



INDIANA COMMISSION *for*
HIGHER EDUCATION

College Readiness Report Supplement:
Dual Credit Taking and College
Performance Trends

April 2017

What is Dual Credit?

Dual credit courses offer high school students the opportunity to earn both high school and college credits in the same course. Indiana law requires each Indiana high school to offer a minimum of two dual credit courses (as well as two Advanced Placement (AP) courses) to expand opportunities for students to gain college-level experience while still in high school. Dual credit courses typically are taught at the high school by high school personnel, although dual credit courses also are delivered on some college campuses. Additionally, some specialized Early College High Schools use dual credit courses to enable students to earn postsecondary credentials along with their high school diplomas.

Dual credit is offered by both public and independent (private, regionally accredited) colleges and universities. For Indiana public colleges, the state subsidizes certain types of dual credit identified as priority liberal arts (“priority”) or career and technical (“technical”). Most priority and some technical dual credit courses are included in the state’s Core Transfer Library.

Examples of dual credit courses include:

- Priority: Advanced English, Math, Science, History, and World Languages
- Technical: Computer Science, Business, Manufacturing, and Education

Priority and technical dual credit courses meet the general education or free elective requirements of undergraduate degree programs across the state and are offered at no cost to qualified lower-income students. The state also subsidizes the cost of AP exams in math, science, and English for all 11th and 12th graders, with additional AP subject exams available to qualified lower-income students at no cost.

Student eligibility to enroll in a dual credit course is determined by any minimum preparation and/or other entry requirements established by the awarding college. High schools or colleges also may limit the number of credits a student can earn. Additionally, under Indiana law, a student must achieve at least the equivalent of a 2.0 on a 4.0 grading scale (a letter grade of “C” or better) to enroll in subsequent related dual credit coursework in the same subject area.

For more information, see www.doe.in.gov/ccr/dual-credit

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.

“Pre-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. Disaggregations by dual credit type are available for 2015 high school graduates who earned dual credit in FY 2015 or FY 2016 only.

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

Sources: Indiana Commission for Higher Education; Indiana Department of Education; National Student Clearinghouse. For more information, see <http://www.in.gov/che/files/2015%20CHE%20College%20Readiness%20Data%20Notes.pdf>

DUAL CREDIT BY THE NUMBERS

Credit Taking

- **55%** of 2015 high school graduates earned dual credit, up from 39% in 2012
- **60%** of 2015 high school graduates earned dual credit and/or AP exam credit
 - **42%** earned only dual credit
 - **13%** earned both AP and dual credit
 - **5%** earned only AP credit
- **56%** of dual credit students earned “priority” liberal arts credit
 - **49%** earned career and “technical” dual credit
 - **6%** earned both priority and technical dual credit
- Almost **40%** of dual credit students earned at least one semester of credit
 - **10%** earned the equivalent of two semesters or more

College Going and Performance

- About **70%** of dual credit-only students went directly to college,
 - Compared to about **50%** of students with no AP or dual credit
- About **40%** of dual credit-only students earned a freshman GPA of 3.0 or higher
 - Compared to about **30%** of students with no AP or dual credit
- About **80%** of dual credit-only students persisted to sophomore year
 - Compared to about **60%** of students with no AP or dual credit
- **93%** of students earning both AP and dual credit enrolled and persisted in college, the highest of all comparison groups

Completion and Time-To-Degree

- Almost **45%** of bachelor’s seekers with dual credit graduated on time (vs. **32%** of peers) and were about **2x** as likely to graduate at least one semester early
- About **10%** of associate or longer-term certificate seekers with dual credit graduated on time (vs. **4%** of peers) and were about **6x** as likely to graduate at least one semester early

Priority vs. Technical Credit

- Priority-only students were over **4x** as likely to pass an AP test and about **3x** as likely to earn an Honors diploma
- About **90%** of students who earned only priority dual credit went directly to college
 - Compared to **55%** of students with only technical dual credit
- About **45%** of technical-only dual credit students pursued an associate or certificate
 - Compared to **12%** of priority-only dual credit students
- About **5%** of students who earned only priority dual credit needed remediation
 - Compared to **20%** of students with only technical dual credit

KEY TAKEAWAYS

- **Dual Credit Continues to Grow.** Dual credit continues to expand postsecondary opportunities across the state, with its growth significantly outpacing credit earned from Advanced Placement (AP) exams. Over half (39,702 of 72,187, or 55%) of 2015 high school graduates earned dual credit, while about 20% (12,994 of 72,187) passed an AP exam. A greater share of dual credit students earned “priority” liberal arts credit compared to career and “technical” credit (56% vs. 49%), and about two-thirds of the total number of technical or priority dual credits awarded falls under the priority category.
- **Dual Credit Appears to Serve More as a First-year Boost than Cushion.** Many dual credit students enter college with a significant amount of pre-college credit under their belts, with over 40% having earned the equivalent of at least one semester of credit and 10% having earned at least two semesters of credit. These students tend to take and earn more credits during their first year of college and are less likely to enroll in gateway courses (initial courses required for the completion of a major or degree). Such trends suggest dual credit helps many students transition sooner to advanced coursework, serving more as an early college ‘boost’ toward graduation than a ‘cushion’ encouraging students to take fewer courses while maintaining minimum full-time status.
- **Dual Credit Linked to Degree Completion.** Available data also show that dual credit students have higher on-time completion rates than their peers and that they are significantly more likely to graduate at least one semester early. Among bachelor’s seekers, almost 45% of dual credit holders graduated within four years compared to about 32% of non-dual credit students, and were about twice as likely to graduate at least one semester early. Similarly, associate seekers who earned dual credit were about three times as likely as non-dual credit students to graduate on-time and six times as likely to graduate early.
- **Student Outcomes Vary Based on Type of Pre-College Credit Earned.** Dual credit students who also passed an AP exam maintain the highest levels of postsecondary achievement, while dual credit-only earners continue to outperform students without any kind of pre-college credit in terms of college going, readiness, and performance rates. Among dual credit earners, priority-only students outperform technical-only students.
- **Students Differ by Type of Dual Credit.** Similar numbers of students earn priority or technical credit, but each type of credit tends to serve different types of students and to facilitate different college-going pathways. Compared to students with priority dual credit, for example, students who earn only technical dual credit are significantly more likely to pursue sub-baccalaureate credentials and trades-related programs, and their demographics, levels of academic achievement, and postsecondary outcomes tend to mirror those of other students at two-year institutions.

