

COMMON COURSE NUMBERING

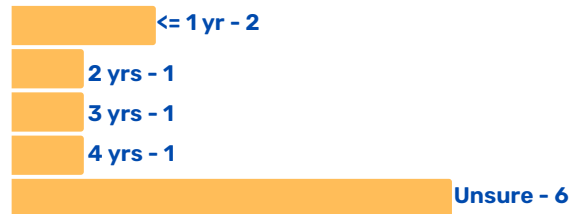
Preliminary results from the Common Course Numbering Survey distributed to 73 California Community College districts in April 2023. In total, 60 districts responded to the survey, including all 24 multi-college districts.

DISTRICTS WITH CCN



Eleven of the 24 multi-college districts indicated they have CCN for all (6) or some (5) of their courses. CCN applies to all colleges within the district, and all course IDs are student-facing.

Time to Implement



Most districts were not aware of how long it took to implement their CCN system. Other reported taking < 1 to 4 years to implement.

Types of Courses with CCN

Out of the 11 districts with CCN, most have CCN for gen ed, discipline specific, and career ed courses.



9 - Gen Ed



8 - Discipline Specific



8 - Career Ed



4 - Noncredit



4 - Other

Common Elements among CCN Courses

Generally, districts reported course prefixed and numbers, titles, and units as the same across their CCN courses. Other course attributes only partially aligned across CCN courses of all types.

Entirely the Same	Partially the Same
Prefix & Number	Description
Title	Pre-/Co-requisites
Units	Advisories
	Objectives
	Articulation GE
	Articulation Transfer
	Other



Only a subset of these courses had **C-ID Designation**.

TOP 3 BENEFITS

- 1 Increase in students taking courses across the district
- 2 Improved curriculum coordination between colleges
- 3 Improved counseling and advising services related to course-taking and requirements

TOP 3 CHALLENGES

- 1 Agreement between faculty across colleges determining content equivalency & Maintaining university articulations
- 2 Agreement between colleges about which Course IDs/names to use
- 3 Technology barriers during implementation

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DISTRICTS WITH CCN

Analyses of open-ended responses and documentation revealed the following patterns & themes among districts with common course numbering.



COURSE NUMBERS VARIED ACROSS THE STATE

No particular pattern with course numbers was apparent across districts with CCN.

Of the 6 districts with clear guidelines around their numbering system,

- 5 had brackets identified for transfer
- 4 had brackets identified for degree-applicable & remedial courses
- 3 had brackets non-credit
- 3 had brackets identified for apprenticeship courses



3 Districts have board policies for CCN. But none were specific to numbering system or common curriculum determination.



APPROVAL PROCESSES

According to survey responses, most districts follow a similar process to approve their CCN courses.



Many districts (6) have a district curriculum/senate structure for approval.



DISTRICTS WITH SPECIFIC CRITERIA

Los Rios CCD

Rule of 5

- Same course number, title, units, academic level, and similar course descriptions

West Hills CCD

Rule of 4

- Course number, title, prefix, and units

Peralta CCD

- Determined based on course's transfer, degree-applicable, credit status

Rancho Santiago CCD

These items must be shared:

- Course number, title, catalog description & content
- Course objectives, method of instruction, evaluation, assignments, instructional materials, and SLOs may vary

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PERCEPTIONS OF CCN ACROSS THE STATE

56 districts completed this portion of the survey. Responses reflected the input of several individuals with varied positions within districts, such as administrators, Academic Senate presidents, curriculum specialists, and articulation officers.



TOP 3 CHALLENGES & BARRIERS FORESEEN

Districts indicated which challenges or barriers they foresaw with the statewide common course numbering implementation. Top 3 challenges/barriers were different at statewide and local levels.

STATEWIDE



Agreement between Faculty
across districts and colleges in determining content equivalency



Sufficient Time
for implementation



Agreement between Districts
and colleges about whose course IDs and names to use

LOCALLY



Sufficient Time
for implementation



Adequate Funding
for implementation



Technology Barriers
during implementation

ANTICIPATED RESOURCES



Districts rated 8 resources from most important to least important. Overall, funding for release time and additional articulation officer support and curriculum specialist were listed as the top 3 resources anticipated.

1. Funding to be able to assign release time for this work
2. Additional articulation officer support
3. Additional curriculum specialist
4. Additional technology support to update systems (e.g., LMS, CMS, etc.)
5. Additional faculty support
6. Training/Professional development
7. Additional admissions evaluator support
8. Sample outreach materials (e.g., catalog, flyers, websites, etc.)