

A STUDY OF A WEEKEND/EVENING COLLEGE
AT A RURAL COMPREHENSIVE
UNIVERSITY

By

SHARON NIVENS HIGGINS

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1984

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
December, 1996

A STUDY OF A WEEKEND/EVENING COLLEGE
AT A RURAL COMPREHENSIVE
UNIVERSITY

Thesis Approved:

Robert E. Nolan

Thesis Adviser

Garry L. Bie

Roy B. Sanders

Thomas C. Collins

Dean of the Graduate College

ACKNOWLEDGMENTS

First, I wish to acknowledge the faculty and staff of the Department of Occupational and Adult Education who have for years had the foresight to offer graduate programs in the evening and on weekends. Without this option, it would have been very difficult to complete a master's program since full-time employment must be my top priority. I would like to extend my sincere appreciation to my adviser, Dr. Robert Nolan, for his guidance and patience through what has been a long process for me. Appreciation is also extended to Dr. Garry Bice and Dr. Ray Sanders for serving as members of my committee.

The support of the staff in the college extension units who worked with me in developing assessment tools as well as the management of the project is gratefully acknowledged. Thanks also go to the staff in the University Extension office, especially to the Dean for letting me play a leadership role in this initial offering of the weekend/evening program.

Finally, I wish to extend my heartfelt appreciation to my children, Scott, Todd, and Tara, who for many years have supported me through my educational endeavors. It has been a long road, starting with the bachelor's degree through this master's. Without their willing support, I could not have continued.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Background	2
Statement of the Problem	4
Purpose of the Study	4
Need for the Study	5
Objectives of the Study	7
Definitions of Terms	7
Assumptions	8
Limitations	9
Organization of the Study	9
II. REVIEW OF LITERATURE	11
Who are Weekend/Evening Students	11
Who Offers Weekend/Evening Programs	15
Scheduling Weekend/Evening Classes	17
Necessity for Degree Completion Availability	23
Issues Affecting Faculty and Faculty Reactions to the Weekend/Evening Format	24
Advantages and Disadvantages of Offering a Weekend/Evening Program	26
Summary of the Review of Literature	30
III. METHODS AND PROCEDURES	32
Introduction	32
Development of Instruments	32
Data Collection	37
Data Assessment	40
IV. ANALYSIS OF DATA	41
Analysis	41
Student Status	42
Motivation for Enrolling	45

Chapter	Page
Scheduling Preferences	54
Student Demographics	57
Faculty Responses	62
Page	
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	67
Summary	67
Conclusions	69
Recommendations for Practice	74
Recommendations for Research	75
BIBLIOGRAPHY	77
APPENDIXES	80
APPENDIX A--WEEKEND EVENING STUDENT SURVEY INSTRUMENT	81
APPENDIX B--FACULTY SURVEY INSTRUMENT	84
APPENDIX C--FACULTY RESPONSES	87
APPENDIX D--APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH (IRB)	99

Weekend/Evening Classes That
 Matter or Would You Prefer Condensed

LIST OF TABLES

56

Table	Page
I. Question 1: In How Many Credit Hours Are You Currently Enrolled	43
II. Question 2: In How Many Credit Hours Are You Enrolled in the Evening	43
III. Question 3: How Many Credit Hours Are on the Weekend	45
IV. Question 5: Indicate Your Primary Reason for Taking This Course . .	46
V. Question 6A: Indicate Your Primary Reason for Taking This Course in the Evening	48
VI. Question 6B: Indicate Your Primary Reason for Taking This Course on the Weekend	49
VII. Question 7A: Does Your Continued Enrollment at the University Depend on Availability of Evening Classes	50
VIII. Question 7B: Does Your Continued Enrollment at the University Depend on Availability of Weekend Classes	50
IX. Question 12: Would You Have Enrolled This Semester if You Had Not Taken a Weekend/Evening Course	51
X. Question 13: Did You Enroll in More Hours Because of Weekend Classes	52
XI. Question 11: How Did You Hear About Weekend/Evening Classes .	53
XII. Question 8A: Would You Like to See More Courses Available	54
XIII. Question 8B: Would You Like to See More Courses Available During Intersessions	55
XIV. Question 14: Would You Prefer Degree Programs That Can Be Completed Entirely During Weekend/Evening	56

Table	Page
XV. Question 10: Do You Prefer Weekend/Evening Classes That Run the Entire Semester or Would You Prefer Condensed Courses that Meet for Fewer Weeks	56
XVI. Question 15: What is Your Classification	58
XVII. Question 17: In What College Are You Enrolled	59
XVIII. Question 18: In What Age Group Are You	60
XIX. Question 19: Race/Ethnic Classification	61
XX. Question 20: Employment Status	61
XXI. Themes Emerging From Faculty Responses Listed In Order of Frequency of Response With the Most Frequent Listed First	65
XXII. Faculty Response to Worthiness of Weekend/Evening Program	66

CHAPTER I

INTRODUCTION

In October 1994, the extension division of a midwestern land-grant university was assigned the responsibility of establishing and implementing a weekend/evening college to provide more higher education opportunities for nontraditional, part-time students during weekend and evening hours. The university under study resides in a rural community with a population of slightly more than 36,000 residents and enrolls approximately 19,150 students. Eighty-three percent of the undergraduate enrollment is from the home state; nine percent from other states; and eight percent from more than 90 foreign countries. Of the undergraduate population, 54 percent are men and 46 percent are women. Minorities make up 14 percent of the undergraduate student body. The graduation rate of full-time, degree-seeking undergraduate students is 49 percent. The graduate student enrollment totals 4,300. Sixty-nine percent are from the home state; 13 percent from other states; and 18 percent from foreign countries. Of the graduate population, 45 percent are men and 55 percent are women. Minorities make up 12 percent of the graduate student body. The university offers bachelor's, master's and doctor's degrees in a large number of fields as well as the professional Doctor of Veterinary Medicine degree.

While there is a long history of serving the degree seeking needs of the traditional student, the university under study has also recognized that those nontraditional students who desire to begin or complete degrees are a growing and important population who have a limited amount of time due to family, work, and other commitments. These constraints make attendance during traditional hours more difficult. This research study analyzes the efforts of the institution to better meet these needs by instituting a weekend/evening program.

Background

East (1988) says that working adults who cannot take day or evening classes Monday through Friday may find weekend offerings about the only way they can get an education. Therefore, scheduling classes on the weekend is indeed a viable option for reaching adult learners not served by the traditional Monday through Friday scheduling

Weekend/evening classes have been identified as one method of providing options for people who are either unable to or find it inconvenient to attend classes traditionally held during the working daytime hours. At present, the availability of these types of learning opportunities for residents in the general locale of the institution is, for the most part, limited to undergraduate courses available mainly during the daytime working hours, graduate programs more readily available during evening and weekend hours but limited in number, vocational-technical noncredit training programs, and independent or self-study options.

Accommodating busy schedules plays a critical role when adult students select classes. More than one-third of adult students surveyed in 1986 chose classes that began between 7 a.m. and 10 a.m. Nearly one-half of adult students, however, chose classes that started between 5 p.m. and 7 p.m. Few students chose to take classes that started at mid-day or after 7 p.m. The fact that most adults prefer classes in the morning and late afternoon implies that these students fit their class time around work and family schedules (National University Continuing Education Association (NUCEA), 1992).

It was with the needs and constraints of these prospective nontraditional, part-time students that the weekend and evening program was initiated. At the onset it was decided that the program would build upon the existing classes available during weekend and evening hours with additional classes added to make a viable selection available during hours that would accommodate adults who could not participate during traditional class times.

As well as providing educational opportunities for those who might not otherwise be able to participate in higher education, the weekend/evening program was viewed as a possible means of bolstering enrollments. The NUCEA (1992) reported that the fastest growing population in higher education is part-time students--those who take less than 75 percent of what a given institution considers a full-time credit load. Further, this increase in part-time students has contributed to the growth of continuing higher education programs nationwide as institutions have adapted to meet the needs of these students. Now nearly half of all students enrolled at all levels in higher education attend

part-time. (1) earning a higher education degree(s) or simply in participating in

A secondary objective of the weekend/evening program was to create an awareness of learning opportunities available on the campus during the weekend/evening hours and to convey to the local citizenry a sense of community between the local and campus populations. Lynton and Elman (1987) say that the university needs to forge a closer relationship with the world beyond the campus. They propose that institutions should become involved as much in the aggregation, interpretation, dissemination, and application of existing knowledge as in the quest for new knowledge. In addition, the university's mode of instruction and content of its curricula need to be adjusted to bridge theory and practice and to help students learn as much from practice as from theory. And of increasing importance is the need to broaden the university's clientele well beyond the traditional group of young and full-time students.

Statement of the Problem

The problem addressed in this study is the lack of opportunities at the institution under study for the nontraditional student to gain access to education at times conducive to their life situations.

Purpose of the Study

The purpose of this study is to assess the potential for offering an alternative scheduling option (weekend/evening) that will assist nontraditional

students in attaining a higher education degree(s) or simply in participating in learning activities that will enhance his/her personal and/or professional well-being. The study will focus on the students and faculty who participated in a three-semester experimental offering of weekend college at the institution under study.

Need for the Study

At the institution under study, the role of higher education in meeting the needs of all students, including nontraditional, part-time students, is recognized by the administration. Nontraditional students are an important and growing element of the higher education community who have special needs and requirements such as flexible class schedules. Millard (1991) reports that in the last half of the twentieth century, higher education in the United States has undergone an amazing transformation from what was prior to World War II a relatively small, essentially elitist, largely private post-high school enterprise serving primarily eighteen-to twenty-four-year-old full-time resident students to an expanded system with more than twelve and a half million students.

When the weekend college program was initiated for the spring 1995 semester, it was agreed among administrators at the university that the project would be given a fair trial in order that data could be gathered to assess the success and effectiveness of the program. In speaking of teaching on weekends, East (1988) says innovation has its risks. "Some things work; some things do not. However, there is truth to the maxim, 'nothing ventured, nothing

gained.' Often, institutions engage in endless debate about whether or not to offer a weekend college or to teach the regular curriculum in shopping centers or other related topics. Experimentation is inherent to the work of colleges and universities" (p. 5).

East (1988) goes on to say that when the idea of teaching on weekends is introduced, administrators should encourage such approaches with the understanding that it is an experiment--not something to be set in concrete at the outset--that will be assessed after one or two semesters with a view toward continuance with or without modifications or discontinuance. And it was as an experiment, not necessarily a long-term commitment that the weekend/evening program was put into place.

Having made the decision to initiate a weekend college, the commitment was made to offer the program through the spring 1995, fall 1995 and spring 1996 semesters. It was also agreed that, in order to make an informed decision concerning the future of the program, an analysis of the critical decision criteria must be in place by spring 1997. The results of this study will provide an analysis of two components of the criteria (i.e., student and faculty acceptance) for determining the future of the weekend/evening program.

As Stauffer (1991) says, "Innovation in class scheduling can be risky business. Some projects will prove successful; others will not. Experimentation is, however, fundamental to the college experience. Once an experiment has been executed, the findings must be studied to determine effectiveness of the approach" (p. 1).

Objectives of the Study

The objectives of the study are:

1. To determine who participated in weekend/evening courses during the spring 1995, fall 1995 and spring 1996 semesters.
2. To determine students motivation for participating in weekend/evening courses during the spring 1995, fall 1995 and spring 1996 semesters.
3. To analyze the status (full-time, part-time) of participating students.
4. To determine what scheduling option is preferred.
5. To determine if students' participation in higher education is dependent upon availability of weekend/evening classes.
6. To describe the demographic characteristics of those who participated.
7. To assess faculty attitudes concerning the weekend/evening format.

Definition of Terms

For the purposes of this study, the following definitions are provided in order to understand terms and the overlap of usage. These terms are derived from the literature and existing policies at the institution under study.

Nontraditional Student: Generally a part-time student with adult responsibilities in addition to attending school; i.e., employee, parent, spouse, etc. (Escott, Semlak, & Comadena, 1992).

Traditional Student: A person who entered higher education on a full-time basis upon graduation from high school (Lynton & Elman, 1987).

Part-time Student: Students who take less than 75 percent of what is considered a full-time credit load (NUCEA, 1992).

Adult Student: As defined by the institution under study, an adult student is 21 years of age or is an individual on active military duty. However, the adult student as referred to in literature citations is generally identified as 25 years of age and over. Therefore, for the purposes of this study, the adult student will be assumed to be 25 years of age and older.

Weekend Class: Any class beginning Friday at 3:30 p.m. or later and all day Saturday and/or Sunday.

Evening Class: Any class Monday through Thursday beginning at 3:30 p.m. or later.

Weekend College: Generally an offering of courses for credit held on weekends which provides a complete plan for degree completion rather than just a random offering of courses.

Weekend/Evening Program: An offering of courses during weekend and evening hours during which students may enroll in classes leading toward a degree that may or may not be totally completed during weekend/evening hours.