INTRODUCTION

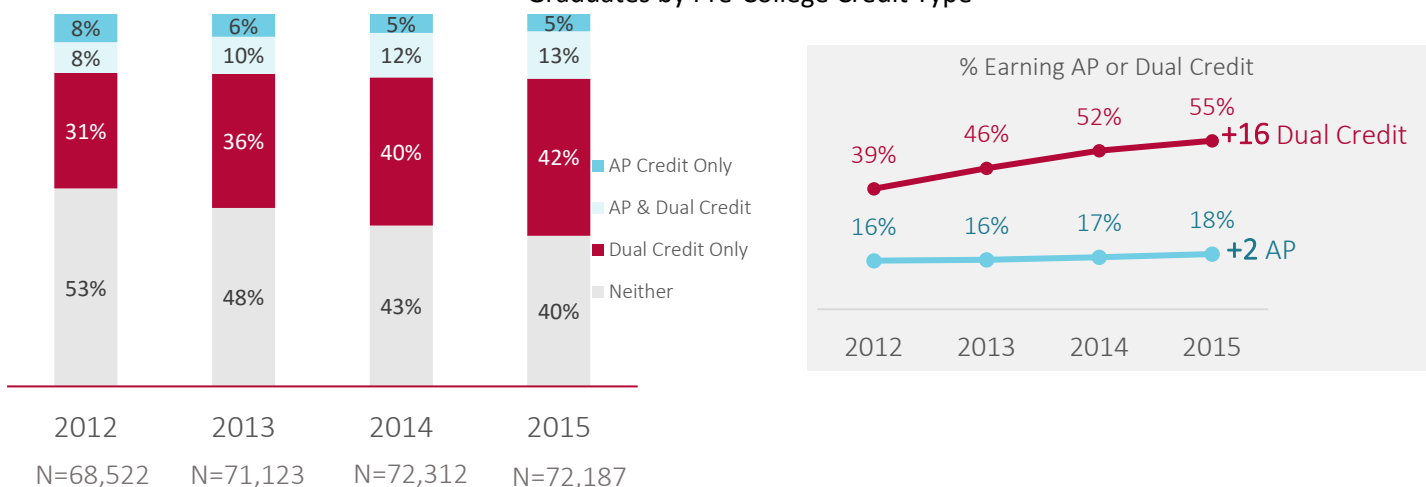
The Commission's May 2016 dual credit study¹ confirmed that more students than ever before are earning college-level credit while still in high school, with dual credit in particular expanding opportunities for a wider range of high school students. Using the latest data, this year's study seeks to shed light on pressing questions about the link between dual credit and college degree completion and takes a closer look at the characteristics and performance of 2015 high school graduates by the type of dual credit awarded. New questions addressed include:

- What patterns are apparent in dual credit taking?
- How do dual credit-only students compare to other students in terms of time-to-degree and overall completion?
- How do the characteristics of technical and priority dual credit holders differ, and what is the relationship between dual credit type and college performance?

Dual Credit Growth Continues to Outpace AP Across the State

The number of Hoosiers earning pre-college credit continues to increase. **Statewide, nearly two-thirds (60%) of 2015 high school graduates earned Advanced Placement (AP) exam credit and/or dual credit awarded by an Indiana public college,** representing an increase of three percentage points from the previous year and a 13 percentage point increase over 2012 graduates. And, while Indiana has seen recent gains in the total number of high school students taking and passing an AP exam,² **dual credit continues to account for most pre-college credit completion for high school graduates, growing at a faster pace than AP (see Figure 1).**

Figure 1: Percentage of High School Graduates by Pre-College Credit Type



¹http://www.in.gov/che/files/College_Readiness_Report_Supplement_A_Closer_Look_at_Dual_Credit_Students.pdf

² <http://www.doe.in.gov/news/more-indiana-students-better-prepared-college-state-once-again-increases-number-ap-exams>

High pre-college credit participation rates also continue to be widespread across Indiana counties, with at least half of 2015 high school graduates in 86 of 92 counties earning AP or dual credit. Dual credit was particularly popular in the southeastern counties of Jennings, Bartholomew, Decatur, and Ripley, which saw participation rates of about 80% to 90% (see Figure 2).

- Top dual credit counties tend to have a small share of students earning only AP exam credit compared to other counties across the state; strong ties among area high schools with local postsecondary campuses likely contribute to a heightened dual credit focus.

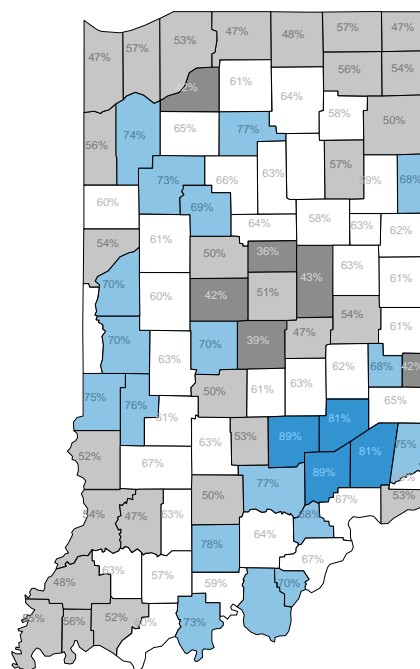


Figure 2: Percentage of 2015 High School Graduates Earning Dual Credit by County

DUAL CREDIT TAKING PATTERNS

Earning a Semester or More of Credit Not Uncommon

On average, dual credit students earn about 9 to 12 credit hours prior to graduation. About 40% of dual credit students who graduated high school in 2015 earned the equivalent of at least one semester of credit (12 to 23 credits), while about 10% earned two semesters or more of credit (more than 23 credits). See Figure 3.

