AB 1111: Common Course Numbering (CCN) Task Force

Strategic Priorities, Implementation Plan, and Progress to Date

Last updated October 24, 2023

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Task Force Charge

Assembly Bill No. 1111: Common Course Numbering Task Force (hereafter "CCN Task Force") is charged with working collaboratively across the California Community Colleges and the system's key stakeholders to inform the development of an implementation plan for fulfilling the requirements of AB 1111. AB 1111 calls for ensuring that "comparable courses across all community colleges have the same course number" through a student-facing common course numbering system.

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AB 1111 Language

Assembly Bill No. 1111 (AB 1111) established new Education Code 66725.5 and states the following:

"(a) (1) To streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation, on or before July 1, 2024, both of the following shall occur:

(A) The California Community Colleges shall adopt a common course numbering system for all general education requirement courses and transfer pathway courses.

(B) Each community college campus shall incorporate common course numbers from the adopted common course numbering system in its catalog.

(2) The common course numbering system shall be student facing…and ensure that comparable courses across all community colleges have the same course number."

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History

AB 1111 is the fourth piece of legislation since 1983 focused on common course numbering. This legislation is different in that:

- AB 1111 included funding by the legislature, providing resources to support the success of the work.
- This is an opportune time as California Community Colleges (CCCs) are deeply engaged in, and making progress on, important student-success efforts stemming from the Vision for Success. Ensuring clarity for students and supporting transfer student success are critical and aligned priorities.

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The Arc of the Work

Eight Task Force meetings focused on:

Understanding CCN landscape and key elements in CA

Identifying the conditions necessary for a successful implementation

Informing the development of an implementation plan with clear milestones

Orchestrating key stakeholder engagement for success and sustainability of the work

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Objectives

To meet the requirements of AB 1111, the CCN Task Force will consult with subject experts and engage in discussions to inform recommendations for the Board of Governors related to (not listed in order of priority):

1. A definition of a student-facing common course numbering system for all general education requirement courses and transfer pathway courses.
2. An implementation plan to guide efforts to establish and adopt a common course numbering system that meets the requirements of AB 1111.
3. An overview of the process and timelines for how each community college campus incorporates common course numbers into its catalog using the adopted common course numbering system.

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CCN Task Force Opportunities & Challenges

Opportunities and Challenges

The CCN Task Force and the California Community College Chancellor's Office (CCCCO) are committed to the success of CCN, and see CCN as an opportunity while acknowledging this is challenging work. As the work is taking place, the Task Force acknowledges that:

- There is strong agreement that CCN has the potential to greatly benefit students.

- CCN is a historic opportunity and has a direct tie to improving equitable outcomes and student success. CCN is not a magic bullet, but it is necessary foundational work.

- By making our institutions easier to navigate, we are much more likely to retain and graduate our students. Every system that has implemented CCN acknowledges the work is worthwhile.

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Opportunities and Challenges *continued 1*

- The Chancellor's Office is committed to honoring the expertise of faculty, staff, and administration advancing implementation with proper supports.

- The process of designing and granting common course numbers for thousands of courses across all of our California Community Colleges (CCC) and districts will take significant time and require ongoing resources.

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Opportunities and Challenges *continued 2*

- A CCN system applied without California State University (CSU), University of California (UC) and Association of Independent California Colleges and Universities (AICCU) system-level agreements could unintentionally and negatively impact students' transfer opportunities, therefore:

  - Any course changes could have implications for CCC, CSU, UC and AICCU policies and methods utilized for establishing course equivalencies, transferability, and articulation.

  - Intentionally engaging 4-year partners maximizes articulation across all segments.

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CCN Task Force
Implementation Timeline

