

THE IDENTIFICATION OF THE CHARACTERISTICS
COMMON TO THE OPERATION OF THE BEST
WEEKEND COLLEGES IN THE NATION

By

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CHAPTER I

INTRODUCTION

The role of higher education in meeting the challenges of a growing and changing educational and sociocultural environment has received significant attention from university officials in recent years (Lace, 1986). Persons responsible for educational programming and planning are willing to provide educational experiences for adults, most of whom are considered to be non-traditional learners. At times, however, the planners are unsure of how to respond to the non-traditional student's needs.

Over the past decade, an awareness has developed in higher education for a need to review and evaluate existing programs. The future of higher education may rest upon its ability to meet new challenges resulting from the declining enrollment of traditional students.

As increasing numbers of adults with diverse needs participate in higher education, persistence by the learners and retention by the institutions must be considered in a new light (Cross, 1981). Non-traditional learners are part-time, goal-oriented, role-bound, problem-centered, and self-directed (Houle, 1973).

Adults face a number of barriers which make participation according to traditional institutional expectations more difficult. They include (1) situational barriers flowing from real life conditions of adults;

(2) institutional barriers arising from typical administrative organizational and educational practices; and (3) dispositional barriers flowing from the prior experiences and self-perceptions of the learner (Chickering, 1981).

Educators have attempted to reduce these barriers by developing a variety of programs designed to enhance access to higher education by non-traditional learners. Hodgkinson (1983) suggested that colleges would have to plan for a decline in the numbers of traditional students. More adults will be returning to college, along with increasing numbers of women and minorities.

Hesburgh (1973) indicated that the university's responsibilities in lifelong learning should include providing access to programs for students outside the full-time residential pattern by serving educational interests and changing careers of college graduates who want to learn new skills and to lead more productive lives. Hesburgh also stated the regular eight-to-five, Monday through Friday schedule was inconvenient for many non-traditional learners, both those who commute to campus and those involved in off-campus learning activities. Work schedules and family responsibilities may leave only evenings and weekends for the pursuit of educational goals.

One alternative to the conventional program for non-traditional students is the weekend college. The weekend college is a term that refers to organized programs of instruction scheduled according to one or any combination of the time frames (1) Friday, Saturday, (2) Friday and Saturday, (3) Saturday and Sunday, (4) Friday evening and Saturday, and (5) Saturday. The weekend college is an organized program of primarily weekend instruction through which the college

offers credit leading to a degree. The weekend college may be an appropriate alternative method for continuing one's education or for working toward a degree. The weekend college is structured around the special needs of non-traditional students. The curriculum is organized in a time-intensive arrangement that presumes self-direction on the part of the student. For universities, the weekend college may provide opportunities for developing innovative programs while maintaining or increasing enrollment figures. The weekend college is a relatively recent trend in providing programs for non-traditional students.

Statement of the Problem

The problem is that guidelines are not available for the operation of the weekend college in the university setting.

Purpose of the Study

The purpose of this study was to identify the characteristics common to the operation of the 15 best weekend colleges in the nation.

Need for the Study

The results of this study are needed by universities considering the weekend college as a vehicle with which to respond to their non-traditional clientele. The identification of characteristics common to the operation of the best weekend colleges can contribute to an increase in efficiency and responsiveness to students needs.

In order to insure quality weekend programs, the university contemplating the addition of a weekend college should explore in depth the weekend colleges already in existence. These current programs can

provide the basis for the operation of future weekend colleges.

The Census Bureau reports estimated that 40 percent of college and university campus enrollment consisted of non-traditional students. Since the majority of these students are engaged first in occupational and/or family roles, scheduling modification must be provided (King, 1985).

In many instances, educational planners have reacted to changes in the student markets with pure panic measures. Alternative programs and techniques are not always considered until the time of crisis (Morton, 1977).

The weekend college has emerged as one alternative to meeting the non-traditional student's needs. The success of any educational venture has always depended to some extent upon the satisfaction of the participants. Program success in higher education will depend upon prior knowledge of the non-traditional student's needs, perceptions, and expectations.

Research Questions

The following questions were employed to achieve the purpose of the study:

1. Which weekend colleges in public universities are the best in the nation?
2. What are the characteristics common to the operation of weekend colleges in selected public universities?

Hypotheses

The following questions were examined to achieve the purpose of

the study. The hypotheses are stated in the null form.

1. There was no correlation between headcount enrollment in weekend colleges and average course enrollment.

2. There was no correlation between headcount enrollment in weekend colleges and cost per credit hour for undergraduates.

3. There was no correlation between headcount enrollment in weekend colleges and cost per credit hour for graduate students.

4. There was no relationship between the size of the institution and the scheduling of courses meeting only Saturdays in the weekend colleges.

5. There was no relationship between the size of the institution and the scheduling of courses meeting only on Fridays and Saturdays in the weekend college.

6. There was no relationship between the size of the institution and the scheduling of courses meeting only on Saturdays and Sundays in the weekend college.

7. There was no relationship between the size of the institution and the scheduling of courses meeting only on Fridays, Saturdays, and Sundays.

8. There was no relationship between the size of the institution and the offering of an undergraduate degree through the weekend college.

9. There was no relationship between the size of the institution and the offering of a graduate degree through the weekend college.

10. There was no relationship between the size of the institution and the likelihood of administration of the weekend college by the office of continuing education.

Limitations

1. The study was limited to selected weekend colleges at public universities.
2. The respondents were limited to the chief administrator of selected weekend colleges at public universities.

Definition of Terms

Adult - A person who has quit or finished formal school and is engaged in full time adult responsibilities such as a full time job, and voluntarily undertakes study and continues his education for whatever reasons he may feel he needs (Berdow, 1968, p. 9).

Adult Education - "The process of providing organized learning opportunities to adults" (Gross, 1981).

Weekend College - "An organized program of instruction which offers credit leading to a degree primarily on weekends" (Cross, 1976).

The following terms are defined operationally for the purposes of this study:

Administrator - The person responsible for operating or managing the weekend college.

Characteristics - Distinguishing traits which weekend colleges share in common.

Common Characteristics - Those characteristics shared by a majority of the 12 participating weekend colleges.

Credit Hour Fee - The amount of money assessed each student per semester hour of academic credit.

Guidelines - Recommendations for the operation of weekend colleges.

Traditional Learner/Student - An individual who has entered college after high school and who has not attained the age of 25.

Non-Traditional Learner/Student - An individual who has responsibility for his/her actions and has attained the age of 25 and has not completed his/her educational goals.

Programs - Classes, projects or educational units sequentially arranged and offered for degree credit.

Selected Population - The 15 administrators of the "best" weekend colleges as identified by the administrators of weekend colleges included in the Directory of Weekend Colleges by the American Association of State Colleges and Universities.

Target Population - Students who have attained the age of 25 or more years.

Total Population - The 321 administrators of weekend colleges included in the Directory of Weekend Colleges published by the American Association of State Colleges and Universities.

Tuition and/or Fees - The collective income derived from tuition and various other fee sources.

Summary

There is growing evidence that traditional student enrollment will continue to decline. As a result, it seems probable that the proportion of non-traditional students will increase in public universities (Lace, 1980). Many non-traditional students need access to education on the weekend (Hall, 1980). The weekend college is one alternative for program planning in the university.

The remainder of the study will be presented in the following

format: Chapter II, Review of Literature; Chapter III, Methodology; Chapter IV, Report of Data; and Chapter V, Summary, Conclusions, Recommendations, and Implications.

In Chapter II the available literature concerning weekend colleges is examined. In Chapter III the methodology is defined. In Chapter IV the results of the survey are analyzed. Chapter V presents a summary of the research data, conclusions based upon research results, recommendations for additional research, and the implications of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

An awareness of the need to review and evaluate existing programs has increased in higher education during the past decade. The future of higher education may rest on the ability to evaluate existing programs and meet the needs of the non-traditional students.

The weekend college is one of the various ways in which universities are attempting to deal with the declining enrollments. In 1986, the Carnegie Commission stated that "the future of many universities may rest on their ability to reorganize and initiate new educational concepts for the non-traditional student." According to Lace (1986), the Newman Report on Higher Education reported that education ". . . should become a part of all life . . . learning is a year-round, lifelong, continuous process." Both reports predicted that by the year 2000, 80 percent of all students in higher education will be non-traditional (Lace, 1986, p. 9). Programs such as institutes, conferences, workshops, correspondence, evening, and off campus courses are being utilized by educational institutions to supplement their resources in view of the shrinking enrollment figures. Consequently, universities face unique challenges in identifying the appropriate programs geared to meet the non-traditional student market.

Weekend Learning as an Institutional Function

Weekend learning is not foreign to the American scene. Chautauqua and the Danish folk school movement in the United States both offered weekend learning as early as the 1870's. Adaptations of the folk school movement in the 1920's sparked residential programs such as Poccho People's College and the Opportunity School of South Carolina. During the 1930's and 1940's, labor unions began to sponsor week-long or weekend residential sessions to develop union leadership and a better understanding of organizational problems. Weekend learning became an important institutional function by the 1950's. Executives were in residence, spending a few weekends to a number of weeks studying management and human relations skills (Schact, 1960). In 1965, the first actual weekend college was developed at Miami-Dade Junior College in Florida. In its first semester, Miami-Dade Junior College enrolled 323 students in seven Saturday courses (Pflanzer and East, 1984).

Undoubtedly, many institutions which have offered Saturday classes may not consider that they have weekend colleges. According to Cross (1976, p. 87), ". . . short, residential programs for adults go back many generations", and the term weekend college is used ". . . when two or more days of leisure time are available in sequence".

Knowles (1968) emphasized the importance of the mission of the adult educator in helping institutions to become increasingly effective. Institutions are clients of the educational planner, and the planner's responsibility becomes one of aiding institutional populations like governing boards, administrators, supervisors, and department heads in

learning new behaviors that will produce stronger institutions. Knowles believed that a university's mission should be to help individuals satisfy their needs and achieve their goals. A growing number of institutions have come to recognize that one of the most efficient means for increasing their enrollment is to provide continuing education for employees of business and industry.

Knowles (1968) stressed the importance of the university's role in doing what it is uniquely able to do well - provide high quality degrees and credit courses. Knowles viewed adult students as, on the whole, similar in educational needs and motivations to regular students. Adult students desire college-level education and degrees of unquestioned quality. The task for the university then becomes one of making university programs more easily available to adults.

Adult Participation in Learning

Adults participate in learning for various reasons at different stages of life. Cross (1983) indicated that most individuals have more than one reason for participating in learning.

Morstain and Smart (1974) identified six factors which contribute directly to adult participation in higher education.

- Factor I. Social Relationships - The need to develop personal relationships and friendships,
- Factor II. External Expectations - To participate because of outside pressure,
- Factor III. Social Welfare - To provide service for the community,
- Factor IV. Professional Advancement - To secure professional or job advancement,

Factor V. Escape/Stimulations - To get relief from routine or boredom, and

Factor VI. Cognitive Interest - To seek knowledge for the sake of learning (p. 10).

These six factors became pertinent in understanding why non-traditional learners may participate in weekend colleges. Being aware of the different motives for learners to participate will help when planning what courses to offer on weekends.

Student Market

A major concern of higher education is the shrinking enrollment of the traditional student population between the ages of 18 and 24. The National Center for Educational Statistics in Higher Education (NCES) projects that by 1993 there will be an enrollment decline of 6.3 percent in higher education. The NCES projected that the number of traditional aged college men would decline 18 percent by 1993, while traditional aged women would decline 15 percent. However, there should be a 27 percent increase in non-traditional students by 1993. This increase will represent one out of every three students. Colleges will gain more than 800,000 of these older students (The Condition of Education, 1985). The non-traditional student is higher education's best potential student market, and one that should be further investigated (Lace, 1986). Boyer (1974) stated that few businesses could survive ignoring such a large existing and potential clientele as the non-traditional learner whom universities have ignored so well.

