



California Community Colleges

MEETING SUMMARY

AB 1111 COMMON COURSE NUMBERING TASK FORCE

Meeting held at: Embassy Suites by Hilton Sacramento
Riverfront Promenade 100 Capitol Mall, Sacramento, CA
September 29, 2022, 9 am - 3 pm PST

MEETING SUMMARY

1. Standing Orders of Business

1.1. Welcome from California Community Colleges Chancellor's Office

The California Community Colleges Chancellor's Office (CCCCO) welcomed Task Force members, introduced the Co-Chairs, and communicated the CCCCCO's and Sova's role and commitment to the success of this effort. See [slide deck](#).

1.2. Roll Call of Task Force Members

Sova conducted roll call and documented member attendance.

1.3. Welcome from Co-Chairs and Agenda Review

The Co-Chairs provided a welcome and overview of the agenda. See [slide deck](#) and [agenda](#).

1.4. Personal Introductions and Ice-breaker

All participants engaged in an exercise designed to build relationships and rapport by introducing themselves and providing a meaningful piece of advice. See [slide deck](#).

1.5. Public Comment on Agenda Items

The Co-Chairs opened the Public Comment period.

2. Information and Reports

2.1. Bagley-Keene Open Meeting Act Training

The CCN Task Force received training on the Bagley-Keene Open Meeting Act and how to operate in compliance with the law. Training was conducted by the Office of General Counsel of the Chancellor's Office. See [slide deck](#). The CCN Task Force discussed having a template for how to respond to public inquiries in a professional manner that ensures that the CCN Task Force conducts its business in public.

2.2. What We Know about the California Community Colleges (CCC) Transfer Student Experiences and Outcomes

The CCN Task Force received and discussed data and information regarding California Community College student transfer experiences and outcomes. See [slide deck](#).

The CCN Task Force discussed additional data that would be helpful in supporting the work moving forward, including understanding more about: California colleges and districts that have common course numbering in place; the students who move across California’s community colleges; and the information technology systems in place across California’s community colleges.

2.3. Discussion of Task Force Charter

The CCN Task Force was provided an overview of the CCN Task Force charter. See [slide deck](#). No questions were raised.

2.4. The Arc of the Work

The CCN Task Force discussed the arc of the work and an outline of how the meeting objectives and discussions will guide the CCN Task Force in achieving the legislative intent of AB 1111. See [slide deck](#).

The CCN Task Force clarified that its goal is to inform the development of an implementation plan with clear milestones. The CCN Task Force will identify the conditions necessary for a successful implementation, and then knit those into an implementation plan that orchestrates the efforts of a stakeholder group far larger than the CCN Task Force (e.g., roles and responsibilities for stakeholders such as the Academic Senate for California Community Colleges and California Community Colleges Chief Instructional Officers). Members discussed using the next meeting (on November 29, 2022) to discuss possible implementation strategies and then develop an outline of the elements of an implementation plan. Subsequent meetings will be used to further develop the actual implementation plan.

2.5. Landscape Scan Overview

The CCN Task Force received a summary of the Landscape Scan including an overview of the methodology and key findings and recommendations. The Landscape Scan is undergoing final reviews and will be made available to the public and the CCN Task Force shortly. See [slide deck](#).

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

The CCN Task Force discussed the requirements of AB 1111 (to build a student-facing common course numbering system for all general education requirement courses and transfer pathway courses by July 1, 2024), and discussed the following questions:

- 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?

The following key themes emerged related to what a “student-facing” Common Course Numbering System means:

- Facilitates credit mobility¹;
- Reduces retaking of courses for which credit was already received;
- Is easily navigable, self-serviceable, and does not require a translator or crosswalk; and
- Is located where students interact with this information (i.e., in the schedule of classes).

The following key themes emerged related to what a student-facing Common Course Numbering System might include/look like:

- Aligns to a high-level framework, such as a common course attribute tied to CalGETC category (using a similar concept to A-G that applies systemwide where an attribute fulfilled at one institution would apply at another institution);
- Aligns to the intentions of AB 928 and the development of one GE pattern with common course numbering applied to the courses in that pattern;
- Includes core elements such as:
 - Common number;
 - Common title;
 - Common unit amount; and
- Supports counselors as well as students.

Additional discussion points included:

- The approach must be mindful of the intent of the legislature;
- Developing a successful solution will require flexibility, collaboration and a willingness to compromise on the part of stakeholders;
- A goal for articulation agreements to be honored systemwide; and
- ‘CCN’ is an acronym used in other spaces; need to be aware and navigate as needed.

2.7. Next Steps

The facilitator noted the next meeting date (November 29, 2022) and encouraged CCN Task Force members to fill out the meeting evaluation that will be shared with them electronically.

3. Public Forum

3.1. Public Forum on Non-Agenda Items

The Co-Chairs opened the Public Forum period.

4. Adjournment

¹ Credit mobility is a term often used to address how credits move with or are carried by students as they experience learning through a variety of education, work and lived experiences. See for example Tackling Transfer Policy Advisory Board. (2021.) *The Transfer Reset: Rethinking Equitable Policy for Today’s Learners*. HCM Strategists for Tackling Transfer.