California Community Colleges

AB 1111 COMMON COURSE NUMBERING TASK FORCE
DRAFT – SUMMARY REPORT

Draft as of October 2, 2023

This document is being publicly released in October 2023. It is a draft of the final summary report for the Common Course Numbering Task Force (hereafter "CCN Task Force"), which the CCN Task Force will discuss at forthcoming public meetings (October and December 2023). An earlier version was released in August and discussed by the CCN Task Force at its August public meeting.

Details about the CCN Task Force, including its meeting agendas and materials, can be found at its website:
https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project

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ACKNOWLEDGEMENTS

- Los Rios Community College District: Phil A. Smith, Professor, American River College Mathematics Department and Lead Programmer, SOCRATES Curriculum Management System; Rhonda Farley, English as a Second Language Professor, Department Chair, Cosumnes River College; Renee Medina, Curriculum Chair, Sacramento City College; and Rose Giordano, Dean of Education and Health Professions, Sacramento City College.

In addition, we thank Assemblyman Marc Berman and his office for the investments that made this work possible. The CCN Task Force also benefited from research conducted by a few sources. Sheila Miller Rivera, a consultant to Sova, authored the Common Course Numbering Landscape Scan. From the RP Group, Daisy Segovia, Senior Researcher and Alyssa Nguyen, Senior Director of Research & Evaluation supported a survey and qualitative research study focused on understanding CCC district experiences with CCN.

Lastly, we thank the many stakeholders in the CCCs, ranging from students to faculty and IT professionals, who have watched our progress with interest, provided feedback and started preparing for the coming implementation. We look forward to the system wide collaboration ahead.

PLACEHOLDER: Letter from the Deputy Chancellor

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EXECUTIVE SUMMARY

(May need to be updated as the CCN Task Force keeps working through December 2023.)

[Assembly Bill 1111](#) (AB 1111)[2] calls on the CCC to adopt a student-facing common course numbering (CCN) system in order to "streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit (unit) accumulation."

To spur this effort, the California Community Colleges Chancellor's Office (CCCCO) formed the AB 1111 Common Course Numbering Task Force (CCN Task Force) to make recommendations for a systemwide implementation plan. Reflecting the CCCCO's participatory governance system, the CCN Task Force includes broad and diverse representation from across the system's 72 districts and 115 colleges. Members reflect key stakeholder groups invested in and intimately knowledgeable about transfer student success, including: community college students themselves; faculty leaders, including representatives from the Academic Senate for CCC; administrative leaders, including representatives from the CCC Chief Instructional Officers; student service professionals, including articulation officers; student success deans; technology officers; institutional effectiveness researchers; chief executive officers; and trustees. Critically, the CCN Task Force has benefited from robust engagement of the CCCs four-year transfer partners, the California State University (CSU), University of California (UC), and California's independent colleges and universities. The CCN Task Force is collaboratively led by two co-chairs: Virginia "Ginni" May, Past President of the Academic Senate for CCC and Professor of Mathematics and Statistics at Sacramento City College, and Tram Vo-Kumamoto, Past President of the CCC Chief Instructional Officers and Vice President of Instruction at Saddleback College.

The pages that follow describe more about the CCN Task Force and its work, including the history of common course numbering in California–and why this effort is different and destined

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147 [2] California State Legislature. 2021. [Assembly Bill No. 1111, Postsecondary Education: Common Course Numbering](#)
148 [System.](#) https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111

for success. Perhaps most importantly, this report includes the CCN Task Force's Recommended Implementation Plan, which features recommendations such as the following:

- Forming a statewide intersegmental CCN steering and operational structure for ongoing CCN course assessment and alignment processes (considerate of local curriculum and catalog processes);
- Designing work groups to carry the work forward, inclusive of their charges, membership, guiding principles and activities;
- Establishing which course elements must be identical or equivalent for a course to be numbered the same;
- Assessing technology needs and solutions that will increase data-informed decisions, expedite operational processes, and create a streamlined CCN repository; and
- Identifying and addressing where CCN changes to CCC courses will potentially disrupt existing course articulation/transferability with CSU, UC, and AICCU segments, while simultaneously working across segments to ensure maximum articulation of commonly numbered courses (recognizing CSU, UC, and AICCU are not currently mandated to participate).

The CCN Task Force acknowledges that CCN presents a historic opportunity to make the California higher educational system easier to navigate and finally addresses a long-recognized barrier that impedes countless students. While implementing a CCN system will not magically solve all of the pain points in the transfer student experience, it is necessary foundational work and if done well, will enhance credit mobility and improve equitable associate and baccalaureate degree attainment. The CCN Task Force feels confident that the implementation plan described in this Summary Report can and will result in a CCN system that has the potential to greatly benefit students and meet the stated intent of the AB 1111 legislation. The CCN Task Force encourages all necessary stakeholders to move forward quickly and responsibly, ensure funding and resources are available for an implementation and sustainability of this magnitude, and center the equitable success of our students.

FULL REPORT

I. INTRODUCTION

Serving Today's Diverse and Highly Mobile Learners

The CCC is the nation's largest system of higher education, providing nearly 2 million Californians affordable and in-demand postsecondary education and training across its 116 campuses. Offering a wide array of programs and robust student support, the CCC meet today's learners "where they are." As a result, the system enrolls a remarkably diverse student body, including learners of diverse ethnic backgrounds, low-income adults, and nontraditional age students.

California Community Colleges meet today's students "where they are":[3]
69% of students are people of diverse ethnic backgrounds
47% of students do not pay fees
42.3% of students are adults over age 25

With its extensive reach, the CCCs have an important role to play in making a postsecondary credential accessible and preparing learners for in-demand jobs in a global economy. This includes providing a clear and efficient transfer pathway for those seeking a baccalaureate degree. In the 2019-20 academic year alone, over 130,000 students successfully transferred from a CCC campus to a four-year institution.[4] The system's role in making lower-division coursework broadly accessible and aligned to baccalaureate degree pathways is laid out in the California Master Plan for Higher Education. Today, one-half of all California State University graduates and one-third of all University of California graduates began at a CCC.[5]

However, these are not the only transfer students that the CCC system produces. Today's learners complete coursework across multiple CCC campuses – sometimes enrolling at more than one campus simultaneously for multiple reasons. On average, 45% of CCC graduates who completed associate degrees over the last decade completed coursework at more than one CCC

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[3] California Community Colleges Chancellor's Office. 2023. Key Facts. Accessed on August 20, 2023.
[4] Ibid
[5] Ibid

212 campus.[6] As students become increasingly mobile, it is imperative that they are able to easily
213 identify, enroll in, transfer, and apply their CCC courses to their educational program of interest.
214

215 **Course Numbering Systems: Cutting through the**
216 **Course Transfer and Articulation Confusion**

217 Students who take courses across more than one campus are more likely to end up with excess
218 units from taking courses that are duplicative or not applicable to their chosen degree path.[7]
219 This is not surprising considering that the 73 independent college districts of the CCC system
220 maintain local, unique course numbering systems for over 40,000 general education and transfer
221 pathway courses.[8] Deciphering which courses are equivalent across campuses and
222 understanding how these courses apply to requirements of a particular degree pathway can
223 confuse even the savviest of students and most experienced of counselors.
224

225 Excess units cost learners valuable time and money and can deter them from reaching their
226 educational goals. The CCCCO has found inequities in who is accruing the most excess units,
227 finding that:
228 ● Male students accrue more units than female students;
229 ● Asian, Filipino, and Latinx students accrue more units than Black and White students;
230 and
231 ● Students 25-34 years old accrue more units than students immediately out of high
232 school.[9]
233

234 Replacing the current disparate, locally-developed course numbering systems with one CCN
235 system will cut through the confusion, and can improve the transfer student experience, support
236 the mobility of their units across work and learning, and help today's highly mobile students
237 reach their educational goals more efficiently.

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243 [6] Common Course Numbering Task Force. October 2022. "Understanding Within-System Mobility and Implications
244 for AB 1111."
245 https://www.ccccco.edu/-/media/CCCCO-Website/Files/ccn-taskforce-dii-a11y.pdf?la=en&hash=E9B2ADD936C091AF
246 BEDA32A0536B4EA1861F4914
240 [7] California Community Colleges Chancellor's Office. December 2022. Common Course Numbering Landscape Scan.
241 https://www.ccccco.edu/-/media/CCCCO-Website/docs/report/ccccco-report-common-course-numbering.pdf?la=en&
242 hash=CC7DC4D3E47692A5ED3B9A726F90318413553806
239 [8] Ibid
238 [9] Ibid

Renewed Urgency to Improve Course Transfer

The urgency to improve the student transfer experience comes from both within the CCC and from our external environment. For the past six years, CCC faculty, staff, and administrators have worked with laser-focus to advance student success and achieve the equity-centered goals of Vision for Success, our system's guiding framework that was adopted by the Board of Governors in 2017.

Vision for Success Goals[10]

1. **Increase completion of degrees, credentials, certificates, and job-specific skill sets by 20% between 2017 and 2022;**
2. **Increase transfers to UC and CSU by 35% between 2017 and 2022;**
3. **Decrease the average number of credits accumulated by associate's degree earners to 79 credits by 2022 (down from an average of 87 credits in 2017);**
4. **Increase the number of exiting CTE students employed in their field of study to 76% by 2022 (up from 60% in 2017);**
5. **Reduce equity gaps by 40% across all the above measures by 2022, and fully close those gaps by 2027; and**
6. **Close regional gaps across all of the above measures by 2027.**

Across our campuses, there have been numerous and multi-pronged efforts to address excess units and improve equitable transfer student outcomes, including targeted efforts to address course numbering. These include system wide initiatives like the CCC faculty-led Course Number Identification System (C-ID) and local district-wide common course numbering initiatives. While data continue to suggest that transfer students face significant barriers to success, and there has been real interest in and commitment to developing clear information and strong transfer pathways, real structural barriers have inhibited efforts from achieving scale systemwide. Notably, while there have been at least three other efforts to build CCN systems since the 1980s, these efforts have historically been under-resourced and did not gain traction across all segments of higher education and were therefore not successful.

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[10] California Community Colleges Chancellor's Office. Vision Goals and Core Commitments.

Meanwhile, political leaders and external community stakeholders have shown greater interest in improving transfer as a way to equitably increase degree attainment in California. Governor Newsom's Recovery with Equity Task Force recently elevated the idea of a CCN system as a necessary element of a highly integrated postsecondary ecosystem that supports all learners.[11] This idea evolved with Assemblymember Marc Berman in Assembly Bill 1111 (AB 1111), which calls on the CCC to adopt a CCN system in order to "streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit (unit) accumulation." Signed into law in 2021, AB 1111 requires that, "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."[12]

AB 1111 further stipulates that "the common course numbering system [...] be student-facing [...] and ensure that comparable courses across all community colleges have the same course number."