Assumptions

In the event terms are used sequentially or interchangeably in this study, it indicates overlap of student characteristics. In addition, the terms "weekend college" and "weekend/evening program" are used

interchangeably reflecting the uncertainty of the structure the university under study will eventually adopt if the option is put into place on a permanent basis.

Limitations

This study was restricted to students participating in classes at the institution under study and scheduled during the weekend/evening time format. It does not attempt to assess the perceived needs of the non-student population of the area. The study also does not attempt to assess the attitudes of faculty who did not teach in the experimental project.

Organization of the Study

Chapter I introduces the study with a brief introduction and background statement describing why the weekend/evening program is being initiated. The statement of the problem, the purpose of the study and the need for the study follow. The objectives of the study, definition of terms, assumptions and limitations complete Chapter I. Chapter II reviews the literature from the standpoint of (1) who are weekend/evening students, (2) who offers weekend/evening programs, (3) what schedule of weekend/evening classes is preferred, (4) necessity for degree completion availability (5) issues affecting faculty and faculty's reaction to the weekend/evening format, and (6) advantages and disadvantages of offering a weekend/evening program. Chapter III reports the methods and procedures used in the development of the survey instruments, the data collection, and the assessment of the data.

Chapter IV presents an analysis of the data, and Chapter V presents the summary, conclusions, and recommendations.

ATL

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of literature concentrating on: (1) Who are weekend/evening students, (2) who offers weekend/evening programs, (3) what schedule of weekend/evening classes is preferred, (4) necessity for degree completion availability, (5) issues affecting faculty and faculty's reaction to the weekend/evening format, and (6) advantages and disadvantages of offering a weekend/evening program.

Who Are Weekend/Evening Students

In order to begin to plan for an innovative rescheduling of classes as well as adding additional sections during the weekend/evening time period for the adult, nontraditional student, it is first necessary to understand who attends class during this time. Both East (1988) and Stauffer (1991) say that it is the students who ultimately will determine the success or failure of innovative class scheduling so it is necessary to study who these students are in order to make decisions concerning scheduling to meet their needs.

Concerning who may attend, Ernest Boyer (1987) said that we have created the world's first system of universal access to higher education and that this provides access to virtually anyone. However, Millard (1991) says "In

spite of what Boyer (1987) correctly cites as our approximation to universal access for all who wish to enroll in higher education, there are still far too many people for whom the 'wish' is unrealistic or never comes true" (p. 4).

While virtually anyone may now access higher education, Lynton and Elman (1987) point out that not so very long ago, the vast majority of university students enrolled on a full-time basis right after graduating from high school, continued without interruption toward their baccalaureate degree, and, if they went on to graduate and professional schools, did so immediately. Furthermore, formal higher education was usually completed before the start of an individual's career. A "front-loaded" full-time continuous mode of attendance was the norm.

According to Millard (1991) the student body is changing. The traditional aged student is no longer the norm. Of the twelve and a half million students enrolled today, fewer than two million are traditional eighteen to twenty-two-year-old full-time campus residents. More than half of the students are over twenty-two years of age, 40 percent are over twenty-five, and there are more students over thirty-five than there are eighteen-year-olds in college. Two-fifths are enrolled part-time and considerably more than a third live off campus. Millard (1991) goes on to say that most of these trends promise to continue. He predicts that by the year 2000, the adult part-time student is likely to be the new majority, yet most institutions tend to operate and be structured on the assumption that the traditional student is still the norm.

In a study of the characteristics of Saturday students at UW-Waukesha

County, Mishler and Moss (1986) found that 80 percent of the students were aged 22 or older, with 25 percent aged 35 or over; thus the majority of students were between ages 22 and 35. Sixty-four percent were women, a larger percent than exists in the total campus population where women comprise only one-half of the students. Sixty percent were continuing students, twenty percent were "re-entry" (meaning they had dropped out and were now re-enrolled), and twenty percent were students new to the institution.

In a more recent review of the demographic characteristics of the spring 1991 students enrolled in Saturday classes at Parkland College, Hecht (1991) also found that females are more likely than males to enroll in Saturday classes and in greater proportion than the total student population. He also found that while students of all ages enroll in Saturday classes, 68 percent are adult students 25 years old or older, compared with 52 percent for all students. When summarized, the demographic characteristics suggested that a "typical" potential weekend student is at least 25 years old, white and enrolled in a career or career preparation program. In regard to academic majors, Mishler and Moss (1986) report that the largest groups of Saturday students major in business (35 percent) and social science (22 percent), followed by education (9 percent) and the arts (8 percent).

In another effort to identify potential students, Capps (1985) surveyed the evening student population on the main campus of Somerset County College in part to ascertain student interest in a weekend college. She found that over two-thirds of the evening program population expressed an interest in weekend

college.

Also, in an effort to understand where these potential adult students are physically located and their propensity to participate in education, Aslanian and Brickell (1988) report that:

1. About 50 percent of adult students live in cities, about 35 percent in suburbs, and about 15 percent in rural areas.
2. About 25 percent of all adults live in rural areas, but only about 15 percent of adult learners live in rural areas.
3. Metropolitan areas attract more adult students than colleges in rural areas.
4. Weekend study for degrees is rare among adults, despite the existence of noteworthy weekend degree programs designed explicitly to attract adults to college campuses.
5. Adults spend very little time traveling to class. Half of them can get there in less than 20 minutes. Most of the rest can get there in less than 45 minutes. One hour is the extreme upper limit.

However, in regard to an institution's decision as to whether or not to offer a weekend program, Stauffer (1991) indicates there is no typical student and says that the diversity found in weekend college programs makes it important for each institution to determine individually the types of students making up their potential weekend market.

"Whereas the saying 'Thank God it's Friday' used to signal time off to relax at the week's end, for many older workers it now heralds the beginning of

a weekend of learning. Many adult students are so enthusiastic about going to college that they can hardly wait for Friday evening, when classes start. And on weekend mornings, while their families are still snoozing, they are hitting the road for 9-o'clock classes" (Watkins, 1989, pp. A35, A38).

Who Offers Weekend/Evening Programs

"Weekend college, the idea of offering self-contained courses and degree programs exclusively on weekends, has a brief history. Miami-Dade Junior College in Florida is credited as the first to offer a weekend degree program-- begun in 1965. Many American colleges and universities have offered Saturday classes over the years. Often, these are self-contained credit classes. More often, however, on most college campuses Saturdays have been a part of weekday courses in which the lecture component is offered during the week, followed by a recitation or laboratory session on Saturday. Moreover, weekends have been used in scheduling special seminars, workshops, and courses--usually non-credit--on Saturday but sometimes on Sunday as well" (East, 1988, p. 13).

Goor and Farris (1981) report that the majority of the students who attend weekend evening courses did so at the largest institutions. Although institutions with enrollments of 10,000 or more constituted only 15 percent of the total number of institutions offering such courses, they included about one-half of all the evening or weekend students.

However, based on the experience of the Indiana University-Purdue

University at Indianapolis weekend college, East (1988) has concluded that the right curriculum offered at convenient times and places and properly marketed will be successful. Size and location of the main campus generally are not major factors. Successful weekend programs operate in large and small communities and in small and large and public and private colleges and universities.

According to Millard (1991), even though the percentage of part-time and older students is approaching the majority of those in higher education, many institutions have been slow to refocus attention on this group as a progressively important part of the mainstream of higher education and not simply a temporary phenomenon that operates separately from the central function of the educational institution. However, he does not suggest that institutions should all shift functions. He does say, however, that institutions should recognize that given the spectrum of higher education as it now is--let alone the potential in the year 2000--with less than one-sixth of the students in the traditional student group, some major refocusing seems clearly called for.

Levitt (1982) warns that universities must meet the demands of adult students for degree programs in a time and place suited to their needs or other providers will. Solomon and Solomon (1992) propose that "We should 'open up the university.' The 'ivory tower' is dead. What is taking its place is community without walls in which teaching and learning are made available to everyone who is willing and wants them, whatever their age, their institutional status, their situation" (p. 3).

Goor and Farris (1981) have concluded that the larger the institution, the greater its likelihood of having evening or weekend courses. For example, 59 percent of the small institutions (enrollments of fewer than 1,000) had evening courses, compared to 88 percent of the large institutions (enrollments of 10,000 or more). Similarly, weekend courses were offered by only 10 percent of the small institutions, but by almost one-half of the large colleges and universities.

Millard (1991) says that institutions of higher education need not only to reassess who their students are but whether their structures and services are designed to serve both current and future students. In addition, Huddleston and Hendry (1983) say that in order for institutions to effectively pursue the adult learner market, care must be taken to recognize and eventually deal with major tasks that affect the development of a strong adult learner program.

Brenden (1986) also recognizes the need for higher educational institutions to take into consideration the changing enrollment pattern from a time when the normative age for undergraduate enrollment was quite homogeneous (primarily 18-23 years old) to one which includes the adult life-span (25 years of age and older). Institutions need to extend their efforts and modify their programs to effectively educate these nontraditional learners.

Scheduling Weekend/Evening Classes

Toper (1983) says that it is an institution's image, not necessarily its reality, that people respond to and that the images perceived when an institution's name is mentioned are critical to the survival of any college or

university. In regard to image, Stauffer (1991) points out that one area available to schools desiring a more positive, responsive image is that of class scheduling. Institutions can advantage themselves through the offering of flexible class time schedules, convenient locations for course offerings, and classes designed to meet the needs and learning styles of target student groups.

Thompson (1985) also reinforces the need to focus on scheduling changes and says that with the growth of the nontraditional and part-time student groups comes a greater need for different scheduling patterns as often these groups have different needs than traditional students. Attracting and retaining new target groups requires that an institution develop new course scheduling patterns and then launch effective promotional efforts to reach these groups.

According to East (1988), weekend scheduling patterns vary. While some institutions use Saturday only, most offer classes in various combinations of Friday evening, Saturday morning and afternoon, and Sunday morning, afternoon, and evening. Many do not offer classes on Sunday; most of those that do, offer classes in the afternoon, not Sunday morning.

Stauffer (1991) says that while some institutions tend to collapse the schedule into as few hours as possible, thereby avoiding "unpopular" time periods, this is not the best approach. Such scheduling does not provide the best academic opportunities or represent the best use of available resources.

In regard to scheduling, Rountree (1987) found that at the best fifteen

weekend colleges in the nation, 1) Saturday courses were more likely to be offered by weekend colleges within large universities, 2) the scheduling of courses that met as a Friday/Saturday combination was offered by weekend colleges within both large and small universities, 3) courses which met on a Friday/Saturday/Sunday combination were offered by both large and small universities, and 4) courses which met on a Friday/Saturday/Sunday combination were offered most frequently by weekend colleges within large universities.

Hale and Wattenbarger (1990) say that with the growth in numbers of adults, particularly part-timers, enrolling in higher education and the system's increasing reliance upon adult students to reach acceptable levels of enrollment, institutions need to understand the forces that drive adult academic participation. Only through such understanding will it be possible to design more accessible learning opportunities for them.

Mishler and Moss (1986) point out, however, that given the limited resources of many colleges and universities, establishing a separate, expensive weekend program with its own students, faculty, and administration is frequently not possible. As an alternative, some colleges are responding to adults' scheduling needs by expanding their traditional program offerings to Saturday times. Saturday classes allow working adults the opportunity to carry more credits per semester than they would through day and evening classes alone. They also offer flexibility for homemakers with children, who may find child care or babysitting needs more easily met on Saturdays. In addition, Saturday

classes may appeal to learners who prefer to come to class "fresh" rather than after a day at work.

Mishler and Moss (1986) found that one question critics of the Saturday classes had was whether the Saturday classes would simply draw students away from other times. They questioned how many students would have enrolled in the same course anyway had it been offered only during the week, and would they have actually preferred a weekday time. However, when considering the responses of Saturday students who were also taking classes during the weekday time, they found that fifty-four percent of them would not have preferred a weekday time for the Saturday class they took. Thus, many day students who might have been thought to be taking a Saturday class under duress actually expressed a preference for a Saturday class time over a weekday time. On the other hand, they also reported that the vast majority of day students indicated they would have taken the course anyway, even if it had not been offered on Saturday.

In analyzing weekend classes at Parkland College, Hecht (1991) found that a relatively small number of students enrolled in a Saturday section of a class because all non-Saturday sections were full. In regard to weekend and evening classes, students most preferred Saturday mornings, Monday through Thursday evenings, Saturday afternoons, and Friday night, in that order. Parkland Saturday students rejected Sunday as a schedule choice.

