



# DUAL ENROLLMENT BY THE NUMBERS

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## IPEDS INSIGHT REPORT

*Analysis of preliminary data for 2022-2023 from the  
Integrated Postsecondary Education Data System (IPEDS)*

## A FIRST FOR THE FIELD

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What we've learned from the first national data on dual enrollment participation.

In August 2024, the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) released preliminary data from the first-ever institutional count of dual enrollment participation revealing nearly **2.5 million** high school student enrollments in

college courses in 2022-23. The data can now be explored by state, institution type, and key student characteristics such as gender, race, and ethnicity. NACEP analysis of IPEDS data for the 2022-23 academic year offers new insight into the nation's dual enrollment landscape.

# NATIONAL REACH, LOCAL VARIATION

Dual enrollment is a common offering at colleges and universities and sees widespread student participation, though program size and structure vary significantly.

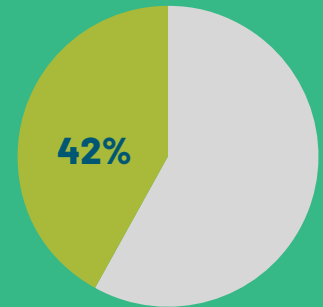
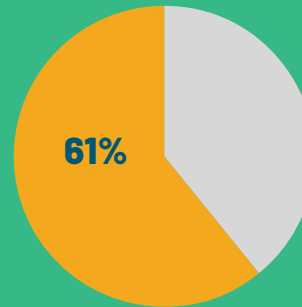
## WIDESPREAD PARTICIPATION

Nearly **2.5 million** college enrollments were from high school students in the 2022-2023 academic year.



**61% of US higher education institutions reported enrolling at least one high school student**

**42% of institutions reported enrolling 100 or more high school students**



## WIDE RANGE IN PROGRAM SIZE

Average program size: **1,037**

Largest NACEP-accredited program: **80,336**  
Ivy Tech Community College, Indiana



**54%** of programs served 500 or fewer students



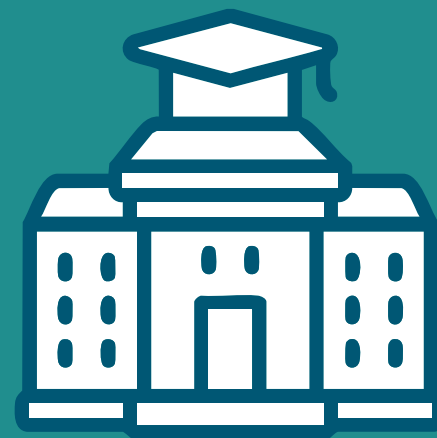
**85%** of programs served 2,000 or fewer students



19 programs served **10,000** or more students

# DUAL ENROLLMENT IS NATIONAL IN SCOPE BUT HIGHLY LOCALIZED IN SCALE

Millions of students participate, and most colleges are involved, but program size varies dramatically. Some institutions serve a few hundred students, while a handful of colleges enroll thousands.



## DISTRIBUTION ACROSS HIGHER EDUCATION INSTITUTIONS

Dual enrollment has a significant presence in the nation's higher education enrollment. The program is prevalent in all higher education sectors, with **community colleges leading** and other institution types engaged to varying degrees across states.

