Common Course Numbering System (CCNS) Review Project

Sandy Veltri, Ph.D.

CCCS Director of Special Projects

COLORADO COMMUNITY COLLEGE SYSTEM

History

- How and why the CCNS database was created
- Expectations
- Evolution of CCNS
- GT pathways courses
- State Faculty Curriculum Committee (SFCC) and Educational Services Curriculum Committee and bulletin board

CCCNS Review Project Goals

- Promote student learning and success
- Provide clear guidance to part-time instructors
- Clarify for transfer institutions our intentions for student learning
- Maintain integrity of transfer agreements
- Help employers understand the skills and competencies of CCCS graduates
- Ensure CCCS colleges meet HLC Criteria for Accreditation

Why Are Competencies Important?

- Provide guidance to part-time faculty
- Essential to effective and meaningful assessment of student learning
- Facilitate student learning
- Facilitate transfer of credits
- May help graduates find employment

Guidance to Part-Time Faculty

- Competencies help part-time instructors understand what they should be teaching and what it is we want our students to learn

- Includes those teaching:
  - **On campus**
  - In **high schools** (**concurrent enrollment)**
  - **Online** (including **CCCOnline)**

Essential to Effective Assessment

- No matter what the level (course, program, or general education), the assessment of student learning involves evaluating whether or not students are meeting our publicly-stated goals for student learning
  - I.e., what we call "competencies"

Facilitate Student Learning

- When clearly articulated and supported by clear "sub-competencies" or "student learning outcomes," they can facilitate student learning
    - Help students understand what faculty want them to learn
    - We are all more likely to meet expectations when we know what those expectations are

Facilitate Transfer of Credits

- Well-crafted competencies help transfer institutions make informed decisions about course equivalencies
- Inconsistencies in our competencies can compromise the integrity of our transfer agreements

Help Graduates Find Employment

- Clearly-articulated competencies have the potential to take the mystery out of grades and transcripts
  - Help employers understand what our graduates know and can do as a result of taking our classes

Employer Perspectives

- Grades and transcripts are "worthless as criteria for hiring."
  - Laszlo Bock, Google's Senior VP of People Operations

- "Employers will only begin to value transcripts – heretofore unintelligible documents – once they [colleges] begin to break down traditional credentials into competencies."
    - Ryan Craig, *Forbes*, May 2016

Competencies Should Be Consistent

- **Articulation/Transfer agreements** presuppose that our competencies are the same wherever and however our courses are offered

- **Employers** make the same assumption – hiring decisions depend on the assumption of consistency

- The same is true even within each institution – especially when it comes to the expectations of faculty teaching **upper-level coursework**

This Is Why HLC Expects Consistency

- **HLC Criterion 3**: The institution provides high quality education, wherever and however its offerings are delivered.

- **Subcomponent 3A3**: The institution's program quality and **learning goals are consistent across all modes of delivery and all locations** (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

The Goal of the CCCNS

- "The goal of the CCCNS is to establish **consistency** in course offerings across the system . . ."
  - State Faculty Curriculum Committee Processes and Procedures

By its design, CCCNS will:

- *"Facilitate **transferability** to four-year schools.*
- ***Provide a framework for faculty in each subject area to collaborate on course quality and consistency . . ."***
  - State Faculty Curriculum Committee Processes and Procedures

Course Competencies

- The **course competencies** should describe the course from the *student* (learning) perspective.

- Should explain to students and other stakeholders what **students** should **know** and be able to **do** as a result of successfully completing our classes.

Core Competencies

- New procedure should allow faculty to **supplement**, *but not replace*, the agreed-upon **core competencies**
  - Assures all stakeholders at least some degree of consistency and predictability when it comes to student learning outcomes

In the Months Ahead

- **SFCC** will also:
  - Clarify **terminology** (competency, topical outline, etc.)
  - Develop course template **review cycle**
- **CCCS** will provide:
  - **Professional development** opportunities for faculty
    - Terminology
    - Further guidance on writing competencies

What's Next?

Reaching consensus on a set of **core competencies** for each of the discipline classes – GT Pathway courses are priority.

- A multi-year process
- Training for discipline leads provided
- Communication is essential