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

Meeting 5, June 22, 2023

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Call to Order, Welcome and Housekeeping
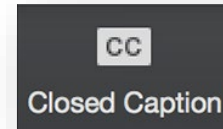
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Housekeeping: Tech Support

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

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.

Raise Hand

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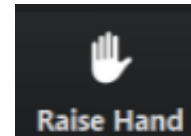
All formats: If utilizing an interpreter or other interpretation technology, we shall provide twice the allotted time, 4-minutes, to ensure that all speakers receive the same opportunity to address the CCN Task Force.

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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, Review of the Agenda, Meeting Objectives and Summary from Meeting 4

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 progress made by sub groups on building the statewide implementation plan for a student-facing common course numbering system

Advance the CCN Task Force's work on definitions for what is common, and whether those items are identical, comparable, etc. and consider options for a taxonomy and schema for CCN

Discuss stakeholder communications and begin to build a communications plan

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

Provide input into future meeting agendas

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Agenda

10:00-10:25:   Call to Order and Welcome, Housekeeping, Reminder of the Arc of the Work and Review of the Agenda, Meeting Objectives and Meeting 4 Summary

10:25-10:35:   Public Comment on Agenda Items

10:35-11:55:   Discussion of Sub Group Recommendations: Aligning Elements of a Course to the CCN Definition and Schema

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Agenda (cont.)

11:55-12:40:   Photo and Lunch

12:40-1:10:   Hearing from RP Group: Updated Findings from Research on Common Course Numbering in California

1:10-2:10:   Discussion of CCN Task Force Communications

Agenda (cont.)

2:10-3:10:   Updates from Additional Sub Groups

3:10-3:20:   Discussion of Future Agenda Items and Next Steps

3:20-3:30:   Public Forum on Non-Agenda Items

3:30:   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/documented; and

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

Meeting 4 Summary

- Any questions or discussion?

Public Comment

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

Overview of Sub Group Work

CCN Sub Group Purpose

CCN Sub Group Purpose:

Develop recommendations to the CCN Task Force for the "parameters" for a longer-term Implementation Working Group, to include guidance on principles for engagement, who will lead the work, which stakeholders will be engaged, and what milestones and activities each Implementation Working Group will complete. Sub Group final recommendations will be documented in Work Stream Templates.

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CCN Sub Group Members

CCN System Governance and Oversight
Members: Aisha Lowe (Alt. Bob Quinn), Meredith Marasco, Ginni May, Isabel O'Connor

Technology System Requirements for Supporting CCN
Members: Rupinder Bhatia, Jeremy Brown, Victor DeVore (Co-Lead), Rachel Stamm (Co-lead)

Aligning Elements of a Course to the CCN Definition and Schema
Members: Cheryl Aschenbach, Chase Fischerhall, John Freitas, Marci Sanchez, Tyler Vaughan-Gomez, Bob Quinn, Tiffany Tran (Lead)

CCN Sub Group Updates

Sub Group Meetings

Alignment - 5 meetings

Governance - 2 meetings

Technology - 4 meetings

Additional asynchronous work occurred between meetings

Valuable in-depth discussions at each decision point to assess impact of each recommendation and its connection to other recommendations

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CCN Sub Group Updates

Progress to Date

Alignment - Established recommended definitions and classification of element alignment. Significant discussions on processes needed to align courses will result in future recommendations.

Governance - Developed draft recommendations on the organization and participation for the implementation of CCN. They have identified related timelines for establishing an initial oversight group and key tasks to align new CCN efforts with existing working groups systemwide.

Technology - Establishing options for data reconciliation across platforms, analysis of course-level data, batch processing, and future technology-based practices that reduce the burden on colleges and improve articulation of approved courses.

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CCN Sub Group Updates

Next Steps

By **August 11, 2023**, finalize a set of draft recommendations to be shared with the full Task Force.
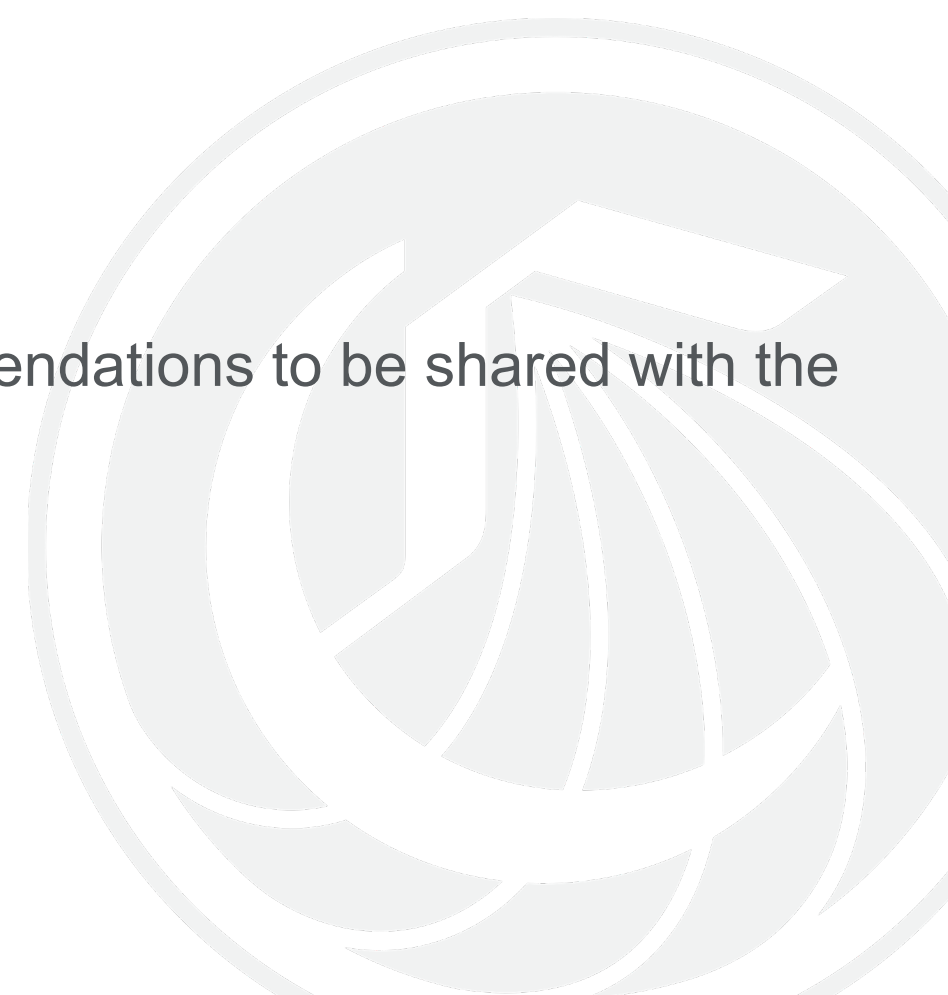
Discussion of Sub Group Recommendations:
Aligning Elements of a Course to the CCN Definition and Schema

