California Community Colleges

MEETING SUMMARY
AB 1111 COMMON COURSE NUMBERING TASK FORCE

Meeting held at: California Community Colleges (CCC)
Chancellor's Office
1102 Q Street, Sacramento, CA
Suite 3100 (3rd floor)
February 23, 2023, 10 am - 3:30 pm PST

The agenda and materials for this meeting are available at this website: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project

1. Standing Orders of Business

1.1 - 1.3. Call to Order, Welcome, Introductions and Housekeeping
One of the Co-Chairs of the Common Course Numbering (CCN) Task Force (hereafter "CCN Task Force") called the meeting to order, welcomed the members and asked the members to introduce themselves. Attendance was taken via introductions. A representative from Sova (the facilitator of the CCN Task Force) reviewed housekeeping items.

2. Information and Reports

2.1. Centering in Common Course Numbering Task Force Charge and Guiding Principles, Reminder of Narrative Arc, and Agenda and Meeting Objectives Review
One of the Co-Chairs grounded the work of the day in the CCN Task Force's charge and guiding principles, provided a reminder of the arc of the work, and reviewed the meeting objectives and agenda. Sova provided a brief reminder about how the CCN Task Force's work is being documented and reflected back to the CCN Task Force members and the public, and the steps the CCN Task Force is taking to develop an implementation plan.

The Co-Chairs reminded the CCN Task Force about the importance of stakeholder engagement and the consultative process. Key points included:

- You are representatives of your constituency groups. It is your responsibility to disseminate information (e.g., Meeting Summaries), digest and share feedback.

- Please identify ways to proactively engage:
    - Make sure your association board/leadership are up to date;
    - Look at meeting agendas and prepare your constituency to share feedback;
    - Get on the agenda of your association meetings;
- Diverse opinions will be captured/documented; and
- Public website is up to date and has an email address for sending comments/questions.

As noted above the public website can be accessed at:
https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project

3. Public Comment

3.1. Public Comment on Agenda Items
Sova opened the Public Comment period and public comments were made.

4. Information and Reports

4.1. Learning from California Community Colleges' Experiences with Common Course Numbering
The CCN Task Force heard from representatives of Los Rios Community College District and Los Angeles Community College District to better understand and center their experiences with common course numbering. The focus of the discussion was understanding what elements are "common" in their definitions of CCN (e.g., course number, title, pre-requisites, units, articulation) and what commonality–or a lack of commonality–means for students.

A critical theme emerging from this panel was that when vital articulation elements are not common, and commonly numbered courses do not articulate, students are negatively impacted. The rationale discussed is that when courses have the same number, students assume that the courses will articulate in the same way and meet the same general education and/or major requirements. Students thus take courses that they assume will count towards a degree or transfer, but because it does not articulate the same across colleges, they end up taking courses that do not count.

4.2. Unpacking Four-Year Articulation
The CCN Task Force heard presentations on how articulation with four-year transfer partners currently works, including a look at current approaches through Assist.org and the Course Identification Numbering System (C-ID). The presentations were designed to provide a common understanding of what articulation processes are currently in place, where those

processes work well, where there are challenges, and how a student-facing common course numbering system would interact with current approaches to articulation. The CCN Task Force also explored how data from current tools such as Assist.org can be leveraged to identify where common articulations already exist as a potential starting point for common course numbering implementation.

During this session, it was noted that representation of the four-year transfer partners is thin in the meetings. The California State University System has appointed two representatives, but the California Community Colleges Chancellor's Office (CCCCO) has requested two representatives from the University of California and one representative from the Association of Independent California Colleges and Universities that have not yet been assigned. From the inception of the CCN Task Force, it has been intended that four-year representatives would comprise five out of 23 members or over 20% of the CCN Task Force membership. The CCCCO will follow up with them again.

4.3. Revisiting the Emerging Definition and Schema of Student-Facing Common Course Numbering

Following the discussion of unpacking four-year articulation, the CCN Task Force revisited previous discussions about a draft definition of a student-facing common course numbering system. Based on CCN Task Force discussions in Meetings 1, 2 and 3, the following considerations for a DRAFT definition of a student-facing common course numbering system are emerging.

