

ILLINOIS VALLEY COMMUNITY COLLEGE

ARE YOU
READY
FOR COLLEGE?

GET SET 

Our View From the Bridge

An Overview of Illinois Valley Community College's
Get Set Program

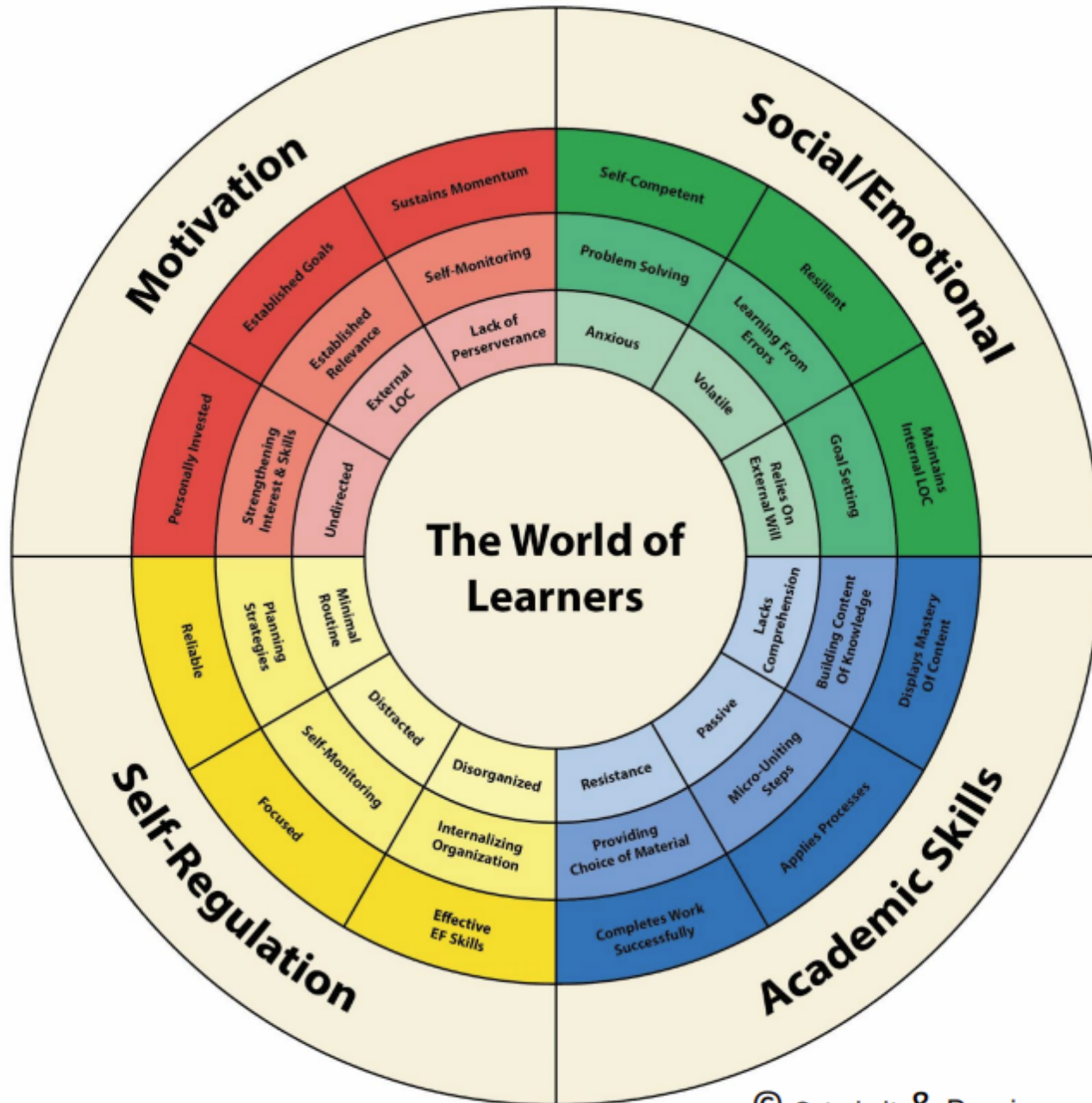




Why a Bridge? Why Now?

