



ZANE STATE COLLEGE

ZSC

**COMPLETION
PLAN - 2018**

TABLE OF CONTENTS

- 3** Who is Zane State College
- 7** College Credit Plus
- 17** Getting to Completion
- 18** Our Region
- 19** Building Connections to the Region
- 22** Moving Forward
- 23** Strategic Objectives



WHO IS ZANE STATE COLLEGE?

Located in Appalachian Ohio, Zane State College (ZSC) serves a wide range of demographics, ranging from first generation college students, to high achieving students obtaining high school and associate degrees at the same time through the College Credit Plus (CCP) program and specific pathways the College has created for engineering technology students. The College's specific service district is Muskingum, Guernsey, and Noble counties but extends across Ohio's southern region through CCP.

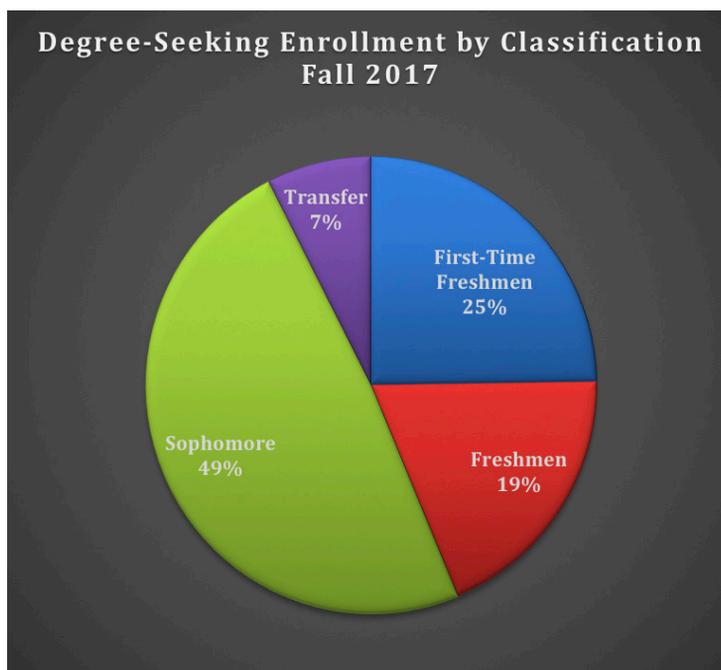
In alignment with the College's mission, ZSC continually searches for ways to offer higher education to more citizens. To support students who normally would not attend higher education, in fall 2017, ZSC launched a partnership with Zanesville High School called the 12th Grade Redesign program. The Zanesville High School students who participated in the 12th Grade Redesign program did not have a clear plan for college and their scores did not meet the state requirements for attending college via the dual enrollment pathway. By the end of the academic year, of the 25 students who enrolled in the pilot group, 24 earned college credit and 23 completed college-level math and English courses. Each participant also developed a plan to attend college. ZSC's efforts in this program earned the College the Innovation Award from the Community Colleges of Appalachia. This award highlights the significant student outcomes of the 12th Grade Redesign program.

In addition to high school outreach, in fall 2018, ZSC is launching an adult-learner cohort to meet the needs of those who work full-time yet want to advance in their careers. The program will offer special amenities to overcome barriers that typically prevent working adults from attending college. Despite unemployment shrinking in the area, ZSC continues to make efforts to position itself as a resource for displaced workers in the event of businesses closing or downsizing by working with the local Job & Family Services and revamping its scholarship guidelines to make more money available for adult learners.

Fall Semester 2017 Demographics by Classification

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.

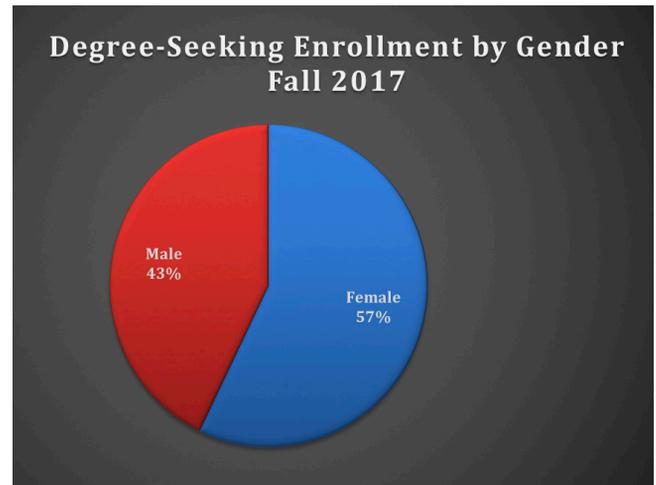
Zane State College continues to have proportionally smaller numbers of new students (First-time Freshman and Transfers) as compared to peer institutions. Each fall, the College enrolls between 350 and 400 new students. Despite this, increasing persistence rates and strong credit accumulation, particularly beyond the first academic year, have helped enrollment remain steady.



Fall 2017 Student Enrollment by Gender

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 2011 thru 2013, 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 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 percent annual increase, shifting the male student distribution from 42 percent for the Fall 2013 cohort to 43 percent in Fall 2017.

