

CHARACTERISTICS AND SATISFACTION OF STUDENTS AT THE
UNIVERSITY OF MANITOBA SUMMER SESSION

by

Audry Laliberte

A Thesis

Submitted to the Faculty of Graduate Studies
in Partial Fulfilment of the Requirements
for the Degree of

MASTER OF EDUCATION

Division of Postsecondary Studies

Faculty of Education

University of Manitoba

Winnipeg, Manitoba

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ISBN 0-612-13276-5

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**A Thesis submitted to the Faculty of Graduate Studies of the University of Manitoba
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ABSTRACT

The purpose of this study was to contribute to the existing information about summer session students who attend Canadian universities. The study involved the adaptation of a survey questionnaire, developed by Brook et al. (1989) for use at the University of Alberta, to another university setting. Beyond adding to the general summer session data base, results of this study have specific application and utility to The University of Manitoba Summer Session.

The study produced information about the characteristics of Summer Session students, enrollment motivation, and satisfaction with administrative aspects of Summer Session. Data from 689 respondents in 40 1993 Summer Session courses were analyzed using the System for Elementary Statistical Analysis (SAS). The data identified the majority of students as mature, i.e., 23 years of age or older (53.5%); female (53.3%); undergraduates (63.7%); attending university full-time (62.7%); not working (42.8%) or on leave (12.9%); and Winnipeg residents (71%). Three-quarters of the participants were in similar proportions from the Faculties of Education (26.8%), Science (26.3%) and Arts (23.2%), and most students were taking three credit courses. Student satisfaction with a variety of

administrative aspects of Summer Session was measured. Students were most satisfied with the Summer Session calendar and the Preliminary Course Schedule. The main problem for students was the cost of tuition and books. Students wanted more program-related courses offered in Summer Session. Generally, students were satisfied with the availability of, and access to, resources. Of the resources available to students, food services and academic counselling were the least satisfactory. Student responses to class-related experiences indicated that class size, course pace, work load related to length of the class, interaction with other students, and assignment time line, were satisfactory. Lack of examination preparation time and course reading time was a problem for students. In the discussion of the results the potential for the Director of Summer Session to affect change in problematic areas is addressed. Problems are identified according to their source, either internal to the Summer Session operation or from the external environment. Problems internal to the Summer Session operation have more potential for resolution.

Significant relationships were found between the student characteristics, faculty and age on the one hand, and student experiences with some administrative aspects of Summer Session and access to resources on the other.

Significant correlation was also identified between two student characteristics, work commitment and undergraduate/graduate status, and some specific (class) experiences.

ACKNOWLEDGEMENTS

I wish to acknowledge the support I received from a number of individuals who made it possible for me to complete this study. Problems related to my health during the completion of the thesis complicated the work and I required more than the usual goodwill, guidance and assistance from my committee.

Dr. J. Stalker, through her resourcefulness and dedication, helped me to rescue my research project and gave me the personal motivation to proceed with this study. Dr. Stalker served as chairperson on my committee until her departure from The University of Manitoba. She was a wonderful role model and mentor. I learned and benefitted from her networking skills, her indomitable spirit and her dedication to equality in higher education. I am grateful for her friendship and thank her for the hours she put in on my behalf.

I would like to extend my sincere appreciation to Dr. A. Gregor who replaced Dr. Stalker as chairperson on my committee. Dr. Gregor and the two other committee members, Dr. W. Kops and Dr. R. Magsino, generously shared their time and expertise to assist me in reaching my goal. Dr. Kops, the Director of Summer Session, supported the study in a

number of ways and his help contributed to making the study relevant to The University of Manitoba situation. I would like to thank Dean M. Janisse of the Continuing Education Division for his encouragement. I am grateful to the Summer Session instructors and students who assisted me in the survey that was central to the study. The human and physical resources that were available to me at The University of Manitoba were a considerable bonus.

I am especially grateful to my family and close friends who provided a great deal of emotional support and were interested in my research. In particular, I wish to thank my husband Garland for his constant support and encouragement over the extended period required to complete this study.

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CHAPTER ONE

Introduction

Statement of the Problem

The North American research literature on higher education contains little information about the characteristics of summer session students or their satisfaction with summer session programs. The summer session is becoming an increasingly important element of university program delivery and, accordingly, information about student satisfaction with the summer session program is increasingly important for the planning and development of summer session.

In an effort to add to the limited base of information related to summer sessions within Canadian universities, a survey instrument was developed at the University of Alberta under the sponsorship of the Western Association of Summer Session Administrators (WASSA). The instrument was designed to assess the characteristics of summer session students and their satisfaction with administrative aspects of the summer session program. The survey questionnaire developed at the University of Alberta was revised and administered to a

sample of students in The University of Manitoba 1993 Summer Session (Appendix A).

This study involves an analysis of the data collected through The University of Manitoba 1993 survey. The findings, examined in relation to the existing literature on summer session, including the results of the original study at the University of Alberta, may add to our general understanding of the phenomenon and provide the basis for improved planning and policy development, both generally, and at the specific institution at which this study was undertaken.

Purpose of the Study

The main purpose of this study is to contribute to the existing information about summer session students who attend Canadian universities. To generate more information about summer students a representative sample of students attending the 1993 University of Manitoba Summer Session were surveyed to determine their characteristics and their satisfaction with Summer Session. This study provides an experience in adapting the Brook et al.(1989) survey questionnaire to another university setting. Replication of the study by Brook et al.(1989) provides another experience with the research methodology including

modifications to the data analysis which could contribute to the general application of the instrument. Comparing the results of this study with the Brook et al.(1989) findings demonstrates the utility of such a comparison.

Data provided by this study has a practical application to The University of Manitoba Summer Session. Information about the major characteristics of the Summer Session population facilitates administrative planning. Determining why students attend Summer Session and their reasons for dropping courses is of use to the Summer Session administration in dealing with marketing and retention.

Information on students' satisfaction with Summer Session programming is important in meeting the needs of students. Identifying student problems with Summer Session programming is the first step in meeting student needs.. Identified problems arise from two sources; the internal Summer Session operation; or from the external environment, i.e., the community, society or the larger institution. Problems intrinsic to the internal Summer Session operation are generally the administrative responsibility of the summer session dean/director who can exercise some control for resolving the problem. Problems external to Summer Session are beyond the control of the summer session dean/director and there is less potential for effecting

their resolution. While identifying Summer Session problems is the first step, assessing the source of the problem as internal or external is important in addressing the problems. Problems that are internal to the Summer Session operation are of greater importance to this study because of their potential for resolution.

Background to the Study

The University of Manitoba is the major teaching and research university in Manitoba. In the 1991-1992 Regular Session conducted from September to April, 1,493 academic faculty taught courses in over 120 disciplines, in 21 faculties and schools. Total student enrollment in Regular Session 1991-1992 was 24,824 students (The University of Manitoba IS Book: Institutional Analysis, 1991-1992; The University of Manitoba Executive Brief to the University Education Review Commission, 1993).

The primary goal of The University of Manitoba is "the provision of the highest possible graduate and undergraduate education in the humanities, social sciences, natural and applied sciences, the creative and performing arts and the professions" (The University of Manitoba Executive Brief to the University Education Review Commission, p. 3). This goal applies to the Summer Session, which is an extension of

the regular academic year (Regular Session) conducted from September through April. In Summer Session, graduate and undergraduate courses are offered, as are institutes on special topics, and travel/study courses. Most courses offered in Summer Session are degree credit courses which match the course content of the same course offered in Regular Session. The instructional contact hours for a Summer Session course approximate the instructional contact hours for the same course taught in the Regular Session; however, the Summer Session courses are taught over a shorter time period.

Summer Session at The University of Manitoba is a collaborative effort of the Continuing Education Division and the faculties, schools and departments. Thirteen faculties and schools and 48 departments participated in the 1992 Summer Session. In that year, 323 courses were offered in 372 course sections over the three academic periods: Intersession, May 4 to June 26; Summer Evening, May 4 to August 6; and Summer Day, July 6 to August 24 (Continuing Education Division Annual Report, 1992-1993).

Institutional reporting on Summer Session students is limited. The University of Manitoba IS Book, the only published report of Summer Session enrollment, documents the numbers of students in Intersession, Summer Evening and

Summer Day courses. The only official report which provides a "head count" of Summer Session students, counting them only once regardless of the number of academic periods in which they registered, is the internal report sent to deans and directors by the Office of Institutional Analysis. The 1992 report indicated a total of 6,223 Summer Session students. Summer Session enrollment was 25% of the Regular Session enrollment in 1991-1992.

The University of Manitoba Summer Session enrollment is slightly lower in proportion to Regular Session enrollment than the general proportion reported for North American colleges and universities. According to the Joint Statistical Report published by Summer Session Associations, summer session enrollment in universities ranges from 30% to 40% of regular session enrollment.

At The University of Manitoba, Summer Session is structured under the Continuing Education Division. The Director of Summer Session reports to the Dean of the Continuing Education Division, who reports directly to the Vice President (Academic) and Provost (Appendix B, The University of Manitoba Organization Chart) (The University of Manitoba IS Book: Institutional Analysis, 1991-1992).

Efforts to assess student satisfactions with their Summer Session experiences present a challenge because of

the characteristic division of authority and responsibility for the functions of Summer Session. The Director of Summer Session, a faculty member of the Continuing Education Division, is responsible primarily for the administrative aspects of the summer program, including budget, calendar production, advertising, student registration, classroom assignment, instructors' payroll, and the supervision of related administrative and clerical duties. A cooperative process is used to plan and produce the Summer Session program. The faculties, schools and departments retain responsibility for the courses, including course content and instruction. The academic units make recommendations to the Director of Summer Session about the courses they wish to offer in Summer Session. The Director of Summer Session is responsible for the overall program which includes both developing a comprehensive program with an appropriate balance in the course offerings and for budgeting that accommodates break-even financing.

Departments are expected to conduct student evaluations of courses and instructors during both Summer Session and Regular Session. These anonymous course/instructor evaluations are used by instructors, department heads, deans and directors to assess students' satisfaction with course content and instructors.

The division of authority and responsibility for Summer Session was a consideration in this study. This investigation of student satisfactions with Summer Session focuses on the administration of Summer Session, which includes those aspects of the program for which the Director of Summer Session has responsibility. This study excludes investigation of the aspects of Summer Session that are the responsibility of the academic units, such as course content and instruction.

Until 1993, little information on student characteristics and student satisfactions with the administrative aspects of The University of Manitoba Summer Session was available. A similar lack of information on summer students and their reaction to their summer session experiences has been a source of concern to summer session associations and authors in the past decade (Schoenfeld, 1985; Young & McDougall, 1988, 1991). The Executive Committee of the Western Association of Summer Session Administrators (WASSA), which includes administrators from the western United States and western Canada, demonstrated its concern by sponsoring a study on summer students at the University of Alberta. The original study conducted by Brook et al. (1989) addressed the demographic and academic characteristics of summer students and student satisfactions

with their summer learning experiences. The survey questionnaire was intended to provide an instrument that could be adapted and used by universities which share certain characteristics with The University of Alberta.

The researchers who designed the original survey questionnaire recognized the division of authority characteristic of summer sessions and, accordingly, produced a survey instrument that measured student satisfactions primarily in those areas of summer session which are under the jurisdiction of a dean/director of summer session. This questionnaire did not attempt to evaluate instructors or course content. The University of Manitoba Summer Session survey was based on the questionnaire developed by Brook et al. (1989), but the questionnaire was adapted to accommodate local conditions and terminology. The minor modifications made to the original questionnaire were considered for their impact upon the validity and reliability of the instrument. An analysis of the data collected in the 1993 Summer Session survey will be used to respond to seven research questions.

Research Questions

The questions for this study were:

1. What are the characteristics of Summer Session students at The University of Manitoba?

2. What motivates students to register in Summer Session?

3. Why do students withdraw from Summer Session courses?

4. What are student experiences (reported satisfaction) in Summer Session, related to the administration of Summer Session courses, access to resources, the time scheduling of courses, overall course structure and logistics, and pre-session study? If problems are identified, are they related to the internal operation of Summer Session or to the external environment?

5. Is there a relationship between any specific student characteristics and student satisfaction with variables related to the Summer Session program and its administration?

6. How do the results of The University of Manitoba study compare with the findings of the University of Alberta study?

CHAPTER TWO

Literature Review

Most of the information available on summer sessions is contained either in reports issued by summer session associations or in journal articles. Some independent publications provide historic research on summer sessions over the past 30 years (Schoenfeld, 1985; Schoenfeld et al., 1978; Schoenfeld & Zillman, 1967; Young & McDougall 1982, 1985, 1988, 1991).

Since 1970, some literature on summer sessions, primarily conference presentation papers, has been preserved on microfiche in the ERIC collection. The annual Bibliography of Summer Session Literature in Higher Education has provided a reliable, updated source of research, reports, dissertations, and articles on summer session since 1978 (Young & McDougall, 1991).

The nature and paucity of summer session research has been documented by Young and McDougall's publications (1985, 1988, 1991) on summer sessions in universities and colleges. A review of literature by Young and McDougall (1989) on summer sessions from 1945 through to the 1970s spotlighted issues and topics relevant to the historical summer session

operation. Until 1945, historical research on the development of summer sessions in North America focused solely on the public demand for better qualified teachers and its ramifications. Research on summer session administration followed, with early interest focusing on the administrators. In the mid-1960s, Heidenreich identified the function and powers of summer session directors in selected institutions, and in 1972 Nelson developed an inventory of administrative job titles and responsibilities (Young & McDougall, 1988). Deal (1977) identified the major problems of summer session administrators who were members of the North American Association of Summer Sessions. For four-year public institutions of more than 2,500 students, two of the highest-ranking programming problems identified were: meeting the needs of non-traditional students, i.e., mature students and part-time students; and the evaluation of student reactions to summer programs. More contemporary studies have also identified these problems as continuing to be the highest-ranking (Brookfeld, 1986; Young & McDougall, 1988, 1991).

