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Nationally Recognized Awards

- Achieving the Dream recognized Zane State College as the top college in the nation for closing the gap between developmental education students and college-ready students and improving the retention of drop-out prone students (2012); for student retention (2011); and for cultural transformation using data-driven decision-making (2010).

- Washington Monthly (Sept. 2007) ranked Zane State College 9th among U.S. two-year colleges based on graduation rates that are more than twice the national average.

- Zane State College is one of 15 colleges that recently received a grant from the Bill and Melinda Gates Foundation and MDC, Inc. for developmental education initiatives.

- The Chronicle of Higher Education twice selected Zane State College among the “Great Colleges to Work For,” in 2011 and again in 2012. These selective rankings were based on responses from nearly 47,000 employees at nearly 300 two-year and four-year colleges around the nation.

Student Success Initiatives

Much of Zane State College’s students’ success is due to traditional developmental education courses and a strong intervention advising program. In addition, the College offers:

- QuickStart to College - a pre-enrollment course designed to help non-traditional students transition to a successful college experience.

- MathStart - a review of computation skills for conditional-start students.

- ADVANCE - an accelerated developmental education course that has attributed to student retention.

- Welcome Week - a first-year experience course completed prior to fall and spring semesters.
Zane State College is one of the fastest growing community colleges in the state of Ohio. 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. Serving over 3,000 students at its Zanesville and Cambridge campuses, through its on-line community, and at other sites in its three-county service-delivery area, 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 2013 Demographics

Fall semester 2013 represents the single highest enrollment at Zane State College. With more than 3500 for-credit students enrolled in fall, this represents a 20% increase over fall semester 2012. While enrollment grew substantially, rapidly shifting demographics has meant less credit hours per student, causing FTE to remain flat. The following is a cursory examination of the student demographics for the fall semester 2013 student cohort.

Like many other institutions, Zane State College is 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 dual enrollment 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 Freshmen and First-time Freshman as compared to peer institutions. Each fall, the College enrolls between 450 and 500 new first-time freshmen. Despite this, strong persistence rates, particularly beyond the first academic year, have helped enrollment remain steady.
Another 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. Each academic term since 2011, nearly 60% of the student body has been female. Closer inspection of the data reveals that the challenges for male students are two-fold. Not only are they entering college at lower rates, but first-year retention rates are 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 disproportionally. However, just as quickly as it began, the local economic recovery, spurred in part by the gas and oil activity in Southeastern Ohio, seems to be contributing to lower numbers of entering male students and lower retention rates.

Zane State College believes that a commitment to diversity is critical for helping our students and graduates succeed in an increasingly global market. Targeted outreach efforts through the College’s admissions and recruitment office in collaboration with the College’s Coordinator of Multicultural Outreach and the Educational Opportunity Coordinator has helped to increase racial and ethnic diversity among students. The College’s 10% minority population well exceeds that of the local three-county service district.
Zane State College students are generally younger than those of peer institutions. Fall 2012, the average age was 26.8 with a median age of 23. The continued growth of dual enrollment programming has driven down the average and median age even further for the 2013 fall semester cohort to 26.3 and 23 respectively. This makes 63.6% of the total student cohort 25 years and younger. Future analysis will be based on 24 and younger and 25 and older to better align with at-risk definitions in the new FY15 funding formula.
The figure on the bottom of page 6 demonstrates enrollment as a function of headcount and FTE for a five-year period beginning in 2009. Since 2009, Zane State College has increased total student enrollment by approximately 35%. And while the College has continued to see increased student enrollment, the FTE generated per student has continued to decline resulting in a slight decrease in total FTE since 2011. Explained another way, the percent of student attending Zane State College part-time continues to grow. Of the fall 2013 cohort, 64% 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, who on average, take six credit hours or less per semester. Controlling for the impact of dual enrollment students, traditional postsecondary full-time and part-time enrollment rates for fall semester 2013 remain unchanged: 55% and 45% respectively.
Dual enrollment students continue to grow as a portion of the College’s overall enrollment. This growth has contributed to a decrease in the mean student age and has increased part-time enrollment at the College. Collectively, dual enrollment activities, including early college high school efforts, dual enrollment offered at the local high schools, and Postsecondary Enrollment Options (PSEO) made up nearly one-third of the College’s total enrollment for the 2013 fall semester.

