DOCUMENT RESUME

ED 099 011 JC 740 451

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TITLE A Comparison of District and Statewide Instructor Loads--Fall 1973. Research Report No. 74-06.
INSTITUTION Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.
PUB DATE Nov 74
NOTE 30p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Community Colleges; *Comparative Analysis; Post Secondary Education; *State Surveys; *Statistical Data; Tables (Data); *Teaching Load
IDENTIFIERS *California Community College Presidents Study

ABSTRACT

This publication provides data on day faculty loads in the Los Angeles Community College District for fall 1973. These data will aid in the evaluation of current programs and in planning for future program improvements. All data are based on information provided in the "California Community College Presidents' Study of Teaching Loads." The faculty loads in the Los Angeles Community College District closely parallel the average loads for the state. The average faculty load in the district, 507, is 2 percent lower than the state average of 517. The district and college loads for each major discipline are compared with the statewide average loads, and those disciplines which differ significantly from the statewide pattern in terms of their standard percent deviations are isolated for discussion. The disciplines found to have district loads significantly lower than the statewide averages include liberty science, social science, and interdisciplinary studies; those with higher than expected loads include communications, engineering, commerce, and apprenticeship. The important factors contributing to variations in faculty loads include special characteristics of particular disciplines, program size, and fluctuations in program popularity from year to year. (Author)

LOS ANGELES COMMUNITY COLLEGE DISTRICT

A COMPARISON OF DISTRICT AND STATEWIDE INSTRUCTOR LOADS - FALL 1973

RESEARCH REPORT 74-06

NOVEMBER 1974

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DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT

OFFICE OF EDUCATIONAL RESEARCH AND ANALYSIS

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GLOSSARY

Census day is a fixed date during a semester (usually Monday of the fourth week of classes) at which time counts of weekly student contact hours and enrollment are taken for State reporting purposes.

Classification of Instructional Disciplines (CID) is a system of four-digit codes used throughout the State for the classification of instructional programs. CID codes consist of 23 major classifications all of which are reported in this publication.

Disciplines or Programs are organized sequences of courses covering related subject matter.

Faculty Load or simply Load is found by dividing the weekly student contact hours in a program by the number of full-time equivalent faculty assigned to that discipline.

Full-Time Equivalent (FTE) Faculty is a college-provided estimate of the number of full-time faculty teaching each discipline. When an instructor taught more than one discipline, his or her time was apportioned accordingly.

Large Colleges were defined in the Presidents' Study (see Introduction) as having 60,000 or more WSCH.

Small Colleges were defined as having fewer than 60,000 WSCH.

Weekly Student Contact Hours (WSCH) are computed by multiplying the number of students enrolled in a class by the number of hours per week for which the class meets. It is based upon the enrollment on census day.

Introduction

For several years the Foothill Community College District and the City College of San Francisco have published data on program popularity and faculty load for day classes in the annual California Community College Presidents' Study. Northern California community colleges have participated in the study since Fall 1968 and a few Southern California colleges since 1971, but Fall 1973 was the first year that all eight of the Los Angeles Community Colleges were included.

The purpose of this Research Report is to highlight faculty load data pertaining to the eight Los Angeles Community Colleges and to compare these data with various statewide averages.

True "faculty load" is difficult to define by a single measure. However, the measure used in the Presidents' Study is the ratio between weekly student contact hours (WSCH) in an instructional discipline and the number of full-time equivalent (FTE) faculty assigned to that discipline.

It is not possible to give a simple numerical definition of FTE faculty because norms vary from discipline to discipline and from campus to campus. In the Los Angeles Community College District the number of FTE faculty in each discipline was furnished by the colleges themselves. The lack of a universal definition of an FTE instructor throughout the state may lead to some error in the interpretation of small differences in instructor loads but should not obscure the significance of the larger trends described in this report.

The number of FTEs contributed by each instructor was apportioned to each discipline according to his or her daytime assignment. For example, Professor Jones taught Sociology half-time in the day, Psychology quarter-time in the day, and Psychology quarter-time in the evening. Since we are only

concerned with day instruction, his total FTE contribution was 0.5 FTE in Sociology and 0.25 FTE in Psychology.

The number of weekly student contact hours is found by multiplying the number of students enrolled in a class during Census Week by the number of hours for which the class met. Total weekly student contact hours are then divided by total full-time equivalent faculty in each discipline to determine the faculty load.

