

Quality by Design Building Strong Dual Enrollment Programs & Practices



Amy Williams

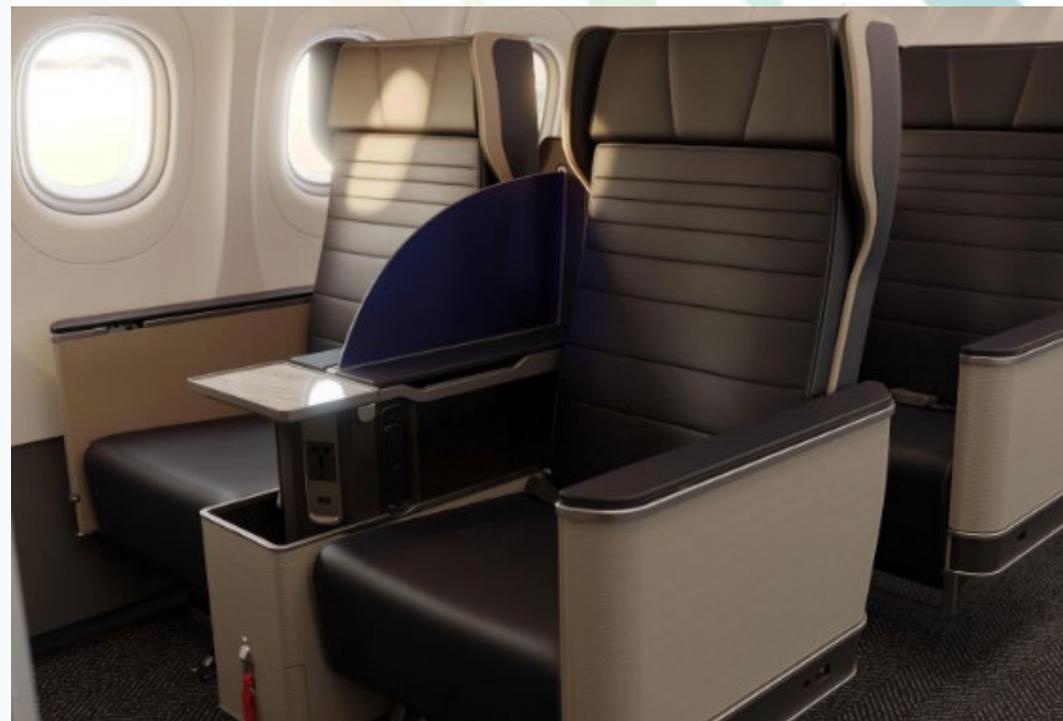
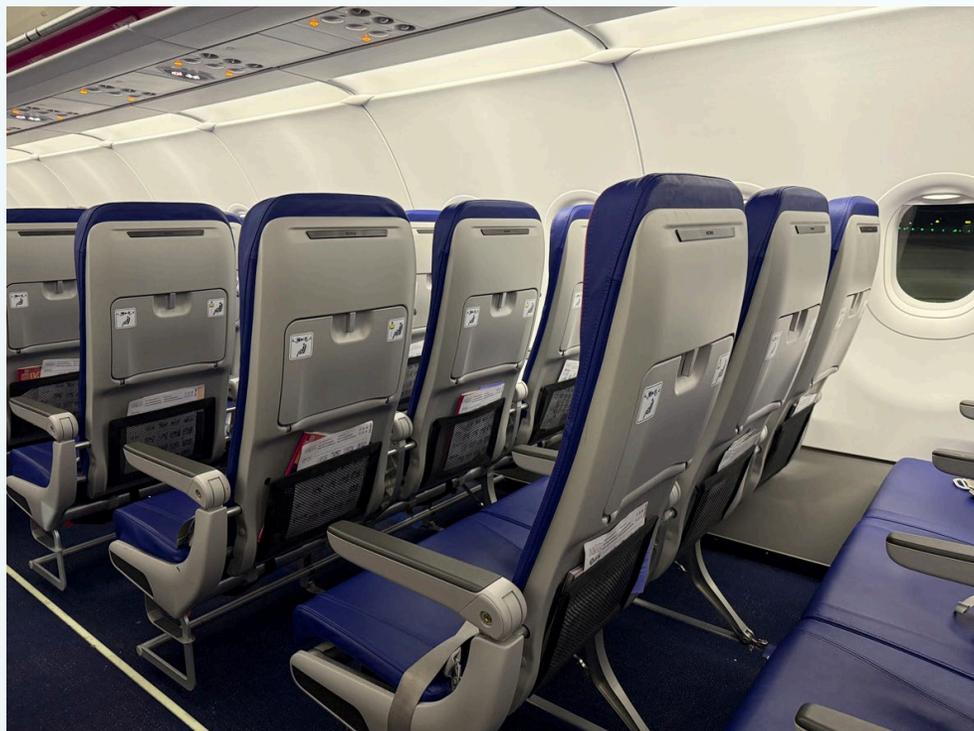
Executive Director at
National Alliance of Conc...



Amy Williams
NACEP Executive Director
www.nacep.org



A Tale of Two Seats



A Tale of Two Experiences



Program Quality Impacts the Student Experience



NACEP is the first and only national organization supporting **programs**, **practitioners**, and **policies** to advance **quality** dual enrollment programs.

