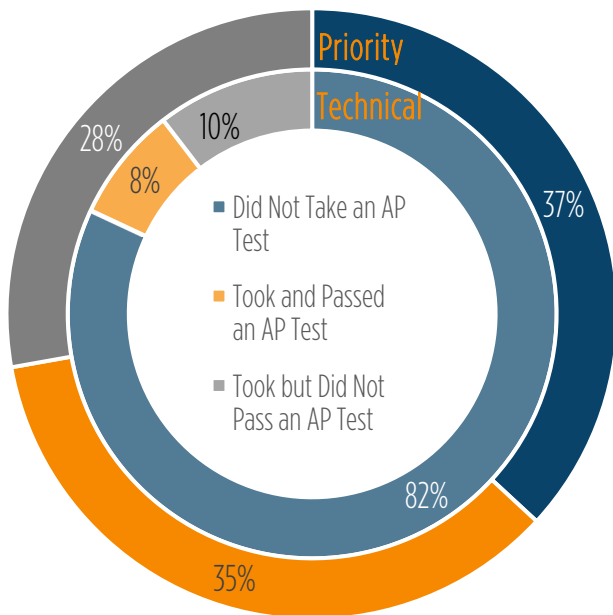
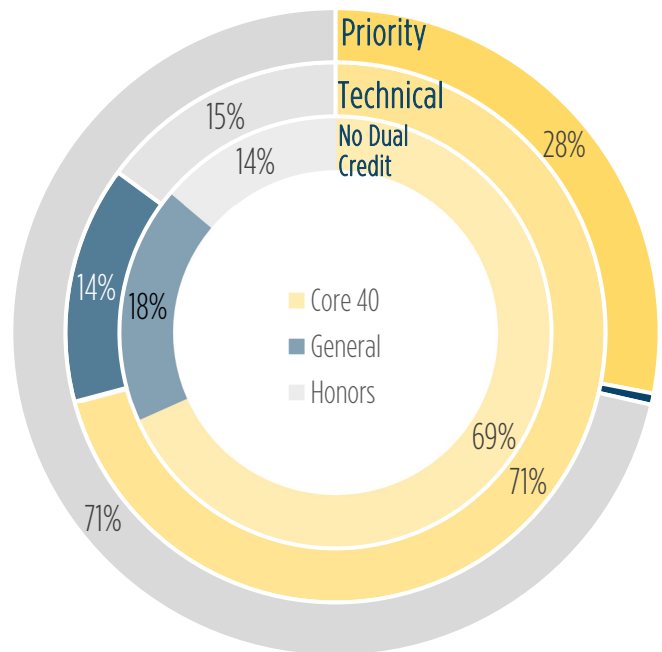


Figure 20: Dual Credit Earners by Diploma Type



EARNING COLLEGE DEGREES AND CERTIFICATES IN HIGH SCHOOL

Some Dual Credit Students Don't Just Earn College Credit, They Earn College Credentials

Each year, hundreds of Indiana students earn certificates and associate degrees before or at the same time as they earn high school diplomas. The growth of such credentials is one of several indicators that early college credit may be helping students complete college, and at faster rates. In turn, faster college completion can bring significant tuition savings to students and their families.

The most common postsecondary credential for such students is the Indiana College Core, formerly known as the Statewide Transfer General Education Core (STGEC). The Indiana College Core consists of 30 credit hours, the completion of which means it can transfer as a block to any public institution. In other words, students who earn it in high school may already be finished with their first year of college when they graduate high school.

Beyond the Indiana College Core, more students overall are earning college credentials before graduating from high school. Over 1,700 college credentials were conferred to students who graduated high school in 2018, nearly triple the

numbers from the 2016 high school cohort. Most of the credentials were for the Indiana College Core. One-fifth of the credentials (372 or 21 percent) were associate degrees and another 10 percent represented other longer-term or shorter-term certificates. See Figure 21.

Indiana College Core

Compared to the overall high school population, Indiana College Core earners are more likely to be White and are less likely to be from low-income households.

While 11 percent of the 2018 High School Class identified as Black, only 3 percent of those who earned an Indiana College Core that year were Black. Over one-third (36 percent) of all 2018 graduates were eligible for free and reduced-price school lunches, and 30 percent of dual credit earners were eligible. In contrast, less than a quarter (24 percent) of Indiana College Core earners were eligible. See Figures 22 and 23.

Figure 21: Indiana Public College Credentials Awarded to High School Students, by High School Graduation Year

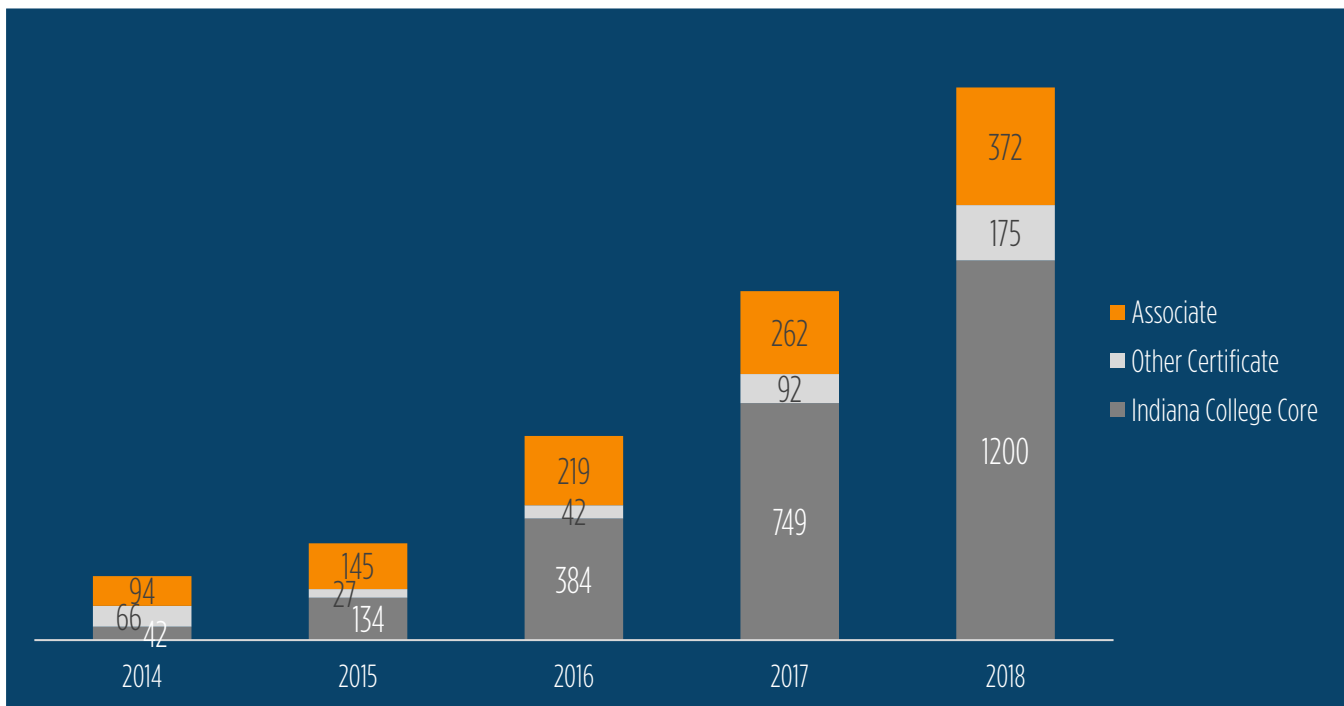
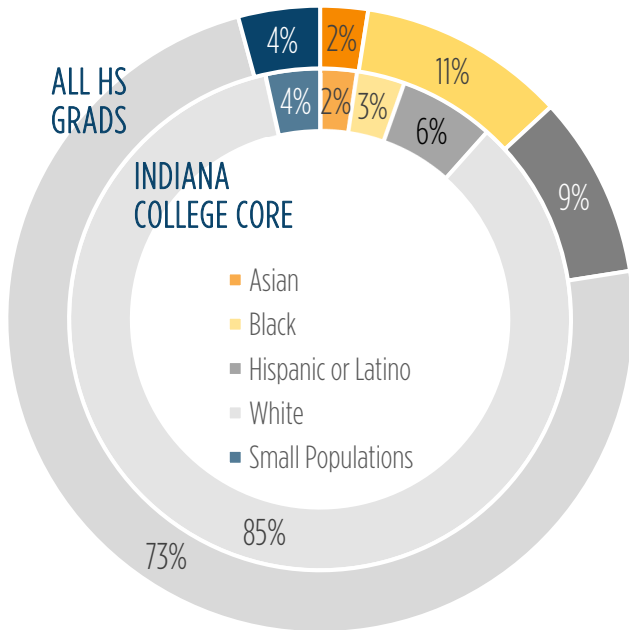


Figure 22: Indiana College Core Earners Compared to All Indiana High School Graduates, by Race/Ethnicity (2018 Cohort)

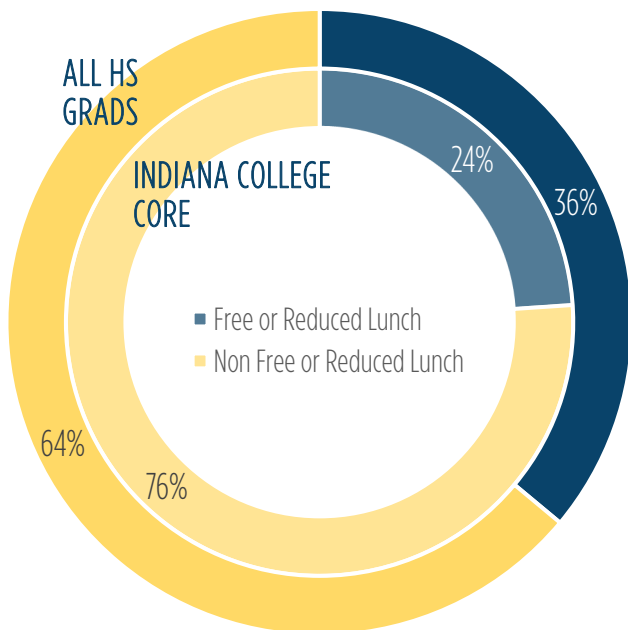


To earn the Indiana College Core in high school, students need to live in a school district where ample early college credit opportunities exist to earn the required 30 college credits. The Commission estimates that 131 high schools currently offer the Indiana College Core to their students (out of more than 600 total high schools).

Increasing the number of students who earn an Indiana College Core in high school is a strategic goal for both the Indiana Commission for Higher Education and the Indiana Department of Education. As the Indiana College Core becomes more widespread, school officials should seek to make sure Indiana College Core earners better reflect the state’s student population. Closing racial, ethnic and socioeconomic gaps in early college credit will require equitable access to opportunities and better student supports.

Students who complete the Indiana College Core in high school are likely to enroll in college the following year. In fact, 94 percent of Indiana College Core earners in the high school class of 2018 went on to attend college during the 2018-19 academic year.

Figure 23: Indiana College Core Earners Compared to All Indiana High School Graduates, by Socioeconomic Status (2018 Cohort)



Similarly, 70 percent of Indiana College Core earners who enroll in college meet all three of the Commission’s metrics for early success in college: they do not need remediation, they complete all courses they attempt during their first year of enrollment and they persist to their second year of enrollment. Compare this result to the numbers in Figure 25 (page 19), which shows early college success for students broken out by type of early college credit.

The Indiana College Core is a useful and powerful tool for any high school student who earns it. The ability to transfer the Indiana College Core to any public institution expands student choice and helps students and their families save money. Finally, earning the Indiana College Core may help students graduate from college earlier. Later sections of this report will explore the time-to-degree (page 22) and cost savings (page 26) considerations of earning dual credit, which will be particularly relevant to Indiana College Core earners.

