

AB 1111: Common Course Numbering (CCN) Task Force*

Meeting 1, September 29, 2022

Welcome from the California Community Colleges Chancellor's Office

CCCCO Roles and Responsibilities

- Convene the Task Force and determine its membership, charge and intended outcomes;
- Design meeting agendas to advance charge and intended outcomes, in collaboration with Sova and informed by co-chairs;
- Monitor progress to ensure implementation of the law with integrity;
- Plan meeting logistics; and
- Create meeting materials in advance of meeting.

Co-Chair Roles and Responsibilities

- Prioritize and reinforce student-oriented decision-making and action throughout chair responsibilities and during meetings;
- Inform items such as charge and agendas and review meeting materials in advance of meetings;
- Conduct meetings (call to order, facilitate agenda items, call on speakers) using Robert's Rules of Order (may be modified version);

Co-Chair Roles and Responsibilities (cont.)

- Create space for the membership to fulfill their charge;
- Support and champion decisions made by Task Force majority;
- Develop/maintain productive working relationships with Task Force membership, facilitators and CCCCCO staff;
- Uphold Bagley-Keene public meeting requirements; and
- Represent Task Force in related presentations and forums outside of membership meetings.

Sova Roles and Responsibilities

- Sova role is to facilitate hard work:
 - There are no easy answers and real problem-solving requires working-through tradeoffs;
 - There are tough challenges ahead, and that will require honest appraisal of barriers, and a focus on creating the conditions for solving tough problems in good faith together;
 - Will name the tensions and friction points, and push this leadership group to help create the conditions for productive problem-solving;

Sova Roles and Responsibilities

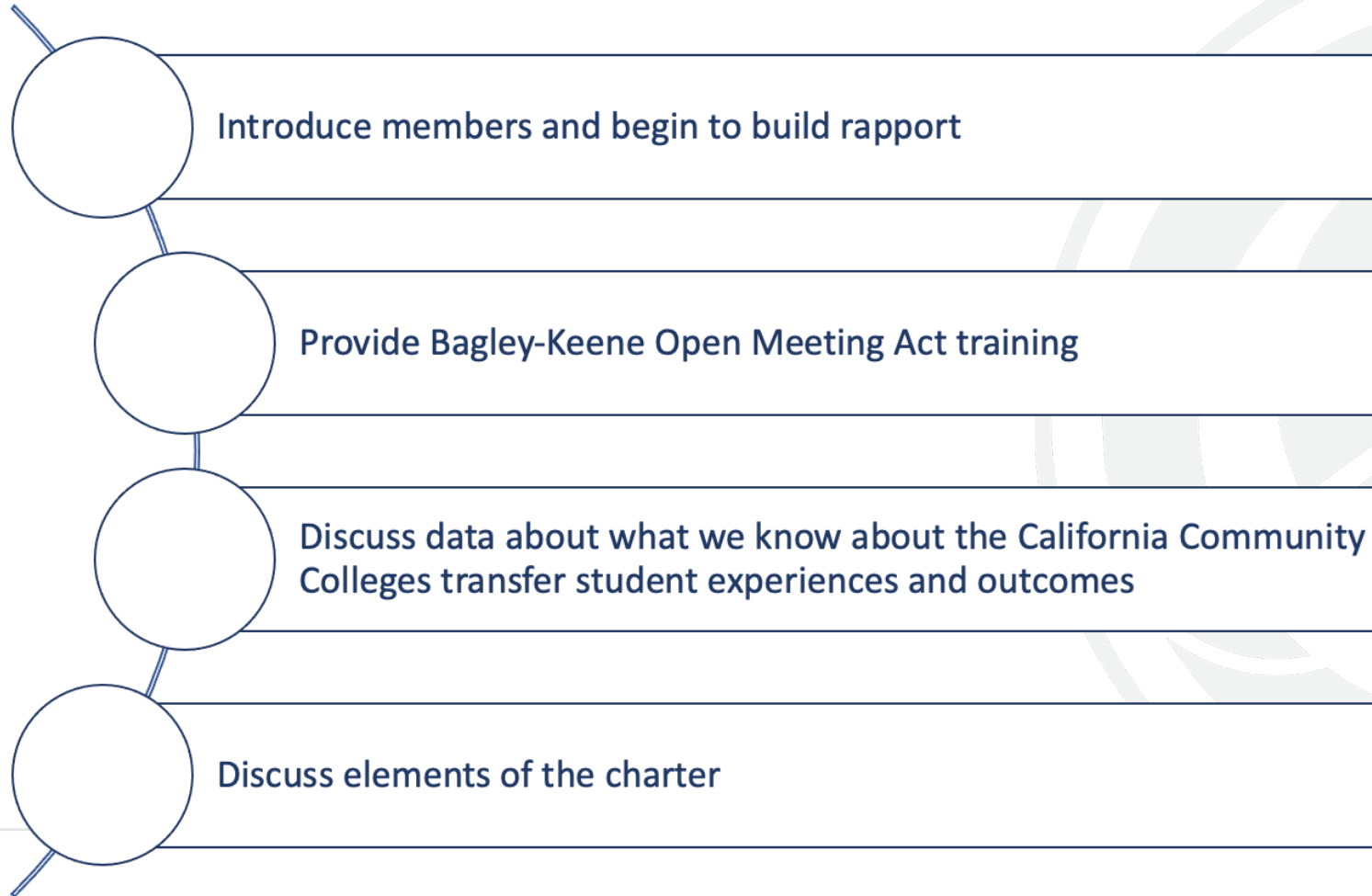
- Sova responsibilities include:
 - Supporting the co-chairs by producing initial drafts of internal and external meeting agendas for CO and co-chair review;
 - Curating additional expertise and student voice for meetings;
 - Providing facilitation and note-taking during meetings; and
 - Preparing reporting documents including high-level meeting minutes.

