

Principles of Pedagogically Established and Equity-Minded Course Enrollment Maximums

Guidelines for Establishing Class Caps

Purpose

The purpose of this document is to minimize the differences between class sizes at Crafton Hills College.

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. **Balancing Competing Concerns:**
 - Faculty should consider four competing factors - pedagogy (including student equity), enrollment patterns, labor equity, and economic feasibility - when determining class size.
2. **Independence from Physical Resources:**
 - Class size should not be determined based on the availability of classrooms or equipment.
3. **Consistency for Online Courses:**
 - Unless otherwise specified in the course of record outline, the class size for courses with an online component should align with on-site courses.
4. **Clarity in Course Methodologies:**
 - Course outlines must clearly articulate methodologies, ensuring alignment with the appropriate class size.
5. **Superseding Factors:**
 - Safety, health, state/accrediting regulations, licensure, and input from Vocational Advisory Committees take precedence over the provided class size descriptions.
6. **Justification for Deviations:**
 - Any class sizes deviating from the established grid should be justified through the curricular process.

Course Cap Recommendations

Class Type	Instructional Method	Class Size Max	Descriptions/Methodologies	Examples
Lecture	Lecture, Class Activities & Discussions	45	Primary mode of instruction is lecture, which may include audiovisual presentations, multimedia, and material demonstrations. Assessment is primarily through short writing assignments, objective exams, and quizzes.	CD 105, Psych 100, ...
Lecture via Group Learning/Skill-based Learning	Collaborative Group Work, Demonstration, Feedback and Critique	35	Some lecture, but class time primarily focuses on discussion, guided group learning, and/or student presentations. Multiple assignment types may be incorporated. Evaluation is through multiple formats, including objective exams, skills demonstrations, portfolio, and/or multiple written/verbal assignments or presentations.	English classes without contractual limits, Math Classes, Language Classes, Communication Classes
Lecture with a Concurrent Lab	Lecture, Class Activities & Discussions	Up to 64	Primary mode of instruction is lecture, often linked to lab components. Assessment is primarily through objective exams and quizzes.	BIO 100, BMS 100, Chem 101, ...

Lab - Individualized Feedback/ Evaluation	Collaborative Group Work, Demonstration, Feedback and Critique	24, 28 or 32	Labs involve extensive individualized feedback with hands-on projects, experiments, and group exploration of material. Assessment includes frequent quizzes, lab reports, and technical proficiency demonstrations.	ART studio classes, CS 133, ERTH 115L, ...
Practicum/ Clinical Courses	Lecture, Collaborative Group Work, Class Activities, Demonstration, Feedback and Critique, Lab	20	Small Lab/Lecture combinations involve individual and group demonstrations. Evaluation includes regular feedback on staged events and clinical aspects.	CD 205, CD 211/212, PE 112, 130, ...
Ensemble Courses (Music, Theatre)	Collaborative Group Work, Demonstration, Feedback and Critique	Range: up to 65	Effective number of students needed for proper ensemble performance. Evaluation is based on small group performances and ensemble finale.	MUS Ensemble courses, Theatre Ensemble courses
Program-Driven Specialized Courses (including independent studies)	Collaborative Group Work, Demonstration, Feedback and Critique	Licensu re limits	Proposed cap may be necessary due to the intense nature of the course. Some courses may be subsets of programmatic offerings with limited size.	EMT Program, Paramedic Program, Fire Academy, ...

Notes

1. Course Outline of Record (COR) Intention:

- The COR should encompass content, objectives, assignments, activities, etc., supporting and justifying a specific class type and its corresponding recommended cap.

2. Enrollment Caps and Flexibility:

- Incorporate language allowing caps to be extended by 5/10% during enrollment to accommodate no-shows/drops before the census. However, compensation should be provided if the number of enrolled students exceeds the cap after the census.

3. CurriQnet Methods of Instruction (MOI) and Methods of Evaluation (MOE):

- These represent the current options in the CurriQnet drop-down menu.

Methods of Instruction (MOI):

- AV Presentation
- Class Activities
- Class Discussions
- Clinical Experience/Internship
- Collaborative Group Work
- Demonstration
- Directed Study
- DE (Distance Education)
- Feedback & Critique
- Guest Speaker
- Lab
- Lecture
- Observation
- Other

Methods of Evaluation (MOE):

- Class Participation
- Cumulative Final or Certification
- Examinations (mainly written/recall response)
- Homework
- Lab Work
- Portfolios

- Presentations (Oral/Visual)
- Projects
- Quizzes (mainly objective/multiple choice/recognition memory)
- Work Performance (internship/fieldwork)
- Written Papers or Reports (2-5 pages)
- Other (suggestion: multiple research/long written papers - 10+ pages. Lab practicals)

DRAFT