



March 9, 2016

Chancellor John Carey
Ohio Department of Higher Education
25 South Front St
Columbus OH 43215

Re: Ohio Higher Education Innovation Grant Program

Dear Chancellor Carey;

Attached please find our proposal "Bridge to Success" for the Ohio Higher Education Innovation Grant Program.

The primary contact will be Dr. Brenda Haas, her information can be found below:

Shawnee State University
University College Dean
940 Second St
Portsmouth OH 45662

Phone: 740.351.3299

Email: Bhaas@shawnee.edu

Best Regards,

A handwritten signature in cursive script that reads 'Brenda Haas'.

Brenda Haas, Dean
University College

Executive Summary

Shawnee State University (SSU) is committed to preparing students of southern Ohio for successful careers. Many first generation students are admitted to our University with significant developmental needs in areas like mathematics and English. They enter college with hopes of completing their education and finding a good career. Unfortunately, many of these students fail to complete college, are left with considerable debt, and without viable career options.

The Bridge to Success Program will provide students with an opportunity to become college-ready without accumulating debt and, at the same time, provide them with career counseling to determine if a college degree is aligned with their interests and aptitudes. This program will be established on partnerships with Adult Basic Education (ABLE-Scioto County), local career and technical centers (CTCs), community colleges, branch colleges and regional high schools. Students who complete the program will have options to continue their education and achieve a baccalaureate degree at Shawnee State or select programs at partner institutions. Just as importantly, those who fail to complete the program successfully will be given alternative pathways to programs at local CTCs and will enter those programs debt free.

A pilot of 25 students will be enrolled summer 2016 from a four-county area (Adams, Lawrence, Scioto, and Pike). 300 students will be served over the two years of the grant funding. The selected four-county region is characterized by its high poverty levels, high unemployment rates, and low participation rates in postsecondary education. Students will be selected based on placement into one, two or more developmental courses and will pay a \$50 program fee. In return, they will be enrolled in developmental courses, a first-year-experience (FYE) course, and receive advising and career counseling from a staff of professional advisors from SSU and partner institutions. The FYE course will include career and financial literacy components. After successful completion, student academic progress, placement assessments, career inventories will be reviewed to determine which pathway is best aligned with student interest and ability. Partner institutions will participate and provide information on alternatives that best match current academic placement and career interests.

SSU and our regional partners understand that many students come to our institution without a full understanding of education opportunities and career alternatives. The Bridge to Success provides students an opportunity to gain debt-free, college readiness and explore their career options. We are confident that many students will complete the program successfully and go on to earn a baccalaureate degree; however, success will be equally achieved if we can lead students to good education and career options at one of our partner institutions.

Project Design SSU University College Model Redesign & Collaborative Model

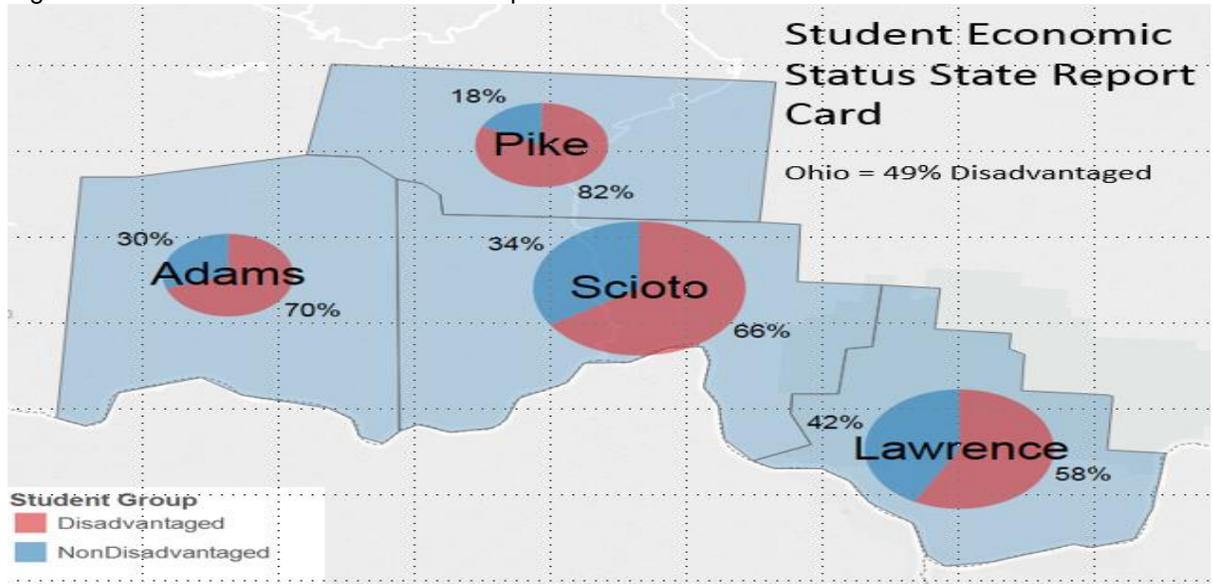
This proposal requires partnerships among multiple educational service providers. Shawnee State University (SSU) is collaborating with Adult Basic Education (ABLE-Scioto County), three Career Technical Centers, Ohio University Southern, Southern State CC and regional high schools. The proposal has resulted in a plan for pinpointing and addressing a significant problem in southern Ohio: the large number of students applying to college lacking academic preparedness or awareness of career pathways available to them. SSU and its partners are committed to open enrollment, yet, realize the need to reduce student time to degree and reduce tuition costs. Open access often results in a large number of students without awareness of career pathways or knowledge of college expectations. This proposal has a two prong approach: implement an accelerated remediation program for underprepared students and support the regional feeder high schools in aligning expectations and academic skills for college and career readiness.

To implement this proposal, SSU's University College will be redesigned to not only work with enrolled students at SSU but also those with aspirations of obtaining a post-secondary education. Our proposal is titled *Bridge to Success* because we understand the need to not only bridge the academic needs of the students to college but also to build awareness of career pathways. The program will be piloted in summer 2016.

Bridge to Success targets recent high school graduates within a four-county area (Adams, Lawrence, Scioto, and Pike). The region is characterized by its high poverty levels, high unemployment rates, and low participation rates in postsecondary education. In fact, 45% of the first-time, full-time students enrolling at SSU are high school graduates from the four counties and most self-identify as first generation. Only 14% of graduating high school seniors in these counties are remediation free (www.ode.state.oh.us/reportcard). Eighty-one percent are eligible for financial aid, and 73% are the first in their families to attend college (SSU: Office of

Institutional Effectiveness 2015). According to the most recent public release of the Ohio Department of Education State Report Card many of the students in Ohio are economically disadvantaged. The economic status of the students residing within the targeted counties are well above the state average of 49%. Figure 1 provides the comparison:

Figure 1: Student Economic Status as compared to the state of Ohio



The overarching goal of the *Bridge to Success* program is to provide an important early step in supporting students' success in their transition to college. The program seeks to enhance and maintain a positive academic and co-curricular student experience where first year students can achieve high rates of academic and career goals while intentionally providing a targeted group of students with awareness of opportunities for post-secondary education, career pathways and academic support. A proactive approach will help the students in one of the most economically and educationally distressed regions of our state with options and opportunities to succeed without incurring huge debt and no degree or license. The bridge program is based on the following achievement and economic efficiency goals:

Achievement goals:

- Provide opportunities for students to develop skills, habits, and expectations that facilitate academic attainment

- Help students' access full-time enrollment in college level coursework in a timely and less costly manner
- Provide intense developmental education with proactive advising and academic resources (tutoring, supplemental instruction (SI), math and writing center) before enrolling into college level coursework
- Strengthen the alignment between the feeder high schools' English and mathematics programs by providing professional development opportunities for the faculty of high schools, community colleges and the university

Economic efficiency:

- SSU and partners providing intense academic and non-academic skills for students lacking information on education/career pathways and assessed as underprepared
- Provide students with alternative pathways (e.g., Career Technical Centers, Adult Basic Literacy, regional branch campuses and community colleges)
- Prepare students for college level demands on social, academic, and institutional levels
- Reduce student loan debt and accelerate placement into college credit coursework

Anticipated achievement goals include: 20% reduction in developmental course needs in the first year of the program; 30% in second and 40% in the third year. Strengthening the alignment between the feeder high schools' English and mathematics programs, coupled with the intense bridge activities for students will reduce the number of students, who in the past, simply enrolled as developmental students. These students lingered up to two years without progress and also incurred large financial loan debt. The economic efficiency goals include SSU and partners sharing the work to support the underprepared student to become prepared within an accelerated model. By sharing advisors, instructors and career service personnel the grant will provide efficient use of resources for this targeted group of students. Analysis of goal objectives and activities will be continuously reviewed for improvement and ensure efficacy.

The project partners are committed to delivering co-curricular activities foster a feeling of being positively connected and belonging to the academic, social and cultural community of post-secondary education.

All pathways will have an advisor who will work with students as soon as the bridge concludes to ensure no student is left without options and so that each student will have a person to answer any questions. The structural design of the program will consist of course scheduling in a cohort model. Developmental coursework in reading, writing and mathematics will be provided by SSU and ABLE faculty. SSU University College will provide career awareness and financial literacy as well as writing and math labs. ABLE will provide reading tutoring. The career technical centers will provide career pathways and presentations on various programs.