The "overall" or "average" load at a college is found by dividing the total weekly student contact hours in all disciplines by the total full-time equivalent. It is therefore an indication of the average load per instructor at the college rather than of the average load per discipline. (Average load per discipline would lend undue weight to disciplines with small enrollments). The average loads for the District and for the state are similarly computed from total weekly student contact hours and total full-time equivalent.

Since teaching loads seem to vary according to college size, the Presidents' Report divided California community colleges into "large" and "small" groups. Large colleges were defined as those with 60,000 or more weekly student contact hours in the Fall semester and small colleges as those with under 60,000 weekly student contact hours. Of the eight colleges in the Los Angeles Community College District, two (West and Southwest) are classified as small colleges and the remainder as large colleges.

The method used to compare the statewide average loads with the District and college loads is described in detail in the Appendix.

District-Wide Comparisons

Table 1 summarizes the faculty loads for the District, the state, large and small colleges throughout the state, and each of the Los Angeles

TABLE 1

Faculty Load Summary

CID	SUBJECT	EAST	CITY	HARBOR	PIERCE	SOUTHW	TR
0100	Agr. & Nat. Resource	0	0	0	532	0	
0200	Arch. & Env. Design	356	384	533	532	160	5
0400	Biological Science	679	508	542	590	533	3
0500	Business & Mgmt.	452	547	536	462	423	5
0600	Communications	290	570	322	300	189	4
0700	Computer Sciences	449	382	643	547	306	5
0800	Education	731	643	601	639	517	8
0900	Engineering	375	305	458	372	357	6
1000	Fine & Applied Arts	399	514	472	418	392	4
1100	Foreign Language	656	335	359	464	327	5
1200	Health Professions	308	343	288	244	261	4
1300	Home Economics	381	307	487	0	241	7
1400	Law	602	515	0	0	0	1
1500	Letters	399	525	419	451	333	3
1600	Library Science	143	0	0	0	0	1
1700	Mathematics	492	507	506	618	324	5
1900	Physical Science	529	499	536	564	361	3
2000	Psychology	562	581	546	482	486	
2100	Pub. Affairs & Serv.	925	465	654	528	0	
2200	Social Science	561	484	499	507	432	
3000	Commerce	0	0	0	0	0	
4900	Interdiscip. Stds.	0	428	551	291	539	
5300	Apprenticeship	0	0	0	769	0	
	TOTAL	496	482	483	495	381	

HARBOR	PIERCE	SOUTHW	TRADE	VALLEY	WEST	DISTRICT	STATE AVERAGE	LARGE AVERAGE	SMALL AVERAGE
0	532	0	0	0	0	**532**	**508**	**558**	**460**
533	532	160	588	143	660	**446**	**463**	**487**	**327**
542	590	533	590	514	505	**558**	**589**	**600**	**556**
536	462	423	573	515	566	**513**	**546**	**549**	**532**
322	300	189	476	562	251	**467**	**415**	**442**	**322**
643	547	306	511	307	405	**457**	**459**	**475**	**398**
601	639	517	838	654	747	**663**	**654**	**680**	**581**
458	372	357	607	484	306	**517**	**466**	**485**	**399**
472	418	392	616	560	458	**496**	**520**	**540**	**452**
359	464	327	503	472	380	**425**	**424**	**445**	**383**
288	244	261	471	260	0	**317**	**351**	**351**	**352**
487	0	241	725	825	0	**457**	**487**	**509**	**417**
0	0	0	1005	653	715	**589**	**673**	**677**	**626**
419	451	333	522	459	438	**450**	**419**	**424**	**401**
0	0	0	428	430	0	**407**	**510**	**573**	**227**
506	618	324	582	579	543	**522**	**514**	**527**	**469**
536	564	361	532	480	483	**512**	**534**	**544**	**503**
546	482	486	617	630	557	**553**	**613**	**612**	**617**
654	528	0	0	314	0	**498**	**609**	**633**	**524**
499	507	432	604	560	578	**527**	**575**	**589**	**529**
0	0	0	684	0	0	**684**	**564**	**588**	**509**
551	591	539	0	717	415	**412**	**591**	**611**	**508**
0	769	0	691	0	0	**695**	**618**	**650**	**502**
483	495	381	611	516	516	**507**	**517**	**529**	**476**

Community Colleges. Loads are shown for each of the various academic disciplines listed along the left margin by their Classification of Instructional Discipline (CID) numbers. Table 1 shows that the overall faculty load in the Los Angeles Community College District was 507 in Fall 1973. That value is 2% less than the statewide average of 517 during the same period. Table 2 on page 4 presents the weekly student contact hours and full-time equivalent faculty data from which the District faculty loads were calculated; statewide loads are included for comparative purposes.

