



ZTC Pathway Readiness Assessment

The Readiness Assessment is intended to be a tool for your college to determine the status of your local ZTC progress. It can inform your local planning and assessment of how prepared your College is for ZTC pathway development and competitive funding opportunities.

The purpose of this readiness assessment is threefold:

1. Help you to determine the extent to which your college is ready to successfully apply for and implement a CCC ZTC Acceleration Grant (RFAs expected Fall 2023 and Fall 2024).
2. Collect baseline data across colleges that will help to document the impact of the CCC ZTC grant program.
3. Inform the development of technical assistance, including professional development, that all grantees can access.

Ideally, the assessment will be completed collaboratively by those who are leading your local ZTC efforts. The assessment will remain open until the beginning of the fall term, in the hope that you will be able to solicit input from key constituencies. Please ask core members of your ZTC team to reflect on your institution's readiness to successfully develop a Zero Textbook Cost pathway under the CCC ZTC Grant Program. We expect it will take you 15 minutes to complete this assessment, although you might need time to seek input from colleagues in other departments. This readiness assessment will remain open until Friday, September 1.

Scoring Explanation

The Readiness Assessment is scored evenly on a 50-point scale across five components:

1. Faculty Readiness
2. Leadership and Vision
3. Integration
4. Research and Reporting
5. Outreach

The assessment will also ask for any additional or supplemental information that may relate to your preparedness for receiving a ZTC Acceleration Grant. The supplemental information you provide is not scored.

We recognize that our colleges are diverse in many ways and every college's result will be different.

We expect that a total score of 35 will indicate that a college has sufficient experience and infrastructure to apply for and implement a ZTC Acceleration Grant.

A college scoring 21-34 might need some additional professional development or technical assistance before being ready to apply for or implement a ZTC Acceleration Grant.

A score below 20 suggests that a college may require significant professional development or technical assistance before being ready to apply for or implement a ZTC Acceleration Grant.

Additional Information

Who will see the responses?

Your responses will be seen by the ZTC Technical Assistance Provider team as well as the state Chancellor's Office staff administering the ZTC Grant Program. You do not have to provide your name or the name of your college. We will see your name or the name of your college only if you choose to include that in your response and/or request that we follow-up with you individually. We will ask you to identify your employment group at your college - faculty, staff, administrator, trustee, or student.

How should you complete the readiness assessment?

The following pages ask you to rate your college's readiness for various categories, based on a scale of 1-10, with 1= very low/never, and 10= very high/all the time. The lists within the readiness questions provide examples of what readiness at a high, medium, or low capacity might look like. Keep in mind that our colleges are diverse in many ways and that the examples provided will not apply to all colleges. For questions about this readiness assessment, please contact ztctap@canyons.edu. For general questions related to the ZTC Program please email ztc@cccco.edu.

In the lists within the individual questions, several potential indicators of capacity are offered as examples. Colleges are encouraged to consider these and other indicators they believe relate to being successful in implementing and scaling ZTC pathways.

Faculty Readiness (Q1 of 5)

On a scale of 1-10 (1= very low/never, 10= very high/all the time) please rate your institution's perception of OER and ZTC pathways within the faculty population.

The college provides access to training opportunities for faculty/staff who are interested in OER/ZTC adoption.

High Readiness Examples

- Regular OER workshops and training highlight the connection between OER and achieving equity goals.
- Some academic departments offer most of their courses with OER.
- Faculty know who to call for OER support, whether formally appointed OER faculty leads or support staff.
- A department or individual is formally recognized as the lead on OER and ZTC pathways.

Medium Readiness Examples

- Training and workshops on OER and ZTC pathways occur with some regularity.
- Some faculty members have adopted OER textbooks for their own classes without the entire academic department adopting OER.
- Faculty are willing and able to adopt, adapt, and author OER on their own. Informal support networks exist at the college.
- The local point person for OER or ZTC pathways takes the lead because they want to, but without formal recognition of their role.

Low Readiness Examples

- There is little or no local training on OER or ZTC pathways.
- Discussing the adoption of OER texts at scale is considered controversial.
- Faculty want to adopt, adapt, and author OER, but do not know where to get help at the college, or must seek help outside the college (e.g., ASCCC OERI).
- There is no local point person for OER or ZTC pathways.

On a scale of 1-10 (1= very low/never, 10= very high/all the time) please rate your institution's perception of OER and ZTC pathways within the faculty population.

The college provides access to training opportunities for faculty/staff who are interested in OER/ZTC adoption.

Score: _____

Leadership and Vision (Q2 of 5)

On a scale of 1-10 (1= very low/never, 10= very high/all the time) please rate your institution's perception of OER and ZTC pathways at the executive or administrative levels.

College leadership (Board of Trustees, Chancellor/President, Chief Instructional Officer, Academic Senate, Deans) is knowledgeable about and supportive of OER and ZTC pathways.

