






# Diminishing Credit II: How Colleges and Universities Restrict the Use of AP and IB Towards Earning a Degree in Less Than Four Years

PAUL WEINSTEIN JR.  
PROGRESSIVE POLICY INSTITUTE

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# Diminishing Credit II:

## How Colleges and Universities Restrict the Use of AP and IB Towards Earning a Degree in Less Than Four Years

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### INTRODUCTION

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**In 2016, the Progressive Policy Institute (PPI) released an analysis of school policies regarding Advanced Placement (AP) credit. Despite being one of the few ways students could seek to graduate in fewer than four years, we discovered that the vast majority of the nation's top schools restricted students from applying AP coursework toward degree credits. Unfortunately, despite strong evidence that successfully completed AP courses meet the standards of achievement expected by colleges and universities, the situation has deteriorated significantly as more schools seek to protect their revenue streams.**

Furthermore, schools have significantly diminished the value of other college-level coursework completed before matriculation. For example, U.S. universities and colleges limit the amount of course credit awarded to students who have completed coursework through the International Baccalaureate (IB) curriculum, which is increasingly offered throughout the country. PPI's study shows that IB credit was typically denied at the same rate as credit as AP.

Today, more students than ever enroll in AP courses and exams. In 2023, 5.2 million AP exams were taken by high school students, up from 1.6 million in 2002.<sup>1</sup> A study from the College Board, which owns AP, shows that 738,698 students, or 21.7% of students in the class of 2023, scored at least a 3, more than 2 points higher than the class of 2013.<sup>2</sup> Although still small by comparison to the reach of AP (almost 23,000 high schools offer AP courses), 900 high schools in America now offer the IB diploma. This number has risen considerably since 1971, when the first IB program was taught in a U.S. school.<sup>3</sup>

The granting of credit for AP and IB is one of the few ways students can reduce the cost of attending college. Presently, the average cost of attending a private, nonprofit college or university is \$38,421, and \$15,868 for a public university.<sup>4</sup>

Students who successfully complete AP or IB courses in high school could graduate in some cases either one year or one semester early, saving them anywhere between 12.5% to 25% of the total cost of the degree.

Students have other tools that help them graduate college at a lower cost. According to the National Center for Education Statistics, between 20% to 50% of new university students have transferred from community college. But as students move between community college and four-year programs, many find it very difficult to navigate the system of credit transfers and agreements.

Furthermore, students looking for information on credits for AP or IB work (and courses completed at community colleges as well), often have to wait until they arrive on campus and have paid their first tuition installment. Many schools have made it increasingly difficult to figure out how much AP or IB credit will be awarded before stepping on campus. Many institutions are leaving that decision to academic departments. And more and more schools are offering only waivers on introductory courses in lieu of course credit.

For too long students have been at the mercy of college administrators — forced to pay higher tuition bills and fees for things that should be free — transcripts, tickets for graduation, etc. Policymakers need to help level the playing field by using the government's bargaining power (the federal government is the largest source of financial aid and provides billions in research grants to colleges and universities) to negotiate lower prices and force schools to accept coursework completed elsewhere. An important step to help students get through college faster and, therefore, at a lower cost is to ensure they get credit for successfully completing college-level work before matriculating.

## SHORT HISTORY OF AP AND IB

AP courses were introduced in 1955. AP's origins lie in a 1952 study by three preparatory schools (Lawrenceville School, Phillips Academy, and Phillips Exeter Academy) and three universities (Harvard, Princeton, and Yale) that recommended allowing high school seniors to study college-level material and to take examinations that (depending on the score achieved) would enable them to get college credit for their work.<sup>5</sup> This report led to the creation of the AP program, run by the College Board, a nonprofit organization.

The first IB program course was taught in a U.S. school in 1971, and although the presence of IB is small in the U.S. relative to AP, its global reach is very significant. Presently, some 5,700 schools in 159 countries offer the IB curriculum.<sup>6</sup> The IB curriculum is a popular choice for students in the U.S. who are interested in going to less expensive colleges and universities overseas.