High School Connections
Zane State College has built strong local partnerships with each of the 14 school districts within the college’s three county service district. In addition, Zane State College works with a number of districts in surrounding and contiguous counties through its partnerships with the Rural Ohio College High School (ROCHS) project and the Ohio Appalachian Collaborative (OAC).

PSEO
The postsecondary option allows qualified, high school-aged students to attend a postsecondary institution and provides a mechanism to earn college credit that also fulfills high school graduation requirements. Students pursuing PSEO take classes on the Zane State College campus. Most students attend part-time with average annual credit accumulation of less than 12 hours. For the last several years, enrollment growth has remained steady. Fall 2013 PSEO enrollment was 240, which represents a 6.6% increase over fall semester 2012.

Dual Enrollment
Zane State College has experienced rapid growth in its dual enrollment offerings. Dual enrollment courses are most often taught at the local high schools by appropriately credentialed high school teachers, but may also take place on campus and/or be taught by Zane State College faculty. Zane State College’s dual enrollment partnerships have expanded rapidly as has the number of students taking dual enrollment classes. During fall semester 2012, approximately 250 students from six local high schools were enrolled in dual enrollment courses. By fall semester 2013, those numbers had grown to 950 and 21 respectively, and preliminary fall 2014 numbers suggest that this will continue to expand.
The figure at the top of page 8 shows how dual enrollment has grown since 2011 as a percentage of total enrollments. Because of this growth, the college has invested heavily in staff to support this work and to ensure that the courses being delivered are of the highest quality. The Director of Secondary and Strategic Initiatives is a member of the Academic Council and reports directly to the Provost. The department is currently staffed at 2.75 FTE and is expanding to 3.0 FTE beginning July 2014.

Early Success Initiatives
Early student success is a critical component of student persistence. To that end, Zane State College has invested heavily in programs that have demonstrated promise in helping students persist and complete.

QuickStart to College
QuickStart to College, a free, pre-enrollment course provides students who may be unsure of their commitment to college or unprepared to successfully start college, the initial experience of attending a college course that includes preparation for the placement test (Accuplacer), basic computer literacy skills, career exploration, and engagement with a faculty member. Students must complete 80% of the requirements in order to receive a passing mark. Course completers who subsequently enroll at Zane State College the following semester, are awarded three (3) college credits. In addition, many students find themselves better prepared for the placement test and are able to avoid unnecessary developmental coursework. If the student is unsuccessful, there is no debt incurred or negative consequences to the academic record. Since its inception in 2008, there has been a year-to-year retention rate of successful completers of approximately 50%, a rate equal to that of college-ready students.

MathStart & Conditional Start/
ABLE Partnerships
It is not uncommon for students applying to local community colleges to need significant levels of remediation; often beyond the level that the college itself is prepared to deliver. Many of these students find themselves referred to local Adult Basic and Literacy Education (ABLE) programs. In such cases, successful remediation of basic skills is challenging as most ABLE work is structured toward GED completion, not college readiness. In addition, the lack of structure and accountability creates significant challenges for at-risk students. As a result, Zane State College offers a number of conditional start programs for its entering students.

Conditional starts allow students to be conditionally accepted as a student at Zane State College while at the same time working through a targeted remediation plan through ABLE or similar no cost programing offered through Zane State College. Upon entry, students are tested for proficiency in reading, English and math. Students who test below the College’s lowest remediation levels in two or more areas are referred to ABLE. Students who test below the lowest level of remediation in one area is conditionally admitted to the College and allowed to take up to ten (10) credit hours that includes the College’s mandatory First-Year Experience course. Students who need additional help with reading and English skills work through a coordinated program with ABLE to improve these skills before retesting. Students who need math skill improvement are referred to the College’s MathStart program.