COLLEGE GOING AND PERFORMANCE

Students with Dual Credit Also Perform Well in College

Dual credit students overall demonstrate higher rates of college success. Indeed, [nationwide studies](#) indicate that participation in dual credit programs is positively associated with higher rates of college enrollment, credit accumulation and degree attainment. Moreover, dual credit students in general continue to outperform their non-early-college credit peers, often by significant margins.

Dual credit earners continue to outpace students with neither AP nor dual credit in terms of college-going, readiness and first-year performance rates. Dual credit students who also passed an AP exam maintain the highest levels of achievement among all the comparison groups.

Over two-thirds (68 percent) of dual credit-only earners enrolled in college, compared to about one-third (37 percent) of students with no AP exam or dual credit. Eighty-two percent of students who earned AP credit went straight to college, as did 93 percent of students who earned both AP and dual credit (see Figure 24).

The Commission for Higher Education closely tracks metrics of early success in college (defined on page 18) through its annual [Readiness, Completion and Equity Reports](#). Nearly half (45 percent) of dual credit-only students enrolling in Indiana public institutions met all three areas of

early success in college, compared to about one-quarter (24 percent) of students with no early-college credit. Students who earned AP credit, whether alone or in combination with dual credit, were most likely to meet the early success benchmark. See Figure 25.

Dual credit earners tend to have higher first-year GPAs and are more likely to persist than non-dual-credit students. About 43 percent of dual credit-only students earn a GPA of 3.0 or above and 75 percent persist to their sophomore year. Students who earned AP credit, whether alone or in conjunction with dual credit, are even more likely to have earned a 3.0 and to persist (see Figures 26 and 27).

Figure 25: High School Graduates Meeting All Three Early Success Metrics*, by Dual Credit Status (2017 cohort)

*No remediation, persistence to second year and completing all credits attempted

	AP & Dual	AP Only	Dual Only	Neither
Public 2-Year	35%	35%	26%	13%
Public 4-Year	76%	71%	54%	37%
Public Average	74%	68%	45%	24%

Figure 24: College Going: Percentage of High School Graduates Immediately Enrolling in College, by Dual Credit Status

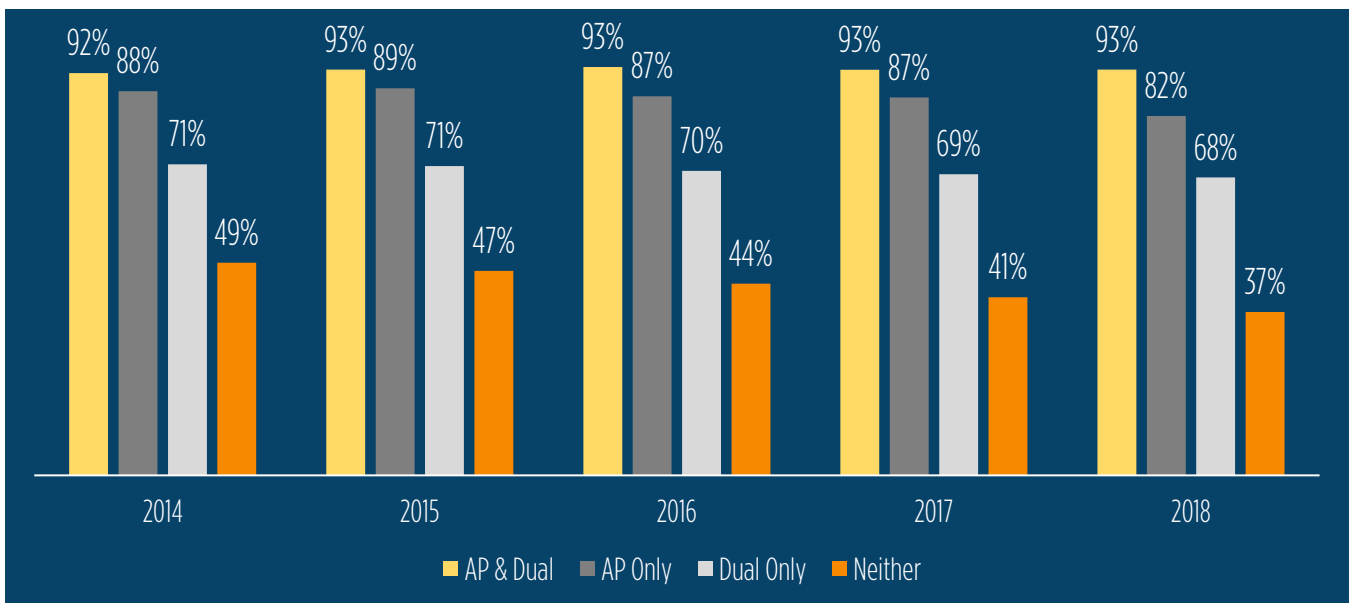
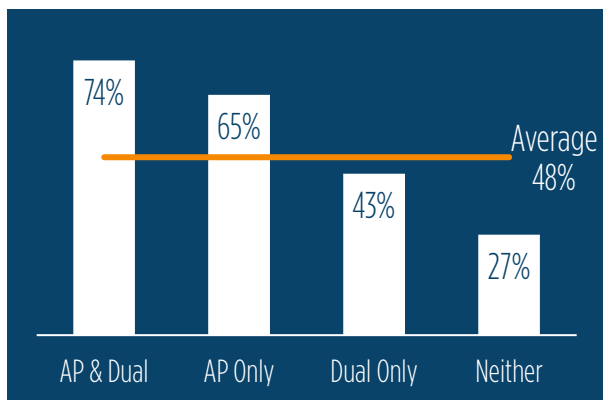


Figure 26: **Freshman GPA:** Indiana Public Enrollees Earning a 3.0 or Above During their First Year of College (2018 cohort)



Priority Liberal Arts is Associated with Strong Postsecondary Outcomes

AP-only students tend to outperform dual credit-only students overall, but the two groups, for example, have nearly identical college-going rates (83 percent and 82 percent, respectively). See Figure 28 (page 21).

Additionally, most AP and priority liberal arts dual credit students perform well in their first few years of college, as reflected in the Commission’s measure of early success in college. Sixty-eight percent of AP earners and 54 percent of dual credit earners meet early success benchmarks (see Figure 29).

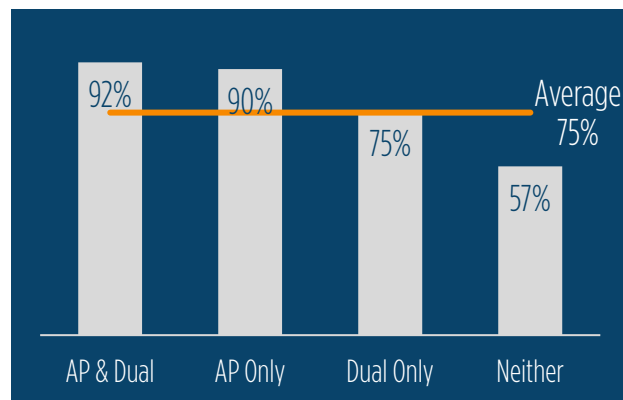
However, fewer priority liberal arts dual credit students earn grade point averages (GPA) of 3.0 or above during their freshman year, compared to AP students (48 percent and 64 percent, respectively). See Figure 30.

This suggests that AP students may be better prepared academically than priority liberal arts dual credit students—even though both groups of students are equally as likely to enroll in college.

Technical Dual Credit is Tied to Improved Career Readiness

The student make-up of technical and priority liberal arts dual credit earners is unique. As

Figure 27: **Persistence:** Indiana Public Enrollees Persisting to Sophomore Year (2017 cohort)



previously discussed in this report (refer to Figures 15 through 20), the differences between technical-only and priority-only earners may include career interests, academic preparation or issues of equity, including racial/ethnic and socioeconomic disparities.

For example, technical-only dual credit holders are less likely than their priority liberal arts counterparts to pursue a bachelor’s degree (56 percent, compared to 87 percent, respectively). Less than half (46 percent) of technical-only dual credit students enroll in any two- or four-year public and private colleges, but 39 percent of technical-only earners seek an associate degree.

Data show technical-only dual credit students go to college at higher rates than students who do not take any AP or dual credit (46 percent to 38 percent, respectively). Of those students who take technical-only dual credit and go to college, they are more likely to meet the benchmark for early success in college, compared to students who do not take college credit in high school.

The Office of CTE in the Governor’s Workforce Cabinet, in partnership with the Indiana Commission for Higher Education and the Indiana Department of Education, has been working to better align the state’s technical dual credit offerings through the Next Level Jobs Programs of Study, which will continue to enhance the state’s technical dual credit offerings over time.

Figure 28: Early College Credit Earners **Enrolling in College*** (2018 Cohort)
 *two- and four-year public and private institutions (Indiana and out-of-state)

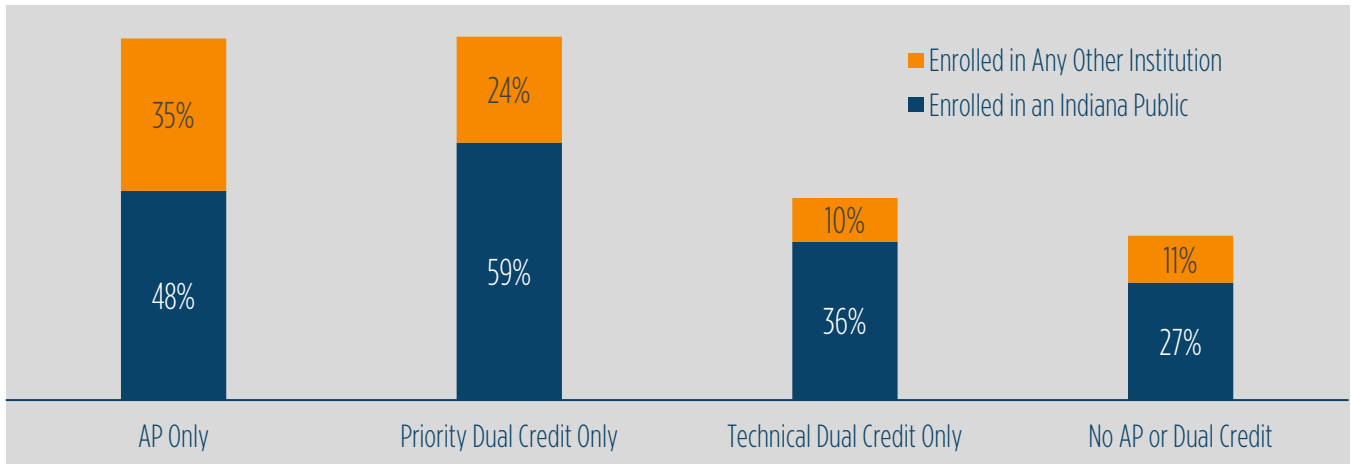


Figure 29: Early College Credit Earners **Meeting the Early Success in College Measure*** (2017 cohort)
 *did not need remediation, persisted to second year, and completed all coursework attempted