One thing the programs have in common is a race-related opportunity gap. African American, Latino, and Native American students are far more likely than white and Asian students to attend a school that doesn't offer AP or IB courses.<sup>7</sup> Furthermore, though enrollment in AP courses has increased among minorities, it still lags behind that of white students. The good news is that the gap is closing (albeit slowly). The number of African American students earning a score of 3 or more on an AP exam grew by 90% from 2009 to 2019, and from 2013 to 2023, the number of African American high schoolers participating in AP increased by 25%.<sup>8,9</sup> Over that same time period, the numbers for Latino students also showed significant gains during, with the participation rate rising 81%.<sup>10</sup>



## KEY DIFFERENCES BETWEEN 2016 AND 2024 PPI COLLEGE CREDIT STUDY

In researching the data for this paper, we reviewed the AP and IB policies the same set of schools included in our 2016 survey. At the time, this list comprised the top 102 universities and leading 51 colleges in the U.S., according to U.S. News and World Report. What we've discovered is both unmistakable and outrageous: The data reveals that many institutions of higher education are purposefully limiting the use of AP and IB credit towards a degree (or banning it for credit completely). This results in students (on average), having to pay more in tuition and fees. And this scheme is pursued through a variety of strategies. Schools restrict credit by:

### 1. Disallowing course credit for any AP work.

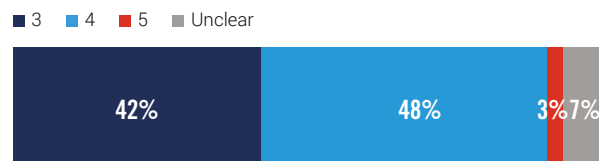
Ten schools offer no credit for AP or IB work (eight deny credit for both). These include some of the highest ranked schools in the country: Dartmouth University, Brown University, the California Institute of Technology, Williams College, and Amherst College. But disturbingly, many of these same schools will often allow students to waive out of introductory classes — allowing them to provide some benefit to students while still collecting the same amount of tuition revenue.

### 2. Restricting the number of AP subject areas that are eligible for course credit.

Only 25% of the schools in the 2016 study allowed students to receive credit in all AP subject area disciplines. The rest (75%) eliminated some or most subject areas from consideration. In 2024, only 16% of colleges and universities provided AP credit in all subject areas, a decline of 9 points. The schools that give credit for all AP subject areas tend to be public universities. This information was not readily available for IB.

### 3. Hike the minimum AP score needed to receive credit.

#### MINIMUM AP SCORE ACCEPTED



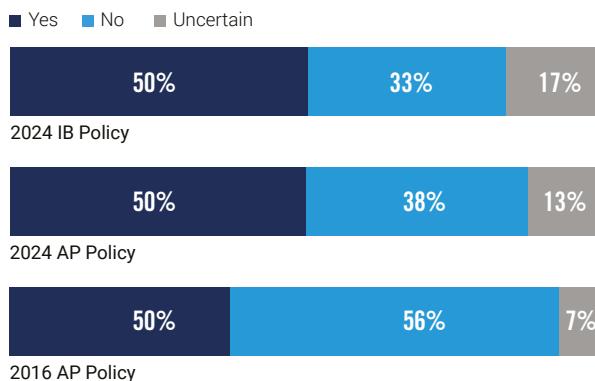
2024 AP Policy

In 2016, about half (44%) of the top schools did not accept a score of 3 on AP exams for credit. In 2024 that number dropped slightly to 42%. For reference, AP exams are scored on a scale of 1 to 5. A score of 5 means the student is extremely well qualified to receive college credit for that course. A score of 4 means the student is well qualified, and a score of 3 indicates that the student is qualified. Yet even though the College Board considers those who score a 3 to have achieved a grade of C, C+ or B-, 64 schools choose not to recognize that score. Among some elite schools such as Harvard, MIT, and Haverford, the minimum score is a 5. In response to this raising of the bar for AP credit, Texas, Illinois, and other states have enacted laws that require the state's colleges and universities to give credit for scores of 3 or higher on AP tests (an exception was made for prerequisites).

