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ABSTRACT

Bakersfield College conducted a study to determine what type of academic year calendar would be most appropriate for that institution. The alternative calendars considered were an August to May calendar (early-start) and a September to June calendar (traditional). Primary considerations were: (1) enabling students to receive quality education and appropriate support services, (2) maximizing enrollment opportunities for students, (3) impact on administrators, instructors, and staff members, and (4) minimizing costs of running the college. Input was obtained from students, faculty, local business associations (student employers), high school students and counselors, and from the California Employment Development Department. Resulting data revealed distinct differences of opinion regarding the alternative calendars. Students favored the August to May calendar by a nine to one ratio, the business associations were split on the question, and college faculty/staff and high school counselors favored the September to June calendar. The final recommendation was that the college should adopt the September to June calendar. Survey data and arguments on both sides of the issue are included. (JDS)

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December 17, 1976

TO: John J. Collins

FROM: Calendar Committee
Dave Scott, Chairperson
Ken Fahsbender
Richard Harkins
Walter McClanahan
Harriet Sheldon
Yvonne Milliken
Ann Gutcher

SUBJECT: Recommendation to return to traditional calendar for
1977-78 academic year.

The attached five pages present evaluative arguments both for returning to the traditional late-start calendar and for retaining the early-start calendar for the 1977-78 academic year. The contentions and accompanying data do not point clearly to one calendar or the other. However, the committee feels that the evidence points toward the wisdom of Bakersfield College returning to the traditional late-start (day after Labor Day) calendar.

Impact of the early-start calendar on enrollment is either questionable (Fall - lower, Spring - higher), or slightly lower (Fall - returning older women and concurrent enrollment, Spring - mid-year graduates). Students like the early start because it lets them enjoy their Christmas vacation, but there is conflicting evidence on how the two calendar systems affect the quality of education.

However, evidence is clear to the committee that the ability of the college to offer all support services needed by students is seriously impaired by the early-start calendar, and that management of the college will become more cumbersome and costly if the early start is maintained in the future.

It was pointed out to the staff four years ago that shift to the early start was not intended as a permanent move. The committee does not feel that a return to a traditional late-start calendar is a decision cast in concrete. Hopefully state legislation in the future may permit more flexible calendar alternatives. At this time, however, the committee believes a traditional academic calendar would be the best alternative for the total Bakersfield College community.

DCS:sh
Attachments
cc: Peggy Buckley

JC 770 / 22

CALENDAR EVALUATION

The primary considerations in weighing the merits of alternative academic year calendars should be (1) enabling students to receive a quality education and appropriate support services, (2) maximizing enrollment opportunities for students, (3) impact on administrators, instructors and staff members, and (4) minimizing costs of running the college.

Arguments in favor of rejecting early-start calendar and returning to traditional calendar:

1. August is a vacation month for Bakersfield families given (1) grade school and high school calendars, and (2) Bakersfield in August is "too damn hot" (a quote from the Hageman position paper). This means:
 - A. More late enrollments in fall for evening. Chadbourne's early calendar trends data sheet illustrates the extent of this, particularly in the evening.
 - B. Less reentry females are able to enroll in the fall since this group is primarily composed of mothers with children who do not begin school until September. Statistically this group is defined as freshmen females over the age of 19 who are enrolled part time (under 12 units) in the day program at Bakersfield College.

Figures for the last three Falls (first census) are:

| | <u>Number</u> | <u># Increase</u> | <u>Percent</u> |
|------|---------------|-------------------|----------------|
| 1974 | 338 | | |
| 1975 | 596 | 258 | 76.3 |
| 1976 | 639 | 43 | 6.7 |

The contention that the early calendar is inhibiting the growth of this group would appear to have some validity.

Please note that part-time female evening statistics are impossible to compare because of the shift of many classes from the ungraded to the graded category.

- C. Vacation of BC staff members with their families are cut short by a month--a detriment to staff morale.
2. The early-start calendar is depriving Bakersfield College students of employment opportunities because (1) summer replacement jobs are available to students during July and August when employers are on vacation, this peaks during late August when BC begins, (2) agriculture jobs peak in August, and (3) many merchants hire student help during the back to school sales in late August.