SUPPORTING PROGRAM QUALITY

- **National Quality Standards:** NACEP six component quality standards helps serve as a framework for building quality dual enrollment programs.
- **Program Accreditation:** As the nation's sole accrediting body for these programs, we affirm program excellence through a comprehensive, evidence-based peer review process.

Quality Programs & Practices



Rigor

Courses meet true college standards for curriculum, assessment, instruction, and learning outcomes

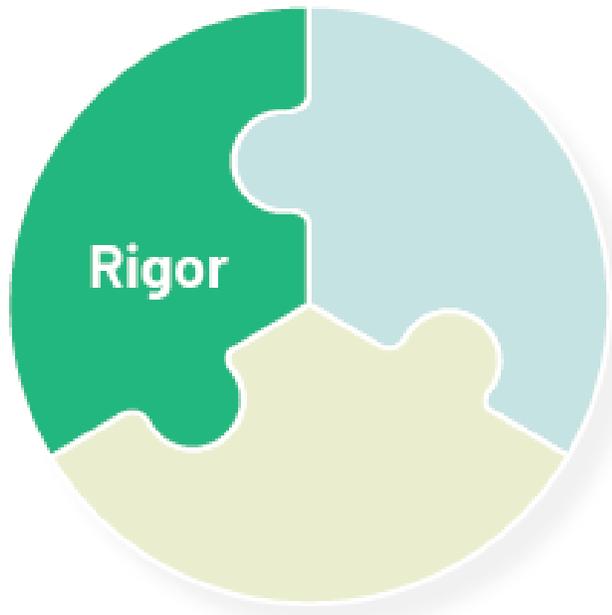
Readiness

Building autonomy, help-seeking, and effective use of supports like tutoring, writing centers, and advising.

Relevance

Empowers students to navigate college systems and connect coursework to education and career goals.

College Rigor



Indicators

Course Parity

Courses use equivalent curriculum, assessments, learning materials, and grading standards as the college version.

Instructor Requirements

High school instructors meet the same requirements as faculty teaching the course on campus.

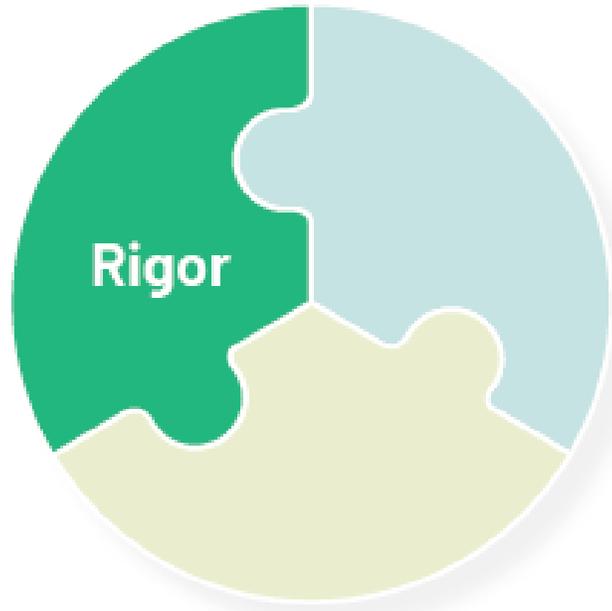
Instructor Support

High school instructors receive faculty liaison support, onboarding, and ongoing professional development.

Student Preparation

Students meet the placement standards and prerequisites required for the course.

College Rigor



Reported Practices

Course Parity

- 81% ensure equivalent curriculum
- 77% use common syllabi
- 75% equivalent grading standards
- 70% ensure comparable assessments

Instructor Requirements

- 85% ensure high school instructors meet campus instructor requirements

Instructor Support

- 67% assign a faculty liaison
- 65% provide initial instructor onboarding
- 53% provide annual professional development

Student Preparation

- 78% require students to meet course placement and prerequisites

College Readiness



Indicators

Clear Expectations

Students understand and experience the differences between high school and college expectations for learning

Access to Supports

Students have structured access to, and engage with, advising and academic support services.

Encounter Collage Systems

Students use college systems and processes to navigate course work and seek assistance.

College Readiness

Reported Practices

Clear Expectations

- 61% provide information about college learning expectations

Access to Supports

- 84% provide access to academic support services
- 85% provide advising access on demand
- 32% assign an advisor

College Resources

- 78% provide access to learning resources



College Readiness



Mandatory Advising Practices

- 28% mandate advising before the course
- 15% mandate advising at least annually
- 14% mandate checkpoint advising at key milestones or credit levels
- 11% mandate advising before the end of the term (including transition support)
- 13% used other advising approaches, including location-based, embedded college advisors at high schools, multiple advising periods or touchpoints, self-service tools, and training and support of high school staff
- 9% have a mandatory student success course

College Relevance



Indicators

Valuable Offerings

Course offerings are cataloged courses, accepted by the institution and apply to degree plans, majors, transfer pathways, or careers opportunities.

College Processes

Students experience authentic college processes such as enrollment, orientation, registration, and payment.

College Technology

Students use institutional platforms and technology.