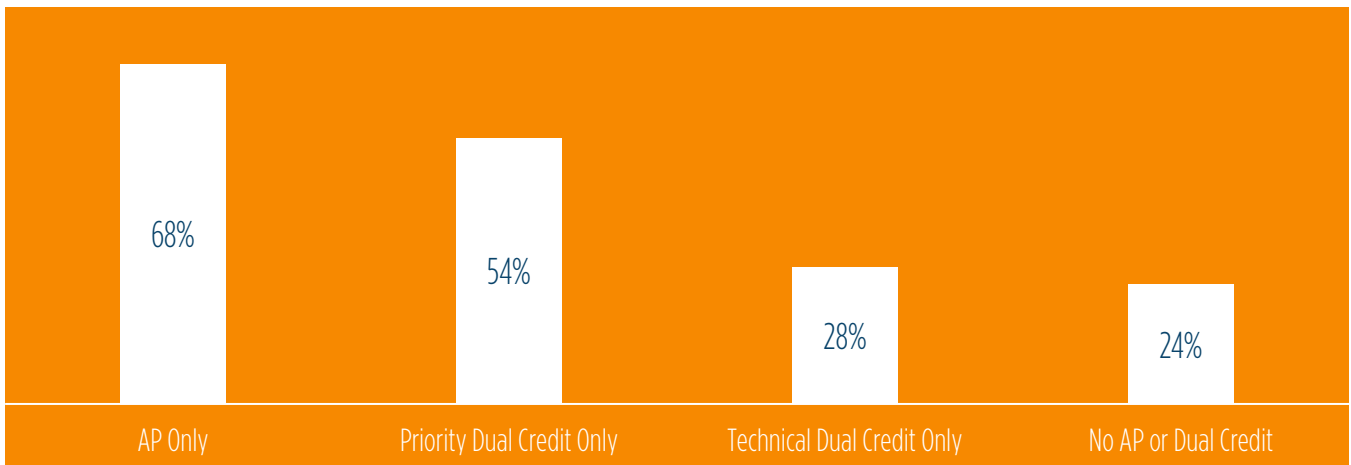
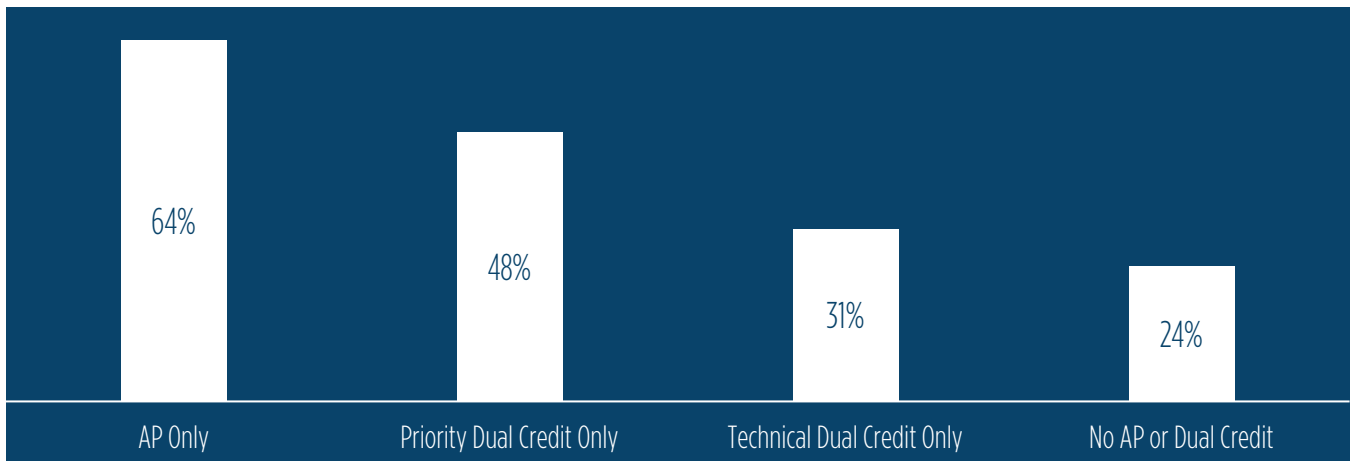


Figure 30: Early College Credit Earners with **Freshman GPAs of 3.0 or Higher** (2018 cohort)



TIME TO DEGREE

The impact of dual credit varies from student to student depending on the courses they take, institutional policies, student preparation and academic choice. Data suggest that dual credit may be positively associated with pursuing advanced coursework in the freshman year, continued persistence toward degree, greater amounts of credit taking and earning, as well as accelerated time to degree.

Data for this section examine Indiana high school graduates who enroll in Indiana public colleges within one year of high school graduation and pursue a bachelor’s degree (four-year institutions) or a longer-term certificate or associate degree (two-year institutions). **AP earners are excluded in this analysis to examine in depth the effects of dual credit.**

Dual Credit Holders Are More Likely to Forgo College Gateway Courses

Students who enter college with more dual credit are less likely to enroll in gateway courses in their freshman year. This is possibly because these students have already completed general education

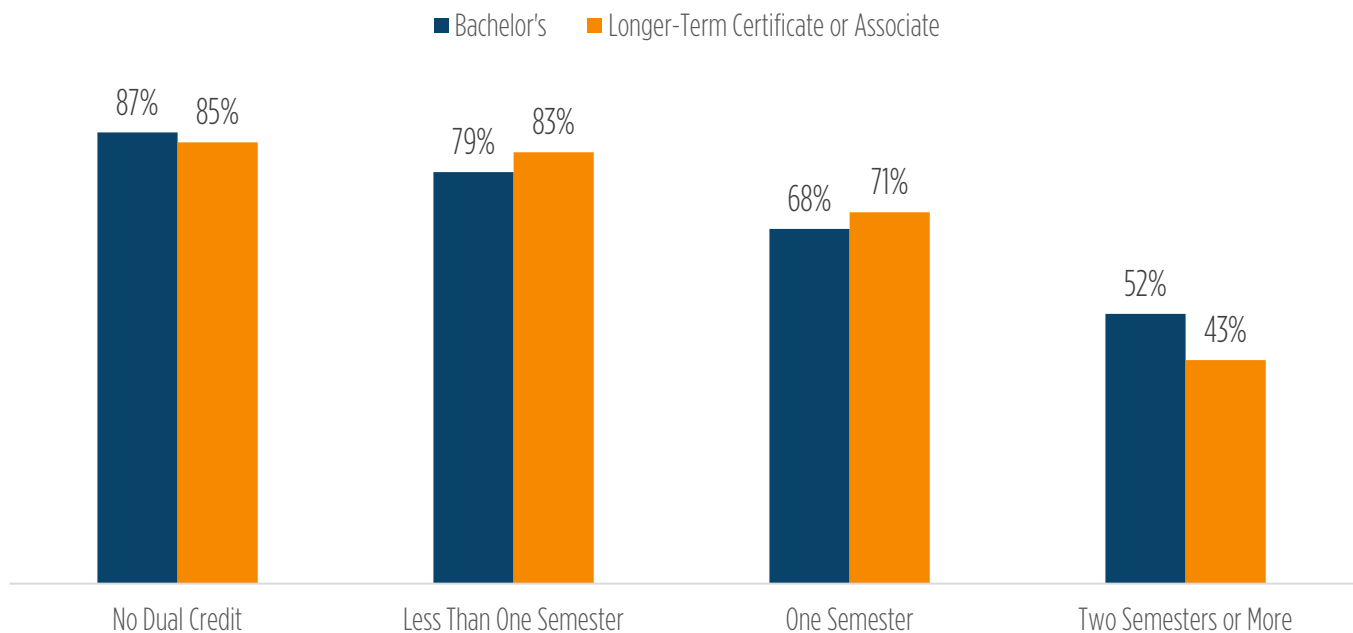
requirements via dual credit. These students can pursue more advanced-level major coursework earlier than their peers who did not earn dual credit.

Generally, the more dual credit students have, the less likely they are to enroll in a gateway math or English course once they enroll in college. This trend held regardless of whether students pursued a bachelor’s degree or an associate or longer-term certificate. See Figure 31.

A student’s dual credit GPA can affect whether that dual credit is accepted by a college, however. Therefore, it is important for students to perform well in any dual credit course in which they enroll.

Previous analysis has shown the benefits of dual credit on first year gateway course-taking are not necessarily limited to the most affluent or privileged students. Across all minority and socioeconomic statuses, students who earned dual credit and larger volumes of dual credit typically were less likely to enroll in gateway courses in their first year compared to their peers not earning dual credit.

Figure 31: Students Enrolling in A Gateway Course in Their First Year by Initial Degree Level Pursued and Amount of Dual Credit Earned (Cohorts 2016-2018)



The Stop Out: Dual Credit Is Associated with College Persistence

A key factor influencing degree completion and time to degree is whether students stay continuously enrolled in higher education as they pursue their first credential.

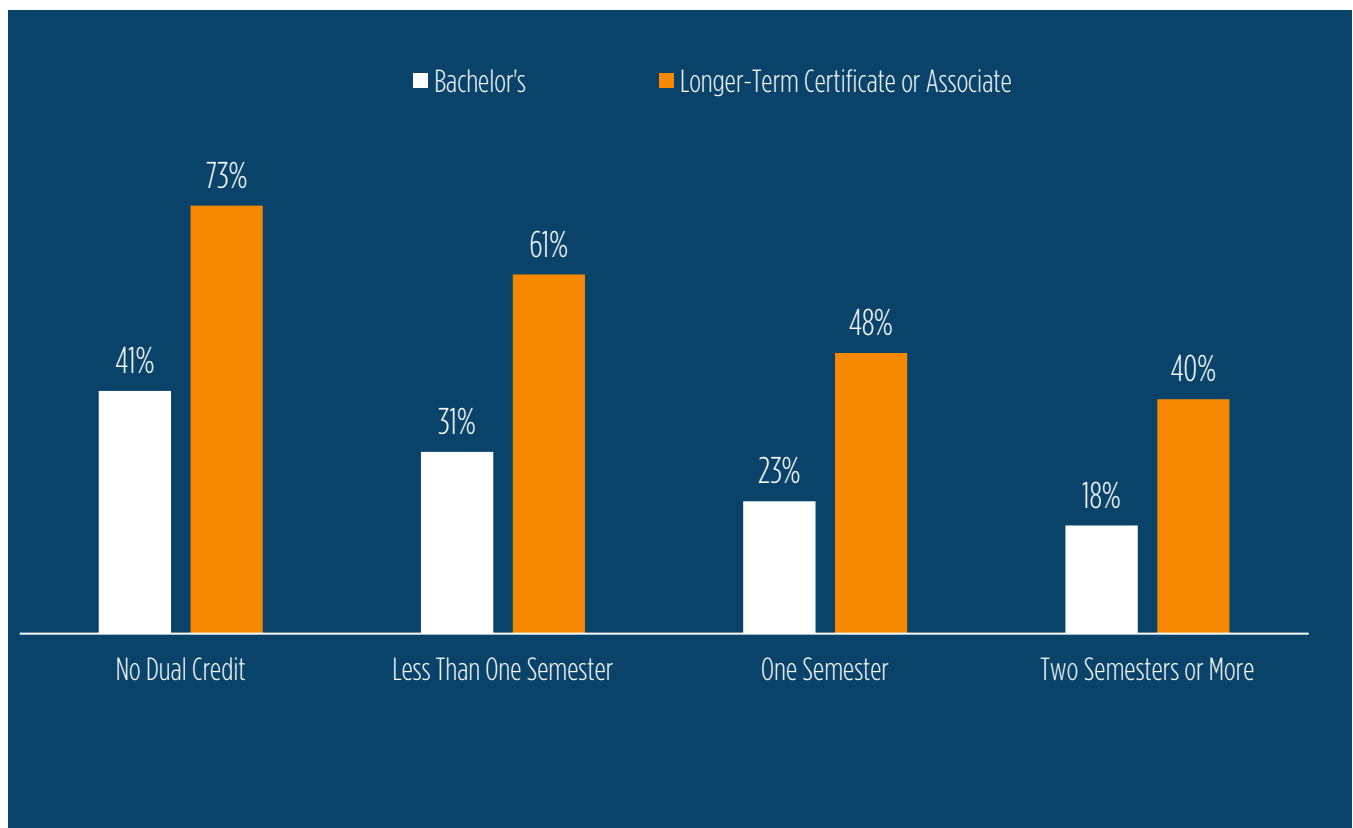
A “stop out” occurs when a student stops attending a college for any reason other than graduating or transferring. A stop out may be as short as a semester or it may be permanent.

