

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

Meeting 2, November 29, 2022

Call to Order



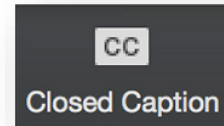
Housekeeping

Tech Support

- Tech Support is available, please contact FCCC staff members or email: 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: Foundation2022

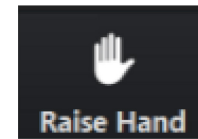
Public Comment

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.

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.

Roll Call



Welcome

Agenda and Meeting Objectives Review
CCN Task Force Charge and Guiding Principles
Discussion of What Counts as a Majority

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

Agenda

- 10:00-10:15: Call to Order, Roll Call, Welcome, Agenda and Meeting Objectives Review, Centering in CCN Task Force Charge and Guiding Principles, and Discussion of What Counts as a Majority
- 10:15-10:25: Public Comment on Agenda Items
- 10:25-10:40: Discussion of Feedback on Meeting 1 Summary

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

Agenda (cont.)

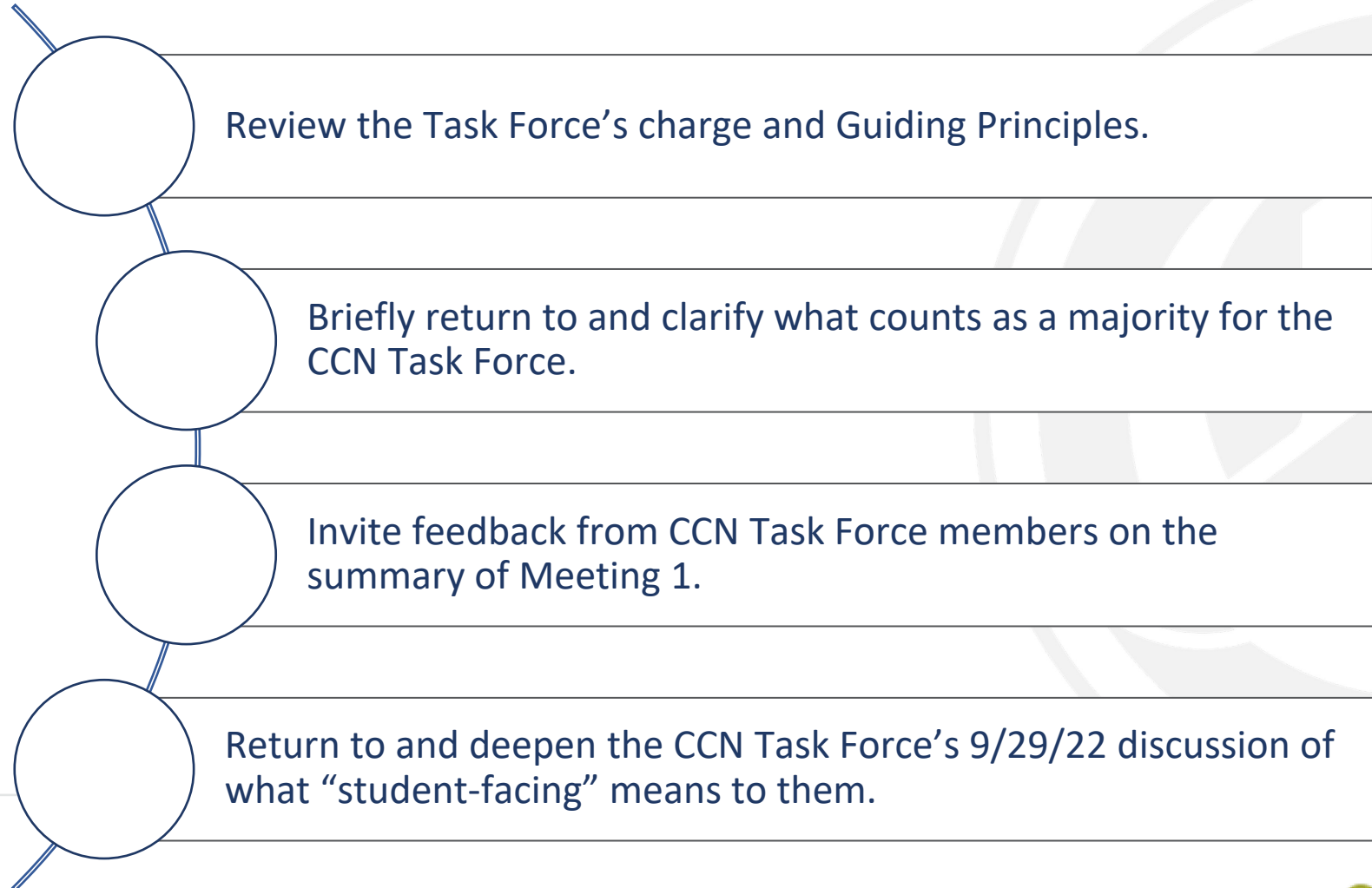
- 10:40-11:10: Return to and Deepen CCN Task Force Discussions from Meeting 1:
–What Does “Student-facing” Mean to You? and
–What Will the Implementation Plan Look Like and At What “Level” is the CCN Task Force Working?
- 11:10-12:00: Hearing from Students: Student Voice on the Transfer Experience
- 12:00-12:45: Lunch
- 12:45-1:45: Learning from California Community Colleges’ Experiences with Common Course Numbering