The needs of special interest groups such as part-time and adult students differ significantly from those of the traditional university student (Anisef, 1985; Uhl & MacKinnon, 1991). Summer session appeals to special

interest groups which, in addition to part-time and adult students, include women (Rehnke, 1979; Samson, 1985, Young & McDougall, 1985; 1988).

Despite the increases in enrollment of these special interest groups in the general Canadian university population, the Statistics Canada reports on university summer session enrollment do not identify part-time students, adult students or women. In the Brook et al. study (1989) on Summer Session students at the University of Alberta, part-time students were reported to be 15% of the Summer Session population, adult students 68%, and women 69%.

The limited amount of information available about summer session students at Canadian universities necessitates turning attention to the general university population which encompasses summer session students. It could be hypothesized that the proportion of certain characteristics in the general Canadian university population will also be present in the same proportions in the summer session population. Whether or not this hypothesis holds, examining the characteristics of the general university population may provide clues about the characteristics of summer session students.

Characteristics of University Students

A number of enrollment trends in Canadian universities have contributed to the general steady increase in student enrollment since the 1950s: (a) the continuing increase in the number of full-time students, (b) the large increase in the number of part-time students, (c) the growing number of adult students over the age of 25, and (d) the increase in women students in both undergraduate and graduate levels (Anisef, 1985). These enrollment trends identify the major characteristics of university students, that is, their full-time/part-time status, gender and age. In addition to these student groups, international students are identified in this study as a special interest group represented in Summer Session.

Full-Time Students

Although the remarkable increase in part-time students in Canadian universities in the past 20 years warrants attention, the number of full-time students also have increased and remain the major component of the university population (Appendix D, Table 2). Students who attend university full-time made up nearly two-thirds of the Canadian university population in 1991 (Uhl & MacKinnon, 1992). Tables 1 and 3 in Appendix D show the percentage of

full-time students attending Canadian universities in 1991 (63%) closely matched the percentage of full-time students attending The University of Manitoba that year (62%).

Economic growth in the 1950s and the entry of the "baby boom" generation into universities in the late 1960s and early 1970s influenced the growth in the number of full-time Canadian university students. The enrollment of full-time students slowed in the late 1970s and soared again in the early 1980s. The weak national economy; a number of social influences, such as the increased educational requirements of a highly technical society; and the expanding role of women in all aspects of society, contributed to this increase in the number of students in the 1980s (Anisef, 1985; Uhl & MacKinnon, 1992).

Those influences which affected enrollment in Canadian universities since the early 1970s also affected full-time enrollment at The University of Manitoba, but with less dramatic increases. Over the 20-year period from 1971 to 1991, Canadian full-time enrollment increased by 65% (Appendix D, Table 2), compared to only a 13% increase in full-time enrollment at The University of Manitoba (Appendix D, Table 4). Despite the lack of growth in the number of full-time students at The University of Manitoba during the 1971-1981 decade, the percentage of full-time students at

The University of Manitoba in 1991 equalled that of Canadian universities.

Part-Time Students

At present, more than one-third of the students in Canadian universities are attending on a part-time basis. In 1991, 37% of all Canadian university students were attending part-time (Appendix D, Table 1), a figure which matches The University of Manitoba's 38% part-time enrollment (Appendix D, Table 3). During the period from 1971 to 1991, the number of part-time students in Canadian universities increased by 102%, as compared to the full-time student increase of 65% (Appendix D, Table 2). At The University of Manitoba during those twenty years, the number of part-time students increased by 448%, as compared to the number of full-time student increase of only 13% (Appendix D, Table 4). Thus, since the 1970s, part-time students have become a substantial component of the university population.

The emergence of a part-time student population has resulted in some changes in the characteristics of university students. A 1982 survey of 2,000 Canadians 18 years of age and over sponsored by the Canadian Association of Adult Education (CAAE, 1982) first revealed that among

part-time learners in both universities and colleges there were more students who were 25 years of age or older, as well as more females than were reported for the full-time student population. In addition, the survey indicated that part-time students tend to come from families where parental income and educational attainment are lower than that of the full-time students. These factors and other circumstances characteristic of part-time students, such as employment and family commitments, presented universities with a challenge in accommodating the part-time student (Uhl & MacKinnon, 1992).

Adult Students

The large increase in the number of part-time students by the mid -1980s also brought an increase in the number of adult students (Uhl & McKinnon, 1992). Brookfield (1986) defined an adult student as a non-traditional student who is twenty-three years of age or older. This definition of an adult student was used in the Brook et al.(1989) study. At present, over half the university population in Canada is older than the traditional 18 to 22 years of age. Adult students comprised 56% of the 867,352 Canadian students in 1991 (Appendix D, Table 5) compared to 45% of the 24,304

students at The University of Manitoba (Appendix D, Table 7).

Brookfield (1986) documented a decrease in enrollment of the 18 to 22 year-old student in American universities and the increase in enrollment of adult learners. Canadian enrollment statistics show that this phenomenon was also occurring in Canada. In Canadian universities between 1981 and 1991, students 22 years of age and under increased by 29% and students 23 years of age and over increased by 36% (Appendix D, Table 6). This pattern was not characteristic of The University of Manitoba where, in that decade, students 22 years and under increased by 26% and students 23 years and over increased by only 11% (Appendix D, Table 8). The relatively small increase in adult learners at The University of Manitoba in the 1980s accounts for the lower percentage of adult students on that campus, compared to the average percentage of adult students at Canadian universities.

Growth in lifelong learning, which is reflected in the increase of adult students in Canadian universities, has been attributed in part to a demographic change in the North American population (Brookfield, 1986; Long, 1983). The number of adults between 24 and 45 years of age has increased in relation to other age groups (Canadian

Association of Adult Education, 1982). Technological change and the knowledge explosion it has created make lifelong learning essential for successful functioning in the contemporary environment. "Mature students i.e., students in the non-traditional age group, constitute an important part of the potential future clientele of post-secondary institutions" (Uhl & MacKinnon, 1992, p.53).

Schoenfeld (1985) investigated student characteristics in American universities and reported that summer session students tend to be older and more serious about their studies than students attending regular session, and also, more likely to be married and in graduate school. Brook et al. (1989) reported that two-thirds of the students attending summer session at the University of Alberta were age 23 or over, and that this older clientele has interests in professional upgrading, lighter course loads and learning for pleasure.

Female Students

"The most significant development in post-secondary education in recent decades, and the one that has most influenced enrolments has been the phenomenal increase of women students at all levels of post-secondary" (Uhl & MacKinnon, 1992, p. 49). By the beginning of the 1990s,

women in Canadian universities were in the majority, in both full-time and part-time study. In 1991, 52% of full-time students and 62% of part-time students in Canada were females (Appendix D, Table 9). In comparison, in 1991, women at The University of Manitoba constituted 51% of full-time students and 57% of part-time students (Appendix D, Table 11).

Between 1981-1991, women became the majority of the university population. During that decade, the number of women enrolled full-time in Canadian universities increased by 47%, while the number of men increased by only 19% (Appendix D, Table 10). At The University of Manitoba during that period, the number of women increased by 26% and the number of men increased only 8% (Appendix D, Table 12).

Although women constitute the majority of the student population in Canadian universities, significant gains have not been made in all program areas or at all levels (Gregor, 1993). This reality persists despite efforts to improve the gender balance in traditionally male program areas that would benefit from female involvement as well as provide females access to attractive employment opportunities. Federal government initiatives included requirements that 50% of the Canada Scholarships to first-year students in the natural sciences and engineering be given to women. "Such

initiatives, along with the various efforts of the institutions themselves to attract and assist mature women in returning to continue their studies, have facilitated the dramatic increases in enrolment" (Uhl & MacKinnon, 1991, p.51). These authors suggest that the circumstances warrant institutional efforts to equalize opportunity for the female student majority. Young and McDougall (1991) maintain that summer sessions benefitting from the growth in female attendance share this institutional responsibility.

International Students

In addition to the high-growth student groups such as adult learners and women, universities must consider students from minority groups. International students are a minority whose numbers are not growing substantially, but they do provide a resource for the university and their presence adds to the diversity of the post-secondary campus. "There exists a general consensus in Canada that having international students present on Canadian campuses is both desirable and beneficial" (Uhl & MacKinnon, 1992, p.54). Aside from the humanitarian responsibility to provide training and research experience to students from developing countries, Canada benefits from valuable trade and diplomatic contacts, which improve Canada's ability to

function effectively in a global economy (William, 1988; Uhl & McKinnon, 1992).

In 1991-1992, 37,269 international students enrolled in Canadian universities (Universities: Enrollment and Degrees, Statistics Canada, 1991). At The University of Manitoba, in 1991-1992, 1,241 international students were enrolled, an increase of only 0.09% over the 1,136 international students reported ten years earlier (The University of Manitoba IS Book: Institutional Statistics, 1981-1982; 1991-1992).

Although international students comprised only 5% of The University of Manitoba students, they may constitute a much larger proportion in Summer Session. International students attending the three universities in Manitoba, The University of Manitoba, the University of Winnipeg, and Brandon University, as well as those attending Red River Community College in Winnipeg, are a potential clientele for Summer Session at The University of Manitoba because their foreign student status does not permit them to seek employment other than on the campus they are attending. With limited opportunities to work, they may choose to take courses in Summer Session to reduce the time required to complete their degrees (Personal communication with Dr. L. Eide, Director, The University of Manitoba International Centre for Students, January, 1994).

Enrollment Motivation and Attrition of University Students

The preceding review of the groups of students that make up the university population underscores the diversity in the student population. This diversity adds to the complexity of determining what motivates students to attend university and what causes them to drop out.

Reasons for University Enrollment

Factors that motivate students to attend university include underlying societal influences, as well as cultural, family, and individual values and expectations. In Canada, societal influences include the policy of broad accessibility to higher education over the last 25 years (Slater, 1988). "This increased accessibility has resulted in proportionately larger postsecondary student populations in Canada and the United States than in any other part of the world, with Canada slightly behind the United States in this regard" (Commission of Inquiry on Canadian University Education, 1991, p. 13).

Democratic governance, characteristic of Canada and the United States, requires an educated population which can perform citizenship roles and meet the requirements for a trained and specialized work force (Slater, 1988). Another essential characteristic of higher education systems in both

Canada and the United States that may motivate students to enroll in university is the absence of prestigious alternatives to universities at the post-secondary level. Community college and other technical training programs, when available, may not be perceived to provide the job opportunities and social status associated with a university degree (Commission of Inquiry on Canadian University Education, 1991). Robert Pike, in a reaction to Slater's (1988) article on the crisis in universities, comments that in a broad sense universities have been vocational for the past 80 to 100 years:

... there has been, since the middle of the 19th century, a close relationship between the possession of a university degree and a better job or higher status. Universities have become associated not only with learning and acquiring knowledge for a particular professional field but with the idea of status, security and upward social mobility. Statistics show ... that this function of the universities as "legitimizing" institutions has not declined at all. There is a tremendous pressure from students from all segments of society to get more education and obtain more qualifications because they still see higher education as closely linked to job opportunities, in the broadest sense. This underlies the legitimizing role of these institutions, linked to the hope of increased job opportunities. The universities have a problem in that they cannot guarantee that opportunities are going to be there, although a potential job market for university graduates exists, even in the most fluctuating of circumstances. (pp. 23,24).

The traditional concerns about the social or civilizing functions of higher education are being replaced by an emphasis on the responsibilities of higher education towards the economic system.

In addition to the perceived relationship between a university degree and a professional career, the increasing complexity of employment requirements is an important factor in motivating students to attend university. The Commission of Inquiry on Canadian University Education (1991) predicted that 40% of all new jobs between the years 1989 and 2000 will require 16 years of education. In comparison, in 1986, only 23% of jobs required 16 years of education.

Advancements in technology have changed the social and economic value of higher education to society. The university's function has expanded to include not only the advancement and transmission of knowledge, but also greater participation of the institutions in the transfer and application of this knowledge to the community. A knowledge-intensive economy requires an educational sector that is in close touch with the needs of the economy and its principal agents. From this perspective, community service is no longer an auxiliary activity for universities. Rather, universities are being urged to direct their research and educational missions to community service purposes (University Education Review Commission, 1993; Lajeunesse & Davidson, 1992).

More information about students, their needs, and what motivates them to attend university would assist universities in adapting more quickly to students' changing needs and to address the real issues affecting universities (Paquet, 1988). Pressure from the community and from students who require an education that is relevant to the economy indicate that the present response of the university to the demands of the community is inadequate. The MacDonald Commission demonstrated its lack of confidence in the ability of universities to respond to societal and student needs. The Commission recommended "... putting more of the subsidy into the hands of students, and letting the market direct, more than it now does, the types of education and training provided, the way it is provided and the institutions that will provide it" (Slater, 1988). The serious attention which the concept of a voucher system has recently received from the federal government is evidence that government believes that universities have failed to provide the education and training which meets the needs of their students.

There is a lack of information generally about the needs and motivations of university students, and specifically about the reasons students enroll in summer session. Both Keller (1982) and Schoenfeld (1985) reported that students attend summer session to accelerate progress towards a degree, pursue additional courses in a major,

maintain or upgrade professional competence, broaden electives, lighten a regular term load, concentrate on fewer courses, and work closely with a specific instructor. Keller (1982) reported that economic factors such as employment opportunities, and curricular factors such as accelerating a degree, had more impact on motivating students to attend summer session than logistics such as smaller classes and fewer students. Schoenfeld (1985) reported further that academic reasons for attendance, such as accelerating progress towards a degree, were more important for graduate students than for undergraduate students. The Brook et al. (1989) study found the same reasons for summer attendance that Keller (1982) and Schoenfeld (1985) reported but, in the later study, an additional high-ranking reason for attendance was "to enjoy a learning experience".

