

# AB 1111: Common Course Numbering (CCN) Task Force\*

Meeting 4, April 27, 2023

# Call to Order, Welcome, Introductions and Housekeeping

# Introductions

For CCN Task Force members:

- Please share your name, title and organization;
- Please *briefly* share one thing people in the room would not know about you from your bio alone.

Note: CCN Task Force attendance will be captured via these introductions.

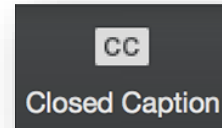
# Housekeeping: Tech Support

## Tech Support

- Tech Support is available, please message the staff members with Tech Support in their name in the participant list. Support is also available via email: [conferences@foundationccc.org](mailto:conferences@foundationccc.org)

## Closed Captioning

- Click the Closed Caption (CC) tab to read live captions



## Audio/Visual

- You will be muted during the main presentation, but will have microphone access during the public comment session.

## Wi-Fi Access

- Network: guest
- Password: Foundation2023

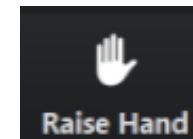
# Housekeeping: Public Comment

There will be opportunities for public comment both in person and through Zoom. Public comments are limited to two minutes each.

**In person:** Please complete a comment card and give it to the FCCC representative. You will be called for comment during the section you indicate on the card.

## **Zoom:**

- Attendees will be prompted to “raise hand” in Zoom
  - Press “\*9” if attending by telephone.
- Individuals will be called on verbally. We will enable Audio and start a 2-minute timer.
  - If joining by telephone, please press “\*6” to unmute.
- When the timer expires, we will disable your audio.



**All formats:** If utilizing an interpreter or other interpretation technology, we shall provide twice the allotted time, 4-minutes, to ensure that all speakers receive the same opportunity to address the CCN Task Force.

# Housekeeping: Restrooms

To access the restrooms please exit the meeting room and proceed to the left. They are located in an alcove on the way back towards the elevators.

# Reminder of the Arc of the Work and Review of the Agenda and Meeting Objectives

# The Arc of the Work

Meeting 1: Launch the CCN Task Force, orient to items such as charge and Bagley-Keene, consider student outcomes data, begin developing a definition of student-facing CCN

Meeting 2: Hear from students, further develop definition of student-facing CCN, begin workshopping elements of the implementation plan

Meetings 3-5: Continue workshopping elements of the implementation plan

Meetings 6-7: Develop an overview of process and timelines for colleges incorporating CCN (e.g., designing collaboration, supporting and incentivizing progress, etc.)

Meeting 8: Finalize items, celebrate progress, look to the future



# Meeting Objectives

Advance the CCN Task Force's identification of: high-level outcomes it aims to achieve, and the elements that will be common in its definition of student-facing common course numbering

Respond to data obtained from Assist.org and C-ID and how it might help the CCN Task Force to identify a starting point

Make significant progress on building the statewide implementation plan for a student-facing common course numbering system by working to outline parameters for the Work Streams

Learn about preliminary findings from the research that RP Group is doing to support and inform the CCN Task Force

Provide input into future meeting agendas

\*All times are approximate and subject to change  
Order of items is subject to change

# Agenda

- 9:30-9:45: Call to Order and Welcome, Introductions, Housekeeping, Reminder of the Arc of the Work and Review of the Agenda and Meeting Objectives
- 9:45-9:55: Public Comment on Agenda Items
- 9:55-11:05: Discussion of High-Level Outcomes and What is Common

\*All times are approximate and subject to change  
Order of items is subject to change

# Agenda (cont.)

11:05-12:05: Discussion of Assist.org and C-ID Data

12:05-12:50: Lunch

12:50-2:40: Discussion and Activity to Build Out Parameters for the Work Streams

2:40-2:45: Break

2:45-3:30: Hearing from RP Group: Preliminary Findings from Research on Common Course Numbering in California

\*All times are approximate and subject to change  
Order of items is subject to change

# Agenda (cont.)

- 3:30-3:50: Additional Feedback on Meeting 3 Summary, Discussion of Future Agenda Items and Next Steps
- 3:50-4:00: Public Forum on Non-Agenda Items
- 4:00: Adjournment

# Participatory Governance & the Consultative Process

- 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/documentated; and
- Public website is up to date and has an email address for sending comments/questions.

# Public Comment

Comments should pertain to items on the agenda.  
Public comments are limited to 2 minutes each and 10 minutes total.

# Discussion of High-Level Outcomes and What is Common

# Reminder: Feedback on Meeting 2 Summary and Sova's Approach



- As a reminder, our goal is that this is an iterative process. We will consistently seek to gather information from you, and then reflect it back to you for feedback and iteration.
- Today, we will dive back into many aspects of work from Meetings 2 and 3 (and as reflected in the Meeting Summaries from those meetings).
- At the end of the day, there is more time allotted for any further comments on aspects of the Meeting 3 Summary not already covered.

Please use  
Sticky Notes for  
“parking lot”  
items



# Proposed Elements of the Implementation Plan



**Reminder: Slides reviewed at Meetings 2 & 3.**

## • **Introductory statement and scope:**



- How does the CCN Task Force **define** a student-facing common course numbering system?
- Set the parameters and guardrails (e.g., full alignment or 80% alignment to achieve equivalency?).

## • **Goals, key objectives and milestones:**



- Goals: What are the high-level **outcomes** the CCN Task Force aims to achieve?
- Key objectives: What are the steps or intermediate outcomes that will occur throughout the project in support of the project goals?
- Milestones: What are some points of measurement along the way, usually significant or tangible in some way (e.g., number of courses aligned, number of colleges that have upgraded systems)?

# Proposed Elements of the Implementation Plan



Five Work Streams, Identified by the CCN Task Force

Aligning  
Elements  
of a  
Course to  
the CCN  
Definition  
and  
Schema

CCN  
System  
Gover-  
nance and  
Oversight

Comm-  
unications  
with  
Multiple  
Stake-  
holders

Tech-  
nology  
System  
Require-  
ments for  
Supporting  
CCN

Inter-  
segmental  
Articulation  
and Coord-  
ination

# Proposed Work Streams & Parameters within the Implementation Plan



Reminder: Slides reviewed at Meetings 2 & 3.

➔ **Detailed plan for work streams:** What are the major **work streams** that will have to be accomplished, and what are some of the parameters the CCN Task Force will define?

Parameters include:

- What are some expectations/principles for a working group to lead this (e.g., work with the CCN Task Force's definition of student-facing common course numbering, design solutions that respect college autonomy)?
- Who will be in the working group? Who will lead it?
- What are the assets they should leverage/build from?
- Milestones by work stream:
  - What does the CCN Task Force expect them to make progress on?
  - By when?
  - What is the right prioritization and sequencing?

**TODAY! Who is doing what by when...**



# Reminder: Level of the Work

- The goal is for the CCN Task Force to create an Implementation Plan that **orchestrates the work across the state.**
  - The CCN Task Force does not have to make all the decisions.
  - The CCN Task Force does need to decide who needs to decide what by when.
  - Via the Implementation Plan, the CCN Task Force will “call on” a far larger group of colleagues across the state to do the next level of work.