Roll Call

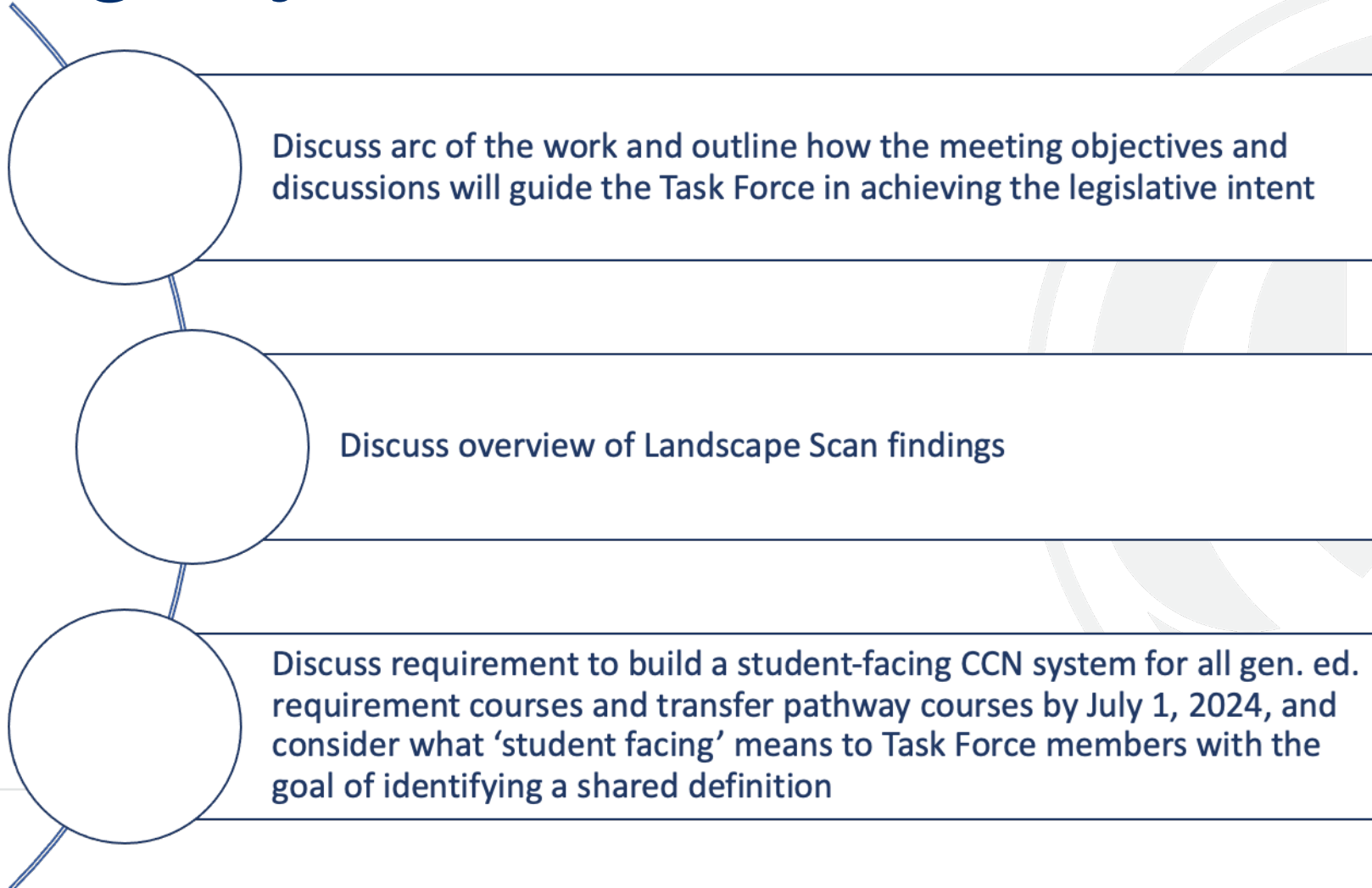


Welcome from the Co-Chairs and Agenda Review

Meeting Objectives



Meeting Objectives (cont.)



*All times are approximate and subject to change
Order of items is subject to change

Agenda

9:00-9:10: Welcome from California Community Colleges Chancellor's Office

9:10-9:15: Roll Call of Task Force Members

9:15-9:30: Welcome from Co-Chairs and Agenda Review

9:30-9:45: Personal Introductions and Ice-breaker

9:45-9:55: Public Comment on Agenda Items

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Agenda (cont.)

9:55-10:50: Bagley-Keene Open Meeting Act Training

10:50-11:00: Break

11:00-11:45: What We Know about the California Community Colleges (CCC) Transfer Student Experiences and Outcomes

11:45-12:15: Lunch

12:15-12:45: Discussion of Task Force Charter

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Agenda (cont.)

12:45-1:15: The Arc of the Work

1:15-2:00: Landscape Scan Overview

2:00-2:45: Discussion of a Definition of a Student-facing CCN System

2:45-2:50: Next Steps

2:50-3:00: Public Forum on Non-Agenda Items

3:00: Adjournment

Ice Breaker

- Personal introductions and ice-breaker:
 - Please provide your name, title, organization; and
 - Briefly describe one piece of advice you have received in your life that still resonates (from anyone at any point in your life - parent, coach, child, friend).

Public Comment



Bagley-Keene Open Meeting Act Training

Fermin Villegas, Deputy Counsel

Break (~10 minutes)

What We Know about the California Community Colleges Transfer Student Experiences and Outcomes

Dr. Valerie Lundy-Wagner,
VC for Digital Innovation and Infrastructure

Lunch (~30 minutes)



Discussion of the CCN Task Force Charter

Charge

The Assembly Bill No. 1111: Common Course Numbering Task Force (hereafter “CCN Task Force”) is charged with working collaboratively across the California Community Colleges and the system’s key stakeholders to inform the development of an implementation plan for fulfilling the requirements of AB 1111. AB 1111 calls for ensuring that “comparable courses across all community colleges have the same course number” through a student-facing common course numbering system.

Legislative Intent

Assembly Bill No. 1111 (AB 1111) established new Education Code 66725.5 and states the following:

“(a) (1) To streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation, on or before July 1, 2024, both of the following shall occur:

(A) The California Community Colleges shall adopt a common course numbering system for all general education requirement courses and transfer pathway courses.

(B) Each community college campus shall incorporate common course numbers from the adopted common course numbering system in its catalog.

(2) The common course numbering system shall be student facing...and ensure that comparable courses across all community colleges have the same course number.”

To Meet the Requirements of AB 1111...

The CCN Task Force will consult with subject experts and engage in discussions to inform recommendations for the Board of Governors related to the following:

- A definition of a student-facing common course numbering system for all general education requirement courses and transfer pathway courses;
- An implementation plan to guide efforts to establish and adopt a common course numbering system that meets the requirements of AB 1111; and
- An overview of the process and timelines for how each community college campus incorporates common course numbers into its catalog using the adopted common course numbering system.

Establishment & Authority

Item 6870-101-0001 of Section 2.00 of the Budget Act of 2021, as referenced in AB 1111, establishes “a workgroup that supports the development and implementation of a common course numbering system for the community college system.” The CCN 1111 Task Force serves as this workgroup.