The developmental coursework will be taught by SSU and partner faculty based on the SSU developmental curriculum. The faculty will work together to integrate the curriculum and provide mentoring for students. The result will be coordinated content that highlights and reinforces concepts in other classes. Students in the writing course, for example, will be expected to write about mathematical concepts they've learned (either in the math *Bridge* course or in a previous math course) and apply those concepts to real-world applications. The faculty will prepare lesson plans in advance and will regularly collaborate throughout the program to share information about student performance and make timely academic interventions. Textbooks and software will be provided by SSU. The schedule will be based on a three day per week schedule with an additional day provided for any student seeking additional tutoring or access to computer labs. Pre-survey and post-surveys will be administered for program evaluation.

At the conclusion of the summer bridge, students will retake the initial placement assessments. SSU and partners will review student academic progress, placement assessments, career inventories and schedule individual meetings to discuss "next steps" with each student. All partners will participate and provide information to the student on alternative pathways matching the current academic placement and career interest for the student. The collaborative group will evaluate results of the summer program to strengthen the activities for future cohorts. Assessment will be both quantitative and qualitative. Course exit exams and participation in career interest surveys will be part of the assessment.

The second overarching goal of the University College redesign is the outreach to our feeder high schools. In conjunction with SSU's efforts to remediate students, increase retention, and reduce time to degree and student loan debt, the University College will also develop a series of professional development opportunities for area high school educators and faculty at SSU [and its partners]. The program will consist of teaching and assessment workshops conducted by SSU faculty that will better align high school teaching practices with college readiness. The workshops will also offer an opportunity for SSU faculty to understand better the needs, opportunities, and obstacles of high school educators and develop subsequent workshops responsive to those needs. Another professional development opportunity to increase alignment between high school and college educators is a teacher exchange program. High school educators and faculty at SSU will, after a brief orientation and training period, collaborate to create lesson plans and learning modules that high school teachers will deliver in a university setting and SSU faculty will deliver in a high school setting. Evaluation of the professional development will be ongoing throughout the process.

Students leave college for a variety of reasons—poor academic performance, financial hardship, personal issues—many with no degree and a large amount of debt. Many of these causes could be remedied by proactive work before they enroll into post-secondary education. Accomplishing this goal will require a structural redesign of the SSU University College with more focus on collaboration and alignment with the regional education providers. The university recognizes the need to support the region to not only enroll into postsecondary but be successful in their chosen educational/career pathway. The University College's primary role is to work with entering students, ensuring that someone takes responsibility for the student's success on the campus, or to provide an avenue for students to seek other alternative pathways to a two or four year college degree or career license.

Shawnee State University designed the proposed *Bridge to Success* Program in collaboration with their partners to ensure student needs are central to the work. Providing

academic coursework including tutoring and advising as well as developing an understanding of students' fiscal responsibility will be provided by SSU faculty and staff. Career awareness will be a joint responsibility of SSU Career Services and our partnering institutions. The collaborative will begin alignment with our regional feeder high schools to align the mathematics and English curriculum to career and college ready.

The University College redesign has two distinct newly created roles:

1. Identify and support underprepared students applying to SSU through bridging the students into appropriate education and career pathways. The redesign will provide a program of awareness and accelerated remediation to lessen time to degree or license program and help defray financial distress for the students.
2. To provide professional development opportunities for the regional K-12 districts in the areas of English and mathematics. SSU will partner with Career Technical Centers and community colleges to provide the opportunities for the local educators to understand the college/career readiness standards and expectations.

Implementation of the Bridge to Success Program will begin in April 2016 with a summer Pilot. SSU and bridge partners will be preparing the activities and coursework during February and March. This proposal will support the evaluation of the Pilot and allow expansion for the following two years with the program becoming completely embedded into the University College by end of summer 2018. The intended outcomes of the proposal are for students to enter SSU or community colleges ready for credit bearing coursework or discover alternative pathways to more in-depth remediation (ABLE) or enroll into a Career Technical pathway. Steps of the bridge from application include:

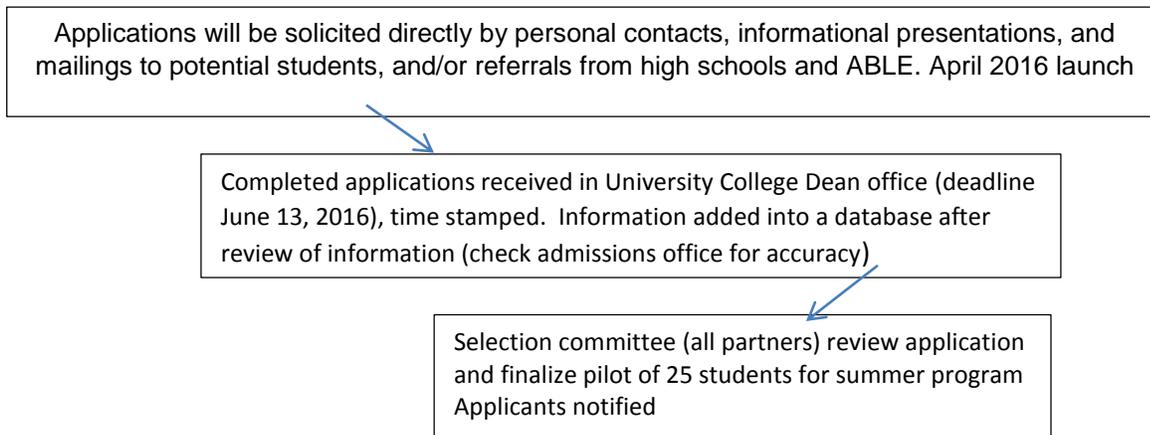
Step One: Eligibility Criteria- In order to be considered eligible for the Bridge to Success Program, the applicant must meet specific criteria. Table 1 below outlines the eligibility criteria:

Table 1 Bridge to Success Applicant Criteria

| Criteria | Requirements |
|---------------------------|---|
| Income/Parental Education | a) Individual is low-income as identified on financial aid Expected Family Contribution /or b) Individual has identified as potential first-generation student, a veteran, or disabled |
| Recommendation | Recommended by one high school official or other (i.e., ABLE) as having potential for success |
| Enrollment | Must have a high school diploma or GED and reside in targeted region (Adams, Pike, Lawrence or Scioto County) |
| Academic | Identified through a college placement assessment as not meeting college readiness standards in reading, English or mathematics |

Step Two: Application and Selection Process- The Bridge to Success program has a defined process for application and selection. Figure 2 outlines the steps taken during student application and selection process.

Figure 2. Application and Selection Process



To support the application process and help with the selection of the first pilot cohort group for Bridge to Success, a number of activities will need to occur. A marketing campaign will inform residents about the general purpose of the pilot and where to get additional information. Since the first cohort will be piloted in summer intersession 2016 (six-weeks) the marketing and

outreach will begin early April 2016. Future cohorts will utilize the procedures of the pilot to continue the application process.

SSU will make considerable effort with regional high school counselor and administrator contacts to promote the program. The application will be available in the high school guidance offices, ABLE, and on SSU's website. Regional informational presentations are scheduled for April and May. The SSU admissions office will send messages to those students in the four-county region meeting the targeted cohort profile. Targeted students will be those applying with placement scores below college ready.

Bridge to Success partners are confident the regional high schools will support the program and provide application packets and informational meeting information to their spring graduates on the unique opportunity. The *Bridge for Success* students will be selected through a competitive application as noted in Figure 1.

Step Three: Placement into *Bridge to Success* Program:

For the summer pilot, 25 students will be identified and placed into tiers: one, two or three developmental placements (reading, English and mathematics). In addition to the developmental coursework, all students will be enrolled into a first year experience (FYE) course. The CTC, ABLE and SSU will provide information during the FYE course on learning strategies, fiscal responsibility, career awareness, time management and metacognitive skills.

SSU will collect a fee of \$50 for participation in the *Bridge to Success* Program. SSU, CTC, ABLE will provide personnel to instruct the students and design the learning activities. SSU will purchase needed instructional material including textbooks for the students to use during the program and the university will also provide placement exams at the end of the program. The program is designed as an intersession between the summer and fall terms. It will consist of classes organized on a three-day a week schedule. Students will receive the same instruction as a developmental student enrolled in the fall semester. SSU and CTC academic

and career advisors will be providing service to the students throughout the intersession. At the conclusion of the program the students will be assessed and referred into one of four pathways:

- transitioned into SSU college level courses fall 2016
- referred to community college
- referred to CTC
- referred to ABLE for enrollment in more intense remediation

Step Four: Conclusion of Bridge to Success program:

When students are selected and enroll in the Bridge for Success program, their progress will be monitored. Students will become part of a cohort and participate in various supportive activities. The following are guaranteed for all students in the program:

- Students will discuss options with an academic advisor. The advisor is trained in intrusive (proactive) advising. This advisor is assigned to the student until they transition into college level coursework or are referred to ABLE, Career Technical Centers or regional branch and community college advisors
- SSU Student Success Center advisors will assist students in understanding the college terminology such as GPA, placement scores, etc.
- Academic resources (tutoring, Supplemental instruction, mentoring) will be provided and students participation tracked in those activities
- SSU career service office and partners will provide one-on-one career awareness with the students and discuss career goals

After reviewing the holistic academic progress (course grades, pre- and post- skill checks) and participation in the proactive advising sessions, the students will be advised on an educational pathway. Students may request an appeal to the decision. The appeal may involve retaking a placement assessment (Accuplacer). This ensures the students have more than one opportunity to be placed correctly at the conclusion of the program. This approach will help in correct placement of students. Success is measured by:

- Preparedness for college level coursework after completing bridge
- Pre-and-posttest analysis of student writing, reading, and mathematic skills as well as portfolio assessment of student development
- Timely access to full-time college level enrollment in reading , English and mathematics

- Personal accountability of students (Grit and determination)
- Access to college instruction and expectations of college level work
- Awareness of college/career pathways with identified interests

At the conclusion of the program the students will be advised to participate in four pathways: enroll in ABLÉ for intensive remediation; enroll in a Career Technical Center and progress toward a career pathway of their interest; enroll in a 2-year pathway at a regional community college or enroll in SSU for fall 2016 coursework.

