



**Division of Behavioral and Social Sciences
November 23, 2021
BSS Division Load Committee**

MINUTES

- Members:**
- DEAN – Chris Gold (Chair)
 - ANTHRO – Rodolfo Otero
 - AHIS - Ali Ahmadpour
 - CDEV – Cynthia Cervantes (replacing Moen for F'21)
 - ECCFT & PSYC– Angela Simon
 - HIST – Hong Herrera-Thomas
 - HDEV – Juli Soden
 - SOCI – Kassia Wosick

I) Load Change Requests

- The committee reviewed and discussed the submitted load change applications (see attached).
- The department representatives explained that the applications were finalized, and ready for the committee to consider.
- The committee reviewed the following applications for reductions in course caps and approved them all unanimously:
 - American Studies 7
 - Art History 101, 102A, 102B, 102C
 - History 101, 102, 105, 106, 108, 110, 111, 112, 114, 128, 129, 140, 141, 152, 154
 - Psychology 117, 119, 125
 - Sociology 101, 104, 102, 113, 115, 118, 107, 108, 110, 112
- The Dean explained that she would forward the load change requests to the Academic Affairs office. In spring the College Load Committee would consider the requests and vote whether to approve them. If approved, the VPAA would work with the Federation to negotiate any potential changes in caps.

II) Next Meeting

- The committee will meet again in early Spring to consider student worker requests.
- The Dean will keep the committee updated on the progress of their requests.

Attached: Load change applications for American Studies, Art History, History, Psychology, and Sociology.

Class Size Determination and Process

1. Determination of class size by department.
 - A. If a new course
 - a. Include class size with new course proposal for information purposes.
 - B. If requesting a change in class size, provide justification, including:
 - Estimated changes to FTES/section and cost (add link and list fall 20)
 - Impact on student success, retention, and equity
 - Impact of Changes in SLOs, PLOs, and Discipline
 - Investigate size of comparable courses, both here and elsewhere
 - Evaluate approved criteria
 - Complete request form
2. Division Load Committee Approval
Provide explanation if denied
3. College Load Committee Approval
Provide explanation if denied
4. VPAA Approval

Adjusted Annual Timeline (2021/22):

- November 7, 2021: Division Load Committee submission deadline
- March 11, 2022: Division Load Committee complete review completion
- April 22, 2022: Campus Load Committee to complete review applications
- May 1, 2022: District and Federation negotiate any approved applications

Course Class Size Determination

Division: Behavioral & Social Sciences New Course OR Revision

Current Class Size: 45 Proposed Class Size: 35

Course(s) [up to 4 courses in one discipline]:

AHIS 101, AHIS 102a, AHIS 102b, AHIS 102c

Person Submitting Application: Karen Whitney, Ali Ahmadpour, Lucy Alamillo

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation:</p> <p>The structure of art history courses has shifted from instructor centered lecture (“sage on the stage”) to a blend of student-centered activities in combination with lecture. Small group work, discussion-based teaching, and collaborative learning exercises reinforce art historical content introduced in lecture and reading, but give more opportunity for integrating more complex concepts and practicing skills. Written analyses are the primary product of art history, therefore writing techniques are also built into our teaching and assignments. Additionally, a major component of art historical analyses is the inclusion of a formal analysis of images and objects that requires understanding the language of form. Therefore, the learning of art historical methodology incorporates the mastery of two language sets: formal and linguistic.</p> <p>The more students in a classroom, the more untenable it is to attend to the students’ needs with high-quality feedback and individualized guidance. Large-sized courses also pose challenges for student-centered teaching with active learning approaches because in short there are too many students to educate when doing these kinds of activities in a 40 hr work week (Article 10, Section 9a1).</p>		

2. Comparable Courses (attach comparable data)

<input type="checkbox"/> El Camino College	<input checked="" type="checkbox"/> Other California Community Colleges	<input type="checkbox"/> Universities
<p>Explanation:</p> <p>El Camino College’s course cap size of 45 in art history courses is higher compared to most other surrounding community colleges. Glendale and the Los Angeles Community College District have a course cap of 40 while Long Beach City College and College of the Canyons are capped at 35. Only Harbor City has a higher cap of 50. Four-year colleges and universities have sections of 100-300 students, but also offer weekly sessions with Teaching Assistants that have approximately 25 students per section. In the case of FT faculty, who typically teach 5 sections per semester, the higher volume of students at ECC regularly push faculty over 40 hrs per week (Article 10, Section 9a1) on average because of changes in our pedagogy. Lowering the cap</p>		

size will allow our program to be more competitive with surrounding schools as students are increasingly likely to shop for the school that will best serve and support their needs.

3. External Accrediting Agencies (i.e.: Board of Registered Nursing)
(attach documentation of requirements)

<input type="checkbox"/> Accrediting Body	<input type="checkbox"/> Other
Explanation: N/A	

4. Equipment/Classroom Requirements

<input type="checkbox"/> Lab/Work Stations	<input type="checkbox"/> Computer Labs	<input type="checkbox"/> Other
Explanation: N/A		

5. Safety Requirements

<input type="checkbox"/> Heavy Equipment	<input type="checkbox"/> High Heat/Flame	<input type="checkbox"/> Fragile/Dangerous Equipment
<input type="checkbox"/> Noise	<input type="checkbox"/> Chemical Usage	<input type="checkbox"/> Other
Explanation: N/A		

6. Required Workload

<input type="checkbox"/> Writing Requirement (such as word count)	<input checked="" type="checkbox"/> Writing Requirement Verified in the Course Outline of Record
<input type="checkbox"/> External Special Accreditation Requirements	<input checked="" type="checkbox"/> Other
Explanation: In the course outline of record, written assignments are listed as a primary method of evaluation. This includes “substantial writing assignments” which require multiple essays of approximately 5 pages length including research assignments that include formal writing as well as formal analysis writing, which is key to the study of art and art history. Additionally, there are essay components in many exams. These examples of student writing are a significant method of determining critical thinking and communication skills. Matriculation to the CSUs and UCs also requires significant writing in these courses.	

Many changes in pedagogy have impacted and increased the workload beyond 40 hrs. per week. When these courses were created, most of the exams were multiple choice scantrons with no emphasis in writing and critical thinking. Additionally, use of new technology as a method of content delivery and communication has improved interaction with students, but has also required more instructor availability to respond to messages across various platforms (email, Canvas messaging, Pronto).

In 2018, the passage of AB 705 removed remedial writing classes and placed these students directly into art history courses. Students have struggled with the writing component requirement and need extra instruction and support. Many of those who are succeeding are those entering with higher skill sets that they are bringing with them from high school. Some schools have even responded to AB 705 by adding one hour to each 3-hour-per-week course, impacting faculty load, to specifically instruct on student writing. At East Los Angeles College, Art History faculty teach four classes and get one hour of overload.

7. Effect on Efficiency Goals

<input type="checkbox"/> WSCH/FTEF	<input type="checkbox"/> Changes in FTES/section	<input type="checkbox"/> Costs		
Sections over the last academic year:				
AHIS	101	102a	102b	102c
Fall 2020	13	5	4	1
Winter 2021	5	2	1	
Spring 2021	12	3	3	1
Summer 2021	6		1	
FTES for original cap size: 240.38, FTES for new cap size: 186.96, Difference: -53.42				
Revenue for original enrollment CAP size: \$963,671.97, Revenue for new enrollment CAP size: \$749,522.64, Difference: -\$ 214,149.33				
These courses generate significant earnings for the college, which also means that many students could be positively impacted by the cap-size reduction and success and completion rates would increase while still earning three-quarters of a million dollars per year.				

8. Impact on Student Success, Retention and Equity

Explanation of Impact on Student Success, Retention and Equity:
There is a direct connection between class size and student success. Special programs such as the First Year Experience and Honors Transfer Program have capped their courses at 30 because of the recognition that students benefit from having more individualized attention from their instructors. The greater attention or efforts on the

instructor's part manifests in two distinct, yet related, ways: (1) instruction with meaningful feedback; (2) collaboration and communication with counseling staff. Because of the smaller class size, the courses in special programs are more likely to use active learning strategies and more innovative pedagogy. Students have more interaction with their peers and are more likely to gain a sense of belonging in an academic setting. Additionally, instructors are expected to identify struggling students and provide regular progress reports to the counselors to prevent any students from "falling through the cracks." Indeed, these courses have higher rates of retention and success. Yet, it is estimated that only 10% of students at ECC are in special programs, leaving 90% of our general population in classes where the presumption is that students will receive less instructor attention. A reduction in course sizes would further student equity by giving *all* students more access to their instructors and increased opportunity to interact with their peers in the classroom through active learning strategies.

More recently, Guided Pathways and Meta-major success teams comprised of faculty, counseling, and support services staff, have been initiated to rectify this discrepancy with the general population by emulating the organization and workflow of the special programs under the recognition that students are more successful with more intentional and individualized support.

One of the major initiatives of the Success Teams is to increase both instructor and student use of ECC Connect or Starfish System. This system was first adopted under a pilot program for online education planning initiative from the Chancellor's office. Though several software programs were available, Starfish was adopted because it also allowed for early alert and tracking. These were processes already part of the regular protocol of the EOPS program, which again, is a program designed to support students disadvantaged by social, economic, educational or linguistic barriers. In short, this was an equity program before equity became a buzzword. The demographics of students at El Camino College has diversified significantly since these courses were first created and their course caps set at 45. Reflecting demographic shifts in much of its service area, the college now enrolls far more underrepresented minority and low-income students. Students' diversity in academic preparation and access to resources coupled with a commitment to close achievement gaps requires more faculty intervention than in the past.

For example, the success of ECC Connect is contingent on faculty having time to complete these reports in a meaningful way. In a recent email sent on behalf of VP Sims to faculty, it was cited that, "One metric that highlights the impact of ECC Connect is Fall to Spring student retention. In Fall 2020, **87%** of students who received an ECC Connect Tracking Item (kudos, flag or referral) returned in Spring 2021, compared to the **67%** of students who did not receive a Tracking Item. There is also evidence that ECC Connect reduces equity gaps in student retention." This type of intervention is labor intensive for faculty. For a full-time faculty in art history teaching a 5/5 load at 45 students per class, the seemingly simple request of completing 4th and 9th week ECC Connect reports amounts to 450 ECC Connect flags. Moreover, faculty are further requested to raise flags intermittently for students with low attendance and academic performance, and make referrals to academic support services like tutoring. It is not feasible to teach course content, support remedial reading and writing skills, grade writing assignments as outlined in SLOs, and reach out to struggling students via ECC Connect with the high number of students in each course. If widespread adoption of the use of ECC Connect to aid *all students*, not just those in special programs is desired by Guided Pathways and administration to increase equity, this is only possible with a reduction in class size.

9. Impact of changes on SLOs, PLOs and Discipline

Explanation of Impact of changes on SLOs, PLOs and Discipline:

The introduction of Student Learning Outcomes in the 2000s has shifted how we evaluate student content comprehension and mastery. There has been a departure from multiple choice, scantron, rote memory teaching and testing in all art history courses. In the art history program, the SLOs require students to analyze form and content and synthesize the analyses with research on historical context. As stated above, students in the art history program learn two language sets: formal and linguistic, and review of written assignments requires feedback on application of new vocabulary sets as well as mechanics, organization, and defense of a quality thesis. Essays take considerable time to read, comment on, and grade. Just as in introductory English classes, introductory art history classes are most effective in building students' analysis and thesis writing skills when students have opportunities to complete iterative pre-writing assignments and draft essays to receive instructor feedback before final submission. English 1A classes at El Camino College are capped at 35 in recognition of the significant instructor time input required for students to practice and acquire writing skills. Reducing art history class size from 45 to 35 would greatly increase instructors' ability to provide the individual support and guidance necessary for students to truly achieve the course SLOs.

Provide a narrative justification for the change in class size:

El Camino College art history courses and faculty responsibilities have significantly changed since the course cap sizes were established in early course outlines of record. Just as these outlines of record have shifted to reflect changes in the discipline away from multiple choice assessments to ones that actively engage students in critical thinking and writing, the course outlines should be updated in cap size to reflect this shift. This shift from multiple choice exams to essay exams and other student-centered assignments have drastically increased faculty workload. In addition, outreach efforts (emails, Pronto, Canvas Inbox, Zoom, phone calls, ECC Connect, connecting students to resources), reporting/recording student records and more direct engagement with students in and outside of the classroom has made the 45 students per class no longer a sustainable size if art history faculty are to remain within the contractual 40 hour workweek.

In the 2000s, we saw the implementation of Student Learning Outcomes (SLOs) that required students to demonstrate critical thinking, analysis, and communication skills that are both taught, and often assessed, through written assignments. The course outline of records in all art history courses include essay and substantial writing assignments as a primary method of assessment. As noted above, teaching students the critical thinking and writing skills necessary to achieve the course SLOs requires iterative writing assignments and instructor feedback akin to what is expected in introductory English courses that are capped at 35.

In 2018, the passage of AB 705 placed students directly into college level math and English courses and removed remedial courses. The recommendation of English 1A eligibility for history courses ensured that students entering art history courses were more likely to have the skill sets required to be successful in courses that required critical thinking and writing skills. Since the passage of AB 705, instructors have increasingly worked more closely with students to support writing skills. This often amounts to extra time spent teaching basic writing skills,

extensive feedback on writing assignments, and multiple revisions and resubmissions. English 1A classes at El Camino College are capped at 35 in recognition of how this adds to instructors' workload. Art History instructors should receive the same consideration if their per-student workload is comparable. The current art history tutor, Christopher Lee, summarized his evaluation of the writing and critical thinking required by those within the discipline of art history, and therefore the impact on faculty load, in a letter he drafted below:

To whom it may concern:

Hello. My name is Christopher Lee, and I am a former ECC student, who studied English and Art History at El Camino College. I transferred from ECC to UC Berkeley, finishing with a BA in the history of art and am studying as a graduate student in the same discipline. Today, I am writing to you as a former ECC student and a current employee at ECC: I work in the Writing Center as an embedded tutor for English 1AS, Learning Resources Center as the art history tutor, and the PASS mentor for art history.

As someone intimately familiar with the history of art, I can tell you that the course work is extremely rigorous at the community college, undergraduate, and graduate levels. As a discipline, art history not only involves the development of a student in his or her ability to comment on history with critical theories but also works of art in the analysis of visual forms.

Such a distinction is critical. While other disciplines analyze the rhetorical situation of merely texts, the history of art requires students to be able to analyze both text and image. Take for instance Professor Karen Whitney's essay assignment on Renaissance paintings. She requires students to analyze not only paintings but also a short story by the poet Francesco Petrarca, challenging students to link visual devices to rhetorical ones, in order to understand the historical context of works of art.

This assignment is not unusual and is one of the more basic tasks students taking coursework in the discipline are expected to perform, whether it be at the high school, community college, undergraduate, graduate, or postgraduate level. The ability to analyze text is required of any discipline, whether primary or secondary. Art history necessarily supplements that component in that students must in tandem analyze form symbolically. All of these tasks must be performed in the creation of cogent essays.

Such a task: to read/analyze text (primary source or textbook), to become familiar with history, and to analyze form is an incredible challenge not only to learn but also to teach. Furthermore, the challenge to accommodate 45 students--to teach nearly 50 students per class how to perform each of these elements of synthesis and analysis--is herculean, given the remedial level of many students in their ability to analyze written text, let alone visual forms.

This is to say, the professors in art history at ECC have the challenge of teaching history, the analysis text, and the analysis of image to classrooms with a cap of 45 students. For comparison, English has a cap of 35 and only teaches students how to structure essays and analyze written material, like most other academic disciplines in the humanities or social sciences.

As an Embedded Tutor for four or more English 1AS classes over the last three semesters, I can say without a shred of doubt that English instructors have difficulty teaching students because of the challenge to teach rigorous ideas about structure, grammar, and syntax to class sizes that are much too large.

Art history professors are required to monitor the development of the same critical skills for essay writing (due to the nature of the discipline), with the added challenge of teaching history, critical theory, and visual analysis.

Unfortunately, large classroom sizes are an alarming impediment for careful instruction of students in each of these learning outcomes. Such classroom sizes affect the development of students from the most remedial to the most gifted. Attending to each student individually in the history of art with the expectation for proficiency all these outcomes seems unusually demanding of instructors and unfair to students seeking an education El Camino College would be proud to provide. I say this as someone who supports instructors in both disciplines at ECC and has been through (and is going through) the trenches on both sides.

Thank you for your time,

Christopher Lee

The implementation of Guided Pathways as a means to directly address disparities in achievement gaps that include rates of completion, transfer to four-year institutions, and attainment of jobs places heavy demands on instructors' time. Guided Pathways principle translates in the classroom as more direct instructor mentorship and support of each individual student. Ensuring that students are supported enough to stay on the path requires relationship building that is often prohibitive in large classes. Furthermore, Guided Pathways leadership used grant funding to create Metamajor Success Teams that are composed of faculty, counselors, administrators, and support staff to work together to create best practices, communications strategies, and campus events to implement these practices, including promoting and increasing regular use of ECC Connect by faculty. The concept and design of the Success Teams was specifically modeled after special programs like FYE and HTP because of their proven effectiveness. While faculty support using ECC Connect and other tools to close student achievement and retention gaps, doing so requires considerably more instructor time.

This request in the reduction of art history course cap size from 45 to 35 students is based on shifts in the discipline toward more skill-centered pedagogy, the implementation of SLOs with essay-based assessments, transfer agreements between the CSUs and UCs that require substantial writing, the impact of AB 705 on students' preparation for writing intensive courses, and Guided Pathways' goal of closing achievement gaps. Most importantly, this request is necessary for furthering student equity by providing instructors in art history courses with a course size that allows the level of individualized attention proven to ensure student success. Lastly, the request to reduce class size will more align the workload of history faculty with a reasonable and contractual workload.

Division Load Review Committee:

Approved Denied (provide reason) Date _____

College Load Review Committee:

Approved Denied (provide reason) Date_____

VPAA Review:

Approved Denied (provide reason) Date_____

1. **FTES:** Full Time Equivalent Student; derived according to several calculations based on funding accounting methods which include weekly census, daily census, actual (positive) attendance, and alternative (online) attendance.

2. **FTEF:** Full Time Equivalent Faculty (load); faculty's teaching obligation, presented as a ratio that assumes a 20-lecture hour/100% load ratio.

3. **WSCH/FTEF:** The ratio of Weekly Student Contact Hours to the number of Full Time Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth. Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth.