IN THE 2022-23 ACADEMIC YEAR, DUAL ENROLLMENT STUDENTS MADE UP

12%

of **overall undergraduate** enrollment nationally

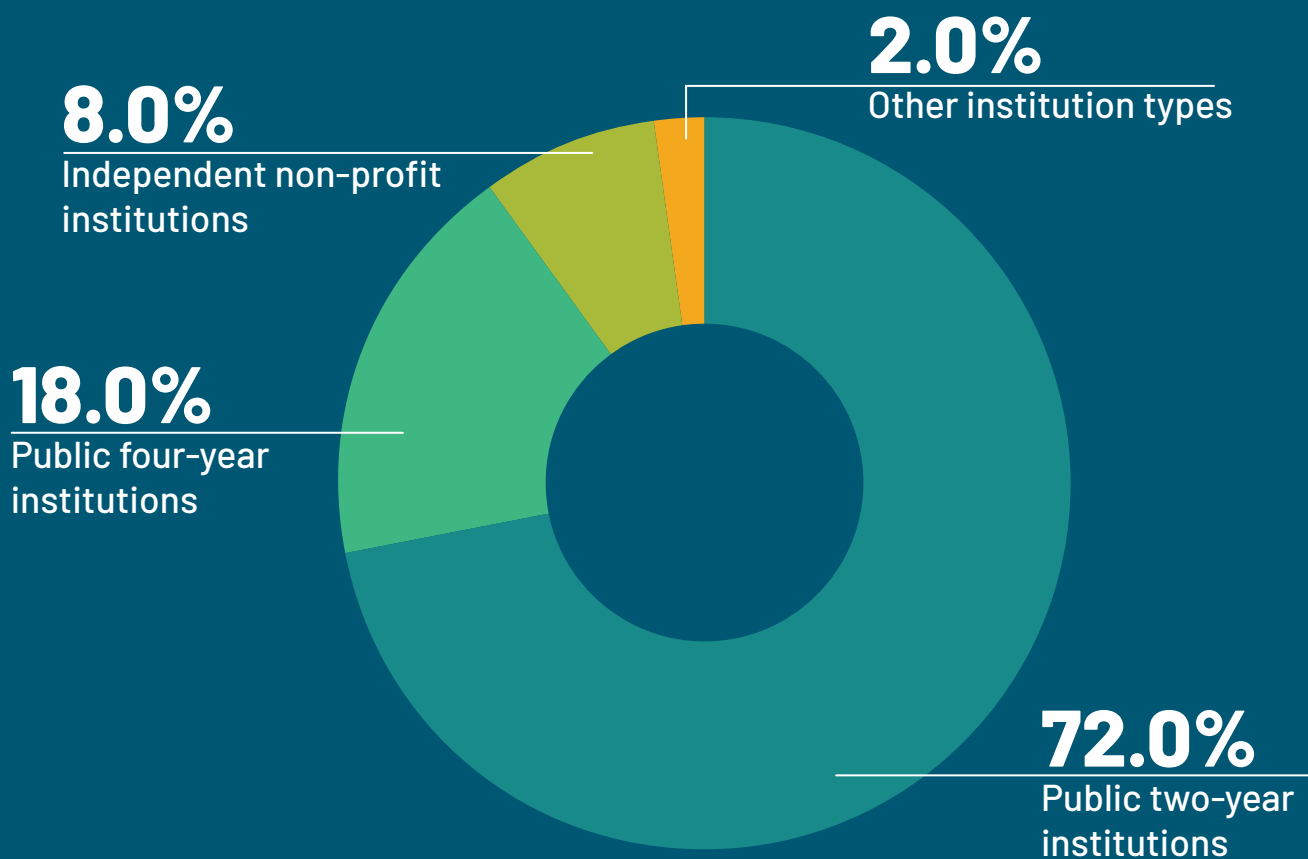
21%

of **community college** enrollment nationally

Dual enrollment now accounts for a notable share of college enrollments, underscoring its expanding presence in American higher education.

# DUAL ENROLLMENT BY INSTITUTION TYPE

Dual enrollment plays a prominent role in community colleges, while the role of four-year public and private institutions varies by region and state policy.



