

## COMMISSION FOR HIGHER EDUCATION

Friday, June 10, 2011

### DISCUSSION ITEM A: Evolution of *TransferIN* Website: Implementation of HEA 1135-2010

#### Staff Recommendation

For discussion only.

#### Background

The Advanced Placement (AP) program is administered by The College Board, a national not-for-profit educational organization best known for its collegiate entrance exam - the SAT. Their mission is to “connect students with college success and opportunity,” and the AP subject exams are conducive to that end.

Secondary students take an AP exam typically after finishing a course of study over a particular subject, e.g., Calculus. The exams are graded by the College Board and scores of one (1) through five (5) are awarded for each exam with scores of three (3) and higher considered to be passing. High school students may earn college credit or advanced placement based on these scores and the institution they choose to attend for postsecondary studies.

AP courses and exams are a dual credit opportunity for Hoosier students in that they may receive both high school and college academic credit for a particular course. Over the past two years Indiana has led the nation in the increase of the number of AP exams taken by students, and was second in the nation in 2010 for the increase in the percentage of graduating seniors passing at least one AP exam.

In 2010, the Indiana General Assembly passed H.E.A. 1135, better known as the new AP law. The statute requires that Indiana public institutions award college credit that counts toward meeting the student’s degree requirements when a student earns a passing score on an AP exam. A passing score is defined in code as a three (3) or higher. The statute affects all exams taken in the spring of 2011 and thereafter.

H.E.A. 1135 required the Indiana Commission for Higher Education (CHE) to work with each state educational institution to implement and communicate the new policy. Staff worked over the past year with each state institution to execute the mandate.

The articulation of course credit granted by every Indiana public institution (by campus) for all thirty-four (34) AP subjects is published on CHE’s *TransferIN* website. This provides a single access point for all educational stakeholders to understand the

tangible value of AP scores in terms of college credits earned toward a degree that is consistent with an expectation in CHE's *Policy on Dual Credit Opportunities in Indiana (2010)* for "greater statewide consistency and transparency of the corresponding exam scores students must demonstrate in order to earn college credit for Advanced Placement..."

**Supporting Documents**

(1) *"Indiana Earns an A on AP Exams"*

(2) *HEA 1135-2010*

(3) *Sample – Ball State University AP Publication*

(4) *Policy on Dual Credit Opportunities in Indiana – 2010*

**Presentation**

*Navigating TransferIN*

# Indiana earns an A on AP exams

## Growth in students who passed is 2nd-highest

Indy Star, Dan McFeely, 12:48 AM, Feb. 10, 2011

Jakob Beirat has taken nine college-level AP classes over the past three years at Herron High School - and he passed all but one of them.

"Chemistry . . . a lot of math, and that's just not my thing," the senior art student said.

But Beirat's success in Advanced Placement history, English, government and art has helped **Indiana score the nation's second-best growth rate of students with passing grades on the hard-nosed AP exams.**

A report issued Wednesday by the College Board, the New York-based college preparation group, shows **Indiana's percentage of high school graduates passing an AP exam grew from 10.4 percent in 2009 to 12.4 percent in 2010 -- a 2 percent increase that was second only to Vermont's 2.5 percent jump.**

It was Indiana's single biggest increase in the seven-year history of the annual report, topping the 0.9 percent jump reported from 2004 to 2005.

The results not only indicate students performing better in the academically challenging courses, they also show schools are working harder to encourage more students to take the classes as a way to prepare for college. State Superintendent of Public Instruction Tony Bennett said he was proud that students were "challenging themselves" with the rigorous courses.

"College preparation is one of the most important functions of our high schools," Bennett said in a prepared statement. "By providing challenging academic opportunities, we prepare our students to reach their goals."

**Indiana also had the nation's highest increase in AP course participation, jumping from 20.7 percent in 2009 to 29.3 percent in 2010. And the percentage of the state's low-income graduates passing an AP exam increased by 27 percent.**

Beirat, an 18-year-old who attends the Herron charter school in Indianapolis, is trying to get accepted to one of the New York City art schools, which is his motivation for taking so many AP classes.

"Well, I was motivated to go to a good college, and I knew this would look good on my transcripts," he said. **"But I also had friends who took these classes and said their freshman year in college was comparable to what we do here. And I want to be overprepared when I get to college."**

Herron received special recognition by Bennett for having the highest individual growth rate among high schools in Indiana -- 38.8 percent of graduates passed at least one AP exam, compared to 5 percent in 2009, according to the report.