In Texas, the law's sponsor has argued that accepting all scores of 3 for credit will save students in Texas up to \$160 million in foregone tuition.<sup>11,12</sup> While that might be overly optimistic, the fact remains more students will be able to cut their tuition bill in Texas. IB results are scored on a scale of 1 to 7 for all subject areas. A 7 is the highest score that can be earned and is equivalent to an A. Twenty-seven percent of colleges and universities gave credit for a score of 6 or 7. Around 46% were awarded credit for a score of 5 and 15% for a score of 4.

#### 4. Cap the total amount of AP credit that students can receive.

##### PERCENTAGE OF UNIVERSITIES AND COLLEGES THAT CAP CREDITS FOR AP/IB



Colleges and universities frequently prevent students from receiving AP and IB course credit is by capping the total amount of credit granted to any one student. Some 50% of schools cap the amount of AP credit they will give students, making it nearly impossible in some cases for students to graduate early. The percentage of schools capping credit has grown significantly since 2016 (17 percentage points, per Table 1). The number of colleges and universities (50%) that cap the total amount of credits earned from IB work is the same as AP.

#### POLICY RECOMMENDATIONS

Colleges and universities are facing significant financial pressures. The number of institutions closing their doors or merging with other schools continues to grow. But colleges and universities should not try to balance their budgets on the backs of students. Given the growing indebtedness of America's college graduates and students, schools should be looking for ways to cut the cost of a degree, not raise it.

Unfortunately, colleges continue to reduce the few ways students can cut their tuition bills by withering away at the amount of credit for successfully completing AP and IB work.

Furthermore, colleges and universities are opaque about how much credit (if any) students can earn before enrolling (which in turn can reduce the cost).

Over the last four years, President Biden focused most of his effort on reducing significantly the amount of student loan debt currently held. While the desire to reduce debt loads on current and former students is admirable, the president's initiatives should have been more targeted to those needing assistance the most, cost too much, and would have signaled to schools that they could continue to hike tuition without any major downside.

Instead, policymakers need to focus on pushing schools to reduce costs and provide a more seamless and generous process for earning credit for college-level work completed prior to enrollment. As the largest source of financial aid to students, and the biggest funder of research grants to universities, the federal government should use its leverage to push for the following changes:

- **National college credit website.** Direct the Department of Education to create a federal website where prospective undergraduates can access simple and clear information on the AP, IB, and dual enrollment policies of undergraduate institutions. Schools often bury this information on their webpages or describe rules in overly legal language on their website, or even worse, don't provide it all. This lack of transparency can deter prospective students from even trying to get credit for work that should qualify.
- **College credit spreadsheet.** Require schools to provide admitted students with a detailed spreadsheet of how much credit they will or won't receive from AP and IB (and dual enrollments as well) prior to their matriculation.

No student should have to wait until they arrive on campus to learn how many courses they need to take (and how much money they will have to spend) to graduate.

- **Limit AP and IB credit caps.** While no school should be forced to hand out a degree to a student who does not complete most of their coursework at that institution, no student should be denied the ability to graduate early. Caps on AP and IB credits should be limited to one year of coursework, ensuring students who have enough AP credit to graduate in three years (or three-and-a-half) can.
- **Follow the lead of Texas and Illinois.** Just as several states have done, Congress should enact a law requiring any public or private college or university that enrolls students who receive federal aid or subsidized loans to grant course credit for scores of 3 on any AP exam or 5 on IB. In addition, all 36 AP subject tests and IB subject areas should be accepted for credit if the minimum score is met. If colleges and universities feel some AP and IB courses are not sufficiently rigorous, they should work with the College Board and IB to eliminate or improve the quality of those courses, rather than limit any student's ability to earn credit.
- **Make AP exams free and support efforts to expand IB adoption at U.S. high schools.** The AP test costs \$92 per exam. That number adds up the more tests you take. No one should be prevented from getting AP credit because of a fee. The next administration should find

