



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)
November 29, 2022, 10 am - 3:30 pm PST

The agenda and slide deck 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. Call to Order

One of the Co-Chairs of the Common Course Numbering Task Force (hereafter "CCN Task Force") called the meeting to order.

1.2. Roll Call

Sova conducted roll call and documented member attendance.

2. Information and Reports

2.1. Welcome, Agenda and Meeting Objectives Review, Centering in CCN Task Force Charge and Guiding Principles, and Discussion of What Counts as a Majority

One of the Co-Chairs provided a welcome, a review of the meeting objectives and agenda, a grounding in the CCN Task Force's charge and Guiding Principles, and a brief clarification of what is considered a majority for the CCN Task Force.

3. Public Comment

3.1. Public Comment on Agenda Items

Sova opened the Public Comment period. No public comments requested.

4. Information and Reports

4.1. Discussion of Feedback on Meeting 1 Summary

The CCN Task Force had the opportunity to provide feedback on the Meeting 1 (9/29/22) Summary. No changes were requested.

4.2. Return to and Deepen CCN Task Force Discussions from Meeting 1: What Does “Student-facing” Mean to you?; and What Will the Implementation Plan Look Like and At What “Level” is the CCN Task Force Working?

The CCN Task Force began by revisiting the 9/29/22 CCN Task Force discussion of what ‘student facing’ means to CCN Task Force members. In addition, the CCN Task Force discussed an overview of the proposed approach to an implementation plan.

Based on CCN Task Force discussions in Meetings 1 and 2, the following considerations for a DRAFT definition of a student-facing common course numbering system are emerging.

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 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.¹

To better support students, 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 and applicable to degree completion.² To achieve this goal, courses with a common number should have a number of things in common. We have heard consensus from the CCN Task Force already that the following should be in common³:

- Course number; and
- Course title.

CCN Task Force members have discussed a number of additional items as potentially needing to be common in order for courses to be comparable, and the CCN Task Force will need to work together to decide. Those items are:

- Unit amount;

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

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

³ Reflects CCN Task Force discussion during Meeting 2.

- Prerequisites;
- 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;
- Satisfaction of major/department articulation for applicability to lower division preparation; and
- Identical Course Outline of Record (COR) or equivalent COR.⁴

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 confidence on their own;⁵
- Does not require students to use a translator or crosswalk, or meet with a counselor, to understand how their courses will transfer, and reduces or eliminates need for course substitution petitions;⁶
- Is located in one place and where students interact with this information (i.e., in the catalog and schedule of classes).⁷

⁴ Reflects CCN Task Force discussion during Meeting 2.

⁵ Reflects CCN Task Force discussion during Meeting 1.

⁶ Reflects CCN Task Force discussion during Meetings 1 and 2.

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

4.3. Hearing from Students: Student Voice on the Transfer Experience

The CCN Task Force heard from four CCC students to better understand and center the CCC student transfer experiences and outcomes. The students were provided with the following questions:

- Can you open by describing your postsecondary journey? In addition to education, what were you navigating while you were also pursuing higher education?
- Why is transfer and mobility within the CCCs important to you?
- Let's discuss your experiences with transfer within the CCCs: What worked well and what was challenging?
- How do you navigate understanding how to transfer your courses and ensure they will apply to completion of your degree? What are your sources of information and assistance in that process?
- What does a student-facing common course numbering system mean to you and how can it be helpful to you?

4.4. Learning from California Community Colleges' Experiences with Common Course Numbering

The CCN Task Force heard from representatives of the Peralta and San Diego Community College Districts that have implemented Common Course Numbering to better understand and center their experiences. The representatives were provided with the following questions:

- Can you open by describing your district's approach to Common Course Numbering?
 - What is the history? What is its scope?
- How do students interact with the Common Course Numbering system (e.g., where does it show up, how do they use it)?
- Benefits & challenges:
 - What do you see as the biggest benefits to having Common Course Numbering in place?
 - What do you see as the biggest challenges for implementing Common Course Numbering?
- What do you know about the effectiveness of Common Course Numbering? What data do you have?
- If you were going to implement Common Course Numbering again, what would you do differently?
- What is your single biggest piece of advice for the CCN Task Force?

4.5. Discussion and Activity: Implementation Strategies, including the Legislation's References to the Course Identification Numbering System (C-ID)

To begin developing potential implementation strategies, the CCN Task Force considered two questions.