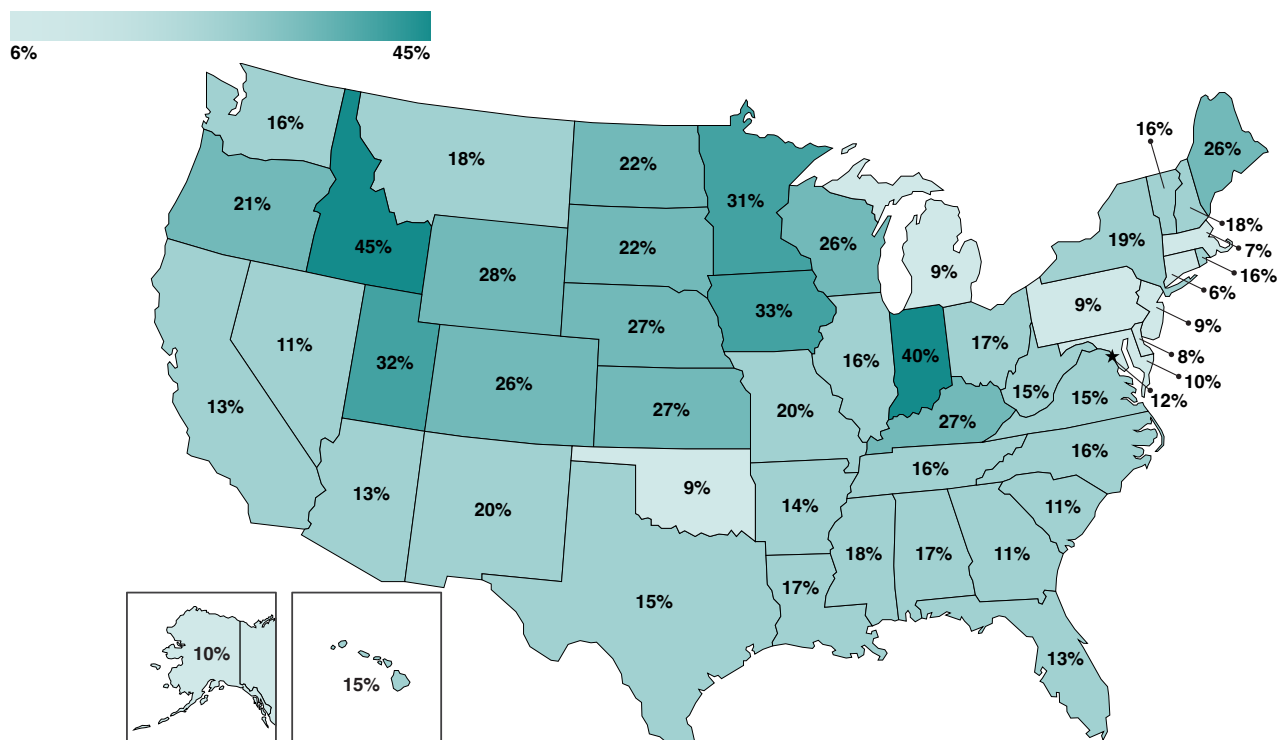
*Figure 1: Distribution of dual enrollment students by institution type based on NACEP analysis of IPEDS 2022-2023 academic year data.*

# FROM OPPORTUNITY TO UPTAKE: STATE VARIATIONS IN PARTICIPATION

State-level differences in participation rates highlight not just varying access, but also how extensively dual enrollment is integrated into the structure of high school education. States with strong participation often reflect systems where dual enrollment is a standard part of the high school experience, backed by policy, funding, and alignment to college and career readiness.

Figures 2, 3, and 4 offer three views of dual enrollment uptake measured as a share of public high school enrollment, total undergraduate enrollment, and community college enrollment. Together, these perspectives highlight how deeply dual enrollment is embedded within both secondary and postsecondary systems, offering a national view of state-level access and participation patterns.

## DUAL ENROLLMENT AS A PERCENT OF PUBLIC HIGH SCHOOL ENROLLMENT



*Figure 2: Estimated percentage of public high school students participating in dual enrollment, 2022-23. Based on NACEP analysis of national public high school enrollment, [NCES CCD, grades 9-12](#) and [IPEDS](#) data. Note: This analysis doesn't account for private and middle school students, students enrolling through multiple institutions, or for state eligibility policies that limit participation to specific grade levels.*

