ZANE STATE COLLEGE

COMPLETION PLAN

2020

[Image of a person sitting on a bench with a backpack]
Established in 1969, Zane State College values people through our commitment to quality, equity, and stewardship. Zane State College has campuses in Zanesville and Cambridge, Ohio, and offers eight (8) less than one-year certificates, five (5) one-year certificates, 30 programs that lead to an associate degree, and one baccalaureate program focused on regional workforce needs. As a comprehensive community college, students can reduce their bachelor’s degree costs through 2+2 and 3+1 transfer options to a wide selection of public and private universities. Zane State College is a public college accredited by the Higher Learning Commission (hlcommission.org).

Zane State College
Zanesville (Main) Campus
1555 Newark Road
Zanesville, OH 43701
ZaneState.edu
Who is Zane State College?

Zane State College (ZSC) serves the Appalachian Ohio region, an area characterized by low wages, high unemployment, and low educational attainment. Its specific service district includes Muskingum, Guernsey, and Noble counties, but due to the College’s strong history with dual enrollment, now College Credit Plus, and recognized programs of excellence such as its Choose Ohio First programs, ZSC has a broad reach that includes student enrollment from approximately 20 counties.

The College is proud of its long-term commitment to student success, being named an Achieving the Dream Leader College in 2009, 2017, and in 2020 and was recognized as “Top in the Nation for Student Success” with the Leah Meyer Austin Institutional Student Success Leadership Award in 2012. Annually, the College serves almost 3,000 students. With additional locations at Maysville Local Schools, Morgan Local Schools, and Noble Local School District, fully on-line programming, apprenticeship programming, business and industry programming, and partnerships with more than 40 regional school districts, Zane State College has undergone rapid transition of student demographics aided in part by a rapidly improving economy and changes in local industry. The College is dedicated to “Building a Promising Future for Every One” through meeting the educational needs of its students and the training and development needs of its business and service organization partners.

Fall Semester 2019 Demographics
Since 2012 Zane State College has been experiencing significant shifts in student demographics that includes a growing disparity between men and women, a rapid increase in students 18 and younger due to expanding College Credit Plus programming, and a steady decline in adult enrollment due to a continued low unemployment rate. The gap between total headcount and total FTE has steadily narrowed from 2016 through 2019 indicating enrolling students are more likely traditional aged and are more likely to be attending full-time.

Degree-Seeking Enrollment by Classification

Similarly, Zane State College continues to see a steady growth of new students (First-time Freshman and Transfers) as a proportion to the total enrollment. Each fall, the College enrolls between 350 and 400 new students. Despite this, increasing persistence rates and strong credit accumulation, particularly beyond the first academic year, have helped enrollment remain steady. Continued improvement in degree completion and a decline in the time to completion has contributed to an overall decline in enrollments in current students.
A trend seen nationally is a significant shift in gender distribution with female college-going rates exceeding those of males. This same trend is seen in the College’s data. For cohort years 2017 through 2019, nearly 60 percent of the student body has been female. Closer inspection of the data revealed that the challenges for male students were two-fold. Not only were they entering college at lower rates, but also first-year retention rates were noticeably lower for male students, and are lower still for male students attending part-time. Beginning with the economic downturn in 2007-08, the number of male students grew disproportionally. However, just as quickly as it began, the local economic recovery, spurred in part by the gas and oil activity in Southeastern Ohio, seems to be contributing to lower numbers of entering male students and lower retention rates.
Zane State College believes that a commitment to diversity is critical for helping our students and graduates succeed in an increasingly global market. Targeted outreach efforts through the College's admissions and recruitment office has helped to increase racial and ethnic diversity among students over the last several years, as the College's 8 percent minority population exceeds that of the local three-county service district. However, this does not tell the entire story. When examining enrollment demographics from the College's service-district high schools, it becomes clear that minority student college-going rates lag behind that of their white peers. Increasing the diversity of the student body for the Fall 2021 incoming class is a top priority of ZSC's leadership.
Since 2011, on-campus student enrollment has been declining steadily with the greatest decline being non-traditional students – those 25 years of age and older. Excluding College Credit Plus, 73 percent of students taking classes on campus were traditional-aged students (<25 years of age). If you include the College Credit Plus students, this percentage climbs to almost 85 percent. This represents a continued shift in demographics towards a more younger student body.
The above figure demonstrates fall enrollment as a function of headcount and FTE the past seven years. Zane State had seen significant increases in fall headcounts through 2014, but the number of enrolling students has since decreased 58 percent. At the same time, the total FTE has significantly decreased since 2013 and also has a 58 percent decline by 2019.