Students who do not earn dual credit are more likely to stop out throughout their path to a credential. Students who earn dual credit and greater amounts of dual credit are the most likely to demonstrate continued enrollment or persistence toward a degree. This is perhaps not surprising: students who have earned dual credit have shown they are able and ready for college coursework.

Nearly three quarters of non-dual credit students who pursue a longer-term certificate or associate degree stopped out at least once over a four-year period. Only about 40 percent of the longer-term certificate or associate degree seekers with 24 or more dual credits stopped out during the observation period. See Figure 32.

This pattern repeats itself among bachelor’s degree-seeking students. Those with more dual credit were less likely to stop out, even temporarily.

Figure 32: Percentage of Students Who Have Ever Temporarily or Permanently Left College Without Graduating Within Four Years of Starting, by Initial Degree Level Pursued and Amount of Dual Credit Earned (cohorts 2014 and 2015)



Data Show Dual Credit Is Not a 'Credit Cushion' for Students

Some have argued that students might unwisely use dual credit as a “cushion” to take less-strenuous courseloads while in college. This cushion, it is claimed, means students do not end up graduating from college any earlier than they would without dual credit.

While it may vary from student to student (factors include intended major, financial circumstances, etc.), high-level data show students with dual credit are not necessarily relying on dual credit as a cushion. Data suggest that dual credit coursework may instill a habit of credit-taking throughout their college career and a greater likelihood of enrolling at full-time or on-time status. See Figure 33.

Overall, dual credit earners attempted an on-time courseload (15 or more credits) more often than non-dual credit earners. This is especially true for students pursuing a longer-term certificate or associate degree. Students with more dual credit were more likely to attempt more credits once they reached college.

Additionally, available data suggest students who graduate high school with dual credit and go straight to college are—once they reach college—more likely to complete a larger percentage of the credits that they attempt. This apparent higher completion rate may decrease the time it takes students to earn to their college degrees.

Figure 34 shows the percentage of attempted credits that are ultimately earned. Generally, students attempt a course by enrolling in it and earn credit for the course by completing it with a satisfactory grade. Students who earn dual credit are more likely to complete the college courses they attempt. Previous analysis shows that this trend persists across different racial/ethnic and socioeconomic groups.

Figure 34: Percentage of Attempted Fall/Spring Semester Credits That Are Earned, by Initial Degree Level Pursued and Amount of Dual Credit Earned (cohorts 2014-2018)

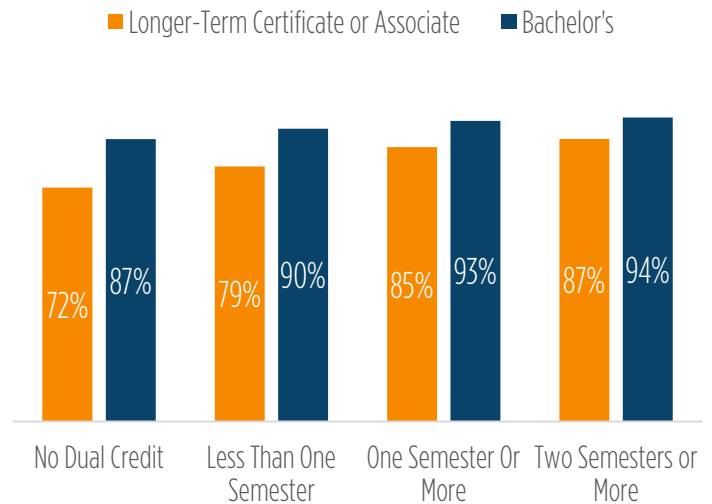
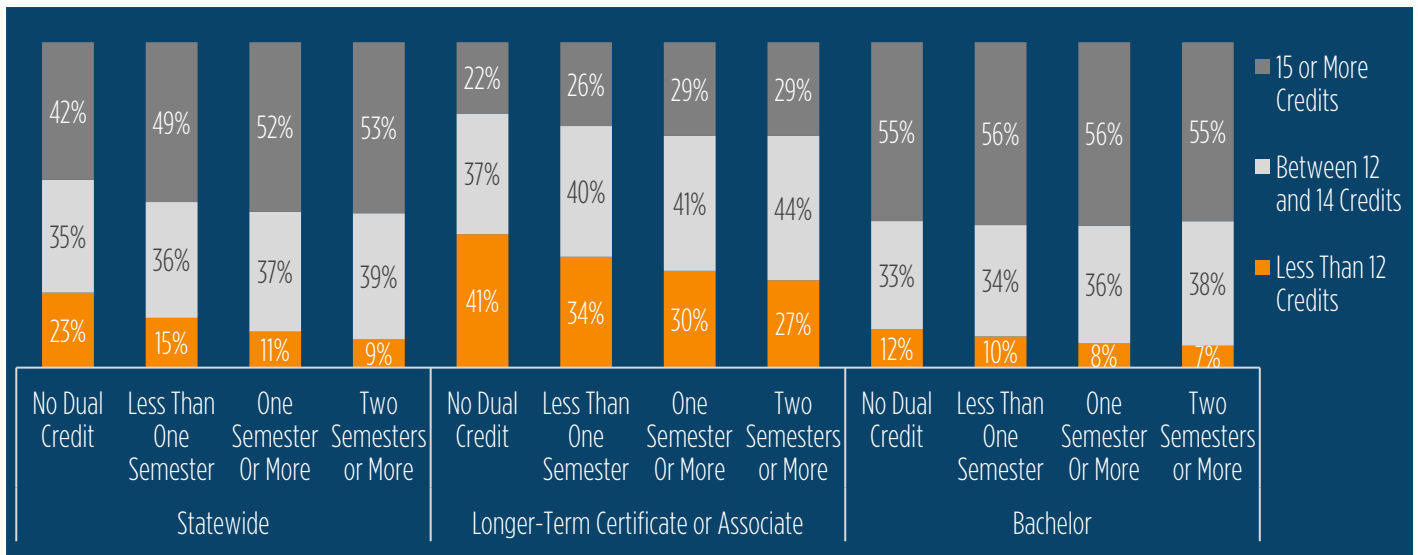


Figure 33: Typical Credits Attempted Per Fall/Spring Semester, by Degree Level Pursued and Amount of Dual Credit Earned (cohorts 2014-2018)



Dual Credit Holders Are More Likely to Graduate on Time or Early

Data show that dual credit holders are more likely to graduate on time than non-dual credit holders and are also more likely than their peers to graduate at least one semester early.

Figures 35 and 36 display on-time completion rates by the amount of dual credit earned for bachelor's and longer-term or associate degree seekers, respectively.

For 2015 high school graduates who sought bachelor's degrees from four-year institutions, 26 percent of students who earned no dual credit completed at the same campus and degree level within four years. This is compared to 36 percent of students earning less than one semester of dual credit, 46 percent of students earning at least one but less than two semesters of dual credit, and 57 percent for those with two semesters of dual credit.

Among 2017 high school graduates who sought longer-term certificate or associate degrees, only 4 percent of students who earned no dual credit completed at the same campus and degree level within two years compared to 33 percent of those with two semesters of dual credit.

Students entering college with dual credit are more likely to graduate early compared to their peers, providing evidence of a possible accelerating effect for some students. Not surprisingly, the more dual credit students have, the more likely they are to graduate at least one semester early. See Figure 37.

Figure 35: Bachelor's-Seekers Completing On-Time, Same Campus and Degree Level by Amount of Dual Credit Earned (2015 High School Graduates)

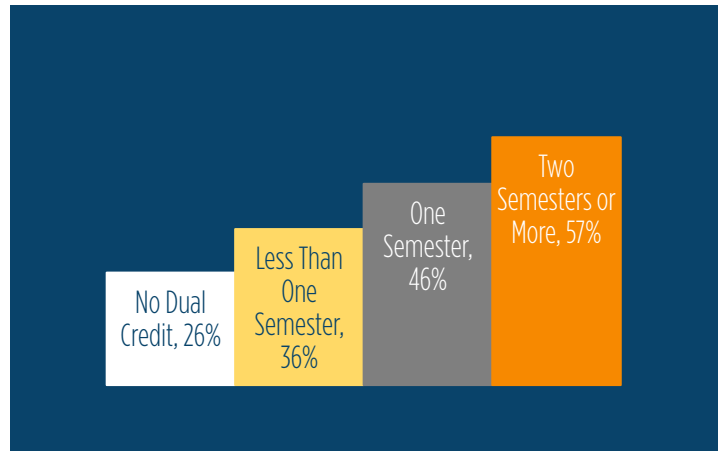


Figure 36: Certificate or Associate Seekers Completing On-Time, Same Campus and Degree Level, by High School Graduation Year and Amount of Dual Credit Earned

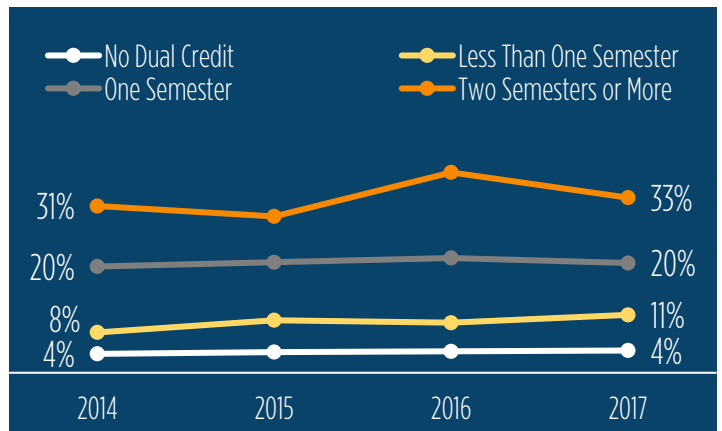
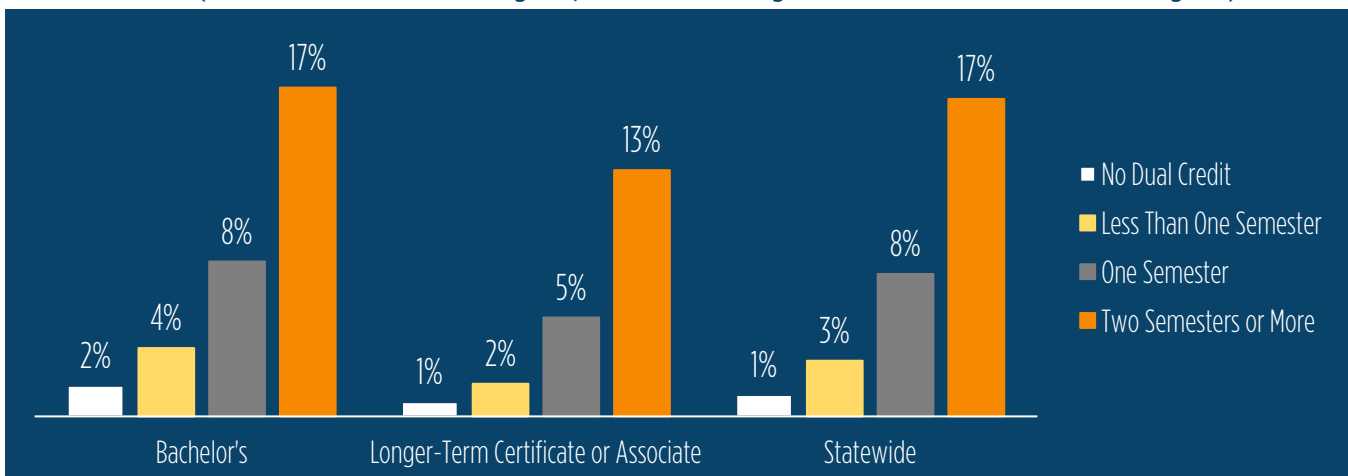