Statistics Canada's National Graduates Survey of 247,000 1992 graduates of Canadian universities, and career/technical and trade/vocational training institutions, indicates that Canadian students may be changing their expectations of higher education, and hence their reasons for attending universities and colleges may also be changing (Education Quarterly Review, 1994). Graduates from a variety of institutions were asked to rank four reasons for enrolling in the higher education programs which they had completed:

(1) General self-improvement was considered more important than any of the other reasons for enrolling (2.71 out of 3);

(2) In-depth knowledge of a field of study (2.56);

(3) Improved chances of a good income (2.50);

(4) Acquisition of job skills (2.47).

Respondents placed a relatively high level of importance on the four reasons which the study provided related to their reasons for enrollment. At least 87% of bachelor's graduates considered every reason as important or somewhat important. However, the experience of these graduates did not meet their expectations. They ranked their programs lower in providing them with skills, knowledge and opportunity, than they ranked their reasons for enrolling. The largest deviation between the extent to which the program provided skills, knowledge and opportunity (2.01), and the importance of students' reasons for enrolling (2.47) was for "acquisition of job skills" (Education Quarterly Review, 1994).

Despite evidence of disillusionment with the ability of higher education to provide job skills, accelerating progress towards a degree and upgrading professional competence are still primary student motivations for attending university, generally, and also the reason for attending summer session. The increase in personal reasons, such as to enjoy a learning experience and general self-

improvement, may reflect student awareness that a university degree does not guarantee a professional job.

The expectation that a university education fosters upward mobility have been part of the philosophical moorings of Canadian policies on higher education accessibility (Slater, 1988). Universal accessibility, while not touching all income groups equally, has largely been achieved. The historic emphasis on accessibility has created a system that does not focus on the development of excellence and has burdened universities with an unevenly prepared student population (Slater, 1988). Universities are too specialized and capital-intensive to take on the problem with remedial programs (Stewart, 1988). One result of this situation is student attrition.

Attrition

The report of the Commission of Inquiry on Canadian University Education (1991) revealed that universities, as well as provincial governments, have no idea of university attrition rates. The Commission maintained that no reliable information is available on students who do not graduate. From available data, the Commission concluded that 42% of full-time students who entered university in 1985 failed to get a degree from that university within five years. Although little is known about the fate of students who dropped out, the Commission assessed that about half of

these drop-outs are neither failures nor transfers to another university or college. At the graduate level, the average attrition rate in both master's and doctoral studies is about one-third. The Commission report indicates that high attrition rates correlate with high institutional accessibility. For accessible universities, the non-completion rates for the 1985 entering cohort ranged from 37% to 58%; for institutions with more selective access policies, the degree non-completion range was 15% to 48%. The Commission believes that high attrition rates are not due only to students discovering their lack of interest or lack of suitability for university, but are also a symptom of inadequate quality in the organization and delivery of education.

General lack of interest in student attrition in Canadian universities is also evident in routine university evaluation procedures. Generally, instructor/course evaluations do not include feedback from students who drop courses because those students have withdrawn before evaluations are conducted. Ad hoc studies such as the one by Brook et al. (1989) provide the only information on students' reasons for dropping a course. Brook et al. (1989) reported that 18% of respondents had dropped a Summer Session course. The reasons, ranked in order, were: (a) personal (57.5%), (b) insufficient time for reading (53.7%), (c) other (44.7%), (d) pace was too fast (42.1%), (e) course

was too difficult (40.0%), (f) course did not meet expectations (18.4%), and (g) too much competition for course resources (7.9%). The "personal" and "other reasons" responses from students may indicate that withdrawal was not related to dissatisfaction with the Summer Session program.

Although student withdrawal from summer session courses sometimes involves personal circumstances, the program related reasons for withdrawal warrant investigation. Student satisfaction with summer session programming is basic to the success of the summer program (Young & McDougall, 1991).

Factors Affecting Summer Session Programming

The development of summer sessions as an accepted and important component of North American universities has been credited to the response of summer sessions to student needs. The primary reason for the development of any summer school has been the education of teachers. The ambitions of school teachers for more thorough preparation, and the desire of the public for better schools for their children, produced summer term programming in North American post-secondary institutions (Young & McDougall, 1988, 1991).

Jenkins (1985) reported the most notable factors contributing to the success of the University of Wisconsin Summer Session were "high quality teaching and public

service programming in response to the summertime needs of continuing degree candidates and others" (p. 19). Norris and Poulton (1985) observed that the emphasis in summer session planning shifted from specific content or discipline programming to a number of other concerns: (a) the needs and interests of learners; (b) the use of innovative resources for program delivery; and (c) the evaluations of program outcomes or "quality" (p. 55). O'Fallon (1985) also identified learners' needs and program delivery as two areas experiencing significant administrative emphasis in progressive summer sessions.

Summer session programming, with respect to this study, encompasses all administrative aspects of student learning experiences, but excludes any assessment of course content and the quality of the instruction. The administrative aspects of summer session programming can be categorized as being related either to the internal summer session operation or to broader issues affecting the larger institution. There is more potential for control over those factors related to the internal aspects of summer session (Samson, 1988).

Summer Session Internal Factors

Samson (1985) identified six areas of summer session operation that continually require attention and clarification if summer programming is to meet student

needs: (a) mission and goals of higher education, (b) administration and governance, (c) delivery of instruction, (d) innovation and experimentation, (e) relationship of summer session to the conventional academic year, and (f) the role of the summer dean/director. Later, Young and McDougall (1991) confirmed the importance of these six administrative areas to the success of summer session programming. Summer session commentators provide an explanation of the relationship of these internal administrative factors to the success of summer programming.

Mission and Goals. Within the larger institution, individual faculties and schools may have somewhat differing views on what their summer programming is intended to accomplish. This diversity of purpose can be tolerated, but it is essential that everyone within the institution know the collective summer session mission and goals (Samson, 1985). Samson (1985) recommended involving key representatives of the university community in developing the mission and goals statement. Institutional cooperation in the development of mission and goal statements was reinforced by Young and McDougall (1991):

It is important that the guides for action by the summer session be identified, articulated and publicized, and these guides (mission, functions, goals and objectives) should be aligned and congruent with the institutional performance guides of the same kind ... It is through this process involving central administrative officials

and representatives of the university community serving on the Advisory Board or faculty governing body that all become knowledgeable about the nature, place and role of summer session. pp. 10-11).

Through this cooperative process values are articulated, possible conflicting assumptions are identified, and a sense of commitment and involvement can be developed. This procedure also can encourage members of the university community to view summer session as being an integral part of the institution's functioning, rather than an appendage or separate activity (Samson, 1985).

Survey data of American and Canadian universities, indicated that 50% of Canadian and 20% of the American universities had written mission and goals statements. In 40% of Canadian universities and 17% of American universities, the summer session mission and goals statement had been approved by the institutional community, including the central administration. In 20% of Canadian universities and 15% of American universities, the role and mission statement had been reviewed during the last three years (Young & McDougall, 1988).

In the 1988 study all Canadian summer session administrators reported the same three purposes for summer session: (a) to provide courses for regular session students; (b) to permit regular session students to make up deficiencies; and (c) to provide courses for identifiable groups other than degree students (Young & McDougall, 1988).

These three purposes also were rated most important by a majority of the American universities. The mission and goals statement of The University of Manitoba is closely aligned with the three main purposes for summer sessions in Canadian universities (Appendix C, Executive Brief to the University Education Review Commission, 1993); however, there is no published mission and goals statement for The University of Manitoba Summer Session.

Communicating the commonality of the mission and goals of summer session with the mission and goals of the larger institution has a positive effect on the perception of faculty about the value and importance of summer session. Positive faculty perceptions, in turn, affect the level of involvement and cooperation of faculty in the summer session program. Such cooperation is essential to a successful summer program (Young & McDougall, 1991).

Administration and Governance. The organizational structure of summer session within an institution and the pattern of program planning are related to: institutional traditions, factors of historical development and geographical location, institutional mission and goals, and the resonance of personalities. The organizational placement of summer session reflects directly the status accorded summer session in the institution's total operation (Young & McDougall, 1991).

The organizational designs which Young and McDougall (1991) found common to summer sessions include a totally centralized structure; a highly centralized structure for part of the program, surrounded by a host of decentralized parts; and a loosely coordinated decentralized system. The highly centralized structure with a host of decentralized parts best incorporates two key features necessary for the successful administration of summer session. First, faculty must be involved so that they have ownership in what is happening; the synergism of the summer program comes from the enthusiasm, drive and vitality of faculty. Secondly, there must be a minimum of red tape that would tie up and frustrate the summer session operation (Samson, 1991).

The patterns of summer session program planning are reflective of the three common organizational designs. The degree of centralized control determines the nature of the planning operation and the personnel involved (Young & McDougall, 1991). In the study of North American universities conducted by Young and McDougall (1988), only 5% of the universities reported that the summer session personnel took full responsibility for the development of the summer session academic program. In about one-quarter of the universities the summer session personnel developed the program in cooperation with the academic units, and in another one-quarter of the universities the summer session personnel simply coordinated the programs, which had been

planned and developed by the academic units. In three out of every ten universities studied, a combination of both coordination and cooperation was used.

Delivery of Instruction. Delivery of instruction in the summer session has always varied from the regular session, if for no other reason than the shortened time frame within which instruction takes place. Summer courses are most often presented in intensive or multiple time formats. Some are components or modules of regular year courses and the laboratory experience in some cases are changed to accommodate the different interests of the summer clientele. Generally, summer courses are offered on campus.

Rehnke (1979) surveyed summer session administrators for their predictions for summer session programming in the future. They predicted that demand would increase for practical and job-related courses, such as cooperative programs with industry and business, and credit internship programs. These programs would require off-campus experiences and new technology for delivering instruction to the learner in convenient formats and convenient locations. This prediction has proven to be insightful but universities have been slow in their response to students' needs and the use of new technology (Young & McDougall, 1991).

The report from the Commission of Inquiry on Canadian University Education (1991) applauded the success of

electronic technology in Canadian universities. An increasing use of the new technology is to allow on-campus students to take courses that are over-subscribed or otherwise unavailable. The report emphasizes the need for coordination of effort, particularly in the areas of video and computer-aided instruction. The recommendations put forth in the report include the expansion of distance education in universities and the necessity for governments to recognize the value inherent in distance learning and to provide adequate support for its expansion.

Although much has been accomplished at The University of Manitoba in applying electronic technology to the delivery of university courses (The Continuing Education Division Annual Report, 1992-1993), the need for human resources in training and development and problems with financing limit the University's use of this technology. Other barriers are identified in the University Education Review Commission's (1993) report: (a) inter-institutional competition poses difficulty for the cooperative partnerships that are increasingly required for cost-effective access to telecommunications technology; (b) the lack of federal government programs and incentives makes it more difficult to initiate provincial government cooperative ventures; (c) faculty resistance; (d) lack of incentives, and (e) lack of training and support services.

The electronic technology, currently used at The University of Manitoba, such as video, VCR, and the telecommunications network for distance education, has potential for application for summer session instruction. This technology could provide geographically disadvantaged students the opportunity for summer courses, expand the course options available to students, allow for flexibility in course scheduling, and prevent course cancellations.

Innovation and Experimentation. The lack of experimental research in summer sessions has, according to Samson (1985), prohibited any fundamental and creative differences in either the design or delivery of summer courses. A major obstacle to innovation and experimentation in summer sessions is the rigidity and protective nature of universities (Samson, 1985).

Young and McDougall (1991) investigated factors that were associated with creativity in summer sessions in the United States. Most of these "creative programs" dealt with the mechanics of packaging and delivering education. Only 11% of all programs identified as creative were truly experimental. The factors deemed to be most important in spawning the creative programs were the internal influences of departmental faculty; the initiatives of individual faculty members; the summer session director; and the encouragement of central institutional administrators.

External factors related to creative programming included: responses to general public concerns; general societal trends; current and potential student interests and demands; and requests and expressions of interest from occupational groups.

Relationship of Summer Session to the Academic Year.

Young and McDougall (1991) reported that two-thirds of the universities which they surveyed considered the summer session to be separate from the regular academic year, while one-quarter of the universities considered the summer term to be an integral part of the year-round operation, and of equal rank with the other academic terms. Despite the majority viewing summer session as a separate operation, the surveyors found general agreement that the differential between summer session and regular session is diminishing. While this fact is viewed positively by most summer session administrators, some may feel tension in this shifting and integration. Administrators' concerns are related to the loss of the uniqueness and mission of summer session, and even the loss of their personal role in the institution. Another view is that the summer session can blend with the regular academic terms without losing its identity.

One of the significant reasons that summer sessions are moving more closely to the academic pattern of the regular session is the growing number of regular session students

returning in the summer. The combination of increasing requirements for undergraduate degrees in some majors, and students' interest in completing their degrees in a shorter period of time, makes summer attendance attractive to many students. Meeting the needs of students who wish to accelerate degree completion while at the same time maintaining the unique role of summer session in accommodating students with special needs is a challenge facing deans/directors.

Role of the Summer Session Dean/Director. There is evidence of change in the role of the summer session dean/director. The five predominant responsibilities carried out by summer session deans/directors, as reported by Young and McDougall (1985) were: (a) editing the summer session bulletin; (b) cancelling low-enrollment classes; (c) setting policy on minimum class size; (d) publicity and public relations; and (e) preparing the summer instructional budget. These reported responsibilities were indicative of summer sessions in which the dean/director had little or no responsibility for the planning and development of the academic program. However, in a later study by Young and McDougall (1988) only 10% of Canadian summer session deans/directors reported that the academic programs were developed exclusively by instructional units. The majority of respondents reported that they developed programs using a

combination of cooperation and coordination with academic units. The cooperation and coordination model can be advantageous to the summer session dean/director. The potential for creativity is enhanced in an environment of collegial cooperation.

The role of a dean/director includes monitoring and addressing the programming problems of summer session. The potential for success in problem solving is related to the amount of authority held by the dean/director of summer session in the areas where problems exist.

The six internal areas of summer session discussed in the preceding paragraphs, are, in varying degrees, under the control of the summer session dean/director. When programming problems are related to these internal areas of the summer session operation, some potential exists for action towards their resolution. On the other hand, when problems emanate from the external environment or are chronic institutional problems, the summer session administration has little or no influence on their resolution.