The California Community College system is guided by a process of participatory governance, and the Board of Governors of the California Community Colleges sets policy and provides guidance for the 73 districts and 116 colleges that constitute the system. The California Community Colleges Chancellor’s Office (CCCCO) is held accountable for legislative implementation and compliance.

Expectations for Engagement

The CCN Task Force will meet 8 times starting in fall of 2022. The CCN Task Force will meet in person, and will operate in compliance with the Bagley-Keene Open Meeting Act. Members are expected to:

- Participate in all meetings and serve through December 2023. Proxies or replacements to act as a CCN Task Force member will not be allowed;
- Review materials (e.g., emails and pre-reading) ahead of meetings and respond as requested and in a timely manner;

Expectations for Engagement (cont.)

- Actively engage in discussions during meetings;
- Participate in work groups as needed;
- Adhere to all state and federal laws, in particular the Bagley-Keene Open Meeting Act; and
- Honor the Participatory Governance Guiding Principles.

Participatory Governance Guiding Principles

- Student-focused: Orienting outcomes and associated activities toward improving student experiences and achievement;
- Representation: Welcoming constituent, practitioner and stakeholder voices to be represented and participate;
- Inclusivity: Enabling the necessary conditions for productive participation from differing perspectives;
- Constructive Discourse: Valuing honesty, fairness, and respect; and
- Transparency: Providing accurate, effective, and inclusive communication processes.

Leadership & Recommendations

The CCN 1111 Task Force will be co-chaired by one representative of the Academic Senate for California Community Colleges and one representative of the California Community College Chief Instructional Officers. The chairs will serve at the discretion of the California Community Colleges Chancellor's Office and collaborate with the CCCCO and the facilitator, Sova, on accomplishing the charge of the CCN Task Force.

Leadership & Recommendations (cont.)

Title 5 requires the Board of Governors to “provide general supervision” over community college districts “in consultation with” community college districts and their institutional representatives, to allow community college organizations and interested individuals and parties an opportunity to review and comment on proposed policy before it is adopted by the Board (Ed. Code, § 70901, subds. (b), (e)). Input and feedback provided by the CCN Task Force will inform the Common Course Numbering recommendations report that is prepared by the CCCCO and presented to the Board of Governors. The Common Course Numbering recommendations report will guide support for system-wide implementation.

Membership

CCN Task Force membership is informed by the charge and legislative intent. A student-facing common course numbering system will have far-reaching implications for the California Community Colleges, ranging from students to faculty, including articulation officers and counselors, registrars and technology professionals. CCN Task Force members have knowledge and experience related to implicated areas and a role to play in supporting and advancing the CCN Task Force charge and legislative intent.

Membership (cont.)

- Multiple student voices;
- Multiple faculty voices;
- Registrars, including from a California Community College that currently has common course numbering in place;
- Roles with high transfer relevance (e.g., articulation officers, instructional officers, student services officers, admissions officers, etc.)
- Representatives of those who will be held accountable for strong implementation and leadership;
- Representatives of roles in areas such as technology and back-office processes; and
- CSU and UC.

The Arc of the Work

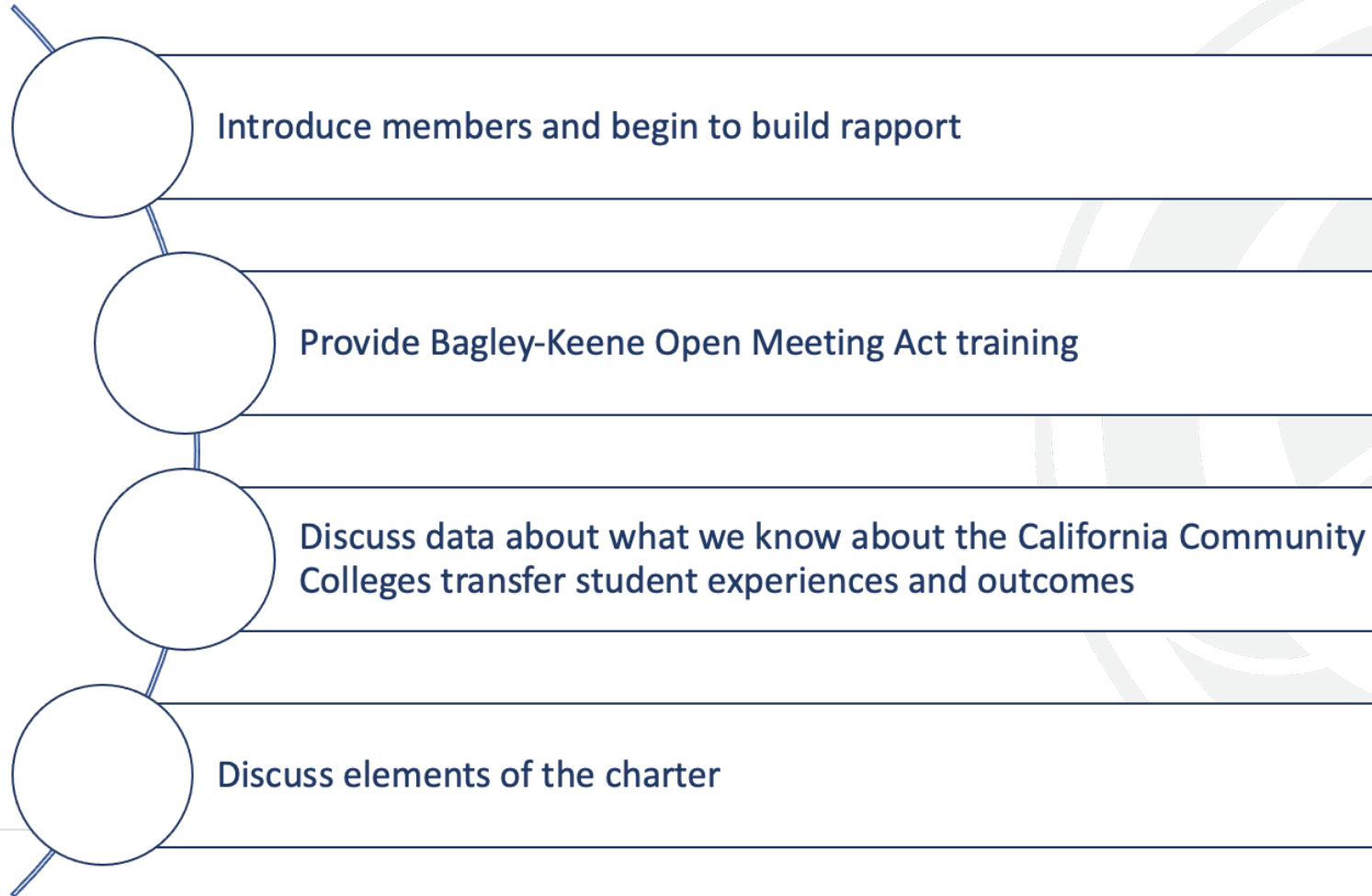


To meet the requirements of AB 1111...