# High-Level Outcomes

Q: On a scale of 1 to 4, how strongly do you feel that this should remain as a high-level outcome the CCN Task Force aims to achieve (1 = not strongly at all and 4 = very strongly)?

Outcome	Rated 1	Rated 2	Rated 3	Rated 4	Prioritization
For students that attend multiple colleges, lower division GE and major preparation requirements will not be <b>unnecessarily duplicated</b> (taken) by students.	1	0	2	11	#2
CCN will <b>facilitate credit mobility</b> by ensuring that students understand before registering for a course how that course will transfer and apply to credential completion.	0	2	5	8	#4
<b>Disaggregated student outcomes data</b> 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.	1	1	10	3	#5

# High-Level Outcomes

Q: On a scale of 1 to 4, how strongly do you feel that this should remain as a high-level outcome the CCN Task Force aims to achieve (1 = not strongly at all and 4 = very strongly)?

Outcome	Rated 1	Rated 2	Rated 3	Rated 4	Prioritization
Students will feel <b>more confident</b> that they have taken the right courses and are well-prepared for transfer.	0	1	3	10	Tied for #6
This process and statewide collaboration will bring increased <b>transparency</b> to the structural and systemic barriers that students face regarding transfer and credit mobility.	0	2	5	8	#3
This process and statewide collaboration will bring <b>needed improvements</b> in a number of related areas, such as upgrading current technology.	1	0	4	9	Tied for #6
Ideally, articulation will be improved for transfer into <b>four-year</b> 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.	0	0	3	12	#1

# High-Level Outcomes

- **Key Take-Aways:**
  - All of the High Level Outcomes are important and should stay, but there were suggested wording changes and re-prioritization.
  - We recommend keeping the first high-level outcome focused on the CCCs as that is the outcome the CCN Task Force can best influence.

# High-Level Outcomes: Recommended Changes

## Proposed #1:

- For students that attend multiple **California Community Colleges**, lower division GE and major preparation requirements **will be easily identified as equivalent in order to eliminate duplicate courses when taken across multiple colleges.**

## Original:

- For students that attend multiple colleges, lower division GE and major preparation requirements will not be unnecessarily duplicated (taken) by students.



# High-Level Outcomes: Recommended Changes

## Proposed #2

- 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, University of California, **and Independent College and University** systems are needed for CCN to benefit students transferring to **and from** those institutions.

## Original:

- 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.

# High-Level Outcomes: Recommended Changes

Remaining **original language** from the draft of high-level outcomes (**draft from before survey**):

- 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 regarding transfer and credit mobility;
- This process and statewide collaboration will **create needed improvements** in a number of related areas, such as upgrading technology systems.

# High-Level Outcomes: Recommended Changes

## Proposed re-wording and prioritization:

- This process and statewide collaboration will:
  - Bring increased transparency to the structural, systemic **and intersegmental** barriers that students face regarding transfer and credit mobility;
  - Facilitate credit mobility by ensuring that students understand before registering for a course how a course may or may not transfer and articulate with **UC, CSU, independent and other CCC campuses;**
  - Ensure students feel more confident that they have taken **the courses they need to meet their transfer goals, regardless of the college** where the courses were taken, and are better-prepared for transfer;

# High-Level Outcomes: Recommended Changes

## Proposed re-wording and prioritization:

- This process and statewide collaboration will:
  - **Demand attention to and resources for** needed improvements in a number of related areas, such as upgrading **and aligning** technology systems and developing processes that facilitate timely sharing of information between CCCs and between the segments; and
  - **In concert with other important student success efforts underway across the state, such as guided pathways implementation**, disaggregated student outcomes data will demonstrate that equity gaps are closing **and transfer student outcomes are improving.**

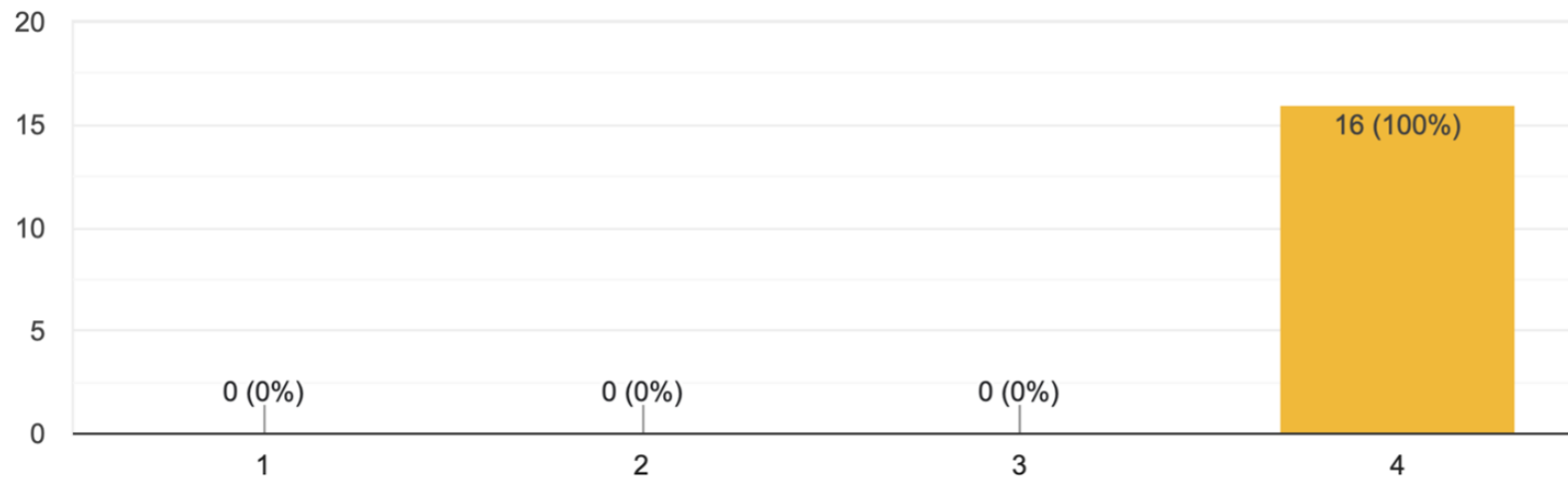
# Identifying Common Elements

- **Reminder of survey wording:**
  - Based on discussions in Meetings 1, 2 and 3, the following emerged as a DRAFT of the **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:
    - 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.

# Identifying Common Elements: Course Number

Common element: Course number On a scale of 1 to 4, how strongly do you feel that this should remain as a “common element” in the CCN Task Force’...(1 = not strongly at all and 4 = very strongly)?