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Definitions (drafts)

Related to Courses as a Whole – Course Outline of Record (COR)

- Articulation
- Comparable
- Transferable
- Duplication

Related to Specific Course Elements

- Equivalent
- Identical

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Definitions (drafts)

Articulation

The process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are <mark>comparable</mark> to, and acceptable in lieu of, specific courses at a "receiving" campus.
(Adapted from: California Intersegmental Articulation Council (CIAC) Handbook, 2013)

Definitions (drafts)

Comparable

Course (as a whole) has a ==minimum standard== in common with another course, as demonstrated by ==elements== included in the ==CCN Descriptor==, to the degree needed for the course to be accepted in lieu of the receiving institution's course.

- Minimum standard
    - Course elements (i.e., course title, prefix, number, units, pre-requisites)
    - CCN Descriptors – CCC, CSU, AICCU, and UC faculty create, review, and update descriptors

CCN Descriptors (drafts)

Common Course Elements		Element Classification
Course Number		Identical
Course Title		Identical
Unit Amount		Adheres to an established minimum
Course Description	Part 1: Required	Identical
	Part 2: Optional	Expanded - local college discretion
Prerequisites		Identical
Course Content	Required Topics	Equivalent
	Optional Additional Topics	Expanded - local college discretion
Student Learning Objectives[1]	Required Objectives	Equivalent
	Optional Additional Objectives	Expanded - local college discretion
Satisfaction of General Education area for applicability to lower division preparation for transfer		Pending 1.CCC to CCC 2.CCC to four year
Satisfaction of major/department articulation for applicability to lower division preparation		Pending 1.CCC to CCC 2.CCC to four year

Identical – exactly the same

Equivalent - Hold equal weight, worth, and value but are not identical.
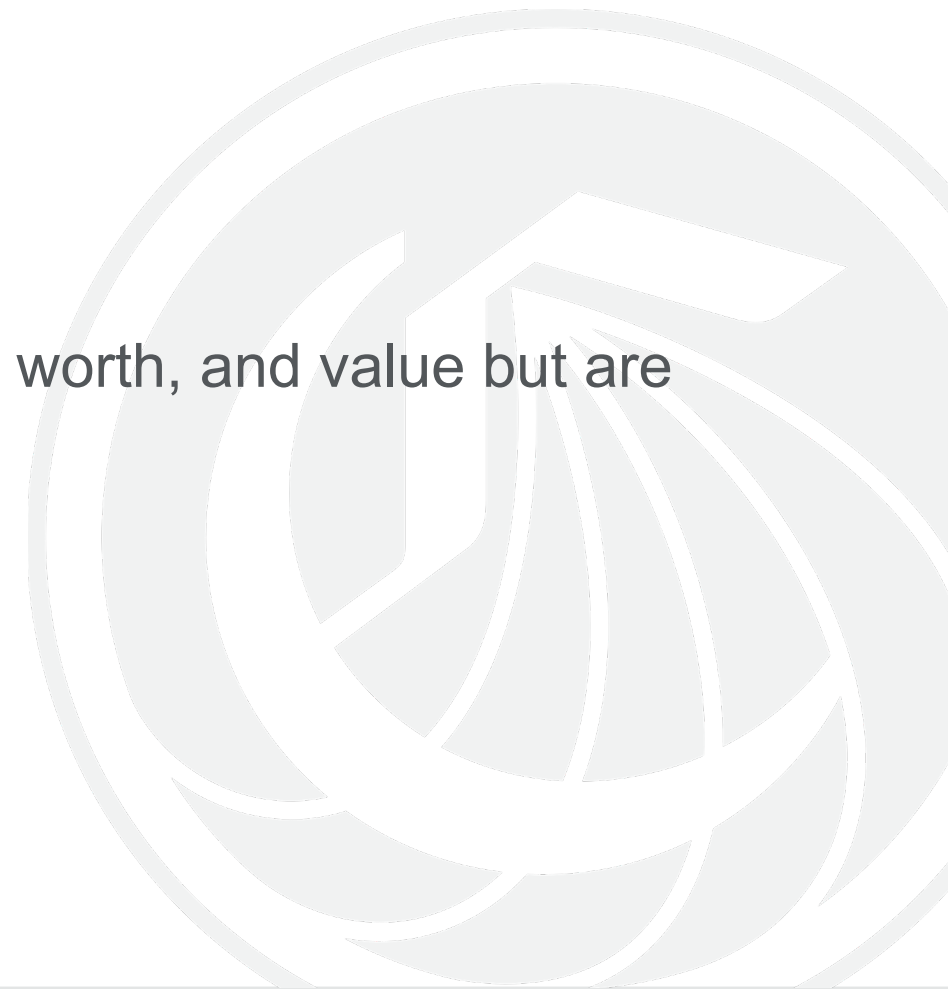
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Definitions (drafts)