A significant change is student enrollment pattern is being seen with more students enrolling full time. Fifty-one percent were enrolled part-time in the fall of 2012 while in 2019, this number dropped to 42 percent part-time students, reflecting a shift toward more traditional aged students who are more likely to be able to attend college on a full-time basis.
Fall Enrollment - Full-Time vs. Part-Time
(Controlled for HS Dual Enrollment & Apprenticeship Programs)

- 2012: 49% Full-time, 51% Part-time
- 2013: 52% Full-time, 48% Part-time
- 2014: 49% Full-time, 51% Part-time
- 2015: 51% Full-time, 49% Part-time
- 2016: 53% Full-time, 47% Part-time
- 2017: 53% Full-time, 47% Part-time
- 2018: 56% Full-time, 44% Part-time
- 2019: 58% Full-time, 42% Part-time
Beginning in 2011, concurrent enrollment began to grow significantly, while at the same time traditional enrollment experienced a sharp decline. In Fall 2011, Zane State College had 335 concurrent enrollment students separated into students who enrolled at their high school for college credit and those students who enrolled on the college campus. As more high schools began to offer dual enrollment, the enrollment numbers continued to grow, peaking in Fall 2014 at 1,797. In 2015, the State of Ohio created College Credit Plus in order to bring consistency to Ohio’s concurrent enrollment programs. The increase in statewide competition and new regulations for student and course eligibility led to further decline in Fall 2019 College Credit Plus enrollment at 1,192, a 34 percent drop from Fall 2014.
The advent of the concurrently enrolled students has brought new challenges and opportunities. As more high school students take more college classes, purposeful advising and seamless communication between high school and college advisors has become critical. Zane State College is responding to these challenges by continued work with College Credit Plus Career Pathways specific to each partner high school. The pathways help students, parents and counselors navigate which College Credit Plus courses a student should take depending on their career interest area. Students who identify career pathways before graduating high school, should streamline completion of a degree or certificate program by opening a pipeline to college faculty support, providing a wider career exploration network and reducing the amount of college credits earned which will not count toward a degree or certificate. Important in these efforts is to improve the numbers of high school students who earn college credit concurrently while in high school and then matriculate to some postsecondary career training opportunity. Improvements in this area have resulted in 77 percent of Zane State College CCP students matriculating to some postsecondary institution. More targeted work will focus on the 23 percent who leave these earned college credits on the table and do not receive a postsecondary credential.

In 2019, Zane State College was granted permission from the Higher Learning Commission to add three regional high schools as additional locations that include Maysville High School, Morgan High School, and Shenandoah High School. This distinction allows Zane State to offer 50 percent or more of our degrees at these high schools. In 2020, the Higher Learning Commission granted permission to Zane State to be a notification institution, paving the way for the addition of more high school locations as more high school faculty gain credentials to teach at the college level.
Student Success Grant Progress and Outcomes

Zane State is completing several multiyear grants aiding with overhauling processes, software solutions, and organizational structures. These efforts focus on the entire student experience from high school dual enrollment and initial inquiry, continuing through initial intake and registration, redesigned curricular pathways, and all of the structures that support student success through completion and eventual career placement or transfer to a baccalaureate degree institution.

iPASS Grant
This grant was an initiative of Educause with the support of the Bill & Melinda Gates Foundation, the Leona M. and Harry B. Helmsley Charitable Trust, in partnership with Achieving the Dream. This grant assisted Zane State College to improve student success using technology to create shared ownership for educational progress by providing students, faculty, and staff with needed information and improved processes. While grant support concluded in 2018, ongoing implementation of the design changes continue. New student onboarding processes were redesigned in spring 2019 and a modified advising model, tied to a renewed first-year experience course design is underway in the pilot stage and will be brought to scale in fall 2020. This new design has specific first-year retention strategies focused on these early entry students with all levels of risk factors.

