

Successful Dual Credit Partnerships

and How They Increase Enrollment and Student Success

Presented by:

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Welcome

Session Description

Explore the potential of dual credit partnerships in driving student success and boosting enrollment. This session will delve into proven strategies for fostering effective collaborations between high schools and higher education institutions. College of Lake County and Illinois Valley Community College will share how these partnerships not only empower students to earn college credit while still in high school but also serve as a powerful enrollment growth tool. Attendees will gain insights into best practices, real-world success stories, and actionable steps to build or enhance their dual credit programs, ensuring mutual benefits for both institutions and students.

College Presenters



Illinois Valley Community College



Lirim Neziroski, Ph.D., MBA, MSIS

Academic Dean and
Supervisor for Dual Credit

See more at LirimNez.com



All About Illinois Valley Community College

- LaSalle, Peru, Ottawa area, near Starved Rock National Park
- Enrollments: Student FTE 2500 - Dual Credit is about 15-20%
- Dual Credit with 15-20 high schools, plus the Area Career Center
- Student Demographics: 80% White, 15% Hispanic
- Natural & Social Sciences, Communications, Humanities, Fine Arts, Education, Math, Business, Health Professions, Career & Technical (Automotive, Welding, Computer Technology), plus Adult Basic Education, ESL, Continuing Education, and Business Training

Dual Credit Methodologies

IVCC Uses Multiple Formats for Dual Credit:

- High School Teachers are credentialed to teach college courses at the high school (\$30 tuition per course)
- IVCC instructors teach college courses at the high school (25% tuition discount)
- DC students are placed in separate online courses taught by IVCC instructors (25% off)
- DC students take regular college courses on campus or online (25% off)
- DC students take CTE courses at the Area Career Center (free)
- DC students participate in live-virtual classes via Zoom (starting Fall 2025)

Benefits to High School Teachers

Dual Credit gives high school teachers the motivation and incentive to continue their education. They upskill their credentials in order to teach DC courses, and they also diversify their credentials (Psych and Sociology, English and Speech).

Many high schools provide financial support or reimbursement to teachers.

Teachers bring high-level knowledge and skills into high school classrooms.

The community benefits from more people with higher-level credentials.

Teachers have access to college library resources and faculty professional development.

Teachers are better connected to the college and the community.

Career Pathways

IVCC is using Dual Credit courses to build College and Career Pathway Endorsements (CCPE).

CCPE/DC create enrollment pathways into the college and future employment pathways to local businesses.

Some employers are giving “currency” such as guaranteed interviews or signing bonuses.

Pathways help the college stay connected to high schools and employers, which makes their curriculum/degree more relevant.

Other Benefits

Dual Degree Programs: Some high school students complete enough Dual Credit courses to simultaneously earn a high school diploma and an Associate's degree.

Increased Variety: Small high schools with few elective courses can increase options for students by using Dual Credit courses. (For Example: Students can take Literature, Philosophy, Film, Gender Studies, or History for Humanities credit.)

Higher Quality: Colleges may have better science labs and Library databases.

Staffing and Resources: Small schools that can't attract qualified teachers (esp. in Math and Science) can meet staffing needs by using college instructors, plus the college provides tutoring, mental health, library services, and technology access.

Challenges and Opportunities

Equity Concerns: Many high schools provide DC courses only to high-achieving, Honor's-level Transfer students. Students not in Accelerated or Honors tracks, and students in Technical & Career programs, don't have many opportunities for DC.

Expanding Opportunities: Non-Transfer college courses (such as Technical Writing or some computer classes) or Gen Ed courses with no pre-reqs (Music Appreciation, Art History) provide opportunities for non-Honors students.

Early Opportunities: CCPE Endorsements allow students to take DC courses towards a technical profession.

Overcoming the Distance: Small, far-away schools with few students can't sustain a separate class, so online/virtual classes and early-out programs help.