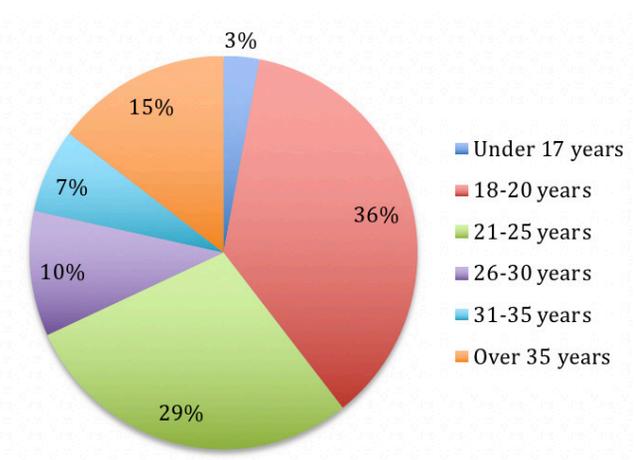
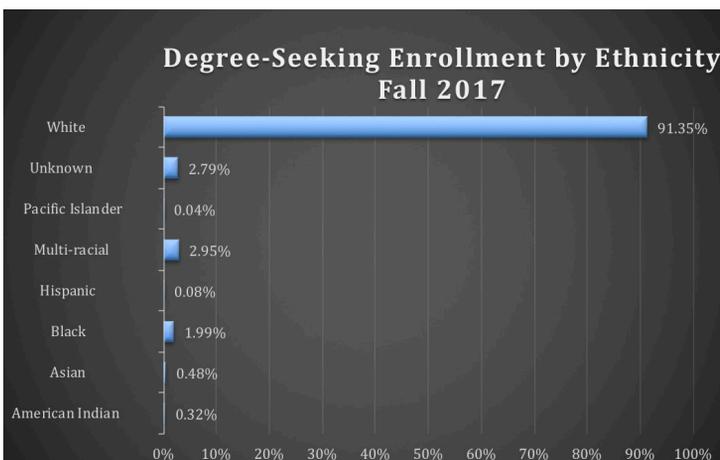


Fall 2017 Student Enrollment by Ethnicity

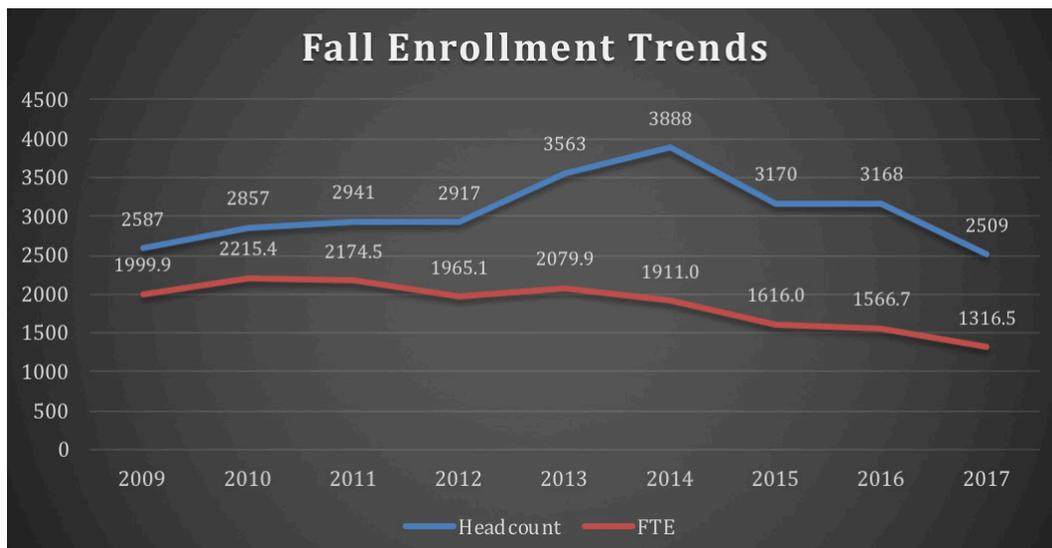
Zane State College believes that a commitment to diversity is critical for helping our students and graduates succeed in an increasingly global market. Targeted outreach efforts through the College's admissions and recruitment office has helped to increase racial and ethnic diversity among students over the last several years, as the College's 9 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 2019 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, 68 percent 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*

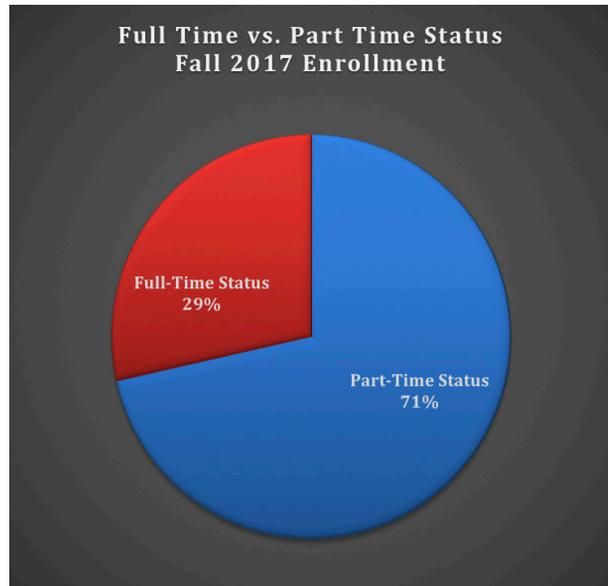


The chart above demonstrates fall enrollment as a function of headcount and FTE the past nine years. While Zane State has seen significant increases in fall headcounts since 2009, the number of students dipped 3 percent below 2009 levels in 2017 and has seen a 35 percent decrease from the highest level in 2014. At the same time, the total FTE has significantly decreased since 2009 with 34 percent fewer FTE than in 2009.