Note: At the request of the CCN Task Force members, changes made in Meeting 3 are easily identifiable by using bold (for new text) and strikethrough (for deleted text) formatting.

> The Common Course Numbering Task Force's commitment to building a student-facing common course numbering (CCN) system stems from a shared belief that requiring students to navigate the current anachronistic course structures of the California Community Colleges (CCCs), with over 100 different course numbering systems and catalogs and just over 130,000 credit-level courses, is confusing and is a factor contributing to inequities in student outcomes. **Reducing that confusion and providing clarity to our students will be hard work, but it is necessary and it is the right thing to do. CCN is an indispensable piece of the student success and equity puzzle, and an historic opportunity for CCCs to work together and show leadership as the largest postsecondary system in the nation**.[1]

[1] Reflects CCN Task Force discussion during Meetings 1, 2 and 3.

To better support students **and meet the transfer-focused intent of the legislation**, the CCN Task Force defines student-facing CCN as a system that ensures students can identify courses across the system as being comparable and therefore transferable, applicable **and articulated** to degree completion **across the California Community Colleges *and also to* the California State University and University of California Systems**.[2] To achieve this goal, the CCN Task Force has outlined a minimum set of elements that all courses should have in common, including a number of elements that are vital for ensuring articulation. **Proposing a minimum set of elements ensures that faculty continue to have appropriate influence over the content of their courses.** The draft minimum set of elements to be included in Course Outlines of Record, and used for CCN as well as articulation to four-year transfer partners, follows[3]:

- Course number;
- Course title;
- Unit amount;
- Prerequisites;
- **Modality;**
- Student-learning outcomes (required for accreditation) or student-learning objectives (required by California state law);
- Satisfaction of General Education area for applicability to lower division preparation; and
- Satisfaction of major/department articulation for applicability to lower division preparation.[4] ~~or equivalent COR.~~

~~Deleted content: When considering and discussing whether these items should be common, some useful guiding questions include:~~

- ~~Will these items *not being common* impact students in their transitions across the CCCs and to universities?~~
- ~~What data and information do we need to understand whether items not being common would help or harm students?~~

Additional necessary features of a student-facing CCN, emerging from CCN Task Force discussions, include:

- Is easily navigable and self-serviceable, so that students can use the system with

[2] Reflects CCN Task Force discussion during Meetings 1 and 2.

[3] Reflects CCN Task Force discussion during Meetings 2 and 3.

[4] Reflects CCN Task Force discussion during Meetings 2 and 3.

confidence on their own;[5]

- Does not require students to use a translator or crosswalk, or **rely on** ~~meet with~~ a counselor, to understand how their courses will transfer, and reduces or eliminates need for course substitution petitions;[6] and
- Is located in one place and where students interact with this information (i.e., in the catalog and schedule of classes).[7]

4.4. Hearing from RP Group: Description of Common Course Numbering Research

Representatives from the RP Group described research the RP Group is undertaking to support and inform the work of the CCN Task Force. The RP Group will conduct a survey of all California Community College districts, analyze the results, and bring preliminary results back to the CCN Task Force at its April meeting. The survey will focus on understanding what districts currently have in place for CCN, and what their CCN systems look like. The RP Group will then launch a qualitative phase of work to understand more about the benefits and challenges of having common course numbering.

4.5. Discussion and Activity of Revisiting High-Level Outcomes and Work Streams for the Implementation Plan

Due to time constraints, the CCN Task Force was unable to revisit high-level outcomes for the implementation plan.

The CCN Task Force completed a survey following the November 29, 2022 meeting that helped to identify the work streams that will guide the implementation plan. Based on the survey, and discussion during the February 23, 2023 meeting, the current version of work streams is:

1. Aligning Elements of a Course to the CCN Definition and Schema[8]
    a. Sub-group: Designing the taxonomy and rules/policies for CCN (e.g., identifying prefixes)[9]
2. Technology System Requirements for Supporting CCN[10]
3. Communications with Multiple Stakeholders[11]
4. CCN System Governance and Oversight[12]

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[5] Reflects CCN Task Force discussion during Meeting 1.