College of Lake County



The CLC Team

Yazmin Patino

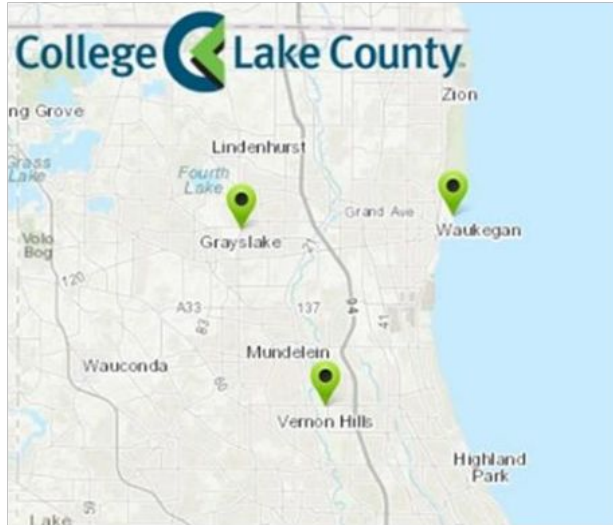
Lead College and Career
Navigator,
Dual Credit and
Non-Embedded High
Schools

Jacob Cushing, EdD

Director,
Student Recruitment and
Onboarding

All About College Of Lake County

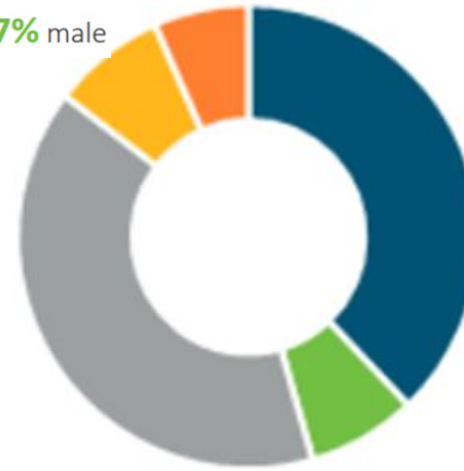
DESIGNATED
HISPANIC-SERVING
INSTITUTION
U.S. DEPARTMENT OF EDUCATION



- 20,000+ unique students served annually
- 35,000 community members served annually
- 220 full-time faculty, 757 part-time faculty, 589 staff

