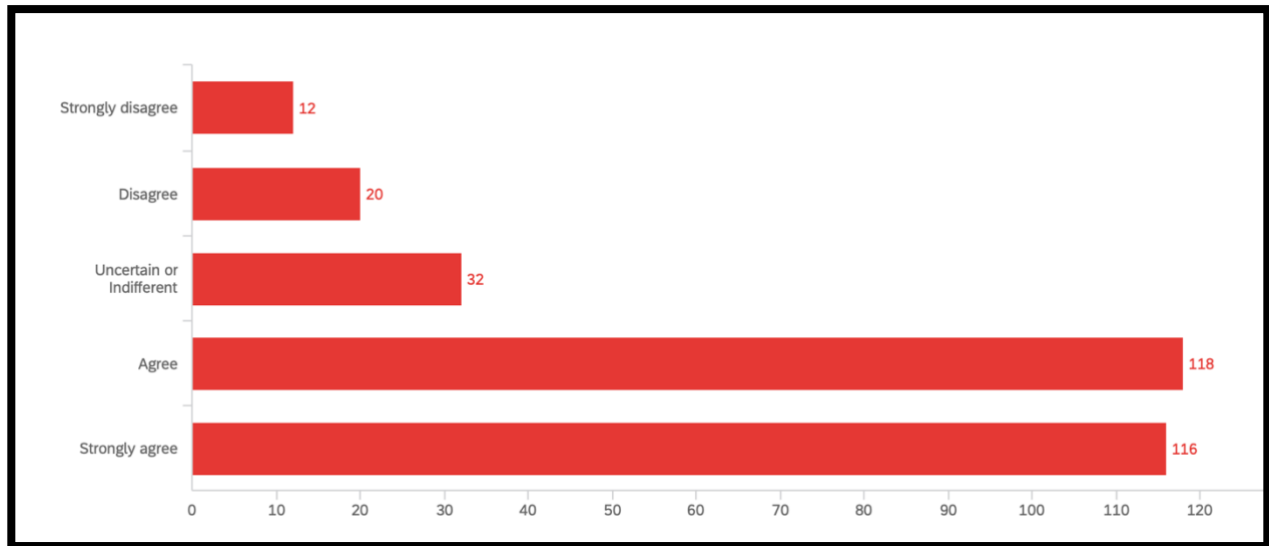


Faculty Survey on Class Cancellation Results

Part 1 – Multiple Choice Questions

Statement 1 - Standardization should be increased in how Deans decide to cancel classes.

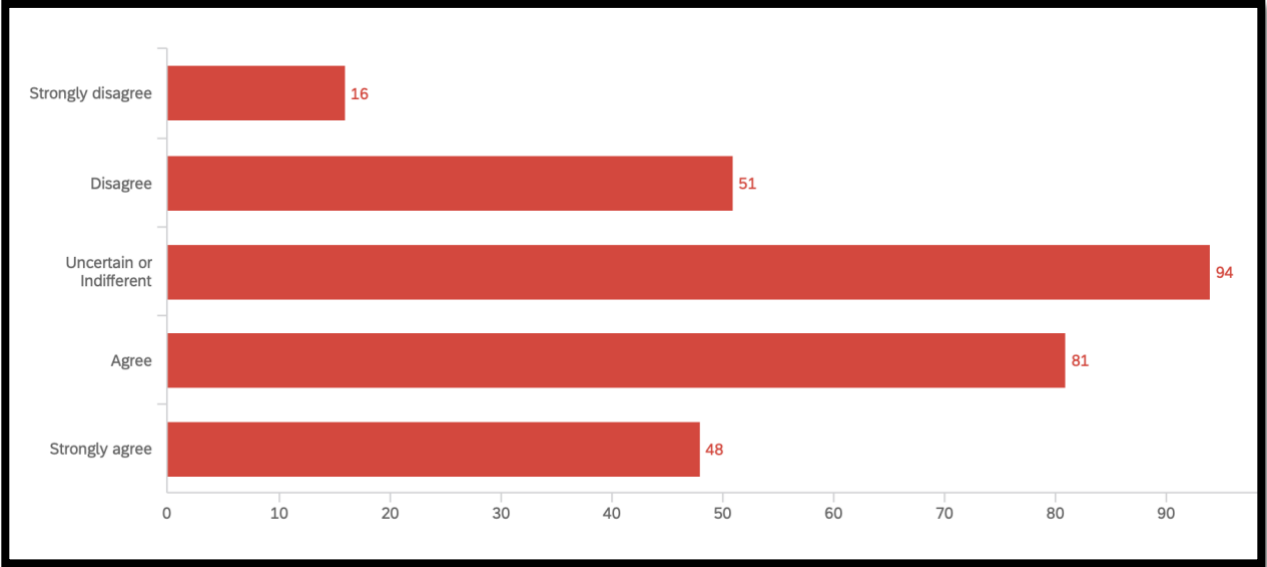


Survey Responses to Statement 1:

- Strongly disagree: 12 respondents (4%)
- Disagree: 20 respondents (7%)
- Uncertain or Indifferent: 32 respondents (11%)
- Agree: 118 respondents (40%)
- Strongly agree: 116 respondents (39%)

Statement 2 - Greater standardization of the class cancellation process would negatively limit a Dean's ability to plan a class schedule that offers a wide range of courses.

[Background: one objection raised during the May 6, 2024 DPGC meeting was that the proposed timeline and connected process would cause Deans to schedule a smaller range of classes since it would be more difficult for Deans to cancel classes.]

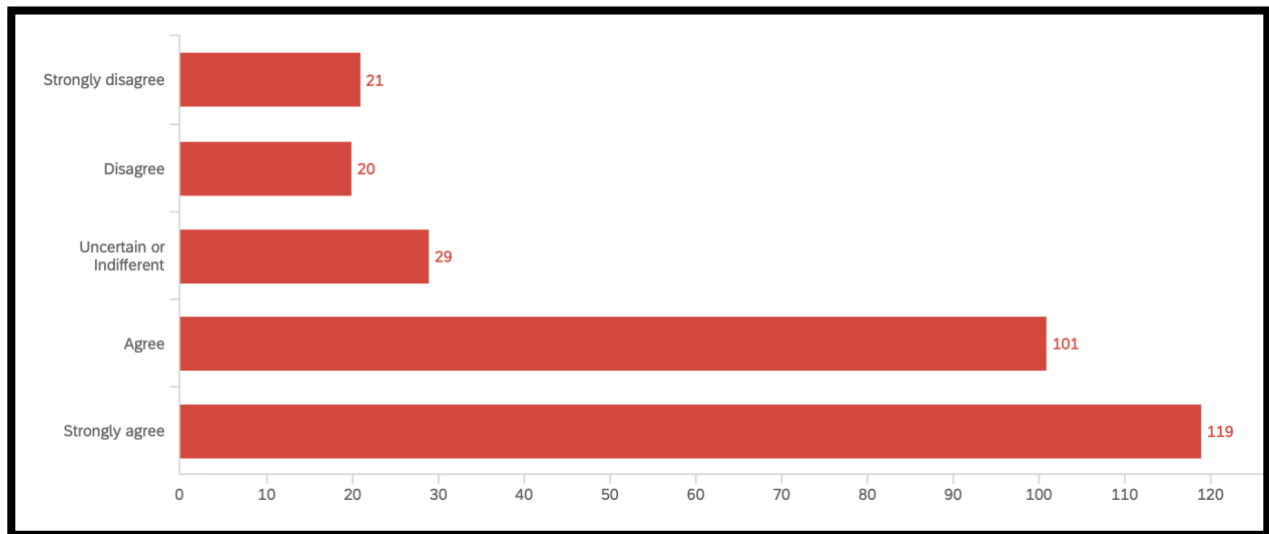


Survey Responses to Statement 2:

- Strongly disagree: 16 respondents (6%)
- Disagree: 51 respondents (18%)
- Uncertain or Indifferent: 94 respondents (32%)
- Agree: 81 respondents (28%)
- Strongly agree: 48 respondents (17%)

Statement 3 - Any course that involves a specific meeting time (modalities: face-to-face, hybrid, or synchronous zoom) should have a lower minimum enrollment number than asynchronous courses.

[Background: any courses that have a specific meeting time are inherently more difficult to schedule with students. This question asks about whether there should be a mechanism that helps ensure that courses with specific meeting times are not overly disadvantaged in schedule planning.]



Survey Responses to Statement 3:

- Strongly disagree: 21 respondents (7%)
- Disagree: 20 respondents (7%)
- Uncertain or Indifferent: 29 respondents (10%)
- Agree: 101 respondents (35%)
- Strongly agree: 119 respondents (41%)

Part 2 – Minimum Enrollment Number Options

Question 4 – Rank Proposed Minimum Enrollment Number Options

There have been three distinct proposals for how to establish minimum enrollment numbers for courses. Rank the options according to what you think is best: 1 = best option; 4 = least preferable option. The ranking numbers will appear once you start moving the options around.