[6] Reflects CCN Task Force discussion during Meetings 1, 2 and 3.

[7] Reflects CCN Task Force discussion during Meetings 1 and 2.

[8] During Meeting 2, the CCN Task Force referred to this work stream as “Curricular Alignment.”

[9] Based on the survey, and discussion during Meeting 3, this will now be a sub-group.

[10] During Meeting 2, the CCN Task Force referred to this work stream as “Technology systems upgrades.”

[11] During Meeting 2, the CCN Task Force referred to this work stream as “Student-facing Communications Requirements.”

[12] During Meeting 2, the CCN Task Force referred to this work stream as “Governance.”

a. Sub-group: Continuous Improvement, Evaluation and Reporting[13]

5. Intersegmental Articulation and Coordination[14]

During Meeting 2, there was also a draft work stream discussed, entitled, "Principles for allocation of AB 1111 resources." Based upon the survey and inputs from Meeting 3, this work stream will be put on hold for now. Any items that were previously listed under that work stream have been moved to the work stream entitled "Common Course Numbering System Governance and Oversight."

The CCN Task Force then worked on adding actions and decision points to the implementation plan, aligned to the above workstreams. Please see the draft implementation plan found in Appendix A.

4.6. Additional Feedback on the Meeting 2 Summary and Next Steps

The Meeting Summary from the November 29, 2022 meeting served as a foundational document for this meeting, and key areas of the Meeting Summary were revisited through the meeting discussions. Sova asked the CCN Task Force if anyone had additional revision requests for the Meeting Summary, and did not receive any requests for changes.

The Co-Chairs and facilitators discussed updates for the next meeting and noted that a public-facing Meeting Summary (this document) will continue to be used to support the CCN Task Force in documenting progress and challenges.

The CCN Task Force agreed to meet from 9:30am-4:00pm for the next meeting, to be held on April 27, 2023.

The Co-Chairs reiterated that the CCN Task Force members have a critical role to play in stakeholder engagement and the consultative process, and encouraged members to proactively disseminate information and request and share feedback.

5. Public Forum

5.1. Public Forum on Non-Agenda Items

Sova opened the Public Forum period and public comments were made.

6. Adjournment

[13] During Meeting 2, the CCN Task Force referred to this work stream as "Continuous Improvement." It has also now been made a sub-group based on feedback during Meeting 3.

[14] This is a new work stream emerging from the survey.

Appendix A: Second Iteration of the Implementation Plan: Draft Actions and Decisions by Work Stream

Changes to the previous version of the implementation plan:

- Work stream names updated to reflect the survey and discussion from Meeting 3 (see Section 4.5 above)
- Items previously identified for a work stream entitled “Designing the taxonomy and rules/policies for CCN (e.g., identifying prefixes)” were moved to serve as a sub-group to ”Aligning Elements of a Course to the CCN Definition and Schema”
- Items previously identified for a work stream entitled “Principles for Allocating Resources” were moved to “CCN System Governance and Oversight”
- Items previously identified for a work stream entitled “Continuous Improvement, Evaluation and Reporting” were moved to serve as a sub-group to “CCN System Governance and Oversight”
- Items replaced, revised or removed from the previous version of the implementation plan:
    - Replaced “Assist.org and C-ID data merge and identify the courses that are meeting both IGETC area (eventually CalGETC)” with “Evaluate current common alignments based on C-ID & Assist.org (modeled by Tiffany Tran)”
    - Replaced “CSU/UC articulation agreements” with “Start dialogue / work with CSU and UC re articulation processes (GE, major prep) given CCN intentions”
    - Replaced “Continue to monitor courses to ensure they remain the same” with “implement process for reviewing and revising descriptors / courses”
    - Shifted “Work with CCCCO curriculum process, ASSIST, Starfish, Banner, PeopleSoft, Catalog systems, etc. to ensure new courses are entered into them and approved” to:
        - Entry 1 in Phase 1: “Identify what needs to change related to CCCCO curriculum process, ASSIST, Starfish, Banner, PeopleSoft, Catalog systems, etc. to ensure new courses are entered into them and approved”
        - Entry 2 in Phase 2: “Begin to implement what needs to change related to CCCCO curriculum process, ASSIST, Starfish, Banner, PeopleSoft, Catalog systems, etc. to ensure new courses are entered into them and approved”
    - Replaced “Involvement of discipline experts” with “Identify faculty role in governance, honoring faculty role as curricular experts in their disciplines and faculty academic senates as the bodies making recommendations re curriculum”