Appendix B includes responses from various merchants, employers and BC personnel who deal with employers. One should perhaps do his/her own interpretation of the material. In addition, Hokit feels there are more late summer tomato jobs than early summer potato jobs, as well as summer replacement ag jobs in August. Note, however, that the correspondence from Leonard Fuentes indicates the opposite point of view. Business person opinion appears to be weighted in favor of return to traditional calendar.

3. We are losing high school students to CSB by early-start calendar. Many high school graduating seniors do not want to graduate in mid-June and have to start BC in mid-August.

Data on incoming full-time day freshmen for the last three Falls are generally inconclusive to this point:

| | <u>Number</u> | <u># Change</u> | <u>% Change</u> |
|------|---------------|-----------------|-----------------|
| 1974 | 2580 | | |
| 1975 | 2730 | +150 | +5.8 |
| 1976 | 2565 | -165 | -6.4 |

Another statistical comparison would be total numbers of students 18 or younger. This has stayed constant for the last three Falls:

| | | | |
|------|------|-----|------|
| 1974 | 1755 | | |
| 1975 | 1756 | +1 | +.01 |
| 1976 | 1769 | +13 | +.7 |

The graduating high school classes have remained constant in number for the last three years and will for the next two years. The amount of full-time day freshmen in relation to number of high school seniors peaked in Fall, 1970, and then fell until Fall, 1974. However, the calendar probably had little effect on those numbers. It might be argued that the early-start calendar has contributed to the failure of the numbers of young, traditional, full-time, day students to rise since Fall, 1974.

A letter has been received from Harry Hildebrecht, Highland Dean of Pupil Personnel, reporting 100% counselor backing of return to traditional calendar, citing jobs and concurrent enrollment problems of Highland students. (see Appendix C)

4. Because of the early-start calendar, high school concurrent enrollment in the fall is practically nonexistent. Carden data substantiate this contention. Concurrent enrollment in the spring semester is more difficult, and high school mid-year graduates must enroll two weeks late.
5. There has been a substantial increase in the number of remedial and repair courses at Bakersfield College. Students entering these classes late because of the early-start calendar are severely hurt academically

because of this late entrance. This criticism can, of course, be extended to all courses. If instructors are effective, missing two or three weeks of instruction results in less learning, an argument completely overlooked in previous calendar analyses.

6. The liberal arts curricula are only a minority of BC offerings. Instructors of other than these courses dispute that the two weeks in January under the traditional calendar are detrimental. Hageman argues that a pause before the final two weeks may even be beneficial, especially in skill-building classes.
7. The early-start calendar coupled with the aversion to starting too early in August has led to unbalanced semesters (84 days to 91 days), which leads to inequities in material covered by the same course in two semesters.
8. Student surveys supporting early start are of questionable value because:
 - A. In any survey students typically support the status quo
 - B. Students who did not attend BC because of the calendar were by definition not surveyed.
 - C. The surveys were taken either just before Christmas vacation or early in Spring Semester when the inconvenience of early start is forgotten and long Christmas vacation anticipated or remembered.
9. A November 22-24, 1976 poll of the faculty indicated a slight favoritism toward return to the traditional calendar. Of the 140 to respond to the poll, results were traditional, 73 (52.1%), early, 58 (41.4%), no preference, 9 (6.4%).
10. Money from many government financed financial aid programs is disseminated to the colleges on the assumption that the college is on the traditional calendar. As a consequence, many students do not receive needed financial aid until at least a month after school starts.
11. BC enrollment may suffer and/or students may get inadequate pre-information because catalogs are mailed and publicity is released during August when nobody is home and during Christmas vacation when nobody notices anything.
12. Summer session is scheduled right in the middle of summer vacation causing inconvenience to students and staff.
13. Administration of several student service programs is complicated by the early-start calendar, for example:
 - A. Preparation for registration for spring semester is held during Christmas vacation, meaning no vacation for registration staff--plus a great deal of overtime pay.

- B. Overtime pay must be paid for counselors during registration period for spring semester.
 - C. VEA special projects are delayed until September because funding is normally based on September opening of school.
 - D. TV courses begin in September making for confusion for students and record-keeping hassle for administration.
 - E. The bookstore often receives new texts from the publishers in September, two or three weeks after the term begins.
14. The University of California is considering returning to the traditional semester calendar from the quarter system. If this were done, part of the ease of transfer argument would be negated.

