

Advanced Placement, International Baccalaureate and Dual Enrollment Programs

Higher Ed Perspectives

Research consistently shows that AP students are better prepared for college than students who don't take AP. They're more likely to enroll and stay in college, do well in their classes, and graduate in four years.

– **CollegeBoard**
(national non-profit organization created to expand access to higher education)

63 percent of colleges say completing dual enrollment courses improves the likelihood of being accepted to college.

– **The American Association of Collegiate Registrars and Admissions Officers (AACRAO)**

Success in an IB program correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Program on the transcript.

– **Marilyn McGrath**
Assistant Dean of Admissions
Harvard University

Over the past 10 years, an increasing number of students entering Georgia Tech have taken pre-college courses. From 2010-2018, the number of students with pre-college credits increased by 30% (Figure 1). Students take advanced placement (AP), dual enrollment (DE), and/or International Baccalaureate (IB) classes for many reasons. While some students take AP to prepare for the more rigorous demands of college, others take advantage of the academic and financial benefits of earning college credits while in high school to save both time and money.

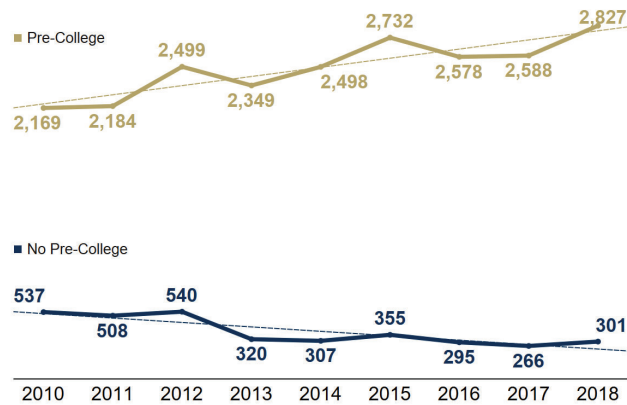


Figure 1. Enrollment Trends by Pre-College Status

Advanced Placement (AP) courses, taught by a certified high school teacher, reflect the workload and atmosphere of a real college class. AP credit translates to college credit based on the AP score received. Dual enrollment (DE) courses are offered by a postsecondary institution and taken by students still enrolled in high school. Students receive credit for dual enrollment courses upon successful completion of the course. International Baccalaureate (IB) classes are college-level courses taught at a high school. They are similar to AP courses but are unique in that they are internationally recognized.

AP is the most popular pre-college program with growth from 70% of entering freshmen in the 2010 cohort to 80% of entering freshmen in the 2018 cohort. Another area of growth from 2010 to 2018 is the percentage of entering freshman students taking a combination of AP and DE (10% in 2010 to approximately 22% in 2018).

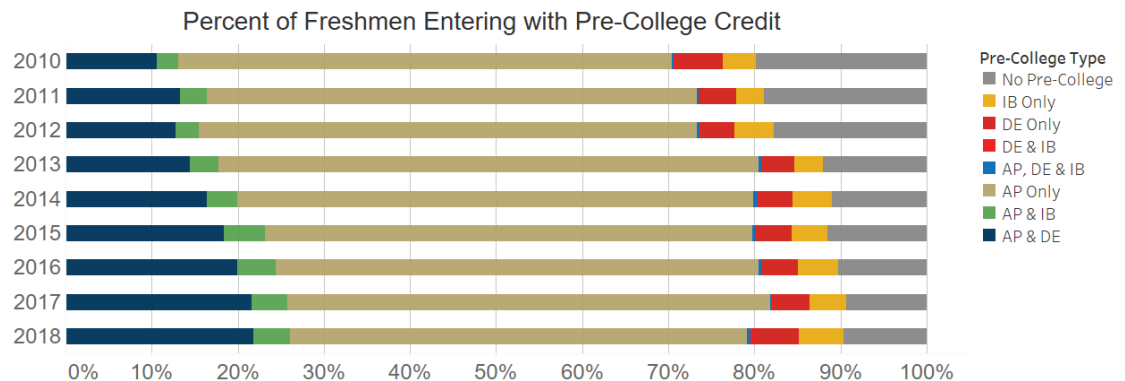


Figure 2. Percentage of Freshmen Entering with Pre-College Credit

Overall, most students taking pre-college courses have higher high school grade point averages and SAT scores than students who did not take pre-college credits. This may be due to a self-selection bias in which students who take advantage of pre-college courses are better prepared academically than those who do not.