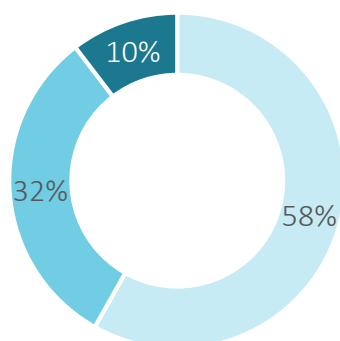


Figure 3: Share of Dual Credit Earners by Number of Dual Credits Earned (2015 cohort)

- Less Than One Semester (1 to 11 credits)
- More than One, Less Than Two Semesters (12 to 23 credits)
- Two Semesters or More (>23 credits)

The data suggest that a majority of dual credit students take and earn dual credit during their junior and/or senior years of high school. About half of dual credit students who graduated from high school in 2015 only took and earned dual credit courses during a single year of high school (see Figures 4 and 5).

Figure 4: Percentage of Dual Credit Students by Class Year in Which Credit Was Earned (2015 cohort)

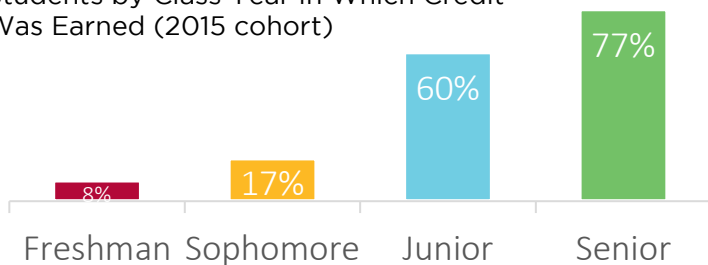
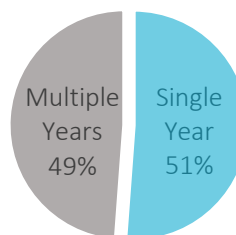


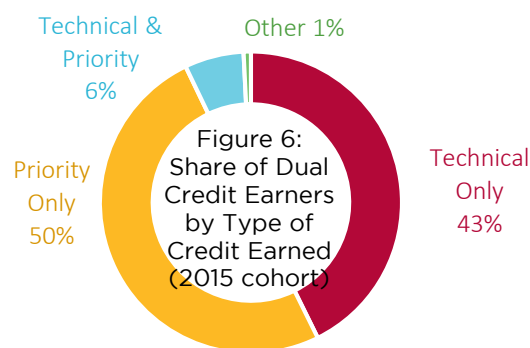
Figure 5: Share of Dual Credit Students Earning All Dual Credit During a Single Year (2015 cohort)



Priority Dual Credit More Popular Among Students

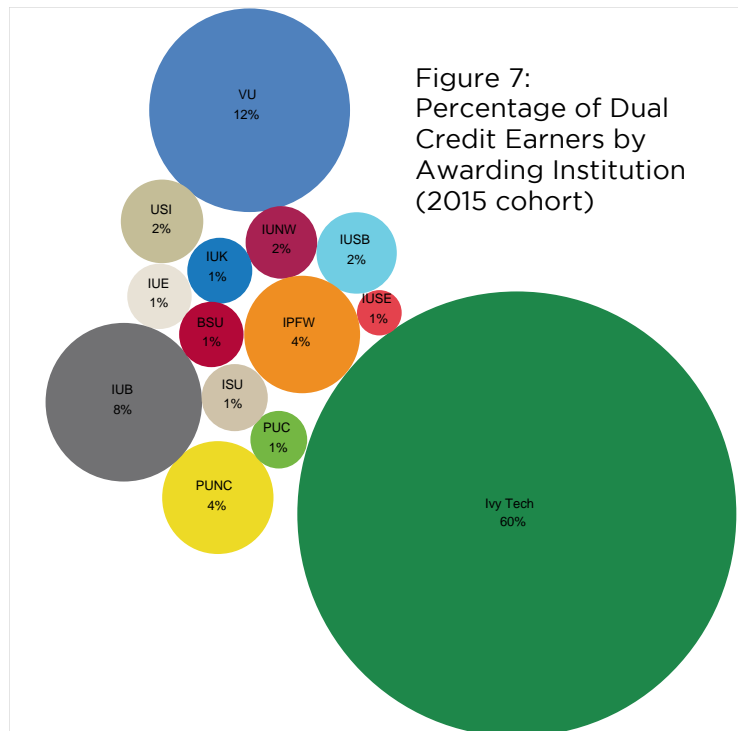
Half of 2015 high school graduates with dual credit earned “priority” liberal arts dual credit only, with an additional six percent earning both priority and career and “technical” dual credit (see Figure 6)

- Furthermore, most dual credit awarded for this cohort was in the priority category, with nearly double the number of credits compared to the technical category.



Ivy Tech and Vincennes University are the largest providers of dual credit statewide, with Ivy Tech having awarded credit to nearly two-thirds of all dual credit earners graduating high school in 2015 (see Figure 7). The two-year institutions award more technical than priority dual credit (60% vs. 40%), while dual credit awarded by four-year institutions such as Indiana University Bloomington falls almost exclusively under the category of priority liberal arts.

- The data suggest that students who earn dual credit from four-year institutions do so with higher levels of affiliation with the awarding college, as students who earn dual credit from four-year institutions are up to three times as likely as those earning credit from two-year institutions to matriculate as freshmen at the same institution awarding the dual credit (see Appendix A).
- Notably, few technical dual credit courses are included in the state’s Core Transfer Library, potentially limiting the range of institutions where such credit would be accepted.



COLLEGE GOING AND PERFORMANCE

As highlighted in the 2016 report, dual credit students overall demonstrate positive college outcomes. Indeed, numerous studies nationwide indicate that participation in dual credit programs is positively associated with higher rates of college enrollment, credit accumulation, and degree attainment.³ Moreover, the Commission's data show that, despite performance and outcome differences by type of credit earned, dual credit students in general continue to outperform their non-pre-college credit peers, often by significant margins.