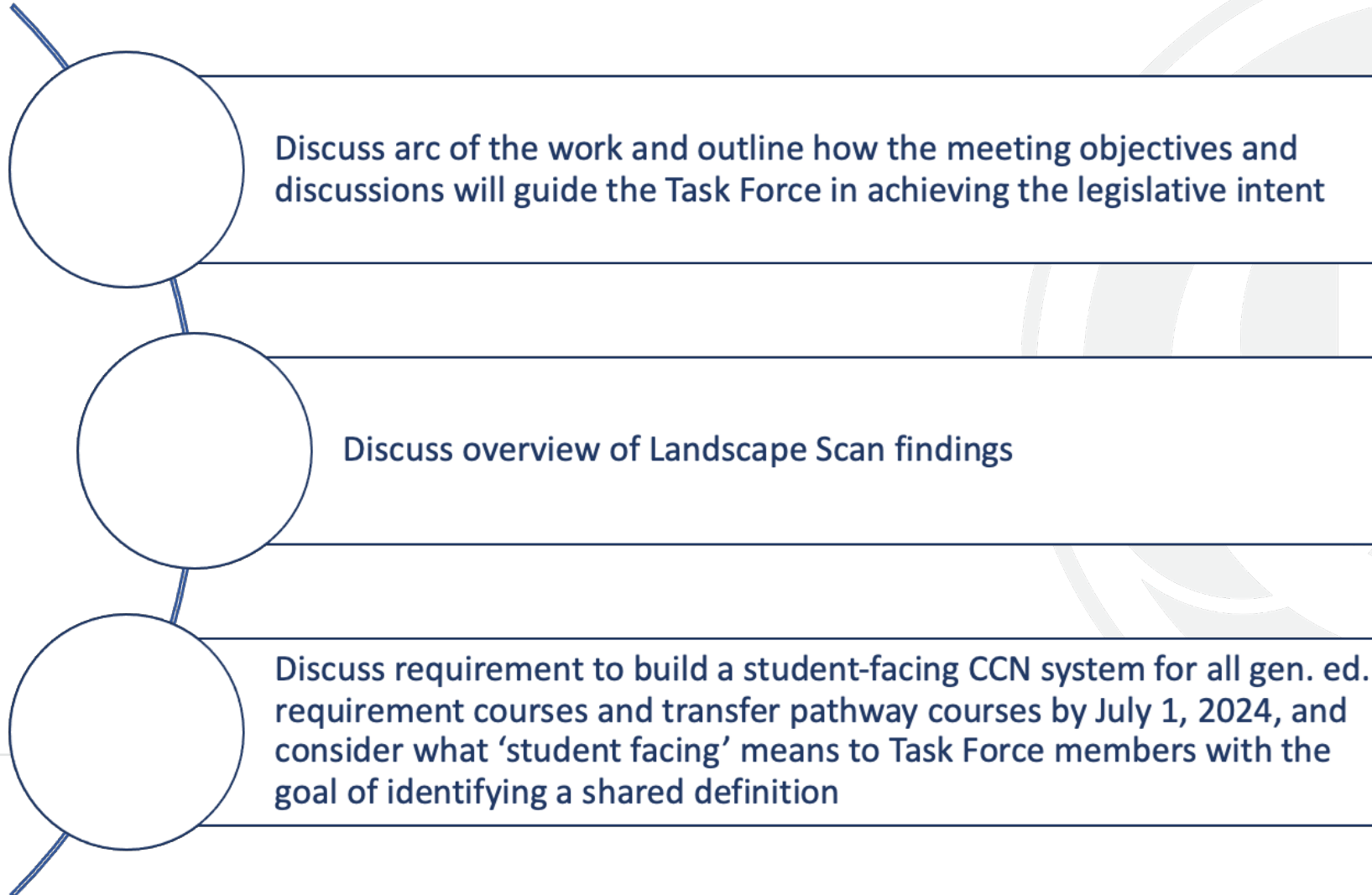
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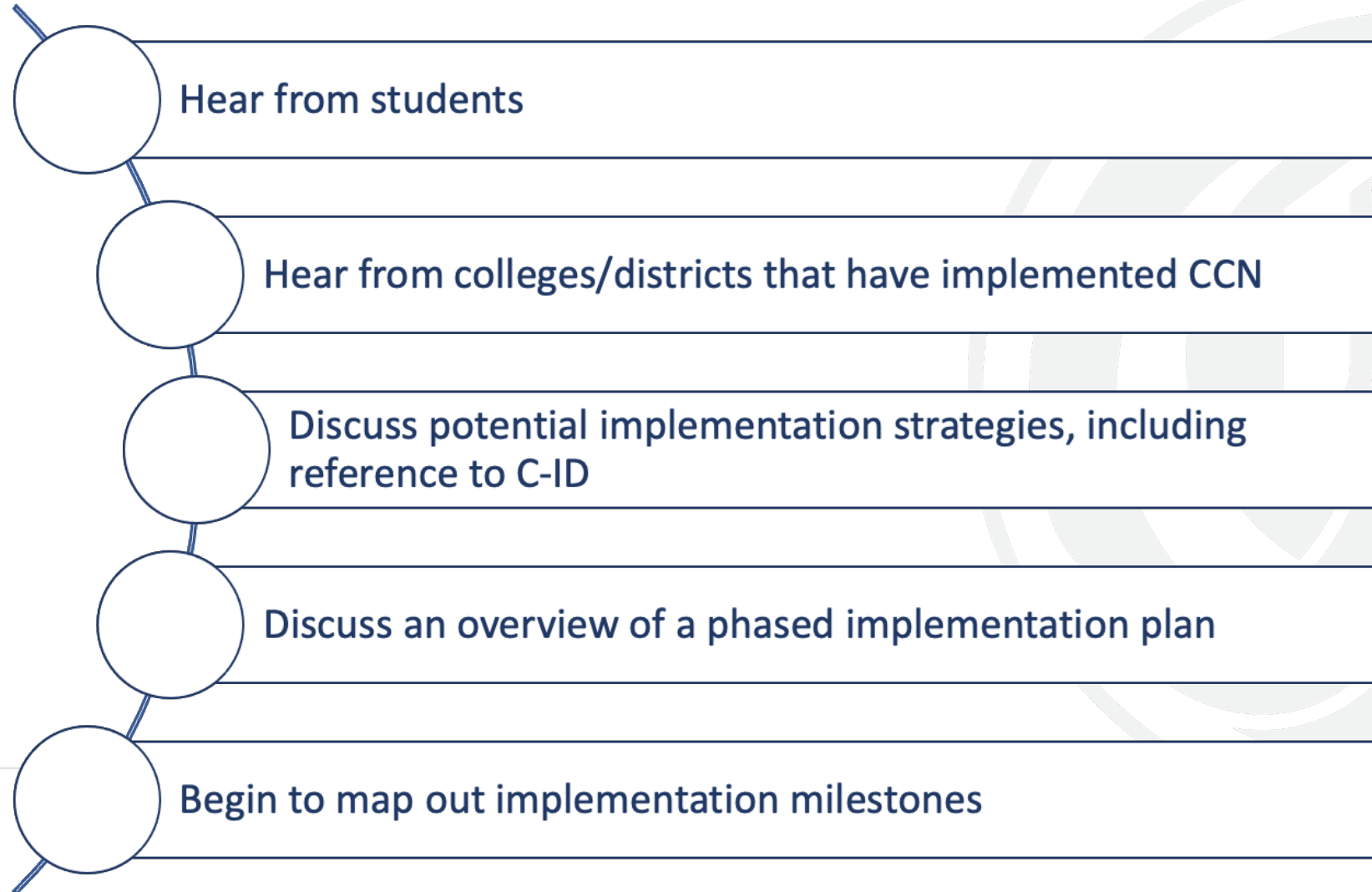
Meeting 1, September 2022



