

R 2016-20 2016 ZANE STATE COLLEGE COMPLETION PLAN

WHEREAS, each public institution of higher learning in Ohio is created as a body politic and corporate by the State Legislature, and

WHEREAS, the Zane State College administration is charged every two-years with the development of the Zane State College Completion Plan, and

WHEREAS, the 2016 Zane State College Completion Plan will include the following specific goals and interventions,

Goals

- Increase completion rate from 34% to 38%
- Increase fall to fall retention for FTEIC cohort to from 52% to 68%
- Increase successful completion of gateway courses from 78% to 83% (aggregated averages)
- Increase enrollment by 10% by fall 2017
- Increase student engagement from 56%-60%
- Increase percentage of full time students completing 30 or more credit hours or more in the first year from 17%-25%

Interventions

- Implementation of software for advising (Academic Planner and Retention)
- Redesign of advising model and enhancement of predictive model for identification of at-risk students
- Revision of academic curricula in alignment with the pathways work
- Enhanced integration of advisory committees and local business and industry partners

THEREFORE, BE IT RESOLVED, that the 2016 Zane State College Completion Plan, as presented by the administration, be approved by the Board of Trustees effective May 16, 2016.



ZANE STATE COLLEGE

ZSC

**COMPLETION PLAN
2016**

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ZANE STATE COLLEGE

ZSC

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[Zane State College President Chad Brown.]



Who is Zane State College?

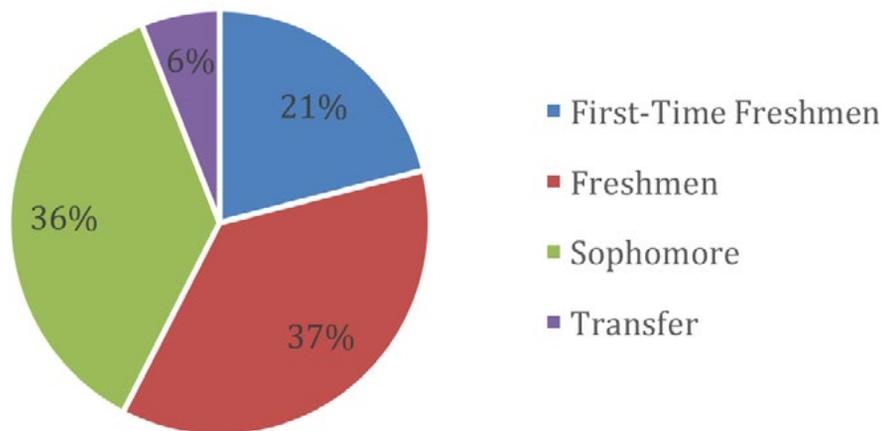
Zane State College (ZSC) serves the Appalachian Ohio region, an area characterized by low wages, high unemployment, and low educational attainment. It's specific service district includes Muskingum, Guernsey, and Noble counties, but due to the College's strong history with dual enrollment, now College 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 was named an Achieving the Dream Leader College in 2009, recognized as "Top in the Nation for Student Success" with the Leah Meyer Austin Institutional Student Success Leadership Award in 2012, and named a "Great College to Work For" by the Chronicle of Higher Education in 2011 and 2012. Annually, the College serves more than 4,000 students. With campuses in Zanesville and Cambridge, 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 the regional impact of the oil and gas industry. The College is dedicated to meeting the educational needs of its students and the training and development needs of its business and service organization partners.

Fall Semester 2015 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 widening of the gap between total headcount and total FTE due to lower per-student credit hour generation.

Fall 2015 Traditional Enrollment by Classification



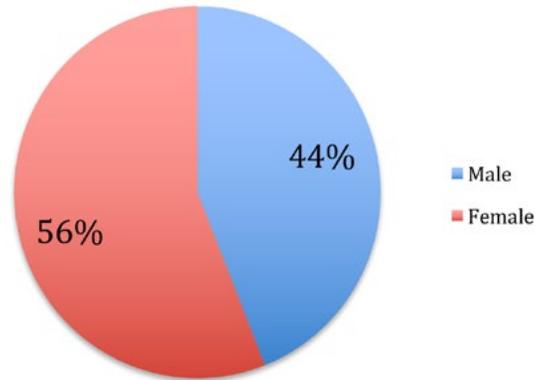
[Each Fall, the College enrolls between 350 and 400 new students.]

Zane State College continues to have proportionally smaller numbers of new students (First-time Freshman and Transfers) as compared to peer institutions.

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.



Fall 2015 Student Enrollment by Gender

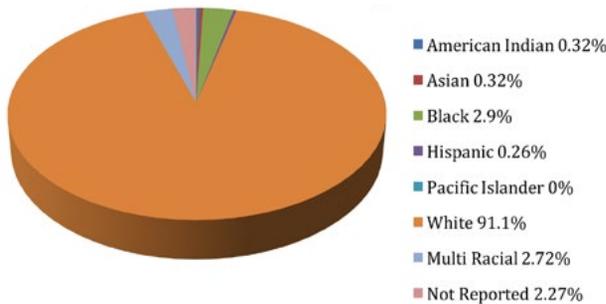


[The College has seen an upward trend in male student attendance and retention.]

A trend seen nationally is a significant shift in gender distribution with female college-going rates exceeding those of males. This same trend can be seen in the College's data. For cohort years 2011 thru 2013, nearly 60% 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 first-year retention rates were noticeably lower for male students, and are lower still for male student attending part-time. Beginning with the economic downturn in 2007 - 2008,

the number of male students grew disproportionately. 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. Since the publication of the 2014 Completion Plan, the College has seen an upward trend in male student attendance and retention that has resulted a 1% annual increase, shifting the male student distribution from 42% for the Fall 2013 cohort to 44% in Fall 2015.

Fall 2015 Student Enrollment by Ethnicity

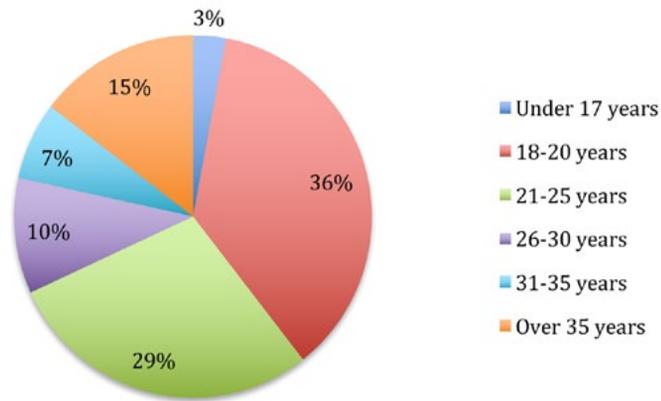


Zane State College believes that a commitment to diversity is critical for helping our students and graduates succeed in an increasingly global market. Targeted outreach efforts through the College's admissions and recruitment office has helped to increase racial and ethnic diversity among students over the last several years, as the College's 9% minority population exceeds that of the

[Increasing the diversity of the student body for the Fall 2017 incoming class is a top priority of ZSC's leadership.]

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 2017 incoming class is a top priority of ZSC's leadership.