Identical (Elements) – Exactly the same.

Equivalent (Elements) – Hold equal weight, worth, and value but are not identically worded.

Transferable – Pending.

Duplication – Pending.

Intersegmental Curriculum Workgroup

- Intersegmental body
  - Reviews and recommends policies, criteria, and processes for developing, reviewing, revising, and deleting intersegmental curriculum including Transfer Model Curricula (TMCs)
  - Established in 2009 to provide oversight for SB 1440 (ADTs)

- Membership includes
  - CCC & CSU faculty
  - CCC & CSU articulation officers
  - CCC & CSU Chancellor's Office staff
  - C-ID Curriculum Director, Special Projects Director, & ASCCC staff
  - AICCU & HBCU reps
  - UC reps

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Intersegmental "CCN" Workgroup

Sub Groups are working towards a recommendation by identifying optimal stakeholder representation and necessary CCN-related processes and policies. Communication with ICW regarding CCN progress, ICW expansion opportunities, and overall governance/process structure is ongoing.

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Taxonomy Ideas

Initially developed by Brian Sanders and a few CIOs; further developed through dialog with CIO and ASCCC reps

- Use 5-digit number codes (at least 1 college already uses 4)
- 00001-04999 Noncredit
- 05000-09999 Pre-transfer or not designed for transfer (CTE)
  - 05000-06999 Statewide common numbering (ie. C-ID X courses)
  - 07000-09999 Local use; variable by college

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Taxonomy Ideas – Numbering Bands

10000-19999 1st year level courses
- 10000-14999 Statewide common numbering
- 15000-19999 Local use; variable by college

20000-29999 2nd year level courses
- 20000-24999 Statewide common numbering
- 25000-29999 Local use; variable by college

30000-39999 3rd year level courses
- 30000-34999 Statewide common numbering
- 35000-39999 Local use; variable by college

40000-49999 4th year level courses
- 40000-44999 Statewide common numbering
- 45000-49999 Local use; variable by college

Also consider:
- Combined lecture/labs
- Lab for lecture/lab pair
- Combined corequisite
- Honors courses
- Other?

Could be included as last 1-2 numbers in all codes within bands (0 if not applicable), as appended letter code, or something else

Sample Taxonomies: Florida

The Statewide Course Numbering System is a classification system based on course content. A course is identified by a prefix, level number, course number, and lab code.

- The **prefix** is a three-letter abbreviation representing a broad subject area.
- The **level number** is the FIRST numeric digit of the course number, representing the year in college the course is usually taken:
    - 0 = college preparatory or vocational
    - 1-2 = lower-level college courses (freshman, sophomore)
    - 3-4 = upper-level college courses (junior, senior)
    - 5-9 = graduate courses
- The three-digit **course number** identifies the specific content of the course.
- The **lab code** is used to indicate that a course is a laboratory component of a lecture/lab pair, or that an integrated lab is a component of a combined course. If no lab code is specified, the course does not include a laboratory component.
    - L = lab section of a lecture/lab pair
    - C = combined lecture/lab course

The following is an example of a course identifier:

PREFIX (subject area)	LEVEL	COURSE NUMBER	LAB CODE
AMH	4	571	--

In this example, AMH 4571 is an Early African-American History course within the American History (AMH) subject area that is taught at the upper (senior) level. The course has no lab component.

Source: https://flscns.fldoe.org/LinkUploads/2023%20SCNS%20Public%20User%20Training%20Manual.pdf

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Sample Taxonomies: Florida

- "The SCNS organizational hierarchy for a subject-matter area or a component of a subject area. It is organized as follows (going from larger to smaller units):

  1. Discipline

  2. Prefix

  3. Century

  4. Decade

  5. Course Number"

Source: https://flscns.fldoe.org/LinkUploads/SCNS%202021%20Handbook.pdf

Sample Taxonomies: Florida

Discipline: "A specific subject area of knowledge or skills identified in the SCNS taxonomy by one or more prefixes."

Prefix: "A three-letter code used for a discipline or subject area in the SCNS course numbering taxonomy, or a component of a discipline. Each prefix can contain up to 1,000 course numbers."

Century: "A major content category within a prefix in the SCNS course numbering taxonomy. Up to ten centuries can be contained within a prefix, and up to 100 courses can be contained within a century."