AACC Pathways Grant
The College received the AACC Pathways Grant in the first round of 30 colleges from across the United States. This grant allowed us to focus on the four pillars of guided pathways: (1) clarify paths to student end goals, (2) help students choose and enter a pathway, (3) help students stay on path, and (4) ensure that students are learning. The College embraced these pillars and set to work on creating solid two- and three-year plans, strengthening meta-majors, eliminating extraneous course offerings, and focusing on workforce or transfer options by program.

As a product of this work, the College created a third division, the Arts and Sciences, and hired a Dean for this area. This Dean is also the Chief Student Affairs Officer for the College. By combining the arts and sciences with the student success coaches and first-year experience, the College hopes to achieve a comprehensive first year experience for all new students in an effort to improve retention and completion of academic goals without spending extra tuition dollars on unnecessary credits and to eliminate the uncertainty that students sometimes have with regard to choosing the courses they need.

Part of this work also includes ensuring students are completing college-level English and math in their first year in addition to at least nine credit hours in their program area. The transfer degrees (associate of arts and associate of science) have similar goals.
Student Success Leadership Institute
This project is an Ohio Association of Community Colleges led initiative with partners from Bill & Melinda Gates Foundation, the Great Lakes Higher Education Guaranty Corporation, Jobs for the Future, the National Center for Inquiry & Improvement, the Ohio Department of Higher Education, and the Ohio Completion by Design (CbD) cadre. The project is a cohort-based network of community college leaders engaging in pathways reforms that are aligned with the CbD framework and the State's performance-based funding model. Specific attention is currently focused on advising model improvement aligning well with the transformational work underway at Zane State.

With the help of Social Finance, data from these efforts in the charts below demonstrate improvement in Student Success Rates and credit accumulation as a direct result of these efforts.
Dash Emergency Grant Program
Through support from the Great Lakes Higher Education Guaranty Corporation, a special assistance grant program has been established to assist low-income students with relief from unexpected financial needs that become barriers to continuing their education. The grant provides initial startup funding along with matching funds from the College and was initiated in spring 2016. The grant from Great Lakes ended spring 2018 but is being continued through support from Zane State College Foundation and The United Way of Muskingum, Perry, and Morgan Counties. Thirty-four students were assisted with emergency funds for utility bills, housing, and automobile repairs in 2019-20 totaling $19,387.00 resulting in significant retention improvements.

Twelfth Grade Redesign
Through a partnership with a Jobs for the Future technical assistance grant and financial support from the Bill & Melinda Gates Foundation, Zane State College and Zanesville City Schools collaborated on a project known as the 12th Grade Redesign Program. This work started in the Fall of 2017 and is still thriving. The focus of this initiative is to select high school juniors, who have not tested college ready according to the Ohio remediation free standard test scores, and place them into English and mathematics remediation classes. These courses are taught at the high school by Zanesville high school teachers in the fall of their senior year. Zane State provides an embedded success coach who teaches the College's First-Year Experience course that same semester with a career exploration component included.

Of the 26 students selected in the 2017 cohort, 25 were successful in the developmental coursework and therefore eligible for placement into college level English and Math. In spring semester 2018, the 25 students enrolled on Zane State’s campus, through Ohio’s College Credit Plus program, in college level algebra, English composition, and one additional program of interest course. Twenty-five students successfully completed the composition course and 24 completed the algebra course. 2018’s cohort was equally successful with 11 out of 16 students moving on to college level English or mathematics for an overall success rate of 85% in the program to date. The Fall 2019 cohort had 14 students initially enrolled in college preparatory mathematic and English of which 13 enrolled in college level mathematics and English in the 2020 spring semester.

In 2018, Zane State College won the Outstanding Innovation Award from the Community Colleges of Appalachia for the 12th Grade Redesign Program. This award represents the significant student outcomes that have been achieved through the 12th Grade Redesign Program. The college plans to continue expanding this program and has already extended this partnership to Noble Local School District where a cohort of 14 students started in Fall 2019. While Covid-19 disrupted this program in 2019-20, Zane State plans to further develop this program at Zanesville High School and extend this partnership to additional school districts.