Fall 2015 Student Enrollment by Age

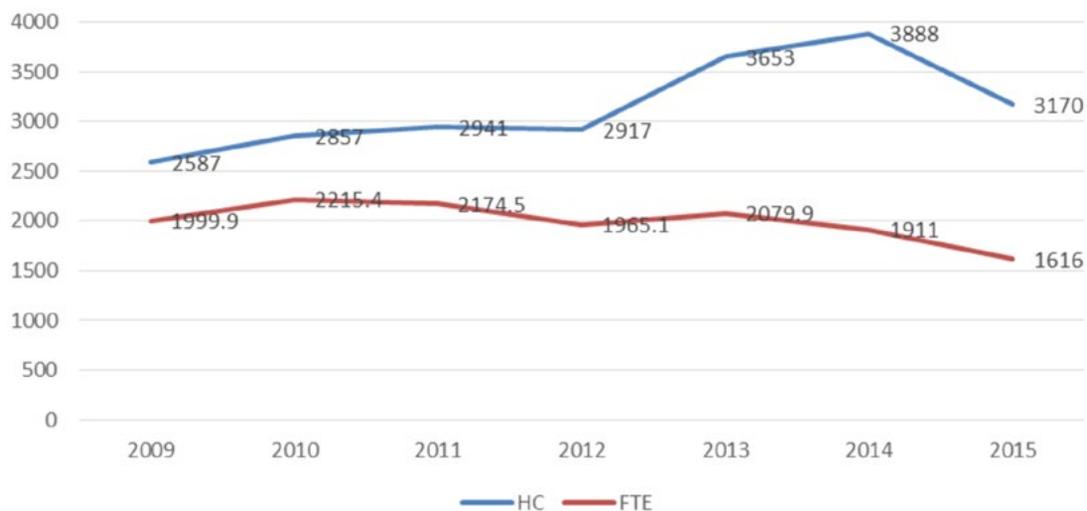


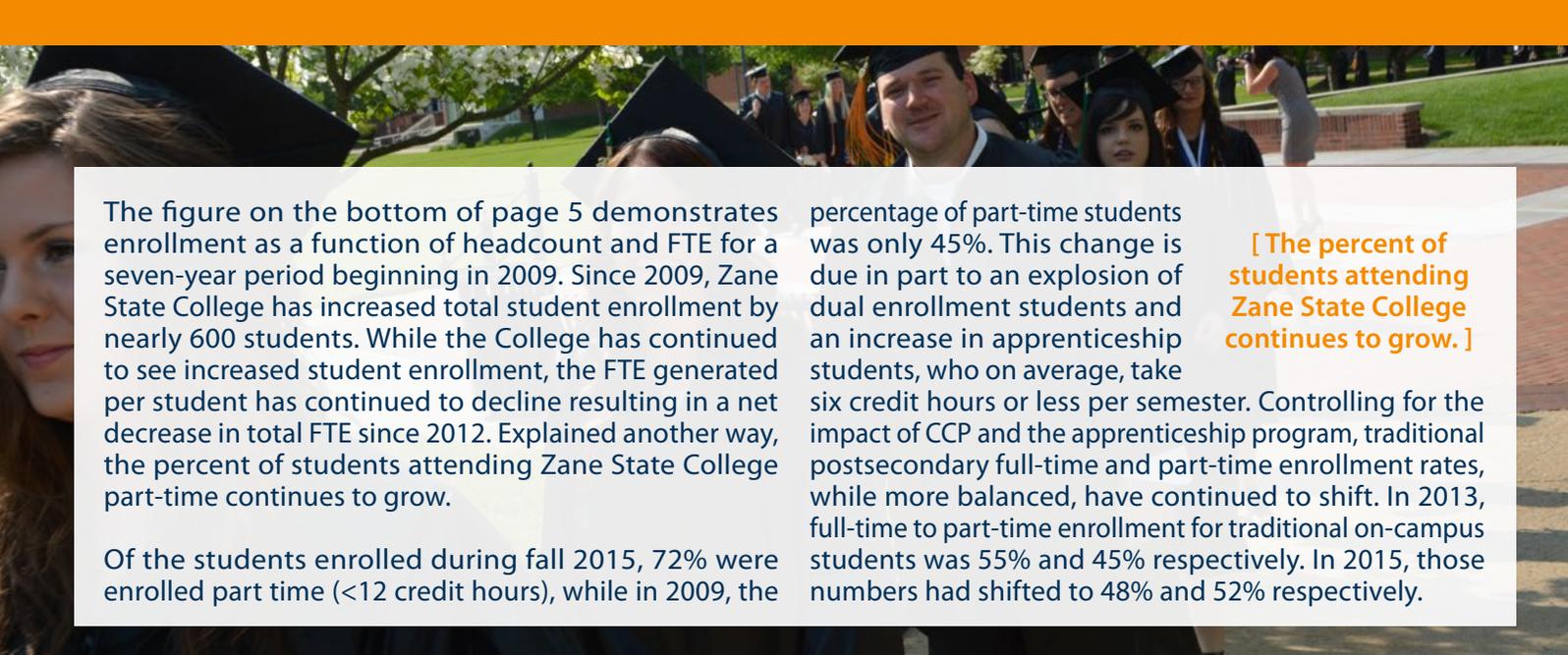
[Excluding College Credit Plus, 68% of students taking classes on campus were <25 years of age.]

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, 68% of students taking classes on campus were traditional-aged students (<25 years of age). This represents a significant shift in demographics over the last five years.

Five-Year Enrollment Trends

Longitudinal Enrollment and FTE Fall Term





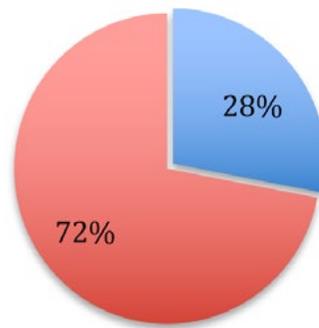
The figure on the bottom of page 5 demonstrates enrollment as a function of headcount and FTE for a seven-year period beginning in 2009. Since 2009, Zane State College has increased total student enrollment by nearly 600 students. While the College has continued to see increased student enrollment, the FTE generated per student has continued to decline resulting in a net decrease in total FTE since 2012. Explained another way, the percent of students attending Zane State College part-time continues to grow.

Of the students enrolled during fall 2015, 72% were enrolled part time (<12 credit hours), while in 2009, the

percentage of part-time students was only 45%. This change is due in part to an explosion of dual enrollment students and an increase in apprenticeship students, who on average, take six credit hours or less per semester. Controlling for the impact of CCP and the apprenticeship program, traditional postsecondary full-time and part-time enrollment rates, while more balanced, have continued to shift. In 2013, full-time to part-time enrollment for traditional on-campus students was 55% and 45% respectively. In 2015, those numbers had shifted to 48% and 52% respectively.

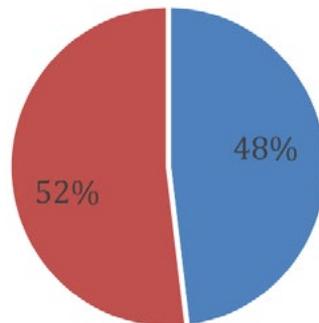
[The percent of students attending Zane State College continues to grow.]