Dual Credit Students Outperform Peers without Pre-College Credit

Dual Credit earners continue to outperform students with no pre-college credit (AP or 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 of the comparison groups.

- About three-quarters (71%) of dual credit-only earners enrolled in college, compared to about half (47%) of students with no AP exam or dual credit. In contrast, AP students' college going rates exceed those of dual credit students by at least 15 percentage points (see Figure 8).
- Only about 10% of dual credit-only students enrolling in Indiana publics require remediation, compared to about a fourth (26%) of students with no pre-college credit, and only about 4% of AP only students. Notably, remediation rates at two-year public institutions—where the vast majority of remedial coursework is provided—are considerably higher than the public average, regardless of pre-college credit type (see Figure 9).

Figure 8: **COLLEGE GOING:** Percentage of High School Graduates Enrolling in College (2015 cohort)

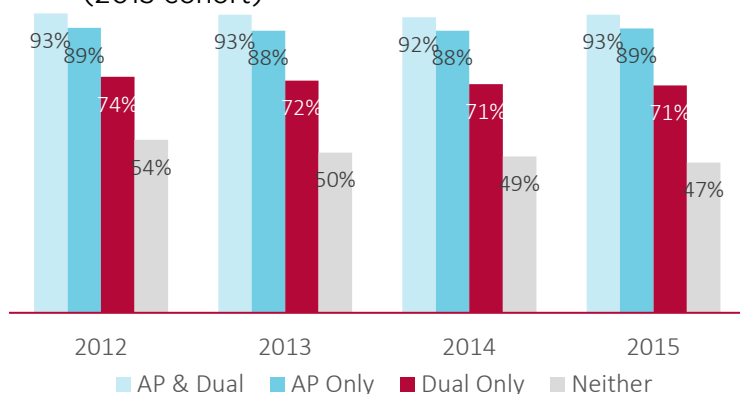


Figure 9: **REMEDICATION:** Percentage of High School Graduates Needing Remediation (2015 cohort)

	AP & Dual	AP Only	Dual Only	Neither
Public 2 Year	6.4%	16.8%	23.6%	40.4%
Public 4 Year	2.3%	2.4%	5.7%	9.8%
Public Average	2.5%	3.6%	10.9%	26.1%

³ See, for example, Institute of Education Sciences. (2017). Dual enrollment programs. *What Works Clearinghouse Intervention Report*. Washington, DC: U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/interventionreport/671>; Shapiro, D., Dunder, A., Wakhungu, P.K., Yuan, X., Nathan, A., & Hwang, Y. (2016). Time to degree: A national view of the time enrolled and elapsed for associate and bachelor's degree earners (*Signature Report No. 11*). Herndon, VA: National Student Clearinghouse Research Center. Retrieved from <https://nscresearchcenter.org/signaturereport11/>

- Dual credit students tend to have higher first-year GPAs and are more likely to persist than non-credit students, with over 40% of dual credit-only students having earned a 3.0 or above and over three-quarters (77%) having persisted to their sophomore year. In comparison, less than one-third (27%) of non-credit students earned a 3.0 or higher, and only about two-thirds (59%) persisted. AP students, in contrast, were up to almost three times as likely to have earned a 3.0 or higher compared to non-credit students, and about 90% of them persisted (see Figures 10 and 11).

Figure 10: **FRESHMAN GPA:** Percentage of Indiana Public Enrollees Earning a 3.0 or Above During their First Year of College (2015 cohort)

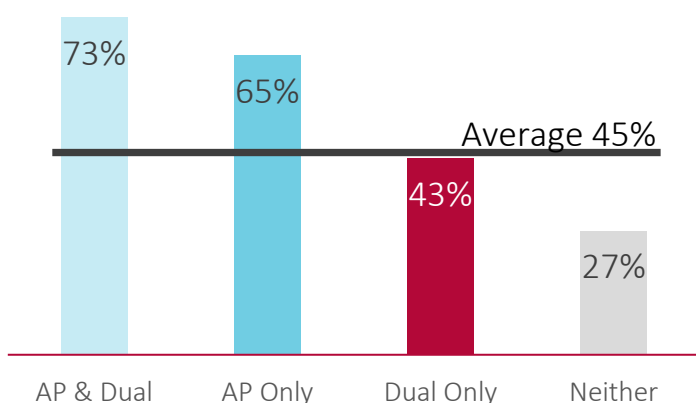
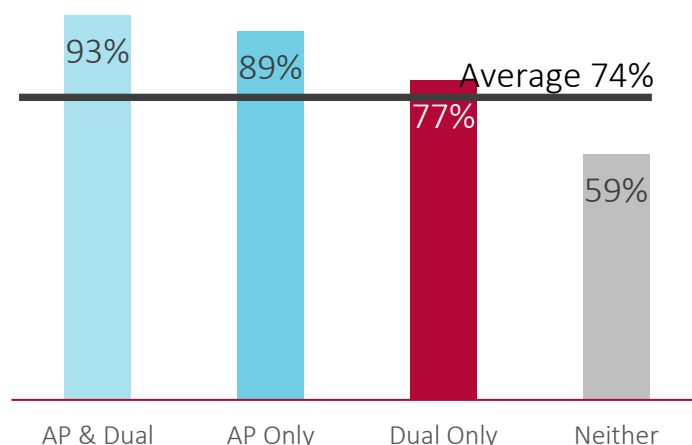


Figure 11: **PERSISTENCE:** Percentage of Indiana Public Enrollees Persisting to Sophomore Year (2014 cohort)



TIME TO DEGREE

The impact of dual credit varies from student to student—depending on courses taken, institutions’ policies, and each student’s level of preparation and academic choices— but **available data show that dual credit is positively associated with higher levels of credit earning during freshman year, higher degree completion rates, and accelerated time-to-degree.**

Dual Credit Provides Early College Boost

Students with higher levels of dual credit tend to take and earn more credit hours during their first year of college, counteracting the notion that a majority of students rely on pre-college credit as a ‘cushion’ to take fewer courses while maintaining full-time enrollment status during their freshman year.