National Science Foundation
The National Science Foundation (NSF) project will research, design, and pilot best practices in math education, evaluate the results, and customize and cement successes into the foundation of gateway math courses. Through continual assessment of progress, it will strive to implement a continuous improvement model. The project team will share information about the structure and outcomes of the modified mathematics courses with high schools, colleges, and universities. The project will begin with an in-depth analysis of institutional success data and a literature review of best practices in math education. This information will then be used to develop: (1) mathematics skills workshops for students held in term intercessions to prepare for the upcoming semester math course; (2) supplemental mathematics instruction including just-in-time co-requisite models designed with input from industry and business, as well as an embedded professional tutor in math courses; and (3) professional development about active and contextualized learning for faculty teaching math courses or teaching math within technical courses. In the curricular design process, the College will consider the needs of industry (through the technology program Advisory Committees), students (through the validated Math Belonging survey, satisfaction surveys, interviews, and course success data), and faculty (through professional development activities and feedback). It is anticipated that these math course improvements will improve student success in math gateway courses and result in an increase in completion rates of students in STEM technology programs and as such, in all programs. This project is funded by the NSF Advanced Technological Education program that focuses on the education of technicians for the advanced-technology fields that drive the nation’s economy.
Institutional Transformation: Four Disciplines of Execution
Key additional activities include transforming the college with the assistance of Franklin-Covey’s Four Disciplines of Execution (4DX) which began at Zane State during the summer of 2016. Achieving The Dream collaborated with Franklin Covey to assist community colleges in the execution of primary goals established in their strategic plans. To facilitate this holistic approach with a keen focus on plan execution, Franklin Covey’s 4 Disciplines of Execution (4DX) is used to engage employees who organize into teams based on similar work focus. The teams meet regularly to report on their last commitments and their leading indicator progression that supports the institutional lag measures assessing performances in retention, persistence, and completion. Franklin Covey’s 4DX is helping the College identify the wildly important goals (WIGs) and providing a framework that allows Zane State to understand how well the many efforts being worked on are contributing to the institutional goals. Ohio Department of Higher Education reports Zane State had a 39 percent three-year degree completion rate for the cohort entering fall 2014. This rate jumped to 49 percent for the cohort entering fall 2015 for a 10-percentage point gain. Zane State continues to have the highest rate for all Ohio two-year colleges.

Building Success, the First College Year
Beginning in 2005, the College began to examine more closely key student performance metrics. Included among those: first-year retention, graduation rates, and gateway course success. As part of its work with the Gate’s funded Developmental Education Initiative in 2009, the College began to also place significant emphasis on early acceleration and first-year credit accumulation. The 4DX transformation includes an institutional sub goal of improving first-year student credit completion of 30 hours for full-time students and 20 hours for part-time students. Past efforts focused on first-year initiatives aimed specifically at early engagement and first-term retention include; 1) participation in the Foundation of Excellence self-study process through the John N. Gardner Institute for Excellence in Undergraduate Education, 2) implementation of intervention advising to catch students in developmental and gateway courses who do not have the necessary prerequisites, and 3) the development and implementation of an intrusive, case-management advising approach aimed at engaging students considered most-at-risk for dropout based on Noel-Levitz College Student Inventory (CSI) scores. Work on increasing gateway course completion is now incorporated into the 4DX transformation under the goal of improving fall-to-fall retention. A more comprehensive and integrated case-management advising approach is being incorporated into a redesigned advising model associated with the iPASS work.

Redesign First Year Experience
Zane State has taken an exciting approach to improving First Year Experience (FYEX) course completion through a comprehensive, semester long experience. Beginning with Welcome Day, which is a celebration before classes start, the students are welcomed to campus with a preview of what the new term will bring. During the semester, they are introduced to all of the things the students will need to survive and thrive in their new college environment. This includes academic, career, and financial planning. The courses are taught by Success Coaches so the students form a lasting relationship with their advisors from the very beginning.