Class Size Determination and Process

1. Determination of class size by department.
 - A. If a new course
 - a. Include class size with new course proposal for information purposes.
 - B. If requesting a change in class size, provide justification, including:
 - Estimated changes to FTES/section and cost (add link and list fall 20)
 - Impact on student success, retention, and equity
 - Impact of Changes in SLOs, PLOs, and Discipline
 - Investigate size of comparable courses, both here and elsewhere
 - Evaluate approved criteria
 - Complete request form
2. Division Load Committee Approval
Provide explanation if denied
3. College Load Committee Approval
Provide explanation if denied
4. VPAA Approval

Adjusted Annual Timeline (2021/22):

- November 7, 2021: Division Load Committee submission deadline
- March 11, 2022: Division Load Committee complete review completion
- April 22, 2022: Campus Load Committee to complete review applications
- May 1, 2022: District and Federation negotiate any approved applications

Course Class Size Determination

Division: Behavioral & Social Sciences New Course OR Revision

Current Class Size: 45 Proposed Class Size: 35

Course(s) [up to 4 courses in one discipline]:

 American Studies 7 _____

Person Submitting Application: Hong Herrera Thomas _____

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation: American Studies is housed in the department of history and is identical in structure to all the history courses. The structure of the history department’s lecture courses has shifted from instructor-centered (“sage on the stage”) to a blend of student-centered activities and lecture. This means that small group work, discussion-based teaching, and collaborative learning exercises now dominate history courses with the goal of reinforcing content, concepts and skills. Teaching writing and reading skills is built into our assignments. Large-sized courses often pose challenges for student-centered learning and teaching approaches because in short there are too many students to educate when doing these kinds of activities in a 40 hour work week (Article 10, Section 9a1).</p>		

2. Comparable Courses (attach comparable data)

<input checked="" type="checkbox"/> El Camino College	<input checked="" type="checkbox"/> Other California Community Colleges	<input type="checkbox"/> Universities
<p>Explanation: El Camino College’s course cap size of 45 in history courses is significantly higher compared to the course caps at other surrounding community colleges. Glendale Community College has a course cap of 36 while Long Beach City College, the Los Angeles Community College District, Pasadena City College and Compton College are capped at 40. In the case of FT faculty, who typically teach 5 sections per semester, the higher volume of students at ECC regularly push faculty over 40 hours per week (Article 10, Section 9a1) on average because of changes in our pedagogy.</p> <p>One other consideration that supports the reduced class size is a comparison of history courses with courses that require substantial writing in other divisions. In the Humanities Division, for example, the average English class averaged 25 students, Modern Languages about 25, and Journalism 12. In other divisions, the average size is 30 in Natural Sciences, 28 in Math, 14 in ITEC, 18 in HSA, 17 in Fine Arts, and 29 in BUS. The El Camino College average is 24</p>		

students per class. (all data from Fall 2021). From both a workload and an equity perspective, the History Department's request to move to a 35 student course cap is completely reasonable.

3. External Accrediting Agencies (i.e.: Board of Registered Nursing)
(attach documentation of requirements)

<input type="checkbox"/> Accrediting Body	<input type="checkbox"/> Other
Explanation: N/A	

4. Equipment/Classroom Requirements

<input type="checkbox"/> Lab/Work Stations	<input type="checkbox"/> Computer Labs	<input type="checkbox"/> Other
Explanation: N/A		

5. Safety Requirements

<input type="checkbox"/> Heavy Equipment	<input type="checkbox"/> High Heat/Flame	<input type="checkbox"/> Fragile/Dangerous Equipment
<input type="checkbox"/> Noise	<input type="checkbox"/> Chemical Usage	<input type="checkbox"/> Other
Explanation: N/A		

6. Required Workload

<input type="checkbox"/> Writing Requirement (such as word count)	<input checked="" type="checkbox"/> Writing Requirement Verified in the Course Outline of Record
<input type="checkbox"/> External Special Accreditation Requirements	<input checked="" type="checkbox"/> Other
<p>Explanation: In the course outline of record only essay assignments are listed as the method of evaluation. In particular, under section four, the method of primary evaluation is "substantial writing assignments." This substantial writing assignment is divided into two areas that consist of students having to evaluate primary source evidence and critical thinking skills. For each of these areas, the course outline of record states that students will write a 5-7 page essay assignment. This amounts to a minimum of 10-14 pages of writing to be evaluated.</p> <p>Matriculation agreements with the CSUs and UCs require that our history classes have substantial writing requirements., For example, UC San Diego requires 10 pages of writing.</p>	

In 2018, the passage of AB 705 removed remedial writing and reading classes and as a result many students in our history courses are not writing, or reading, at the college level. Students have struggled with the reading and writing requirements in our classes and this reality requires extra instruction and support for student success and retention.

When these history courses were created, most of the exams were multiple choice and graded with scantron machines with no emphasis in writing and critical thinking. Here too the impact of moving to student-centered activities and skill-based activities has increased the workload beyond 40 hours per week.

7. Effect on Efficiency Goals

<input type="checkbox"/> WSCH/FTEF	<input checked="" type="checkbox"/> Changes in FTES/section	<input checked="" type="checkbox"/> Costs					
<p>Explanation of Effect on Division Efficiency (2020-2021: basic-\$4009/FTES, Special Admit/CDCP-\$5622/FTES, Noncredit-\$3381/FTES):</p> <p>In the 2020/2021 academic year (fall/winter/spring/summer), there were 3 sections of American Studies 7 with an average of 36 students in these sections. With the current 36 student average (2020/2021 year), the financial impact of moving from 45 student caps to 35 student caps would amount to \$1,127.10 less in apportionment to the district. The maximum financial impact of moving from 45 to 35 student caps would be \$11,271.02 for 3 sections based on data (unverified) provided by the district.</p> <p>According to the district, the currently course cap of 45 generates 12.65 FTEs (unverified) while the proposed course cap will generate 9.84 FTEs. The current average FTEs generated during the 2020/2021 academic year (fall/winter/spring/summer) was 10.12.</p>							
AMST 7	Total # sections in academic year 3	Academic year fiscal impact -\$11,271.02 -1,127.10	Impact on FTES and (Before/after) -2.81, -0.28 (12.65/9.84/10.12)	F20 3	W21	Sp21	Su21
<p>** The black numbers indicate maximum impact, while the red numbers indicate the impact using 2020/2021 academic year (fall/winter/spring/summer) data where the average number of students enrolled in American Studies courses was 36.</p>							

8. Impact on Student Success, Retention and Equity

Explanation of Impact on Student Success, Retention and Equity:

Numerous studies have investigated the impact of class size on various types of student outcomes. Glass and Smith's (1978) classic meta-analysis showed that reduced class size and student achievement are related, with smaller class sizes being associated with higher academic achievement. Likewise, the large-scale Tennessee STAR study found similar results (Mosteller, 1995). Other research has suggested that smaller class sizes can potentially lead to greater benefits for historically underrepresented and economically disadvantaged students. (Nye, Hedges, and Konstantopoulos, 2004; Chingos and Whitehurst, 2011). Research in higher education settings has revealed, for the most part, similar findings. Monks and Schmidt (2011) found that higher class size had a negative impact on college student-rated outcomes in terms of amount learned, instructor rating, and course rating. Bettinger and Long's results suggested that an increase in collegiate class size led to an increase in dropout rates and a reduction in on-time (but not long-run) degree completion (2018). Millea, Wills, Elder, and Molina (2018) showed that smaller class size especially influenced college student retention and graduation rates.

The demographics of students at El Camino College has diversified significantly since the 1980s when history courses were last created and revised and their course caps set at 45. Reflecting demographic shifts in much of its service area, the college now enrolls far more underrepresented minority, foster, and low-income students. Students' diversity in academic preparation and access to resources coupled with a commitment to close achievement gaps requires more faculty intervention in and out of the classroom than in the past. This is only possible with a reduction in class size. For example, the success of ECC Connect is contingent on faculty having time to complete these reports in a meaningful way. In a recent email sent on behalf of VP Sims to faculty, it was cited that, "One metric that highlights the impact of ECC Connect is Fall to Spring student retention. In Fall 2020, **87%** of students who received an ECC Connect Tracking Item (kudos, flag or referral) returned in Spring 2021, compared to the **67%** of students who did not receive a Tracking Item. There is also evidence that ECC Connect reduces equity gaps in student retention." This type of intervention is labor intensive for faculty. For a full-time faculty in history teaching a 5/5 load at 45 students per class, the seemingly simple request of completing 4th and 9th week ECC Connect reports amounts to 450 ECC Connect flags. Moreover, faculty are further requested to raise flags intermittently for students with low attendance and academic performance, and make referrals to academic support services like tutoring. It is not feasible to teach course content, support remedial reading and writing skills, grade writing assignments as outlined in SLOs, and reach out to struggling students via ECC Connect with the high number of students in each course.

Special programs such as the First Year Experience and Honors Transfer Program have capped their courses at 30 because of the recognition that students benefit from having more individualized attention from their instructors. Yet, it is estimated that only 10% of students at ECC are in special programs, leaving 90% of our general population in classes where the presumption is that students will receive less instructor attention. A reduction in course sizes would further student equity by giving *all* students more access to their instructors.

9. Impact of changes on SLOs, PLOs and Discipline

Explanation of Impact of changes on SLOs, PLOs and Discipline:

The introduction of Student Learning Outcomes in the 2000s has shifted how we evaluate student content comprehension and mastery. There has been a departure from multiple choice (scantron) exams, rote memory teaching techniques, and lecture only in all history courses. In the history program, the SLO explicitly requires that students formulate a historical thesis statement and use primary and secondary source evidence to support it. Thesis statements must be assessed holistically in essays that take considerable time to read, comment on, and grade. Just as in introductory English classes, introductory history classes are most effective in building students' historical analysis and thesis writing skills when students have opportunities to complete iterative pre-writing assignments and draft essays to receive instructor feedback before final submission. The most recent History PLO report, submitted on October 3, 2021, indicates that most instructors hope to increase small-stakes pre-writing assignments and drafts to support student achievement of SLOs. English 1A classes at El Camino College are capped at 35 in recognition of the significant instructor time input required for students to practice and acquire writing skills. Reducing history class size from 45 to 35 would greatly increase instructors' ability to provide the individual support and guidance necessary for students to truly achieve the course SLOs.

Provide a narrative justification for the change in class size:

El Camino College history courses and faculty responsibilities have significantly changed since the 1980s when these course cap sizes were established. The discipline of history has shifted from multiple choice assessments to assessments that actively engages students in critical thinking and writing. This shift from multiple choice exams to essay exams and other student-centered assignments have drastically increased faculty workload. In addition, faculty outreach and communication efforts with students (emails, Pronto, Canvas Inbox, Zoom, phone calls, ECC Connect, connecting students to resources), faculty reporting/recording of student records, and more direct engagement with students in and outside of the classroom has made the 45 students per class no longer a sustainable size if history faculty are to remain within the contractual 40-hour workweek.

The implementation of Student Learning Outcomes (SLOs) assessment across all history courses in the mid-2000s required that instructors assess students' content comprehension by using primary and secondary source documents to support a historical thesis statement. The course outline of records were updated in all history courses to include essays as the sole method of assessment. As noted above, teaching students the critical thinking, reading, and writing skills necessary to achieve the course SLOs requires iterative writing assignments and instructor feedback akin to what is expected in introductory English courses that are capped at 35.

In addition to SLOs, the matriculation agreements with both the California State University and University of California systems required history courses to have "substantial writing." Specific programs such as University of California, San Diego, require 10 pages of writing in

introductory history courses. Reducing the course cap in history courses from 45 to 35 will help to better prepare El Camino College students for the writing expectations of their transfer institutions.

In 2018, the passage of AB 705 placed students directly into college level math and English courses and removed remedial courses. The recommendation of English 1A eligibility for history courses ensured that students entering history courses were more likely to have the skill sets required to be successful in courses that required critical thinking and writing skills. Since the passage of AB 705, history instructors have increasingly worked more closely with students to support writing skills. This often amounts to extra time spent teaching basic writing skills, extensive feedback on writing assignments, and multiple revisions and resubmissions. English 1A classes at El Camino College are capped at 35 in recognition of how this adds to instructors' workload. History instructors should receive the same consideration if their per student workload is comparable.

The implementation of Guided Pathways as a means to directly address disparities in achievement gaps that include rates of completion, transfer to four-year institutions, and attainment of jobs places heavy demands on instructors' time. Guided Pathways principle translates in the classroom as more direct instructor mentorship and support of each individual student. Ensuring that students are supported enough to stay on the path requires relationship building that is often prohibitive in large classes. Using ECC Connect and other tools to close student achievement and retention gaps requires considerable instructor time.

This request in the reduction of history course cap size from 45 to 35 students is based on shifts in the discipline toward more skill-centered pedagogy, the implementation of SLOs with essay-based assessments, transfer agreements between the CSUs and UCs that require substantial writing, the impact of AB 705 on students' preparation for writing intensive courses, and Guided Pathways' goal of closing achievement gaps. Most importantly, this request is necessary for furthering student equity by providing instructors in introductory history courses with a course size that allows the level of individualized attention proven to ensure student success. And lastly, the request to reduce class size will better align the workload of history faculty with a reasonable and contractual workload comparable to our colleagues across campus.

Division Load Review Committee:

Approved Denied (provide reason) Date _____

College Load Review Committee:

Approved Denied (provide reason) Date_____

VPAA Review:

Approved Denied (provide reason) Date_____

1. **FTES:** Full Time Equivalent Student; derived according to several calculations based on funding accounting methods which include weekly census, daily census, actual (positive) attendance, and alternative (online) attendance.

2. **FTEF:** Full Time Equivalent Faculty (load); faculty's teaching obligation, presented as a ratio that assumes a 20-lecture hour/100% load ratio.

3. **WSCH/FTEF:** The ratio of Weekly Student Contact Hours to the number of Full Time Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth. Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth.

Class Size Determination and Process

1. Determination of class size by department.
 - A. If a new course
 - a. Include class size with new course proposal for information purposes.
 - B. If requesting a change in class size, provide justification, including:
 - Estimated changes to FTES/section and cost (add link and list fall 20)
 - Impact on student success, retention, and equity
 - Impact of Changes in SLOs, PLOs, and Discipline
 - Investigate size of comparable courses, both here and elsewhere
 - Evaluate approved criteria
 - Complete request form
2. Division Load Committee Approval
Provide explanation if denied
3. College Load Committee Approval
Provide explanation if denied
4. VPAA Approval

Adjusted Annual Timeline (2021/22):

- November 7, 2021: Division Load Committee submission deadline
- March 11, 2022: Division Load Committee complete review completion
- April 22, 2022: Campus Load Committee to complete review applications
- May 1, 2022: District and Federation negotiate any approved applications

Course Class Size Determination

Division: Behavioral & Social Sciences New Course OR Revision

Current Class Size: 45 Proposed Class Size: 35

Course(s) [up to 4 courses in one discipline]:

 History 101, History 102, History 105, History 106

Person Submitting Application: Hong Herrera Thomas

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation: The structure of the history department’s lecture courses has shifted from instructor-centered (“sage on the stage”) to a blend of student-centered activities and lecture. This means that small group work, discussion-based teaching, and collaborative learning exercises now dominate history courses with the goal of reinforcing content, concepts and skills. Teaching writing and reading skills is built into our assignments. Large-sized courses often pose challenges for student-centered learning and teaching approaches because in short there are too many students to educate when doing these kinds of activities in a 40 hour work week (Article 10, Section 9a1).</p>		

2. Comparable Courses (attach comparable data)

<input checked="" type="checkbox"/> El Camino College	<input checked="" type="checkbox"/> Other California Community Colleges	<input type="checkbox"/> Universities
<p>Explanation: El Camino College’s course cap size of 45 in history courses is significantly higher compared to the course caps at other surrounding community colleges. Glendale Community College has a course cap of 36 while Long Beach City College, the Los Angeles Community College District, Pasadena City College and Compton College are capped at 40. In the case of FT faculty, who typically teach 5 sections per semester, the higher volume of students at ECC regularly push faculty over 40 hours per week (Article 10, Section 9a1) on average because of changes in our pedagogy.</p> <p>One other consideration that supports the reduced class size is a comparison of history courses with courses that require substantial writing in other divisions. In the Humanities Division, for example, the average English class averaged 25 students, Modern Languages about 25, and Journalism 12. In other divisions, the average size is 30 in Natural Sciences, 28 in Math, 14 in ITEC, 18 in HSA, 17 in Fine Arts, and 29 in BUS. The El Camino College average is 24</p>		

students per class. (all data from Fall 2021). From both a workload and an equity perspective, the History Department's request to move to a 35 student course cap is completely reasonable.

3. External Accrediting Agencies (i.e.: Board of Registered Nursing)
(attach documentation of requirements)

<input type="checkbox"/> Accrediting Body	<input type="checkbox"/> Other
Explanation: N/A	

4. Equipment/Classroom Requirements

<input type="checkbox"/> Lab/Work Stations	<input type="checkbox"/> Computer Labs	<input type="checkbox"/> Other
Explanation: N/A		

5. Safety Requirements

<input type="checkbox"/> Heavy Equipment	<input type="checkbox"/> High Heat/Flame	<input type="checkbox"/> Fragile/Dangerous Equipment
<input type="checkbox"/> Noise	<input type="checkbox"/> Chemical Usage	<input type="checkbox"/> Other
Explanation: N/A		

6. Required Workload

<input type="checkbox"/> Writing Requirement (such as word count)	<input checked="" type="checkbox"/> Writing Requirement Verified in the Course Outline of Record
<input type="checkbox"/> External Special Accreditation Requirements	<input checked="" type="checkbox"/> Other
<p>Explanation: In the course outline of record only essay assignments are listed as the method of evaluation. In particular, under section four, the method of primary evaluation is "substantial writing assignments." This substantial writing assignment is divided into two areas that consist of students having to evaluate primary source evidence and critical thinking skills. For each of these areas, the course outline of record states that students will write a 5-7 page essay assignment. This amounts to a minimum of 10-14 pages of writing to be evaluated.</p> <p>Matriculation agreements with the CSUs and UCs require that our history classes have substantial writing requirements., For example, UC San Diego requires 10 pages of writing.</p>	

In 2018, the passage of AB 705 removed remedial writing and reading classes and as a result many students in our history courses are not writing, or reading, at the college level. Students have struggled with the reading and writing requirements in our classes and this reality requires extra instruction and support for student success and retention.

When these history courses were created, most of the exams were multiple choice and graded with scantron machines with no emphasis in writing and critical thinking. Here too the impact of moving to student-centered activities and skill-based activities has increased the workload beyond 40 hours per week.

7. Effect on Efficiency Goals

<input type="checkbox"/> WSCH/FTEF	<input checked="" type="checkbox"/> Changes in FTES/section	<input checked="" type="checkbox"/> Costs					
<p>Explanation of Effect on Division Efficiency (2020-2021: basic-\$4009/FTES, Special Admit/CDCP-\$5622/FTES, Noncredit-\$3381/FTES):</p> <p>In the 2020/2021 academic year (fall/winter/spring/summer), there were 63 sections of History 101, 53 sections of History 102, 1 section of History 105 and 1 section of history 106 with an average of 36 students in these sections. With the current 36 student average (2020/2021 year), the financial impact of moving from 45 student caps to 35 student caps would amount to \$44,333.76 less in apportionment to the district. The maximum financial impact of moving from 45 to 35 student caps would be \$443,326.68 for 118 sections based on data (unverified) provided by the district.</p> <p>According to the district, the currently course cap of 45 generates 497.63 FTEs (unverified) while the proposed course cap will generate 387.04. The current average FTEs generated during the 2020/2021 academic year (fall/winter/spring/summer) was 398.09.</p>							
	Total # sections in academic year	Academic year fiscal impact	Impact on FTES and (Before/after)	F20	W21	Sp21	Su21
HIST 101	63	-\$236,691.36 23,669.14	-59.04, -5.90 (265.68/206.64/ 212.54)	24	9	23	7
HIST 102	53	-\$199,121.30 19,912.13	-49.67, -4.97 (223.51/173.84/ 178.81)	17	5	20	11
HIST 105	1	-\$3,757.01 375.70	-0.94, -0.09 (4.22/3.28/ 3.37)	1			
HIST 106	1	-\$3,757.01 375.70	-0.94, -0.09 (4.22/3.28/ 3.37)			1	

** The black numbers indicate maximum impact, while the red numbers indicate the impact using 2020/2021 academic year (fall/winter/spring/summer) data where the average number of students enrolled in History courses was 36.