 **53%** female  **47%** male

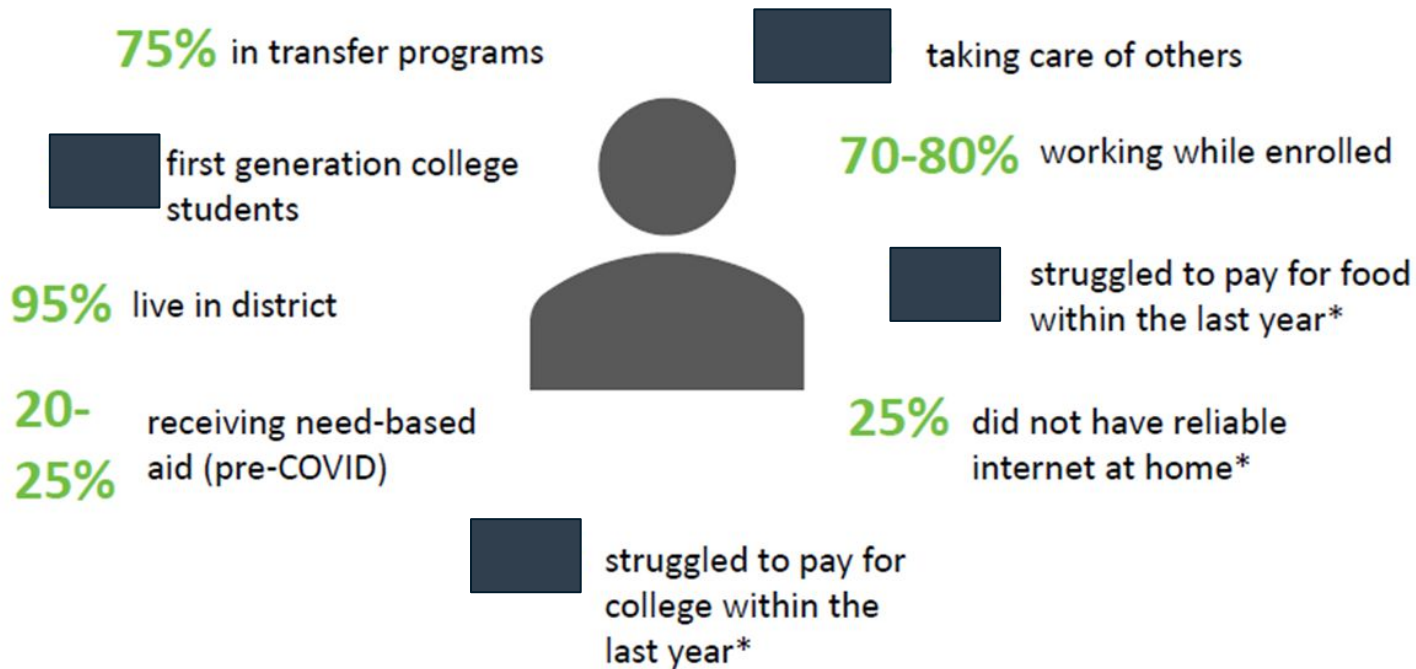
Student Ethnicity



White: 38%
Black: 8%
Latinx: 40%
Asian: 8%
Other: 7%

- **65-70%** part-time
- **65-75%** transfer and **25-35%** career and technical education focus among college students
- About **1/3** of students are adult learners (25+ years old)

Who are our students?



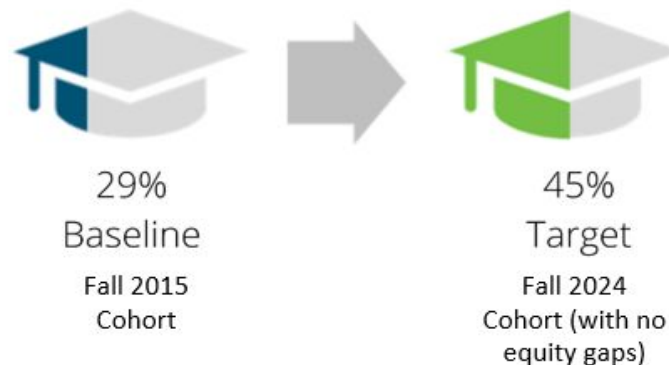
Student Success Model - Redesign (3rd Year)

The retention of students from term to term, resulting in timely graduation, **for all students without equity gaps.**

Percent of students retained from
first to second year



Graduation Rate (3-year, full-time)



Lancer Success Framework

ACCESS

Link

Launch

Learn

Leap

SUCCESS

Full-scale programming and practices to support every student

Connect with CLC

Explore
Decide
College identity
Navigating college

Plan and go

Academic plan
Financial plan
Success plan
Transfer plan
Career plan

First Year Experience

Orientation
Convocation
Success Course
Engage in One!

Grow and Know

Build relationships
Use support network
Commit to learning
Experiential learning
Club engagement

Transition to Next Step

University:

Transfer plan
University tour

Workforce:

Build resume
Mock interviews
Career connections

Inclusive

Welcoming
Sense of belonging

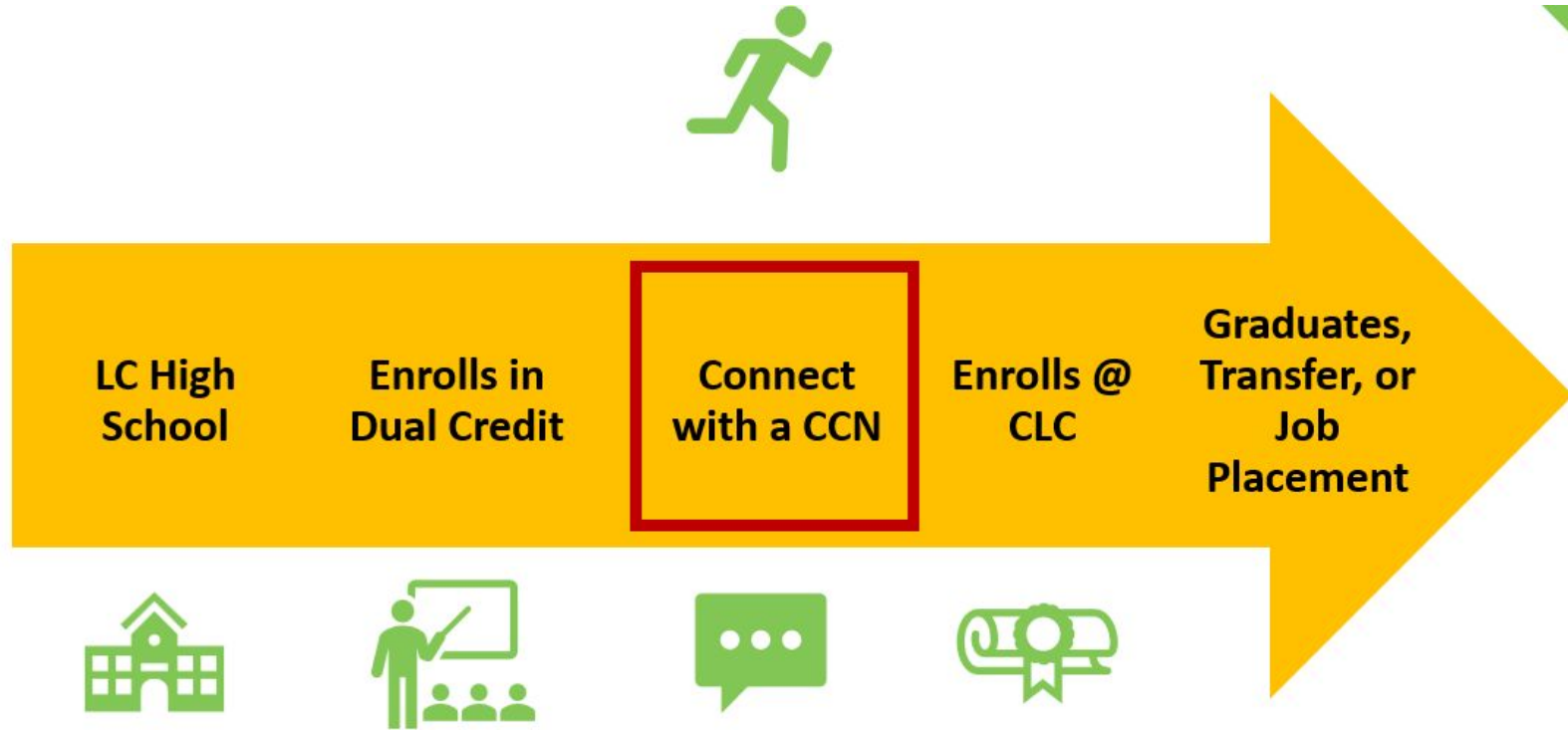
**Student-Ready
Environment**

**Personalized
Learning
Experience**

**Culturally
Relevant**
Cultural competence

**Equitable
Practice**
Asset-focus

The Student Journey



Student Success Model - Redesign (3rd Year)



Students connect with a College and Career Navigator (CCN)



Participation in Convocation/Orientation Modules



Successful completion of CLC 120



Students connect with assigned Academic Success Advisor (ASA) based on FOI



Students have access to financial resources to support their journey

The Power of Partnership: College and Career Navigators (CCN)

Collaboration Between High Schools and CLC = Front Loading Retention

- 16 College and Career Navigators/Recruiters/First-Semester Academic Advisors
 - 8 CCNs embedded in Lake County high schools (IGA's)
 - 2 CLC-based high school CCNs (non-embedded)
 - 6 CLC-based CCNs for adult learners/other U.S. high schools
- 3 Lead CCNs
 - Adult Learner Enrollment Pipeline
 - High School Enrollment Pipeline (Embedded)
 - High School and Dual Credit Enrollment Pipeline (Non-Embedded)
- Benefits for students, high schools, families, and CLC.
- Importance of aligning goals and resources.

