Class Maximum Rubric for Discussion (version 6)

October 4, 2016 DRAFT

Prelude: This rubric is not to be read from right to left as if the pedagogical and grading factors in the right two columns were prescribing the class size numbers on the left. The left two columns represent status quo, and the factors in the upper rows on the left-side columns represent class-size related factors that a) potentially apply to any course below them, and b) depending on the course and discipline, some of these factors might be used to either lower or raise the maximum class size currently practiced. It is up to each department and discipline to apply these categories to individual courses and propose a class maximum that makes good pedagogical sense.

Category	Representative courses and current class maximums	Class Activities and Pedagogy related to class maximum	Grading Factors related to class maximum
Lecture 40 or 45 **Extended Lecture 48 & above**	• Administration of Justice (30, 35, 40, 50) • Art History lectures (45) • Business Admin (40, 45) • Environmental Tech (40) • History (35, 40, 45) • Media (Film appreciation) • Psychology (40, 45, 56) • Sociology (45) • Political Science (45) • Real Estate (40 - 50) • Theatre Arts lecture (40)	Common characteristics potentially common to other class limits. • Classroom time often involves instructor speaking or presenting to entire group • Typically encourages questions • Interactive exercises, such as clickers; • Group work. • Instructor-Student Relationship quotient (emails journaling, response cards) • Worldview challenge quotient (courses inherently threatening to cherished ideas that need faculty-student individualized processing, such as religion, sexual orientation, racism)	• Varies depending on objective vs. subjective grading practices (Need more specifics here) • 0-3,999 words of writing • Scan Tron or objective grading possible • Project based learning – graded projects (grading time varies considerably) • Guaranteed reader support 2 hours for every student **over 45** (3 hours for hybrid courses) • ==Guaranteed technical support for online courses== • **G**rading depth and complexity • Grading for reasoning, structure of the argument or prose • Grading for mechanics of writing (grammar, spelling etc.)
Lecture, Discussion (baseline level) **35**	• COMM 5, 6, 7 (interactive) • Humanities (primary texts) • Philosophy (primary texts)	In addition to common characteristics: • Highly interactive pedagogy and participation • Analysis or interpretation of primary texts • Close reading of texts for comprehension • Analytical writing assignments • Dialectical elements– (debate, discourse among individuals with different viewpoints, reasoned argument)	• Grading depth and complexity • Grading often involves writing exercises or written essays • 2,000 – 3,999 words analytical writing • Graded blog posts

Category	Representative courses and current class maximums	Class Activities and Pedagogy related to class maximum	Grading Factors related to class maximum
Lecture, Writing Intensive **30**	• ENGL 1A (30) and most literature/writing • Journalism 1, 2, 52 (30) • PHIL 3: Critical Thinking • PHIL 5: Critical Thinking and Writing (30) • ENGL 5: Adv. Composition & Critical Thinking (30) • SPCH 9: Critical thinking & Argumentation (20)	In addition to common characteristics: • Classroom time is generally highly interactive participation • Highly interactive pedagogy and participation • Analysis or interpretation of primary texts • Reading comprehension techniques • Brief writing exercises in class • Peer critiques	• Grading workload is heavy. • Grading on rhetorical strategies, grammar and mechanics of writing. • Grading for critical thinking, reasoned prose • Readers could assist with grammar, but instructor must read for content. • ==ENGL 1A = 6,000-8,000== • UC = 6,000 • Recommend reader support for **every** student. Higher for 6,000 words
Lecture, Language Arts **28 - 35**	• ASL (28) –needs line of sight • ESL (28) • ITALIAN (28) • SPAN 1,2,3,4 (35) • FREN 1,2,3, 4 (35)	In addition to common characteristics, • Includes both credit and noncredit ESL • Class time requires pronunciation practice, speaking, highly interactive, • Grammar instruction	• High level of grading • Grading may involve frequent small assignments and detailed grading. • Reader help could be effective.
Lecture, Quantitative Skills **28-35**	• Some Computer classes (34) • Economics (35) • All Math Classes (28)*often take entire wait list • PHIL 4: Symbolic Logic (35) • PSYCH 1B: Research Methods (30)	In addition to common characteristics, • significant, active problem solving; • mathematical reasoning, problem solving • computer programming, or • Research methods.	• High levels of grading • Frequent homework assignments. • Reader help could be effective in lower level classes. • Computerized grading is utilized in some classes. • Recommend specialized reader support for programming
Lecture, Applied **30**	• Many Computer Studies lecture courses, such as	In addition to common characteristics,	• Recommend lab assistants in computer software classes

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	Adobe Photoshop, web design • LIR 10 (30)	• The instructor lectures intermittently, and students immediately apply principles in a computer lab •	
Lecture, Basic Skills 25-30	• College Skills (25, 28) • 300 level English (25) • Chemistry, Biology basic skills (18)	In addition to common characteristics, • Developmental activities to increase college readiness or improve foundational skills such as math, reading, and writing • Interactive	
Lecture, Performance 25	• SPCH 1A: Public Speaking • SPCH 60: Communication Skills	Significant classroom time devoted to speeches, presentations, or skill demonstrations by every student.	• Grading time may be reduced by in-class grading.
Lecture, Other Case-by-Case	• DRD Courses (20)	• In addition to common characteristics, • Lecture classes that do not fit into any categories above • Limit determined on case-by-case basis	
Laboratory, physical education **20 and up**	Kinesiology, Athletics, Dance: Aquatics (20 - 30) Athletics (30) Combative (30 – 50) Dance (30-40) Fitness classes (30-50) Team Sports (30-50)	Kinesiology, Athletics and Dance education. • Classroom time frequently involves physical activities and practice time. • Safety issues are important.	Much grading performed during class.
Lab, field based 20-25	Field based courses in disciplines such as Agriculture, Biology, Natural Resources Management	• Classroom time spent on location in outdoor, business or industry settings. • Class size limited by activities and possible safety issues.	Some activities graded during class. Some grading of outside homework.