8. Impact on Student Success, Retention and Equity

Explanation of Impact on Student Success, Retention and Equity:

Numerous studies have investigated the impact of class size on various types of student outcomes. Glass and Smith's (1978) classic meta-analysis showed that reduced class size and student achievement are related, with smaller class sizes being associated with higher academic achievement. Likewise, the large-scale Tennessee STAR study found similar results (Mosteller, 1995). Other research has suggested that smaller class sizes can potentially lead to greater benefits for historically underrepresented and economically disadvantaged students. (Nye, Hedges, and Konstantopoulos, 2004; Chingos and Whitehurst, 2011). Research in higher education settings has revealed, for the most part, similar findings. Monks and Schmidt (2011) found that higher class size had a negative impact on college student-rated outcomes in terms of amount learned, instructor rating, and course rating. Bettinger and Long's results suggested that an increase in collegiate class size led to an increase in dropout rates and a reduction in on-time (but not long-run) degree completion (2018). Millea, Wills, Elder, and Molina (2018) showed that smaller class size especially influenced college student retention and graduation rates.

The demographics of students at El Camino College has diversified significantly since the 1980s when history courses were last created and revised and their course caps set at 45. Reflecting demographic shifts in much of its service area, the college now enrolls far more underrepresented minority, foster, and low-income students. Students' diversity in academic preparation and access to resources coupled with a commitment to close achievement gaps requires more faculty intervention in and out of the classroom than in the past. This is only possible with a reduction in class size. For example, the success of ECC Connect is contingent on faculty having time to complete these reports in a meaningful way. In a recent email sent on behalf of VP Sims to faculty, it was cited that, "One metric that highlights the impact of ECC Connect is Fall to Spring student retention. In Fall 2020, **87%** of students who received an ECC Connect Tracking Item (kudos, flag or referral) returned in Spring 2021, compared to the **67%** of students who did not receive a Tracking Item. There is also evidence that ECC Connect reduces equity gaps in student retention." This type of intervention is labor intensive for faculty. For a full-time faculty in history teaching a 5/5 load at 45 students per class, the seemingly simple request of completing 4th and 9th week ECC Connect reports amounts to 450 ECC Connect flags. Moreover, faculty are further requested to raise flags intermittently for students with low attendance and academic performance, and make referrals to academic support services like tutoring. It is not feasible to teach course content, support remedial reading and writing skills, grade writing assignments as outlined in SLOs, and reach out to struggling students via ECC Connect with the high number of students in each course.

Special programs such as the First Year Experience and Honors Transfer Program have capped their courses at 30 because of the recognition that students benefit from having more

individualized attention from their instructors. Yet, it is estimated that only 10% of students at ECC are in special programs, leaving 90% of our general population in classes where the presumption is that students will receive less instructor attention. A reduction in course sizes would further student equity by giving *all* students more access to their instructors.

9. Impact of changes on SLOs, PLOs and Discipline

Explanation of Impact of changes on SLOs, PLOs and Discipline:

The introduction of Student Learning Outcomes in the 2000s has shifted how we evaluate student content comprehension and mastery. There has been a departure from multiple choice (scantron) exams, rote memory teaching techniques, and lecture only in all history courses. In the history program, the SLO explicitly requires that students formulate a historical thesis statement and use primary and secondary source evidence to support it. Thesis statements must be assessed holistically in essays that take considerable time to read, comment on, and grade. Just as in introductory English classes, introductory history classes are most effective in building students' historical analysis and thesis writing skills when students have opportunities to complete iterative pre-writing assignments and draft essays to receive instructor feedback before final submission. The most recent History PLO report, submitted on October 3, 2021, indicates that most instructors hope to increase small-stakes pre-writing assignments and drafts to support student achievement of SLOs. English 1A classes at El Camino College are capped at 35 in recognition of the significant instructor time input required for students to practice and acquire writing skills. Reducing history class size from 45 to 35 would greatly increase instructors' ability to provide the individual support and guidance necessary for students to truly achieve the course SLOs.

Provide a narrative justification for the change in class size:

El Camino College history courses and faculty responsibilities have significantly changed since the 1980s when these course cap sizes were established. The discipline of history has shifted from multiple choice assessments to assessments that actively engages students in critical thinking and writing. This shift from multiple choice exams to essay exams and other student-centered assignments have drastically increased faculty workload. In addition, faculty outreach and communication efforts with students (emails, Pronto, Canvas Inbox, Zoom, phone calls, ECC Connect, connecting students to resources), faculty reporting/recording of student records, and more direct engagement with students in and outside of the classroom has made the 45 students per class no longer a sustainable size if history faculty are to remain within the contractual 40-hour workweek.

The implementation of Student Learning Outcomes (SLOs) assessment across all history courses in the mid-2000s required that instructors assess students' content comprehension by using primary and secondary source documents to support a historical thesis statement. The course

outline of records were updated in all history courses to include essays as the sole method of assessment. As noted above, teaching students the critical thinking, reading, and writing skills necessary to achieve the course SLOs requires iterative writing assignments and instructor feedback akin to what is expected in introductory English courses that are capped at 35.

In addition to SLOs, the matriculation agreements with both the California State University and University of California systems required history courses to have “substantial writing.” Specific programs such as University of California, San Diego, require 10 pages of writing in introductory history courses. Reducing the course cap in history courses from 45 to 35 will help to better prepare El Camino College students for the writing expectations of their transfer institutions.

In 2018, the passage of AB 705 placed students directly into college level math and English courses and removed remedial courses. The recommendation of English 1A eligibility for history courses ensured that students entering history courses were more likely to have the skill sets required to be successful in courses that required critical thinking and writing skills. Since the passage of AB 705, history instructors have increasingly worked more closely with students to support writing skills. This often amounts to extra time spent teaching basic writing skills, extensive feedback on writing assignments, and multiple revisions and resubmissions. English 1A classes at El Camino College are capped at 35 in recognition of how this adds to instructors’ workload. History instructors should receive the same consideration if their per student workload is comparable.

The implementation of Guided Pathways as a means to directly address disparities in achievement gaps that include rates of completion, transfer to four-year institutions, and attainment of jobs places heavy demands on instructors’ time. Guided Pathways principle translates in the classroom as more direct instructor mentorship and support of each individual student. Ensuring that students are supported enough to stay on the path requires relationship building that is often prohibitive in large classes. Using ECC Connect and other tools to close student achievement and retention gaps requires considerable instructor time.

This request in the reduction of history course cap size from 45 to 35 students is based on shifts in the discipline toward more skill-centered pedagogy, the implementation of SLOs with essay-based assessments, transfer agreements between the CSUs and UCs that require substantial writing, the impact of AB 705 on students’ preparation for writing intensive courses, and Guided Pathways’ goal of closing achievement gaps. Most importantly, this request is necessary for furthering student equity by providing instructors in introductory history courses with a course size that allows the level of individualized attention proven to ensure student success. And lastly, the request to reduce class size will better align the workload of history faculty with a reasonable and contractual workload comparable to our colleagues across campus.

Division Load Review Committee:

Approved Denied (provide reason) Date _____

College Load Review Committee:

Approved Denied (provide reason) Date_____

VPAA Review:

Approved Denied (provide reason) Date_____

1. **FTES:** Full Time Equivalent Student; derived according to several calculations based on funding accounting methods which include weekly census, daily census, actual (positive) attendance, and alternative (online) attendance.

2. **FTEF:** Full Time Equivalent Faculty (load); faculty's teaching obligation, presented as a ratio that assumes a 20-lecture hour/100% load ratio.

3. **WSCH/FTEF:** The ratio of Weekly Student Contact Hours to the number of Full Time Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth. Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth.

Class Size Determination and Process

1. Determination of class size by department.
 - A. If a new course
 - a. Include class size with new course proposal for information purposes.
 - B. If requesting a change in class size, provide justification, including:
 - Estimated changes to FTES/section and cost (add link and list fall 20)
 - Impact on student success, retention, and equity
 - Impact of Changes in SLOs, PLOs, and Discipline
 - Investigate size of comparable courses, both here and elsewhere
 - Evaluate approved criteria
 - Complete request form
2. Division Load Committee Approval
Provide explanation if denied
3. College Load Committee Approval
Provide explanation if denied
4. VPAA Approval

Adjusted Annual Timeline (2021/22):

- November 7, 2021: Division Load Committee submission deadline
- March 11, 2022: Division Load Committee complete review completion
- April 22, 2022: Campus Load Committee to complete review applications
- May 1, 2022: District and Federation negotiate any approved applications

Course Class Size Determination

Division: Behavioral & Social Sciences New Course OR Revision

Current Class Size: 45 Proposed Class Size: 35

Course(s) [up to 4 courses in one discipline]:

 History 108, History 110, History 111, History 112

Person Submitting Application: Hong Herrera Thomas

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation: The structure of the history department’s lecture courses has shifted from instructor-centered (“sage on the stage”) to a blend of student-centered activities and lecture. This means that small group work, discussion-based teaching, and collaborative learning exercises now dominate history courses with the goal of reinforcing content, concepts and skills. Teaching writing and reading skills is built into our assignments. Large-sized courses often pose challenges for student-centered learning and teaching approaches because in short there are too many students to educate when doing these kinds of activities in a 40 hour work week (Article 10, Section 9a1).</p>		

2. Comparable Courses (attach comparable data)

<input checked="" type="checkbox"/> El Camino College	<input checked="" type="checkbox"/> Other California Community Colleges	<input type="checkbox"/> Universities
<p>Explanation: El Camino College’s course cap size of 45 in history courses is significantly higher compared to the course caps at other surrounding community colleges. Glendale Community College has a course cap of 36 while Long Beach City College, the Los Angeles Community College District, Pasadena City College and Compton College are capped at 40. In the case of FT faculty, who typically teach 5 sections per semester, the higher volume of students at ECC regularly push faculty over 40 hours per week (Article 10, Section 9a1) on average because of changes in our pedagogy.</p> <p>One other consideration that supports the reduced class size is a comparison of history courses with courses that require substantial writing in other divisions. In the Humanities Division, for example, the average English class averaged 25 students, Modern Languages about 25, and Journalism 12. In other divisions, the average size is 30 in Natural Sciences, 28 in Math, 14 in ITEC, 18 in HSA, 17 in Fine Arts, and 29 in BUS. The El Camino College average is 24</p>		

students per class. (all data from Fall 2021). From both a workload and an equity perspective, the History Department's request to move to a 35 student course cap is completely reasonable.

3. External Accrediting Agencies (i.e.: Board of Registered Nursing)
(attach documentation of requirements)

<input type="checkbox"/> Accrediting Body	<input type="checkbox"/> Other
Explanation: N/A	

4. Equipment/Classroom Requirements

<input type="checkbox"/> Lab/Work Stations	<input type="checkbox"/> Computer Labs	<input type="checkbox"/> Other
Explanation: N/A		

5. Safety Requirements

<input type="checkbox"/> Heavy Equipment	<input type="checkbox"/> High Heat/Flame	<input type="checkbox"/> Fragile/Dangerous Equipment
<input type="checkbox"/> Noise	<input type="checkbox"/> Chemical Usage	<input type="checkbox"/> Other
Explanation: N/A		

6. Required Workload

<input type="checkbox"/> Writing Requirement (such as word count)	<input checked="" type="checkbox"/> Writing Requirement Verified in the Course Outline of Record
<input type="checkbox"/> External Special Accreditation Requirements	<input checked="" type="checkbox"/> Other
<p>Explanation: In the course outline of record only essay assignments are listed as the method of evaluation. In particular, under section four, the method of primary evaluation is "substantial writing assignments." This substantial writing assignment is divided into two areas that consist of students having to evaluate primary source evidence and critical thinking skills. For each of these areas, the course outline of record states that students will write a 5-7 page essay assignment. This amounts to a minimum of 10-14 pages of writing to be evaluated.</p> <p>Matriculation agreements with the CSUs and UCs require that our history classes have substantial writing requirements., For example, UC San Diego requires 10 pages of writing.</p>	

In 2018, the passage of AB 705 removed remedial writing and reading classes and as a result many students in our history courses are not writing, or reading, at the college level. Students have struggled with the reading and writing requirements in our classes and this reality requires extra instruction and support for student success and retention.

When these history courses were created, most of the exams were multiple choice and graded with scantron machines with no emphasis in writing and critical thinking. Here too the impact of moving to student-centered activities and skill-based activities has increased the workload beyond 40 hours per week.

7. Effect on Efficiency Goals

<input type="checkbox"/> WSCH/FTEF	<input checked="" type="checkbox"/> Changes in FTES/section	<input checked="" type="checkbox"/> Costs					
<p>Explanation of Effect on Division Efficiency (2020-2021: basic-\$4009/FTES, Special Admit/CDCP-\$5622/FTES, Noncredit-\$3381/FTES):</p> <p>In the 2020/2021 academic year (fall/winter/spring/summer), there were 1 section of History 108, 3 sections of History 110, 5 sections of History 111 and 16 sections of history 112 with an average of 36 students in these sections. With the current 36 student average (2020/2021 year), the financial impact of moving from 45 student caps to 35 student caps would amount to \$9,392.51 less in apportionment to the district. The maximum financial impact of moving from 45 to 35 student caps would be \$93,925.15 for 25 sections based on data (unverified) provided by the district.</p> <p>According to the district, the currently course cap of 45 generates 105.43 FTEs (unverified) while the proposed course cap will generate 82. The current average FTEs generated during the 2020/2021 academic year (fall/winter/spring/summer) was 84.34.</p>							
	Total # sections in academic year	Academic year fiscal impact	Impact on FTES and (Before/after)	F20	W21	Sp21	Su21
HIST 108	1	-\$3,757.01 375.70	-0.94, -0.09 (4.22/3.28/ 3.37)	1			
HIST 110	3	-\$11,271.02 1,127.10	-2.81, -0.28 (12.65/9.84/ 10.12)	2		1	
HIST 111	5	-\$18,785.03 1,878.50	-4.69, -0.47 (21.09/16.40/ 16.87)	2		3	
HIST 112	16	-\$60,112.09 6,011.21	-14.99, -1.50 (67.47/52.48/ 53.98)	5	2	6	3

** The black numbers indicate maximum impact, while the red numbers indicate the impact using 2020/2021 academic year (fall/winter/spring/summer) data where the average number of students enrolled in History courses was 36.

8. Impact on Student Success, Retention and Equity

Explanation of Impact on Student Success, Retention and Equity:

Numerous studies have investigated the impact of class size on various types of student outcomes. Glass and Smith's (1978) classic meta-analysis showed that reduced class size and student achievement are related, with smaller class sizes being associated with higher academic achievement. Likewise, the large-scale Tennessee STAR study found similar results (Mosteller, 1995). Other research has suggested that smaller class sizes can potentially lead to greater benefits for historically underrepresented and economically disadvantaged students. (Nye, Hedges, and Konstantopoulos, 2004; Chingos and Whitehurst, 2011). Research in higher education settings has revealed, for the most part, similar findings. Monks and Schmidt (2011) found that higher class size had a negative impact on college student-rated outcomes in terms of amount learned, instructor rating, and course rating. Bettinger and Long's results suggested that an increase in collegiate class size led to an increase in dropout rates and a reduction in on-time (but not long-run) degree completion (2018). Millea, Wills, Elder, and Molina (2018) showed that smaller class size especially influenced college student retention and graduation rates.

The demographics of students at El Camino College has diversified significantly since the 1980s when history courses were last created and revised and their course caps set at 45. Reflecting demographic shifts in much of its service area, the college now enrolls far more underrepresented minority, foster, and low-income students. Students' diversity in academic preparation and access to resources coupled with a commitment to close achievement gaps requires more faculty intervention in and out of the classroom than in the past. This is only possible with a reduction in class size. For example, the success of ECC Connect is contingent on faculty having time to complete these reports in a meaningful way. In a recent email sent on behalf of VP Sims to faculty, it was cited that, "One metric that highlights the impact of ECC Connect is Fall to Spring student retention. In Fall 2020, **87%** of students who received an ECC Connect Tracking Item (kudos, flag or referral) returned in Spring 2021, compared to the **67%** of students who did not receive a Tracking Item. There is also evidence that ECC Connect reduces equity gaps in student retention." This type of intervention is labor intensive for faculty. For a full-time faculty in history teaching a 5/5 load at 45 students per class, the seemingly simple request of completing 4th and 9th week ECC Connect reports amounts to 450 ECC Connect flags. Moreover, faculty are further requested to raise flags intermittently for students with low attendance and academic performance, and make referrals to academic support services like tutoring. It is not feasible to teach course content, support remedial reading and writing skills, grade writing assignments as outlined in SLOs, and reach out to struggling students via ECC Connect with the high number of students in each course.

Special programs such as the First Year Experience and Honors Transfer Program have capped their courses at 30 because of the recognition that students benefit from having more

individualized attention from their instructors. Yet, it is estimated that only 10% of students at ECC are in special programs, leaving 90% of our general population in classes where the presumption is that students will receive less instructor attention. A reduction in course sizes would further student equity by giving *all* students more access to their instructors.

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The introduction of Student Learning Outcomes in the 2000s has shifted how we evaluate student content comprehension and mastery. There has been a departure from multiple choice (scantron) exams, rote memory teaching techniques, and lecture only in all history courses. In the history program, the SLO explicitly requires that students formulate a historical thesis statement and use primary and secondary source evidence to support it. Thesis statements must be assessed holistically in essays that take considerable time to read, comment on, and grade. Just as in introductory English classes, introductory history classes are most effective in building students' historical analysis and thesis writing skills when students have opportunities to complete iterative pre-writing assignments and draft essays to receive instructor feedback before final submission. The most recent History PLO report, submitted on October 3, 2021, indicates that most instructors hope to increase small-stakes pre-writing assignments and drafts to support student achievement of SLOs. English 1A classes at El Camino College are capped at 35 in recognition of the significant instructor time input required for students to practice and acquire writing skills. Reducing history class size from 45 to 35 would greatly increase instructors' ability to provide the individual support and guidance necessary for students to truly achieve the course SLOs.

Provide a narrative justification for the change in class size:

El Camino College history courses and faculty responsibilities have significantly changed since the 1980s when these course cap sizes were established. The discipline of history has shifted from multiple choice assessments to assessments that actively engages students in critical thinking and writing. This shift from multiple choice exams to essay exams and other student-centered assignments have drastically increased faculty workload. In addition, faculty outreach and communication efforts with students (emails, Pronto, Canvas Inbox, Zoom, phone calls, ECC Connect, connecting students to resources), faculty reporting/recording of student records, and more direct engagement with students in and outside of the classroom has made the 45 students per class no longer a sustainable size if history faculty are to remain within the contractual 40-hour workweek.

The implementation of Student Learning Outcomes (SLOs) assessment across all history courses in the mid-2000s required that instructors assess students' content comprehension by using primary and secondary source documents to support a historical thesis statement. The course

outline of records were updated in all history courses to include essays as the sole method of assessment. As noted above, teaching students the critical thinking, reading, and writing skills necessary to achieve the course SLOs requires iterative writing assignments and instructor feedback akin to what is expected in introductory English courses that are capped at 35.

In addition to SLOs, the matriculation agreements with both the California State University and University of California systems required history courses to have “substantial writing.” Specific programs such as University of California, San Diego, require 10 pages of writing in introductory history courses. Reducing the course cap in history courses from 45 to 35 will help to better prepare El Camino College students for the writing expectations of their transfer institutions.

