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INTRODUCTION: A SYSTEMWIDE STRATEGY FOR EQUITABLE TRANSFER AND DEGREE COMPLETION

Common Course Numbering (CCN) is a foundational strategy in realizing Vision 2030’s commitment to **equitable baccalaureate attainment**. By reducing ambiguity and streamlining transfer, CCN empowers students to navigate higher education with clarity, efficiency, and confidence. It is not merely a compliance exercise—it is a transformative effort to make California’s higher education system more student-centered, coherent, equitable, and aligned.

[Assembly Bill 1111 \(Berman, 2021\)](#) requires the California Community Colleges to implement a student-facing common course numbering system that facilitates seamless transfer across two- and four-year institutions while minimizing excess unit accumulation. In response, the California Community Colleges Chancellor’s Office established the AB 1111 CCN Task Force, which developed a systemwide implementation framework and published its [final report](#) in December 2023.

The Task Force recommended a phased and scaffolded approach to implementation, supported by a council and workgroup structure that enables broad participation, transparent communication, and shared ownership across the system.

The Vision 2030: Common Course Numbering Workplan, informed by the work of the Common Course Numbering Council and aligned with Strategic Direction 1: Equitable Baccalaureate Attainment, provides a coordinated roadmap for full CCN implementation. This roadmap reflects the Chancellor’s Office commitment to ensuring that structural changes—like common course numbering—are leveraged to promote equitable access, transfer efficiency, and degree completion.

CCN is a pivotal advancement in building clearer, more coherent academic pathways that promote transfer and reduce time to degree. When implemented thoughtfully, it enhances transparency around course equivalency, mitigates the risks of redundant coursework, and supports a more navigable higher education landscape for students. For example, a student who enrolls in “ENGL C1000: Academic Reading and Writing” should be assured that the course fulfills the same general education and degree requirements at any participating CSU or UC campus as well as other transfer institutions, regardless of which California community college the course was taken. This type of consistency is essential for students who may attend multiple institutions over the course of their academic journey.

To fully realize the benefits of CCN, early and intentional alignment with intersegmental articulation agreements and general education frameworks is critical. Assigning a common number to a course is not sufficient—students and institutions must be assured that the course carries equivalent academic value across systems. Without coordination at the articulation and curriculum levels, CCN risks introducing new uncertainties rather than eliminating existing ones.

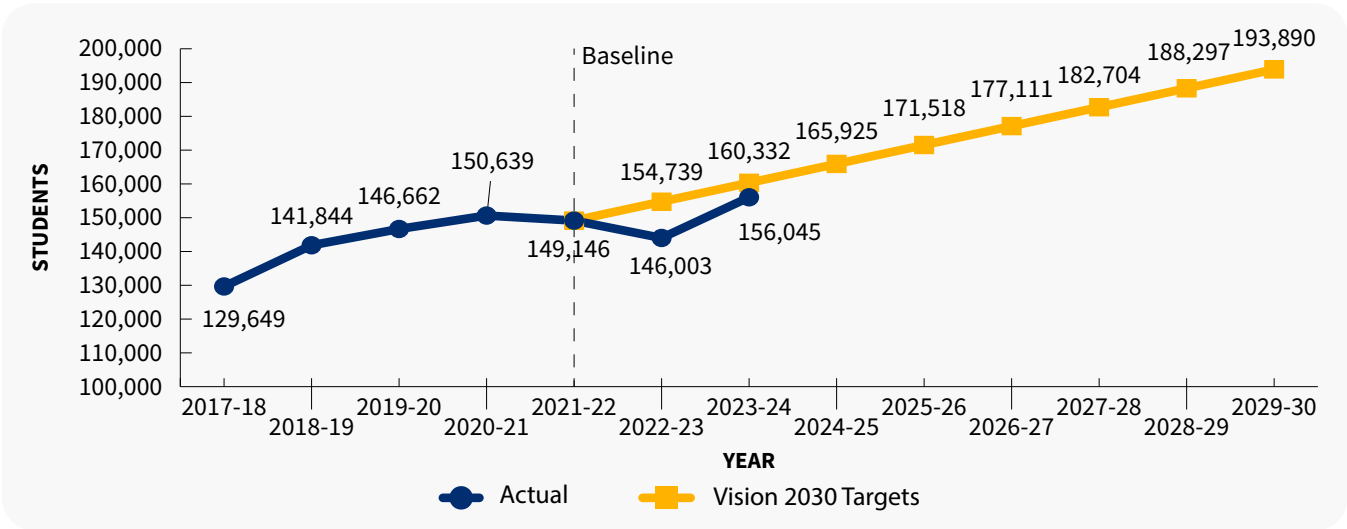
At its core, CCN is about building a **trustworthy and transparent academic infrastructure**—one that values student time, clarifies degree pathways, and aligns institutional practices to support learner mobility. It is a systemwide commitment to **equity, coherence, and accountability**—and a critical lever for delivering on the promise of a more navigable and just higher education system for all Californians.