Arguments in favor of retention of early-start calendar:

- 1. The calendar facilitates a better instructional situation by wrapping up everything prior to Christmas, therefore avoiding the two weeks in January dead period which precedes finals. Under the traditional calendar, this contention is particularly claimed by instructors in the liberal arts area. Indeed, this argument was that which was written in by students in the calendar survey held in late January, 1976.
- 2. Bakersfield College students like the early-start calendar. The January, 1976 survey shows 90.6% of BC day students and 83.5% of evening students prefer early start to traditional calendar. A mini survey taken by one BC instructor this month indicated similar preference. (see Appendix D, p. 3)
- 3. Students get an earlier grab at summer jobs by finishing school before the end of May.
- 4. Students and faculty receive a nice three-week Christmas break, therefore return to the academics in mid-January refreshed and restored.
- 5. The early-start calendar facilitates ease of transfer between Bakersfield College and colleges on the quarter system, particularly CSB. Scott's transfer study research indicates that the early calendar has eased winter quarter transfers to CSB while stimulating enrollment at both Bakersfield colleges. Furthermore, according to CSB administration, the quarter system will be retained for the foreseeable future.
- 6. Other colleges are shifting to the early start so it must be popular. Scott gets requests from several community colleges every year for the student calendar survey. All of these colleges either are transferring or are seriously contemplating the shift.

7. Opinion of high school seniors seems to be overwhelmingly in favor of continuing the early-start calendar:
 - A. McMasters has polled high school seniors whom he was testing or interviewing at Kern Valley, McFarland, Wasco, East Bakersfield, and Foothill high schools. At all these schools students preferred the early start by at least a two to one margin.
 - B. Highland High School seniors considering or planning to attend BC, in a written vote which included presentation of both calendars, preferred the early start 92 (63.4%) to 53 (36.6%). Only 20 (21.7%) students who preferred the early start said it would make a difference whether they attended BC, but 31 (58.5%) who preferred late start said the calendar would make a difference. (see Appendix A for details)

Finishing the first semester by Christmas, a long Christmas vacation, and the May 27 early out were the main reasons stated by the two groups above.

- C. A Milliken poll of mid-year graduates (approximately 20) indicates preference for early start--the May early out is more important to them than the two week overlap of first semester high school and second semester BC.



November, 1976

TO: Highland High School Seniors
 FROM: Bakersfield College Research Office

Bakersfield College needs your help. We are trying to draw up a calendar for the 1977-78 academic year.

Please read the two proposed calendars then answer the questions on the attached ballot. Calendar A, the early start calendar, has been used by BC for the last three years. Calendar B was used by BC prior to that time and is similar to Highland High's.

| <u>Calendar A</u> | | | | <u>No. of Days in Semester Including Final Exams</u> |
|--------------------------------|----------------------------|---------------------------|---|--|
| | <u>Semester Begins</u> | <u>Semester Ends</u> | <u>Major Vacations</u> | |
| <u>Fall 1st Semester</u> | Monday, August 22 | Wednesday, December 21 | Christmas: Thursday, December 22 thru Tuesday, January 10 | 84 |
| <u>Spring 2nd Semester</u> | Wednesday, January 11 | Friday, May 26 | Spring: Monday, March 20 thru Friday, March 24 | 91 <hr/> 175 Total |

| <u>Calendar B</u> | | | | <u>No. of Days in Semester Including Final Exams</u> |
|--------------------------------|---|--------------------------|---|--|
| | <u>Semester Begins</u> | <u>Semester Ends</u> | <u>Major Vacations</u> | |
| <u>Fall 1st Semester</u> | Tuesday, September 6 (day after Labor Day) | Thursday, January 26 | Christmas: Thursday, December 22 thru Friday, January 6 | 88 |
| <u>Spring 2nd Semester</u> | Monday, January 30 | Friday, June 9 | Spring: Monday, March 20 thru Friday, March 24 | 87 <hr/> 175 Total |

BAKERSFIELD COLLEGE CALENDAR BALLOT

Please put an "X" in the appropriate box below.

1. Do you prefer: Calendar A
 Calendar B

2. Are you planning to attend Bakersfield College next year?

Yes
Maybe
No

3. Would the calendar made a difference in your decision to attend BC?

Yes
No

Thank you for your cooperation.