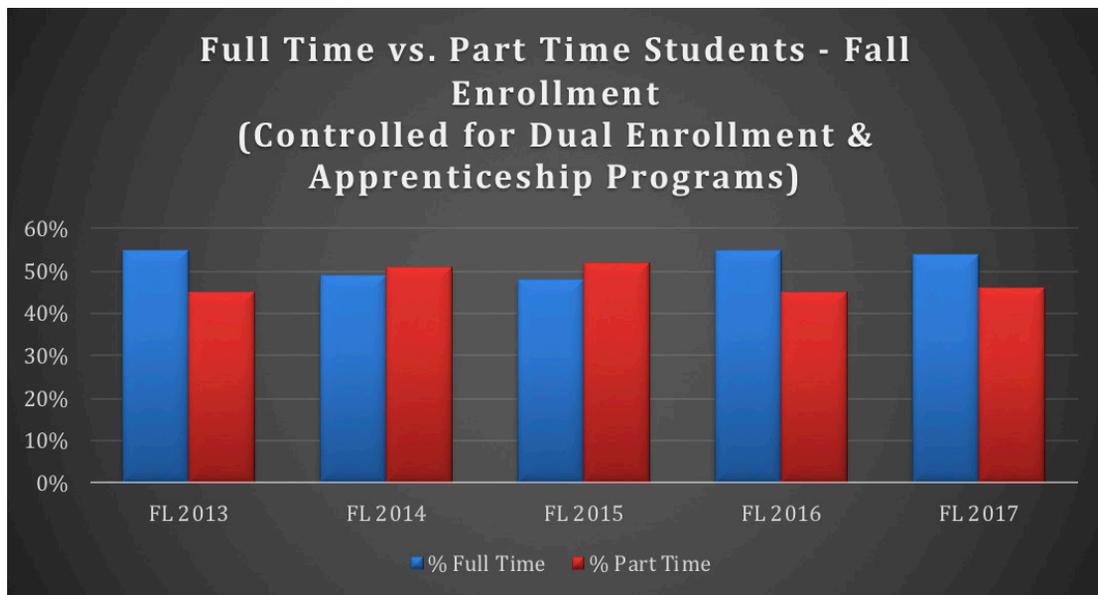
Of the students enrolled during fall 2017, 71 percent were enrolled part time (< 12 credit hours), while in 2009, the percentage of part-time students was only 45 percent. This change is due in large part to continued high numbers of dual enrollment students who, on average, take 4.7 credit hours per semester. In previous years, apprenticeship students also played a role in the increased percentage of part-time students, however enrollment has declined in this area resulting in very little impact in Fall 2017. Controlling for the impact of dual enrollment students

and apprenticeship programs, 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 percent respectively. In 2015, those numbers had shifted to 48 and 52 percent respectively. However, in 2016 and 2017, the ratio of full-time to part-time has reverted to previous levels with full-time at 55 and 45 percent respectively.

Fall 2017 Total Student Enrollment by Full-Time/Part-Time Status

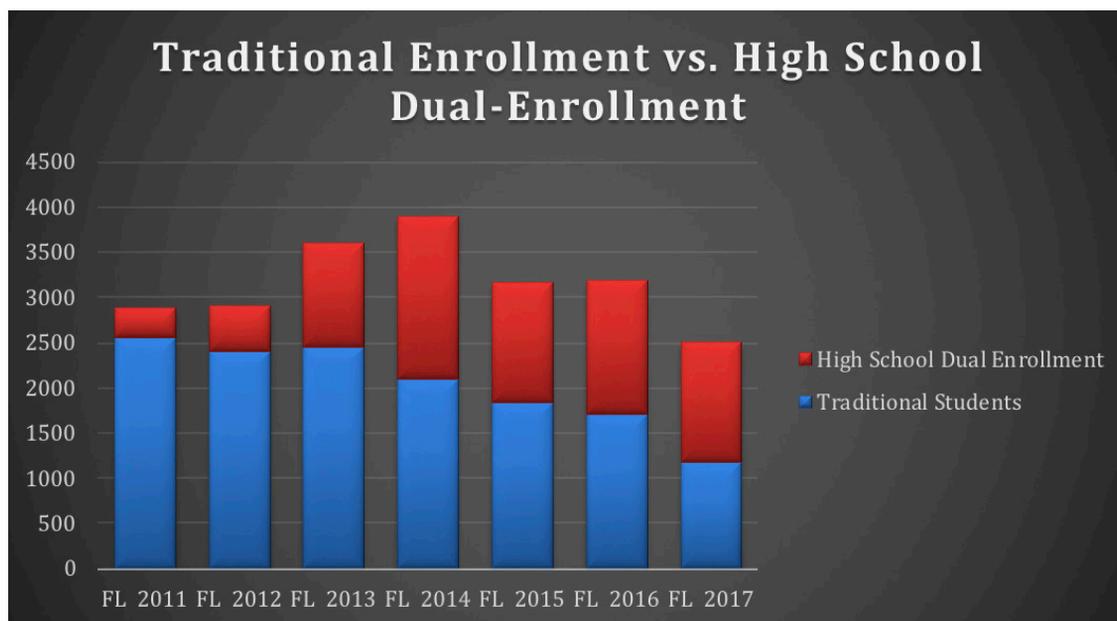


Fall 2017 Traditional Student Enrollment by Full-Time/Part-Time Status



Traditional Enrollment vs CCP (Dual Enrollment)

as a Function of Total Enrollment



Enrollment of Traditional Students and College Credit Plus Students

Beginning in 2011, concurrent enrollment began to grow significantly, while traditional enrollment experienced a sharp decline. In Fall 2011, Zane State College's 148 concurrent enrollment students were separated into dual enrollment, consisting of students enrolled at their high school for college school credit; and the post-secondary enrollment option, consisting of students enrolled on the college campus. As more high schools began to offer dual enrollment, the enrollment numbers grew, peaking in Fall 2014 at 1797. 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 regulation of student and course eligibility led to a slight dip with Fall 2017 enrollment resting at 1318.