Decade: "A subcategory for courses within the major category called a century. Up to ten decades can be contained within a century, and up to ten different course numbers can be contained within a decade."
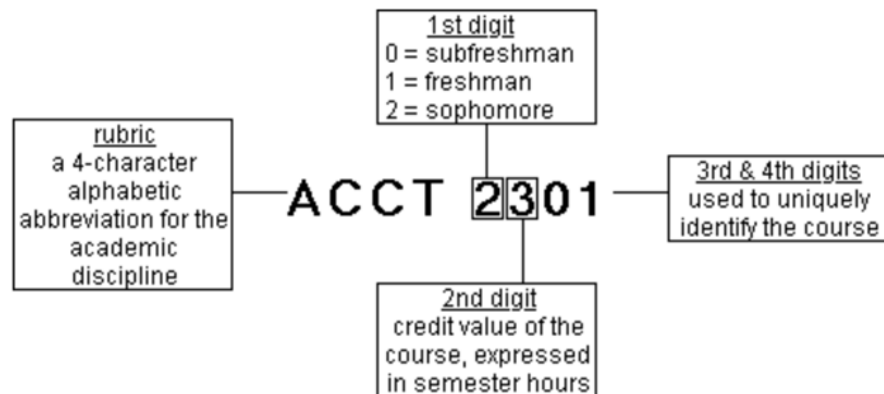
Course Number

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Sample Taxonomies: Texas

Course Naming Standard

All TCCNS courses are identified by a four character course prefix representing the course type or academic discipline, followed by a four digit course number.

The first digit of the course number denotes the academic level of the course. The second digit represents the credit value of the course in semester hours. The third and fourth digits establish course sequencing and/or distinguish the course from others of the same level, credit value, and prefix.

rubric
a 4-character alphabetic abbreviation for the academic discipline

1st digit
0 = subfreshman
1 = freshman
2 = sophomore

3rd & 4th digits
used to uniquely identify the course

ACCT 2301

2nd digit
credit value of the course, expressed in semester hours

Source: https://www.tccns.org/about/

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Sample Taxonomies: Colorado

Rule #1: The course number will consist of a three alpha prefix and a three number code. Section numbers will be indicated by a numeric suffix with a maximum of three numerals. Example: ENG 100-001

Rule #2: The first numeral indicates class level as follows:

0 = Remedial, Developmental, Preparatory, Non-Degree Credit

1 = Freshman or First Year Course

2 = Sophomore or Second Year Course

Source: https://www.rrcc.edu/sites/default/files/Numbering%20and%20Prefix%20Guidelines.pdf

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Sample Taxonomies: Colorado

**Rule #3: The second (middle) numeral indicates the use of a previous course number with the same alpha prefix and same first and third numerals.**

Example: ENG 100: No English course precedes this one.

ENG 111: One English Course (with same first and last numerals) precedes.

ENG 121: Two English courses precede.

ENG 131: Three English courses precede.

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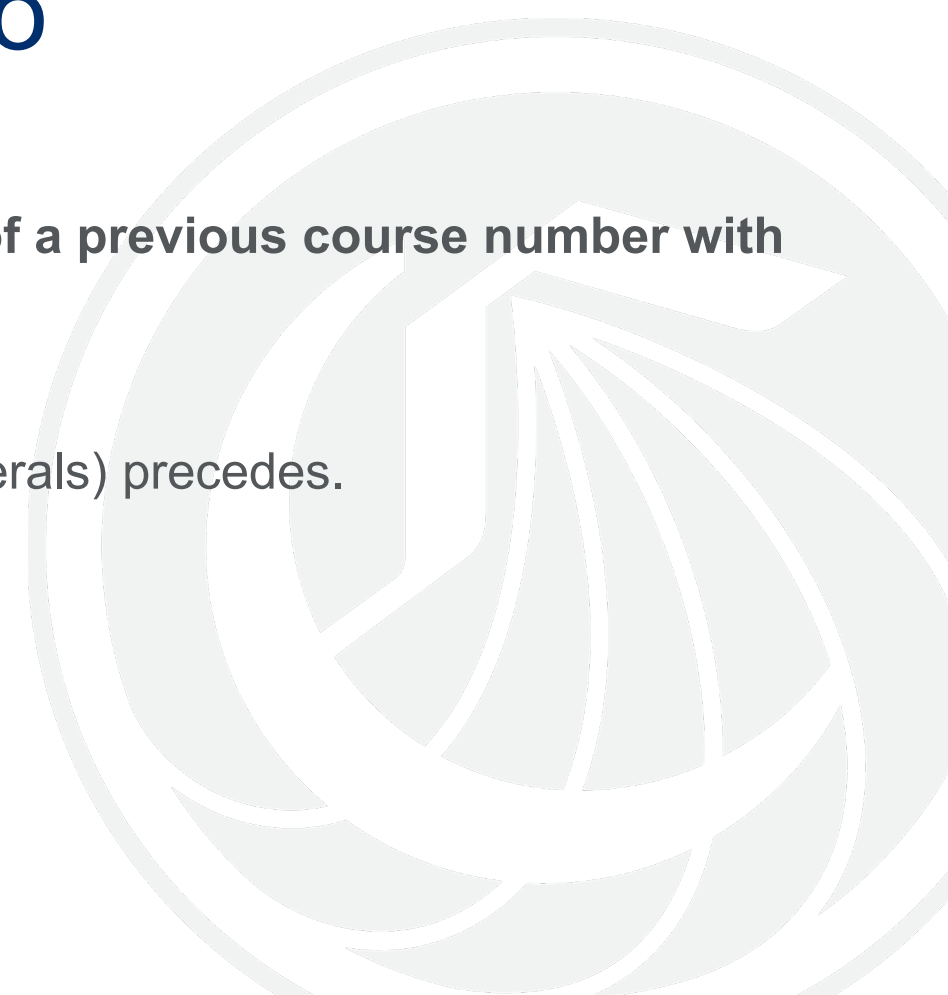
Sample Taxonomies: Colorado

Rule #4: The third numeral indicates one of the following:

A. A sequence of courses such as CHE 121, CHE 122, CHE 123, etc. Use of this sequential numbering may indicate either required prerequisite courses or a recommended sequence of courses. Use numbers "1", "2", "3", or "4" for this purpose.