When considering the faculty loads for a given discipline it is important to remember that District averages tend to obscure variations among the various District colleges. For example, several colleges in the District have loads in Architecture and Environmental Design (0200), Biological Science (0400), and Home Economics (1300) which differ significantly from the statewide averages, and yet the District averages in those disciplines are acceptably close to those expected from the statewide averages.

There is a reasonably consistent relationship between the loads by discipline in the state and those in the Los Angeles Community College District. In general, those disciplines with heavier than average faculty loads statewide have heavier than average loads within the District; the same relationship exists for disciplines with lighter than average loads. Figure 1 portrays this relationship. The dark irregular line represents the District average for each of the instructional disciplines, the horizontal line the overall District average of 507, and the shaded area the statewide average plus or minus one-half of the average deviation for each discipline. Therefore the width of the shaded area in Figure 1 is an

TABLE 2
District Faculty Loads

CID	SUBJECT	WSCH	FACULTY FTE	FACULTY LOAD	STATE AVERAGE LOAD
0100	Agr. & Nat. Resource	6434	12.10	532	508
0200	Arch. & Env. Design	7523	16.85	446	463
0400	Biological Science	37186	66.66	558	589
0500	Business & Mgmt.	61614	120.14	513	546
0600	Communications	13533	29.00	467	415
0700	Computer Sciences	9480	20.75	457	459
0800	Education	100757	151.97	663	654
0900	Engineering	58396	112.92	517	466
1000	Fine & Applied Arts	80919	163.11	496	520
1100	Foreign Language	25368	59.66	425	424
1200	Health Professions	39236	123.62	317	351
1300	Home Economics	11805	25.84	457	487
1400	Law	4710	8.00	589	673
1500	Letters	88964	197.80	450	419
1600	Library Science	395	0.97	407	510
1700	Mathematics	46789	89.72	522	514
1900	Physical Science	50413	98.41	512	534
2000	Psychology	43396	78.42	553	613
2100	Pub. Affairs & Serv.	4171	8.37	498	609
2200	Social Science	98963	187.77	527	575
3000	Commerce	18456	27.00	684	564
4900	Interdiscip. Stds.	5426	13.17	412	591
5300	Apprenticeship	14977	21.54	695	618
	TOTALS	828911	1633.79	507	517