In 2018, the passage of AB 705 placed students directly into college level math and English courses and removed remedial courses. The recommendation of English 1A eligibility for history courses ensured that students entering history courses were more likely to have the skill sets required to be successful in courses that required critical thinking and writing skills. Since the passage of AB 705, history instructors have increasingly worked more closely with students to support writing skills. This often amounts to extra time spent teaching basic writing skills, extensive feedback on writing assignments, and multiple revisions and resubmissions. English 1A classes at El Camino College are capped at 35 in recognition of how this adds to instructors’ workload. History instructors should receive the same consideration if their per student workload is comparable.

The implementation of Guided Pathways as a means to directly address disparities in achievement gaps that include rates of completion, transfer to four-year institutions, and attainment of jobs places heavy demands on instructors’ time. Guided Pathways principle translates in the classroom as more direct instructor mentorship and support of each individual student. Ensuring that students are supported enough to stay on the path requires relationship building that is often prohibitive in large classes. Using ECC Connect and other tools to close student achievement and retention gaps requires considerable instructor time.

This request in the reduction of history course cap size from 45 to 35 students is based on shifts in the discipline toward more skill-centered pedagogy, the implementation of SLOs with essay-based assessments, transfer agreements between the CSUs and UCs that require substantial writing, the impact of AB 705 on students’ preparation for writing intensive courses, and Guided Pathways’ goal of closing achievement gaps. Most importantly, this request is necessary for furthering student equity by providing instructors in introductory history courses with a course size that allows the level of individualized attention proven to ensure student success. And lastly, the request to reduce class size will better align the workload of history faculty with a reasonable and contractual workload comparable to our colleagues across campus.

Division Load Review Committee:

Approved Denied (provide reason) Date _____

College Load Review Committee:

Approved Denied (provide reason) Date_____

VPAA Review:

Approved Denied (provide reason) Date_____

1. **FTES:** Full Time Equivalent Student; derived according to several calculations based on funding accounting methods which include weekly census, daily census, actual (positive) attendance, and alternative (online) attendance.

2. **FTEF:** Full Time Equivalent Faculty (load); faculty's teaching obligation, presented as a ratio that assumes a 20-lecture hour/100% load ratio.

3. **WSCH/FTEF:** The ratio of Weekly Student Contact Hours to the number of Full Time Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth. Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth.

Class Size Determination and Process

1. Determination of class size by department.
 - A. If a new course
 - a. Include class size with new course proposal for information purposes.
 - B. If requesting a change in class size, provide justification, including:
 - Estimated changes to FTES/section and cost (add link and list fall 20)
 - Impact on student success, retention, and equity
 - Impact of Changes in SLOs, PLOs, and Discipline
 - Investigate size of comparable courses, both here and elsewhere
 - Evaluate approved criteria
 - Complete request form
2. Division Load Committee Approval
Provide explanation if denied
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Adjusted Annual Timeline (2021/22):

- November 7, 2021: Division Load Committee submission deadline
- March 11, 2022: Division Load Committee complete review completion
- April 22, 2022: Campus Load Committee to complete review applications
- May 1, 2022: District and Federation negotiate any approved applications

Course Class Size Determination

Division: Behavioral & Social Sciences New Course OR Revision

Current Class Size: 45 Proposed Class Size: 35

Course(s) [up to 4 courses in one discipline]: History 114,
 History 122, History 128, History 129

Person Submitting Application: Hong Herrera Thomas

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation: The structure of the history department’s lecture courses has shifted from instructor-centered (“sage on the stage”) to a blend of student-centered activities and lecture. This means that small group work, discussion-based teaching, and collaborative learning exercises now dominate history courses with the goal of reinforcing content, concepts and skills. Teaching writing and reading skills is built into our assignments. Large-sized courses often pose challenges for student-centered learning and teaching approaches because in short there are too many students to educate when doing these kinds of activities in a 40 hour work week (Article 10, Section 9a1).</p>		

2. Comparable Courses (attach comparable data)

<input checked="" type="checkbox"/> El Camino College	<input checked="" type="checkbox"/> Other California Community Colleges	<input type="checkbox"/> Universities
<p>Explanation: El Camino College’s course cap size of 45 in history courses is significantly higher compared to the course caps at other surrounding community colleges. Glendale Community College has a course cap of 36 while Long Beach City College, the Los Angeles Community College District, Pasadena City College and Compton College are capped at 40. In the case of FT faculty, who typically teach 5 sections per semester, the higher volume of students at ECC regularly push faculty over 40 hours per week (Article 10, Section 9a1) on average because of changes in our pedagogy.</p> <p>One other consideration that supports the reduced class size is a comparison of history courses with courses that require substantial writing in other divisions. In the Humanities Division, for example, the average English class averaged 25 students, Modern Languages about 25, and Journalism 12. In other divisions, the average size is 30 in Natural Sciences, 28 in Math, 14 in ITEC, 18 in HSA, 17 in Fine Arts, and 29 in BUS. The El Camino College average is 24</p>		

students per class. (all data from Fall 2021). From both a workload and an equity perspective, the History Department's request to move to a 35 student course cap is completely reasonable.

3. External Accrediting Agencies (i.e.: Board of Registered Nursing)
(attach documentation of requirements)

<input type="checkbox"/> Accrediting Body	<input type="checkbox"/> Other
Explanation: N/A	

4. Equipment/Classroom Requirements

<input type="checkbox"/> Lab/Work Stations	<input type="checkbox"/> Computer Labs	<input type="checkbox"/> Other
Explanation: N/A		

5. Safety Requirements

<input type="checkbox"/> Heavy Equipment	<input type="checkbox"/> High Heat/Flame	<input type="checkbox"/> Fragile/Dangerous Equipment
<input type="checkbox"/> Noise	<input type="checkbox"/> Chemical Usage	<input type="checkbox"/> Other
Explanation: N/A		

6. Required Workload

<input type="checkbox"/> Writing Requirement (such as word count)	<input checked="" type="checkbox"/> Writing Requirement Verified in the Course Outline of Record
<input type="checkbox"/> External Special Accreditation Requirements	<input checked="" type="checkbox"/> Other
<p>Explanation: In the course outline of record only essay assignments are listed as the method of evaluation. In particular, under section four, the method of primary evaluation is "substantial writing assignments." This substantial writing assignment is divided into two areas that consist of students having to evaluate primary source evidence and critical thinking skills. For each of these areas, the course outline of record states that students will write a 5-7 page essay assignment. This amounts to a minimum of 10-14 pages of writing to be evaluated.</p> <p>Matriculation agreements with the CSUs and UCs require that our history classes have substantial writing requirements., For example, UC San Diego requires 10 pages of writing.</p>	

In 2018, the passage of AB 705 removed remedial writing and reading classes and as a result many students in our history courses are not writing, or reading, at the college level. Students have struggled with the reading and writing requirements in our classes and this reality requires extra instruction and support for student success and retention.

When these history courses were created, most of the exams were multiple choice and graded with scantron machines with no emphasis in writing and critical thinking. Here too the impact of moving to student-centered activities and skill-based activities has increased the workload beyond 40 hours per week.

7. Effect on Efficiency Goals

<input type="checkbox"/> WSCH/FTEF	<input checked="" type="checkbox"/> Changes in FTES/section	<input type="checkbox"/> Costs
<p>Explanation of Effect on Division Efficiency (2020-2021: basic-\$4009/FTES, Special Admit/CDCP-\$5622/FTES, Noncredit-\$3381/FTES):</p> <p>In the 2020/2021 academic year (fall/spring), there were 61 sections of history with an average class size of 36 students per class. The request to lower cap size to 35 will not significantly change FTES; fewer than 2 additional sections will have to be added in order to help bring history faculty closer to a 40-hour workweek and more in line with our peers across campus.</p>		

8. Impact on Student Success, Retention and Equity

<p>Explanation of Impact on Student Success, Retention and Equity:</p> <p>Numerous studies have investigated the impact of class size on various types of student outcomes. Glass and Smith's (1978) classic meta-analysis showed that reduced class size and student achievement are related, with smaller class sizes being associated with higher academic achievement. Likewise, the large-scale Tennessee STAR study found similar results (Mosteller, 1995). Other research has suggested that smaller class sizes can potentially lead to greater benefits for historically underrepresented and economically disadvantaged students. (Nye, Hedges, and Konstantopoulos, 2004; Chingos and Whitehurst, 2011). Research in higher education settings has revealed, for the most part, similar findings. Monks and Schmidt (2011) found that higher class size had a negative impact on college student-rated outcomes in terms of amount learned, instructor rating, and course rating. Bettinger and Long's results suggested that an increase in collegiate class size led to an increase in dropout rates and a reduction in on-time (but not long-run) degree completion (2018). Millea, Wills, Elder, and Molina (2018) showed that smaller class size especially influenced college student retention and graduation rates.</p> <p>The demographics of students at El Camino College has diversified significantly since the 1980s when history courses were last created and revised and their course caps set at 45.</p>
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Reflecting demographic shifts in much of its service area, the college now enrolls far more underrepresented minority, foster, and low-income students. Students' diversity in academic preparation and access to resources coupled with a commitment to close achievement gaps requires more faculty intervention in and out of the classroom than in the past. This is only possible with a reduction in class size. For example, the success of ECC Connect is contingent on faculty having time to complete these reports in a meaningful way. In a recent email sent on behalf of VP Sims to faculty, it was cited that, "One metric that highlights the impact of ECC Connect is Fall to Spring student retention. In Fall 2020, **87%** of students who received an ECC Connect Tracking Item (kudos, flag or referral) returned in Spring 2021, compared to the **67%** of students who did not receive a Tracking Item. There is also evidence that ECC Connect reduces equity gaps in student retention." This type of intervention is labor intensive for faculty. For a full-time faculty in history teaching a 5/5 load at 45 students per class, the seemingly simple request of completing 4th and 9th week ECC Connect reports amounts to 450 ECC Connect flags. Moreover, faculty are further requested to raise flags intermittently for students with low attendance and academic performance, and make referrals to academic support services like tutoring. It is not feasible to teach course content, support remedial reading and writing skills, grade writing assignments as outlined in SLOs, and reach out to struggling students via ECC Connect with the high number of students in each course.

Special programs such as the First Year Experience and Honors Transfer Program have capped their courses at 30 because of the recognition that students benefit from having more individualized attention from their instructors. Yet, it is estimated that only 10% of students at ECC are in special programs, leaving 90% of our general population in classes where the presumption is that students will receive less instructor attention. A reduction in course sizes would further student equity by giving *all* students more access to their instructors.

9. Impact of changes on SLOs, PLOs and Discipline

Explanation of Impact of changes on SLOs, PLOs and Discipline:

The introduction of Student Learning Outcomes in the 2000s has shifted how we evaluate student content comprehension and mastery. There has been a departure from multiple choice (scantron) exams, rote memory teaching techniques, and lecture only in all history courses. In the history program, the SLO explicitly requires that students formulate a historical thesis statement and use primary and secondary source evidence to support it. Thesis statements must be assessed holistically in essays that take considerable time to read, comment on, and grade. Just as in introductory English classes, introductory history classes are most effective in building students' historical analysis and thesis writing skills when students have opportunities to complete iterative pre-writing assignments and draft essays to receive instructor feedback before final submission. The most recent History PLO report, submitted on October 3, 2021, indicates that most instructors hope to increase small-stakes pre-writing assignments and drafts to support student achievement of SLOs. English 1A classes at El Camino College are capped at 35 in recognition of the significant instructor time input required for students to practice and acquire writing skills. Reducing history class size from 45 to 35 would greatly increase

instructors' ability to provide the individual support and guidance necessary for students to truly achieve the course SLOs.

Provide a narrative justification for the change in class size:

El Camino College history courses and faculty responsibilities have significantly changed since the 1980s when these course cap sizes were established. The discipline of history has shifted from multiple choice assessments to assessments that actively engages students in critical thinking and writing. This shift from multiple choice exams to essay exams and other student-centered assignments have drastically increased faculty workload. In addition, faculty outreach and communication efforts with students (emails, Pronto, Canvas Inbox, Zoom, phone calls, ECC Connect, connecting students to resources), faculty reporting/recording of student records, and more direct engagement with students in and outside of the classroom has made the 45 students per class no longer a sustainable size if history faculty are to remain within the contractual 40-hour workweek.

The implementation of Student Learning Outcomes (SLOs) assessment across all history courses in the mid-2000s required that instructors assess students' content comprehension by using primary and secondary source documents to support a historical thesis statement. The course outline of records were updated in all history courses to include essays as the sole method of assessment. As noted above, teaching students the critical thinking, reading, and writing skills necessary to achieve the course SLOs requires iterative writing assignments and instructor feedback akin to what is expected in introductory English courses that are capped at 35.

In addition to SLOs, the matriculation agreements with both the California State University and University of California systems required history courses to have "substantial writing." Specific programs such as University of California, San Diego, require 10 pages of writing in introductory history courses. Reducing the course cap in history courses from 45 to 35 will help to better prepare El Camino College students for the writing expectations of their transfer institutions.

In 2018, the passage of AB 705 placed students directly into college level math and English courses and removed remedial courses. The recommendation of English 1A eligibility for history courses ensured that students entering history courses were more likely to have the skill sets required to be successful in courses that required critical thinking and writing skills. Since the passage of AB 705, history instructors have increasingly worked more closely with students to support writing skills. This often amounts to extra time spent teaching basic writing skills, extensive feedback on writing assignments, and multiple revisions and resubmissions. English 1A classes at El Camino College are capped at 35 in recognition of how this adds to instructors' workload. History instructors should receive the same consideration if their per student workload is comparable.

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This request in the reduction of history course cap size from 45 to 35 students is based on shifts in the discipline toward more skill-centered pedagogy, the implementation of SLOs with essay-based assessments, transfer agreements between the CSUs and UCs that require substantial writing, the impact of AB 705 on students' preparation for writing intensive courses, and Guided Pathways' goal of closing achievement gaps. Most importantly, this request is necessary for furthering student equity by providing instructors in introductory history courses with a course size that allows the level of individualized attention proven to ensure student success. And lastly, the request to reduce class size will better align the workload of history faculty with a reasonable and contractual workload comparable to our colleagues across campus.

Division Load Review Committee:

Approved Denied (provide reason) Date _____

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VPAA Review:

Approved Denied (provide reason) Date _____



1. **FTEs:** Full Time Equivalent Student; derived according to several calculations based on funding accounting methods which include weekly census, daily census, actual (positive) attendance, and alternative (online) attendance.
2. **FTEF:** Full Time Equivalent Faculty (load); faculty's teaching obligation, presented as a ratio that assumes a 20-lecture hour/100% load ratio.
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1. Determination of class size by department.
 - A. If a new course
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 - Investigate size of comparable courses, both here and elsewhere
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Adjusted Annual Timeline (2021/22):

- November 7, 2021: Division Load Committee submission deadline
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Course Class Size Determination

Division: Behavioral & Social Sciences New Course OR Revision

Current Class Size: 45 Proposed Class Size: 35

Course(s) [up to 4 courses in one discipline]: History 114,
History 122, History 128, History 129, History 145

Person Submitting Application: Hong Herrera Thomas

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation: The structure of the history department’s lecture courses has shifted from instructor-centered (“sage on the stage”) to a blend of student-centered activities and lecture. This means that small group work, discussion-based teaching, and collaborative learning exercises now dominate history courses with the goal of reinforcing content, concepts and skills. Teaching writing and reading skills is built into our assignments. Large-sized courses often pose challenges for student-centered learning and teaching approaches because in short there are too many students to educate when doing these kinds of activities in a 40 hour work week (Article 10, Section 9a1).</p>		

2. Comparable Courses (attach comparable data)

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<p>Explanation: El Camino College’s course cap size of 45 in history courses is significantly higher compared to the course caps at other surrounding community colleges. Glendale Community College has a course cap of 36 while Long Beach City College, the Los Angeles Community College District, Pasadena City College and Compton College are capped at 40. In the case of FT faculty, who typically teach 5 sections per semester, the higher volume of students at ECC regularly push faculty over 40 hours per week (Article 10, Section 9a1) on average because of changes in our pedagogy.</p> <p>One other consideration that supports the reduced class size is a comparison of history courses with courses that require substantial writing in other divisions. In the Humanities Division, for example, the average English class averaged 25 students, Modern Languages about 25, and Journalism 12. In other divisions, the average size is 30 in Natural Sciences, 28 in Math, 14 in ITEC, 18 in HSA, 17 in Fine Arts, and 29 in BUS. The El Camino College average is 24</p>		

students per class. (all data from Fall 2021). From both a workload and an equity perspective, the History Department's request to move to a 35 student course cap is completely reasonable.

3. External Accrediting Agencies (i.e.: Board of Registered Nursing)
(attach documentation of requirements)

<input type="checkbox"/> Accrediting Body	<input type="checkbox"/> Other
Explanation: N/A	

4. Equipment/Classroom Requirements

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Explanation: N/A		

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6. Required Workload

<input type="checkbox"/> Writing Requirement (such as word count)	<input checked="" type="checkbox"/> Writing Requirement Verified in the Course Outline of Record
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Approved Denied (provide reason) Date _____

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 - a. Include class size with new course proposal for information purposes.
 - B. If requesting a change in class size, provide justification, including:
 - Estimated changes to FTES/section and cost (add link and list fall 20)
 - Impact on student success, retention, and equity
 - Impact of Changes in SLOs, PLOs, and Discipline
 - Investigate size of comparable courses, both here and elsewhere
 - Evaluate approved criteria
 - Complete request form
2. Division Load Committee Approval
Provide explanation if denied
3. College Load Committee Approval
Provide explanation if denied
4. VPAA Approval

Adjusted Annual Timeline (2021/22):

- November 7, 2021: Division Load Committee submission deadline
- March 11, 2022: Division Load Committee complete review completion
- April 22, 2022: Campus Load Committee to complete review applications
- May 1, 2022: District and Federation negotiate any approved applications

Course Class Size Determination

Division: Behavioral & Social Sciences New Course OR Revision

Current Class Size: 45 Proposed Class Size: 35

Course(s) [up to 4 courses in one discipline]:

 History 140, History 141, History 152, History 154

Person Submitting Application: Hong Herrera Thomas

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation: The structure of the history department’s lecture courses has shifted from instructor-centered (“sage on the stage”) to a blend of student-centered activities and lecture. This means that small group work, discussion-based teaching, and collaborative learning exercises now dominate history courses with the goal of reinforcing content, concepts and skills. Teaching writing and reading skills is built into our assignments. Large-sized courses often pose challenges for student-centered learning and teaching approaches because in short there are too many students to educate when doing these kinds of activities in a 40 hour work week (Article 10, Section 9a1).</p>		

2. Comparable Courses (attach comparable data)

<input checked="" type="checkbox"/> El Camino College	<input checked="" type="checkbox"/> Other California Community Colleges	<input type="checkbox"/> Universities
<p>Explanation: El Camino College’s course cap size of 45 in history courses is significantly higher compared to the course caps at other surrounding community colleges. Glendale Community College has a course cap of 36 while Long Beach City College, the Los Angeles Community College District, Pasadena City College and Compton College are capped at 40. In the case of FT faculty, who typically teach 5 sections per semester, the higher volume of students at ECC regularly push faculty over 40 hours per week (Article 10, Section 9a1) on average because of changes in our pedagogy.</p> <p>One other consideration that supports the reduced class size is a comparison of history courses with courses that require substantial writing in other divisions. In the Humanities Division, for example, the average English class averaged 25 students, Modern Languages about 25, and Journalism 12. In other divisions, the average size is 30 in Natural Sciences, 28 in Math, 14 in ITEC, 18 in HSA, 17 in Fine Arts, and 29 in BUS. The El Camino College average is 24</p>		

students per class. (all data from Fall 2021). From both a workload and an equity perspective, the History Department's request to move to a 35 student course cap is completely reasonable.