Multiple Measures
To reduce time and credit spent in developmental education, the College moved to Multiple Measures as a means of assessing readiness for college level coursework. Assisted by a statewide committee led by the Ohio Department of Higher Education to develop a comprehensive model for Multiple Measures, the College executed a new model for Multiple Measures during the 2017-18 academic year that was integrated with new developmental education and co-requisite models for English and math. Ongoing assessment of student success is monitored through a continuous improvement plan so that appropriate adjustments are made. For example, with the assistance of the CLASS grant, the curriculum in the co-requisite for the Statistics course was redeveloped and closed the achievement gap between the students taking the co-requisite with the college level course and those that did not.

Advising
Work continues in the development of a holistic, case management approach to advising. By integrating the Student Services division and the Arts and Sciences Division under one dean, the Student Success Coaches and the general education faculty have begun to work closely together in the advising and retention of first-year students. Furthermore, the Student Success Coaches are now teaching the First-Year Experience course, which introduces the students to their advisor early in the process. The advising team has developed the holistic model of advising from Achieving the Dream including academic, financial, and career advising.
First Year Retention
First year retention is closely monitored at Zane State as a leading indicator for student completion. The two charts below show the progression of students who are full-time and part-time from 2012 to 2017. The full-time students have remained ahead of the IPEDS comparison cohort all four years. Moreover, the college has had a steady improvement of Fall-to-Fall retention for this observed period improving from the 52 percent in 2012 to 65% in 2017. Full-time students return at significantly higher rates than their part-time peers, but for 2017, slight improvements were found with a 35% part-time Fall-to-Fall retention observed.

Fall to Fall Retention of Freshmen Students Fall 2012-2017
Zane State vs. IPEDS Comparison Group
(*Enrolled or Graduated the Following Fall Term)

Full-Time Retention Rate

Part-Time Retention Rate
The College 4DX goal of increasing fall-to-fall retention from 52% to 68% by September of 2017 supported through the plan to improve student engagement, increase gateway course completion, and improve first year credit accumulations. Steady improvement with full-time students is occurring, albeit slower than our targeted goal, while part-time student retention is significantly lagging. Special attention is given to part-time students while efforts continue for all students as we strive for improved outcomes. The part-time student demographic changes require new tactics to assist these students within our new pathways model.

**Meta-Majors**
The Meta-Major focus aligns well to the iPASS and Pathways grants. Strategic Scheduling will incorporate the meta-major pathways into a first-year experience schedule so that learning communities can naturally occur and improve student engagement with faculty and staff. The percentages of meta-major do not include CCP, transient, or workforce development students. The impact of CCP on Zane State is seen clearly. Important work has begun to better align CCP students into pathways and to engage in academic advising to assure high school students are utilizing this Ohio option to their greatest advantage.

As the first-year experience and student engagement model matures, specific focus was given to the engineering programs. During the 2019-2020 academic year, the engineering faculty worked together to create a common first semester for all engineering students. This approach added a course in DC circuits to the Mechanical Engineering program and offered options for the College Credit Plus students to enroll in any of the three engineering programs. By utilizing electives, College Credit Plus students are able to meet high school graduation requirements and concurrently earn an associate degree.

Another outcome of this work is that all engineering students have opportunities to network and participate in engagement activities due to being enrolled in all of the same courses and the first-year experience course in the first semester. In addition, if any student wants to change majors after that first semester, there is no loss of credit or coursework.
Meta-Majors

with Percentages of Total Enrollment

Fall Enrollment by Meta-Major

Fall Enrollment by Meta-Major
Nearly four decades of research has documented the relative importance of student engagement in retention and completion. Work by Vincent Tinto, John Bean, and John Gardner have shown that academic and social integration, especially in the first year, are strongly correlated with student success. As a standardized method for assessing student engagement, Zane State College has participated in the Community College Student Survey of Engagement (CCSSE) since 2003. In addition, Zane State College has also utilized the Survey of Entering Student Engagement (SENSE).


### CCSSE Results by Area 2011 - 2019

![Graph showing CCSSE results by area from 2011 to 2019]
The CCSSE survey aggregates student responses into five broad categories: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Zane State College continues to rate among the high performing colleges in each category.