Adult Motives to Learn

Adult students are motivated for a variety of reasons. According

to Cross (1983), there are both philosophical and practical incentives for adult motives to learn. These motives range from self-fulfillment and career expectations through work to filling leisure time. Houle (1961) stated that adult learners tend to be activity, goal, or learner oriented. Many adult learners want a new job, want to advance on their present job, or seek a better job. There are many factors that stimulate job-related education. Some of these include: job obsolescence, the increased participation by women in the labor market, the needs of veterans, and the delay of mandatory retirement (Huddleston and Hendly, 1983).

Women, veterans, minorities, older students and part-time students have all drawn attention to the need for new program designs to accommodate new types of students. The weekend college has been considered to be one method for providing educational opportunities for students who find it inconvenient or impossible to enroll in traditional day or evening classes (Morton, 1979). The weekend college has been an alternative for non-traditional students who are either unable or unwilling to attend courses offered during the day or evening. According to Smith (1972), the weekend college may serve as the mechanism for encompassing a new educational market composed of blue and white collar workers, housewives, veterans, and those whose job requirements specify periodic changes in shifts. The weekend college may provide an opportunity to learn for those in the past who have never attended.

Typical non-traditional students include older students, part-time and full-time, women, minorities, and veterans. Their unique

characteristics have been described by Meskill (1973). In essence they are:

1. People of all ages who find it impossible or inconvenient to attend either evening or weekday classes.

2. Housewives who have no babysitter except on weekends when older children are home.

3. Industrial workers who are too tired for night classes or who work the "graveyard" shift.

4. Those who live too far away for a night drive to the campus but can manage infrequent trips without hardships.

5. The continuing student who is seeking to accelerate progress toward a degree.

6. Academically talented high school students who wish to enrich their educational experiences or to begin their college studies before graduation.

7. Individuals who are seeking more productive use of their leisure time.

The college graduate seeking personal enrichment and/or professional growth.

9. The student seeking to return to study after a time lapse.

10. Anyone who wants to further his or her education.

The Weekend College

The need for change in program design has resulted in various techniques of programming to accommodate new types of students. The weekend college has been considered to be one method of providing educational opportunities for students who find it inconvenient or

impossible to avail themselves of the traditional day or evening classes (Morton, 1979).

Smith (1972) offered the concept that the weekend college may serve as the mechanism for encompassing a new educational market. It may provide the vehicle through which those who have never attended college in the past, or those who attended but left for a variety of reasons and have joined the work force, may return to a collegiate environment. Smith also identified three basic scheduling patterns which have been adapted for weekend scheduling:

1. Institutions which offer the traditional curriculum, but require attendance on weekends only.
2. Institutions that have modified the traditional curriculum degree requirements with the format relying upon some form of weekend college attendance.
3. Institutions which have established new curricula with the students required to be on campus on selected weekends.

Factors Affecting Weekend College Planning

Planning for the weekend college involves more than rearranging schedules for convenience. A college that seeks to attract non-traditional learners must accept the condition that its mission, philosophy, and purposes become compatible with the institutional services required for non-traditional learners. Therefore, the formal pursuit of the non-traditional learner and the implications for such activities should become integral components of the university's teaching, research and service. The development of a viable weekend college program needs to be in harmony with an institution's purposes

(Huddleston and Hendry, 1983).

Colleges and universities must look more seriously at increasing the length of the academic week and at utilizing their facilities on a year round basis (Thompson, 1985). Those institutions that desire to effectively pursue the non-traditional market must initially recognize major factors that affect the development of strong weekend college programs. Huddleston and Hendry (1983) stated that these factors should include:

1. Determining the college's current program in the area.
2. Researching the non-traditional market to which the institution should address itself in the future.
3. Studying the attitude, financial requirements, characteristics, and time and place requirements of student groups.
4. Discovering which non-traditional learning needs are unmet by existing programs.
5. Recognizing the appropriateness and feasibility of responding to unmet needs.

Goor and Farris (1981) presented data concerning the magnitude of participation in continuing education by the non-traditional students and institutional program development to meet the increased demand.

Selected statements included:

1. During the 1970's enrollment of older students increased at a faster pace than that of the 18 to 24 year olds.
2. The greatest gain in college enrollment occurred for women 30 to 34 years of age.
3. Part-time enrollment grew more rapidly than full-time enrollment.

Morton (1977) stated that the weekend college would be beneficial for schools as well as for students through the utilization of space that would otherwise be vacant and by increasing revenue through student fees and tuition. Universities will stress their commitment to the needs of non-traditional learners.

Advantages of the Weekend College

To attract and retain non-traditional students, institutions must develop programs and services that respond to their special needs. The greatest advantage of the weekend college is in the area of student recruitment. Academic offerings which provide options with respect to time and content are attractive alternatives to students who could not or who were reluctant to enroll in the regularly scheduled day or evening sections on the main campus (Pflanzer and East, 1984). The flexibility of class scheduling permits non-traditional students to pursue a course of study in higher education with a minimum of disruption to their normal lives (Davis, Sheber, Allen, 1984).

Sutherland (1980) stated that long class periods have proven to be advantageous to students and faculty. The student accomplishes more at one time and the presentation tends to be more dynamic. In general, a warmer bond is established between students and the faculty members. Smaller class size is a distinct advantage as it allows for more interaction between the students and the professor.

The advantages of weekend scheduling for non-traditional students were summarized by O'Brien (1975). They included:

1. The weekend college was found to be more compatible with students' personal scheduling.

2. Weekend scheduling did not interfere with business, travel or overtime work.

3. Opportunities to obtain a degree and facilitate job changes were enhanced.

4. Opportunities for exploring new interests in occupational fields was broadened.

5. New opportunities were realized for future employment, especially for mothers with small children.

Other unique advantages of the weekend college were outlined by Meskill (1973).

1. The availability of study skills preparation on a non-credit basis to help the student who is returning to school brush up on reading skills and study habits.

2. Engaging the whole family in education on the weekend by providing a variety of credit and noncredit special interest activities for children and spouses.

3. Provisions for credit card payment.

4. Addition of new courses designed in consultation with prospective employers.

In addition, it must be stressed that the weekend college is profitable. It is profitable because the same physical facilities and service personnel are utilized as in the regular school and the tuition per course is the same as or comparable to the regular session. The major expense of the weekend college is strictly for fees the institution may assess (Sutherland, 1980).

According to Sutherland, one more advantage of the weekend college is that it provides an opportunity for students to complete required

or prerequisite courses in a short period of time. The weekend college expands offerings at universities for a minimal cost.

Disadvantages of the Weekend College

One disadvantage of the weekend college is the intense one or two day a week exposure to difficult subjects. With hard concepts, regular exposure to the material is critical (Pflanzer and East, 1984).

Absences are significant because of the overwhelming amount of work that is missed. With regular courses it is difficult to make up missed work, but in a weekend college program so much material is covered in one class that it is extremely difficult to compensate for the loss incurred. Students lacking in motivation or self-discipline may also tend to fall behind more rapidly. Those lacking in self-discipline and those who procrastinate may fall behind, causing them not to do as well in a weekend college program.

As a relatively new aspect of education, one problem may be the relatively small number of models available for universities interested in planning a weekend college to follow, and the uncertainty of what factors contribute to the success or failure of a weekend college.

Factors Contributing to Program Success

According to Gallien (1986), keys to planning a successful weekend college include the following suggestions:

1. Involve people throughout the institution from the start. This ensures institution-wide support and consistency in the programs.
2. Get background information. Look at successful programs and examine catalogs and enrollment figures.

3. Identify your market. Determine the target audience and what type of program will appeal to this audience. Find out how those people perceive your institution.

4. Base marketing efforts on research findings. Promote those figures of the program that apply specifically to non-traditional learners.

5. Keep the audiences' needs in mind. Every decision must take into account the potential student's concern.

Creighton University College (Byrne and Wolfe, 1986) identified five major reasons for the success of the weekend college:

1. Pride in services to consumer.
2. Involvement and enthusiastic support from every division of the university.
3. Decisions based on both research and best judgment - as well as a willingness to take some risks.
4. The foresight and determination of the president and vice presidents.
5. Commitment by the members of the task force created to develop the program.

In addition to this, Breshears and Morton (1976) offered three basic criteria for programming:

1. Courses must be adaptable to the weekend college concept.
2. Qualified instructors must be available and willing to teach--requiring professors who are willing to use varied learning activities, innovative methods of teaching and resource personnel.
3. There must be a minimum of ten students in each course.

Special Services and Needs of Non-Traditional Learners

In order for non-traditional students to fully participate in higher education, flexible course scheduling through the weekend college is not sufficient without providing student services. Access to student services is equally critical for non-traditional learners, according to Hall (1980). Some of the services that can enhance non-traditional learner needs were:

1. Extended faculty and staff office hours
2. Facilities and learning resources such as administrative offices
3. Extended library hours
4. Access to bookstore
5. Readily available housing and food services
6. Access to commuter and transportation services
7. Readily available study skill centers
8. Access to medical insurance and health care
9. Services for job placement
10. Simplified application and admission policies
11. Optional child care services
12. Readily available information centers

Many universities have found ways to extend student services to non-traditional students. Many of the student services are crucial and depend on commitment from universities. According to Hall (1980), universities must focus upon the student service needs of non-traditional students.

Many non-traditional learners find inadequate information services for their needs. Hall (1980) developed the following list of ideas that has been found effective for non-traditional learners.

General

1. Develop a handbook specifically designed to meet the needs of non-traditional learners. Provide a list and description of student services particularly relevant to adult learners' needs. Include hours of operation and the name and phone number of a contact person or office to call for information that is needed. Distribute the booklet to all non-traditional students.

2. Publish a newsletter for non-traditional students attending weekend and/or evening classes.

3. Encourage the student newspaper to include items about and of interest to non-traditional students.

Extended Hours

1. Extend the hours of administrative offices, learning resources, counseling centers, and faculty and staff to include evenings and weekends.

2. If budget constraints prohibit extended hours on a regular basis, open offices later one or two days a week and some weekends.

Child Care

1. Assess the need for child care services on or near the campus.
2. Evaluate child care facilities to be certain they are available to older students.

3. Offer drop-in baby sitting services at a nominal fee.
4. Provide child care services in the evening and on weekends.

Commuter Service and Transportation

1. Evaluate the transportation needs of non-traditional students.
2. When possible, make special arrangements for non-traditional students to use transportation services provided by municipal departments, community organizations and cities.
3. Publicize the availability of commuter services.
4. Minimize on-campus transportation problems by clustering classrooms, offices and other facilities.
5. Advise non-traditional students, especially women, which parking lots are near campus.

Housing

1. Examine existing student housing policies to assess whether they have excluded students over a certain age.
2. Provide short-term housing for non-traditional students who take only a few courses but travel long distances.
3. Develop plans for emergency overnight housing.
4. Reserve space in existing dormitories or off campus facilities for weekend college students.

Food Service

1. Extend the hours of full or limited cafeteria service.
2. Locate vending machines near classrooms used by evening or weekend students.

Medical Insurance and Health Care Services

1. Evaluate existing health insurance policies and health care services to see if part-time non-traditional students are eligible.
2. Offer medical insurance to evening and weekend students.
3. Work with insurance companies to devise a plan that extends individual and/or family coverage to less than full-time students.
4. Ensure that medical insurance policies are free of age limitations which may have a discriminatory impact.
5. Offer medical care services to students who take courses on weekends or evenings.
6. Provide medical services on a flexible schedule.