The prevalence of the concurrently enrolled students has brought new challenges and opportunities. As more high students take more college classes, purposeful advising and seamless communication between high school and college advisors is critical. Zane State College is responding to these challenges by launching 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 identifying 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.

Student Success Grant Progress and Outcomes

Zane State is completing several multiyear grants providing assistance 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.

Middle Skills Stem Grant

This technical assistance grant, completed in 2017, was 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 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. With the technical assistance provided, Zane State began revitalizing the College's work with program advisory committees. Guidelines provided a vehicle for both the advisory board members and college personnel to improve clarity of roles. With a more impactful advisory committee model, programs have built better connectivity between the college and business and industry partners that is assuring relevance within the curricula.

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 is assisting 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 conclude in 2018, ongoing implantation of the design changes continue. New student onboarding processes are under development and will be launched in the fall of 2018, along with an advising model that will be brought to scale from the initial pilot work. This includes a renewed first-year experience course design and a new advising process that utilizes technology to assist the academic advisor to monitor their students' progress through to completion.

AACC Pathways Grant

The College conducted a full review and modification of the curricula, annual schedule, and how students are engaged. Subsequent improvements to student learning began with new models for developmental English and mathematics in the fall of 2017. In this transformation, multi-semester developmental sequences were all reduced to one semester. Both areas are utilizing a co-requisite support course design with attention to individualized formulas for student learning needs by incorporating supplemental instruction. To assist the college focus on building first-year success in college level math and English, a new dean position is being added with the support of the College Foundation. The position will coalesce all the support elements such as First-Year Experience Course, Developmental Education, and supplemental education to assure students attain college level math and English and at a minimum, attempt 9 credit hours within their discipline areas.

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. Specific attention is currently focused on advising model improvement aligning well with the transformational work underway at Zane State.

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 Grate Lakes ended spring 2018 but is being continued through support from Zane State College Foundation. Students were assisted with emergency funds for utility bills, housing, and automobile repairs. Twenty-three awards were given in fall semester, 2017 alone with 87 percent being retained in spring 2018.

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 developed a project known as the 12th Grade Redesign. The focus of this work was to select high school juniors who had not tested college ready according to the Ohio remediation free standard test scores and place them in English and mathematic remediation classes taught at the high school by Zanesville high school teachers in the fall of their senior year. Zane State provided an embedded success coach who taught the College's First-Year Experience course that same semester and provided a career exploration component to the course. Of the 26 students selected, 25 were successful in the developmental coursework and therefore eligible for placement in college level English and Math. In spring semester 2018, the 25 students enrolled on Zane's campus, through the state's College Credit Plus program, in college level algebra, composition, and one additional program of interest course. Twenty-five students successfully completed the composition course and 24 completed the algebra course. Zane State plans to expand this program at Zanesville High School and extend this partnership to additional school districts.

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 execution of the plan, Franklin Covey's 4 Disciplines of Execution (4DX) was used to engage every employee on campus. This tactic required all employees to organize into teams based on similar work focus. The teams meet weekly to report on their last week's commitments and their leading indicator progression that support 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 understand how well the many efforts being worked on are contributing to the institutional goals. Of the 126 full-time employees at the college, 102 were engaged in one of 20 WIG teams. The first year 4DX was utilized, the College saw almost a 3 percent improvement on institutional student completion rate. According to the Ohio Department of Higher Education, Zane State had a three year degree completion rate of 39 percent for the fall 2014 entering cohort, which was the highest of all two-year colleges in Ohio. Moving forward, Zane State goal is to move 200 percent time-to-completion to 40 percent by September 2018 with an overarching aspirational future goal of 50 percent completion.

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 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 assists students toward program completion. A newly designed FYEX course

will be offered in fall 2018. This collaboration between student services and the Dean, First Year Experience and Developmental Education has developed a collaborative approach to orientate new students, introduce them to success coaching, and introduce them to their faculty academic advisor. The student and advisor will build out their pull academic plan that will used by the student and advisor throughout their time at Zane State to assure a timely path to completion is maintained.

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. Assisted by a statewide committee led by the Ohio Department 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 will be monitored through a continuous improvement plan to that appropriate adjustment are made.

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, and have subsequently been implemented. These technology solutions allow the success coaches 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 is helping students engage with the multiple

resources available to assist them in their academic success throughout the pathway. More work will be done with the retention process to build a more systematic approach to when early alerts should be utilized and what the College intervention will be.

Strategic Scheduling

Significant work has been completed surrounding strategic scheduling as a result of the pathways grant efforts. Zane State joined a statewide grant projects to incorporate Ad Astra's Platinum Analytics. The additional of Platinum Analytics has not had significant impact on the college's efforts to build a schedule that better supports the completion efforts. This software has not helped the College to improve its efficient use of faculty and facility resources due to some challenges associated with the significant curricular and schedule changes. Zane State has one more year to work with Platinum Analytics and will determine if strategic scheduling is advanced through this technology solution.

