

STATEMENT FROM COMMUNICATION DEPARTMENT ON PROPOSED INTERSESSION
Department Meeting Summary Conversation October 25, 2021

The Communication Department does not support the current winter intersession proposal being discussed. Our Department would advocate for an expanded pilot with programs to help address bottlenecks instead of altering the entire system and schedule. Here are some of the discussion points from our recent department meeting:

Department Specific Issues:

Data request: The department would like to see the evidence of the bottleneck used as a justification for this proposal. We agree that a bottleneck exists for specific courses. It seems that if less than five courses across the entire institution have that bottleneck, changing the entire calendar to serve these courses is an overcorrection. The Department of Communication does not have this bottleneck problem with our general education courses. The department asked for data to support the need for this program. During the academic senate one instructor indicated she surveyed her current classes that were in opposition to the change. Also during the Senate, Dr. Salvador provided anecdotal data. Bill Mosley indicated that he had been deeply investigating this matter but to date the campus at large has not been provided with any specific institutional data that indicates the intersession was needed or desired for the campus at large. In such a rushed and substantial change to working conditions, faculty in the department of Communication feel strongly that they are ill equipped to discuss the merits of the proposal without weighing relevant data, which has yet to be provided.

*Chair compensation-*In large departments, like Communication, adding an intersession is substantially more scheduling work for our chair. There has been zero discussion about compensation for that increased workload.

Inmate Scholars- One concern about adding ongoing intersession is that there needs to be an agreement with the prisons. Our department has established programs that have taken time to coordinate with Inmate Scholars and there has been zero conversation for how this would impact our offerings or if this is something ISP currently supports.

Early College: Currently, high schools use the first week of their semester to promote and recruit for our Early College courses. We would lose this recruiting time in the Fall and our COMM and

JRNL Early College offerings, taught by our faculty in the afterschool programs, would likely shrink substantially, decreasing ADT completion in our high school programs.

Our graduation would compete with high school graduations: We would likely have to choose whether to support our Early College graduates at their high school graduations or attend our BC graduation. Our students would find themselves in the same situation. Should they attend their own graduation or their children's/sibling's/niece's/nephew's? Our current BC graduation dates don't compete with local high school or middle school graduations.

Hybrid scheduling: Our department has been working diligently to offer late start and 8-week hybrid classes. We have data that students that successfully enroll frequently have mixed completion outcomes. As we have expressed frequently, one of our biggest challenges as a department is the way face-to-face hybrid classes are erased from the banner course search if a student chooses any campus; why would we make a different kind of short session class before we have resolved the current banner issues with hybrid 8-week classes? Instead of solving the problem with existing offerings we would need to shift our focus to staffing another session. We also would like data for our institution that 8-week courses have strong completion and enrollment rates campus wide to justify investing so heavily in this course format.

Loss of Summer Session- It would hurt our program because we would lose our May summer session. We would not recoup the loss of sections from our most popular summer section in a winter intersession.

Insufficient time to roll grades: The proposed calendars provide 1 week to roll grades. As a department that provides an early summer session, we learned that 1 week is not sufficient to roll grades and have students' prerequisites approved in the system. The only way we were allowed to keep this session was to only allow courses in that session that have no prerequisites. Due to the timeframes provided by administration the intersession would also have to follow this same requirement. As an example, Biology would be limited to offering BIOL B8, B11, B18, B21 and B32.

Other Issues:

Inadequate Time for Input: The shift to the 16-week calendar was a two year process. Creating an intersession that moves all of our start and end dates should take at least that long. This timeframe is problematic because there is limited mechanism for discussion. Academic Senate, CCA, CSEA and Student Government should all be at the table to draft options.

Biology bottleneck vs entire campus: We support and understand the need to address the biology bottleneck issue. However, we have not seen any data that there are bottlenecks beyond this class. Will the new biology labs being built on Panorama and Delano campus also help with the described situation? To be clear, our department does support Biology programs but not as a campus wide change.

Modeling other campuses: Dr. Saldivar mentioned that he spoke with some of the campuses with intersession. Dr. Cruz-Boone, the statewide area D director for CCA inquired on this issue at her recent statewide meeting. Statewide union representatives stated their intersession calendar was negotiated every step of the way with the union because it has to do with faculty working conditions.

Staff Impact- The department of communication finds it unethical that the Academic Senate is being asked to discuss and approve a calendar that so dramatically impacts our classified staff before it has been bargained with our already overworked classified staff. This would create a substantial change in working conditions for classified staff, especially classified staff who work in Admissions and our Academic Scheduling Assistants.

Failed courses- Students wouldn't know that they fail until after registration for intersession courses are already complete. How does this help students struggling with persistence? How does this work for classes that require pre-reqs?