The Vision 2030: Common Course Numbering Workplan drives Outcomes 2, 3, 3a, 3c, and 6 and indirectly drives the actions under Strategic Direction 1: Equitable Baccalaureate Attainment.

Outcome 2: Completion

Increase with equity the number of California community college students who complete a meaningful educational outcome.

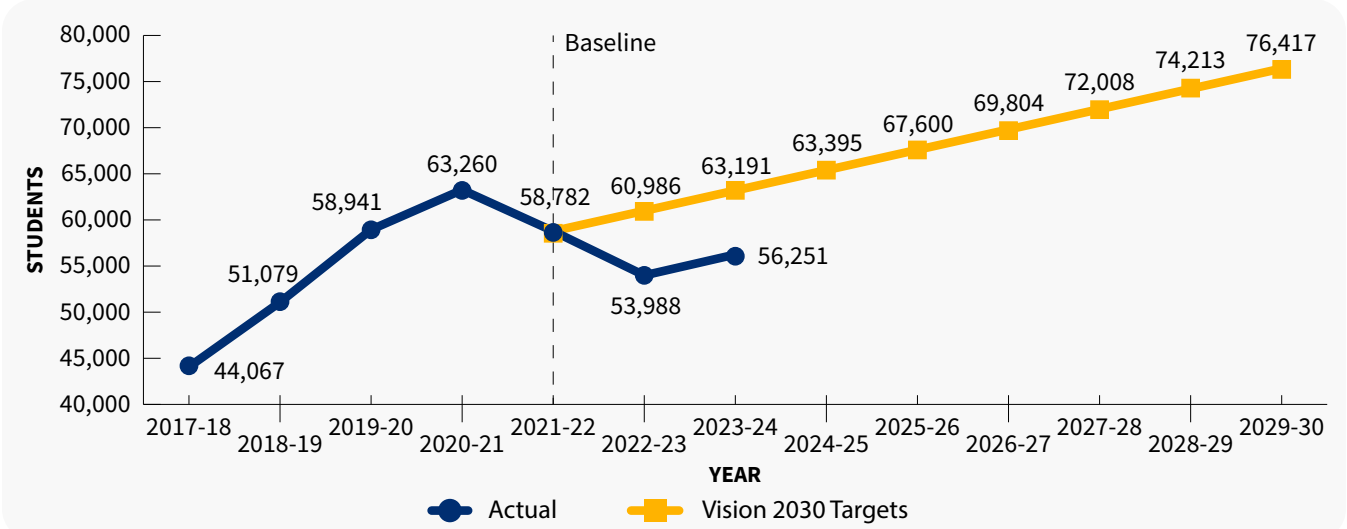
Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.



Outcome 3: Increase with equity, the number of California community college students attaining a baccalaureate degree.