16 responses



Identical: 13  
Comparable: 3

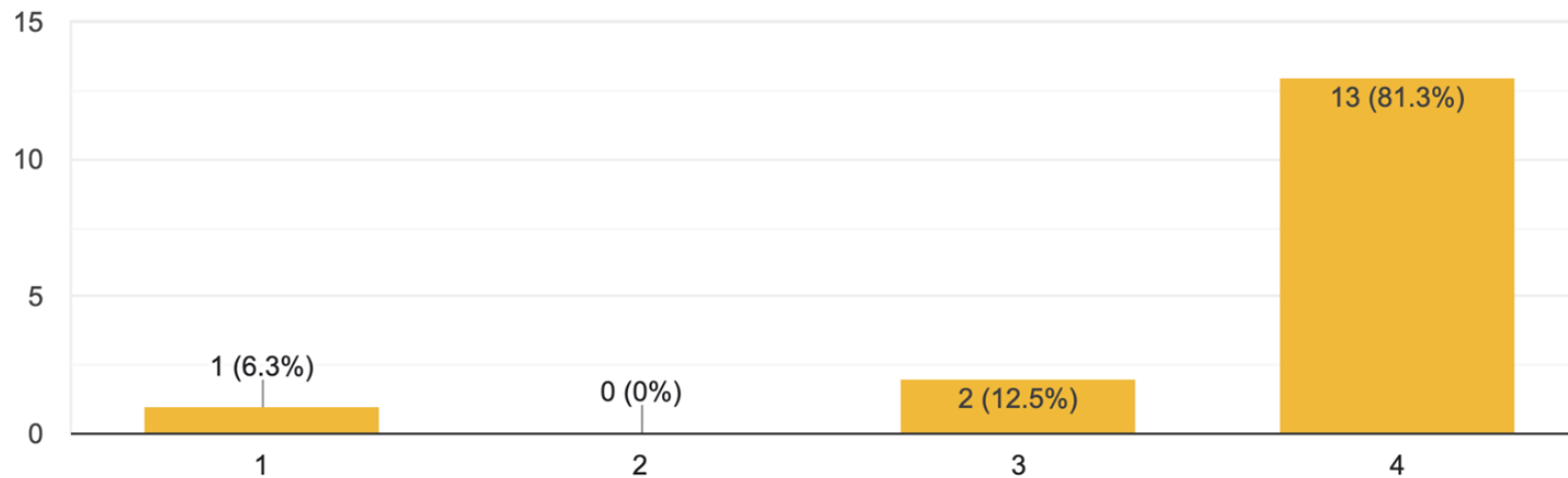
**Proposal:** Based on data, suggest that “Course number” is “common” and identical

**Reactions & Discussion**

# Identifying Common Elements: Course Title

Common element: Course title On a scale of 1 to 4, how strongly do you feel that this should remain as a “common element” in the CCN Task Force’...1 = not strongly at all and 4 = very strongly)?

16 responses



Identical: 10  
Comparable: 6

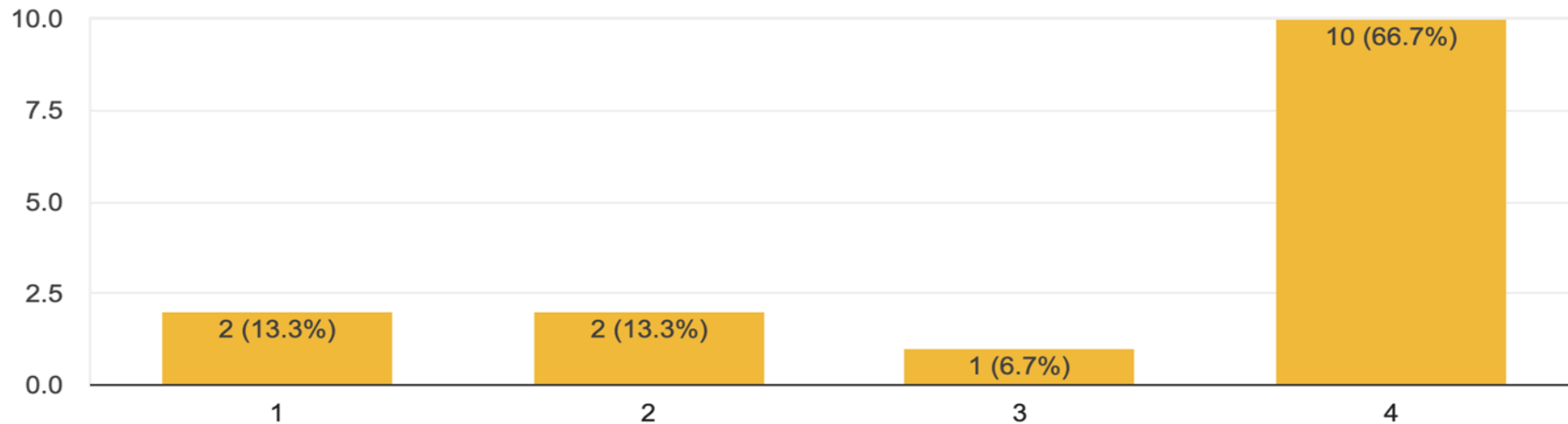
**Proposal:** Based on data, suggest that “Course title” is “common” and identical

**Reactions & Discussion**

# Identifying Common Elements: Unit Amount

Common element: Unit amount On a scale of 1 to 4, how strongly do you feel that this should remain as a “common element” in the CCN Task Force’...1 = not strongly at all and 4 = very strongly)?

15 responses

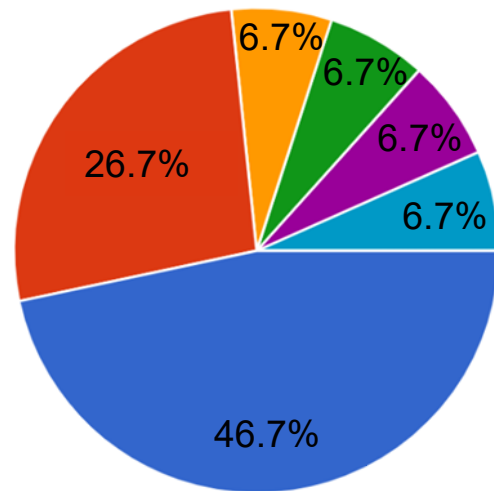




# Identifying Common Elements: Unit Amount

Assuming this remains as a "common element," please indicate if you think it should be Identical or Comparable.

