

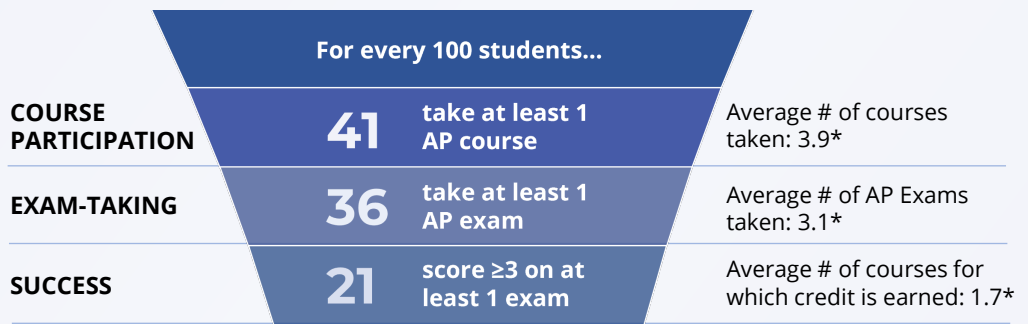
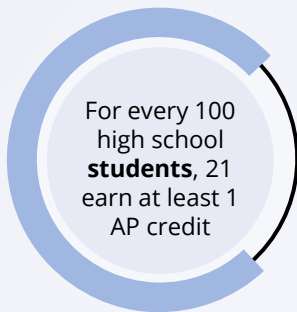
THE TRANSFER OF COLLEGE CREDITS EARNED IN HIGH SCHOOL ADVANCED PLACEMENT



Through the Advanced Placement (AP) program, high school students can take college-level courses that have the potential to transfer to a four-year institution if students pass the accompanying course exam. This infographic

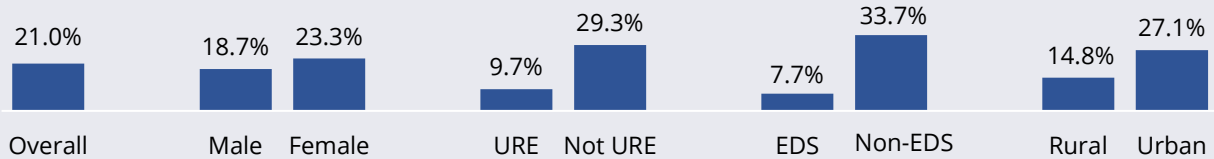
shows findings around the earning of AP credits in high school (for all North Carolina students) and the transfer of these credits to institutions that are part of the University of North Carolina System (for students enrolled in the UNC System).

EARNING OF COLLEGE CREDIT—ADVANCED PLACEMENT (AP)



* Out of students taking AP

There are gaps in the percentage of students earning at least one transferable AP credit by gender, underrepresented race/ethnicity status (URE), economically disadvantaged status (EDS), and locale.



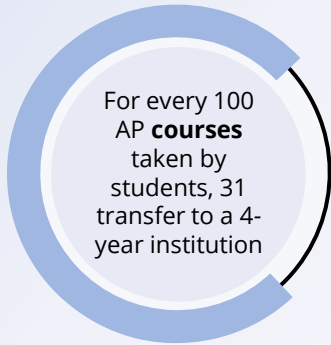
Gaps in AP credit earning for all student subgroups are partly driven by some large differences in rates of course participation. There are smaller gaps in exam-taking. There are large gaps in success rates by underrepresented race/ethnicity (URE) status, economically disadvantaged status, and locale.

	Gender Gap	URE Status Gap	EDS Gap	Rural-Urban Gap
PARTICIPATION: % Taking at least one AP course (out of all students)	Males < Females by 9.8 pp	URE < Not URE by 20.9 pp	EDS < Non-EDS by 32.6 pp	Rural < Urban by 17.0 pp
EXAM-TAKING: % Taking at least one AP exam (out of coursetakers)	Males < Females by 3.3 pp	URE < Not URE by 7.5 pp	EDS < Non-EDS by 8.3 pp	Rural > Urban by 0.2 pp
SUCCESS: % earning a 3 or higher on at least one exam (out of exam takers)	Males > Females by 3.4 pp	URE < Not URE by 24.7 pp	EDS < Non-EDS by 26.9 pp	Rural < Urban by 10.3 pp

This table shows differences between subgroups. For example, males participated in AP at a rate that was 9.8 percentage points less than females.

TRANSFER OF COLLEGE CREDIT—ADVANCED PLACEMENT (AP)

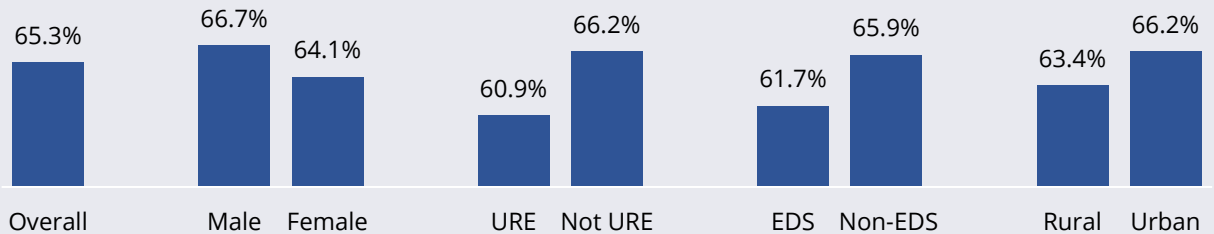
For every 100 AP courses taken by students who later enroll in a UNC System school...



EXAM-TAKING	83	courses result in an exam	
SUCCESS	47	have passing scores (3 or higher)	Average pass rate among exams: 57%
TRANSFER	31	Transfer to a 4-year institution	Average transfer rate for earned credits: 65%

The transfer rate of 65% uses a standard and typical credit acceptance policy for all exam scores. If we incorporated differing AP acceptance policies across institutions, the transfer rate would be 70%.

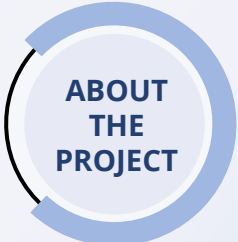
65% of courses with earned credit (3 or higher on AP exam) transferred, with relatively modest gaps across subgroups.



These analyses look at Advanced Placement courses taken in high school. The sample for the credits earned analysis is 821,475 high school students in North Carolina from 2012-13 through 2021-22. The sample for the transfer analysis is 100,867 students who passed at least one AP exam and who enrolled in a UNC System school as their first post-high school institution. Underrepresented racial and ethnic (URE) groups are Black, Hispanic/Latine, Multiracial, and Native American. Not underrepresented racial and ethnic groups (not URE) are Asian and White. Students who attended a Cooperative Innovative High School (early college) are excluded from these analyses.



This study is supported by the Institute of Education Sciences at the U.S. Department of Education through Grants R305H190036 and R305A230404 to the Early College Research Center at the University of North Carolina at Greensboro with support from RAND and the Belk Center at North Carolina State University. To learn more about the study, email Julie Edmunds at jaedmund@uncg.edu. To learn more about the study's findings about Dual Enrollment, see the other infographics in this series. Note: Advanced Placement is a product of the College Board, which was not involved in this study.



The views expressed are those of the authors and do not necessarily reflect the positions or policies of the North Carolina Department of Public Instruction.