



# California Community Colleges

## UPDATE (DRAFT)

### AB 1111 COMMON COURSE NUMBERING TASK FORCE Aligning Elements of a Course to the CCN Definition and Schema

August 31, 2023

Additional alignment considerations related to implementing a Common Course Numbering (CCN) system.

#### **Common Course Descriptor Development**

##### **Assumptions**

- Intersegmental collaboration and collective decision making are essential to this work.
- Current practices result in a natural clustering of courses based on certain commonalities:
  - Course Identification Numbering System (C-ID) - courses with the same C-ID identifier have been submitted by individual colleges and approved as aligned with the C-ID descriptor for a specific course within a discipline;
  - Cal-GETC - courses are designated to satisfy specific areas of general education;
  - ASSIST.org - courses with similar transferability to senior institutions can be identified;
  - California State University (CSU) and University of California (UC) - California Community College (CCC) courses are identified as meeting the CSU Golden 4 (Writing, Critical Thinking, Public Speaking, Mathematics) and/or the UC 7-course pattern;
  - Associate Degree for Transfer (ADT) - designates a set of courses meeting major requirements; and
  - Sequencing - CCC courses that are in a sequence (example: Calculus I, II, and III).
- Faculty engagement occurs during the standard contract period (August 15-May 15).
- The convening of faculty (in-person) requires available leadership to facilitate the development process for each department.
- Resources/funding are available for intersegmental faculty convening and maintenance of course review, including support for budget requests from 4-year institutions to legislatures.
- Successful intersegmental collaboration can significantly reduce the volume of course reviews by faculty from the senior institutions.
- The ASSIST and C-ID systems contain significant course level and articulation information.



## **Phases of Course Clusters: Developing CCN Descriptors**

- Phase 1: Cohort of course clusters will serve as a proof of concept, helping to vet the development processes and templates, test technology-based implementation, test-drive convening practices, and validate intersegmental collaboration. The following considerations aim to guide the creation of the cohort and implementation strategies:
  - Cohort cluster should represent a minimum of one department from each of the General Education Areas (Cal-GETC);
  - Should include courses that naturally sequence together within a department;
  - Selection of departments/courses should be based on impact data (i.e., which courses will impact the greatest number of students);
  - ASSIST identification of courses can help identify local variations that all articulate the same way;
  - CI-D descriptors can serve as the foundation and help to identify what is missing in these descriptors based on intersegmental discussions; and
  - Should align with Data Reconciliation and Analysis work (from the “Technology System Requirements for Supporting CCN” work stream).
- Phase 2+: Build out larger cohorts of courses based on the standards above, coupled with the Data Reconciliation and Analysis results.
  - Based on data analysis, identify which courses have a high level of “commonness” already established.
  - Develop a Phase plan that defines which departments will fall in which phase and includes a timeline for phase process.

## **Development Process**

- Guiding Principles
  - Revisions to curriculum must be faculty-driven and student-focused.
  - Each approving entity works to streamline, batch approve, apply current approvals, etc.
  - Each process works to minimize time to completion.
  - Intersegmental collaboration is essential to modify requirements for courses based on CCN descriptors and must respect faculty engagement throughout the development process.
  - Processes, agreements, and descriptors are developed in consideration of relevant major preparation requirements and general education areas.
  - Institutions of higher learning in California honor the legacy articulations as noted in ASSIST to protect students who completed courses prior to the CCN system – especially when articulation differs from the CCN system.



## **Common Course Numbering Descriptor Development and Implementation Process and Timeline**

The following diagrams and tables are designed to offer considerations to the CCN Task Force related to the sequential processes for the development and implementation of CCN-based descriptors, courses, and articulations. A timeline for consideration is included as well as barriers and efficiency challenges that may hinder the meeting of that timeline.

The major processes include:

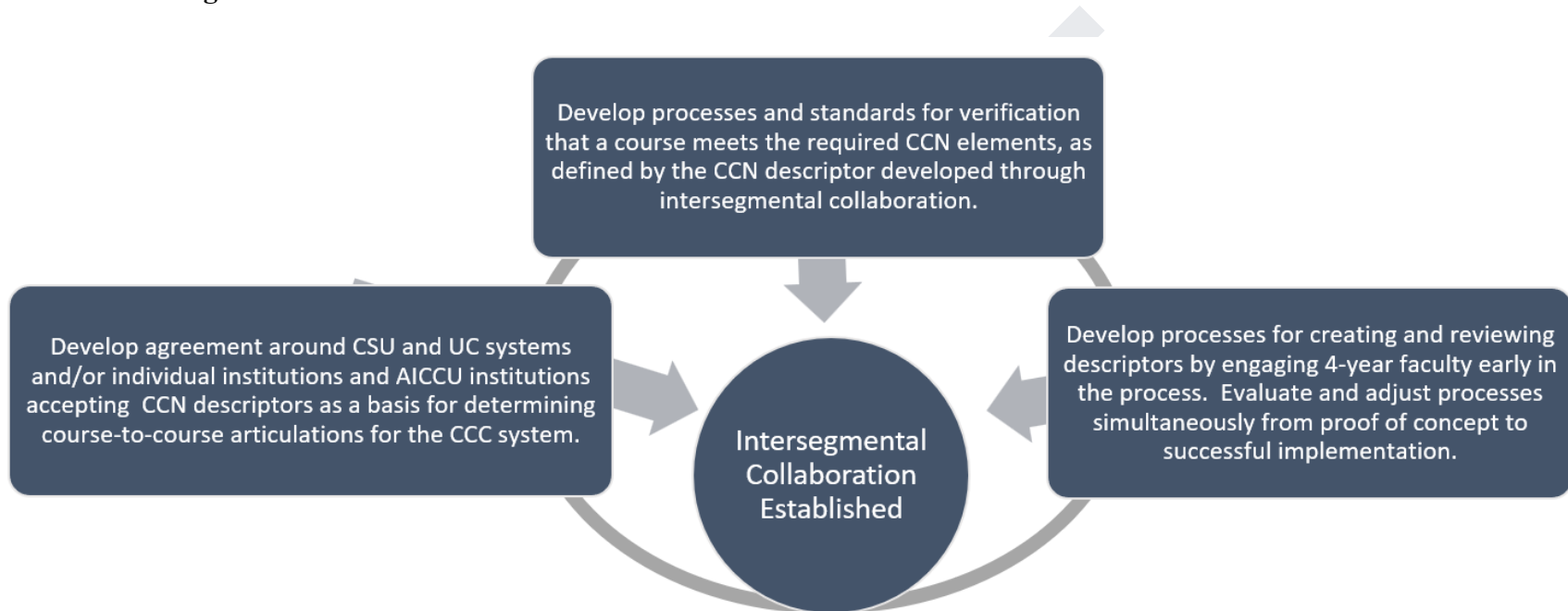
- Establishment of Intersegmental Collaboration
- CCN Descriptor Preparation and Development
- Descriptor Vetting, Cal-GETC, and Articulation
- Publishing of CCN Descriptors
- CCC Local Curriculum Processing and CCCCO Call for Submission
- Local CCN Course Implementation and Program Alignment
- Course Articulation Verification and ADT Revision Submission
- CCN Course Student Facing

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## Establishment of Intersegmental Collaboration



<b>Target Process Timeline</b>	<ul style="list-style-type: none"> <li>• 1 year in parallel with CCN Descriptor Development (Proof of Concept Cohort)</li> </ul>
<b>Barriers and Efficiency Challenges</b>	<ul style="list-style-type: none"> <li>• Potential for intersegmental partners not having the necessary approvals of their stakeholders to adjust processes or agreements as requested/anticipated for CCN alignment and articulation.</li> <li>• Current practices of course-to-course articulations.</li> <li>• For GE, it's necessary from the beginning to make sure descriptors will meet approval or certification standards for relevant CSU GE Breadth, Golden 4, Cal-GETC, and UC eligibility areas.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Identifying/recruiting participating faculty and system representatives from all 4 systems if involved in this initial work.</li> <li>• Funding needed for faculty participation and staff to manage this coordination.</li> <li>• Coordinating across the individual institutions included in the AICCU.</li> </ul>
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## CCN Descriptor Preparation and Development / Descriptor Vetting, Cal-GETC, and Articulation



<p>CCN Descriptor Preparation and Development</p>	<ul style="list-style-type: none"> <li>•CCN Phase 1 courses identified and available data collected for teams.</li> <li>•Use ASSIST to pull courses with common articulation and C-ID to pull courses with common alignment.</li> <li>•Intersegmental faculty and AO representatives, all systems level reps, ICAS and Cal-GETC reps recruited and appointed.</li> <li>•Using C-ID descriptor elements as foundational content, complete a review of UCTCA and Cal-GETC standards to provide guidance to CCN development teams.</li> <li>•Convening of faculty to commence development of descriptor elements.</li> </ul>
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<p>Descriptor Vetting Cal-GETC Articulation</p>	<ul style="list-style-type: none"> <li>•Vetting of course descriptor elements - broad outreach for feedback (minimum: all intersegmental faculty).</li> <li>•Follow-up faculty team to resolve feedback and finalize CCN common descriptors.</li> <li>•Faculty teams and articulation officers meet to verify CCN descriptors as meeting Cal-GETC and/or UCTCA standards. (During final edit period.)</li> <li>•Descriptors submitted through collaboratively developed processes to intersegmental systems and universities for necessary GE and course articulation verification.</li> </ul>
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<p><b>Target Process Timeline</b></p>	<ul style="list-style-type: none"> <li>• 1 year for Development, Vetting, and GE/Articulation (Initially in parallel with Intersegmental Collaboration Established)</li> </ul>
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<p><b>Barriers and Efficiency Challenges</b></p>	<ul style="list-style-type: none"> <li>● Recruiting participating faculty from all 4 systems.</li> <li>● Funding (covering time and travel) needed for all participating faculty or staff at all stages of development. Facilitating large convenings requires a significant number of staff members. (Note: Larger convening in summer perhaps before/after curriculum institutes with summer stipends for small appointed teams may help with timeline. Discipline input groups in semester for broader feedback (volunteer). Provide a clear message of expectations and commitment in recruitment.)</li> <li>● Meeting timeline may depend on the number of courses selected for the phase cohort.</li> <li>● Ongoing participation of faculty teams. (Attrition of teams).</li> <li>● Need university level agreement to align articulation and general education using CCN descriptors (change to current practices).</li> </ul>
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## Publishing of CCN Descriptors