Fall 2015 Total Student Enrollment by Full-Time/Part-Time Status



■ Full Time Students ■ Part Time Students

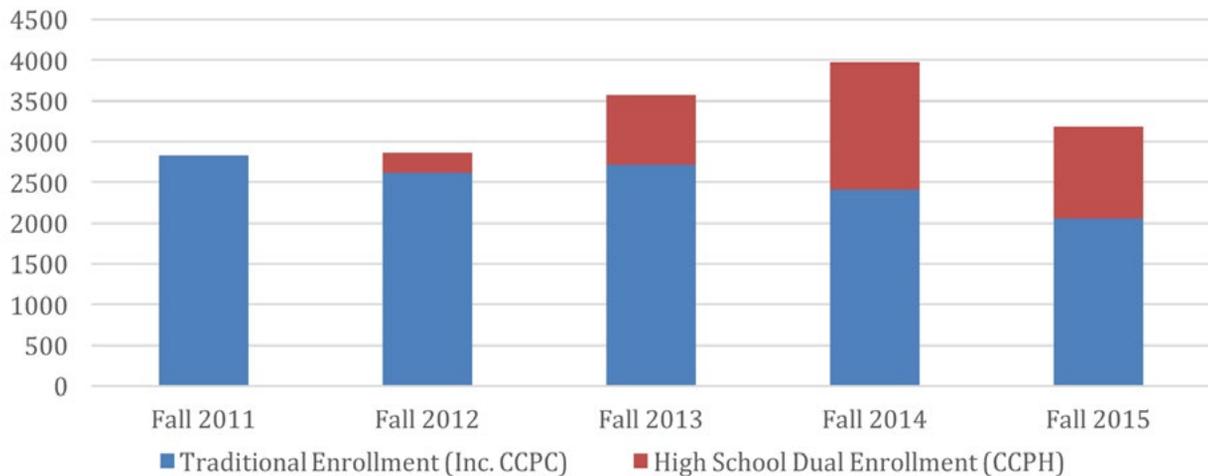
Fall 2015 Traditional Student Enrollment by Full-Time/Part-Time Status



■ Full Time ■ Part Time

College Credit Plus

Traditional Enrollment vs CCP (Dual Enrollment) *as a Function of Total Enrollment*



Enrollment of Traditional Students and College Credit Plus Students

Beginning in 2011, traditional enrollments began to decline, while at the same time dual enrollment began to grow significantly. Despite the loss of traditional students, the growth in dual enrollment (College Credit Plus -CCP) meant that from 2011 through 2014 total headcount enrollment continued to grow. This growth has contributed to a decrease in the mean student age and increased part-time enrollment at the College. While the Fall 2015 CCP cohort retracted due to increased regional competition and the impact of the CCP rules, the College anticipates continued growth for Fall 2016 as the number of signed agreements has increased from 22 in 2015 to more than 40 for 2016.

Grant Supported Student Success Reforms

Zane State has been awarded several multiyear grants providing assistance for overhauling processes, software solutions, and organizational structures focused 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.

Middle Skills Stem Grant

This technical assistance grant is supported through a partnership with Achieving the Dream and Jobs for the Future with funding support from the Leona M. and Harry B. Helmsley Charitable Trust. This project is focused on improving alignment of the college completion agenda with regional STEM partners to build pathways to credentials with high value within the local labor market through improving access, persistence, and completion of low-income and underrepresented students on STEM pathways. This project was kicked off in the summer of 2015 with the goal of establishing 6 pathways over three years, recruitment of underrepresented students into these pathways, and have 90% completers entering the workforce.

iPASS Grant

This grant is 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 is assisting Zane State College to improve student success through the use of technology to create shared ownership for educational progress by providing students, faculty, and staff with needed information and improved processes. This work began in the Fall of 2015 and will conclude in 2018.

AACC Pathways Grant

With generous funding from the Bill & Melinda Gates Foundation, the American Association of Community Colleges with additional support of Achieving the Dream, The Aspin Institute, Center for Community College Student Engagement, Community College Research Center, Jobs for the Future, The National Center of Inquiry and Improvement, and Public Agenda, Zane State College is one of thirty colleges across the United States working to design and implement structured academic and career pathways at scale for all the institution's students. This work will require a full review and modification of the curricula, annual schedule, and how students are engaged so that significant improvements in student completion are achieved. The first Pathways Institute was held in the fall of 2015 and will conclude in the fall of 2017. Intensive curricular modifications will be accomplished in the fall of 2016 along with a new strategic schedule that will be launched in the summer of 2017. It is expected that through assessment, improvements and modifications will continue well beyond the initial launch of the revised curriculum.

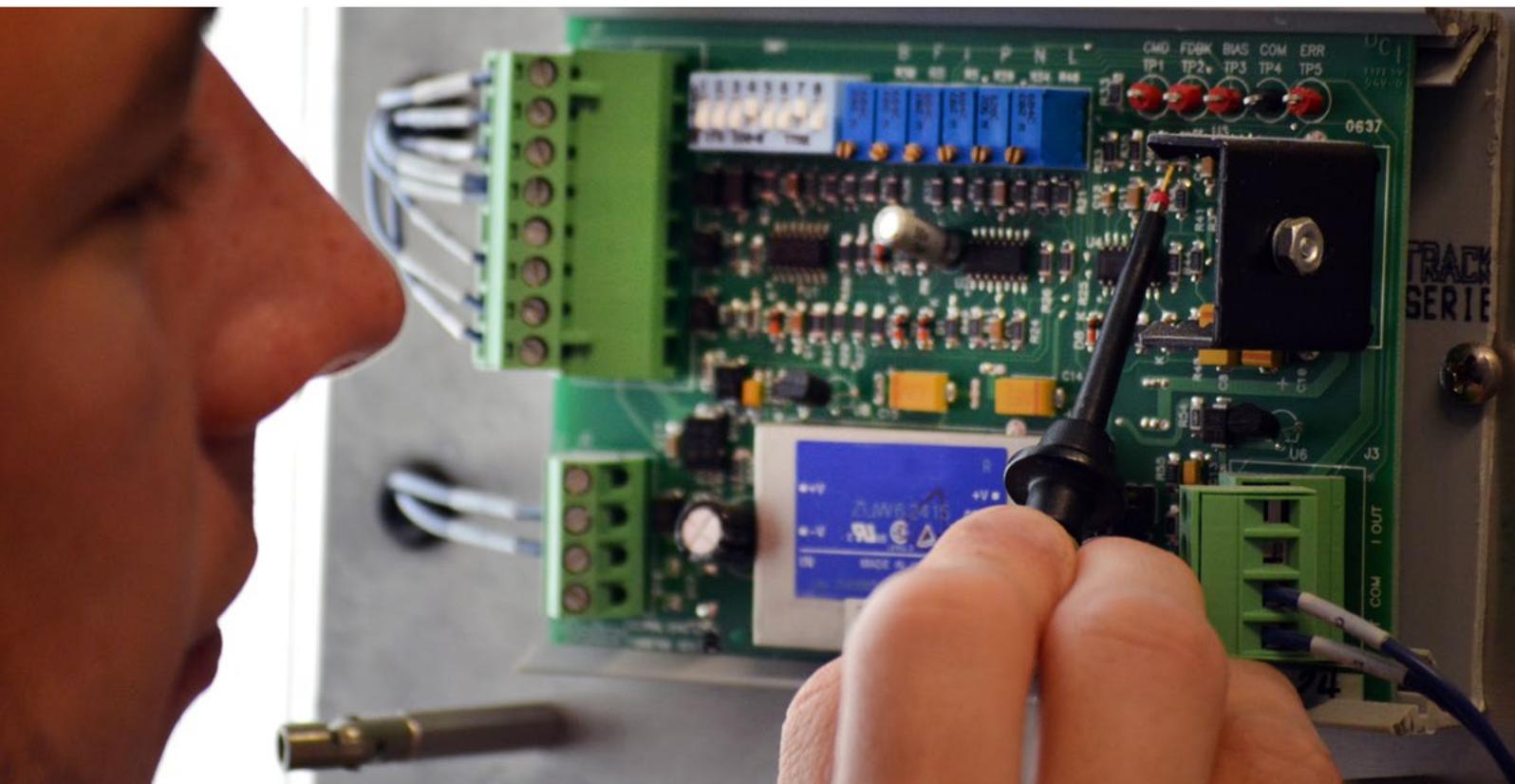
Student Success Leadership Institute

This project is an Ohio Association of Community College 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. The original Student Success Leadership Institute (SSLI) timeline is from fall of 2015 through fall 2016 but has been extended through fall 2017 with additional grant support.