# DUAL ENROLLMENT AS PERCENT OF ALL UNDERGRADUATE ENROLLMENT

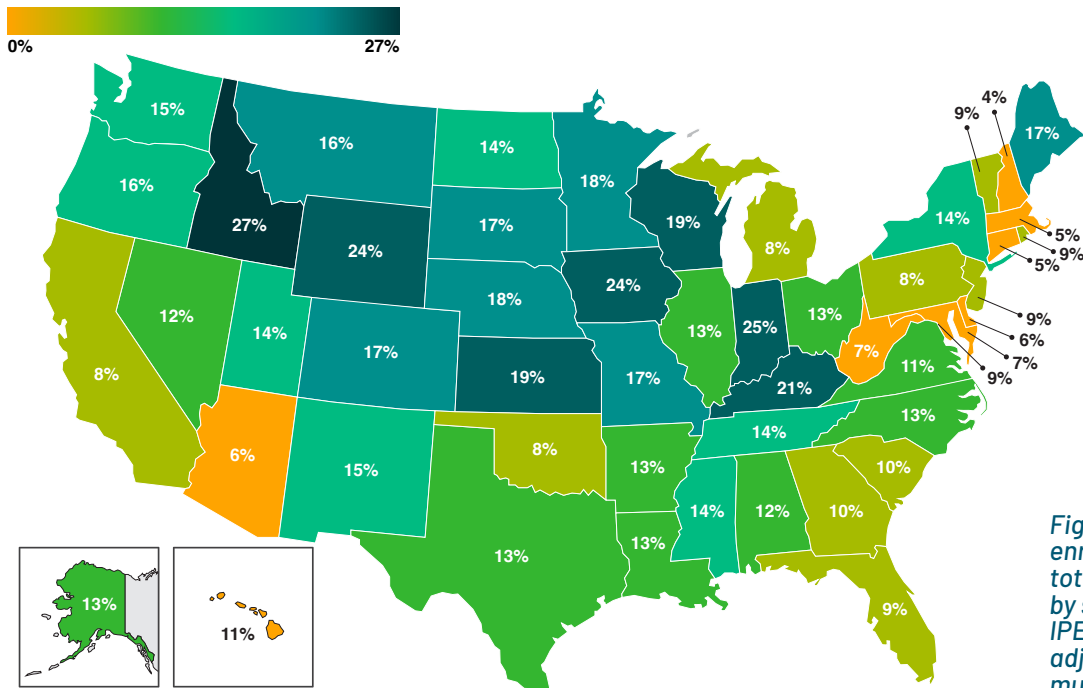


Figure 3: Estimated dual enrollment as a percent of total undergraduate enrollment by state. Based on 2022-23 IPEDS data; analysis does not adjust for enrollment across multiple institutions.

# DUAL ENROLLMENT AS PERCENT OF COMMUNITY COLLEGE ENROLLMENT

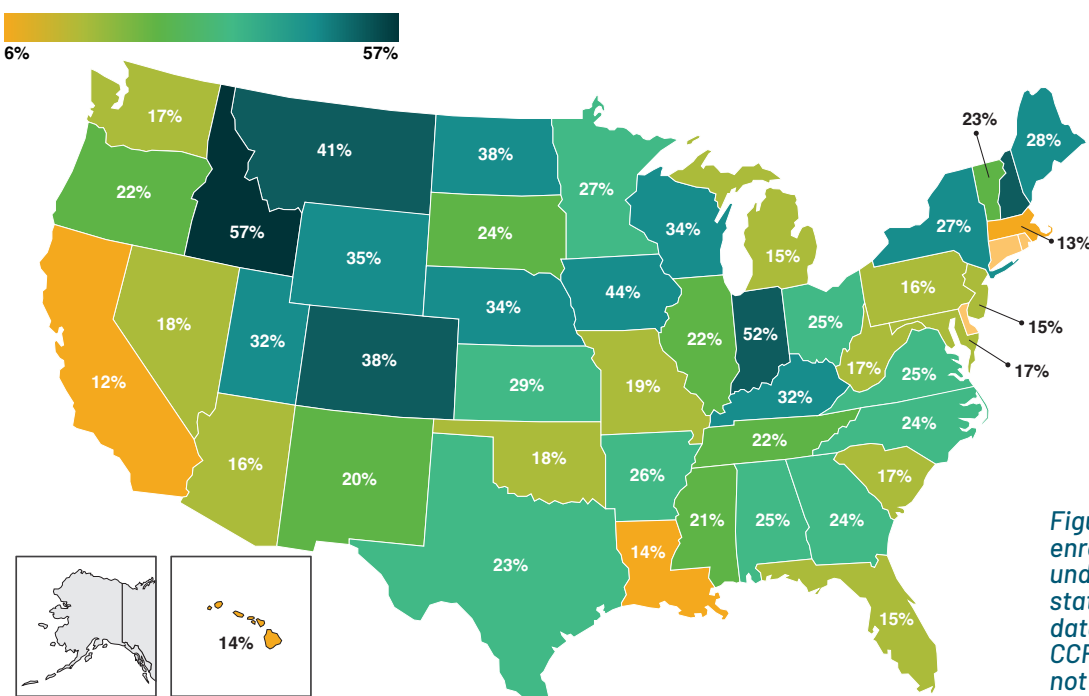


Figure 4: Estimated dual enrollment as a percent of total undergraduate enrollment by state. Based on 2022-23 IPEDS data in combination with 2024 CCRC reporting; analysis does not adjust for enrollment across multiple institutions.