[Background: Keep in mind that like our current process, the purpose of any minimum enrollment number is to establish a basic goal, while allowing some courses to run with fewer than the expected enrollment numbers. See proposed Board Policy for a wide range of standard exceptions: [Proposed BP 6.04 Class Cancellation Guidelines](#)]

Explanation of the three options:

- **One fixed number:** this corresponds to our past policy. Our current Board Policy sets twenty (20) students as the expected minimum enrollment number. Chancellor Moreno has stated that the Board Policy will revert back to twenty (20) students if we do not agree on a new Board Policy and Administrative Procedure this Fall.
- **Two fixed numbers:** this proposal establishes one enrollment minimum for courses that have a specific meeting time and a higher number for asynchronous courses. One proposal last year suggested 17 for courses that have a specific meeting time and 22 for asynchronous courses.
- **Fifty percent of class maximum:** this proposal establishes a course's minimum enrollment number as fifty percent of its class maximum.
 - In the short-term, this proposal would raise the minimum enrollment number for many course sections (any section that has a class maximum of forty or more students).
 - In the long-term, the number of courses with smaller enrollment minimums would depend on 1) how many course outlines are submitted to a college's curriculum committee that successfully justify a lower course maximum based on pedagogical reasons (for more on this step, see [Guidelines for Establishing Course Enrollment Maximums](#)) and 2) the number of these courses a Dean would agree to place in the class schedule for a particular semester.
- **Other:** [enter your alternative option]

[See next page for table of results →]

#	Field	1	2	3	4
1	One fixed number: this corresponds to our past policy. Our current Board Policy sets twenty (20) students as the expected minimum enrollment number. Chancellor Moreno has stated that the Board Policy will revert back to twenty (20) students if we do not agree on a new Board Policy and Administrative Procedure this Fall.	9% 20	18% 36	40% 84	48% 87
2	Two fixed numbers: this proposal establishes one enrollment minimum for courses that have a specific meeting time and a higher number for asynchronous courses. One proposal last year suggested 17 for courses that have a specific meeting time and 22 for asynchronous courses.	36% 79	40% 83	26% 54	13% 24
3	Fifty percent of class maximum: this proposal establishes a course's minimum enrollment number as fifty percent of its class maximum. In the short-term, this proposal would raise the minimum enrollment number for many course sections (any section that has a class maximum of forty or more students). In the long-term, the number of courses with smaller enrollment minimums would depend on 1) how many course outlines are submitted to a college's curriculum committee that successfully justify a lower course maximum based on pedagogical reasons, and 2) the number of these courses a Dean would agree to place in the class schedule for a particular semester. (For more on step 1, see Guidelines for Establishing Course Maximums.)	27% 60	35% 72	33% 68	24% 44
4	Other	28% 63	7% 14	1% 3	14% 26
		222	205	209	181

Table of Survey Results for Question 4:

- **First-place rank votes:**
 - Two fixed numbers option: 79 respondents (36%)
 - “Other” option: 63 respondents (28%)
 - Fifty percent option: 60 respondents (27%)
 - One fixed number option: 20 votes (9%)
- **Second-place rank votes:**
 - Two fixed numbers option: 83 respondents (40%)
 - Fifty percent option: 72 respondents (35%)
 - One fixed number option: 36 votes (18%)
 - “Other” option: 14 respondents (7%)
- **Third-place rank votes:**
 - One fixed number option: 84 respondents (40%)
 - Fifty percent option: 68 respondents (33%)
 - Two fixed numbers option: 54 respondents (26%)
 - “Other” option: 3 votes (1%)
- **Fourth-place rank votes:**
 - One fixed number option: 87 respondents (48%)
 - Fifty percent option: 44 respondents (24%)
 - Two fixed numbers option: 24 respondents (13%)
 - “Other” option: 26 votes (14%)

Open-Ended Feedback Entered for the “Other” Option for Question 4

Uncategorized “Other” Option Comments or Proposals Submitted for Question 4

- “A combination of diversity and classes needed to get students through.”
- “Many if not most students are no longer paying tuition for classes. As a result, a policy should be considered which works on a sliding scale. Minimum class enrollment should be aligned with overall student enrollment.”
- “Minimum should not exceed 20 in any case. Minimum set for 1 less than 50% unless this exceeds 20 (because classes are canceled early and enrollment still occurs) Dean has the right to make exceptions as needed to accommodate student needs.”
- “Grouping all courses under one policy is unfair to CTE courses and courses with lab where enrollment maximums are lower due to safety reasons. Some CTE classes only offer one section per semester. Enrollment minimums should be a percentage like 60% of the maximum enrollment. The default should be a minimum of 20 except when 60% is less than 20 such as a CTE class with a maximum of 24 where 60% of 24 would be 14.”
- “In my view, the core strength of community colleges is small class size, period. Tying class minimums and maximums, as suggested above (“50% of Class max.”) would have been fine with me, if it were (a) a simpler process without all the suggested curriculum changes, and (b) it was a range of, say {30-50% of the maximum}. If the Class-maximum guidelines can be fine-tuned, so that we do not have upto 50- and 70- students in classes, we will be in line with the fundamental principles of small-class-sizes for community colleges. With that as the basis, a 30-50% of class-max. range for arriving at class-minimums, would be a simple and effective way to bound the min-max range. I think having that single, 50% factor is a flaw in the 50% approach above. Another advantage would be that no curriculum changes are needed (except for the super-large classes) and we could state that the goal should be to center minimums around a single number (15 or a range 13-18). The reason I would rank this 2 on my list, would be if the discussion on maximums has already been accepted, in which case I would lean towards the “Two Fixed Numbers” as a practical approach.”
- “Standardization of class minimums for courses with multiple sections, perhaps using the “two fixed numbers” option seems reasonable; however, an exception should be made for courses for which only one class is offered. For these, I suggest a lower minimum, say 10 students. This would protect more specialized, major-focused, or advanced courses that the dean and faculty in a department deem to be worth supporting but that may not attract the enrolments of core curricular courses. Departments and divisions should have the latitude to protect from cancelation a limited number of these classes each semester in order to preserve the richness, depth, and diversity of our curriculum, especially with the streamlining of curriculum that is the trend. It seems clear to me that the cost of a few empty seats is far lower than it would be if we sacrificed the needs and educational ambitions of the students who have the opportunity to fill those seats.”

- “While the Fifty percent of class maximum proposal is most preferable of the 3 options given, I absolutely do NOT think we should be putting course maximums on CORs, especially with the very quickly coming Common Course Numbering which will further align course CORs across the District. My strong opinion on this originates from 10+ years serving on Curriculum Committee and also 20+ years of teaching a variety of 'program-driven specialty' courses. Many of these courses are taught in site-specific Lab spaces – each of these spaces is unique to the individual Colleges in our District, so the same class at one College in our District may have a possible maximum that is different than that at another College in our District due to the physical constraints of the space. I absolutely don't think this should be tied to how many course outlines are submitted to a college's curriculum committee, because this has factors that are outside of many faculty's control (such as which years they are scheduled for a Program Review) and is a workload issue, disadvantaging disciplines that have many courses (e.g. over 50-75) to have put through Curriculum Committee with class maximums on a COR.”
- “I like the class maximum idea, but I don't think it should be decided by the curriculum committee, as all faculty have their own ideas of how best to teach a class. I propose that departments/programs set their class sizes in consultation with their Deans based on their facilities (classrooms) and teaching goals. It would be nice as well to promote as a goal that all faculty in all departments try to make their classes as interactive as possible (aiming for the 30 or 35 class max goal). Online courses should be treated the same as face to face.”
- “Categorize classes based on the importance of teacher/student interaction. Highly interactive classes should have a lower student/teacher ratio than classes that require less interaction. For instance, writing classes are demanding for teachers since students need coaching and feedback to truly improve.”
- “When the minimum of 20 went into effect I was a dean. The way I handled the new minimum was if a faculty member had an average of 20 students in the courses they taught, I would let a class that did not meet the minimum to continue if it had at least 10 students.”
- “The one fixed number and the 50% are one-size-fits all proposals that completely ignore student-centered scheduling. NO (!!!) on those! (on the 50% short-term, no. The long-term PEDAGOGICAL limit is what we need to implement). The two-fixed number is at best a minimum effort at a compromise, that only considers modality, while completely ignoring types of delivery (lecture vs. lab, emphasis on group work, project-based learning etc.). The options presented ignore PEDAGOGY in the short term all together, which is shameful for an educational institution. Scheduling is much more nuanced than these simplistic options, and while I would like a bit more certainty in scheduling, including standardization of the timeline (I had a dean in the past who cancelled a class literally 2 hours AFTER its first meeting, with zero consultation from me), ultimately upper administration cannot treat all departments, or even all types of courses as one-

size-fits all. Until pedagogical considerations are brought to the forefront, the ultimate decision on retaining small-enrollment sections must still be kept with the dean and faculty, with reasonable consultation. The no-compromise default by the Chancellor and Board is draconian, ignores student needs, and will taint the reputation of SMCCCD, that will damage future enrollment, making problems even worse. There are other institutions who have created calculations that specifically emphasize PEDAGOGY above other enrollment considerations. The Chancellor and the Board should be made to study those first.”