Dash Emergency Grant Program

Through support from the Grates 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 for an initial pilot period in spring 2016 and continues through spring of 2018.

[This work will require a full review of curricula, annual schedule, and how students are engaged.]



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). Achieving The Dream has partnered with Franklin Covey to assist community colleges to expand their good work with strategic planning to include a commitment to executing, as an entire organization, on achieving success on one to two goals. The College began training a leadership team in the spring of 2016 for implementing this paradigm shifting strategy with full implementation launching in the summer of 2016. All employees of the institution are working in teams focusing on leading measures instead of the past practice of utilizing lagging measures. This is allowing all 25 teams to make weekly commitments to improving unit systems and processes that directly impact our student success and completion agenda.

The specific sub-goals supporting the institutional goal of improving completion from 34% to 38% by September of 2017 are as follows:

1. Increasing fall-to-fall retention from 52% to 68% by September of 2017
a. Increasing overall SENSE Student Engagement sub-score from 56% to 60% by September 2017
b. Increasing overall gateway course completion with a grade of C from 78% to 83% by September 2017
c. Increase full-time student completion of at least 30 hours from 17 to 25% by September 2017
d. Increase part-time student completion of at least 20 hours from 17 to 20% by September 2017
2. Increasing year-over-year enrollment by 10% by September 2017

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. Building on the College's past efforts focused on first-year initiatives aimed specifically at early engagement and first-term retention including 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.

Boot Camps

Vital to valid placement exam results is student preparation for these high stakes examination. When students have been away from academic content for too long, exam results often underrepresent the students' abilities because simply the material has become unfamiliar. Through examination preparation efforts described as boot camps, students are given a chance to review content materials in a skill refresher design so that subsequent examinations reflect their true level of skill attainment. The principle objective is to properly place students so that they do not waste time or fiscal resources in lower level developmental education which can lead to students losing heart and stopping out. Boot camps were being designed over the Summer of 2016 with an implementation date of Fall 2016 expected. An assessment of the results will drive modifications to follow initial implementation.

New Orientation

New student orientation is an important opportunity to provide students with vital information that they, and their support team, need to be successful in college. Zane State College has a significant population of Pell eligible students and first generation college students who need effective assistance getting started in higher education. The College's new orientation aims to improve content delivery and effective knowledge acquisition so that orientation becomes an important early student success component. Developing an online version helps the College to remove barriers to participating in the College's mandatory orientation by improving accessibility through a student friendly designed experience. The newly designed orientation was first launched in May of 2016 and will undergo full assessment for opportunities for improvement. Online orientation is expected fall 2016.

Redesign First Year Experience

Zane State College has taken an exciting approach to improving First Year Experience course completion through a concentrated welcome week approach that ends with Convocation and early engagement with program faculty. While this approach provided significant course completion improvements, new attention will be given to how our first year experience courses assist students toward program completion. The charge for redesign will be given to the ad hoc team in Fall of 2016 with an expected launch of Fall 2017 with an assessment of outcomes to follow.

[New attention will be given to how our first year experience courses assist students toward program completion.]

Multiple Measures

To reduce time and credit spent in developmental education, the College began looking at Multiple Measures as a means of understanding predictive models other than placement exams that indicate student readiness for college level coursework. In the fall of 2015, an institutional approach was launched. Zane State College has been active with a state wide committee led by the Ohio Department Higher Education to develop a comprehensive model for Multiple Measures. The College will utilize these findings and develop a revised Multiple Measures process during the 2016-17 academic year for implementation in Spring/Summer for new students who start in either summer or fall of 2017.

Advising

Work continues in the development of a holistic, case management approach to advising. Through the assistance of the iPASS grant, Jenzabar's Academic Planner and Retention Modules have been purchased, were installed during the Spring/Summer of 2016 with implementation rollout planned for the 2016-17 academic year utilizing a pilot to full scale launch strategy. These technology solutions will assist the staff advisors and academic advisors, to assist the students develop a streamlined approach to their academic plan which will ultimately prevent enrolling in classes that are not needed for their pathways, progress more timely, and graduate. Retention is an early alert solution that will help the students engage with the multiple resources available to assist them in their academic success throughout the pathway.

Strategic Scheduling

Additional strategies that are in the early stages of being implemented in the summer of 2016 include the addition of a scheduling solution, Ad Astra's Platinum Analytics, A first year experience schedule, and a new Honors Program. Zane State currently uses Ad Astra for scheduling and room assignments. The additional of Platinum Analytics will assist the college in its efforts to build a schedule that better supports the completion efforts through the removal of schedule barriers that prevent students from having access to courses within their plan of study. This software will also help the College to improve its efficient use of faculty and facility resources. A first year experience schedule will provide logical pathways for students to build a fall, spring, and summer schedule for their first year that has a reasonable cadence and allows for better student/faculty engagement. As the curriculum overhaul is completed in the fall of 2016, specific attention will be given to a pilot pathway for first-time freshmen who begin fall of 2017.

Honors Program

The college has been busy recruiting and designing its new Honors Program that will have its inaugural year beginning fall of 2016. This program is designed to help the college build its comprehensive two-year college model through enhancing transfer pathway with key Ohio baccalaureate degree granting institutions. The College is providing for 10 students in the inaugural year and with funding in place for 20 students in the second year, academic year 2017-18.

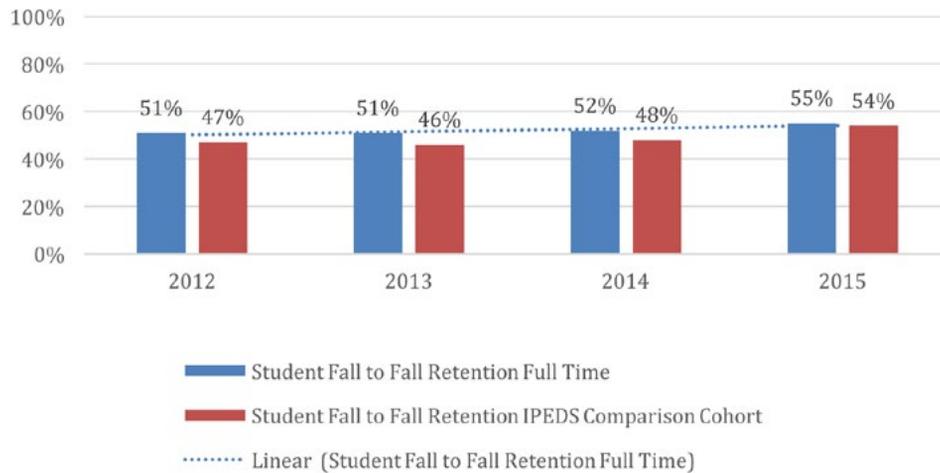


First Year Retention

First year retention is closely monitored at Zane State College 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 2015. 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 51% in 2012 to 55% in 2015. Full-time students return at significantly higher rates than their part-time peers, but for the 2015 significant improvements were found with a 52% part-time Fall-to-Fall retention observed.