To spur this effort, the legislature appropriated $10 million in one-time funding under the Budget Act of 2021 to establish a work group to guide the design and implementation of the CCN system. As the entity responsible for maintaining compliance with CCC state legislative mandates, the CCCCO formed the AB 1111 Common Course Numbering Task Force (CCN Task Force) to serve as this work group. Further, the legislators appropriated $105 million in one-time funds within the 2022-23 budget for allocation to community college districts to support implementation.[13]

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[11] California Governor's Council for Post-Secondary Education. 2021. Recovery With Equity: A Roadmap for Higher Education After the Pandemic. Taskforce Report.

[12] See California Education Code 66725.5.

[13] California Community Colleges Chancellor's Office. December 2022. Common Course Numbering Landscape Scan.
https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccco-report-common-course-numbering.pdf?la=en&hash=CC7DC4D3E47692A5ED3B9A726F90318413553806

This presents an historic opportunity to make our colleges easier to navigate and finally address a long-recognized barrier that impedes countless students. While implementing a CCN system will not magically solve all of the challenges in the transfer student experience, it is necessary foundational work from which we can continue to build. In fact, representatives from several postsecondary systems that have implemented CCN report that CCN is beneficial for students and for state and institutional stakeholders .[14]

II. ABOUT THE CCN TASK FORCE

The CCCCO is committed to honoring the professional and lived expertise of our faculty, staff, students, and campus leaders who engage on these issues every day. In 2022, the Chancellor's Office assembled the CCN Task Force to develop the student-centered vision and implementation plan for the CCN system.

The CCN Task force is charged with establishing:
- A definition of a student-facing common course numbering system for all general education requirement courses and transfer pathway courses;
- A recommended implementation plan to guide efforts to establish a common course numbering system that meets the requirements of AB 1111.

Membership

Reflecting the CCCs' participatory governance system, the CCN Task Force includes broad and diverse representation from across the system's 73 districts and 116 colleges. Members reflect key stakeholder groups invested in and intimately knowledgeable about transfer student success, including: community college students themselves; faculty leaders, including representatives from the Academic Senate for CCC; administrative leaders, including representatives from the CCC Chief Instructional Officers; student service professionals, including articulation officers; student success deans; technology officers; institutional effectiveness researchers; chief executive officers; and trustees.

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[14] California Community Colleges Chancellor's Office. December 2022. Common Course Numbering Landscape Scan.

344 In addition, the CCCCO recognizes that any effort aimed at improving the transfer student
345 experience must also have active participation and buy-in from the four-year sector. The CCN
346 Task Force thus includes–and has benefited from the robust engagement of–representatives
347 from the Association of Independent California Colleges and Universities (AICCU), the California
348 State University, and the University of California.

349

Leadership

351 The CCN Task Force is collaboratively led by two co-chairs: Virginia "Ginni" May, Past President
352 of the Academic Senate for CCC and Professor of Mathematics and Statistics at Sacramento City
353 College, and Tram Vo-Kumamoto, President of the CCC Chief Instructional Officers and Vice
354 President of Instruction at Saddleback College. Their leadership and coordination with the
355 CCCCO over the past two years was instrumental in driving the CCN Task Force's work forward.

356

357   **CCN Task Force Members**

Stakeholder Group	# of Repre-sentatives	Name	Title	College
CCC Students	2	Robert Alexander	VP, Regional Affairs, SSCCC	San Bernardino Valley College
		[Vacant]	[Vacant]	[Vacant]
CCC Faculty	4	Ginni May (co-chair)	Past President, ASCCC; and Professor of Mathematics and Statistics	Sacramento City College
		Cheryl Aschenbach	President, ASCCC; and Professor of English	Lassen College
		John Freitas	Articulation Officer	Los Angeles City College
		Tiffany Tran	Articulation Officer	Irvine Valley College
CCC Admissions and Registrar Officers	2	Victor DeVore	Dean, Student Services	San Diego CCD
		Meredith Marasco	Evaluator	Butte College
CCC Chief	2	Tram	President, CCCCIO;	Saddleback

Stakeholder Group	# of Repre-sentatives	Name	Title	College
Instructional Officers		Vo-Kumamoto (co-chair)	and VP, Instruction	College
		Isabel O'Connor	VP, Instruction	San Diego Mesa College
CCC Chief Student Services Officers	1	Robyn Brammer	VP, Student Services	Cerritos College
CCC Technology Officers	2	Rachel Stamm	Curriculum Systems Consultant	CCC Tech Center
		Rupinder Bhatia	Executive Director, IT	San Jose-Evergreen CCD
CCC Researchers	1	Jeremy Brown	Dean of Student Success and Institutional Effectiveness	Yuba College
CCC Chief Executive Officers	1	Marilyn Flores	Superintendent-President	Rio Hondo College
CCC Trustees	1	Deborah Ikeda	Trustee	State Center CCD
CCC Chancellor's Office	2	Aisha Lowe	Executive Vice Chancellor	CCC Chancellor's Office
		John Stanskas	Vice Chancellor	CCC Chancellor's Office
California State University	2	Marci Sanchez	Assistant Director of Undergraduate Transfer Programs	CSU Office of the Chancellor
		Kristin Van Gaasbeck	Director, Liberal Studies and Social Science Programs; and Associate Professor of Economics	CSU Sacramento

Stakeholder Group	# of Repre-sentatives	Name	Title	College
University of California	2	Chase Fischerhall	Associate Director, A-G and Transfer Articulation Policy	UC Office of the President
		[Vacant]	[Vacant]	[Vacant]
Association of Independent California Colleges and Universities	1	Tyler Vaughan-Gomez	Assistant Registrar for Transfer & Articulation	University of Redlands

358

Timeline of CCN Task Force Activities

360 Beginning in September 2022, the CCN Task Force began meeting bi-monthly for a total of eight

361 public meetings to create a definition of the CCN system and develop a framework to guide

362 implementation of this new system across all CCC campuses by July 1, 2024.

363

2021	2022-2023
October 6: Bill signed into law and Ed Code 66725.5 established	CCCCO convened the CCN Task Force in eight public meetings from September 2022 through December 2023. CCN Task Force developed its recommendations for a rolling system wide implementation plan, including a recommended governance structure and timeline with milestones and activities
Budget Act of 2021: $10 million one-time budget designed for CCCCO to establish a workgroup, known as the CCN Task Force	January 2022: $105 million one-time funds for CCN implementation in 2022-2023 budget year

364

365 With facilitation support from Sova, CCN Task Force members engaged in active listening and

366 focused learning with a robust set of content experts, partners, and stakeholders statewide.

367 First, the CCN Task Force grounded its work with an assessment of the available data; the CCCCO

368 presented quantitative data on within-system student mobility, and Sova presented the findings

369 of the landscape scan, which included results from interviews and listening sessions with more

370 than 100 stakeholders across California and the nation; a survey of over 850 stakeholders

371 representing 112 of the 116 CCCs; and reviews and analyses of existing literature and research.

The RP Group also presented results from a systemwide survey to understand the status and design of existing CCC CCN systems. CCN Task Force members also heard from community college students to understand how students presently experience course transfer, and their ideas for a new system.

Next, the CCN Task Force consulted with practitioners from multiple districts within the CCC system that have implemented a local CCN system to understand lessons learned from implementation and key questions to pose and considerations to take into account for a systemwide CCN roll-out. The CCN Task Force also contemplated complex questions regarding how a CCN system for the two-year sector could articulate to the four-year sector and align with other ongoing transfer reform efforts, such as AB 928 implementation.[15]

Finally, the CCN Task Force established work streams to accelerate progress and conferred on how to present the final implementation plan back to system stakeholders and to the legislature.

CCN Task Force Meeting Topics

Meeting Date	Agenda Items
September 29, 2022	• Clarify the legislative charge of the CCN Task Force, expectations and roles of members and available facilitation support. • Review current data on community college transfer student success. • Introduction to the landscape scan on CCN , including lessons from other states . • Begin to define a student-facing CCN system for the CCC.
November 29, 2022	• Hear directly from students to understand their experiences with course transfer. • Learn from colleagues involved in prior common course numbering efforts, including representatives from San Diego and Peralta Community College Districts and a discussion of the CCCC-ID system. • Define the CCN Task Force's role in AB 1111 implementation and begin to identify appropriate elements and work streams for the

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[15] California State Legislature. 2021. Assembly Bill No. 928, Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.

Meeting Date	Agenda Items
	implementation plan.
February 23, 2023	- Learn from colleagues involved in prior common course numbering efforts, with representatives from Los Angeles and <u>Los Rios Community College Districts</u>. - Engage in learning around <u>four-year articulation processes</u>. - Consult with RP Group on CCN Task Force research needs.
April 27, 2023	- Review RP Group <u>preliminary research findings</u> from a survey of CCC districts with CCN. - Clarify outcomes for implementation planning. - Define planning work streams for the implementation.
June 22, 2023	- Discuss aligning course elements to CCN definition and schema. - Review updated research from the <u>RP Group</u>. - Discuss <u>CCN Task Force communications</u>.
August 31, 2023	- Review CCN Task Force summary report outline and timeline for development. - Discuss public draft of a report entitled <u>"CCN Task Force Draft Outline, Findings and Considerations for the Summary Report"</u>
October 18, 2023	Review public draft of the CCN Task Force's <u>Summary Report</u>, which includes the Recommended Implementation Plan.
December 7, 2023	Finalize the CCN Task Force's <u>Summary Report</u>, which includes the Recommended Implementation Plan.

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III. RECOMMENDED IMPLEMENTATION PLAN

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394 The following is the CCN Task Force's Recommended Implementation Plan. The CCN Task Force
395 intends for these recommendations to guide support for systemwide implementation, while
396 acknowledging that an implementation of this magnitude will be iterative and need flexibility to
397 respond to lessons learned and changes in context that require adjustments in strategic
398 direction.

A. Scope and Definition of Student-Facing Common Course Numbering

399

400 The CCN Task Force's commitment to building a student-facing common course numbering
401 (CCN) system stems from a shared belief that requiring students to navigate the current complex
402 course structures of the CCCs, involving 115 colleges and over 40,000 general education and

transfer pathway courses, is confusing and is a structurally-induced factor contributing to inequities in student outcomes. Reducing that confusion and providing clarity to our students will be hard work, but it is necessary and it is the right thing to do. CCN is an indispensable piece of the student success and equity puzzle, and an historic opportunity for CCCs to work together and show leadership as the largest postsecondary system in the nation.

To better support students and meet the transfer-focused intent of the legislation, the CCN Task Force defines student-facing CCN as a system that ensures that all students can identify courses across the system as being comparable and therefore transferable, applicable and articulated to degree completion across the CCC *and also to* the California State University (CSU) and University of California (UC) systems and to independent colleges and universities in California regardless of CCC sending institution. To achieve this goal, the CCN Task Force has outlined a minimum set of elements that all courses should have in common, including a number of elements that are vital for ensuring articulation. Proposing a minimum set of elements ensures that faculty continue to have appropriate influence over the content of their courses (see E.1.d Implementation Recommendation - CCN Descriptors for additional details).