Placement Services

1. Develop materials, workshops, and other programs to help prospective employers understand the benefits of hiring non-traditional learners.
2. Provide employers with information about sex and age discrimination.
3. Encourage student government bodies and other student groups to hold meetings on evenings or weekends.
4. Encourage and assist in the development of a non-traditional student group.

These are some of student services that should be available to help non-traditional students feel a part of the university they are attending (Hall, 1980, pp. 8-10).

Trends in Weekend College Programming

When the past growth of all adult education programs and especially the weekend college is extrapolated, there is every reason to believe that the programs will experience even greater growth and refinement (Morton, 1977). Morton indicated that institutions should anticipate such growth and begin planning for it.

Cross (1976) provided detailed information about short programs offered by colleges, universities, and other organizations. Some of the information included (1) types of programs, (2) costs and financial aid, (3) the range of subjects, (4) credits and degrees, (5) accommodations, and (7) facilities and procedure for enrollment. According to King (1985), in the future there will be three kinds of assistance critical in helping non-traditional students gain access to institutions (a) information about which institutions are accessible to them, (b) admissions and counseling, and (c) information about financial aid for educational needs so they can continue to meet their family responsibilities while attending school.

The following trends have been identified in weekend college programs by Cross (1976):

1. The quality of leadership will improve. This will be because the type of leadership needed is becoming better defined in this field and partly because weekend programs are attracting high caliber educators.
2. Opportunities will become increasingly available year round.
3. Opportunities will balance out better geographically and people in less populated regions of the country will have a greater range of choice.
4. Certain types of programs will be modified and enlarged so that not only individuals and couples

but also whole families will be able to participate.

5. The greatest growth will be in the 'task oriented' programs. These are the types that are directly related to professional or vocational career objectives.

6. Many of the longer programs requiring residence for periods ranging from three to six weeks will be condensed and people with full-time jobs will be able to accomplish their educational objectives on weekends and holidays and during sessions lasting four or five days.

7. Teaching and administrative staffs will become more professional and specialized.

8. Centers will broaden their curricula, offering courses in more subjective areas in order to make fuller use of facilities, teachers, and service staffs (pp. 165-167).

Cross (1976) predicted that the short term courses of the future will not be isolated but will become a part of the regular curriculum. As quoted in Cross (1976, p. 167), Houle stated that "A sound program of education is not a piece of carpeting to be put together in a few days. It is like a tree which must be allowed to grow and mature . . . the simple, but powerful, ideal of lifelong learning for all."

Instrumentation

To obtain a sample of the characteristics identified by administrators, this study utilized the reputational questionnaire method as a means of educational investigation. Reputational studies have been a valid method of study in the recent past (Jacoby, 1986). An extensive computer search for prior use of reputational studies was conducted and revealed three sources. One example supported the validity of administrators' opinions in which a person is commonly held in favorable estimation. Keniston (1959) asked universities to select the 25 leading graduate programs in higher education. In 1964,

Cartter (1966) used a reputational study to describe the quality of faculty and the effectiveness of the program.

In the Cartter study a considerable effort was made to evaluate the validity of the methodology used. The various criteria with which the ratings were compared included ratings by panels of experts, faculty salary levels, library resources, attraction of recipients of fellowships to highly rated programs and publication indices. The results of these comparisons were generally consistent with the ratings of quality obtained from the subjective responses to the questionnaire.

Recently a reputational study was utilized by Jacoby (1986) to develop guidelines for Student Service/Development Programs. These guidelines were developed and adopted by a consortium of professional associations in higher education, representing the best and most current thinking among leaders in the student service field.

To obtain the information for reputational studies, the questionnaire method is often used. The questionnaire method is a valid means of educational investigation. Koos (1928) encouraged the use of such methodology in educational research when he stated:

Use the questionnaire to ascertain the state of practice in some field of activity, to secure basic data to be used in ways more fundamental than to afford a mere description of practice, and to secure opinions, judgments, or the expression of attitudes of respondents from which, if nothing more, tentative measures or evaluations may be derived. The questionnaire permits the gathering of such information obtainable in no other way (pp. 147-149).

This method of investigation has subsequently been accepted as a valuable research tool. Good (1959, p. 190) supported this method.

As to uses and applications, the questionnaire extends the investigator's power and techniques of observations by reminding the respondent of each item, helping to

insure responses to the same item from all respondents, and tending to standardize and objectify the observations of different enumerators . . .

Scates and Yeomans (1962) likewise added support for the questionnaire method of educational investigation when they stated:

The questionnaire should be important not only to the investigator and to the particular field of knowledge, but also to the respondent, whose psychology of motivation involves his attention, sympathy, interests, cooperation, and honesty in answering questions (p. 625).

Summary

The various studies which have been reviewed in this chapter represent a survey of the recent research and literature on the subject of the weekend college for non-traditional students. It is evident that the weekend college has attracted the attention of many educators. The literature indicates that the weekend college is in a slow but continuous growth process. The literature reflects a picture of success for those institutions pioneering in weekend college planning. The review of literature on methodology stresses the validity of utilizing a reputational questionnaire to identify the best weekend colleges in the nation. The literature also supports using the questionnaire method as a means of educational investigation.

CHAPTER III

METHODOLOGY

Introduction

The primary purpose of this study was to identify the characteristics common to the operation of the "best" weekend colleges. This chapter presents the methodology used in investigating the problem and collecting and analyzing the information needed to identify the common characteristics of the 15 best weekend colleges.

Description of the Population

The total population used in this study was composed of 321 administrators of weekend colleges included in the Directory of Weekend Colleges published by the American Association of State Colleges and Universities. It was assumed that membership in the Directory of Weekend Colleges indicated the existence of a weekend college at the listed institutions.

Questionnaires were sent to each of the institutions listed in the Directory of Weekend Colleges. The questionnaire (see Appendix A) asked the administrator of the weekend college at that institution to list what were, in his opinion, the best six to ten weekend colleges in public universities.

Responses were tallied from the 96 returned questionnaires in

order to select the 20 universities most frequently identified. Because the tally dropped off greatly after the fifteenth most frequently identified program, only the administrators of the 15 best weekend colleges were sent questionnaires about the characteristics of the operation of their colleges (See Appendix B).

Instrumentation

In order to gather information about the operation of weekend colleges from their administrators, this study utilized the questionnaire method as a means of educational investigation. A panel of experts was consulted to develop the questionnaire. Three experts were each chosen to represent one of the specialized areas of research, planning or administration of the weekend college. Each expert was chosen because of accumulated experience and expertise in his area. The individual in the research area did extensive research at the University of Arkansas in planning and developing weekend colleges. The planning expert has implemented a weekend college in Kentucky. The individual who participated in the administrative area worked directly with the operation and administration of a weekend college in Missouri.

These experts met in a structured format to establish a set of questions pertinent to the identification of characteristics of the operation of weekend colleges. Each member contributed questions to be included in the questionnaire from his own area of expertise. The questions were rated by the panel on the basis of their importance to the study. To establish the content validity of the instrument, only those questions agreed upon by the entire panel were included in the

questionnaire.

The instrument was then pre-tested at two colleges not participating in the study. Administrators at these colleges were asked to critique the instrument and return it. The instrument was revised, then resubmitted to the same individuals. The face validity was determined by the opinions of these individuals concerning the order in which the questions were arranged and the grouping of items within categories.

The instrument was developed to elicit specific information about the operation of weekend colleges. The instrument was designed as an information gathering, non-attitudinal, and non-scaled survey form. A copy of the instrument is found in Appendix C.

Research Questions

1. Which weekend colleges in public universities are the best in the nation?
2. What are the characteristics common to the operation of weekend colleges in selected public universities?

Hypotheses

The following questions were examined to achieve the purpose of the study. The hypotheses are stated in null form.

1. There was no correlation between headcount enrollment in weekend colleges and average course enrollment.
2. There was no correlation between headcount enrollment in weekend colleges and cost per credit hour for undergraduates.
3. There was no correlation between headcount enrollment in

weekend colleges and cost per credit hour for graduate students.

4. There was no relationship between the size of the institution and the scheduling of courses meeting only on Saturdays in the weekend college.

5. There was no relationship between the size of the institution and the scheduling of courses meeting only on Fridays and Saturdays in the weekend college.

6. There was no relationship between the size of the institution and the scheduling of courses meeting only on Saturdays and Sundays in the weekend college.

7. There was no relationship between the size of the institution and the scheduling of courses meeting only on Fridays, Saturdays, and Sundays.

8. There was no relationship between the size of the institution and the offering of an undergraduate degree through the weekend college.

9. There was no relationship between the size of the institution and the offering of a graduate degree through the weekend college.

10. There was no relationship between the size of the institution and the likelihood of administration of the weekend college by the office of continuing education.

Major Questions Incorporated Into the Instrument

1. What schedules of weekend programming are offered by your institution?

2. What fees are applied to undergraduate, graduate, and weekend students?

3. Can students receive degrees by attending only on weekends?
4. What major fields of study are made available to weekend students?
5. What is the overall mission of the weekend college from the institutional viewpoint?
6. How is the administrative unit in the weekend college administered?
7. What budgetary provisions are made for weekend colleges?
8. How are faculty members selected to teach in the weekend college?
9. What basic provisions are made to meet the needs of weekend students?
10. What support services are provided for weekend students?
11. How is success measured in the weekend college?
12. What are the most important policies or procedures of the weekend college which vary from the university in general?
13. What are the most important guidelines for the operation of any weekend college in a public university?

Data Collection

Administrators of 321 weekend colleges included in the Directory of Weekend Colleges published by the American Association of State Colleges and Universities were sent questionnaires which asked them to identify the best six to ten weekend colleges. After receiving and analyzing the returned questionnaires, the 20 most frequently identified weekend college were to be selected for inclusion in the study. The most frequently identified weekend college received 40 votes. The

fifteenth weekend college received ten votes and the tally then dropped to one vote. From this pattern it was decided to limit the population to the institutions among the top 15 vote recipients.

The survey forms were sent by first class mail to each member of the population. The mailing was completed during February, 1987. A cover letter was included in the mailing which explained the survey form and its rationale. Stamped, self-addressed envelopes were provided for the return of the survey forms. Each return envelope was coded in order to identify the responding university. This coding provided for the follow-up of those administrators not responding.

After two weeks, a post card was sent urging those whose survey forms had not been received to please respond. Administrators who did not respond to the initial request and post card follow-up were contacted once by telephone.

Statistical Treatment of the Data

The Spearman Rank-Order Correlation method was used to determine if there was a correlation between headcount enrollment in weekend colleges and average course enrollment. It was also used to determine if a correlation existed between headcount enrollment and the cost per credit hour for both undergraduates and graduates. The procedure was selected because the data could be rank-ordered according to the headcount enrollment, and because of the variances noted in the course enrollments and costs per credit hour. According to Downie and Heath (1959, p. 178), this procedure is ". . . particularly well-suited to situations where the number of cases is 25 or 30 or less."

The Chi-Square test of significance was used to test the

relationship between the size of institution, categorized by total headcount enrollment, and weekend college course scheduling patterns. The size of the institution was considered to be the independent variable and the course scheduling patterns were considered to be dependent variables. The same method was used to determine if the granting of degrees by the weekend college was dependent on the size of the institution. The Chi-Square test was also used to test the relationship between the size of the institution and the administration of the weekend college through the office of continuing education.