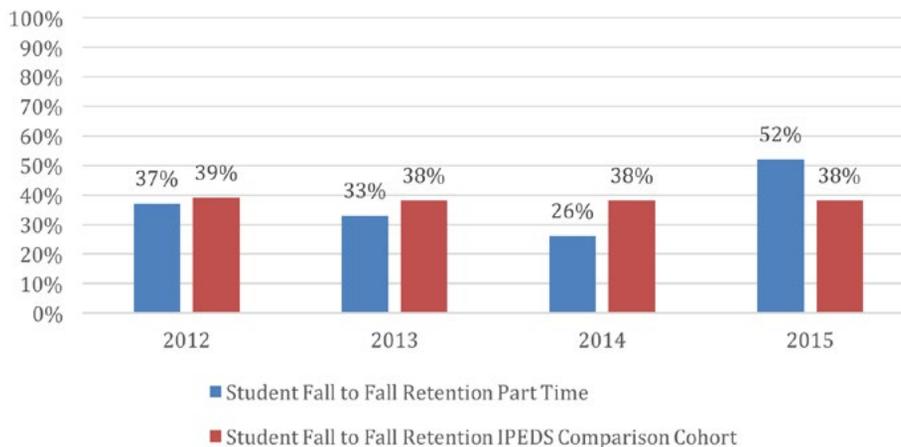
2012-2015 Fall to Fall Retention

Freshman Students



2012-2015 Fall to Fall Retention

Part-Time Students

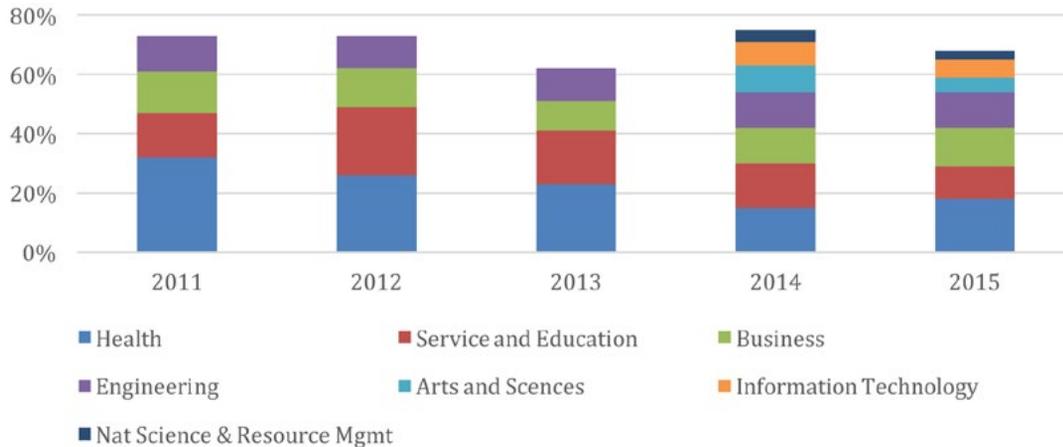


The College 4DX goal of increasing fall-to-fall retention from 52% to 68% by September of 2017 is supported through the plan to improve student engagement, increase gateway course completion, and improve first year credit accumulations.

Meta Majors

Recent work by Complete College America has focused on the need to streamline processes and help students make more informed choices. This work could not be more critical than in guiding students into the correct area of study. Like many institutions, Zane State's programming has continued to expand. Often, first-generation college students and students from generational poverty are less prepared to decide on a program of study. As a result, Zane State College is working to organize program curricula focused on the Meta-Major concept to better align first semester and first year experiences. This reorganization is to accelerate first-year credit accumulation and reduce unnecessary credit accumulation for students who change majors. The Meta-Major focus is well aligned 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.

2012 - 2015 Meta Majors with Percentages of Total Enrollment



Implementing the Completion by Design Framework

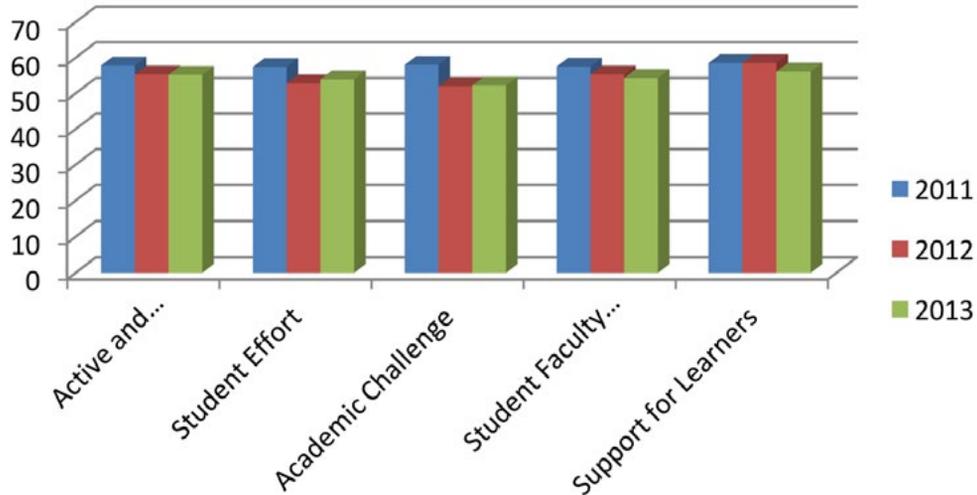
Completion by Design (CbD) is a five-year Bill & Melinda Gates Foundation signature initiative that works with community colleges to significantly increase completion and graduation rates for low-income students under 26, while holding down costs and maintaining access and quality. Zane State College has formed a leadership team and five sub-teams to implement the CbD framework. The five teams include; Mandatory Advising, Online Registration, Early Intervention, Student Engagement in Co-Curricular Activities, and Student Engagement in Classroom Learning. Under the leadership of the Team for Institutional Effectiveness, this initiative has progressed well with both Mandatory Advising and Early Intervention becoming AQIP action projects as key requirements for the college's accreditation through the Higher Learning Commission.