College Relevance



Reported Practices

Connected Course Offerings

- 69% map coursework to degree plans

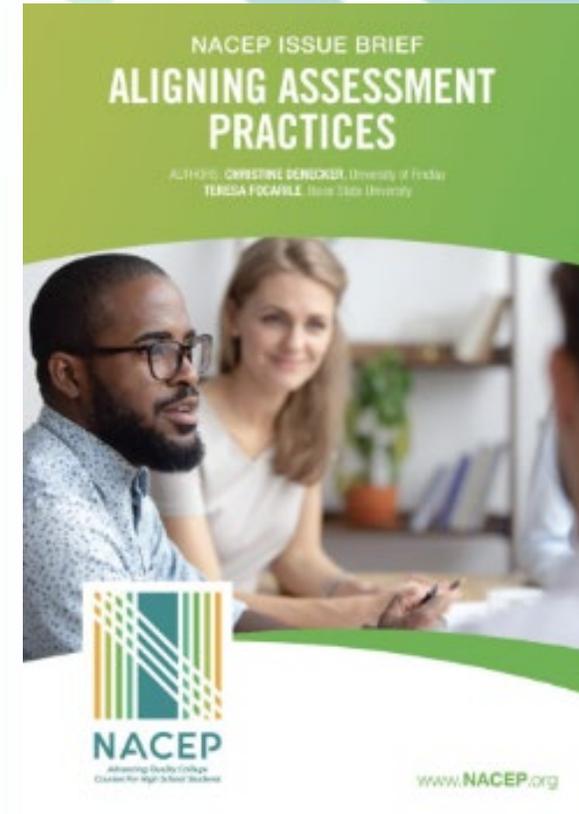
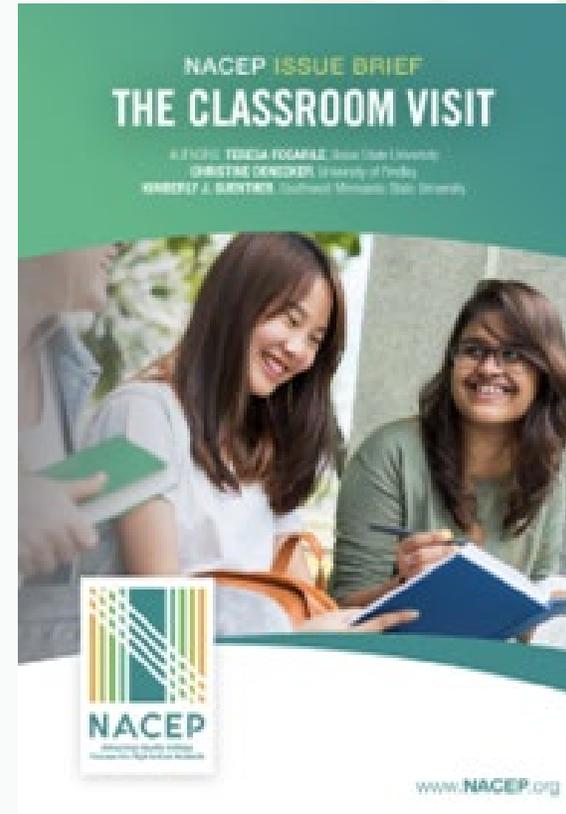
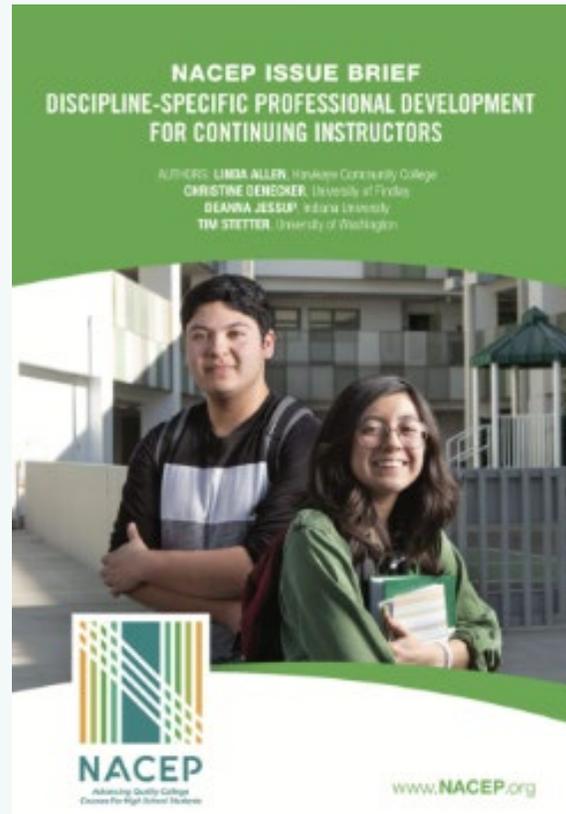
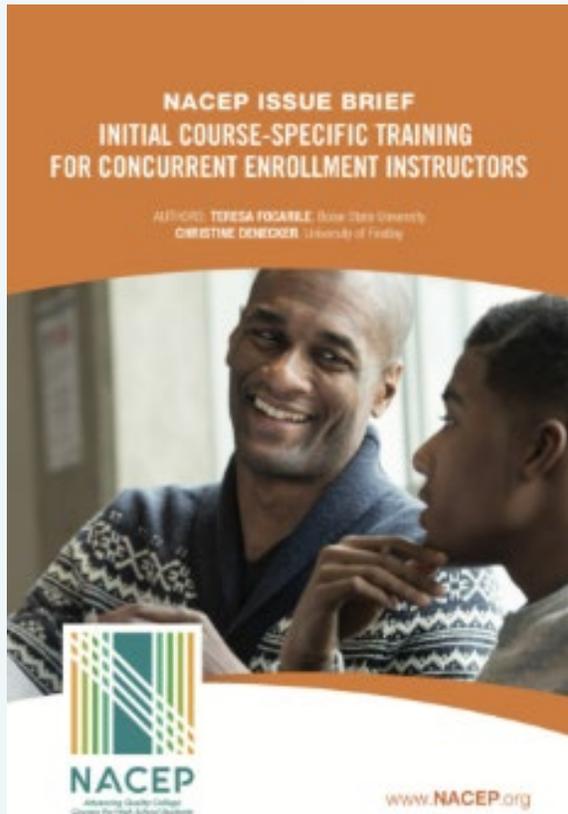
College Technology