Role of the CCN

Recruiting and Onboarding for CLC

Caseload Management

Application and Onboarding Support – Connect to CLC

First Semester Academic Advising

Connect Students to Financial Aid

CCN Structure

Embedded vs.
Non-embedded

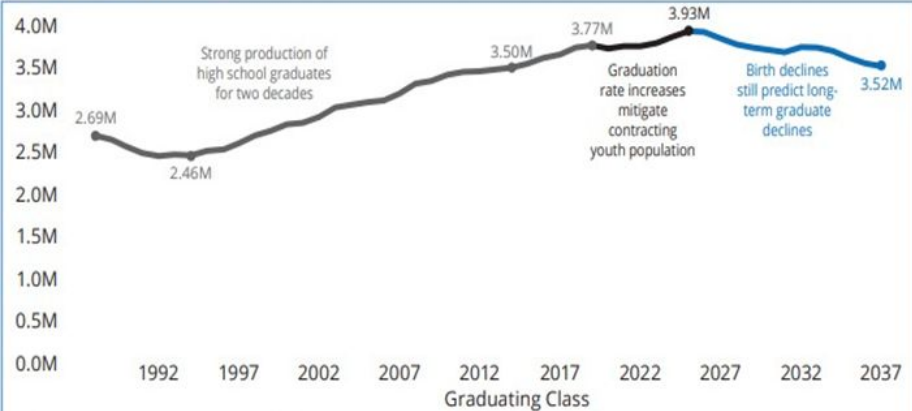
Framework
and Focus for
the Year

Day to Day
Engagement &
Enrollment
Funnel

First
Semester
Academic
Advising

CURRENT REALITY: HIGH SCHOOL CLIFF

Figure 1. Slowing Growth in Number of U.S. High School Graduates, then Decline (U.S. Total High School Graduates)



■ Class of 1988 to 2019 (reported) ■ Class of 2020 to 2025 (projected: increase) ■ Class of 2026 to 2037 (projected: decrease)

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. See [Technical Appendix](#) for detailed sources of data through the Class of 2019; WICHE projections, Class of 2020 through 2037.

Figure 2b. State-by-State Projected Percent Change from Class of 2019 to 2037, Grand Total of Public & Private Schools



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. WICHE projections and analysis. Note: The percent change listed in each box represents the projected change in graduates from 2019 to 2037.