3. External Accrediting Agencies (i.e.: Board of Registered Nursing)
(attach documentation of requirements)

<input type="checkbox"/> Accrediting Body	<input type="checkbox"/> Other
Explanation: N/A	

4. Equipment/Classroom Requirements

<input type="checkbox"/> Lab/Work Stations	<input type="checkbox"/> Computer Labs	<input type="checkbox"/> Other
Explanation: N/A		

5. Safety Requirements

<input type="checkbox"/> Heavy Equipment	<input type="checkbox"/> High Heat/Flame	<input type="checkbox"/> Fragile/Dangerous Equipment
<input type="checkbox"/> Noise	<input type="checkbox"/> Chemical Usage	<input type="checkbox"/> Other
Explanation: N/A		

6. Required Workload

<input type="checkbox"/> Writing Requirement (such as word count)	<input checked="" type="checkbox"/> Writing Requirement Verified in the Course Outline of Record
<input type="checkbox"/> External Special Accreditation Requirements	<input checked="" type="checkbox"/> Other
<p>Explanation: In the course outline of record only essay assignments are listed as the method of evaluation. In particular, under section four, the method of primary evaluation is "substantial writing assignments." This substantial writing assignment is divided into two areas that consist of students having to evaluate primary source evidence and critical thinking skills. For each of these areas, the course outline of record states that students will write a 5-7 page essay assignment. This amounts to a minimum of 10-14 pages of writing to be evaluated.</p> <p>Matriculation agreements with the CSUs and UCs require that our history classes have substantial writing requirements., For example, UC San Diego requires 10 pages of writing.</p>	

In 2018, the passage of AB 705 removed remedial writing and reading classes and as a result many students in our history courses are not writing, or reading, at the college level. Students have struggled with the reading and writing requirements in our classes and this reality requires extra instruction and support for student success and retention.

When these history courses were created, most of the exams were multiple choice and graded with scantron machines with no emphasis in writing and critical thinking. Here too the impact of moving to student-centered activities and skill-based activities has increased the workload beyond 40 hours per week.

7. Effect on Efficiency Goals

<input type="checkbox"/> WSCH/FTEF	<input checked="" type="checkbox"/> Changes in FTES/section	<input checked="" type="checkbox"/> Costs
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Explanation of Effect on Division Efficiency (2020-2021: basic-\$4009/FTES, Special Admit/CDCP-\$5622/FTES, Noncredit-\$3381/FTES):

In the 2020/2021 academic year (fall/winter/spring/summer), there were 9 sections of History 140, 6 sections of History 141, 2 sections of History 152 and 2 sections of history 154 with an average of 36 students in these sections. With the current 36 student average (2020/2021 year), the financial impact of moving from 45 student caps to 35 student caps would amount to \$7,138.31 less in apportionment to the district. The maximum financial impact of moving from 45 to 35 student caps would be \$71,383.10 for 19 sections based on data (unverified) provided by the district.

According to the district, the currently course cap of 45 generates 71.69 FTEs (unverified) while the proposed course cap will generate 55.76. The current average FTEs generated during the 2020/2021 academic year (fall/winter/spring/summer) was 57.34.

	Total # sections in academic year	Academic year fiscal impact	Impact on FTES and (Before/after)	F20	W21	Sp21	Su21
HIST 140	9	-\$33,813.05 3,381.31	-8.43, -0.84 (37.95/29.52/30.36)	4	1	2	2
HIST 141	6	-\$22,542.03 2,254.20	-5.62, -0.56 (25.30/19.68/20.24)	2		2	2
HIST 152	2	-\$7,514.01 751.40	-0.94, 0.09 (4.22/3.28/3.37)	1		1	
HIST 154	2	-\$7,514.01 751.40	-0.94, 0.09 (4.22/3.28/3.37)	1		1	

** The black numbers indicate maximum impact, while the red numbers indicate the impact using 2020/2021 academic year (fall/winter/spring/summer) data where the average number of students enrolled in History courses was 36.

8. Impact on Student Success, Retention and Equity

Explanation of Impact on Student Success, Retention and Equity:

Numerous studies have investigated the impact of class size on various types of student outcomes. Glass and Smith's (1978) classic meta-analysis showed that reduced class size and student achievement are related, with smaller class sizes being associated with higher academic achievement. Likewise, the large-scale Tennessee STAR study found similar results (Mosteller, 1995). Other research has suggested that smaller class sizes can potentially lead to greater benefits for historically underrepresented and economically disadvantaged students. (Nye, Hedges, and Konstantopoulos, 2004; Chingos and Whitehurst, 2011). Research in higher education settings has revealed, for the most part, similar findings. Monks and Schmidt (2011) found that higher class size had a negative impact on college student-rated outcomes in terms of amount learned, instructor rating, and course rating. Bettinger and Long's results suggested that an increase in collegiate class size led to an increase in dropout rates and a reduction in on-time (but not long-run) degree completion (2018). Millea, Wills, Elder, and Molina (2018) showed that smaller class size especially influenced college student retention and graduation rates.

The demographics of students at El Camino College has diversified significantly since the 1980s when history courses were last created and revised and their course caps set at 45. Reflecting demographic shifts in much of its service area, the college now enrolls far more underrepresented minority, foster, and low-income students. Students' diversity in academic preparation and access to resources coupled with a commitment to close achievement gaps requires more faculty intervention in and out of the classroom than in the past. This is only possible with a reduction in class size. For example, the success of ECC Connect is contingent on faculty having time to complete these reports in a meaningful way. In a recent email sent on behalf of VP Sims to faculty, it was cited that, "One metric that highlights the impact of ECC Connect is Fall to Spring student retention. In Fall 2020, **87%** of students who received an ECC Connect Tracking Item (kudos, flag or referral) returned in Spring 2021, compared to the **67%** of students who did not receive a Tracking Item. There is also evidence that ECC Connect reduces equity gaps in student retention." This type of intervention is labor intensive for faculty. For a full-time faculty in history teaching a 5/5 load at 45 students per class, the seemingly simple request of completing 4th and 9th week ECC Connect reports amounts to 450 ECC Connect flags. Moreover, faculty are further requested to raise flags intermittently for students with low attendance and academic performance, and make referrals to academic support services like tutoring. It is not feasible to teach course content, support remedial reading and writing skills, grade writing assignments as outlined in SLOs, and reach out to struggling students via ECC Connect with the high number of students in each course.

Special programs such as the First Year Experience and Honors Transfer Program have capped their courses at 30 because of the recognition that students benefit from having more individualized attention from their instructors. Yet, it is estimated that only 10% of students at ECC are in special programs, leaving 90% of our general population in classes where the presumption is that students will receive less instructor attention. A reduction in course sizes would further student equity by giving *all* students more access to their instructors.

9. Impact of changes on SLOs, PLOs and Discipline

Explanation of Impact of changes on SLOs, PLOs and Discipline:

The introduction of Student Learning Outcomes in the 2000s has shifted how we evaluate student content comprehension and mastery. There has been a departure from multiple choice (scantron) exams, rote memory teaching techniques, and lecture only in all history courses. In the history program, the SLO explicitly requires that students formulate a historical thesis statement and use primary and secondary source evidence to support it. Thesis statements must be assessed holistically in essays that take considerable time to read, comment on, and grade. Just as in introductory English classes, introductory history classes are most effective in building students' historical analysis and thesis writing skills when students have opportunities to complete iterative pre-writing assignments and draft essays to receive instructor feedback before final submission. The most recent History PLO report, submitted on October 3, 2021, indicates that most instructors hope to increase small-stakes pre-writing assignments and drafts to support student achievement of SLOs. English 1A classes at El Camino College are capped at 35 in recognition of the significant instructor time input required for students to practice and acquire writing skills. Reducing history class size from 45 to 35 would greatly increase instructors' ability to provide the individual support and guidance necessary for students to truly achieve the course SLOs.

Provide a narrative justification for the change in class size:

El Camino College history courses and faculty responsibilities have significantly changed since the 1980s when these course cap sizes were established. The discipline of history has shifted from multiple choice assessments to assessments that actively engages students in critical thinking and writing. This shift from multiple choice exams to essay exams and other student-centered assignments have drastically increased faculty workload. In addition, faculty outreach and communication efforts with students (emails, Pronto, Canvas Inbox, Zoom, phone calls, ECC Connect, connecting students to resources), faculty reporting/recording of student records, and more direct engagement with students in and outside of the classroom has made the 45 students per class no longer a sustainable size if history faculty are to remain within the contractual 40-hour workweek.

The implementation of Student Learning Outcomes (SLOs) assessment across all history courses in the mid-2000s required that instructors assess students' content comprehension by using primary and secondary source documents to support a historical thesis statement. The course outline of records were updated in all history courses to include essays as the sole method of assessment. As noted above, teaching students the critical thinking, reading, and writing skills necessary to achieve the course SLOs requires iterative writing assignments and instructor feedback akin to what is expected in introductory English courses that are capped at 35.

In addition to SLOs, the matriculation agreements with both the California State University and University of California systems required history courses to have “substantial writing.” Specific programs such as University of California, San Diego, require 10 pages of writing in introductory history courses. Reducing the course cap in history courses from 45 to 35 will help to better prepare El Camino College students for the writing expectations of their transfer institutions.

In 2018, the passage of AB 705 placed students directly into college level math and English courses and removed remedial courses. The recommendation of English 1A eligibility for history courses ensured that students entering history courses were more likely to have the skill sets required to be successful in courses that required critical thinking and writing skills. Since the passage of AB 705, history instructors have increasingly worked more closely with students to support writing skills. This often amounts to extra time spent teaching basic writing skills, extensive feedback on writing assignments, and multiple revisions and resubmissions. English 1A classes at El Camino College are capped at 35 in recognition of how this adds to instructors’ workload. History instructors should receive the same consideration if their per student workload is comparable.

The implementation of Guided Pathways as a means to directly address disparities in achievement gaps that include rates of completion, transfer to four-year institutions, and attainment of jobs places heavy demands on instructors’ time. Guided Pathways principle translates in the classroom as more direct instructor mentorship and support of each individual student. Ensuring that students are supported enough to stay on the path requires relationship building that is often prohibitive in large classes. Using ECC Connect and other tools to close student achievement and retention gaps requires considerable instructor time.

This request in the reduction of history course cap size from 45 to 35 students is based on shifts in the discipline toward more skill-centered pedagogy, the implementation of SLOs with essay-based assessments, transfer agreements between the CSUs and UCs that require substantial writing, the impact of AB 705 on students’ preparation for writing intensive courses, and Guided Pathways’ goal of closing achievement gaps. Most importantly, this request is necessary for furthering student equity by providing instructors in introductory history courses with a course size that allows the level of individualized attention proven to ensure student success. And lastly, the request to reduce class size will better align the workload of history faculty with a reasonable and contractual workload comparable to our colleagues across campus.

Division Load Review Committee:

Approved Denied (provide reason) Date _____

College Load Review Committee:

Approved Denied (provide reason) Date_____

VPAA Review:

Approved Denied (provide reason) Date_____

1. **FTES:** Full Time Equivalent Student; derived according to several calculations based on funding accounting methods which include weekly census, daily census, actual (positive) attendance, and alternative (online) attendance.

2. **FTEF:** Full Time Equivalent Faculty (load); faculty's teaching obligation, presented as a ratio that assumes a 20-lecture hour/100% load ratio.

3. **WSCH/FTEF:** The ratio of Weekly Student Contact Hours to the number of Full Time Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth. Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth.

Class Size Determination and Process

1. Determination of class size by department.
 - A. If a new course
 - a. Include class size with new course proposal for information purposes.
 - B. If requesting a change in class size, provide justification, including:
 - Estimated changes to FTES/section and cost (add link and list fall 20)
 - Impact on student success, retention, and equity
 - Impact of Changes in SLOs, PLOs, and Discipline
 - Investigate size of comparable courses, both here and elsewhere
 - Evaluate approved criteria
 - Complete request form
2. Division Load Committee Approval
Provide explanation if denied
3. College Load Committee Approval
Provide explanation if denied
4. VPAA Approval

Adjusted Annual Timeline (2021/22):

- November 7, 2021: Division Load Committee submission deadline
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Course Class Size Determination

Division: BSS New Course OR Revision

Current Class Sizes: 50 Proposed Class Size: 35

Course(s) [up to 4 courses in one discipline]: Cultural Psychology (PSYC 117), LGBTQ+ Psychology (PSYC 119), and The Psychology of Gender (PSYC 125)

Person Submitting Application: Angela Simon

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation:</p> <p>Cultural Psychology (PSYC 117), LGBTQ+ Psychology (PSYC 119), and The Psychology of Gender (PSYC 125) are specialized courses in comparison to General Psychology (PSYC 101), a traditional or quasi-traditional lecture-based course. Besides lecture, PSYC 117, 119, and 125 require an especially high level of teacher-student and student-student interaction because of the emphasis on large and small group discussion and on the critical spoken and written analysis of the material presented. Each class has weekly required reading, and, as described below, anywhere from 10 – 16 pages of writing. The writing requirements (excluding writing on essay-based exams) can include multi-page Research Projects; multiple multi-page Essays; multiple, one-page Reflection papers and Reaction papers; and, weekly Discussion responses/posts. All three courses involve robust and often difficult/sensitive topic exploration, explorations which are more meaningful for students in smaller, more emotionally intimate classes. Unlike many General Psychology sections, these courses use essay-based versus multiple choice exams.</p>		

2. Comparable Courses (attach comparable data)

<input checked="" type="checkbox"/> El Camino College	<input checked="" type="checkbox"/> Other California Community Colleges	<input type="checkbox"/> Universities
<p>Explanation:</p> <p>For most comparisons, the El Camino Community College District (ECCD) uses these 12 institutions: Cerritos College, East Los Angeles College, Glendale Community College, Long Beach City College, Los Angeles Harbor College, Los Angeles Pierce College, Mt. San Antonio College, Pasadena City College, Rio Hondo College, Riverside City College, San Diego Mesa College, and Santa Monica College (IPEDS Data Feedback Report 2020).</p>		

We are requesting a decrease in cap size from 50 to 35 for the following three courses: Cultural Psychology (PSYC 117), LGBTQ+ Psychology (PSYC 119), and The Psychology of Gender (PSYC 125). We compared these three courses to colleges in our usual comparison group. Only seven of the twelve had the same or similar courses. Cap sizes are shown in the Table below.

It was very difficult to find other Cultural (or Cross-Cultural) Psychology courses (PSYC 117) at any of the twelve schools, so three community colleges outside of our comparison group were used (Fullerton, Moorepark, Butte). As is evident, course caps for this course ranged from 35 to ECC's high of 50.

To our knowledge, no other community college offers LGBTQ+ Psychology (PSYC 119) so we compared this course to Introduction to LGBTQ+ Studies and Queer Studies courses. Again, the results show that the course caps were considerably lower than ECC's high of 50, ranging from 31 to 40.

Course caps for The Psychology of Gender (PSYC 125) or similarly, the Psychology of Women, showed similar results to the above two courses. Course caps ranged from 35 to ECC's high of 50.

	ECC	Cerritos	ELAC	Glendale	Mt. Sac	PCC	Mesa	Fullerton	Moorepark	Butte
PSYC 117	50	48						35	40	35
PSYC 119	50	31		36		40		40		
PSYC 125	50		30	36	30		45			

3. External Accrediting Agencies (i.e.: Board of Registered Nursing)
(attach documentation of requirements)

<input type="checkbox"/> Accrediting Body	<input type="checkbox"/> Other
Explanation: N/A	

4. Equipment/Classroom Requirements

<input type="checkbox"/> Lab/Work Stations	<input type="checkbox"/> Computer Labs	<input type="checkbox"/> Other
<p>Explanation: Only a traditional classroom setting is required for each of the three courses.</p>		

5. Safety Requirements

<input type="checkbox"/> Heavy Equipment	<input type="checkbox"/> High Heat/Flame	<input type="checkbox"/> Fragile/Dangerous Equipment
<input type="checkbox"/> Noise	<input type="checkbox"/> Chemical Usage	<input type="checkbox"/> Other
<p>Explanation: N/A</p>		

6. Required Workload

<input checked="" type="checkbox"/> Writing Requirement (such as word count)	<input checked="" type="checkbox"/> Writing Requirement Verified in the Course Outline of Record
<input type="checkbox"/> External Special Accreditation Requirements	<input checked="" type="checkbox"/> Other
<p>Explanation: The Course Outlines of Record and the actual practice of the professors of the classes under consideration were used to approximate the writing requirement for each of the three courses:</p> <p style="padding-left: 40px;">Cultural Psychology – 12 to 16 pages of writing LGBTQ+ Psychology – 10 to 13 pages of writing The Psychology of Gender – 12 to 16 pages of writing</p> <p>These totals do not include pages/writing required for exams, which may include up to ten short and/or long essay questions. The writing requirements above can include multi-page Research Projects; multiple multi-page Essays; multiple, one-page Reflection papers and Reaction papers; and, weekly Discussion responses/posts.</p> <p>These totals compare to the amount of writing required in the General Psychology (PSYC 101, formerly PSYC 5) course – 7 to 9 pages- and, more importantly, to the General Psychology Honors course – 12 to 17. The three courses for which we are requesting cap reductions have more similar writing requirements to the specialized/Honors General Psychology course than to</p>	

the regular General Psychology course. The cap for the General Psychology course is 50 students, while the cap for the Honors version is 30 students.

7. Effect on Efficiency Goals

<input type="checkbox"/> WSCH/FTEF	<input type="checkbox"/> Changes in FTES/section	<input type="checkbox"/> Costs
<p>Explanation of Effect on Division Efficiency (2020-2021: basic-\$4009/FTES, Special Admit/CDCP-\$5622/FTES, Noncredit-\$3381/FTES):</p> <p>The effect on efficiency goals for PSYC 117, PSYC 119, and PSYC 125 will be the same, as all three courses are offered only one time/year and are worth 3 units. For example, according to the most recent statistics provided by our Dean, the WSCH/FTEF for PSYC 119 is 204. Reducing the cap size from 50 to 35 would result in a difference of 1.41 FTES (4.69 – 3.28) at a cost difference of \$5,635.51 (\$18,785 - \$13,149.52). As explained in the Narrative, the large number of FTES and revenue generated by PSYC 101 minimizes the impact of these changes in FTES and revenue, making our request for lower cap sizes for these three classes both justified and fair.</p>		

8. Impact on Student Success, Retention and Equity

<p>Explanation of Impact on Student Success, Retention and Equity:</p> <p>Numerous studies have investigated the impact of class size on various types of student outcomes. Glass and Smith’s (1978) classic meta-analysis showed that that reduced class size and student achievement are related, with smaller class sizes being associated with higher academic achievement. Likewise, the large-scale Tennessee STAR study found similar results (Mosteller, 1995). Other research has suggested that smaller class sizes can potentially lead to greater benefits for students who are racially, ethnically, or economically disadvantaged (Nye, Hedges, and Konstantopoulos, 2004; Chingos and Whitehurst, 2011).</p> <p>The studies reviewed above were on K-12 students, but research in higher education settings has revealed, for the most part, similar findings. Monks and Schmidt (2011) found that higher class size had a negative impact on college student-rated outcomes of amount learned, instructor rating, and course rating. Bettinger and Long’s results suggested that an increase in collegiate class size led to an increase in dropout rates and a reduction in on-time (but not long-run) degree completion (2018). Millea, Wills, Elder, and Molina (2018) showed that smaller class size especially influenced college student retention and graduation rates.</p> <p>Some researchers in this area have been more critical of the “small class size= greater student achievement” idea, believing it to be too simplistic, but even these researchers acknowledge that smaller class sizes are worthy of further study (e.g., Chingos and Whitehurst, 2011; Flaherty, 2020). One issue with which school districts must contend is the cost-benefit ratio, where “lower class size= less money.” For instance, in their aptly titled paper “Class Size</p>

Matters,” Benton and Pallet (2013) state: “The additional costs of smaller classes in a higher education system that is already viewed to be too expensive are clearly recognized. Nonetheless the self-reported learning benefits and positive attitudes toward smaller classes should not be ignored.”