MathStart, a free, conditional start option for students who initially test below developmental education levels in math only, permits students to enroll in MathStart and an additional ten (10) credit hours of courses during a student’s first term. MathStart utilizes adaptive diagnostic tests to gauge deficiencies and provides math remediation and test preparation for retesting on the arithmetic section of the Accuplacer through a customized curriculum. If, after retesting, the student still does not meet the minimum score for the lowest developmental math course, he or she may be referred to the ABLE program for additional remediation.
**ADVANCE Classes**

Acceleration through developmental education and into programs of study has been documented as a prime indicator of student success and eventual completion. As reported in a five-year study of various cohorts in community colleges, over half of the students who first entered a program of study in their first year earned a certificate or associate degree, transferred to a four-year institution (either with or without a credential), or earned a bachelor’s degree from an outside institution (Jenkins and Cho, 2012). Those who failed to make meaningful progress toward degree completion often floundered; achieving only meaningless credit accumulation, changed major or transferred with significant loss of credit, or left higher education altogether. In addition, work by Adelman (2006) demonstrated that students who completed at least twenty (20) college-level credits during their first academic year were significantly more likely to be retained and to complete a degree.

As a catalyst to acceleration towards meaningful credit accumulation, Zane State College has implemented its ADVANCE developmental program. Students who place in the upper half of the cut-off scores have the opportunity to enroll in compressed or linked developmental education courses that enable them to complete the material traditionally offered in two developmental courses in just one term. This ultimately allows students who need even moderate levels of remediation to move fully into a program of study after only one semester of enrollment. In addition, it avoids the use of finite financial aid resources toward paying for unnecessary developmental coursework.

ADVANCE courses are offered in the subjects of reading, English and math. Unlike the emporium model, students do not work at their own pace, but a prescribed, accelerated pace. While the college still faces challenges associated with advising and enrollment, student participation has increased steadily. On average, students enrolled in ADVANCE courses earn approximately 50% more college-level credits during the first academic year. In addition, the shared assignments in those ADVANCE courses that link college-level and developmental curriculum through contextualized learning have resulted in higher GPA’s when compared to the traditional developmental format.

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**MathStart Outcomes 2010-2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolled</th>
<th>Total Completed</th>
<th>Avg. Initial Score</th>
<th>Avg. Retest Score</th>
<th>Gain on Arithmetic Subtest</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011 (Quarters)</td>
<td>97</td>
<td>72 (74%)</td>
<td>24.31</td>
<td>50.44</td>
<td>26.13</td>
</tr>
<tr>
<td>2011-2012 (Quarters)</td>
<td>100</td>
<td>73 (73%)</td>
<td>24.96</td>
<td>55.01</td>
<td>30.05</td>
</tr>
<tr>
<td>2012-2013 (Semester)</td>
<td>65</td>
<td>55 (85%)</td>
<td>24.90</td>
<td>58.03</td>
<td>33.13</td>
</tr>
<tr>
<td>2013-2014*</td>
<td>61</td>
<td>52 (85%)</td>
<td>24.60</td>
<td>58.99</td>
<td>34.39</td>
</tr>
</tbody>
</table>

*Does not include summer data

MathStart has produced impressive results over the last four years. Course completion rates have consistently remained above 75% and the average test score gain upon retest is 31. More than 90% of all students who successfully complete the course place into or beyond developmental education upon retest, with as many as one (1) out of four (4) completers moving directly into college-level math.
Welcome Week
With the conversion to semesters in Fall 2012, Zane State College implemented a major change in its first-year experience requirement. For more than a decade, Zane State College has required all students to complete the College's first-year experience course. While course completion rates were generally high (>75%), it was clear from the data that nearly all course failures are a result of non-attendance. Additionally, student focus groups revealed a dichotomous student view with students finding the course to be of significant value or of little value. Students frustrations included not covering material in a timely way or by the time it was needed, the amount of perceived busy work, and the amount of seat time required for a one-credit hour course.

