

Common Course Numbering Task Force

Understanding Within-System Mobility and Implications for AB 1111

Enrollment-Based Strategies are Inadequate

Historically higher education has relied on enrollment-based strategies to meet state and local goals, yet

- The state of California is facing year-over-year population declines
- K-12 schools have experienced enrollment declines since AY 14-15
- CCC enrollment is down approximately 20% since AY 19-20
- Equity gaps persist in the CCC despite the “open access” system

Returning & Continuing Students Represent Missed Opportunity

- According to COMIS, on average, 31% of first-time CCC students don't immediately enroll for their second term
- Statewide, there are ~7M adults 25 years and older with some college and no degree. State Census and NSC data show Black, Latinx and Native students are over-represented in this group.
- A recession is imminent, and attainment has not changed significantly for key demographic groups in California

Within-System Mobility is Very Common

- Among associate degree completers in the last decade, on average:
 - 56% completed all coursework in 1 CCC
 - 28% completed coursework in 2 CCCs
 - 17% completed coursework in 3 or more CCCs
- This trend holds for the last three years (2018-19 to 2020-21)

45% attend more than one college

Mobility and Unit Accrual are Correlated

Among completers over the last 10-years and 3-years, on average, students who attend more than one college accrue more units:

Academic Year	1 College	2 Colleges	3+ Colleges
2018-19	77	83	92
2019-20	76	82	90
2020-21	74	81	88

Within-System Mobility May Impact Equity Goals

Among completers over the last 10-years and 3-years, on average:

- Male students accrue more units than female students
- Asian, Filipino, and Latinx students accrue more units than Black and White students
- Students 25-34 years old accrue more units than students immediately out of high school
- Students in the San Diego Region accrue fewer units than all other regions

Common Course Numbering Shows Promise

- San Diego CCD, a district with three colleges, has implemented common course numbering for more than 40-years
- Compared to other districts, SDCCD completers, even when attending 2 (or 3+ institutions), accrue fewer units.

Academic Year	SDCCD	LMCD	LSCD
2018-19	76 (83)	86 (92)	96 (105)
2019-20	74 (82)	85 (90)	91 (102)
2020-21	73 (82)	83 (88)	88 (105)

LMCD – large multi-college district
LSCD – large single-college district

Initial Questions

- Did you learn anything from this presentation?
- Did anything surprise you?
- What other stakeholders might benefit from this information?



Putting Data into Context

- How might these data inform design and development of a student-facing Common Course Numbering System?
- What additional data might be helpful for the Task Force?