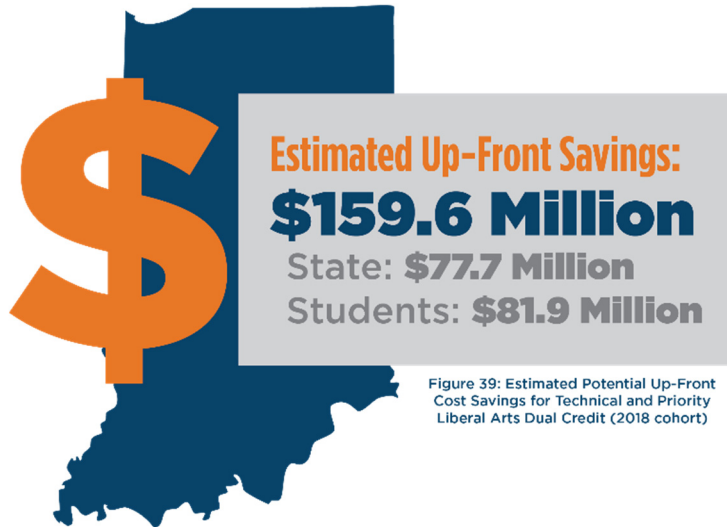
Figure 37: Percentage of Students Completing At Least One Semester Early, by Degree Pursued and Amount of Dual Credit Earned (bachelor's: 2014 and 2015 HS grads; associate and long-term certificates: 2016 and 2017 HS grads)



POTENTIAL COST SAVINGS OF DUAL CREDIT

Per state statute, Indiana’s public colleges can charge high school students no more than \$25 per credit hour for technical and priority liberal arts dual credit courses. Students who qualify for the federal free or reduced-price lunch program are not charged for courses by any Indiana public institution. For the rest of dual credit students, most public institutions do charge the \$25 per credit hour tuition rate for technical and priority liberal arts dual credit courses. Ivy Tech Community College waives the \$25 per credit hour tuition rate for all high school students regardless of whether they participate in the free or reduced-price lunch program.

The actual cost savings of dual credit depends on several factors: students’ college going decisions, academic choices, institutional policies toward credit acceptance and more. Even so, comparing the cost of dual credit versus the cost of undergraduate college shows current state and institutional finance policies for dual credit have the potential to save students and the state millions of dollars in up-front costs. See Figure 38.



As Figure 38 shows, when students earn the Indiana College Core, they are potentially saving thousands of dollars compared to what they would pay to earn those 30 credit hours at an undergraduate college.

High school graduates in 2018 earned over half a million credit hours (596,949) of dual credit at Indiana public colleges. When comparing students’ costs for these dual credit courses to the equivalent full tuition and fee costs for degree-seeking undergraduates, state and institutional dual credit policies have the potential to save students \$81.9 million dollars.

This includes an estimated potential savings of \$20 million to roughly 9,000 low-income students across the state who took college coursework while in high school at zero cost to their families.

Similarly, because Indiana funds dual credit at a significantly lower amount than it funds other college credit, dual credit has the potential to save the State of Indiana an estimated \$77.7 million dollars for 2018 high school graduates alone.

Figure 38: Approximate Costs to Students before Factoring in Financial Aid

	Technical and Priority Dual Credit	Two-Year Institutions	Four-Year Institutions
Cost for 1 Credit	\$0-\$25	\$142-\$191	\$240-\$351
Cost for 12 Credits	\$0-\$300	\$1,702-\$2,295	\$2,883-\$4,213
Cost for Indiana College Core	\$0-\$750	\$4,256-\$5,736	\$7,207-\$10,533

Indiana Institutions Invested Over \$9 Million in Dual Credit in 2018

The potential cost savings of technical and priority dual credit is influenced not only by the state's dual credit policy and appropriations, but also by commitments and additional investments by Indiana's public institutions.

Indiana's public institutions invested an estimated \$9.4 million for the 2018 cohort by absorbing \$3.4 million in costs for tuition waivers for students participating in the free or reduced-lunch program and an extra \$6 million in additional tuition waivers from Ivy Tech for its policy to cover student costs, regardless of a student's free or reduced-lunch participation status. See Figure 40.

The commitment to waiving costs for students comes at a time when the growth in dual credit production exceeded the assumed technical and priority liberal arts dual credit hours used for state appropriation levels.

In previous funding cycles, lawmakers funded dual credit at \$50 per technical and priority liberal arts credit. The number of dual credits were assumed to stay flat over the course of a biennium. For the 2019-21 biennium (not shown), lawmakers appropriated \$40.36 for each T+P dual credit awarded in the 2016-17 academic year. In fiscal years 2018 and 2019, technical and priority liberal arts dual credit production exceeded the assumed

amount for appropriation by over 100,000 credit hours. This funding shortfall, combined with tuition waivers and the \$25 tuition cap, means colleges may have few options when it comes to covering the cost of providing dual credit. See Figure 41.

Figure 40: Estimated Tuition Waiver Investment by Public Colleges for Technical and Priority Liberal Arts Dual Credit (2018 cohort)

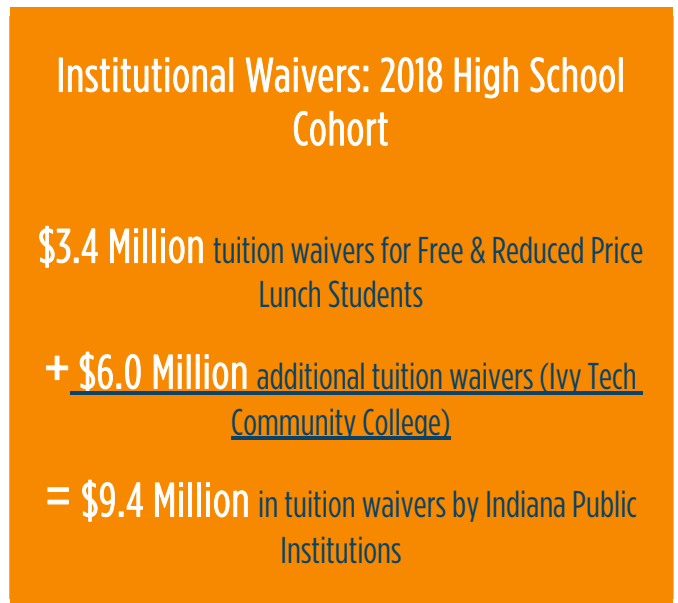
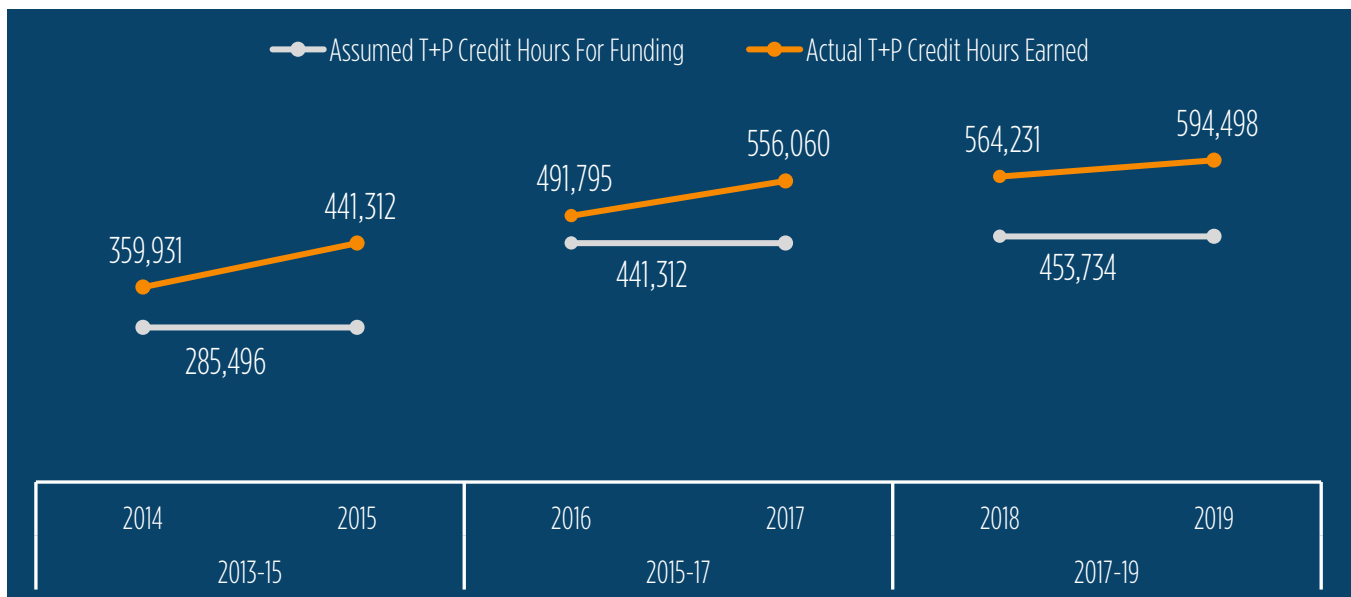


Figure 41: Actual Technical and Priority Liberal Arts Dual Credit Hours Earned Compared to Assumed Levels for State Budget Appropriations, by Biennium



MAXIMIZING THE TRANSFERABILITY OF DUAL CREDIT

The Indiana Commission for Higher Education, the Indiana Department of Education (IDOE) and the Office of CTE in the Governor’s Workforce Cabinet have developed crosswalks for technical and priority liberal arts dual credit to assist schools, parents and students with opportunities to earn dual credit and to maximize the transferability of dual credit courses between institutions.