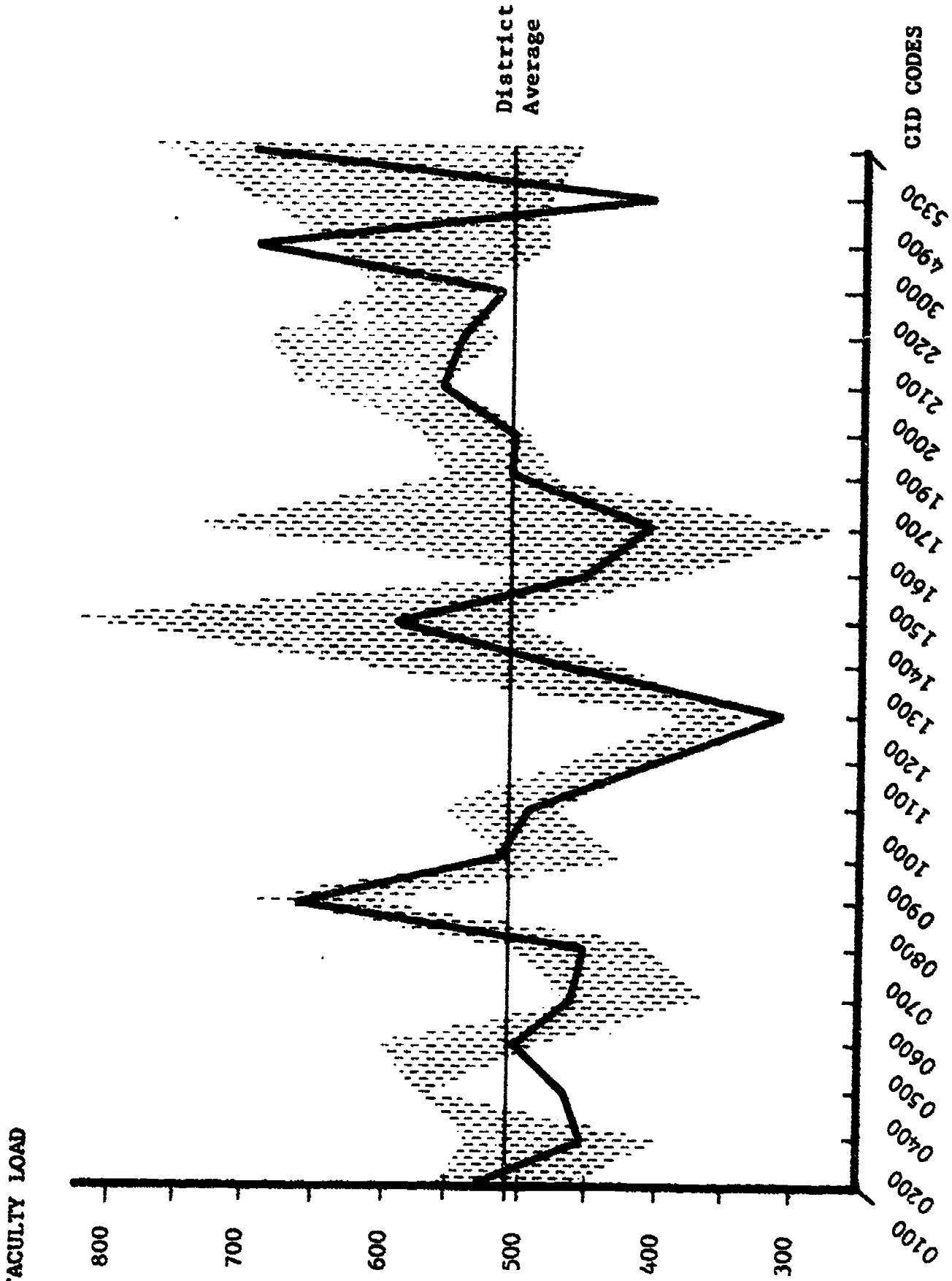

Figure 1. The Statewide Pattern of Faculty Load

indication of the large statewide variation in the load for many disciplines. Note, for example, how much greater the variation is for Library Science (1600) than for Biological Science (0400).

A simple mathematical concept, "standard percent deviation," was used to identify District and college loads that varied appreciably from the statewide pattern (See Appendix). The disciplines found to have District loads significantly lower than the statewide averages using this method include Library Science (1600), Social Science (2200), and Inter-disciplinary Studies (4900). Those with higher than expected faculty loads include Communications (0600), Engineering (0900), Commerce (3000), and Apprenticeship (5300). However, although the loads of all seven of these disciplines differ significantly from the statewide average loads, the values for three of them fall within the shaded region of the figure; this fact reflects the extremely wide statewide variation that exists in those disciplines.

The pattern of faculty load statewide and the deviations from that pattern in the District seem to reflect three important factors: characteristics of individual disciplines, program size, and variations in program popularity from year to year. Health Professions (1200) is an example of the first factor. There were considerably lower than average faculty loads throughout the state for the Health Professions in 1973. It is understandable, however, that the individualized skills being taught in disciplines such as the Health Professions would necessitate a relatively high student-teacher ratio.

In regard to program size, all of the programs with very large statewide variation in faculty load (Library Science, Law, Commerce, Apprenticeship, Inter-disciplinary Studies, and Home Economics) are relatively small

programs. Similarly, most of the disciplines found to deviate from the statewide load pattern were in the lowest quartile by size of the programs in the Los Angeles Community College District. For example, Library Science, the District's smallest program, had a lower than expected faculty load.

The third factor influencing load patterns, yearly fluctuations in program popularity, appears especially significant in view of the large statewide fluctuation in program popularity during the past few years. An unexpected drop in program enrollment could result in a temporarily higher-than-average faculty load for that discipline. For this reason, it may be helpful to compare the results summarized in this Research Report with those contained in a forthcoming publication of this Office on historical trends in program enrollment in the Los Angeles Community Colleges.

The lack of historical data on faculty load for the Los Angeles Community College District precludes specific recommendations in this Research Report. However, it is hoped that the data and analysis provided herein can prove a useful resource in campus program planning.

East Los Angeles College

A summary of faculty loads at East Los Angeles College is presented in Table 3. The average faculty load at East, 496, was 6% less than the statewide average for large colleges and slightly below the District average of 507. Using the method described in the Appendix, the loads at East were found to differ more from the statewide pattern than those of any other college in the District. Exceptionally large deviations from the statewide averages occurred in three minor disciplines: Library Science (1600) with a load of 143, Public Affairs and Service (2100) with a load of 925, and Communications (0600) with a load of 290. Major disciplines with higher than expected loads include Foreign Language (1100) with a load of 656 and Biological Science (0400) with a load of 679.