Based on this information, a team of faculty, student services personnel, and academic administrators set to work to revise the College’s student success course. Piloted in 2011 and implemented at scale in 2012, Welcome Week took much of the content from the existing First-Year Experience course, and condensed it into a one-week format. All new incoming students are required to take the course, which meets the week prior to the start of the corresponding semester. The weeklong course culminates with the College's New Student Convocation and a day of activities that provides students the opportunity to engage with their specific program faculty and interact with student clubs and organizations. The table below clearly demonstrates a significant increase in course completion over the traditional format.

<table>
<thead>
<tr>
<th>Term</th>
<th>Compressed Format</th>
<th>Traditional Multi Week Format</th>
<th>Change in Successful Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011 (Baseline Year)</td>
<td>96% (n=23)</td>
<td>75% (n=447)</td>
<td>+21%</td>
</tr>
<tr>
<td>Fall 2012 (1st Semester at Scale)</td>
<td>96% (n=323)</td>
<td>57% (n=119)</td>
<td>+39%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>94% (n=143)</td>
<td>75% (n=63)</td>
<td>+19%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>95% (n=380)</td>
<td>72% (n=39)</td>
<td>+23%</td>
</tr>
</tbody>
</table>
First-Year Credit Accumulation

Beginning in 2005, the College began to examine more closely key student performance metrics, including: 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. Over the last many years, the College’s efforts have focused on a number of first-year initiatives aimed specifically at early engagement and first-term retention. These 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 the Noel-Levitz College Student Inventory (CSI) scores.

Beginning in 2006, Zane State College began to document steady improvement in most key success measures, including first-year retention, the number of students completing all remedial requirements in the first academic year, gateway course completion, and total credit accumulation. Since that time, higher education institutions across the nation have dealt with a changing landscape that includes the “Great Recession,” major changes in Federal Student Aid regulations, and most recently, general economic recovery. In Eastern and Southeastern Ohio, the economic recovery has been aided in part by the Oil and Natural Gas boom related to horizontal drilling in the Marcellus and Utica shale formations. Much of the analysis contained within, examines the success of the 2010 cohort in an effort to use longitudinal data to understand the barriers that challenge students and to build a profile of students who successfully complete the associate degree within four years after initial enrollment.

First-Year Retention

First year retention for the 2010 cohort averaged 53.7%, compared to a state average of approximately 52% for the same student cohort. While reaching a high of nearly 59% in 2009, Zane State College has generally held constant in the range of 50-55%. Full-time students return at significantly higher rates than their part-time peers, 53.7% and 34.4% respectively. Disaggregating the data based on key demographic information reveals that Zane State’s part-time student perform similarly across nearly all segments, while significant differences seems to exist among those enrolled full-time.
For example first-generation students and students 25 and older enrolled full-time during their first academic term are retained at significantly higher rates when compared with those student who are 18 -24 year's old. In addition, Pell eligibility appears to have a small positive impact on first-year retention for students enrolled part-time, while having the opposite effect on full-time student retention.

Further analysis shows a further downward trend for students initially enrolled part-time, with first year retention of the 2012 cohort dropping to 32%. In addition, data from the 2012 cohort suggests that retention of part-time females is quickly trending upward (44%) while part-time males are exiting the college at an alarming rate (20%).