Student Engagement

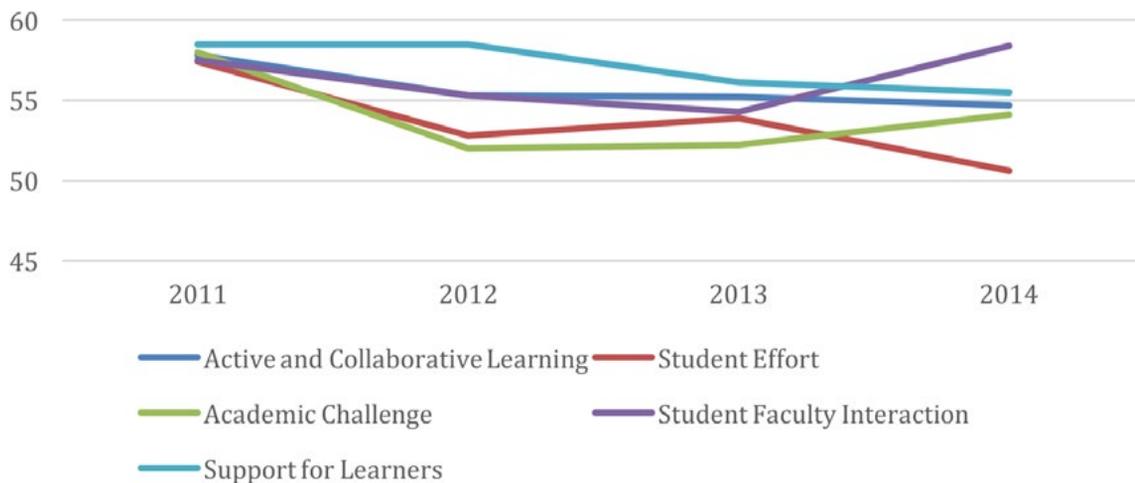
Nearly four decades of research has documented the relative importance of student engagement in retention and completion. Work by Vincent Tinto, John Bean, and John Gardner have shown that academic and social integration, especially in the first year, are strongly correlated with student success. As 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).

Intended to measure early student engagement, SENSE is administered only to new students during the third week of the fall semester. Recently Zane State College has participated in CCSSE in 2011, 2012, and 2013 and in SENSE in 2010, 2011 and 2013.

2011 - 2013 CCSSE Survey Results by Area



2011 - 2014 CCSSE Longitudinal Data



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. While it should be noted that performance metrics have decreased slightly across all categories, the College's participation each of the last three years will allow for a reliable average baseline to compare future performance.

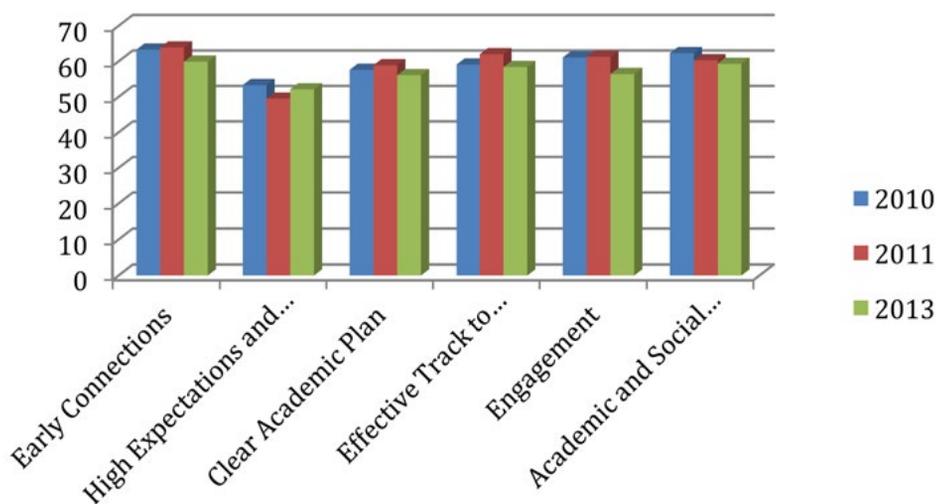
Like CCSSE, SENSE also aggregates student responses into broad performance categories. The six categories include: Early Connections, High Expectations and Aspirations, Clear Academic Plan and Pathway, Effective Track to College Readiness, Engaged Learning, and Academic and Social Support Networks. Using 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.

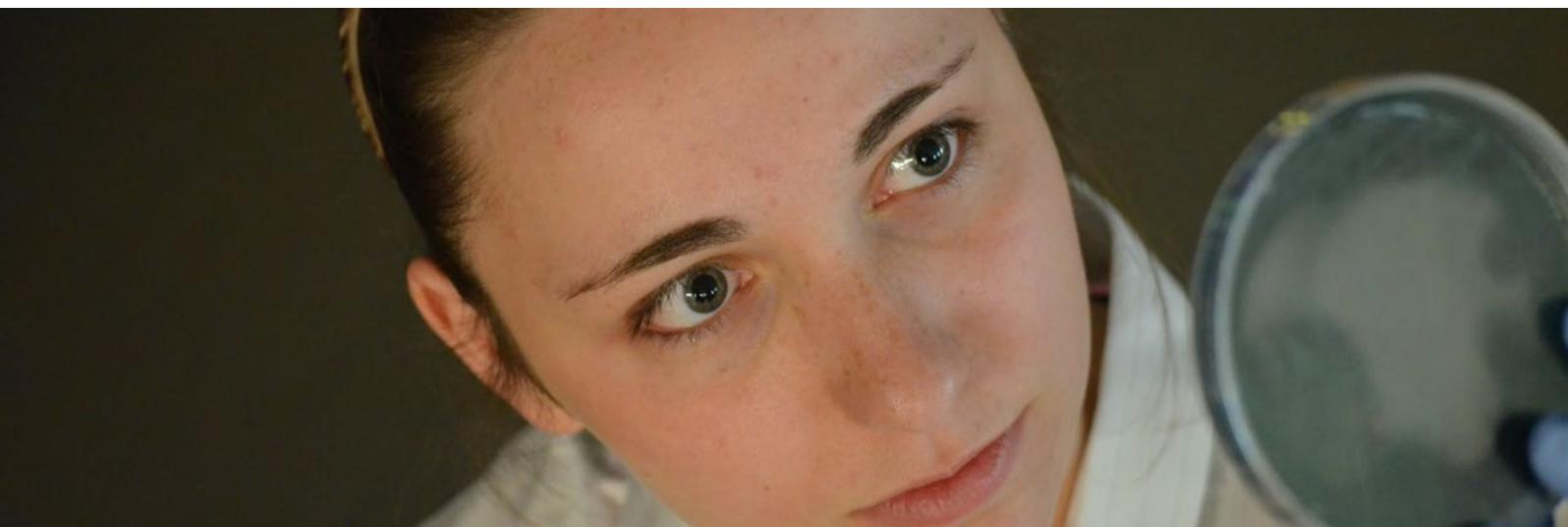
The focus on Student Engagement has been well tied to the CbD work and has been incorporated into the 4DX goals. Because some academic programs, such as the selective programs, require the students to matriculate into the program sometime after their initial experience at the College, 4DX teams are creating opportunities for program faculty and future student engagement to occur earlier in their first term. This is part of the fall 2016 4DX efforts

2010, 2011, 2013 SENSE Survey Results

by Area



Specifically, within the 4DX work, student engagement will have targeted actions with the goal of improving the sub-score from 56% to 60% by September 2017.