HIGHLAND HIGH SCHOOL CALENDAR SURVEY
 November 29, 1976 - 174 Seniors Surveyed (about half of the senior class)
 A = Early Start B = Traditional

| Do you plan to attend BC next year? | Calendar preference | | Calendar preference | | Would calendar affect decision to attend BC? | | | |
|-------------------------------------|---------------------|---------|---------------------|---------|--|---------|----|-------|
| | Number | Percent | Number | Percent | Number | Percent | | |
| Yes | 90 | 51.7 | A | 50 | 55.6 | Yes | 8 | 16.0 |
| | | | B | 40 | 44.4 | No | 42 | 84.0 |
| Maybe | 55 | 31.6 | A | 42 | 76.4 | Yes | 24 | 60.0 |
| | | | B | 13 | 23.6 | No | 16 | 40.0 |
| No | 29 | 16.6 | A | 15 | 51.7 | Yes | 12 | 28.6 |
| | | | B | 12 | 41.4 | No | 30 | 71.4 |
| | | | Neither | 2 | 6.9 | Yes | 7 | 53.8 |
| | | | | | | No | 6 | 46.2 |
| | | | | | | Yes | 2 | 13.3 |
| | | | | | | No | 13 | 86.7 |
| | | | | | | Yes | 2 | 16.7 |
| | | | | | | No | 10 | 83.3 |
| | | | | | | Yes | 0 | |
| | | | | | | No | 2 | 100.0 |

Calendar Preference of Potential BC Students (Yes and Maybe)

Will calendar make a difference?

| Calendar | Number | Percent | | Number | Percent |
|----------|--------|---------|-----|--------|---------|
| A | 92 | 63.4 | Yes | 20 | 21.7 |
| | | | No | 72 | 78.3 |
| B | 53 | 36.6 | Yes | 31 | 58.5 |
| | | | No | 22 | 41.5 |

INPUT FROM COMMUNITY ASSOCIATIONS REGARDING EARLY-START CALENDAR:DOWNTOWN BUSINESS ASSOCIATION:

Jackie Parrish noted that the peak month for sales in the downtown area is usually July because of clearance sales. Summer employees are geared toward the "Back-to-School" sale in September. Merchants do not want to hire students who will work all summer and then leave before the "Back-to-School" sales. High school students are the main competition for summer jobs, and they return to school in September. She feels BC should begin after Labor Day. Another aspect is the employees who work through the heavy sales periods such as "Back-to-School", are the employees hired during Christmas season.

ART BOEHNING - NATIONAL ALLIANCE OF BUSINESSMEN

He feels that BC students have the advantage on getting the jobs in summer because they are out of school in May. The early start in August doesn't seem to make that much difference in his opinion. BC should stay with the early-start calendar.

PETE RAMIREZ - VALLEY PLAZA MERCHANTS ASSOCIATION

The "Back-to-School" sales campaign in September equals 10 to 15% of their sales annually, with Christmas the only larger percentage. The summer employees are geared for the September sales. The merchants have difficulty in utilizing BC students because they must leave before September. Getting out of school in May has no real bearing for hiring students for the Valley Plaza, because merchants gear their hiring for June. (Merchants plan their vacations for that time, and later in the summer). They prefer to hire high school and Cal-State students because they are able to remain in employment during the "Back-to-School" sales.

He feels that while the early-start calendar may be good for Bakersfield College, the merchants aren't very happy with it.

Another point he mentioned is Christmas vacation employment. Bakersfield College students break for vacation so late that they miss out on Christmas employment. This year, BC students break on December 23; he has a point. Those employees who have worked during the Christmas rush remain on through the New Year sales.

EMPLOYMENT DEVELOPMENT DEPARTMENT



November 8, 1976

REFER TO:

Ann Gutcher
Public Information Director
Bakersfield College
1801 Panorama Drive
Bakersfield, California 93305

Dear Mrs. Gutchler:

As you requested during our conversation of November 3, 1976, I've compiled data pertaining to area crop activities and corresponding labor usage. Please refer to attachment. Listed are selected crop activities requiring substantial labor which could afford students the best opportunity in finding farm jobs during summer vacation.

Comparison of the two periods reveals a greater need for workers during the May-July period, at which time the large majority of the area's crop harvests begin. With the exception of Wine and Table Grape harvests, farm worker demand declines sharply during the August-September period; as most crop harvests are nearing completion, or have been completed.