High Readiness Examples

- The institution has an inspiring vision of the future that engages and motivates the college community to action aimed at improved access and credential attainment, particularly for low-income populations and other underserved populations, and OER or ZTC pathways occupy a place in this vision.
- The board of trustees has taken formal action to support OER adoption and ZTC pathways, for example adopting a resolution or requesting regular updates.
- Faculty leaders formally support the increased use of OER and the development of ZTC pathways, and faculty are ready to lead the work.
- The academic senate has adopted a formal resolution to support OER or ZTC pathways.
- Multiple faculty serve on an OER committee
- One or more high-level administrators is committed to the success of the ZTC Grant Program pathway.
- The Student Government has funded OER projects.
- The Student Government has adopted a resolution in support of OER/ZTC classes.

Medium Readiness Examples

- The CEO/Chancellor/President has publicly endorsed OER and made it a college goal, as well as provided space for others to speak about OER or ZTC pathways
- The board of trustees is aware of college efforts around OER and ZTC pathways.
- Faculty volunteer to serve on an OER committee and want to learn more.
- The Academic Senate is considering a formal resolution.
- Support for OER and ZTC Pathways is limited to some deans and department chairs.
- The Student Government is considering a resolution in favor of OER or a ZTC pathway.
- Students participate in an OER committee.

Low Readiness Examples

- The CEO/Chancellor/President has not publicly spoken about OER or ZTC pathways.
- The stance of the board of trustees on OER and ZTC pathways is unknown or unclear.
- There might be a lone OER champion but no organized effort to promote OER or ZTC pathways.
- The Academic Senate has not been involved in discussions of OER and ZTC pathways.
- Some senior administrators or faculty leaders actively oppose OER. A ZTC pathway is controversial.
- The Student Government is not involved in or aware of OER or a ZTC pathway.

On a scale of 1-10 (1= very low/never, 10= very high/all the time) please rate your institution's perception of OER and ZTC pathways at the executive or administrative levels.

College leadership (Board of Trustees, Chancellor/President, Chief Instructional Officer, Academic Senate, Deans) is knowledgeable about and supportive of OER and ZTC pathways.

Score: _____

Integration (Q3 of 5)

On a scale of 1-10 (1= very low/never, 10= very high/all the time) please rate your institution's perception of OER and ZTC pathways across multiple functional units.

Adopting OER or creating ZTC pathways are integrated into plans for student success.

High Readiness Examples

- The local Student Equity and Achievement (SEA) plan includes OER or ZTC pathways as approaches to achieve equity goals.
- The local Guided Pathways (GP) plan identifies ZTC pathways as a component of Guided Pathways.
- Funding to support OER and ZTC pathways is consistently available at the college.

Medium Readiness Examples

- The local SEA committee includes OER or ZTC advocates or agendizes OER/ZTC.
- The local GP committee includes OER or ZTC advocates or agendizes OER/ZTC.
- Funding to support OER and ZTC pathways is sometimes available at the college.

Low Readiness Examples

- Discussions about OER and ZTC pathways are disconnected from the local SEA process.
- Discussions about OER and ZTC pathways are disconnected from the local GP process.
- Funding to support OER and ZTC pathways is not available at the college.

On a scale of 1-10 (1= very low/never, 10= very high/all the time) please rate your institution's perception of OER and ZTC pathways across multiple functional units.

Adopting OER or creating ZTC pathways are integrated into plans for student success.

Score: _____

Research and Reporting (Q4 of 5)

On a scale of 1-10 (1= very low/never, 10= very high/all the time) please rate your institution's readiness to include OER and ZTC pathways in local data-informed decision making.

The college accurately and regularly tracks and reports on OER adoption and ZTC pathways.

High Readiness Examples

- Institutional Research is able to provide most of the data that the ZTC Grant Program will need for the research and evaluation component. (For example, the number of students in a ZTC pathway, disaggregated student outcomes data, cost savings in a ZTC pathway, etc.)
- The college uses reports and data to improve teaching and learning with OER and in ZTC pathways.
- The college consistently and accurately informs students of the availability of ZTC and low textbook cost (LTC) sections in the schedule of classes.

Medium Readiness Examples

- Institutional Research is knowledgeable and supportive of OER. They have included questions about OER on student and faculty and/or student surveys.
- Institutional Research disseminates data in reports, presentations and research briefs that faculty and staff can access, but does not include data relevant to OER and ZTC pathways.
- The college endeavors to inform students of the availability of ZTC and LTC sections in the schedule of classes, but the information is not always complete or accurate.

Low Readiness Examples

- Institutional Research does not track OER efforts and/or is not open to conducting research on OER outcomes.
- Student outcomes data is available but not readily accessible.
- The college does not inform students of the availability of ZTC and LTC sections.

On a scale of 1-10 (1= very low/never, 10= very high/all the time) please rate your institution's readiness to include OER and ZTC pathways in local data-informed decision making.

The college accurately and regularly tracks and reports on OER adoption and ZTC pathways.

Score: _____

Outreach (Q5 of 5)

On a scale of 1-10 (1= very low/never, 10= very high/all the time) please rate your outreach efforts around OER and ZTC pathways.

