

COMMON COURSE NUMBERING WORKPLAN

Accomplishments - May 2026

Executive Summary

California Community Colleges have made landmark progress implementing the Common Course Numbering (CCN) system under AB 1111, advancing Vision 2030 through a more transparent, student-centered transfer infrastructure designed to reduce confusion, improve mobility, and strengthen equitable pathways across institutions. The work has established statewide infrastructure engaging all 115 colleges and more than 6,000 intersegmental faculty and staff, developed more than 2,100 course outlines, and invested approximately \$5.7 million in college-level implementation. Six high-impact CCN courses launched in Fall 2025 reached more than 550,000 student enrollments in their inaugural term, demonstrating both strong adoption and the system’s potential to deliver on CCN’s core promise: that a student enrolling in, for example, “ENGL C1000: Academic Reading and Writing” can be assured the course fulfills the same requirements at any participating CSU or UC campus, regardless of which community college offered it. Governance structures and AI-supported processes for identifying future course phases are also in place to support long-term scaling.

A critical challenge has also come into focus: articulation processes at CSU and UC remain decentralized and campus-by-campus, meaning identical CCN-designated courses can yield different transfer outcomes at different institutions. Through the Intersegmental Articulation Advisory Group, cross-system partners identified this as a structural rather than a collaborative barrier, and further CCN template expansion has been sequenced accordingly. Proposed legislation, AB 2236 (Berman), would establish a system-level framework linking CCN directly to consistent statewide articulation outcomes. Continued progress will focus on expanding course coverage, resolving the articulation challenge through policy and technology, and advancing a student-centered, data-informed approach to fully realize Vision 2030 goals.

Vision 2030 in Action

The Vision 2030: Common Course Numbering workplan operationalizes Strategic Direction: 1 - Equitable Baccalaureate Attainment, Outcomes: 2, 3, 3a, 3c, & 6, and Actions: 1, 1a-d, 2, 3, 4, 5, 6, & 6a-c.

Progress & Accomplishments

Activity 1: Develop a Sustainable CCN Infrastructure

- Completed foundational implementation of AB 1111, establishing the Common Course Numbering (CCN) system as a statewide infrastructure to improve clarity, reduce transfer barriers, and promote equitable student pathways.
- Engaged all 115 credit-bearing colleges and more than 6,000 intersegmental faculty and staff in coordinated CCN development and implementation, representing an unprecedented level of systemwide collaboration.
- Developed more than 2,100 course outlines using CCN templates across the first two phases of implementation.
- Launched six high-enrollment, high-impact CCN courses in Fall 2025 as the first set of student-facing common courses supporting transfer pathways.
- Reached more than 550,000 student enrollments in CCN courses during the inaugural term, demonstrating strong early adoption and systemwide momentum.
- Established governance structures, faculty collaboration models, and operational processes necessary to support long-term statewide scaling and implementation.
- Advanced technology integration across curriculum systems, student education planning tools, and transcript/data systems, with colleges actively partnering with vendors to address implementation challenges.
- Invested approximately \$5.7 million in college-level implementation to support system integration and local adoption, with additional statewide investment planned to advance full-scale implementation.
- Initiated AI-supported processes, in collaboration with intersegmental articulation officers, to identify and prioritize future CCN courses, including general education, transfer pathways, and major preparation courses for upcoming phases.

Activity 2: Accelerate and Enhance Intersegmental Transfer and Articulation Solutions

While the California Community Colleges have made significant progress implementing the Common Course Numbering (CCN) system—advancing Vision 2030 goals of improving clarity, reducing excess credit accumulation, and streamlining student pathways—the full benefits of CCN depend on consistent, system-level transfer and articulation across segments. Currently, articulation processes at the California State University and University of California systems remain decentralized, relying on campus-by-campus review of individual course outlines. As a result, identical CCN-designated courses may yield different transfer outcomes depending on the receiving institution, limiting predictability for students and constraining the system’s ability to deliver equitable, streamlined pathways.

Through the Intersegmental Articulation Advisory Group, cross-system partners engaged in substantive discussions to address the relationship between CCN templates and

transfer outcomes. These efforts clarified that the primary barrier is structural rather than collaborative—existing articulation models do not align with a system-level, template-based approach designed for consistency and scale. As a result, further expansion of CCN templates has been sequenced to ensure attainment of transfer goals. To address this gap, proposed legislation (AB 2236) would establish a framework linking CCN directly to consistent, statewide articulation, enabling the system to fully realize the intended benefits of CCN and advance equitable student success.

Activity 3: Ensure Student-Centered Continuous Improvement

- Established a structured, systemwide feedback approach by collecting input from colleges, faculty, students, and system partners to assess CCN impact on transfer clarity, course applicability, and student experience.
- Conducted the first annual college survey to capture implementation progress, including expenditures, curriculum development, and student-facing communication efforts to improve awareness and usability of CCN.
- Integrated student voice into implementation through direct engagement opportunities and representation on the CCN Council, ensuring student perspectives informed ongoing refinement.
- Activated shared governance structures, including the CCN Council, to support cross-segment dialogue and guide continuous improvement efforts toward achieving Vision 2030 goals.
- Gathered and began analyzing feedback and articulation responses from CSU and UC partners to identify patterns, clarify barriers, and inform next steps for CCN template refinement.
- Identified key implementation challenges through stakeholder feedback, including inconsistent articulation outcomes and technology limitations requiring manual processes at colleges.

Contributors

James Todd and Michelle Grimes-Hillman