Question 1: If CCN is implemented well, what should change about the student experience and

outcomes? Based on this discussion, as well as additional CCN Task Force discussions in Meetings 1 and 2, the following themes are emerging for the high-level outcomes the CCN Task Force aims to achieve.⁸

- For students that attend multiple colleges, lower division GE and major preparation requirements will not be unnecessarily duplicated (taken) by students;
- CCN will facilitate credit mobility by ensuring that students understand before registering for a course how that course will transfer and apply to credential completion;
- Disaggregated student outcomes data will demonstrate that equity gaps are closing and the system is seeing improvements in:
 - Transfer rates;
 - Credential completion rates; and
 - Fewer units to transfer and credential completion;
- Students will feel more confident that they have taken the right courses and are well-prepared for transfer;
- This process and statewide collaboration will bring increased transparency to the structural and systemic barriers that students face as they seek to benefit from transfer and credit mobility;
- This process and statewide collaboration will bring needed improvements in a number of related areas, such as current technology systems in need of upgrades; and
- Ideally, articulation will be improved for transfer into four-year public and independent universities as well. Current law would benefit those students that transfer or move around within the CCC system, but participation by the California State University and University of California systems is needed for CCN to benefit students transferring to those institutions.

Question 2: If existing systems are the basis to build from (e.g., C-ID, curriculum platforms, tech platforms, counseling resources, etc.), what would need to change, evolve, be addressed for it to serve as a key part/pillar/cornerstone of the implementation framework?

Key themes emerging from this discussion included:

- Leverage data from existing systems such as Assist.org, C-ID and Chancellor's Office Curriculum Inventory System (COCI) to understand existing commonly numbered courses and articulations, including with UC and CSU;

⁸ Reflects CCN Task Force discussion during Meetings 1 and 2.

- Identify “one place” for students to interact with the CCN;
- Find strategic ways to engage CSU and UC;
- Investigate implications for CCCs on quarter and semester systems;
- Build strong governance and shared ownership of the CCN across segments and roles;
- Improve college infrastructure and reduce current manual/labor-intensive processes to facilitate statewide CCN;
- Identify more resources for counselors, technology, faculty review roles;
- Build or utilize existing channels of communication/governance, as communication is critical;
- Curriculum management systems need to be evaluated to see if they can accommodate and integrate with various Enterprise Resource Planning (ERP) systems;
- Various ERP systems used (e.g., Banner, Colleague, PeopleSoft, local) need to be updated and evaluated to see how they would support a new numbering system;
- C-ID related themes:
 - Will need a revised state-level course approval system/process that has broader faculty engagement, resources for reviewers from across the segments, and more responsive systems;
 - C-ID currently consists of minimum requirements (e.g., C-ID Math 110 Stat and Psych Stat are not the same for majors, but often meet the same GE requirement);
 - Depending on the CCN Task Force’s definition of a student-facing CCN, C-ID descriptors may need additional elements included;
 - Need to study C-ID to see if it can be expanded;
 - C-ID reciprocity among CCCs should be automatic;
 - If each college adopted C-ID as the main course number, would need to evaluate the impact of existing college numbering systems and create a means to transition.

4.6. Discussion and Activity: Developing Work Streams for the Implementation Plan

The CCN Task Force discussed actions and decisions, aligned to work streams, that will guide the implementation plan. The draft set of work streams that the CCN Task Force referenced for this activity are listed below. These work streams are not final. The CCN Task Force will continue to iterate these work streams.

- Designing the taxonomy and rules/policies for CCN (e.g., identifying prefixes);
- Curricular alignment of appropriate courses;
- Technology systems upgrades;
- Student-facing communications requirements;
- Principles for allocation of AB 1111 resources; and
- Governance.

For the purposes of this data capture, an additional “continuous improvement” work stream was added in response to the contributions of a CCN Task Force member. This early effort to begin to draft actions and decision points is illustrated in Appendix B.

4.7. Next Steps

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

documenting progress and challenges.

5. Public Forum

5.1. Public Forum on Non-Agenda Items

Sova opened the Public Forum period. No public comments requested.

6. Adjournment

Appendix A: Parking Lot

In the first two meetings of the CCN Task Force, members have been encouraged to add sticky notes to a “parking lot” of issues on their minds for future consideration. The following is the text of those sticky notes. The Co-chairs, facilitator (Sova) and California Community Colleges Chancellor’s Office will analyze them to inform future meeting agendas.

Parking Lot from 9/29/22 Meeting (Note: The CCN Task Force members wrote these notes and they have not been edited):

- Structures
 - Interplay (if any) of CCN and COCI along with local college curriculum management systems.
- Tabular summary of each district that uses common course numbering
 - Bullet point summary of system guidelines;
 - Contact and district who can answer questions / share information;
 - Length of time system in place.
- Email template for directing individuals when they reach out to task force members.
- Do comparable courses need to have the same number of units?
 - Bigger, what does it mean to be comparable?
- We need to cross list all existing CCC, CSU and UC classes to identify current names and numbers (optimally including unit #s and CSU/UC approvals).
- Potential difficulty of aligning by CalGETC category is that we also have local GE patterns, and while ASCCC is trying to propose local GE pattern that aligns with CalGETC, it’s very likely that there will be many more courses that fit into each category of the local pattern than the CalGETC pattern.
- Flexibility.
- Note a move to a K-12 model with prescribed curriculum.
- Create a subgroup of local academic senates to select the number of units and GE patterns associated with each common course number.
- Recommend technology that connects curriculum approval and the catalog (Eg: CourseLeaf or Coursedog) and allocate funding for this product.
- Is there any consideration for a universal technology system? Replacing all individual systems?