B. A stand alone course which does not have a prerequisite in the same year level. Use numbers "5" through "9" for this purpose. Examples: SOC 105, SOC 115, PSY 135, BIO 205, SCI 209

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Photo Op

CCN Task Force Members

Lunch Break (~45 minutes)

CCN Task Force Members, please follow signs to lunch.

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

Hearing from RP Group: Updated Findings from 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

Exploring Districts with Current CCN Systems:

Preliminary Findings

June 2023

TheRPGroup

COMMON COURSE NUMBERING

BACKGROUND

In spring 2023, the RP Group and the CCCCO CCN Task Force administered an online survey on Common Course Numbering (CCN) systems to all CCC districts.

Of the districts that indicated that they had active CCN systems, three were selected to highlight:

- Los Rios Community College District

- San Diego Community College District

- Riverside Community College District

COMMON COURSE NUMBERING

INTERVIEW TOPICS

Our interview protocol asked each district to discuss its:

- Operational definition of Common Course Numbering at the district

- Common elements of CCN

- Governance structure, along with how conflicts are resolved

- Articulation, both between colleges and with university partners

COMMON COURSE NUMBERING

DISTRICTS AT-A-GLANCE

	Los Rios CCD	San Diego CCD	Riverside CCD
# of Colleges:	4	4	3
CCN in place for:	20 Years	15-16 Years	12 Years
Courses Covered:	All except Non-Credit	All Courses	All Courses
Managed by:	District Curriculum Coordinating Committee	Faculty & Administration	District Curriculum Committee
Software:	Socrates	CurriUNET; Campus Solutions	Curricunet Meta; Ellucian Colleague

COMMON COURSE NUMBERING

APPROVAL PROCESSES

Most districts follow a similar process to approve their CCN courses. But the specifics varied:

Los Rios CCD

- Software (Socrates) codifies common elements (Rule of 5)
- Chair of the District Curriculum Coordinating Committee reviews all collaboration requests
- "Structured flexibility"
- Faculty assume responsibility for curricular matters
- Approved courses apply across all colleges

Communication and trust were vital for these processes.

San Diego CCD

- The process goes through several entities including discipline faculty, deans, VPIs, Curriculum Committees, Instructional Services Analyst, and Instructional Councils
- Faculty assume responsibility for curriculum decisions & instruction
- Process can take 1-2 years or more

Riverside CCD

- Enforce a "common curriculum" across the district
- Begins with a technical review for required pieces
- College committees focus on discipline, content, Title V, etc.
- Discipline faculty approve at each college
- District provides final review; settles disagrees/issues
- Approved courses apply across all colleges

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COMMON COURSE NUMBERING

ARTICULATION

Articulation was reported as one of the biggest pains points for these districts

Uncommon elements posed articulation issues & confusion

- Articulation between colleges in the district varied because some course elements were not the same (e.g., prerequisites)
- Misalignment with course elements (e.g., units) with neighboring colleges outside of the district caused confusion among students

Articulation decisions from university partners were inconsistent

- Extreme diplomacy and thoughtfulness is required for articulation with colleges and university partners
- Despite diligent communication & processes, complications with university articulation still emerged:
  - Districts recounted instances where the same course was approved for one college in the district but denied for another

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COMMON COURSE NUMBERING

COMMON ELEMENTS

Common Elements	Los Rios CCD	San Diego CCD	Riverside CCD
Course Prefix & Number	✓	✓	✓
Course Title	✓	✓	✓
Course Description		✓	✓
Course Units	✓	✓	✓
Pre- or Co-Requisite		✓	✓
Advisories		✓	✓
Objectives/Outcomes		✓	✓
Articulation across GE		✓	
Articulation across Transfer		✓	
Academic Level	✓	✓	✓

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COMMON COURSE NUMBERING

COMMON NUMBERING

Los Rios CCD

- Numbering format: to distinguish within subject & level

- Thematic blocks: within a subject, numbers are organized in blocks of 10

- Course numbers should reflect their place in the curriculum sequence

Range	Course Type	Example
1-99	Basic Skill and Developmental Courses	ENGL 21 (Spelling); MATH 34 (Prealgebra)
100-299	A.A./A.S. Degree Applicable, Non-transfer Level Courses	ENGL 142 (Writing in the Workplace); MATH 130 (Intermediate Algebra)
300-499	Transfer-level Courses	ENGL 300 (College Composition); MATH 410 (Differential Equations)

EXAMPLE:
ANTHROPOLOGY (ANTH)
Block Description:
300-309	*Physical Anthropology*
310-319	*Cultural Anthropology*
320-329	*Specific Cultures*
330-339	*Archaeology*
480-489	*Honors*
490-499	*Reserved*

COMMON COURSE NUMBERING

COMMON NUMBERING

San Diego CCD

- Numbering system for level and transfer status
  - 1-49: Basic skills or college preparatory courses
  - 50-99: Credit course that applies to AA, not intended for transfer
  - 100-299: Credit course that applied to AA and intended for transfer
  - 300-391: Apprenticeship and in-service courses
  - 392-399: Special topic courses

COMMON COURSE NUMBERING

COMMON NUMBERING

Riverside CCD

- Course numbers determined by faculty preference in accordance with a few guiding practices

- Number blocks (see pic to the right)

- Same number for cross-listed courses (e.g., ENG-4 & HUM-4)

- Noncredit course mirrored with credit course (e.g., ESL-46 & ESL-846)

- Honors versions have the same number with an H (e.g., ENG-1AH)

1-199	General Use
200 and 201	Work Experience
400-499	Apprenticeship
800-899	Noncredit

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COMMON COURSE NUMBERING

KEY THEMES

Based on further study of these 3 districts, common themes emerged:

CCN Definition

- Districts had a different understanding/definition of what CCN means and what elements aligned. They expressed the need for real clarity of what the statewide CCN will entail and how it will impact students.