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

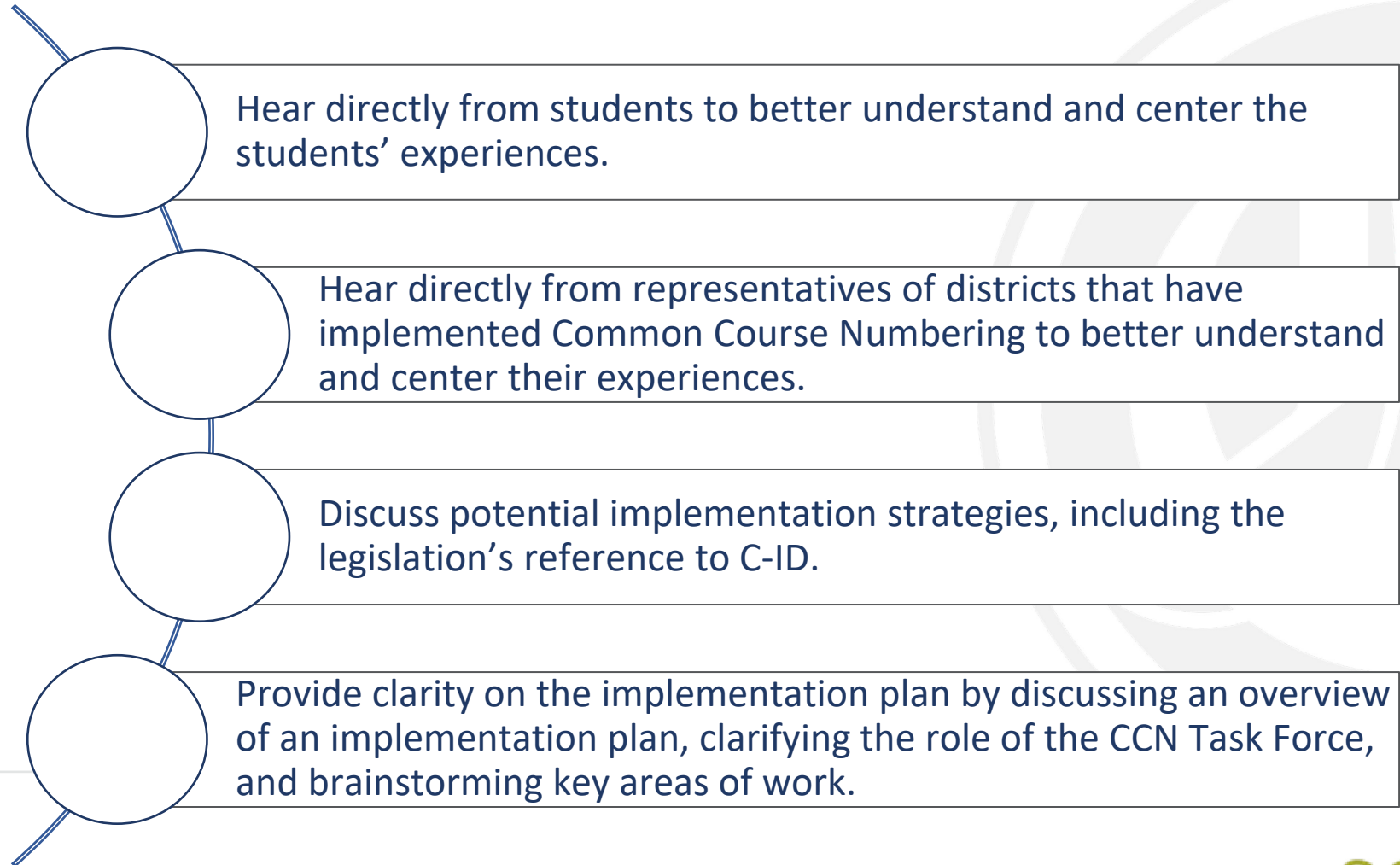
Agenda (cont.)