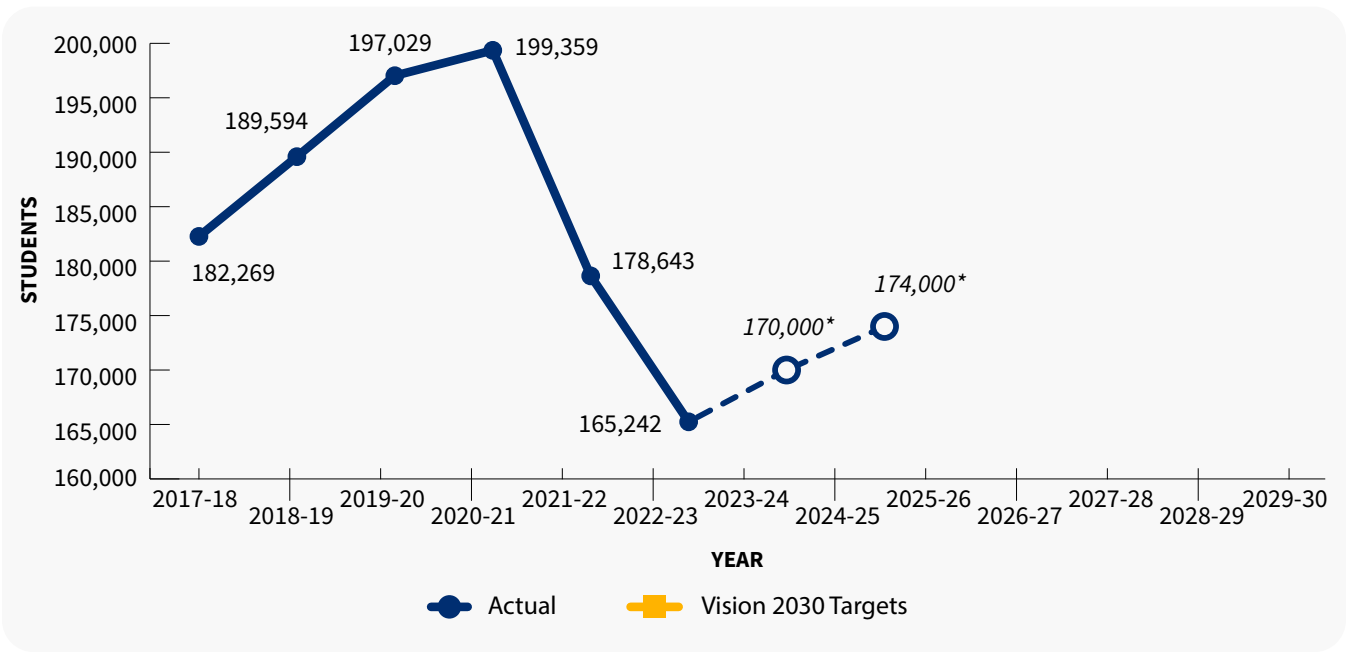
Outcome 3a: Increase with equity, the number of California community college students who earn an associate degree for transfer (ADT).

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.



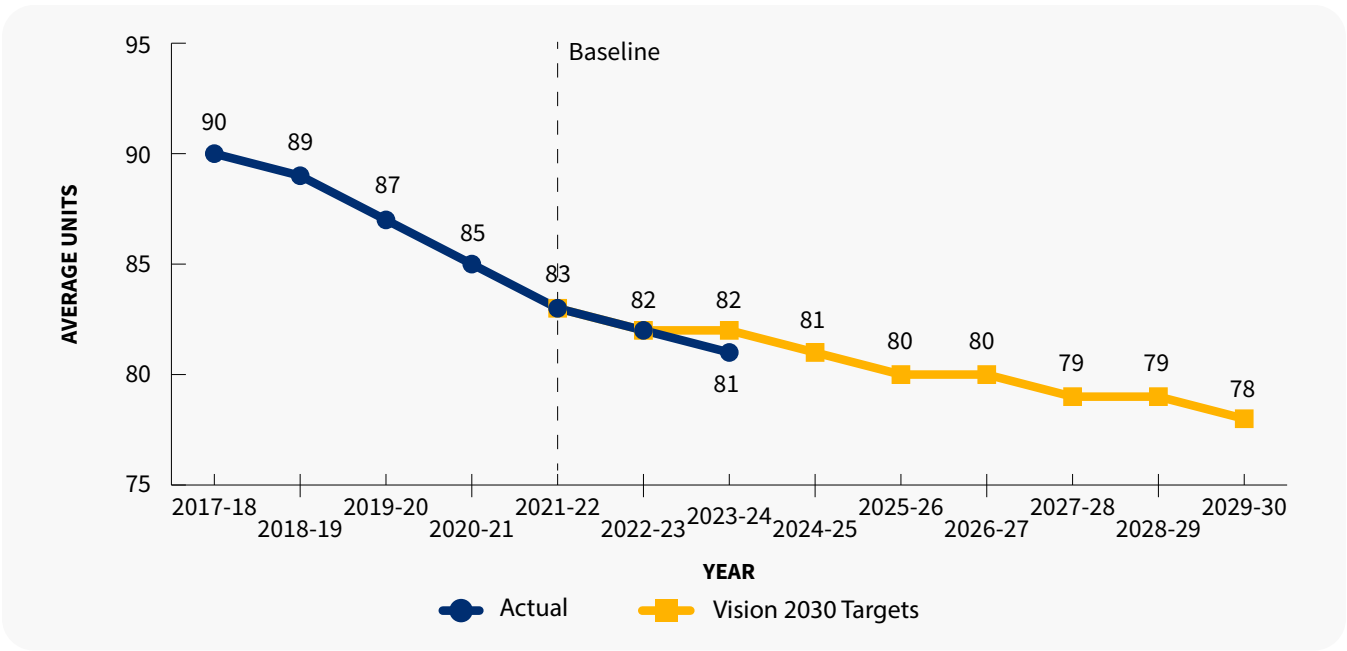
Outcome 3c: Increase with equity the number of California community college students who transfer to the California State University (CSU), University of California (UC), or non-profit private/independent/out-of-state four-year institutions.