Institutional and External Factors

Problems identified in the general university system often have implications for summer session. Critical commentary about universities raises issues that relate to programming, such as: the proliferation and duplication of

programs; academic standards being too low; the system not meeting the needs of the market-place for appropriately educated graduates; the waste and inequitable distribution of resources; and the system being laggard in adapting its methodology, particularly in applying new technology to higher education (Paquet, 1988; Slater, 1988; Skolnik, 1992). Three sources of university problems receive frequent commentary: (a) university funding, (b) the decline of the institutional culture, and (c) university management (Paquet, 1988; Slater, 1988). There is no attempt to address problems emanating from the external environment in this study because summer sessions are unable to influence or control these factors and must depend upon the larger institution to deal with such problems. A discussion of the main sources of external problems assists in classifying a problem as to its source.

University Funding. While university enrollment and the amount of sponsored research have grown dramatically in the past decade and a half, university operating budgets have stagnated. Financial restraint has led to decreases in services, and to increases in tuition fees and student/instructor ratios. Scientific and technical equipment in many cases has become obsolete, and libraries have not been able to maintain their collections. Student support services such as medical, counselling and

recreational facilities also have had funding reductions (Husband, 1988; Stewart, 1988). The Standing Senate Committee on National Finance, in its 1985 analysis of post-secondary education, concluded that, whatever else is wrong with higher education, the lack of funding is chronic (Stewart, 1988).

During the past two decades the direct role of the federal government in post-secondary education has diminished (Gregor, 1992). One consequence of this devolvement of the federal government in education has been chronic under funding of post-secondary education (Johnson, 1985; Slater, 1988). The effect of both the restraints of the federal government and the provinces' tighter fiscal policies has been that the operating grants per student have been declining since 1977 (Skolnik, 1992). Such difficult economic circumstances in universities could reinforce the need for greater self-support monies for the operation of summer session. High levels of self-support for summer programs create several "ripple effects", that could have deleterious consequences (Young & McDougall, 1991, p. 95). Courses and program offerings may be extricated from their educational context and placed in a stricter marketing context. This may destroy program balance and integrity, since offerings yield to popular areas that attract large student enrollments. Under these conditions, required courses that are traditionally offered and that students

expect to be available in summer session may be eliminated. Where enrollment restrictions have been imposed for regular session, students may be depending upon summer session to take courses that they cannot obtain in regular session. Without the assurance of long-range continuity of provincial and institutional funding, low-enrollment courses, such as graduate courses, may be casualties.

Funding restrictions may produce innovative solutions in a healthy environment; but prolonged, stringent funding is a limiting factor in maintaining a comprehensive, balanced and progressive summer session. Inadequate funding is affecting the foundations of the institutions of higher education, including the institutional culture (Sibley, 1988).

Change in the Institutional Culture. A decline of institutional culture in universities can, in part, be attributed to the rapid growth of systems of higher education and an orientation towards the individual discipline-based career, which produces faculty members who are socially and psychologically independent of the institution and the profession (Nisbet, 1971; Blankenship, 1977; Becher, 1981, Clark, 1983; Dill, 1991). The erosion of the institutional culture have implications for summer sessions. A decline in the institutional culture affects the level of commitment of faculty to the institutional

mission and goals. Faculty focused on career advancement, as it is defined and supported by their discipline, may not cooperate in teaching undergraduate courses in summer at the expense of their research programs. Most faculty teach in summer session because they choose to do so, sometimes with the primary purpose of supplementing their salaries. Thus, summer session may need to increase the incentives that contribute to a more satisfactory response from faculty, such as increased salaries, funded research opportunities, and fewer cancelled courses (Young & McDougall, 1991).

University Management. The decline of the institutional culture is one indication that the institution, as an enterprise, has not been optimally managed (Sibley, 1988; Cameron, 1991). The management of universities has been a major concern among contemporary observers of post-secondary education. Some of the areas of concern relate to organizational structure (Baldrige, 1971; Cohen & March, 1974); incompetent leadership and ineffective decision-making (Husband, 1988; Paquet, 1988); and the universities' rigidity and resistance to change (Cameron, 1991; Sibley, 1988).

In response to criticism about university management the federal government appointed the Commission of Inquiry on Canadian Education (1991). The Commission investigated public perceptions of universities and colleges and reported

that Canadian universities are fundamentally healthy and serving the country well. On the whole, the Commission found that students and employers were not dissatisfied. The main complaint to the Commission came from universities themselves: that they are badly treated financially. The second major complaint was from government funding agencies claiming that universities fail to provide useful information about how they use the money that they receive.

The Government of Manitoba established the University Education Review Commission in 1992. The University of Manitoba presented an Executive Brief (1993) to the Commission which included information about the University's governance and management. The theme of the Brief was the erosion of funding and the compromise it presents in carrying out the mandate of the university. The Brief concludes that the matching of resources with responsibilities in order to produce quality higher education requires a joint government and university commitment.

The administrative statement about the governance of The University of Manitoba, as reported in the Executive Brief (1993), expressed satisfaction with the status quo:

The current governance system within the University of Manitoba is sound. While its basic structure has been unchanged in any material respect for 25 years, the policies and procedures which result from the operation of the governance system undergo a process of continuing refinement and development in order to meet changing

circumstances. It is apparent, however, that the governance of the university system as a whole (i.e., the relationship of universities to government) is unsatisfactory in some important respects (pp. 3-4).

Statements in The University of Manitoba Executive Brief (1993) about the soundness of the current governance system indicate internal satisfaction with the existing power structure, policies and procedures. Government and other external sectors identify management as a major concern in universities, but the central administration at The University of Manitoba resists suggestions for change. A number of areas were, however, identified in the Executive Brief (1993) as requiring attention. The areas identified for strategic development which Young and McDougall (1991) also reported as particularly relevant to Summer Session, are improved teaching and learning, development of delivery mechanisms for accessibility, and strengthening of graduate programs.

Summary

The two highest ranking problems identified by summer session administrators in the 1970s were: meeting the needs of non-traditional students, and evaluating students' reactions to the summer session program. These problems

have persisted and are identified as high priority problems by summer session administrators in more recent studies.

No published data are available on the demographic characteristics of summer session students, either nationally or at The University of Manitoba. Consequently, in this review of the literature on university students, the demographic characteristics of the general Canadian university population are compared with those of students attending Regular Session at The University of Manitoba. The most significant enrollment trends in Canadian universities are the increase in part-time students, and the growing number of adult and female students. The University of Manitoba reflects the national trends but with smaller increases. Despite the growth in the number of part-time students, two-thirds of the students attending Canadian universities, including The University of Manitoba, are full-time students. Adult students (23 years of age and over) and women comprise the majority in the age and gender categories in Canadian universities and also at The University of Manitoba.

The main reason given by students for attending summer session is to accelerate progress towards a degree. This is consistent with general student motivations for attending university, the desire of better jobs and improved status. Brook et al. (1989) reported these reasons, but new

motivations related to personal development and the enjoyment of a learning experience emerged in that study.

Investigating student satisfaction with summer session inevitably involves confronting aspects of the program that are problematic for students. Identifying problems raises questions about their potential for resolution. The degree of control that a dean/director can exercise over an identified problem is directly related to their authority over the source of the problem. More potential for control exists when the problem is internal to the summer session operation.

In addition to the internal factors affecting the success of the summer session program, there are factors external to the summer session operation that have an impact on summer session. The summer session dean/director has no control over external factors; however, awareness and monitoring of these problems might minimize the adverse affects on summer session.

Successful summer session programming depends upon the cooperation and involvement of the university community and the commitment of individual faculty. If the university community views summer session as an integral part of the overall function of the university rather than a separate insignificant operation, the potential for cooperation and support is enhanced.

CHAPTER THREE

The next three chapters describe the research procedures, findings, and conclusions of the study. Chapter 3 deals with the methodology of the study. In Chapter 4 the results of the study are presented and discussed; problems with Summer Session programming are identified in this chapter. Problems are categorized as to their source, either they are related to the internal Summer Session operation or to the external environment. This study is concerned with problems related to the internal aspects of the Summer Session, those over which the Summer Session Director has some control or influence. The recommendations in Chapter 5 relate to the problems which have some potential for resolution because the source of the problem is internal to the Summer Session operation.

Research Method

Research Design

This study conforms to the methodology of descriptive research which reports existing conditions or circumstances and does not involve manipulation of the independent variables (Ary et al., 1990; McMillan & Schumacher, 1989). A survey questionnaire was used to collect data during the 1993 Summer Session (Appendix A, Summer Session Survey). The data were collected using the Brook et al. (1989) survey

questionnaire which was revised to accommodate conditions of The University of Manitoba Summer Session. This study provides an opportunity to test the methodology of the original study (Ary et al., 1985).

The sampling technique used in this study, proportional stratified sampling, is recommended to produce a representative sample that can be generalized to the larger population (Ary et al., 1985). The data collected from a representative sample of the students who attended the 1993 Summer Session are used to describe the characteristics of the Summer Session population and to determine the participants' satisfaction with the administrative aspects of Summer Session, their access to resources, and other (class) experiences in Summer Session. The data analysis indicates relationships between student characteristics and selected variables related to their satisfaction with their Summer Session experience.

Data Collection

Sample Selection

The size and diversity of the population required as large a sample as was practical (Ary et al., 1985, 1990; Cochran, 1985; McMillan & Schumacher, 1989). A selection of 40 courses, with an expected average of 20 students per course, would produce a potential 800 survey respondents. It was expected that a minimum of 10% of the estimated

Summer Session population of 6500, or 650 students, would return completed surveys if 800 students were targeted.

The calculations for determining the number of courses required to get a sample of 650 respondents is presented in Table 13, Appendix D. Table 13 shows that the planned courses and the actual number of courses selected was different. Forty-four 44 courses were included in the survey; however, because several laboratory courses were taught simultaneously and had only one or two students, they were combined and considered one course. Consequently, 41 courses were considered to have been involved in the study. The 41 selected courses produced 689 survey respondents. This was an average of 17 students per course. The number of courses selected from each of four faculties (17), Arts (13), Education (9), Science (5) and (all) other faculties (5), were proportionate to the total number of courses offered by each of the faculties.

Course instructors were given a choice between administering the questionnaire independently in class or having the researcher administer the survey during class time. Some problems arose in both arrangements, resulted in mail delivery of the questionnaires to the students in 11 of the selected courses. Of the courses in which the survey was conducted in class the response rate was 65%. The

Interession response rate was 75%, Summer Evening 69%, and Summer Day 62%. A second mailing was sent to all students in the 11 courses that required mailed questionnaires. The response from mailed surveys was 49%.

To produce a stratified sample, all the Summer Session courses were grouped according to academic period, faculty, and course credit hours. The courses selected were proportionate to the total number of courses each Faculty taught in Interession, Summer Evening and Summer Day. Table 14, Appendix D shows the three main strata: academic period, Faculty, and three- and six-credit courses. The selected courses from each stratum are proportionate to the total number of courses in that stratum.

It should be noted that Term One in Interession was used to pilot the questionnaire, therefore, no courses from first term were included in course selection. When 44 courses were identified according to proportional stratified sampling, the specific courses to be included in the survey were chosen by random selection from each identified stratum; i.e. the first course included in the survey was chosen by random selection from all three-credit Arts courses offered in Term Two of Interession; the second course was chosen by random selection from all six-credit Arts courses offered in Term Three of Interession.

It was necessary that the courses be selected using stratified and proportionate sampling and random selection from each identified stratum to produce a representative sample of Summer Session students.

Instrumentation

The survey questionnaire, a 93 question instrument (Appendix A) is based on the survey from the Brooks et al. (1989) WASSA-sponsored study at the University of Alberta. Adaptation of the original instrument was required. An effort was made to keep the instrument as close to the original survey as possible to facilitate cross-university comparisons.

The Brook et al. (1989)) survey was field-tested with a class of Education graduate students in Spring Session of 1989 at the University of Alberta. Some modifications were made in the wording and organization as a result of the feedback from students. In addition, the Director of Summer Session at the University of Alberta reviewed the instrument on two occasions, during initial development and during field testing. The Brook et al. (1989) questionnaire was revised with the assistance of the Director of Summer Session at The University of Manitoba. Field testing of the questionnaire for The University of Manitoba Summer Session

survey was carried out in an Intersession Term One undergraduate course. Modifications were made to the wording of some of the survey items. Participation in the survey was voluntary. An information sheet explaining the survey and the volunteer nature of student participation was attached to each questionnaire (Summer Session Survey Questionnaire, Appendix A).

Procedures

Data Analysis

To facilitate data entry and statistical analysis, all completed questionnaires were coded as follows: (a) subject number, (b) faculty offering the course, (c) course number, (d) academic session and term, (e) course credit hours. The data were entered on the mainframe computer at The University of Manitoba. A check on the accuracy of data entry was undertaken by selecting 10 questionnaires and matching the data on the computer to the original student responses on the questionnaire. The verification was conducted by an individual not involved with the data entry.

The computer program, SAS (System of Elementary Statistical Analysis), was used for data analysis. For some questions only frequencies and percentages were analyzed, for other questions the mean scores of agreement were added.

The SAS was used to determine if significant relationships existed among and between selected student characteristics and student experiences with Summer Session. Student characteristics were cross-tabulated with student experiences. The Chi-Square procedure was used to determine where relationships existed. For this study, a relationship was considered to have been identified when $p < .01$.

CHAPTER FOUR

Results and Discussion

The results of the data analysis are structured according to the major headings of the questionnaire. Under each heading is a brief description of the section, its subsections and the nature of the response required. The presentation of the findings includes tables which summarize the data. The interpretation of the findings are based on mean scores or percentages. Due to rounding of numbers, some categories may not equal 100%. To accommodate tabular data presentation some questions appearing in the tables are abbreviated versions of those which appear on the instrument.

Where possible, the results are discussed in relation to the information contained in the literature review. The discussion includes implications of the findings for The University of Manitoba Summer Session.