The demographics of students at El Camino College has diversified significantly since Psychology course cap sizes were set at 50. Reflecting demographic shifts in much of its service area, the college now enrolls far more underrepresented minority and low-income students. Students’ diversity in academic preparation and access to resources coupled with a commitment to close achievement gaps requires more faculty intervention than in the past. This is only possible with a reduction in class size. For example, the success of ECC Connect is contingent on faculty having time to complete these reports in a meaningful way. In a recent email sent on behalf of ECC Vice President of Academic Affairs Jacquelyn Sims to faculty (September 27, 2021) it was cited that, “One metric that highlights the impact of ECC Connect is Fall to Spring student retention. In Fall 2020, **87%** of students who received an ECC Connect Tracking Item (kudos, flag or referral) returned in Spring 2021, compared to the **67%** of students who did not receive a Tracking Item. There is also evidence that ECC Connect reduces equity gaps in student retention.” This type of intervention is labor intensive for faculty. For a full-time faculty in Psychology teaching a 5/5 load at 50 students per class, the seemingly simple request of completing 4th and 9th week ECC Connect reports amounts to 500 ECC Connect flags. Moreover, faculty are further requested to raise flags intermittently for students with low attendance and academic performance, and make referrals to academic support services like tutoring. It is not feasible to teach course content, grade a substantial number of writing assignments and essay exams, and reach out to struggling students via ECC Connect with a total of 50 students in each course.

Special programs such as the First Year Experience and Honors Transfer Program have capped their courses at 30 because of the recognition that students benefit from having more individualized attention from their instructors. Yet, it is estimated that only 10% of students at ECC are in special programs, leaving 90% of our general population in classes where the presumption is that students will receive less instructor attention. A reduction in course sizes would further student equity by giving *all* students more access to their instructors.

9. Impact of changes on SLOs, PLOs and Discipline

Explanation of Impact of changes on SLOs, PLOs and Discipline:

Reducing the course caps for Cultural Psychology, LGBTQ+ Psychology, and The Psychology of Gender (and bringing them more in line with the other writing/labor intensive psychology courses) will enhance the SLOs, and PLOs for these courses by making the assessment of these SLOs and PLOs more manageable and relevant. In other words, smaller cap sizes mean that instructors can assess SLOs in a more qualitative vs. quantitative manner, making for more accurate and realistic assessments. For example, one of the SLOs/PLOs for Psychology is stated this way: “*Everyday Application - Students will be able to apply fundamental principles of psychology in their efforts to evaluate everyday life experiences.*” In the Cultural

Psychology course, there are a number of writing assignments designed to address this SLO, and they all require reflective and analytical writing on the students' part, and thoughtful/reflective grading/feedback from the instructor. Questions can get personal and detailed, such as *"How did parental ethnotheories, parenting styles, and parenting behaviors influence your development? Did socioeconomics play a role? What about the role of siblings and extended families? What was their influence on your enculturation/socialization process? What role did peers play in your enculturation/socialization process? How did the educational system influence your development? Did your teachers and/or parents influence your educational enculturation/socialization?"* Our experience demonstrates that these types of assessment questions are more relevant measures than measures which use correct answers on a multiple-choice survey or exam as a barometer. All three courses have multiple SLO related writing assignments that share these features – i.e., writing intensive assignments around sensitive topics that require thoughtful feedback. The current course caps of 50 students make achieving meaningful SLO/PLO assessments a formidable task, and reduced course caps would help to rectify this.

Assessing SLOs and PLOs ideally should serve as a tool by which faculty can assess if their Department is meeting its goals and going forward in the intended direction dictated by the Program Review. With more accurate SLO/PLO assessments, faculty will be in a stronger position to make changes to the program where necessary, ultimately benefiting the students we serve.

Provide a narrative justification for the change in class size:

At El Camino College, a maximum of 50 students is the highest course cap found. According to the Fall 2021 schedule, four of the college's seventy-two academic departments had their classes capped at 50. Across the college only the Psychology, Sociology, Child Development, and Nutrition departments had classes capping at 50. Of these four departments, Psychology, Sociology, and Child Development have a majority of their courses capped at 50, while Nutrition Science only offers one course capped at 50. In our Psychology Department, we have 16 courses; of these courses, 11 are capped at 50. Benton and Pallet (2013) use the IDEA center categorizations in their work. A class size of 50 is considered very large. (The other categorizations are small [10-14], medium [15-34], and large [35-49]). Smaller class sizes of 30 and below are reserved for our Statistics and Research Methods courses, our non-Honors and Honors version of our Critical Thinking course, and our Honors version of the General Psychology course. These courses usually require an especially high level of teacher-student interaction and/or particularly emphasize group discussion and critical spoken and written analysis of the material presented. Three of our newer courses in Psychology - Cultural Psychology, LGBTQ+ Psychology, and The Psychology of Gender - are all also capped at 50. Like the lower-capped courses above, these courses too especially rely on class discussion and debate, critical analysis of the material presented, and extensive written work.

Additionally, our Cultural Psychology, LGBTQ+ Psychology, and Psychology of Gender courses all highlight topics related to diversity, equity, and inclusion – issues highly relevant to

our students for navigating the world today. These types of courses often require a higher level of teacher-student interaction - both within the class structure and for grading assignments. These topics can be very sensitive; thus, classroom structure/interactions and grading assignments may be much more intense/time-consuming than a typical lecture course. Reducing the course cap is important for furthering student equity by providing instructors with a course size that allows the level of individualized attention necessary to ensure student success. Because these three courses are more like our lower-capped courses than our very large, lecture-type courses, we believe it is best for students and the faculty who teach them to have these courses capped at 35, which is considered "large" using the Benton and Pallet criteria.

General Psychology (PSYC 101, formerly PSYC 5) is a highly popular class. For example, in Fall 2020, PSYC 101 was the third most requested class behind English 1A and Math 150 (C. Gold, personal communication, October 2021). In the academic year 2020-2021, 72 sections of PSYC 101 were offered, each with a cap of 50 students and 3 units credit. The WSCH/FTE ratio for this course was 746. The FTES generated by this class alone was 337.37, netting the District \$1,352,522.06 in revenue!!! As noted elsewhere, PSCY 117, PSYC 119, and PSYC 125 would each generate 3.28 FTES and \$13,149.52 if the cap sizes were reduced from 50 to 35, a change of 1.41 FTES and \$5,635.51. We argue that the large number of FTES and revenue generated by PSYC 101 minimizes the impact of these changes in FTES and revenue, making our request for lower cap sizes for these three classes both justified and fair.

Thank you for considering our request.

Division Load Review Committee:

Approved Denied (provide reason) Date _____

College Load Review Committee:

Approved Denied (provide reason) Date _____

VPAA Review:

Approved Denied (provide reason) Date_____

1. **FTES:** Full Time Equivalent Student; derived according to several calculations based on funding accounting methods which include weekly census, daily census, actual (positive) attendance, and alternative (online) attendance.
2. **FTEF:** Full Time Equivalent Faculty (load); faculty's teaching obligation, presented as a ratio that assumes a 20-lecture hour/100% load ratio.
3. **WSCH/FTEF:** The ratio of Weekly Student Contact Hours to the number of Full Time Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth. Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth.

Class Size Determination and Process

1. Determination of class size by department.
 - A. If a new course
 - a. Include class size with new course proposal for information purposes.
 - B. If requesting a change in class size, provide justification, including:
 - Estimated changes to FTES/section and cost (add link and list fall 20)
 - Impact on student success, retention, and equity
 - Impact of Changes in SLOs, PLOs, and Discipline
 - Investigate size of comparable courses, both here and elsewhere
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 - Complete request form
2. Division Load Committee Approval
Provide explanation if denied
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- May 1, 2022: District and Federation negotiate any approved applications

Course Class Size Determination

Division: BSS New Course OR Revision

Current Class Sizes: 50 Proposed Class Size: 35

Course(s) [up to 4 courses in one discipline]: Families & Intimate Relationships (SOC 102), Gender & Society (SOC 113), Sociology of Death & Dying (115), Sociology of Sexualities (SOC 118)

Person Submitting Application: Kassia Wosick

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation:</p> <p>The Department of Sociology offers Families & Intimate Relationships (SOC 102), Issues of Race & Ethnicity in the United States (SOC 107), Global Perspectives on Race & Ethnicity (SOC 108), Introduction to Social Work (SOC 110), Introduction to Criminology (SOC 112), Gender and Society (SOC 113), Sociology of Death & Dying (SOC 115), Sociology of Sexualities (SOC 118), and Introduction to Women’s Studies (WSTU 1) are specialized courses and serve as electives in areas A and B of the AA-T course possibilities. They also draw a number of non-majors interested in their respective subjects that often times facilitate changing majors to Sociology.</p> <p>While we intend for students to take Introduction to Sociology (SOC 101) or Social Problems (SOC 104) as the first courses introducing them to sociology as a discipline, students often take elective courses that peak their interest. SOC 102, 113, 115, and 118 are elective (yet still transferable) courses that focus on personally relevant and intriguing topics about gender, sexualities, families, intimate relationships, death, dying and societal death systems. Students find these subjects particularly intriguing and enroll in them even before their introductory courses. Therefore, not only do their subjects require a different level of engagement, but instructors must introduce and reinforce sociological theories, foundational concepts like the Sociological Imagination, and emphasize comprehension rather than memorization in all assignments, activities and assessments. It is especially important that they be offered with a more manageable student-to-instructor ratio, which is five students fewer that our two core sociology courses (101 and 104).</p>		

Each course involves substantive reading assignments, heavy scholarly writing in the form of reaction papers, essays, observational assignments, short answer exams, projects, presentations, and weekly discussion posts/replies. Instructors must provide rich, detailed feedback for these assignments. Further, these courses have increased their emphasis on equity-minded pedagogy with more in-depth written assignments and discussion prompts that promote cultural relevance.

These elective courses offer an especially high level of student-instructor interaction. They also rely heavily on peer-to-peer interactions during class and online, depending on the method of delivery. Because these courses provide students the opportunity to examine “what happens between people” using their sociological lenses, it is especially important that students have access to their instructors in equitable ways. All courses involve robust and challenging topical exploration that requires more meaningful conversations between students in smaller class sizes. The amount of written work (like essays, reaction papers, in-class activities) is quite involved and requires instructors to provide a heavy amount of feedback. There is also the added challenge of managing how students relate to sensitive course material and invoke their sociological imaginations to make sense of their individual positions in greater society.

2. Comparable Courses (attach comparable data)

<input checked="" type="checkbox"/> El Camino College	<input checked="" type="checkbox"/> Other California Community Colleges	<input type="checkbox"/> Universities
<p>Explanation:</p> <p>We request a reduction in four Sociology course caps (SOC 102, 113, 115, 118) from the current class size (50) to the proposed class size (35) using two main comparisons. First, we assess the average class size offered in the Behavioral Social Sciences Division. Second, we assess Sociology courses offered at local community colleges in Los Angeles and Orange Counties.</p> <p>First, in the BSS Division, the average class size ranges between thirty and fifty students, although most classes sit at 45 students. Sociology has the largest cap for all its course offerings: fifty students.</p>		

Consider the following table indicating BSS Departments and their typical class sizes:

Human Development	30
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Philosophy	45
Political Science	45
Women's Studies	45
Psychology	25/50
<u>Sociology</u>	<u>50</u>
Childhood Education	35/45/50

Second, we wish to compare typical Sociology class sizes at area campuses. In general, El Camino Community College District (ECCD) uses these 12 institutions for data comparison: Cerritos College, East Los Angeles College, Glendale Community College, Long Beach City College, Los Angeles Harbor College, Los Angeles Pierce College, Mt. San Antonio College, Pasadena City College, Rio Hondo College, Riverside City College, San Diego Mesa College, and Santa Monica College (IPEDS Data Feedback Report 2020).

For the purposes of this report, we accessed Sociology course cap data from the following campuses: Golden West College, Mt. San Antonio College, Pasadena City College, Cypress, Irvine Valley College, and Santa Monica College. Most campuses offer a similar range of courses on introductory and advanced course subjects with no differentiation between their course caps.

Consider the following table indicating typical class sizes at area colleges:

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Long Beach Community College	40
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Rio Hondo College	45
Cypress College	45
Irvine Valley College	45
Santa Monica College	45

We are requesting a decrease in cap size from fifty to thirty-five students for four of our elective courses (SOC1 102, 113, 115, 118) so that we may ensure students benefit from a smaller class size and student-faculty ratio.

Psychology, as well as several other Departments in the Behavioral & Social Sciences, have requested smaller cap sizes for their substantive courses that focus on similar subjects. In fact, most substantive courses across campus are capped between thirty and thirty-five students as a best practice.

3. External Accrediting Agencies (i.e.: Board of Registered Nursing)
(attach documentation of requirements)

<input type="checkbox"/> Accrediting Body	<input type="checkbox"/> Other
Explanation: N/A	

4. Equipment/Classroom Requirements

<input type="checkbox"/> Lab/Work Stations	<input type="checkbox"/> Computer Labs	<input type="checkbox"/> Other
Explanation: We do not require any special equipment or classroom for these four courses.		

5. Safety Requirements

<input type="checkbox"/> Heavy Equipment	<input type="checkbox"/> High Heat/Flame	<input type="checkbox"/> Fragile/Dangerous Equipment
<input type="checkbox"/> Noise	<input type="checkbox"/> Chemical Usage	<input type="checkbox"/> Other
Explanation: N/A		

6. Required Workload

<input checked="" type="checkbox"/> Writing Requirement (such as word count)	<input checked="" type="checkbox"/> Writing Requirement Verified in the Course Outline of Record
<input type="checkbox"/> External Special Accreditation Requirements	<input checked="" type="checkbox"/> Other

Explanation:

In consultation with the Course Outlines of Record, assignment directions and instructor self-reports verifying student work requirements, we approximate the following workload for SOCI 102, 113, 115, and 118 to include a combination of:

Weekly Reading: 45-70 pages

Weekly Writing: 3-12 pages

Weekly Group Discussion Posts: 1-3 pages (with 1-page replies)

Assessments (exams, etc.): 2-5 pages of writing if essay/short answer

Research Papers: 5-15 pages of writing (if assigned)

Additionally, the level of engagement between instructors and their students in these two courses has changed considerably due to recent societal shifts. Sociology is uniquely positioned to provide students with skills and the forum to critically analyze society in real time. This is an imperative component of these courses that often goes overlooked in “course workload requirements” for both instructors and students.

7. Effect on Efficiency Goals

<input type="checkbox"/> WSCH/FTEF	<input checked="" type="checkbox"/> Changes in FTES/section	<input type="checkbox"/> Costs
<p>Explanation of Effect on Division Efficiency (2020-2021: basic-\$4009/FTES, Special Admit/CDCP-\$5622/FTES, Noncredit-\$3381/FTES):</p> <p>Sociology generates the third most AA-T degrees across the <i>entire</i> ECC campus. In light of the new funding formula that considers the number of degrees awarded with FTES, our fiscal allocation is based on more than simple revenue numbers.</p> <p>Based on the 2021-2021 calculating instrument, the effect on efficiency goals from reducing the cap in SOCI 102, 113, 115, and 118 are the same. Reducing the cap size from fifty to thirty-five in these four courses results in a difference of only 18.27 FTES (FTES for original enrollment CAP size: 60.91; FTES for new enrollment CAP size: 42.64). The total cost difference is \$73,261.61 (original cap revenue: \$244,205.37; new cap revenue: \$170,943.76).</p> <p>We acknowledge this is a slight revenue decrease. However, Sociology continues to be the third highest AA-T degree granting program on campus. We have a robust program that generates quite a bit of revenue overall, especially since our course caps are the largest in the Division and across the entire college. SOCI 102 is offered several times per year. We only offer SOCI 113, 115, and 118 once per year. This request for a modest cap reduction is both justified and fair.</p>		

8. Impact on Student Success, Retention and Equity

Explanation of Impact on Student Success, Retention and Equity:

Departments in the Behavioral Social Sciences work alongside one another to ensure that we are offering the best experience possible for our students. This includes collectively collaborating on what course sizes are in the best interests of all our students, as a division. We stress, once again, that Sociology has the largest cap for courses in the entire division.

Previous scholarship on teaching and learning investigates the impact of class size on various types of student outcomes. Glass and Smith's (1978) classic meta-analysis demonstrates how reduced class size and student achievement are related, with smaller class sizes associated with higher academic achievement. Likewise, the large-scale Tennessee STAR study finds similar results (Mosteller 1995). Other research suggests that smaller class sizes may potentially lead to greater benefits for students who experience racial, ethnic, or economic disadvantages (Nye et al. 2004; Chingos and Whitehurst 2011).

While these studies focus primarily on K-12 students, research in higher education settings reveals similar findings. Monks and Schmidt (2011) find higher class size has a negative impact on college student-rated learning outcomes, instructor rating, and course rating. Bettinger and Long (2018) results indicate an increase in collegiate class size leads to an increase in dropout rates and a reduction in on-time (but not long-run) degree completion. Millea et al. (2018) demonstrate that smaller class size especially influences college student retention and graduation rates.

Some researchers in this area have been more critical of the "small class size= greater student achievement" idea, believing it to be too simplistic, but even these researchers acknowledge that smaller class sizes are worthy of further study (e.g., Chingos and Whitehurst 2011; Flaherty 2020). One issue with which school districts must contend is the cost-benefit ratio, where "lower class size= less money." For instance, in their aptly titled paper "Class Size Matters," Benton and Pallet (2013) state: "The additional costs of smaller classes in a higher education system that is already viewed to be too expensive are clearly recognized. Nonetheless the self-reported learning benefits and positive attitudes toward smaller classes should not be ignored."

El Camino College boasts an annual enrollment of almost 25,000 students. Our student demographics have diversified considerably in recent years and reflect shifts in the greater local community. Students range in their academic preparation, intentions for attending ECC, care-giving responsibilities, work/job demands, and generational/cultural expectations. If ECC is committed to closing achievement gaps for our students, we will need to require more faculty attention and intervention than in the past.