TABLE 3
East Los Angeles College Faculty Loads

CID	SUBJECT	WSCH	FACULTY FTE	FACULTY LOAD	LARGE COLLEGE AVERAGE LOAD
0100	Agr. & Nat. Resource	--	--	--	--
0200	Arch. & Env. Design	783	2.20	356	487
0400	Biological Science	6697	9.86	679	600
0500	Business & Mgmt.	6006	13.30	452	549
0600	Communications	725	2.50	290	442
0700	Computer Sciences	628	1.40	449	475
0800	Education	14620	20.00	731	680
0900	Engineering	1988	5.30	375	485
1000	Fine & Applied Arts	7038	17.64	399	540
1100	Foreign Language	3720	5.67	656	445
1200	Health Professions	4735	15.36	308	351
1300	Home Economics	2236	5.87	381	509
1400	Law	843	1.40	602	677
1500	Letters	12781	32.01	399	424
1600	Library Science	10	0.07	143	573
1700	Mathematics	7020	14.26	492	527
1900	Physical Science	7569	14.30	529	544
2000	Psychology	5958	10.60	562	612
2100	Pub. Affairs & Serv.	555	0.60	925	633
2200	Social Science	13349	23.80	561	589
3000	Commerce	--	--	--	--
4900	Interdiscip. Stds.	--	--	--	--
5300	Apprenticeship	--	--	--	--
	TOTALS	97261	196.14	496	529

Los Angeles City College

A summary of faculty loads at Los Angeles City College is presented in Table 4. The average faculty load at City, 482, was 9% less than the statewide average for large colleges and one of the two lowest among the large colleges in the District. Using the method described in the Appendix, the loads at City were found to parallel the statewide pattern very closely. This relatively narrow variation may in part reflect the absence of many very small disciplines. Disciplines at City with higher than expected loads include Communications (0600) and Letters (1500). Disciplines with lower than expected loads include Engineering (0900), Home Economics (1300), Law (1400), Letters (1500), Public Affairs and Service (2100), and Interdisciplinary Studies (4900). The load in Engineering (0900), 305, is the lowest load in the District for that discipline.

Footnotes to Table 4:

* Includes Allied Health (0410)

** Does not include Educational Assistants (0850)

*** Corrected value

TABLE 4
Los Angeles City College Faculty Loads

CID	SUBJECT	WSCH	FACULTY FTE	FACULTY LOAD	LARGE COLLEGE AVERAGE LOAD
0100	Agr. & Nat. Resource	--	--	--	--
0200	Arch. & Env. Design	1288	3.35	384	487
0400	Biological Science	6943 *	13.67	508	600
0500	Business & Mgmt.	12482	22.81	547	549
0600	Communications	6624	11.63	570	442
0700	Computer Sciences	2102	5.50	382	475
0800	Education	16663 **	25.92	643	680
0900	Engineering	3103	10.17	305	485
1000	Fine & Applied Arts	19354	37.66	514	540
1100	Foreign Language	5924 ***	17.67	335	445
1200	Health Professions	12423	36.23	343	351
1300	Home Economics	2914	9.49	307	509
1400	Law	2061	4.00	515	677
1500	Letters	15594	29.73	525	424
1600	Library Science	--	--	--	--
1700	Mathematics	9909	19.53	507	527
1900	Physical Science	8952	17.95	499	544
2000	Psychology	10188	17.53	581	612
2100	Pub. Affairs & Serv.	2485	5.34	465	633
2200	Social Science	13755	28.40	484	589
3000	Commerce	--	--	--	--
4900	Interdiscip. Stds.	513	1.20	428	611
5300	Apprenticeship	--	--	--	--
	TOTALS	153277	317.78	482	529

Los Angeles Harbor College

A summary of loads at Los Angeles Harbor College is presented in Table 5. The average faculty load at Harbor, 482, was 9% less than the statewide average for large colleges and one of the two lowest among the large colleges in the District. Using the method described in the Appendix, the loads at Harbor were found to follow the statewide pattern very closely. The exceptions include Architecture and Environmental Design (0200), which had higher than expected loads, and Communications (0600) and Computer Sciences (0700), which had loads lower than expected. These latter disciplines were among the smallest at Harbor.