With a largely under-prepared student population, a considerable amount of resources focus on developmental programs, advising, counseling and other efforts to encourage and support student success. Collaboration of the partners is critical to reduce the expenditures of the partners and provide a more targeted program meeting the needs of the students. SSU and all partners are committed to the planning, developing and implementing of activities to meet the goals of the program. Benefit to the student will be immense. The student *will not* be incurring student loan debt on coursework that does not count for degree. Additionally, the student will have a better understanding of fiscal responsibility, career choices available in the region and start the fall semester with the academic foundation and support to be successful.

Shawnee State University is committed to providing students with support when they enroll into the University College. However, the university realizes many of our regional students are unaware of other pathways and opportunities for education/career success. Our proposal is to utilize the findings of this first cohort to build and design a program over the next two years and institutionalize the process for future students enrolling into the University College.

The SSU University College has provided the context to organize the work to serve incoming and at-risk students. With the SSU strategic planning initiatives focusing on accessibility, it is apparent the University College will be redesigning its work to serve a larger role in placement, support and assessment of the underprepared student-*even before they enter into SSU*. Part of the strategic initiatives includes accelerated remediation. Accelerated remediation is a sequence

of courses designed to reduce the length of remedial-level English and mathematics courses to enable students to move more quickly into credit-bearing classes. While in the past, work acceleration served as enrichment opportunities for students who were high achievers, this model provides learning options to engage middle and low achievers in their learning and increase academic momentum for underrepresented students.

Shawnee State University serves a high percentage of students enrolling with one, two or three areas of developmental needs. Table 2 is the actual student number placed into developmental coursework at SSU from 2008 to fall 2015 that failed at least one developmental. It is indicative of the preparation gap.

Table 2: 2008-fall 2015 Developmental course grades

| Developmental Course | Number of Grades | Receiving grades of A, B, C, P | Receiving Grades of C- to D- | Receiving grades of F, No Credit | Withdrew |
|----------------------|------------------|--------------------------------|------------------------------|----------------------------------|----------|
| ENGL 096 | 2782 | 19% | NA | 77% | 4% |
| READ 095 | 23 | 35% | NA | 61% | 4% |
| READ 096 | 220 | 45% | NA | 50% | 5% |
| MATH 099 | 324 | 11% | 9% | 73% | 7% |
| Math 0101 | 277 | 11% | 11% | 74% | 4% |
| Math 1010 | 1922 | 16% | 12% | 66% | 6% |

Source: SSU Office of Institutional Research, February 2016

Many of these students incur debt and have substantial time to degree added to their educational pathway due to the huge amount of remediation needs. Open enrollment, then, has both positive and negative effects on the University. Student recruitment is somewhat less difficult, but student preparedness is often not at an acceptable level for college classes. **Nearly half** of the students who enroll as freshmen have already dropped out by the following fall term, and **only one-fourth will ultimately graduate with a degree within six years**. Table 2 provides a context of the importance of a proactive approach to support these students entering and not succeeding in the first level of developmental coursework.

In stark contrast to table 2, developmental students that pass their courses ultimately perform almost as well as their college ready peers. Between 2013 and 2015 the retention rate

for the development was at 61% compared to 62% for non-developmental. This program and University College redesign will help students by providing a similar baseline experience.

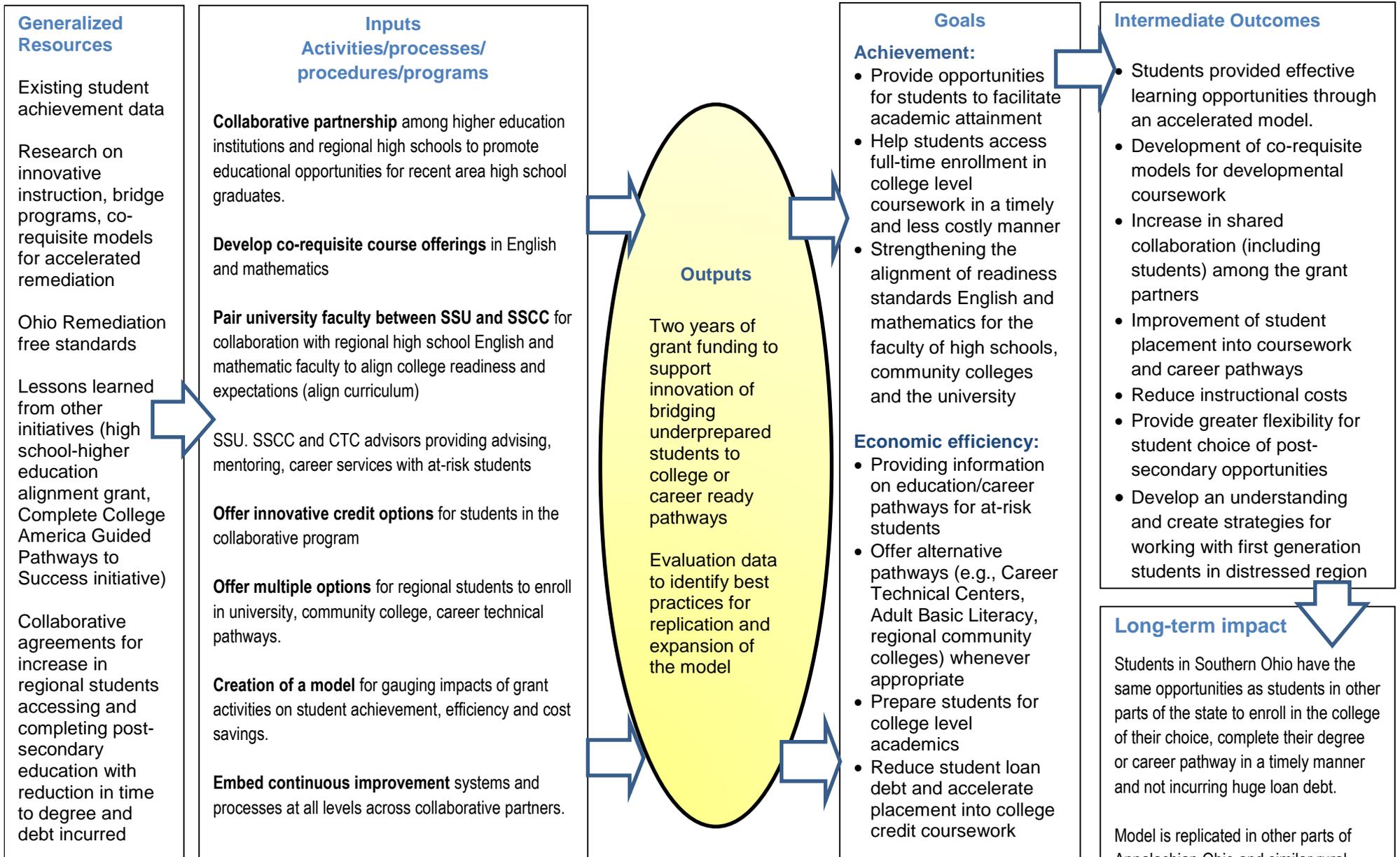
We are hopeful the percentage of those capable for college level work can matriculate into SSU or one of our partners. For those needing more intense remediation, we are fortunate to have the ABLE as a partner willing and able to fulfill the needs identified through the bridge program.

SSU University College is prepared to redesign and implement **bridge programs** not only during the summer but on-going throughout the academic year. This accelerated remediation model will be implemented to serve enrolling developmental students. Historically we have enrolled a large percentage of students with needed areas of improvement in cognitive strategies, content knowledge, academic behaviors and contextual skills and knowledge. The bridge program will allow SSU to enroll 25 students with one or more developmental areas of concern plan to use the pilot as a prototype to serve 50/100 students in the sequential semesters with the support of the Innovation Grant funding.

Regional students will have the opportunity to obtain college/career ready standards in a timely manner without incurring debt. SSU will provide the academic coursework, a First Year Experience course, textbooks and academic resources (i.e., advising, mentoring) as well as faculty for developmental English and mathematics. ABLE will provide developmental reading.

At the conclusion of the *Bridge* students will be assessed on college readiness standards. Students will be assessed and placed into either a college ready course or as a conditional admitted student into a co-requisite course (college credit supported with developmental work) at SSU. Those not prepared for college level coursework or have identified interest in other career pathways will be referred to either the Adult Basic Education (ABLE) a regional Career Technical Center or Community College based upon their academic standing and interest

Logic Model: *Bridge to Success* Innovative Grant Proposal



Context: Shawnee State University, Southern State Community College, Scioto Career Technical, ABLE and regional high schools are committed to serve the SE Ohio region as collaborative partners to break the cycle of lack of educational opportunity. We believe in our mission to truly serve our democratic purpose.