Keeping our courses capped at fifty students is a major obstacle in closing equity gaps. For example, ECC Connect's success is contingent on faculty having time to complete reports in accurate, meaningful ways. A recent email sent on behalf of ECC Vice President of Academic Affairs Jacquelyn Sims to faculty (September 27, 2021) states, "One metric that highlights the impact of ECC Connect is Fall to Spring student retention. In Fall 2020, **87%** of students who received an ECC Connect Tracking Item (kudos, flag or referral) returned in Spring 2021, compared to the **67%** of students who did not receive a Tracking Item. There is also evidence that ECC Connect reduces equity gaps in student retention." This type of intervention is labor intensive for faculty. For a full-time faculty in Sociology teaching a 5/5 load at 50 students per class, the seemingly simple request of completing 4th and 9th week ECC Connect reports amounts to 500 ECC Connect flags. Moreover, faculty are further requested to raise flags intermittently for students with low attendance and academic performance, and make referrals to academic support services like tutoring. It is not feasible to teach course content, grade a substantial number of writing assignments and essay exams, and reach out to struggling students via ECC Connect with a total of 50 students in each course.

Additionally, Sociology has become a vehicular discipline for students to make sense of contemporary society. Recent social justice endeavors and challenging political landscapes demand that elective courses like SOCI 102, 113, 115, and 118 help students intellectually confront their everyday environment. Having large classrooms saturated with students (or online Canvas course sites) can be prohibitive for many in-class activities designed to facilitate student-centered learning and equity-minded pedagogy.

Sociology has long been one of the most robust Departments at ECC. Almost all of our course offerings are capped at fifty students. Once again, Sociology generates an incredible number of AA-T degrees for the ECC campus (the third highest). We need to be cognizant of best practices across our Division (BSS) and ECC overall. It is far overdue that our course caps be reduced to align with Division and college standards. Even a reduction of ten students will make a significant difference for both students and faculty. However, due to the substantive topics for each of these courses, we are kindly requesting a reduction of fifteen students (for a thirty-person cap) for SOCI 102, 113, 115, 118 in order to offer the best possible learning environment for our students.

There are certain programs at ECC that have capped courses with fewer students. Programs like the First Year Experience and Puente offer smaller class sizes in order to better facilitate student success with specialized mentorship. The Honors Transfer Program caps their courses at thirty students to align with the standard for honors courses at community colleges throughout California. Honors courses require heavy academic writing and research-oriented assignments, as well as emphasize scholarship dissemination through conference/research mentorship. While these specialized programs have their own application process, specific parameters and requirements that lend themselves to smaller class sizes, they do provide context for the benefits of smaller class sizes for their students (and instructors).

Reducing our course sizes in these four elective courses will allow us to provide a more personalized, student-centered educational environment. We can focus on ensuring they fully comprehend fundamental concepts, have a strong sociological imagination, and are well-equipped with critical thinking skills to handle the contextual, deeply relevant elective courses in our discipline. We can focus on retaining the thirty-five students enrolled instead of worrying about the fifty who might get lost in the roster. We can fill out reports that follow their progress, obstacles, and deficiencies throughout the semester. We can ensure that students complete the course with a passing grade because we have more direct access to them and their work. We can more immediately ascertain who needs assistance and what kinds of triage responses might be necessary to handle student crises.

Finally, reducing our course sizes would allow instructors to prioritize equity in their pedagogy, provide space for a range of narratives, and ensure all students better access to their instructors.

9. Impact of changes on SLOs, PLOs and Discipline

Explanation of Impact of changes on SLOs, PLOs and Discipline:

The Sociology Department has standardized SLOs across all courses that emphasize sociological theories, application of key concepts, and comprehension of topical concepts that ultimately relate to the study of what happens between people. Instructors, however, have differing methods of SLO assessment in each of their courses. We do work together, though, as a Department to ensure that SLO assessment is adequate and accurate since the data serve as the basis for PLO and other college-level reporting such as the program review.

While asking for a modest reduction in the enrollment cap for these four elective courses does not directly affect the actual SLOs in each course, it will allow faculty to better assess SLOs in each of these courses. In preparing this report, we reached out to the instructors who teach these courses. Most do use qualitative assessments like writing assignments for their SLOs. However, many discussed how action plans and revised SLO assessment tools would benefit their students. Having a reduction of fifteen students would greatly help those instructors who wish to diversify their SLO assessment strategies.

If we are granted a course cap reduction in SOCI 102, 113, 115, and 118, our SLO and PLO assessments will surely benefit. Both courses have multiple SLO-related intensive-writing assignments on difficult topics that require thoughtful, detailed feedback. The current fifty-student course cap makes achieving meaningful SLO/PLO assessments a formidable task. Reducing each course cap would help ensure faculty can provide accurate and quality SLO assessment.

Finally, as we have emphasized in this report, sociology as a discipline involves a hefty amount of critical thinking, writing, self-reflection and immediate analysis of the social world. Given social shifts over the past few years (e.g. the Coronavirus Pandemic, social justice movements,

economic/political struggles), our students (and instructors) have been thrust into overdrive as we study and make sense of our societies. C. Wright Mills, a famous sociologist, suggests we must connect our individual troubles/experiences with larger societal issues in order to understand what happens between people, become empowered and spark necessary social change. He calls this the “sociological imagination” and encourages all people (regardless of education, socio-economic status, etc.) to develop and engage theirs in order to make sense of the social world. Providing a more attainable student-instructor ratio through smaller class sizes for our students enrolled in our elective courses at ECC is a key strategy to advance sociology and reinforce the fundamentals of our discipline.

SLO and PLO assessments serve as the primary tool to gauge whether our Department is meeting our intended goals. We also use assessment data to inform our program review and ensure we are meeting (or surpassing) our projections every few years. Reducing the caps of these two courses will allow faculty to better assess SLOs with rich data. This directly informs our PLO process. With more accurate SLO/PLO assessments, faculty will be in a stronger position to make necessary curriculum and programmatic changes, which will ultimately benefit our students.

Provide a narrative justification for the change in class size:

The highest course caps at El Camino College are set at fifty students. However, most courses in various Divisions have reduced their course caps (30-40 students) in order to provide better instruction and attention to their students. For example, according to the Fall 2021 schedule, only four of the college’s 72 academic departments had their classes capped at fifty. Throughout the entire campus, Psychology, Sociology, Child Development, and Nutrition were the only Departments that had classes capped at fifty. Of these four departments, Psychology, Sociology, and Child Development have a majority of their courses capped at fifty, while Nutrition Science only offers one course capped at fifty.

We currently offer thirteen different courses in the Sociology Department (101, 102, 104, 107, 108, 110, 112, 113, 115, 118). Twelve of the thirteen courses are each capped at fifty students. One course, Sociology 109A/B, is capped at 25 and we only offer it once per academic year. We also offer once section of SOCI 101H each semester, which is capped at thirty students (due to Honors Transfer Program requirements). This has positioned our Sociology faculty to bear the brunt of saturated course enrollments when other Departments have adjusted their course caps to more realistic sizes (thirty to forty students).

While fifty students may seem reasonable (or even small) for most universities and larger college campuses, data clearly indicate larger classrooms can be problematic for student learning and, at times, inhibit student-centered pedagogical practices. Larger courses usually rely on multiple-choice exams, few written assignments, and standardized lectures in order to handle high student caps. Instructors rarely interact with their students on a personal level, nor are they able to provide effective, detailed feedback on assignments. Here at ECC, we strive to provide a quality education with a smaller student-faculty ratio to ensure that students have the best learning environment possible. This is difficult when our course caps are set at fifty

students. Perhaps this is why, in most Divisions, course caps range between 25-45 students. It is time for Sociology to reduce course caps in order to most effectively serve our students.

We base our request to reduce the course cap from fifty to thirty-five students in SOCI 102, 113, 115, and 118 on several factors: the course method of delivery, comparable course caps across the entire ECC campus/within the Behavioral & Social Sciences Division/among area colleges, the required workload in each course, the effect on efficiency goals, the impact on student success/retention/equity, and the potential impact on SLOs, PLOs, and our Discipline. We understand revenue is a priority and there are fiscal implications at hand. We also emphasize that El Camino College's mission involves providing the best quality student-centered education to those who attend. In our humble opinion, a modest course cap reduction will ensure that students get what they pay for and ultimately deserve. We are hopeful that the committee hears our request and grants this much-needed change. Thank you for your time and consideration.

Division Load Review Committee:

Approved Denied (provide reason) Date _____

College Load Review Committee:

Approved Denied (provide reason) Date _____

VPAA Review:

Approved Denied (provide reason) Date _____

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Current Class Sizes: 50 Proposed Class Size: 35

Course(s) [up to 4 courses in one discipline]: Issues of Race & Ethnicity in the United States (SOC 107), Global Perspectives on Race & Ethnicity (SOC 108), Introduction to Social Work (110), Introduction to Criminology (SOC 112)

Person Submitting Application: Kassia Wosick

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation:</p> <p>The Department of Sociology offers Families & Intimate Relationships (SOC 102), Issues of Race & Ethnicity in the United States (SOC 107), Global Perspectives on Race & Ethnicity (SOC 108), Introduction to Social Work (SOC 110), Introduction to Criminology (SOC 112), Gender and Society (SOC 113), Sociology of Death & Dying (SOC 115), Sociology of Sexualities (SOC 118), and Introduction to Women’s Studies (WSTU 1) are specialized courses and serve as electives in areas A and B of the AA-T course possibilities. They also draw a number of non-majors interested in their respective subjects that often times facilitate changing majors to Sociology.</p> <p>While we intend for students to take Introduction to Sociology (SOC 101) or Social Problems (SOC 104) as the first courses introducing them to sociology as a discipline, students often take elective courses that peak their interest. SOC 107, 108, 110, and 112 are elective (yet still transferable) courses that focus on personally relevant and intriguing topics about race, ethnicity, immigration, culture, social work, crime and deviance, criminology, and criminal justice. Students find these subjects particularly intriguing and enroll in them even before their introductory courses. Therefore, not only do their subjects require a different level of engagement, but instructors must introduce and reinforce sociological theories, foundational concepts like the Sociological Imagination, and emphasize comprehension rather than memorization in all assignments, activities and assessments. It is especially important that they be offered with a more manageable student-to-instructor ratio, which is five students fewer than our two core sociology courses (101 and 104).</p>		

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Explanation: N/A	

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Explanation: We do not require any special equipment or classroom for these four courses.		

5. Safety Requirements

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Explanation:

In consultation with the Course Outlines of Record, assignment directions and instructor self-reports verifying student work requirements, we approximate the following workload for SOCI 107, 108, 110, and 112 to include a combination of:

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Assessments (exams, etc.): 2-5 pages of writing if essay/short answer

Research Papers: 5-15 pages of writing (if assigned)

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7. Effect on Efficiency Goals

<input type="checkbox"/> WSCH/FTEF	<input checked="" type="checkbox"/> Changes in FTES/section	<input type="checkbox"/> Costs
<p>Explanation of Effect on Division Efficiency (2020-2021: basic-\$4009/FTES, Special Admit/CDCP-\$5622/FTES, Noncredit-\$3381/FTES):</p> <p>Sociology generates the third most AA-T degrees across the <i>entire</i> ECC campus. In light of the new funding formula that considers the number of degrees awarded with FTES, our fiscal allocation is based on more than simple revenue numbers.</p> <p>Based on the 2021-2021 calculating instrument, the effect on efficiency goals from reducing the cap in SOCI 107, 108, 110, and 112 are the same. Reducing the cap size from fifty to thirty-five in these four courses results in a difference of only 18.27 FTES (FTES for original enrollment CAP size: 60.91; FTES for new enrollment CAP size: 42.64). The total cost difference is \$73,261.61 (original cap revenue: \$244,205.37; new cap revenue: \$170,943.76).</p> <p>We acknowledge this is a slight revenue decrease. However, Sociology continues to be the third highest AA-T degree granting program on campus. We have a robust program that generates quite a bit of revenue overall, especially since our course caps are the largest in the Division and across the entire college. SOCI 112 is offered several times per year. We only offer SOCI 107, 108, and 110 once per year. This request for a modest cap reduction is both justified and fair.</p>		

8. Impact on Student Success, Retention and Equity

Explanation of Impact on Student Success, Retention and Equity:

Departments in the Behavioral Social Sciences work alongside one another to ensure that we are offering the best experience possible for our students. This includes collectively collaborating on what course sizes are in the best interests of all our students, as a division. We stress, once again, that Sociology has the largest cap for courses in the entire division.

Previous scholarship on teaching and learning investigates the impact of class size on various types of student outcomes. Glass and Smith's (1978) classic meta-analysis demonstrates how reduced class size and student achievement are related, with smaller class sizes associated with higher academic achievement. Likewise, the large-scale Tennessee STAR study finds similar results (Mosteller 1995). Other research suggests that smaller class sizes may potentially lead to greater benefits for students who experience racial, ethnic, or economic disadvantages (Nye et al. 2004; Chingos and Whitehurst 2011).

While these studies focus primarily on K-12 students, research in higher education settings reveals similar findings. Monks and Schmidt (2011) find higher class size has a negative impact on college student-rated learning outcomes, instructor rating, and course rating. Bettinger and Long (2018) results indicate an increase in collegiate class size leads to an increase in dropout rates and a reduction in on-time (but not long-run) degree completion. Millea et al. (2018) demonstrate that smaller class size especially influences college student retention and graduation rates.

Some researchers in this area have been more critical of the "small class size= greater student achievement" idea, believing it to be too simplistic, but even these researchers acknowledge that smaller class sizes are worthy of further study (e.g., Chingos and Whitehurst 2011; Flaherty 2020). One issue with which school districts must contend is the cost-benefit ratio, where "lower class size= less money." For instance, in their aptly titled paper "Class Size Matters," Benton and Pallet (2013) state: "The additional costs of smaller classes in a higher education system that is already viewed to be too expensive are clearly recognized. Nonetheless the self-reported learning benefits and positive attitudes toward smaller classes should not be ignored."

El Camino College boasts an annual enrollment of almost 25,000 students. Our student demographics have diversified considerably in recent years and reflect shifts in the greater local community. Students range in their academic preparation, intentions for attending ECC, care-giving responsibilities, work/job demands, and generational/cultural expectations. If ECC is committed to closing achievement gaps for our students, we will need to require more faculty attention and intervention than in the past.

Keeping our courses capped at fifty students is a major obstacle in closing equity gaps. For example, ECC Connect's success is contingent on faculty having time to complete reports in accurate, meaningful ways. A recent email sent on behalf of ECC Vice President of Academic Affairs Jacquelyn Sims to faculty (September 27, 2021) states, "One metric that highlights the impact of ECC Connect is Fall to Spring student retention. In Fall 2020, **87%** of students who received an ECC Connect Tracking Item (kudos, flag or referral) returned in Spring 2021, compared to the **67%** of students who did not receive a Tracking Item. There is also evidence that ECC Connect reduces equity gaps in student retention." This type of intervention is labor intensive for faculty. For a full-time faculty in Sociology teaching a 5/5 load at 50 students per class, the seemingly simple request of completing 4th and 9th week ECC Connect reports amounts to 500 ECC Connect flags. Moreover, faculty are further requested to raise flags intermittently for students with low attendance and academic performance, and make referrals to academic support services like tutoring. It is not feasible to teach course content, grade a substantial number of writing assignments and essay exams, and reach out to struggling students via ECC Connect with a total of 50 students in each course.

Additionally, Sociology has become a vehicular discipline for students to make sense of contemporary society. Recent social justice endeavors and challenging political landscapes demand that elective courses like SOCI 107, 108, 110, and 112 help students intellectually confront their everyday environment. Having large classrooms saturated with students (or online Canvas course sites) can be prohibitive for many in-class activities designed to facilitate student-centered learning and equity-minded pedagogy.

Sociology has long been one of the most robust Departments at ECC. Almost all of our course offerings are capped at fifty students. Once again, Sociology generates an incredible number of AA-T degrees for the ECC campus (the third highest). We need to be cognizant of best practices across our Division (BSS) and ECC overall. It is far overdue that our course caps be reduced to align with Division and college standards. Even a reduction of ten students will make a significant difference for both students and faculty. However, due to the substantive topics for each of these courses, we are kindly requesting a reduction of fifteen students (for a thirty-person cap) for SOCI 107, 108, 110, 112 in order to offer the best possible learning environment for our students.

There are certain programs at ECC that have capped courses with fewer students. Programs like the First Year Experience and Puente offer smaller class sizes in order to better facilitate student success with specialized mentorship. The Honors Transfer Program caps their courses at thirty students to align with the standard for honors courses at community colleges throughout California. Honors courses require heavy academic writing and research-oriented assignments, as well as emphasize scholarship dissemination through conference/research mentorship. While these specialized programs have their own application process, specific parameters and requirements that lend themselves to smaller class sizes, they do provide context for the benefits of smaller class sizes for their students (and instructors).

Reducing our course sizes in these four elective courses will allow us to provide a more personalized, student-centered educational environment. We can focus on ensuring they fully comprehend fundamental concepts, have a strong sociological imagination, and are well-equipped with critical thinking skills to handle the contextual, deeply relevant elective courses in our discipline. We can focus on retaining the thirty-five students enrolled instead of worrying about the fifty who might get lost in the roster. We can fill out reports that follow their progress, obstacles, and deficiencies throughout the semester. We can ensure that students complete the course with a passing grade because we have more direct access to them and their work. We can more immediately ascertain who needs assistance and what kinds of triage responses might be necessary to handle student crises.

Finally, reducing our course sizes would allow instructors to prioritize equity in their pedagogy, provide space for a range of narratives, and ensure all students better access to their instructors.

9. Impact of changes on SLOs, PLOs and Discipline

Explanation of Impact of changes on SLOs, PLOs and Discipline:

The Sociology Department has standardized SLOs across all courses that emphasize sociological theories, application of key concepts, and comprehension of topical concepts that ultimately relate to the study of what happens between people. Instructors, however, have differing methods of SLO assessment in each of their courses. We do work together, though, as a Department to ensure that SLO assessment is adequate and accurate since the data serve as the basis for PLO and other college-level reporting such as the program review.

While asking for a modest reduction in the enrollment cap for these four elective courses does not directly affect the actual SLOs in each course, it will allow faculty to better assess SLOs in each of these courses. In preparing this report, we reached out to the instructors who teach these courses. Most do use qualitative assessments like writing assignments for their SLOs. However, many discussed how action plans and revised SLO assessment tools would benefit their students. Having a reduction of fifteen students would greatly help those instructors who wish to diversify their SLO assessment strategies.

If we are granted a course cap reduction in SOCI 107, 108, 110, and 112, our SLO and PLO assessments will surely benefit. Both courses have multiple SLO-related intensive-writing assignments on difficult topics that require thoughtful, detailed feedback. The current fifty-student course cap makes achieving meaningful SLO/PLO assessments a formidable task. Reducing each course cap would help ensure faculty can provide accurate and quality SLO assessment.

Finally, as we have emphasized in this report, sociology as a discipline involves a hefty amount of critical thinking, writing, self-reflection and immediate analysis of the social world. Given social shifts over the past few years (e.g. the Coronavirus Pandemic, social justice movements, economic/political struggles), our students (and instructors) have been thrust into overdrive as we study and make sense of our societies. C. Wright Mills, a famous sociologist, suggests we must connect our individual troubles/experiences with larger societal issues in order to understand what happens between people, become empowered and spark necessary social change. He calls this the “sociological imagination” and encourages all people (regardless of education, socio-economic status, etc.) to develop and engage theirs in order to make sense of the social world. Providing a more attainable student-instructor ratio through smaller class sizes for our students enrolled in our elective courses at ECC is a key strategy to advance sociology and reinforce the fundamentals of our discipline.

SLO and PLO assessments serve as the primary tool to gauge whether our Department is meeting our intended goals. We also use assessment data to inform our program review and ensure we are meeting (or surpassing) our projections every few years. Reducing the caps of these two courses will allow faculty to better assess SLOs with rich data. This directly informs our PLO process. With more accurate SLO/PLO assessments, faculty will be in a stronger position to make necessary curriculum and programmatic changes, which will ultimately benefit our students.