- 99% report students engage with one or more institutional technology platforms

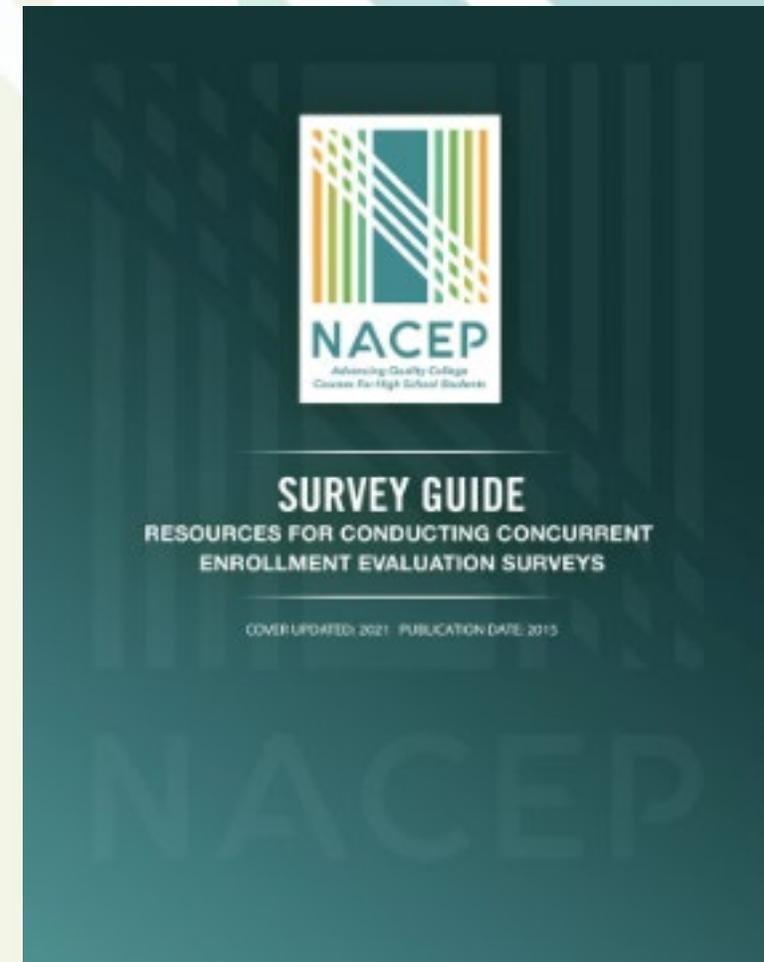
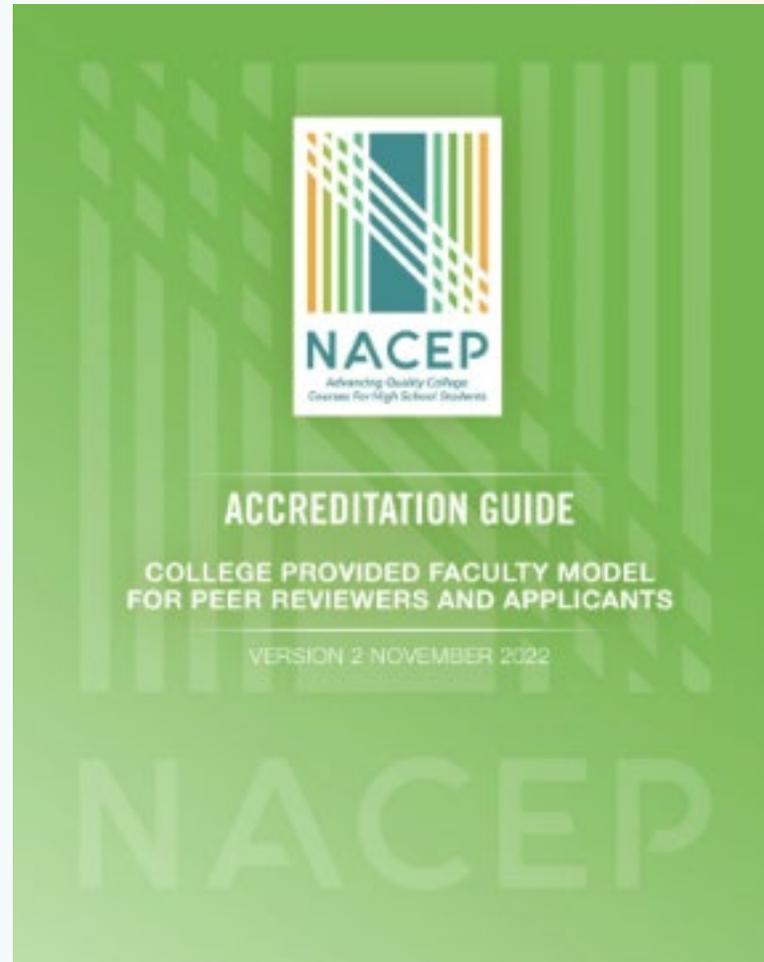
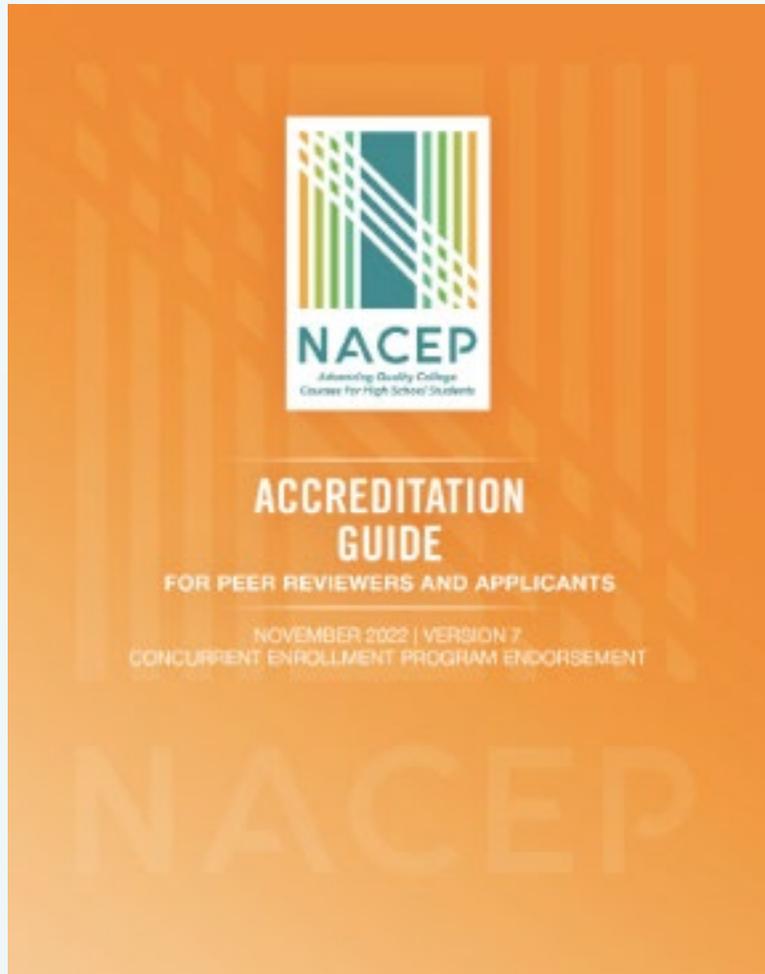
College Processes