    - Removed “Building on Assist” (note: Assist still appears in many places, but this was quite generic)
    - Removed “Do all districts need to move to a district curriculum so we don’t need 116 reps?”
- Items added based on input during February 23, 2023 meeting:
    - Identify phases to clearly define movement towards major prep (e.g., start with C-ID, IGETC/ASSIST, etc.)
    - Expand on transfer level major prep, non GE courses for alignment that are not C-ID (e.g. CDF / ELE, Fire technology)
    - Identify minimum elements beyond C-ID descriptors for CORs to be accepted by CSU, UCs
    - Evaluate infrastructure needs and expected/necessary costs to implement
    - Consider questions regarding lecture/lab components as well as modality
    - Build on existing TMC Pathways to identify additional overlap of courses and individuality within disciplines
    - How can we expand beyond articulation between CCC system to CSU/UC for non C-ID/GE courses?
    - Consider focus groups to determine most effective means of communication (esp students)
    - Determine communication plan for various stakeholders and public
    - Develop communications plan for various media (catalog, schedule, etc – transition of course #s)
    - Determine when catalog rights begin (e.g., dual enrolled, CCC, CSU, UC, private)
    - Determine who will be reviewing/evaluating CCN
    - Determine who will be making determinations re improvements
    - Create a system to pull data from existing CORs with similar C-ID or articulation to create templates
    - Review, consider how to use, and consider whether to revise, C-ID policies and procedures
    - Review local board policies to accommodate CCN implementation
    - Develop a group of all 3 systems to define 1) the minimum threshold to facilitate potential articulation in future 2) include transfer director, AO, others
    - Consider how course/curricular changes may impact student financial aid availability and eligibility? →New federal guidelines for courses and if pay for them

Work Stream	2023 Q1	2023 Q2	2023 Q3	2023 Q4	2024 Q1	2024 Q2	2024 Q3	2024 Q4	2025 Q1	2025 Q2	2025 Q3	2025 Q4	2026 Q1	2026 Q2	2026 Q3
Aligning Elements of a Course to the CCN Definition and Schema	Define comparable / agree on what is common (e.g., course number, title, units, Course Outline of Record, etc.) Jan 1, 2023 - Jun 30, 2024														
	Identify minimum elements beyond C-ID descriptors for CORs to be accepted by CSU, UCs Jan 1, 2023 - Jun 30, 2024														
	Evaluate current common alignments based on C-ID & Assist.org (modeled by Tiffany Tran) Jan 1, 2023 - Jun 30, 2024														
	Identify courses to start with (e.g., experiment with a discipline) Jan 1, 2023 - Jun 30, 2024														
	Inventory C-ID general education requirement courses (CalGETC) and transfer pathway courses and identify items that need to be added to C-ID to accomplish total transferability to CSU and UC for both Gen Ed and Major Prep if the... Jan 1, 2023 - Jun 30, 2024														
	Using the existing C-ID process, bring together faculty discipline convenings (via ZOOM as attendance will be better) to add the additional requirements necessary for the CI-D outlines to make the courses fully transferrable Jan 1, 2023 - Jun 30, 2024														
	Develop structure for approval of courses (course writing) Jan 1, 2023 - Jun 30, 2024														
	Address colleges on semester or quarter system Jan 1, 2023 - Jun 30, 2024														
	Work with CSU and UC systems to accept and approve new courses for Gen Ed and Transfer Pathway approvals. Jan 1, 2023 - Jun 30, 2024														
	Start dialogue / work with CSU and UC re articulation processes (GE, major prep) given CCN intentions Jan 1, 2023 - Jun 30, 2024														
	Identify phases to clearly define movement towards major prep (e.g., start with C-ID, IGETC/ASSIST, etc.) Jan 1, 2023 - Jun 30, 2024														
	Expand on transfer level major prep, non GE courses for alignment that are not C-ID (e.g. CDF / ELE, Fire technology) Jan 1, 2023 - Jun 30, 2024														
	Identify standards and guidelines for course numbering and sequencing Jan 1, 2023 - Jun 30, 2024														
	Evaluate course numbering for each college to determine 1) what is the most common structure? 2) How much impact it will be to change the numbering system Jan 1, 2023 - Jun 30, 2024														
									Decide on review processes (including whether to or how to build on C-ID) Jul 1, 2024 - Jun 30, 2025						
									Implement processes for GE approval (CalGETC) to be implemented by Fall 2025 Jul 1, 2024 - Jun 30, 2025						
									Continue work with major prep courses not included in Phase 1 Jul 1, 2024 - Jun 30, 2025						
									Identify processes for reviewing and revising course descriptors Jul 1, 2024 - Jun 30, 2025						
												Implement process for reviewing and revising descriptors / courses Jul 1, 2025 - Jun 30, 2026			