Governance Processes

- Although each district had a form of college and district review, their process's specifics differed. The specific individuals involved were different, but all included faculty and administration. Communication and trust were extremely important.

Articulation

- Districts expressed articulation as one of their biggest pain points and, consequently, one of the biggest concerns for the statewide implementation.
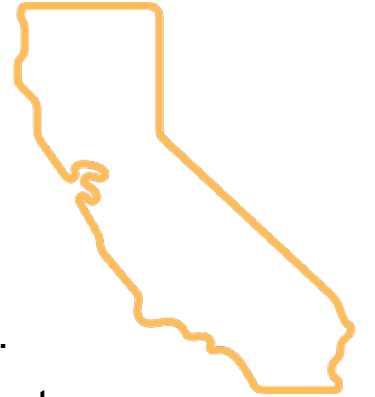
COMMON COURSE NUMBERING

NEXT STEPS

Triangulate findings from survey and interviews
- June - August 2023

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Discussion of CCN Task Force Communications

Updates from Sub Group: CCN System Governance and Oversight

Potential Governance Structure

Vision:
- Participation and leadership organization that leverages existing structures when reasonable to do so; design based on what establishes the most effective oversight and coordination of the CCN implementation.

Iterative Process:
- Initial proposal
- Details of CCN Task Force and subgroup recommendations for implementation will be solidified
- Governance and oversight structure will be refined to align with these recommendations and
- Charters will be drafted and refined

Potential Governance Structure

Timeline:
- Complete charters, appointments of members, meeting times, and duties of members/leaders by October/November 2023 – ***Work to begin in January 2024***
- CCN Task Force sunsets December 31, 2023

Potential Governance Structure

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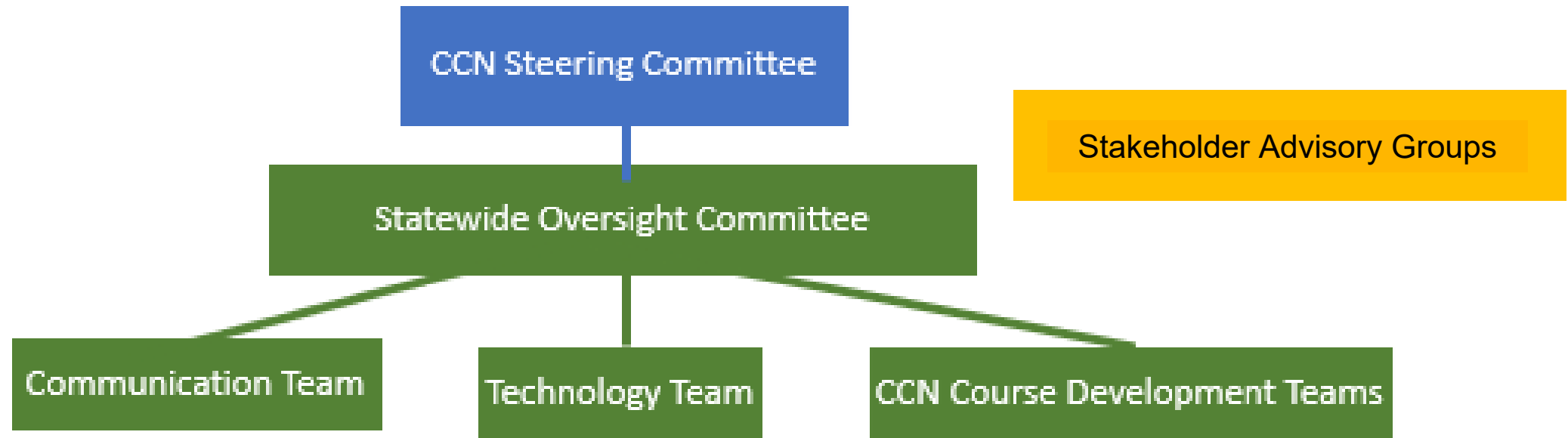
Potential Governance Structure

CCN Steering Committee:
- In place by January 2024
- Oversee CCN Oversight Committee

Statewide Oversight Committee:
- Slated to be in place for 3 years from January 2024
- Primary recommending body regarding CCN
- Affirms decisions from Teams
- Conduct annual reviews regarding the role, structure, and needs of this committee and all CCN groups
- Refine structure to support sustainability and continuous improvement

Potential Governance Structure

Stakeholder Advisory Groups – Serve in an advisory capacity
- Intersegmental Curriculum Workgroup (ICW and includes C-ID)
- CSU General Education Advisory Committee (GEAC)
- Intersegmental Committee of Academic Senates (ICAS)
- California Community Colleges Chancellor's Committee (5C)
- Segment Academic Senates?
- Articulation Officers?