Project Rationale:

The Bridge to Success innovation is based on designing new models of “assessment, placement, and delivery of developmental education.” There is considerable research on the topic of developmental education but limited awareness of an accelerated remediation model. SSU shared their work with the Guided Pathways to Success, Ohio Department of Education initiative developed by Complete College America with the *Bridge to Success* partners. The partners are committed to begin investigating new pathways for developmental students to not only become “college ready” in a shortened timeline but also receive support into and through the college coursework. SSU participation the Guided Pathways to Success (GPS) project (Complete College America) over the past two years and have implemented one co-requisite math course. This early work supports the intention of this proposal, In addition to the review of the GPS work, our planning team reviewed other research accelerated remediation models designed to efficiently and effectively support the developmental student. One report the group used in designing this proposal is “[Expectations Meet Reality: The Underprepared Student and Community Colleges.](http://www.ccsse.org/docs/Underprepared_Student.pdf)” (http://www.ccsse.org/docs/Underprepared_Student.pdf)

This report offers "innovative" approaches beyond or combined with standard developmental classes that should be considered by institutions as a way to shorten the "bridge" between developmental education and graduation. The innovation approaches recommended in this research will be incorporated into project. Those innovations include:

- *Develop "co requisite" programs.* SSU will expand co-requisite courses designed for students to co-enroll in a developmental and a higher-level class on the same subject taught by the same instructor.
- *Redesigning math.* SSU and partners will intentionally place STEM interested students into college-level algebra and students interested in non-STEM fields into other kinds of classes, such as statistics or quantitative reasoning.

- *Implementation of accelerated developmental courses.* The developmental sequence will be revised to shorten the time coupled with redesign of instructional practice for a student to successfully complete developmental education.
- *Partnering with high schools.* Offer summer "bridge" with academic and non-academic resources programs to help students prepare for their upcoming college experiences. Collaboration to align student interest with regional post-secondary education opportunities. Bridge will support accelerated developmental.
- *Assessing readiness through more than just one placement exam.* A group of colleges in several states is experimenting with using a "hierarchy of measures" to put students into the right courses. *Bridge to Success* will research use of additional measures beyond one placement score to help “successfully” place students in appropriate level of instruction.

The [“Expectations Meet Reality: The Underprepared Student and Community Colleges”](#) report noted while almost nine in 10 students (86 percent) believe that they're academically prepared for the college they're attending, nearly seven in 10 (68 percent) actually end up taking at least one developmental course. SSU data parallels the report findings and the regional partners agree on the need for the innovations.

Need for the Innovation: Academic Problems/Weaknesses

Concern: Many of the regional students are first generation students with little to no understanding of enrolling and persisting in higher education. The Bridge to Success will be enrolling a majority of first generation students.

Research indicates there are common generalities among students identified as first generation. Those include low socio-economics, poor academic preparation, limited access to college information & support and disconnect between family and school cultures. These indicators of a special group of students are directly related to the challenges faced when they enroll into college. Challenges include need for intense remediation (poor academic

preparation), limited access to college information (limited access to college information & support), lack of family support (disconnect between family and school cultures). The lack of college-knowledge is especially crucial in the areas of seeking help when needed, poor study and management skills and a lack of knowledge of policies and procedures.

Shawnee State University is an open admissions institution that serves an Appalachian region where many students are first generation. **Nearly four out of five SSU students are first generation.** Table 2 below is an illustration of the retention rates.

Table 2: SSU Fall to Fall Retention rates

| Retention Rates: First-time Degree-seeking Freshmen | |
|--|-----|
| Fall 2010 return Fall 2011: | 51% |
| Fall 2011 return Fall 2012: | 49% |
| Fall 2012 return Fall 2013: | 51% |
| Fall 2013 return Fall 2014: | 53% |
| Fall 2014 return Fall 2015: | 54% |
| (full and part-time; all degree seeking) | |

Source: Office of SSU Institutional Research

Given the above statistics, the development of an intentional bridge program linking the first experiences for the at-risk student is supported and continued into sequential semesters is crucial for access and persistence throughout the first two years of post-secondary education. Scholars of retention and student success (Muraskin and Wilner, 2004; Reason, Terenzini and Domingo, 2005; Upcraft, Gardner and Barefoot, 2005; Upcraft et al., 1993) assert that lucid first year programs which comprise new student and on-going orientation, first year courses, and new student study group and co-curricular interactions have been found to be linked to various positive outcomes for first year students. Utilizing a cohort model with bridge activities and learning support strategies across academic and student affairs will support those students seeking to continue their education regardless of career pathway.

This initiative will involve redesigning the University College to administer the program with enrolling students and providing alternative pathways for academic success with regional

Career Technical Centers, Adult Basic Education and community colleges. The collaborative partnership will provide a wide variety of strategies to help assess concerns and find academic resource support before students enroll into the college setting and experience academic failure. The collaborative will provide “best practices” for not only improvement in academics but the fiscal, social and cultural knowledge of postsecondary for a group of students typically first generation and/or low socioeconomic backgrounds. The partners sharing services with Shawnee State University College include Scioto County Adult Basic Literacy, three Career Technical Centers, regional branch and community colleges.

The collaborative model will offer the students an opportunity to complete required developmental coursework during the session before their first year of college, so they may enroll in college-level coursework in their first semester as full-time students. This is important given that student retention is negatively related to the amount of time students are required to spend in developmental education courses, for which they are required to pay tuition but do not earn credits toward their degree. The model will stress to ease the transition to college by socializing students to institutional expectation of which they are unaware or unequipped to master (e.g., study skills, time management, career/major pathways). The nonacademic postsecondary readiness components are designed to provide the social capital for students to adjust to college culture.

Concern: Open access without support leads to lack of college success among this targeted group of students. Unacceptable numbers of Shawnee State University students are not completing their programs of study as evidenced by low retention, course completion, and graduation rates within this targeted student population.

As an open enrollment institution, Shawnee State University’s requirements for admission are minimal; students must have earned a high school diploma or GED. No minimum ACT/SAT test score is required for general admission although minimal scores are required for admission to specific programs of study.

Table 4 indicates progress of the 2009 cohort of SSU first time, first year students, pursuing any undergraduate degree:

Table 4: Student persistence to degree (2009-2014)

| Student persistence to degree (2009-2014) | | |
|--|-------------------|--------------------|
| Year | % Returned | % Graduated |
| 2009 | 53.56% | 31% |
| 2010 | 39.78% | 22% |
| 2011 | 32.01% | 2.50% |
| 2012 | 18.96% | 3.61% |
| 2013 | 7.68% | 12.49% |
| 2014 | 2.96% | 8.97% |

Source: SSU Office of Institutional Effectiveness (February 2016)

Related Concerns: 1) Inability to address student success barriers such as large numbers of first generation, at-risk students placing into developmental coursework

Shawnee State University is located in Scioto County in the heart of Appalachian Ohio, with nearly 60% of our students coming from local high schools and four surrounding counties (Lawrence, Pike, Adams and Jackson) where jobs are scarce, poverty is higher than state and national averages, and educational attainment is much lower than average (*Appalachian Regional Commission, 2014*). Only 14% of graduating high school seniors in these counties are remediation free (www.ode.state.oh.us/reportcard). Eighty-one percent are eligible for financial aid, and 73% are the first in their families to attend college (SSU Office of Institutional Effectiveness 2015).

With such a large percentage of students requiring developmental coursework (41% of SSU students in the Fall 2014 took at least one developmental course) while facing nonacademic challenges as well, University College and its Student Success Center (SSC) are overwhelmed with the number of students needing assistance. Additionally, many first generation students are unaware of other career pathways available in the region. SSU is committed to serving our mission of open access but we must be cognizant of other regional

partners available that may be more conducive to student success and lower time to career/workforce.

Related Concerns: 2) There is a misalignment of college readiness standards and lack of knowledge of postsecondary expectations between regional secondary and college faculty

The proposed bridge program realizes there is more work to be completed in alignment of college readiness skills and expectations with our regional high school partners. There will be on-going dialogue and work built on an earlier project of high school and higher education alignment (Lawrence County COESA project 2012-13). This earlier work will be expanded and include all postsecondary partners to not only share expectations but build a robust partnership with awareness of opportunities for all our students. To fulfill curriculum alignment there is a need for more professional development opportunities for both high school and high education faculty to meet and share ideas. The curriculum alignment will be developed and implemented during the two year grant period. The anticipated student impact is detailed in Table 5:

Table 5: Bridge to Success Anticipated Impact

| Project Activity | Student # impacted 2-Year | Student # impacted 3-Year | Student # impacted 5-Year |
|---|---------------------------|---------------------------|---------------------------|
| Accelerated remediation (bridge sessions) | 400 | 700 | 1000 |
| Co-requisite math course | 150 | 250 | 600 |
| Co-requisite English course | 150 | 250 | 600 |
| Alignment of Curriculum HS-HE (#teachers) | 35 | 50 | 75 |

Our focus is launching a successful pilot group in summer of 2016 funded by SSU followed with a more cohorts reaching a high number of students. Through a thoughtful and intentional planned expansion we believe we will be able to provide students within our educationally and economically distressed region of the state with a proactive support prior to enrolling into a higher education institution or career technical center. We understand the need to provide support to those students seeking post-secondary education but may lack the basic skills needed to be successful. Redesigning the mission of the University College provides a means for the university to devote resources into not only implementing the bridge program but

support an increase in co-requisite courses in English and mathematics fast tracks those students into the college ready coursework. The alignment of the expectations of college/career ready will be a collaborative effort of all the partners: SSU, Southern State Community College, career technical, ABLE and regional feeder high schools. The holistic approach will help decrease the percentage of students designated as being part of the preparation gap.

Financially, students will be directly impacted. Students enrolled in this program will develop a deepened understanding of financial literacy. Historically, this targeted group has incurred large student debt and leaves institutions without a degree or credential. The program will integrate the education/career interest of the student for their future. It will allow students to be successful in finding a pathway to successful completion of their education and find employment rather than struggling with lack of knowledge of what is available and utilize supports available for their use.