Part 1. Background Information

This section deals with information about the respondent demographic and academic characteristics. Demographic data includes: age, gender, permanent residence, occupation, work time commitment, and education level.

Academic data includes; registration status, faculty, and preference for three-and six-credit courses.

Responses across questions and categories are summarized in Table 15, Appendix D, Student Demographic Backgrounds and Table 16 Appendix D, Student Academic Backgrounds. The number of responses in each category and the valid percentages are reported in the tables.

Demographic Data

Age. By a slight majority, the Summer Session participants are non-traditional students as defined by their age; i.e., 23 years of age or older (53.5%). The proportion of adult students in Summer Session is closer to the 1991-1992 Canadian adult student population of 56.2% than The University of Manitoba adult student population of 44.6%. Adult students were also in the majority in American universities and were 67.9% of the respondents in the Brook et al. (1989) study. The trend towards continuing adult education and lifelong learning makes the adult learner an important clientele of North American summer session. The lower adult student population in The University of Manitoba Summer Session is indicative of a traditional institution. The balance between adult students and the traditional 18 to 22 year old student in The University of Manitoba Summer

Session has implications for programming, access to resources and instructional quality.

Gender. Female students (52.3%) slightly outnumbered males (48.0%) in this study. They comprised 55.5% of the 1991-1992 Canadian university population and 51.2% of the general University of Manitoba population. The increase in female students at The University of Manitoba in the past decade is a substantial demographic change in the student population which warrants administrative attention. The University of Alberta respondents were 68.8% female. This large percentage of females respondents may have resulted from the sample being selected from only the Arts and Education courses.

Residence, Occupation and Work Commitment. A large number of Summer Session students (71.0%) reported Winnipeg as their permanent residence. In the Brooks et al. 65.4% of the students reported Edmonton as their permanent residence. Only 5.7% of the respondents were beyond commuting distance from Winnipeg. At the University of Alberta 20.9% of respondents were beyond commuting distance. The low participation of rural Manitobans in Summer Session at The University of Manitoba warrants investigation.

International students, those whose permanent residence was outside Canada, comprised 12.6% of the respondents. As the literature review suggested, international students constitute a larger proportion of the Summer Session population (12.6%) than their proportion in the general Canadian population (4.3%) or the general University of Manitoba population (5.0%). The reason presented in the literature review for expecting a larger proportion of international students in Summer Session, is, that their international student status does not permitting them to work except on campus. International students from Red River Community College, Brandon University and the University of Winnipeg contribute to increasing the number of international students in The University of Manitoba Summer Session. The University of Alberta study did not identify international students.

The majority of participants declared their occupation as "student" (61.9%). This is consistent with data indicating that 62.7% of the students were attending University full-time. Teachers were in the next highest category, but comprised slightly less than one-fifth (19.4%) of the Summer Session population. The responses to the question about employment time commitment confirm that the occupation of the majority of summer students is their

academic study; 55.7% of summer students were either not working or on leave from their positions. Brooks et al. (1989) reported 51.0% declared their occupation as "student" and 54.1% were attending full-time. Teachers were also the next highest category at the University Alberta (26.1%). The proliferation of full-time students who declared their occupation to be "student", reinforce the perception that The University of Manitoba Summer Session reflects the traditional nature of the larger institution.

Education Level. Most respondents reported high school as their highest level of education (55.1%), and the next largest group reported having graduate degrees (29.1%). This question was not included in the Brooke et al. (1989) study.

Academic Data

Registration Status. The data indicates that undergraduates are, by a large majority, the major participants in Summer Session (73.6%) with graduate students (11.8%) being the next largest group. Nearly all of the students (99.1%) were taking summer courses for credit. At the University of Alberta 59.7% of respondents were undergraduates and 7.4% were graduates. A substantial

number from the University of Alberta were "unclassified" students (17.5%).

In the previous Regular Session at The University of Manitoba, 62.7% of the respondents were full-time students and 24.2% were part-time. At the University of Alberta 54.1% of the respondents were full-time students and 14.9% were part-time students. The University of Manitoba's summer ratio of undergraduate students to graduate students, and full-time students to part-time students parallel those ratios in Regular Session. These characteristics identify Summer Session as an extension of Regular Session.

Faculty. Students from three faculties made up three-quarters of the Summer Session survey sample. Education comprised 26.6%, Science 26.3% and Arts 23.2%. If the sample selection is representative of the Summer Session population, Summer Session has equal representation from the three main Faculties at The University of Manitoba. Information about the Faculty representation in Summer Session is valuable in programming planning and marketing. In the Brooks et al. study; 40.0% of the students responded "other" Faculty, 36.6% of the students were in the Faculty of Arts, and 18.9% were in Education. These data may not be

representative of the Summer Session population at the University of Alberta.

Course Credit-Hour Preference. The last six questions in this section on academic information asked about registration for three- and six- credit hour courses in the three academic periods of Summer Session. More students registered in three credit courses in all three academic periods; Intercession (3 cr. hrs. [43.8%], 6 cr. hrs. [21.0%]), Summer Evening (3 cr. hrs. [50.9%], 6 cr. hrs. [7.4%]), and Summer Day (3 cr. hrs. [44.2%], 6 cr. hrs. [22.93%]). The University of Alberta respondents reported a definite preference for three-credit courses.

Traditionally, most faculties and schools offer more three-credit courses in all academic periods of Summer Session.

Part II. Enrollment Information

Student Reasons for Registration

In Part II of the instrument the registration motivation of students and their reasons for dropping courses were explored. Responses are reported in Table 17, Appendix D. The number of responses and percentages are ranked from high to low. Responses were recorded either

"yes" or "no". The number of the question on the survey instrument is listed to the left of each statement.

Only two items received a majority of "yes" responses. The two most popular reasons for enrollment in Summer Session were Question 18, "to speed up degree completion" (69.5%) and Question 22, "to ease course load in the Regular Session" (52.0%). These findings are consistent with the literature reviewed.

The next four reason for enrollment in Summer Session, in order of importance, are Question 23, "to focus attention on one course", Question 33, "for personal interest", Question 26, "enjoyment of the learning experience" and Question 34, "for professional development or certification".

The reasons for Summer Session registration which received the least number of "yes" responses were Question 32, to take a course from a visiting professor (1.1%), Question 30, to make up program deficiencies from other institutions (4.2%), Question 29, to make up University of Manitoba program deficiencies (6.6%), and Question 24, to take a course from a particular instructor (6.8%)

The six main factors that motivate students to register in Summer Session at The University of Manitoba are highly related to acquiring a degree or certification. The desire

to limit course load in Regular Session appears to be at odds with speeding up degree completion; however, it may be an indication that lighter course loads produce better grades. It could be speculated that fewer courses permit students to work part-time or attend to personal responsibilities. The third and fourth reasons, "personal interest" and "to enjoy a learning experience", are relatively new motivations to appear in the literature. These personal development reasons for attending Summer Session may be a reflection of the findings in the Statistics Canada 1992 survey of university and community college graduates; students rated acquisition of job skills below their motivation for attending university or college. This indication of disillusionment with the belief that a degree or certificate would provide marketable job skills, is evidence of a changing perception about what students can expect from attending institutions of higher education. A balance in expectations for better job opportunities and expectations for personal growth and development may be a more realistic approach in the current economic and political climate. The typical Summer Session student desires to speed up her degree, yet ease course load, and is probably taking two Summer Session courses to accomplish

this goal. This strategy is likely possible because she is not working.

Reasons for Withdrawal from Summer Session

Data on prior Summer Session attendance and withdrawal from previous summer session course(s) is presented in Table 18, Appendix D. From 689 responses, 351 students (51.8%) had attended Summer Session before. One hundred and thirty seven (20.4%) had dropped a Summer Session course. In the Brook et al. (1989) study 43.1% had attended Summer Session before and 18.5% had dropped a course in summer. The most frequently cited reasons for dropping Summer Session courses at The University of Manitoba Summer Session were Question 40, "insufficient time for reading" (50.7%), Question 39, "pace was too fast", (47.1), Question 38, "course was too difficult" (36.0%), and Question 43, "course did not meet expectations" (29.6%). Question 35, asked for written text on reasons not listed, the only significant responses were "to obtain a Post Baccalaureate Degree in Education" and "to take a required Co-Op course offered only in Summer Session". Respondents in the Brook et al. (1989) study reported the same three main reasons for dropping a course that respondents in this study reported.

It appears that students who drop Summer Session courses do so for reasons related to course difficulties which are primarily related to lack of time. There is a general lack of information about attrition in universities. The need for research on institutional attrition as well as attrition in Summer Session is well documented.

Part III. Summer Session Experiences

In Part III of the survey questionnaire participants were given a choice of 5 responses on a Likert scale: (1) strongly agree, (2) agree (3) neutral, (4) disagree, and (5) strongly disagree. For ease of analysis the scale was collapsed into three categories: agree (includes strongly agree); neutral; and disagree (includes strongly disagree). In this section of the questionnaire data on student experiences related to course administration, access to resources, other (class) experiences and pre-session study, were collected. Results reported in Tables 19 to 22, Appendix D are in decreasing order of the mean ratings of agreement.

When a student responds to a question choosing (5) strongly agree, (4) agree, or (3) neutral, no problem exists for that student. When the mean score of agreement is 3.0 or greater the average response is neutral, when the mean is

less than 3.0 the level of disagreement is indicative of a general problem.

Administration Experiences

Student responses relating to their experiences with the administration of Summer Session courses are reported in Table 19, Appendix D. The highest mean score of agreement in this section was Question 47, "calendar available in time" (72.9% agree, mean 3.98). Second highest mean score was Question 46, "preliminary course schedule was useful" (71.6% agree, mean 3.93). Other questions which confirmed that Summer Session information was available and adequate were Question 48, "calendar was well organized" (71.2% agree, mean 3.80), and Question 49, "calendar was complete" (69.5% agree, mean 3.77). The third highest mean score was Question 50, "registration was satisfactory" (75.3% agree, mean 3.81).

Questions about the scheduling of courses received moderate mean scores. Most students reported that morning was the most appropriate time for classes (Question 64 - 65.1% agree, mean 3.68), with evening next popular (Question 66 - 45.7% agree, mean 3.19), and afternoon least popular (Question 65 - 36.8% agree, mean 3.02). Preferred scheduling for laboratories were mornings (24.6% agree, mean

3,07) and afternoons (25.7% agree, mean 3.11) as compared to evenings (20.2% agree, mean 2.87). The majority of respondents were neutral on time scheduling of laboratories for all three academic periods. Weekend classes were not popular (15.0% agree, mean 1.90). This does not rate as a problem because weekend classes are not part of the Summer Session. The Brook et al. (1989) data on student preferences for the time-scheduling of courses was virtually identical to student preferences in this study.

Few student preferred a different time format for courses (Question 62 - 15.0% agree, mean 1.09). Three-credit courses taught over six weeks (Question 61 - 42.5% agree, mean 3.11) received only slightly more agreement than three-credit courses taught over three weeks (Question 60 - 41.3% agree, mean 3.07). These questions were not included in the Brook et al. (1989) questionnaire.

The greatest cause for dissatisfaction with administrative aspects of Summer Session relate to Question 53, which asked whether the cost of tuition and books is reasonable (20.0% agree, mean 2.42, 56.5% disagree). On Question 54 "there was a sufficient variety of courses", most students disagreed (29.3% agree, mean 2.69, 48.6% disagree). Student perceptions that more courses are needed may, in part, relate to student problems with scheduling

conflicts (Question 58 - 27.9% agree, mean 2.75) and the fact that these conflicts prevented registration (Question 59 - 27.5% agree, mean 2.70). Responses to Question 56 indicated that students want more program-related courses offered (60.8% agree, mean 3.77). In response to Question 57 about the need for more non-program courses only 17.5% agreed and 66.5% were neutral on this question. In the Brook et al. (1989) study students wanted more courses that were program-related.

Question 50, "resolution of administrative problems was effective", received agreement from 28.9% of respondents, 62.7% of the respondents were neutral and 8.5% disagreed. The neutral respondents likely had no experience with administrative problems. The few written text responses about administrative problem were primarily telephone registration problems and problems obtaining letters of permission from department heads and deans.

Students identified two problems with the administration of Summer Session: (1) the cost of tuition and books is not reasonable; and (2) students want more course variety and a larger number of program-related courses. More courses would reduce the scheduling conflicts that prevent registration. The cost of tuition and books is a problem related to national economic circumstances that

have resulted in governments under funding universities. The external source of this problem is beyond the Summer Session mandate. Providing a larger roster of course, and more program related courses has both internal and external implications. External factors such as under funding, cultural decline and inefficient management, all contribute to reducing the opportunity for growth and development. The internal factors may be more relevant in addressing the problem of additional courses.

Access to Resources

Generally students perceived access and availability of most resources at the University during Summer Session as relatively satisfactory (Table 20, Appendix D). The questions that received the lowest mean score was, "access to food services adequate" (Question 82 - 24.1% agree, mean 2.99). Availability of academic counselling rated second lowest for student satisfaction (Question 80 - 24.6 agree%, mean 3.10). Competition for reference materials (Question 76 - 28.2% agree, mean 3.21,) rated third lowest for student satisfaction. Most students in the Brook et al. (1989) study were satisfied with access to food service (59.8% agree), but reported that computer facilities were the main problem. In both studies access to reference material and

academic counselling had relatively low mean scores, but was not indicated as a general problem.

The problem of inadequate food service is external to the Summer Session mandate. The role of the Director in this issue is to inform the appropriate authorities of the problem and cooperate with any actions that address the problem.

Other (Class) Experiences

Questions 83 through 88 deal with student perceptions of (other) experiences related to the classroom. The results are reported in Table 21, Appendix D. Students were most satisfied with Question 83, "class size was appropriate" (78.9% agree, mean 3.96). The majority of the respondents were satisfied with the course pace, workload related to the length of class, interaction with others and assignment timeliness. The most dissatisfaction was expressed with examination preparation time (40.4% agree, mean 3.01), and course reading time (46.2% agree, mean 3.14). In the Brook et al. (1989) study the same two questions received relatively low mean scores, but were not major problems.

