

### Common Course Numbering Revitalization

May 2018



# Why is CCN Important?

21 in 6 students will transfer within the MUS at some point.

©CCN facilitates movement of around 20,000 courses each year.

**©**CCN alleviates effort required of students and advisors when determining how courses transfer.



### **CCN Learning Outcomes**

https://ccn.mus.edu/search/

### CCN Course Guide The CCN Course Guide is designed to allow users to quickly view all undergraduate courses available in the MUS system and see their availability across all campuses. Use this tool to query selected criteria and view course availability and transferability in the MUS.

✓ WRIT 15 Developmental Englis

→ WRIT 95 Developmental Writing

✓ WRIT 96 College Writing Lab.

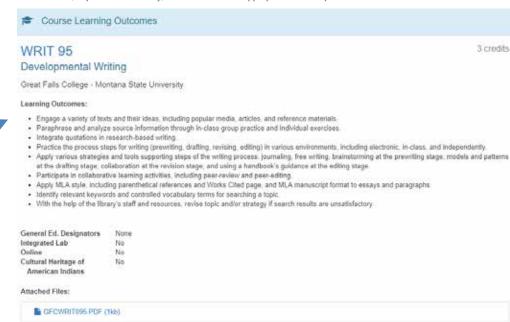
Course Prefix / Rubric: General Ed. Designators: Legand Course available on campus Social Science / History WRIT - Writing Course has integrated lab Mathematics Search for: Course available online Oral and Written Communication Learning outcomes available Enter coalse number or title Humanities/Fine Arts Learning outcomes not available Cultural Diversity Clear Natural Science PREFIX View FLOC outcomes for course Available. al Heritage of American Indians # Viewing 1 to 45 of 45 \* Two Year Colleges Four Year Colleges TECH HOME

FLOC Learning Outcomes

### WRIT 95 Developmental Writing

#### FLOC Learning Outcomes:

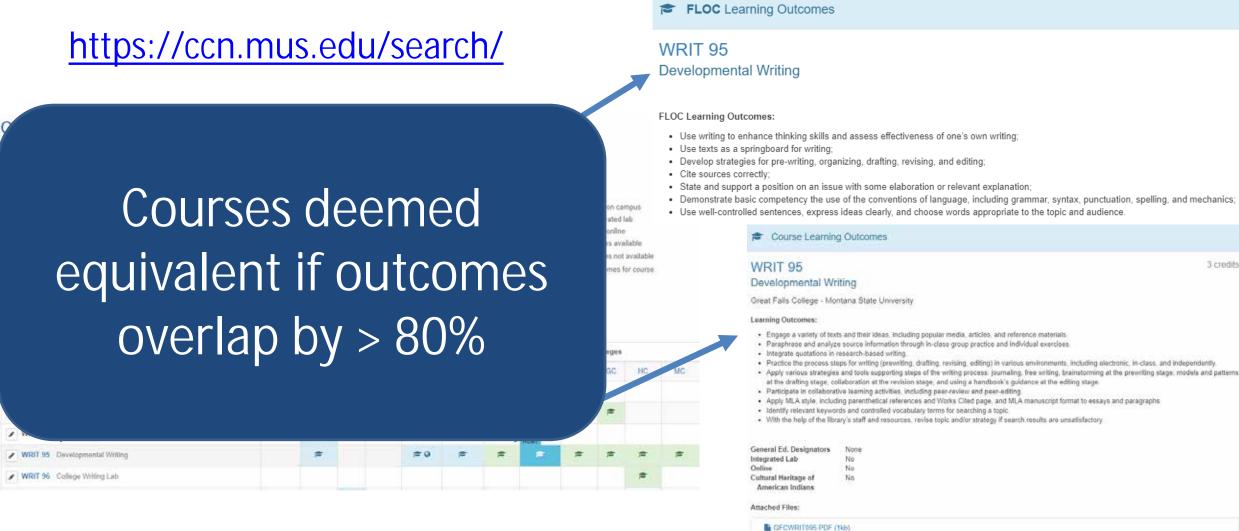
- . Use writing to enhance thinking skills and assess effectiveness of one's own writing;
- · Use texts as a springboard for writing;
- · Develop strategies for pre-writing, organizing, drafting, revising, and editing;
- · Cite sources correctly;
- · State and support a position on an issue with some elaboration or relevant explanation;
- Demonstrate basic competency the use of the conventions of language, including grammar, syntax, punctuation, spelling, and mechanics;
- · Use well-controlled sentences, express ideas clearly, and choose words appropriate to the topic and audience.