- 1:45-2:30: Discussion and Activity: Implementation Strategies, including the Legislation's Reference to C-ID
- 2:30-3:15: Discussion and Activity: Developing Work Streams for the Implementation Plan
- 3:15-3:20: Next Steps
- 3:20-3:30: Public Forum on Non-Agenda Items
- 3:30: Adjournment

Meeting Objectives



Meeting Objectives (cont.)



Charge

The 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.

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 the following:
 - A definition of a student-facing common course numbering system for all general education requirement courses and transfer pathway courses;
 - An implementation plan to guide efforts to establish and adopt a common course numbering system that meets the requirements of AB 1111; and
 - 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.

Participatory Governance Guiding Principles

- Student-focused: Orienting outcomes and associated activities toward improving student experiences and achievement.
- Representation: Welcoming constituent, practitioner and stakeholder voices to be represented and participate.
- Inclusivity: Enabling the necessary conditions for productive participation from differing perspectives.
- Constructive Discourse: Valuing honesty, fairness, and respect.
- Transparency: Providing accurate, effective, and inclusive communication processes.

What is a Majority?

- More than 50% of the CCN Task Force in one place (virtual, email, in-person) is a majority.
- CCN Task Force has 23 members, so no more than 11 people (12 people would be more than 50%).
- Please be attentive to this in settings such as conference presentations, association meetings, etc.

Public Comment

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

Discussion of Feedback on Meeting 1 Summary

Deepening Discussions from Meeting 1

Sova's Approach

- 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.
- As an example, this is our second meeting together. Today, we will revisit some of the outcomes from, and questions raised during, Meeting 1.
 - As we work today, we will seek to demonstrate how these conversations will be captured and feed the CCN Task Force's recommendations for an implementation plan.



Sova's Approach

- This is not a box-checking exercise. Our goals include to solicit input in multiple ways, listen and make sure you feel heard, use your time and insights productively, honor all of the good work already done across the system, and make sure you see that we are committed to the success of this effort and putting students first.
- We are still early in this process. At this point, we are generating content and getting ideas on the table, not making final decisions or landing on answers.



Discussion of “Student-facing”



- The following key themes emerged related to what a “student-facing” Common Course Numbering System means to the CCN Task Force:
 - Facilitates credit mobility;
 - 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).
- This will become shared language for how we will start talking about this, informing the scope of the implementation plan. Now that some time has passed, what is your reaction?

Implementation Plan Discussion: Objectives

- Ground today's and future discussions in a shared sense of what the CCN Task Force is working toward: recommendations for an implementation plan.
- We will come back to brainstorming on this later today, after talking more about implementation strategies.
- The goal is to make sure we approach today's content with this conceptual framework in mind.

How Will the CCN Task Force Develop an Implementation Plan?

- The CCN Task Force will identify the conditions necessary for a successful implementation.
- Then, those will be knit 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 the Academic Senate for California Community Colleges and California Community Colleges Chief Instructional Officers Association.