Lack of time for reading and exam preparation are inherent in the condensed Summer Session time frame. This

could be viewed as an internal issue: however, any major change in the time format of Summer Session would be a decision of the larger institution. Since most students are not dissatisfied with the existing format, some minor accommodations, such as pre-session study may be possible using internal resources.

Pre-Session Study

The responses about pre-session study are reported in Table 22, Appendix D. Very few courses required pre-session study as evidenced by the low number of students responding to Questions 91 and 92 and the number of neutral responses (52.1% and 50.3%, respectively). The 60 respondents who likely had experienced pre-session study reported that it was worthwhile (Question 92 - 37.3% agree, mean 3.31). When questioned about whether the course should have had pre-session study, respondents disagreed (26.2% agree, mean 2.85, neutral 40.6%), disagree 33.2%). Pre-session study is not a problem for Summer Session students. Presently there is little pre-session study required. This appears to be an area for further investigation. Respondents in the Brook et al. (1989) study were more positive about pre-session study than The University of Manitoba respondents (53.8% agree), however, in both studies respondents were not highly

committed to spending time studying before the commencement of classes.

Analysis of Background, Enrollment, and Experiences

One purpose of this study was to determine if there were any significant relationships between selected student characteristics (age, gender, work, undergraduate and graduate classification, faculty, and full-time/part-time status) and student reasons for registration, administrative experiences, access to resources, other (class) experiences, and pre-session study. The cross-tabulation for this section yields 3 x 3 or 3 x 4 tables when student experiences are cross-tabulated with student characteristics. These data are not presented due to the volume and detailed nature of these analysis. Because the Chi-Square procedure reveals only the existence of statistical significance and not the nature of the significance it is often difficult to identify the source of significance. In some cases the significance may be attributed to the large difference between the percentages. In other cases, the significance appears to be conceptually meaningful due to the nature of a response such as all high or low responses, a consistency or lack of consistency, or a clear pattern to the responses.

The probability levels are reported in Tables 23-28, Appendix D. A significant relationship is identified for this study when $p < .01$. Relationships that are significant at $p < .01$ are highlighted in the tables in bold with an asterisk. The Brook et al. (1989) study identified significant relationships where $p < .05$. In the Brook et al. (1989) study there were no relationships significant at the $p < .01$, therefore, no comparison of relationships identified in the two studies is attempted.

The questions about the reasons for registration have been condensed to accommodate a tabular presentation. Student characteristics have been collapsed to accommodate reporting. Age is reported in three categories: 18-22 years, 23-30 years and 31 years and over. Hours of work are reported as working and not working. Academic classification is categorized as undergraduate, graduate, or other. Faculty is reported as Arts, Science, Education, and Other Faculty.

Background Factors and Reasons for Registration

Tables 23, 24, and 25, Appendix D provide the relationship analysis of selected student characteristics with student reasons for registration. The findings and

discussions are organized according to student characteristics.

Age--seven reasons for registration were significantly related to age. They include the two most important reasons students reported for registering; to speed up degree completion, and to ease Regular Session course load. The five other reasons for registration related to age were: to pick up a dropped course, to pick up a failed course, course offered only in Summer Session, enjoy a learning experience, and for professional development and certification. Although all age categories reported "speeding up degree completion", as most important, adult students over 30 years of age were most committed (80%) and the youngest group the least committed (61%). Easing a Regular Session load was most important to the youngest students (60%) and least important to the oldest students (33%). Brook et al. (1989) reported the same findings and suggested that younger students had greater difficulty with academic requirement in Regular Session, perhaps dealing with a heavier course load than was attempted by older students.

Gender--two reasons for registration were related to gender: to focus attention on a course or courses, and to pick up a failed course. Both males (32%) and females (38%) agree reported speeding up degree completion as their

primary reason for attending. Easing Regular Session load was the second reason both males (47%) and females (56%) gave for attending. Personal interest was important to both males (32%) and females (39%). The Brook et al. (1989) analysis did not include gender.

Work Commitment--picking up a dropped course was the only reason for registration related to whether students were working or not working. Speeding up degree completion was most important to working students. Easing Regular Session load was important to both working and non-working students.

Classification--seven reasons for registration related to undergraduate/graduate status. Six of the seven reasons were the same reasons that were related to age. The related reasons for registration included: speeding up degree completion, and easing a regular course load. These two main reasons for attending Summer Session are reported in both traditional and more contemporary studies. In this study, speeding up degree completion was more important to graduates (87%) than undergraduates (68%).

Faculty--the six reasons for registration that significantly relate to Faculty affiliation are the same reasons related to age and undergraduate/graduate classification. Again, speeding up completion of a degree

was most important to students of all faculties, and easing Regular Session load was the second most important reason for attending Summer Session.

Registration Status--the five reasons for registration that had significant relationship to student full-time/part-time status included: speeding up degree completion, and easing Regular Session load. Both full-time students (65%) and part-time students (83%) reported speeding up degree completion as their main reason for attending Summer Session. Focusing attention on a course or courses was next most important to both undergraduates and graduates.

The student characteristics that have the highest number of relationships with student reasons for registration are: age, faculty, undergraduate/graduate classification, and part-time/full-time status. All five of these characteristics were significantly related to the two main reasons for registration: to speed up degree completion and ease a Regular Session load.

Background Factors and Administrative Experiences

Table 26, Appendix D shows 9 relationships between administrative experiences and Faculty, six relationships with age, and four relationships with the undergraduate/graduate classification. Faculty and age were

both related to the cost of tuition and books and to three questions about the duration of courses. Work commitment was not related to administrative experiences.

Background Factors and Access to Resources

Student experiences accessing resources are presented in Table 27, Appendix D. Age was significantly related to 6 student experiences accessing resources. There were significant relationships between the faculty characteristic and 4 student experiences accessing resources. Age and faculty were related to student attitudes about library and supplementary reading resources. Work commitment and full-time/part-time characteristics had no significant relationships to accessing resources.

Background Factors and Other (Class) Experiences

Table 28, Appendix D indicates significant relationships between faculty and age characteristics and all other (class) experiences. Work commitment and the undergraduate/graduate characteristics, as well as age and faculty, were related to the question about reasonable time to prepare for exams.

Background Factors and Pre-Session Study

Table 12, Appendix D identifies one significant relationship between the faculty characteristic and student perceptions that the "course would have benefitted from pre-session study".

CHAPTER FIVE

Summary and Suggestions

The summary is presented under four headings:

Background Information; Enrollment Information; Administrative Experiences; and Method and Procedures of the Study. In recognition of the complex and political nature of Summer Session, the current problems in higher education, and the difficulty in assessing the impact of the external environment, the suggestions offered are tentative and provisional.

Background Information

The University of Manitoba Summer Session population is relatively similar to the Regular Session population. Full-time undergraduate students, who are not working are the student majority in Summer Session. These student characteristics are common to traditional universities. However, the Summer Session balance between males and females and between adult students and students 18 to 22 years of age is indicative of a more contemporary institution. The proportion of part-time students in Summer Session (24.2%) was less than the proportion of part-time

students either nationally (37%) or at The University of Manitoba (38%). Part-time students often have special needs due to their employment or other personal circumstances. Accommodating their programming needs as well as providing access to physical resources would make their learning experience more positive. There may be a potential for increasing the numbers of part-time students attending Summer Session.

The adult learners whose presence is larger (53.5%) in Summer Session than in Regular Session (44.6%) also have special needs related to family and employment circumstances. Their numbers warrant appropriate physical resources and instruction that recognizes their knowledge and experiences. Meeting the needs of special groups in Summer Session has been a major problem discussed by a number of authors. The University of Manitoba Summer Session's balance between adult and younger students presents an instructional challenge. Annual data on the population mix in Summer Session is necessary for developing strategies to meet instructional needs.

SUGGESTIONS:

* The data collected on students attending Regular Session is also required for students attending Summer Session.

Institutional action on this issue could result in the development of a comprehensive, historic data base on summer students. The deans/directors of Canadian university summer sessions might cooperate in launching a national initiative to provide Statistics Canada with comprehensive institutional data on summer session students.

- * Target part-time students in marketing Summer Session.

- * Student access to physical resources such as parking, food service, library, and book store, could improve through cooperation and coordination between Summer Session personnel and personnel in the service units responsible for the resources.

- * The Director of Summer Session should have information on the instructor/course evaluations to assess the general quality of instruction and to determine whether the needs of students are being met.

- * Seek funding for research on Summer Session instruction.

Enrollment Information

The two most important reasons for Summer Session registration were to speed up degree completion and to ease course load during Regular Session. The fourth and fifth most important reasons for attendance were personal interest and to enjoy a learning experience. These self-development motivations have emerged in contemporary studies.

The student drop-out rate for Summer Session courses is substantial and more information about the reasons students drop courses could provide valuable insight. The suggestions related to helping students speed-up degree completion and easing their course load are discussed under Student Experiences with Administration, Access to Resources and Other (Class) Experiences. The following suggestions relate to Summer Session attrition.

SUGGESTION:

* The pressing need for research in Summer Session is well documented. Attrition in Summer Session appears to be a problem for further research. Comparisons with the Regular Session attrition rate would be useful.

Administrative Experiences

Students taking part in the study were most satisfied with the information available about Summer Session. Students are mainly dissatisfied with the cost of tuition and books. There is little potential for Summer Session administrative intervention in this problem. The main problem related to the internal operation of Summer Session is that students want more courses offered and, specifically they want more program-related courses. The data indicate that one-third of the respondents wanted a different format for scheduling courses, but they reported the same level of agreement that three weeks is appropriate for a three-credit course (41.3% agree) and that six weeks is appropriate for a three-credit courses (42.5% agree). The problem students have with the condensed time-frame of Summer Session may be resolved by creating a third academic term equivalent to the fall and spring terms of Regular Session. Investigation of such a major change is beyond the scope of this study. The present format makes optimum use of the summer months; students have three academic periods when both three and six credit courses are offered.

Respondents preferred morning classes (65.1%), with evening classes next popular (45.7%), and afternoon classes least preferred (36.8%).

SUGGESTIONS:

- * The present size of Summer Session and the potential that exist for its expansion to meet student needs calls for full-time administrative attention from the Director.
- * To determine the courses that are important to students the course offerings should be based on surveys of student needs. A mechanism could be developed for determining, annually, what program-related courses students need in Summer Session.
- * Expand the existing long-range plan (Rotating Plan of Courses) for Summer Session course offerings. Minimize cancellation of courses on the Rotating Plan.
- * Maximize use of morning and evening class times.

Access to Resources

Although improving food service and academic counselling appear to be a formidable task for the Summer Session administration, in an institution where the Summer Session is based on a cooperative and coordination model the

Director of Summer Session has the advantage of direct communication with academic and service units that are involved in Summer Session. These access problems are related to the external environment, particularly the funding problem. The suggestions are for developing a more user-friendly campus.

SUGGESTIONS:

* The results of the study should be published and distributed to both academic and service units. There should be follow-up meetings with all units that have an interest in addressing the problems.

*Direct communication between the Director of Summer Session and the administrators of the food service and counselling should focus on solutions for improved service.

Other (Class) Experiences

Inadequate course reading time and time for examination preparation were the problems in this area. Suggestions are limited to activities over which the Summer Session Director has some control.

SUGGESTIONS:

- * Encourage academic units to make course outlines available in advance of Summer Session.
- * Assist with the coordination required to have course texts available in advance of Summer Session.
- * Encourage academic units to extend the assignment due dates beyond the last scheduled day of class.
- * Experiment with pre-session study in cooperative academic units.

Relationship Between Background Factors, Enrollment and Experiences

The data analysis has identified the existence of relationships between student characteristics and their satisfaction with Summer Session programming and some personal experiences. Student age, faculty affiliation, and undergraduate/graduate status was related to a number of aspects of Summer Session registration motivation and administration. Determining the existence of relationships provides some information for speculation, however, information on the strength and direction of the relationships is necessary to evaluate the interactions. The

suggestion is for more research on relationships that lend themselves to further productive investigation.

SUGGESTION:

* Facilitate research on the relationship between student characteristics, particularity faculty and age, and student reasons for registration and satisfaction with Summer Session.

Methodology and Procedures of the Study

Replication of the Brook et al. (1989) study proved to be useful in testing the methodology of the original study. The questionnaire used at The University of Manitoba accommodated the purpose of the study and answered the research questions. Comparison of The University of Manitoba results and the results of the Brook et al. (1989) study was useful. Conclusions and recommendations are offered about the methodology related to data collection and instrumentation as well as about the procedures used in the data analysis.

Sample Selection

Selecting courses on the basis of a proportionate stratified sample contributed to producing a representative

sample. In a few cases where selected courses had to be replaced by substitute courses, attention was given to maintaining a representative sample.

Some problems arose related to the decision to give course instructors a choice of administering the survey independently and returning completed questionnaires to the Summer Session Office or providing time for the researcher to administer the survey during arranged class time. Due to unexpected failure to administer the survey in class, students in several courses were surveyed by mail. The return rate on the mail surveys was less than the return of class administered surveys, although a second mailing was done.

The 689 survey collected fell short of the estimated 800 surveys. An adequate sample size was obtained but there was some risk involved.

SUGGESTIONS:

- * It is important to select a representative sample so that the findings can be generalized to the summer session population.

- * One standard survey procedure should be used.

- * A surplus number of courses should be selected and surveyed to avoid any shortfall in the expected sample size.

Instrumentation

Pilot testing of the original instrument as well as the instrument for this study contributed to the reliability. The few questions that had a space provided for a single word response in written text did not produce valuable information and required tedious analysis by hand.

Suggestions:

- * A questionnaire based exclusively on numeric choices, such as yes and no responses and the Likert Scale for a range of responses, accommodates efficient data entry.
- * Conduct focus-group interviews as part of the study.