- “Class maximums need to first be revised based on course type and modality, for example smaller labs, larger lecture halls, and hyflex/multimodal courses, and within a certain timeframe identify a specific percentage that makes sense to run the class - 50% of class maximum is not equitable for all courses.”
- “The two explanations about how the fifty-percent option would affect the minimum and maximum enrollment of classes are confusing. Perhaps an example could have made it clearer.”
- “The fifty percent rule seems random. Why 50%? Will the curriculum committees and faculty be allotted additional resources to establish, justify, and determine this new COR requirement? Also, it seems like this policy leaves a lot of discretion to the dean (“the number of these courses a dean would agree to place in the schedule . . .”).”
- “17 for all courses, with the specific time and no specific time (asynchronous). It is not clear why the modality should influence the decision. I am teaching the same course as a f2f, sync, and asynchronous modes. The materials, homework, lecture notes, concepts covered, and the number of assessments is the same in all modalities. Why, for example, my face-to-face class with 17 students will be kept, but the same online class will be cancelled? Does not make any sense.”
- “All of these sound bad to me. I don't understand the difference between face to face and asynchronous - I teach asynchronous and spend more time teaching than I did since I provide far more student feedback which usually means more than class time.”
- “As much as we wish this were NOT the case, our students do not complete their registration early. Every semester, for the last 30 years, we see a surge of students who are frantically trying to add required courses to their schedules. In the past, this behavior was strongly linked to the "pay to play" structure embraced by the District. Nowadays, I think it's partly about finances (for students coming from outside of SM county) and partly about students trying to figure out whether going to school now is right for them. I'm sure there are other contributing factors as well. When we cancel classes before the semester starts, we are ensuring that some of our most vulnerable populations do have access to courses. We also ensure that programs that are trying to grow will not be able to do so. When students realize that elective/higher level or new courses are likely to be canceled, they (logically) don't enroll as it's more important to have their schedule set and "locked in" than to live with that flux of a last-minute change in scheduling. Early

cancellation of classes also chills faculty's enthusiasm for trying new courses: why put a hundred hours into planning a course that is likely to be canceled before you even have a chance to build up a reputation and following for that course? For these and many other reasons, I think classes that have at least ten students enrolled should not be canceled until after the first week of classes. If we can afford to pay our current chancellor \$404,250 per year, we can afford to run "under enrolled" classes (that's 146% MORE than a faculty member with over 25-years' experience and a PhD will earn). Honestly, when I look at the chancellor's salary, I do wonder what on earth she even does that can justify being paid that much. [...]"

- “Sorry to sound snide, but since both policies set the minimum at 20 (which might be objectionable for in-class courses which due to Covid-19, inconvenience, etc. might find fewer takers, regardless of their programmatic importance, and relevance), why even ask the question? Administrative Fiat, is it not, anyway?”

Should Consider Different Factors and/or More Nuanced Factors and/or Program Specific Factors [At least some of these are addressed by the proposed BP 4000 (6.04).]

1. “Evaluation of how many sections of a class are scheduled in a given semester and whether the class has been offered in a previous semester/year. One blanket policy is not sufficient to address the differing needs of gen ed classes like lower level English and Math, and specialized courses that are specific to a discipline, like CTE classes in Medical Assisting, Fashion Design, Digital Art, and the like.”
2. “While I understand the role of costs and minimizing administrative frustration with scheduling, I do not think that the decisions should be focused mainly on those criteria. In the ongoing debates, it seems to me that the crucial factors of inconvenience to students looking for another course after cancellation of one they enrolled in, the lack of evidence that the majority do find another that fits their academic needs, and general absence of any study of these concerns is detrimental to both staff--esp. part timers who face an additional economic consequence of cancellation--and students who need to fill requirements in order to graduate, given their own limited resources, schedules, and other time factors.”
3. “Class minimums should be established based on nuanced factors that reflect equity, accessibility and critical pedagogy (as well as social justice, more indirectly but no less significantly). Certain courses that are unique, advanced, specialized, rarely offered or otherwise deserving of special consideration (put differently, NOT your run of the mill high volume high demand conventional transfer/graduation courses), should have lower minimum enrollments. So we can effectively respond to the educational demands and interests of learning communities, major requirements, and the broader community at large (retired, working, etc.)”

4. "There are some courses in the art department that need lower numbers for safety reasons. It is difficult to manage students using machinery and other tools when there are too many students."
5. "I'd love to see us take into consideration the number of courses being offered within a subject area. For example, if there are only 5 classes in the entire department and two low enrolled courses are the only in-person options and neither meet the minimum of 17, I think they should both be considered for staying open because they offer more flexibility for students (assuming they're different days/times and/or taught by different faculty)."
6. "I teach electives/GE courses not required for a specific major. These are the LAST classes that students sign up for, after they get their major or certificate classes. Please take into account how many Add Codes we give out after registration ends (this semester, 7 in Tap Dance, 11 in Social Dance, and 10 in Dance Appreciation). These classes need a longer timeline for meeting any class minimums."
7. "A combination of the 50% rule with some exceptions. None of these proposals mention Program Mapper and degree paths; this is the missing link that students and counselors need to be able to plan out degree/certificate progression. Classes that are part of someone's degree path with lots of prerequisites should not be cancelled unless the exceptions noted in the BP 6.04 are included."
8. "As a head of a single person dept. the overall LOAD of a dept should carry the day. Some classes routinely have high enrollment while other transfer/degree completion elective courses will be smaller. The higher enrolled courses balance out the overall dept #'s. We should be looking at the overall health of a dept and meet student degree and transfer needs. Courses that are offered in a regular rotation to promote degree completion and priority should be given flexibility on lighter enrollments. My dept has been hit hard by repeated cancellations by the Dean. I recently had a class of 24 students in a lab be cancelled because I could not read the adjunct applications due to vision impairment. I was left to do the hiring...The Dean cancelled that class without any alternatives for the students and they didn't notify me of this decision. . On the flip side, I have a course with 20 students on a wait list and the dean refuses to add a much needed section. The Dean/Admin policies and procedures are ANTI Students and conflict with our Mission and Values Statement."
9. "I support the updated BP 6.04 Guidelines for Class Cancellation. As the Program Lead for the fully online Baccalaureate Degree in Respiratory Care at Skyline, our program is structured using a carousel and flexible schedule (CFS) model. This allows students to take one or two courses at a time, providing flexibility as they work toward completing their BS degree. Consequently, our student numbers can vary significantly between courses—some may have higher enrollments, while others may be smaller. These numbers may shift each semester, with courses that are large one term becoming smaller the next, and vice versa. Our program recently received the approval of the substantive change, and the annual reporting by the Commission on Accreditation for Respiratory

Care (CoARC), entailing our updated PSLO and CFS model, confirming that we meet their rigorous standards. The CFS model officially launched this semester, and while we currently cap enrollment at 25 students per course, we are approved for a total of 70 students annually. Additionally, we face increased competition from other institutions that have recently launched their own BS degrees in Respiratory Care. Thus, placing a higher cap on the number of student enrollments per class in this specialized program could create a significant issue, potentially destabilizing the program. If the stability of our program relies solely on semester-by-semester enrollment, rather than viewing the long-term enrollment trends, we risk losing the program altogether. It is crucial to consider the bigger picture in maintaining the viability of this program.”

10. “Different programs should have different class maximum. Programs with traditionally lesser enrollment can have their classes in a category where a much lower number is settled upon. For example, Interior Design classes are in a robust program but do not have the enrollment numbers of chemistry or computer science. If 17/20 are used for ID classes then many classes will get canceled each semester leading to delays in graduating and for e students to go elsewhere. Different max for different classes/programs is best.”
11. For "Network Engineering" (NETX) at Skyline College specifically, we strongly recommend a maximum of 18 students. The rationale for this is explained below: Regarding class sizes, the major concern for the STEM Network Engineering (NETX) classes is that these have had to be historically smaller than that of many Skyline programs offered. Please note that the NETX classes are technical in nature and have a different focus from that of other Skyline curriculums. The current maximum physical capacity for teaching students in Building 19, Room 304 is 21. There are not enough seats to accommodate a larger number due to the configuration of the room and the equipment needed to be housed and utilized there. Additionally, there are safety concerns with any increase in the number of students. Students need to be able to physically interact with, disassemble, assemble, configure, inspect, and troubleshoot energized equipment. Ideally the best number of maximum students from an instruction perspective for the NETX classes is less than 21, strongly recommend 18. This improves the Instructor/Student ratio and allows for greater flexibility with classroom instruction and student experience in conducting physical hands-on labs.
12. For the "Network Engineering" (NETX) program at Skyline College, we recommend limiting class sizes to a maximum of 18 students. Below is the rationale for this recommendation: Historically, Network Engineering Technology (NETX - STEM) classes have needed to be smaller than many other programs at Skyline. This is due to the technical nature of the NETX curriculum, which differs from other offerings. The maximum capacity for instruction in Building 19, Room 304 is 21 students; however, the room's layout and necessary equipment do not allow for a larger class size. Moreover, increasing the number of students raises safety concerns, as students must physically interact with, disassemble, assemble, configure, inspect, and troubleshoot energized

equipment. From an instructional perspective, the ideal maximum class size for NETX is fewer than 21 students, with 18 being strongly recommended. This allows for a better instructor-student ratio and enhances flexibility in classroom instruction, resulting in a richer hands-on lab experience for students.