The proposal breaks the cycle of unsuccessful college pathways in a distressed region of the state. We understand there are undiscovered “strivers” from our region with proper academic and non-academic support will not only strive but thrive and continue and graduate from our university. We have struggled with serving our mission to “serve the region” as an open access university. Currently the open access has resulted in some of our regional residents entering “misplaced” or “misinformed” of all the alternate pathways to success. Entering and leaving as unsuccessful is no longer an option. It doesn’t serve our university, our region and certainly not our region. We believe in the open access mission but we must provide a pre-collegiate experience to the students before they incur huge debt and feel unsuccessful, resentful and remain unemployable.

SSU has committed to provide this program during summer 2016 on campus. SSU University College will support the instruction with faculty as well as providing academic resources including textbooks, software, placement assessments, administrators, tutors, advising and peer mentors for the first pilot cohort. The Career Technical Centers will co-advise

and provide career information on pathways and projected workforce needs. Adult Basic Education will provide instruction in reading as well as participate in planning and implementing activities within the bridge. Regional high schools will encourage students to apply to participate in the program. The pilot will provide the collaborative partnership time to review progress and revise activities to strengthen the program. SSU and ABLE will continue to provide faculty to teach the developmental bridge courses for the duration of the grant. In addition, all partners will provide advising and career awareness support.

The project will provide SSU and our partners with a new student population that understands what the expectations are to be successful in college/career centers. While some students may still need additional academic support through coursework in developmental education, their time in developmental coursework will be shortened and financial debt will be decreased. A modest five-percent increase in FTE student count at SSU can result in an average increase in revenue of \$560,000. The impact is clear. With the support of the Innovation grant funds we will be able to plan, implement and evaluate a program that will generate new tuition leading to fiscal stability. Most, importantly, SSU will be able to better meet its mission by graduating a higher percentage of students with few hours and less loan debt. The capacity to develop an innovative program will impact the University in the future.

We understand some of the students will be redirected to other educational partners. This is unique for our university but is certainly the proper and correct pathway for our mission to the region. Our collaborative team is committed to support the project after the conclusion of the grant period. We believe the number of successful students enrolling in the program and proceeding into their pathway of interest will increase the retention and graduation rates for our region whether at the university or career technical centers.

The first year of college is trying for many students; new responsibilities and expectations can be overwhelming. The first year is a critical stage of development when students experience the greatest challenges, the most stress, the most academic difficulties,

and the highest dropout rate. The Bridge to Success Program is a comprehensive plan of action to identify barriers/challenges and provide academic and non-academic supports for those regional students seeking enrollment prior to enrolling into postsecondary institutions. The process will use these challenges to develop opportunities to provide the student the best post-secondary pathway suited for them whether at a career technical center, two year or four year higher education institution. We truly have an obligation and are committed to redesign our work to support the most at-risk population in southern Ohio.

Project Plan:

The Bridge to Success Program has a critical role in the future of higher education in southern Ohio. Project management procedures ensure efficient and effective implementation for continuous improvement to ensure the project has lasting impact. Key staff member are:

| Key Staff Member | Role | Responsibilities |
|--|--|--|
| Monitoring Team | Team selected by the project partners | Assist in the implementations, revisions and evaluation of the project. Oversight of program |
| SSU, University College Dean | Monitoring team member | Report to the SSU leadership team on progress and make recommendations for program expansion, continuation. Redesign UC structure & responsibilities to include bridge students |
| Southern State Community College Dean | Monitoring team member | Report to the SSCC leadership team on progress and make recommendations for program expansion, continuation |
| Career Technical Administrator | Monitoring team member | Report to the regional CTC leaders on progress and make recommendations for program expansion, continuation |
| Regional High School Administrator | Oversight of the program Monitoring team member | Report to the regional school districts on progress and make recommendations for program expansion, continuation |
| Project Director | Chair of the Monitoring team and provides day to day administration of the project. SSU faculty member | Facilitate open communication between partners, chair monthly monitor team meetings, maintain records of objectives, activities and outcomes, exercise fiduciary oversight of all expenditures |
| Academic advisors (SSU and CTC advisors) | Assist the students in assessment of personal goals and accessing academic resources | One on one and small group advising meetings to provide students will information on an “as needed basis” |
| Career Services (SSU and CTC coordinators) | Provide awareness of education/career pathways | Provide small group and one-on-one career counseling services, including administration of Focus 2 career interest inventory. |
| First Year Experience | Provide overview of | Instruct a 3 semester hour section with |

| | | |
|--|--|---|
| faculty | expectations of college | emphasis on academic resources, financial literacy and career awareness |
| Academic Developmental Education Faculty | Developmental reading, math and English | Instruct and assess students in their area of developmental placement |
| Developmental Education Directors | Assist in development and/or increase of co-requisite courses and outreach with regional high school faculty | Present co-requisite models to English and mathematics department for consideration of adoption Support the professional development of alignment of college ready standards among the high schools/ community college /university |
| Testing Center Coordinator | Assessment center | Administer placement assessments or other assessments as needed by the project |
| Admissions officer | Collection of Admissions data | Provides student contact information applying for admission to SSU from a four county region |
| IR Officer | Project data collection and evaluator of outcomes | Provide data collection procedures, analysis data for monitoring team for responding to data Complete reports as required for ODHE grants |

Biographies of key persons include:

SSU Administrator: Brenda Haas, Ed.D. is currently the Dean of University College: SSU administrator charged to oversee the OHED Innovative Grant. Her academic interests include alignment of K-15, college access & success and Appalachian culture.

College Partner Administrators: Nicole Pennington of OUS, and J.R. Roush of SSCC

Scioto Career Technical Center Administrator: Marquita Riepenhoff is Director of Post-Secondary & Continuing Education at the Scioto County Career Technical Center. She has over 35 years of experience in human resources, healthcare and education.

ABLE Administrator: Robert Seaman is the Director of Scioto County ABLE with over 30 years in education and 7 years in his current position. He is a past President of the Ohio Association of Adult and Continuing Education.

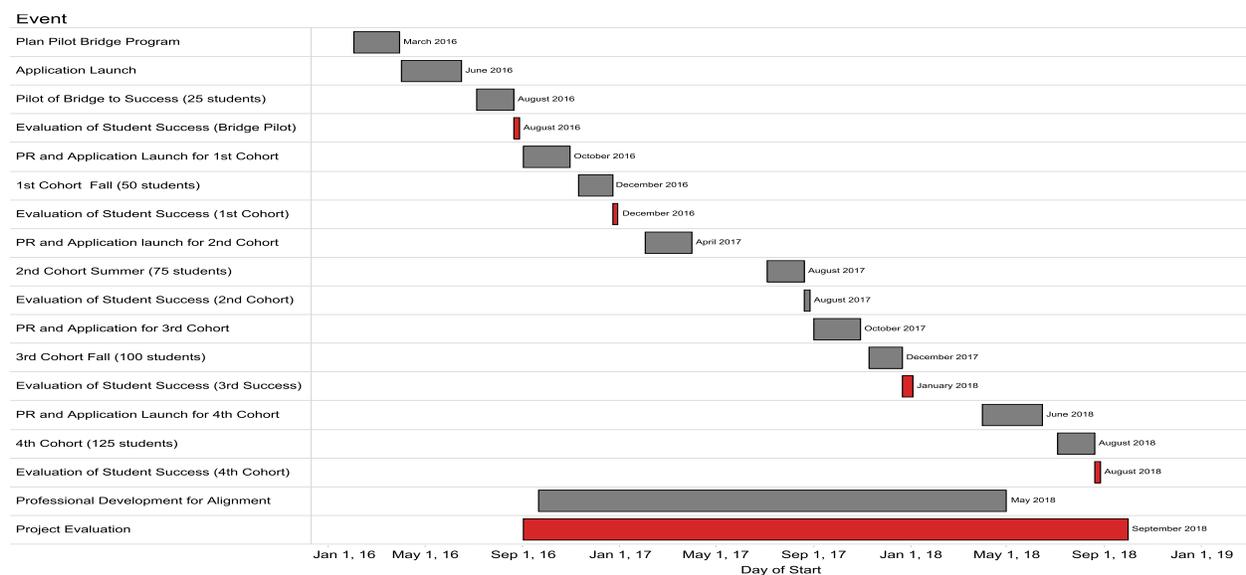
Project Director: Marc Scott, PhD is currently an Assistant Professor in the SSU English and Humanities Department and the University College.. His academic interests include writing and learning assessment, writing program administration, and rhetoric.

Academic Advisor: Glenna Heckler-Todt is the SSU Advising and Academic Resources Director for the Student Success Center. She has a Developmental Education Specialist

certificate from the Kellogg Institute. She has over 12 years of experience as an academic advisor of developmental students in community colleges and universities.

Project evaluator Chris Shaffer, MBA: Chris came to Shawnee State University from the Governor's Office of Appalachia. He is also a former Army captain with combat experience in Iraq. Chris focuses on data analytics and how it can inform the strategic initiatives such as accreditation, operational review, economic development, and governmental reporting.

