Program Name: Zero Text Costs (ZTC)
Program Contact: Jennifer Howze-Owens & Carla Grandy
Academic Year: 2023-24
Status:
Updated on:

INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us to:
- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
  - efforts to achieve equity across student populations and modes of delivery;
  - results of assessment activities aimed at improving or researching student learning;
  - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)
- Provide a brief description of the program and how it supports the following:
  - CSM Mission and Values Statements
  - CSM Statement of Solidarity
  - CSM's Strategic Priorities
  - SMCCCD's Strategic Goals
  - CSM Forward 2028 - Education Master Plan
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served

Governor Newsom has made the exploration of ZTC degree program pathways a priority. Additionally, the U.S. Department of Education has out significant amounts of money into ZTC. Awarding $115 million to the California Community College System and $200,000 to College of San Mateo. To address issues regarding access to education and degree completion, course material costs are a natural next step, after the implementation of free college at College of San Mateo. ZTC touches on a number of values, including: enrollment sustainability and growth, equity, technology, professional development, and research and innovation. At the district level, additional funds have been awarded, to address ZTC at each campus. College of San Mateo is now implementing a process and a concerted effort to integrate ZTC into various

aspects of campus efforts, such as Guided Pathways, across divisions, the Library, accessibility, and, ultimately, degree completion.

2. Results of Previous Program Review (200-500 words)

a) Describe the results of your previous Program Review's action plan and identified equity gaps.
- Previous Goals
- Results Achieved
- Changes Implemented
- Plans still in progress
- Any notable or surprising results and outcomes

b) Explain any curriculum or programmatic changes since last program review
- To specific courses, or to any discipline as a whole
- Includes degree, certificate, or course sequences, program delivery or structure, etc.

c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

- SLO/SAO
  - What did the assessment focus on?
  - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
  - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
  - What was the activity or intervention?
  - What were the outcomes?
- Program improvements implemented
  - What did you learn from it?
- What changed?

There has been no official process for ZTC at College of San Mateo, until academic year 2023-24.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total

Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
    - interventions implemented
    - any successes in closing gaps
    - ongoing challenges

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. Expanding upon equity work on campus, ZTC is an additional mechanism towards achievement.	Course materials can sometimes cost more than a course.	We have grant funds and district funds to accomplish this work over the next few years.	Use funds to establish a ZTC co-coordinators (faculty and staff) at .2 release time.
2. Students should start a course with all required materials. ZTC is a key way to accomplish this equity gap.	If students cannot afford books until a refund comes a few weeks into the semester or at all, they do not have access to all course materials for the entire course.	We have grant funds and district funds to accomplish this work over the next few years.	Train faculty to adopt ZTC materials. Provide a financial incentive to adoption.
3. Students should have tools to successfully identify ZTC courses	Work with Student Services professionals to	We have grant funds and district funds to	Market to students and students services professionals.

ensure various offices are able to educate students on ZTC, as they matriculate.	accomplish this work over the next few years.	

b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.
- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

The last data collected, in Spring 2023, found the approximately 150 course sections and 120 courses have adopted ZTC. There is no additional data.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1.		
2.		
3.		

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

The work of ZTC can only be successful if institutionalized as an important aspect of campus culture. Faculty, staff, and leadership support is crucial in accomplishing this student-centered equity effort.

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

- SLO/SAO
  - What will your assessment focus on?
  - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
  - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
  - What is the planned activity or intervention?
  - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
  - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1.		
2.		
3.		

b) **Program goals**

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or

degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
    - Professional development activities
    - Institutional support
    - Collaborations
    - Training
    - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Increase adoption of ZTC per course and per section, overall.	Creation of ZTC adopter program and training	Successful completion of training by 10 adopters per training/per semester/per academic year.	Pilot Spring 2024, launch Summer 2024	ZTC Committee	Administrator support to encourage faculty to participate.
2. Increase trainings and certification, across divisions and CTE programs	Creation of ZTC adopter program and training	Successful completion of training by 10 adopters per training/per semester/per academic year.	Pilot Spring 2024, launch Summer 2024	ZTC Committee	Administrator support to encourage faculty to participate.
3. Establish data tracker for per semester adoptions, money saved, and student served by adoption of ZTC in a course.	Establish partnership with PRIE to obtain data	Data shared	Fall 2024	ZTC Committee	
4. Increase integration into programs, such as CTE, Guided Pathways, counseling, Curriculum planning (ie. Course Outline of Record).	Meet with leads for various initiatives to ensure support is provided	Updated documents and resources, related to ZTC	Fall 2024	ZTC Committee and related programs	

5.Use already established funding to allow for release time for 1 faculty (ZTC Co-coordinator) and 1 staff. (ZTC Co-coordinator)	.2 release time for 1 faculty and 1 staff	Create of website, curated resources, launch of ZTC adopter course	Fall 2024	Appropriate administrator(s)	
6.Institutionalize a College of San Mateo ZTC Committee	Survey faculty for input and support of formalizing ZTC work at the campus.	Established processes,	Fall 2023	IPC, Academic Senate, leadership	

5. CE Only

    a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:

- State of California Employment Development Department, Labor Market Information Division (the official source for California Labor Market Information):
- Employment data (by Program Top Code) from the State Chancellor's Office

    b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

    c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).

    d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?