Task Force Implementation Plan Timeline

2022

2023

2024

- CCCCO convenes CNN Task Force

- **September 2022:** First Task Force Meeting

Task force launched and reviewed information gathered to support key objectives

- **Spring 2023:** Work Streams identified to support the Implementation Plan
- Task Force continues to hold public meetings and advance work
- **August 2023:** Review draft report to support Implementation Plan development
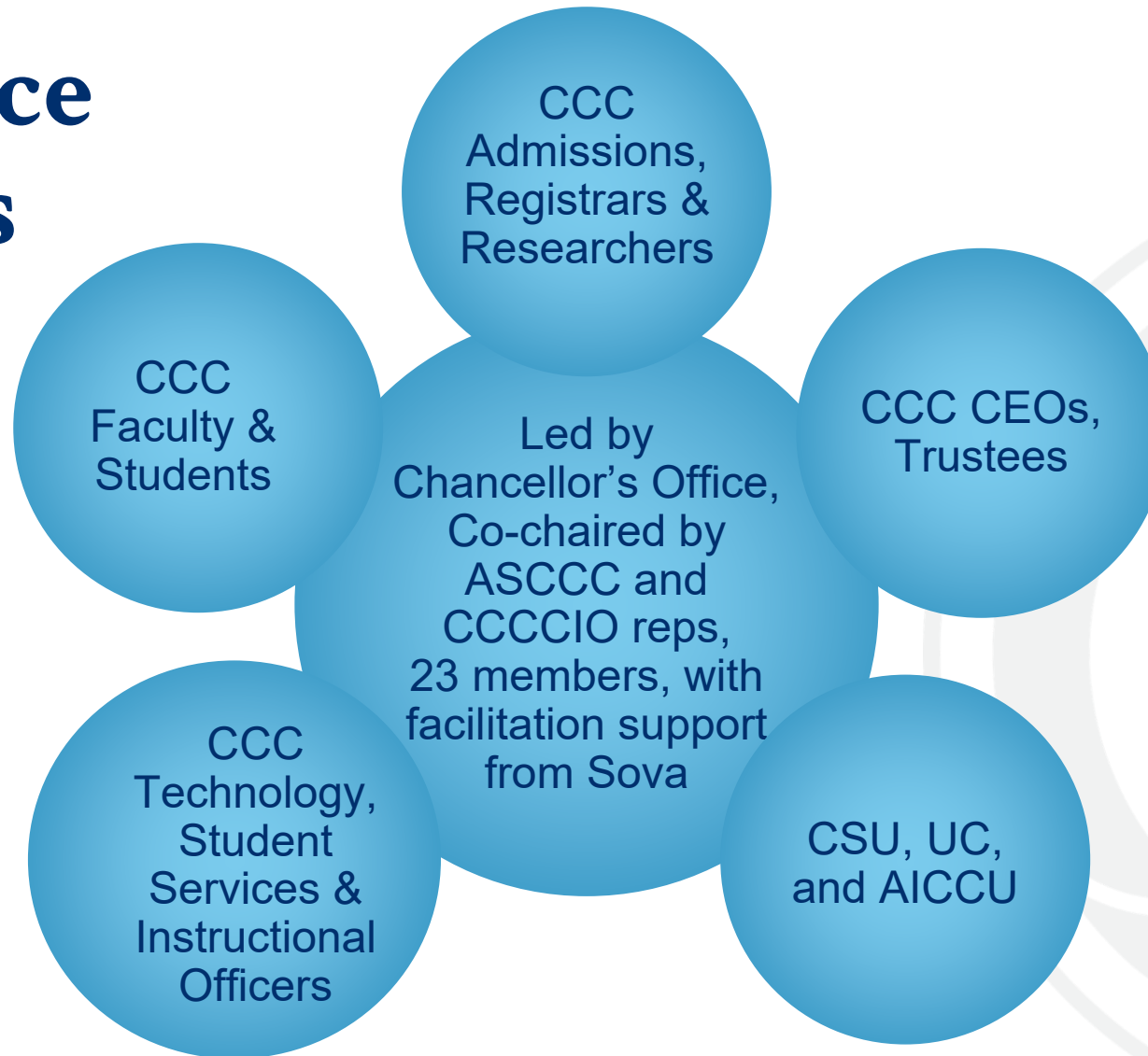- **December 2023:** Implementation Plan will be finalized

- **January 2024:** Implementation begins

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CCN Task Force Structure

Task Force Members

*Bagley-Keene Compliant

CCC Admissions, Registrars & Researchers

CCC Faculty & Students

Led by Chancellor's Office, Co-chaired by ASCCC and CCCCIO reps, 23 members, with facilitation support from Sova

CCC CEOs, Trustees

CCC Technology, Student Services & Instructional Officers

CSU, UC, and AICCU

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Task Force Members 1

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Task Force Members 2

Co-Chairs:

Ginni May, Past President, ASCCC, Sacramento City College

Tram Vo-Kumamoto, Past President, CCCCIO; VP, Instruction, Saddleback College

Members:

Robert Alexander, Vice President, Regional Affairs, Student Senate for California Community Colleges

Cheryl Aschenbach, President, ASCCC, Lassen College

Rupinder Bhatia, Executive Director, IT, San Jose-Evergreen CCD

Nicole Porter, VP, Student Services, American River College

Jeremy Brown, Dean of Student Success and Institutional Effectiveness, Yuba College

Victor DeVore, Dean, Student Services, San Diego CCD

Chase Fischerhall, Associate Director, A-G and Transfer Articulation Policy, UC Office of the President

Marilyn Flores, Superintendent/President, Rio Hondo College

John Freitas, Articulation Officer, Los Angeles City College

Deborah Ikeda, Trustee, State Center CCD

Members (cont.)