Honors Program

The college has enrolled their third cohort in the Honors Program with excellent retention and completion results of the early participants. This program's design is to help the College build its comprehensive two-year college model through enhancing transfer pathway with key Ohio baccalaureate degree granting institutions. In Fall 2016, 10 initial students were enrolled with 7 graduating to date, one who will graduate at the end of summer 2018, and one continuing enrollment in a health science program. In Fall 2017, 13 students were enrolled with one early graduate due to CCP credits, one will graduate Summer 2018 and 11 continue to enroll. Fall 2018 will have 15 enrollments. The early results indicate this is a sound program encouraging retention and completion and should enhance the transfer mission of the college.

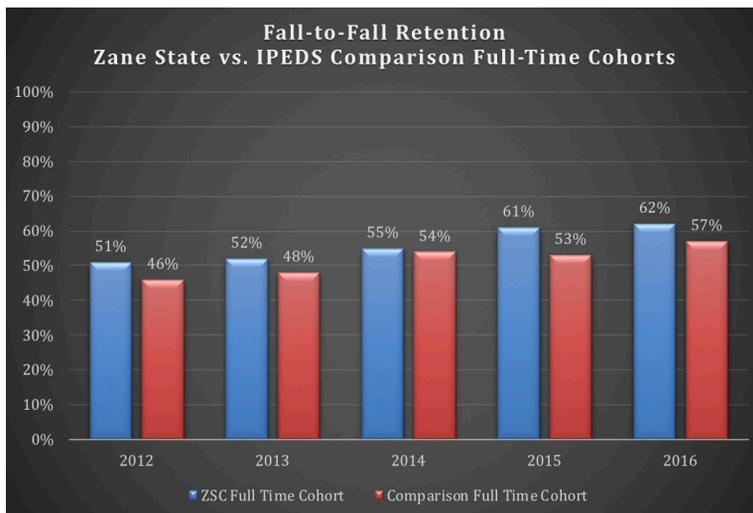


First Year Retention

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 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 percent 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 percent part-time Fall-to-Fall retention observed.

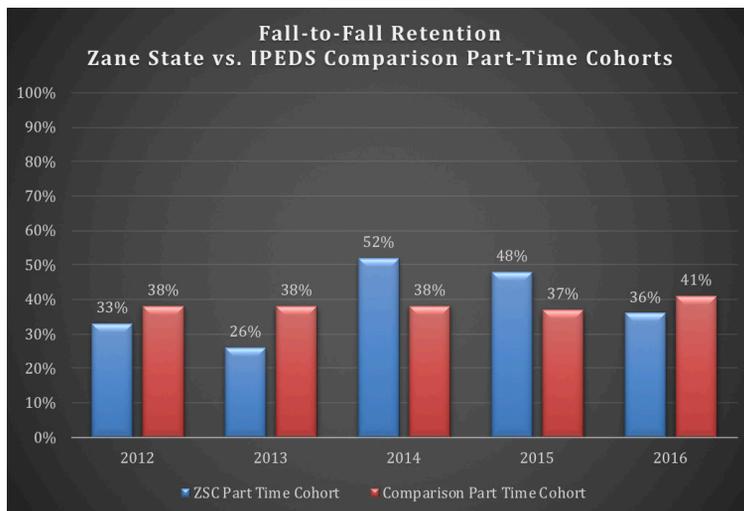
2012-2016 Fall to Fall Retention

Freshman Students



2012-2016 Fall to Fall Retention

Part-Time Students

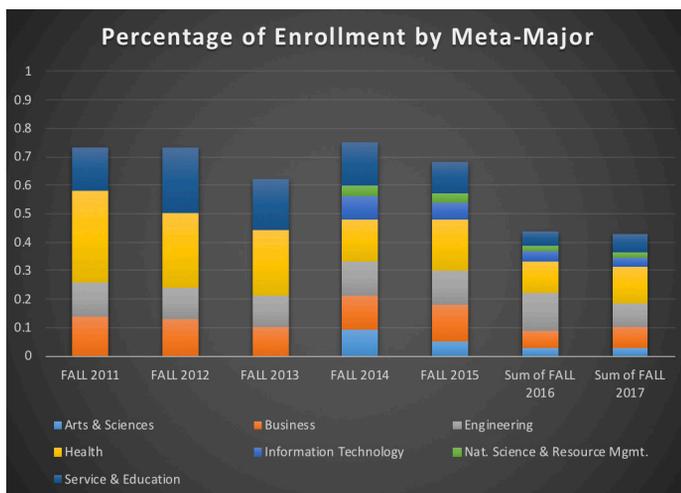


The College 4DX goal of increasing fall-to-fall retention from 52 percent to 68 percent by September of 2017 is supported through the plan to improve student engagement, increase gateway course completion, and improve first year credit accumulations.

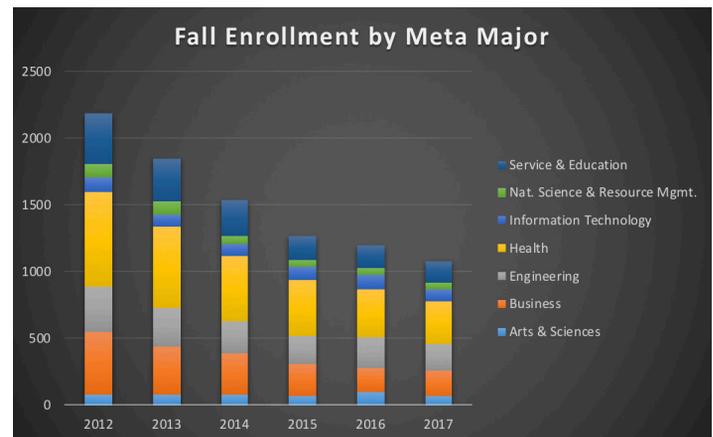
Meta Majors

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.