Work Stream	2023 Q1	2023 Q2	2023 Q3	2023 Q4	2024 Q1	2024 Q2	2024 Q3	2024 Q4	2025 Q1	2025 Q2	2025 Q3	2025 Q4	2026 Q1	2026 Q2	2026 Q3
CCN System Governance and Oversight	Pull work group together Jan 1, 2023 - Jun 30, 2024 Review, consider how to use, and consider whether to revise, C-ID policies and procedures Jan 1, 2023 - Jun 30, 2024 Decisions re: oversight/operation of processes Jan 1, 2023 - Jun 30, 2024 Identify faculty role in governance, honoring faculty role as curricular experts in their disciplines and faculty academic senates as the bodies making recommendations re curriculum Jan 1, 2023 - Jun 30, 2024 Environmental scan of how curriculum interacts with collective bargaining agreements Jan 1, 2023 - Jun 30, 2024 Articulate how this work aligns with AB 928 Jan 1, 2023 - Jun 30, 2024 Policies and procedures for CCC systemwide course reciprocity Jan 1, 2023 - Jun 30, 2024 Survey colleges about local policies, procedures, and standards for establishing CSU transferability for their courses Jan 1, 2023 - Jun 30, 2024 Regulation course repeatability and repetition? (repeat after number changes / 3 strikes in state instead of district Jan 1, 2023 - Jun 30, 2024 Assist inventory on Assist/C-ID that are CID Approved/IGETC/CSU GE Approved/UCTCA Jan 1, 2023 - Jun 30, 2024 Define guiding principles for all CCN-related efforts (beyond TF to all stakeholders during roll-out) Jan 1, 2023 - Jun 30, 2024 Evaluate infrastructure needs and expected/necessary costs to implement Jan 1, 2023 - Jun 30, 2024 Determine principles - who gets paid for what work? Jan 1, 2023 - Jun 30, 2024 Decide on one time vs ongoing compensation for what elements/efforts Jan 1, 2023 - Jun 30, 2024 Determine who will be reviewing/evaluating CCN Jan 1, 2023 - Jun 30, 2024 Determine who will be making determinations re improvements Jan 1, 2023 - Jun 30, 2024 What's working and where are improvements needed Jan 1, 2023 - Jun 30, 2024														

