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Principles of Pedagogically Established and Equity-Minded Course Enrollment Maximums

Guidelines for Establishing Class Caps*

Background

During the Summer 2022 Academic Senate Plenary, it was determined the Senate would develop a document containing principles and guidelines for recommended class sizes of various types to support the Equity-Minded Focus being incorporated by the college and the district. This document is a resource for departments when modifying courses and creating new courses as part of their regular process of curriculum review.

ASCCC Guidance

The following document relies heavily upon the Academic Senate for California Community Colleges white paper entitled “Setting Course Enrollment Maximums: Process, Roles, and Principles.” Bulleted language in italics is drawn directly from the document.

- *California Education Code § 70902 (B) (7) grants to academic senates the “primary responsibility for making recommendations in the area of curriculum and academic standards.”*
- *Because class size can clearly impact instruction, course enrollment maximums are a curricular and academic matter and thus fall under the purview of the academic senate.*
- *Appropriate course enrollment maximums are an essential aspect of guaranteeing the quality of instructional programs.*
- *The primary basis of any determination regarding maximum enrollments should be the pedagogical factors that influence the success of the students in the course.*
 - *Because community colleges in California are funded based on enrollment, class sizes have a direct relationship to the economic health of the institution.*
 - *In regard to setting course enrollment limits, most academic senates delegate the authority for specific decisions on individual courses to the curriculum committee.*
 - *The Senate recommends that faculty-determined enrollment maximums for each course should be documented in the Course Outline of Record (COR) or other official addenda.*
 - *Many CTE courses and programs, such as nursing, have external demands from separate accreditations or advisory boards that must inform their course sizes.*
 - *The academic senate should also ensure that the processes and criteria developed by the curriculum committee are published in college policy or in other appropriate documents in order to ensure that they will be preserved and officially recognized.*

Philosophy

While the Academic Senate supports the use of this document in promoting student success and the economic health of the College, issues of pedagogy and class size are best determined by recognizing the recommendations of the individual faculty members,

departments, and divisions involved.

We also recognize that determinations of maximum class size are based on a combination of the ideal and the real: the ideal for equity minded teaching, the success of our students and the real in terms of the financial health of the institution.

Assumptions

1. The purpose of this document is to minimize the differences between class sizes at Crafton Hills College.
2. In determining class size, faculty should balance four competing concerns: pedagogy, including student equity; enrollment patterns; labor equity; and economic feasibility.
3. Class size should not be set based on classroom and/or equipment availability.
4. Class size for courses with an online component will be the same as on-site courses unless otherwise specified in the course of record outline.
5. Clear course methodologies should appear in the course outlines to reflect the appropriate class size.
6. Safety, Health, State/Accrediting Regulations, Licensure, and Vocational Advisory Committees supersede the following descriptions.
7. Class sizes that differ from the grid need to be justified through the curricular process.

Class Size Descriptors

Instructional Method	Class Size Maximums	Descriptions/Methodologies
Lecture	45	<p>Primary mode of instruction is lecture, which may include multi-media and material demonstrations and limited group activities. Assessment is primarily through some short writing assignments and/or, objective exams and quizzes which may include subjective short answer/essay components.</p> <p>Examples: CD 105, Psych 100, Respiratory, BUS, ACCT, MARKET, SPORT, ECON Engl 150, 170 GEOG102/110/115, 120, 126 GEOL101, 113, 140, 150</p> <p>MUS 100, MUS 103, MUS 120, FIRET courses</p>