In a study of UW-Waukesha County Saturday students, Mishler and Moss (1986) found that about half of the Saturday students, when questioned

about their preference for non-Saturday scheduling such as weekdays during the day or late afternoon, reported that would be impossible. Sunday morning or afternoon was also seen as impossible for substantial percentages of the Saturday students, and many more would prefer to attend classes on Sunday. Evenings (with the exception of Friday evening, which is more unpopular than Sunday afternoon) emerged as the prime time that students could attend classes besides Saturday. Of the weekend options, Saturday morning was the most popular. While only twenty percent preferred Saturday afternoon, fifty-seven percent chose it as their first or second option, so if there are to be two weekend time slots, Saturday afternoon should be the second one for these students. In addition, the most popular time of day for starting the Saturday class was 9:00 for morning classes and 1:00 for Saturday afternoon classes.

Aslanian and Brickell (1988) found in telephone interviews of 568 adult degree students that almost 50 percent said they took most of their courses before 4 p.m. on weekdays; 279 of 568 (close to 50 percent) said they took most of their courses after 4 p.m. on weekdays; 19 of 568 (about 3 percent) said they took most of their courses during weekends.

Stack and Pascal (1980) provide an example of a nontraditional approach to scheduling weekend classes that does not just move existing classes to a different time. At Wayne State University of Detroit the delivery system enables working adults to take three, four-credit courses per term through a combination of televised presentations, once-a-week workshops, and intensive weekend conferences. The television courses are shown at a variety

of times so that students may watch them at home at their convenience. The workshop courses meet once a week for four hours at a variety of times and locations. The weekend conference courses meet for two intensive weekends each quarter on the Wayne State Campus. Weekend College students may carry a full course load of twelve credit hours and can look forward to earning their degrees in four to five years.

Capps (1985) surveyed the evening student population on the main campus of Somerset County College and determined that over two-thirds of the evening program's population expressed interest in a weekend college. Although the data indicated that some overlap of interest existed, evidence supported the hypothesis that the weekend college would be successful if scheduled either as a five weekend session and/or as an eight weekend college and slightly over one-third of the evening population preferred the eight weekend college.

Huddleston and Hendry (1983) report on another scheduling variation used by the weekend college at Saint Xavier which provides an opportunity to earn a college degree by attending college on weekends. The academic year for weekend college follows the semester division of the weekday college: two long semesters, four months each; a January term and summer sessions. During the 15-week semesters, five weekends are designated as independent study weekends when classes do not meet. Classes meet four times during each weekend. Students taking one course would attend class during one of these four times, while those with three classes would be on campus during

three out of the four class meeting times. Sixty-four percent of that total of 30 responses.

Necessity for Degree Completion Availability

"Most part-time students enrolled in credit programs seek degrees. In 1993, non-degree student enrollments accounted for only an estimated 10 percent of all student enrollments. These students are studying for credit, either at the pre-baccalaureate or post-baccalaureate levels, but are not pursuing degrees" (NUCEA, 1996, p. 20).

According to Goor and Farris (1981) almost three-fourths of the institutions granting baccalaureate degrees offered evening/weekend courses creditable to a degree during the 1979-80 academic year. Two-thirds of these colleges and universities offered evening courses only, while one-third provided both evening and weekend courses. Yet in spite of a widespread availability of evening and weekend courses, they found that opportunities to earn a bachelor's degree through evening or weekend study alone are quite limited. However, Solomon and Solomon (1992) believe that many students are not interested in degrees, but that they go to school for self-improvement, for stimulation, and for personal enjoyment.

Hecht (1991) found that at Parkland College only about one-third of Saturday students considered it important to complete their degree goal on Saturday only, while about two-thirds considered it important to complete their degree goal by taking a combination of evening and Saturday classes.

Kinnick and Ricks (1988) in a survey for presentation to the 29th annual

forum of the Association for Institutional Research, found that of 30 responses, 13 indicated that 25 percent or more of their institution's bachelors programs could be completed by attending only evening or weekend classes.

In a survey of the best weekend colleges in the nation, Rountree (1987) concluded that all of the best weekend colleges offered courses which could apply toward degree programs.

Issues Affecting Faculty and Faculty Reactions to the Weekend/Evening Format

According to Huddleston and Hendry (1983) a primary part of the responsibility of the development of adult learning opportunities (instruction, curriculum, and advisement) rests with the faculty of every institution. They point out that adult learners will require new considerations from faculty regarding classroom content, interaction, location, and time of course offerings.

East (1988), in speaking of the Indiana University-Purdue University at Indianapolis weekend college experience, stated that the initial undertaking met some resistance from two vocal faculty who argued endlessly that teaching on weekends would undermine the weekday program, that faculty would never teach on weekends, and that only marginal students would participate. All of these concerns proved to be just the opposite. Instead, the weekend program augmented weekday offerings in most positive ways; faculty were never forced or even strongly encouraged to teach on weekends but did so out of choice.

However, Rountree (1987) in describing the characteristics of the best weekend colleges in the nation says that the majority of faculty teaching in a

weekend college were assigned by the academic dean or division chairperson. In addition, one fourth of the weekend college faculty were from regular weekday programs and taught weekend courses as a part of their normal teaching load.

Bottomley, Bulger and Terbeek (1982) recognized that even though weekend and evening courses might not be faculty's choice, an increase in these offerings might be helpful to the University in alleviating some of the overcrowding in the classrooms and in meeting the increasing demand for upper-level courses for some of the students. However, Stack and Paskal (1980) warn that the existence of a weekend college places special demands on faculty.

Rather than reluctance on the part of faculty, Goor and Farris (1981) have identified limited faculty resources as one of the major deterrents to the introduction or expansion of evening and weekend courses. But Huddleston and Hendry (1983) say that committed faculty are one of the important determinants to success and must be present along with meaningful courses. On the other hand, East (1988) believes that weekend college programs are planned not for faculty and administrators but for students and that it is the students who will determine the success or failure of a weekend/evening program. In keeping with that idea, Sworder (1986) says designing class schedules would be much simpler if "student needs" were the only item of consideration, but that in fact scheduling involves a balancing of student needs with faculty interests and with administrative concerns relative to facilities

availability and funding support levels.

Advantages and Disadvantages of Offering a Weekend/Evening Program

One of the advantages of offering weekend and evening classes is the increased accessibility provided to all who wish to participate and the attendant good will created in the minds of the public. In a report of the National Association of State Universities and Land-Grant Colleges (NASULGC) (1996), it is reported that higher education enjoys widespread support of the American public. It was also reported that in a recent poll it was found that 83 percent of the public believed that, if more people were college educated, the nation's ability to solve social problems such as crime, drugs, and homelessness would improve

NASULGC (1996) further reports that the public considers expenditures to stimulate lifelong learning among adults to be an appropriate use of their taxes. A recent study has documented that, out of every \$100 of public taxes targeted for higher education, the respondents in a national survey would designate \$45 to teach students on campus, \$30 for off-campus education and technical help and \$25 for research. Eight in ten respondents said that getting more education is important to their success at work, and the potential audience is enormous.

Institutions might find that one of the major advantages of a weekend evening program is the positive impact on institutional enrollment figures. According to East (1988) institutions would be wise to recognize that new

students, whose first exposure to a school is the result of enrollment in a weekend program, potentially represent a significant pool of college majors.

Mabry (1988) says that alternative scheduling systems are a means by which colleges can both respond to demands for accountability and adapt to declining enrollments and financial problems. Alternative scheduling provides a means of adapting to declining enrollments, fiscal exigencies, and the demand for accountability to students. Strategies such as departing from traditional semester or quarter-length courses and developing weekend programs have been implemented at certain institutions to attract new segments of the population to college attendance.

An economic advantage of weekend/evening classes is the increased use of expensive physical plants. According to Solomon and Solomon (1992), campuses are under-utilized. Institutions should plan for more night classes, more weekend classes, more summer courses, more utilization of an expensive physical plant that for many hours of the day and days of the year sits largely unused. Also, consideration should be given to the fact that between the prime hours of ten in the morning and two in the afternoon, classes tend to be filled and parking is difficult to find. On the other hand, in the early morning and later afternoon and evening, not to mention on Saturdays and Sundays and during most of May, December, January, July and August, there are unused facilities galore.

Stauffer (1991) has identified several other reasons why weekend programs can prove advantageous or disadvantageous both for the students

enrolled in the programs and for the institutions providing them. Advantages for the student include:

1. Child care needs can often times more easily be met on the weekend.
2. Students can come to class "fresh" rather than exhausted after a day's work.
3. Students who live and work too far from campus to attend during the week, can attend on weekends.
4. "Traditional" students can accelerate degree completion.
5. Weekend classes allow for more productive use of leisure time.
6. Weekend classes for professional advancement often fit the adult worker's schedule better.
7. Parking on campus is much more readily available on weekends.
8. The campus is less "hectic" on weekends for adult students attempting to return to the educational setting.

Advantages for the institution include:

1. Facilities fully scheduled during the week are available on the weekends.
2. Additional students can be added to an institution's total enrollment.
3. Allows scheduling flexibility for both full- and part-time faculty.
4. Necessary instructional support materials more readily available on the weekends.
5. Weekend courses provide alternative scheduling for regular students.

Disadvantages include:

1. Most adults prefer to keep their weekends free. What is being offered is an alternative; not an easy solution.
2. Weekends have been found to be the least convenient time for classes for full-time, day, and day/evening students.
3. The weekend represents the most rejected time for classes. Only a very small percentage of students prefer weekend classes.
4. Retention rates may also suffer. A survey at William Rainey Harper College found that even though weekend students rated their courses as being more beneficial, these courses suffered the highest rates of withdrawal.
5. Many institutions cannot afford the expansion of support services that must accompany a separate weekend program. Thus, many institutions simply expand their traditional offerings into the weekend period rather than create a separate weekend program.

Mabry (1988), reports that faculty and administrators at Pikes Peak Community College have identified five major advantages to a weekend schedule:

1. Classes are held in existing facilities that are fully scheduled during the regular week, so that the only additional cost is a minimal outlay for janitorial service and utilities.
2. The weekend classes do not take students from weekday classes, but instead add additional students to the total enrollment.
3. For students who are enrolled in regular weekly classes, the weekend

college provides an alternative schedule for completing required courses.

4. The weekend program allows for flexibility in scheduling full- and part-time instructors.

5. Necessary auxiliary instructional materials and audiovisual equipment are readily available.

Summary of the Review of Literature

To summarize the literature review, adult students looking for an opportunity to continue their formal education comprise a growing segment of the total student population. Institutions of higher education either have made the decision to provide services tailored for this group or will most likely be assessing the feasibility of adapting to do so. In order to provide data that will assist in the assessment of the likelihood of success if a weekend/evening program is put into place, the literature was evaluated from the standpoint of: who are weekend/evening students, who offers weekend/evening programs, necessity for degree completion availability, issues affecting faculty and faculty's reaction to the weekend/evening format, and the advantages and disadvantages of offering a weekend/evening program.

According to the literature, students who attend weekend/evening programs are, for the most part, aged 22 through 35; a larger percentage of women enroll than exists in the traditional campus population; the majority are white and live in cities; and most are employed.

Traditionally, it has been larger institutions that have been most likely to

offer weekend/evening programs. However, based upon information available it does not appear that the level of degree granting status is a factor; i.e., comprehensive universities are not more likely to offer than two-year institutions.

In the review of literature, it was found that, while students desire classes scheduled at times that will complement work schedules, most do not prefer Sunday classes. Evenings and Saturday classes, both morning and afternoon, were preferable. In addition, while there is some sentiment that adults attend school just for personal enrichment, most have degree goals. Faculty reaction to weekend/evening formats has met with varied acceptance. Some are resistant to giving up weekend hours or believe it will adversely affect their weekday classes. Others enjoy working with the adult student.

The advantages and disadvantages of offering weekend/evening programs, according to the literature, varies from institution to institution. Generally, speaking it is a means of increasing enrollment and meeting the needs of a more diverse audience. On the other hand, the necessity to provide support services during these off-hours places a burden on the institution that it has not heretofore had to manage.

CHAPTER III

METHODS AND PROCEDURES

This chapter deals with the methods and procedures for gathering data needed to meet the objectives outlined in Chapter I. Included will be (1) introduction, (2) development of instruments, (3) data collection, and (4) data assessment.

Introduction

This study is designed to provide information about students who enrolled in the three experimental semesters (spring 1995, fall 1995 and spring 1996) of the weekend/evening program at the institution under study: their academic status and demographic characteristics, their motivation for enrolling, their class scheduling preferences, and faculty response to the program. An analysis of the data gathered will provide these two components of the criteria used to determine the future of the program. Since the study focuses on an analysis of data already gathered, it is best categorized as a post-hoc study.

Development of Instruments

In order to gather data about students enrolled in weekend/evening classes, the questionnaire method was utilized. The questionnaire was

developed utilizing a committee of professionals from the university extension programmatic units at the institution under study. The committee was comprised of seven members representing each of the academic colleges at the institution (with the exception of the professional school of veterinary medicine) and the Office of Independent and Correspondence Study. The committee members are all involved on a daily basis in offering programs, both credit and noncredit, for nontraditional students and are, thus, highly experienced in program assessment and evaluation. The committee was chaired by the researcher who is a member of the administrative staff of the university extension unit and has twenty-one years experience in the field.