Additional necessary features of a student-facing CCN, emerging from CCN Task Force discussions, include:

- Is easily navigable and self-serviceable, so that students can use the system with confidence on their own.
- Provides students a single, transparent source of course information within the resources students are most likely to use (i.e., in the catalog and schedule of classes), inclusive of direct access to clear information about the transferability and applicability of these courses throughout California institutions.

B. Expected Outcomes of Student-Facing CCN

When done well, the CCN Task Force expects that implementation of a student-facing CCN system will achieve the following outcomes.

- For students that attend multiple CCC, lower division general education and major preparation requirements will be easily identified within the CCC as comparable in order to eliminate students unnecessarily re-taking a course when taking courses across multiple community colleges.
- 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 that transfer within, or move around within, the CCC system, but participation by the CSU

and UC systems and independent colleges and universities is needed for CCN to benefit students transferring to and from those institutions.

- This process and statewide collaboration will:
  - Bring increased transparency and real 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[16] 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 independent 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 provide 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 across other segments of postsecondary education.
- 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.

C. Overarching Guiding Principles for the Implementation of Student-Facing CCN

The CCN Task Force expects those engaged in advancing the implementation of a student-facing CCN system to:

- Align to the CCN Task Force's definition of a student-facing CCN system, recognize the value of the high-level outcomes as articulated by the CCN Task Force, and adhere to the CCN Task Force's recommendations (e.g., CCN Descriptor Elements).
- Design solutions that respect faculty and college autonomy.
- Commit to a strong implementation of student-facing CCN to better support students.
- Apply principles and guidelines of Universal Design throughout this work.
- Embrace moving to a single data management system as an aspirational goal, which aligns with the CCC Chancellor's Vision for the creation of a centralized data system that better serves both staff and students.

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[16] California Community Colleges Chancellor's Office. (2021). Update to the Vision for Success.
https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf

D. CCN System Governance

D.1 CCN Governance Structure

The following is a recommended governance structure to support a three-year implementation process.

D.1.a California Community Colleges Chancellor's Office

The CCCCO is responsible for system-level support and coordination, with oversight of the dedicated resources for the administration and operational aspects of implementation.

D.1.b CCN Council: Charge and Membership

At the highest level, the implementation of the new CCN system will be overseen by the CCN Council. The CCN Council's charge is:

> The CCN Council, operating as a CCCCO participatory governance group[17] with significant engagement with intersegmental decision-makers from four-year transfer partners, will set strategic direction and goals and guide the work of the various implementation work groups. The assumption is that the CCN Council will work for approximately three years to advance strong and effective CCN implementation.

The CCN Council shall make every effort to reach consensus in decision-making. If consensus cannot be reached, then decisions shall be made by vote of the voting membership and diverse opinions will be documented.

The CCN Council will be broadly representative of the statewide stakeholders implicated in a successful CCN implementation. The full membership of the Council is still under development. CCN Council members will operate accordingly to participatory governance principles and collaborate with system stakeholder groups on accomplishing CCN implementation.

It is important to note that the work of the CCN implementation will take place in work groups (see below for more details) that will allow for–and indeed require–significant statewide representation with many opportunities for engagement and leadership.

D.1.c Steering Committee of the CCN Council: Charge and Membership

The charge of the Steering Committee is:

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[17] California Community Colleges. (January 2021). 2020-2021 Participatory Governance Handbook. Retrieved August 14, 2023, from
https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/20202021participatorygovernancehandbookfinala11y4 882581.pdf?la=en&hash=845F8B172FAD963AAB447A01F98103936D8D9782

The Steering Committee will provide planning and facilitation for the CCN Council. The Steering Committee is responsible for effective leadership and coordination of the CCN Council, through a process of soliciting agenda items from the full CCN Council and work group leads, drafting agendas, identifying content experts and research needed, and sending agendas out in advance of CCN Council meetings for review by other members.

The Steering Committee is made up of four representatives, one each appointed by the following: CCCCO, Academic Senate for CCC (ASCCC), Chief Instructional Officers (CIO) and Chief Student Services Officers (CSSO).

D.1.d CCN Work Groups

The CCN Task Force is recommending three work groups wherein the detailed complexities of CCN implementation will be addressed. Within each of these work groups there may be additional teams/subgroups (e.g., the CCN Development Work Group will coordinate the intersegmental disciplinary teams resourced to complete the alignment of courses to the CCN definition and schema). The work groups are:

- CCN Development Work Group;
- CCN Technology & Processes Work Group; and
- CCN Communications Work Group.

The Steering Committee will appoint leads for each work group who will serve as voting members of the CCN Council.

Details on each of these work groups, including their charges, membership, guiding principles and key recommendations from the CCN Task Force for how they approach their work, follow in Section E.

D.2 Guiding Principles

The CCN Task Force expects those engaged in the CCN Council and the work groups to:

- Embrace the iterative process of this work and regularly assess progress and modify direction as needed with a goal of continuous improvement.
- Maintain the high-level proposed governance structure for a minimum of three years. In maintaining the structure, it will be important to review and assess roles and tasks annually, recommend, as appropriate, membership rotation for forward moving structure, modify or sunset working sub-groups, and engage advisory groups.
- Advocate for funding for implementation of the work. Effective implementation will require resources, particularly for: an intersegmental infrastructure for CCN; faculty descriptor and course work; staff (classified professionals, faculty, and administrators)

543 work to implement new processes and technology systems; and new technology
544 purchases and implementation.
545 ● Align the CCN implementation to other critical efforts happening statewide, such as the
546 recommendations of the AB 928 Associate Degree for Transfer Intersegmental
547 Implementation Committee.
548 ● Ensure that there is a process to maintain critical data related to historical course
549 numbering and articulation information through collaboration between key partners
550 such as the Academic Senate for CCC (ASCCC) and the CCCCO.
551 ● Work to embrace existing structures when appropriate and feasible, rather than creating
552 new structures.
553 ● Design a structure such that, as progress is made in the initial three-year
554 implementation period, the CCN processes would run in parallel with the C-ID processes
555 until CCN is well-established and assessment can be made to determine the
556 opportunities for the CCN structure to complement and integrate with the C-ID structure.
557

558 **E. Details on the CCN Work Groups**
559 The CCN Task Force identified three work groups for implementation. Details on each of their
560 charges, membership, guiding principles and implementation recommendations follow. The
561 work groups are:
562 ● CCN Development Work Group;
563 ● CCN Technology & Processes Work Group; and
564 ● CCN Communications Work Group.
565

566 **E.1 CCN Development Work Group**

567 **E.1.a Charge and Membership**
568 The charge of the CCN Development Work Group is:
569 The CCN Development Work Group makes design recommendations to the CCN Council
570 for the infrastructure and processes needed for curricular coordination to assign
571 common course numbers. Of critical importance is that the CCN Development Work
572 Group will coordinate, support and guide the intersegmental disciplinary teams
573 resourced to complete the hard work of creating, adopting and implementing the CCN
574 Descriptor. Additionally, this work group should engage stakeholders and research the
575 impact of all CCC institutions adopting the CCN system.
576

577 Membership in the CCN Development Work Group will include stakeholders who are implicated
578 in the effort to align courses to the CCN definition and schema, particularly CCC faculty

579 (inclusive of articulation officers) and faculty and other representatives from the CSU and UC
580 systems and from independent colleges and universities.

581 **E.1.b Guiding Principles**

582 **The CCN Task Force calls upon those implementing the activities called for in this**
583 **implementation plan to adhere to the following guiding principles:**

584 ● Ensure broad faculty participation from broad subject areas from the very beginning of
585   the CCN work.
586 ● Honor faculty academic freedom, as defined by American Association of University
587   Professors (AAUP) and in Protecting Academic Freedom During a Time of Significant
588   Change (ASCCC, 2020), is ensured by providing faculty complete autonomy in how they
589   engage students in the delivery and assessment of the course content.
590 ● Ensure CCN Descriptors (a foundational document that defines the common minimum
591   elements of a course for CCN, see below for additional details) will be developed by
592   faculty and supporting subject matter experts at the CCC system-level in collaboration
593   with CSU, UC, and AICCU faculty, and supporting administrators. CCN Descriptors will
594   then be adopted at the CCC system-level. Participating CSU, UC, and AICCU campuses
595   will evaluate and determine application opportunities for each CCN Descriptor. Four-year
596   campuses that have accepted a CCN Descriptor as sufficiently aligned with their
597   equivalent course will honor course-to-course articulation with a course from any CCC
598   that has been aligned with the CCN Descriptor.
599 ● Agree that student-facing CCN will require a minimum set of elements in a Course Outline
600   of Record (COR).
601 ● Support the aspiration for the acceptance of the CCN Descriptors to serve as the primary
602   pathway to articulation of individual courses.
603 ● Support the vision that the development of CCN Descriptors supports California higher
604   ed articulation to function in a new way. As much as possible, create expectations of
605   colleges that do not increase the amount or level of difficulty of the work already in their
606   queue. When at all possible, create a reduction and/or streamlining of tasks and
607   approvals.
608 ● Establish a collaborative and innovative spirit that provides opportunity to use batch and
609   modified processes to align courses that have already been through formal processes
610   and that have faculty input throughout development. In cases, for example, where
611   curriculum does not change and courses have already been approved, move to
612   implement without going through an onerous review and approval process.
613 ● Related to the taxonomy in particular:
614   ○ Ensure the taxonomy immediately and clearly identifies courses that are
615   commonly numbered.

o   Design a system that provides all information the course number needs to represent and let that determine the number of digits. Then work to resolve downstream impacts.
▪   Minimize the number of digits from the student perspective with the least impact on institutional workloads.
o   Expect that students will adapt and learn the numbering system that is in place at their institution and benefit from the consistency across community colleges.

E.1.c Key Definitions Related to CCN Implementation

The following definitions were developed to establish a common understanding of key terminology in the CCN work.

- **Articulation:** The process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, and acceptable in lieu of, specific courses at a "receiving" campus.[18] Some additional notes about this definition include:
    o   This definition could be "applied" to various contexts. For now, it would be applied to agreements with the CCC.
    o   The term "comparable" is being used intentionally instead of "equivalent" in defining articulated courses.
    o   The goal is to establish strong course-to-course articulation.
- **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.
    o   **Identical** (Relates to elements of a course): Exactly the same.
    o   **Equivalent** (Relates to elements of a course): Hold equal weight, worth, and value but are not necessarily identically worded.
- **Transferable:** A course completed at one college or university that is then granted credit by the receiving institution upon review by that institution, be it a CCC, CSU, UC, AICCU member or any other institution of higher education.
- **Applicability:** How the units of a transferable course are applied to specific degree requirements, such as general education or major requirements, at the receiving institution.
- **Duplication:** The result of a student completing courses that are comparable or courses with similar or overlapping content that fulfill the same requirement.