- According to the most recent data, one-third (33%) of students with less than a semester of dual credit (1 to 11 credits) earned at least the 30 credits recommended to complete their degree on time, compared to 40% of students with the equivalent of at least one semester (12 to 13 credits), and 43% of students with two or more semesters of dual credit (more than 23

credits). In contrast, only about a fourth (24%) of non-dual credit holders⁴ earned 30 or more credits during their freshman year (see Figure 12).

- While students with high amounts of dual credit (12+) were most likely to earn 30 credits, they also were more likely than would be expected (when compared to the overall cohort) to earn between 24-29 credits. Additionally, students who earned dual credit— especially those who earned large amounts of dual credit—were less likely than expected to fall short of 24 credits in their freshman year, further suggesting that these students are not using dual credit as a cushion.
- Of students who did not earn any dual credit, a disproportionate number (compared to all students) earned more than 30 credits in their freshman year, suggesting that these students might, in part, be trying to “catch up” to their dual credit-holding peers.

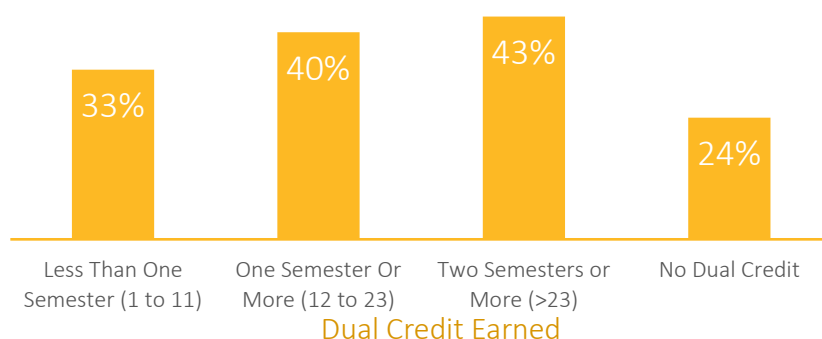


Figure 12: Percentage of Dual Credit Earners **Completing at Least 30 Credits Their First Year of College**, by Amount of Dual Credit Earned (2015 cohort)

Students who enter college with higher levels of dual credit under their belts are also less likely to enroll in gateway courses, potentially enabling them to begin pursuing more advanced major-related coursework earlier than their peers and making it easier for them to graduate early.

- About 60% of students with the highest levels of dual credit (equivalent to two semesters or more) did not take a gateway math or English course, compared to 83% of non-dual credit students. Students with less than one semester of dual credit, however, are about as likely as non-dual credit students to enroll in gateway courses, suggesting that the potential benefits of dual credit are more significant for students with at least one semester of dual credit (see Figure 13).
- Indiana public institutions accept all dual credit courses included in the state’s Core Transfer Library (which mostly consists of priority dual credit courses), credit that can be used to fulfill general education requirements and

⁴ Dual credit categories for Figures 22 and 23 include dual credit earners who also earned AP. High achieving students may also have earned other types of credit, such as CLEP tests, that could also influence their time to degree.

prerequisites. As such, it is unsurprising that dual credit is more likely to serve as an early college ‘boost’ than a ‘cushion’.

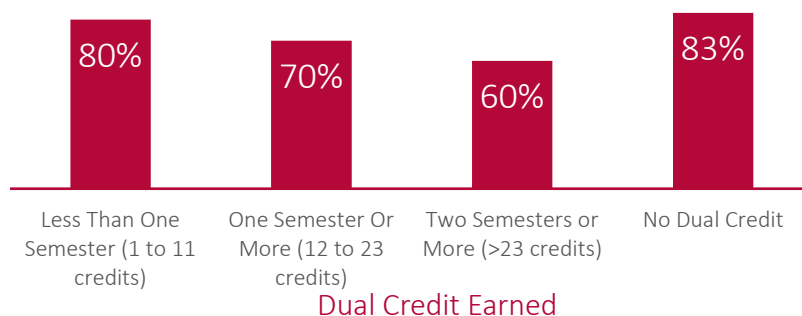


Figure 13: Percentage of Dual Credit Earners **Enrolling in a Gateway Course Their First Year of College**, by Amount of Dual Credit Earned (2015 cohort)

Dual Credit Holders More Likely to Graduate On-Time or Early

Though we cannot conclude with certainty that dual credit shortens students’ time to degree, initial results show that **dual credit holders are more likely to graduate on-time and are also more likely than their peers to graduate at least one semester early**⁵.

- For students who sought bachelor’s degrees from four-year institutions, 44% of dual credit holders completed at the same campus and degree level within four years, compared to 32% of non-dual credit holders (see Figure 14).
- Dual credit students at two-year institutions also outperform their peers, although completion rates still significantly lag those of bachelor’s seekers. For students who sought an associate or longer-term certificate, dual credit earners were about three times as likely to earn their credential within two years (11% of dual credit earners compared to 4% of students who did not earn dual credit) (see Figure 14).
- Associate and bachelor’s-seekers who enter college with dual credit are more likely to graduate early compared to their peers, providing evidence of an accelerating effect for some students. About 16% of bachelor’s-seekers graduated in less than four years (compared to 7% of non-dual credit students), and about 6% of associate-seekers graduated in less than two years (compared to 1% of non-dual credit students) (see Figure 15).

⁵Completion rates are limited to first-time, full-time, degree-seeking students who initially enrolled in Indiana public institutions and completed at the same campus and degree level. For longer-term certificate or associate-seeking students attending two-year institutions, the latest available on-time completion rates represent 2014 high school graduates. Only 2012 cohort data is currently available for four-year institution completion rates.