Because the Chi-Square test is used when data are frequencies of responses in categories, it was selected for use in this study. The Yates correction for continuity was the specific technique used to test the null hypotheses concerning the independence of the variables from the size of the institution. This correction is used when frequencies are small and the degrees of freedom equal 1 (Downie and Heath, 1959, pp. 150-151).

Measures of central tendency and percentages were computed to indicate where scores tended to cluster in a distribution. The mean and median were used for the measure of central tendency. The mean was used to give an arithmetic average of the scores. The median was used to indicate the point in the distribution of scores that divided the distribution into two equal parts. In other words, 50 percent of the scores occurred above the median and 50 percent occurred below the median. Percentages were also used to indicate what percent of the administrators answered questions in a similar way. Tables reflecting these data were developed. The presentation and analysis of data appear in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

This chapter reveals characteristics common to the operation of the "best" weekend colleges in the nation. The total population used in this study was composed of 321 administrators of weekend colleges included in the Directory of Weekend Colleges published by the American Association of State Colleges and Universities. The role of each administrator was to identify what he believed to be the best six to ten weekend colleges in public universities.

Responses were tallied from the 96 returned survey forms in order to identify the best weekend colleges. These administrators collectively identified 15 of what they considered to be the best weekend colleges. The administrators of these colleges became the selected population for the study. They were then invited to identify characteristics of the operation of their respective weekend colleges. Twelve of the 15 responded.

The data are reported by the following categories (1) Institutional Background, (2) Enrollment, (3) Administration, (4) Weekend College Clientele, (5) Faculty Resources, (6) Student Services, (7) General, and (8) Comments Regarding Guidelines for Weekend Colleges. Percentages in some tables totaled 99 percent or 101 percent due to rounding.

Institutional Background

Institutional background included headcount enrollment for undergraduates, graduates, and weekend college students, scheduling of weekend programming, courses for credit, subject area fields, average enrollment, and semester hour fees.

Size of Institutions for Headcount

The enrollment data for the Fall of 1986 for undergraduates, graduates and weekend college students are contained in Tables I, II, and III. The size of the institutions ranged from less than 500 to more than 15,000 in total enrollment. Forty-two percent of the institutions had undergraduate enrollments exceeding 15,000. Fifty percent of the institutions had 1001-3000 total enrollment for graduate students. Thirty-three percent of the institutions had 500-1001 weekend student enrollments while 33 percent had 1001-3000.

Undergraduate, Graduate and Weekend College

Headcount Enrollment and Size of

Community

The undergraduate, graduate and weekend college headcount enrollment and size of community are provided by each individual institution in Table IV. The data for size of community were provided by the Rand McNally Road Atlas (1985).

Schedules of Weekend Programming

As shown in Table V, 58 percent of weekend programming was

TABLE I
HEADCOUNT ENROLLMENT FOR REGULARLY ENROLLED
UNDERGRADUATES/FALL 1986

Number of Institutions	Percentage	Enrollment
0	0	500-Under
0	0	501-1000
1	8	1001-3000
1	8	3001-5000
3	25	5001-10,000
2	17	10,001-15,000
<u>5</u>	42	15,001-More
Total	12	

TABLE II
 HEADCOUNT ENROLLMENT FOR REGULARLY ENROLLED
 GRADUATES/FALL 1986

Number of Institutions	Percentage	Enrollment
2	17	500-Under
2	17	501-1000
6	50	1001-3000
1	8	3001-5000
$\frac{1}{12}$	8	5001-More
Total		

TABLE III
 HEADCOUNT ENROLLMENT FOR UNDERGRADUATE AND GRADUATE
 WEEKEND STUDENTS/FALL 1986

Number of Institutions	Percentage	Enrollment
3	25	500-Under
4	33	501-1000
4	33	1001-3000
1	8	3001-5000
$\frac{0}{12}$	0	5001-More
Total		

TABLE IV
 UNDERGRADUATE, GRADUATE AND WEEKEND COLLEGE
 HEADCOUNT ENROLLMENT AND COMMUNITY SIZE

Undergraduate Headcount Enrollment	Graduate Headcount Enrollment	Weekend College Headcount Enrollment	Size of Community
15,000 +	1,001-3,000	179	49,678
15,000 +	3,001-5,000	771	26,164
15,000 +	5,001 +	900	361,334
15,000 +	501-1,000	2,050	24,031
15,000 +	1,001-3,000	6,576	700,807
10,001-15,000	0	900	73,840
10,001-15,000	1,001-3,000	4,000	26,601
5,001-10,000	1,001-3,000	100	22,970
5,0001-10,000	501-1,000	520	13,807
5.0001-10,000	1,001-3,000	2,051	12,460
3,001 - 5,000	500 or less	85	30,062
1,001 - 3,000	500 or less	655	9,858
		Mean 1,566 Median 835	Mean 112,634 Median 26,382

TABLE V
WEEKEND PROGRAMMING

Number of Institutions	Percentage	Programming
0	0	Friday Night Only
1	8	Saturday Only
0	0	Sunday Only
2	17	Friday and Saturday
2	17	Saturday and Sunday
Total	$\frac{7}{12}$	Friday, Saturday and Sunday

offered on Fridays, Saturdays, and Sundays. Further examination revealed that 17 percent of the institutions offered courses on Fridays and Saturdays and the other 17 percent offered courses on Saturdays and Sundays.

Courses for Credit

The data indicated that 100 percent of the institutions offered courses for degree credit.

Subject Area Fields

Table VI identifies the general fields which attract weekend college students according to the 12 respondents answering the survey instrument. Results are shown by subject areas and percent of enrollment by institutions. Of the 14 subject area fields listed, Education and Liberal Arts were the majors which were more attractive to the weekend college students. A wide variety of other subject area fields were also represented.

Average Enrollment in Weekend Courses

A range of 15 to 30 students were enrolled in weekend courses with a mean of 22. In the computation of the mean enrollments, those sample members reporting 20-25 students per course and 15-20 students per course were treated by taking one-half of the distance between the upper and lower enrollment figures and reporting them as 22.5 and 17.5, respectively as shown in Table VII.

TABLE VI
SUBJECT AREA FIELDS

Subject Area Fields	Number of Institutions	Percentage
Education	7	58
Liberal Arts	7	58
Fine Arts	6	50
Business	6	50
Psychology	6	50
Basic Skills	5	42
Communication	5	42
Other	4	33
Vocational/Technical	3	25
Leisure Time Activities	2	17
Public Administration	2	17
Engineering	1	8
Health Care	1	8
Home Economics	1	8

TABLE VII
 AVERAGE ENROLLMENT IN WEEKEND COURSES

Rank Ordered Institutions	Students Per Course				
1	30				
2	30				
3	25				
4	25				
5	23.				
6	22.5 (20-25)				
7	20				
8	19				
9	18				
10	17.5 (15-20)				
11	17				
12	15				
Range 15 to 30	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Mean</td> <td>22</td> </tr> <tr> <td>Median</td> <td>21.25</td> </tr> </table>	Mean	22	Median	21.25
Mean	22				
Median	21.25				

Credit Hour Fees

The data in Tables VIII, IX, and X reveal the credit hour fee for regularly enrolled undergraduates, undergraduate weekend students, and graduate weekend students. The average credit hour fee for regularly enrolled undergraduates was \$59.36. The mean credit hour fee for undergraduate students enrolled in the weekend college was \$60.66. While credit hour fees for graduate students enrolled in the weekend college did not apply to four institutions, the mean for the rest was \$60.29. One weekend college (Institution 12, Table VIII) charged no credit hour fee for undergraduate weekend students (Institution three, Table IX). All other weekend colleges except one charged the same fees for regularly enrolled and weekend college undergraduates.

Additional Fees

Eleven of the 12 institutions assessed no additional fees to weekend students. One institution charged an additional fee of \$4.00 per credit hour.

Enrollment

The items examined and described in this section pertain to (1) total headcount, (2) degrees received by attending only on weekends, (3) degrees offered by weekend colleges, and (4) mission of the university.

Total Headcount

Table XI presents data concerning the total headcount enrollment in the weekend college for the 1986/1987 full academic year. The data

TABLE VIII
CREDIT HOUR FEES FOR UNDERGRADUATES

Rank Ordered Institutions	Credit Hour Fee
1	\$102.50
2	71.85
3	70.00
4	65.00
5	58.42
6	55.00
7	53.75
8	53.00
9	47.75
10	44.15
11	31.50
12	00.00
	<hr/>
	Mean \$ 54.41
	Median 54.38

Range \$00.00 to \$102.50

TABLE IX
CREDIT HOUR FEES FOR UNDERGRADUATE WEEKEND STUDENTS

Rank Ordered Institutions	Credit Hour Fee
1	\$102.50
2	71.85
3	71.00
4	70.00
5	65.00
6	58.42
7	55.00
8	53.75
9	53.00
10	47.75
11	44.15
12	35.50
	Mean \$ 60.66
	Median \$ 56.71
Range \$35.50 to \$102.50	

TABLE X
CREDIT HOUR FEES FOR GRADUATE WEEKEND STUDENTS

Rank Ordered Institutions	Credit Hour Fee				
1	\$73.75				
2	71.00				
3	68.00				
4	65.75				
5	65.00				
6	57.00				
7	44.35				
8	37.50				
9	N/A				
10	N/A				
11	N/A				
12	N/A				
Range \$37.50 to \$73.75	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: left;">Mean</td> <td style="text-align: right;">\$60.29</td> </tr> <tr> <td style="text-align: left;">Median</td> <td style="text-align: right;">\$65.38</td> </tr> </table>	Mean	\$60.29	Median	\$65.38
Mean	\$60.29				
Median	\$65.38				

TABLE XI
 HEADCOUNT ENROLLMENT FOR WEEKEND STUDENTS

Rank Ordered Institutions	Headcount
1	6,576
2	4,000
3	2,051
4	2,050
5	900
6	900
7	771
8	655
9	520
10	179
11	100
12	
	Mean 1,566
	Median 835
Range 85 to 6,576	

indicated that the average total headcount enrollment in weekend colleges for the 1986/1987 academic year was 1,566.

Summary of Headcount Enrollment for Undergraduate,
Graduate and Weekend Student

Table XII is a summary of Tables I, II and XI. The information is provided by individual institutions which compares the total undergraduate, graduate and weekend college headcount enrollment.

Summary of Headcount Enrollment, Average Class
Enrollment, Undergraduate Fees, Graduate
Fees, and Weekend College Fees

The information provided is from Tables VII, VIII, IX, X, and XI. It compares headcount enrollment in the weekend college, average class enrollment, undergraduate fees for regularly enrolled students, undergraduate fees for weekend students, and graduate fees for weekend students as illustrated in Table XIII.

Degrees Received by Attending Only on Weekends

The data indicated that only four undergraduate and two graduate institutions offered programs that could be completed by attending only on weekends. Six of the institutions offered no degree programs which could be completed only on weekends.