Like CCSSE, SENSE also aggregates student responses into broad performance categories. The six categories include: Early Connections, High Expectations and Aspirations, Clear Academic Plan and Pathway, Effective Track to College Readiness, Engaged Learning, and Academic and Social Support Networks. Using 2010 & 2011 as a baseline, overall performance has remained flat across four of the six categories. However, two categories, Engaged Learning and Early Connections have both decreased. It should be noted that the College’s transition from quarters to semesters occurred in 2012. This transition impacted course design and learning outcomes, as well as intervention strategies, refund timelines, and add, drop, and withdrawal dates. The Academic Council is closely monitoring these two items to ensure that curriculum design, academic policies, and student services procedures are appropriately structured to ensure early success and student engagement under the expanded semester model.

The focus on Student Engagement has been well tied to the CbD work and has been continued within the 4DX goals. Because some academic programs, such as the selective programs, require the students to matriculate into the program sometime after their initial experience at the College, 4DX teams are creating opportunities for program faculty and future student engagement to occur earlier in their first term. This is part of the ongoing 4DX efforts. Improved assessment of co-curricular activity is also an important part of the College’s plans with renewed focus for reporting on engagement metrics within annual assessment process.
Zane State College began monitoring performance in gateway courses in 2006 during the college's baseline data collection as part of the Achieving the Dream initiative and as a key component of building a comprehensive first-year student experience. Ongoing changes in the way the College addresses developmental needs in English and mathematics has resulted in new focus on student performances in these critical gateway courses. To further align with the wholistic student support processes, a reorganization of the three academic division as resulted in the formation of the Arts and Sciences Division with the Dean who also serves the College as the Chief Student Affairs Officer in 2020. This new division will work together to examine operations and determine where opportunities for improving first-year student retention efforts that are coordinated with the work being done with mathematics and English, a new First-Year experience course approach, improved supplemental education services, and a comprehensive reform of student success coach strategies. To better align with Ohio efforts with developmental education reform, the college is now targeting student completion of college level mathematics and English within the first year as a key performance indicator for first-year student success.
The College participated in statewide mathematics reform and then streamlined the developmental education associated with College Algebra, Statistics, and Quantitative Reasoning so that only one level of developmental education was used instead of the prior three course sequence. For students who are ready for college level mathematics but still need additional support, a co-requisite support course was designed for each of the three mathematics courses. The early design of this model did not yield outcomes measures results as hoped so further work was begun to address learning needs. To assist in this work, the College was successful in procuring a National Science Foundation (NSF) grant to focus on Mathematics.

The NSF project will research, design, and pilot best practices in math education, evaluate the results, and customize and cement successes into the foundation of gateway math courses. Through continual assessment of progress, it will strive to implement a continuous improvement model. The project team will share information about the structure and outcomes of the modified mathematics courses with high schools, colleges, and universities. The project will begin with an in-depth analysis of institutional success data and a literature review of best practices in math education.

This information will then be used to develop: (1) mathematics skills workshops for students held in term intersessions to prepare for the upcoming semester math course; (2) supplemental mathematics instruction including just-in-time co-requisite models designed with input from industry and business, as well as an embedded professional tutor in math courses; and (3) professional development about active and contextualized learning for faculty teaching math courses or teaching math within technical courses. In the curricular design process, the College will consider the needs of industry (through the technology program Advisory Committees), students (through the validated Math Belonging survey, satisfaction surveys, interviews, and course success data), and faculty (through professional development activities and feedback). It is anticipated that these math course improvements will improve student success in math gateway courses and result in an increase in completion rates of students in STEM technology programs and as such, in all programs. This project is funded by the NSF Advanced Technological Education program that focuses on the education of technicians for the advanced-technology fields that drive the nation’s economy.