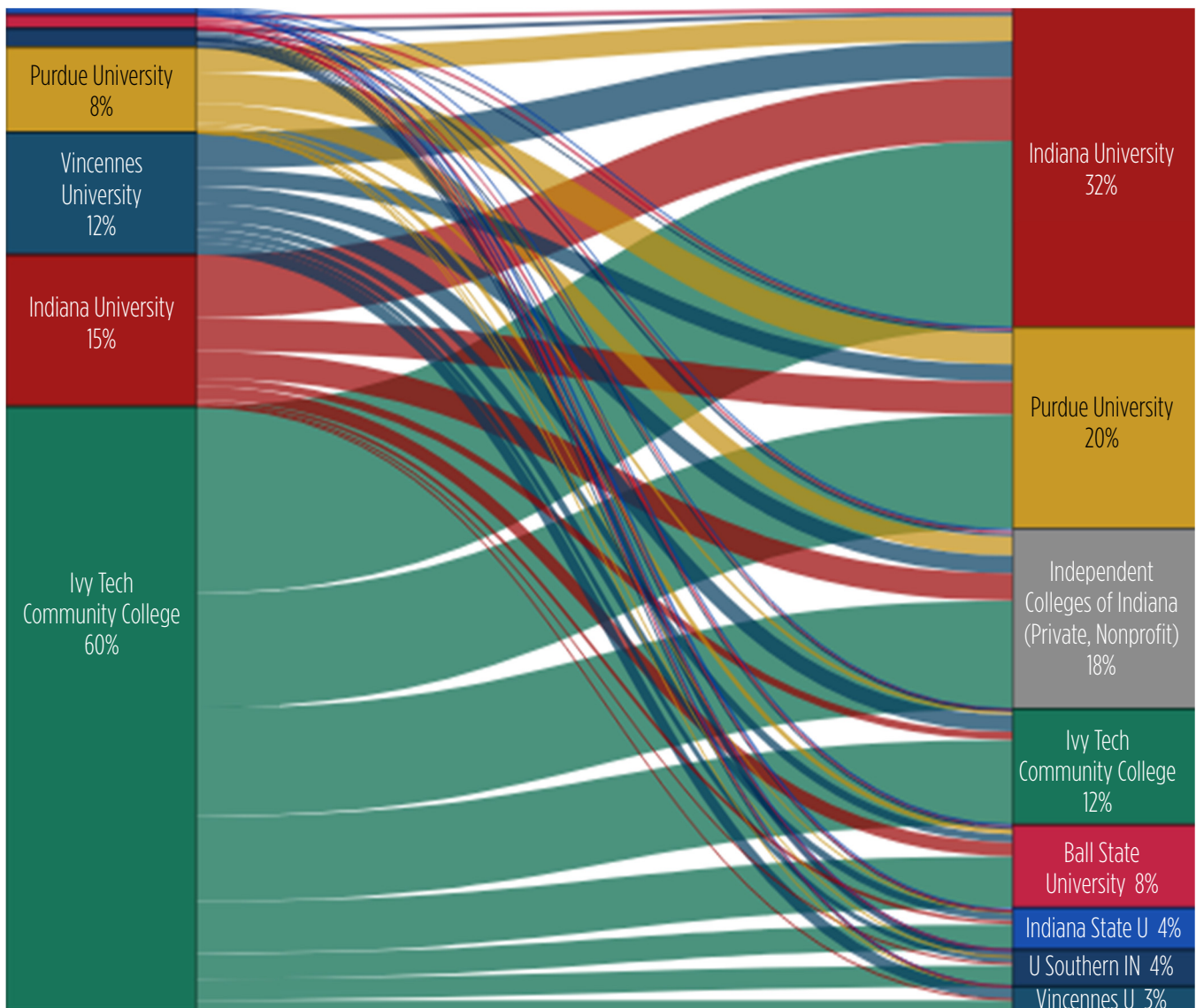
For technical and priority liberal arts dual credit, these crosswalks map course equivalencies between postsecondary institutions. In the case of technical dual credit, these crosswalks also map correlations between specific dual credit coursework and certain focused degree pathways.

Indiana’s public two-year institutions (Ivy Tech and Vincennes) conferred 72 percent of the technical and priority liberal arts dual credits that were earned by students who matriculated to Indiana colleges. However, the majority of Indiana’s technical and priority liberal arts dual credits transferred to the state’s four-year institutions (see Figure 42).

Since most students do not matriculate to the same institutions that awarded them dual credit, and because students can earn dual credit from multiple institutions, these crosswalks play a crucial role in cost savings.

Figure 42: Technical and Priority Liberal Arts Dual Credit Students:

Where They Earned Dual Credit... ..and Where They Matriculated



Since Indiana’s two-year institutions cover portions (if not all) of the cost of T+P dual credit regardless of the student’s free or reduced-price lunch participation status, opportunity for cost savings exists as students earn and transfer credit through such dual credit pathways.

Responsible dual credit-taking makes a difference

While one can examine dual credit pathways and initiatives from the lens of cost savings opportunity, this also emphasizes the responsibility of advisors, parents, and institutions to utilize and adhere to these initiatives when advising students and considering dual credit for successful transfer.

If students take dual credit courses that do not align with their plans after high school or receiving institutions do not accept dual credit courses for transfer as outlined in the dual credit crosswalks, these dual credit courses could rack up additional costs to the student and the state.

Students, parents and advisors should also consider whether students can commit to and complete college coursework while in high school. These courses and grades become part of a student’s academic record and can potentially impact students’ college GPAs and eligibility for financial aid.

GPAs may also factor into the transferability of dual credit courses. College advisors likely consider the GPA earned in dual credit courses when deciding whether those courses are accepted for credit. While data show students overall perform well in dual credit courses, the likelihood of success greatly depends upon the rigor of coursework the student has already been exposed to at the high school level (see Figures 43 and 44).

Figure 43: Cumulative College GPA of High School Students Taking College-Level Courses, by Amount of Dual Credit Earned (2018 cohort)

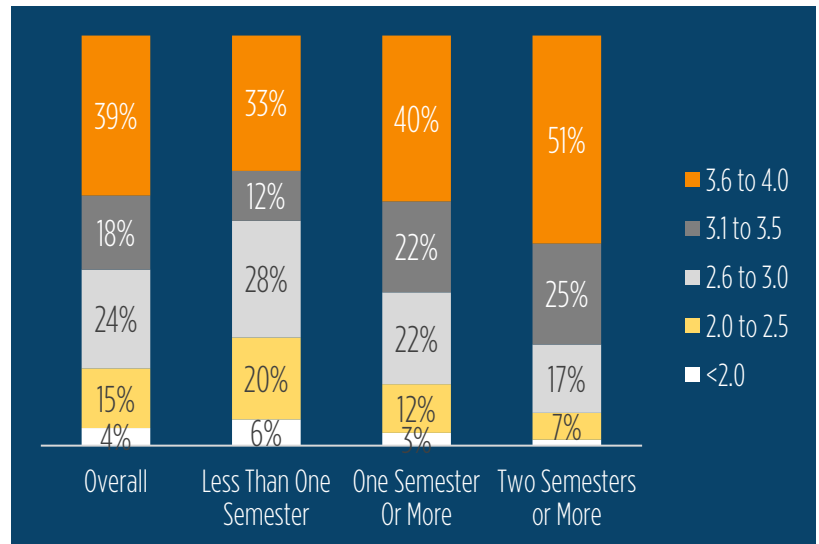
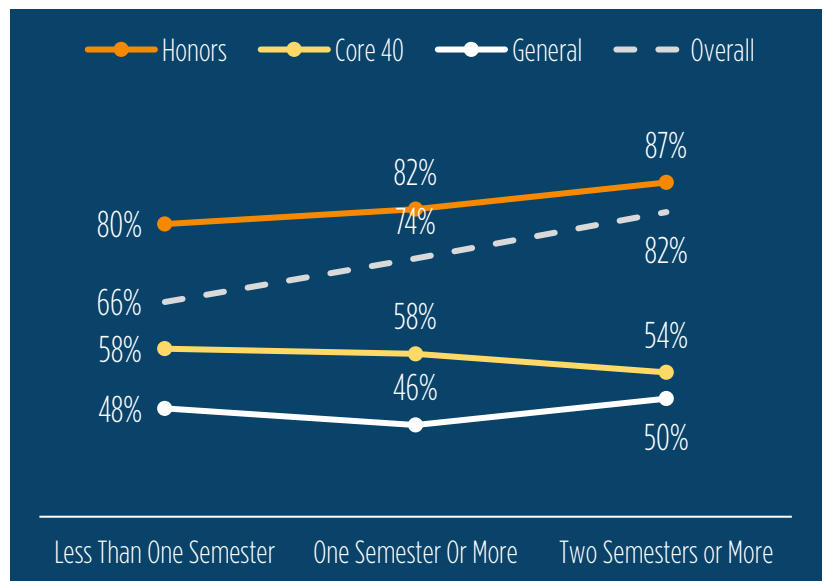


Figure 44: High School Students Earning at Least 3.0 Cumulative GPA in College-Level Courses by the Amount of Dual Credit Earned and High School Diploma Type (2018 cohort)



EARLY COLLEGE HIGH SCHOOLS

A Deeper Dive into a Special Type of High School

Endorsed Early College High Schools (ECHS) offer an intensive, accelerated learning model that uses dual credit to award both a high school diploma and enough dual credit to earn a college certificate or degree. While open to all students, the model specifically serves low-income youth, first-generation college students, English language learners and students of color, all of whom are statistically underrepresented in higher education.

The growth of ECHS increases opportunities for students to get a head-start on their postsecondary education. The ECHS model allows students to complete between one and two years of college credit, including the Indiana College Core, or an associate degree.

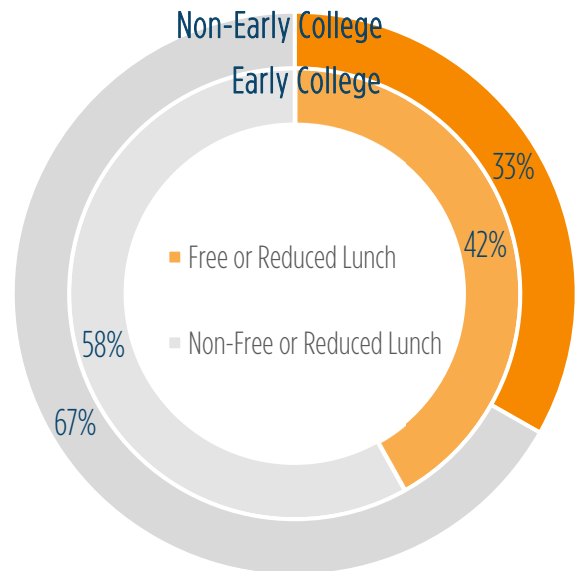
The Early College model is flexible based on the need of the host school or district. The ECHS model also works for small to large high schools and are located throughout Indiana in urban, suburban and rural districts.

Since 2009, the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis has supported schools interested in creating, developing and implementing an Early College program. In 2013, and again in 2019, Teresa Lubbers, Commissioner of the Indiana Commission on Higher Education, named CELL as the only organization in the state authorized to endorse Early College High Schools. The endorsement process involves assessing the level of fidelity to the eight core principles of a highly-functional early college. These core principles include:

- Coordinated plan of study
- Targeted student population
- Developing a postsecondary-going college culture
- Rigorous instruction
- Student supports
- Partnerships/collaborations
- Leadership and staffing
- Data collection and analysis

Currently, 38 schools in Indiana have been endorsed by CELL. Thirty-three are academic high schools, and five are career centers.

Figure 45: Demographic Profile of High School Graduates (2013-2016 cohorts)



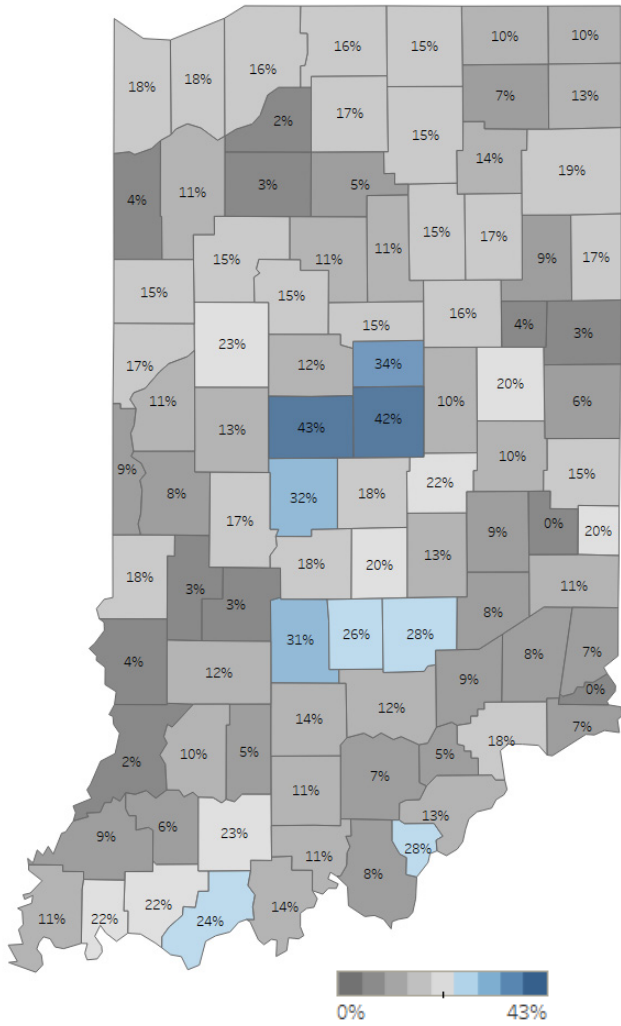
This [link](#) shows a map of all endorsed Early Colleges in the state. At least 10 more schools will go through the endorsement process in 2021.