13. "As for the Network Engineering" (NETX) classes at Skyline College we strongly recommend a maximum of 18 students. The rationale for this is explained below: Regarding class sizes, the major concern for the STEM Network Engineering (NETX) classes is that these have had to be historically smaller than that of many Skyline programs offered. Please note that the NETX classes are technical in nature and have a different focus from that of other Skyline curriculums. The current maximum physical capacity for teaching students in Building 19, Room 304 is 21. There are not enough seats to accommodate a larger number due to the configuration of the room and the equipment needed to be housed and utilized there. Additionally, there are safety concerns with any increase in the number of students. Students need to be able to physically interact with, disassemble, assemble, configure, inspect, and troubleshoot energized equipment. Ideally the best number of maximum students from an instruction perspective for the NETX classes is less than 21, strongly recommend 18. This improves the Instructor/Student ratio and allows for greater flexibility with classroom instruction and student experience in conducting physical hands-on labs."
14. "A model that takes into account special considerations along with modality (model 2) and does not use a blanket number to determine if a class will run or be cut. Sometimes a program is getting back on its feet so a course needs to run even if there is low enrollment. And sometimes cutting courses that don't meet the minimum will have snowballing detrimental effects. For example, if English courses are cut, a student's academic progress is impeded and enrollments decrease. We need a model that offers a lot of flexibility and no repercussions for deans to run a low-enrolled class."
15. "Sequential classes that comprise a Certificate Program often have higher enrollment in the first class of a sequence and lower enrollments in subsequent classes due to having stricter prerequisite requirements and a more advanced curriculum. If only the first class of a Certificate Program sequence has sufficient enrollment to run while subsequent classes get cancelled due to low enrollment, this nullifies the entire Certificate Program. The first class of a Certificate Program can be subject to enrollment minimums like the ideas listed above. However I strongly believe that Dean and faculty should establish enrollment minimums for subsequent Certificate Program classes on a case-by-case basis to help ensure survival of the Certificate Program."

Special Consideration for New Courses

1. "There should be separate guidelines for NEW courses. These take a while to market, get on students' and counselors' radars, and articulate into degrees and programs. Specific suggestion: 1/2 of enrolment minimum for the first 3 semesters the new course is listed

2/3 of enrolment minimum for semesters 4-6 I am going through the process of listing and running a new course. It has been such a grind. It is critical that relevant, student-centered, high quality online courses get the best chance to ‘survive’.”

2. “New programs/courses should have a one-year reduced enrollment requirement of 15, with dean discretion to continue at 10. This would help mitigate the consistent lack of marketing support, the need to give new programs/courses runway.”

Special Consideration for On-Campus Classes

1. “The modality of the instruction should be factored in when identified the required minimum class size as well as the maximum.”
2. “There should be two fixed numbers. Courses with specific meeting times should be 10, not 17. If the district cares about community building, campus life, and all the other benefits that come from face-to-face courses, it should work to protect them, not dismantle them. Human relations are the foundation of this district, and face-to-face courses, its strongest and most important expression. Please preserve our face-to-face classes.”
3. “Reduce the number of online offerings in favor of a return to mostly in-person instruction. The college and district should stop competing with itself for enrollment by offering the majority of courses online. Even students who do not need the flexibility of online courses will gravitate toward that option because the courses are generally easier, and are more convenient than going to class and engaging in discussion. If there were fewer online offerings, students would have to attend more classes in person, which would stop the online courses from cannibalizing the in-person ones. This is not a new idea. Cabrillo College pivoted to mostly in-person courses when faced with a post-pandemic enrollment crisis: <https://www.opencampusmedia.org/2021/06/09/as-registration-lagsfurther-behind-cabrillo-college-pivots-to-a-mostly-in-person-fall/>
4. “Make the default assumption that F2F classes work best for the most students (show me the data that says otherwise) Make any exception to this rule, one that the faculty/dean need to make in an open meeting. Historic justifications should have some weight (e.g., working adults) other/ newer reasons should be looked at carefully, as the data shows that those in F2F classes learn more and face more rigorous course work (thus better prepared for their next step) Once this default is in place, enrollments in F2F should rise, as students will see a richer set of choices in one modality as compared to another.”

Blend of 50% of Maximum with a Fixed Number or Numbers

1. “Why not merge the two-number system and the relative enrollment system together? Courses with enrollment numbers fewer than X% the course maximum for Y modality will be canceled within Z timeframe.”
2. “A flat rate of 16, with cancellation at 50% of courses for which there is an alternative. Also, block scheduling MW so that there aren't half-hour time conflicts for students.”

3. "For classes of up to 35 students, a minimum fixed number of 10. For classes open to more than 35 students, 50% of class maximum."
4. "Fifty percent of class maximum with an exception for courses that are the only section of that class on the schedule. Canceling a class is more problematic if there really is not other option, and this should be explicitly stated in the policy. One proposal: A class with no other sections should be allowed to run with 33% of the total enrollment (e.g. 10 students if the cap is 30)."
5. "Class Cancellation Policy Suggestion: *Courses with a Maximum Enrollment Under 40 Students: A minimum enrollment of 50% of the class maximum is required to proceed. *Courses with a Maximum Enrollment of 40 Students or More: A minimum enrollment of 20 students is required to proceed."
6. "Have something like the above (50%) for most classes, but if it's a class with higher than 40, adjust it somehow. And leave room/flexibility for deans depending on the departments/courses students. I know in my department, ESL, the 20 student minimum nearly killed our program (not an exaggeration), putting in jeopardy the education of some of the most vulnerable in our community, adult immigrants in need of language skills for life, work, family, etc. In our classes, students often trickle in in the first few weeks of the semester; canceling classes too early rather than allowing time for them to fill, left many students with no classes to turn to. We saw our lowest level almost wiped out, and then as a result, this was happening at the level above it as well. Since the 10 student cap has been in place, we've been able to rebuild our program from the ground up. I fear that going back to this cut off will do what it was previously doing-- disenfranchising the most vulnerable in our community."

Set the Class Minimum at a Lower Percent of Class Maximum

1. "Thirty percent of class maximum."
2. "Fixed number of 25% of course max"

Set the Class Minimum at 15 students or Other Number Lower than 20

1. "Minimum class size of 15 with the Dean's ability to allow smaller class sizes to run based on: 1- Students ability to graduate on time 2- Other available sections in the same modality 3- History of enrollment"
2. "Keep classes that have a minimum of 15. A lot of students wait until the first day to "try out classes" and then drop or want to add other classes. Don't cancel classes until the first week of classes."
3. "I believe setting a minimum of 20 students is too high; perhaps 10 to 15 would be more reasonable. With decreasing birth rates, smaller classes allow teachers to provide better, customized instruction. Even if the class requires face-to-face interaction, I think it's beneficial to offer remote learning options so students can join remotely. Many of my students have jobs and cannot attend the in person class."

4. "12 student minimum for synchronous classes. 17 student minimum for asynchronous classes."
5. Maintain fixed number that is lower than 20 but higher than 10 - maybe 15?
6. We should stay the course with a lower (12?) run number until we get a better handle on enrollment trends, and then create an open-minded plan on bolstering our ftf course numbers--late start classes, in-person/synchronous classes combo, etc.
7. One fixed number: minimum 15
8. Propose a minimum enrollment number of 15 instead of 20
9. For courses that are part of certificate or degree programs the number of students required are too high. 15 should be the minimum requirement of students.

Keep the Current Class Minimum of 10 students

1. "minimum enrollment 10 for all courses"
2. "The minimum enrollment should be kept at 10 students. It is important to provide a variety of classes for our students. Instead of penalizing and cutting classes due to minimum enrollment, we should find ways to market our colleges to increase our student population."
3. "The current (temporary) policy that sets 10 as the number for class minimum enrollment has been outstandingly successful in the English department. This policy has made possible the tremendous enrollment growth that some of us have known for years could happen. The policy of 10 as minimum number makes last-minute enrollment possible for more students. We have known for a long time that we were turning away a lot of students at the last minute. Class cancellations were not leaving enough room for the last minute arrivals. Finally these students who want to enroll at the beginning of the semester have classes that they can get. Few classes actually run with 10 students; most of the time, the low-enrolled classes get a pretty good number of last-minute enrollments. My own current classes have enrollments of 27, 26, and 22 (class cap is set at 26 for these classes). The one that's now at 22 was pretty low right up until the beginning of the semester. I'm glad I was able to accommodate the last-minute arrivals. This is a long way of saying that the "10-minimum" policy ends up being more efficient in terms of use of resources than one might at first expect.
4. "Minimum of 10 in a class"
5. "Minimum of 10"
6. "Make the class minimum 10 or 12. Pay for this by reducing non-instructional costs associated with special programs that are not focused on instruction. For example, smaller classes will retain students far better than all the new "retention specialists" we have hired. Plus, funding is no longer tied to enrollment for the most part so better strategic enrolment planning would be far more useful than cutting low enrolled classes after the fact. Cancelled classes alienate students and make innovation in instructional planning very difficult."