The College promotes OER/ZTC material usage in a variety of ways.

High Readiness Examples

- The college uses multiple strategies including academic advising, emails, and social media to communicate with students about the value of OER courses or ZTC pathways as they relate to student retention, success, and completion.
- Student services such as counseling and advising support and promote OER classes and ZTC pathways.
- Students can easily access print copies of OER texts, for example, via the college bookstore or library.

Medium Readiness Examples

- The college promotes OER courses through email and indicates OER courses or ZTC pathways in the schedule of classes.
- Student services such as counseling and advising are aware of OER classes and ZTC pathways but do not systematically inform students.
- In some cases, students can secure print copies of OER texts.

Low Readiness Examples

- OER courses and ZTC pathways are not specifically promoted by the college.
- Student services such as counseling and advising are unaware of or oppose OER classes and ZTC pathways.
- The college does not provide a mechanism for students to access print copies of OER texts.

On a scale of 1-10 (1= very low/never, 10= very high/all the time) please rate your outreach efforts around OER and ZTC pathways.

The College promotes OER/ZTC material usage in a variety of ways.

Score: _____

Additional Information

Has your college participated in any of the following professional development related to OER and ZTC pathways? (Select all that apply)

Academic Senate for the California Community Colleges (ASCCC) OERI webinars and trainings

Community College Consortium for OER (CCCOER) webinars and trainings

Open for Antiracism Program (OFAR)

American Association of Colleges and Universities (AAC&U)

Institute on OER Creative Commons Certificate Program

OpenStax Institutional Partners Program

Chancellor's Office ZTC Office Hours

Other _____

In which of the following areas would your college benefit from professional development/training? (Select all that apply)

Academic Senate for the California Community Colleges (ASCCC) OERI webinars and trainings

Community College Consortium for OER (CCCOER) webinars and trainings

Open for Antiracism Program (OFAR)

American Association of Colleges and Universities (AAC&U) Institute on OER

Creative Commons Certificate Program

OpenStax Institutional Partners Program

Chancellor's Office ZTC Office Hours

Other _____

In which of the following areas would your college benefit from professional development/training? (Select all that apply)

Introduction to OER

Connecting OER/ZTC programs to Equity and Guided Pathways

Teaching with OER and Open Pedagogy for Equity

Teaching with OER to support culturally responsive pedagogy

Training staff to support OER and ZTC workflows

Understanding open licensing (e.g., Creative Commons)

Searching for OER and zero cost materials

Reviewing and formatting materials for accessibility / Section 508 compliance

Implementing a ZTC icon in the schedule of classes per SB1359 (aka course marking)

Other _____

In which of the following areas would your college benefit from a centralized statewide service? (Select all that apply)

Understanding open licensing (e.g., Creative Commons)

Searching for OER and zero cost materials

Reviewing and formatting materials for accessibility

Other _____

Supplemental Data

If you are able to provide the following baseline data, please do so. If you aren't able to address an item, please indicate "Not able to answer."

Please provide, **for each term separately**, the number and percentage of total sections identified as ZTC in the schedule of classes during FA22 and SP23.

Please provide, **for each term separately**, the number and percentage of total sections using OER in lieu of commercial textbooks during FA22 and SP23.

Please provide, **for each term separately**, the number and percentage of total faculty teaching sections flagged at ZTC in the schedule of classes during FA22 and SP23 .

Schedule Identifiers

Were ZTC sections identified in the schedule of classes during FA22 and SP23, as required by [SB1359](#)? (Also see: the [ASCCC OERI page on SB1359](#).)

Yes

No

ZTC Course Marking

If you answered "no" to the previous questions, when do you expect to implement ZTC course marking in the schedule of classes?

Identifying Information

Please indicate the employment group of those involved in completing this readiness assessment. (check all that apply)

Administrator

Faculty

Staff

Student

Trustee

Other _____

If you would like the ZTC Technical Assistance Team to contact you regarding this assessment, please enter your name, college, and email. (optional)

Total Score

As a reminder, the assessment is intended as a tool to help institutions gauge how ready they are to receive a ZTC Acceleration Grant. The assessment carries no weight within the RFA cycle.

While recognizing that every institution is different, we expect that institutions scoring 35 or higher have sufficient experience and infrastructure to apply for and implement a ZTC Acceleration Grant in the first round.

Institutions scoring 21-34 will likely benefit from some professional development or technical assistance before applying for the ZTC Acceleration Grant.

Institutions scoring 20 or below may need considerable professional development or technical assistance before applying for the ZTC Acceleration Grant.

Regardless of how every college scores, every institution is encouraged to take part in professional development courses that will be offered by the ZTC technical assistance team beginning in July 2023.

Calculating Total Score

To calculate your team's total score, add the "scores" from Questions 1-5, applying the resulting sum to the range above should give your team an idea of its overall readiness

Total Score: _____

Once you have completed the assessment, please save and email it to: ztctap@canyons.edu