Benchmark: Continue to work with other segments to mutually agree on these increases.



Outcome 6: Reduce units to completion
Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

Benchmark: By 2030, reduce with equity the average number of units in excess of 60 units to complete students' first Associate Degree for Transfer by 20%.



The following are strategic activities in the Vision 2030: Common Course Numbering Workplan to achieve the outcomes established by the California Community Colleges Board of Governors in Vision 2030 and implement AB 1111.

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ACTIVITY 1: DEVELOP A SUSTAINABLE CCN INFRASTRUCTURE

To ensure long-term viability and systemwide consistency, develop a **sustainable infrastructure** that is effective, timely, and supported across all systems. This includes:

- Clear and inclusive structures to support ongoing CCN work and governance;
- Transparent, participatory decision-making processes for CCN and articulation solutions;
- Diversified funding streams to ensure fiscal sustainability; and
- Standardized technical and operational frameworks.

These foundational elements are essential for consistent implementation of CCN across all California community colleges and with transfer partners, including the CSU, UC, and independent colleges. A durable, equitable, and intersegmental infrastructure will ensure that courses are **portable, predictable, and trusted**—regardless of where a student begins their educational journey.

Outcome: This activity intentionally drives Outcomes 2, 3, 3a, 3c, and 6.

ACTIVITY 2: ACCELERATE AND ENHANCE INTERSEGMENTAL TRANSFER AND ARTICULATION SOLUTIONS

To fully realize the promise of common course numbering, prioritize proactive, student-centric solutions that streamline intersegmental (and intra-segmental) transfer. Key actions and themes include:

- Expanding and aligning **systemwide articulation agreements** with CSU, UC, AICCU, and other transfer partners in ways that prioritize and center CCN efforts; and
- Ensuring **timely alignment and approval processes at scale** for CCN-designated courses with general education, degree, and major requirements (i.e. through template-centered approval processes and solutions).

These efforts are critical to enabling students to progress through clearly defined academic pathways—without needing to retake equivalent courses or navigate opaque transfer policies. These actions center the reduction of unnecessary coursework, ensure course portability, and promote transfer efficiency at scale.

Outcome: This activity intentionally drives Outcomes 3, 3a, 3c, and 6.

ACTIVITY 3: ENSURE STUDENT-CENTERED CONTINUOUS IMPROVEMENT

Guide CCN implementation with a feedback-driven, student-centered approach. Elements include:

- Gathering input regularly from students, faculty, and institutional leaders to evaluate the real-world impact of CCN on transfer clarity, course applicability, and degree completion; and
- Using insights to refine systems, tools, and practices in ways that promote equity, access, and student success.