Timeline of activities and estimated completion of milestones (also in Appendix)



Project Evaluation

A systematic, comprehensive, and detailed evaluation of the proposed project will be supervised by the Project Director with support of the Institutional Research officer. Project evaluation will not only include close monitoring, in both qualitative and quantitative terms, of the extent to objectives met; it will also be integrated with ongoing institutional planning and assessment of SSU and its partners. The focus of the project evaluation plan is on determining the extent to which: Project time lines, measureable outcomes and achievement benchmarks are met:

- Problems are identified and defined, and good resolution is achieved (formative, process, qualitative);

- Expenditures are reviewed and transactions approved are consistent with the budget;
- A plan of operation is defined and institutional policies and procedures are followed (process);
- Data is summarized and reports written, approved and distributed to Monitoring Team
- Desired outcomes are achieved and documented including percentage of students reducing remediation time and time to degree/license (quantitative, qualitative, and summative);
- Project has positive impact on targeted area of University College redesign (impact on academic success, administrative management, and fiscal stability)
- Student success is observed, measured and followed for a period of five years to gauge long-term impact (quantitative and qualitative)

| Data Collection with analysis timeline | | |
|---|---|---|
| Description of data | Analysis and developing plan | Timeline |
| Student preparedness for college level coursework | Nationally normed placement scores (pre and post bridge program) to gauge correct placement | Pre –at application Post- at conclusion national recognized placement tests (Accuplacer) |
| Pre-and-post test analysis of student academic skills | Analysis of student writing, reading, and mathematic skills as well as portfolio project | Pre and post analysis completed with instructor made assessment |
| Academic Indicators Grades ,course completion, Semester to semester retention through first year of either CTC, community college or university | Measure outcomes for: successful completion of the program | Track progress over time (Semester to semester) Year 1 to Year 5 All information to SSU IR office for tracking purposes |
| Student personal accountability | Administration of GRIT (self-determination) survey to all bridge students | Analysis of student level of determination with actual performance at conclusion |
| Access to college instruction and expectations of college level work | # of students enrolled in dev. education courses (reading, English and mathematics) exiting college level | At conclusion of bridge and two semesters beyond(one full academic year) |
| Awareness of college/career pathways with identified interests | Students completing career interest inventories | Ongoing Career Service activities (Focus 2 interest) |
| College credits awarded | #of college credits awarded at end of each bridge cohort | On-going |
| Reduction of cost to student | #of students and credits accessed without incurring debt | On-going |
| Co-requisite course credit | #of students accessing co-requisite course credit | Semester grade analysis |
| Alignment of college career readiness skills and expectations | # of high school faculty participating in alignment activities with community college and university | Academic Year |

Ohio Higher Education Innovation Grant Program

| | |
|--|---|
| Name of Lead Institution (only one) | Shawnee State University |
| Project Start Date | 1-Sep-16 |
| Primary Contact - Individual must be authorized to sign grant contract and legally responsible as representative. | 940 Second Street, Portsmouth, Ohio |
| President | Dr. Rick Kurtz |
| Project Director/s | Dr. Brenda Haas SSU University College Dean 740-351-3299 bhaas@shawnee.edu |
| 1) Certification by Authorized Official: | |
| To the best of my knowledge and belief, the information contained in this application is true and correct. The document has been duly authorized to comply with the required assurances. | |
| Signature of Authorized Official | |
| Dr. Elinda Boyles | |
| <i>Elinda C Boyles 3-9-16</i> | |
| 9-Mar-16 | |
| 2) Administering Institution: | |
| Dr. Jeff Bauer | |
| SSU Provost | |
| 940 Second Street, Portsmouth, Ohio 45662 | |
| jbauer@shawnee.edu | |
| 3) Educational Partners (please submit separate information for each partner) | |
| Scioto Career Technical Center | |
| Stan Jennings | |
| Superintendent | |
| 951 Vern Riffe Drive, Lucasville, Ohio 45648 | |
| stan.jennings@@sciototech.org | |
| 4) Educational Partners (please submit separate information for each partner) | |
| Ohio University Southern | |
| Dr. Nicole Pennington | |
| Dean | |
| Ohio University Southern 1804 Liberty Avenue, Ironton, Ohio 45638 | |
| penningj@ohio.edu | |
| 5) Other Partners (please submit separate information for each partner) | |
| Lawrence County ESC | |
| Dr. James Payne | |
| Superintendent | |
| 111 South 4th Street, 3rd Floor Courthouse, Ironton, Ohio 45638 | |
| jpayne@lc.k12.oh.us | |

Implementation Schedule

Please provide a brief bulleted list of major components of grant activity taking place each term.

| Term | Grant Activities |
|-------------|---|
| Winter 2016 | Program marketing to regional high schools Applications reviewed. 1st cohort launched offering no less than 3 developmental courses in mathematics, English, reading and first year experience coursework (six week of intense instruction, proactive advising and career development services. Planning of alignment |
| Spring 2016 | Evaluation of 1st cohort Course completion, Pre and post survey results, placement at end of bridge program Program marketing to regional high schools before end of senior yearHigh school -higher education alignment project 1st session completed |
| Summer 2016 | 2nd cohort launched offering no less than 3 developmental courses in mathematics, English, reading and first year experience coursework (six week of intense instruction, proactive advising and career development services. Planning of 2nd professional development on alignment and creation of co-requisite courses |
| Fall 2016 | Evaluation of 2nd cohort Course completion, Pre and post survey results, placement at end of bridge program Program marketing to regional high schools before end of senior yearHigh school -higher education alignment project 2nd session completed Program marketing to regional high schools Applications reviewed. 1st cohort launched offering no less than 3 developmental courses in mathematics, English, reading and first year experience coursework (six week of intense instruction, proactive advising and career development services. Planning of alignment |
| Winter 2017 | Report of progress to date on 1st and 2nd cohort Program marketing to regional high schoolsand area Applications reviewed. 3rd cohort launched offering no less than 3 developmental courses in mathematics, English, reading and first year experience coursework (six week of intense instruction, proactive advising and career development services. Planning of alignment |
| Spring 2017 | Evaluation of 4th cohort Course completion, Pre and post survey results, placement at end of bridge program Program marketing to regional high schools before end of senior yearHigh school -higher education alignment project 3rd session completed Program marketing to regional high schools Applications reviewed. 4th cohort launched offering no less than 3 developmental courses in mathematics, English, reading and first year experience coursework (six week of intense instruction, proactive advising and career development services. Co-requisite courses planned for fall 2017 implementation |
| Summer 2017 | 5th cohort launched offering no less than 3 developmental courses in mathematics, English, reading and first year experience coursework (six week of intense instruction, proactive advising and career development services. Planning of final professional development on alignment and creation of co-requisite courses |
| Fall 2017 | Evaluation of 5th cohort Course completion, Pre and post survey results, placement at end of bridge program Program marketing to regional high schools before end of senior yearHigh school -higher education alignment project 3rd session completed Program marketing to regional high schools Applications reviewed. 4th cohort launched offering no less than 3 developmental courses in mathematics, English, reading and first year |

| Activity | Total | Dept. of Higher Education | Education (OTC, Community College, University) Funds | Name of Education Institution | Other Partner Funds | Name of Other Partners | Activity Description Summary |
|------------------------------|------------|---------------------------|--|-------------------------------|---------------------|--------------------------------|---------------------------------|
| Equipment (list by item) | 0.00 | | | | | | |
| Personnel - Positions | | | | | | | |
| FTI Instructor/SSU | 132,356.00 | | 132,356.00 | Shawnee State Univ | | | |
| Adjunct Instructor/SSU | 35,411.00 | | 35,411.00 | Shawnee State Univ | | | |
| | | | | | | | |
| Facilities | 0.00 | | | | | | |
| Supplies | 108,275.00 | | 108,275.00 | Shawnee State Univ | | | |
| Purchased Services | 36,500.00 | | 2,500.00 | Shawnee State Univ | 10,000.00 | Three Career Technical Centers | Contract Services |
| | | | | | 10,000.00 | OUS and community colleges | Contract Services |
| | | | | | 14,000.00 | Regional High Schools | Stipends/Substitute Teacher Fee |
| Travel | 0.00 | | | | | | |
| Building Improvements | 0.00 | | | | | | |
| Other (Describe) | | | | | | | |
| Tuition | 180,000.00 | | 180,000.00 | Shawnee State Univ | | | |
| Indirect Costs | 25,003.00 | | 25,003.00 | Shawnee State Univ | | | |
| TOTAL | 517,545.00 | | 483,545.00 | | 34,000.00 | | |

Each Activity must be described in-depth the budget narrative

BUDGET NARRATIVE (2 YEARS)

Equipment: \$0.00

We will not be purchasing equipment with grant funding

Personnel: \$167,767.13

There will be added instructional expenses outside of the University College dedicated course sections to operate the Bridge to Success Program. Over the two years, we are planning on six semesters of Bridge to Success. The total cost for the Fulltime Instructor and Adjunct instructors to teach the Bridge students. The cost breakdown includes:

FTI Instructor/Shawnee State University – salary and benefits totaling \$132,356.19

Salary \$12,158.50 x 6 terms = \$72,951.00

Benefits \$72,951.00 x 16.95% = \$12,365.19

Insurance \$1,960.00 x 24 months = \$47,040.00

Adjunct Instructor/Shawnee State University – salary and benefits totaling \$35,410.94

Salary \$ 5,046.45 x 6 terms = \$30,278.70

Benefits \$30,278.70 x 16.95% = \$5,132.24

Supplies: \$108,275.00

The program will have expenses for instructional material and supplies. The textbooks will be maintained by the program and reissued for future cohorts. The math software is licensed to the participating student and provides for math remediation throughout the project and continues with the student for whatever pathway they choose.

We will incur paper and printing cost for the two years. As the developmental writing remediation will require a portfolio for each student there will be paper costs.

To market the program regionally, we will be utilizing the SSU print shop (application and contract, see sample in Appendix) as well as mailing to the regional high schools and directly to the students at their home address.