Degrees Offered by Weekend Colleges

Table XIV indicates the variety of degrees that have been offered through weekend colleges. Each subject area is offered only by one

TABLE XII
 SUMMARY OF HEADCOUNT ENROLLMENT FOR UNDERGRADUATE,
 GRADUATE AND WEEKEND STUDENTS

Total Undergraduate Headcount Enrollment	Total Graduate Headcount Enrollment	Total Weekend Headcount Enrollment
15,000 +	5,000 +	900
15,000 +	1,001-3,000	179
15,000 +	3,001-5,000	771
15,000 +	1,001-3,000	6,576
15,000 +	500-1,000	2,050
10,001-15,000	1,001-3,000	4,000
10,001-15,000	0	900
5,001-10,00	1,001-3,000	2,051
5,001-10,000	1,001-3000	100
5,001-10,00	500-1,000	520
3,001-5,000	500 or less	85
1,001-3,000	500 or less	655

TABLE XIII

SUMMARY OF HEADCOUNT ENROLLMENT, AVERAGE CLASS ENROLLMENT,
UNDERGRADUATE FEES, AND WEEKEND FEES FOR COLLEGE
UNDERGRADUATES

Headcount Enrollment in Weekend Colleges	Average Class Enrollment	Undergraduate Fees for Regularly Enrolled Students	Undergraduate Fees for Weekend Students	Credit Hour Fees for Weekend Students
6,576	23	53.75	53.75	73.75
4,000	22.5	65.00	65.00	65.00
2,051	17	44.15	44.15	44.35
2,050	25	47.75	47.75	65.75
900	25	70.00	70.00	N/A
900	30	00.00	71.00	71.00
771	18	102.50	102.50	N/A
655	19	31.50	35.50	37.50
520	15	53.00	53.00	68.00
179	20	58.47	58.47	N/A
100	30	71.85	71.85	N/A
85	17.5	55.00	55.00	57.00
Mean 1566		Mean 59.36	Mean 60.66	Mean 60.29
Median 835		Median 54.38	Median 56.71	Median 65.38

TABLE XIV
DEGREES OFFERED BY WEEKEND COLLEGES

Type of Degree	Number of Institutions	Subject Area
Associate	2	General Studies
Associate	1	Arts
Associate	1	Science
Bachelor	2	General Studies
Bachelor	1	Business Management
Bachelor	1	Elementary Education
Bachelor	1	Secondary Education
Bachelor	1	English
Bachelor	1	Liberal Studies
Master	1	Reading
Master	1	Business Administration
Master	1	Counselor Education

institution with the exception of the General Studies program which is offered by two institutions. These degrees are collectively offered by six of the 12 institutions.

Overall Mission from Institutional Viewpoint

Weekend college administrators were requested to supply statements concerning the overall mission of the weekend college from the institutional viewpoint. The overall mission was sought to determine the goals of the university. Responses concerning the overall mission were supplied by 11 of the 12 survey participants. The following summaries by administrators were listed to provide an overview of the mission identified by individual institutions:

"To allow working adults to earn a degree."

"To provide a non-disciplining program of education."

"To serve those not reached by the regular program of the University."

"To make use of university facilities."

"To maintain high quality programs in education."

The majority of the stated overall missions varied from university to university. There was no pattern in administrator responses.

Administration of Weekend Colleges

The items that were examined and described in this section include the following (1) administrative unit through which weekend college is administered, (2) administrative "chain of command" to whom administrative officer for the weekend college reports, (3) total operating

budget of weekend college, (4) tuition and fee schedules, and (5) course selection.

Administrative Unit Responsible for Weekend

College Operation

Table XV presents data concerning the designation of administrative units. Continuing education departments were the most frequently mentioned administrative units. Responses which mentioned continuing education represented 75 percent of the total responses.

Position to Which Weekend College

Administrator Reports

The administrative officers responsible for weekend college operation were presented in Table XVI. The data indicates that 41 percent of weekend college administrators report to deans and directors of continuing education.

Total Operating Budget

Table XVII indicates the total operating budget for the current academic year. Six institutions made budget provisions for the weekend college as a separate institutional budget category, and are included here. One institution reported that it was self supporting, and another reported that the weekend college and evening college budgets were allocated together. Four institutions reported that their weekend college was not budgeted as a separate function of the total university program. Six institutions indicated that they did not have operating budgets and are not included in this table.

TABLE XV
ADMINISTRATIVE UNIT RESPONSIBLE FOR OPERATION
OF WEEKEND COLLEGES

Title of Administrative Unit	Percentage	Number of Institutions
Continuing Education	75	9
Academic Vice President	17	2
Adult Education	8	1
Academic Dean	0	0
Weekend College	0	0
Other	0	<u>0</u>
Total		12

TABLE XVI
POSITION TO WHICH WEEKEND COLLEGE ADMINISTRATOR REPORTS

Title	Percentage	Number
Director of Continuing Education	33	4
Vice President	25	3
Academic Dean	8	1
Extension Dean	8	1
Dean of Continuing Education	8	1
Vice Chancellor	8	1
President	8	<u>1</u>
Total		12

TABLE XVII
SIZE OF BUDGETS FOR WEEKEND COLLEGE PROGRAMS

Number of Institutions	Current Academic Year Budget
1	\$ 400,000
2	220,000
3	206,000
4	132,400
5	80,000
6	<u>39,725</u>
Total	\$1,078,125
	Mean \$ 179,687
	Median \$ 169,200

Tuition and/or Fees Assessed for Weekend

College Enrollment

Analysis of the data revealed that while 33 percent of the institutions did receive budgets from tuition and/or fees, the majority (67 percent) of institutions did not receive operating budgets from tuition and/or fees.

Sources of Course Selection

As shown in Table XVIII, courses in 67 percent of the institutions were selected by the academic dean or division chairperson within the academic division of the institution in the weekend colleges.

Weekend College Clientele

Weekend college clientele categories which were examined in this section include full and part-time students and age categories. The data indicate that 92 percent were employed full-time and participated in school part-time, while only eight percent were full-time students not working.

Age Categories

The data in Table XIX provide the percent of enrollment by age categories. The age ranges between 25 to 45 accounted for the majority of weekend students enrolled in the Fall of 1986. The enrollment of persons older than the age of 65 was minimal.

TABLE XVIII
SOURCES OF COURSE SELECTION IN ALL INSTITUTIONS

Source	Number of Institutions	Percentage
Academic Dean or Division Chairperson	8	67
Student Request	5	42
By Request of Community Agencies, Businesses, Industries	5	42
Academic Faculty within Academic College	4	33
Administrator in charge of Weekend College	4	33
Other	3	25

TABLE XIX
PERCENTAGES OF WEEKEND COLLEGE STUDENTS BY AGE CATEGORIES

Weekend College Student Population	18-24	25-35	36-45	46-55	56-64	65+	Total
6,576	N/R	N/R	N/R	N/R	N/R	N/R	N/A
4,000	25	40	30	5	0	0	100
2,051	32	38	25	0	4	1	100
2,050	15	34	37	9	2	0	97
900	30	43	18	7	2	0	100
771	N/R	N/R	N/R	N/R	N/R	N/R	N/A
655	10	40	25	15	10	0	100
520	10	0	90	0	0	0	100
179	0	70	35	5	0	0	100
100	0	25	60	15	0	0	100
85	0	15	35	30	20	0	100

N/R = No Report

N/A = Not Applicable Because of No Report

✓

Faculty Resources

The provisions for weekend college operation were based on (1) faculty member selection, (2) categories of instructional staffing and (3) compensation.

Method of Selection of Faculty Members

Table XX presents data on the selection of faculty members who taught in the weekend college. The data indicate that 58 percent of the faculty members were assigned by an academic dean or division chairperson.

Categories of Instructional Staffing for Weekend Colleges

The data in Table XXI present the categories of instructional staffing for the weekend college. Eighty-nine percent of the faculty from regular weekday programs taught weekend college courses as a part of their normal teaching load. Most institutions selected staff in multiple ways.

Faculty Compensation

Data indicate that 74 percent of faculty did not receive extra compensation for teaching weekend courses. However, 25 percent of faculty did receive compensation. The following formulas were used:

1. In addition to regular salary there was a set fee per credit hour taught.
2. Faculty received pay separately for teaching in the weekend college.

TABLE XX

METHOD OF SELECTION OF FACULTY MEMBERS FOR WEEKEND COLLEGES

Category	Number of Institutions	Percentage
Assigned by an Academic Dean or Division Chairperson	7	58
Volunteered	4	33
Assigned by Administrator of the Weekend College	1	8
Recruited	0	0

TABLE XXI

CATEGORIES OF INSTRUCTIONAL STAFFING FOR WEEKEND COLLEGES

Category	Number of Institutions	Percentage
Faculty from regular weekday programs--teach courses as a part of their normal teaching load	10	83
Adjunct Instructors are recruited from business, professions, and other areas	8	67
Faculty from regular weekday programs teach weekend courses on an overload basis	5	42
Temporary or Part-time Faculty	5	42
Retired Professional and/or professors are employed for weekend assignments	5	42
Faculty from regular weekday program teach weekend course on an add-pay basis	4	33
Faculty Request Assignments	3	25

3. A set fee rate per credit hour was based on academic credentials (doctoral, master's, and bachelor's degrees).

Student Services

Student services were reviewed on the basis of what specific services and hours were needed for weekend college students.

Available Services

Table XXII lists the student services available on weekends. The service most needed by institutions and provided most frequently on weekends was access to the bookstore. Ninety-two percent of the universities provided access to the bookstore on weekends.

Weekend Student Service Hours

Table XXIII indicates that eight services were made available: the bookstore, library, fitness or recreational center, student advisement, counseling services, financial aid, student health center, and other services. Table XXIII indicates hours that services were made available.

General

This category presents the criteria for measuring success of weekend colleges; correlations between headcount and class enrollment, undergraduate costs and graduate student costs; relationships between institutional size and weekend scheduling, undergraduate and graduate degrees, and the likelihood of administration by continuing education; and policies and procedures for the weekend colleges.

TABLE XXII
WEEKEND STUDENT SERVICES IN ALL INSTITUTIONS

Service	Number of Institutions	Percentage
Bookstore	11	92
Library	10	83
Fitness or Recreational Center	10	83
Student Advisement	8	67
Other	4	33
Counseling Services	3	25
Financial Aid	2	17
Student Health Center	1	8

N = 12

TABLE XXIII

WEEKEND STUDENT SERVICE HOURS BY NUMBER OF INSTITUTIONS*

Service	Morning Only	Percentage	Afternoon Only	Percentage	All Day Only	Percentage	Not Reporting	Percentage
Bookstore	1	8	0	0	10	83	1	8
Library	3	25	0	0	7	58	2	17
Fitness	2	17	3	25	5	42	2	17
Student Advisement	3	25	0	0	5	42	4	33
Counseling Services	2	17	0	0	1	8	9	75
Financial Aid	0	0	0	0	2	17	10	83
Student Health Center	0	0	0	0	1	8	11	92
Other	0	0	0	0	4	33	8	67

*Not all institutions reported

Success Criteria

Enrollment figures rank significantly higher in measuring the success of weekend colleges than any other criterion. However, only ten institutions responded to the question, as shown in Table XXIV.

Headcount and Class Enrollment

Upon examination of the range of the headcount enrollment in weekend colleges and the range of average class enrollments, a question arose concerning correlation between the two sets of data. The null hypothesis was that there was no correlation between headcount enrollment in weekend colleges and average course enrollment. To determine whether there was a correlation between headcount enrollment and average course enrollment, a Spearman rho technique was conducted.

The results of the Spearman rho test indicated the rho to be .187 while the table value of r was .5324, with an N of 12 at the .05 level of significance (Table XXV). The null hypothesis could not be rejected.