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Lab, individualized* **24-30** **Note: the lecture component may have a different class size, often a combination of labs*	• Most science labs, such as: Anatomy, Biology, Chemistry Physiology (24) • Public Safety Labs • Studio Art labs (most 30, some at 25) • Many CTE labs, such as Culinary, Fashion, Floristry, CAD lab • Many Health Sciences labs • Many Agriculture labs	• Classroom time spent with instructor providing guidance for lab activities and helping students individually. • Safety concerns may be paramount	• May require lab reports and some grading outside class • Many labs have in-class lab assistants
Lab, Other **Self-paced labs** **Open entry/open exit labs** **Case-by-case basis**	• ~~DRD classes~~	• Computer labs with self-paced study • Open entry/open exit labs for drop in help or an attendance requirement • English Writing Center • Math Lab • ESL labs	
Lecture/lab, blended **15-30**	• Animal Health (Vet Tech) • Art (most studio art is 30, and some 25) • Auto Technology • Theatre Arts Acting • Music Performance • Machine Tool Technology	In addition to common characteristics, • Lecture blended with "hands on" instruction in the same class session. • Lab component may determine the class size. • Safety issues may be paramount • Licensing requirement may limit class size, such as Automotive Repair requires 1 licensed instructor per 25 students in lab and 1:50 in lecture.	• Peer assisted tutoring or lab assistants often effective in these classes

Class Sizes Established by Outside Factors

1. Work experience and Community Involvement– determined by a formula from State with load allocated per student
2. Apprenticeship - determined by the Apprenticeship program
3. Clinical Teaching (in health care setting) – teacher to student ratio set by outside regulators
4. Class sizes mandated by regulations, for example Public Safety disciplines
5. Language Lab – seats established by language lab – considered Distance Ed, and can be accessed from home computers

A Note about Examples on the Rubric

By request the Task Force will include more CTE examples in the final rubric.

A Note about Online Delivery

1. The Task Force has been reviewing studies on the effects of class maximums and interviewing faculty and administrators that have expertise in the area. There appears to be no agreement on how online sections of courses should relate to face maximums. It seems generally agreed that the workload for faculty is generally higher for online courses, especially in the form of preparation and individual email correspondence, etc. But even that can be mitigated by less workload elsewhere. One study reported that attrition was greater in online sections compared to face sections of the same course, whereas successful completion was greater in the online sections. In other words, more students dropped the online sections, but more failed the face sections. If the metric applied was successful completion, the two delivery modes, in this internal comparative study, are approximately equal in outcome. Several other studies reviewed found no evidence of a difference in student learning comparing online sections with one class size compared to the same online course with lower class size.
2. The Task Force recognizes that online modality has different characteristics and demands on both instructors and students. Students' abilities to cope successfully with those demands vary widely from individual to individual. Likewise, the range of effectiveness of the pedagogy practiced by different individual instructors is very broad indeed. Therefore, it seems unwise to be too specific or prescriptive in framing the limits imposed by the rubric.
3. So, starting from a default assumption that online sections should be the same as face-to-face sections of the same course, each department will be invited to make a case for a lower or higher class maximum for online sections.

Areas the Committee will ask for clarification and discussion with departmental representatives:

Why do different lecture classes within the same discipline have different class limits? Are there pedagogical differences?

Why do different CTE lectures have different class limits? Are there pedagogical differences?

Why do a few disciplines have lecture classes of 30 while most disciplines have lecture class limits of 35 and above? Are there pedagogical differences?

Why do some Basic Skills classes have a class limit of 25 and others 30? Are there pedagogical differences?

Advisory Input. The committee is seeking advice from departments on the following questions:

ENGL 5, PHIL 5, SPCH 9: Why do intensive writing classes that fulfill the IGETC "Critical Thinking, English Composition" requirement, all requiring 6,000 words of writing all have different class limits? ENGL 5 (, PHIL 5 (30), SPCH 9 (20)

ESL & MCL & ASL: Should ESL (30) and Modern and Classical Languages (35) have the same class size? Are there pedagogical reasons for the difference? ASL is different due to line of sight issues (28).

PHILOSOPHY: Should Philosophy 3, Critical Thinking, have a smaller class size than other Philosophy lecture classes due to levels of analytical writing?

PHYSICS and ENGINEERING: Are smaller lab capacities in Shuhaw constraining class limits? What would be the ideal lab size in the new STEM building?

Basic Skills, Math, English, College Skills, Biology Chemistry