The committee met as a formal working group first to determine what information was needed to provide data upon which management could, in part, base a decision to continue or discontinue the weekend/evening program. The categories of inquiry established by the committee were: 1) what was their current student status insofar as total credit hour load and total credit hours in the evening and on weekends, 2) the primary motivation for enrolling in a weekend/evening course, 3) preferred scheduling options, 4) how they learned the course was available, and 5) who were the students. Once these categories had been established, the committee developed a survey instrument comprised of questions intended to gather quantitative data.

Questions developed to elicit information about student status included:

1. In how many credit hours, including this course, are you currently enrolled?

2. How many credit hours are in the evening?
3. How many credit hours are on the weekend?
4. Please list the prefix and number of the course(s) you are taking after 3:30 p.m. and on weekends.

Questions to elicit information about motivation for enrolling included:

1. Please indicate your primary reason for taking this course: required for degree, elective for degree, personal enrichment, to improve job skills, to earn teacher certification, and specified other reasons.
2. Please indicate your primary reason for taking this course in the evening: only section that was open, only time course was offered, only time I can take courses, I prefer evening classes, and other.
3. Please indicate your primary reason for taking this course on the weekend: only section that was open, only time course was offered, only time I can take courses, I prefer weekend classes, and other.
4. Does your continued enrollment depend on the availability of evening classes?
5. Does your continued enrollment depend on the availability of weekend classes?
6. Would you have enrolled this semester if you had not taken a weekend/evening class?
7. Did you enroll in more hours because of weekend classes?

Questions designed to elicit information about student scheduling preferences included:

1. Would you like to see more courses available on weekday evenings (Monday through Thursday), weekday mornings (7:30 to 9:00), Friday evening, Saturday morning, Saturday afternoon, Saturday evening, Sunday morning, Sunday afternoon, Sunday evening, December and January intersession, April and May intersession, August intersession, and specified other.

2. Are there other classes you would like to see in the weekend/evening program that currently are not offered?

3. Do you prefer weekend/evening classes that run for the entire semester or would you prefer condensed courses that meet for twelve weeks, ten weeks, or eight weeks?

4. Would you prefer degree programs that can be completed entirely on weekends or in the evening?

In order to gain insight into the effectiveness of the marketing of the weekend/evening program, a question was included to learn how the student became aware the course was available. The question asked was:

1. How did you hear about the weekend/evening courses offered this semester: newspaper ad, newspaper flyer, radio, television, campus newspaper, class schedule, or specified other.

To learn who enrolled in weekend/evening classes, the following questions were asked:

1. What is your classification: freshman, sophomore, junior, senior, graduate, or special student.

2. If you were not in college last semester how long has it been since

you were enrolled in higher education?

3. In what college are you enrolled: Agricultural Sciences and Natural Resources; Arts and Sciences; Business Administration; Education; Engineering, Architecture and Technology; Human Environmental Sciences; Graduate; or undecided?

4. In what age group are you: 18 to 25, 26 to 30, 31 to 35, 41 to 45, 46 to 50, 51 to 55, or over 55?

5. What is your race/ethnic classification: White/Caucasian, African-American/Black, Hispanic, American Indian/Alaskan Native, or Asian/Pacific Islander?

6. Are you employed full-time, part-time or not employed?

After the questionnaire had been developed to the satisfaction of the committee, it was reviewed by university extension administrators in each of the academic colleges. And finally, the structure and appropriateness of the instrument was reviewed by staff in the institution's assessment office which is also responsible for institution-wide assessment of faculty and course effectiveness. The questionnaire was not field tested prior to implementation because of the immediate need to begin collecting data and the possible negative impact of another survey being asked of students and faculty.

The same committee and review process used to develop the student survey instrument was also used to develop a questionnaire to elicit qualitative responses from faculty concerning their opinions of the program by using an open form questionnaire. While it was recognized that this type of survey

instrument makes the task of categorizing, tabulating, and summarizing responses much more difficult, it was believed that the information gained from the open expression of faculty opinion would be the most useful. Questions developed were intended to ascertain 1) why faculty taught in the weekend/evening format, 2) what differences in characteristics faculty found in students enrolled in weekend/evening classes, 3) what format adjustments faculty had to make for their presentations, 4) what faculty believed were the advantages and disadvantages of weekend/evening classes, 5) faculty observations concerning the students who were in weekend/evening classes; i.e., traditional, part-time, adult, etc., and 6) faculty conclusions concerning the worthiness of offering weekend/evening classes at the institution under study.

Data Collection

The method of distribution of the student questionnaires was through the college university extension unit to the faculty who voluntarily distributed to students enrolled in weekend/evening courses during the spring 1995, fall 1995 and spring 1996 semesters. This method of distribution was chosen to take advantage of the highly decentralized organizational structure of the university extension function at the institution under study. A college extension programming unit exists within each of the academic colleges thereby promoting a close working relationship between staff and college faculty.

Because faculty are already asked by the institution to arrange for distribution of evaluation forms in their classes for the purpose of evaluating

instructor and course effectiveness on an institution-wide basis, it was believed that a request to administer another survey would be met with less than enthusiastic acceptance. Therefore, in order to obtain cooperation from the faculty, it was agreed that each college should use the existing relationship between the extension staff and faculty to encourage them to distribute the forms during a weekend or evening class session.

The population for the survey consisted of all students enrolled in a weekend or evening course during the spring 1995, fall 1995, or spring 1996 semesters (i.e., classes starting at 3:30 p.m. and later on Monday through Friday and all day Saturday and all day Sunday). The purpose of the survey was not to be representative of the characteristics of the entire student body at the institution, but was to seek attitudinal feedback from a sample of students actually participating in weekend and evening courses.

The method used to collect a representative sample of weekend/evening students was by surveying those enrolled in at least one course from each department offering classes in the evenings and on weekends. Committee members were asked to contact at least one faculty member in each department offering courses during the weekend/evening time period in the spring 1995, fall 1995, and spring 1996 semesters and request that the survey forms be distributed in their classes.

During the experimental period (spring 1995, fall 1995 and spring 1996), a total of 1,058 classes representing over 60 departments were scheduled on evenings and weekends. These 1,058 classes enrolled slightly over 17,000

students. However, it should be noted that this total of 17,000 represents the enrollments and not necessarily individual students. Students may have been enrolled in more than one weekend/evening course in more than one semester. It is not possible to determine the exact head count making up the population since the survey forms were anonymous. Therefore, data for this study represents 7 percent (1,187) of the total enrollment population but could represent a larger percentage of the head count.

The faculty member teaching the course was responsible for administering the questionnaire at some point in one of the class's scheduled meetings. Student response was entirely voluntary and the faculty member collected the completed forms and returned them to the committee member within his/her college. Each committee member then forwarded the college's responses to the researcher prior to the close of the semester. Since the willingness of the faculty to distribute the forms was voluntary, complete control of the random pattern of selection of courses to be surveyed was not possible.

Distribution of the faculty opinion surveys was managed in the same manner as the student surveys; i.e., each committee member was responsible for distributing the form within his/her college. However, the faculty opinion survey was distributed only at the end of the three semester experimental period. Committee members were asked to contact at least one faculty member who had taught in the weekend/evening time format (3:30 or later Monday through Friday and all day Saturday and Sunday) in each of the departments offering courses. Willingness to participate was entirely voluntary.

Completed surveys were returned to the researcher at the completion of the third and final semester of the experimental period.

Data Assessment

To assist in assessing the data obtained from the student questionnaire, the institution's assessment office was utilized to aggregate the data. The frequency, mean, and median were computed from responses to each qualitative question.

While the faculty opinion survey was administered in the same way as the student survey, the information was not analyzed by the institution's assessment office due to the qualitative nature of the responses. Analysis of the faculty survey was based on subjective commentary and conclusions are based on common themes that emerged from faculty responses. The presentation and analysis of data appear in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The analysis of quantitative data (student responses) for this study was analyzed using descriptive statistics based on count. The qualitative data (faculty responses) was analyzed using groupings of commonality of responses. Responses from 1,187 students and 27 faculty members were analyzed.

Analysis

The problem addressed in the study was the lack of opportunities at the institution under study for the nontraditional student to gain access to education at times conducive to their life situations. The purpose of the study was to assess the feasibility of offering an alternative scheduling option. One aspect of the likelihood of success or failure of the new scheduling option is the acceptability of the program by students enrolled in the courses and the faculty teaching during the weekend/evening sections.

Information solicited from students centered around the student's status within the educational institution, their primary motivation for enrolling in the weekend/evening program, their preferred scheduling options, how they learned the course was available, and their demographic characteristics. Findings within each of these areas are presented.

Student Status

QUESTION 1
IN THIS COURSE

In regard to student status, questions were designed to ascertain in how many credit hours students were currently enrolled and how many credit hours were in the evening and how many were on weekends. The largest segment of the population was enrolled in twelve or more hours and would be considered full-time students. These full-time students made up 66.7 percent of the total population. Those enrolled in fewer than 12 credit hours and thereby most likely to be classified as part-time totaled 388 or 33.3 percent of the total population. However, it should be noted that this does not consider graduate students who made up 16.3 percent of the population. Therefore, numbers and percentages in the part-time and full-time categories could vary somewhat because 9 credit hours is full-time status for graduate students during regular sixteen-week semesters.

WEST VIRGINIA STATE UNIVERSITY

TABLE I the majority were taking only one

QUESTION 1
 IN HOW MANY CREDIT HOURS,
 INCLUDING THIS COURSE,
 ARE YOU CURRENTLY ENROLLED

# Credit Hours	# Enrolled	% of Total
0	7	00.6
1	3	00.3
2	1	00.1
3	103	08.8
4	3	00.3
5	2	00.2
6	101	08.7
7	21	01.8
8	10	00.9
9	116	10.0
10	12	01.0
11	9	00.8
12+	776	66.7
Mean	12.196	
Median	12.000	
Valid cases	1,164	
Missing cases	23	

Of those enrolled in evening classes, the majority were taking only one class with the number of credits ranging from one to three. This group numbered 658 students or 59.6 percent. Since no classes were offered for 4 credit hours, the data indicates that slightly over 26 percent were taking more than one class in the evening. This information is presented in Table II.

TABLE II
QUESTION 2
IN HOW MANY CREDIT HOURS
ARE YOU ENROLLED IN THE EVENING

# Credit Hours	# Enrolled	% of Total
0	157	14.2
1 through 3	658	59.6
4 through 6	220	19.9
7 through 9	62	05.6
All other	7	00.6
Mean	3.393	
Median	3.000	
Valid cases	1,104	
Missing cases	83	

Of the responding population, 33.6 percent indicated they were enrolled in one through three credit hours (one course) on the weekend. Only 36

students (3.4 percent) indicated they were taking more than one course. In response to this question, the largest number of students (63%) indicated they were not taking any weekend courses. Table III presents these findings.

TABLE III
QUESTION 3
HOW MANY CREDIT HOURS
ARE ON THE WEEKEND

# Credit Hours	# Enrolled	% of Total
0	663	63.0
1 through 3	353	33.6
4 through 6	30	02.8
7 through 9	6	00.6
All other	0	0

Valid cases 1,052

Missing cases 135

In summary, regarding student's academic status at the institution, the data indicates that the majority of the sample population were full-time students and were enrolled in only one course during the weekend/evening schedule.

Motivation for Enrolling

Seven questions were asked of students concerning why they enrolled in

a weekend/evening course(s). In response to the question concerning their primary reason for taking the course, 682 or 58.6 percent indicated the course was a degree requirement and another 262 (22.5 percent) indicated the course was a degree elective. The next highest level of response was from 66 students (5.7 percent) who were taking the course for personal enrichment. Thirty-four respondents (2.9%) indicated they were enrolled to improve job skills, 17 (1.5 percent) for teacher certification, and 103 had enrolled for other reasons or gave multiple responses. These findings are presented in Table IV.

TABLE IV
QUESTION 5
INDICATE YOUR PRIMARY REASON FOR TAKING THIS COURSE

Value	Frequency	% of Total
Required for degree	682	58.6
Improve job skills	34	02.9
Elective for degree	262	22.5
Earn teacher certification	17	01.5
Personal enrichment	66	05.7
Other	51	04.4
Multiple answers	52	04.5
Valid cases	1,164	
Missing cases	23	

When asked the reason for taking the course in the evening, the largest response (228 or 24.2 percent) was that it was the only time the student could take the course. This also held true concerning the primary reason for taking the course on the weekend with 113 (29.4 percent) indicating it was the only time they could take the course. In terms of students enrolling in classes based upon availability, a total of 411 (43.6 percent) indicated this was the reason they enrolled in evening courses. However, only 133 (34.6 percent) indicated that availability was the motivation for enrolling in a weekend course. Forty-three (11.2 percent) of the students preferred weekend classes and 89 (9.4 percent) preferred evening classes. These findings are presented in Tables V and VI.