7. “Keep minimum for all classes at 10 so that our students can get the courses they need when they need them. Very important, the higher minimums result in deans cancelling classes that screw up student study schedules and often mess up required or recommended course sequencing. We lose students to other districts this way!!!!!! They are forced, or just get frustrated and decide to enroll online with any of California's other CCD's. And our enrollments spiral downwards --unnecessarily.”
8. “Each course is unique, keep it the way it is”
9. “Class minimum should stay at 10. If a class was put in the schedule and at least 10 students signed up for it, it should run that semester. Deans can always adjust what gets offered in the following semester based on enrollment. This means there is at most a 1 semester "lag" in the response to enrollment swings and students are less impacted. For instance, if we offer two sections of a course and one gets over 20 and the other 10, keep them both this semester. Next semester only offer one section and you'll hit the implied target of 20. Our policy should ultimately prioritize not cancelling classes that are put on the schedule to minimize impact to STUDENTS. Deans/admin will still have strategic control over attempting to hit the implied 20 minimum by adjusting future schedules without it being the explicit policy and potentially impacting 10-20 students per cancelled class when the financial gain is minimal relative to our total budget.”
10. “The truth is we have plenty of money to keep the class size at 10 students. We are slightly affected by having less students as we are on Community support. The money we get has gone up every year for the last many years. Our categorical spent money has been spent on staff/positions we should not fund in the first place. Then we are screwed into paying for them after the state gives us less money for the categorical programs. We really don't know what we are doing in the first place. Example: we hire 2 or 3 staff to work in marketing our college. Then we lose enrolment like crazy... : When I specifically asked "why do we need 2-3 people to work in our marketing department when our enrollment is dying?" THE ANSWER GIVEN TO ME WAS " COULD YOU IMAGINE HOW MUCH WORSE OUR ENROLLMENT WOULD BE IF WE DIDN'T HAVE OUR MARKETING DEPARTMENT" What a joke...we hire people we don't need in the first place, then we have to find money to keep them. Then we pretend to say it is all about our students... Then we hurt our students when we cancel their class, and they have to scrounge around looking for classes after the semester has started. I could say more but I'll let you all off on good behavior... :) [...]"

No Standard Minimum Enrollment Number

1. “I fail to see how enrollment minimums help establish good policy or help students learn considering the broad types of courses offered. I have many introductory courses that enjoy very high enrollments. By the 2nd year, my advanced courses are lucky to pull in more than 12 students. Still, those students need those courses to graduate and gain a certificate needed to transfer or get jobs in industry. If the issue is budgetary - set a base

enrollment necessary to maintain the course. With online courses being very cheap and on-campus courses based on resources required.”

2. “There should be no minimum.”
3. “No minimum cancellation, let classes run if students are enrolled”
4. “No minimum (or maybe 10 students) for courses required for Majors' sequences towards degree. 50% of class maximum for nonrequired courses/electives and general ed.”

There Should be No Standardization

1. “There is no standardization that can capture all of the varieties of types of courses and modalities we offer. I have had late start classes that didn't start until October cancelled in August for low enrollment. The whole point of a late start class is to allow for late enrollment. I think there should be a rubric to determine enrollment that takes into account start date, modality, if it's a graduation requirement, how often/recently a course has been offered if it's part of a graduation requirement or certificate/AA/AS/other program. We are harming students by cancelling courses that they need to graduate and succeed, and we are failing them when we cancel classes without a backup plan for them.”
2. “The above proposals are a "one size fits all approach." Some courses should run with lower enrollments --- i.e. classes or programs that serve specific marginalized student populations. In addition, research indicates that smaller class sizes benefit students. Yes, we should establish a bottom threshold, but class cancellations should be more fluid and should have faculty and dean discussion/approval.”
3. “Deans and faculty should work together on this issue, based on a situated understanding of each situation - the discipline, specific course, student needs, instructor approach, etc. I don't think any rigid set of rules will be useful. The "fixed number" creates numerous problems (including but not limited to the "synchronous vs. asynchronous" issue). The "half of course maximum" just begs the question of illogical course maximums - I looked at the chart used for determining course maximums, and based on the chart, many course maximums are way too high. Cancelling those courses if they don't meet half of those maximums just adds insult to injury. The proposal around "how many course outlines are submitted to a college's curriculum committee that successfully justify a lower course maximum based on pedagogical reasons" just seems like a way of deflecting the whole class-size (and cancellation) issue: the Curricunet system does not include a field where we specifically enter a justification for a lower course maximum, so how exactly would that work...? In my division, our dean understands and respects our various disciplines and works with us on course scheduling. I think we all trust her to oversee this process and determine if/when courses need to be cancelled. I'd rather work directly with her than have this one-size-fits-all rulebook.”
4. “The decision to cancel a class should be left up to the affected faculty member and the Dean. A standardized policy is unable to take into account the consequences of a class

cancellation. A class cancellation impacts students who will have to at least rewrite their schedules and at worst delay taking required classes. A class cancellation impacts the faculty who had prepared for the class. A class cancellation impacts the faculty members who are teaching other sections of the class who will now have to decide if they are going to overload their section or force students to delay their educational goals. A class cancellation impacts adjunct faculty who will lose a class to fill out a full-time faculty member's schedule. If a class is shown to be particularly small over a period of time, then we can assess the viability of the class for future schedules. Once a schedule has been set and published, those classes should go forward as planned. The least we can do is show our students who are setting up their lives around our published schedule some respect and not force undue hardship on them.”

5. “I mean, deciding on a case by case basis makes much more sense. Why have deans if the decisions are all automated?”

Part 3 – General Feedback on Class Cancellation Guidelines

Q5 - If you would like to share an open-ended comment, question, or suggestion related to the class cancellation guidelines, then please enter it below.

Feedback Grouped by Trends/Categories:

Support for Updated BP 6.04

1. I just want to reiterate: I support the updated BP 6.04 Guidelines for Class Cancellation as it captures the stability of my program. As the Program Lead for the fully online Baccalaureate Degree in Respiratory Care at Skyline, our program is structured using a carousel and flexible schedule (CFS) model. This allows students to take one or two courses at a time, providing flexibility as they work toward completing their BS degree. Consequently, our student numbers can vary significantly between courses—some may have higher enrollments, while others may be smaller. These numbers may shift each semester, with courses that are large one term becoming smaller the next, and vice versa. Our program recently received the approval of the substantive change, and the annual reporting by the Commission on Accreditation for Respiratory Care (CoARC), entailing our updated PSLO and CFS model, confirming that we meet their rigorous standards. The CFS model officially launched this semester, and while we currently cap enrollment at 25 students per course, we are approved for a total of 70 students annually. Additionally, we face increased competition from other institutions that have recently launched their own BS degrees in Respiratory Care. Thus, placing a higher cap on the number of student enrollments per class in this specialized program could create a significant issue, potentially destabilizing the program. If the stability of our program relies solely on semester-by-semester enrollment, rather than viewing the long-term enrollment trends, we risk losing the program altogether. It is crucial to consider the bigger picture in maintaining the viability of this program.

Support for Proposed 50% procedure (AP 6.04.1)

1. I really disagree with a fixed number, such as 20, for cancelling classes and prefer a percent. 20 students in an English or ESL/ESOL class is very different from 20 students in a math or physics class with a larger class cap. In other words, students taking classes from departments with small class caps would suffer as fewer classes would be offered for them.
2. The district needs to stop viewing every class that is offered as equivalent to every other, and start taking into consideration whether a class is a "general interest" class like Math, English, and the like, or a specialized class that draws from a small percentage of the overall student population. Likewise, a course's position in the progression should also be

considered. More advanced courses enroll lower numbers due to attrition, and blanket run/cancel policy for classes like these disadvantages students. I am so exhausted from having to have the "can it run or not" conversation every semester, often far earlier than when our own internal research shows students register for classes. Having "targets" as the semester approaches is a good start, but it's not nearly flexible enough to accommodate courses that don't attract attention from the vast majority of the student population.

3. A set required enrollment number (like 20 students) would punish classes that typically need to have a smaller number of students, like an art class, and would give advantage to larger classes. A percentage would be fairer. Deans should also have some flexibility in keeping vs canceling classes because they know their departments.
4. The proposed policy of either sticking with 20 or changing to 17 and 22 is unrealistic for courses that are part of certificate and degree requirements. Having a set number doesn't take into account the differences between programs.

Support for a lower minimum number (i.e., 10)

1. Class cancellation is a tricky navigation. There are required courses that need to be taught, and there are rotating courses that do not get the marketing they need to fill. I believe all courses should have a minimum of 10 students enrolled to ensure a class will be taught. And Deans should wait to see if classes will fill before deciding to cancel them.
2. Either we are making education available for people or we are not. Cancelling viable classes (say, over 8 students) forces our students to just move to other California community colleges instead of SMCCD (almost all courses are available online through other colleges outside of our district).
3. This is a question - Are lab sections treated as a separate class or a section within a class? It would be helpful to define the term "class" as the lecture portion or the individual labs. When you talk about sections are you talking about individual CRN#'s because that would mean you are then talking about lab sections being treated as a "class" which I strongly oppose have a minimum of 20. My answers were based on the assumption that it is talking about the lecture and the labs are sections of that single class. There should also be a lower minimum (10) for classes ending a transfer sequence, especially if the class is at the end of an off sequence offering and is not offered elsewhere in the district.
4. Classes that are not always offered, but are necessary or at least important to students majoring in a field, should be offered if they have 8-10 students.
5. With a District Budget over \$500Mill, which is MUCH higher than if we were funded through state apportionment, "we can't afford small classes" is a BS argument. Additionally, our District has been out of compliance with the 50% Law for over a decade, currently at 40.71%. How can the district both comply with the 50% Law and help students? By offering more classes! Smaller class size is better for student retention and success, more classes translate in more options for students to take the classes they

need, when they need them and in their preferred modality. By spending more on instruction, the District will be doing the right thing for students while moving towards compliance with the 50% Law.