budgetary resources that would allow anyone who has successfully completed an AP course the ability to take the AP exam in that subject area for free. In addition, the federal government should assist school districts in low-income communities to offer AP and IB programs including working to develop an online option for students who don't have access to these programs at their school.

These reforms would not solve the college affordability problem by themselves. However, it would help millions of future college students reduce their tuition bills and get them into the job market or graduate school sooner. Furthermore, colleges and universities could minimize the financial impact by increasing the number of students admitted into each cohort to offset the total number of students who are able to graduate early.

## CONCLUSION

America's institutions of higher education remain the best in the world. But the combination of higher student debt levels and declining enrollments underscores a major problem that must be addressed by colleges and universities — the cost of a degree. One way to address this problem is to help students graduate sooner by increasing opportunities to earn credit for college work completed in high school. Unfortunately, as this study confirms, tens of thousands of Americans are attending schools that don't give them full credit for their AP work. Changing that would be a huge win for America's students, as well as the nation's colleges and universities.

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## ABOUT THE AUTHOR

**Paul Weinstein Jr.** is a PPI Senior Fellow and Director of the Graduate Program in Public Management at Johns Hopkins University. The author would like to recognize the invaluable research and editing assistance of **Ruowei Yu**, Policy Fellow at PPI.

# Appendix

RANK	INSTITUTION	AP CREDIT POLICY				IB CREDIT POLICY		
		AWARD COURSE CREDIT 2024	EXCLUDE CERTAIN AP SUBJECT TESTS	MINIMUM SCORE	CAP AP CREDITS	AWARD COURSE CREDIT FOR IB	MINIMUM SCORE	CAP IB CREDITS
TOP 100 BEST UNIVERSITIES <sup>13</sup>								
1	PRINCETON UNIVERSITY	Yes	Yes	4	No	Yes	6	N/A
2	HARVARD UNIVERSITY	Yes	Yes	5	No	Yes	7	N/A
3	YALE UNIVERSITY	Yes	Yes	4	Yes	Yes	6	Yes
4	COLUMBIA UNIVERSITY	Yes	Yes	4	Yes	Yes	6	Yes
5	STANFORD UNIVERSITY	Yes	Yes	4	Yes	Yes	6	Yes
6	UNIVERSITY OF CHICAGO	Yes	Yes	4	Yes	Yes	6	N/A
7	MIT	Yes	Yes	5	No	Yes	7	Yes
8	DUKE UNIVERSITY	Yes	Yes	4	Yes	Yes	6	Yes
9	UNIVERSITY OF PENNSYLVANIA	Yes	Yes	4	Yes	Yes	5	Yes
10	CALIFORNIA INSTITUTE OF TECHNOLOGY	No	N/A	N/A	N/A	No	N/A	N/A
10	JOHNS HOPKINS UNIVERSITY	Yes	Yes	4	No	Yes	6	Yes
12	DARTMOUTH COLLEGE	No	N/A	N/A	N/A	No	N/A	N/A
12	NORTHWESTERN UNIVERSITY	Yes	Yes	4	Yes	Yes	5	Yes
14	BROWN UNIVERSITY	No	N/A	N/A	N/A	Yes	6	Yes
15	CORNELL UNIVERSITY	Yes	Yes	4	No	Yes	6	Yes
15	VANDERBILT UNIVERSITY	Yes	Yes	4	Yes	Yes	6	Yes
15	WASHINGTON UNIVERSITY IN ST. LOUIS	Yes	Yes	4	Yes	Yes	6	Yes
18	RICE UNIVERSITY	Yes	Yes	4	N/A	Yes	N/A <sup>14</sup>	N/A
18	UNIVERSITY OF NOTRE DAME	Yes	Yes	4	Yes	Yes	6	Yes
20	UNIVERSITY OF CALIFORNIA BERKELEY	Yes	Yes	3	No	Yes	5	No
21	EMORY UNIVERSITY	Yes	Yes	4	Yes	Yes	5	Yes
21	GEORGETOWN UNIVERSITY	Yes	Yes	4	No	Yes	6	No
23	CARNEGIE MELLON UNIVERSITY	Yes	Yes	4	No	Yes	6	No
23	UNIVERSITY OF CALIFORNIA/LOS ANGELES	Yes	Yes	3	No	Yes	5	No
23	UNIVERSITY OF SOUTHERN CALIFORNIA	Yes	Yes	4	Yes	Yes	5	Yes

