

DUAL ENROLLMENT MITIGATES IMPACT OF COVID



IMPACT ON CREDITS

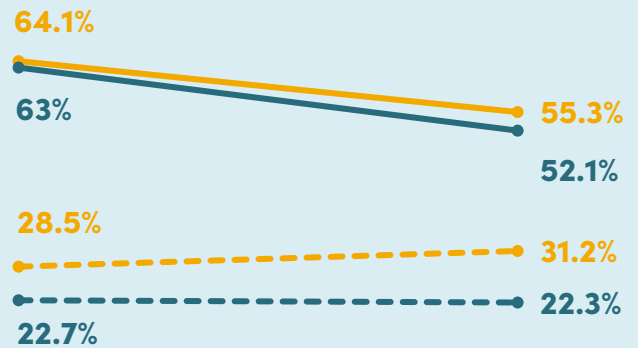
CCP students in the **College Transfer Pathway** earned more college credits in high school during the COVID Years while similar non-CCP students earned fewer college credits during the COVID years. The impact of CCP was statistically significantly larger in the COVID years than in the pre-COVID years.

	CCP College Transfer	Comparison
# College Credits earned by COVID cohorts	17.1	4.9
# College Credits earned by pre-COVID cohorts	15.2	5.6

College Credits earned by COVID cohorts

College Credits earned by pre-COVID cohorts

% IMMEDIATELY ENROLLING IN POSTSECONDARY EDUCATION



IMPACT ON POSTSECONDARY ENROLLMENT

Immediate enrollment in four-year institutions **declined** for the COVID cohorts but it **declined less** for CCP participants in the College Transfer Pathway. Immediate enrollment in 2-year institutions **increased** during the COVID years for CCP College Transfer participants and remained stable for non-participants. The impact of CCP was statistically significantly larger in the COVID years than in the pre-COVID years.

Pre-COVID Cohorts

COVID Cohorts



About the Study



The sample includes approximately 670,000 students who entered 11th grade in fall of 2012 through fall of 2019, including students who participated in the CCP College Transfer Pathway and students who did not. The COVID cohorts included students entering 11th grade in the 2018-19 and 2019-20 school years.



The study team used statistical approaches to make the College Transfer Pathway participants and non-participants look the same and then compared outcomes for the pre-COVID cohorts with the two COVID cohorts.

The CCP Evaluation Partnership is a five-year partnership between the NC Community College System, the NC Department of Public Instruction, Early College Research Center at the University of North Carolina at Greensboro, and the RAND Corporation. This study is supported by the Institute of Education Sciences at the U.S. Department of Education through Grant R305H190036 to UNC Greensboro. To learn more about the study, email Julie Edmunds at jedmunds@serve.org.



For more information on the Career & College Promise College Transfer Pathway, see this website (<https://bit.ly/3dm2i9T>) from the North Carolina Department of Public Instruction. To learn more about these and other study findings, visit earlycollegeresearch.uncg.edu.