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[18] Adapted from: California Intersegmental Articulation Council. (Spring 2013). *California Articulation: Policies and Procedures Handbook*. Retrieved August 8, 2023, https://www.csusb.edu/sites/default/files/upload/file/CIAC_Handbook_Spring_2013.pdf

The following definitions are to support consistent interpretation of this report's content:

- CCN Descriptors: A CCN Descriptor is a foundational document that defines the common minimum components of a course outline of record (COR) for CCN. The CCN Descriptor Components include course number, course title, unit amounts, course description, prerequisites, course content, and student learning outcomes or objectives* (*CCCs use "objectives" rather than "student learning outcomes" because course objectives are defined as a required component of the course outline of record per Title 5 Sec. 55002 and the Program and Course Approval Handbook. It is common for four-year institutions to use the term "student learning outcomes" as equivalent to the term "objectives" used in the California Community Colleges).
- Components of Course Outlines of Record: For the purpose of this report and consistent with the 8th edition of the Program and Course Approval Handbook, course outlines of records (COR) will include the components required by Title 5 55002, including those components comprising a CCN Descriptor.
- CCN-Aligned Course: This is a COR that has been developed based on a CCN Descriptor, has been deemed consistent with the CCN Descriptor, and is thus assigned the CCN number and related articulations.
- Curriculum: Curriculum, broadly defined, refers to all aspects of instruction in the California Community Colleges. It is inclusive of courses, course outlines of record, educational programs, and the facilitation of learning within courses. The alignment of courses to the CCN system is a part of curriculum but not the totality.
- Educational Program: An educational program is a set of courses that together provide a focused field of study within a certificate or a degree.

E.1.d Implementation Recommendation - CCN Descriptors

A CCN Descriptor is a foundational document that defines the common minimum elements of a course for CCN. The following table provides recommendations related to the expectations for alignment of CCN Descriptors.

CCN Descriptor Elements		Descriptor Elements Classification
Course Number		Identical
Course Title		Identical
Unit Amount (x semester, y quarter)		Adheres to an established minimum
Course Description	Part 1: Required	Identical
	Part 2: Optional	Expanded - local college discretion
Prerequisites		Identical

CCN Descriptor Elements		Descriptor Elements Classification
Course Content	Required Topics	Identical
	Optional Topic Expansion (Optional Additional Topics - defined as part of CCN Descriptor development.)	Additional details expanded - local college discretion
Student Learning Objectives/Outcomes	Required Objectives/Outcomes	Identical
	Optional Objectives/Outcomes Expansion (Optional Additional Objectives/Outcomes - defined as part of CCN Descriptor Development)	Additional details expanded- local college discretion

680

E.1.e Implementation Recommendation - Applicability for System-Developed CCN Descriptors

683 The following recommendations relate to the applicability of CCN-based courses to satisfy
684 general education areas or to assure consistency of articulation.

685 **General Education Applicability**
686 Applicability of articulated courses to satisfy general education areas based on Cal-GETC
687 standards.

688

689 The courses based on CCN Descriptors will be applied to identical general education
690 areas for all students who:
691 ● Complete courses at a CCC and transfer to another CCC;
692 ● Complete courses at a CCC and transfer to a CSU, UC, or AICCU institution; and
693 ● Complete courses at a CSU, UC, or AICCU institution and transfer to a CCC
694 institution.

695

696 Identical means that the receiving institution will apply a transferring course to the same
697 general education area as designated by the sending institution. In the event that a

receiving institution does not have the same area, another area may be selected as best aligns with Cal-GETC standards.

*Three instances for GE Applicability:
1. Full-certification of Cal-GETC results in acceptance. Note: Cal-GETC implemented fall 2025, CCN Phase I post-fall 2025.
2. No Cal-GETC certification: Individual courses with CCN Descriptors will be applied to the appropriate General Education Area based on CCC system-level approval of Cal-GETC areas.
3. No Cal-GETC certification: Courses that are not developed through the CCN process are based on institutional level course-to-course articulation, or are evaluated by the receiving institution to identify how to best serve the student. This includes courses taken at institutions outside of California, courses taken before implementation of CCN, etc.

   Receiving institutions may apply a course to a different GE area for which the course satisfies upon transcript evaluation if the change benefits the student and aligns with Cal-GETC standards (for example: US History meeting Humanities and Social Science).

Course-to-Course Articulations
Applicability of CCN-aligned courses to course-to-course articulation.

The courses based on CCN Descriptors will be articulated identically for all students who:
● Complete courses at a CCC and transfer to another CCC;
● Complete courses at a CCC and transfer to a CSU, UC, or AICCU institution;
● Complete courses at a CSU, UC, or AICCU institution and transfer to a CCC institution.

For a course that already has a course-to-course articulation, "Identical" means for courses with CCN approval, the receiving institution will apply the CCN course-to-course articulation consistently for all students regardless of originating college.

Receiving institutions may apply an articulated CCN course to a different requirement upon transcript evaluation if the change benefits the student, does not result in duplication of courses, and does not require students to complete additional units/courses to satisfy degree requirements. This may be as a result of differing institutional degree requirements.

Course-to-Course Articulation Assumptions:

- For courses not developed through the CCN process but there is a course-to-course articulation, then the receiving institution applies that articulation consistently.
- For courses not developed through CCN and there is not a course-to-course articulation in place, courses are evaluated to identify how to best serve the student.

E.1.f Implementation Recommendation - CCN Taxonomy

This section provides recommendations for a taxonomy for CCN.

Discussion of Current Taxonomies in Course Numbering Systems

Throughout the CCC there is significant variability of numbering systems not only across the 116 institutions but also within a single institution. The technological data field CB01 allows for 12 characters maximum for Subject Abbreviation and Number including spaces and dashes.[19] Here are samples of how numbering is currently done in California's Community Colleges, noting that the subject number (CB01B) contained the largest variance between the three datasets.

(N= numerical digit, A = letter, 0 = placeholder)

→ NN	→ NNN.N	→ 0NA	→ 00NNAA
→ NNA	→ NNNA	→ 0NNA	→ NNN-NNNNN
→ NNAA	→ NNNAA	→ 00NA	→ NAAAA
→ NNN	→ NNNAAA	→ 00NNA	

Considerations for CCN Taxonomy

Based on the variability of current practices, the taxonomy system should include clear identification of the CCN component. Such an identification:

- Provides flexibility for managing local courses at individual or district institutions.
- Distinguishes the currently numbered courses from the CCN numbered courses throughout the various systems that are in any way connected to the CCC and their students.
- Avoids duplication of current local-numbering systems that prohibits clear identification of current and CCN-based courses when listed in parallel.

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[19] California Community Colleges. (n.d.). "Management Information System: Data Element Dictionary." Retrieved August 8, 2023, from https://webdata.cccco.edu/ded/cb/cb01.pdf

768 ● Provides a method for implying traditional course level (first year, second year,
769 etc.).
770 ● Provides a method for identification of speciality course types (such as Honors,
771 Lab).
772 ● Provides enough scalability to incorporate the volume of current and future
773 courses.
774 ● Accommodates local courses not in the CCN system with the expectation that all
775 CCC institutions adopt holistically the CCN system.

776

777 **Proposed Taxonomy**

Course Type Identifier
A system level key could be developed to define other identifiers or establish local use parameters.
C = Common Course Number

Subject
Based on 3-letter abbreviations. A system-level list of abbreviations should be standard.

SUB C####&&&

Course Number (####)
0XXX - Non-baccalaureate
1XXX - 100-level course
2XXX - 200-level course
3XXX - 300-level course
4XXX - 400 level course
9XXX - Non-credit
Provides for 1000 courses at each level per discipline per identifier type.
Other levels could be defined at the system-level as needs are identified.

Course Speciality Identifier (&&&)
A system-level key could define options: (examples)
H = Honors Course
L = Lab only Course
C = Combined Lecture/Lab Course
R= Co-Requisite only Course
D= Co-Requisite and Credit Course Combined
Up to 3 speciality identifiers can be attached to a course, a course with no identifiers would not have fillers in those fields.

797 **Example**

MTH C1801HL	
Subject	MTH = Math
Course Type	C = CCN
Course Number	1801 = 100-level course
Special Classifications	H = Honors L = Lab only course

798

Further Collaboration

Further collaboration amongst CCC leadership and implementation teams is needed to determine:

- If all CCC courses will be housed under the CCN Taxonomy system and if so what policies, business processes, approval processes, etc. are necessary to implement one course numbering taxonomy for all courses in the system. All CCC technologies (and technologies at intersegmental institutions) that will house the common course number are able to facilitate the change and/or have resources to adapt the appropriate fields. Examples of systems include local or systemwide curriculum management systems (CMS, COCI), student information systems (SIS), Schedulers,, ASSIST, C-ID, etc.
- Based on the proposed taxonomy, determine if the lead identifying letter will have a system-level directory for identifying courses and trailing letters will have a system-level key to be used for all courses.
- Once a system is developed and data is analyzed, strategies for institutions on the quarter system are needed to address both taxonomy and building of courses.

E.1.g Implementation Recommendation -Common Course Descriptor Development

Assumptions

- Intersegmental collaboration and collective decision-making are essential to this work.
- Current practices result in a natural clustering of courses based on certain commonalities:
  - Course Identification Numbering System (C-ID): Courses with the same C-ID identifier have been submitted by individual colleges and approved as aligned with the C-ID descriptor for a specific course within a discipline;
  - Cal-GETC: Courses are designated to satisfy specific areas of general education;
  - ASSIST.org: Courses with similar transferability to senior institutions can be identified;
  - California State University (CSU) and University of California (UC): CCC courses are identified as meeting the CSU Golden 4 (Writing, Critical Thinking, Public Speaking, Mathematics) and/or the UC 7-course pattern;
  - Associate Degree for Transfer (ADT): Designates a set of courses meeting major requirements; and
  - Sequencing: CCC courses that are in a sequence (example: Calculus I, II, and III).
- The ASSIST and C-ID systems contain significant course-level and articulation information between CCC and 4-year institutions.
- Faculty engagement occurs during the standard contract period (August 15-May 15).
- The convening of faculty (in-person) requires available leadership to facilitate the development process for each subject area.