High School Enrollment Cliff

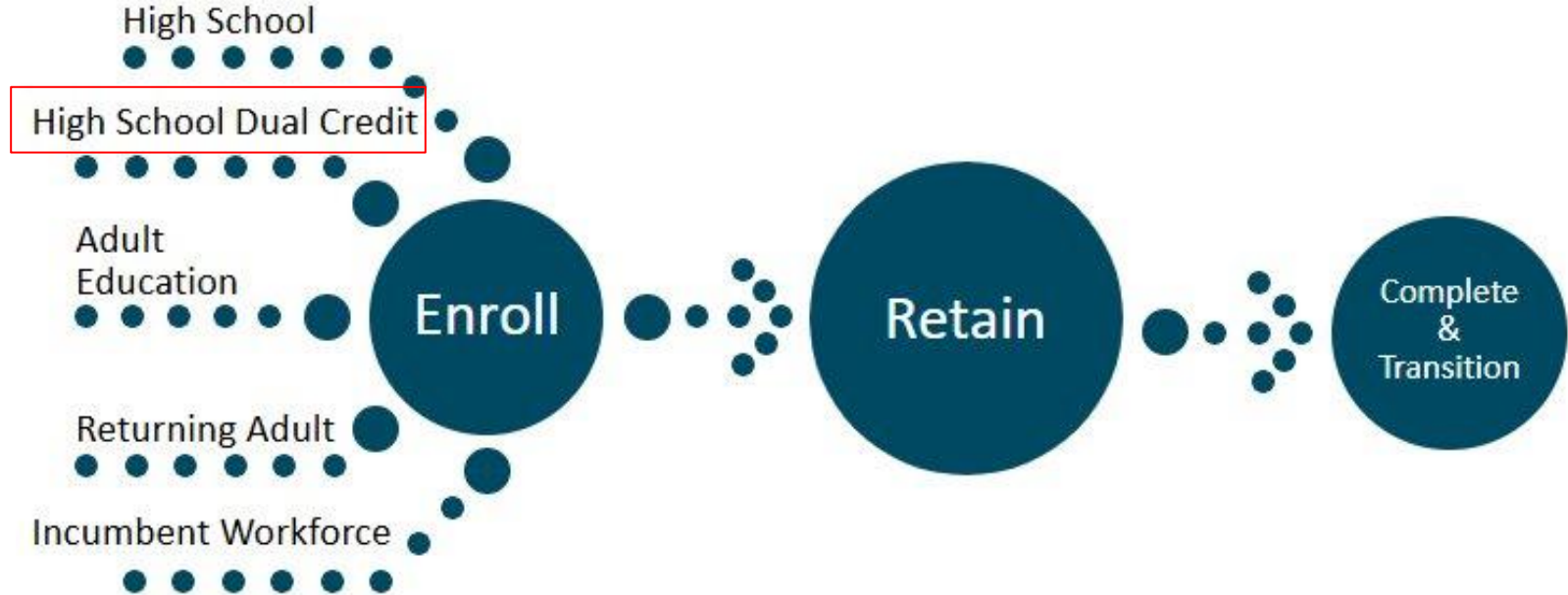
15%

Decline in the number of 12th graders in Lake County Public High Schools over next 10 years
From about 9,500 in 2024 to an estimated 8,300 in 2034 (~1,200 students less)

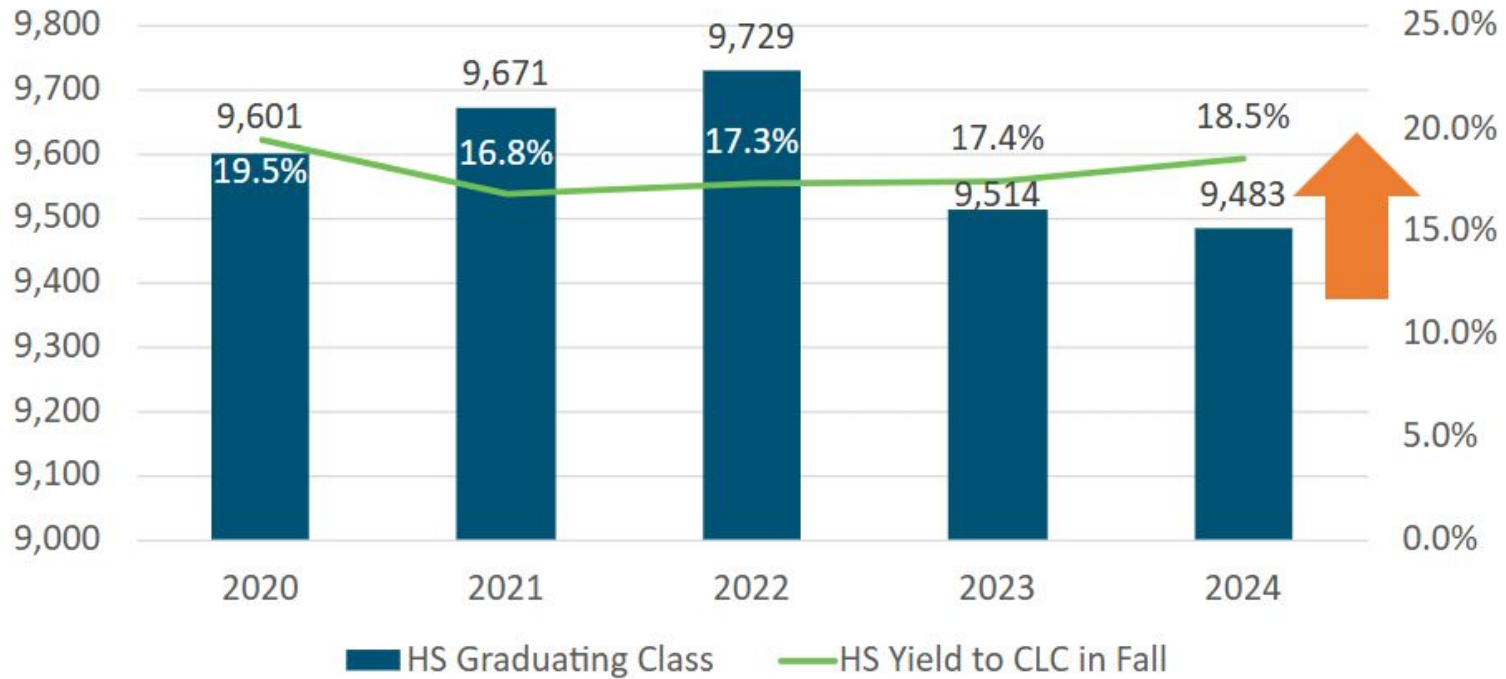
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Percentage point increase in HS yield needed during next decade to just enroll the same number of high school students we currently enroll