- 52% provide orientation or orientation materials
- 75% provide a course registration process

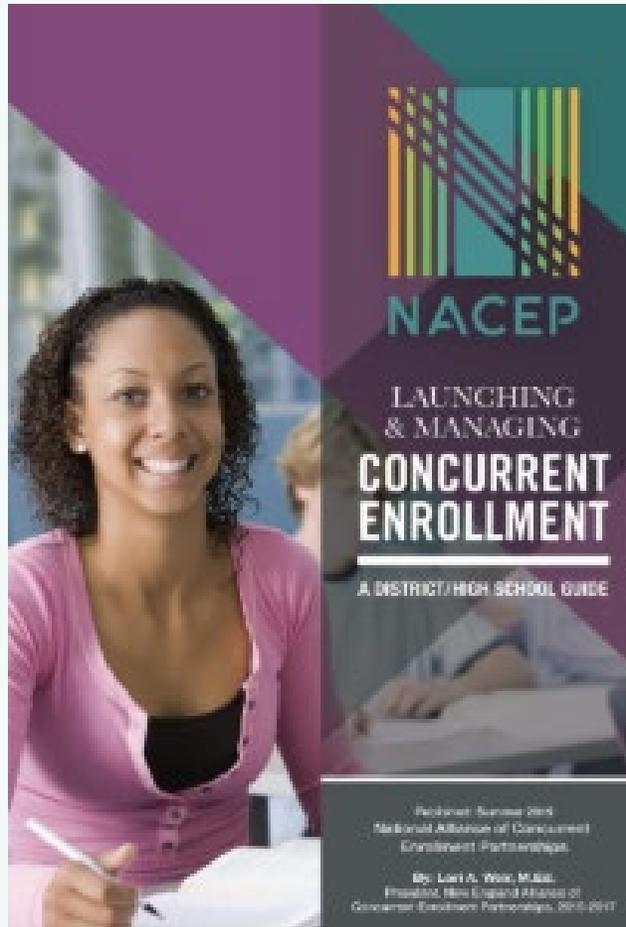
Explore Ways to Keep Quality at the Center



