

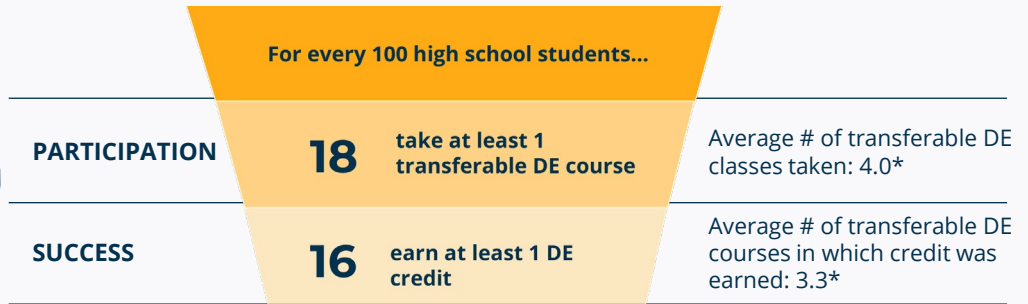
# THE TRANSFER OF COLLEGE CREDITS EARNED IN HIGH SCHOOL DUAL ENROLLMENT



Through North Carolina's Career and College Promise (CCP) dual enrollment pathways, high school students can take college courses that can transfer to a four-year institution. This infographic shows findings around the earning

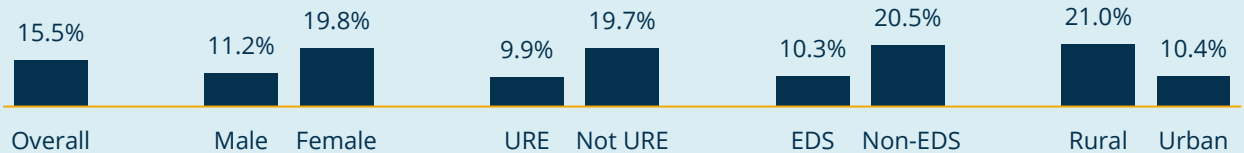
of these credits in high school (for all North Carolina students) and the transfer of these credits to institutions that are part of the University of North Carolina System (for students enrolled in the UNC System).

## EARNING OF POTENTIALLY TRANSFERABLE DUAL ENROLLMENT CREDIT



\* Out of students taking DE

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

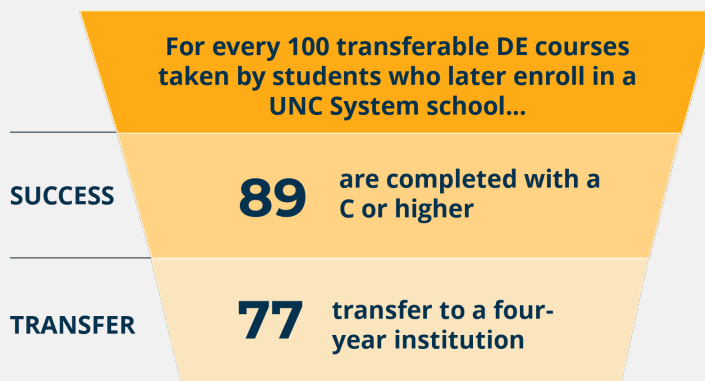


Gaps in credit earning for all student subgroups are driven by gaps in participation. Gaps by race/ethnicity and EDS are also driven by gaps in success rates.

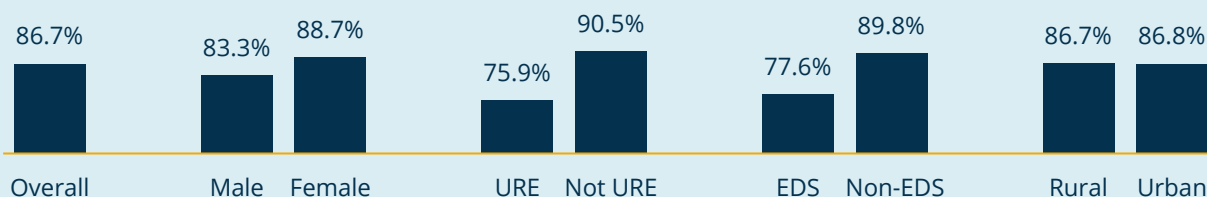
|  | Gender Gap                | URE Status Gap          | EDS Gap                 | Rural-Urban Gap          |
|--|---------------------------|-------------------------|-------------------------|--------------------------|
| <b>PARTICIPATION:</b> % Taking at least one DE course (out of all students)        | Males < Females by 9.1 pp | URE < Not URE by 9.9 pp | EDS < Non-EDS by 9.9 pp | Rural > Urban by 12.2 pp |
| <b>SUCCESS:</b> % getting C or higher in at least one course (out of coursetakers) | Males < Females by 3.3 pp | URE < Not URE by 7.0 pp | EDS < Non-EDS by 9.2 pp | Rural < Urban by 0.8 pp  |

This table shows differences between subgroups. For example, males participated in dual enrollment at a rate that was 9.1 percentage points less than females.

# TRANSFER OF COLLEGE CREDIT—DUAL ENROLLMENT (DE)



87% of credit-earning courses (those with C or higher) transferred but there are gaps in transfer rates by some subgroups.



The largest gaps in transfer rates are for economically disadvantaged students (compared to not economically disadvantaged) and students who are members of underrepresented racial and ethnic groups (compared to not underrepresented).

These analyses look at dual enrollment credits earned in high school that should transfer to a four-year institution because they are on the North Carolina Comprehensive Articulation Agreement. The sample for the credits earned analysis is 821,475 students in 11th and 12th grades in North Carolina from 2012-13 through 2021-22. The sample for the transfer analysis is 56,800 students who earned potentially transferable dual enrollment credit in high school and who enrolled in a UNC System school as their first post-high school institution. Underrepresented racial and ethnic groups are Black, Hispanic/Latine, Multiracial, and Native American. Non-underrepresented racial and ethnic groups are Asian and White. Students who attended a Cooperative Innovative High School (early college) are excluded from these analyses.



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