The Role of the CCN Task Force

The CCN Task Force *will*:

- Clarify which aspects of the work require state-level solutions and where local decisions should be prioritized
- Agree in broad strokes on milestones, goals and objectives
- Clarify the anticipatable consequences and candidly document the difficult tradeoffs involved in effectively implementing CCN
- Identify recommendations for a systemwide infrastructure, work streams and the people implicated in the work, at which stages
- Identify recommendations for high-level KPIs and metrics
- Show that this is possible and be engaged, supportive members of the CCN Task Force
- Authentically represent and productively surface concerns of their respective constituents (e.g., not just an individual's own institution)
- Clarify infrastructure requirements implicated in implementation

The CCN Task Force *will not*:

- Decide on nuanced details (e.g., how many numbers will the CCN have?)
- Decide on details at the local college level
- Execute the solution as members of this CCN Task Force (might do so as members of workgroups, as yet TBD)
- Disengage from the process and then criticize the outcomes

Illustrative example (e.g., tech)

The CCN Task Force *will*:

- Define the parameters of the implementation working groups
- Determine whether a statewide tech platform is valuable/needed or whether interoperability across distinct platforms with technology connecting local systems is the best approach
- Determine the milestones for selecting a platform
- Determine the milestones for scaffolded adoption
- Surface the hard questions and tradeoffs involved in effective implementation
- Identify high-level KPIs for technology (system requirements clarified, interoperability planned for, supported and achieved)

The CCN Task Force *will not*:

- Choose a specific vendor/solution provider
- Execute the technology solution
- Conduct a deep-dive assessment of the existing technology platforms and configurations across the districts
- Conduct a deep-dive assessment of existing back-office systems and processes related to implementing technology effectively
- Avoid clearly naming difficult issues that will need to be addressed for the technology solution(s) to be successfully implemented

Proposed Elements of the Implementation Plan

- **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 Work Streams & Parameters within the Implementation Plan

- **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?

What is a Work Stream?

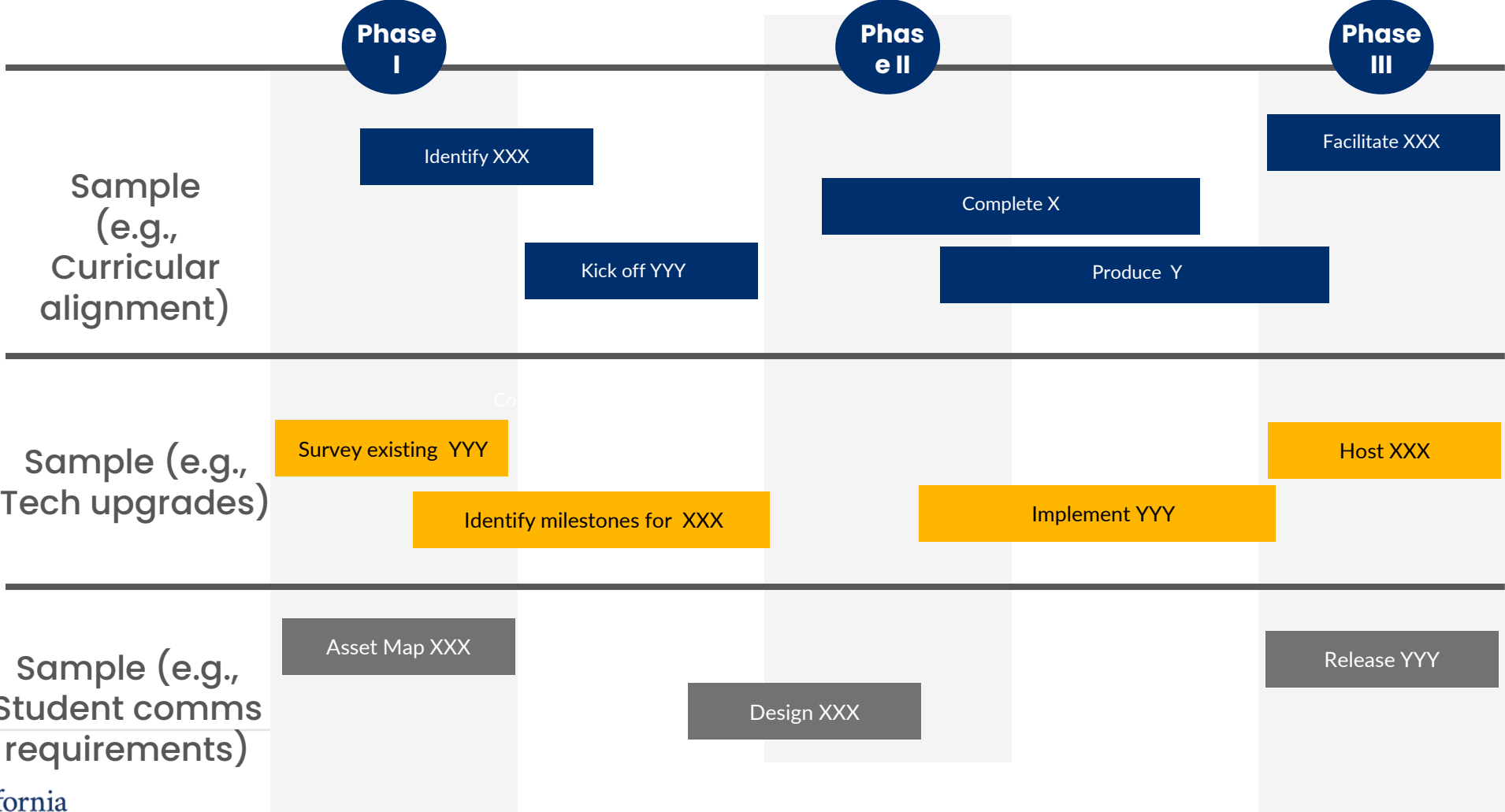
A work stream is a domain of activity required in an implementation plan. Examples for your consideration include:

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

Proposed Approach to KPIs and Metrics

- **Implementation plan KPIs & metrics:** Key performance indicators (KPIs) or other metrics reveal progress on the implementation plan. Establish measurable indicators, state what they are within the plan itself, and then track them over the course of the project.

Illustrative Timeline



Implementation Plan Discussion

- What feels strategic and realistic about this approach?
- What feels challenging?
- What is missing?



Hearing from Students: Student Voice on the Transfer Experience

“Hearing from Students” Panelists

- Marco Martinez, Executive Vice President, Student Senate for California Community Colleges (primary college is Bakersfield College)
- Casey Chang, Vice President of Communications, Student Senate for California Community Colleges (primary college is Mission College)
- Rachel Alazar, Pre-Nursing Student at Palomar College (primary college is Palomar College)
- Gerardo Reyes, Inter-Club Council President, Reedley College Associated Student Government (primary college is Reedley College)

Questions for “Hearing from Students” Panel

- Can you open by describing your postsecondary journey? In addition to education, what were you navigating while you were also pursuing higher ed?
- 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?

Lunch Break (~45 minutes)

CCN Task Force Members, please follow signs to lunch.

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

We will reconvene in ~45 minutes at 12:45pm

Learning from California Community Colleges' Experiences with Common Course Numbering

Panelists: San Diego & Peralta Community College Districts

- Shelly Hess, SDCCD Dean of Curriculum
- Andrew Hoffman, English Faculty and Past San Diego Mesa College Curriculum Review Committee Co-Chair
- Carmen Scott, SDCCD Curriculum Technician
- Nancy Cayton, Berkeley City College Curriculum Specialist
- Laura Bollentino, Laney College Articulation Officer
- Heather Sisneros, Laney Curriculum Chair and District Curriculum Committee (CIPD) Co-Chair

Questions for Panel

- 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?