Support for two numbers for asynchronous & specific meeting time classes

1. I think we need to realize our students are moving more to an online format, and we have to adjust our in person classes to a smaller size because of this. Otherwise, the students lose out on the opportunity to meet face-to-face. There are many students who still value this modality and there are certain classes that only work in person, for example, physical education classes. I believe there needs to be an exception for the minimum enrollment for these classes. They are a basic need for everyone and canceling them would put our society in an extremely unhealthy state, affecting all of us!
2. 20 is too high to set the class minimum, especially for in-person classes. If we want students to come back to campus, we need to offer a wide range of in-person classes - and that includes at a variety of times, some of which will have lower enrollment.
3. Face-to-face courses are foundational to the strength of this district. Special measures should be taken to protect them. Otherwise, the SMCCD legacy will be in jeopardy.

Opposition to two numbers for asynch & specific meeting time classes

1. I disagree that Asynchronous classes should be held to a different enrollment standard than Synchronous classes. Although Synchronous classes can be more difficult to schedule for students, they are more desirable because they offer a better classroom experience. All else being equal, I believe a student would choose a synchronous class over an asynchronous one. I believe this preference for a synchronous classroom experience neutralizes any perceived advantage asynchronous classes have due to scheduling ease. In general, I believe enrollment minimums should be made on a per-class basis between the Dean and the faculty rather than having a blanket policy for all classes. Not all class subjects lend themselves to large class sizes, and generally the more specialized and advanced a subject is the more likely it will have lower enrollment. To cancel them for that reason would be a huge loss for the college and the students it serves.
2. I'm inclined to fundamentally reject the presumption, implied in one of these questions, that if we agree to a wide range of in person courses with lower enrollment requirements, the Deans will be forced to schedule a more limited and less diverse array of course offerings. In other words, "forced." I don't buy into that. We can and should (and of course we can afford to do it) have it both ways. They are not mutually exclusive, even though the survey question sets it up as such. We can and should have a variety of courses with lower min enrollments, justified as such, and be able to offer these courses, in the context of diverse and experimental course offerings. All we need do, is be brave enough, to tell the Deans to do it. They can do it. I know. Our Dean does it. Most don't. Some do. Let's do what's right. It's easier than we think.

3. I still don't understand the rationale for the 20 cut off since they didn't exist when I started in 2006. And I also don't understand the distinctions that are offered for online asynchronous versus other modalities. We don't make distinctions at my other campus because both modalities require the same effort - if not more for online, especially in order to promote retention. As it is in my discipline, the maximums are fairly arbitrary.
4. Online and in-person courses should not be treated differently from one another. They meet the same learning outcomes, whether in person or online. If students prefer an online version of a course, then maybe instead offer more online sections. When all classes were offered in person and day time slots were more popular than evening time slots back in the day, more daytime slots were added to accommodate student needs. Maybe since online courses are more popular, offer more online sections to help accommodate student needs. That would be the most student-centered thing to do.
5. The 20 minimum seems reasonable to me, honestly. In my view, the issue that really needs work is the process. A clear timeline and transparency around when faculty will be notified that a class will not run would be very helpful. This is particularly important for adjunct who are now health insurance through the district, since not having a class run can impact one's insurance. Also, these decisions are best made transparently, rather than relying on the whims of deans. The 50% policy would seem to create an incentive for admins to raise class sizes to unsustainable levels. I am strongly opposed to any proposal that has higher class sizes for asynchronous courses. Asynchronous courses (if taught properly, with appropriate faculty engagement) are much more work in terms of the grading and prep load, so any policy that treats these courses as though they were less work is unacceptable.
6. As an asych online instructor, I take strong objection to those classes needing higher enrollments. The amount of work that goes into meeting all the state and federal regulations, plus the rather invasive evaluations of online courses vs. face to face has created enough disparity.
7. Asynchronous classes should be valued the same as those with scheduled meeting times. They contribute significantly to the college's revenue and should be treated with the same respect as any other course. It's worth considering why the online learning community is sometimes met with criticism despite its clear success. The class cancellation criteria should be the same for all teaching formats
8. I think synchronous and asynchronous courses minimum requirements should be the same rather than differentiated. The amount of work implementing both modes should be the same since they are the same courses. What this is implying is that online teaching asynchronous is easier than synchronous. I have done both. It is not! I'm sure it depends on the subject matter but I don't think this is an assumption that should be made. If we differentiate between online courses then is there going to be differentiation between minimums with in-person vs online vs hybrid?

Suggestions for improved communication/collaboration between deans and faculty

1. Could the deans create a PowerPoint Presentation about the different classes and programs that they are trying to build so that the faculty can understand why some classes are not canceled even when they have lower enrollment.
2. Faculty who have had their classes canceled should be offered a late-start class if the department decides to add a late-start class after the start of the semester.
3. Students who are enrolled in a section of a GE class that is canceled should in the very least be tracked, identified, and given priority registration for that class in the next semester. Preferably, students who are enrolled in a section that is canceled should be guaranteed a seat in a different section of that course. Yes, this would be tricky, but it also indirectly incentivizes administrators to create a course offering that most likely meets student demand.
4. 1) Students should be polled on cancellations, and what they would like to see and the impact it has on them. 2) Students should be notified quickly and regularly about classes that still have spots open. Many times, students don't know which classes still have spots and how they relate to their goals. This leads to unnecessary class cancellations. So, as the semester approaches, the college(s) send out a weekly email alert to students indicating which classes have openings, how many spots are open, if they are UC/CSU transferable, etc. Individual counselors cannot reach enough students in time to do this on a weekly basis. 3) Late start classes. Due to registration problems and other situations, many students come into counseling requesting late start classes. These late start classes are very popular in general. 4) The college needs to be more uniform in being transparent and planful in indicating which classes will be offered which semester at least one year ahead of time. Students and counselors cannot plan correctly if they don't know when certain classes will be offered. This affects enrollment in classes. Each department should be required to submit a calendar like this: <https://www.deanza.edu/creativearts/course-rotation/dpds.html> and it should be widely visible and accessible to all
5. I think it important that the Dean have a key role (but not the only) in this guideline. S/he may know of extenuating circumstances that would allow overriding a fixed guideline. Let's keep it human and let's consider each "case" individually, fairly—without respect to personal friendships. On that note, we should provide recourse for a faculty member who would challenge a dean's decision on this point.
6. It's important to have a procedure in place that regulates how deans and VPs decide to cancel a course and does not leave out the voice of the faculty. I suggest 1) the dean writes cancellation proposal, 2) faculty replies to it, 3) a team or group of people review it to decide if a course will be canceled. We need something more humanized than a blanket policy without consideration of the consequences-- and deans don't know all the consequences.

Suggested changes to proposed 50% procedure (AP 6.04.1)

More time before semester before cancelling

1. Allow more time for students to add late.
2. Cancelling a class 2 days before starting time is inconvenient for students and faculty. The last day to cancel for the required number of students should be earlier than 2 days before start. Students will be surprised and why should an instructor prepare for a class that doesn't have the minimum number a week before class and so might be cancelled. All classes should be cancelled at least a week before the class if they could be cancelled. Right now I have a class with 19 students registered and 4 days remaining before the class. That could mean that it could be cancelled if students drop -- which they often do before the class -- however usually on the last day which wouldn't cause the class to be cancelled.
3. Cancelling classes for class size when there's always so much movement in the first few weeks of classes can hurt faculty. I almost always have late adds and if I was an impacted class that got cancelled for not having 1 or 2 students, I would be very upset.
4. It should definitely be discussed WELL AHEAD of a new term/semester with the faculty, and full time faculty should be given priority in choosing other courses to fill their teaching load -- even if other instructors might have to be bumped.
5. Need to give students time to find new sections, but balance it with some flexibility for deans with scheduling

Mixture of 50% and 20-minimum

1. Class Cancellation Policy Suggestion: *Courses with a Maximum Enrollment Under 40 Students: A minimum enrollment of 50% of the class maximum is required to proceed.
*Courses with a Maximum Enrollment of 40 Students or More: A minimum enrollment of 20 students is required to proceed.

Updated Language in Proposed Administrative Procedure

1. This sentence is unclear: "Faculty are notified of low-enrolled classes weeks prior to the start of class and collaborate to identify strategies to increase enrollment." How many weeks? The document should be specific so that faculty know when they will hear from their deans.
2. Include Program Mapper in these policies. Course sequences and planned offerings (rough draft) should be planned a couple years in advance.

Make it a Pilot

1. Pedagogy has taken a backseat to business needs. Whatever is ultimately adopted should be simple and have flexibility built into it. And most definitely, it must be treated as a

Pilot/Work-in-progress/a-one-or-two-year trial and should not be another structure that comes back to haunt us when enrollments are not in the upward trend they currently are in!

Improved Marketing to Fill Classes

1. What is the college doing to attract more students? If the students are unaware of a class, they may not be signing up. Students need to be informed about the awesome classes we offer.
2. As we address enrollment, kindly also address marketing, or the lack thereof.