TABLE V
 QUESTION 6A
 INDICATE YOUR PRIMARY REASON
 FOR TAKING THIS COURSE IN THE EVENING

Value	Frequency	% of Total
Only section that was available	199	21.1
Only time course was available	212	22.5
Only time I can take the course	228	24.2
I prefer evening classes	89	9.4
Other	98	10.4
Multiple answers	118	12.5
<hr/>		
Valid cases	944	
Missing cases	243	

UNIVERSITY OF CALIFORNIA

TABLE VI
 QUESTION 6B
 INDICATE YOUR PRIMARY REASON
 FOR TAKING COURSE ON THE WEEKEND

Value	Frequency	% of Total
Only section that was available	98	25.5
Only time course was available	35	9.1
Only time I can take the course	113	29.4
I prefer weekend classes	43	11.2
Other	52	13.5
Multiple answers	43	11.2
Valid cases	384	
Missing cases	803	

When asked if continued enrollment at the university depended upon the availability of weekend and evening classes, 433 (39.6 percent) responded that they were dependent upon evening classes and 243 (29 percent) were dependent upon the availability of weekend classes in order to continue their enrollment. In both cases the majority of students were not dependent upon weekend and evening classes to continue their enrollment. Closely related to the two questions concerning availability, was the question "Would you have enrolled this semester if you had not taken a weekend/evening course". Three-

fourths of the respondents indicated they would have enrolled even if the weekend/evening classes were not available. This information is presented in Tables VII, VIII, and IX.

TABLE VII

QUESTION 7A
DOES YOUR CONTINUED ENROLLMENT AT THE UNIVERSITY
DEPEND ON AVAILABILITY OF EVENING CLASSES

Value	Frequency	% of Total
Yes	433	39.6
No	661	60.4
Valid cases	1,094	
Missing cases	93	

TABLE VIII

QUESTION 7B
DOES YOUR CONTINUED ENROLLMENT AT THE UNIVERSITY
DEPEND ON AVAILABILITY OF WEEKEND CLASSES

Value	Frequency	% of Total
Yes	243	29.0
No	596	71.0
Valid cases	839	
Missing cases	348	

TABLE IX
QUESTION 12
WOULD YOU HAVE ENROLLED THIS SEMESTER IF YOU
HAD NOT TAKEN A WEEKEND/EVENING CLASS

Value	Frequency	% of Total
Yes	820	75.7
No	263	24.3
Valid cases	1,083	
Missing cases	104	

In order to determine if students saw the availability of weekend classes as an opportunity to carry more credit hours, they were asked, "Did you enroll in more hours because of weekend classes." Three-fourths indicated they did not enroll in more credit hours because of the availability of weekend classes. This information is presented in Table X.

TABLE X
 QUESTION 13
 DID YOU ENROLL IN MORE HOURS
 BECAUSE OF WEEKEND CLASSES

Value	Frequency	% of Total
Yes	262	24.7
No	798	75.3

Valid cases 1,060
 Missing cases 127

In an effort to determine if marketing efforts might have motivated students to enroll, a question was asked concerning how respondents learned about the weekend/evening program. Seven hundred twenty-eight (57 percent) indicated they learned of the course through the institution's class schedule. Twenty percent indicated they had learned of the program through other non-specified sources. In regard to the institution's promotional efforts, 9.1 percent said they learned of the program from the campus newspaper, 5.4 percent through the local community newspaper, 0.5 percent through radio, and 0.4 percent through television advertising. This data is presented in Table XI.

Learning Preferences

TABLE XI

QUESTION 11 How did you hear about weekend/evening courses
 HOW DID YOU HEAR ABOUT WEEKEND/EVENING COURSES

Value	Frequency	% of Total
Class schedule	728	57.0
Campus newspaper ad	116	09.1
Insert in Newspaper	89	07.0
Newspaper ad	69	05.4
Radio	7	00.5
Television	5	00.4
Other	263	20.6

In summarizing the data concerning student's motivation to enroll in weekend and evening classes, the majority enrolled either because it was the only time the section or the class was available. The majority indicated it was the only time they could take the class. Also, it was indicated that the majority did not depend upon the availability of weekend and evening classes to continue their enrollment at the university nor did they enroll in more credit hours because of this availability. Promotional efforts by the institution did not appear to have much impact since the majority learned of the program through the existing institutional class schedule.

Scheduling Preferences: students were asked if

In regard to scheduling preferences, students were asked when they would like to see more classes available during the weekend and evening. An aggregate of responses indicates that 615 students would like to see more courses available on weekday evenings. The next most desired times for more class availability was on Saturday morning and afternoon (193 and 192 respectively). Friday evening was indicated as desirable by 158. Sunday afternoon was indicated as a preferred choice by 142 and Sunday evening was chosen by 125. Saturday evening and Sunday morning were the least popular choices with 102 and 86 respectively. This data is presented in Table XII.

TABLE XII
QUESTION 8A
WOULD YOU LIKE TO SEE MORE COURSES AVAILABLE

Value	Frequency	% of Total
Weekday evenings	615	38.1
Saturday morning	193	12.0
Saturday afternoon	192	11.9
Friday evening	158	09.8
Sunday afternoon	142	08.8
Sunday evening	125	07.7
Saturday evening	102	06.3
Sunday morning	86	05.3

Also concerning class scheduling preferences, students were asked if they would like to see increased availability of courses during periods when the university is not normally offering classes (i.e., intersessions). The December/January intersession was chosen by 274, the April/May intersession was selected by 248, and 237 indicated that courses during the August intersession were preferred. This information is presented in Table XIII.

TABLE XIII
QUESTION 8B
WOULD YOU LIKE TO SEE MORE COURSES
AVAILABLE DURING INTERSESSIONS

Value	Frequency	% of Total
December/January	274	36.1
April/May	248	32.7
August	237	31.2

Students were also asked if they would prefer the availability of programs that could be completed entirely during weekend and evening times. The response to this question was almost evenly split with 512 (48.9 percent) indicated they would like this availability and 534 (51 percent) indicating they would not. This data is represented in Table XIV.

TABLE XIV scheduling preferences indicates

QUESTION 14
 WOULD YOU PREFER DEGREE PROGRAMS THAT CAN BE
 COMPLETED ENTIRELY DURING WEEKEND/EVENING

Value	Frequency	% of Total
Yes	512	48.9
No	534	51.0
Valid cases	1,047	Missing cases 140

Students were also asked their preferences for courses scheduled in condensed time formats. Thirty-eight percent (442 students) indicated they would like this option with the majority preferring eight-week sessions. This data is presented in Table XV.

TABLE XV

QUESTION 10
 DO YOU PREFER WEEKEND/EVENING CLASSES THAT RUN
 THE ENTIRE SEMESTER OR WOULD YOU PREFER CONDENSED
 COURSES THAT MEET FOR FEWER WEEKS

Value	Frequency	% of Total
8-week courses	258	21.7
10-week courses	114	09.6
12-week courses	70	05.9

The data gathered concerning student's scheduling preferences indicates that a rather large number would like to see more Friday evening classes and a limited number would like to see more in other weekend/evening hours. In regard to scheduling during intersessions, only a small number indicated this was preferred. In regard to programs that can be completed entirely on weekend and evenings, half of the students indicated this was preferred. In addition, interest is shown in courses scheduled in condensed formats.

Student Demographics

Questions to gather demographic information about the students who enrolled in weekend/evening classes focused on their current level of enrollment (i.e., freshman, sophomore, etc), the academic college in which they were enrolled, age, race/ethnic classification, and employment status. The majority of the respondents were classified as either junior or seniors (23.8 and 31.4 percent respectively). The freshman and sophomore levels were almost equal with 13 and 12.8 percent respectively. Graduate students made up 16.3 percent of the population and special students accounted for 2.7 percent.

Thirty percent of the respondents indicated they are majors in the college of Business Administration and 24.6 are in the college of Arts and Sciences. These two colleges make up the majority of the students enrolled in the weekend evening program. The remaining five colleges were closely aligned in terms of number of students enrolled. Undecided students made up 2.7 percent of the population. This data is represented in Tables XVI and XVII.

TABLE XVI
QUESTION 15
WHAT IS YOUR CLASSIFICATION

Value	Frequency	% of Total
Freshman	141	13.0
Sophomore	139	12.8
Junior	259	23.8
Senior	341	31.4
Graduate	177	16.3
Special Student	29	2.7
Valid cases	1,086	
Missing cases	101	

TABLE XVII
QUESTION 17
IN WHAT COLLEGE ARE YOU ENROLLED

College	Frequency	% of Total
Business Administration	325	30.0
Arts and Sciences	267	24.6
Engineering, Architecture & Technology	104	09.6
Human Environmental Sciences	96	08.9
Graduate	95	08.8
Education	88	08.1
Agricultural Sciences & Natural Resources	70	07.0
Undecided	29	02.7
<hr/>		
Valid cases	1,084	
Missing cases	103	

The majority of the respondents are between 18 and 25 years of age with 757 (69.4 percent) indicating this was their age. The remainder of the population fell within the category typically identified as adult students with 333 (30.4 percent) indicating they were twenty-six years of age and older. This data is presented in Table XVIII.

TABLE XVIII
QUESTION 18
IN WHAT AGE GROUP ARE YOU

Years of Age	Frequency	% of Total
18 to 25	757	69.4
26 to 30	117	10.7
31 to 35	63	05.8
36 to 40	67	06.1
41 to 45	33	03.0
46 to 50	30	02.7
51 to 55	15	01.4
55 and over	8	00.7

Valid cases 1,090

Missing cases 97

Almost three-fourths of the respondents indicated their race/ethnic classification was white/caucasian. The next highest classification was Asian/Pacific Islander with 18.7 percent. Forty-nine (4.6 percent) indicated they were American Indian/Alaskan Native, 30 (2.8 percent) indicated they were African-American/Black, and 29 (2.7 percent) indicated they were hispanic. Table XIX depicts this information.

TABLE XIX Characteristics of the respondents

QUESTION 19
RACE/ETHNIC CLASSIFICATION

Value	Frequency	% of Total
White/Caucasian	766	71.3
American Indian/Alaskan Native	49	04.6
African-American/Black	30	02.8
Asian/Pacific Islander	201	18.7
Hispanic	29	02.7

The majority of the respondents were employed with 409 (37.7 percent) employed part-time and 331 (30.5) employed full-time. Three hundred forty-four (31.7 percent) indicated they were not employed. This data is presented in Table XX.

TABLE XX

QUESTION 20
EMPLOYMENT STATUS

Value	Frequency	% of Total
Full-time	331	30.5
Part-time	409	37.7
Not employed	344	31.7

A summary of the demographic characteristics of the respondents indicates that the majority were juniors and seniors. The majority of students were majoring in the colleges of Business Administration and Arts and Sciences. Almost 70 percent would not be classified as adult students and slightly over 70 percent are white/caucasian. The majority are employed at least part-time.

Faculty Responses

In order to obtain faculty input concerning the weekend/evening program, an open form questionnaire containing eight general questions was distributed. Twenty-seven faculty members responded with their opinions. Responses were evaluated by analyzing themes that emerged from the responses to the questions presented. A summary of responses is presented, and Appendix C includes a complete list of faculty responses. No attempt has been made to identify courses or the home college of the faculty since confidentiality was assured to those who participated.

Faculty responses were grouped into eight general response areas (not the eight questions on the survey) based upon common themes contained in the responses. The most common theme that emerged was a recognition that the institution needed to offer flexible, accessible options for nontraditional students. Typical responses included "I support an overall effort to make education easier to get.", "The evening meeting time allowed me to bring in a wider variety of industry professionals.", and "Convenience for daytime workers

with less flexible schedules and for spouses who attend children during work hours of other spouse."

The next most common response had to do with enjoying working with nontraditional students and the positive attitudes they bring to class. Concerning this issue, faculty responded, "I prefer teaching students who are in class because they want to be there, and I also enjoy students who have work and life experience and wisdom." and "The older, nontraditional students were a pleasure."

A number of faculty also recognized the need to adapt their regular teaching format in order to maintain the interest of students meeting in three-hour classes. Typical responses included, "Three hours is a long time to lecture, even with a break. I need to break up the session by going over problems or other class participation." and "Because of the length of the classes (two to three hours) and the fact that the students had already completed a full work or school day, I was forced to use much more discussion and group involvement. However, I think this enhanced the learning environment."

One of the concerns identified by several of the respondents was the lack of support services from the university. These ranged from lack of audiovisual equipment and computer labs to no access to bookstores for students to purchase learning materials.

Several mentioned either that weekend/evening was a preferred teaching time or that it fit their schedules. However, it should also be noted that several

did not want to teach either during the weekend/evening hours or be forced to teach in three-hour blocks.