Continuous improvement will help the system remain responsive to evolving student needs and ensure CCN remains a living framework—grounded in data, guided by users, and centered on learners.

Outcome: This activity intentionally drives Outcomes 3, 3a, 3c, and 6.

CONCLUSION

The Vision 2030: Common Course Numbering Workplan envisions a robust, student-facing common course numbering system that standardizes course identification across the California Community Colleges and supports seamless and consistent articulation statewide. In doing so, CCN directly advances Vision 2030 to achieve equitable access, timely degree completion, and economic mobility for all Californians.

During the 2024–25 academic year, the CCN Steering Committee, Council, and the Development and Technology Workgroups made substantial progress toward implementing the recommendations of the AB 1111 Task Force. This progress includes building core infrastructure, piloting numbering solutions, and expanding intersegmental coordination.

Looking ahead, sustaining and evolving CCN implementation is critical to California’s broader transfer and equity agenda. Supported by strong infrastructure, aligned systems, and student-centered governance, CCN will remain a transformative strategy at the heart of Vision 2030—one that ensures every student has a clear path to the education and credentials needed to thrive in today’s economy.

RESOURCES

AB1111 (Berman, 2021) Common Course Numbering System:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111

Common Course Numbering Task Force (CCN Task Force) Report:

<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2023-common-course-numbering-task-force-report-2-15-24-a11y.pdf>

California Community Colleges Common Course Numbering Project:

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

Common Course Numbering Council Sustainability Plan (in-progress):

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

APPENDIX A

Outcome 2: Completion | Overall

YEAR	STUDENTS	
-	Actual	Vision 2030 Targets
2017-18	129,649	-
2018-19	141,844	-
2019-20	146,662	-
2020-21	150,639	-
2021-22	149,146	149,146
2022-23	144,003	154,739
2023-24	156,045	160,332
2024-25	-	165,925
2025-26	-	171,518
2026-27	-	177,111
2027-28	-	182,704
2028-29	-	188,297
2029-30	-	193,890

Bold = Baseline

Outcome 3a:

YEAR	STUDENTS	
	Actual	Vision 2030 Targets
2017-18	44,067	-
2018-19	51,079	-
2019-20	58,941	-
2020-21	63,260	-
2021-22	58,782	58,782
2022-23	53,988	60,986
2023-24	56,251	63,191
2024-25	-	63,395
2025-26	-	67,600
2026-27	-	69,804
2027-28	-	72,008
2028-29	-	74,213
2029-30	-	76,417

Bold = Baseline

Outcome 3c:

YEAR	STUDENTS	
	Actual	Vision 2030 Targets
2017-18	182,269	-
2018-19	189,594	-
2019-20	197,029	-
2020-21	199,359	-
2021-22	178,643	-
2022-23	165,242	-
2023-24	-	170,000*
2024-25	-	174,000*
2025-26	-	-
2026-27	-	-
2027-28	-	-
2028-29	-	-
2029-30	-	-

* Note: We expect the final number of transfers to show an overall increase in 2024-25. The 2023-24 estimate is a midpoint between 2022-23 actuals and the 2024-25 estimate. Final numbers will likely vary from these estimates.¹

1 Note: Transfer data in the California Community Colleges DataVista platform lag to ensure a transfer student was not still enrolled at a community college.

Transfers to UC and CSU comprise about 90% of all CCC transfers.

UC system dashboards indicate that transfers from CCC declined 2% from fall 2022 to fall 2023 but increased 5% from fall 2023 to fall 2024.

CSU system dashboards show that transfer from CCC declined 4% from fall 2022 to fall 2023 but increased by 0.3% from fall 2023 to fall 2024.

Information about independent and out of state university transfers are not yet available for the full 2023-24 year.

Outcome 6: Reduce units to completion | Overall

YEAR	AVERAGE UNITS	
-	Actual	Vision 2030 Targets
2017-18	90	-
2018-19	89	-
2019-20	87	-
2020-21	85	-
2021-22	83	83
2022-23	82	82
2023-24	81	82
2024-25	-	81
2025-26	-	80
2026-27	-	80
2027-28	-	79
2028-29	-	79
2029-30	-	78

Bold = Baseline