There are considerably more job opportunities available in area packing houses during the May-July period. During this period large numbers of workers are employed by area sheds in the processing of Market Onions, Peppers, Peaches, Plums, Spring Potatoes and Market Tomatoes.

Enclosed for additional information are copies of the California Farm Labor Report, 881-A, for the periods we discussed. This is a department report which lists county-by-county crop activities and labor usage.

Should you require additional information, please contact me at this office.

Sincerely,

Leonard H. Fuentes
Leonard H. Fuentes
AGRIBUSINESS REPRESENTATIVE

Area Crop Activities, May-July Period:

| <u>Crop Activity</u> | <u>Estimated Start</u> | <u>Estimated Ending</u> | <u>Peak Period Work Force (Weekly)</u> | <u>Wages</u> |
|--------------------------|------------------------|-------------------------|--|--|
| Melons, thin-weed | 4-15-77 | 6-15-77 | 2 mth. 300 | \$2.50-3.00 hr. |
| Vineyard Preharvest | 4-10-77 | 8-1-77 | 3 1/2 mth. 3,600 | \$2.50-3.15 hr. |
| Spring Potato harvest | 5-1-77 | 7-31-77 | 3 mth. 2,400 | \$2.50-3.75 hr., .12¢-.14¢ sack |
| Cotton, Thin-weed | 5-1-77 | 7-31-77 | 3 mth. 2,400 | \$2.50-3.00 hr. |
| Peach-Nectarine harvest | 5-10-77 | 9-15-77 | 4 mth. 600 | \$2.70-3.00 hr., + \$1.50 bin bonus, or .10¢ bucket bonus |
| Market Onion harvest | 5-15-77 | 9-15-77 | 4 mth. 1,200 | \$2.50-3.00 hr., .35¢-.50¢ sack. |
| Plum harvest | 5-30-77 | 8-30-77 | 3 mth. 600 | \$2.70-3.00 hr., + \$1.50 bin bonus, or .10¢ bucket bonus. |
| Market Tomato harvest | 6-1-77 | 8-1-77 | 2 mth. 600 ✓ | \$2.50-3.00 hr., .30¢-.50¢ per bucket. |
| Dehydrator Onion harvest | 6-15-77 | 9-1-77 | 2 1/2 mth. 500 ✓ | \$2.75-3.50 hr. |
| Pepper Harvest | 6-15-77 | 8-15-77 | 2 mth. 400 ✓ | \$2.50-3.00 hr. |
| Cannery Tomato harvest | 7-1-77 | 9-15-77 | 2 1/2 mth. 1,000 ✓ | \$2.75-3.50 hr. |
| Table Grape harvest | 7-10-77 | 11-10-77 | 4 mth. 4,000 ✓ | \$2.70-3.15 hr., + .25¢ box |

Area Crop Activities, August-September Period:

| <u>Crop Activity</u> | <u>Estimated Start</u> | <u>Estimated Ending</u> | <u>Peak Period Work Force (Weekly)</u> | <u>Wages</u> |
|----------------------|------------------------|-------------------------|--|--|
| Almond Harvest | 8-15-77 | 10-30-77 | 400 | \$2.50-3.00 hr. |
| Wine Grape harvest | 8-7-77 | 11-15-77 | 2,750 | \$2.50-3.50 hr., \$12.00 - \$36.00 per 1 or 2 ton Gondola. |
| Raisin Grape harvest | 8-15-77 | 10-1-77 | 1,000 | \$2.50-3.50 hr., .12¢-.16¢ tray |
| Apple harvest | 9-10-77 | 11-15-77 | 600 | \$2.50-3.00 hr., \$8.50 - \$9.00 per bin. |
| Olive harvest | 9-15-77 | 11-15-77 | 1,200 | \$2.50-\$3.50 hr., \$1.75-\$2.00 per box. |
| Snap Bean harvest | 9-10-77 | 11-10-77 | 900 | \$2.50-3.00 hr., .06¢-.07¢ per 1 |

DATE: November 12, 1976
TO: Dr. Dave Scott
FROM: Lucille Sautter
RE: Reaction to Early Start by Employers

Students who take agricultural related jobs for the summer have been adversely affected. Many agricultural jobs are so dependent upon the cooperation of the weatherman and one cannot be sure when the various crops will be at their peak. If this is around the first of July, then, the employer at best can expect to have the individual working five or six weeks. Many students realizing they must come back to school around mid-August decide they must get their vacation in before that date so they take off the first week in August. The employer must retrain people at the time he has peak production or he seeks those students going out to Cal-State because their classes don't start until mid-September or later.