Figure 14: Percentage of Dual Credit Students
Completing On-Time, Same Campus and Degree Level

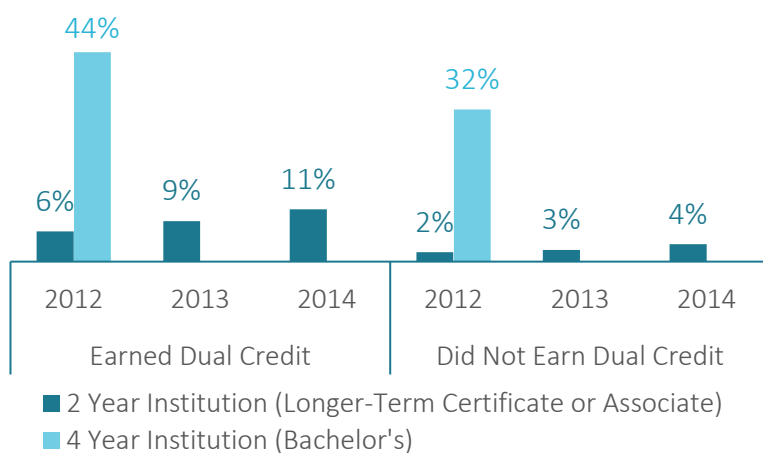
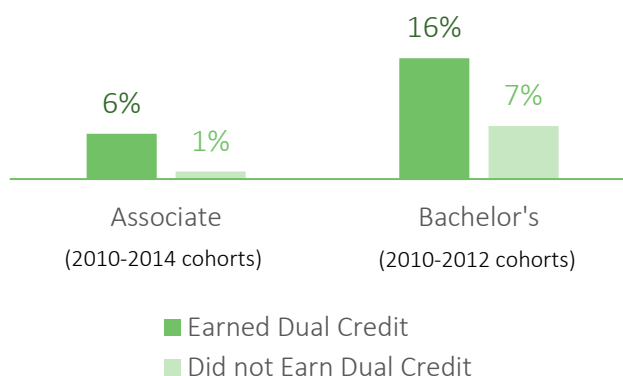


Figure 15: Percentage of Dual Credit Students
Graduating At Least One Semester Early



OUTCOMES BY DUAL CREDIT TYPE

Different Student Characteristics, Different Pathways

Although we do not know which specific technical or priority dual credit courses students are taking, or their reasons for taking them, **the available data point to notable differences between technical-only earners and priority-only earners in terms of student characteristics and postsecondary pathways.** Compared to students who earn priority dual credit for example:

- **Higher percentages of technical-only dual credit students are low-income and higher percentages identify as underrepresented minorities**—bearing similarities to the demographics of other students who attend two-year public colleges (see Figures 16 and 17).⁶

⁶ Figures 16-25 reference the 2015 cohort

Figure 16: Percentage of Dual Credit Earners by **Race/Ethnicity**

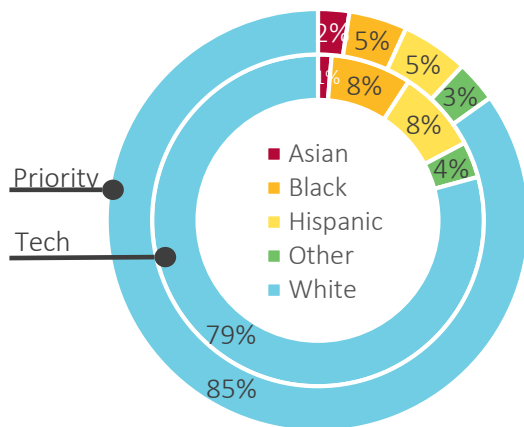
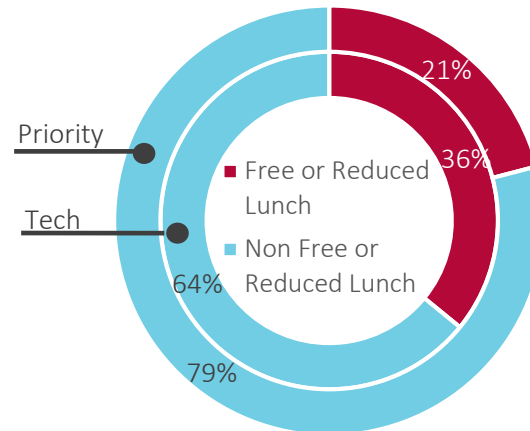


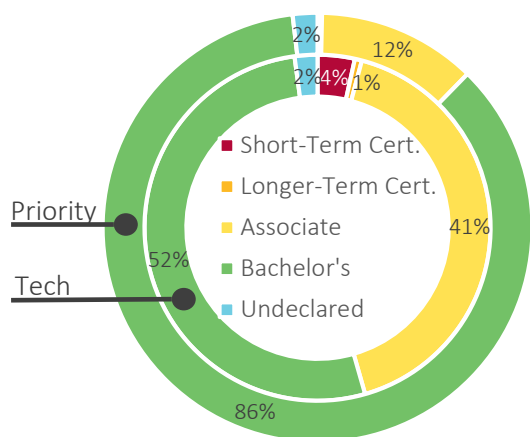
Figure 17: Percentage of Dual Credit Earners by **Socioeconomic Status**



Students who earn technical but not priority dual credit likely do so with different goals in mind.

