



Academic Senate | Resolution S22.01 | Approved 4.20.22

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## In Support of Pedagogically Established and Equity-Minded Course Enrollment Maximums

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WHEREAS California Education Code § 70902 (B) (7)<sup>1</sup> grants to Academic Senates “primary responsibility for making recommendations in the area of curriculum and academic standards,” among these standards are “standards or policies regarding student preparation and success” and “processes for institutional planning and budget development.”<sup>2</sup>

WHEREAS encouragement from the Board of Trustees and district leadership to simplify processes allowing students to more easily enroll in classes between our sister colleges have not addressed the differences in course enrollments maximums between Crafton Hills College and Valley College;<sup>3</sup> these differing enrollment maximums negatively impact learning environments, in-class support, and opportunities for trust building one-on-one interaction between students and faculty making equivalent courses unequal between the campuses.

WHEREAS current funding formulas can put an undue burden on colleges to increase course caps<sup>4</sup> beyond the pedagogical recommendations, exceeding the number of students that an instructor can reasonably offer necessary support, effective grading processes, and flexibility to support student success, and inhibiting increased and targeted practice for equity, anti-racism, and

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<sup>1</sup> See Education Code - Title 3. Postsecondary Education Division 7. Community Colleges Part 43. The California Community Colleges  
[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=70902.&lawCode=EDC#:~:text=\(a\)%20\(1\)%20Every,colleges%20in%20accordance%20with%20law.](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70902.&lawCode=EDC#:~:text=(a)%20(1)%20Every,colleges%20in%20accordance%20with%20law.)

<sup>2</sup> See The 10+1 from Academic Senate for California Community Colleges: [https://www.asccc.org/10\\_1](https://www.asccc.org/10_1)

<sup>3</sup> Examples, among many, include Anthropology 110 with a course enrollment max at Crafton Hills 55 students and at Valley 40 students; History 100 with a course enrollment max at Crafton Hills 55 students and at Valley 35 students; Political Science 100 with a course enrollment max at Crafton Hills 55 students and at Valley 34 students; Religious Studies 100 with a course enrollment max at Crafton Hills 50 students and at Valley 40 students, and Sociology 100 with a course enrollment max at Crafton Hills 55 students and at Valley 40 students.

<sup>4</sup> See Setting Course Enrollment Maximums: Process, Roles, and Principles from ASCCC page 3  
[https://www.asccc.org/sites/default/files/ClassCapsS12\\_0.pdf](https://www.asccc.org/sites/default/files/ClassCapsS12_0.pdf)

decolonization in the classroom and the use of high impact practices<sup>5</sup> to support the success of these measures.

WHEREAS currently high maximum enrollment caps<sup>6</sup> are contrary to California Community Colleges Chancellor's 9 reasons to attend, which lists “Learn in Smaller Classes from Experienced Instructors”<sup>7</sup>; are unsupported by our faculty’s pedagogical and equity-minded reasoning; and are based on perceived efficiency baselines to support the entire San Bernardino Community College District, exhibited by repeated requests to lower course caps consistently denied due to budgetary constraints tied directly to the Resource Allocation Model<sup>8</sup> which allows open-ended, uncapped assessments of the colleges to support the district budget<sup>9</sup>.

RESOLVED the Crafton Hills College Academic Senate formally opposes any currently implemented or documented maximum course enrollment that exceeds faculty recommendations, as they are antithetical to a humanized student-teacher relationship supporting Inclusion, Diversity, Equity, Anti Racism, and Accessibility (IDEAA); Crafton Hills College Academic Senate will create a Principles of Pedagogically Established and Equity-Minded Course Enrollment Maximums document based on discipline faculty expertise and allowing the opportunity for the building of trust, community, and success in all courses—conditions that will require adjustments to the Resource Allocation Model and the districts assessments of the colleges.

FURTHER RESOLVED the Crafton Hills College Academic Senate requests that the Board of Trustees, Chancellor and Vice-Chancellors, and the administration from both colleges reevaluate the Resource Allocation Model and budget—including a close examination of the Issue of Assessment section of the College Brain Trust study<sup>10</sup>—to ensure that they support the work of

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<sup>5</sup> From The American Association of Colleges and Universities - High Impact Practices: “The teaching and learning practices listed and described below are designated as “high-impact practices,” or HIPs, based on evidence of significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.”

<https://www.aacu.org/trending-topics/high-impact>

<sup>6</sup> Examples include, among many, Ocean 101 at 65 students per section, History 101 at 55 students per section, Arts 100 at 55 students per sections, Sociology 100 at 55 students per section, Religion 100 at 50 students per section, Chemistry 123 at 55 students per section, and Political Science 100 at 55 students per section.

<sup>7</sup> See CCCApply Why Attend? <https://home.cccapply.org/en/colleges/why-attend>

<sup>8</sup> See Goal 1: Improve and expand services' supporting actions, “Refine and revise the Resource Allocation Model (RAM) to meet campus needs.” from the Crafton Hills College Educational Master Plan: <https://www.craftonhills.edu/faculty-and-staff/committees/educational-master-plan-committee/chc-comprehensive-master-plan-20170320.pdf>

<sup>9</sup> This issue along with unclear guidance as to how the district budget is increased was first pointed out in the College Brain Trust study from 2014.

[https://sbccd.edu/~media/Files/SBCCD/District/District\\_Committees/District\\_Budget\\_Committee/Past%20Years/2014/College%20Brain%20Trust%20-%20SBCCD%20Resource%20Allocation%20an%20Utilization%20Review.pdf](https://sbccd.edu/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/Past%20Years/2014/College%20Brain%20Trust%20-%20SBCCD%20Resource%20Allocation%20an%20Utilization%20Review.pdf)

<sup>10</sup> See page 12 of the San Bernardino Community College District Resource Allocation and Utilization Review, Analysis and Recommendations Prepared by CBT Consultants Michael Hill and Michael Brandy January 2014

equity in the classroom by honoring faculty recommendations of pedagogically established and equity-minded course enrollment maximums ensuring that SBCCD's budget decisions prioritize positively impacting the students in all classrooms.

FURTHER RESOLVED the Crafton Hills College Academic Senate requests that the Board of Trustees receive regular reports on maximum course enrollment caps that exceed those recommended by faculty as well as inequitable maximum enrollment caps between Crafton Hills College and Valley College so that adjustments can be made to the Resource Allocation Model to reduce these occurrences and ensure student success in all classrooms is the forefront of budgeting decisions.