15 responses



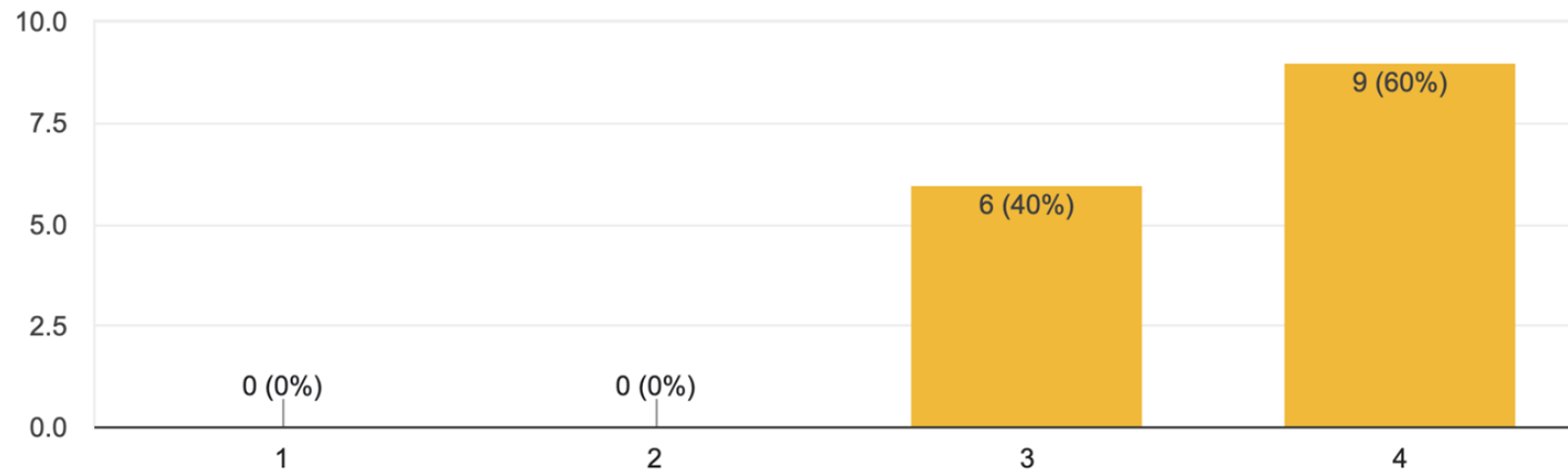
- 7 or 46.7% ● Identical
- 4 or 26.7% ● Comparable
- 1 or 6.7% ● Not feasible
- 1 or 6.7% ● Right now, I am leaning toward "minimum units" but I am still not sure.
- 1 or 6.7% ● Set minimum number of units for a course to allow for local variation (embedded co-reqs in math and Engli...
- 1 or 6.7% ● It would need to be comparable because we have institutions operating on the...

Reactions & Discussion

# Identifying Common Elements: Prerequisites

Common element: Prerequisites On a scale of 1 to 4, how strongly do you feel that this should remain as a “common element” in the CCN Task Force’...1 = not strongly at all and 4 = very strongly)?

15 responses



Identical: 7  
Comparable: 7  
“Aligned with comparable C-ID  
Descriptors”: 1

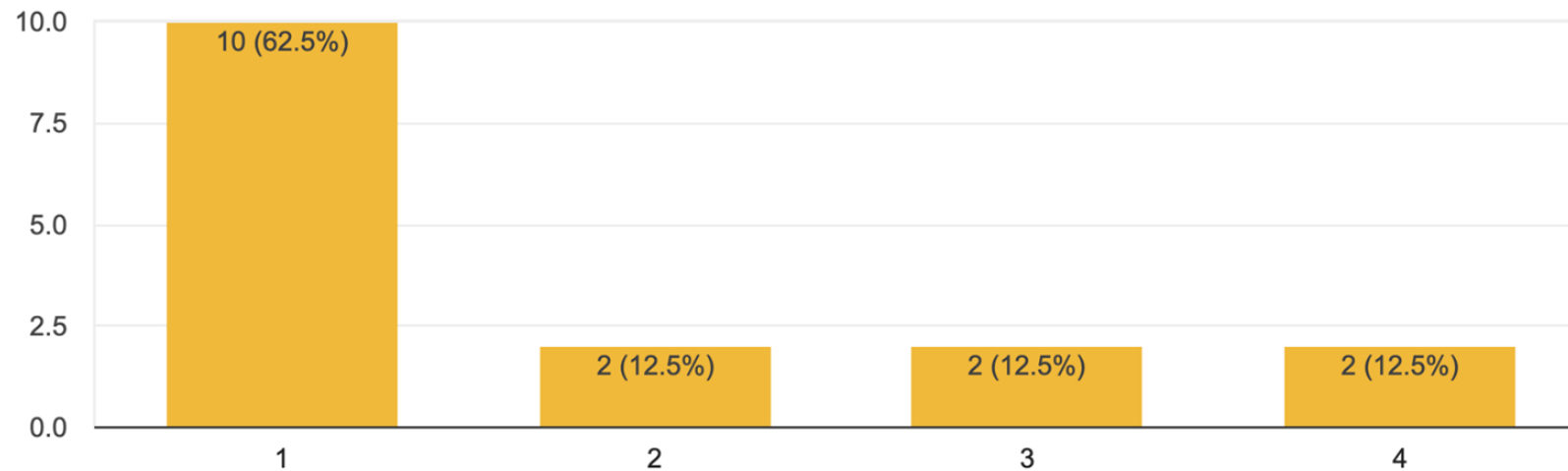
**Proposal:** Based on data, suggest that  
“Prereqs” are “common” and need to  
define “comparable”

**Reactions & Discussion**

# Identifying Common Elements: Modality

Common element: Modality On a scale of 1 to 4, how strongly do you feel that this should remain as a “common element” in the CCN Task Force’s defini...(1 = not strongly at all and 4 = very strongly)?

16 responses



Lots of comments that this modality must not be a common element.

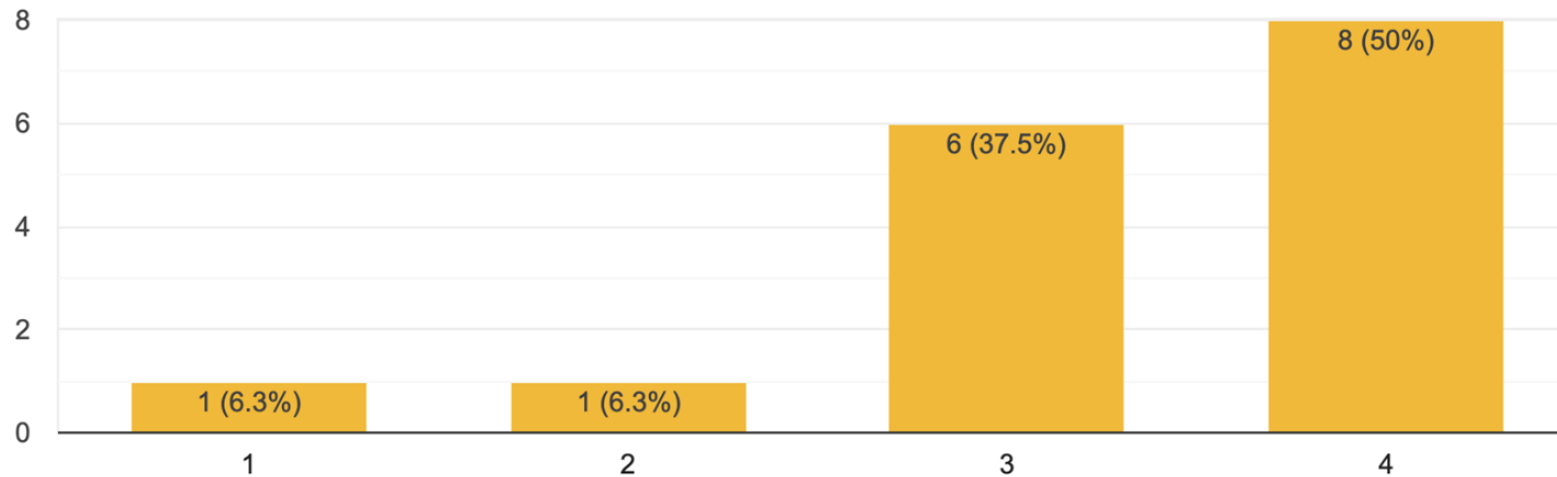
**Proposal:** Based on data, suggest that “Modality” is not “common”

**Reactions & Discussion**

# Identifying Common Elements: Student Learning Outcomes/Objectives

Common element: Student-learning outcomes (required for accreditation) or student-learning objectives (required by California state law) On a scale (1 = not strongly at all and 4 = very strongly)?