As a result, I'm sure there are a good number of students who don't get hired or if hired must leave the employer early which doesn't do a thing for that relationship.

In the retail area, the various business utilize students to fill the vacancies created by permanent vacationing personnel and it is not unusual for the back-to-school promotions coming at a time when B.C. students are returning to the campus. There would be those students who could work during this period on a full-time basis but just when the student needs the opportunity to put in as many hours as possible and to get money for school expenses, her or she is faced with part-time employment or no employment.

In the area of recreational activities, parks and camps, the employer is inclined to not give the person who plans to attend B.C. consideration because individuals working in those areas more or less commit themselves to the duration of the season which is usually through Labor Day week-end.

I suppose, I could name any number of other occupational areas but I think these three set the trend as to the affect the early start has on our B.C. students.

L. Sautter

HIGHLAND HIGH SCHOOL
KERN HIGH SCHOOL DISTRICT
JOHN W. ECKHARDT, DISTRICT SUPERINTENDENT

ARVIN HIGH SCHOOL
 BAKERSFIELD HIGH SCHOOL
 BAKERSFIELD ADULT SCHOOL
 BURROUGHS HIGH SCHOOL
 EAST BAKERSFIELD HIGH SCHOOL
 FOOTHILL HIGH SCHOOL
 HIGHLAND HIGH SCHOOL
 KERN VALLEY HIGH SCHOOL
 MCFARLAND HIGH SCHOOL
 NORTH HIGH SCHOOL
 SHAFER HIGH SCHOOL
 SOUTH HIGH SCHOOL
 VISTA HIGH SCHOOL
 WEST HIGH SCHOOL

November 24, 1976

WESLEY R. ANDERSON
 PRINCIPAL
 HIGHLAND HIGH SCHOOL
 2800 ROYAL SCOTS ROAD
 BAKERSFIELD, CALIFORNIA
 93306

Dr. David Scott
 Director of Research
 Bakersfield College
 1801 Panorama Drive
 Bakersfield, California 93305


Dear Dr. Scott:

It has come to the attention of my staff of counselors at Highland High School that an attempt is being made to receive input on the calendar for Bakersfield College.

I have surveyed my staff and have found that they are 100% in favor of Calendar "B". From a professional standpoint some of the main reasons for this feeling is the difficulty in arranging for concurrent enrollment. Summer work for students is also a problem. We have had the experience of professors at Bakersfield College refusing to take students on concurrent enrollment through no fault of the student. This was done on the basis of late enrollment, which as you know is directly tied into the Kern High School calendar.

The "early start" calendar has been a problem for us every since it has been in existence. We are all hoping that Calendar "B" will be the one Bakersfield College establishes for the 1977-78 year:

Sincerely yours,



Harry H. Hildebrecht
 Dean of Pupil Personnel

October 14, 1976

To: Department Chairpersons
 From: Edgar Hageman
 Subject: Early Start Calendar

It has become apparent to me that there is a considerable dissatisfaction by staff and students with the early start calendar used by Bakersfield College during the past two school years ('74-75 and '75-76). In casual conversation during the past six months with staff, students, employers, parents, etc., I have been unable to get more than two commitments in favor of the early start. Most persons to whom I have talked and discussed the pros and cons with, have been extremely adamant in declaring their dissatisfaction with the early start calendar.

The Industrial Education Department would like to propose this group, (the Department Chairperson's Council) discuss the advantages and disadvantages of the early start calendar as related to students' enrollments and instruction. We further propose the above council recommend that Bakersfield College return to the regular start calendar, starting the day after Labor Day holiday.