**First-Year Credit Accumulation**
As discussed previously, meaningful credit accumulation, particularly in the first academic year, is seen as a strong indicator of both retention and completion. Based on data from the 2010 cohort, Zane State College students accrue significantly more college-level credit hours than comparable Ohio two-year institutions.
As stated previously, completion of at least 20 college-level credits during the first academic has been a key success point for the College. However, it is clear that strong credit accumulation has not translated into increased retention during the first academic year. This raises significant questions that the College is currently exploring, including:

- Why are students leaving?
- How is student retention impacted by the economic recovery and the regional oil and gas activity?
- Are students accumulating meaningful credits around specific program areas?
- How many students transfer to other institutions of higher education?
**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 Survey of Student 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. Zane State College has participated in CCSSE each of the last three years, and in SENSE in 2010, 2011 and 2013.

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 note 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.
SENSE Survey Results
by Area 2011, 2012, and 2013
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 when 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 cluster program curricula to align first semester and first year experiences to accelerate first-year credit accumulation and reduce unnecessary credit accumulation for students who change majors.

Program Clusters Based on Enrollments

Program Clusters with Percentages of Total Enrollment

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Program Clusters Based on Enrollments

Program Clusters with Percentages of Total Enrollment

Building a Comprehensive First-Year Experience

Over the next several years, Zane State College will refocus efforts on building a comprehensive first-year experience. Working to link systems, audit processes, and streamline curriculum, the College must:

- utilize emerging technology to better engage students.
- provide wrap around services with clear lines of communication between advisors and faculty.
- reduce the number of students who are under-placed and as a result take unnecessary developmental coursework.
- improve key gateway course completion rates.
- accelerate the accumulation of meaningful college-level credit.
- design pathways that allow for students to change majors and minimize the loss of credits completed towards a credential.
- improve financial literacy among students.
STUDENT PROGRESS – BUILDING A PATHWAY TO SUCCESS

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. However, it is important to note that Zane State College was one of more than a dozen colleges who transitioned from quarters to semesters beginning in fall 2012. This transition meant significant curricular redesign for many of the college’s courses – especially those traditionally labeled as gateway courses.

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 are defined as those courses that:

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

Fall 2013 Gateway Course Non-Success Rates
The figure on page 18 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%).

It is important to have a historical perspective on student performance when attempting to improve completion outcomes. While MATH 1240 underwent major curricular revisions during the semester conversion and BMCA 1010 was a newly developed course, ENGL 1500 and BMCA 1050 have nearly equivalent quarter classes with historical data. The tables below show the marked decrease in performance for BMCA 1050 and ENGL 1500 respectively.

**BMCA 1050 Four-year Percentage of DFWFN Grades by Term**

![BMCA 1050 Four-year Percentage of DFWFN Grades by Term](image)

**ENGL 1500 Four-year Percentage of DFWFN Grades by Term**

![ENGL 1500 Four-year Percentage of DFWFN Grades by Term](image)
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 four sub-teams to implement the CbD framework. A three year project implementation has been outlined that includes 1) the development of a college-wide student completion gap analysis, 2) a year two emphasis on high enrollment, lower-persistence programs, and 3) CbD framework scaling to include each of the college’s academic programs. Under the leadership of the Team for Institutional Effectiveness, this initiative is anticipated to be among the active AQIP action projects required for the college’s accreditation through the Higher Learning Commission.

Gateway Courses as Integrated into Completion by Design

The conceptual model illustrated above demonstrates the intersection of the CbD framework with the College’s work on gateway courses. These two projects engage collectively more than 50 faculty and staff from across the institution and represent the college’s most comprehensive efforts to improve student persistence and completion to date.
Assessing the College’s General Education Goals

General education is the foundation for developing students and graduates who value lifelong learning. An essential learning outcome for any general education curriculum is for students to be able to integrate and apply learning across diverse areas of study, to new settings and situations, and to complex problems. Implicit in this outcome is coherence within the curriculum: how might learning that occurs across the curriculum, within and beyond the major, and within general education, shape a graduate’s comprehensive abilities and relational skill set? Assessment of the general education goals provides accountability to the College’s constituents, and affords opportunities for improvement. Zane State College has five general education student learning goals: Information Literacy; Civic Engagement; Critical Thinking; Written Communication; and Oral Communication.