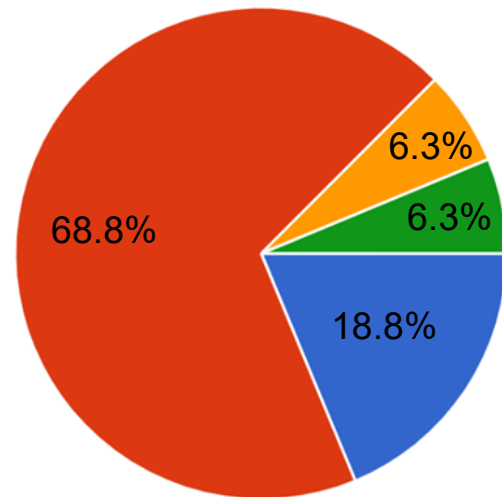
16 responses



# Identifying Common Elements: Student Learning Outcomes/Objectives

Assuming this remains as a “common element,” please indicate if you think it should be Identical or Comparable.

16 responses



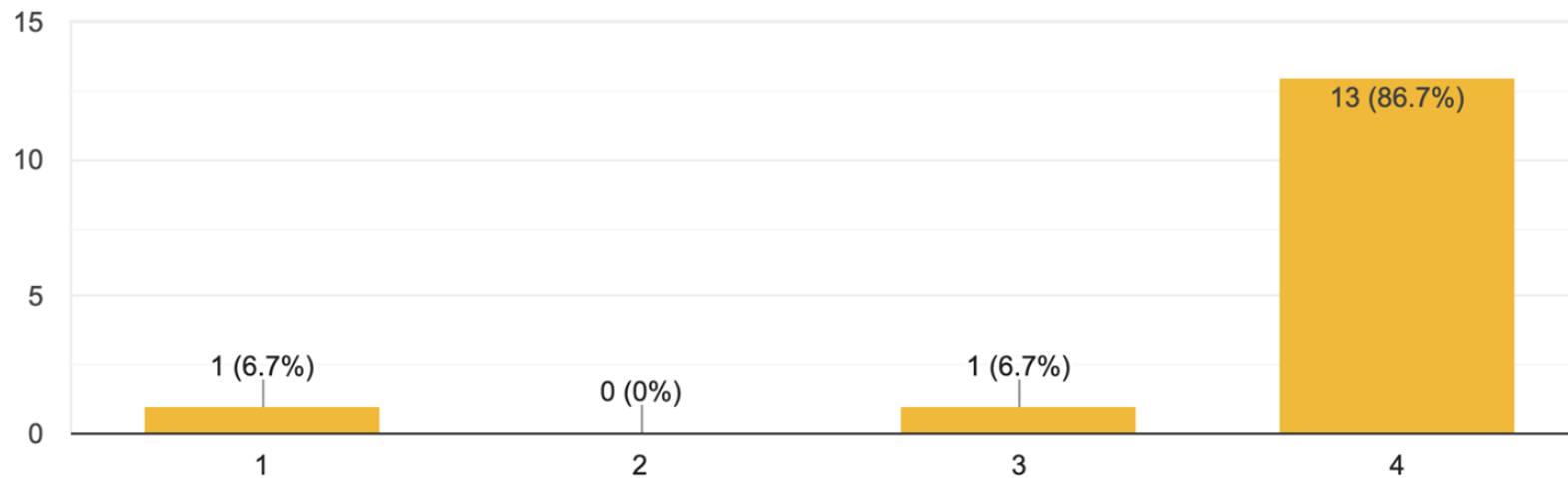
- 3 or 18.8% Identical
- 11 or 68.8% Comparable
- 1 or 6.3% Aligned with comparable C-ID descriptors
- 1 or 6.3% minimum that is identical and can add to it for differentiation

## Reactions & Discussion

# Identifying Common Elements: Satisfaction of General Education area for applicability to lower division preparation for transfer

Common element: Satisfaction of General Education area for applicability to lower division preparation On a scale of 1 to 4, how strongly do you... (1 = not strongly at all and 4 = very strongly)?

15 responses



Identical: 12  
Comparable: 1  
“Identical or have at least 1 of same areas if listed in 2 GE areas”: 1

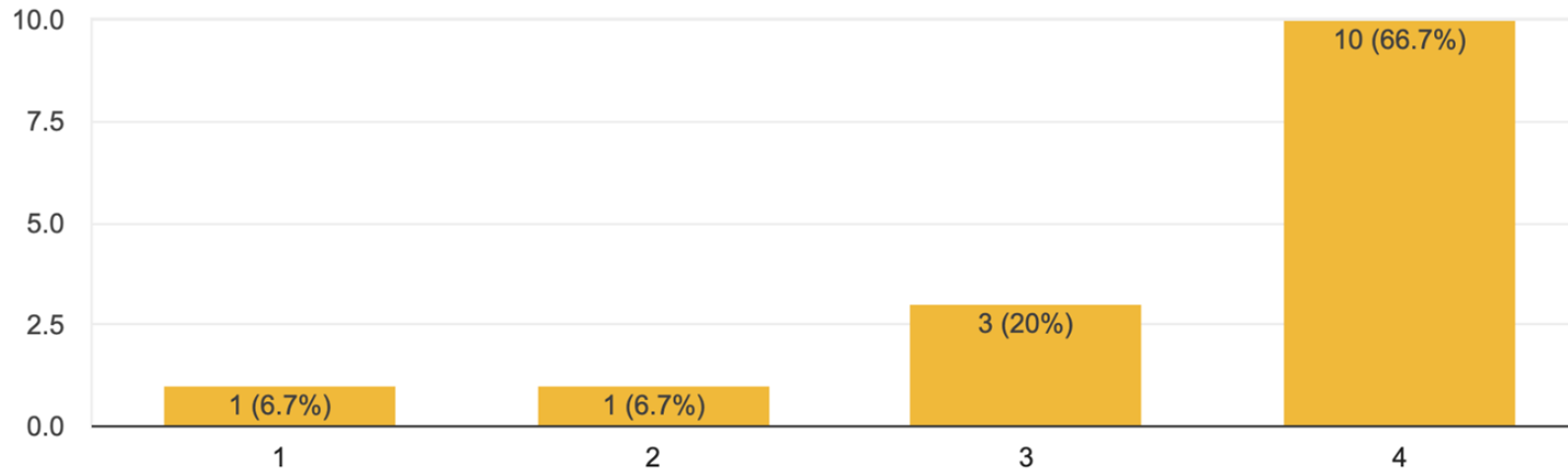
**Proposal:** Based on data, suggest this is “common” and identical, but introduce it in the definition with language such as “**Intended**” to signal need for CCC system-level articulation

**Reactions & Discussion**

# Identifying Common Elements: Satisfaction of major/department articulation for applicability to lower division preparation

Common element: Satisfaction of major/department articulation for applicability to lower division preparation On a scale of 1 to 4, how strongly do you... (1 = not strongly at all and 4 = very strongly)?