Footnotes to Table 5:

* Industrial Arts (0839) listed under 0900

** Corrected value

TABLE 5
Los Angeles Harbor College Faculty Loads

CID	SUBJECT	WSCH	FACULTY FTE	FACULTY LOAD	LARGE COLLEGE AVERAGE LOAD
0100	Agr. & Nat. Resource	--	--	--	--
0200	Arch. & Env. Design	1065	2.00	533	487
0400	Biological Science	4990	9.21	542	600
0500	Business & Mgmt.	7532	14.05	536	549
0600	Communications	322	1.00	322	442
0700	Computer Sciences	996	1.55	643	475
0800	Education	11039 *	18.37	601	680
0900	Engineering	4626 *	10.09	458	485
1000	Fine & Applied Arts	5811	12.32	472	540
1100	Foreign Language	2044	5.69	359	445
1200	Health Professions	4673	16.25	288	351
1300	Home Economics	1436	2.95	487	509
1400	Law	--	--	--	--
1500	Letters	9238	22.06	419	424
1600	Library Science	--	--	--	--
1700	Mathematics	4973	9.83	506	527
1900	Physical Science	6121	11.42	536	544
2000	Psychology	5606	10.26	546	612
2100	Pub. Affairs & Serv.	543	0.83	654	633
2200	Social Science	10379	20.80	499	589
3000	Commerce	--	--	--	--
4900	Interdiscip. Stds.	1322 **	2.40	551	611
5300	Apprenticeship	--	--	--	--
	TOTALS	82716	171.08	483	529

Los Angeles Pierce College

A summary of faculty loads at Los Angeles Pierce College is presented in Table 6. The average faculty load at Pierce, 495, was 6% less than the statewide average for large colleges and slightly less than the District average. Using the method described in the Appendix, the loads at Pierce were found to be generally close to the statewide pattern. Communications (0400) and Interdisciplinary Studies (4900) had lower than expected loads, Mathematics (1700) and Apprenticeship (5300) loads higher than expected.

TABLE 6
Los Angeles Pierce College Faculty Loads

CID	SUBJECT	WSCH	FACULTY FTE	FACULTY LOAD	LARGE COLLEGE AVERAGE LOAD
0100	Agr. & Nat. Resource	6434	12.10	532	558
0200	Arch. & Env. Design	1597	3.00	532	487
0400	Biological Science	7125 *	12.07	590	600
0500	Business & Mgmt.	11263	24.39	462	549
0600	Communications	1232	4.10	300	442
0700	Computer Sciences	2516	4.60	547	475
0800	Education	24159	37.80	639	680
0900	Engineering	4759	12.80	372	485
1000	Fine & Applied Arts	12401	29.67	418	540
1100	Foreign Language	5289	11.40	464	445
1200	Health Professions	2560	10.50	244	351
1300	Home Economics	--	--	--	--
1400	Law	--	--	--	--
1500	Letters	14792	32.79	451	424
1600	Library Science	--	--	--	--
1700	Mathematics	8597	13.90	618	527
1900	Physical Science	11212	19.87	564	544
2000	Psychology	8385	17.40	482	612
2100	Pub. Affairs & Serv.	211	0.40	528	633
2200	Social Science	21640	42.70	507	589
3000	Commerce	--	--	--	--
4900	Interdiscip. Stds.	1629	5.60	291	6
5300	Apprenticeship	1000	1.30	769	650
	TOTALS	146801	296.39	495	529

* Corrected value

Los Angeles Southwest College

A summary of loads at Los Angeles Southwest College is presented in Table 7. The average faculty load at Southwest, 381, was 20% less than the statewide average for small colleges and the lowest in the District. Using the method described in the Appendix, the average load at Southwest was considerably lower than the small college average. However, the loads at Southwest were found to follow the statewide pattern very closely. Architecture and Environmental Design (0200), Communications (0600), and Home Economics (1300) had lower loads than expected. Biological Sciences (0400) and Interdisciplinary Studies (4900) were close to the small college averages but higher than would have been expected from the average load at Southwest. The average program size at Southwest, 1692 WSCH, is considerably less than the District average of 5600 WSCH. It seems reasonable, therefore, to ascribe the relatively low loads at Southwest to the small size of the programs at this college.