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TOP 100 BEST UNIVERSITIES <sup>13</sup>								
26	UNIVERSITY OF VIRGINIA	Yes	Yes	4	N/A	Yes	5	N/A
27	TUFTS UNIVERSITY	Yes	Yes	4	Yes	Yes	6	Yes
27	WAKE FOREST UNIVERSITY	Yes	Yes	4	N/A	Yes	6	N/A
29	UNIVERSITY OF MICHIGAN/ANN ARBOR	Yes	Yes	3	No	Yes	4	No
30	BOSTON COLLEGE†	Yes	Yes	4	Yes	Yes	6	Yes
30	UNIVERSITY OF NORTH CAROLINA/CHAPEL HILL	Yes	Yes	3	No	Yes	6	No
32	NEW YORK UNIVERSITY	Yes	Yes	4	Yes	Yes	6	Yes
33	UNIVERSITY OF ROCHESTER	Yes	Yes	4	Yes	Yes	6	Yes
34	BRANDEIS UNIVERSITY	Yes	Yes	4	Yes	Yes	5	Yes
34	COLLEGE OF WILLIAM AND MARY	Yes	Yes	3	No	Yes	5	No
36	GEORGIA INSTITUTE OF TECHNOLOGY	Yes	Yes	3	No	Yes	4	No
37	CASE WESTERN RESERVE UNIVERSITY	Yes	Yes	4	No	Yes	5	No
37	UNIVERSITY OF CALIFORNIA/SANTA BARBARA	Yes	Yes	3	No	Yes	5	No
39	UNIVERSITY OF CALIFORNIA/IRVINE	Yes	No	3	No	Yes	5	No
39	UNIVERSITY OF CALIFORNIA/SAN DIEGO	Yes	Yes	3	Yes	Yes	5	Yes
41	BOSTON UNIVERSITY	Yes	Yes	4	N/A	Yes	N/A	N/A
41	RENSSELAER POLYTECHNIC INSTITUTE	Yes	Yes	5	Yes	Yes	6	Yes
41	TULANE UNIVERSITY	Yes	Yes	4	No	Yes	5	No
41	UNIVERSITY OF CALIFORNIA/DAVIS	Yes	Yes	3	No	Yes	5	No
41	UNIVERSITY OF ILLINOIS/URBANA CHAMPAIGN	Yes	No	3	No	Yes	4	No
47	LEHIGH UNIVERSITY	Yes	Yes	4	No	Yes	5	No
47	NORTHEASTERN UNIVERSITY	Yes	Yes	4	Yes	Yes	5	Yes
47	PENNSYLVANIA STATE UNIVERSITY	Yes	No	3	Yes <sup>15</sup>	Yes	5	Yes
47	UNIVERSITY OF FLORIDA	Yes	No	3	Yes	Yes	4	Yes
51	UNIVERSITY OF MIAMI	Yes	Yes	3	No	Yes	4	No
52	OHIO STATE UNIVERSITY/ COLUMBUS	Yes	No	3	No	Yes	4	No
52	PEPPERDINE UNIVERSITY	Yes	No	3	Yes	Yes	5	Yes
52	UNIVERSITY OF TEXAS/AUSTIN	Yes	Yes	3	No	Yes	4	No
52	UNIVERSITY OF WASHINGTON	Yes	Yes	3	Yes	Yes	4	Yes