15 responses



Identical: 5  
Comparable: 9

**Proposal:** Based on data, suggest this is “common” but introduce it in the definition with language such as “**Intended**” to signal need for system-to-system-level articulation

**Reactions & Discussion**

# Identifying Common Elements

Are any common elements missing? If yes, please suggest additional high-level outcomes here:

5 responses

All content on a course outline of record - textbooks, reading assignments, actual course content - should be identical or we should have clear guidelines agreed upon by all segments to establish comparability thresholds. Without this, comparable or identical articulation with 4-year universities will likely be impossible to achieve.

Course description and course content

Course descriptions - It should be comparable

We need to have something regarding the transferability of a course to a CSU/UC. Those GE areas need to align for overall success of the student and the legislative goal.

Include add'l elements already in use with C-ID: Content (minimum), Evaluation Methods (expected/appropriate). Could also include Textbooks in a way similar to C-ID (suggestion or example, not a standard)

## Reactions & Discussion

**Reminder:** question was about the “minimum set of elements to be included in Course Outlines of Record”



# Discussion of Assist.org and C-ID Data

# CCN Task Force Members

- Rachel Stamm, Curriculum Systems Consultant, CCC Technology Center
- Tiffany Tran, Counseling Faculty and Articulation Officer, Irvine Valley College

# Dataset Used

Shared Elements	ASSIST	COCI	C-ID
College	<b>X</b>	<b>X</b>	<b>X</b>
Course Title	<b>X</b>	<b>X</b>	<b>X</b>
Dept Name (CB01A)	<b>X</b>	<b>X</b>	<b>X</b>
Dept Number (CB01B)	<b>X</b>	<b>X</b>	<b>X</b>
Min Units (CB07)	<b>X</b>	<b>X</b>	<b>X</b>
Max Units (CB06)	<b>X</b>	<b>X</b>	<b>X</b>

## ASSIST Data Source

Master List of Colleges (230306\_insts.txt)  
 IGETC Subject Area with Start & End Date for courses (230306\_igetc\_all.txt)  
 CSU GE with start and end date for courses (230306\_csuge\_all.txt)

## C-ID Data Source

Public Course Report extract (<https://www.c-id.net/courses>)

## COCI Data Source

Public Course Report extract (<https://coci2.ccctechcenter.org/courses>)

Unique Elements	ASSIST	COCI	C-ID
ETS Code	<b>X</b>		
Unit Type	<b>X</b>		
Start Term	<b>X</b>		
End Term	<b>X</b>		
IGETC Area	<b>X</b>		
CSU-GE -Code	<b>X</b>		
TOP Code (CB03)		<b>X</b>	
Credit Status (CB04)		<b>X</b>	
Transfer Status (CB05)		<b>X</b>	
Course General Education Status (CB25)		<b>X</b>	
Control Number (CB00)		<b>X</b>	
C-ID Number			<b>X</b>
Descriptor			<b>X</b>
COR Effective Term			<b>X</b>

# 46 Colleges Analyzed

Criteria for Inclusion		Region I (7 colleges)	Region II (13 colleges)	Region III (14 colleges)	Region IV (11 colleges)
College Data Available on All Reports	<ul style="list-style-type: none"> <li>● COCI Course Export</li> <li>● C-ID Course Export</li> <li>● ASSIST IGETC Report</li> <li>● ASSIST CSU GE Report</li> </ul>	Butte Redwoods Siskiyou Feather River Lassen Mendocino Shasta	American River Lake Tahoe Sierra Calbright* Napa Valley Solano Columbia Sacramento City Woodland Cosumnes River San Joaquin Delta Yuba Folsom Santa Rosa	Berkeley City Marin Las Positas Canada San Mateo Los Medanos San Francisco City Contra Costa Merritt Chabot Diablo Valley Skyline Alameda Laney	Cabrillo Gavilan Ohlone DeAnza Hartnell San Jose City Evergreen Valley Mission West Valley Foothill Monterey Peninsula
Course Credit Status ( <b>CB04</b> )	<ul style="list-style-type: none"> <li>● C - Credit, Not Degree Applicable</li> <li>● D - Credit, Degree Applicable</li> </ul>				
COCI Proposal Status	<ul style="list-style-type: none"> <li>● Active</li> <li>● Approved</li> </ul>				
ASSIST End Term	<ul style="list-style-type: none"> <li>● Future term</li> <li>● 999999</li> </ul>				

*\*no courses met baseline criteria for inclusion*

# Challenges of Getting to the Beginning

## **There was no standardization of College Name between the available reports.**

- ASSIST reports use CEEB Code; ex. 004005 and a separate file is needed to cross reference the college name which contains the college Abbreviation and full college name; ex AVC~Antelope Valley College
- C-ID reports use full college name; ex. Antelope Valley College
- COCI reports use ALL CAPS, short form college name,; ex. ANTELOPE VALLEY
- Crosswalked COCI standard for college name to each dataset to get a standard

## **There was no unique ID for each course to automate matches between the reports**

- Dept Name (CB01A) and Dett Number (CB01B) values were combined in each report for a single CB01 value
- College Name was added to the beginning of the CB01 string to approximate an “unique ID” for each course

## **Headings were different within the reports for common data elements**

- Dept Name, Department Name, Department Name (CB01A)
- Dept Number, Course Number, Department Number (CB01B)
- Min Units, Minimum Units, (CB07)
- Max Units, Maximum Units (CB06)

# Challenges of Getting to the Beginning

## **IGETC and CSU GE mappings are 1 subject area per row.**

- Had to consolidate mappings for formula to pick up complete set for each course

## **Dept Name (CB01A) values varied widely within and between the colleges.**

- Inconsistent abbreviation and capitalization
- Legacy courses (courses inputted before 2017) displayed CB01A an CB01B values in the Dept Name field, but with a '-' between the two.
- Dept Name (CB01A) was more consistent across COCI, C-ID and ASSIST reports, but not universally so.