Communication Team – Implementation of CCN Communication related tasks
Technology Team – Implementation of CCN Technology related tasks
CCN Course Development Teams – Implementation of CCN Course Development related tasks

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Guiding Principles

- Align to the CCN Task Force's definition of student-facing common course numbering
- Design implementation and solutions that respect college autonomy
- Recognize the value of the high-level outcomes as articulated by the CCN Task Force and commit to implementing student-facing common course numbering to better support students
- This group will be a recommending body and serve as a conduit to the Chancellor's office and other appropriate leadership bodies
- This group will advocate for funding for implementation of the work given the massive change this will cause

Updates from Sub Group: Technology System Requirements for Supporting CCN

Sub-Group Members

Stakeholder Group

Victor DeVore
Dean of Student Services
San Diego Community College District

CCC Admission & Registrar Officers

Rupinder Bhatia
Executive Director, IT
San Jose-Evergreen CCD

CCC Technology Officers

Jeremy Brown
Dean of Student Success and Institutional Effectiveness
Yuba College

Researchers

Rachel Stamm
Curriculum and Articulation Systems Consultant
CCC Technology Center

CCC Technology Officers

Focus of Technology Sub-Group

- What does the CCN Technology Task Force recommend be accomplished prior to December 31, 2023?
- What are the needs for data reconciliation and/or clean-up effort?
- What needs to be done prior?
- How can technology facilitate the need for the Common Course Numbering system?
  - Statewide CMS?
  - API/Standardization between existing CMS systems?

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Data Reconciliation and Clean-Up

Why is a data reconciliation effort needed?

Elements identified as required for a common Course Outline of Record (COR) live in multiple "primary source" applications.

➔ C-ID
➔ ASSIST
➔ COCI
➔ Locked in the PDF Course Outline of Record

A subset of these required elements are entered repeatedly in each system.

➔ Department Name *(listed in 4/27/23 mtg summary as Course Number)*
➔ Dept Number *(listed in 4/27/23 mtg summary as Course Number)*
➔ Course Title
➔ Max Units *(listed in 4/27/23 mtg summary as Unit Amount)*

What does it mean to reconcile the data?

➔ Responses for each of the 4 shared elements are reported the same in every "primary source" applications.
➔ Courses are linked at the database level.

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A one-time, centralized reconciliation effort has both immediate and long-term benefits for students, faculty and staff

There is no interruption to or confusion with systems used daily while the data is being audited and corrected.

➔ Normal processes can continue

➔ The work has a structured starting and ending period

➔ Occurs in the background of the student experience - there is no reason for a student to know or wonder what has been corrected at each college.

Communication efforts can be streamlined.

➔ A "corrections window" can be coordinated with at least MIS, COCI, C-ID to ensure updates are processed without resubmission review requirements or new control numbers.

➔ Leverage existing technology committees to share schedule and status

➔ Allows other systems that make use of data from the "primary source" systems to plan ahead.

Other….

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Launching a coordinated, centralized data reconciliation effort, part 1

Dataset for Comparison

C-ID

Dept Name
Dept Number
Course Title
Units

Co-req/Pre-req
COR Effective Term
C-ID Number

COCI

Dept Name
Dept Number
Course Title
Max Units

Description
COR Effective Term
Control Number

ASSIST

Dept Name
Dept Number
Course Title
Max Units

IGETC Mapping
Start Term
CSU GE Mapping
Start Term

Data Scientist Consultant/Vendor

Creates temporary database and interface for colleges to reconcile the data

runs advanced lookups run to find **Exact Matches, Probable Matches, Possible Matches, No Match Found**

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Launching a coordinated, centralized data reconciliation effort, part 2

College Staff

For **Probable and Possible Matches** the user flags which data elements to update in each primary system so there is an **Exact Match**

For **No Match Found** the user has the option to link courses from each system and flag which data elements to update so there is an **Exact Match**

Accepts or rejects **Exact Matches**

Data Scientist Consultant/Vendor

Consolidates revised master data set

Prepares summative report of data reconciliation by college, accuracy of fields by system, duration of effort, etc.

Sends vendors of "primary systems" clean data set

Primary System Vendors

Adds shared unique ID to database

Runs test migration of revised course data

Production migration of course data

Systems updated, courses linked by shared unique ID

End

Clustering and Categorizing Courses

How to cluster and categorize courses for creation of Common Course Numbers

Finding commonalities will help prioritize what courses for the CCN to work on first.

➔ The Course Identification Numbering System (C-ID) is a statewide numbering system that identifies courses that are comparable in content and scope to courses offered at other California community colleges.

➔ Courses identified on completed TMC and UCTP templates

➔ Articulation Agreements by Majors

➔ Career Technical Education (CTE) Courses

The biggest concern with any cluster and categorization.

How to access all of the data identified by the committee as needed for the minimum set of elements to be included in Course Outlines of Record.

Student Learning Outcomes/Objectives, Content, and Satisfaction of major/department articulation for applicability to lower division preparation for each course is not currently collected as structured data.