In the fall of 2019, CELL was awarded a federal Education Innovation and Research (EIR) grant to create the Rural Early College Network (REC�). Over the five years of the project, a total of 20 rural high schools will participate in the project to enhance and grow Early College programs, achieve Early College endorsement, and improve the outcomes for their graduates.

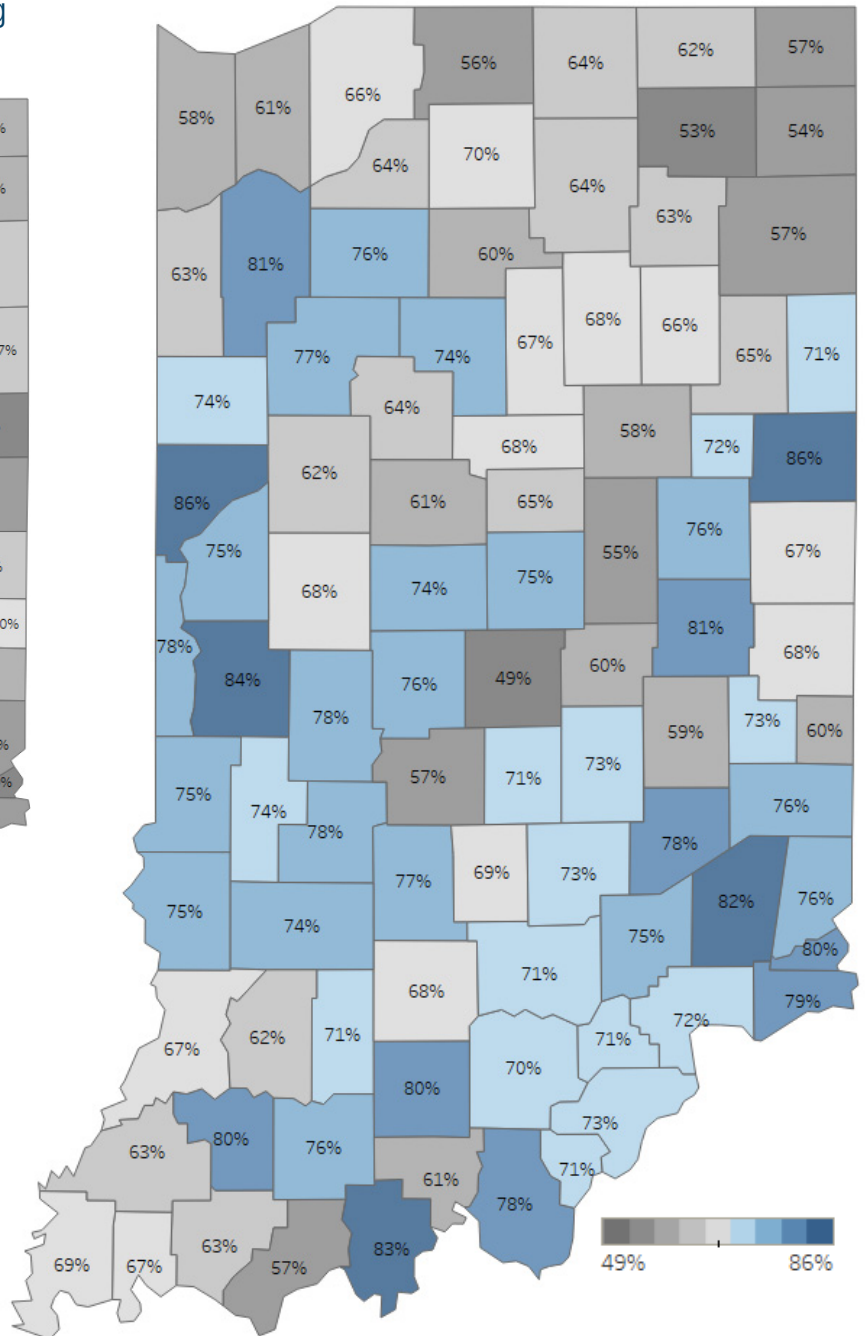
ECHS remove the academic, financial and psychological barriers that prevent too many students from advancing to and succeeding in postsecondary education. Students receive enhanced supports to help them excel academically and personally. The Early College model focus on underserved students also helps provide more equitable opportunities to students who often do not traditionally pursue a postsecondary education. Early College High Schools turn obstacles into opportunities for student success.

APPENDIX

Percentage of 2018 High School Graduates Earning AP Credit



Percentage of 2018 High School Graduates Earning AP and/or Dual Credit



Core Transfer Library

The Core Transfer Library (CTL) consists of 88 courses in six categories (see text box) that transfer among all 16 public institutions and six participating independent institutions. The CTL consists of commonly taken and transferred courses, almost all of which meet general education requirements, including the Indiana College Core. Most CTL courses count as one-to-one equivalents to similar courses at the 22 colleges and universities.

If a course is not equivalent, the CTL course will meet elective requirements of undergraduate degree programs. Utilizing the CTL database on TransferIN.net, students can identify the courses and corresponding institution where they would like to transfer their credits. In accordance with institutional policies, AP credit may be equivalent to approximately 20 CTL courses.

To assist schools, parents and students with dual credit opportunities in the liberal arts, the Indiana Commission for Higher Education created a Priority Dual Credit Liberal Arts Course List, consisting of a subset of 34 CTL courses (see below).

The Indiana College Core

The Indiana College Core consists of 30 credit hours of general education coursework, which is based on competencies in six areas (see text box). The competencies identify the skills and knowledge associated with foundational coursework that introduces students to a range of skills and disciplines.

Almost all courses in the Core Transfer Library (CTL) satisfy general education requirements, including the Indiana College Core. In accordance with institutional policies, AP and dual credit may count toward the fulfillment of the Indiana College Core at public institutions. Upon satisfactory completion of the Indiana College Core, students can transfer all their coursework as a block equivalent to the Indiana College Core at any of Indiana's public colleges or universities.

Priority Liberal Arts Course List for Dual Credit

The Priority Dual Credit courses for Liberal Arts are a subset of courses found in the [Core Transfer Library \(CTL\)](#) that have been approved by the Indiana Commission for Higher Education (ICHE) to encourage students to earn dual credit in courses that are commonly taken and transferred between all of Indiana's public institutions and some independent private institutions.

Core Transfer Library

- Business (8)
- Communication/English /Literature (27)
- Humanities/Fine Arts (10)
- Life and Physical/Natural Sciences (20)
- Math (10)
- Social and Behavioral Sciences (13)

Total: 88

Foundational Intellectual Skills

Written Communication
Speaking and Listening
Quantitative Reasoning

Ways of Knowing

Scientific Ways of Knowing
Humanistic and Artistic Ways of Knowing
Social and Behavioral Ways of Knowing

Business

- Introduction to Economics
- Macroeconomics
- Microeconomics

Math

- College Algebra
- Calculus 1
- Calculus 2
- Brief Calculus 1
- Finite Math
- Quantitative Reasoning
- Trigonometric Functions

Life and Physical/Natural Sciences

- Human Biology
- Introduction to Biology
- Elementary General Chemistry w/Lab
- Survey of Physical Science

Social and Behavioral Sciences

- American Government
- American History 1
- American History 2
- Introduction to Psychology

Communication/English/Literature

- English Composition 1
- English Composition 2
- Appreciation of Literature
- Fundamentals of Public Speaking
- French Levels 1-4
- German Levels 1-4
- Spanish Levels 1-4
- Chinese Levels 1-4*
- Japanese Levels 1-4*

* Not currently in the Core Transfer Library (CTL)

If the high school has a formal agreement (MOU) with a college to award dual credit for these courses, students may earn both high school credits and transcribed college credits as specified in the dual credit agreement. Per Indiana legislation, the college can charge high school students no more than \$25 per college credit for priority liberal arts dual credit courses taught by a high school instructor and the college receives funding as part of ICHE's dual credit biennium budget recommendation.

To assist schools, parents and students with opportunities to earn dual credit in liberal arts, IDOE and ICHE have created a priority liberal arts dual credit crosswalk to be used as an advising tool. The crosswalk is intended to assist school personnel as they provide guidance to students regarding coursework, graduation and postsecondary planning.

The crosswalk provides schools with the designated IDOE courses that directly correlate to the postsecondary institution, courses and the maximum number of postsecondary credits that can be earned for each course through the formal dual credit agreement.

The courses on the priority liberal arts list provide the opportunity for students to earn the Indiana College Core. By fulfilling at least three credit hours in each of the competency areas of the [Indiana College Core](#), as well as an additional 12 "elective" credit hours from the same competencies, students will complete 30 hours of general education credits that are guaranteed to transfer to public colleges and universities in Indiana.

Advanced Placement (AP)

Although not dual credit, Advanced Placement (AP) allows students to earn college credit by scoring sufficiently high on a College Board examination. Students who earn a score of 3 or higher on the AP Exam receive college credit toward their degree upon matriculation at all Indiana two- and four-year public postsecondary institutions. Indiana public institutions may require a score higher than 3 to award credit for a course that is part of a student's major, but the student must still receive credit that counts toward their overall degree requirements. In accordance with institutional policies, Advanced Placement (AP) and dual credit may count toward fulfillment of [Indiana College Core](#) requirements at public institutions.

Career and Technical Education Courses for Dual Credit

The priority dual credit Career and Technical Education (CTE) Courses are secondary courses that are approved by the Office of CTE in the Governor's Workforce Cabinet (GWC). These courses provide dual credit opportunities in areas that are part of state approved college and career pathways. Additionally, these courses are aligned with postsecondary courses required for and apply toward certificates and degree programs approved by the Indiana Commission for Higher Education (ICHE).

If the high school has a formal agreement (MOU) with a college to award dual credit for these courses, students may earn both high school credits and transcribed college credits as specified in the dual credit agreement. Per Indiana legislation, the college can charge high school students no more than \$25 per college credit for CTE Dual Credit courses taught by a high school instructor and the college receives funding as part of ICHE's Dual Credit biennium budget recommendation.

To assist schools, parents and students with opportunities to earn dual credit CTE courses, GWC and ICHE have created the CTE Dual Credit Crosswalk to be used as an advising tool. The crosswalk is intended to assist school personnel as they provide guidance to students regarding coursework, graduation and postsecondary planning.

The CTE dual credit crosswalk provides schools the designated IDOE courses that directly correlate to the postsecondary institution, courses and the maximum number of postsecondary credits that can be earned for each course through the formal dual credit agreement. The CTE Crosswalk also shows how the postsecondary credit applies to undergraduate degree programs or certificates. Learn more at www.doe.in.gov.

ABOUT THE DATA

Dual credit calculations presented in the Commission’s College Readiness Reports and this supplemental study only include credit hours awarded by Indiana public colleges. “Earned” status does not necessarily reflect receipt of a grade of “C” or better, the typical minimum required for college transfer and/or graduation.