Explore: Accreditation Standards



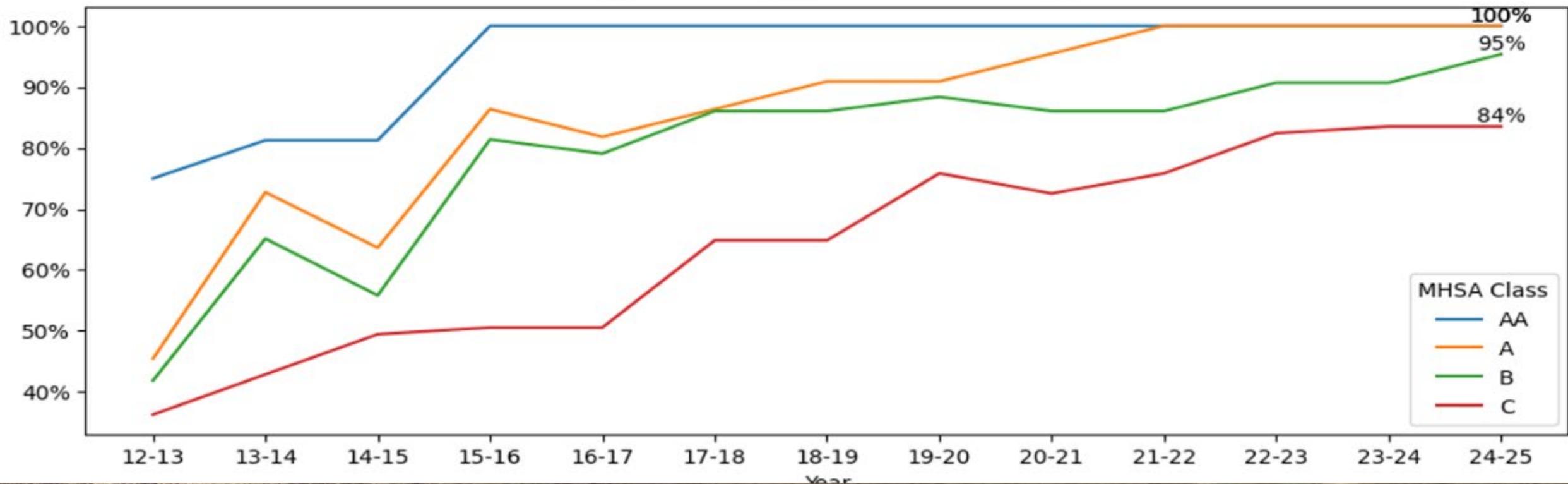
Explore NACEP Publications: For K-12 Partners



NACEP Standards & Evidence with Secondary Best Practices

The **NACEP Standards & Evidence with Secondary Best Practices**, authored by the NACEP Secondary School Partners Committee, is a Concurrent Enrollment (CE) resource for high schools and districts which are starting new or expanding existing Concurrent Enrollment programs. Aligned with NACEP standards and evidence, these secondary best practices provide high school administrators, counselors, and staff with specific suggestions for implementing CE processes, accountability, and collaboration with post-secondary partners. These best practices may also be used by secondary partners who wish to support their post-secondary partners applying for NACEP Accreditation.

Public HS Participating in DE by MHSA Class



Rural Advantages

Less Is More

- Focused offerings make advising clearer and value easier to see.

Small Is Manageable

- A smaller scale makes programs easier to coordinate and maintain. Easier to ensure the program hits the 3 R's.

Necessity Drives Innovation

- Limited resources encourage thoughtful investment

Stronger Together

- Partnerships tend to focus more on shared solutions and collaborative problem-solving

Local Knowledge Matters

- Programs benefit from a deep understanding of students and local/regional workforce needs/opportunities.

Rural Challenges

Less Can Be Limiting

- Smaller budgets, fewer students, fewer course options, and limited opportunities

Geography

- Distance from college or high school can make on-campus and “visiting faculty” options impossible

Budgets

- Tight budgets: cautious development, investment vs impact, equipment and facilities challenges

Teachers

- Lack of qualified teachers for in-person, high school-based courses. Higher turnover, vacant positions, more alternative/emergency teachers

Options

- Fewer resources, students, and teachers limit the ability to build cohesive sequences of courses for guided pathways

Online is Prevalent

Program Structure and Delivery

Among institutions offering HSDE, 97% provide individual courses while 41% offer Early College High School (ECHS) programs and 20% offer Pathways in Technology Early College High School (P-TECH) programs.

The most common delivery method is on-site at high schools (93%), followed by courses on college campuses (77%) and online delivery (62% asynchronous, 39% synchronous). Approximately 34% use hybrid delivery models combining in-person and online instruction.

High School



93%

College



77%

Online Formats



62%
Async



39%
Sync

34%
Hybrid

BRIDGING TWO WORLDS

The Evolving Landscape of High School Dual Enrollment in American Higher Education



Amy Williams, M.S.
Executive Director
National Alliance of
Concurrent Enrollment
Partnerships

Wendy Kilgore, Ph.D.
Senior Director of Research
American Association of
Collegiate Registrars and
Admissions Officers

Online Is Alluring

Rural Challenges

- Lack of qualified instructors/turnover
- Fewer students, resources, offerings, and options
- Tough to offer cohesive or sequential packages of courses
- Calendar and schedule misalignment

Promise: Fixes Challenges

- ✓ Access to an unlimited number of college faculty
- ✓ Seats in courses for any number of students
- ✓ Build whatever sequence you want
- ✓ Choose the provider or model to meet your needs
- ✓ **All this, without adding staff!**