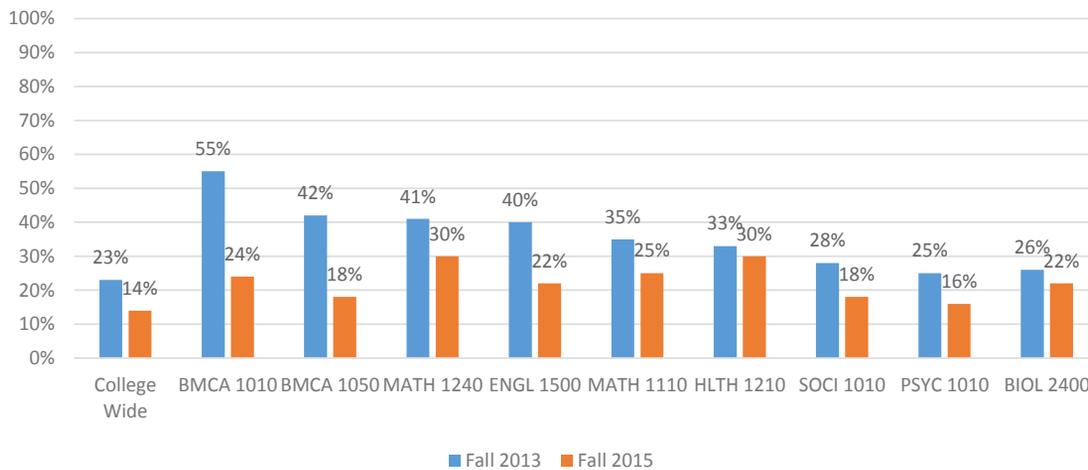
Improving Gateway Course Outcomes

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. Overall, performance in gateway courses has been strong and developmental students were noted to perform at rates similar to those of college-ready peers. According to data from the John N. Gardner Institute, nearly 60% of total enrollment at any college or university comes from fewer than 30 courses, and from among those high enrollment courses, colleges and universities should seek to identify those courses with the highest failure rates.

At Zane State College, gateway courses were initially defined as those courses that:

- Serve at least 100 students annually, and
 - Have DFW rates of at least 20%, or
 - Have FN (failure for non-attendance) rates of at least 10%

Fall 2013 and Fall 2015 Comparison Gateway Course DFWFN Rates

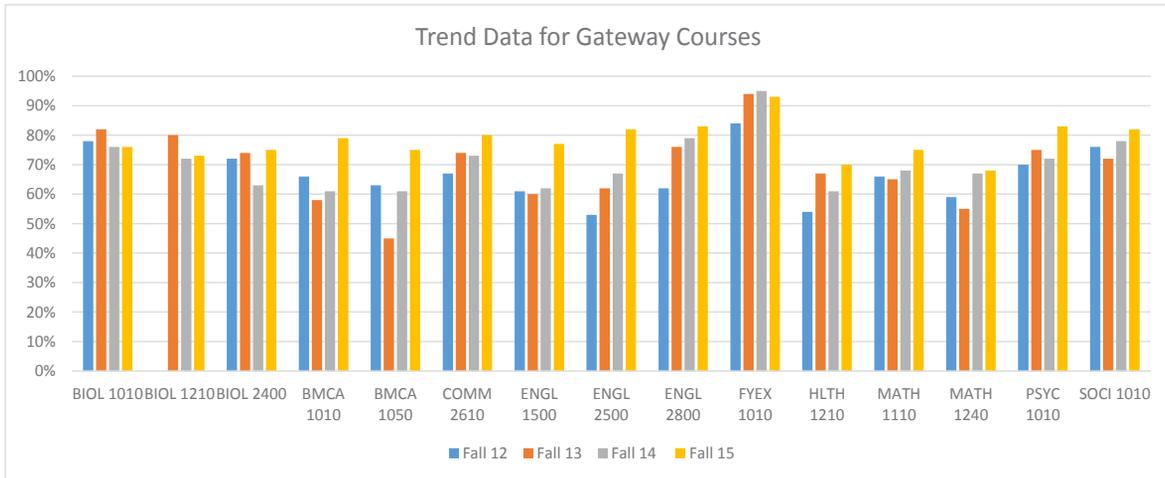


The figure above details the college's nine (9) gateway courses as defined by fall 2013 data. Because high-enrollment, gateway classes are most often prerequisites for other coursework, it is important to note that success is defined as a grade of "A", "B", or "C". Conversely a grade of "D", "F", "W" (withdrawal), or "FN" (failure for non-attendance) would be considered unsuccessful. The highest DFW rates include the college's two introductory computer courses BMCA 1050 and BMCA 1010. DFW rates are 55% and 42% respectively. These two courses are followed closely by MATH 1240: Algebra and Trigonometry I (41%) and ENGL 1500: Composition I (40%). This work on gateway courses produced significant improvement across all nine courses between 2013 and 2015.

To further understand the data, gateway success in the figure below demonstrates the Colleges work within an expanded definition of gateway courses. Course success rates in all but the BIOL 1010 and 1210 show improvement between 2012 and 2015. Work continues at the college in addressing key courses that are potential barriers to student completion. Each program area is identifying programmatic gateway courses and will create success strategies that assist students achieve a C grade or higher and will assess the efficacy of these strategies over the 2016-17 and 2017-18 academic years. Increasing overall gateway course completion with a grade of C from 78% to 83% by September 2017 is the goal set by the 4DX work.

Fall 2012 - Fall 2015 Trend Data for Gateway Course Success Rates

Includes Grades of "C" or Better



A comprehensive five-year program review schedule will also be developed for all programs. The components of the program review are still to be fully developed, but are expected to include such variables as program enrollment, course and program completion rates, projected program costs, and financial viability.



Getting to Completion

Degree Completion

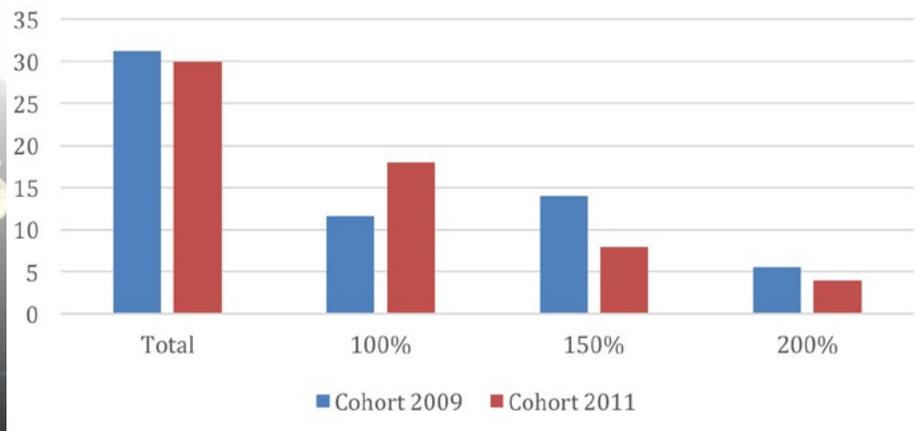
When considering college graduation rates, it is important to recognize that students generally take longer than two years to complete an associate's degree. This occurs for a variety of reasons which include, among other reasons the 1) need for remediation, 2) inability to attend full-time, 3) full-time 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.

The following data looks at how Zane State College

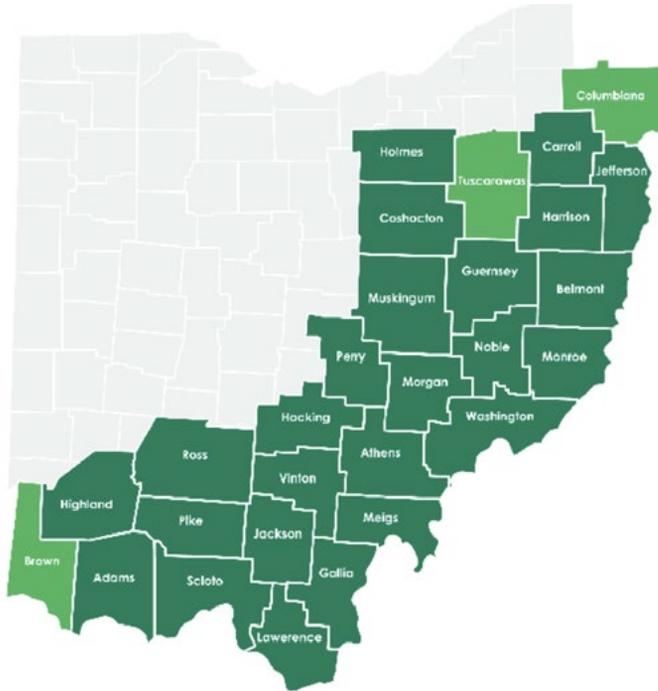
student completion rates compare for the cohort that began in 2009 and to that of 2011. The 200% represents students who took four years to complete their degrees. While a slight dip in total graduates is seen, the students enrolling in 2011 were more likely to complete their degrees in two years' time. It is further important to note that 28% of cohort 2011 students had graduated within three years and only 2% more were added in the fourth year. This data has led the College's goal of improve credit accumulation so that students are more likely to complete in year two or three.