Headcount and Undergraduate Costs

A second question arose after examining the range of the reported cost per credit hour for undergraduate enrollment. The range of \$35.50 to \$102.50 coupled with the headcount enrollment range of 85 to 6,576 prompted the need to investigate the possibility of a correlation between the cost per credit hour of attending a weekend college at the undergraduate level and the total enrollment in the college. To determine whether there was a correlation, a Spearman rho technique was conducted. The null hypothesis was that there was no correlation

TABLE XXIV
 CRITERIA FOR SUCCESS BASED ON HIGHEST PRIORITY

Criterion	Highest Priority by Number of Institutions	Percent of Weekend Colleges
Enrollment Figures	9	75
Course Completion	1	8
Re-registration Figures		0
Request by Weekend Students for Other Courses		0
Faculty Assessment by Students		0
Questionnaires		0
Others		0

N = 10

TABLE XXV
 CORRELATION BETWEEN HEADCOUNT ENROLLMENT IN WEEKEND COLLEGES
 AND AVERAGE COURSE ENROLLMENT

Rank Ordered College	Headcount Enrollment	Course Enrollment	R1	R2	D	D2
1	6,576	23	1	5	-4	16
2	4,000	22.5	2	6	-4	16
3	2,051	17	3	11	-8	64
4	2,050	25	4	2.5	1.5	2.25
*5	900	25	5.5	2.5	3	9
6	900	30	5.5	1.5	3	9
7	771	18	7	9	-2	4
8	655	19	8	8	0	0
9	520	15	9	12	-3	9
10	179	20	10	7	3	0
11	100	30	11	1.5	9.5	90.25
12	85	17.5	12	10	2	4

*This school reported a headcount of 800 to 1,000.

ED = 232.5

p = Rho = .187

r = .5324 with N = 12 at the .05 level of significance

between headcount enrollment in weekend colleges and cost per credit hour for undergraduates (Table XXVI).

The results of the Spearman rho test indicated the rho to be $-.12$, while the table value of r was $.5324$ with an N of 12 at the $.05$ level of significance. The null hypothesis could not be rejected.

Headcount and Graduate Student Costs

A Spearman rho technique was conducted to test for the existence of a correlation between institutional size and graduate per credit hour fees. In this test, only eight of the reporting institutions were used because the four others did not offer weekend courses for graduate credit. The null hypothesis was that there was no correlation between headcount enrollment in weekend colleges and cost per credit hour for graduate students as appears in Table XXVII.

The Spearman rho test found the rho to be $.797$, while the table value for r was $.6319$ for an N of 8 at the $.05$ level of significance. The null hypothesis was rejected. The larger the weekend college, the more it costs a graduate student to enroll. A summary of Spearman rho of cost per credit hour in weekend colleges for both undergraduates and graduates appears in Table XXVIII.

Saturday Scheduling and Institutional Size

To determine whether a relationship existed between the size of the institution and the schedule of courses offered on weekends, null hypotheses were formulated and tested using the chi-square statistic. Tables XXIX, XXX, XXXI, and XXXII show the frequencies of scheduling by the large institutions (enrollment of $10,000$ or more) and the small

TABLE XXVI

CORRELATION BETWEEN HEADCOUNT ENROLLMENT IN WEEKEND COLLEGES
AND COST PER CREDIT HOUR FOR UNDERGRADUATES

Rank Ordered College	Headcount Enrollment	Cost Per Credit Hour	R1	R2	D	D2
1	6,576	53.75	1	8	-7	49
2	4,000	65.00	2	5	-3	9
3	2,051	44.15	3	11	-8	64
4	2,050	47.75	4	10	-6	36
5	900	71.00	5.5	3	2.5	6.25
6	900	70.00	5.5	4	1.5	2.25
7	771	102.50	7	1	6	36
8	655	35.50	8	12	-4	16
9	520	53.00	9	9	0	0
10	179	58.42	10	6	4	16
11	100	71.85	11	2	9	81
12	85	55.00	12	7	5	25

ED2 = 320.5

p = Rho = -.12

r = .5324 with N = 12 at the .05 level of significance

TABLE XXVII

CORRELATION BETWEEN HEADCOUNT ENROLLMENT IN WEEKEND
COLLEGES AND COST PER CREDIT HOUR FOR
GRADUATE STUDENTS

Rank Ordered College	Headcount Enrollment	Cost Per Credit Hour	R1	R2	D	D2
1	6,576	73.75	1	1	0	0
2	4,000	65.00	2	5	-3	9
3	2,051	44.35	3	7	-4	16
4	2,050	65.75	4	4	0	0
5	900	71.00	5	2	3	9
6	655	37.50	6	8	-2	4
7	520	68.00	7	3	4	16
8	85	57.00	8	6	2	4

ED2 = 58

p = Rho = .797

r = .6319 with N = 8 at the .05 level of significance

TABLE XXVIII

SUMMARY OF SPEARMAN RHO BETWEEN HEADCOUNT ENROLLMENT
IN WEEKEND COLLEGES AND AVERAGE COURSE ENROLLMENT
AND COST PER CREDIT HOUR FOR BOTH
UNDERGRADUATES AND GRADUATES

Null Hypothesis	Obtained R	Table Value	Level of Significance
Headcount Enrollment in Weekend Colleges and Average Course Enrollment	.187	.5324	.05
Headcount Enrollment in Weekend Colleges and Cost Per Credit Hour for Undergraduate Students	-.12	.5324	.05
Headcount Enrollment in Weekend Colleges and Cost Per Credit Hour for Graduate Students	.797	.6310	*.05

*The null hypothesis was rejected.

TABLE XXIX

CHI-SQUARE TEST OF HYPOTHESIS THAT COURSE SCHEDULING ON
SATURDAYS ONLY IS INDEPENDENT OF INSTITUTIONAL SIZE

Size of Institution	Courses Offered Only on Saturdays	
	Yes	No
Less than 10,000 enrollment	0	5
More than 10,000 enrollment	2	5
Obtained chi-square = 4.3885		
Table value chi-square .05 = 3.841 df = 1		

TABLE XXX

CHI-SQUARE TEST OF HYPOTHESIS THAT COURSE SCHEDULING ON FRIDAYS
AND SATURDAYS ONLY IS INDEPENDENT OF INSTITUTIONAL SIZE

Size of Institution	Courses Offered on Fridays & Saturdays	
	Yes	No
Less than 10,000 enrollment	2	3
More than 10,000 enrollment	1	6
Obtained chi-square = .1161		
Table value chi-square .05 = 3.841 df = 1		

TABLE XXXI

CHI-SQUARE TEST OF HYPOTHESIS THAT COURSE SCHEDULING ON SATURDAYS AND SUNDAYS ONLY IS INDEPENDENT OF INSTITUTIONAL SIZE

Size of Institution	Courses Offered on Saturdays & Sundays	
	Yes	No
Less than 10,000 enrollment	2	3
More than 10,000 enrollment	0	7

Obtained chi-square = 1.0971
Table value chi-square .05 = 3.841

TABLE XXXII

CHI-SQUARE TEST OF HYPOTHESIS THAT COURSE SCHEDULING ON FRIDAYS, SATURDAYS, AND SUNDAYS ONLY IS INDEPENDENT OF INSTITUTIONAL SIZE

Size of Institution	Courses Offered on Fridays, Saturdays, & Sundays	
	Yes	No
Less than 10,000 enrollment	1	4
More than 10,000 enrollment	6	1

Obtained chi-square = 8.2383
Table value chi-square .05 = 3.841 df = 1

institutions (enrollment of less than 10,000) and the chi square values derived.

The null hypothesis tested by the chi-square method was that there was no relationship between the size of the institution and the scheduling of courses meeting only on Saturdays in the weekend college.

The obtained chi-square value of 4.3885 was found to be larger than the table value of 3.841 at the .05 level of significance within one degree of freedom. The null hypothesis was rejected. The scheduling of courses that met only on Saturdays was a program offered by the larger institutions.

Friday-Saturday Scheduling and Institutional Size

The null hypothesis tested by the chi-square method was that there was no relationship between the size of the institution and the scheduling of courses meeting only on Fridays and Saturdays in the weekend college.

The obtained chi-square value of .1161 was found to be less than the table value of 3.841 at the .05 level of significance within one degree of freedom. The null hypothesis could not be rejected.

Saturday-Sunday Scheduling and Institutional Size

The null hypothesis tested by the chi-square method was that there was no relationship between the size of the institution and the scheduling of courses meeting only on Saturdays and Sundays in the weekend college.

The obtained chi-square value of 1.0971 was found to be smaller than the table value of 3.841 at the .05 level of significance within one degree of freedom. Therefore, the null hypothesis could not be rejected.

Friday-Saturday-Sunday Scheduling and Institutional Size

The null hypothesis was that there was no relationship between the size of the institution and the scheduling of courses meeting on Fridays, Saturdays and Sundays.

The obtained chi-square value of 8.2383 was found to be larger than the table value of 3.841 at the .05 level of significance within one degree of freedom. The null hypothesis was rejected. The scheduling of weekend courses that met on Fridays, Saturdays, and Sundays was a program offered by the larger institutions.

Undergraduate Degree and Institutional Size

To determine whether there was a relationship between the size of the institution and the offering of an undergraduate degree through the weekend college, a null hypothesis was formulated and tested by the chi-square technique. Table XXXIII shows the frequency of offering a degree through the weekend college by the large institutions and the small institutions and the obtained chi-square value.

The null hypothesis tested by the chi-square method was that there was no relationship between the size of the institution and the offering of an undergraduate degree through the weekend college.

The obtained chi-square value of .0103 was found to be less than

TABLE XXXIII

CHI-SQUARE TEST OF THE HYPOTHESIS THAT THE OFFERING OF AN
 UNDERGRADUATE DEGREE BY THE WEEKEND COLLEGE IS
 INDEPENDENT OF INSTITUTIONAL SIZE

Size of Institution	Degree Offered	
	Yes	No
Less than 10,000 enrollment	2	3
More than 10,000 enrollment	2	5

Obtained chi-square = .0103
 Table value chi-square .05 = 3.841 df = 1

the table value of 3.841 at the .05 level of significance within one degree of freedom. The null hypothesis could not be rejected.

Graduate Degree and Institutional Size

The same type of procedure was used to test the null hypothesis concerning institutional size and the offering of graduate degrees through the weekend college. The null hypothesis tested by the chi-square technique was that there was no relationship between the size of the institution and the offering of a graduate degree through the weekend college (Table XXXIV).

The obtained value of chi-square of .2742 was found to be less than the table value 3.841 at the .05 level of significance within one degree of freedom. The null hypothesis could not be rejected.

Administration by Continuing Education and Institutional Size

The final test for statistical significance concerned the relationship between the size of the institution and the likelihood that continuing education would assume responsibility for administration of the weekend college. The null hypothesis tested by the chi-square technique was that there was no relationship between the size of the institution and the likelihood that the office of continuing education would have responsibility for the administration of the weekend college (Table XXXV).

The obtained chi-square value of 9.2571 was found to be above the table value of 3.841 at the .05 level of significance within one degree of freedom. The null hypothesis was rejected (Table XXXVI). The

TABLE XXXIV

CHI-SQUARE TEST OF THE HYPOTHESIS THAT THE OFFERING OF A
GRADUATE DEGREE BY THE WEEKEND COLLEGE IS INDEPENDENT
OF INSTITUTIONAL SIZE

Size of Institution	Degree Offered	
	Yes	No
Less than 10,000 enrollment	1	4
More than 10,000 enrollment	1	6

Obtained chi-square = .2742
Table value chi-square .05 = 3.841 df = 1

TABLE XXXV

CHI-SQUARE TEST OF THE LIKELIHOOD THAT RESPONSIBILITY FOR
THE ADMINISTRATION OF THE WEEKEND COLLEGE BY THE OFFICE
OF CONTINUING EDUCATION IS INDEPENDENT OF
INSTITUTIONAL SIZE

Size of Institution	Office of Continuing Education	
	Yes	No
Less than 10,000 enrollment	2	3
More than 10,000 enrollment	7	0

Obtained chi-square = 9.2571
Table value chi-square .05 = 3.841 df = 1

TABLE XXXVI

OBTAINED CHI-SQUARE VALUE, TABLE VALUE WITH ONE DEGREE OF
FREEDOM, AND LEVEL OF SIGNIFICANCE FOR EACH NULL
HYPOTHESIS TESTED

Null Hypothesis	Obtained Value	Table Value With 1 df	Level of Significance
Size of institution and scheduling of courses meeting only on Saturdays in the weekend college	4.3885	3.841	*.05
Size of institution and scheduling of courses meeting only on Fridays/Saturdays in the weekend college	.1161	3.841	.05
Size of institution and scheduling of courses meeting only on Saturdays/Sundays in the weekend college	1.0971	3.841	.05
Size of institution and scheduling of courses meeting only on Fridays/Saturdays/Sundays in the weekend college	8.2383	3.841	*.05
Size of institution and offering of undergraduate degrees for the weekend college	.0103	3.841	.05
Size of institution and offering of graduate degrees for the weekend college	.2742	3.841	.05
Size of institution and likelihood of the office of continuing education administering the weekend college	9.2571	3.841	*.05

*Null Hypotheses which were rejected.

administration of the weekend college through continuing education tended to be a function of the larger insitutions.