Online Challenges

Peril: Creates Other Challenges, Adds Risk

- Poor fit for many learners
- Highly variable quality of courses and providers
- Can add a lot more complexity to the partnership:
 - Logistics, collaborative activities, advising, communications, tuition and fees, and student progress monitoring
 - More uncertainty and less clarity transfer acceptance and applicability

Navigating Online College Courses for Dual Enrollment



Online Should Be On Purpose



PROVIDER

Always Work with
a Legitimate, High-
Quality Provider



PARTNERSHIP

Build a Proactive
Partnership



MODEL

Choose the Right
Instruction Model



SUPPORT

Include Academic
and Non-Academic
Support



ENGAGEMENT

Prioritize Student
and Parent
Engagement

Key Advice: Logistics

- Explore local and in-state options first
 - Better for partnership, funding, more local and regional context, helping students understand in-state options, allows for campus visits
- Avoid providers with red flags
 - Unusual transcripting practices, retroactive credit, not accepting their own credit in degree programs, no MOU, no experience with DE
- Have the hard conversations first
 - Cost, technology platforms, schedules, firewalls
 - Division of labor for advising, student communication, tech support, progress monitoring

Key Advice: Students

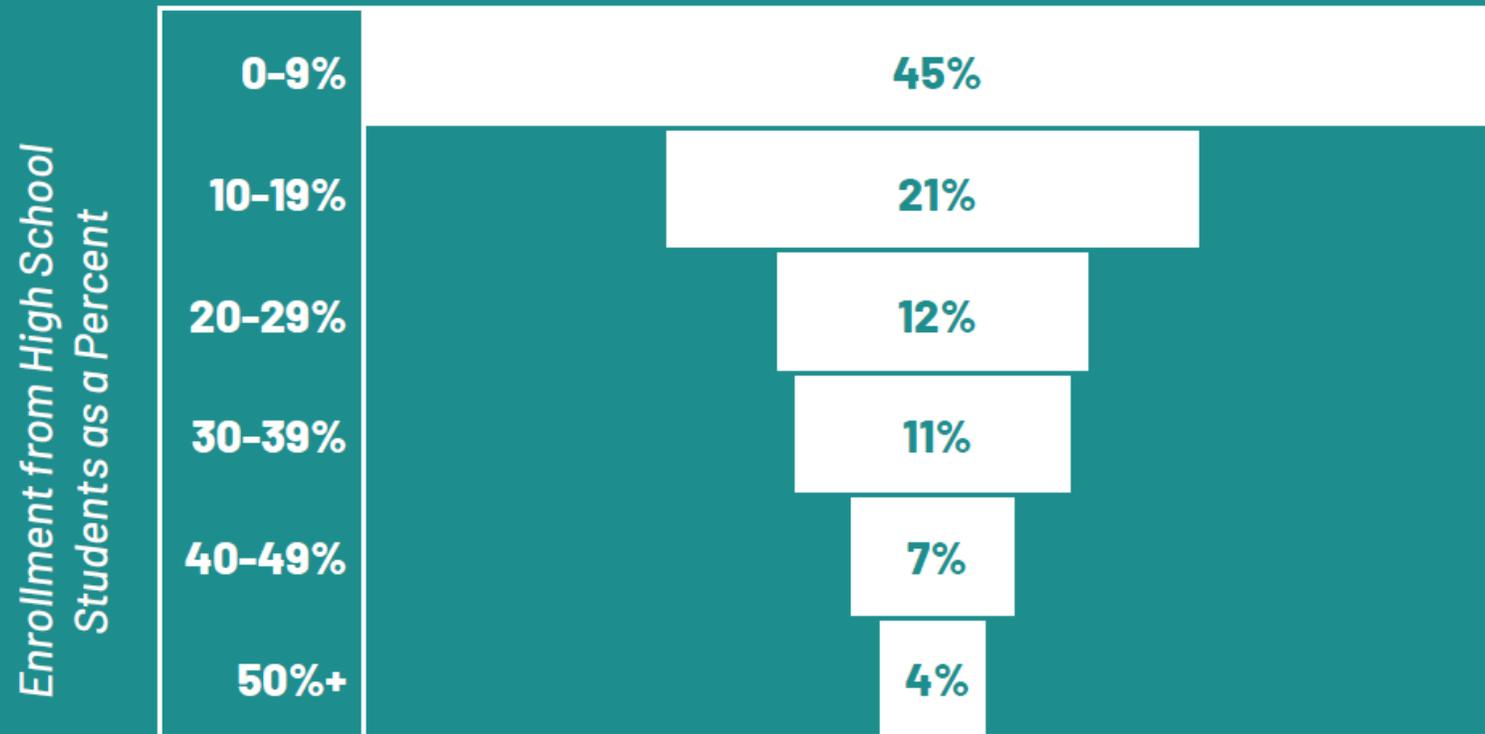
- Match the model to the students and context
 - Prioritize in-person options, explore hybrid or team-teaching models, use asynchronous options with supports
- Schedule strategically
 - Try to schedule online courses during the same periods each day. Easier for master scheduling, adds structure for students, and allows for cohorts
- Create clarity
 - Orient students AND parents through required orientation, handbooks, info sessions, and timely updates
 - Ensure students know how to get tech support, academic support, access advising, and look up key deadlines

Three Things Every Student Deserves

- **Rigorous Coursework**
Authentic college-level learning aligned with postsecondary expectations.
- **Robust Supports**
Actual advising, orientation, and guidance that help students engage with and navigate college systems.
- **Relevant Connections**
Clear links between course offerings, future education, and careers.