<p>Lecture via Group Learning / Skill-based learning (if DE, #s reduced)</p>	<p>45</p>	<p>While the instructor does engage in some lecture, much of the class time focuses on discussion, guided group learning, and/or formal/informal student presentations. Multiple assignment types may be incorporated. Evaluation through multiple formats, which may include objective exams, skills demonstrations, and portfolio. Writing assignments are assessed mostly for critical thinking, concepts, and structure.</p> <p>In lecture/lab combination courses in PE, this is a typical class size for fitness-oriented classes in which group instruction is the primary method of instruction.</p> <p>Examples: Acctg 150, 230, 240; Art 108; Bus 101; ECE 102, 120; Health 101; Kin 101IN; EMT Program</p>
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<p>Lecture with a concurrent lab (Students enroll in a lecture and corequisite lab section)</p>	<p>Multiples of 24 (lecture not to exceed 48?)</p>	<p>Primary mode of instruction is lecture, which may include multi-media and material demonstrations and limited group activities. Assessment is primarily through objective exams and quizzes which may include subjective short answer/essay components. These classes are linked to lab components. Also see “Lab – individualized Feedback/Evaluation descriptor” below.</p> <p>Examples: BIO 100; BMS 100; Chem 101; EARTH 115L; MICRO 102/150 MULTI, CIS, CS, ANAT 101/150/151, BIOL 100/130/131, PHYSIC 100/110/250/251/252 GEOL 100, 112,, GEOG 114, 170,175, 177, 180, 181, 190, 195,</p>
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<p>Lab Individualized Feedback/Evaluation</p>	<p>24</p>	<p>Labs in which the instructor provides extensive individualized feedback and tutelage with “hands-on” projects such as experiments, student group exploration of material and concepts, development of vocational skills, and use of discipline-specific tools/techniques. Assessments include frequent (i.e., weekly) quizzes, lab reports, problem sets, and/or demonstration of technical proficiency, and assessment typically includes a cumulative component such as a lab notebook and/or lab practical exam(s).</p> <p>*Note: These labs may be individual sections of a larger (48 cap) lecture course, as described above in</p>
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		<p>“Lecture (with lab).”</p> <p>Examples:; CS 133; EARTH 115L ASTRON 160, GEOG 111, GEOL 141,160/175</p>
<p>Courses with identified lower course capacity (cap) must be identified in the CBA and/or have a course outline of record that indicates the more extensive instruction, assignments, and assessment that will be used by all faculty teaching the course.</p>		
<p>Lecture/Discussion with Writing/composition or Presentation Emphasis</p>	<p>35 or lower</p>	<p>The primary mode of instruction is lecture, but small and large-group discussions are also emphasized. Evaluation includes both objective exams and multiple written and/or verbal assignments or presentations. Assignments are assessed mostly for critical thinking, concepts, and structure.</p> <p>*Examples: AJ 101; Anthro 101; BLST 101; CNA 102; ECE 107;Psych 100. COMMST 100; JAPN 101; SPAN 101; ASL 101; Engl 260, 270, 160, 163, 250</p>
<p>Composition Courses</p>	<p>25</p>	<p>Class time focuses on short lectures, large-group discussion, collaborative group learning, and individualized instruction as needed. In addition to daily assignments, evaluation is mostly through multi-draft essays.</p> <p>Weekly work, 3000-6000 words/paper.</p> <p>Engl 101, 102, 152, 232 MUS 101, 102, 201,202</p>
<p>Mathematics</p>	<p>40</p>	<p>Class time includes lectures often interspersed with activities requiring guided group learning and/or individualized instruction. Evaluation includes weekly or daily assignments that often require detailed instructor feedback, as well as multiple exams assessed for critical thinking, conceptual understanding, and proper notation/vocabulary.</p> <p>*Examples: Math 95, Math 220.</p> <p>This would include any MATH co-requisite courses such as 902, 903, 915, 910 that are linked to the main MATH Course such as 102, 103, 115, and 110.</p>

<p>Practicum/Clinical Courses that involve demonstration and group/individual exercises with specialized equipment</p>	<p>20</p>	<p>Small Lab/Lecture combinations that involve individual and group demonstrations and exercises. Labs that involve complex group exercises involving specialized equipment or instruments. Extensive group and individualized feedback/evaluation on a regular basis during staged/performed events, including health and safety concerns, as well as external regulations.</p> <p>Clinical aspect in which students must go to a healthcare facility to complete on site hours. The instructor may be required to assist the student in finding a site, developing or renewing affiliation agreements, completing requirements (i.e., background check), and communicating with the site supervisor and student throughout the semester.</p> <p>Examples: CD 205, PE 112, 130, 138.</p>
<p>Ensemble course (Music, Theatre)</p>	<p>Range: 10-65</p>	<p>This is the effective number of students needed to have the proper number of instruments to perform the required ensemble music. The evaluation is based on small group performances as well as the ensemble finale.</p>
<p>Program -Driven Specialized Courses (including independent studies)</p>	<p>24 or Less</p>	<p>The proposed cap is necessary due to the intense nature of the course. Some courses are subsets of programmatic offerings that must be limited to a specific size. The proposed cap may be necessary due to the intense nature of this course.</p> <p>Paramedic Program, Fire Academy, ANAT 1GEOL 246A/B/C/D, MICRO 247A/BC/D, MICRO</p>

**The format and some principles listed above draw from the "Fullerton/Cypress Class Size Planning & Resource Document" dated 11/30/2006 (page 7): <http://www.cypresscollege.edu/ad/uploads/25017//CCASApprovedMinutes01-25-2007.pdf>*

Notes:

1. The intention is the COR will need to contain content, objectives, assignment, activities, etc. that support/justify a specific class type and corresponding recommended cap.
2. Could include language that caps can be extended by 5/10% during enrollment to balance for no shows/drops before census. However, compensation would be provided if the number of enrolled students is higher than the cap after census.