Completed Gateway Math Within the 1st Year

Fall Full-Time & Part-Time Cohorts

![Completed Gateway Math Within the 1st Year](image-url)
**English**

Zane State College’s developmental education for English composition has made better traction. The College brought Peter Adams from the Community College of Baltimore County to assist with the adoption of an Accelerated Learning Program (ALP) model. The three-tiered developmental sequence was reduced to one course and the ALP corequisite course that is taken in conjunction with the college level composition course. Today, few students enroll in the pre-college level English course with most students needing extra help opting for the college level English with the ALP section as a corequisite. While this program has resulted in significant cost saving to students and higher percentages of students completing college level English in the first year, more work is needed so that most students who enroll at Zane State enroll and are successful in College level English within the first year of study.

**Completed Gateway English Within the 1st Year**

*Fall Full-Time & Part-Time Cohorts*

Zane State College recognizes that, while degree and certificate completions improvements have been significant, the key to further high-level performance is tied to supporting all students in the critical first year of college. The College further understands that performance gaps exist for under represented populations within the student body and aims at data analysis of gateway course success for all sub populations as a key component of strategy development to improve the completion rates of Mathematics and English within the first year of enrollment.
Degree Completion
When considering college graduation rates, it is important to recognize that students generally take longer than two years to complete an associate’s degree. This occurs for a variety of reasons which include, among other reasons the 1) need for remediation, 2) inability to attend full-time, 3) full-time status for financial aid eligibility (12 hours) does not allow for sufficient progress toward 60 credit hour minimum, and 4) degree requirements that exceed 60 credit hours. Additionally, it is important to remember that students may also attend for a variety of reasons beyond the completion of an associate’s degree, such as 1) transfer toward a bachelor’s degree, 2) certificate completion, or 3) personal enrichment.

Graduation Rate
Full-Time, First-Time cohorts within 100%, 150%, and 200% of normal time to completion.

The following data looks at how Zane State student completion rates compare for the cohort that began in 2009 and to that of 2016. The 200% represents students who took four years to complete their degrees. Students are twice as likely to graduate on time in two years from those starting in 2009 compared to who started in 2016. The overall percentage of starters who graduate in four years has improved 22 percentage points even though the 2016 data has not had the 200 percent to completion calculated yet. Efforts to improve credit accumulation and encouragement to students to attend full-time has paid significant dividends in the 100 percent time to completion outcomes.
Our Region

Zane State College’s economic development activities serve the Southeastern Ohio Region of Ohio’s development arm, Jobs Ohio. In cooperation with the Appalachian Partnership for Economic Growth (APEG), Zane State College is working to help serve the local and regional needs of current employers and build the educational foundation necessary to attract and retain new companies.
Career Services
As a member of the Chambers of Commerce in Coshocton, Guernsey, Licking, Noble, and Muskingum Counties, and with continuous dialogue between area business and industry representatives, the Career & Employment Services Office cultivates job opportunities from local employers. Zane State College's Career & Employment Services Office connects students, recent graduates, and alumni with area employers for employment purposes through a variety of methods such as:

- Ohio Means Jobs (OMJ)
- Job Shadowing
- Internship Opportunities
- Job fairs
- Employer recruitment events
- ZSC’s online job board

In addition to building direct employment connections, ZSC students are served by Student Services who provide career services that include a host of employment readiness activities such as:

- Career exploration activities within the First Year Experience
- Help with resume writing
- Mock interviews
- Strengths insight and interview coaching through Am I Job Ready

Zane State College students are gaining the skills they need to find quality employment following graduation. The Career Employment Services Office tracks employment of all Zane State College graduates. Annually, the College attempts to collect data on graduates one year after graduation, however, the most recent data available are from 2013. The 2014 report remains unavailable and the 2015 report is currently in development. Of the 515 graduates from the 2012-2013 academic year, 142 report continuing their education. For those students who sought employment following graduation, 99% report being employed, and 85% are employed in the field of study. Only 37 of the graduates, approximately 7% remain unaccounted for. This represents a marked decrease from the 2012 graduate report where nearly 25% of graduates failed to respond to surveys and phone inquiries.

Center for Workforce Solutions and Entrepreneurship
The Center for Workforce Solutions (CWS) provides economic development knowledge and experience to the College. It includes the Business and Industry Training, and Community Education. Leveraging resources and partnerships, CWSE provides customized training, for credit training, community development activities and we partner with companies to deliver related instruction of Ohio Registered Apprenticeship programs.