- 839 ● Resources/funding are available for intersegmental faculty convening and maintenance
- 840 of course review, including support for budget requests from four-year institutions to
- 841 legislatures.
- 842 ● Successful intersegmental collaboration can significantly reduce the volume of course
- 843 reviews by faculty from the senior institutions.
- 844

Guiding Principles

- 846 ● Revisions to curriculum must be faculty-driven and student-focused across all four
- 847 segments.
- 848 ● Each approving entity works to streamline, batch approve, apply current approvals, etc.
- 849 ● Each process works to minimize time to completion.
- 850 ● Intersegmental collaboration is essential to modify requirements for courses based on
- 851 CCN descriptors and must respect faculty engagement throughout the development
- 852 process.
- 853 ● Processes, agreements, and descriptors are developed in consideration of relevant major
- 854 preparation requirements and general education areas.
- 855 ● Institutions of higher learning in California honor the legacy articulations as noted in
- 856 ASSIST to protect students who completed courses prior to the CCN system – especially
- 857 when prior articulation differs from the CCN system. The CCN implementation is a
- 858 moving-forward implementation.
- 859

Phases of Course Clusters: Developing CCN Descriptors

- 861 ● Phase 1: Cohort of course clusters will serve as a proof of concept, helping to vet the
- 862 development processes and templates, test technology-based implementation,
- 863 test-drive convening practices, and validate intersegmental collaboration. The following
- 864 considerations aim to guide the creation of the cohort and implementation strategies:
- 865 ○ Cohort cluster should represent a minimum of one subject from each of the
- 866 General Education Areas (Cal-GETC);
- 867 ○ Should include courses that naturally sequence together within a subject;
- 868 ○ Selection of subjects/courses should be based on impact data (i.e., which courses
- 869 will impact the greatest number of students);
- 870 ○ ASSIST identification of courses can help identify local variations that all
- 871 articulate the same way;
- 872 ○ C-ID descriptors can serve as the foundation and help to identify what is missing
- 873 in the CCN Descriptors based on intersegmental discussions; and
- 874 ○ Should align with and be informed by the Data Reconciliation and Analysis work.
- 875 ● Phase 2+: Build out larger cohorts of courses based on the standards above, coupled
- 876 with the Data *Reconciliation* and Analysis results.
- 877 ○ Based on data analysis, identify which courses have a high level of "commonness"
- 878 already established.
- 879 ○ Develop a "phasing plan" that defines which subjects will fall in which phase and
- 880 includes a timeline for phase process.
- 881

CCN Descriptor Development and Implementation Process

The creation, vetting, and implementation of a new system as complex as the proposed CCN system takes the commitment and determination of all stakeholders impacted by such a system. The CCN system impacts many current intersegmental practices around course articulation, advising, course content, technology databases, and communication with students just to name a sample. The CCN system, though impacting the CCC course structure and offerings, directly impacts the daily work of the UC and CSU systems as well as all the individual independent colleges and universities.

While the timeline stresses the early and regular engagement of all intersegmental stakeholders, the success of this work depends specifically on the establishment of intersegmental collaboration that has the authority and representation to change processes and practices impacting the articulation and application of transfer courses.

The three major action items for the intersegmental collaboration identified here should be priority action items that are initial first steps of the CCN Council and occur in tandem with the "proof of concept" cohort recommended above so that all stakeholders can have feedback and evidence about the changes proposed.

- Develop agreement around CSU and UC systems and/or individual institutions and AICCU institutions accepting CCN Descriptors as a basis for determining course-to-course articulations with the CCC system.
- Develop processes and standards for verification that a course meets required CCN elements, as defined by the CCN Descriptor developed through intersegmental collaboration.
- Develop processes for creating and reviewing CCN Descriptors by engaging four-year faculty early in the process. Evaluate and adjust processes simultaneously from proof of concept to successful implementation.

The success of intersegmental work in developing and implementing a CCN Descriptor based system includes:

- Intersegmental development – A CCN Descriptor is created, vetted, and articulated by faculty from all four segments.
- Intersegmental agreement that the descriptor is commonly numbered and that colleges can then pull the template for the CCN Descriptor and submit a COR against the CCN Descriptor for designation of a common course number.
- College applies for a common course numbering designator that results in seamless transferability and applicability of the course based on the descriptor articulation.

The major processes included in the CCN Descriptor Development and Implementation Processes are (additional details are provided in Appendix A):

- Establishment of Intersegmental Collaboration
- CCN Descriptor Preparation and Development
- Descriptor Vetting, Cal-GETC, and Articulation

- 925 Publishing of CCN Descriptors
- 926 CCC Local Curriculum Processing and CCCCO Call for Submission
- 927 Local CCN Course Implementation and Program Alignment
- 928 Course Articulation Verification and ADT Revision Submission
- 929 CCN Course Student-Facing

931 The CCN Task Force recommends the selection of one course from each of the Golden 4 areas
932 and/or one course from each general education area to serve as the initial "proof of concept"
933 cohort. This cohort of faculty will work in collaboration with intersegmental leadership teams to
934 inform the creation of a set of collaborative processes (as outlined in Appendix A). The ASCCC
935 can provide feedback related to subjects within the Golden 4 that have faculty work groups
936 primed and eager to engage in this work.

E.2 CCN Technology and Processes Work Group

E.2.a Charge and Membership

939 The charge of the CCN Technology and Processes Work Group is:

940 The CCN Technology and Processes Work Group guides and supports the design and
941 implementation of the technology and related processes and supports needed for CCN
942 technology implementation. This group advises and monitors vendor work at the system
943 and campus levels to ensure: quality alignment to the scope of work, delivery of support
944 to all institutions, changes do not impact current student processes, and contracts are
945 supported. Additionally, this group collaborates with campus, district, and regional
946 stakeholders to support efforts in CCN integration.

948 Membership in the CCN Technology and Processes Work Group will include stakeholders who
949 are implicated in the effort to design and implement technology system requirements for
950 supporting the CCN implementation, such as CCCCO Equitable Student Learning, Experience
951 and Impact Office (ESLEI), Data & Research, and IT Leads; ASSIST Director and staff; Course
952 Identification Numbering System (C-ID) Specialist; CCC technical staff (representatives from a
953 variety of institutional sizes, demographics, etc.); and vendor representatives as appropriate.

E.2.b Guiding Principles for the CCN Technology and Processes Work Group

955 The CCN Task Force calls upon those implementing the activities called for in this
956 implementation plan to adhere to the following guiding principles:

- 957 Strive for digital equity in any technology and implementation approach.
  - 958 Digital equity exists when the technology infrastructure, tools, and resources
    959 across all campuses provide a high-quality, secure, and seamless online
    960 experience for students, faculty, and staff regardless of campus size or location.
- 961 Center the high-level outcomes as articulated by the CCN Task Force.

962 · When implementing new technology systems, seek to eliminate existing costs and
963 streamline existing systems.
964

965 **When selecting a CMS or any vendor, strive to select a system where college/district/state**
966 **processes drive the software instead of the software driving the processes."**

967 **E.2.c Implementation Recommendations - Data Reconciliation**

968 ## Assumptions
969 When developing the considerations for this area, the CCN Task Force held the following
970 assumptions related to data reconciliation:
971 · The CCN work and data reconciliation work can be completed in parallel. The data
972 reconciliation work will not stall or slow the CCN processes and timelines. Work may
973 continue, for example, on convening faculty groups for a cluster of courses (e.g., courses
974 designated to satisfy specific areas of general education for Cal-GETC or courses already
975 aligned with the same C-ID identifier).
976 · The data reconciliation work will not impact the current articulation of courses prior to
977 CCN being implemented for that course.
978 · The data reconciliation work will focus on currently active courses and not those that are
979 expired.
980 · The end result of data clean-up is the addition of a unique identifier and the consistency
981 in the four data fields housing Course Title, Course/Subject Number, Course/Subject
982 Name, and Units.
983 · There is a shared understanding that any changes to these four fields are corrections,
984 and changing these values only for the purpose of consistency does not change the
985 status of any course in any application.
986 · ASSIST commits to processing corrections to the four shared fields as a batch/migration
987 without further effort required by the colleges.
988 · COCI and C-ID will coordinate with ASSIST to align the timing for processing the
989 corrections.
990 · Resources and funding are available to support the following implementation strategies:
991 ○ Data vendor for reconciliation and analysis of course content.
992 ○ Funding for merging of COCI and C-ID.
993 ○ API programmers for system and local work.
994 ○ Data vendor/programmers to develop system-level repository.
995 ○ Funding for adaptations in ASSIST.
996 ○ Training support for new repositories and systems.

Data Reconciliation, Clean-up, and Analysis

Securing a data vendor for a one-time, centralized reconciliation effort has both immediate and long-term benefits for students, faculty and staff. Data reconciliation results in the responses for each of the four shared elements (Course Title, Course/Subject Number, Course/Subject Name and Units) being reported the same in every "primary source" application and allows the courses to be linked at the database level.

Impact of Data Reconciliation and Clean-Up

- CCN elements live in multiple "primary source" applications. This means that the data fields in COCI needed for CCN Descriptor work cannot be collected to pair with the C-ID fields. In order to create a CCN system, a unique identifier is necessary (like the course control number, which is used for management information systems (MIS) reporting) across all 3 systems (ASSIST, COCI, C-ID).
- Analyzing data at the college level provides institutions with information about how course elements align to the CCN norm. This will reduce workloads when implementation begins.

Data Structure within the Current "Primary Source" Applications

The required common CCN Descriptor elements* indicated below are housed across multiple systems or are locked data in PDF format. In order to complete the development of the CCN Descriptors and create a Common Course Outline of Record (CCOR) template based on the CCN Descriptors, these elements must be consistent across the technological systems and be accessible collectively in structured data format. Additional data elements currently housed across the three systems may play an important role in implementation work.

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

1023

Unique Elements	ASSIST	COCI	C-ID
ETS Code	X		
Unit Type	X		
Start Term	X		
End Term	X		
IGETC Area	X		
CSU-GE -Code	X		
TOP Code (CB03)		X	
Credit Status (CB04)		X	
Transfer Status (CB05)		X	
Course General Education Status (CB25)		X	
Control Number (CB00)		X	
*Course Description		X	
C-ID Number			X
C-ID Descriptor			X
COR Effective Term			X
*Course Prerequisites			X
*Course Content - Topics	Locked Data in C-ID and COCI COR		
*Student Learning Objectives/Outcomes	Locked Data in C-ID and COCI COR		

1024   ***** Required common CCN Descriptor elements

1025

Systemic Challenges

1026

1027   ● There was no standardization of College Name between the available reports.

1028   ● There was no unique ID for each course to automate matches between the
1029   reports.

1030   ● Headings were different within the reports for common data elements (e.g., Dept
1031   Name, Subject Name, Subject Name - CB01A)

1032   ● IGETC and CSU GE mappings are 1 subject area per row.

1033   ● Dept Name (CB01A) values varied widely within and between the colleges.

1034   ● Dept Number (CB01B) contained the largest variance between the three datasets.