General Education Outcomes

These five general education goals, nested within four areas, have specific student learning outcomes that are assessed within first-year, general education courses. In addition, each program is required to document use of the assessment of each of the five learning outcomes and use of the appropriate rubric within the major programming. Many programs choose to assess the goals within respective capstone courses to ensure that the graduate is prepared for successful transfer for further education or for entry into specific careers. The assessment data is collected at the end of every semester and is analyzed at the end of each academic year by the General Education Committee. The information along with action plans for improvement are reported to the entire faculty and Academic Council on an annual basis.
Advancing Program Assessment:
Assessment of individual academic programs affords colleges the opportunity to evaluate program effectiveness and aggregate student learning outcomes. However, over time, regular assessment allows for continuous program improvement and a richer learning experience for students, as it is through assessment, that faculty begin to navigate the true causal relationships that exist between teaching and learning.

Each academic program at Zane State College establishes student and program goals and outcomes along with standards or benchmarks for performance in each. Each program is also expected to develop individual assessment plans and collect, record, and report data throughout the academic year, resulting in an annual assessment plan. Annual reports are reviewed by the respective Academic Dean and/or the Team for Data Quality (TDQ). TDQ is comprised of individuals well versed in assessment and data analysis. Every assessment plan is expected to articulate with the College’s strategic plan, HLC Criteria for Accreditation, and general education student learning outcomes, where applicable.

A comprehensive five-year program review schedule has also been developed for all programs. The components of the program review are still be fully developed, but are expected to include such variables as program enrollment, course and program completion rates, projected program costs, and financial viability.
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 significantly 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 utilizes the College’s fall 2009 cohort to consider those who graduate on-time (100%), in three years (150%), and four years (200%).

Graduation Rates for 2009 Cohort

By the end of spring semester 2013, 31.20% had successfully completed an associate’s degree. Of those, 11.6% completed on time, another 14.0% in three years, and 5.60% more during year four.
Students are determined to be full-time or part-time based upon enrollment behavior during the first term enrolled. Of the 31% who completed a degree, the vast majority were those enrolled full-time. Full-time attainment appears strongest in the first two years following initial enrollment then declines significantly. For part-time students, degree completion is more elusive, and remains flat throughout the four years following enrollment (approximately 2% each year). Historical examination based on older cohort data suggests that additional gains beyond the 200% time to completion are marginal.

Graduation Rates of 2009 Cohort
Comparison of Male and Female Students

Generally, females make up a greater portion of the College's graduates, but it is important to remember that they also make up a larger percentage of the incoming class. Of the 492 first-time freshmen entering in Fall 2009, 277 were female (57%). The data suggest that male and female students generally complete at comparable rates. Based on persistence trends discussed previously for the 2012 cohort, further analysis is needed to better understand how these rates are impacted by other variables, especially part-time status.
Despite generally strong developmental course completion rates and gateway course performance rates, developmental students are underrepresented among the graduates. Even though 70% of incoming students needed some developmental education, they accounted for only half of the overall total graduates (31%). However, many, if not most, leave the college in good academic standing suggesting that other factors including transfer and outside influences affect continued enrollment and completion.

While there is more work needed to better understand and address the developmental performance gap, national data from Achieving the Dream and Complete College America suggest that Zane State College’s completion rates are more than twice the national average.