Enrollment Pipelines and Institutional Strategy



Successful Evidence-Based Enrollment Strategies: High School Yield



Stronger Connection to Dual Credit

Lead College and Career Navigator Strategies and Initiatives/Enrollment Focus

1. Dual Credit students mentioned in all CCN job descriptions
2. Parent and family outreach plans - DC and matriculation focus
3. Retreat/Connection between dual credit and CCN staff
4. Training internal staff on supporting DC students as CLC students
5. Demystifying student success at CLC - and ensuring Dual Credit is a key pillar
6. Resource building and addressing knowledge gaps with CCNs
7. Intentional training and “pathway” guidance
8. Professional development - bringing in the high schools AND district leadership
9. End-of-year class visits and transition planning for dual credit students
10. Ensuring dual credit is known as a key enrollment pipeline

The DC Enrollment Strategy - Simplified

Demystify the Transition

- Address next steps misconceptions
- Clear, proactive communication

Education & Engage Early

- Programming and CCN visibility
- How do earned credits apply to CLC programs/pathways?

Staff It

- CCN to lead strategy
- Partner with HS staff
- No wrong door

Convert & Retain

- Data-driven insights
- Institutional Strategy

Opportunities for Improvement/Result: Transition Rate of Dual Credit Students to CLC

- Lead CCN for Non-Embedded High Schools and Dual Credit




DUAL CREDIT CLASS OF 2024 TRANSITION RATE			
Total HS Student Class 2024	Total Dual Credit Class 2024	Enrolled FA2024	Transition
9482	2223	589	26.4%

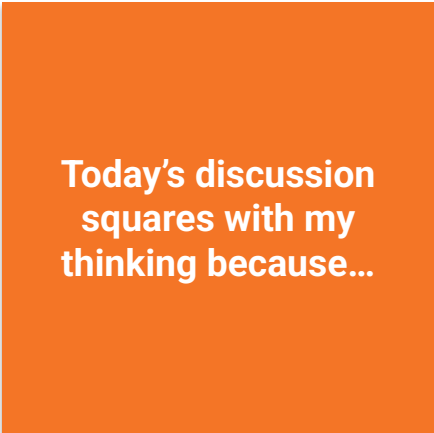


- Class of 2025 Transition Target: 30%

Closing Reflections



Something still
circling in my
head is...



Today's discussion
squares with my
thinking because...



One
important
point from
today is...