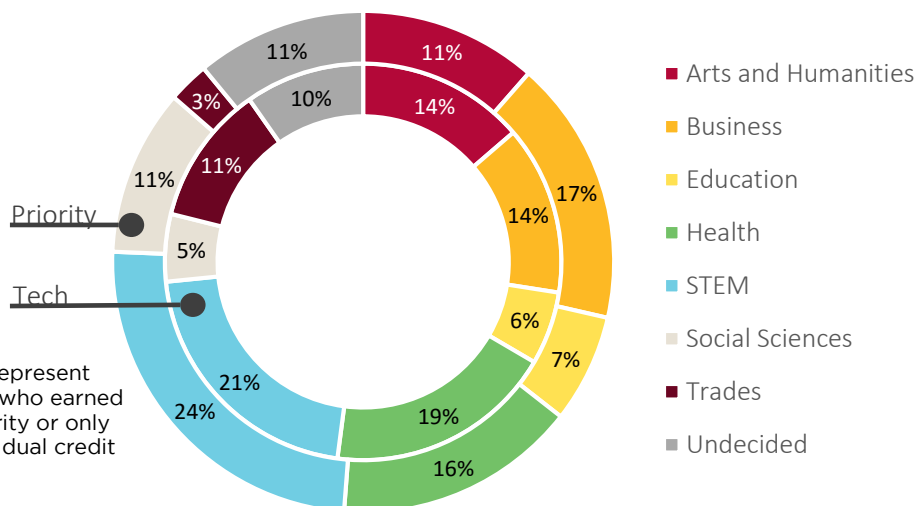
- **Technical-only earners have a lower likelihood of directly enrolling in college** (55% vs. 88% of priority earners) and if they do enroll, they have a higher likelihood of pursuing certain types of sub-baccalaureate credentials at two-year public colleges compared to their priority-only peers.
- **Technical-only students are more likely to choose programs in trade-related fields**, again reflecting a connection to two-year institutions, which are also the state's largest providers of technical dual credit. Notably, however, we see greater similarities between technical and priority students in other areas of study (see Figures 18 and 19).

Figure 18: Percentage of Dual Credit Students Enrolling in Indiana Publics by Initial Degree Level



*figures represent students who earned only priority or only technical dual credit

Figure 19: Percentage of Dual Credit Students Enrolling in Indiana Publics by Initial Program Area



Priority-only dual credit students are higher academic achievers compared to their technical-only peers. Priority and technical-only 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 dual credit:

- are over four times as likely to have passed an AP test (see Figure 20),
- tend to have higher SAT scores (see Figure 21),
- and are more than twice as likely to earn an honors diploma (see Figure 22).

Figure 20: Percentage of Dual Credit Earners by AP Status

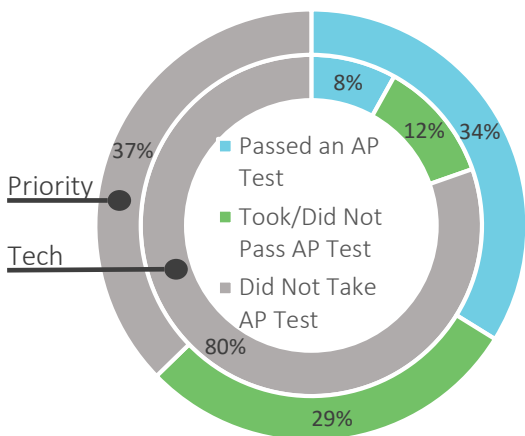


Figure 21: Percentage of Dual Credit Earners by SAT Score

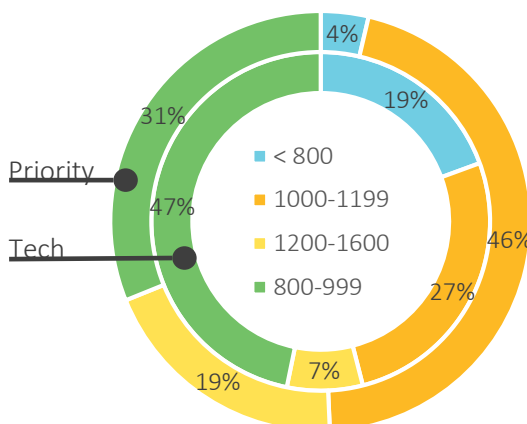
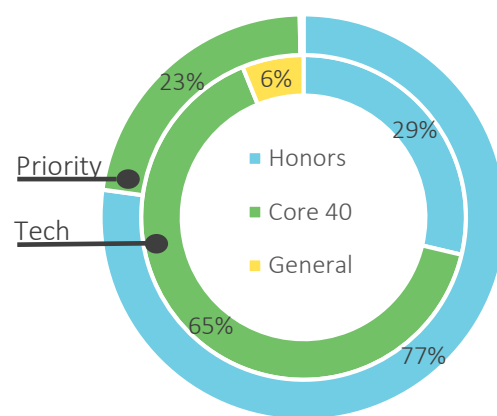


Figure 22: Percentage of Dual Credit Earners by Diploma Type



Priority Dual Credit Associated with Stronger Postsecondary Outcomes

The data also illustrate marked disparities between technical-only and priority-only earners in college readiness and freshman year outcomes. As previously noted, students earning only technical dual credit tend to have different characteristics, different college enrollment patterns, and lower levels of academic preparation in high school. Unsurprisingly, similar patterns emerge in students' postsecondary outcomes in terms of college-going, remediation, and freshman GPA.

- AP-only students still tend to outperform dual credit-only students overall, but disparities between priority dual credit and AP students are much less pronounced.
- Similarly, differences fade away for the relatively small group of students who earned both technical and priority dual credit.

As shown in Figures 23-25, the data indicate that:

- Priority dual credit and AP students have almost identical college-going rates (88% compared to 89%). In contrast, only about half (55%) of technical-only dual credit students enroll in college (see Figure 23).
- Few AP or priority dual credit students need remediation—4% to 6%, compared to about 20% of technical-only dual credit students (again reflecting the characteristics, achievement levels, and college pathways of technical-only dual credit students) (see Figure 24).
- In contrast to other measures, fewer priority dual credit students earn GPAs of 3.0 or above during their freshman year compared to AP students (51% compared to 64%), suggesting that while AP and priority dual credit students are equally as likely to enroll in college, AP students may be better prepared academically. In comparison, only one-third (33%) of technical-only dual credit students earned a GPA of 3.0 or higher (see Figure 25).