Utilizing data from a statewide analysis of the fall 2010 cohort, the figure above shows three-year degree completion rates (150% time to completion) for Zane State College full-time and part-time students compared to the average for all Ohio community colleges. Zane State College completion rates are two to three times higher than state averages for each of the categories, including first-generation and returning adults 25 and older.
Certificate Completion

Zane State College offers a number of one-year and short-term certificates that have industry recognized credentials. Despite this, annually the College has reported fewer than twenty (20) certificates awarded. Like many of Ohio’s community colleges, Zane State College is both under-awarding and underreporting certificate completion. An internal review conducted in 2012-2013 suggested that this is due to an onerous internal process and a lack of perceived value on the part of students. In an effort to help more students receive the credentials they have earned, the College has made changes to policies as well as internal processes. Moving forward, it is estimated that the number of students earning certificates with workplace value will increase tenfold.
CONNECTION TO THE WORKFORCE

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
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:

- Career exploration courses
- Job search Boot Camp
- Personal makeovers
- Career clothes closet
- Resume writing
- Mock interviews
- Job fairs
- Employer recruitment events
- Online job board

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 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. As the College collects data on graduates one year after graduation, the most recent data available are from 2012. The 2013 report is currently in development. Of the 558 graduates, 179 report continuing their education and 123 of the graduates status remains unknown to the College. Of the remaining 289 students, 100% report being employed, and 86.5% are employed in the field of study.
Center for Workforce Solutions and Entrepreneurship
The Center for Workforce Solutions and Entrepreneurship (CWSE) 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. In FY13, the CWSE provided 1,549 training contact hours to 737 trainees from 53 companies. In addition, the CWSE provided 20 courses as for-credit training totaling 355 college-level credit hours.

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 are currently 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 will share a single executive director. Plans are also underway to develop a common branding.

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.

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.

STEPS
Buckeye Service, Transmission, Exploration, and Production Safety (STEPS) Network, commonly known as Buckeye STEPS, promotes safety, health and environmental improvement in the exploration and production of oil and gas in Ohio. The Buckeye STEPS Network includes operators and contractors in the oil and gas exploration, production and product transmission industry as equally valued members. The Buckeye STEPS Network encompasses the geographic region of Ohio and includes participation and membership from neighbors in West Virginia, and Pennsylvania.

Buckeye STEPS meets monthly to share and discuss safety, health and environmental incidents, best practices and related issues. Buckeye STEPS also works with other organizations, including but not limited to OSHA (Occupational Safety Health Administration), IADC (International Association of Drilling Contractors), API (American Petroleum Institute), EPA (Environmental Protection Agency), Ohio EPA, NIOSH (National Institute of Occupational Safety and Health), and emergency management agencies.

Buckeye STEPS Network broadcasts and shares its findings through community outreach and coordinating efforts with the national STEPS Network. On September 20th, 2013, Buckeye STEPS and the Ohio OSHA office signed an alliance agreement to proactively coordinate activities to communicate and educate the oil and gas community with activities such as the OSHA National Safety Stand Down. This national video networking conference was hosted by Zane State College in November 2013.
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.
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 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%.

A tall order, the leadership at the College is convinced that through a better understanding of institutional barriers and focused engagement of students that these numbers are achievable.

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, and policy audit. Progress will be reported annually as part of the College’s strategic plan update process.
Letter from the President

In 2013, indicators of growth and development were plentiful in Southeast Ohio as Zane State College established itself as a preferred provider of technical education and a major resource for economic development.

Inspired by the vision of “building a vibrant community,” the College’s dedicated faculty and staff have: expanded our capacity to educate 40 percent more students; implemented new programs in high demand occupations; and provided high quality academic and support services that significantly increased opportunities and success of our students. These accomplishments were made possible through the development and collaboration of many internal teams and community partners.

New resources at Zane State College include the Advanced Science and Technology Center in Zanesville and EPIC Center in Cambridge. These learning centers add an assortment of advanced technology designed to prepare students for the careers of tomorrow. In addition, a unique Oil and Gas Engineering and Technology Land Lab opened on the Cambridge campus to provide students hands-on, real life learning experiences.

As the College continues to expand, the focus will remain on retention of our growing student population and their completion of industry recognized certificates and degrees. Our goal as College and our communities grow is to maintain the quality of education and life that will contribute to their vibrancy.

Paul R. Brown, Ed.D.
President