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		AWARD COURSE CREDIT 2024	EXCLUDE CERTAIN AP SUBJECT TESTS	MINIMUM SCORE	CAP AP CREDITS	AWARD COURSE CREDIT FOR IB	MINIMUM SCORE	CAP IB CREDITS
TOP 100 BEST UNIVERSITIES <sup>13</sup>								
52	YESHIVA UNIVERSITY	Yes	Yes	4	No	No	N/A	N/A
57	GEORGE WASHINGTON UNIVERSITY	Yes	No	4	Yes	Yes	5	Yes
57	UNIVERSITY OF CONNECTICUT	Yes	No	4	No	Yes	5	No
57	UNIVERSITY OF MARYLAND/COLLEGE PARK	Yes	Yes	4	Yes	Yes	4	Yes
57	WORCESTER POLYTECHNIC INSTITUTE	Yes	Yes	4	Yes	Yes	6	Yes
61	CLEMSON UNIVERSITY	Yes	No	3	No	Yes	0	No
61	PURDUE UNIVERSITY/WEST LAFAYETTE	Yes	No	3	No	Yes	5	No
61	SOUTHERN METHODIST UNIVERSITY	Yes	No	3	No	Yes	5	No
61	SYRACUSE UNIVERSITY	Yes	No	3	No	Yes	5	No
61	UNIVERSITY OF GEORGIA	Yes	Yes	3	No	Yes	4	No
66	BRIGHAM YOUNG UNIVERSITY/PROVO	Yes	No	3	No	Yes	5	No
66	FORDHAM UNIVERSITY	Yes	Yes	4	Yes	Yes	5	N/A
66	UNIVERSITY OF PITTSBURGH	Yes	Yes	3	No	Yes	5	No
69	UNIVERSITY OF MINNESOTA/TWIN CITIES	Yes	Yes	3	No	Yes	5	No
70	TEXAS A&M UNIVERSITY/COLLEGE STATION	Yes	Yes	3	Yes	Yes	4	Yes
70	VIRGINIA TECH	Yes	Yes	3	Yes	Yes	4	Yes
72	AMERICAN UNIVERSITY	Yes	Yes	4	Yes	Yes	5	Yes
72	BAYLOR UNIVERSITY	Yes	Yes	3	No	Yes	4	No
72	RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY	Yes	Yes	4	No	Yes	5	No
75	CLARK UNIVERSITY	Yes	Yes	4	Yes	Yes	5	Yes
75	COLORADO SCHOOL OF MINES	Yes	Yes	3	No	Yes	4	No
75	INDIANA UNIVERSITY BLOOMINGTON	Yes	No	3	No	Yes	5	No
75	MICHIGAN STATE	Yes	Yes	3	No	Yes	5	No
75	STEVENS INSTITUTE OF TECHNOLOGY	Yes	Yes	4	Yes	Yes	6	Yes
75	UNIVERSITY OF DELAWARE	Yes	Yes	3	No	Yes	4	No
75	UNIVERSITY OF MASSACHUSETTS AMHERST	Yes	Yes	3	No	Yes	5	No
82	MIAMI UNIVERSITY OXFORD	Yes	No	3	No	Yes	5	No
82	TEXAS CHRISTIAN UNIVERSITY	Yes	Yes	3	Yes	Yes	5	Yes
82	UNIVERSITY OF CALIFORNIA SANTA CRUZ	Yes	No	3	No	Yes	5	No