Comments Potentially Addressed by Exceptions in Proposed BP 4000 (6.04)

1. *New courses also need flexibility in enrollment in order to grow. *Class cancellations, in my observation, have been used as a weapon to retaliate against instructors/ .
2. I am no expert on this subject. However, I do value the role the dean and the curriculum committees who understand how classes vary according to subject matter, timing and circumstance. There are always exceptions that apply so having options seem to be a more appropriate standard to follow. Everyone deserves the chance to dance.
3. There are many drawbacks to cancelling classes if they do not meet a substantial minimum enrollment (say 20 students); all drawbacks affect students negatively. This is especially so for night classes. If only two night classes are scheduled and the course is a prerequisite, and one is cancelled because it doesn't meet the enrollment minimum, students are set back a semester or more. Also, if a student's class is cancelled and they have already arranged with their employer to have that time period free - say they need to leave work early, the student is potentially out a portion of their income for no good reason. Flexibility in cancelling the classes must be available to the deans in order to accommodate the needs of community college students.
4. For classes needed to complete a degree in a timely way, there should be no minimums. I am thinking of a foursemester sequence that has the lowest enrollment in the 4th semester. If students need that course to complete a program, it needs to be offered in a regular, predictable way, and that pattern of offering should be widely published.
5. For new programs seeking to establish themselves should have a lower maximum. There is not much marketing support at times, and so it takes time to get the enrollments up.
6. I would like to continue to stress that transfer courses that often build of several pre-requisites (for example, several higher level STEM classes) and count towards a students ultimate major should have more flexibility in class size offerings as it could substantially impact a students ability to transfer on time.
7. I think we need flexibility and consideration for local (department) needs.
8. Cancelling classes at the last minute is incredibly disruptive for students, whose schedules are balanced on a knife's edge half the time. Considering the first week is a

game of musical chairs, too, it's really frustrating to cancel a class that's slightly under-enrolled, and which has few other sections on offer (or none) - only to field inquiries from students on Day 4 and 5 ("I was wondering if there was still a place in that class?") We've actually opened late-start sections quite frequently in our department, and routinely field 100+ students looking for sections in the first week. Cancelling classes before that process starts is not a great idea. (And it's very hard on instructors, too, especially adjuncts who might lose their contract.) Every division has a dean. Surely the role of the dean could include making decisions about which sections to run and which to close. We've developed a rationale for deans to prioritize. Why not let them make the call? Why try to standardize things? How much money will this save, really?

9. When the minimum of 20 went into effect I was a dean. The way I handled the new minimum was if a faculty member had an average of 20 students in the courses they taught, I would let a class that did not meet the minimum to continue if it had at least 10 students. In addition, if the course was required for a certificate program or major for an A.A. or A.S. degree, I would offer it every other semester
10. There needs to be a special provision for developmental courses that do not enroll high unless students find themselves in need of it after the start of the semester. By the time a student's language or computational skills are identified as too low for success, the course that could support them may already have been cancelled due to low enrollment 30 days prior to its start. Unless we make special provisions, these courses may never be offered.
11. Class cancellations should only be allowed if there are alternative options which allow a student to maintain their minimum time to degree. In other words, unique courses which are only offered as a single section in a semester such as many Career Education courses should not be cancelled unless enrollment drops to 10% of the course max.
12. Deans should have the flexibility to consider whether there are multiple sections of a given course or not before canceling, and whether the alternate sections are viable options for the "cut" students. Deans should also have the flexibility to run sections that are low-enrolled to allow program growth, diversification, and innovation.
13. Please be flexible with this, especially in departments with student populations that are particularly vulnerable. If we return to the 20-student minimum, we will likely see the same issues in ESL we saw in the year or two before the pandemic. High levels of class cancellations leave students with nowhere else to go and it makes CSM look like an unwelcoming institution rather than a pillar and essential member of the larger community.
14. Classes with cohort restrictions, program applications or historically late fill dates should not be cancelled before the first day of class. This is a problem that the automotive department at Skyline faces every semester and every semester it is a struggle with the Dean to let the classes fill before cancelling them. The daytime classes are cohort restricted and new students applying to the program can't register until they've been accepted to the full time program. Quite often we are still accepting students right up to

the start date. We are desperately trying to increase our enrollment and cancelling classes doesn't help! Also, our night classes are attended by working technicians and apprentices who are not regular college students. Application and acceptance to the college often delays registration for this group and classes that would otherwise be full are being cancelled out from under them. Please give us the chance to fill these classes that we KNOW will fill without cancelling weeks before the semester starts. A

15. It depends on which class the possible cancelation happens. If only one section of that particular class offered, cancellation may not be a good idea. If many sections of the same classes are offered, then students have another class to choose from.
16. Guidelines can not be a one size fits all. CTE and Lab classes often have lower maximums than a math or English lecture class. The policy needs some flexibility and room for variables for specific types of courses. Some CTE classes only offer 1 section per semester and canceling due to less than 20 can negatively impact the students pathway and the time it takes to complete their career.
17. There seem to be many exceptions to this rule that deserve attention. Single course offerings that would adversely affect students who can't travel elsewhere if the course isn't offered. Programs that are just getting started or require size limits based on facility accommodations (electronics labs, eg) deserve special consideration.
18. With physical education activity courses being removed as a requirement to attain an AA degree, these class sizes will continue to decrease. But should still be allowed to run due to the importance of physical activity correlated to academic success
19. Key points I would like to make associated with CTE programs that came to mind after reflecting on reading these proposals:
 1. Do these course minimums take into account new programs especially if they cannot advertise new certificates until state approval. Some programs end up in limbo for a year or sometimes two before certificates get state approvals which then impact course enrollments during that time. This then impacts the new certificate/s start for getting the program up and going to gain enrollments because when the approvals hit the semester may have already started and lost the window for advertising to gain fall enrollments and then wait until the following fall to really get the impact from advertising - means a year lag time. Enrollments are typically impacted.
 2. Do these take into account the ability for scheduling with nuances used to keeping lower enrolled courses due to departmental percentage of total enrollments where some classes will have full courses enrollments with waitlist while other classes may not have full enrollments until the first couple of weeks picking up students at the beginning of the semester? My program benefits from this greatly with some of the courses.
 3. What about the instructor LOAD - how does this play into the equation with enrollments and the 15 unit load per semester. This could end up creating a few nightmare scenarios for scheduling.
 4. [...copied to other location]
 5. Yes, there needs to be more structure but at the same time these requirements need to have nuances that take into account what's been brought to your attention. With a good Dean these scheduling determinations are not

abused. With new Deans or inexperienced Deans these numbers become "law" rather than guidelines. This is just as detrimental in a different way creating a different set of issues.

20. BP6.04 Part 3 as it seems to be currently written has a clause for classes with fewer than 20 students. I'm not quite clear on why this was removed. There are classes that have a max of 20 due to the limit of resources in a classroom, or due to the need for individualized attention that is not possible with more. As it stands now, technically these classes need to have 100% enrollment in order not to be cut, unless the Dean exercises consideration in how these classes contribute to a department or degree.

Questions & Uncategorized Responses to Question 5

1. My Zoom synchronous class doubled in size this semester in comparison to the prior semesters (it is the same course). I have had to spend double the time for class preparation and grading as a result. These hours are not compensated since as an adjunct, I am only compensated for hours spent teaching and for office hours.
2. If any opinion on this issue is coming from outside our own community to inform policies like this one, it should not be allowed to have any influence UNLESS it is informed by peer-reviewed research and data.
3. Many, if not most students no longer pay for tuition. We should consider minimum class size aligning with overall district and individual college enrollment.
4. Has someone done the ROI to figure out what the absolute minimum enrollment number would need to be where a course that is enrolled with low numbers would still not adversely affect the bottom line (e.g. financials, liabilities, etc.) of the university? I imagine, for example, that a course with 10-12 students could still prove to be beneficial for improving graduation rates and easing some of the gridlock involved of some required classes for transfer becoming overly competitive to enroll into while still meeting the bottom line ROI needed by the university for it to make financial sense.
5. Glad this is being addressed, and that faculty have a strong voice in the outcome. Have students been included? they do not generally 'see' or experience the results of class sizes, but some would be thoughtful about it.
6. While we faculty might well understand the programmatic importance of some in-person, under-enrolled courses, our students might not, and no, I'm not sure how to resolve this problem, the more so as many student advisors will most probably not be "our discipline's" area experts. No insult implied as I am aware that the job of such advising is far from easy to accomplish with students who themselves are not overly aware, in many cases, of what their favored discipline might be.
7. In Senate meetings, we often hear griping about FTF who have tiny/4 person classes that don't get cancelled. While this may make sense for one class out of a FT semester (if there are no alternatives and there are 4 majors needing to graduate, for example), there is an underlying sentiment that some FT just teach a bunch of tiny classes because of

seniority. 1) Is this true? 2) Should class fill rates or overall faculty WSCH get mentioned on the Dean's evaluation of a FTF?

8. Thank you for the work you're doing for all of the faculty members!
9. College is way different post-pandemic. Online classes seem to be the most popular and our live classes have lower enrollment. Also, with our classes being free, I think a different economic model is in order in deciding class cancellations.
10. I also think that the college should take a hard look at the courses being offered and make sure they reflect students' wants and needs. There are more than a few in my division that have lower enrollment because few students are interested in them. The curriculum development and approval process is tedious, but updating course offerings in the short term would minimize discussions of course cancellations due to low enrollment in the long term.
11. What is the plan to deal with course cancellations in terms of fulfilling the load (5 classes) for full-time faculty? I believe we bump part-time faculty and then full time. This will destroy people's lives and cause a massive morale problem. It is too early to tell what enrollment will be in the future. We need to study possible combinations--more synchronous classes, late start classes, more asynchronous classes, etc., and come up with a plan.