Faculty members at the 453-student school, which opened in 2006, begin encouraging AP classes in students' freshman year.

"We do not limit students taking these courses," said Janet McNeal, head of school at Herron. "We think exposing college rigor to our students is the best way to have them succeed."

**Over time, studies indicate, students who pass AP exams have a 25 percent to 35 percent better chance of completing their college studies within five years, according to the College Board.** The numbers vary based on factors such as race and income.

AP exams typically consist of dozens of multiple-choice questions along with a variety of free-response questions such as essays, translations, problems and oral responses. AP courses have been around since 1955 and are developed with the help of college faculty to mirror the kinds of things students will learn on campus.

The AP program offers more than 30 courses across multiple subject areas. Exams are administered each May.

**In Indiana, most high schools participate in AP programs, but many also channel students into similar programs such as the International Baccalaureate and dual-credit classes.**

**Bennett has set a goal of raising the state's passing rate on AP exams to 25 percent. On Wednesday, he said 21 schools met that 25 percent mark in 2010, an increase from 12 in 2009.**

Leading the pack in Indiana was the Signature School in Evansville, which had an 88.1 percent passing rate.

In Central Indiana, Zionsville High School was tops with a 50.7 percent passing rate.

**For more information on Advanced Placement in Indiana, visit [www.doe.in.gov/ap](http://www.doe.in.gov/ap).**

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2009 Regular and Special Sessions of the General Assembly.

## HOUSE ENROLLED ACT No. 1135

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AN ACT to amend the Indiana Code concerning education.

*Be it enacted by the General Assembly of the State of Indiana:*

SECTION 1. IC 20-32-2-2.5 IS ADDED TO THE INDIANA CODE AS A **NEW SECTION** TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2010]: **Sec. 2.5. "Satisfactory score" means a score of 3, 4, or 5 on an advanced placement examination sponsored by the College Board's Advanced Placement Program.**

SECTION 2. IC 20-32-3-10, AS ADDED BY P.L.1-2005, SECTION 16, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2010]: **Sec. 10. A student who undergoes an advanced placement examination under IC 20-36-3 and receives a satisfactory score on the advanced placement examination is entitled to receive:**

- (1) a certificate of achievement; and**
- (2) postsecondary level academic credit at a state educational institution for the particular subject area in which the student was tested; that counts toward meeting the student's degree requirements, if elective credit is part of the student's degree requirement. The state educational institution may require a score higher than 3 on an advanced placement test if the credit is to be used for meeting a course requirement for a particular major at the state educational institution.**

SECTION 3. IC 20-36-1-4 IS ADDED TO THE INDIANA CODE AS A **NEW SECTION** TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2010]: **Sec. 4. "Satisfactory score" means a score of 3, 4, or 5 on**



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**an advanced placement exam sponsored by the College Board's Advanced Placement Program.**

SECTION 4. IC 20-36-3-6, AS ADDED BY P.L.1-2005, SECTION 20, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2010]: Sec. 6. (a) Each student who enrolls in an advanced course may take the advanced placement examination to receive high school credit for the advanced course.

(b) Any rule adopted by the department concerning an academic honors diploma must provide that a successfully completed mathematics or science advanced course is credited toward fulfilling the requirements of an academic honors diploma.

(c) If a student who takes an advanced placement examination receives a satisfactory score on the examination, the student is entitled to receive:

- (1) a certificate of achievement; and
- (2) **postsecondary level academic credit at a state educational institution that counts toward meeting the student's degree requirements, if elective credit is part of the student's degree requirement. The state educational institution may require a score higher than 3 on an advanced placement test if the credit is to be used for meeting a course requirement for a particular major at the state educational institution.**

for the subject area included in the advanced placement examination:

SECTION 5. IC 20-36-3-11, AS AMENDED BY P.L.2-2007, SECTION 235, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2010]: Sec. 11. Each state educational institution shall work with the department in the development of a policy of granting academic credit and advanced placement to students who:

- (1) attend the state educational institution; and
- (2) receive a satisfactory score as determined by the state educational institution on the advanced placement examination:

**The department and the commission for higher education shall work with each state educational institution on implementing and communicating the state educational institution's policy for awarding advanced placement credits under IC 20-32-3-10 and section 6 of this chapter. The plan to implement each policy must be developed by March 1, 2011.**

SECTION 6. [EFFECTIVE JULY 1, 2010] (a) **Not later than July 1, 2011, the department of education, in cooperation with other appropriate associations, shall develop a uniform job description for school counselors. The job description must allow school**