1035

Data Reconciliation and Analysis: Potential Deliverables
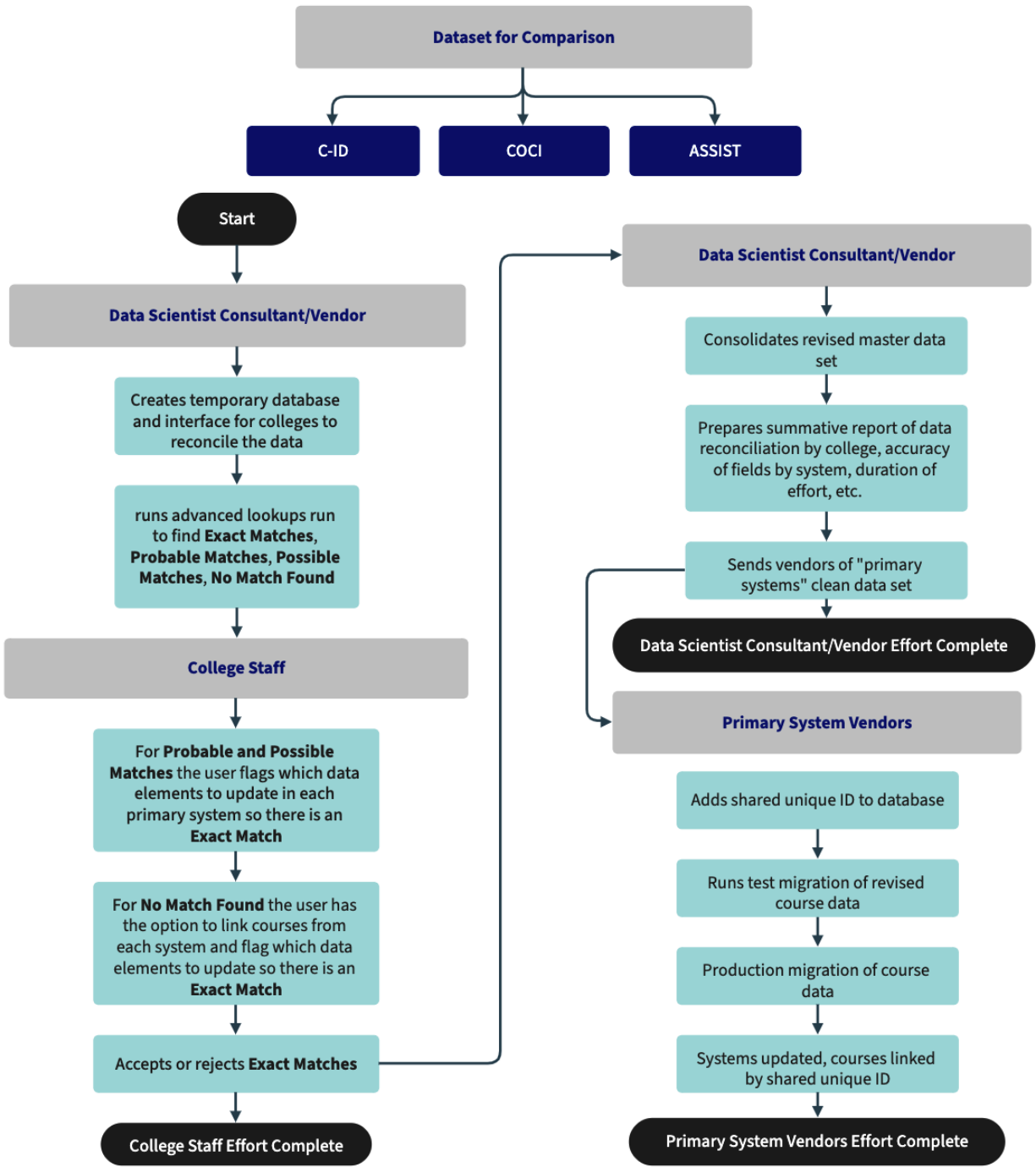
Data Reconciliation

● Provide a documented plan that describes the changes identified as they relate to
articulation agreements.
● Create a temporary database (repository) for colleges to reconcile and
consolidate the data into a master data set.

- Run advanced lookups to find Exact Matches, Probable Matches, Possible Matches, and No Matches Found. Document and categorize these for sorting.
- Provide an organized file to institutions that identify/provide the correct version of information.
- Prepare a summative report of data reconciliation by college, accuracy of fields by system, duration of effort, etc.
- Sends vendors of "primary systems" clean data sets that include Course Control Number as the shared unique ID; test migration; run migration in production.
- Result: systems updated; data standardization and courses linked by the Course Control Number.

Analysis
- Document how to access all of the data identified by the CCN Task Force as needed for the minimum set of elements to be included in Course Outlines of Record.
- Provide summative data of commonalities identified in courses. Grouped by descriptor elements. This information will be used to help inform the work of the work groups to define standardization of CCN elements and prioritize work.

Starting CCN Descriptor Work Prior to Data Reconciliation and Clean-Up

A set of courses functioning as a proof of concept will allow building the CCN Descriptors, test templates and data support, and iron out any needed processes. Some data reconciliation and clean up work can occur in parallel with the proof of concept. As the work group identifies the small subset of courses with more consistent language, they will be able to do so without data reconciliation. Aligning courses without common nomenclature will benefit from a data summary. This will avoid potential biases from the work group, who may not be aware of what nomenclature or CCN elements are already common across the system.

E.2.c Implementation Recommendations - New Technology

Assumptions

When developing the considerations for this area, the CCN Task Force held the following assumptions related to new technology:

- There is desire amongst the segments to apply technology as a solution for streamlining and storing the CCN work.
- Without a repository for which to identify all CCN elements, colleges may not succeed in having all courses matching each other.

- A common repository would help to align the CCN elements, including those requiring identical or equivalent elements, across the system for existing and for newly developed courses.
- It is important to reconcile all technological solutions being used in work such as AB 928, Cal-GETC, and AB 1111 to assure that changes made for one scope of work still accommodates requirements of other scopes.
- COCI and C-ID have existing system-level repositories for curriculum approvals and articulation.
  - o Combining these into a single, comprehensive repository with modules to support varying workflows not only reduces the data entry burden with colleges but it also would extend easier to add workflows for submission and approvals associated with CCN designation.
  - o COCI is already integrated with MIS.
- CVC-OEI (Online Exchange Interface) needs to be aligned with AB 1111. A statement of work should be developed to make this effort inclusive. This will require working with stakeholders to ensure both systems function correctly with each other.
  - o The CVC is already pulling some data from ASSIST.org. This work should continue with any CCN database.
  - o The ASSIST mapping is displayed to the student when they are reviewing the course details page. (Example below.)

San Jose City College — ♡ Save to Favorites

ENGL1A - English Composition

C-ID: ENGL100ENGL110 ⓘ

Course Description

Students will learn the skills necessary for writing college level compositions. Students learn expository writing, critical reading, and research techniques. Students will also learn to write academic essays including a documented research paper in conventional format using MLA style. English 001A is the first transfer level English course. Prerequisite: Continuing students must complete ENGL 092 and READ 101 or ESL 091; all with C or better. New students will be placed based on the results of assessment. Continuing students must complete ENGL 092 and READ 101 or ESL 091; all with C or better. New students will be placed based on the results of assessment.

Prerequisites:

> 📋 This course has a prerequisite

Transfer Information

ENGL1A - English Composition from San Jose City College.

⤴ Counts For **CSU GE A2 - Written Communication** At De Anza College

⤴ Counts For **IGETC 1A - English Composition** At De Anza College

This course may count toward your program of study based on assist.org data and C-ID, which identifies lower-division transfer courses commonly articulated between California Community Colleges and four-year universities. Prior to enrollment, please meet with a counselor or academic advisor to determine which of these courses satisfy your program requirements.

1098

Streamlining Data Management - CCN Data Warehouse

1099
1100 The efficiency and success of the CCN work depends on the ability to streamline processes
1101 and/or technological solutions. Merging of the COCI and C-ID data repositories into a single
1102 system-level curriculum and articulation application results in a module-based platform with
1103 specialist permissions, access walls, and respect for CCCCO curriculum review, faculty review in
1104 C-ID, and local data processes. This requires working with existing stakeholders to ensure
1105 necessary functions are not lost in the merger.
1106

1107   A single system-level application results in:
1108   ● Single and consistent data-entry for each of the CCN descriptors.
1109   ● Established dedicated space for work streams/permissions, which maintain
1110   currently accepted processes completed by statewide curriculum and articulation
1111   personnel.
1112   ● A significant increase in course data available for research that is currently
1113   fragmented.
1114   ● Development of Application Programming Interface's (API) and support for local
1115   systems to resolve databases currently requiring manual entry.
1116

1117   Successful integration of a single system-level data repository requires:
1118   ● An agreement with a single software company to develop the repository.
1119   ● Systemic influences and sponsorship of local CMS/SIS vendors required work to
1120   ensure all colleges have equitable access and opportunity to participate.
1121   ● Paying for consultants to develop local APIs from this curriculum software to their
1122   SIS.
1123   ● An aggressive timeline for application development, testing, and implementation
1124   of repository.
1125   ● An equally aggressive timeline for implementing an API direct connect at the
1126   local level in all CCCs.
1127

1128   Future considerations:
1129   ● Colleges/districts opting out of the new system would be required to manually
1130   enter their curriculum using the repository. This creates a need to develop a way
1131   for them to submit their curriculum through the repository for modifications to
1132   existing curriculum or new classes.
1133

Streamlining Data Management - Linking Repository to Local Curriculum Software

Secure programmers to write customized APIs to connect the system repository to local curriculum software (CMS, SIS) and provide staff support and financial support to institutional level technology staff to complete the work, respect local processes and reduce entry.

Similarly, provide intersegmental solutions through collaboration with ASSIST to develop an API to solve manual entry by pulling and pushing data from the repository into the ASSIST system, respecting the UC and CSU perspectives and roles in the ASSIST program.

Options for automating the repository into local SIS systems. There are multiple curriculum software programs (e.g., eLumen, CourseLeaf, CourseDog, CurricUNET, etc); and multiple SIS systems (e.g., Banner, PeopleSoft, Colleague). Each curriculum software will house local courses, in addition to the courses impacted by AB 1111, which means a statewide system may encounter issues not identifiable at this time. Once there is communication between the curriculum software and the SIS, it must also feed into the CMS. Most colleges are now on Canvas, which will help that process.

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 system-level repository.
- College staff would continue to control their data in the repository by initiating data transfer through lookup tools or similar processes.

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 and align resources to support college specific APIs.
- Colleges using homegrown systems may need an alternate connection option and/or additional resources to implement.

Successful integration of APIs requires dedicated resources.
- This is the least expensive and time effective method.

- It would likely take an average of 40 IT hours to write an API to an existing curriculum software. For colleges without an API from their curriculum software to their SIS, this would also likely be written.
- Timeline: 1 year for colleges with existing Curriculum-to-SIS APIs, and 3 years for colleges requiring additional technology.

Streamlining Data Management - CCN Descriptors - Verifying Identical vs Equivalent for Articulation

The CCN Descriptors, having been vetted with intersegmental faculty from CCCs, CSUs, UCs, and members of AICCU, contain elements that are required to be identical for any courses based on a particular CCN Descriptor. The implementation of technology solutions can verify courses that are identical to CCN Descriptors and which courses need "human" review as part of the approval process at the CCC and UC/CSU/AICCU-institution levels.

Developing a technology solution for submitting a Common Course Outline of Record (CCOR) using a template based on structured data will result in:

- The accessibility of the course data that is currently locked in PDF/text fields.
- The development of a technology-assisted review process that will create greater efficiency of process and better use of faculty reviewers' time.
- An opportunity to intersegmentally certify courses as identical to the CCN Descriptors and to flag courses needing manual review.
- An opportunity to streamline processes and provide electronic approvals such as a Chancellor's Letter at the Descriptor level that is provided upon submission and verification of a COR based on that Descriptor.