Comparison of 2009 and 2011 Cohorts

Graduation Rates



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.



Building Connections to the Region

Career Services

As a member of the Chambers of Commerce in Coshocton, Guernsey, Licking 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
- Personal makeovers
- Career clothes closet
- Job fairs
- Employer recruitment events
- ZSC's online job board

In addition to building direct employment connections, ZSC students are served by a full-time Director of Career Services who provides a host of employment readiness activities and opportunities, including:

- Career exploration courses
- Help with resume writing
- Mock interviews
- Access to OMJ virtual career counselor
- Job search Boot Camp
- ZSC's Annual Career Quest Program

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 and Entrepreneurship is the economic development arm of the College. It includes the Small Business Development Center, Business and Industry Training, the Center for Entrepreneurship, and Community Education. Leveraging resources and partnerships, CWSE provides customized training, for credit training, community development activities, and small business incubation opportunities.

Housed in the Willett-Pratt Training Center on the College's Cambridge Campus, the CWSE is responsible for services delivered to business, hospital, industry, public service, and social service organizations within the region. In addition, the CWSE 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 CWSE 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 CWSE 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 CWSE 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

- MCBI Collaborative

Beginning operation in 2004, the Muskingum County Business Incubator (MCBI) has formed a close working relationships with Zane State College. The MCBI mission is to provide a positive economic impact for Muskingum County and the surrounding region, by providing intensive services and support to entrepreneurs in order to improve their chances for success and rate of growth.

In an effort to streamline services, be a stronger catalyst of regional economic development, and better serve the local entrepreneurs, Zane State College and MCBI have been exploring a more collaborative partnership that includes a shared vision, consolidated services, shared leadership, and integrated staff. Beginning summer 2014, Zane State College's Center for Workforce Solutions and Entrepreneurship and MCBI began sharing a single executive director. Collaboratively, ZSC and MCBI marketed the GROW program to local and regional businesses. This package of services offers local businesses a menu of options to improve performance, increase efficiency, and grow their business to the next level.

This fall, that relationship will be further strengthened as MCBI will relocate from its current location in South Zanesville to a shared location on ZSC's Zanesville Campus. This move is predicated on an evolving business model that deemphasizes incubation space and instead focuses on product incubation such as prototyping, patent application, marketing, and access to emerging technology like 3-D printing.

- Idea Lab
In February 2016, Zane State College opened the Idea Lab. A maker space and prototyping lab open to the community, this lab was made possible through local philanthropy. Using a membership driven approach, the Idea Lab offers individuals and companies 24-hour access to a variety of CAD software, 3-D printers, laser engravers, CNC machines, and woodworking tools.

ZSC is partnering with the Voinovich Center at Ohio University on an Appalachian Regional Commission POWER grant that would provide up to three years of funding to support expanded operations of the Idea Lab. In addition, ZSC is exploring a local partnership with the Village of Somerset to create a satellite maker space that would offer unique equipment selections and reciprocity to Idea Lab members.

- SBDC

Zane State College hosts the Small Business Development Center (SBDC). An integral part of the College's Center for Workforce Solutions and Entrepreneurship, the SBDC provides assistance to small businesses and aspiring entrepreneurs throughout Muskingum, Guernsey and surrounding counties. SBDCs help entrepreneurs realize the dream of business ownership and help existing businesses remain competitive in a complex, ever-changing global marketplace. SBDCs are hosted by leading universities and state economic development agencies, and funded in part through a partnership with SBA.

SBDC advisors provide aspiring and current small business owners a variety of free business consulting and low-cost training services including: business plan development, manufacturing assistance, financial packaging and lending assistance, exporting and importing support, disaster recovery assistance, procurement and contracting aid, market research help, and healthcare guidance.

[Since that time, the SBDC has provided over 11,152 in counseling hours, assisted 126 businesses start-ups with more 624 in jobs created and nearly \$15,000,000 in capital raised.]



In 2006, the regional SBDC transitioned from Ohio Mid-Eastern Government Association (OMEGA) to Zane State College. Since that time, the SBDC has provided over 11,152 in counseling hours, assisted 126 businesses start-ups with more 624 in jobs created and nearly \$15,000,000 in capital raised.

*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.

In 2012, ZSC experimented with campus-wide advisory committee meeting. It was very successful in that it allowed the College to engage a broad range of business and industry around a few key issues. Zane State College will again be replicating these efforts this fall. As part of the scope of the College's Middle-Skills STEM Collaborative grant, and under the leadership of Jobs for the Future, ZSC will be hosting a campus-wide program advisory meeting this fall aimed at tackling some of the tough issues we face as a region.



Moving Forward

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. Initial involvement in Achieving the Dream, Making Success Count, the Developmental Education Initiative, Foundations for Excellence, and Shifting Gears, and with the addition of grant support for academic pathway and advising restructuring, has the College poised to take its success strategies to a new level of excellence. Zane State's attention on the execution of its strategic plan through 4DX, is enabling a laser focus on attaining the goal of improving completion from 34% to 38% by September of 2017.

The present plan demonstrates Zane State's commitment to making significant changes in policies, programming, and processes that address student performance gaps. Efforts going forward must engage broader representation and must be focused on shifting the culture. The College is tearing down silos that exist between functional areas and creating a culture of success that is the responsibility of all employees.

Over the next three years, Zane State College efforts will focus on improving fall-to-fall retention from 52% to 68%. Emphasizing student engagement, successful gateway course completion, and credit accumulation of first year students, Zane State College is seeking to expand its completion rate beyond 38% in 2018. Cultivating connectivity to our region's employers through improved program advisory committees and work based instruction opportunities to build pathways to industry recognized credentials is underway. This work will assist in improving access, persistence, and completion of low-income and underrepresented students. The leadership at the College is convinced that through the 4DX framework, accountability at all levels for the weekly progression of lead measures will result in the attainment of our wildly important goal of improving student success.



Strategic Objectives

Zane State College Interventions:

- Implementation of software for advising (Academic Planner and Retention)
- Redesign of advising model and enhancement of predictive model for identification of at-risk students
- Revision of academic curricula in alignment with the pathways work
- Enhanced integration of advisory committees and local business and industry partners

The background of the slide is a photograph of the Zane State College building at night. The building's facade is illuminated with a blue light. The words "ZANE STATE COLLEGE" are prominently displayed on the upper part of the building in large, white, three-dimensional letters that are lit from within, making them glow. The building has a modern architectural style with a grid of panels and some stone-textured sections near the ground level.

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