- It would be useful to have data about SIS – and size limitations for course title and # colleges with aligned curriculum and catalog programs.
- How has AB 705 affected the increased unit accumulation? Students don't pass English 1A in the required time and have to switch to another school.
- Task Force name
 - Curriculum Specialist community already identifies CCN and Course Control Number which is CB00 and on every course already as the CCN. Not sure if it matters...

Parking Lot from 11/29/22 Meeting (Note: The CCN Task Force members wrote these notes and they have not been edited):

- GE alignment > 4 yrs (Areas) commonly #ed [numbered] courses count toward different areas - does 928 address this? What about how courses articulate in the GE pattern w/in CCs
- Common #s and Common Title but big open question about whether a common unit is possible
- Should it include course descriptions/outlines and prerequisites - should this be included if it's impacting students? Should this be part of our definitions?
- Need to clarify where there are structural, operational pieces are problematic for students and ensure this process is making transparent where students are being harmed
- It seems we are not addressing some issues with colleges on quarter system vs semester system
- Colleges have course/topic sequences based on local transfer institution course sequencing for transfer
- Concerned that students attending a CSU will have more GE options than students attending CCCs
- Residency requirements - where are those established in Ed Code or Title 5 - might be worth thinking about it since it came up as a barrier with students and district teams
- How will we refer to / be clear about connections to CSUs / UCs (928) while being clear about articulation w/in the CCCCs?
- Lower division major prep pushes students to swirl / lower division major prep articulates at the college to college / program level and is too difficult to scale commonality

- Students don't realize that can't do all majors at their local cc -- they need to ID the right CC
- The culture of autonomy makes it difficult to do this work. Must be centered on students to help us overcome this
- Community colleges all becoming one big consortium for financial aid -- lowering the PT eligibility for Fin Aid
- How would change management be handled for the various components?
- Maybe create an inventory of all the tech systems that can potentially impact/or be impacted by this project

Appendix B: First Iteration: Draft Actions and Decisions by Work Stream

Work Stream	2023				2024				2025				2026	
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Curricular Alignment	Define comparable / Agree on what is common (e.g., course number, title, units, Course Outline of Record, etc.) Jan 1, 2023 - Jun 30, 2024													
	Assist.org and C-ID data merge and identify the courses that are meeting both IGETC area (eventually CalGETC) Jan 1, 2023 - Jun 30, 2024													
	Identify courses to start with (e.g., experiment with a discipline) Jan 1, 2023 - Jun 30, 2024													
	Inventory of CI-D General Education Requirement courses (CalGETC) and transfer pathway courses and identify items that need to be added to CI-D to ac... 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 n... Jan 1, 2023 - Jun 30, 2024													
	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													
									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					
								CSU/UC articulation agreements Jul 1, 2024 - Jun 30, 2025						
								Continue work with major prep courses not included in Phase 1 Jul 1, 2024 - Jun 30, 2025						
												Continue to monitor courses to ensure they remain the same Jul 1, 2025 - Jun 30, 2026		

Work Stream	2023				2024				2025				2026	
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Governance	Pull work group together Jan 1, 2023 - Jun 30, 2024													
	C-ID policies and procedures review and revisions Jan 1, 2023 - Jun 30, 2024													
	Decisions re: oversight/operation of processes Jan 1, 2023 - Jun 30, 2024													
	Involvement of discipline experts 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													
	Do all districts need to move to a district curriculum so we don't need 116 reps? 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													
									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						

Work Stream	2023				2024				2025				2026	
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Tech Systems	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													
	Recommendations re: single systems or identification of necessary components needed Jan 1, 2023 - Jun 30, 2024													
	Work with CCCC 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													
	Building on Assist 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													
								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						
Taxonomy	Standards and guidelines for course numbering and sequencing Jan 1, 2023 - Jun 30, 2024													
	Evaluating 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													
Principles for Allocating Resources	Determining principles - who gets paid for what work? Jan 1, 2023 - Jun 30, 2024													
	One time vs ongoing compensation for what elements/efforts Jan 1, 2023 - Jun 30, 2024													
								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 have a ... Jul 1, 2024 - Jun 30, 2025						
Continuous Improvement	What's working and where are improvements needed Jan 1, 2023 - Jun 30, 2024													
								What's working and where are improvements needed Jul 1, 2024 - Jun 30, 2025						
											What's working and where are improvements needed Jul 1, 2025 - Jun 30, 2026			
Student-facing Communications Requirements											Repeatability limitations Jul 1, 2025 - Jun 30, 2026			
											Residency Jul 1, 2025 - Jun 30, 2026			