Developing a system of electronic adoption
- Building a Common Course of Record (CCOR) outline through the use of a structured data CCOR template
  - College teams create courses by selecting appropriate descriptors for CCN courses or building content for local courses.
  - Each CCN Descriptor is housed in individual fields and set for submission against the minimum requirement for that descriptor. Additional fields are added for optional or variable content.
  - The CCOR is electronically submitted after appropriate local approvals to appropriate administrative sectors for approval (COCI, C-ID, ASSIST, etc.)
- Building an automated certification system
  - System checks for level of variance between CCOR and CCN Descriptors and flags CCOR for manual review if the course exceeds the established

1208 threshold. If the CCOR meets established parameters, the course is
1209 certified and approved.
1210 ○ Data repository would house all the elements in designated fields
1211 providing opportunities for increased integration of data.
1212 ○ The data repository will provide public-facing access to CCORs.

1213 **E.2.d Implementation Recommendations - Structural Considerations for CCN Taxonomy**

1214 The change in the parameters and use of any data field requires careful scrutiny related to its
1215 impact on historical data as well as the capabilities for current systems to handle the changes.
1216 From the technical perspective, the development of a taxonomy system should:

1217 ● Not exceed the CB01 field parameters of 12 characters maximum for Subject
1218 Abbreviation and Number including space, dashes, etc.
1219 ● Retain CB01 as the field for subject course and number while creating CB2x to flag the
1220 course with a CCN indicator.
1221 ● Locally handle showing of two different numbers in catalog, etc.
1222 ● Engage early with big SIS vendors and built-in MIS reporting support to update with
1223 changes.
1224 ● Result in easier access to MIS data from the research perspective.
1225 ● Recognize that altering the course numbering structure impacts not only technical
1226 systems but also program updates when CCN courses are adopted and COCI program
1227 update processes. The impact on workload will also be a key factor in successful
1228 transition.

1229 **E.3 CCN Communication Work Group**
1230 Note: A key focus of the October 18, 2023 CCN Task Force Meeting will be to build out this
1231 section.

1232 **E.3.a Charge and Membership**
1233 **The charge of the CCN Communications Work Group is:**
1234 The CCN Communications Work Group ensures consistent and relevant communication:
1235 ● To include all the stakeholders implicated in the implementation of CCN field,
1236 including students, faculty and college leadership.
1237 ● And across the CCN Council, its Steering Committee, and the work groups are all
1238 operational, advisory, and steering groups.
1239
1240 Membership in the CCN Communications Work Group will include stakeholders who can design
1241 and implement strong communications in support of an effective CCN implementation,
1242 inclusive of students; CCCCO communications professionals; CCC communications staff

1243 (representatives from a variety of institutional sizes, demographics, etc.); and vendor
1244 representatives as appropriate.

E.3.b Guiding Principles

The CCN Task Force calls upon those implementing the activities called for in this implementation plan to adhere to the following guiding principles:

- Honor the CCN Task Force's intention that the new CCN system will be presented consistently by each college as a single, transparent source of course information, and will be accessible within the resources students are most likely to use (i.e., in the catalog and schedule of classes).;
- Seek to anticipate challenges and alleviate any stress of a new system implementation by communicating clearly and proactively.;
- Center the student experience in all CCN communications, ensuring that the transition to the new CCN system is smooth and students have clarity on how to use the new system.;
- Ensure that communications support students who took courses before, during, and after the implementation of the new CCN system.;
- Consider the implications of the new CCN system broadly, taking into account the CCN Task Force's intention that the CCN system will improve course articulation both within the CCCs and across four-year transfer partners.

E.3.c Implementation Recommendations - Statewide Communications Work Plan

The first priority of the CCN Communications Work Group will be to design a comprehensive statewide communications plan. This work plan should be phased and attend to at least the following:

- Provide guidance to colleges about how to prepare for the coming changes, when they will occur, and how stakeholders can collaborate to streamline efforts and maximize a smooth transition for all stakeholders, particularly students.;
- Communicate to colleges the expectation that the new CCN system will be presented consistently by each college as a single, transparent source of course information, and will be accessible within the resources students are most likely to use (i.e., in the catalog and schedule of classes).;
- Provide guidance to students about the timeline and plan for the coming CCN system;
- Ensure students experience the CCN implementation as a smooth migration that is accurate and supportive of their success.
- Communicate with four-year partners (and related resources such as Assist.org) about the changes coming and , what it might mean for their technology systems.;
- Support the CCN Council and working groups on communication-related activities.;
- Lead purposeful dissemination of information and gathering of feedback.

- Communicate with vendors (PeopleSoft, Ellucian, local CMS vendors (Elumen, Governet, others)) about the work underway and to gather needed information.
- Share the survey results related to the Enterprise Resource Planning (ERP) and CMS solutions to deepen their understanding of systems in place at the CCC institutions.
- Assess local communication systems.
- Initiate an awareness campaign with Academic Senates and other stakeholders
  - Collaboration on how processes could be approved for one time processes, batches, etc.
  - Collaboration on how technology processes can improve the workflow of course reviews and approval for the long term.

IV. CCN IMPLEMENTATION TIMELINE

Assembly Bill 1111 was signed into law in October 2021 and established Education Code 66725.5, which requires implementation of a student-facing common course numbering (CCN) system (including adoption into college course catalogs) for all general education requirement and transfer pathways courses across CCC, on or before July 1, 2024. The stated intent of the legislation is to streamline transfer from community colleges to four-year postsecondary educational institutions and reduce excess unit accumulation. Since the establishment of the law, the CCCCO has worked with consultants and critical stakeholder groups to identify CCN promising-practices, assess implementation needs, and develop implementation plans, through conducting a national and statewide CCN landscape scan and convening a statewide CCN Task Force. Research and progress of the CCN Task Force has revealed that CCN implementation with integrity requires more than engaging 115 CCCs in renumbering over 40,000 courses, but also demands a student-centered approach that eliminates confusion and outcome variations regarding how renumbered courses will count within CCCs and across California State University (CSU), University of California (UC), and Association of Independent California Colleges and Universities (AICCU) segments. Thus, the CCN Task Force is actively engaged in finalizing recommendations for a comprehensive CCN system implementation plan inclusive of: establishing what course elements must be identical and/or equivalent for a course to be numbered the same; developing a statewide intersegmental CCN steering and operational structure for ongoing CCN course assessment and alignment processes (considerate of local curriculum and catalog processes); determining technology solutions that will increase data-informed decisions and expedite operational processes; and identifying and addressing where CCN changes to CCC courses will potentially disrupt existing course articulation/transferability with the CSU and UC systems and AICCU institutions.

The CCN Task Force design of the CCN system recommended implementation plan will be completed by December 2023, and it is evident that illustrates the complexity and scale of this

1318 endeavor will necessitates additional time beyond June 2024 to meet the intent of the
1319 legislation. It has therefore been proposed that the CCN system implementation deadline be
1320 extended to fall 2027, with a rolling implementation toward full scale beginning in spring 2024.
1321
1322 The detailed and aggressive timeline outlined below establishes milestones that indicate how
1323 the extension would allow for continuous progress to be achieved through applying the new
1324 CCN system to groups of courses in a scheduled cycle (commencing 2024), while continuing to
1325 build toward a sustainable CCN infrastructure with CSU, UC, and AICCU (all three currently not
1326 mandated to participate), which is necessary to ensure that all existing and future courses going
1327 through the CCN process are accepted and approved for transfer across segments.
1328
1329 [Timeline Goes Here]
1330
1331 (May need to be updated as the CCN Task Force continues its work through December 2023.)
1332

V. CONCLUSION

1334 (May need to be updated as the CCN Task Force continues its work through December 2023.)
1335
1336 The CCN Task Force is pleased to present this Summary Report, inclusive of a Recommended
1337 Implementation Plan. The CCN Task Force represents a highly collaborative group that worked
1338 diligently over approximately 16 months and engaged and honored the expertise of faculty,
1339 staff, students, administrators, trustees, and representatives of the CCC's four-year transfer
1340 partners from AICCU, UC and CSU. We feel confident that the implementation plan described in
1341 this Summary Report can and will result in a CCN system that has the potential to greatly benefit
1342 students and meet the stated intent of the AB 1111 legislation, which is to streamline transfer
1343 from two- to four-year postsecondary educational institutions and reduce excess unit
1344 accumulation.
1345
1346 Time is of the essence. The CCC's students need the clarity CCN will provide, and the work ahead
1347 will be challenging, but rewarding. The CCN Task Force looks forward to the implementation
1348 effort and encourages all necessary stakeholders to move forward quickly, ensure the funding
1349 and resources are available for an implementation of this magnitude, and center the equitable
1350 success of our students.
1351

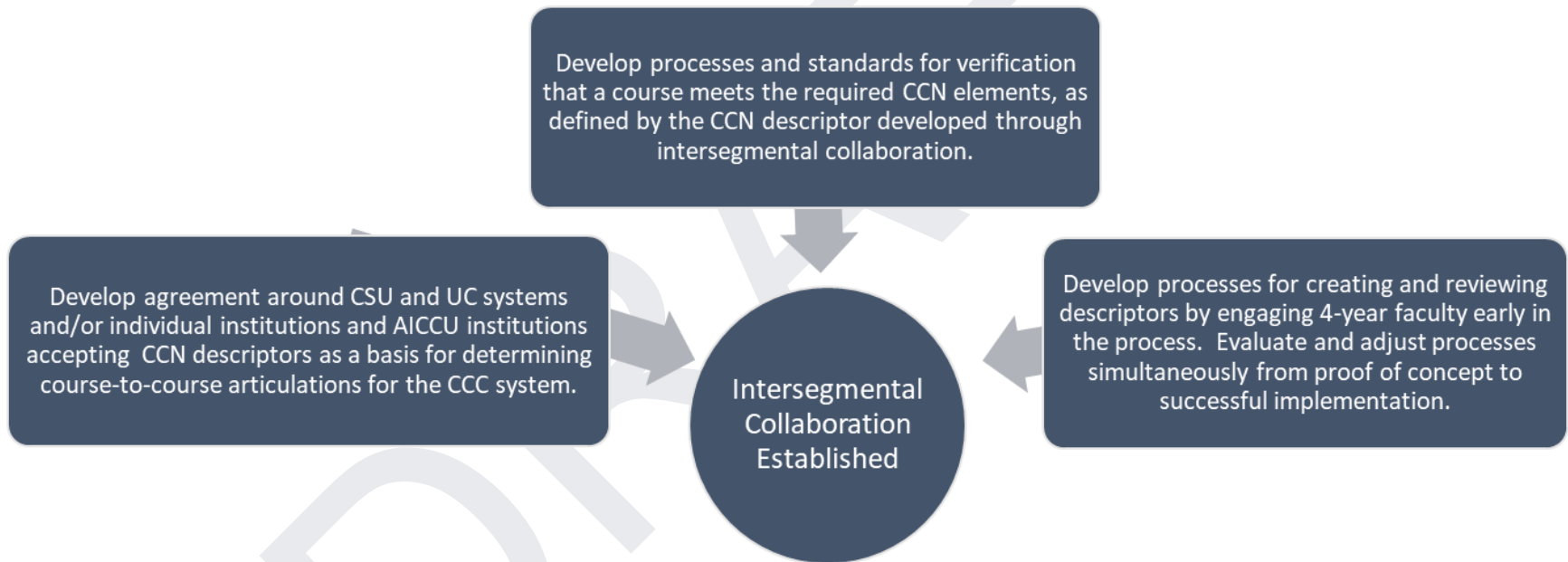**Appendix A: CCN Descriptor Development and Implementation Process**

These diagrams and tables are designed to offer initial sequential processes for the development and implementation of CCN Descriptors, courses, and articulations. A timeline for consideration is included as well as opportunities and impacts of current practices to the meeting of that timeline.