### **CCN Learning Outcomes**

3 credits





### Our Challenge à Drift

Systemwide 47% of courses in CCN lack learning outcomes

#### **Question:**

10 years into CCN, what ensures courses remain 'equivalent'?

Totals by Campus		
	Missing Outcomes	Total CCN Courses
BFCC	49	91
CC	201	332
DCC	389	504
FVCC	536	953
GC	14	220
GFC	172	445
HC	150	423
HCMT	128	160
MC	158	469
MCC	238	409
MSU	13	2137
MSUB	519	1057
MSUN	535	680
TECH	604	805
UM	1506	2565
UMW	407	754
SYSTEM	5619	12004

Note: Updated 4/30/18



	Motivation	Action
Level I	Are all undergraduate courses listed in the CCN System?	Monthly audits
Level II	Do all courses in the CCN system have up- to-date outcomes?	Monthly audits & new campus processes
Level III	Are courses in the CCN system regularly compared to ensure they remain equivalent?	?
Level IV	Are CCN courses useful in a student's program of study once they transfer?	?



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BY SEPTEMBER, 2018: All lower-division courses accurate in CCN database

BY JANUARY, 2019: All courses accurate in CCN database



#### Level III

Are courses in the CCN system regularly compared to ensure they remain equivalent?

7

Occasionally, we need disciplinary committees to meet and review course outcomes for consistency.

- What technological tools can speed this process?
- What committees? What cycle?



Level IV

Are CCN courses useful in a student's program of study once they transfer?

7

How can students who intend to transfer navigate a 'garden of forking paths' into a program of study?



#### Level IV

Are CCN courses useful in a student's program of study once they transfer?

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Discipline: Business

SUNY transfer paths outline the knowledge and skills that are essential for students to complete during their first two years of study for a major in a given discipline. The coursework described below will meet degree requirements at all SUNY compuses offering majors in the above discipline. If you complete this coursework successfully, you will be well-positioned to finish your degree with an additional two years of study at your SUNY transfer college.

Use this transfer path to discover both courses related to your major and general education requirements that will prepare you for transfer. Click on each course to your a course description. Then, to may your first two years of courses, wish ("langing Your Coursework."

#### Lower-Division Major Requirements

The courses below are specifically related to your field of study and are part of the requirements for graduation in your major:

- . Introduction to Financial Accounting
- Introduction to Managerial Accounting
- Principles of Macroeconomics (Introductory Macroeconomics)
- Principles of Microeconomics (Introductory Vicroeconomics)

The following course is recommended (see advising notes):

Calculus I\*

#### Advising Notes

\*Calculus I is essential to achieving junior status in business programs at the following SUNY Campuses: The University at Buffalo, Birishamton University, the University at

#### One approach a SUNY Transfer Paths

- ☑ Disciplinary committees define common lower division requirements for related degrees



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CCN Subgroup: Nathan Lindsay, Charity Walters, Rachel Anderson, Garth Sleight



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Commor	<u>lly Transferred</u>	Courses	<u>Commonly Tra</u>	nsferred Rubrics
Rubric	Number	N	Rubric	N
WRIT	101	1042	M	1906
PSYX	100	789	WRIT	1461
M	121	459	PSYX	1154
CHMY	121	352	CHMY	962
SOCI	101	346	BIOH	673
CAPP	120	320	BIOB	629
BIOB	101	240	CAPP	579
STAT	216	240	MUSI	574

Source: MUS Student Data Warehouse

Note: Tracks courses passed prior to transfer for students in the 2011 cohort



### Fall Pilot

Level III	Are courses in the CCN system regularly compared to ensure they remain equivalent?	?
Level IV	Are CCN courses useful in a student's program of study once they transfer?	?

### **Our Proposal**

Pilot disciplinary committee process in Fall 2018 on five rubrics:

- Focus on most transferred courses / rubrics
- Focus on rubrics that differ markedly across lower division courses



### Fall Pilot

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### **Disciplinary Committee Charge**

- 1. Compare outcomes among commonly transferred or repeated courses to ensure outcomes remain within 80%.
- 2. For disciplines with B.A./B.S. degrees on multiple campuses, develop academic maps showing recommended course of study in the first two years.
- 3. Briefly review full array of courses within rubric to identify courses that appear similar/duplicative and might be amended so they are equivalent (With a goal to make offerings at the lower division more consistent).



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From pilots, we will develop a process for regular review (presented to BOR May 2019)



### QUESTIONS?