- CCN Descriptors are approved and published to the Descriptor repository.
- Technology-based descriptor templates are used by college faculty to create CCN-aligned course outlines of record.

<p><b>Target Process Timeline</b></p>	<ul style="list-style-type: none"> <li>● 3 months (Technology-based solutions at system level.)</li> </ul>
<p><b>Barriers and Efficiency Challenges</b></p>	<ul style="list-style-type: none"> <li>● Technology based repository complete and ready for descriptor upload. COR template available for COR creation.</li> </ul>



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## CCC Local Curriculum Processing and CCCCCO Call for Submission

Local Curriculum Process and CCCCCO Call for Submission (COCI)

- New CCC courses and CCC course revisions vetted by local curriculum committees in accordance with local curriculum approval processes..
- Course submitted to CCCCCO for chaptering and attainment of control number.
- Course is approved or course not approved and revisions needed.

<b>Target Process Timeline</b>	<ul style="list-style-type: none"> <li>• 3-6 months</li> </ul>
<b>Barriers and Efficiency Challenges</b>	<ul style="list-style-type: none"> <li>• Length of time for curriculum changes at each campus.</li> <li>• Does a current district with their own CCN need to follow their own practices before this process or does this process override their local processes?</li> <li>• Prior approval of course by UC Transfer Course Agreements (UCTCA) is required for submission for consideration for Cal-GETC Area(s).</li> </ul>

## Local CCN Course Implementation and Program Alignment

CCN Course Implementation and Program Alignment (COCI)

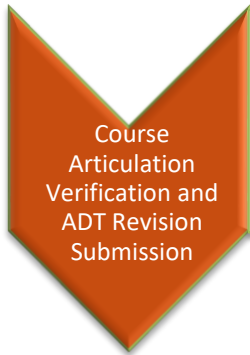
- CCC curricula (new courses and course revisions) are vetted by local curriculum committees in accordance with local curriculum approval processes.
- Resubmit curricular program to CCCCCO (COCI).
- Establish course in curriculum management system (CMS) and other local systems.
- Process catalog and course scheduling updates.



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<b>Target Process Timeline</b>	<ul style="list-style-type: none"> <li>● <b>3-6 months (overlap with Call for Submission)</b></li> </ul>
<b>Barriers and Efficiency Challenges</b>	<ul style="list-style-type: none"> <li>● Lack of staffing to make numerous updates in the first phases of implementation.</li> <li>● Review/revision of CCCCCO processes needed.</li> <li>● Current catalog and class scheduling timelines at some colleges would have to be modified to meet this timeline.</li> </ul>

## Course Articulation Verification and ADT Revision Submission



- Based on intersegmentally developed processes and standards, CCC courses aligned with a CCN Descriptor are submitted to CSU, UC, and AICCU for articulation verification.
- The intersegmental faculty teams determine final articulation of CCN courses. (Supported by a technology-generated report verifying CCN COR alignment to the CCN Descriptor Elements.)
- Resubmit program revisions to ADT.

<b>Target Process Timeline</b>	<ul style="list-style-type: none"> <li>● <b>3-6 months</b></li> </ul>
<b>Barriers and Efficiency Challenges</b>	<ul style="list-style-type: none"> <li>● Resubmission of ADTs, even if only to change course numbers, is onerous. Recommend batch changes with college submissions with no or minimal COR changes except for what is necessary for CCN descriptor alignment.</li> <li>● Ongoing availability and support of faculty teams.</li> </ul>





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## CCN Course Student Facing

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- CCN based course in student catalog
- CCN based courses in course scheduler
- Articulations based on new CCN published

<b>Target Process Timeline</b>	<ul style="list-style-type: none"><li>• 6 months (overlap with Program Submission)</li></ul>
<b>Barriers and Efficiency Challenges</b>	<ul style="list-style-type: none"><li>• Current catalog and class scheduling timelines at some colleges would have to be modified to meet this timeline.</li></ul>