Establishment of Intersegmental Collaboration

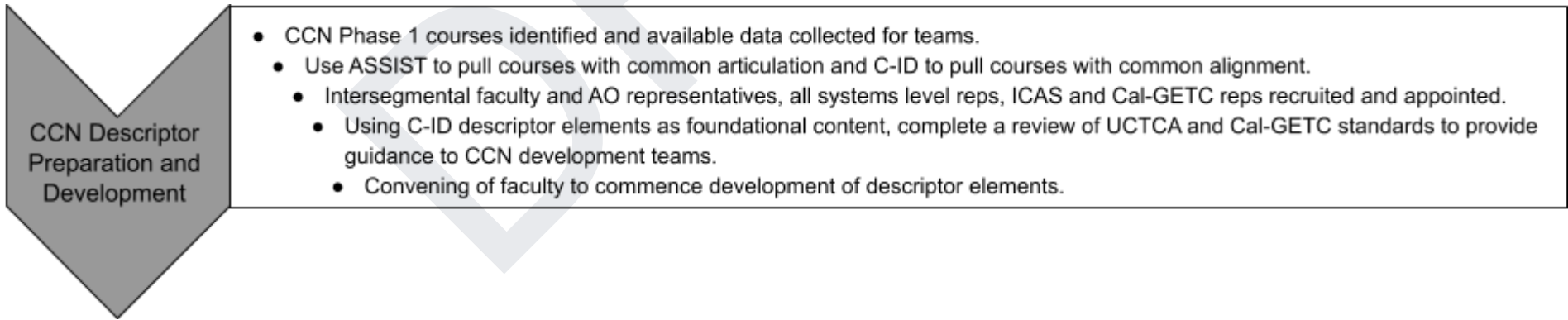Develop processes and standards for verification that a course meets the required CCN elements, as defined by the CCN descriptor developed through intersegmental collaboration.

Develop agreement around CSU and UC systems and/or individual institutions and AICCU institutions accepting CCN descriptors as a basis for determining course-to-course articulations for the CCC system.

Intersegmental Collaboration Established

Develop processes for creating and reviewing descriptors by engaging 4-year faculty early in the process. Evaluate and adjust processes simultaneously from proof of concept to successful implementation.

Target Process Timeline	● 1 year in parallel with CCN Descriptor Development (Proof of Concept Cohort)
Timeline Considerations	● Engagements of intersegmental partners represent multiple stakeholders needing to approve the adjustment of processes or agreements as requested/anticipated for CCN alignment and articulation. ● Adaptations to current practices of course-to-course articulations to support CCN recommendations. ● For GE, it's necessary from the beginning to make sure descriptors will meet approval or certification standards for relevant CSU GE Breadth, Golden 4, Cal-GETC, and UC eligibility areas. ● Identifying/recruiting participating faculty and system representatives from all 4 systems if involved in this initial work. ● Funding for faculty participation and staff from all segments to manage and coordinate this system-wide and student-centered redesign. ● Coordinating across the individual institutions including all public and independent entities.

CCN Descriptor Preparation and Development / Descriptor Vetting, Cal-GETC, and Articulation

CCN Descriptor Preparation and Development

- CCN Phase 1 courses identified and available data collected for teams.
  - Use ASSIST to pull courses with common articulation and C-ID to pull courses with common alignment.
    - Intersegmental faculty and AO representatives, all systems level reps, ICAS and Cal-GETC reps recruited and appointed.
      - Using C-ID descriptor elements as foundational content, complete a review of UCTCA and Cal-GETC standards to provide guidance to CCN development teams.
        - Convening of faculty to commence development of descriptor elements.

Descriptor Vetting Cal-GETC Articulation

- Vetting of course descriptor elements - broad outreach for feedback (minimum: all intersegmental faculty).
- Follow-up faculty team to resolve feedback and finalize CCN common descriptors.
- Faculty teams and articulation officers meet to verify CCN descriptors as meeting Cal-GETC and/or UCTCA standards. (During final edit period.)
- Descriptors submitted through collaboratively developed processes to intersegmental systems and universities for necessary GE and course articulation verification.

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Target Process Timeline	• **1 year for Development, Vetting, and GE/Articulation (Initially in parallel with Intersegmental Collaboration Established)**
Timeline Considerations	• **Recruiting participating faculty from all 4 systems.** • **Funding (covering time and travel) for all participating faculty and/or staff at all stages of development.** • **Facilitating large convenings requires a significant number of staff members. (Note: Larger convening in summer perhaps before/after curriculum institutes with summer stipends for small appointed teams may help with timeline. Discipline input groups in semester for broader feedback (volunteer). Provide a clear message of expectations and commitment in recruitment.)** • **Meeting timeline may depend on the number of courses selected for the phase cohort.** • **Ongoing participation of faculty teams. (Attrition/retention of teams).** • **Presence of university level agreement to align articulation and general education using CCN descriptors (change to current practices).**

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1370 Publishing of CCN Descriptors

1371

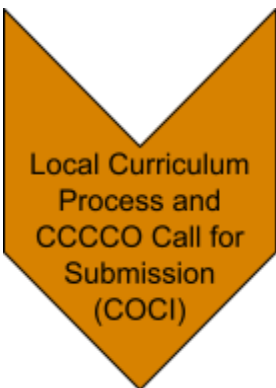| CCN Descriptors Published	• CCN Descriptors are approved and published to the Descriptor repository. ○ Technology-based descriptor templates are used by college faculty to create CCN-aligned course outlines of record.

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Target Process Timeline	• **3 months (Technology-based solutions at system-level.)**
Timeline Considerations	• **Technology based repository complete and ready for descriptor upload. COR template available for COR creation.**

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1375 CCC Local Curriculum Processing and CCCCO Call for Submission

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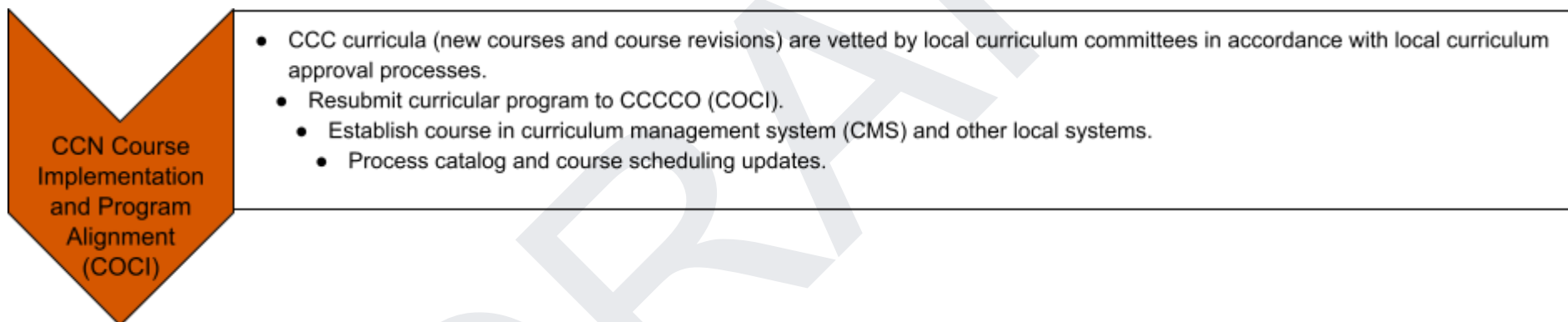| Local Curriculum Process and CCCCO Call for Submission (COCI)	• New CCC courses and CCC course revisions vetted by local curriculum committees in accordance with local curriculum approval processes.
	  ○ Course submitted to CCCCO for chaptering and attainment of control number.
	  ○ Course is approved or course not approved and revisions needed.

1377

Target Process Timeline	• **3-6 months**
Timeline Considerations	• **Length of time for curriculum changes at each campus.** • **The existence of current district-level CCN systems and the expectation for those systems to align with the CCC-wide CCN .** • **Prior approval of the course by UC Transfer Course Agreements (UCTCA) is required for submission for consideration for Cal-GETC Area(s).**

1378

Local CCN Course Implementation and Program Alignment

1380

CCN Course Implementation and Program Alignment (COCI)

• CCC curricula (new courses and course revisions) are vetted by local curriculum committees in accordance with local curriculum approval processes.
• Resubmit curricular program to CCCCO (COCI).
• Establish course in curriculum management system (CMS) and other local systems.
• Process catalog and course scheduling updates.

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Target Process Timeline	• **3-6 months (overlap with Call for Submission)**
Timeline Considerations	• **Appropriate level of staffing to make numerous updates in the first phases of implementation.** • **Review/revision of CCCCO processes.** • **Modifications to some current catalog and class scheduling timelines to meet this timeline.**

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Course Articulation Verification and ADT Revision Submission

Course Articulation Verification and ADT Revision Submission

- Based on intersegmentally developed processes and standards, CCC courses aligned with a CCN Descriptor are submitted to CSU, UC, and AICCU for articulation verification.
- The intersegmental faculty teams determine final articulation of CCN courses. (Supported by a technology- generated report verifying CCN COR alignment to the CCN Descriptor Elements.)
- Resubmit program revisions to ADT.

Target Process Timeline	- **3-6 months**
Timeline Considerations	- **Review/revision of process for (re)submission of ADTs. Recommend batch processing for college submissions with no or minimal COR changes except for what is necessary for CCN descriptor alignment. Consideration of alternative processing such as using the local approval when no content changes in course are made.** - **Ongoing availability and support of faculty teams.**

1392 **CCN Course Student-Facing**

1393

1394

- CCN based course in student catalog
  - CCN based courses in course scheduler
    - Articulations based on new CCN published

CCN Course
Student Facing

1395

Target Process Timeline	● 6 months (overlap with Program Submission)
Timeline Considerations	● Modifications to some current catalog and class scheduling timelines to meet this timeline. Current catalog and class scheduling timelines at some colleges would have to be modified to meet this timeline.

1396