Textbooks - \$199.25/student x 300 = \$59,775.00

Math Software - \$150.00/student x 300 = \$45,000.00

Paper/Printer cartridges/pens = \$1,000.00

Printing costs/Marketing/Postage = \$2,500.00

Purchased Services: \$36,500.00

SSU and the higher education partners (including the Career Technical Centers) will be purchasing faculty time to design and deliver professional development for the regional high schools in the areas of mathematics and English. The main focus of the professional development is to deepen the understanding of what is “college ready” and using the remediation free standards as a guide to prepare the regional students to enter college ready.

Additional work will be spent with the high schools and higher education institutions on developing co-requisite models of mathematics and English (developmental and college level curriculum) to help decrease the time spent in developmental coursework and shorten the time to degree.

Evaluation Software = \$2,500.00

The SSU Institutional Research office will purchase evaluation software to assist in collecting and analyzing data

Contract services will be for the three career technical centers, OU regional and community colleges to serve the bridge students in the areas of career awareness, academic rigor needed for completion of degrees/programs and participation in planned events (panel discussions, etc.)

The stipends for the high schools will provide their school districts with substitute teacher cost so they can attend the professional development activities (alignment and co-requisite course development)

Contract Services to three Career Technical Centers = \$10,000.00

Contract Services to OU Regional campus and Community College = \$10,000.00

Stipends to High School Teachers = 3 visits @ \$3,500.00/visit = \$10,500.00

Substitute Teacher Fee for Regional High Schools = 35 x \$100.00 = \$3,500.00

Travel: \$0.00

The partners will be supporting the travel of their participants.

Building Improvements: \$0.00

No building improvement needed for this project

Other: \$205,003.37

The tuition provides funding to SSU in the form of credit by course examination (pass/fail) for each of the developmental courses the student enrolls into for the bridge program. We anticipate 300 students will complete the bridge in two years.

Tuition - \$600.00 x 300 students = \$180,000.00

The indirect cost of the grant excluding the tuition is \$25,003.37. Shawnee State University will be the fiscal agent and complete all necessary reporting forms as well as maintaining a progress report at the end of each bridge cohort. The cohorts will be evaluated by SSU and tracked for five years after their bridge participation.

Indirect costs @ 8% (excludes tuition) - \$25,003.37

\$312,542.13 @ 8%

TOTAL BUDGET - \$517,545.50

Appendix



March 9, 2016

On behalf of President Rick Kurtz and Shawnee State University (SSU), I would like to pledge our enthusiastic commitment to the Bridge to Success Program. Many of our students are first generation and enter our institution with significant developmental needs. Some also enter college misaligned with the baccalaureate programs that we offer. Unfortunately, these students frequently fail and are left with debt and no career. This clearly factors into the high poverty rates in southern Ohio.

The Bridge to Success Program will provide our students with an opportunity to become college-ready without accumulating debt. It will also provide them with financial literacy and career counseling so they can make good choices on career tracks that are aligned with their interests and financial support. In order to broaden career and education offerings, SSU will partner with local and regional career/technical centers and community colleges. In addition, we will use the alliance that we have with our on-campus Adult Basic and Literacy Education (ABLE) Office in order to provide assistance for those students with more profound developmental needs. With the support of these institutions and regional K-12 schools, we are confident that the Bridge to Success Program will have an immediate and long-lasting impact on southern Ohio and will lead to more post-secondary certificates, licensures, degrees, and successful careers.

The Bridge to Success Program begins with a small, pilot project in summer 2016; however, we intend to expand the program into a year-round education and career development opportunity for students in southern Ohio. Funding through the Ohio Higher Education Innovation Grant Program will help us get this unique program off to a great start.

Sincerely,

A handwritten signature in black ink that reads 'Jeffrey A. Bauer' in a cursive script.

Dr. Jeffrey A. Bauer
Acting Provost and Vice President of Academic Affairs
Shawnee State University
940 Second Street
Portsmouth, OH 45662
Phone: 740-351-3641
jbauer@shawnee.edu



COLLINS
CAREER TECHNICAL
CENTER

www.collins-cc.edu

"We Make Career Dreams Come True"

March 7, 2016

Dr. Jeffrey A. Bauer
Acting Provost and Vice President of Academic Affairs
Shawnee State University
940 Second Street
Portsmouth, OH 45662

Dear Dr. Bauer,

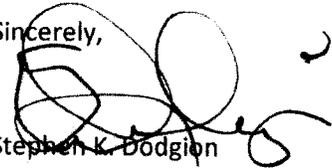
Collins Career Technical Center is pleased to partner with Shawnee State University (SSU) in its proposal to provide summer bridge opportunities for graduates entering college. The Summer Bridge to Success Program will allow high school graduates who are underprepared for college to complete remedial courses in English, mathematics, and/or reading. By giving these students the preparation they need, they will enter college with the best opportunity for success. For students who are unable to successfully complete the summer bridge program or find that college is not a good alternative, we will provide advising and entry into workforce development programs at our institution.

The Summer Bridge to Success Program is structured to reduce student time-to-degree and lower tuition costs. The program will target underprepared students applying for enrollment at SSU and will provide accelerated remediation during a summer intersession. This initiative will provide holistic support for the student to become college-ready before fall semester and offer alternative pathways for academic success with Collins Career Technical Center. The collaborative partnership will provide a wide variety of strategies to help assess concerns and find academic resource support before students who enroll into the college setting and experience academic failure. The collaborative will provide "best practices" for not only academic improvement but fiscal, social, and cultural knowledge of postsecondary education for first generation college students who are typically from low socioeconomic backgrounds.

As a partner in the Summer Bridge to Success, Collins Career Technical Center will provide career advising and entry into workforce development programs at our career and technical center for those students whose career interests are better suited for our programs.

We welcome this opportunity to partner with Shawnee State to provide the best chance of career success for students in our region.

Sincerely,


Stephen K. Dodgion
Superintendent

11627 State Route 243 • Chesapeake, OH 45619 • (740) 867-6641



SCIOTO COUNTY
Career Technical Center

WORKFORCE DEVELOPMENT CENTER

CENTRAL OFFICE

February 25, 2016

Dr. Jeffrey A. Bauer
Acting Provost and Vice President of Academic Affairs
Shawnee State University
940 Second Street
Portsmouth, OH 45662

Dear Dr. Bauer,

Scioto County Career and Technical Center is pleased to partner with Shawnee State University (SSU) in its proposal to provide summer bridge opportunities for graduates entering college. The Summer Bridge to Success Program will allow high school graduates who are underprepared for college to complete remedial courses in English, mathematics, and/or reading. By giving these students the preparation they need, they will enter college with the best opportunity for success. For students who are unable to successfully complete the summer bridge program or find that college is not a good alternative, we will provide advising and entry into workforce development programs at our institution.

The Summer Bridge to Success Program is structured to reduce student time-to-degree and lower tuition costs. The program will target underprepared students applying for enrollment at SSU and will provide accelerated remediation during a summer intersession. This initiative will provide holistic support for the student to become college-ready before fall semester and offer alternative pathways for academic success with Scioto County Career Technical and/or Adult Basic Education for those students that remain underprepared at the end of the program. The collaborative partnership will provide a wide variety of strategies to help assess concerns and find academic resource support before students who enroll into the college setting and experience academic failure. The collaborative will provide "best practices" for not only academic improvement but fiscal, social, and cultural knowledge of postsecondary education for first generation college students who are typically from low socioeconomic backgrounds.

As a partner in the Summer Bridge to Success, the Scioto County CTC will **promote the summer bridge program** to our students who are college-bound but require additional preparation to be college-ready. We will also **provide career advising and entry into workforce development programs** at our career and technical center for those students whose career interests are better suited for our programs or for those who are unable to complete the Summer Bridge to Success.

We welcome this opportunity to partner with Shawnee State to provide the best chance of career success for students in our region.

Sincerely,

Stan J. Jennings, Superintendent
Scioto County Career Technical Center

SCIOTO COUNTY ABLE/GED
ADULT BASIC AND LITERACY EDUCATION PROGRAM
South Central Ohio Educational Service Center
522 Glenwood Avenue
New Boston, Ohio 45662
740-354-0211
740-354-0212
robert.seaman@scoesc.org
Rob Seaman, Director

To: Ohio Department of Higher Education
Re: Bridge to Success Grant/ Letter of Support

Dear Grant Readers,

I am writing this letter on behalf of Scioto County ABLE and the South Central Ohio Educational Service Center to support the application for the Bridge to Success grant that is being submitted to you by Shawnee State University. I am excited that upon implementation we will be able to develop and enhance a program that will help first generation college students successfully complete a degree program at the University.

Scioto County ABLE is currently partnered with Shawnee State University to provide basic level Developmental Math instruction to current Students we strive to improve and refresh the math skills of low level students which enhances the chance of a person completing the program successfully. We would like to expand this program to include Developmental Reading.

We look forward to participating in this potential project, assisting in the improvement of Shawnee State University's Developmental education program, expanding opportunities and serving the students to enable them to be successful.

Thank You,



William Robert Seaman
ABLE Director/ Supervisor
South Central Educational Service Center



Dear Shawnee State University,

March 7, 2016

As an advocate and champion for those who are underserved and under resourced in our region, I support any quality initiatives that purport opportunities that foster success. I serve as the Dean of Core Studies, Brown County Campus Director and College Credit Plus Director for Southern State Community College. All of these positions provide an avenue for me to serve our region, and open doors to new experiences.