Policies and Procedures of the
Weekend College

Weekend college administrators were requested to list what they considered to be the three most important policies or procedures of their weekend college which varied from their university in general. Eight of the 12 participants responded with the following individual statements:

"To provide personalized information concerning counseling and advertising."

"To provide flexibility in scheduling."

"Have payment of tuition due at first class meeting."

"Course selection should be designed to maintain interest and to motivate students."

"Adult learning styles should be more relaxed and allow for class discussion."

"There should be on-site registration for weekend university students, instead of central registration of regular weekday classes."

"There should be no requirement of health services fee."

"Open parking without fees should be allowed for weekend students."

"Most support services are not available."

"There should be a special orientation program for newly admitted evening and weekend students that allows them to complete registration, advising, fee payment, parking permit purchase, and book purchase. This should all take place in one evening at one location."

"There should be special in person or by mail registration for current evening or weekend students prior to the open registration for the entire university."

"The classes meet 12 weekends of a 15 week semester."

"Weekend scheduling is optional, not a separate program for separate students."

"No parking restrictions should be applied to weekend students."

"Personal attention should be given to weekend students."

"Allow weekend students to add and drop by phone."

"Support and commitment should begin with top administrators."

The comments varied in general from administrator to administrator. The policies and/or procedures depended upon the philosophies of the individual universities.

Comments About Guidelines

Weekend college administrators were requested to identify the three most important guidelines for the operation of weekend colleges. Specific guidelines were sought as a means to identify recommendations for the operation of weekend colleges. Responses were supplied by 10 of the 12 institutions participating in the study. All of the statements provided by individual administrators are presented below.

"Provide quality instruction at convenient locations and sites."

"Develop innovative classes that are not offered in the regular curriculum."

"Meet the needs of the life-long learners."

"Gain support from administration, faculty, and students."

"Provide academic quality and integrity equal to or exceeding weekday course offerings."

"Make student services available on a one-to-one basis for weekend students."

"Provide breadth of course offerings from basic studies and liberal arts, to technology courses to meet the needs of business and industry."

"Offer the same credit courses offered during the week and have these courses offered and staffed directly by the departments offering weekday courses."

"Do not have continuing education responsible for faculty appointments."

"Do not abbreviate the contact hours of weekend students."

"Have the full support and cooperation of the academic units right from the beginning."

"Do whatever is necessary to maintain academic credibility."

"Internal marketing should be as important as external marketing for the success of the program."

"Offer courses that are basic to many majors - these are usually in the general education components."

It was stated by several universities that guidelines would be useful in the future.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to identify the characteristics common to the operation of the "best" weekend colleges in the nation.

The research questions were:

1. Which weekend colleges in public universities are the best in the nation?
2. What are the characteristics common to the operation of the best weekend colleges in public universities?

The total population for the study consisted of 321 administrators of weekend colleges included in the Directory of Weekend Colleges published by the American Association of State Colleges and Universities. Responses from the 96 returned survey forms revealed 15 "best" weekend colleges. The administrators of these weekend colleges were then invited to identify characteristics of the operation of their respective weekend colleges.

A survey instrument was developed with the help of a panel of experts. The instrument consisted of 29 questions pertaining to characteristics of the operation of weekend colleges and one question pertaining to guidelines for the operation of weekend colleges.

The instrument was mailed to administrators of the 15 best weekend colleges during February, 1987. A cover letter was included which explained the questionnaire form and the reason for its being sent. After two weeks, a post card follow-up was sent urging those whose survey forms had not been received to please respond. Those who still did not respond received two or three telephone calls requesting them to complete the survey. Responses were ultimately obtained from 12 (80 percent) of the 15 administrators of the identified best programs.

The following statements summarize the findings:

1. The best weekend colleges in the nation are: California State at Chico; California State at Fresno; California State at Long Beach; Central Connecticut State; Southern Illinois at Edwardsville; Indiana/Purdue at Indianapolis; Eastern Michigan; Wayne State in Michigan; Western Michigan; Central Missouri State; Wayne State in Nebraska; Kent State in Ohio; Francis Marion in South Carolina; the University of Wisconsin at Oshkosh; and the University of Wisconsin at Stevens Point (See Appendix D).
2. The range of enrollment was found to be 5,001 to 10,000 for undergraduates, and the average enrollment was 1,001 to 3,000 for weekend college students.
3. The majority of weekend college programming was offered on a Friday/Saturday/Sunday combination schedule.
4. All of the best weekend colleges offered courses which could apply toward degree programs.
5. Education was the most common major among students pursuing degrees on weekends.

6. The average credit hour fee for undergraduate weekend students was \$59.80, and the average graduate fee for weekend students was \$53.59.

7. The total average headcount enrollment in weekend colleges for 1986-87 was 1,626 students.

8. Administrators of weekend colleges viewed their overall mission as that of meeting the needs of non-traditional students.

9. Continuing education departments were the administrative units responsible for three fourths of weekend colleges. Most weekend college administrators reported to deans or directors of continuing education.

10. The average operating budget for the current academic year of weekend colleges was \$179,687.

11. The majority of students attending weekend colleges were between the ages of 25 and 45.

12. The majority of faculty teaching in a weekend college were assigned by the academic dean or division chairperson.

13. One fourth of the weekend college faculty were from regular weekday programs and taught courses as a part of their normal teaching load.

14. The student services that were most accessible to weekend students were the library, bookstore, and recreational center.

15. The library and bookstore were likely to be available all day on Saturdays and Sundays for weekend students.

16. The majority of weekend colleges measured success through enrollment figures and course completion figures.

17. There was no consistent pattern in the identification of the

most important policies or procedures of weekend colleges which varied from their universities in general.

18. Class enrollment size was not dependent upon the size of the institution.

19. Class enrollment size was not dependent upon the size of the community.

20. Undergraduate student fees were independent from the enrollment size of the "best" weekend colleges.

21. The larger the enrollment of a weekend college, the more it cost a graduate student to enroll.

22. The scheduling of Saturday courses was more likely to be offered by weekend colleges within large universities (10,001 or more).

23. The scheduling of courses that met on a Friday/Saturday combination was offered by weekend colleges within both large and small universities.

24. Courses which met on a Friday/Saturday/Sunday combination were offered by both large and small universities.

25. Courses which met on a Friday/Saturday/Sunday combination were offered most frequently by weekend colleges within large universities.

26. All universities in this study offered courses for degree credit through the weekend college.

27. In most cases, the weekend college was administered by continuing education in the larger universities.

28. Weekend college administrators responded to the request for guidelines for the operation of weekend colleges with the following

items:

- a. quality instruction at convenient locations
- b. innovative courses
- c. responsiveness to the life-long learners
- d. support from administration, faculty and students
- e. individualized student services
- f. offering the same courses that are offered during the day
- g. limitations on involvement of continuing education
- h. adequate contact hours
- i. support from academic units
- j. internal and external marketing
- k. duplication of traditional daytime curriculum*
- l. breadth of course offerings*
- m. academic quality and integrity*
- n. course offerings basic to many majors*

*These items were identified by two of the administrators in the study.

A composite picture of the best weekend colleges can be inferred from the tendencies of certain responses. The "typical" best weekend college is under the direct responsibility of the Dean of Continuing Education. It has 1,600 students most of whom are 25-45 years old, a budget of \$180,000 and credit hour fees of \$56.00. Most of the faculty are selected by their respective academic departments and one-fourth of the professors are regular faculty teaching within load. Courses are offered for credit toward bachelor's degrees in general studies and in education. Most of the courses are provided in a Friday evening/Saturday/Sunday format. The library, bookstore, and

recreational facilities reopen during some of these hours while most other student services are not available.

Conclusions

The following conclusions about the 15 best weekend colleges in the nation were drawn from the findings of the study. They include the absence of common characteristics, the relationship of community size to weekend college success, the relationship of institutional size to weekend college size, and the limited scope of student services.

1. There are virtually no characteristics common to the operation of all of the 15 best weekend colleges in the nation. There did not appear to be a consistent pattern in the areas of administration, goals and mission, policies and procedures, budgeting, weekend course scheduling, or guidelines for the operation of the weekend college.

2. The best weekend colleges in the nation operate successfully in large and small communities. The size of the community does not determine the success of a weekend college.

3. Institutions of varying sizes successfully operate large weekend colleges. It is equally likely that a small or large university will have a large weekend headcount enrollment.

4. The best weekend colleges in the nation operate successfully with limited student services available on weekends.

Recommendations

Several guidelines developed from the literature review and survey of the 15 best weekend colleges are recommended for the

operation of weekend colleges across the nation.

1. The needs of the weekend college students should be identified and analyzed.
2. The curriculum should be as responsive to the academic needs of the weekend students as it is to the traditional students' needs.
3. Complete majors and degrees, not only individual courses, should be made available through weekend only attendance.
4. Regular faculty from the academic departments should instruct the weekend college courses.
5. Student services should be relatively as supportive of weekend college students as they are of traditional students.
6. Administrative responsibility for the weekend college should fall directly under the Vice President for Academic Affairs.
7. The academic quality and credibility of the weekend college programs should equal their traditional counterparts within the university.
8. The administration and faculty of the university should be involved as partners in the operation of the weekend college.

Additional research is recommended in order to further explore the following questions:

1. Is the size of enrollment in the weekend college independent of the size of the population in the community served by the university?
2. Is the size of the enrollment in the weekend college independent of the size of the enrollment in the university?
3. Are the number and extent of availability of student services independent of the size of the enrollment of the weekend college?

4. Are the limitations upon the available course, program and degree options independent of the size of the enrollment of the weekend college?

5. Is the academic credibility of the weekend college independent of its administration by either continuing education or an academic division within the university?

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APPENDIXES

APPENDIX A

REPUTATIONAL SURVEY INSTRUMENT

TO: ADMINISTRATOR OF WEEKEND COLLEGES

FROM: Jeanie Rountree

Universities are faced with the growing needs of non-traditional students. The Weekend College is a promising response to these needs. As administrators of Weekend Colleges, meeting the needs in higher education is a major concern.

The purpose of this survey is to identify from administrators excellent Weekend Colleges across the nation. Your cooperation in completing the survey will help identify the excellent programs.

Please list what in your opinion are the best six to ten Weekend Colleges in public universities. Please identify below:

"PLEASE RESPOND TO THIS SURVEY IMMEDIATELY" Your Responses Are Appreciated!

If you are interested in what administrators of weekend colleges view as the best programs in the nation, please give your address below.

Please mail survey back to Jeanie Rountree/Director of Student Activities/
Northeastern State University/Office of Student Affairs/Tahlequah, Ok. 74464.

A self addressed envelope is enclosed for your convenience.