Another issue mentioned was that students and faculty in the weekend/evening classes had to contend with being more tired than in daytime classes. Comments such as "At times they tended to be tired and class was difficult to conduct.", "They seemed tired but they did participate well.", and "Night classes make a very long day for instructors." indicate that for some weekend/evening classes are physically difficult.

A few respondents mentioned faculty pay as a negative issue and several reported negative responses from traditional daytime students who were enrolled in an evening or weekend course. Table XXI presents the faculty responses by themes.

TABLE XXI

THEMES EMERGING FROM FACULTY RESPONSES
LISTED IN ORDER OF FREQUENCY OF RESPONSE
WITH THE MOST FREQUENT LISTED FIRST

Theme of Response
Recognized the need to offer flexible, accessible options for nontraditional students.
Liked working with nontraditional students and/or mentioned positive attitude nontraditional students had toward the educational experience
Recognized the need to adapt course format for once-a-week classes
Emphasized lack of support services from the university for weekend/evening classes
Mentioned it was preferred time for teaching or just that they enjoyed teaching so time was not a factor
Found that students being more tired than daytime students was a factor
Were concerned about pay issues
Reported negative responses from traditional daytime students

Faculty were also asked their opinions concerning the worthiness of the weekend/evening program. The majority of responses were positive in favor of the program. Table XXII presents this information.

TABLE XXII
FACULTY RESPONSE TO WORTHINESS
OF WEEKEND/EVENING PROGRAM

Question	Yes	No	No Response
Is it worthwhile to offer more class sessions during the evening?	18	2	7
Is it worthwhile to offer more class sessions during the weekend?	11	6	10

N = 27

of their class, the only time they could take the class.
variables through the class.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to assess the potential of offering an alternative scheduling option (weekend/evening) from the standpoint of the impact that student acceptance and faculty opinion would play in the decision to implement such a program on an ongoing basis. In addition, other variables that add to the success of such a program were explored in the literature.

Based upon the findings of the research, the majority of students enrolled in weekend/evening programs at the university under study were full-time students. Part-time students made up 22 to 33 percent of the total population depending upon whether 9 credit hours (graduate full-time load) or 12 credit hours (undergraduate full-time load) was used as the basis to determine status. Most of the students enrolled in either an evening or weekend class were not enrolled in more than one class during that time period. In addition, over 80 percent of the respondents were enrolled in one of the weekend or evening classes to meet degree requirements or as a degree elective. Concerning why they enrolled in the class during the weekend/evening format, the majority indicated that it was the only time the

course or section was available or was the only time they could take the class. Most of the students learned of the classes availability through the class schedule published by the university.

Sixty percent of the population did not believe they depended on the availability of evening classes and 70 percent did not believe they depended on weekend classes to continue their enrollment at the university. Seventy-five percent said they would have enrolled at the university regardless of whether or not the weekend/evening courses were available. Neither did the majority of students enroll in more credit hours because of the availability of the weekend/evening classes.

In regard to students' preferences for when they would like to see more classes available on weekends and in the evening, weekday evenings were the most popular choice. Saturday mornings and afternoons respectively were the next options most often chosen. All Sunday options (morning, afternoon and evening) were not popular choices with only Saturday evening ranking lower. The option of taking classes during intersession periods (i.e., periods during which the university typically does not offer classes as in December/January, April/May and August) was viewed favorably by 20 to 23 percent of the respondents. However, when asked the question concerning whether or not students would like to see programs that could be completed entirely on weekends and evenings, almost one-half said they would. In response to the question concerning preference for classes presented in a condensed time format (i.e., 8-week, 10-week, and 12-week sessions), 22 percent of the total

population said they would like 8-week sessions, 10 percent would like 10-week sessions, and 6 percent would like 12-week sessions.

The majority of the students in the population classified themselves as either of junior or senior standing. Lower division students (freshmen and sophomores) made up 25 percent of the population and graduate students made up 16 percent. Thirty percent are enrolled in the college of Business Administration and 25 percent are enrolled in the College of Arts and Sciences making up more than one-half of the surveyed population.

Seventy percent of the respondents were twenty-five years of age and younger and three-fourths indicated their race/ethnic classification was white/caucasian. Those working full-time made up 31 percent of the population while persons employed part-time made up 38 percent. Thirty-two percent indicated they were not employed.

Faculty opinion concerning the worthiness of the weekend/evening program was positive with 67 percent indicating support for more evening classes and 41 percent in support of more weekend classes. Faculty also indicated that while there were disadvantages associated with teaching during the weekend/evening format (lack of support services, students were tired, lack of pay incentives) they enjoyed working with nontraditional students.

Conclusions

Responses from the population surveyed at the institution under study revealed that 33 percent were enrolled in fewer than nine semester credit

hours and would thus be categorized as part-time students. This percentage is lower than the national average as reported by the National University Continuing Education Association (1996), wherein nearly half of all students enrolled at all levels in higher education attend part time. However, the National Association of State Universities and Land-Grant Colleges (1996) reports that only 30 percent of students are enrolled part-time.

Thirty percent of the sample were over twenty-five years of age. This percentage is somewhat lower than reported in the literature. For instance, the National Association of State Universities and Land-Grant Colleges (1996) reported that 36 percent were 25 years of age and older.

While both the part-time status and average age of the respondents is lower than the national average, this might be explained by the fact that the institution is located 65 miles from each of the state's two largest metropolitan areas, and according to Aslanian and Brickell (1988), adult students tend to reside in larger cities and spend 45 minutes or less traveling to class. Also, the somewhat low percentage of part-time students is explained by the fact that a number of students in the weekend and evening classes were the institution's traditional full-time students who seemed to be using weekend/evening classes as a means to maintain their full-time status.

Another characteristic besides age and part-time status that defines the nontraditional student, for whom the weekend/evening program was intended, is employment status. Thirty-one percent of the students surveyed reported being employed full-time and 38 percent were employed part-time.

The majority of the students said that continued enrollment did not depend on either evening (60 percent) or weekend (71 percent) class availability. In other words, the majority of the students were enrolled in weekend and/or evening classes because the courses were necessary for degree completion. It is noteworthy, however, that almost 40 percent did indicate they were dependent upon evening classes for continued enrollment and 29 were dependent upon weekend classes. The 40 percent who depend upon evening classes is greater than the number of part-time students (33 percent), so it is probable that some students depend on these courses to maintain their full-time status.

Students surveyed, by a large majority (81 percent), indicated the primary reason they were enrolled in a weekend or evening course was to meet degree requirements or degree electives. Another 6 percent said they were enrolled for personal enrichment and almost 3 percent were enrolled to improve job skills. This finding indicates that degree attainment is very important to the student population and is supported by a report from The National University Continuing Education Association (1992) in which it is indicated that only an estimated 10 percent of credit students enroll for purposes other than seeking a degree.

In regard to whether or not students would like to see more classes available during weekend and evening hours, 62 percent of those responding indicated weekday evenings and Saturday as their choice. This finding supports what Mishler and Moss (1986) found in their study of UW-Waukesha

County Saturday students. They state that in addition to Saturday, clearly evenings (with the exception of Friday) emerged as the prime time that students prefer classes.

Thirty percent of the students surveyed indicated they were enrolled in the College of Business Administration and 24 percent were enrolled in the College of Arts and Sciences making up more than half the respondents. According to the institution's profile of colleges, these two colleges make up 48 percent of majors but the percentages are 30 percent in the College of Arts and Sciences and only 18 percent in the College of Business Administration. In addition, whereas in the institutional profile it was reported that the College of Engineering, Architecture and Technology was the second largest in terms of majors (19 percent), only 10 percent of the respondents in the study indicated they were in this college. The number of students who reported they were enrolled in the College of Education were half as many as reported in the institutional profile (8 and 16 percent respectively). The College of Human Environmental Sciences reported a slightly larger percentage of majors in this study than reported by the institution.

Upon initial examination of these percentages it might be assumed that the percentage of majors in each college in the sample population was a reflection of the efficiency of distribution by the college extension offices; i.e., perhaps more surveys were distributed in the College of Business Administration than in other colleges. However, this is probably not a valid assumption since undergraduate students often must enroll in courses outside

their colleges to meet general education requirements. Neither can the response be attributed to the number of courses offered by the different colleges since the largest number of courses were from the College of Arts and Sciences which enrolled only 24 percent of the majors. Therefore, when compared to the institutional profile, it appears that a greater than average proportion of weekend/evening students were business majors.

Concerning race/ethnic classification, the overall institutional profile indicates that 14 percent of undergraduates and 12 percent of graduates are minorities. The weekend/evening sample was made up of 29 percent minorities (all students who did not classify themselves as white/caucasian). Of the 29 percent, 19 percent classified themselves as Asian/Pacific Islander which is greater than the total percentage of all minorities reported by the institution. At the institution under study, a number of international students live in on-campus housing and may be more campus-bound both in the evening and during weekends. Thus, the weekend/evening option may have been more acceptable to that population and could account for the attendance rate.

In summary, the majority of the population surveyed at the institution under study were white/caucasian and were employed full- or part-time. Thirty percent were over twenty-five years of age, 33 percent were part-time students, and the majority were degree seeking. According to the literature, these characteristics all define nontraditional students. Given the percentages derived from the study, one could thus assume that 30 percent of the sample were nontraditional students and therefore likely to continue to enroll in nontraditional

scheduling options (i.e., weekend/evening).

In regard to the findings concerning faculty attitudes, one of the most often mentioned factors was the recognition of the need for flexible options and course adaptation to the weekend/evening format. As Huddleston and Hendry (1983) pointed out, the adult learner requires that faculty must consider issues such as classroom content, interaction, location and time of course offerings.

Faculty also frequently expressed their enjoyment of working with the nontraditional student, that they preferred teaching weekend/evening hours, and that enjoyment came from teaching so that time was not a factor. East (1988) reports a similar situation when speaking of the Indiana University-Purdue University at Indianapolis weekend college experience wherein he reports that faculty taught weekend college classes out of choice.

Faculty also identified the fact that the university has not yet adapted managerially to support the weekend/evening student. A number of times it was mentioned that there was no audio visual support available, that the bookstore wasn't open, etc. This is indicative of what Millard (1991) reports when he says that many institutions have been slow to refocus attention on adult learners as a progressively important part of the mainstream of higher education.

Overall, faculty surveyed were supportive of the weekend/evening program. It should be noted that at the institution under study, 25 percent of the courses were taught by faculty who were paid an overload stipend to teach

the courses in addition to their regular load. provide support to faculty by

Recommendations for Practice

The findings concerning the student population surveyed were generally in keeping with those found in the literature that describe successful weekend/evening programs. Even though the number of part-time students was somewhat low, it appears there generally is a population present that is consistent with national trends that prefers scheduling flexibility. The administration at the institution should make accommodation for the needs of these nontraditional students whether it be through the establishment of a permanent weekend college or through concerted efforts to provide additional weekend and evening courses to meet their needs. Programs that can be completed entirely during weekend and evening hours should be implemented since almost half of the respondents indicated this was a preferred option.

Consideration should be given to the reliability of marketing efforts in motivating students to enroll. The majority of students indicated they learned of class availability through the on-campus class schedule, and this is supported by the large percentage who appeared to be traditional on-campus students. In order to attract more off-campus nontraditional students, market strategies should be examined and targeted toward the off-campus population.

The institution should build upon the positive input from the participating faculty to encourage greater participation across the institution. In this regard, the incentive structure should be effectively communicated so that it is not a

faculty concern. The institution should also provide support to faculty by adopting policies that will provide for "after hours" services in keeping with those provided daytime students.

Recommendations for Research

Since this study was intended to provide information concerning the potential for offering a weekend/evening college based on the attitudes and needs of faculty and students participating in the experimental project, an analysis of the perceived needs of the population within the service area of the institution should be conducted. Those who are not participating in the weekend/evening program could provide a number of additional students if needs were identified and courses and programs offered to meet those needs.

One very important aspect of introducing a new program is the financial impact upon the institution. An analysis of the financial practices of successful weekend/evening programs could provide information concerning whether they are self-supporting or centrally supported, faculty pay practices, marketing costs, etc. Long-term planning for any new program will ultimately need to consider finances as critically as other factors.