Enrollment by Meta Majors with Percentages of Total Enrollment



Fall Enrollment by Meta Major



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.

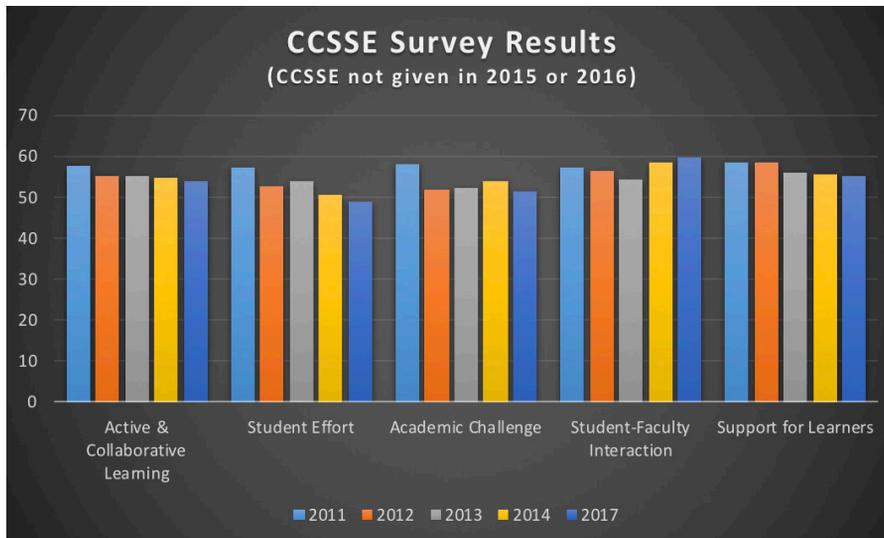
Student Engagement

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).

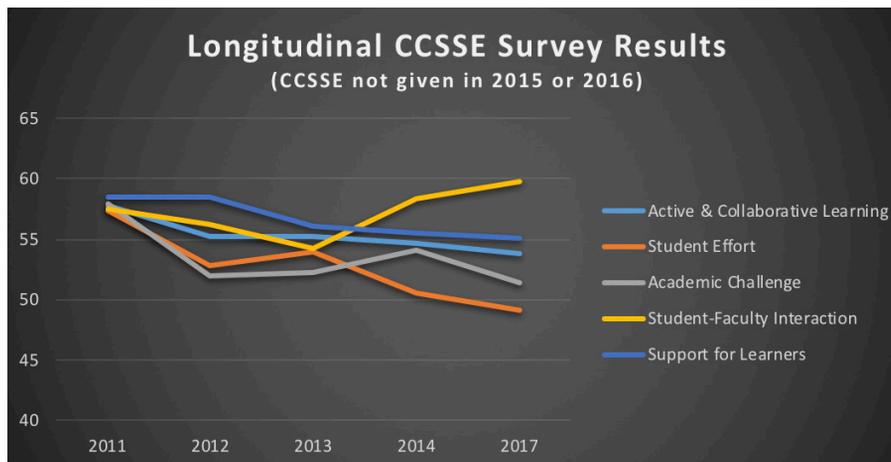
Intended to measure early student engagement, SENSE is administered only to new students during the third week of the fall semester. Recently Zane State College has participated in CCSSE in 2011, 2012, 2013 and 2017 and in SENSE in 2010, 2011, 2013 and 2016.

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

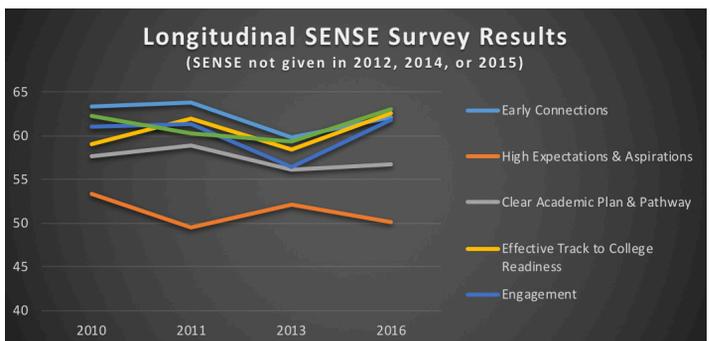
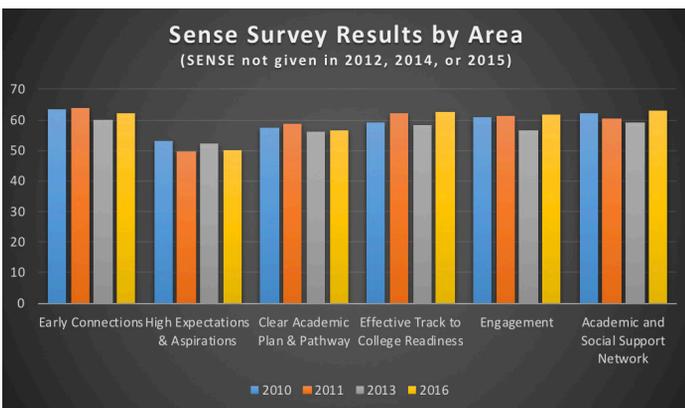
each category. While it should be noted that performance metrics have decreased slightly across all categories, the College's participation each of the last three years will allow for a reliable average baseline to compare future performance.

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.