# PARTICIPATION OFTEN REFLECTS POLICY VARIATION

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Dual enrollment participation varies significantly across states, shaped by differences in policy context and investment. Where participation is most widespread and sustained, states have paired funding and support with clear expectations for program quality and alignment. [Thirty-four states leverage](#)

[NACEP's national quality standards and program accreditation process](#) to ensure consistent quality and aligned practice across institutions, enabling policymakers to focus state-level efforts on expanding access, increasing participation, and improving student outcomes.

Dual enrollment access and participation varies across the nation. Intentional state policies play an important role in helping make dual enrollment a regular part of the high school experience.

# ENROLLMENT IMPACT VARIES SIGNIFICANTLY BY INSTITUTION

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Dual enrollment is no longer on the margins; it is a mainstream strategy reshaping college enrollment and reaching a substantial number of students nationwide. Participation levels vary widely by institution and

institution type, but the program is now embedded in a majority of colleges across the country and plays an increasingly visible role in enrollment at many of them.

# DUAL ENROLLMENT AS A PORTION OF OVERALL INSTITUTION ENROLLMENT

The proportion of overall enrollment from high school students varies by institution. While 66% report that dual enrollment students make up less than 20% of enrollment, a smaller but significant

group has much higher representation, including 4% of institutions where high school students account for 50% or more of overall enrollment.

Distribution of Institutions by Percent of Enrollment from High School Students

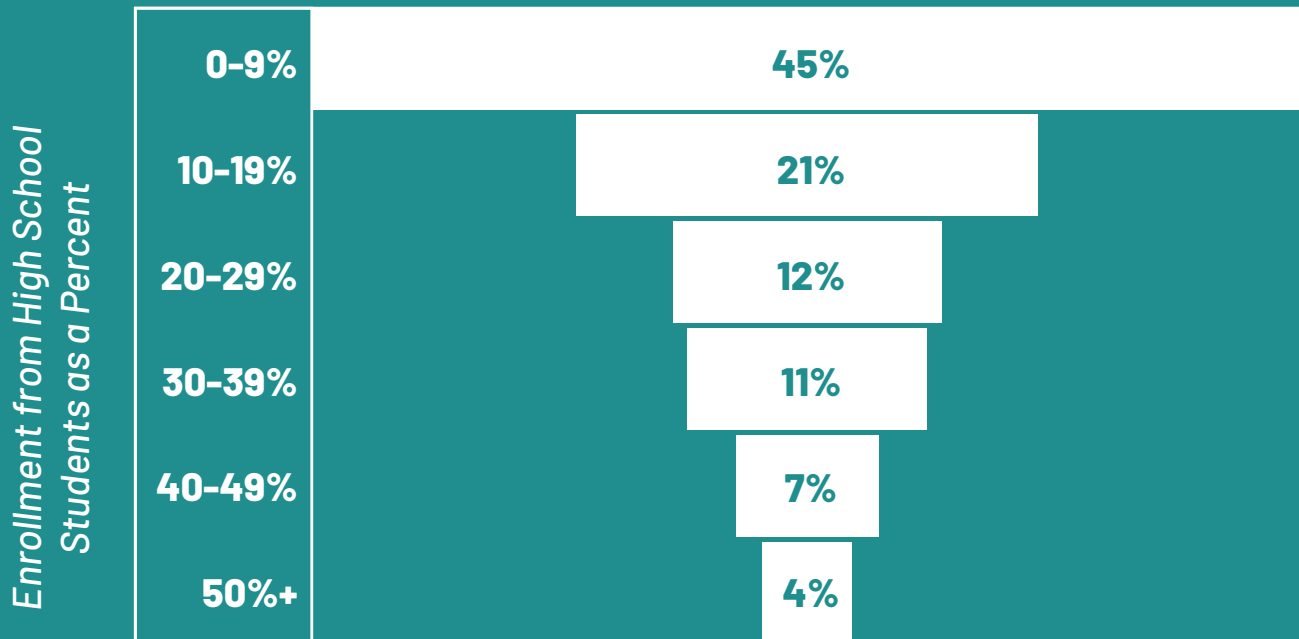


Figure 5: The distribution of non-profit institutions of higher education by the percentage of undergraduate enrollment from high school students. NACEP analysis of the 2022-2023 IPEDS dataset.