		AP CREDIT POLICY				IB CREDIT POLICY		
RANK	INSTITUTION	AWARD COURSE CREDIT 2024	EXCLUDE CERTAIN AP SUBJECT TESTS	MINIMUM SCORE	CAP AP CREDITS	AWARD COURSE CREDIT FOR IB	MINIMUM SCORE	CAP IB CREDITS
<b>TOP 100 BEST UNIVERSITIES<sup>13</sup></b>								
82	UNIVERSITY OF IOWA	Yes	No	3	Yes	Yes	5	Yes
86	MARQUETTE UNIVERSITY	Yes	Yes	3	No	Yes	4	No
86	UNIVERSITY OF DENVER	Yes	Yes	3	Yes	Yes	3	Yes
86	UNIVERSITY OF TULSA	Yes	Yes	3	Yes	Yes	4	Yes
89	BINGHAMTON UNIVERSITY/SUNY	Yes	Yes	3	Yes	Yes	4	Yes
89	NORTH CAROLINA STATE UNIVERSITY RALEIGH	Yes	Yes	3	No	Yes	4	No
89	STONY BROOK UNIVERSITY/SUNY	Yes	No	3	Yes	Yes	5	Yes
89	SUNY COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY	Yes	Yes	4	Yes <sup>16</sup>	Yes	5	Yes <sup>17</sup>
89	UNIVERSITY OF COLORADO BOULDER	Yes	Yes	3	Yes <sup>18</sup>	Yes	4	Yes
89	UNIVERSITY OF SAN DIEGO	Yes	No	3	No	Yes	3	No
89	UNIVERSITY OF VERMONT	Yes	No	3	No	Yes	5	No
96	FLORIDA STATE UNIVERSITY	Yes	No	3	Yes	Yes	4	Yes
96	SAINT LOUIS UNIVERSITY	Yes	No	3	No	Yes	5	No
96	UNIVERSITY OF ALABAMA	Yes	No	3	Yes	Yes	4	Yes
99	DREXEL UNIVERSITY	Yes	No	4	Yes	Yes	N/A	Yes
99	LOYOLA UNIVERSITY CHICAGO	Yes	Yes	3	No	Yes	5	No
99	UNIVERSITY AT BUFFALO/SUNY	Yes	Yes	3	Yes	Yes	5	Yes
102	AUBURN	Yes	Yes	3	No	Yes	5	No
<b>TOP 50 LIBERAL ARTS COLLEGES</b>								
1	WILLIAMS COLLEGE	No	N/A	N/A	N/A	No	N/A	N/A
2	AMHERST COLLEGE	No	N/A	N/A	N/A	No	N/A	N/A
3	SWARTHMORE COLLEGE	Yes	Yes	4	No	Yes	6	No
4	BOWDOIN COLLEGE	Yes	Yes	4	Yes	Yes	N/A	Yes
4	MIDDLEBURY COLLEGE	Yes	Yes	4	Yes	Yes	6	Yes
4	POMONA COLLEGE	Yes	N/A	N/A	Yes	Yes	6	Yes
4	WELLESLEY COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
8	CARLETON COLLEGE	Yes	Yes	3	Yes	Yes	6	Yes
9	CLAREMONT MCKENNA COLLEGE	Yes	Yes	4	Yes	Yes	6	Yes
9	DAVIDSON COLLEGE	Yes	Yes	4	Yes	Yes	6	Yes