The listing which follows is the advantage and disadvantage of the early start as seen by the Industrial Education Department:

1. Advantages:
 - a. Students graduating from Bakersfield College at mid-term find it more convenient to transfer to a quarter system institution.
 - b. Students and staff returning for the spring semester have a fresh start.
11. Disadvantages:
 - a. Does not accomodate students working in seasonal jobs.
 1. Students work as relief workers for those on vacations. The month of August is a heavy vacation month for business, garages, etc.
 2. Students work as seasonal harvest workers. Heavy harvest season months are mid July to early September (carrots, sugar beets, tomatoes, etc.).
 3. Construction trades are usually working full bore during summer months, therefore, it is difficult to get apprentices back in town and enrolled during peak months.
 - b. Early start does not coincide with local feeder schools.
 1. It makes a difficult situation for mid-term high school graduates to attend Bakersfield College's spring semester.
 2. Causes over-lap or dead time with family situations both in spring and fall. Conflicts with a choice of vacation or summer employment.

Department Chairpersons

-2-

October 14, 1976

- c. Early start does not coincide with district budget process.
 - 1. Instructional supplies are delivered after school begins in many cases, thereby holding up instruction.
 - 2. Instructional equipment is also late in most cases.
 - 3. Budget print-outs are late in arriving at departmental level.
 - 4. Expendable supplies are not stocked in the district warehouse for delivery in mid-August.
- d. It is difficult to give complete attention to the necessary preventative maintenance of facilities between summer school and mid-August.
 - 1. Approximately two weeks are available to complete all custodial work orders and place instructional equipment and facilities back into proper working order.
- e. In many cases the early start discourages, or eliminates staff attendance at post-summer school sessions.
 - 1. Staff teaching summer school find little time available for pre or post-summer school enrollment or vacation with their family.
- f. A great deal of christmas vacation is spent discussing budget, staying on top of spring registration and again preparing facilities and equipment for spring semester.
 - 1. Staff in activity programs find the above an aggravation.
- g. The early start provides a difficult situation for pre-school staff preparation or meetings.
 - 1. To damn hot to prepare facilities and have staff meetings in early August.
- h. A poll of staff and students was taken in December 1975. The results were approximately 50-50 from the staff, while the students responded approximately 90% to 10% in favor of the early start. We would like to suggest these results could be expected under the following conditions:
 - 1. The survey was taken in December at the end of the semester when all were getting out of school for the christmas holiday vacation. It was not taken in August when they had quit their jobs and sat in a hot classroom.
 - 2. Only those students who did not quit their jobs or who were on vacation did not have an opportunity to participate in the survey.
 - 3. Employers hiring relief or harvest employees, did not participate in the survey.
 - 4. Ad infinitum.

Therefore, it is felt by the staff of the Industrial Education Department that the early start has not been conducive to maximum enrollment possibilities for the community we serve. We have also observed the school-wide struggle to acquire class enrollment during the first three to four weeks of the fall semester thereby questioning the validity of instruction during that period of time.

Again, we propose this council recommend a return to the regular schedule.

December 1, 1976

Dr. John Collins, President
 Bakersfield College
 1801 Panorama Drive
 Bakersfield, California 93305

Dear John:

Upon my return from the Thanksgiving holidays, I noted the results of the recent faculty election regarding the selection of the Bakersfield College calendar for the 1977-78 academic year. Since that time I have not noticed steps taking place to find out the wishes of our student population, so I have taken it upon myself to have all of my classes vote and comment about their preference for a date to start classes. The voting was done by all students in attendance on Tuesday, November 30, and Wednesday, December 1. Included with their choices, the students included their major and age--which could indicate their reason for voting in the manner they did. The results are as follows:

Tuesday, November 30--

| Class | # of Students | Early Start | Late Start |
|-----------------|---------------|-------------|------------|
| Speech 5I | 11 | 9 | 2 |
| Speech 1 (Eve.) | 21 | 20 | 1 |

Wednesday, December 1--

| | | | |
|---------------|-----------|------------|-----------|
| Speech 1 | 11 | 11 | 0 |
| Speech 1 | 20 | 20 | 0 |
| TOTALS | <u>63</u> | <u>95%</u> | <u>5%</u> |

Before the final decision is made for next year's calendar, I sincerely hope that a procedure will be found to investigate the wishes of our students regarding this matter. It is time that our staff realize that we are working here for the students and not just ourselves, and that student wishes are extremely important in our decision-making process.

Cordially,

Phyllis Mallory
 UNIVERSITY OF CALIFORNIA
 LOS ANGELES

Phyllis Mallory
 Professor of Communications

cc: Peggy Buckley, President
 Academic Senate

enc: Student Ballots

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