Work Stream
2023
2024
2025
2026
Q1
Q2
Q3
Q4
Q1
Q2
Q3
Q4
Q1
Q2
Q3
Q4
Q1
Q2
Q3
CCN System Governance and Oversight (continued)
Review local board policies to accommodate CCN implementation
Jul 1, 2024 - Jun 30, 2025
Develop a group of all 3 systems to define 1) the minimum threshold to facilitate potential articulation in future 2) include transfer director, AO, others
Jul 1, 2024 - Jun 30, 2025
Working on courses that are not C-ID approved or that don't have IGETC/CSUGE/UCTCA approvals - What do we do with these?
Jul 1, 2024 - Jun 30, 2025
Look into how to expand Assist.org to include common course numbering
Jul 1, 2024 - Jun 30, 2025
Development of a centralized governing body at the state level to coordinate curriculum alignment, monitor changes, and update courses etc.
Jul 1, 2024 - Jun 30, 2025
Policies / title 5 reqs to consider - repeatability restrictions/limitations, residency requirements
Jul 1, 2024 - Jun 30, 2025
Identify funding support of infrastructure to ensure that all colleges/districts have minimum structure for approval (rubric of min needs/roles) - i.e., should all districts ...
Jul 1, 2024 - Jun 30, 2025
What's working and where are improvements needed
Jul 1, 2024 - Jun 30, 2025
Consider how course/curricular changes may impact student financial aid availability and eligibility? ...
Jul 1, 2025 - Jun 30, 2026
What's working and where are improvements needed
Jul 1, 2025 - Jun 30, 2026

Work Stream	2023 Q1	2023 Q2	2023 Q3	2023 Q4	2024 Q1	2024 Q2	2024 Q3	2024 Q4	2025 Q1	2025 Q2	2025 Q3	2025 Q4	2026 Q1	2026 Q2	2026 Q3
Communications with Multiple Stakeholders	Consider focus groups to determine most effective means of communication (esp students) Jan 1, 2023 - Jun 30, 2024						Determine when catalog rights begin (e.g., dual enrolled, CCC, CSU, UC, private) Jul 1, 2024 - Jun 30, 2025				Repeatability limitations Jul 1, 2025 - Jun 30, 2026				
	Determine communication plan for various stakeholders and public Jan 1, 2023 - Jun 30, 2024										Residency Jul 1, 2025 - Jun 30, 2026				
	Develop communications plan for various media (catalog, schedule, etc – transition of course #s) Jan 1, 2023 - Jun 30, 2024														
Intersegmental Articulation and Coordination	Consider questions regarding lecture/lab components as well as modality Jan 1, 2023 - Jun 30, 2024										How can we expand beyond articulation between CCC system to CSU/UC for non C-ID/GE courses? Jul 1, 2025 - Jun 30, 2026				
	Build on existing TMC Pathways to identify additional overlap of courses and individuality within disciplines Jan 1, 2023 - Jun 30, 2024														
Technology System Requirements for Supporting CCN	Conduct inventory of tech systems Jan 1, 2023 - Jun 30, 2024														
	Survey what systems people are using for catalog/curriculum Jan 1, 2023 - Jun 30, 2024														
	Evaluate what technology limitations may exist Jan 1, 2023 - Jun 30, 2024														
	Make recommendations re: single systems or identification of necessary components needed Jan 1, 2023 - Jun 30, 2024														
	Identify what needs to change with CCCCO curriculum process, ASSIST, Starfish, Banner, People Soft, Catalog systems, etc. to ensure new courses are entered into them and approved Jan 1, 2023 - Jun 30, 2024														
	Create a system to pull data from existing CORs with similar C-ID or articulation to create templates Jan 1, 2023 - Jun 30, 2024														
	Identify funding for tech systems that connect curriculum approval (pref at the state level) and catalog (local level) Jan 1, 2023 - Jun 30, 2024														
							Begin to implement what needs to change with CCCCO curriculum process, ASSIST, Starfish, Banner, People Soft, Catalog systems, etc. to ensure new courses are entered into ... Jul 1, 2024 - Jun 30, 2025								
							Identify and fund curriculum software that provides GE, free textbooks, and common course number in public facing schedule for local colleges Jul 1, 2024 - Jun 30, 2025								