TABLE 7
Los Angeles Southwest College Faculty Loads

CID	SUBJECT	WSCH	FACULTY FTE	FACULTY LOAD	SMALL COLLEGE AVERAGE LOAD
0100	Agr. & Nat. Resource	--	--	--	--
0200	Arch. & Env. Design	80	0.50	160	327
0400	Biological Science	2357	4.42	533	556
0500	Business & Mgmt.	2405	5.69	423	532
0600	Communications	89	0.47	189	322
0700	Computer Sciences	306 *	1.00	306	398
0800	Education	3404	6.58	517	581
0900	Engineering	806	2.26	357	399
1000	Fine & Applied Arts	1798	4.59	392	452
1100	Foreign Language	765	2.34	327	383
1200	Health Professions	2346 *	8.98	261	352
1300	Home Economics	369 *	1.53	241	417
1400	Law	--	--	--	--
1500	Letters	3930	11.80	333	401
1600	Library Science	--	--	--	--
1700	Mathematics	2808	8.67	324	469
1900	Physical Science	1180	3.27	361	503
2000	Psychology	1619	3.33	486	617
2100	Pub. Affairs & Serv.	--	--	--	--
2200	Social Science	3921	9.07	432	529
3000	Commerce	--	--	--	--
4900	Interdiscip. Stds.	577	1.07	539	508
5300	Apprenticeship	--	--	--	--
	TOTALS	28760	75.57	381	476

* Corrected values

Los Angeles Trade-Tech College

A summary of faculty loads at Los Angeles Trade-Tech College is presented in Table 8. The average faculty load at Trade-Tech, 611, was 15% higher than the statewide average for large colleges and the highest load in the District. Using the method described in the Appendix, the loads at Trade-Tech were found to follow the statewide pattern very closely. Although Biological Science (0400) was close to the large college average, it was lower than would have been expected from the average load at Trade-Tech. Library Science (1600) also had a lower than expected load. Home Economics (1300) and Law had heavier loads than would have been expected. All four of these exceptional disciplines were relatively small in size, ranging from 201 to 1179 WSCH.

Footnotes to Table 8

* For the purpose of the Presidents' Study, two disciplines given 1300 CID codes in this District were assigned 3000 CID codes.

** Does not include 270 WSCH for Electrolysis (1920)

TABLE 8
Los Angeles Trade-Tech College Faculty Loads

CID	SUBJECT	WSCH	FACULTY FTE	FACULTY LOAD	LARGE COLLEGE AVERAGE LOAD
0100	Agr. & Nat. Resource	--	--	--	--
0200	Arch. & Env. Design	2350	4.00	588	487
0400	Biological Science	1179	2.00	590	600
0500	Business & Mgmt.	11237	19.60	573	549
0600	Communications	1572	3.30	476	442
0700	Computer Sciences	2044	4.00	511	475
0800	Education	8378	10.00	838	680
0900	Engineering	40970	67.50	607	485
1000	Fine & Applied Arts	14732	23.90	616	540
1100	Foreign Language	352	0.70	503	445
1200	Health Professions	6825	14.50	471	351
1300	Home Economics	725 *	1.00	725	509
1400	Law	201	0.20	1005	677
1500	Letters	8796	16.85	522	424
1600	Library Science	342	0.80	428	573
1700	Mathematics	2755	4.73	582	527
1900	Physical Science	1810 **	3.40	532	544
2000	Psychology	1850	3.00	617	612
2100	Pub. Affairs & Serv.	--	--	--	--
2200	Social Science	5553	9.20	604	589
3000	Commerce	18456 *	27.00	684	588
4900	Interdiscip. Stds.	--	--	--	--
5300	Apprenticeship	13977	20.24	691	650
	TOTALS	144104	235.92	611	529

Los Angeles Valley College

A summary of faculty loads at Los Angeles Valley College is presented in Table 9. The average load at Valley, 516, was 2% lower than the statewide average for large colleges, and slightly higher than the District average. Although the average load at Valley was quite close to the statewide average, the loads for individual disciplines varied more from this average than those at any other District college (see Appendix for methodology). This relatively large deviation reflects very low loads in three small disciplines: Architecture and Environmental Design (0200), Computer Sciences (0700), and Public Affairs and Service (2100), and a relatively heavy load in Home Economics (1300). The load in Architecture and Environmental Design (0200), 143, was the lowest in the District.