BIBLIOGRAPHY

- Aslanian, C. B. and Brickell, H. M. (1988). How americans in transition study for college credit. New York: College Entrance Examination Board.
- Bottomley, W. N., Bulger, P. J. and Terbeek, J. (1982, October). Interest in evening courses. Paper presented at the annual conference of the Southern Association of Institutional Research, Birmingham, AL.
- Boyer, E. L. (1987). The Undergraduate Experience in America. NY: Harper and Row.
- Brenden, M. A. (1986). Pioneering New Support Systems for Non-Traditional Baccalaureate Students: Interactional Advising and Peer Mentoring." NACADA Journal, 6, 77-82.
- Capps, J. (1985). Report on evening student - profile and weekend college survey. Somerville, NJ: Somerset County College. (ERIC document Reproduction Service No. ED 254 294)
- East, J. R. (1988). A Guide for Colleges and Universities: Teaching on Weekends and in Shopping Centers. Indianapolis, IN: Indiana University-Purdue University at Indianapolis.
- Escott, M., Semlak, W. and Comadena, M. (1992). Change in continuing higher education: Implications for faculty. In A. W. Lerner and B. K. King (Eds.), Continuing Higher Education: The Coming Wave (pp. 49-63). NY: Teachers College Press.
- Goor, J. and Farris, E. (1981). Access to bachelor's degrees and weekend courses 1980 (Report No. FRSS-10). Washington, DC: National Center for Education Statistics. (ERIC Document Reproduction Service No. ED 107 420)
- Hale, C. D. and Wattenbarger, J. L. (1990). Adult Undergraduate academic participation. Community Junior College Quarterly of Research, 14, 199-200.
- Hecht, A. (1991). Weekend classes at Parkland College. Champaign, IL: Parkland College. (ERIC Document Reproduction Service No. ED 331 537)

- Huddleston, T., Jr. and Hendry, M. (1983). Serving the adult student: Advice for colleges planning to enter the adult learner market, and a case study of a program that works. College Board Review, 128, 6-10.
- Kinnick, M. K. and Ricks, M. F. (1989, May). The urban public university in the United States: An analysis of change, 1977-1987. Paper presented to the 29th Annual Forum of the Association for Institutional Research, Baltimore, MD.
- Levitt, L. (1982). The traditional institution and continuing higher education. (ERIC Document Reproduction Service No. ED 227 726)
- Lynton, E.A. and Elman, S. E. (1987). New Priorities for the University: Meeting Society's Needs for Applied Knowledge and Competent Individuals. San Francisco and London: Jossey-Bass.
- Mabry, T. (1988). Alternative scheduling (Report No. EDO-JC-88-2). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 296 766)
- Millard, R. M. (1991). Overcoming obstacles to academic leadership in the 21st century. San Francisco: Jossey-Bass.
- Mishler, C. and Moss, F. K. (1986). From traditional to nontraditional scheduling: Planning for Saturday students. Innovative Higher Education, 11, 44-54.
- National Association of State Universities and Land-Grant Colleges. (1996). Facts about public universities: Looking to the future. (Brochure).
- National University Continuing Education Association. (1992) Lifelong Learning Trends.
- National University Continuing Education Association. (1996) Lifelong Learning Trends.
- Rountree, J. S. (1987). The identification of the characteristics common to the operation of the best weekend colleges in the nation. Unpublished doctoral dissertation, Oklahoma State University, Stillwater.
- Solomon, R. and Solomon J. (1992). Up the university: Re-creating higher education in America Reading, MA: Addison-Wesley.
- Stack, H. and Paskal, O. (1980). The university studies and weekend college program. New Directions for Experiential Learning, 10, 6-10.

- Stauffer, G. L. (1991). Class scheduling: An opportunity for innovation. Washburn University. (ERIC Document Reproduction Service No. ED 331 382)
- Sworder, S. (1986). Determination of the extent of student flexibility in choosing class schedules. Saddleback Community College report. (ERIC Document Reproduction Service No. Ed 271 170)
- Thompson, H. (1985). The ready-for-prime-time players: Colleges cater to the adult schedule. Educational record, 66, 33-37.
- Toper, R. (1983). Marketing higher education. Washington, D.C.: Council for the Advancement and Support of Education.
- Watkins, B. T. (1989, November 1). Many colleges offering intensive weekend programs to give working adults a chance to earn degrees. Chronicle of Higher Education, pp. A35, A38.

APPENDIXES

Evening Student Survey

APPENDIX A
WEEKEND/EVENING STUDENT SURVEY INSTRUMENT

Weekend/Evening Student Survey

As a participant (student) in weekend/evening programs please take a few minutes to answer these questions. Your response will help us meet your future needs.

1. In how many credit hours, including this course, are you currently enrolled? _____
2. How many credit hours are in the evening? (Mon-Thur, 3:30p or later) _____
3. How many credit hours are on the weekend? (Fri 3:30p or later, Sat & Sun) _____
4. Please list the prefix and number of the course(s) you are taking after 3:30p and on weekends (i.e., MATH 1513). If you don't know the prefix and course number, please provide course title(s).

5. Please indicate your primary reason for taking this course.

<input type="checkbox"/> required for degree	<input type="checkbox"/> elective for degree	<input type="checkbox"/> personal enrichment
<input type="checkbox"/> improve job skills	<input type="checkbox"/> earn teacher certification	<input type="checkbox"/> other-please specify

6. Please indicate your primary reason for taking this course in the evening or on the weekend. Check all that apply.

<u>EVENING</u>	<u>WEEKEND</u>
<input type="checkbox"/> only section that was open	<input type="checkbox"/> only section that was open
<input type="checkbox"/> only time course was offered	<input type="checkbox"/> only time course was offered
<input type="checkbox"/> only time I can take courses	<input type="checkbox"/> only time I can take courses
<input type="checkbox"/> I prefer evening classes	<input type="checkbox"/> I prefer weekend classes
<input type="checkbox"/> other	<input type="checkbox"/> other

7. Does your continued enrollment at OSU depend on the availability of evening classes? yes no
- weekend classes? yes no

8. Would you like to see more courses available on (check all that apply)

<input type="checkbox"/> weekday evenings Mon-Thur	<input type="checkbox"/> weekday mornings 7:30a-9:00a
<input type="checkbox"/> Friday evening	<input type="checkbox"/> Saturday morning
<input type="checkbox"/> Saturday afternoon	<input type="checkbox"/> Saturday evening
<input type="checkbox"/> Sunday morning	<input type="checkbox"/> Sunday afternoon
<input type="checkbox"/> Sunday evening	
<input type="checkbox"/> Dec/Jan intersession break between semesters	<input type="checkbox"/> Apr/May intersession
<input type="checkbox"/> August intersession	<input type="checkbox"/> other-please specify

9. Are there other classes you would like to see in the weekend/evening program that currently are not offered? yes-please specify _____ no

Weekend/Evening Student Survey Continued . . .

10. Do you prefer weekend/evening classes that run for the entire semester or would you prefer condensed courses that meet for fewer weeks?

full semester Condensed. If you prefer condensed, which time frame do you prefer?
 12 weeks 10 weeks 8 weeks

11. How did you hear about the weekend/evening courses offered this semester? Check all that apply.

newspaper ad newspaper flyer radio television
 O'Collegian ad class schedule other (please specify)

12. Would you have enrolled at OSU this semester if you had not taken a weekend/evening class?

yes no

13. Did you enroll in more hours because of weekend classes?

yes no If yes, how many more hours ?

14. Would you prefer degree programs that can be completed entirely on weekends or in the evening?

yes no

15. What is your classification?

Freshman Sophomore Junior Senior Graduate Special

16. If you were not in college last semester how long has it been since you were enrolled in higher education? _____

17. In what college are you enrolled?

<input type="checkbox"/> Agricultural Sciences & Natural Resources	<input type="checkbox"/> Arts & Sciences
<input type="checkbox"/> Business Administration	<input type="checkbox"/> Education
<input type="checkbox"/> Engineering, Architecture & Technology	<input type="checkbox"/> Human Environmental Sciences
<input type="checkbox"/> Undecided	<input type="checkbox"/> Graduate

18. In what age group are you?

18-25 26-30 31-35 36-40 41-45 46-50 51-55 55+

19. Race/Ethnic Classification

White/Caucasian African-American/Black Hispanic
 American Indian/Alaskan Native Asian/Pacific Islander

20. Are you employed full-time part time not employed?

21. Other comments or suggestions for improvements: _____

Thank you for taking the time to complete this survey. We at OSU are striving to meet your educational needs. If you have additional comments about the weekend/evening program, contact University Extension, 470 Student Union, 744-6606, or 744-7900.

~~CONFIDENTIAL~~
Faculty Survey

19 9

APPENDIX B
FACULTY SURVEY INSTRUMENT

CONFIDENTIAL
Faculty Survey
Weekend/Evening Classes
(Spring, Summer, Fall '95 and Spring '96)

As one of the faculty who taught a course(s) in the weekend/evening program, we would appreciate your taking a few minutes to share your ideas concerning classes held during a nontraditional time period (evening classes are defined as Monday, Tuesday, Wednesday, and Thursday from 3:30 pm or later; weekend classes are defined as Friday from 3:30 pm or later and anytime Saturday and Sunday).

1. Why did you teach a course during the weekend/evening time period during the spring '95, summer '95, fall '95 or spring '96 semesters?

2. What differences did you find, if any, in teaching in the weekend/evening format and teaching regular daytime classes in regard to:

Students

Format

Other

3. What are some of the advantages, in your opinion, of holding more classes during weekend/evening time periods?

4. What are some of the disadvantages, in your opinion, of holding more classes during weekend/evening time periods?
5. What type of students (traditional 18 - 21 year olds, part-time, adult, etc.) were in the class(es) you taught during the weekend/evening time period?
6. In your opinion, is it worthwhile to try and offer more class sessions during the evening?
Yes _____ No _____
Comments:
7. In your opinion, it is worthwhile to try and offer more class sessions during the weekend?
Yes _____ No _____
Comments:
8. Other comments.

Optional: Your College: _____ Your Title: _____

Class(s) Taught: _____

Semester(s) you taught in weekend/evening program: _____ Spring '95 _____ Summer '95

_____ Fall '95 _____ Spring '96

1985
1986
1987

1987

APPENDIX C
FACULTY RESPONSES

APPENDIX C

Faculty Responses
Weekend/Evening Survey
Spring 1995, Fall 1995 and Spring 1996

1. Why did you teach a course during the weekend/evening time period?

I have been teaching mostly correction courses in the evenings for the last 25 years to attract correctional staff, or interested citizens. These courses were generally not taught during the day. All of these courses were well attended by both traditional and nontraditional students.

I wanted the experience of teaching a three-hour "block" class, and also felt I would enjoy working with older, nontraditional students.

To experiment with a new format and a new kind of student. Students had approached me and asked me to do it.

Most of my extra courses are designed for public school teachers who are interested in credit-bearing courses in second language teaching methodology and use of new technology in classroom teaching. Because the teachers are free only on weekends, my courses are always offered on the weekends.

They needed to be taught, and I don't mind teaching them.

As a grad teaching assistant, the schedule was convenient.

It's a fun course, designed for a more unusual format, and I thought the university was trying to encourage these times for working students.

My course was scheduled at 3:30 on Mondays. In the past, this course has been taught at night, 5:30 to 8:30. This course requires quite a bit of higher level intellectual activity. The focus is upon theory and theory development.

The department has consistently scheduled the course during the evening. The course is offered to both undergraduate and graduate students. Evening hours is an accommodation to the graduate students.

Since this was a graduate level course, I thought it might be more convenient for the students.

To keep my teaching experience current, to make additional money, and because I enjoy teaching.

Because class is best taught in the evening because of the lab component. They seem
 The graduate class is taught in the evenings to attempt to attract industry professionals to enroll.

The night class I taught in the fall semester was in the master schedule to be taught as part of the general business major that is available for completion by early morning and evening classes.

I was offered the position by the statistics department.

Service to students who needed the offering and couldn't get it any other way. I support an overall effort to make education easier to get. The stipend.

Extra income--missed teaching and it was a good way to do some in a shorter period of time without missing much work. I am an administrator.

Extra money, experience, and working with students.

To provide an outreach to enhance the institution's visibility and contact with aspiring educational leaders in Oklahoma. To expand financial resource pool.

I work full-time; after normal hours is the only time I can teach.

My job is to teach. I prefer teaching students who are in class because they want to be there. I also enjoy students who have work and life experience and wisdom.

To reduce travel time to Tulsa by half.

Scheduling--since I was an off-campus instructor.

2. What differences did you find, if any, in teaching in the weekend/evening format and teaching regular daytime classes in regard to:

a. Students

Some students who could not attend the day college for various reasons were looking for evening classes.

The older, nontraditional students were a pleasure. For the most part, their attendance was excellent as was their preparation and participation.

Mostly students whose work schedules don't fit regular weekday format. Seemed serious and hard-working.

I usually get experienced students who are serious and pretty motivated. They seem to like the intensive nature of the courses (which day timers do not seem to enjoy).

Older students.

No difference.

Moving the course to late afternoon (from evening) has positively resulted in more alertness & responsiveness from the students. When offered at night, the students quickly became "glassy-eyed" or "glazed over".

The students are generally less motivated. Undergraduates who choose the course are sometimes those who are "in trouble" and are taking an extra course to boost GPA. Graduate students have different motivations and teaching to both groups is difficult. Undergraduates are often too immature to have built a tolerance for a "three-hour sit".