Data Analysis

The SAS computer analysis was efficient and produced the required data analysis. The Chi-Square analysis simply identifies a relationship between variables but does not provide information on the strength or direction of that relationship. If $p < .01$ it is certain that some

relationship exists between the student characteristic and the student response to that question. Determining the existence of a relationship can be the basis of further research.

Conclusion

Courses in summer are an important component of a student's academic program. The University has a responsibility to strive for excellence and quality in programming and service. The two primary goals of The University of Manitoba are to provide the highest possible quality of teaching and an environment conducive to intellectual and personal growth. Receiving and responding to students' expectations and experiences can go a long way in increasing the effectiveness of summer programming.

SUGGESTIONS:

* The University of Manitoba should undertake a study of the nature and scope of summer programming in order to develop policies and procedures that best accommodate the needs of students. The study should on institutional issues such as the organizational placement of Summer Session and the value of an advisory committee.

* Efforts should be made through professional associations to initiate a study of Canadian Summer Sessions.

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Appendix A

Summer Session Survey Questionnaire

**STUDENT PERCEPTIONS OF SUMMER SESSION
AT THE
UNIVERSITY OF MANITOBA**

On a random basis, your class was chosen to be part of a study of student perceptions of the Summer Session at The University of Manitoba. The study is supported by Summer Session, Continuing Education Division and is intended to gain an overall sense of student experiences in Summer Session. This study is not a course or instructor evaluation; but seeks to examine the Summer Session from a student perspective.

Your involvement in completing this questionnaire is entirely voluntary. Neither you nor your course will be identified in any reports of this study. Information will be reported in aggregated form only, or by use of pseudonyms. To ensure confidentiality, all questionnaire materials will be kept in a secure location. Original data will be available only to the project researcher, who has no connection with your course, nor is in a position to evaluate your performance as a student.

A report based on the collected data will be produced for the Summer Session Office. Findings may also be published in scholarly and/or discipline journals. In reporting, the anonymity of respondents will be respected.

If you have questions or concerns about the project, please feel free to contact either of the following individuals involved in the project:

Audry Laliberte, Researcher, 489-7772; or Dr. Bill Kops, Director, Summer Session, Continuing Education Division, 474-6198.

PLEASE KEEP THIS PAGE FOR YOUR OWN REFERENCE

Summer Session Survey

The purpose of this survey is to gather information as part of a research project entitled Student Perceptions of Summer Session at The University of Manitoba. As a Summer Session student, your cooperation in completing this questionnaire will be appreciated.

Participation in the survey and/or responses to individual questions is voluntary. The return of the completed questionnaire will be interpreted as consent to participate. To ensure anonymity, please do not identify yourself on the questionnaire. Involvement in this project has no bearing on the evaluation of your performance in this course.

Part I: Background Information

The following questions address the background of students attending Summer Session. Please respond by circling the number of the appropriate response.

Demographics

1. My age group is:
1. 18-22 2. 23-25 3. 26-30 4. 31-40 5. 41-50 6. Over 50
2. My gender is:
1. Male 2. Female
3. My permanent residence is:
1. Within the City of Winnipeg
2. Outside Winnipeg but within commuting distance of The University of Manitoba
3. Outside Winnipeg and beyond commuting distance of The University of Manitoba
4. Outside the province of Manitoba
5. Outside of Canada.

For Administrative Use Only					
Subject	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Course	_____	_____	_____	_____	_____
Session/Term	_____	_____	_____	_____	_____
Credit Hours	_____	_____	_____	_____	_____

4. My current occupation or career relates primarily to:
- | | |
|-------------------------|---------------------------------|
| 1. Teaching | 4. Student |
| 2. Government | 5. Homemaker |
| 3. Business or industry | 6. Other (please specify) _____ |
5. How much time do you spend at your employment while you are attending Summer Session 1993?
1. 35 hours or more per week on average.
 2. Between 20 and 35 hours per week on average.
 3. Between 1 and 20 hours per week on average.
 4. None - I am on vacation or leave.
 5. None - I am not currently employed.

Academic Information

6. My highest level of education is:
- | | |
|---|---|
| 1. incomplete high school | 5. Doctorate |
| 2. high school completion or equivalent | 6. University/Community College Diploma |
| 3. Bachelor degree | 7. University/Community College Certificate |
| 4. Master's degree | 8. Other (please specify) _____ |
7. This Summer Session, I am:
- | | |
|-------------------------------------|--------------------------------|
| 1. An undergraduate student | 5. A visiting graduate student |
| 2. A visiting undergraduate student | 6. An occasional student |
| 3. An undergraduate mature student | 7. A special student |
| 4. A graduate student | |
8. I am registered in Summer Session 1993 course(s):
1. for credit
 2. as an auditor
9. Currently, my Faculty/School is:
- | | |
|---------------|---|
| 1. Arts | 5. Continuing Education (General Studies) |
| 2. Science | 6. Human Ecology |
| 3. Education | 7. Social Work |
| 4. Management | 8. Other (please specify) _____ |

10. Currently, my major area (program) of study is in the department of _____.
11. During the period September-April (Regular Session) 1993, my registration status at The University of Manitoba was:
1. Full-time (registered in at least 4 full course equivalents)
 2. Part-time (registered in less than 4 full course equivalents)
 3. Not registered
12. During **Intersession 1993**, the number of **3 credit courses** I am registered in is:
1. None 2. One 3. Two 4. More than two
13. During **Summer Evening 1993**, the number of **3 credit courses** I am registered in is:
1. None 2. One 3. Two 4. More than two
14. During **Summer Day 1993**, the number of **3 credit courses** I am registered in is:
1. None 2. One 3. Two 4. More than two
15. During **Intersession 1993**, the number of **6 credit courses** I am registered in is:
1. None 2. One 3. Two 4. More than two
16. During **Summer Evening 1993**, the number of **6 credit courses** I am registered in is:
1. None 2. One 3. Two 4. More than two
17. During **Summer Day 1993**, the number of **6 credit courses** I am registered in is:
1. None 2. One 3. Two 4. More than two

Part II: Registration Information

The following questions relate to registration in Summer Session. Please respond to all questions by circling the appropriate answer.

I registered for a course (or courses) in Summer Session 1993:

18. To speed up completion of my degree
1. Yes 2. No

- | | | |
|---|--------|-------|
| 19. To pick up a dropped course | 1. Yes | 2. No |
| 20. To pick up a course that I failed | 1. Yes | 2. No |
| 21. To take a course that was only offered at this time | 1. Yes | 2. No |
| 22. To ease my course load during the regular session | 1. Yes | 2. No |
| 23. Because I expected the class size to be small | 1. Yes | 2. No |
| 24. To get a particular instructor | 1. Yes | 2. No |
| 25. To maintain continuity between regular sessions | 1. Yes | 2. No |
| 26. Because I enjoy the Summer Session learning experience | 1. Yes | 2. No |
| 27. To take a course which was not required for my program | 1. Yes | 2. No |
| 28. To be able to focus all my attention on a certain course or courses | 1. Yes | 2. No |
| 29. To make up program deficiencies incurred as a result of transferring from one faculty or program at the University of Manitoba to another | 1. Yes | 2. No |
| 30. To make up program deficiencies incurred as a result of transferring from another institution to the University of Manitoba | 1. Yes | 2. No |
| 31. Because I was unable to gain entrance to this course during the regular session | 1. Yes | 2. No |
| 32. To take a course from a visiting professor | 1. Yes | 2. No |
| 33. For personal interest | 1. Yes | 2. No |
| 34. For professional development or certification | 1. Yes | 2. No |
| 35. For reasons not listed here (please specify) _____
_____ | 1. Yes | 2. No |

The following questions relate to registration in Summer Sessions in previous years (prior to 1993). Please respond by circling the number of the appropriate response.

Registration in University of Manitoba Summer Session prior to 1993:

36. Have you registered in Summer Session courses at The University of Manitoba prior to 1993?

1. Yes 2. No If yes, when? 19_____

37. Have you ever dropped (withdrawn from) a University of Manitoba Summer Session course?

1. Yes 2. No 3. I don't remember

If you answered "No" or "I Don't Remember" to Question 37 skip to Part III, Question 46.

The reason(s) I dropped (withdrew from) a previous University of Manitoba Summer Session course(s) was:

38. Because the course was too difficult/demanding 1. Yes 2. No

39. Because the pace of the course was too fast 1. Yes 2. No

40. Because there was insufficient time for in-depth reading/analysis 1. Yes 2. No

41. Because there was too much competition for course-related resources 1. Yes 2. No

42. Because the course didn't meet my expectations 1. Yes 2. No

43. Because the instructor didn't meet my expectations 1. Yes 2. No

44. For personal reasons 1. Yes 2. No

45. For reasons not listed here (please specify) _____

1. Yes 2. No

Part III: Experiences in Summer Session 1993

The statements in this section refer to your experiences as a student in Summer Session 1993. Please circle the number which expresses the extent to which you agree with the statement. Use the following scale.

sd	d	n	a	sa
1	2	3	4	5
strongly disagree	disagree	no opinion or neutral	agree	strongly agree

Administration of Summer Session Courses

- | | sd | d | n | a | sa |
|--|-----------|----------|----------|----------|-----------|
| 46. The Preliminary Course Schedule was useful in allowing me to make advance plans for my summer schedule | 1 | 2 | 3 | 4 | 5 |
| 47. The Summer Session Calendar was available in sufficient time to plan my summer schedule | 1 | 2 | 3 | 4 | 5 |
| 48. The information in the Summer Session Calendar was well organized. | 1 | 2 | 3 | 4 | 5 |
| 49. The information in the Summer Session Calendar was complete. | 1 | 2 | 3 | 4 | 5 |
| 50. Registration procedures for Summer Session were satisfactory | 1 | 2 | 3 | 4 | 5 |
| 51. Resolution of administrative problems was effective, specify problem(s),

_____ | 1 | 2 | 3 | 4 | 5 |
| 52. Timelines for registration changes (e.g. adding, changing, dropping courses) were appropriate | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 53. The cost of tuition and books for Summer Session course(s) was reasonable | 1 | 2 | 3 | 4 | 5 |
| 54. A sufficient variety of courses was offered this Summer Session | 1 | 2 | 3 | 4 | 5 |
| 55. I was aware of the travel/study courses offered in Summer Session 1993 | 1 | 2 | 3 | 4 | 5 |
| 56. Summer Session should have offered more courses related to my program | 1 | 2 | 3 | 4 | 5 |
| 57. Summer Session should have offered more non-program related courses | 1 | 2 | 3 | 4 | 5 |
| 58. Course scheduling conflicts were a problem for me in Summer Session 1993 | 1 | 2 | 3 | 4 | 5 |
| 59. Course scheduling conflicts prevented me from taking a preferred course | 1 | 2 | 3 | 4 | 5 |
| 60. In Summer Session, three weeks is an appropriate duration for a
3 credit course | 1 | 2 | 3 | 4 | 5 |
| 61. In Summer Session, six weeks is an appropriate duration for a
3 credit course | 1 | 2 | 3 | 4 | 5 |
| 62. I would prefer different course formats (re: course duration) | 1 | 2 | 3 | 4 | 5 |
| 63. Summer session class times are too long | 1 | 2 | 3 | 4 | 5 |
| 64. The morning is an appropriate time to conduct Summer Session classes | 1 | 2 | 3 | 4 | 5 |
| 65. The afternoon is an appropriate time to conduct Summer Session classes | 1 | 2 | 3 | 4 | 5 |
| 66. The evening (5:00 p.m. or later) is an appropriate time to conduct
Summer Session classes | 1 | 2 | 3 | 4 | 5 |
| 67. The morning is an appropriate time to conduct Summer Session labs | 1 | 2 | 3 | 4 | 5 |
| 68. The afternoon is an appropriate time to conduct Summer Session labs | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 69. The evening (5:00 p.m. or later) is an appropriate time to conduct Summer Session labs | 1 | 2 | 3 | 4 | 5 |
| 70. Weekends should be included in the scheduling of Summer Session classes | 1 | 2 | 3 | 4 | 5 |

Access to Resources During Summer Session

- | | | | | | |
|---|---|---|---|---|---|
| 71. Library hours of operation were adequate | 1 | 2 | 3 | 4 | 5 |
| 72. Library resources were generally available | 1 | 2 | 3 | 4 | 5 |
| 73. Bookstore hours of operation were adequate | 1 | 2 | 3 | 4 | 5 |
| 74. Recommended course texts were available when required | 1 | 2 | 3 | 4 | 5 |
| 75. Supplementary course materials were available when required | 1 | 2 | 3 | 4 | 5 |
| 76. Access to course-related reference materials was limited by competition | 1 | 2 | 3 | 4 | 5 |
| 77. Access to instructors out of class time was reasonable | 1 | 2 | 3 | 4 | 5 |
| 78. Access to course laboratory facilities was sufficient | 1 | 2 | 3 | 4 | 5 |
| 79. Access to computer facilities was reasonable | 1 | 2 | 3 | 4 | 5 |
| 80. Access to general academic counselling was reasonable | 1 | 2 | 3 | 4 | 5 |
| 81. Access to general administrative services (eg. relative to parking, registration, fees, enquiries) was adequate | 1 | 2 | 3 | 4 | 5 |
| 82. Access to cafeteria/food services was adequate | 1 | 2 | 3 | 4 | 5 |

Other Experiences

- | | | | | | |
|---|---|---|---|---|---|
| 83. The class size was appropriate | 1 | 2 | 3 | 4 | 5 |
| 84. Time available for background reading was reasonable | 1 | 2 | 3 | 4 | 5 |
| 85. Time available for completion of assignments was reasonable | 1 | 2 | 3 | 4 | 5 |
| 86. The workload was compatible with the length of the course | 1 | 2 | 3 | 4 | 5 |
| 87. The pace of the course was appropriate | 1 | 2 | 3 | 4 | 5 |
| 88. The time available to prepare for exams was reasonable | 1 | 2 | 3 | 4 | 5 |
| 89. There was enough opportunity to interact with fellow students | 1 | 2 | 3 | 4 | 5 |
| 90. There was a good mix of lecture and group discussion | 1 | 2 | 3 | 4 | 5 |