Housed on the Zanesville Campus, the CWS is responsible for services delivered to business, hospital, industry, public service, and social service organizations within the region. In addition, the CWS provides services for dislocated workers, and economically disadvantaged persons. Services are provided on the main campus in Zanesville, the Zane State College Cambridge Campus, and at the location of the organization being served.

The CWS at Zane State College goes beyond the historic community outreach and public service mission of publicly supported colleges to establish “engagement” or “partnerships” in the Zane State College service area. To accomplish these goals, the CWS employs these approaches:

1. Responsiveness—to assess the educational and training needs in the Zane State College service area, surrounding region, and organizational customers.
2. Respect for Community Partners—to encourage joint academic-community identification of problems, solutions, and successes.
3. Academic Neutrality—in its outreach to the community, the CWS often serves as a neutral facilitator and source of information for purposes of expanding partnerships.
4. Accessibility—to help community partners understand what educational and training programs Zane State College has to offer and to understand the institution’s academic requirements and policies.
5. Integration—promote the public service mission with efforts to facilitate the learning and training of the workforce and other populations in the Zane State College service area and surrounding region.
6. Coordination—strive to coordinate its educational and training activities with other offices at Zane State College, as well as with the resources of the community, to achieve maximum benefit to community partners and businesses.

7. Partnership—establish productive relationships with government, business, labor, education, and non-profit organizations.

8. Commitment—to have a strong commitment to function as a community-serving entity at Zane State College, be democratic in purpose and operation, and be accessible to all people who can benefit from further education and training.

**The College as Economic Development Leader**

**Connecting the Curriculum to the Workforce – Program Advisory Committees**

Each academic program is required to have a program advisory committee made up of local experts, program faculty, and regional employers. The advisory committees are required to meet twice annually. They are responsible for providing feedback and direction to the program and for reviewing and approving major curricular changes. Through this work, the program advisory committees ensure that programs remain future oriented while continuing to serve the current needs of the local and regional workforce.

To facilitate all career technical program curricula to remain current and relevant to regional workforce needs, Zane State College has enhanced its Program Review process to include a regular deep curriculum review. Through a grant from the Ohio Mid-Eastern Government’s Association (OMEGA), six College academic leaders attended the DACUM International Training Center at The Ohio State University. Developing a Curriculum (DACUM) is a systematic analysis of jobs and occupations that is developed from a panel of career experts. For all career technical programs at Zane State who do not undergo programmatic accreditation, a DACUM is conducted on a five-year rotation. This assures curriculum is well aligned with employer expectations for job-ready skills and abilities.
Shaping Student Success at Zane State College

Zane State College has been recognized as a leading institution in Ohio and the Nation in helping to shape student success. Through its involvement in initiatives such as Achieving the Dream, Making Success Count, the Developmental Education Initiative, Foundations for Excellence, Shifting Gears, AACC’s Pathways, and iPASS II, Zane State College has helped to shape a student success foundation that will guide our work for years to come.

While Zane State has made significant changes in policies, programming, and processes that have helped to address student performance gaps, there is still much more work to be done by the campus community to improve outcomes. Efforts going forward must engage broader representation and must be focused on shifting the culture to assure equity is achieved for all learners. The College has to tear down silos that exist between functional areas and create a culture of success that is the responsibility of all employees.

Over the next three years, Zane State College efforts will continue to focus on improving fall-to-spring and fall-to-fall retention. Emphasizing early success, developmental course acceleration, and successful gateway course completion, Zane State College is seeking to improve full-time retention to 70 percent and part-time retention to 45 percent. When looking at annual cohorts of full-time students, 2015 retained 62 percent and 2017 retained 65 percent. Zane State is convinced that through a better understanding of institutional barriers and focused engagement of students that our results will continue to improve.

Key performance metrics include:

- Improved Gateway Course Performance
- Increased Fall-to-Spring Retention
- Increased Fall-to-Fall Retention
- Improving Success in College Level English and Math in the First Year
- Closing identified performance gaps, particularly among underrepresented and part-time students