They seemed tired but they did participate well. There were not many students enrolled. Some who would have benefitted were committed to other courses.

Students were generally older than daytime students.

In general, older, more serious about learning and more interested in learning.

At times they tended to be tired and class was difficult to conduct. At other times they seem to be energized and participated very well. Overall, the students tended to be similar to students in early morning classes.

No differences. But most students were in the class because they couldn't get in the closed day sections.

Older.

Usually they are older but some are 18-year-old freshmen. Most of the younger ones were okay (polite and courteous) but a few were unruly and rude.

Much wider spread in abilities; quite a few A's and F's compared to "normal" classes. Seemed harder to motivate due to tiredness mostly or reason for taking (e.g., save scholarship).

More nontraditional students. Most students worked full-time during the day.

Prefer offerings that can be readily applied to their particular settings and needs.

All adults. They take education very seriously.

Better, more motivated, more mature, more tired (worked all day).

More mature. Practicing engineers. Missed more class time. Did not do as well on tests and homework.

No major problems.

b. Format

None. I kept everything the same.

We had more time for class interactions; e.g., writing and sharing, workshopping, etc.

Adaptation to three-hour class.

Daytime classes are better paced perhaps and there is more time to absorb the information presented and to conduct in-depth research.

More relaxed. More students know "why" they are in school, so I can use that to my advantage. Also, I have more learning opportunities because of the students' experiences.

Three hours is a long time to lecture, even with a break. Need to break up the session by going over problems or other class participation.

It met once a week instead of twice or three times.

No change in the overall format other than greater student responsiveness to in-class activities and questions.

Even though we try to vary the activities, it's still long for all of us. I start my work day at 7:30 or 8:30 am and by the time the course starts I've already used up a lot of energy so that I'm not at my peak. Our classroom furnishings and environment are not conducive to creature comforts for courses three hours long. We should have more environmental supports and more technological support for three-hour courses.

It can be a little overwhelming preparing for three hours of lecture, but I could have divided the class time.

Meeting once a week, it seemed difficult for students to maintain a continuity from class to class although they still did fine on tests.

Had to include some review of material covered given the once per week meeting time. Ability levels were widely different among students.

Because of the length of the classes (two to three hours) and the fact that the students had already completed a full work or school day, I was forced to use much more discussion and group involvement. However, I think this enhanced the learning environment.

No significant difference.

Only met three times per semester (independent study course).

I'm going to have to revise approach and not depend so much on lecture, traditional tests, longer papers.

Sometimes three hours of lecture in one night is hard on the students. It's sometimes hard to keep their attention.

Variegated cooperative learning.

all material in one night can be a problem. Breaking a course into two or three nights a week causes too many conflicts.

Two hours and forty minutes at one lecture versus three fifty minute lectures.

No major problems; some advantages.

Feedback/questions were sometimes difficult to hear and understand.

c. Other

The younger more traditional students who are more prone to "roll" classes had a harder time in this once-a-week, intense schedule.

I definitely was very tired although the adrenaline would kick in. I really prefer morning classes.

No resources or dedicated assistance for providing curricular enhancements (film equipment, break-out rooms for groups projects, etc.).

The evening meeting time allowed me to bring in a wider variety of industry professionals.

I found it difficult to work with bookstores, starting late in spring, and had to xerox way too much--frustrating for all.

Three-hour blocks can be more efficient but care must be taken to avoid more than two hours of uninterrupted new material (i.e., for technical courses, one hour new material, one hour problems and questions, and one hour new material, etc.).

3. What are some of the advantages, in your opinion, of holding more classes during weekend/evening time period?

As mentioned above, the evening classes attracted the nontraditional students and also regular students who needed extra and special courses.

Easier access for community. Local employers should be encouraged to have employees attend classes.

Gives the nontraditional and other students with work conflicts a chance to take the class.

Often the intensive, focused nature of these classes works well. A lot of information can be presented in a relatively short amount of time.

Helps students scheduling. (I'm not sure "more" classes are needed.)

More flexibility for working students.

Makes it easier for full-time employed people to get courses

I do not recommend that this class be taught at night no on the weekend (if the course is shortened to a few weekends). the course content requires incremental segments and then time between to digest and manipulate the newly learned material. an all day session would be overwhelming.

It's very efficient for people who are fully employed and for those who do not live here. I had one student in my class last semester who drove in from Cordell each week, about a three-hour drive one way. Students who live away from the university need our support in accomplishing their educational objective. They should be just as important to us as the campus-based student.

The only advantage I see is for working students.

To bring in nontraditional students; i.e., people who work, etc.

Offers flexibility of scheduled classes for full-time students and sometimes the only classes available at convenient times for part-time off-campus students.

Tapping a more mature market which enhances the learning environment;

having the freedom to not be concerned with time because no class followed this one.

The courses I teach work best in a three-class-a-week format. Therefore, I don't think there are advantages of offering more classes of the type I teach.

Nontraditional better served; helps students who work; helps students who take part in judging teams, etc.

The money isn't much of an incentive. Could we raise the salary for faculty?

It give students who work full-time a chance to take courses. Some students have to work during the day and cannot take regular classes. It also gives students more options for taking a course. Sometimes a students needs two courses and they are offered at the same time.

Responds to the reality of the market place; R&D for developing new classes.

Offers more students the opportunity to participate.

Opens institution to older students, different students.

Increases off-campus enrollment. Frees daytime hours for other tasks.

Convenience for daytime workers with less flexible schedules and for spouses who attend children during work hours of other spouse.

Ability to attract nontraditional students. Obtain greater input and interaction from industry.

4. What are some disadvantages, in your opinion, of holding more classes during weekend/evening time periods?

Student and professor scheduling.

The start/ending days were a disadvantage. Starting the weekend, after the week classes began made the ending problematic. Since the dorms closed (according to my students) they had no place to stay in order to be here for the final scheduled for May 5th. Also, I had a graduating senior who thought it ridiculous to take a final after graduation, and I would have had less time for grading had I used this schedule.

Weekend classes compete with other things students would rather be doing.

No support services available.

Need longer Saturday (and Friday evening) computer lab hours.

I believe you can accomplish more in three fifty-minute sessions spread over a week than you can in one three-hour session.

It is difficult to keep momentum up into the night on the weekend. I would have a strong objection to working on weekends, especially Sundays. I often do work at home or in my office on weekend, but I am less constrained. this flexibility is very important to my and my mental well-being.

Without some dedicated resources for curricular enhancements, quality may not be as good; more difficult for faculty to provide testing accommodations to students with disabilities (testing center only open Monday through Saturday, 8:00 to 5:00).

Night classes make a very long day for instructors. Night classes can interfere with student organizations which typically meet in the evenings. Many resources are not available to students such as copying rooms, AV rooms, etc. In other words if evening and weekend classes are held, campus offices and buildings need to adjust their hours to meet student needs.

They take a toll on faculty who have a busy daytime schedule with other classes, committees, etc.

Not as many students enroll in the regular day section.

A compressed time format is not always the best way to teach.

Many faculty won't like it. They're spoiled, immature children.

Concentrated preparation time.

t. What type of students (traditional, part-time, adult, etc.) were in the class(es) you taught during the weekend/evening time period?

All students were graduate students.

All of the above.

About half traditional, half adult nontraditional, and one ESL student (older, nontraditional).

Nontraditional and working traditional.

Mostly adult, nontraditional students (public school teachers).

Some of each. There is more variety of students.

Mostly traditional

Mostly traditional.

Graduate students.

About two-thirds traditional and one-third older. We had a mix of students from the college of agriculture, arts and sciences, education, business and human environmental sciences. Most of the undergraduate non-majors had chosen the course as an elective. Their reasons for taking the course were different from the majors and the graduate students.

Graduate students (i.e., adult) who were mostly full-time students.

Adult and part-time.

There were two groups generally: nontraditional part-time students and full-time students who needed the course for requirement and it fit in schedule.

One class traditional with a few nontraditional adults; the other class basically traditional graduate students.

All but four were 18 - 21 year-old traditional students; the others were students whose work schedule permitted only night classes.

Adult.

These were all traditionals this semester. I think that is probably because I recruited heavily so the course could make. I had half a dozen who really needed the course to make.

Mostly traditional.

Two-thirds traditional, one-third adult.

Adults; very few 18 - 21 year-olds.

Adult, part-time.

Part-time, adult, 30 - 50 year-olds.

Part-time adults; practicing engineers.

Mixed traditional, part-time, and adults.

6. In your opinion, is it worthwhile to try and offer more class sessions during the evening?

Yes: 11 No: 6

Especially those classes that are beneficial to industry.

From talking with my students, I know that many of them have full-time jobs or have family obligations that make traditional classes impossible or an extreme hardship.

Meets needs of nontraditional students.

Gives an opportunity to those who work full-time and are interested in higher education.

Some faculty like to teach at unconventional hours. Some students would like to spread out their classes. Some working people need these time options.

Depends on the course. I enjoy teaching this course at night. It is a hands-on laboratory. Everyone is more relaxed and not concerned with their next class or appointment.

I wouldn't emphasize more evening classes, but it does seem good to have some.

Student seemed to enjoy the class. Many of them expressed their thanks and were enthusiastic about the experience.

The entire campus has to be more welcoming to students in these classes.

We must always try new things.

Especially during the summer sessions. Many administrators are twelve-month employees which would welcome evening options.

We offer several already each semester. We cannot ignore or short change our traditional, on-campus students.

7. In your opinion, is it worthwhile to try and offer more class sessions during the weekend?

Yes: 11 No: 6

Maybe on a very limited basis.

Attendance is too thin.

Meets needs of nontraditional students.

Don't overdo it but just continue to offer weekend classes.

All day sessions are tiring. I question whether retention is as positive as when students have more time to absorb and think about the material.

I find students (as well as myself) resistant to the format.

Most campus buildings are locked over the weekend, not allowing students to arrive early and prepare for class.

Several of my students were interested in taking a weekend course of CS 2133.

Especially if a 4 - 5 weekend model were adopted which had time for research and recovery between weekend sessions.

8. Other comments.

I'd strongly recommend that freshmen, sophomores (the younger, traditional students) be discouraged from taking weekend classes. These students had greater attendance problems and were prone to blow off the class and fall behind. Although I emphasized that one class was a week of work, I don't think they fully grasped this?

I thought the three-hour classes passed quickly (students may disagree).

Since graduate students are on a tight budget, cash flow means everything! It's hard to wait until mid-term or the end of a semester to be paid. It would be more attractive if we could be paid monthly.

We probably need professional development in ways to make the most of a three-hour or longer time block. It's a different way of doing business--requires more creativity.

I would have preferred to be paid over the semester. Since I commuted and taught no other classes, I was not even able to cover my expenses during the semester.

Should be listed in the regular course schedule book.

THE UNIVERSITY
REVIEW BOARD
IRB REVIEW

IRB # 1D-86-11

UNIVERSITY OF ALABAMA
AT BIRMINGHAM

APPENDIX D

APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH (IRB)

**OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW**

Date: 07-02-96

IRB#: ED-96-133

Proposal Title: A PILOT STUDY OF THE FEASIBILITY OF A WEEKEND COLLEGE AT A RURAL COMPREHENSIVE UNIVERSITY

Principal Investigator(s): Robert Nolan, Sharon Nivens Higgins

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature:



Chair of Institutional Review Board

cc: Sharon Nivens Higgins

Date: July 5, 1996

TO WHOM IT MAY CONCERN

At the time this proposed study was approved by the Institutional Review Board, the proposal title was A Pilot Study of the Feasibility of a Weekend College at a Rural Comprehensive University. This is reflected on the preceding page.

Since that approval, I have been asked by my adviser and committee members to alter the title to read A Study of a Weekend/Evening College at a Rural Comprehensive University. The change in title has not affected the content or the research procedures in any way.

A handwritten signature in cursive script that reads "Sharon Nivens Higgins". The signature is written in black ink and is positioned above the typed name.

Sharon Nivens Higgins
Researcher

2

VITA

Sharon Nivens Higgins

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF A WEEKEND/EVENING COLLEGE AT A RURAL
COMPREHENSIVE UNIVERSITY

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Guthrie, Oklahoma, October 6, 1941, the daughter
of Harvie D. and Veda Nivens.

Education: Graduated from Coyle High School, Coyle, Oklahoma in May
1959; received Bachelor of Science degree in Marketing from
Oklahoma State University in December 1984. Completed the
requirements for Master of Science degree at Oklahoma State
University in December 1996.

Professional Experience: Administrative Assistant/Coordinator, University
Extension, Oklahoma State University, 1975 to 1982; Assistant
Director, University Extension, Oklahoma State University, 1982 to
1987; Associate Director, University Extension, Oklahoma State
University, 1987 to present.

Professional Organizations: Member, University Continuing Education
Association; Member, Oklahoma Distance Learning Association