Southern State Community College has an established presence in all four counties identified in the grant proposal. Several College Credit Plus courses and degree programs are currently offered in high schools and career centers across our region. Many of the students enrolled are first generation students who are receiving college credit with individualized guidance from both high school counselors and college employees. A support system is already in place, so pairing our existing practices with your proposed grant should make for a seamless venture.

New efforts are in the works to reduce the amount of developmental courses after high school graduation through new and innovative articulations and efforts.

Please accept this letter as a means of support for any initiatives to provide high quality, affordable and accessible education and opportunities in our region. I am happy to answer further questions or provide a more in-depth response at your request. I am most easily accessible at jroush@sscc.edu or my personal cell (937) 205-2687.

Sincerely,

A handwritten signature in black ink, appearing to read "J.R. Roush", written in a cursive style.

J.R. Roush, Ed.D.

Dean of Core Studies/ Brown County Campus & College Credit Plus Director



OHIO
UNIVERSITY
Southern
Ironton | Proctorville

1804 Liberty Avenue
Ironton OH 45638-2279
T: 740.533.4600
F: 740.533.4632
www.southern.ohiou.edu

March 8, 2016

Dr. Jeffrey A. Bauer
Acting Provost and Vice President of Academic Affairs
Shawnee State University
940 Second Street
Portsmouth, OH 45662

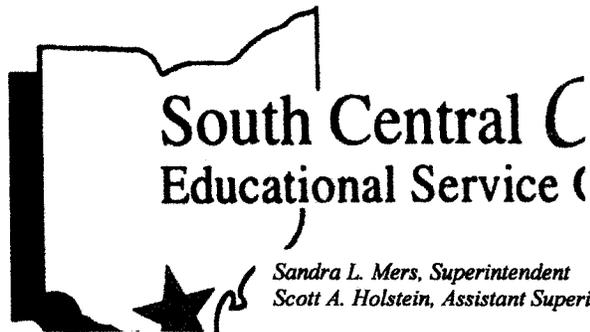
Dear Dr. Bauer,

Ohio University Southern is pleased to partner with Shawnee State University (SSU) in its proposal to provide summer bridge opportunities for high school graduates entering college. The Summer Bridge to Success Program will allow students who are underprepared for college to complete remedial courses in English, mathematics, and/or reading. By giving these students the preparation they need, they will enter college with the best opportunity for success. For students who are successful in the program but find that SSU's 4-year degrees are not good alternatives, the program will provide advising and pathways into 2-year and 4-year programs at regional campuses like ours.

The Summer Bridge to Success Program is structured to reduce student time-to-degree and lower tuition costs. The program will target underprepared students applying for enrollment at SSU and will provide accelerated remediation during a summer intersession. This initiative will provide holistic support for the student to become college-ready before fall semester and offer alternative pathways for academic success with other regional institutions for those students whose interests are not aligned with SSU's 4-year baccalaureate degree. As a partner in the Summer Bridge to Success, Ohio University Southern will provide bridge students with advising, descriptions of our programs, and information on career alignment.

We welcome this opportunity to partner with Shawnee State to provide the best chance of career success for students in our region.

Sincerely,



South Central Ohio Educational Service Center

Sandra L. Mers, Superintendent
Scott A. Holstein, Assistant Superintendent

South Central Ohio Educational Service Center
522 Glenwood Avenue
New Boston, OH 45662

Phone: 740-354-7761
Fax: 740-353-1882

February 25, 2016

Dr. Jeffrey A. Bauer
Acting Provost and Vice President of Academic Affairs
Shawnee State University
940 Second Street
Portsmouth, OH 45662

Dear Dr. Bauer,

The South Central Ohio Educational Service Center is pleased to support Shawnee State University in its proposal to provide summer bridge opportunities for our graduates entering college. The Summer Bridge to Success Program will allow high school graduates who are underprepared for college to complete remedial courses in English, mathematics, and/or reading. By giving these students the preparation they need, they will enter college with the best opportunity for success. In addition, by offering the summer bridge at low or no cost, students will not accumulate debt or reduce their financial aid prior to enrolling in college-level coursework.

The collaborative model proposed in Summer Bridge to Success will offer students an opportunity to complete required remedial coursework during the session before their first year of college, so they may enroll in college-level coursework in their first semester as full-time, college-ready students. This is important given that student retention is negatively impacted by the amount of time students are required to spend in developmental education courses. While enrolled in these courses, they are required to pay tuition but do not earn credits toward their degree. The summer bridge program will ease transition to college by informing students of institutional expectations – most of which they are unaware or ill-equipped to master. The summer bridge program will also offer non-academic, postsecondary readiness components that are designed to provide social capital for students to adjust to the college culture.

As a supporter of the Summer Bridge to Success, the South Central Ohio Educational Service Center will promote the summer bridge program to all county students who are college-bound but require additional preparation to be college-ready. We welcome this opportunity to work with Shawnee State to provide the best chance of college success for students in our district.

Sincerely,

Sandra L. Mers
Superintendent, SCOESC



Lawrence County Educational Service Center

Educational Excellence in Ohio's Most Southern County

111 South 4th Street - 3rd Floor - Ironton, Ohio 45638

(740) 532-4223 (740) 532-7226 (fax)

February 22, 2016

James Payne
Superintendent

To Whom It May Concern:

It is my pleasure to write this letter of support on behalf of Shawnee State University's "Bridge to Success" program.

Teresa Lawless
Treasurer/CFO

This program is scheduled to begin in Summer 2016 with the emphasis on needed remediation for students in the content areas of Mathematics, English and Reading. The program will provide the basic mechanics for students to become college ready before the Fall Semester of 2016, which will ultimately give students the fundamental academic tools to be successful in their college experience.

Governing
Board

Phil Carpenter
Jeffrey Floyd
Roland Hayes
Ray Malone
Jeannie Shafer

Also, another major component of the "Bridge to Success" program is to provide a career advising component. This will allow a bridge for students to understand how the courses they study will have a direct impact on the future employment opportunities that will be available to them.

In conclusion, I highly recommend that Shawnee State University be given consideration for the "Bridge to Success" grant. It will provide a student with fundamentals for academic success, career advising for connecting college goals with career aspirations, and all accomplished at a very low cost to the student. Everyone wins in this scenario, especially the student!

Respectfully submitted,

James Payne, Ph.D.

Superintendent, Lawrence County ESC

MANCHESTER LOCAL SCHOOL DISTRICT

Board of Education:
Richard K. Foster,
President
Terry K. Himes,
Vice President
Ashley R. Grooms
Dave McFarland
Kathleen F. Stacy

130 Wayne Frye Drive
Manchester, Ohio 45144
(937) 549-4777
Fax: (937) 549-4744



"Home of the Greyhounds"

Dr. Charles J. Shreve
Superintendent

Karen K. Ballengee
Treasurer

Jessica Silvia
Administrative Assistant II

February 24, 2016

Dr. Jeffrey A Bauer
Acting Provost and Vice President of Academic Affairs
Shawnee State University
940 Second Street
Portsmouth, Ohio 45662

Dear Dr. Bauer:

Please know that the Manchester School District supports Shawnee State University in its proposal to provide summer bridge opportunities ("Summer Bridge to Success") for our graduates entering college. We believe that Summer Bridge to Success will ease transition to college by informing students of institutional expectations -- both academic and social.

As a supporter of Summer Bridge to Success, the Manchester School District will promote the the program to our senior-level students who are college bound but require additional preparation to be college ready. We welcome this opportunity to work with Shawnee State University to provide the best chance of post-secondary educational success for our students.

Sincerely,

A handwritten signature in cursive script, appearing to read "Charles J. Shreve". The signature is written in black ink and is positioned above the printed name of the superintendent.

Dr. Charles J. Shreve
Superintendent

2016 Bridge To Success Academy (Early Start) Contractual Agreement

The Bridge To Success (BTS) provides an array of comprehensive student support services that are designed to enhance academic success, persistence, retention, student satisfaction, and graduation from Shawnee State University (SSU). To ensure your success at SSU, you must adhere to and comply with the responsibilities outlined below:

1. BTS students are required to adhere to the Bridge To Success schedule starting on Tuesday, July 5th through Thursday, August 12th, 2016.
2. BTS students must be on time for all mandatory Summer Bridge Academy activities.
3. BTS students will adhere to all instructor and supplemental instructor (SI) attendance policies.
4. BTS students are not allowed any absences. In case of an emergency, a written document (i.e., doctor's note) must be provided upon return. Students must contact program staff by no later than 8:00am on the day that they will be late or absent.
 Sherry Scott 740-351-3491
5. BTS students must be on their best behavior and respectful of the Summer Bridge Academy staff at all times.
6. BTS students must not engage in any form of verbal or physical violence while participating in the Summer Bridge Academy. Additionally, any form of discrimination will not be tolerated.
7. BTS students are strongly encouraged to take full advantage of all opportunities for academic growth, personal expression, and leadership such as class participation, engaging in group activities, and participation in student organizations.
8. BTS students are strongly encouraged to initiate contact with their professors and meet periodically with their supplemental instructors (SIs) outside of class time.
9. BTS students must keep updated contact information with their Academic Advisor.
10. BTS students must successfully complete one Developmental English and/or math course by the end of the Bridge To Success 2016, per Early Start requirement.
11. BTS students authorize the BTS personnel to access their academic records.

Failure to comply with these conditions may result in your termination from the Bridge To Success.

I have read and clearly understand the BTS Contractual Agreement. My signature indicates that I agree and will comply with the 11 items listed above in order to maintain the benefits and privileges provided by the program.

Print Name _____ Date _____

Student Signature _____

E-Mail _____ Phone _____

Event