Meeting 1, September 2022



Meeting 2, November 2022



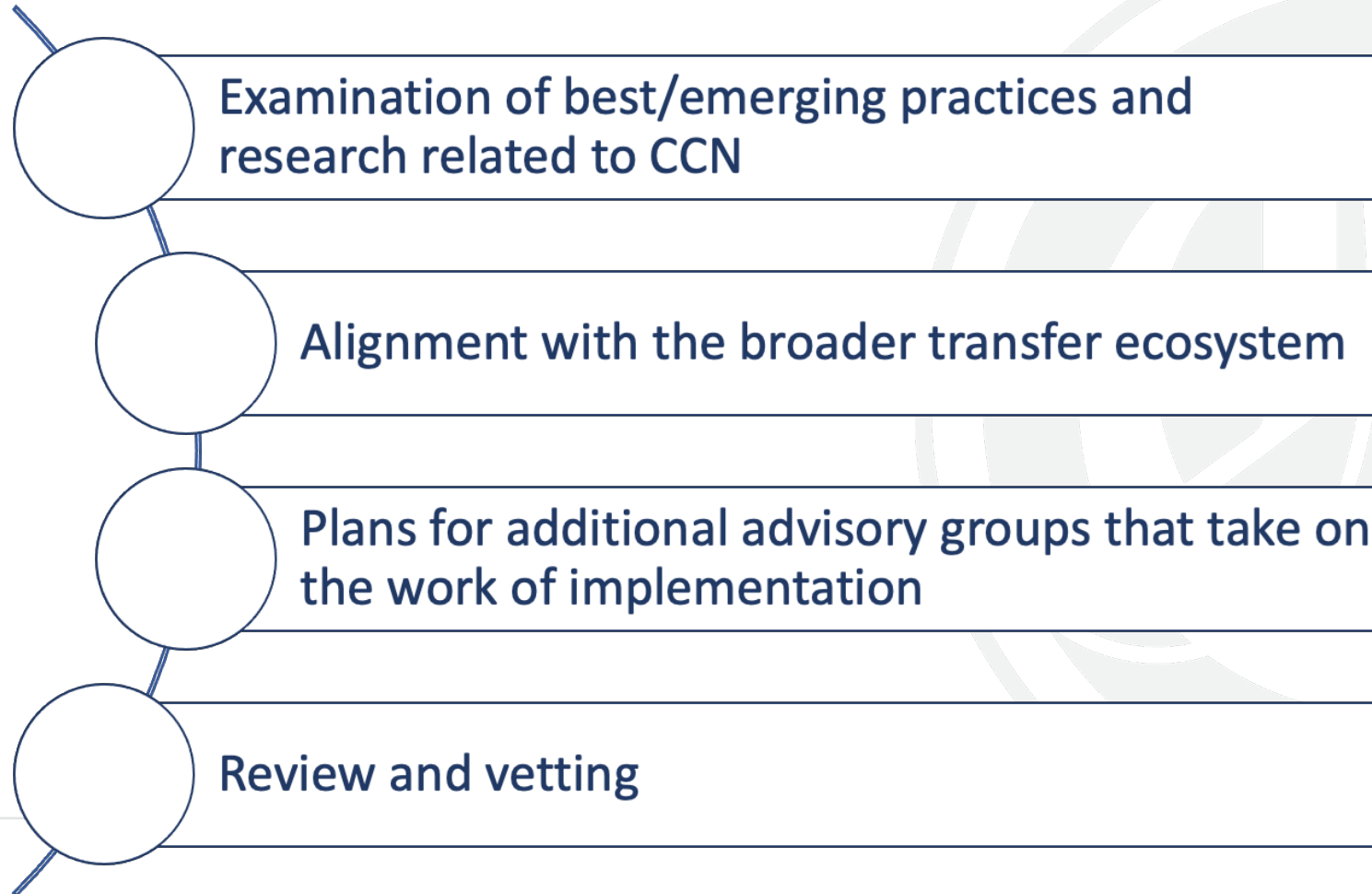
Meetings 3-5, February-June 2023

Workshop sections of the phased implementation plan, such as:



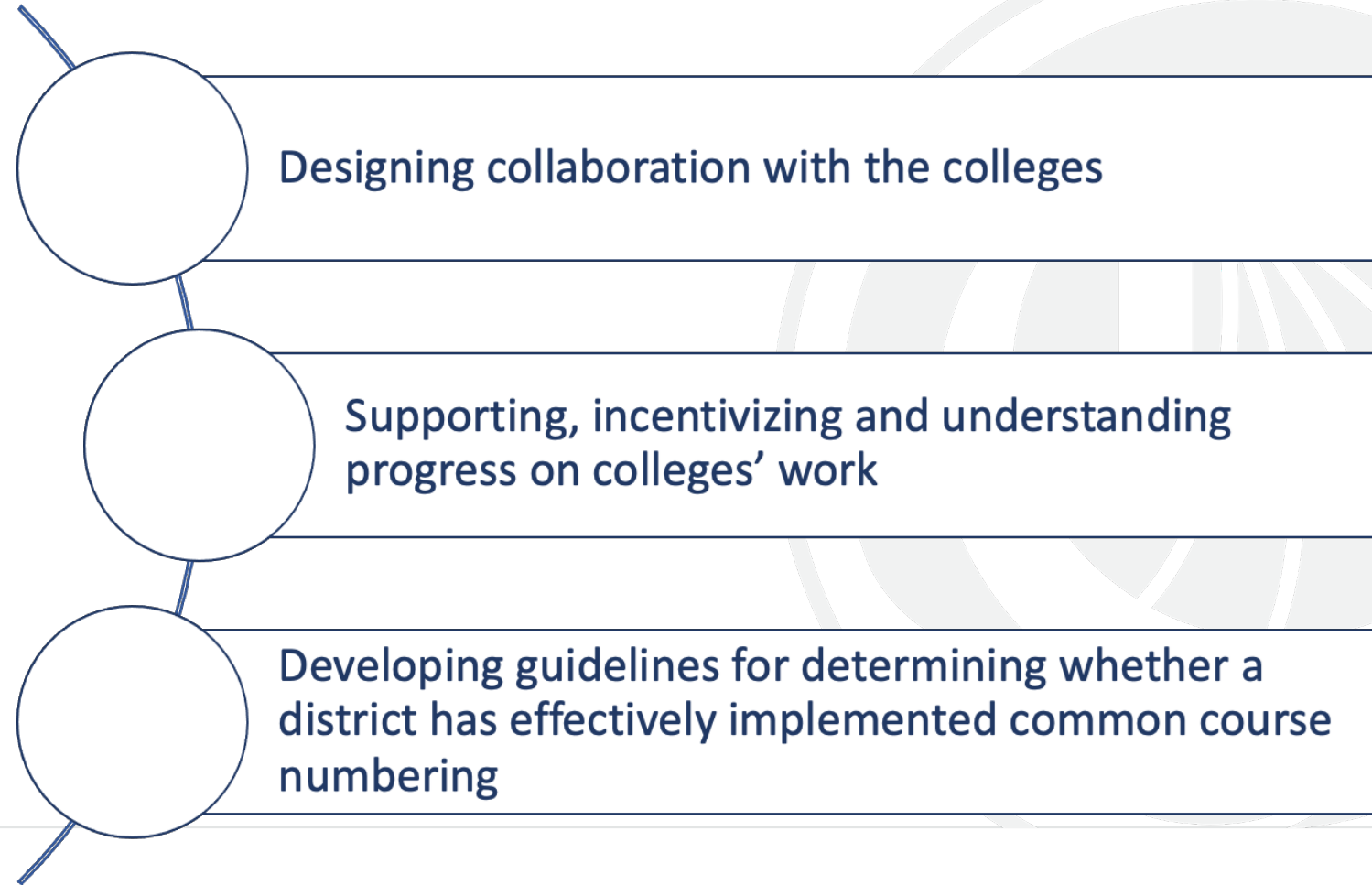
Meetings 3-5, February-June 2023

Workshop sections of the phased implementation plan, such as:



Meetings 6-7, August-October 2023

Overview of process and timelines for colleges incorporating CCN. Topics such as:



Meeting 8, December 2023



Landscape Scan: A Preview



“Great idea. It's all in the implementation.”

–Survey response, CCC stakeholder

AB 1111’s requirement to implement a student-facing common course numbering system across the California Community Colleges presents an historic opportunity, as well as a daunting challenge, for the largest system of higher education in the nation.

Landscape Scan Approach

A California Community Colleges Chancellor's Office (CCCCO) report prepared by Sova in response to passage of AB 1111

Values

- Close listening grounded in respect;
- Nimble shoulder-to-shoulder partnership;
- Commitment to students; and
- Passion for supporting institutions to take on hard and necessary work.

Research & Critical Analysis

- Six months of interviews/listening sessions with 100+ stakeholders;
- Survey of representatives from 112 CCCs; and
- Reviews and analysis of existing research.

A Learning Resource

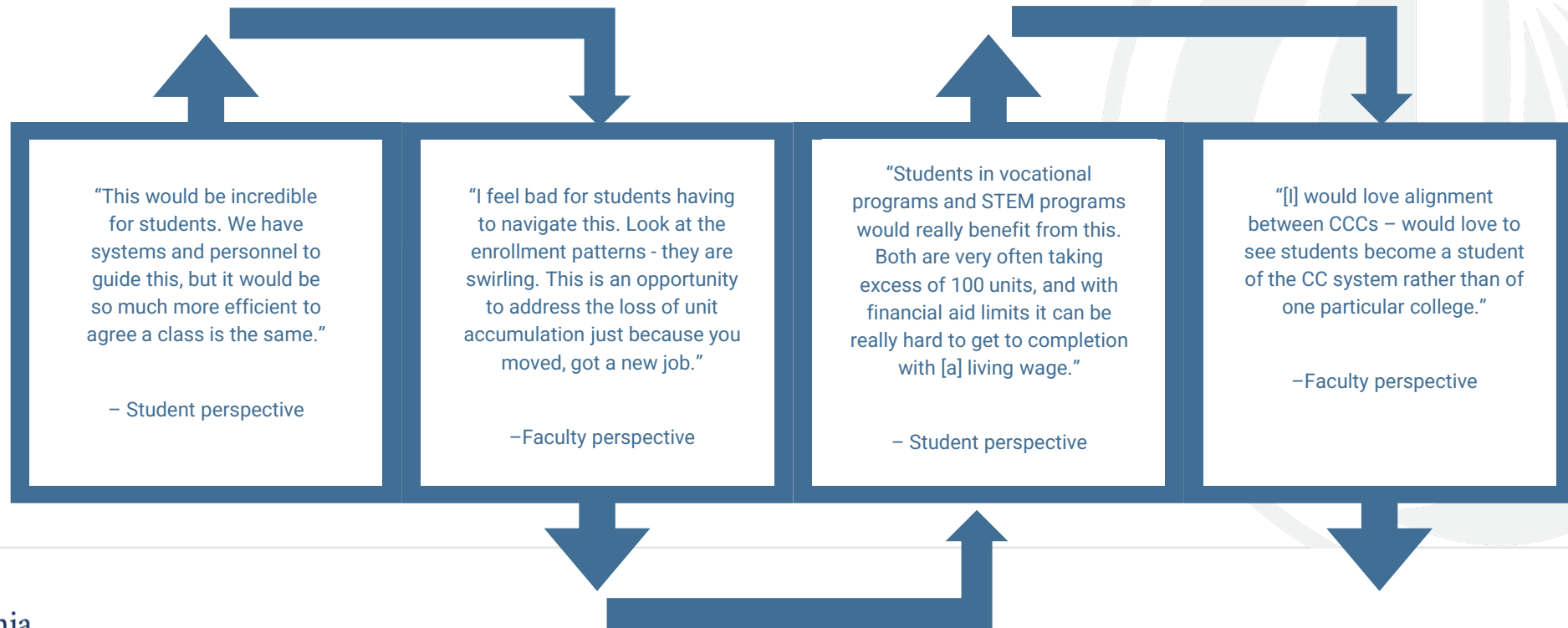
In support of the CCN Task Force, the goal was to surface themes that need to be addressed for successful implementation.