- Many students, especially students of color and returning adult students, enter with "fuzzy" core skills, or scores below college levels (Pratt, 2017)
 - Completion rates continue to be a concern (ICCB, 2022)
 - Anticipated learning loss for incoming students affected by COVID
 - Recognized need for systematic, comprehensive onboarding system
- Early engagement activities positively impact retention and GPA (Karp, 2016)
- Timeliness of Landmark Learning Difference and Neurodiversity capstone project

The 4 Domains of Learning



THE WORLD OF LEARNERS WHEEL is a visual model which represents specific characteristics within four domains of learning. Barriers, applied strategies and positive attributes are shown in relationship to one another.

This is a useful tool for developing a more robust understanding of the interconnectedness of influences that affect learning. Included in this integrated learning theory is the implication of movement from areas of challenge toward positive success attributes.

Course Design

- Five 4-hour in-person sessions
- Each day began with social engagement and personal reflection
- College Knowledge – technology, resources, policies, processes, connection to helpers, and lingo
- Basic Academic Strategies – textbook reading, note taking, information processing, and problem solving
- Time Management – staff and student perspectives
- Goal Setting and Career Exploration
- Social/Emotional Learning and Self-Regulation – staff and student perspectives
- Daily course evaluation





Program Components

- Assessment:
 - Pre/Post College Knowledge Survey
 - LASSI (Learning and Study Strategies Inventory, 3rd edition)
 - Content-Related Skill Surveys and Reflections to build Metacognition
 - Daily and Overall Satisfaction Surveys
- Mentoring – 5 sessions with assigned staff during FA22 semester
- Incentivized Participation – Up to \$300 for full participation in all components
- Intentional Personal Connection –
 - Daily, structured conversations with peers
 - Purposefully designed interaction with tutoring, library, and help desk staff
 - Student developers/presenters

Budget

- Applied for and received \$30,000 from ICCB Bridge Grant Opportunity
- Planned to serve 50 students – 30 in SU22, 20 in SP23
- Categorical expenditures included:
 - Student participation incentives – up to \$300 – prorated based on involvement
 - LASSI purchase
 - Transportation reimbursements, if requested
 - Supplies
 - Catering
 - Student contributor pay – 2 students @20 hours, \$12/hr

Outreach and Timelines

- Traditionally underserved students were target participants
- Outreach efforts – Early May 2022- End of July 2022
- Area high schools – email with [website link](#)
 - New FA22 IVCC enrollees– postcard
 - New FA22 IVCC applied but not enrolled students – postcard
 - Internal sources informed the students they worked with – email, call, flyer
- Pre-semester, 20-hour, five-day, daytime and evening sessions offered in late July and early August
- Nomination *and* application process yielded:
 - 21 applicants
 - 13 attendees – mostly male, traditional-age, underrepresented group