## **Dept Number (CB01B) contained the largest variance between the three datasets.**

- |        |          |         |             |
|--------|----------|---------|-------------|
| → NN   | → NNN.N  | → ONI   | → 00NNLL    |
| →>NNL  | →>NNNL   | →>NNNL  | →>NNN-NNNNN |
| →>NNLL | →>NNNLL  | →>00NI  | →>NLLLL     |
| →>NNN  | →>NNNLLL | →>00NNL |             |



# Data Sample: TOP Code (CB03) of **1501.00 English**

<b>CLAS (1)</b>	<b>CORS (1)</b>	<b>CSKLS (4)</b>	<b>HUM (1)</b>	<b>LTCR</b>	<b>DEAF (14)</b>	<b>ELIT (11)</b>
SF City	Lassen	Santa Rosa	Marin	Canada	Ohlone	DeAnza

<b>ENGCW (2)</b>	<b>ENGR (2)</b>	<b>ESOL (1)</b>	<b>EWRT (14)</b>	<b>LEARN (1)</b>	<b>Humanities (1)</b>	<b>HUMNT (2)</b>
Sac City	Cosumnes River	Woodland	DeAnza	Yuba	San Jose City	Evergreen

<b>LS (1)</b>	<b>LART (2)</b>	<b>XENGLV (5)</b>
DeAnza	DeAnza	Evergreen



# Availability of DRAFT Common Course Elements

Common Course Number Data Element	Available in Existing Reports	Data Format	Data Source
Dept Name <i>(listed in 2/23/23 mtg summary as Course Number)</i>	Yes	Structured	ASSIST   C-ID   COCI
Dept Number <i>(listed in 2/23/23 mtg summary as Course Number)</i>	Yes	Structured	ASSIST   C-ID   COCI
Course Title	Yes	Structured	ASSIST   C-ID   COCI
Min Units <i>(listed in 2/23/23 mtg summary as Unit Amount)</i>	Yes	Structured	ASSIST   C-ID   COCI
Max Units <i>(listed in 2/23/23 mtg summary as Unit Amount)</i>	Yes	Structured	ASSIST   C-ID   COCI
Pre-requisites	No	unstructured	C-ID Course Form   COCI COR
Modality	No	?	COCI COR (?)
Student-learning outcomes (required for accreditation)	No	unstructured	COCI COR
Student learning objectives (required by California state law);	No	unstructured	COCI COR
Satisfaction of General Education area for applicability to lower division preparation	Yes	Structured	ASSIST IGETC and CSU GE   COCI CB25
Satisfaction of major/department articulation for applicability to lower division preparation	Yes (?)	Structured	COCI CB24 (?)   C-ID Number (?)

# Data Sample: TOP Code (CB03) of **1501.00 English**

Looking at TOP Code (CB03) + C-ID Designation helped to parse out comparable courses for smaller review.

## English Course clusters for Regions I - IV:

- CB03 of 1501.00 and C-ID Designation of ENGL-100
- CB03 of 1501.00 and C-ID Designation of ENGL-105
- CB03 of 1501.00 and C-ID Designation of ENGL-110
- CB03 of 1501.00 and C-ID Designation of ENGL-120
- CB03 of 1501.00 with no C-ID Designation

## Consolidated data for review:

<https://docs.google.com/spreadsheets/d/1q5oLb0NGIxDLMrXT2uWI3NQ0pXqsq5KpLWRrG69w9F4/edit#gid=1680616927>

## Complete data set for Regions I - IV:

[https://drive.google.com/drive/u/0/folders/1eFL0OjFYE\\_u2dRMXa993y2F9HVjOJwzY](https://drive.google.com/drive/u/0/folders/1eFL0OjFYE_u2dRMXa993y2F9HVjOJwzY)

# Lunch Break (~45 minutes)

**CCN Task Force Members**, please follow signs to lunch.

**Members of the Public**, please break for lunch on your own.

# Discussion and Activity to Build Out Parameters for the Work Streams

# Proposed Elements of the Implementation Plan



## Five Work Streams Identified by the CCN Task Force

Aligning  
Elements  
of a  
Course to  
the CCN  
Definition  
and  
Schema

CCN  
System  
Governance and  
Oversight

Comm-  
unications  
with  
Multiple  
Stake-  
holders

Tech-  
nology  
System  
Require-  
ments for  
Supporting  
CCN

Inter-  
segmental  
Articulation  
and Coordination

# Proposed Work Streams & Parameters within the Implementation Plan



Reminder: Slides reviewed at Meetings 2 & 3.

➔ **Detailed plan for work streams:** What are the major **work streams** that will have to be accomplished, and what are some of the parameters the CCN Task Force will define?

Parameters include:

- What are some expectations/principles for a working group to lead this (e.g., work with the CCN Task Force's definition of student-facing common course numbering, design solutions that respect college autonomy)?
- Who will be in the working group? Who will lead it?
- What are the assets they should leverage/build from?
- Milestones by work stream:
  - What does the CCN Task Force expect them to make progress on?
  - By when?
  - What is the right prioritization and sequencing?

**TODAY!** Who is doing what by when...



# Reminder: Level of the Work

- The goal is for the CCN Task Force to create an Implementation Plan that **orchestrates the work across the state.**
  - The CCN Task Force does not have to make all the decisions.
  - The CCN Task Force does need to decide who needs to decide what by when.
  - Via the Implementation Plan, the CCN Task Force will “call on” a far larger group of colleagues across the state to do the next level of work.

# Today's Focus

## Two of the Five Work Streams



Aligning  
Elements  
of a  
Course to  
the CCN  
Definition  
and  
Schema

CCN  
System  
Govern-  
ance and  
Oversight

Comm-  
unications  
with  
Multiple  
Stake-  
holders

Tech-  
nology  
System  
Require-  
ments for  
Supporting  
CCN

Inter-  
segmental  
Articulation  
and Coord-  
ination



# Process

- Break into two small groups;
- Work until 2:20 pm;
- Choose a recorder who types your responses in real-time;
- Templates can be accessed on this Google Drive:  
[https://drive.google.com/drive/folders/174cpA5WVghtjbCXBtBRntX1vBxs0Z7F7?usp=share\\_link](https://drive.google.com/drive/folders/174cpA5WVghtjbCXBtBRntX1vBxs0Z7F7?usp=share_link)
- Work together to fill out **as much as you can** of the template for your group; and
- We expect more work will have to happen. Please identify a member who will serve as a short-term facilitator for this small group, and additional opportunities to touch base to finish the work.