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**corporations flexibility in assigning duties to school counselors based on local needs.**

**(b) This SECTION expires December 31, 2011.**

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Speaker of the House of Representatives

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President of the Senate

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President Pro Tempore

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Governor of the State of Indiana

Date: \_\_\_\_\_ Time: \_\_\_\_\_

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**BALL STATE UNIVERSITY - ADVANCED PLACEMENT CREDIT POLICY**

March, 2011

<b>AP Exam Title</b>	<b>AP Score</b>	<b>BSU Equivalency</b>	<b>BSU Credit Hours</b>	<b>Comments</b>
Art History	3	AHS 100	3	
	4	AHS 101	3	
	5	AHS 101, 102	6	
Biology	3	BIO 100	3	
	4	BIO 111	4	
	5	BIO 111,112	8	
Calculus AB	3	MATHS 161	3	
	4,5	MATHS 165	4	
Calculus BC	3	MATHS 161,162	6	
	4,5	MATHS 165,166	8	
Calculus BC - AB subscore	3	MATHS 161	3	
	4,5	MATHS 165	4	
Chemistry	3	CHEM 100	3	
	4	CHEM 108,111	7	
	5	CHEM 111,112	8	
Chinese Language and Culture	3	CH 201	4	
	4	CH 201, 202	8	
	5	CH 201, 202, 301	12	
Comparative Government and Politics	3,4,5	POLS 280	3	
Computer Science A	3,4,5	CS 120	4	
English Language and Composition	3,4	ENG 103	3	
	5	ENG 104	3	
English Literature and Composition	3,4,5	ENG 206	3	
Environmental Science	3,4,5	NREM 101	3	
European History	3,4,5	HIST 999	3	Undistributed/General Elective credit toward graduation
French Language	3	FR 201,202	6	
	4,5	FR 201,202,301,302	12	
German Language	3	GER 201,202	6	
	4	GER 201,202,301	9	
	5	GER 201,202,301,302	12	
Human Geography	3,4,5	GEOG 121	3	
Italian Language and Culture	3,4,5	ITAL 101, 102	8	
Japanese Language and Culture	3	JAPAN 201	4	
	4	JAPAN 201, 202	8	
	5	JAPAN 201, 202, 301	12	
Latin Vergil	3,4,5	LAT 302	3	
Macroeconomics	3	ECON 116	3	
	4,5	ECON 202 or ECON 116	3	
Microeconomics	3	ECON 116	3	
	4,5	ECON 201 or ECON 116	3	
Music Theory	3,4,5	MUSED 265	3	
Physics B	3	PHYSC 110	4	
	4,5	PHYSC 110,112	8	
Physics C: Electricity and Magnetism	3	PHYSC 112	4	
	4,5	PHYCS 122	5	

**BALL STATE UNIVERSITY - ADVANCED PLACEMENT CREDIT POLICY**

March, 2011

Physics C: Mechanics	3	PHYS 110	4	
	4,5	PHYS 120	5	
Psychology	3,4,5	PSYC 100	3	
Spanish Language	3	SP 201,202	6	
	4	SP 201,202,303	9	
	5	SP 201,202,301,303	12	
Spanish Literature	3	SP 201,202	6	
	4,5	SP 201,202,360	9	
Statistics	3	MATHS 181	3	
	4,5	MATHS 181 or PSYC 241 or MATHS 221 or ECON 221	3	
Studio Art Drawing	3	AFA 990	3	Undistributed/General Elective credit toward graduation
	4,5	AFA 101	3	
Studio Art: 2-D	3	ADS 990	3	Undistributed/General Elective credit toward graduation
	4,5	ADS 101	3	
Studio Art: 3-D	3	ADS 990	3	Undistributed/General Elective credit toward graduation
	4,5	ADS 102	3	
U.S. Government and Politics	3,4,5	POLS 130	3	
U.S. History	3	HIST 202	3	
	4,5	HIST 201,202	6	
World History	3	HIST 152	3	
	4,5	HIST 151,152	6	



## Policy on Dual Credit Opportunities in Indiana

Adopted February 12, 2010

### *Preamble*

*The State of Indiana regards the offering of rigorous dual credit courses as means for expanding access to postsecondary opportunities, encouraging students to pursue higher education, and increasing college completion rates.*

*For the purposes of this policy, dual credit courses are defined as courses taken by high school students that satisfy requirements for earning credits toward both a high school diploma and a college degree. Dual credit courses are taught by regular high school faculty or by regular or adjunct college faculty.*