Student Survey Results



25% AVERAGE INCREASE IN COLLEGE KNOWLEDGE FROM DAY 1 TO DAY 5



90% INCREASE IN TECHNOLOGY SKILLS ON DAY ONE



PROGRAM SATISFACTION RATING - 4.92 OF 5



100% WOULD RECOMMEND THE COURSE TO OTHERS



NOTED GAINS IN NEARLY EVERY CONTENT AREA



92% FELT MORE MOTIVATED TO BEGIN COLLEGE BECAUSE OF GET SET



100% SAID THEY LEARNED NEW COPING SKILLS IN THE PROGRAM

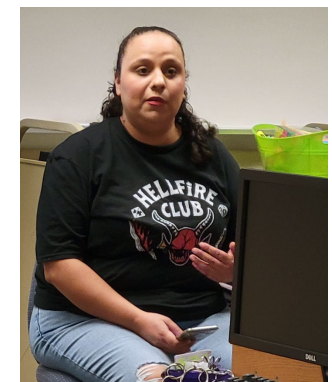
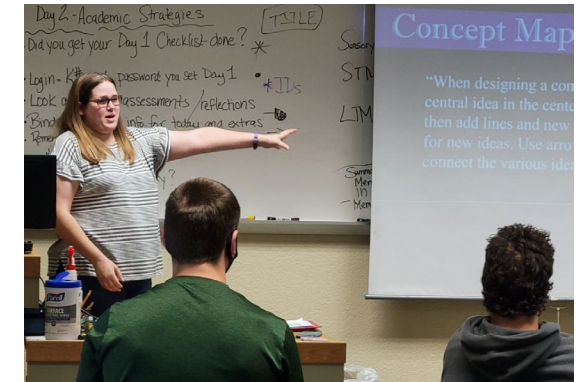
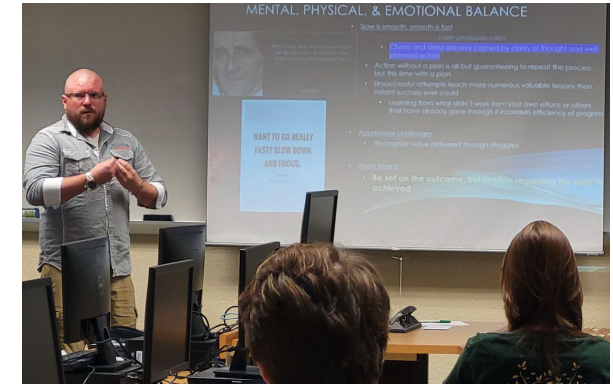


Student Survey Responses

- Between 80-93% of attendees reported learning new academic strategies in day 2
 - "I learned to take the titles of sections and make them into questions, so while reading the text I will answer the question"
 - "I learned how short-term memory and long-term memory are related and both of those stem from sensory memory which is living in the moment"
 - "I re-learned how to use pictures and stories to remember specific details, and it turned out to be more efficient than I thought"
- Awareness of executive functioning and time management strategies improved for nearly all students
 - "The highlighting strategy really opened my eyes to how much free time I really have"
 - "If you get your most energetic tasks done while you have the most energy you won't be trying to do those activities when you have no energy"
- Goal-setting sunk in
 - "I learned how not to get discouraged and stay motivated"
 - "You are more likely to follow through with a goal if you write it down and specify it"
- Wellbeing matters
 - 100% of students said they learned a new coping strategy from the Self-Regulation Checklist
 - Personal stories can be powerful - "Virginia showing that even as an adult, people are affected by mental health issues, is comforting and makes me feel 'not alone'"
- Time Management and Self-Regulation were content areas rated of highest value

What We Learned...

- Start early with outreach
- Personal follow up with outreach helped with gaining student commitment, to a degree
- Eliminate multi-step nomination/application process
- Chosen content areas seemed on-target based on student feedback
- Student involvement in curriculum development and delivery was very satisfying and well-received
- Collaboration from staff from a variety of departments increased student connections, and added much needed support
- Based on surveys, gaining skills and feelings of increased preparedness were valued more than the financial incentive
- Dedicated staff may be needed if the bridge model is adopted





Set for Success

Sources

- Illinois Community College Board. (2022, March). *Student Enrollments and Completions in the Illinois Community College System*. ICCB Annual Enrollments and Completions. Retrieved November 17, 2022, from http://www2.iccb.org/iccb/wp-content/uploads/2022/03/Annual_Enroll_Comp_2021_Final.pdf
- Mechur Karp, M. (2016). A Holistic Conception of Nonacademic Support: How Four Mechanisms Combine to Encourage Positive Student Outcomes in the Community College. *New Directions for Community Colleges*, 2016(175), 33–44. <https://doi.org/10.1002/cc.20210>
- Pratt. (2017). The open access dilemma: how can community colleges better serve underprepared students? *Education Next*, 17(4), 34–.
- Photo Credits – Peggy Schneider, Administrative Assistant, Center for Accessibility and Neurodiversity, IVCC
- [Newsletter Link](#)