Footnotes to Table 9

* Corrected value

** Educational Assistants (0850) were not included

*** Industrial Arts (0839) is listed under 0900

TABLE 9
Los Angeles Valley College Faculty Loads

CID	SUBJECT	WSCH		FACULTY FTE	FACULTY LOAD	LARGE COLLEGE AVERAGE LOAD
0100	Agr. & Nat. Resource	--		--	--	--
0200	Arcn. & Env. Design	228	*	1.60	143	487
0400	Biological Science	6112		11.90	514	600
0500	Business & Mgmt.	8085		15.70	515	549
0600	Communications	2643		4.70	562	442
0700	Computer Sciences	645		2.10	307	475
0800	Education	16816	* ** ***	25.70	654	680
0900	Engineering	1838	***	3.80	484	485
1000	Fine & Applied Arts	14830		26.50	560	540
1100	Foreign Language	5759		12.20	472	445
1200	Health Professions	5674	*	21.80	260	351
1300	Home Economics	4125		5.00	825	509
1400	Law	1176		1.80	653	677
1500	Letters	18073		39.40	459	424
1600	Library Science	43		0.10	430	573
1700	Mathematics	8228		14.20	579	527
1900	Physical Science	10186		21.20	480	544
2000	Psychology	6111	*	9.70	630	612
2100	Pub Affairs & Serv.	377	*	1.20	314	633
2200	Social Science	22619	*	40.40	560	589
3000	Commerce	--		--	--	--
4900	Interdiscip. Stds.	430		0.60	717	611
5300	Apprenticeship	--		--	--	--
	TOTALS	133998		259.60	516	529

West Los Angeles College

Faculty loads at West Los Angeles College are presented in Table 10. The average faculty load at West Los Angeles, 516, was 8% higher than the statewide average for small colleges, and slightly higher than the District average. Using the method described in the Appendix, the loads at West Los Angeles College were found to differ more from the statewide pattern than those at most other District colleges. This variation was due in part to the heavy load for Architecture and Environmental Design (0200), a very small program. Education (0800) also had a heavier than expected load. The loads in two small programs, Engineering (0900) and Interdisciplinary Studies (4900), and in the larger Psychology program (2000), were lighter than expected. Although the average program size at West Los Angeles College, 2625 WSCH, is much larger than that at Southwest College, it is much smaller than the District average and may explain the wide deviation of the loads from the statewide averages.

TABLE 10
West Los Angeles College Faculty Loads

CID	SUBJECT	WSCH		FACULTY FTE	FACULTY LOAD	SMALL COLLEGE AVERAGE LOAD
0100	Agr. & Nat. Resource	--		--	--	--
0200	Arch. & Env. Design	132		0.20	660	327
0400	Biological Science	1783	*	3.53	505	556
0500	Business & Mgmt.	2604		4.60	566	532
0600	Communications	326		1.30	251	322
0700	Computer Sciences	243		0.60	405	398
0800	Education	5678		7.60	747	581
0900	Engineering	306		1.00	306	399
1000	Fine & Applied Arts	4955	*	10.83	458	452
1100	Foreign Language	1515		3.99	380	383
1200	Health Professions	--		--	--	--
1300	Home Economics	--		--	--	--
1400	Law	429		0.60	715	626
1500	Letters	5760		13.16	438	401
1600	Library Science	--		--	--	--
1700	Mathematics	2499		4.60	543	469
1900	Physical Science	3383		7.00	483	503
2000	Psychology	3679		6.60	557	617
2100	Pub. Affairs & Serv.	--	*	--	--	--
2200	Social Science	7747	*	13.40	578	529
3000	Commerce	--		--	--	--
4900	Interdiscip. Stds.	955	*	2.30	415	508
5300	Apprenticeship	--		--	--	--
	TOTALS	41994		81.31	516	476

* Corrected values

Appendix

It was necessary to utilize a simple mathematical measure for identifying District and college loads that varied appreciably from the statewide pattern. The measure chosen was the standard percent deviation, which was computed as shown below.

$$\text{Standard Percent Deviation} = \sqrt{\frac{\sum\left(\frac{\text{Actual Load - Expected Load}}{\text{Expected Load}} \times 100\right)^2}{\text{Number of Disciplines}}}$$

Where the expected load for each discipline was computed as follows:

$$\text{Expected Load} = \frac{\text{District (or college) Average}}{\text{Statewide Average}} \times \text{Statewide Load}$$

The standard percent deviation was computed for the District as a whole and for each college within the District. Those loads that varied by more than the standard percent deviation were selected for discussion in the body of this Research Report. Since loads varied considerably from discipline to discipline, a difference of 100 units of faculty load would not have meant the same thing for a discipline with a load of 800 units as for a discipline with a load of 300 units. Consequently, the "standard percent deviation" was found to be a more useful measure than the more common "standard deviation."