## MOST INSTITUTIONS REPORT LOW PERCENTAGES:

45% of nonprofit colleges with dual enrollment report that **less than 10%** of their undergraduate enrollments are from high school students

## SOME INSTITUTIONS HAVE LARGE PERCENTAGES:

At **1 in 5 institutions**, high school students make up **30% or more** of total undergraduate enrollment



# PARTICIPATION GAPS PERSIST

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Like undergraduate enrollment patterns more broadly, dual enrollment participation does not yet reflect the full diversity of the U.S. public high school population. White students are about 44% of K-12 enrollment, but make up 52% of dual enrollment

participants nationally. While access is expanding, persistent gaps in participation for some groups point to the need for outreach, support, and program design that promote access and engagement for all students.

## BLACK/ AFRICAN AMERICAN STUDENTS COMPRISE

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**15%** of the U.S. public school enrollment

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**8%** of dual enrollment participants

## HISPANIC/ LATINO STUDENTS COMPRISE

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**28%** of the U.S. public school enrollment

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**20%** of dual enrollment participants

Dual enrollment participation is expanding but still falls short of reflecting the diversity of the U.S. high school population, signaling a need for more focus on equitable access and support.

# NACEP'S NATIONAL FOOTPRINT

**Nationally, 20%** of of high school student enrollments from the 2023-23 academic year were through a high-quality program [accredited by NACEP](#). Earning [NACEP accreditation](#) requires programs to undergo a rigorous outside review by a panel of peer institutions and demonstrate they have consistently met the mark of quality practice.

**500,000** Enrolled in NACEP-Accredited Programs

**More than half (52%)** of the high school enrollments were through a college or high school connected to national best practices and quality standards as part of the [NACEP community](#).

**1,300,000** Enrolled in NACEP-Member Programs



Over half of the high school student enrollments recorded in IPEDS data were through programs connected to national best practices, with **one in five** in a program that has met the highest standard for quality through NACEP accreditation.

# A NEW CHAPTER FOR DUAL ENROLLMENT

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The preliminary release of dual enrollment data through IPEDS marks a pivotal moment for the field. After years of [persistent advocacy](#), the efforts of NACEP, its members, and national partners have culminated in a major step forward: the inclusion of dual enrollment data in IPEDS. We can now start to move

beyond [assumptions and estimates](#) to a shared, national understanding of who is participating in dual enrollment, where, and at what scale. The data reveal the program's broad yet uneven reach, offering a critical foundation for expanding access to high-quality opportunities for students nationwide.

*Data Notes: NACEP eagerly awaits the finalization of the 2022-2023 data and the preliminary release of data for the 2023-2024 academic year.*

*This NACEP analysis used the **preliminary** data released by IPEDS for the 2022-2023 academic year. Final data may shift the numbers or impact the trends identified; NACEP will update as appropriate.*

*Dual enrollment reporting was a new IPEDS survey component, which can present challenges in reporting accuracy. NACEP's 2024 [initial analysis](#) of the data revealed both under- and over-reporting for some institutions, ranging from a few students to several thousand. The findings in this report utilized the released data without revision or modification.*

*While IPEDS states the reported data represent unduplicated headcount within an institution, there may be duplication between institutions if a student enrolled with more than one provider. This condition also applies to semester enrollment reporting in other IPEDS datasets. NACEP has worked to frame the data and findings presented here as enrollments whenever practical.*

# ABOUT THE AUTHOR

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Amy Williams is the Executive Director of NACEP and a nationally recognized expert in dual enrollment policy and practice. Her expertise is grounded in deep experience across all levels of education, from classroom instruction to statewide systems and

policy leadership. She began her career as a STEM researcher and educator, later moving into higher education where she has led major initiatives to expand access, improve quality, and align dual enrollment with broader educational goals.

# ABOUT NACEP

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The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the nation's leading voice for quality in dual and concurrent enrollment. As the only national organization focused exclusively on these programs, NACEP sets the standard for excellence in policy, practice, and program design.

NACEP serves a diverse national network of secondary and postsecondary leaders, educators, and administrators who are on the front lines of designing and advancing programs that expand access and support student success.

NACEP provides unmatched professional development, technical assistance, research-based resources, and a vibrant national community committed to continuous improvement.

Learn more about how NACEP helps education professionals navigate all aspects of dual enrollment through best practices, professional development, and a national network of experts dedicated to expanding high-quality dual enrollment opportunities.

Visit us at [www.nacep.org](http://www.nacep.org)