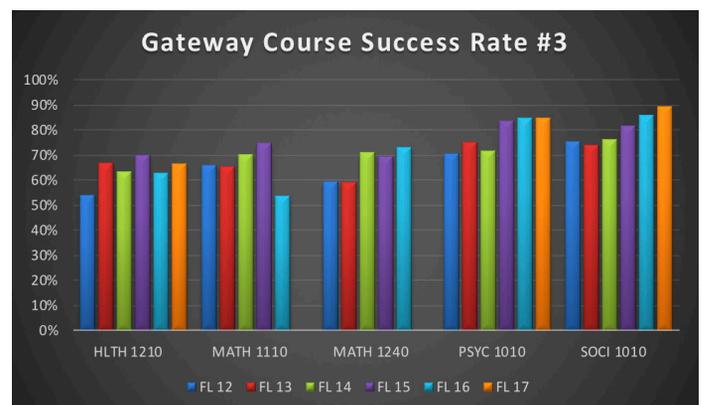
At Zane State College, gateway courses were initially defined as those courses that:

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

Fall 2013 and Fall 2015 Comparison Gateway Course DFWFN Rates



The figures above and to the right 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 percent and 42 percent respectively. These two courses are followed closely by MATH 1240: Algebra and Trigonometry I (41 percent) and ENGL 1500: Composition I (40 percent). This work on gateway courses produced significant improvement across all nine courses between 2013 and 2017.



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 percent to 83 percent 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

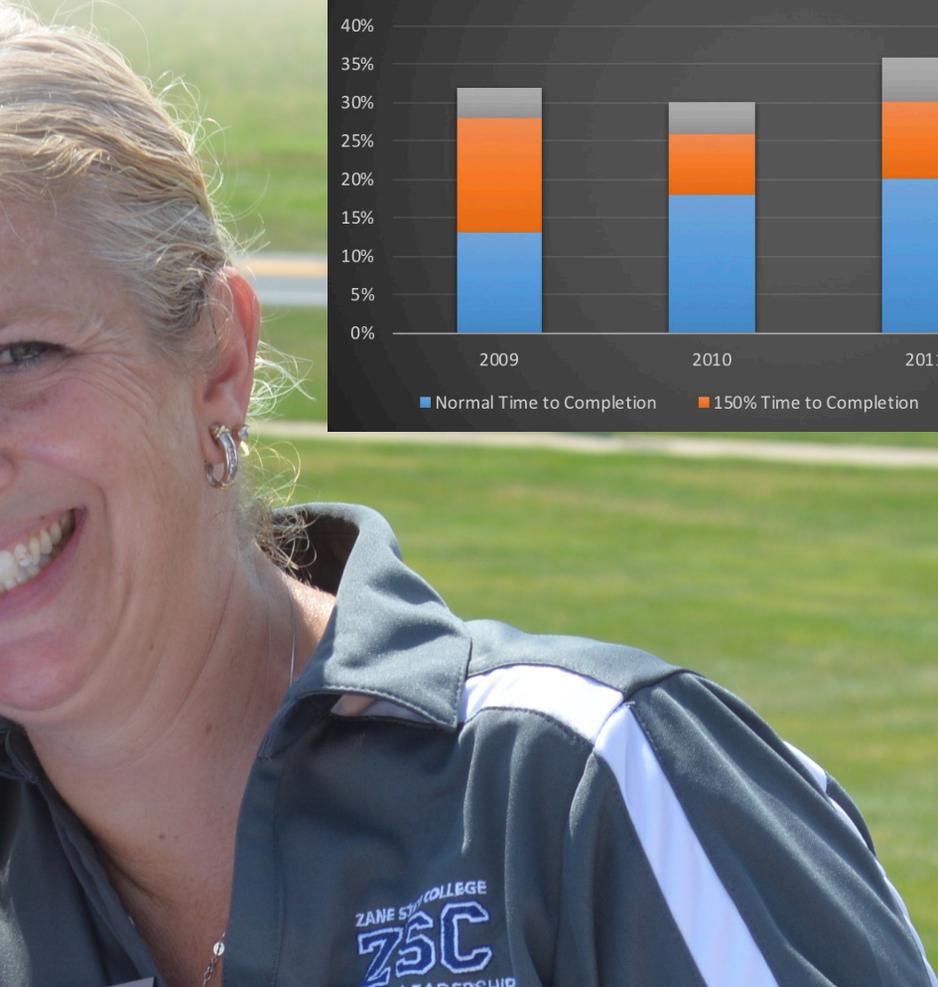
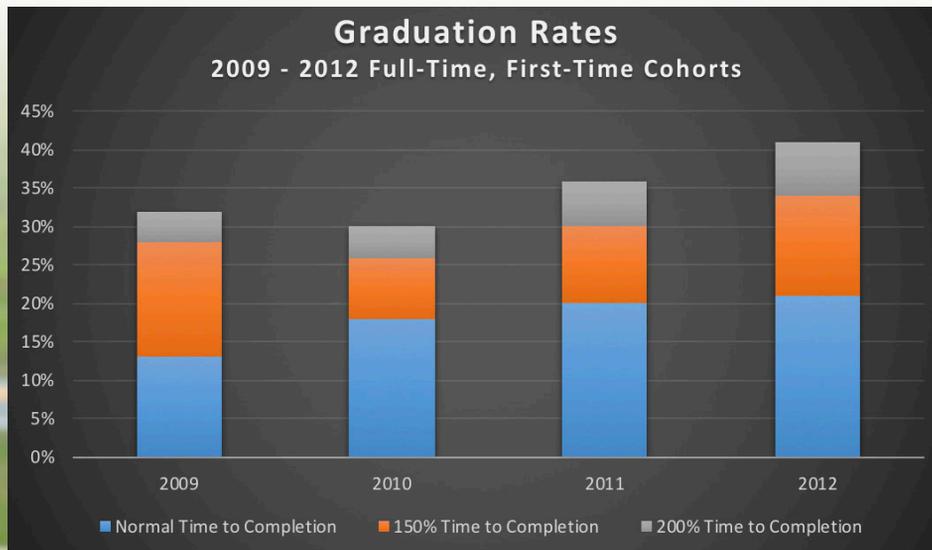
Degree Completion

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.