Not-Applicable Comments

Comments related to class maximum rather than class cancellation

1. Discipline experts should be the primary decision makers regarding optimal class sizes. Our students these days need MORE support and one-on-one attention than ever. Large class sizes negatively impacts our most vulnerable students' ability to learn and progress through their programs. Stop pinching pennies. Give ALL employees health, vision, and dental benefits. If we can't afford it, then reduce the pay of our "executive" staff. Their high salaries don't retain them anyway. Let's pay fair, living wages to everyone and get people who are dedicated to students and education to take these jobs.
2. The minimums listed in your GUIDELINES FOR ESTABLISHING COURSE ENROLLMENT MAXIMUMS simply don't add up. For example, using the 35 student minimum, calculating the number of teaching hours I need per student - including my assessments and minimal student-to-student interactions for in-class activities - I have approximately 6 weeks of lecture to cover the 17 weeks of material mandated by my course CORs. Even the large minimums allowed for courses essentially for learning, sans instructor feedback, a standard set of rules (e.g., to qualify for a certification or license exam) don't make sense. At the very least, there is no way to check for cheating given 40 to 70 individual students. We need to consider, seriously, faculty input to establish any class minimum.

3. If we think our course maximums are too high, based on the chart used for determining this question, what do we do about it? I don't think anyone in my division has ever understood this. Can someone clarify?!?!?
4. I see a big problem: many courses have different max class sizes in different disciplines I know for a fact that labs in chemistry, geo,physics, and astronomy have very different max class sizes. the same is true for lectures. it is also a fact that some faculty let many many more students enroll in their classes than what the limits are. the max class size numbers inherently linked to the min class size discussed this survey.
5. Art classes should have a maximum of 20, total including cross-listed students. If we have enough students that need classes, we should be opening up new sections, not stuffing 30 students into a class. Thank you.
6. Although I understand the desire to make class size maximums linked to the style in which a class is taught, to have class size maximums documented in a COR seems to be overly prescriptive. For example, I teach in the sciences. All my classes are interactive with group work and weekly assignments with writing that are best conducted with small class sizes. However, if another instructor were to teach my class, would they do it the same way? Should they have to? Based on what I see, each instructor decides for themselves, and, sadly, don't use the COR as their guide. Furthermore, if small class sizes are good for student learning (it is!) and intensive writing and guidance is good for students (I believe it is), then shouldn't all classes be smaller in size? The idea that we're teaching large lectures in any of our classes seems antithetical to supportive learning. Upping class sizes for online vs. FTF is assuming that online courses take less time, but well designed effective online courses take more time and should, in my opinion and as I teach them, have lower maximums. Finally, your proposed class maximums of 30 and 35 don't align with the size of my classroom (which is 32). I set my class maximums (with my Dean) based on my classroom and the type of course I teach (highly interactive and group-work based with writing every week). I'd like, therefore, for there to be a bit of flexibility in the final number chosen.

General support for standardization/revisions without specific guidance

1. Faculty, particularly, part-time faculty rely on the predictability of class assignments. Having a sound rationale for which classes go and which ones are canceled is essential for all faculty, department coordinators, and deans to plan regular and consistent course offerings. This is equally important for students, as they also depend on the predictability of courses required for their majors. We need efficient and predictable course cancellation policies.
2. As an adjunct professor, it's hard to continue teaching when you don't know whether your class will fill or not. It's also frustrating to do all the prep work, which you are not paid for, and then have a class cancelled. The university employee a strong number of

adjuncts. Enacting a policy that punishes adjuncts will only reduce the pool of talented teachers and leave the district with a shortage of instructors.

3. In the previous question - I raised the need to enrollment minimums and budgetary needs. I strongly believe in teaching courses that have need and enrollment. Still, it is best to have flexible systems that don't adhere to strict universal policies to establish each departments enrollment quotas. I don't see the need to teach a course that has so few students it should wait a semester to get higher enrollment. That said, I have courses that only run every other year, missing a quota and pushing to the next slot means a student waits 1 or 2-years until the next course is offered again
4. 20 is an arbitrary number. Why revert to something we know does NOT work and is NOT student-first friendly?

Not in favor of any standardized policy

1. The decision to cancel a class should be left up to the affected faculty member and the Dean. A standardized policy is unable to take into account the consequences of a class cancellation. A class cancellation impacts students who will have to at least rewrite their schedules and at worst delay taking required classes. A class cancellation impacts the faculty who had prepared for the class. A class cancellation impacts the faculty members who are teaching other sections of the class who will now have to decide if they are going to overload their section or force students to delay their educational goals. A class cancellation impacts adjunct faculty who will lose a class to fill out a full-time faculty member's schedule. If a class is shown to be particularly small over a period of time, then we can assess the viability of the class for future schedules. Once a schedule has been set and published, those classes should go forward as planned. The least we can do is show our students who are setting up their lives around our published schedule some respect and not force undue hardship on them.
2. I can see no value in the standardization of classes if it costs the college its ability to meet its mission statement by depriving faculty and deans of the ability to develop a program that serves all students and not just the majority of them. We are a wealthy district. We provide free college to students no matter their ability to pay. We create expensive new administrative positions that have little to do with educating our students. We pour money into sports programs and facilities to support them. Yet, we will be remiss if we don't recognize that not all students merely come here on the most direct way somewhere else and that we in our disciplines should have the academic freedom to offer the courses that they deem are important and appropriate to serve all of our students.
3. It is seriously challenging to offer a wider array of (history) courses if the emphasis is on maximizing transfer credits and cancelling low enrolled classes. Counselors heavily recommend Hist 201 and students prioritize enrollment in Hist 201. If our district funding is not tied to enrollment, why the preoccupation with cancelling "low enrolled" classes?

The course caps are made up - there is no consistent logic to what a "fully enrolled" class is. Setting a number for minimum enrollment feels equally arbitrary.

4. Classes should be offered regardless of enrollment numbers. Canceling or limiting classes based on low enrollment is a bureaucratic approach that undermines the mission of community colleges. As institutions dedicated to serving our community, our focus should be on meeting students' educational needs rather than cutting costs. Canceling courses forces students to seek alternatives in other districts, which can hinder their progress and limit access to education.
5. I think the whole idea of standardizing course enrollment minimums is too rigid for the reality of how course enrollments actually go. Enrollments are so fickle and mercurial, based on too many factors (everything from the economy, to instructor popularity, to course scheduling/time of day) ... I feel that the decision of when to cut a class should ultimately fall to the dean's discretion, which should be based on the individual circumstances of the class, the times, and dialogue with the instructor (many times the instructor has insights that the dean does not ... such as when there is expected to be a large number of people adding the course within the first week of class meetings).
6. A standardized minimum enrollment number does not take into account the range of students that attend Skyline and their varying needs. For example, 20 is an exceptionally high minimum enrollment number. It's the case that evening classes may not be able to meet this minimum. It does not make sense to disadvantage 13... 15... 17... 19... students due to the arbitrary minimum enrollment number.

Feedback Also Given in Question 4 "Other" Text

1. just left the comments on the previous one.
2. Everything I just sent in on my comments...
3. See my proposal response above, but reproduced below, with an additional message at the end: The one fixed number and the 50% are one-size-fits all proposals that completely ignore student-centered scheduling. NO (!!!) on those! (on the 50% short-term, no. The long-term PEDAGOGICAL limit is what we need to implement). The two-fixed number is at best a minimum effort at a compromise, that only considers modality, while completely ignoring types of delivery (lecture vs. lab, emphasis on group work, project-based learning etc.). The options presented ignore PEDAGOGY in the short term all together, which is shameful for an educational institution. Scheduling is much more nuanced than these simplistic options, and while I would like a bit more certainty in scheduling, including standardization of the timeline (I had a dean in the past who cancelled a class literally 2 hours AFTER its first meeting, with zero consultation from me), ultimately upper administration cannot treat all departments, or even all types of courses as one-size-fits all. Until pedagogical considerations are brought to the forefront, the ultimate decision on retaining small-enrollment sections must still be kept with the dean and faculty, with reasonable consultation. The no-compromise default by the

Chancellor and Board is draconian, ignores student needs, and will taint the reputation of SMCCD, that will damage future enrollment, making problems even worse. There are other institutions who have created calculations that specifically emphasize PEDAGOGY above other enrollment considerations. The Chancellor and the Board should be made to study those first. We worked on this subject for over a DECADE in Curriculum Committee, with upper administration completely ignoring that work every time, never looking at the PEDAGOGICAL options, and just treating both students and faculty as a table of numbers. Are we a welcoming institution if we keep cancelling much needed sections of classes?

4. See previous
5. just did
6. I mentioned my main concerns with cancellation policies in the preceding question. In my time at Skyline as an adjunct, my own questions have never been, to my knowledge, addressed or even seriously considered as appropriate concerns in the decision making process.
7. Please see my comment in "Other" from the previous question. Thanks.
8. I want to repeat the comment I posted in the previous window: There should be separate guidelines for NEW courses. These take a while to market, get on students' and counselors' radars, and articulate into degrees and programs. Specific suggestion: 1/2 of enrolment minimum for the first 3 semesters the new course is listed 2/3 of enrolment minimum for semesters 4-6 I am going through the process of listing and running a new course. It has been such a grind. It is critical that relevant, student-centered, high quality online courses get the best chance to "survive".