Popular, Growing, and No Longer Niche

Distribution of Institutions by Percent of Enrollment from High School Students

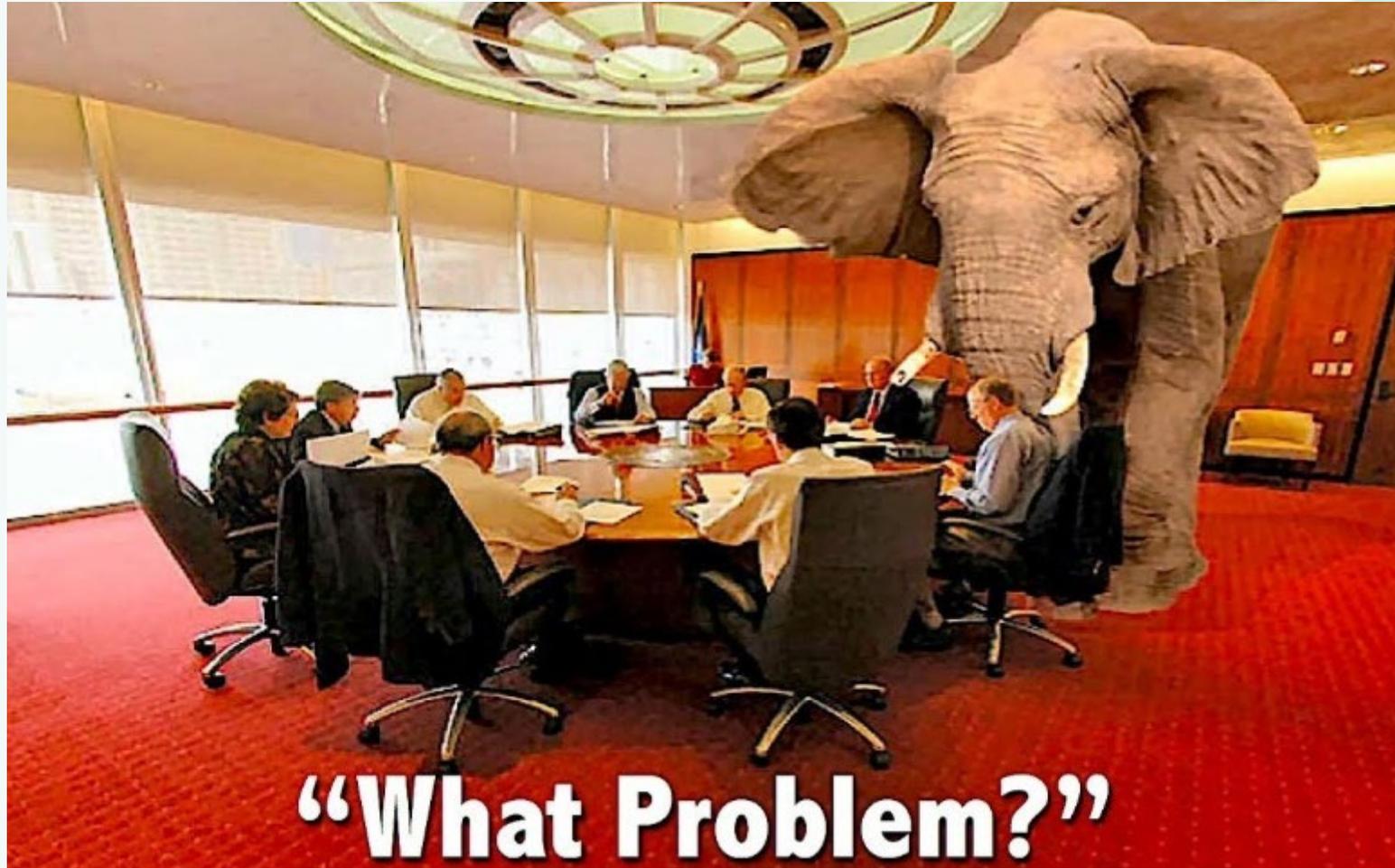


DUAL ENROLLMENT BY THE NUMBERS

IPEDS INSIGHT REPORT

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





“What Problem?”

Overworked, Understaffed, and Growing

NACEP Salary & Staffing Survey

Complex work: Building and maintaining programs is arguably the most complex work in education

Unique Skillset: 53% of respondents reported they were “Dual Career Professionals” and had worked in both secondary and postsecondary education

Turnover is Common: 46% reported that an employee(s) in their program had left their position(s) in the past 12 months

Capacity Lags: 55% of responding programs have 3 or fewer staff, managing up to 8000 students and dozens of high school partnerships

- *This should be a Dean-level position given enrollment levels and responsibilities*
- *Leadership does not understand the complexity of this work and what it takes to do well*
- *I am responsible for 30% of the enrollment at the college. I have no support, none.*
- *Need administrative support and/or additional staff*
- *These students are our students; they deserve better support than what we can provide.*
- *This is our best direct connection with our community and future students.*
- *We know what the students need, we just don't have resources or authority to act.*

People Make Programs Happen

59%



**Centralized Program
Staffing Model**

32%



**Distributed Program
Staffing Model**



NACEP

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PROPOSALS
NOW OPEN

DEADLINE
**MARCH 31,
2026**



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