Provide a narrative justification for the change in class size:

The highest course caps at El Camino College are set at fifty students. However, most courses in various Divisions have reduced their course caps (30-40 students) in order to provide better instruction and attention to their students. For example, according to the Fall 2021 schedule, only four of the college’s 72 academic departments had their classes capped at fifty. Throughout the entire campus, Psychology, Sociology, Child Development, and Nutrition were the only Departments that had classes capped at fifty. Of these four departments, Psychology, Sociology, and Child Development have a majority of their courses capped at fifty, while Nutrition Science only offers one course capped at fifty.

We currently offer thirteen different courses in the Sociology Department (101, 102, 104, 107, 108, 110, 112, 113, 115, 118). Twelve of the thirteen courses are each capped at fifty students. One course, Sociology 109A/B, is capped at 25 and we only offer it once per academic year. We also offer once section of SOCI 101H each semester, which is capped at thirty students (due to Honors Transfer Program requirements). This has positioned our Sociology faculty to bear the brunt of saturated course enrollments when other Departments have adjusted their course caps to more realistic sizes (thirty to forty students).

While fifty students may seem reasonable (or even small) for most universities and larger college campuses, data clearly indicate larger classrooms can be problematic for student learning and, at times, inhibit student-centered pedagogical practices. Larger courses usually rely on multiple-choice exams, few written assignments, and standardized lectures in order to handle high student caps. Instructors rarely interact with their students on a personal level, nor are they able to provide effective, detailed feedback on assignments. Here at ECC, we strive to provide a quality education with a smaller student-faculty ratio to ensure that students have the best learning environment possible. This is difficult when our course caps are set at fifty students. Perhaps this is why, in most Divisions, course caps range between 25-45 students. It is time for Sociology to reduce course caps in order to most effectively serve our students.

We base our request to reduce the course cap from fifty to thirty-five students in SOCI 107, 108, 110, and 112 on several factors: the course method of delivery, comparable course caps across the entire ECC campus/within the Behavioral & Social Sciences Division/among area colleges, the required workload in each course, the effect on efficiency goals, the impact on student success/retention/equity, and the potential impact on SLOs, PLOs, and our Discipline. We understand revenue is a priority and there are fiscal implications at hand. We also emphasize that El Camino College's mission involves providing the best quality student-centered education to those who attend. In our humble opinion, a modest course cap reduction will ensure that students get what they pay for and ultimately deserve. We are hopeful that the committee hears our request and grants this much-needed change. Thank you for your time and consideration.

Division Load Review Committee:

Approved Denied (provide reason) Date _____

College Load Review Committee:

Approved Denied (provide reason) Date _____

VPAA Review:

Approved Denied (provide reason) Date _____

1. **FTES:** Full Time Equivalent Student; derived according to several calculations based on funding accounting methods which include weekly census, daily census, actual (positive) attendance, and alternative (online) attendance.

2. **FTEF:** Full Time Equivalent Faculty (load); faculty's teaching obligation, presented as a ratio that assumes a 20-lecture hour/100% load ratio.

3. **WSCH/FTEF:** The ratio of Weekly Student Contact Hours to the number of Full Time Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth. Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth.

Class Size Determination and Process

1. Determination of class size by department.
 - A. If a new course
 - a. Include class size with new course proposal for information purposes.
 - B. If requesting a change in class size, provide justification, including:
 - Estimated changes to FTES/section and cost (add link and list fall 20)
 - Impact on student success, retention, and equity
 - Impact of Changes in SLOs, PLOs, and Discipline
 - Investigate size of comparable courses, both here and elsewhere
 - Evaluate approved criteria
 - Complete request form
2. Division Load Committee Approval
Provide explanation if denied
3. College Load Committee Approval
Provide explanation if denied
4. VPAA Approval

Adjusted Annual Timeline (2021/22):

- November 7, 2021: Division Load Committee submission deadline
- March 11, 2022: Division Load Committee complete review completion
- April 22, 2022: Campus Load Committee to complete review applications
- May 1, 2022: District and Federation negotiate any approved applications

Course Class Size Determination

Division: BSS New Course OR Revision

Current Class Sizes: 50 Proposed Class Size: 40

Course(s) [up to 4 courses in one discipline]: Introduction to Sociology (SOC 101), Social Problems (SOC 104)

Person Submitting Application: Kassia Wosick

1. Method of Delivery

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Lab	<input type="checkbox"/> Lecture/Lab
<p>Explanation:</p> <p>The Department of Sociology offers Introduction to Sociology (SOC 101) and Social Problems (SOC 104) as part of the required core ten units for ECC’s AA-T Degree in Sociology. Both courses serve as foundational courses and currently have enrollment caps at fifty students each. Sociology 101 is a pre-requisite for Sociology 104. We offer several sections of each course every semester and/or session in either face-to-face or entirely online formats. Both courses have been offered both face-to-face and entirely online pre-pandemic and will continue to draw students desiring flexibility with their schedules or a combination of delivery methods.</p> <p>Since these two courses are usually the way students get introduced to Sociology as a discipline, it is especially important that they be offered with a manageable student-to-instructor ratio. Each course requires that instructors introduce and reinforce sociological theories, foundational concepts like the Sociological Imagination, and emphasize comprehension rather than memorization in all assignments, activities and assessments. Each course also involves a heavy writing component with reaction papers, essays, observational assignments, short answer exams, and weekly discussion posts/replies. Some instructors do use a combination of written questions and basic multiple-choice exams for assessments. Further, these courses have increased their emphasis on equity-minded pedagogy with more in-depth written assignments and discussion prompts that promote cultural relevance.</p>		

2. Comparable Courses (attach comparable data)

<input checked="" type="checkbox"/> El Camino College	<input checked="" type="checkbox"/> Other California Community Colleges	<input type="checkbox"/> Universities
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Explanation:

We request a modest reduction in our two main Sociology course caps (SOCI 101 and 104) from the current class size (50) to the proposed class size (40) using two main comparisons. First, we assess the average class size offered in the Behavioral Social Sciences Division. Second, we assess Sociology courses offered at local community colleges in Los Angeles and Orange Counties.

First, in the BSS Division, the average class size ranges between thirty and fifty students, although most classes sit at 45 students. Sociology has the largest cap for all its course offerings: fifty students.

Consider the following table indicating BSS Departments and their typical class sizes:

Human Development	30
Economics	44
Anthropology	45
Ethnic Studies	45
History	45
Philosophy	45
Political Science	45
Women’s Studies	45
Psychology	25/50
<u>Sociology</u>	<u>50</u>
Childhood Education	35/45/50

Second, we wish to compare typical Sociology class sizes at area campuses. In general, El Camino Community College District (ECCD) uses these 12 institutions for data comparison: Cerritos College, East Los Angeles College, Glendale Community College, Long Beach City College, Los Angeles Harbor College, Los Angeles Pierce College, Mt. San Antonio College, Pasadena City College, Rio Hondo College, Riverside City College, San Diego Mesa College, and Santa Monica College (IPEDS Data Feedback Report 2020).

For the purposes of this report, we accessed Sociology course cap data from the following campuses: Golden West College, Mt. San Antonio College, Pasadena City College, Cypress, Irvine Valley College, and Santa Monica College. Most campuses offer a similar range of courses on introductory and advanced course subjects with no differentiation between their course caps.

Consider the following table indicating typical class sizes at area colleges:

Golden West College	30
Mt. San Antonio College	35
Pasadena City College	40
Long Beach Community College	40
East LA College	42
Rio Hondo College	45
Cypress College	45
Irvine Valley College	45
Santa Monica College	45

We are requesting a decrease in cap size from fifty to forty students so that we may still meet the demands of enrollment for SOCI 101 and 104 as core courses for our AA-T degree while ensuring students benefit from a smaller class size and student to faculty ratio.

3. External Accrediting Agencies (i.e.: Board of Registered Nursing)
(attach documentation of requirements)

<input type="checkbox"/> Accrediting Body	<input type="checkbox"/> Other
Explanation: N/A	

4. Equipment/Classroom Requirements

<input type="checkbox"/> Lab/Work Stations	<input type="checkbox"/> Computer Labs	<input type="checkbox"/> Other
Explanation: We do not require any special equipment or classroom for SOCI 101 or SOCI 104.		

5. Safety Requirements

<input type="checkbox"/> Heavy Equipment	<input type="checkbox"/> High Heat/Flame	<input type="checkbox"/> Fragile/Dangerous Equipment
<input type="checkbox"/> Noise	<input type="checkbox"/> Chemical Usage	<input type="checkbox"/> Other
Explanation: N/A		

6. Required Workload

<input checked="" type="checkbox"/> Writing Requirement (such as word count)	<input checked="" type="checkbox"/> Writing Requirement Verified in the Course Outline of Record
<input type="checkbox"/> External Special Accreditation Requirements	<input checked="" type="checkbox"/> Other
<p>Explanation:</p> <p>In consultation with the Course Outlines of Record, assignment directions and instructor self-reports verifying student work requirements, we approximate the following workload for SOCI 101 and SOCI 104 to include a combination of:</p> <p>Weekly Reading: 30-50 pages Weekly Writing: 3-10 pages Weekly Group Discussion Posts: 1-3 pages (with 1-page replies) Assessments (exams, etc.): 1-3 pages of writing if essay/short answer Research Papers: 3-12 pages of writing (if assigned)</p> <p>Additionally, the level of engagement between instructors and their students in these two courses has changed considerably due to recent societal shifts. Sociology is uniquely positioned to provide students with skills and the forum to critically analyze society in real time. This is an imperative component of SOCI 101 and 104 that often goes overlooked in “course workload requirements” for both instructors and students.</p>	

7. Effect on Efficiency Goals

<input type="checkbox"/> WSCH/FTEF	<input checked="" type="checkbox"/> Changes in FTES/section	<input type="checkbox"/> Costs
<p>Explanation of Effect on Division Efficiency (2020-2021: basic-\$4009/FTES, Special Admit/CDCP-\$5622/FTES, Noncredit-\$3381/FTES):</p> <p>Sociology generates the third most AA-T degrees across the <i>entire</i> ECC campus. In light of the new funding formula that considers the number of degrees awarded with FTES, our fiscal allocation is based on more than simple revenue numbers.</p> <p>Based on the 2021-2021 calculating instrument, the effect on efficiency goals from reducing the cap in SOCI 101 and SOCI 104 are the same. Reducing the cap size from fifty to forty in these two courses results in a difference of 51.54 FTES (FTES for original enrollment CAP size: 257.71; FTES for new enrollment CAP size: 206.54). The total cost difference is \$206,635.31 (original cap revenue: \$1,033,176.57; new cap revenue: \$826,541.26). We acknowledge this is a revenue decrease. However, Sociology continues to be the third highest AA-T degree</p>		

granting program on campus. We have a robust program that generates quite a bit of revenue overall, especially since our course caps are the largest in the Division and across the entire college. We also continue to offer many sections of SOCI 101 and 104 in addition to our elective offerings. This request for a modest cap reduction is both justified and fair.

8. Impact on Student Success, Retention and Equity

Explanation of Impact on Student Success, Retention and Equity:

Departments in the Behavioral Social Sciences work alongside one another to ensure that we are offering the best experience possible for our students. This includes collectively collaborating on what course sizes are in the best interests of all our students, as a division. We stress, once again, that Sociology has the largest cap for courses in the entire division.

Previous scholarship on teaching and learning investigates the impact of class size on various types of student outcomes. Glass and Smith's (1978) classic meta-analysis demonstrates how reduced class size and student achievement are related, with smaller class sizes associated with higher academic achievement. Likewise, the large-scale Tennessee STAR study finds similar results (Mosteller 1995). Other research suggests that smaller class sizes may potentially lead to greater benefits for students who experience racial, ethnic, or economic disadvantages (Nye et al. 2004; Chingos and Whitehurst 2011).

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giving responsibilities, work/job demands, and generational/cultural expectations. If ECC is committed to closing achievement gaps for our students, we will need to require more faculty attention and intervention than in the past.

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Additionally, Sociology has become a vehicular discipline for students to make sense of contemporary society. Recent social justice endeavors and challenging political landscapes demand that core courses like SOCI 101 and 104 help students intellectually confront their everyday environment. Having large classrooms saturated with students (or online Canvas course sites) can be prohibitive for many in-class activities designed to facilitate student-centered learning and equity-minded pedagogy.

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There are certain programs at ECC that have capped courses with fewer students. Programs like the First Year Experience and Puente offer smaller class sizes in order to better facilitate student success with specialized mentorship. The Honors Transfer Program caps their courses at thirty students to align with the standard for honors courses at community colleges throughout California. Honors courses require heavy academic writing and research-oriented assignments, as well as emphasize scholarship dissemination through conference/research mentorship. While these specialized programs have their own application process, specific parameters and requirements that lend themselves to smaller class sizes, they do provide context for the benefits of smaller class sizes for their students (and instructors).

Reducing our course sizes for both SOCI 101 and 104 will allow us to provide a more personalized, student-centered educational environment. We can focus on ensuring they fully comprehend fundamental concepts, have a strong sociological imagination, and are well-equipped with critical thinking skills to handle subsequent elective courses in our discipline. We can focus on retaining the forty students enrolled instead of worrying about the fifty who might get lost in the roster. We can fill out reports that follow their progress, obstacles, and deficiencies throughout the semester. We can ensure that students complete the course with a passing grade because we have more direct access to them and their work. We can more immediately ascertain who needs assistance and what kinds of triage responses might be necessary to handle student crises.

Finally, reducing our course sizes would allow instructors to prioritize equity in their pedagogy, provide space for a range of narratives, and ensure all students better access to their instructors.

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The Sociology Department has standardized SLOs across all courses that emphasize sociological theories, application of key concepts, and comprehension of topical concepts that ultimately relate to the study of what happens between people. Instructors, however, have differing methods of SLO assessment in each of their courses. We do work together, though, as a Department to ensure that SLO assessment is adequate and accurate since the data serve as the basis for PLO and other college-level reporting such as the program review.

While asking for a modest reduction in the enrollment cap for both SOCI 101 and 104 does not directly affect the actual SLOs in each course, it will allow faculty to better assess SLOs in each of these courses. About fifty percent of our instructors use some kind of multiple-choice exam assessment in order to fulfill the SLO reporting requirement. The other fifty percent use a combination of essay questions and written assignments. In preparing this report, we reached out to those instructors who used quantitative assessments and asked if they would change their method of SLO assessment to better reflect whether students were learning the intended course objectives. Each and every instructor expressed an interest, yet all were concerned that it would be difficult given the class sizes (fifty students). Having a modest reduction of just ten students would help those instructors who wish to diversify their SLO assessment strategies.

If we are granted a course cap reduction in SOCI 101 and 104, our SLO and PLO assessments will surely benefit. Both courses have multiple SLO-related intensive-writing assignments on difficult topics that require thoughtful, detailed feedback. The current fifty-student course cap makes achieving meaningful SLO/PLO assessments a formidable task. Reducing each course cap by just ten students would help ensure faculty can provide accurate and quality SLO assessment.

Finally, as we have emphasized in this report, sociology as a discipline involves a hefty amount of critical thinking, writing, self-reflection and immediate analysis of the social world. Given social shifts over the past few years (e.g. the Coronavirus Pandemic, social justice movements,

economic/political struggles), our students (and instructors) have been thrust into overdrive as we study and make sense of our societies. C. Wright Mills, a famous sociologist, suggests we must connect our individual troubles/experiences with larger societal issues in order to understand what happens between people, become empowered and spark necessary social change. He calls this the “sociological imagination” and encourages all people (regardless of education, socio-economic status, etc.) to develop and engage theirs in order to make sense of the social world. Providing a more attainable student-instructor ratio through smaller class sizes for our students enrolled in SOCI 101 and/or 104 at ECC is a key strategy to advance sociology and reinforce the fundamentals of our discipline.

SLO and PLO assessments serve as the primary tool to gauge whether our Department is meeting our intended goals. We also use assessment data to inform our program review and ensure we are meeting (or surpassing) our projections every few years. Reducing the caps of these two courses will allow faculty to better assess SLOs with rich data. This directly informs our PLO process. With more accurate SLO/PLO assessments, faculty will be in a stronger position to make necessary curriculum and programmatic changes, which will ultimately benefit our students.

Provide a narrative justification for the change in class size:

The highest course caps at El Camino College are set at fifty students. However, most courses in various Divisions have reduced their course caps (30-40 students) in order to provide better instruction and attention to their students. For example, according to the Fall 2021 schedule, only four of the college’s 72 academic departments had their classes capped at fifty. Throughout the entire campus, Psychology, Sociology, Child Development, and Nutrition were the only Departments that had classes capped at fifty. Of these four departments, Psychology, Sociology, and Child Development have a majority of their courses capped at fifty, while Nutrition Science only offers one course capped at fifty.

We currently offer thirteen different courses in the Sociology Department (101, 102, 104, 107, 108, 110, 112, 113, 115, 118). Twelve of the thirteen courses are each capped at fifty students. One course, Sociology 109A/B, is capped at 25 and we only offer it once per academic year. We also offer once section of SOCI 101H each semester, which is capped at thirty students (due to Honors Transfer Program requirements). This has positioned our Sociology faculty to bear the brunt of saturated course enrollments when other Departments have adjusted their course caps to more realistic sizes (thirty to forty students).

While fifty students may seem reasonable (or even small) for most universities and larger college campuses, data clearly indicate larger classrooms can be problematic for student learning and, at times, inhibit student-centered pedagogical practices. Larger courses usually rely on multiple-choice exams, few written assignments, and standardized lectures in order to handle high student caps. Instructors rarely interact with their students on a personal level, nor are they able to provide effective, detailed feedback on assignments. Here at ECC, we strive to provide a quality education with a smaller student-faculty ratio to ensure that students have the best learning environment possible. This is difficult when our course caps are set at fifty

students. Perhaps this is why, in most Divisions, course caps range between 25-45 students. It is time for Sociology to reduce course caps in order to most effectively serve our students.

We base our request to reduce the course cap from fifty to forty students in SOCI 101 and 104 on several factors: the course method of delivery, comparable course caps across the entire ECC campus/within the Behavioral & Social Sciences Division/among area colleges, the required workload in each course, the effect on efficiency goals, the impact on student success/retention/equity, and the potential impact on SLOs, PLOs, and our Discipline. We understand revenue is a priority and there are fiscal implications at hand. We also emphasize that El Camino College's mission involves providing the best quality student-centered education to those who attend. In our humble opinion, a modest course cap reduction will ensure that students get what they pay for and ultimately deserve. We are hopeful that the committee hears our request for this modest course cap reduction and grants this much-needed change. Thank you for your time and consideration.

Division Load Review Committee:

Approved Denied (provide reason) Date _____

College Load Review Committee:

Approved Denied (provide reason) Date _____

VPAA Review:

Approved Denied (provide reason) Date_____

1. **FTES:** Full Time Equivalent Student; derived according to several calculations based on funding accounting methods which include weekly census, daily census, actual (positive) attendance, and alternative (online) attendance.

2. **FTEF:** Full Time Equivalent Faculty (load); faculty's teaching obligation, presented as a ratio that assumes a 20-lecture hour/100% load ratio.

3. **WSCH/FTEF:** The ratio of Weekly Student Contact Hours to the number of Full Time Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth. Equivalent Faculty; used for comparison and analysis of program reliability, sustainability and potential for growth.