Aisha Lowe, Executive Vice Chancellor, California Community Colleges

Meredith Marasco, Evaluator, Butte College

Isabel O'Connor, VP, Instruction, San Diego Mesa College

John Stanskas, Vice Chancellor, California Community Colleges

Marci Sanchez, Assistant Director of Undergraduate Transfer Programs, California State University, Office of the Chancellor

Rachel Stamm, Curriculum Systems, Consultant, CCC Tech Center

Tiffany Tran, Articulation Officer, Irvine Valley College

Kristin Van Gaasbeck, Director, Liberal Studies and Social Science Programs; Faculty, California State University, Sacramento

Tyler Vaughan-Gomez, Assistant Registrar for Transfer & Articulation, University of Redlands

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CCN Task Force
Information Gathering

Information Gathering to Support Work

- Conducted a landscape scan to inform implementation of the student-facing common course numbering system.

- Reviewed data and information regarding California Community College student transfer experiences and outcomes (included surveying CCCs and analyzing Assist.org and C-ID data).

- Invited institutional examples and CA district representatives who are doing this work and making progress.

- Listened to and engaged with student panels to ensure student voice both in the Task Force and Landscape Scan efforts

- Worked with RP Group to conduct a deep dive on CCC multi-college districts with CCN to understand the California experience.

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CCN Task Force
Implementation Plan

Elements of the Implementation Plan

The implementation plan will answer the following key questions:

- What is the scope of the work? How does the CCN Task Force define a student-facing common course numbering system?

- What are the key outcomes the CCN Task Force aims to achieve?

- Who will do what and by when? What are the key milestones, activities, and responsibilities for each area of work (i.e., work stream)?

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High-Level Outcomes Driving the Work

(*not listed in the order of priority)

1. For students who attend multiple California Community Colleges, lower division, general education, and major preparation requirements will be easily identified within the CCC as comparable to eliminate students unnecessarily re-taking a course when taking courses across multiple colleges.

2. The CCN Task Force intends for articulation to be improved for transfer into four-year public and independent universities as well. Current law would benefit those students who transfer within, or move around within, the CCC system, but participation by the CSU, UC, and AICCU systems is needed for CCN to benefit students transferring to and from those institutions.

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High-Level Outcomes Driving the Work
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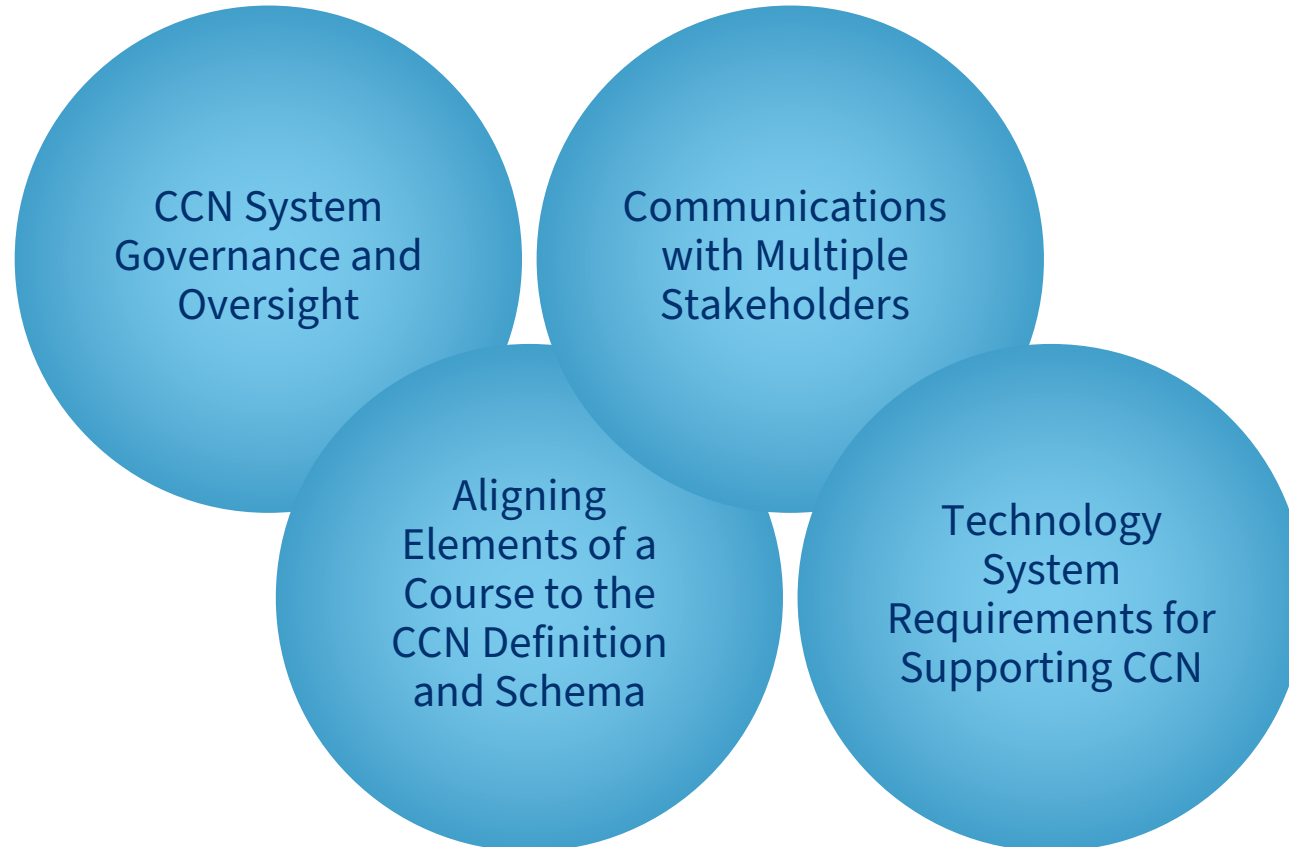
3. This process and statewide collaboration will:

- Bring increased transparency and amplify efforts to address the structural, systemic, and intersegmental barriers that students face regarding transfer and credit mobility.

- Make progress on the following Vision for Success goals: reduce unit accumulation, improve transfer rates, and increase credential completion across CCCs by ensuring that students 1) understand how a course may or may not transfer and articulate within CCC and to UC, CSU, and AICCU institutions and 2) take the courses they need to meet their educational goals regardless of the college where the courses were taken.

- 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 among CCCs, and among CCCs and other segments of postsecondary education.

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High-Level Outcomes Driving the Work

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4. 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.

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Four Work Streams

CCN System Governance and Oversight

Communications with Multiple Stakeholders

Aligning Elements of a Course to the CCN Definition and Schema

Technology System Requirements for Supporting CCN

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CCN Task Force
Progress to Date

Task Force Progress to Date

- Task Force is scheduled to meet every other month, from Fall 2022 - Dec 2023.
  - The Task Force is committed to this effort, sees enormous potential for students, and is on track to develop a statewide implementation plan.

- Members have a strong understanding of California's CCN landscape (opportunities and challenges).
  - Task Force members receive regular reminders to communicate with their stakeholders and request feedback.

- The Task Force established four Work Streams to guide the implementation plan.

- Task Force members are working to agree on what is "common" and to explicitly define and outline key definitions that will impact the work.

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Task Force Progress to Date *continued*

The Task Force has learned:

- There is no existing one-size fits all CCN model (nationally or within the state).

- It is beneficial to build on existing infrastructure (e.g., C-ID, Assist.org and intersegmental coordinating bodies).

- Adoption across all California Community Colleges should be sequenced and rolled out strategically.

- Implementing CCN in a manner that maximizes benefits to students is complex, long-term work that:

  - Reaches beyond simply numbering courses.

  - Necessitates the alignment and coordination of GE and transfer pathway courses across the largest system of higher education in the nation and maintains college autonomy.

- Identifying shared definitions is crucial to the work.

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Stakeholders' Role in Supporting the Work's Success

How to Support the Success of the Work

- Give clear feedback on what has been shared and potential opportunities or challenges.
- Review meeting summaries to strengthen content knowledge.
- Share the work with constituency groups.
- Advocate for engagement and sustained resources for participating parties.

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How Community College Partners Can Prepare

- In the interim, there are a few things that colleges can consider to prepare:
  - Recognize the implementation is a district and college responsibility based on processes established and approved through statewide collaboration.
  - Prepare governing bodies who need to be involved.
  - Review and update internal processes such as:
    - Consider expedited, local approval processes for CCN.
    - If not already in place, consider curriculum approval at every local governing board meeting.
  - Create capacity for staff and faculty engagement.

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How Four-year Institution Partners Can Prepare

Consider key questions such as:

- How can your review and articulation approval processes be modified to support the CCN Descriptor implementation?

- How could CCN and improved articulation impact the quality of your work, streamline the work to be completed, and result in consistency for all students across the CCC?

- How could CCN and improved articulation improve the student experience and outcomes?

- What resources are needed to further CCN efforts?

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CCN Task Force
Next Steps

What's Next

- Progress continues to be made towards the implementation plan.

- Task Force members will continue to vet the key considerations with their constituent groups.

- To learn about upcoming CCN Task Force Meetings visit: https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project

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How to Learn More?

All CCN Task Force materials are public and can be accessed at:

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project

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