# CCN Task Force Members Attending Virtually:

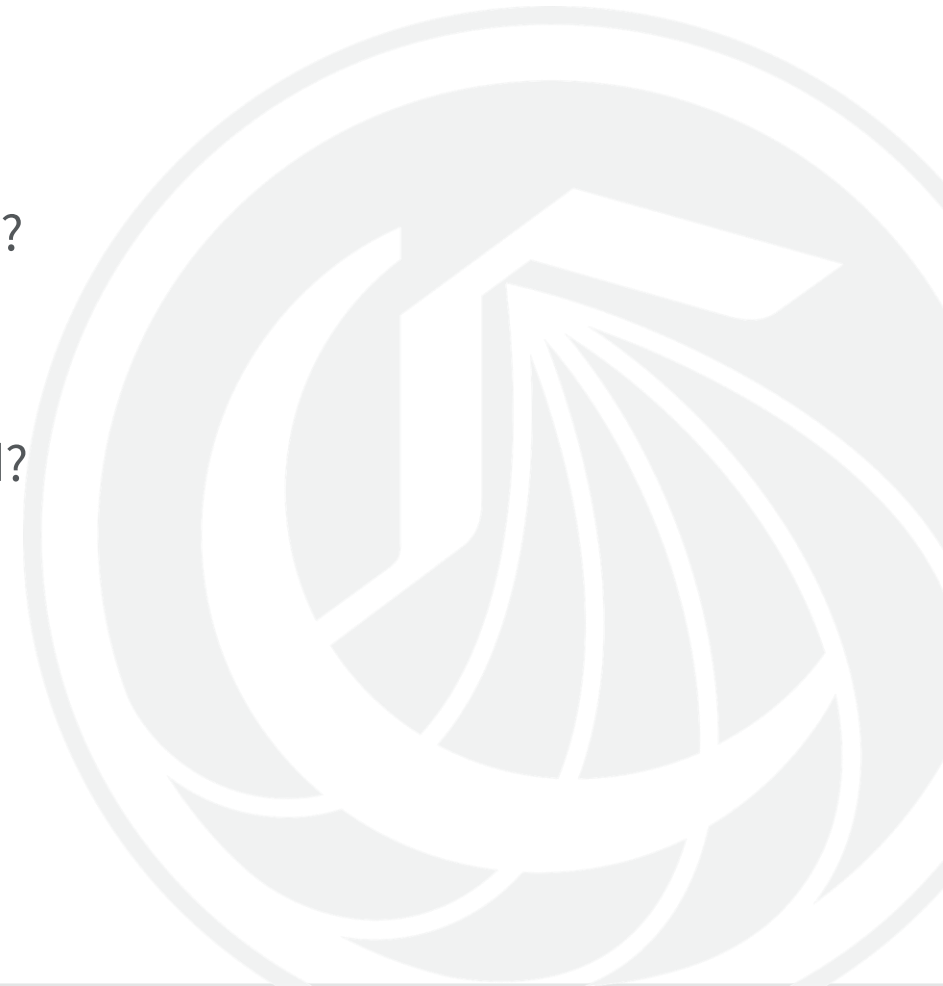
- Please work individually on a template, for the work stream to which you were assigned;
- Templates can be accessed on this Google Drive:  
[https://drive.google.com/drive/folders/174cpA5WVghtjbCXBtBRntX1vBxs0Z7F7?usp=share\\_link](https://drive.google.com/drive/folders/174cpA5WVghtjbCXBtBRntX1vBxs0Z7F7?usp=share_link)
- During discussion, please come off of mute and engage with your colleagues; and
- Please email your notes to [lara.couturier@sova.org](mailto:lara.couturier@sova.org).

# Today's Small Groups

<b>Group 1: Aligning Elements of a Course to the CCN Definition and Schema</b>	<b>Group 2: CCN System Governance and Oversight</b>
Robert Andrade Cheryl Aschenbach Robyn Brammer Jeremy Brown Victor DeVore Rachel Stamm Tiffany Tran Kristin Van Gaasbeck Tyler Vaughan-Gomez Tram Vo-Kumamoto	Rupinder Bhatia Chase Fischerhall Marilyn Flores John Freitas Deborah Ikeda Aisha Lowe Meredith Marasco Ginni May Isabel O'Connor Marci Sanchez Ashu Yadav

# Discussion

- What felt meaningful about the work you just accomplished?
- What did you identify as a key priority for your group?
- What felt challenging about the work you just accomplished?
- What is your immediate next step, and who is responsible?



Break  
5 minutes



# Hearing from RP Group: Preliminary Findings from the RP Group's Research on Common Course Numbering in California

# Speakers

- Dr. Daisy Segovia, Senior Researcher at The RP Group
- Alyssa Nguyen, Senior Director of Research & Evaluation at The RP Group

# COMMON COURSE NUMBERING

Preliminary Results from the Statewide CCN Survey

April 2023





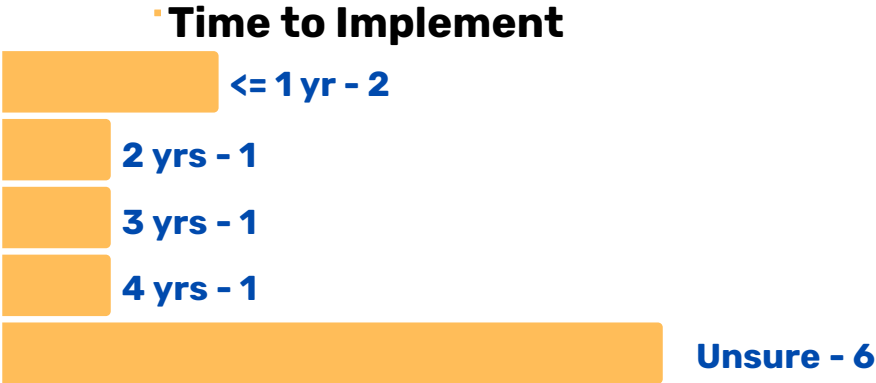
# COMMON COURSE NUMBERING

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.



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

# COMMON COURSE NUMBERING

## DISTRICTS WITH CCN

### 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 COURSE NUMBERING

## DISTRICTS WITH CCN

### 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**.

# COMMON COURSE NUMBERING

## DISTRICTS WITH CCN

### 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

# COMMON COURSE NUMBERING

## 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.

# COMMON COURSE NUMBERING

## DISTRICTS WITH CCN



### 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.**

# COMMON COURSE NUMBERING

## DISTRICTS WITH CCN



### 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

# COMMON COURSE NUMBERING

## 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.





# COMMON COURSE NUMBERING

## TOP 3 CHALLENGES & BARRIERS FORESEEN

### 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

# COMMON COURSE NUMBERING

## 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.)

# COMMON COURSE NUMBERING

## NEXT STEPS



Interviews of districts with robust and comprehensive documentation of their CCN process

- **April – May 2023**



Triangulate findings from survey and interviews

- **June 2023**

# Next Steps



# Discussion of Feedback on Meeting 3 Summary: Additional Comments or Questions?

**Future Agenda Items:  
What do you still need to learn? Who else do you  
want to learn from?**

# Participatory Governance & the Consultative Process

- 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/documentated; and
- Public website is up to date and has an email address for sending comments/questions.

# Next Steps

- Meeting 4 Summary will be a public document;
  - As a reminder, please engage your stakeholders and invite their feedback;
- Next meeting: June 22, 2023;
- Reminder re. Bagley-Keene; and
- Questions?
  - [lara.couturier@sova.org](mailto:lara.couturier@sova.org) and [cristen.moore@sova.org](mailto:cristen.moore@sova.org)



# Public Forum

Public comments are limited to 2 minutes each and 10 minutes total.

# Adjournment