*The principles outlined on the pages that follow are designed to promote greater clarity, quality, consistency, transparency and transferability of dual credit opportunities for the benefit of Hoosier students.*

### *Basic Conditions*

*All dual credit courses shall meet the following conditions:*

- 1) Postsecondary campuses shall take appropriate steps to ensure that dual credit courses are of identical quality and rigor to qualify for college credit; in this regard, postsecondary dual credit programs shall embody the following characteristics:
  - a) All secondary students taking dual credit courses shall meet the same academic prerequisites for taking those courses as apply to students taking the same courses on the postsecondary campus; beyond that, the secondary school and the postsecondary campus may jointly establish additional criteria for determining how students are selected into dual credit courses;
  - b) Course syllabi used for dual credit courses in liberal arts<sup>1</sup>, professional, and career/ technical disciplines shall be identical to course syllabi used in the same courses taught on the postsecondary campus, including class assignments, laboratory experiments, examinations; and textbooks shall be comparable;
  - c) Student learning outcomes expected for dual credit courses in liberal arts, professional, and career/technical disciplines shall be the same as student learning outcomes expected for the same courses taught on the postsecondary campus;

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<sup>1</sup> The term "liberal arts" includes English language and literature, foreign languages, history, the life sciences, mathematics, philosophy and religion, the physical sciences (such as chemistry, physics, and geology), psychology, the social sciences (such as economics, political science, and sociology), and the visual and performing arts.

- d) An academic unit on the postsecondary campus shall be responsible for monitoring, throughout the school year, the delivery and quality of dual credit instruction; such monitoring shall include visits to the secondary class;
  - e) The secondary school and academic unit on the postsecondary campus shall work together to identify instructors of dual credit courses based on criteria established by the postsecondary institution. The postsecondary campus shall approve the individuals who will teach the dual credit courses in the secondary school, but the school corporation shall be responsible for hiring and compensating this personnel;
  - f) Approved instructors of dual credit courses shall have credentials consistent with the credentials required for on-campus faculty or a development plan approved by the postsecondary institution to satisfy this requirement;
  - g) The academic unit on the postsecondary campus shall be responsible for ensuring that professional development opportunities are available and communicated to secondary faculty, who are teaching dual credit courses;
  - h) The postsecondary campus shall establish a mechanism for evaluating and documenting, on a regular basis, the performance of students, who complete dual credit courses; and
- 2) Postsecondary institutions shall generate transcripts for all students who enroll in dual credit courses.
- 3) All postsecondary institutions and campuses offering dual credit courses in liberal arts, professional, or career-technical disciplines shall:
- a) Maintain compliance with the Commission for Higher Education's (CHE) dual credit policy;
  - b) Demonstrate adherence to the standards advocated by the National Alliance of Concurrent Enrollment Partnerships to the satisfaction of CHE;
  - c) Demonstrate ongoing adherence to this policy and NACEP standards by submitting to CHE the results from regular self-audits;
  - d) Be subject to state reviews conducted on a periodic (and as-needed) basis by a standing subcommittee of CHE's Statewide Transfer and Articulation Committee (STAC).
- 4) Since a dual credit course in a liberal arts, professional, or career/technical discipline is deemed to be academically equivalent to the same course taught on-campus by the institution offering the course (see #1 above), the dual credit course shall, consistent with the transfer policies developed by CHE's Statewide Transfer and Articulation Committee (STAC):
- a) Apply toward meeting the degree requirements of the institution offering the course, in the same way as the on-campus course; and
  - b) Transfer to the other public postsecondary institutions in the state, in the same way as the on-campus course.
- 5) Wherever possible, the course syllabi for dual credit courses in the liberal arts shall also prepare students for successfully passing Advanced Placement (AP) examinations in the same academic area.

- 6) The Commission for Higher Education, Department of Education and the postsecondary institutions, shall ensure greater statewide consistency and transparency of the corresponding exam scores students must demonstrate in order to earn college credit for Advanced Placement and International Baccalaureate coursework.
  
- 7) The Commission for Higher Education, in partnership with the Department of Education, postsecondary institutions and local school corporations, shall prioritize state funding, expand accessibility, and build instructional capacity for student dual credit, Advanced Placement and International Baccalaureate opportunities in the following 10 core subject areas: American Government, American History, Biology, Calculus, Chemistry, Economics, English Composition, Physics, Psychology and World Languages.