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TOP 50 LIBERAL ARTS COLLEGES								
9	UNITED STATES NAVAL ACADEMY	Yes	Yes	4	No	Yes	7	No
12	HAVERFORD COLLEGE	Yes	Yes	4	Yes	Yes	N/A	Yes
12	VASSAR COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
14	HAMILTON COLLEGE	Yes	Yes	4	Yes <sup>19</sup>	N/A	N/A	N/A
14	HARVEY MUDD COLLEGE	No	N/A	N/A	N/A	No	N/A	N/A
14	SMITH COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
14	WASHINGTON AND LEE UNIVERSITY	Yes	Yes	3	Yes	Yes	5	Yes
14	WESLEYAN UNIVERSITY	Yes	Yes	4	Yes	Yes	5	Yes
19	COLBY COLLEGE	No	N/A	N/A	N/A	No	N/A	N/A
19	COLGATE UNIVERSITY	Yes	Yes	4	Yes	Yes	6	Yes
19	GRINNELL COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
22	UNITED STATES MILITARY ACADEMY	No	N/A	N/A	N/A	No	N/A	N/A
23	MACALESTER COLLEGE	Yes	Yes	3	Yes	Yes	5	Yes
23	OBERLIN COLLEGE	Yes	Yes	3	Yes	Yes	5	Yes
25	BATES COLLEGE	Yes	Yes	3	Yes	Yes	5	Yes
25	BRYN MAWR COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
25	COLORADO COLLEGE	Yes	Yes	3	Yes	Yes	5	Yes
25	KENYON COLLEGE	Yes	Yes	3	Yes	Yes	6	Yes
32	COLLEGE OF THE HOLY CROSS	Yes	Yes	4	N/A	Yes	6	N/A
32	UNIVERSITY OF RICHMOND	Yes	Yes	3	Yes	Yes	5	Yes
35	MOUNT HOLYOKE COLLEGE	Yes	Yes	4	Yes	Yes	6	Yes
36	PITZER COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
37	LAFAYETTE COLLEGE	Yes	Yes	3	Yes	Yes	6	Yes
38	SKIDMORE COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
38	UNION COLLEGE	Yes	Yes	4	Yes	Yes	6	Yes
40	DICKINSON COLLEGE	Yes	Yes	4	No	Yes	5	No
40	FRANKLIN AND MARSHALL COLLEGE	Yes	Yes	4	No	Yes	5	Yes
40	WHITMAN COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
43	OCCIDENTAL COLLEGE	Yes	Yes	4	N/A	Yes	6	N/A

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RANK	INSTITUTION	AWARD COURSE CREDIT 2024	EXCLUDE CERTAIN AP SUBJECT TESTS	MINIMUM SCORE	CAP AP CREDITS	AWARD COURSE CREDIT FOR IB	MINIMUM SCORE	CAP IB CREDITS
<b>TOP 50 LIBERAL ARTS COLLEGES</b>								
43	TRINITY COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
45	BARD COLLEGE	Yes	Yes	5	Yes	Yes	5	Yes
45	CENTRE COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
45	SOKA UNIVERSITY OF AMERICA	No	N/A	N/A	N/A	No	N/A	N/A
48	CONNECTICUT COLLEGE	Yes	Yes	4	No	Yes	5	No
48	GETTYSBURG COLLEGE	Yes	Yes	4	No	Yes	N/A	No
48	SEWANEE—UNIVERSITY OF THE SOUTH	Yes	Yes	4	Yes	Yes	5	Yes
51	DEPAUW UNIVERSITY	Yes	Yes	3	No	Yes	5	No
51	FURMAN UNIVERSITY	Yes	Yes	3	No	Yes	6	No
51	RHODES COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes
51	ST. OLAF COLLEGE	Yes	Yes	4	Yes	Yes	5	Yes



# Notes and References

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- 13 The table was compiled from data available from the College Board, and college and university financial reports and website pages.
- 14 Case by case basis.
- 15 If transferred credits place you above 59.1 cumulative credits, tuition will increase immediately.
- 16 Department Discretion

- 17 Department Discretion
- 18 Subject to Dean's approval
- 19 Students won't get credit without taking subject area course/minimum grade determined by the department.



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**PROGRESSIVE POLICY INSTITUTE**  
1919 M Street NW,  
Suite 300,  
Washington, DC 20036

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**Tel 202.525.3926**  
**Fax 202.525.3941**

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[info@ppionline.org](mailto:info@ppionline.org)  
[progressivepolicy.org](http://progressivepolicy.org)