In this report, “Early College Credit” refers to Advanced Placement (AP) exam credit and/or dual credit awarded by Indiana public colleges. Other types of credit, such as non-public dual credit, ACE, CLEP, and DSST test credits, are not included. Data presented for this report are for students graduating from Indiana high schools unless otherwise noted.

College performance and time to degree measures are limited to students who enrolled in Indiana publics the year following high school graduation.

Sources: Indiana Commission for Higher Education (CHE); Independent Colleges of Indiana (ICI); Indiana Department of Education (IDOE); National Student Clearinghouse (NSC); Center for Excellence in Leadership of Learning (CELL)

Key Definitions

Early College Credit: Refers to students earning AP exam credit and/or dual credit according to definitions above. SOURCE: CHE, IDOE

High School Graduates: Count of Indiana high school graduates based on the IDOE-GR reports. This is a count of total graduates, no matter how long it took to graduate, and is not the same as a cohort graduate count, which focuses on the number of students who graduated within four years. Therefore, it may not match cohort graduate counts reported in other places. SOURCE: IDOE

Advanced Placement (AP) Exam Credit: Refers to students who sat for and/or passed (received a score of 3 or higher) at least one AP exam. SOURCE: IDOE

Dual Credit: Refers to students who earned credit hours from Indiana public colleges that were recognized by both the high school and the postsecondary institution. Dual credit hours awarded in terms that students were reported as high school students within the four calendar years up to and including the student’s high school graduation year were considered in the analysis. SOURCE: CHE

Priority Liberal Arts Dual Credit: Refers to credit hours earned from Indiana public colleges that are recognized by both the high school and postsecondary institution, taken at the high school, a learning center or other high school location, such as a career center, and that meet the definition of priority liberal arts (priority), as defined by the Indiana Commission for Higher Education. Examples of priority dual credit include advanced English, math, science, history, and world languages. SOURCE: CHE

Career and Technical (CTE) Dual Credit: Refers to credit hours earned from Indiana public colleges that are recognized by both the high school and postsecondary institution, taken at the high school, a learning center or other high school location, such as a career center, and that meet the definition of CTE (technical), as defined by the Indiana Commission for Higher Education. Examples include construction trades, health sciences, information technology and manufacturing. SOURCE: CHE

Technical and Priority Liberal Arts Dual Credit (T+P): Refers to either of the two types of dual credit hours that are funded by the state (CTE or Priority Liberal Arts, see above for definitions). SOURCE: CHE

Non-T+P Dual Credit: Refers to credit hours earned from Indiana public colleges that are recognized by both the high school and postsecondary institution, taken on the college campus or taken off campus, but fall outside of

the definition of T+P dual credit. Non-T+P dual credit hours were estimated by subtracting the total T+P dual credit hours earned from the total dual credit hours earned. SOURCE: CHE

Early College Credit-Taking Patterns

Class Year of Dual Credit Earned: Refers to earning dual credit in the postsecondary academic year associated with students' expected freshman, sophomore, junior, or senior year in high school. For the 2018 cohort, students' expected freshman, sophomore, junior, and senior years refer to the academic years of 2014-15, 2015-16, 2016-17, and 2017-18 respectively. As students can earn dual credit in multiple years, these categories are NOT mutually exclusive. SOURCE: CHE

Public Institution Awarding Dual Credit: Refers to the public postsecondary institution where students earned dual credit. Dual credit hours awarded in terms that students were reported as high school students within the four calendar years up to and including the student's high school graduation year were considered in the analysis. As students can earn dual credit from multiple institutions, students are counted multiple times in total student counts. SOURCE: CHE

Earning College Degrees and Certificates in High School

Credential Earning of High School Students: Represents students reported as earning a credential at an Indiana public college before high school graduation. Before high school graduation is defined as the student either 1) having a degree or certificate recorded in degree submissions through September of their high school graduation year or 2) having an STGEC/Indiana College Core completion recorded in enrollment submissions in at least one term as a high school student for postsecondary academic years prior to and including their high school graduation year.

College Going and Performance

College Going: Represents students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2018 high school graduates, postsecondary enrollment is counted for the 2018-2019 school year). A student is considered enrolled if: a) he or she was enrolled as a degree- or certificate-seeking undergraduate student and b) he or she was enrolled for the equivalent of at least one semester during the school year. SOURCES: CHE, ICI, NSC

Early Success in College: Represents students enrolling in an Indiana public institution within the year following high school graduation who meet all three indicators of 1) no remedial coursework, 2) persistence to second year, and 3) completing all credits attempted. SOURCE: CHE

Freshman GPA: Represents students enrolling in an Indiana public institution within the year following high school graduation who earn at least a 3.0 cumulative grade point average distribution for the latest term of enrollment at an Indiana public college in the year following high school graduation. Students with an unknown GPA are excluded from calculations. SOURCE: CHE

Persistence: Represents students enrolling in an Indiana public institution within the year following high school graduation and who continued enrollment into the fall semester of the second year at any Indiana public college. SOURCE: CHE

Time to Degree

Gateway Course Enrollment: Represents degree- or longer-term-certificate-seeking students at public institutions who enroll in gateway courses (math or English) in their first year. Gateway courses are typically

entry college-level, non-remedial math or English courses that are required for the completion of the major/degree. Often, gateway courses are the first courses that are required toward the major/degree. SOURCE: CHE

Stopping Out Without Earning A Credential: Represents degree- or longer-term-certificate-seeking students at public institutions who are not enrolled in any Indiana public college and have not received a credential from their Indiana public college system of initial enrollment. Enrollment in any Indiana public college is examined uniquely to the student's second, third, and fourth year (not cumulative). Completion of a credential from the student's initial system of enrollment is examined cumulatively; in other words, if a student earned a credential at the Indiana public college system of initial enrollment in their third year, the student is also considered as having earned a credential in their fourth year. SOURCE: CHE

Semester Credits Attempted or Completed: Represents the percentage of degree- or longer-term-certificate-seeking students at public institutions who attempt or complete certain numbers of credits in fall and spring terms. End of term credits attempted were examined for the analysis. Credit taking behavior in fall/spring terms at Indiana public colleges were examined within the first two academic years of initial enrollment for initial associate or longer-term certificate seekers and within the first four academic years for initial bachelor's degree seekers. Summer terms were excluded from the analysis as students are less likely to attempt a full-time course load during summer terms. SOURCE: CHE

Completing On-Time, Same Campus and Degree Level: Represents degree- or longer-term-certificate-seeking students at public institutions who complete, within 100% time (4 years for a bachelor's, 2 years for a longer-term certificate or associate) a degree at the same level initially sought at the same college/university system at which they initially enrolled. SOURCE: CHE

Completing At Least One Semester Early: Represents degree- or longer-term-certificate-seeking students at public institutions who graduate at least one semester early at the same degree level initially sought and at the same college/university system at which they initially enrolled. SOURCE: CHE

Potential Cost Savings of Dual Credit

Approximate Costs and Potential Up-Front Cost Savings of T+P Dual Credit to Students: Approximate costs show a range of possible costs depending on how much a student pays for dual credit and the tuition and fee rates at different postsecondary institutions. Potential cost savings represent the estimated total cost that 2018 high school graduates paid for their T+P dual credits (typically, \$0 or \$25 per credit), subtracted from the estimated total tuition and fee costs those students might have paid if they had earned those same credits while enrolled in an Indiana public postsecondary institution. SOURCE: IDOE, CHE

Potential Up-Front Cost Savings of T+P Dual Credit to the State: Potential cost savings to the State of Indiana for 2018 high school graduates represents the number of T+P dual credit hours earned multiplied by the difference between operating appropriation per undergraduate credit hour and the T+P dual credit appropriation level. SOURCE: CHE

Institutional Waivers for T+P Dual Credit: Potential institutional investment for T+P for 2018 high school graduates represent the number of T+P dual credit hours earned that are subject to the Free and Reduced Price Lunch waiver, plus T+P dual credit earned at Ivy Tech Community College or for non-free/reduced lunch students multiplied by \$25. SOURCE: CHE

Maximizing the Transferability of Dual Credit

Dual Credit Crosswalk: Represents each institution's or system's volume share for T+P dual credit awarded to 2018 high school graduates (left) and each institution's or system's volume share of enrollments for those T+P dual credit earners who enrolled within one year of high school graduation (right). SOURCE: CHE

College GPA Distribution of High School Students: Represents the college cumulative GPA reported in the last term for students reported as high school students within the four calendar years up to and including the student's high school graduation year. If a student earned dual credit from multiple institutions, multiple GPA records are recorded for the student in the calculations. SOURCE: CHE

Other Data Notes (Disaggregation Categories)

Early College High Schools: Outcomes of endorsed early college graduates represent outcomes for a subset of Early College graduates who could be matched to ICHE's data submission system. SOURCE: CELL, CHE

County: Represents the county location of the student's high school of graduation. SOURCE: IDOE

Diploma Status: Represents high school diploma type received upon high school graduation. Honors represents students who received an Academic Honors Diploma, an Academic and Technical Honors Diploma, or an International Baccalaureate Diploma. Core 40 represents students who received a Core 40 Diploma or a Technical Honors Diploma. SOURCE: IDOE

Race/Ethnicity: Represents race/ethnicity as reported by IDOE. Groups include five mutually exclusive race/ethnicity categories: Asian, Black, Hispanic/Latino, Small Populations, and White. The "Small Populations" race/ethnicity category includes undeclared, Native/American/Alaskan Native, Two or More Races, and Native Hawaiian groups. SOURCE: IDOE

Free/Reduced Lunch Status: Represents enrollment status in the Federal Free and Reduced Price School Meals program during a student's senior year in high school. SOURCE: IDOE

ABOUT THIS REPORT

The Indiana Commission for Higher Education builds a policy agenda on a commitment to using compelling data to increase transparency, inform practice and drive change for the benefit of all Hoosiers. By publishing a series of [consumer-friendly reports](#), the Commission spotlights progress at each stage of the postsecondary pipeline.

The [Early College Credit Report](#) offers an in-depth analysis of dual credit, Advanced Placement and the broader landscape of earning college credits in high school, showing more Hoosier students than ever are earning college credit while in high school.



ADDITIONAL RESOURCES

[Reaching Higher in a State of Change](#) is the Commission's fourth strategic plan. It is the guiding document for Indiana to reach the goal of at least 60 percent of Hoosiers with education and training beyond high school by 2025. With the priorities of completion, equity and talent, its "Blueprint for Change" outlines action steps to achieve Indiana's attainment goal.

The [College Readiness Reports](#) help schools and communities understand how students are performing in college, while informing state and local policies that increase college readiness, access and success.

The [College Completion Reports](#) provide a clearer and more comprehensive picture of college completion to advance Indiana's collective efforts to boost educational attainment.

The [College Equity Report](#) disaggregates demographic data from the Commission's College Readiness and Completion reports to highlight outcomes in Indiana for race and ethnicity, gender, geography and socioeconomic status. The report also tracks the state's progress in closing the educational achievement gaps in Indiana.

The [College Value Report](#) provides a clearer picture of the returns a college degree yields after graduation and beyond, both to the individual and the state. These benefits include greater earnings, job security, enhanced social mobility, increased civic engagement, improved health and wellness, a higher quality of life and more.

The [Certificates Report](#) dives deep into certificate completions and includes analysis of student demographics, certificate types and terminology. Special focus is given to the Workforce Ready Grant program results.



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MISSION

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, administer state financial aid, and ensure that Indiana's higher education system is aligned to meet the needs of students and the state.



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