Facilitated Discussion and Activity: Implementation Strategies, including the Legislation's Reference to C-ID

Objectives



- Information gathering: We are not yet at the point of making recommendations. We will gather your input and reflect it back to you.
- Our goal is not to capture (or become mired in) the minute details. For now, we want to understand the big ideas on your minds.
- Reminder: this is not your last opportunity to weigh in on this. We will keep iterating.
- Our focus is on implementation strategies, not the work itself. Later today, we will discuss what the work streams look like (e.g., aligning curriculum, how to link to IT systems).

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.”

AB 1111 Language and C-ID

“(3) To support the development and implementation of a common course numbering system for the California Community College system, the workgroup established in Item 6870-101-0001 of Section 2.00 of the Budget Act of 2021 shall consider starting with courses included in the Course Identification Numbering System (C-ID) and expanding to general education requirements and transfer pathway courses pursuant to subdivision (b).”

“(b) The common course numbering system may have the same alphabetical identifier and same numerical identifier for each course that shares the same C-ID course description, pursuant to both of the following:

- (1) For all courses included in the C-ID, the California Community Colleges may adopt the alphabetical and numerical identifier of the C-ID course descriptor as the same common course number at all community colleges.
- (2) For all general education requirements and transfer pathway courses that are not included in the C-ID, intersegmental discipline faculty through the C-ID process may develop a C-ID course descriptor for each of these community college courses. Once a C-ID course descriptor is developed, the California Community Colleges may adopt the alphabetical and numerical identifier of the C-ID course descriptor as the same common course number at all community colleges.”

Brainstorming Activity: Question 1

Earlier, we discussed your view of a student-facing common course numbering system. With that discussion in mind, please take ~7 minutes to write responses on the sticky notes to the following question:

- **Green:** If CCN is implemented well, what should change about the student experience and outcomes?

Parking lot: Please feel free to add other items on your mind to **orange** sticky notes.

Brainstorming Activity: Question 2

Earlier, we discussed your view of a student-facing common course numbering system. With that discussion in mind, please take ~7 mins to write responses on the sticky notes to the following question:

- **Yellow:** 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?

Parking lot: Please feel free to add other items on your mind to **orange** sticky notes.

Next, we will discuss your reflections as a group. The results of this activity will be organized and reflected back in the Meeting Summary (a public document), helping us to start capturing information for the implementation plan.

Facilitated Discussion and Activity: Developing Work Streams for the Implementation Plan

Objectives



- Information gathering: We are not yet at the point of making recommendations. We will gather your input and reflect it back to you.
- Our goal is not to capture the minute details. For now, we want to understand the big “work streams” on your minds.
- Reminder: this is not your last opportunity to weigh in on this. We will keep iterating.

Brainstorming Activity

- As noted earlier, we drafted some work streams just to guide us today:
 - Designing the taxonomy and rules/policies of CCN (e.g., identifying the prefixes);
 - Curricular alignment;
 - Technology systems upgrades;
 - Student-facing communications requirements;
 - Principles for allocation of AB 1111 resources; and
 - Governance.
- Are these close enough to make progress today and unpack the work?



Brainstorming Activity

- Please work in groups of ~4-5 for 25 minutes to discuss the “work streams” for this effort. You have sticky notes in front of you. Please write notes on the specific **decisions and actions** that have to be made within these work streams. Please color-code them with sequencing in mind:
 - **Green:** Phase I, now through July 2024*
 - **Blue:** Phase II, Fall 2024 - Summer 2025
 - **Yellow:** Phase III, Fall 2025 - Summer 2026
- **Parking lot:** We anticipate you might wish to comment on items beyond 2026, or other parameters such as who should be involved; please feel free to add items on your mind to **Orange** sticky notes.

* These are rough timelines just to help us think about sequencing.

Brainstorming Activity

- Next, please take 5 minutes to walk around and look at the other groups' sticky notes.
- We will discuss at a high level what we are seeing as a group at the end of the session.
- The results of this activity will be organized and reflected back in the Meeting Summary (a public document).

Next Steps



Next Steps

- Next meeting: February 23, 2022;
- Reminder re. Bagley-Keene; and
- Questions?
 - lara.couturier@sova.org and alison.kadlec@sova.org

Public Forum

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

Adjournment