APPENDIX B

LIST OF INSTITUTIONS THAT PARTICIPATED
IN REPUTATIONAL STUDY

ALABAMA

Troy State University
University of South Alabama

ARKANSAS

University of Central Arkansas
University of Arkansas at Little Rock

CALIFORNIA

California Maritime Academy
California State College, Bakerfield
California State College, Los Angeles
California State College, Sacramento
California State College, San Bernadino
San Diego State University

COLORADO

University of Northern Colorado

CONNECTICUT

Southern Connecticut State College
Western Connecticut State College

GEORGIA

Georgia College
Valdosta State College

IDAHO

Idaho State University

ILLINOIS

Eastern Illinois University
Sangamon State University
Southern Illinois University at Edwardsville
Western Illinois University

INDIANA

Ball State University
Indiana State University, Terre Haute
Indiana State University, Evansville Campus

KANSAS

Emporia Kansas State College

LOUISIANA

Grambling State University
Louisiana Tech University
McNeese State University

MAINE

University of Maine at Fort Kent

MARYLAND

Copplin State College
Morgan State College

MICHIGAN

Eastern Michigan University
Western Michigan University

MINNESOTA

Bemidji State University
Metropolitan State University
Moorehead State University
Winona State University

MISSISSIPPI

Jackson State University

MISSOURI

Missouri Southern State College
Missouri Western State College
Northwest Missouri State University
Southeast Missouri State University

MONTANA

Northern Montana College
Western Montana College

NEBRASKA

University of Nebraska at Omaha
Wayne State College

NEW YORK

Empire State College
State University of New York, College of Arts & Science, Oswego
State University College at Potsdam

NORTH CAROLINA

Pembroke State University
Western Carolina University
University of North Carolina at Asheville
University of North Carolina at Greensboro

NORTH DAKOTA

Minot State College
Valley City State College

OHIO

Bowling Green State University
Cleveland State University
Wright State University
Youngtown State University

OKLAHOMA

Southeastern Oklahoma State University

OREGON

Portland State University
Southern Oregon State College

PENNSYLVANIA

California State College
Clarion State College
Edinboro State College
Indiana University of Pennsylvania
Lincoln University
Lock Haven State College
Millersville State College
West Chester State College

SOUTH CAROLINA

The Citadel
Francis Marion College
Lander College

SOUTH DAKOTA

Black Hills State College

TENNESSEE

University of Tennessee at Chattanooga

TEXAS

Angelo State University
East Texas State University
Sul Ross State University
Texas A & I at Kingsville

UTAH

Southern Utah State College

VERMONT

Johnson State College

VIRGINIA

Longwood College
Mary Washington College
Radford College
Virginia Commonwealth University
Virginia Military Institute

WASHINGTON

Central Washington University
Eastern Washington University

WEST VIRGINIA

Bluefield State College
Fairmont State College
West Virginia State College

WISCONSIN

University of Wisconsin-EauClaire
University of Wisconsin-LaCrosse
University of Wisconsin-Oshkosh
University of Wisconsin-River Falls
University of Wisconsin-Stevens Point
University of Wisconsin-Whitewater

APPENDIX C

WEEKEND COLLEGE QUESTIONNAIRE

Dear Administrator:

Your institution has been identified by other administrators of weekend colleges as one of the 15 best weekend colleges of the 321 existing weekend colleges in the United States.

As the administrator at one of the best weekend colleges in the country, you are invited to help identify the characteristics of weekend colleges and formulate guidelines for the operation of weekend colleges by other institutions of higher education. Please take a few minutes to complete the enclosed questionnaire.

A summary of what administrators of the best weekend colleges in the nation view as pertinent characteristics and guidelines in the operation of a weekend college will be made available to all interested participants.

Please return by February 28th in the enclosed envelope. Thank you for taking your valuable time to contribute to this national study of the top 15 weekend colleges in the nation.

Sincerely,

Jeanie Rountree

QUESTIONNAIRE

Name of Institution _____

Location: _____

I. Institutional Background:

1. What is the headcount enrollment for the fall of 1986?

- a. Undergraduate: ___ 500 or under ___ 3001 to 5000
 ___ 500 to 1000 ___ 5001 to 10,000
 ___ 1001 to 3000 ___ 10,001 to 15,000
 ___ 15,001 or more
- b. Graduate: ___ 500 or under ___ 1001 to 3000 ___ 5001 or more
 ___ 500 to 1000 ___ 3001 to 5000
- c. Weekend College: ___ 500 or under ___ 1001 to 3000 ___ 5001 or more
 ___ 500 to 1000 ___ 3001 to 5000

2. What schedules of weekend programming are offered by your institution?

- a. Friday Night Only ___ b. Saturday Only ___ c. Sunday Only ___
 d. Friday and Saturday ___ e. Saturday and Sunday ___
 f. Friday, Saturday, and Sunday ___

3. Do you offer courses for degree credit? yes ___ no ___

4. What percent of the weekend college students is enrolled in the following general fields?

- | | | | |
|------------------|------|----------------------------------|------|
| a. Basic Skill | ___% | h. Home Economics | ___% |
| b. Business | ___% | i. Leisure-time Activities | ___% |
| c. Communication | ___% | j. Psychology | ___% |
| d. Education | ___% | k. Public Administration | ___% |
| e. Engineering | ___% | l. Liberal Arts (social studies) | ___% |
| f. Fine Arts | ___% | m. Vocational/technical | ___% |
| g. Health Care | ___% | n. Other | ___% |

5. What is the average enrollment in a course offered on weekends?
 _____ (students)

6. What is the equivalent semester credit hour fee for regularly enrolled undergraduates? \$ _____ (semester credit hour)

7. What is the equivalent semester credit hour fee for undergraduate weekend students pursuing an academic program? \$ _____ (semester credit hour)8. What is the equivalent semester credit hour fee for graduate students enrolled in the weekend college? \$ _____ (semester credit hour)

9. If there is any additional fee that applies only to weekend students, please indicate the amount. \$ _____ (fee)

Part II. Enrollment

10. What was the total headcount enrollment in the weekend college for the 1986-1987 full academic year for which figures are available? _____ (total may be duplicated)
11. Can students receive undergraduate degrees by attending only on weekends?
yes___ no___
12. Can students receive graduate degrees by attending only on weekends?
yes___ no___
13. If yes, what degrees can they receive?

14. What is the overall mission of the weekend college from the institutional viewpoint? _____

Part III. Administration

15. Through what administrative unit is the weekend college administered?
- Academic Vice-President___
 - Academic Dean___
 - College of Continuing Education___
 - Weekend College___
 - Adult Education___
 - Other (please specify)_____
16. In the administrative "chain of command" to whom does the administrative officer for the weekend college directly report?
- President___
 - Academic Vice-President___
 - Academic Dean___
 - Other (please specify)_____
17. What is the total operating budget for the weekend college for the current academic year? \$ _____
18. What is the percentage of the operating budget that comes from tuition and/or fees for weekend college students? _____%

19. How are courses selected to be offered in the weekend college? (Please mark all that apply)
- By academic or faculty committees within the academic colleges or divisions of the institution. ___
 - By the academic dean or division chairperson within the academic college or divisions of the institution. ___
 - By the administrator in charge of the weekend college. ___
 - By the faculty committee within the weekend college. ___
 - By student request through the administrator of the weekend college. ___
 - By request of community agencies, businesses, or industries through the administrator of the weekend college. ___
 - Other (please specify) _____

Part IV. Weekend College Clientele:

20. What is the percentage of weekend college students in each of the following categories?
- Full-time student ___%
 - Employed part-time ___%
21. What percent of the weekend students fall into the following categories?
- | | |
|---------------|---------------------|
| a. 18-24 ___% | d. 46-55 ___% |
| b. 25-35 ___% | e. 56-64 ___% |
| c. 36-45 ___% | f. 65 and over ___% |

Part V. Faculty Resources

22. How are faculty members selected to teach in the weekend college?
- Volunteer ___
 - Assigned by an academic dean or division chairperson ___
 - Assigned by the administrator of the weekend college ___
 - Recruited from outside the institution ___
23. Which categories of instructional staffing are currently being used in your weekend college? (Please mark all that apply)
- Faculty from regular weekday programs teach weekend college courses as a part of their normal teaching load ___
 - Faculty from regular weekday programs teach weekend courses on an overload basis ___
 - Faculty from regular weekday programs teach weekend courses on an add-pay basis ___
 - Faculty request weekend assignments ___
 - Adjunct instructors are recruited from business, professions, and other specialized areas ___
 - Temporary or part-time faculty ___
 - Retired professional and/or professors are employed for weekend assignments ___
24. Do full-time faculty in the weekend college receive extra compensation for teaching weekend courses? yes ___ no ___
25. If yes, please include a brief statement concerning how it is determined in addition to their regular salary? _____
- _____
- _____

Part VI. Student Services

26. What student services are open on weekends for the weekend college student? (Please mark all that apply)

- a. Bookstore_____
- b. Student health services_____
- c. Counseling services_____
- d. Library_____
- e. Fitness or recreational center_____
- f. Financial Aids_____
- g. Student Advisement_____
- h. Other services (please specify)_____

27. What are the hours that the student services are open for the weekend college students?

- a. Bookstore_____ to _____
- b. Student health services_____ to _____
- c. Counseling services_____ to _____
- d. Library_____ to _____
- e. Fitness or recreational center_____ to _____
- f. Financial aids_____ to _____
- g. Student advisement_____ to _____
- h. Other services (please specify)_____

Part VII. General

28. By what criteria do you measure the success of the weekend college? (Rank in order of priority with "1" signifying highest priority)

- a. Enrollment figures_____
- b. Course completion figures_____
- c. Re-registration figures_____
- d. Request by weekend students for other courses_____
- e. Faculty assessments by students_____
- f. Questionnaires_____
- g. Other_____

29. Please list the three most important policies or procedures of the weekend college which vary from the university in general.

Part VIII. Comments

30. What are the three most important guidelines for the operation of any weekend college in a public university?

Please mark one of the boxes below.

I would like a summary of of the questionnaire sent to me at the address below.

I do not need to receive a summary.

Please attach any available material that pertains to the weekend college such as brochures.

APPENDIX D

THE BEST 15 WEEKEND COLLEGES IDENTIFIED BY
ADMINISTRATORS ACROSS THE NATION

CALIFORNIA

- *California State University at Chico
- California State University at Fresno
- *California State University at Long-Beach

CONNECTICUT

- *Central Connecticut State College

ILLINOIS

- *Southern Illinois University at Edwardsville

INDIANA

- *Indiana University/Purdue University at Indianapolis

MICHIGAN

- *Eastern Michigan University
- Wayne State University
- Western Michigan University

MISSOURI

- *Central Missouri State University

NEBRASKA

- *Wayne State College

*INDICATES INSTITUTIONS WHICH PARTICIPATED IN WEEKEND COLLEGE SURVEY.

OHIO

*Kent State University

SOUTH CAROLINA

*Francis Marion College

WISCONSIN

*University of Wisconsin at Oshkosh

*University of Wisconsin at Stevens Point

VITA ²

Jeanie S. Rountree

Candidate for the Degree of

Doctor of Education

Thesis: THE IDENTIFICATION OF THE CHARACTERISTICS COMMON TO THE
OPERATION OF THE BEST WEEKEND COLLEGES IN THE NATION

Major Field: Occupational and Adult Education

Biographical:

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Education: Graduated from East Central High School, Tulsa,
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Professional Experience: Recruiter, Northeastern State University
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Professional Associations: American Association of Adult and
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Development; National Association of Student Service
Personnel Administrators; American Association of University
Women; Oklahoma Personnel Association.