Why Start with a Landscape Scan?

- Assembly Bill No. 1111 calls for a workgroup (hereafter “CCN Task Force”) to “ensure that comparable courses across all community colleges have the same course number” through a student-facing common course numbering system.
- This is the fourth time California has tried to implement a student-facing common course numbering system. The current approach, known as C-ID, was the third effort. While C-ID offers critical lessons, a student-facing common course numbering system cannot be simply layered on top of C-ID.
- History and experience tell us that diving straight into implementation—without paying attention to thoughtful engagement of critical stakeholders and seeking to understand what challenges need to be addressed—is a recipe for failure.
- This landscape scan seeks to *maximize the likelihood that AB 1111 will be successful* by being clear-eyed about items that will determine success, such as the themes that the CCN Task Force will need to address and the roles that will need to work in concert across the system to implement the plan developed by the CCN Task Force.

Vision: The Potential of Effective Implementation

Common Course Numbering is an historic opportunity for California to create a structure that maximizes credit mobility for all students, strengthening equitable transfer and student success.



Research Synthesis: What Common Course Numbering Is & Is Not

- Isn't a magic bullet, isn't itself going to fix the problems.
- Isn't easy to do. It is easier to do poorly, and has a storied history in California.
- Isn't simple. It is a contentious issue in part because it hits at the heart of one of the deepest, largely unacknowledged tensions in higher ed reform work in general.
- Isn't just for 2-yr institutions.

- Is an essential piece of the puzzle and an historic opportunity.
- Is important to do right, and is unfair to students to do poorly.
- Is going to require honestly addressing the tension between the imperatives of equity-grounded innovation and deeply entrenched expectations related to faculty & institutional autonomy.
- Is going to require clear-eyed engagement of 4-yr institutions despite the focus on CCCs in the legislation.

Key Findings 1 & 2 Recommendations

All students, particularly students who have been historically and persistently marginalized, are not served well by many of the anachronistic course structures of the CCCs, with over 100 different course numbering systems and catalogs and just over 130,000 credit, degree-approved courses. These historic structures are **confusing**, especially when attempting alignment between colleges, and ultimately are barriers to student mobility and success.

The complexity of changing current approaches to support students who would benefit from improved transfer and credit mobility feels overwhelming to many. At the same time, current approaches--"the way it's always been done"--are producing **inequities** in student outcomes and many feel there is ample room for addressing the barriers and biases that impede credit mobility.

Aligned

for CCN Task Force

A "Students First" lens:

In order to establish a student-facing common course numbering system, the student experience and student interests must be at the center of the design and implementation process.

Prioritize data and evidence:

It will be critical to question assumptions, interrogate the evidence to see where biases and inequities exist, and be courageous in the face of change. Changing "the way it's always been done" is hard, but not impossible, and will benefit students.

Key Findings 3 & 4 Recommendations

Common course numbering is **not just a simple numbering** system. It is an opportunity to create common understanding and transparency across 116 colleges, which will require **engaging faculty to determine** expected course content within the commonly numbered courses, aligning on the elements of a course, and establishing consistency with naming principles. Successful implementation will require an intensive, time-consuming, and coordinated effort.

To achieve its intended goal, common course numbering implementation should be an **intersegmental** effort. Policymakers should build in ways to incentivize or require intersegmental implementation that includes the California State University and University of California systems.

Aligned

for CCN Task Force

More time:

Successful examples of common course numbering system implementation across the nation, and California-based attempts at district-level implementation, demonstrate that successfully implementing common course numbering across all 116 colleges will require more time than the legislation currently allows (a minimum of five years with clear yearly milestones including how the roll-out of CCN will impact the student experience).

Intersegmental:

The California State University and University of California must be included for this effort to be successful and to seize this historic opportunity to reform postsecondary education across the state.

Key Findings 5 & 6 Recommendations

Language in AB 1111 encourages the California Community Colleges to build from the existing Course Identification Numbering System (C-ID), but the **C-ID foundation alone** is unlikely to catalyze the level of change needed and called for by this legislation (because, for example, it is not focused solely on articulation within the CCCs, and it was designed to focus only on the top 20 transfer majors and therefore is not structured to operate at the scale required by the legislation).

No other state with common course numbering can serve as a “model” for replication, but there are **important lessons** to learn that are highly relevant to California.

Aligned

for CCN Task Force

C-ID engagement:

C-ID is offering important lessons and a baseline of course equivalencies. This effort should engage key C-ID stakeholders to elevate lessons being learned, benefit from knowledge held by C-ID stakeholders, identify what the appropriate role is for C-ID ongoing, and address the misconception that CCN should be “easy” because of the base or model that C-ID provides.

Lessons from other states:

The Task Force will benefit from drawing lessons learned and ideas for the “nuts-and-bolts” of common course numbering from other states, and selectively applying those to design and implementation of CCN in California.

Key Findings 7 & 8 Recommendations

In recent years, transfer has received a great deal of policymaker attention, ranging from the passage of AB 928 and AB 1111 to the Governor’s Recovery with Equity Taskforce. Common course numbering should not be implemented in isolation; it must be **aligned with** and responsive to other critical activities in the California transfer ecosystem.