Once the clusters are set we may want to consider our options for getting to the locked data:
➔ Having the CORs for the courses pulled directly from COCI.
  ◆ The group reviewing the CORs would have to do the review working from data in PDF's so it wouldn't initially be aggregated but there would be no time or resources burden on the colleges.
➔ Expand data reconciliation effort to include colleges providing an export of their local data which would include the information currently locked in PDF.
  ◆ field survey underway through COCI to assess feasibility of colleges producing an export from their local CMS> Response window closes 7/7/23

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Option 1: cluster courses by C-ID

Benefits	Potential Detractors
➔ C-ID Descriptors have documented standards for Units, General Description, Prerequisites, Corequisites, Advisories, Content, Lab Activities, Objectives, Evaluation Methods and textbook(s) used. ➔ Individual review of course content has already happened: Courses have been reviewed by faculty subject matter experts for the discipline.	➔ With a direct count comparison, Courses with C-ID Approval represent ~44% of Active courses in COCI that are transferable to CSU and UC. ➔ 6% of C-ID Approvals are part of a sequence and we have yet to identify a method of addressing these. ➔ Not as inclusive for quarter colleges which have a significantly higher percentage of sequence submissions (38% for DeAnza, 25% for Foothill, 27% for Lake Tahoe)

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Option 2: cluster courses by UCTP and TMC templates

Benefits	Potential Detractors
→ Strong baseline standard: Approved Transfer Programs have individual courses listed against vetted requirements to satisfy lower division major preparation. → Multiple sources of documentation can be provided to demonstrate satisfaction of lower division major preparation. 　◆ C-ID Number 　◆ Articulation Agreement by Major 　◆ CSU Baccalaureate Level Course List by Department	→ Heavy effort to get to course clusters because courses that fulfill the requirements of the TMC and UCTP templates are stored on an attachment to the program proposal and not as structured data. → Capturing the TMC information as structured data is not scheduled for release until fall 2024.

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Other Options: cluster courses by AAM's or the "Golden 4"

Articulation Agreements by Major

Benefits	Potential Detractors
➔ Leverage existing articulation agreements on Assist	➔ Limited number of courses that articulate to all CSUs/UCs ➔ Current data is in a limited useable format. Articulation modernization project is in progress but will not be available to be used until Winter 2024 ➔ More discussion needed for major prep coursework.

Career Technical Education (CTE) Courses

Benefits	Potential Detractors
➔ Courses are specialized based on industry standards and regional/statewide advisory groups that may be easier to standardized (e.g., Fire, Nursing, Child Development, etc.) ➔ Would help students transfer from one community college to another that offers the same CTE program.	➔ ¼ of all community college transfer programs are CTE. ➔ Frequently considered for discontinuation based on industry needs. ➔ Must meet local/regional needs demonstrated by labor market data.

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Technology Systems and Implementation Approaches

Guiding Principles

Any technology and implementation approach must strive for digital equity.
➔ Digital equity exists when the technology infrastructure, tools, and resources across all campuses provide a high-quality, secure, and seamless online experience for students, faculty, and staff regardless of campus size or location.

Always consider the high level outcomes of the task force.
➔ Priority 1: improved articulation of courses for transfer into four-year public and independent universities.
➔ Priority 2: make it easier to identify courses as equivalent in order to eliminate duplicate courses when taken across multiple colleges.
➔ Priority 3: increase the transparency of the structural, systemic and intersegmental barriers that students face regarding transfer and credit mobility.

Single, system-level curriculum and articulation application.

College Level Considerations

➔ no workflow change for colleges locally.
➔ college would work directly with vendors for any changes needed to ERP, CMS to support fields or changed needed for CCN efforts.
➔ reduced burden of double data entry

System Level Considerations

➔ single system-level application for entire lifecycle of a course would need to have role-based access modules based on submission type (curriculum or articulation).
➔ system-level application would scale to support developing common course numbers and workflows for colleges to have a local course approved for a CCN.
➔ a single, system-level application is most beneficial when directly connected to system-wide applications (MIS, ASSISTm Data Warehouse, etc.)

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Integrated system-level application with API connections to local system

College Level Considerations

➔ manual data entry significantly reduced.

➔ complete alignment of data in local applications and statewide system.

➔ college staff would continue to control their data in the statewide system by pulling in local data through lookup tool or similar process.

System Level Considerations

➔ leverage CCCCO and ASCCC to work directly with CMS vendors to drive schedule and scope of API.

➔ testing and implementation is coordinated at the vendor level.

➔ need to determine how much customization exists to local off the shelf systems.

➔ colleges using homegrown systems may need an alternate connection option and/or addtl resources to implement.

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Single, statewide curriculum and articulation system

College Level Considerations

➔ manual data entry removed
➔ college faculty and staff retain control and ownership of the data
➔ large conversion effort
➔ would be harder for colleges to customize
➔ ongoing participation/engagement required for advocacy and awareness of product changes, feature

System Level Considerations

➔ very large conversion effort that likely requires some period of operating parallel systems at the college level, system level or both levels.
➔ complex, resource heavy implementation effort for multiple layers of faculty and staff at college and system offices.
➔ would need to support any pre-existing connection/integration points college systems and system-level applications have to ensure no degradation in service.
➔ alignment of timing for CCN effort and a conversion of this scale.

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Sub-Group Recommendations

➔ The data reconciliation effort should be initiated during the remaining time of this task force.

➔ Minimize the need for additional data entry to be done by colleges/districts.

➔ Identify possible "low hanging fruit" for the CCN work groups to start working on

- ◆ CID

- ◆ ADT

- ◆ CalGETC

- ◆ CTE

Discussion of Future Agenda Items and Next Steps

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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/documented; and

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

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Next Steps

- Meeting 5 Summary will be a public document;

  - As a reminder, please engage your stakeholders and invite their feedback;

- Next meeting: August 31, 2023;

- Reminder re. Bagley-Keene; and

- Questions?

  - lara.couturier@sova.org and cristen.moore@sova.org

Public Forum

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

Adjournment