Figure 23: Percentage of Pre-College Credit Earners **Enrolling in**

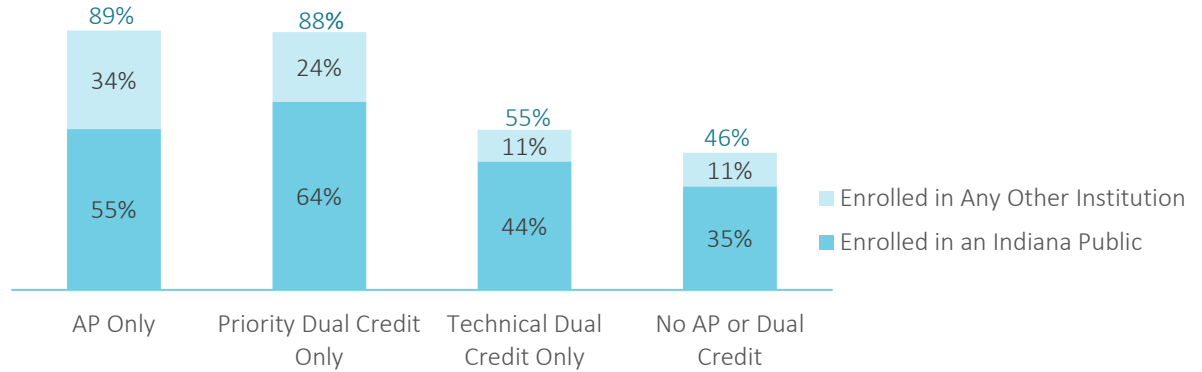


Figure 24: Percentage of Pre-College Credit Earners **Needing Remediation**

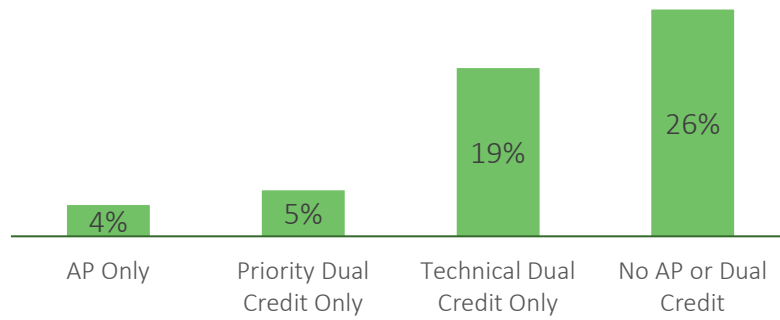
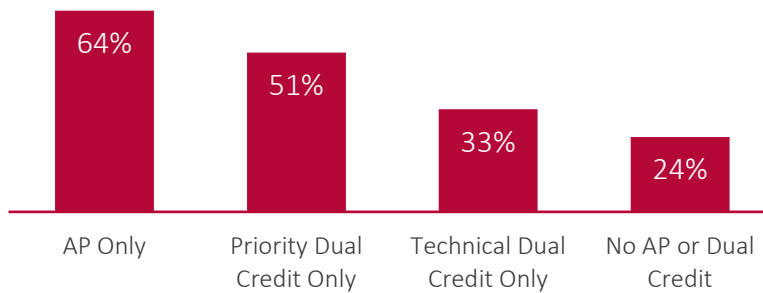


Figure 25: Percentage of Pre-College Credit Earners with **Freshman GPAs of 3.0 or Higher**



CONCLUSION

Dual credit continues to provide an increasing number of Hoosier students with the opportunity to experience college-level coursework while still in high school, and the postsecondary outcomes related to such growth appear strong. Available data suggest that dual credit is positively associated with higher levels of college going, credit taking and on-time or accelerated degree completion. Furthermore, while we see a number of differences among students earning priority or technical dual credit—with priority credit earners demonstrating higher levels of academic achievement—both dual credit groups outperform students who did not earn any kind of pre-college credit (AP or dual credit).

Given these initial positive findings on dual credit's relationship with postsecondary outcomes, an important consideration would be how to encourage ongoing development of pre-college credit opportunities, with an eye toward maintaining or enhancing quality. In particular, it would be useful to gain a better understanding of how dual credit is promoted to students and of the supports in place to assist students in deciding which courses best align with their postsecondary goals. The Commission is committed to further examining these issues and dual credit-related outcomes as additional data become available.

APPENDIX A: Postsecondary Enrollment Patterns of Dual Credit Students (2012-2015 HS Graduates)

Institution Awarding Dual Credit to HS Students	Student N	Enrolled in Dual Credit Institution		Enrolled at Another IN Public Institution		Enrolled at Other (Non-Indiana Public) Institution		Did Not Enroll In College	
		Count	%	Count	%	Count	%	Count	%
Ball State University	2,172	391	18%	1,037	48%	534	25%	210	10%
Indiana State University	2,630	917	35%	961	37%	469	18%	283	11%
Indiana University-Bloomington	16,192	4,202	26%	6,757	42%	4,049	25%	1,184	7%
Indiana University-East	2,108	257	12%	1,081	51%	582	28%	188	9%
Indiana University-Kokomo	3,176	350	11%	1,780	56%	736	23%	310	10%
Indiana University-Northwest	2,439	282	12%	1,402	57%	549	23%	206	8%
Indiana University-Purdue University-Fort Wayne	8,705	1,806	21%	3,598	41%	2,346	27%	955	11%
Indiana University-Purdue University-Indianapolis	139	32	23%	53	38%	38	27%	16	12%
Indiana University-South Bend	5,741	695	12%	2,562	45%	1,837	32%	647	11%
Indiana University-Southeast	992	162	16%	400	40%	317	32%	113	11%
Ivy Tech Community College	77,733	10,083	13%	32,287	42%	13,961	18%	21,402	28%
Purdue University-Calumet Campus	2,169	382	18%	1,159	53%	401	18%	227	10%
Purdue University-North Central Campus	7,915	744	9%	4,644	59%	1,931	24%	596	8%
Purdue University-West Lafayette	1,809	377	21%	767	42%	277	15%	388	21%
University of Southern Indiana	4,963	1,589	32%	1,848	37%	1,180	24%	346	7%
Vincennes University	24,941	1,494	6%	11,790	47%	4,102	16%	7,555	30%

**APPENDIX B: Share of Dual Credit Earners by Number of Credits Earned
(2015 HS Graduates)**