Successful implementation of common course numbering will have implications for **essentially all stakeholders** in the California Community Colleges, and will therefore require leadership, collaboration and hard work from across the system. No one group can or should lead this effort alone.

Aligned for CCN Task Force

A holistic view:

To cement California’s role as the nation’s leader in public higher education, this effort must be positioned, supported and resourced as a key facet of systemic, student-focused reform, and a holistic view of implementation will be needed. For example, CCN efforts must be aligned with the activities around AB 928.

Everyone has a role to play:

Common course numbering is an opportunity for the California Community Colleges to leverage its role and reach to achieve silo-spanning collaboration across a wide array of critical internal and external stakeholders implicated in successful implementation and maintenance of an effective CCN system.

Everyone Has a Role to Play

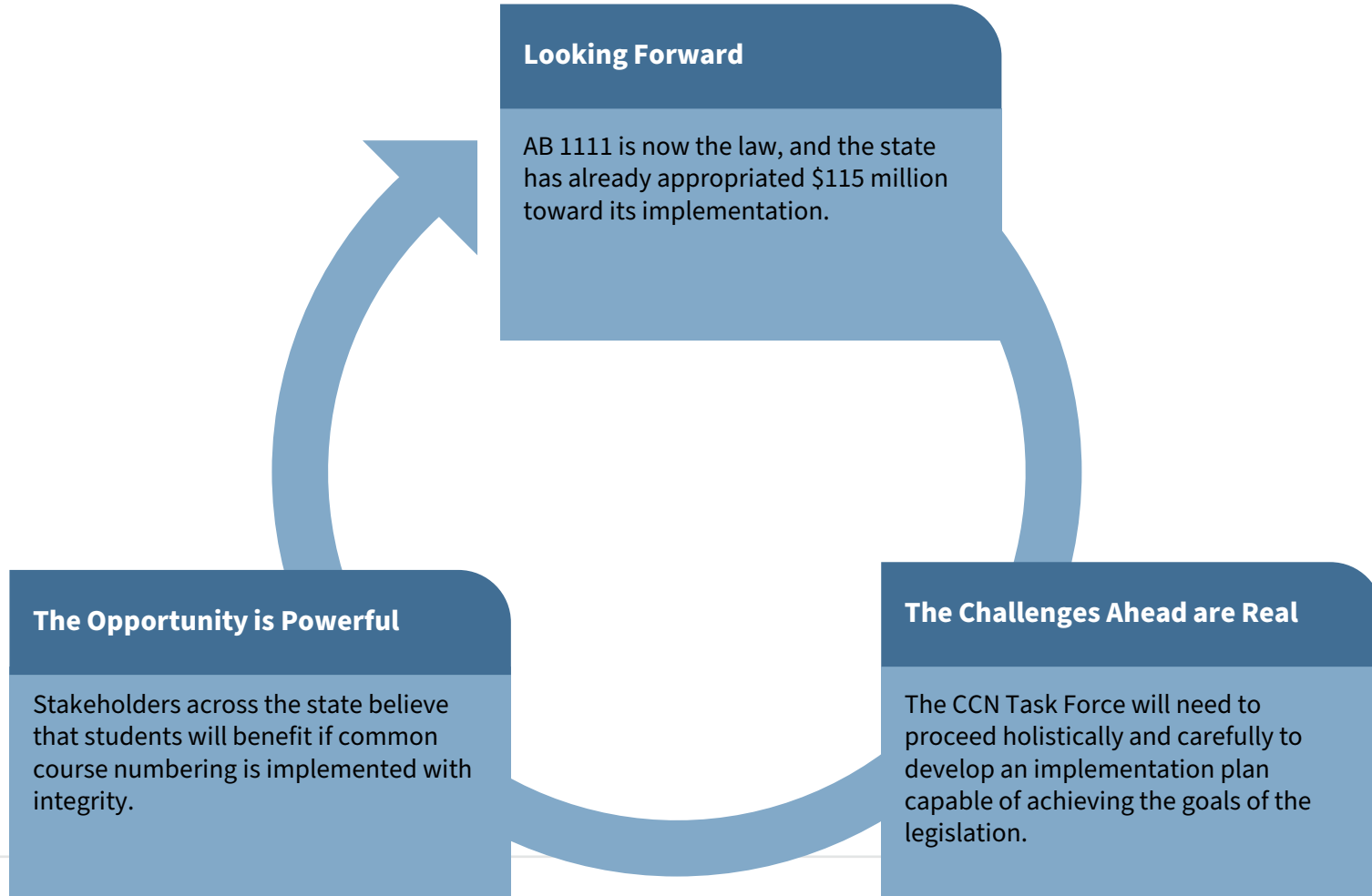
The CCN Task Force will develop an implementation plan that calls on a variety of roles to work in concert and leverage the power of the system for implementation.

“Systemness is the coordination of multiple components that, when working together, create a network of activity that is more powerful than any action of individual parts on their own.”

–Nancy L. Zimpher, Chancellor Emeritus of The State University of New York



How the Scan Can Inform the Work of the CCN Task Force



This landscape scan points to the work ahead for the CCN Task Force as it builds an implementation plan that:

- Centers equity and the student experience;
- Prioritizes data and evidence;
- Allocates the resources (e.g., time, people, technology) necessary for an implementation of this magnitude;
- Engages the UC and CSU;
- Benefits from knowledge held by C-ID stakeholders;
- Draws on experiences from other states to inform the “nuts and bolts” of CCN;
- Takes a holistic view of implementation that accounts for a range of concerns (e.g., outdated technologies, counseling needs, etc.); and
- Leverages the CCC and its resources, role and reach as the largest postsecondary system in the nation **that can set a new standard for transfer student success.**

Discussion of a Definition of a Student-facing Common Course Numbering System

AB 1111

Assembly Bill No. 1111 (AB 1111) established new Education Code 66725.5 and states the following:

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Discussion Questions

Please take a moment to reflect on your own, and then we will discuss these questions together:

- Why do you think the legislature specified this must be student-facing?
- What does “student facing” mean to you?
- As you think about defining CCN, what are some core elements you think must be included?

Next Steps



Next Steps

- Next meeting: November 29, 2022
- Evaluation
- Reminder re. Bagley-Keene
- Questions?
 - lara.couturier@sova.org and alison.kadlec@sova.org



Public Forum



Adjournment