Table 1. Average High School GPA by Pre-College Status

Cohort Year	Average H.S. GPA without Pre-College Credits	Average H.S. GPA with Pre-College Credits
2010	3.75	3.89
2011	3.76	3.92
2012	3.79	3.92
2013	3.77	3.98
2014	3.7	3.98
2015	3.78	4.01
2016	3.74	4.06
2017	3.73	4.09
2018	3.79	4.10

Table 2. Average SAT Verbal Score by Pre-College Status

Cohort Year	Average SAT Verbal without Pre-College Credits	Average SAT Verbal with Pre-College Credits
2010	578	643
2011	586	647
2012	603	646
2013	605	658
2014	612	670
2015	617	673
2016	607	677
2017	633	699
2018	639	707

Table 3. Average SAT Math Score by Pre-College Status

Cohort Year	Average SAT Math without Pre-College Credits	Average SAT Math with Pre-College Credits
2010	640	691
2011	650	696
2012	676	702
2013	676	709
2014	662	712
2015	666	715
2016	652	715
2017	665	725
2018	680	745

From 2015 to 2018, the top courses for receiving pre-college credit have consistently been in math, English and history. For physics courses, most notably PHYS 2211 and 2212, the number of students enrolled decreased from 2015 to 2018 while other courses experienced increases in enrollment.

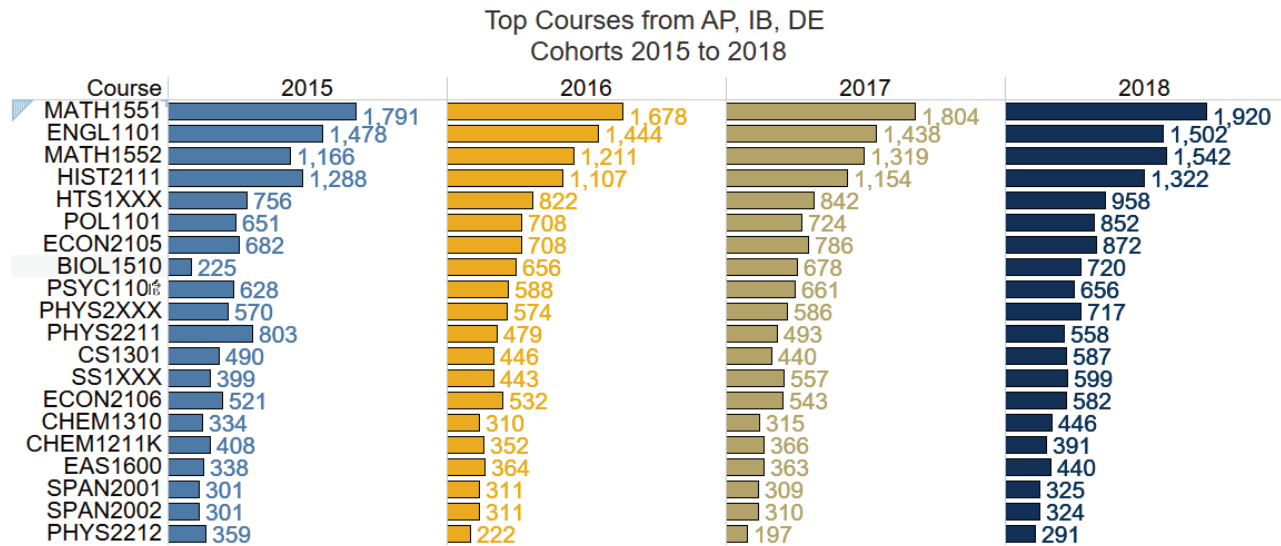


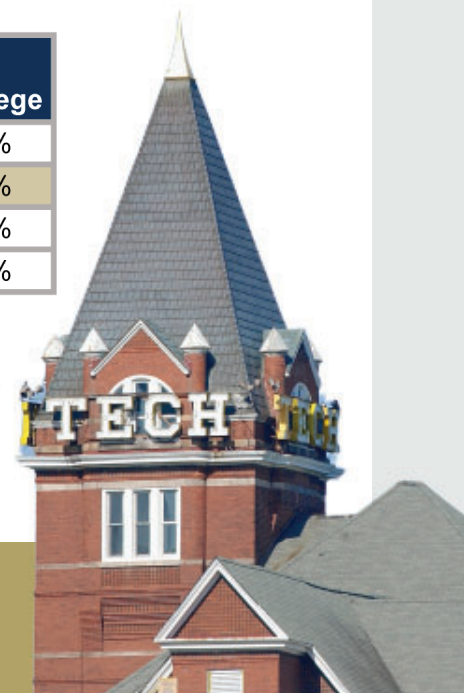
Figure 3. Top Courses from AP, IB, DE for Cohorts 2015 to 2018

The six-year graduation rates were higher for students who took pre-college programs compared to those who had no pre-college. Students with multiple pre-college credits had a higher overall graduation rate than students who did not have pre-college credits. Students with credits earned only from dual enrollment

Table 4. Six-Year Graduation Rates by Pre-College Program

Cohort Year	AP Only	IB Only	DE Only	Multiple Pre-College	No Pre-College
2010	88.40%	80.70%	84.80%	91.40%	76.90%
2011	87.20%	77.10%	84.60%	89.30%	74.40%
2012	89.20%	87.70%	86.70%	89.60%	78.00%
2013	90.70%	87.60%	86.10%	93.20%	81.60%

had lower six-year graduation rates than those with AP-only credits for the 2010 through 2013 cohorts. Overall, it appears earning pre-college credits contributed to improving student outcomes.



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