

Common Course Numbering Revitalization

May 2018

Why is CCN Important?

- Ø 1 in 6 students will transfer within the MUS at some point.
- Ø CCN facilitates movement of around **20,000 courses each year.**
- Ø CCN alleviates effort required of students and advisors when determining how courses transfer.

<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.

Course Prefix / Rubric: WRIT - Writing

Search for: Enter course number or title

Search Clear

General Ed. Designators:

- Social Science / History
- Mathematics
- Oral and Written Communication
- Humanities/Fine Arts
- Cultural Diversity
- Natural Sciences
- Available Online
- Cultural Heritage of American Indians

Legend:

- Course available on campus
- Course has integrated lab
- Course available online
- Learning outcomes available
- Learning outcomes not available

PREFIX View FLOOC outcomes for course.

Viewing 1 to 45 of 45

	Four Year Colleges						Two Year Colleges					
	TECH	UMW	UM	MSU	MSUB	MSUN	GFC	HCMT	CC	GC	HC	MC
WRIT 15 Developmental English												
WRIT 80 Building Basic Writing Skills												
WRIT 91 Advanced English												
WRIT 95 Developmental Writing												
WRIT 96 College Writing Lab												

FLOOC Learning Outcomes

WRIT 95 Developmental Writing

FLOOC 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.

Course Learning Outcomes

WRIT 95 Developmental Writing

3 credits

Great Falls College · Montana State University

Learning Outcomes:

- Engage a variety of texts and their ideas, including popular media, articles, and reference materials.
- Paraphrase and analyze source information through in-class group practice and individual exercises.
- Integrate quotations in research-based writing.
- Practice the process steps for writing (prewriting, drafting, revising, editing) in various environments, including electronic, in-class, and independently.
- Apply various strategies and tools supporting steps of the writing process: journaling, free writing, brainstorming at the prewriting stage, models and patterns at the drafting stage, collaboration at the revision stage, and using a handbook's guidance at the editing stage.
- Participate in collaborative learning activities, including peer-review and peer-editing.
- Apply MLA style, including parenthetical references and Works Cited page, and MLA manuscript format to essays and paragraphs.
- Identify relevant keywords and controlled vocabulary terms for searching a topic.
- With the help of the library's staff and resources, revise topic and/or strategy if search results are unsatisfactory.

General Ed. Designators: None
 Integrated Lab: No
 Online: No
 Cultural Heritage of American Indians: No

Attached Files:

GFCWRIT095.PDF (14b)

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

Courses deemed equivalent if outcomes overlap by > 80%

FLOC Learning Outcomes

WRIT 95 Developmental Writing

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General Ed. Designators	None
Integrated Lab	No
Online	No
Cultural Heritage of American Indians	No

Attached Files:

[GFCWRIT095.PDF \(14b\)](#)

	GC	HC	MC
WRIT 95 Developmental Writing			
WRIT 96 College Writing Lab			

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?

?

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

- ∅ How can we best coordinate?
- ∅ 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?

?

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?

?



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 campuses 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 view a course description. Then, to map your first two years of courses, visit [Planning 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 \(Introductory Microeconomics\)](#)

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, Binghamton University, the University at

One approach à SUNY [Transfer Paths](#)

Ø Disciplinary committees define common lower division requirements for related degrees

Ø Make transparent what students need to take and where related degrees diverge in the lower division

Level III	Are courses in the CCN system regularly compared to ensure they remain equivalent?	?
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CCN Subgroup: Nathan Lindsay, Charity Walters, Rachel Anderson, Garth Sleight

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Commonly Transferred Courses

Rubric	Number	N
WRIT	101	1042
PSYX	100	789
M	121	459
CHMY	121	352
SOCI	101	346
CAPP	120	320
BIOB	101	240
STAT	216	240

Commonly Transferred Rubrics

Rubric	N
M	1906
WRIT	1461
PSYX	1154
CHMY	962
BIOH	673
BIOB	629
CAPP	579
MUSI	574

Source: MUS Student Data Warehouse

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

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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

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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?