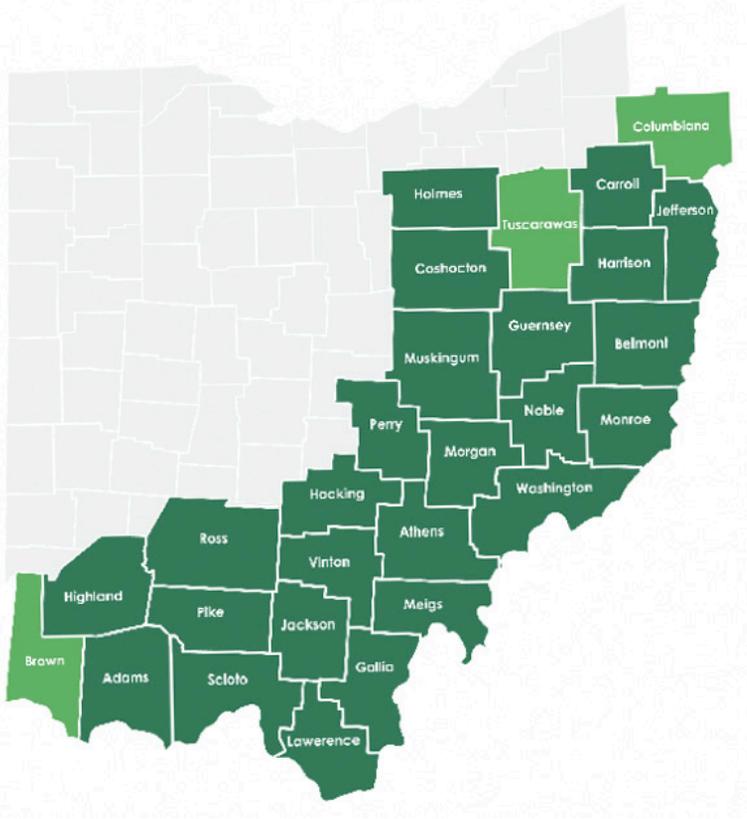
The following data looks at how Zane State student completion rates compare for the cohort that began in 2009 and to that of 2011. The 200 percent represents students who took four years to complete their degrees. While a slight dip in total graduates is seen, the students enrolling in 2011 were more likely to complete their degrees in two years' time. It is further important to note that 28 percent of cohort 2011 students had graduated within three years and only 2 percent 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 2012

Graduation Rates, First-Time Cohorts



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
- 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

Center for Workforce Solutions and Entrepreneurship

The Center for Workforce Solutions and Entrepreneurship provides economic development knowledge and experience to the College. It includes the Business and Industry Training, the Center for Entrepreneurship, Community Education, and the IDEA Lab. 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.

In fall 2016, that relationship was further strengthened as MCBI relocated from its current location in South Zanesville to a shared location on ZSC's Zanesville Campus. This move was 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. Together, MCBI and Zane State are working together to contribute to the economic success of the region.

- 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. Recent grants have allowed for an expansion of 3-D printers, including an industrial carbon fiber 3-D printer and a Tormach CNC machining center.



In the fall of 2016 the ZSC IDEA Lab joined the ARC LIGHTS grant collaboration with The Innovation Center at OU Athens which allowed for funding a full time lab manager. This collaboration also gives ZSC and the IDEA Lab members' access to the spaces and equipment at other labs in the network including the Innovation Center at OU Athens, The Epicenter at Marietta, and future labs in Somerset and at Shawnee State College. A full time manager was hired and started the position on January 1, 2017. A dedicated manager has given the lab the ability to grow considerably in membership, equipment, and outreach opportunities to the College, local industry and the community

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. With the technical assistance provided through the Jobs for the Future Middle-Skills STEM grant, Zane State began revitalizing the College's work with program advisory committees. Guidelines were created for both the college program leaders as well as the business partners. These guidelines provided a vehicle for both the advisory board members and college personnel to improve clarity of roles. With a more impactful advisory committee model, programs have built better connectivity between the college and business and industry partners that is assuring relevance within the curricula.

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. Through its involvement in initiatives such as Achieving the Dream, Making Success Count, the Developmental Education Initiative, Foundations for Excellence, and Shifting Gears, 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 to by the campus community to improve outcomes. Efforts going forward must engage broader representation and must be focused on shifting the culture. 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 first-year retention to 60 percent. IPEDS retention numbers for 2015 was 44 percent and improved to 53 percent in 2016.

When looking at annual cohorts of full-time students, 2015 retained 65 percent and 2016 retained 61 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.

As described previously, the College is focused on implementing the Completion by Design (CbD) framework. Under the supervision of the College's Team for Institutional Effectiveness and the Academic Council, the CbD leadership team will be responsible for guiding the work of the four CbD sub-teams and the active gateway course redesign teams. Key performance metrics include:

- Improved Gateway Course Performance
- Increased Fall-to-Spring Retention
- Increased Fall-to-Fall Retention
- Closing identified performance gaps, particularly among males and part-time students

Primary work products include building a successful student profile, "leaver" profile, policy and procedure gap analysis, policy audit. Progress will be reported annually as part of the College's strategic plan update process.



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