If the course you are taking did not require pre-course study, please proceed to Question 93

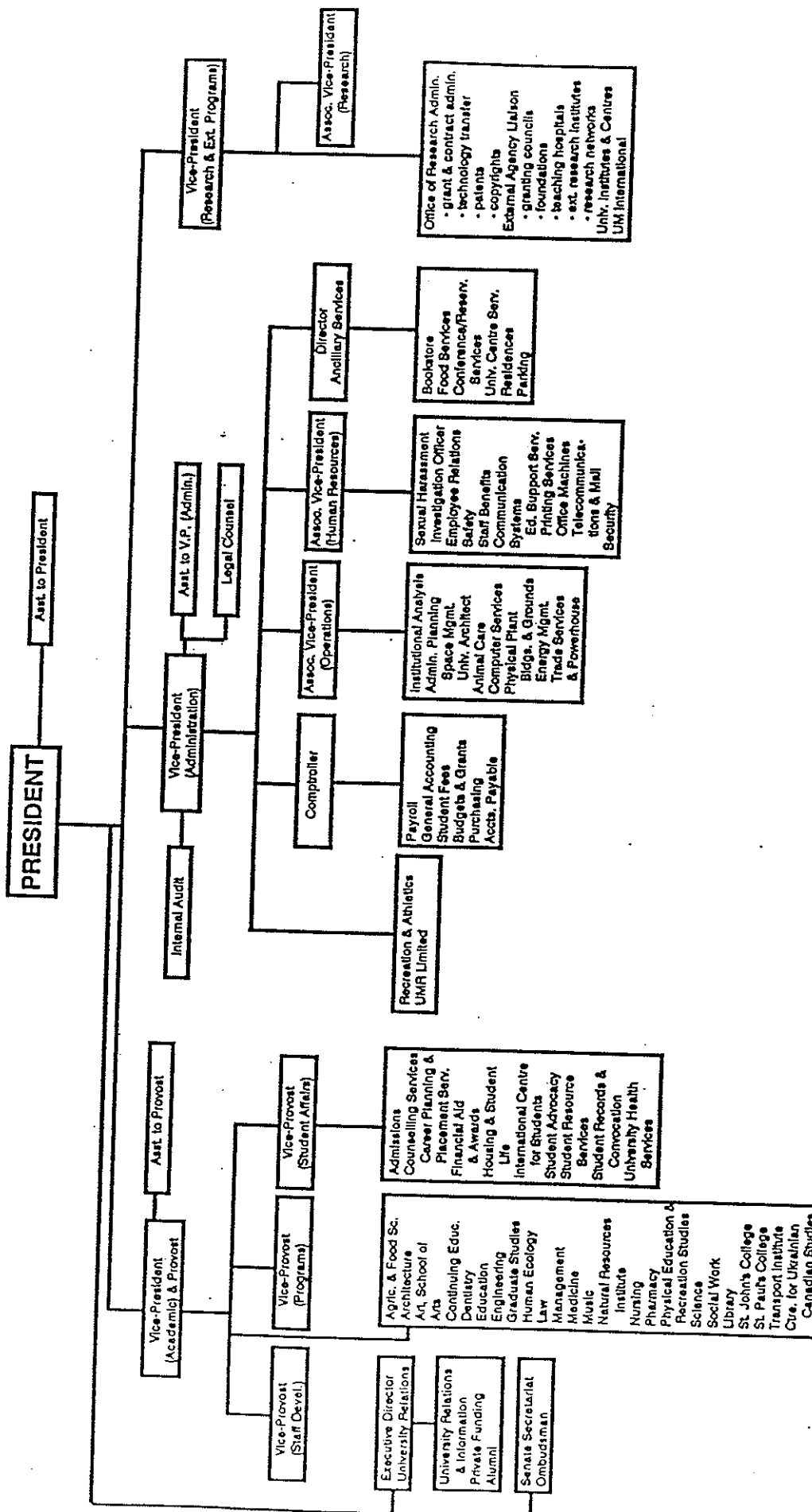
- | | | | | | |
|---|---|---|---|---|---|
| 91. The process for acquiring the prescribed pre-course study materials was appropriate | 1 | 2 | 3 | 4 | 5 |
| 92. The prescribed pre-course study was worthwhile | 1 | 2 | 3 | 4 | 5 |
| 93. The course I am now taking would have benefited from pre-course study | 1 | 2 | 3 | 4 | 5 |

Thank you for Your Participation!

Appendix B

The University of Manitoba Organization Chart

THE UNIVERSITY OF MANITOBA ORGANIZATION CHART



Appendix C

The University of Manitoba Mission and Goals Statement

THE UNIVERSITY OF MANITOBA

Universities serve society by contributing to: the development of an educated and enlightened population, capable of informed judgment and responsible citizenship; the availability of persons who have the knowledge, skills and adaptability required by public and private enterprise, or by individuals seeking professional service; and the advancement of knowledge, skill and human creativity. It is within this context that the University of Manitoba has articulated the following statement concerning its mission, goals, distinctive role and accountability.

MISSION

The Mission of the University of Manitoba is to create, preserve and communicate knowledge and, thereby, contribute to the cultural, social and economic well-being of the people of Manitoba, Canada and the world.

GOALS

In fulfilling its mission the University of Manitoba seeks to:

- i) *provide the highest possible quality of undergraduate and graduate university teaching in the humanities, social sciences, natural and applied sciences, the fine and performing arts and the professions;*
- ii) *enhance student success by fostering an environment conducive to intellectual and personal growth;*
- iii) *conduct original scholarship and basic and applied research, and produce creative works - of highest quality as judged by international standards;*
- iv) *serve the community directly by making its expertise available to individuals and institutions, and by providing as much access to the University's intellectual, cultural, artistic and physical resources as its primary teaching and research responsibilities permit;*

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Table 1

Canadian University Full-Time and Part-Time Enrollment 1971,
1981 and 1991

	1971-1972	1981-1982	1991-1992
Full-Time Enrollment	323,026	401,662	532,130
Part-Time Enrollment	155,387	251,851	313,421
Total Enrollment	478,413	653,513	845,551
Percent Full-Time	67.5%	61.5%	62.9%
Percent Part-Time	32.5%	38.5%	37.1%

Note. From Education In Canada, Statistics Canada, 1972, 1982 and 1992.

Table 2

Changes in Canadian University Full-Time and Part-Time
Enrollment

	Change 1971-1981	Change 1981-1991	Change 1971-1991
Full-Time Enrollment	+24%	+32%	+65%
Part-Time Enrollment	+62%	+24%	+102%
Total Enrollment	+37%	+29%	+77%

Note. Percentage Change calculated from Table 1.

Table 3

The University of Manitoba Full-Time and Part-Time Enrollment
1971, 1981 and 1991

	1971-1972	1981-1982	1991-1992
Full-Time Enrollment	13,377	13,236	15,105
Part-Time Enrollment	1,701	6,465	9,329
Total Enrollment	15,078	19,701	24,434
Percent Full-Time	88.7%	67.2%	61.9%
Percent Part-Time	11.3%	32.8%	38.2%

Note. From The University of Manitoba President's Report, 1971-1972;
The University of Manitoba IS Book, 1981-1982 and 1991-1992.

Table 4

Changes in The University of Manitoba Full-Time and Part-
Time Enrollment

	Change 1971 - 1981	Change 1981 - 1991	Change 1971 - 1991
Full-Time Enrollment	-.01%	+14%	+13%
Part-Time Enrollment	+280%	+44%	+448%
Total Enrollment	+31%	+24%	+62%

Note. Percentage change calculated from Table 3.

Table 5

Canadian University Enrollment by Age and Status 1981 and 1991

Status	1981-1982		1991-1992	
	22 years and under	23 years and over	22 years and under	23 years and over
Full-Time	264,889	137,022	338,513	215,418
Part-Time	29,490	222,385	41,161	272,260
Total	294,379	359,407	379,674	487,678

Note. From Universities: Enrolment and Degrees, Statistics Canada, 1981 and 1991.

Table 6

Changes in Canadian University Enrollment by Age and Status 1981-1991

Status	Changes 1981-1982 to 1991-1992	
	22 Years of Age	23 Years of Age
	and Under	and Over
Full-Time	+28%	+57%
Part-Time	+40%	+22%
Total	+29%	+36%

Note. Percentage change calculated from Table 5.

Table 7

The University of Manitoba Enrollment by Age and Status 1981
and 1991

Status	1981-1982		1991-1992	
	22 Years	23 Years	22 Years	23 Years
	and Under	and Over	and Under	and Over
Full-Time	9,250	4,328	10,025	4,976
Part-Time	1,392	5034	3344	4,961
Correspondence	392	177	87	911
Total	10,663	9,754	13,456	10,848

Note. From The University of Manitoba IS Book, 1981-1982 and 1991-1992.

Table 8

Changes in The U. of M. Enrollment by Age & Status 1981 and
1991

Status	Changes 1981-1982	
	to 1991-1992	
	22 Years of Age	23 Years of Age
	and Under	and Over
Full-Time	+08%	+15%
Part-Time	+140%	-01%
Total	+26%	+11%

Note. Percentage change calculated from Table 7.

Table 9

Canadian University Enrollment by Gender and Status 1981 and 1991

Status	1981-1982		1991-1992	
	Males	Females	Males	Females
Full-Time	218,794	183,117	267,643	286,288
Part-Time	107,176	144,699	118,751	386,394
Total	325,970	327,816	386,394	480,958

Note. From Universities: Enrolment and Degrees, Statistics Canada, 1981 and 1991.

Table 10

Changes in Canadian University Enrollment by Gender and Status 1981 and 1991

Status	Changes 1981-1982 to	
	1991-1992	
	Males	Females
Full-Time	+22%	+56%
Part-Time	+11%	+35%
Total	+19%	+47%

Note. Percentage change calculated from Table 9.

Table 11

The University of Manitoba Enrollment by Gender and Status
1981 and 1991

Status	1981-1982		1991-1992	
	Male	Female	Male	Female
Full-Time	7,838	5,740	7,745	7,256
Part-Time	2,673	3,753	3,607	4,698
Total	10,511	9,493	11,352	11,954

Note. From The University of Manitoba IS Book, 1981-1982 and 1991-1992.

Table 12

Changes in The University of Manitoba Enrollment by Gender
and Status 1981 and 1991

Status	Changes 1981-1982 to 1991-1992	
	Males	Females
Full-Time	-01%	+26%
Part-Time	+35%	+25%
Total	+08%	+26%

Note. Percentage change calculated from Table 11.

Table 13

Selection of Proportionate Number of Faculty Courses

<u>Faculty</u>	<u>% All Courses</u>	<u>Planned Courses</u>	<u>Selected</u>
Arts	37%	$(40 \times .37) = 15$	17
Educ.	27%	$(40 \times .27) = 11$	13
Science	21%	$(40 \times .21) = 08$	09
Others	<u>15%</u>	$(40 \times .15) = \underline{06}$	<u>05</u>
Total	100%	40	44

Table 14

Proportionate Stratified Course Selection

INTERSESSION (60)		SUMMER EVE (37)		SUMMER DAY (153)	
ARTS COURSES (36)		ARTS COURSES (37)		ARTS COURSES (53)	
3 cr(10) Term 2 (10)	6 cr(26) Term 3 (26)	3 cr(17) Term 1 2 (8) (9)	6cr(20) Term 3 (20)	3cr(29) Term 1 2 (17) (12)	6cr(24) Term 3 (24)
Select 1*	Select 3*	Select 1* 1*	Select 3*	Select 3* 1*	Select 4*
EDUC. COURSES (4)		EDUC. COURSES (17)		EDUC. COURSES (59)	
3 cr(4) Term 2 (4)	6 cr(10) Term 3 (0)	3cr(15) Term 1 2 (14) (1)	6cr(2) Term 3 (2)	3cr(55) Term 1 2 (44) (11)	6cr(4) Term 3 (4)
Select 0*	Select 1*	Select 3* 0*	Select 0*	Select 6* 2*	Select 1*
SCIENCE COURSES (9)		SCIENCE COURSES (34)		SCIENCE COURSES (26)	
3 cr(7) Term 2 (7)	6 cr(2) Term 3 (2)	3cr(28) Term 1 2 (17) (11)	6cr(6) Term 3 (6)	3cr(12) Term 1 2 (8) (4)	6cr(14) Term 3 (14)
Select 1*	Select 0*	Select 3* 2*	Select 0*	Select 1* 0*	Select 2*
OTHER COURSES (11)		OTHER COURSES (15)		OTHER COURSES (15)	
3 cr(8) Term 2 (8)	6 cr (3) Term 3 (3)	3cr(15) Term 1 2 (10) (5)	6cr(0) Term 3 (0)	3cr(3) Term 1 2 (2) (1)	6cr(12) Term 3 (12)
Select 1*	Select 0*	Select 2* 0*	Select 0*	Select 0* 0*	Select 2*

() proportionate number of courses

* selected number of courses - Total 44

Table 15

Student Demographic Backgrounds

Demographic Characteristic	Number	Percentage
Age		
18-22 yrs.	318	46.6
23-25 yrs.	108	15.8
31-40 yrs.	102	15.0
26-30 yrs.	85	12.5
41-50 yrs.	59	8.7
>50 yrs.	10	1.5
Gender		
Female	359	52.3
Male	327	47.7
Residence		
Winnipeg	484	71.0
Outside Canada	86	12.6
Commuting Distance	59	8.7
Beyond Commuting Distance	39	5.7
Outside Manitoba	14	2.1
Occupation		
Student	422	61.9
Teacher	132	19.4
Business/Industry	63	9.2
Other	36	5.3
Government	18	2.6
Homemaker	11	1.6
Work Commitment		
Not working	291	42.8
1-20 hours	115	16.9
>35 hours/week	105	15.4
On leave from work	88	12.9
20-35 hours week	81	11.9
Education Level		
High school	375	55.1
Bachelor's degree	198	29.1
Other	35	5.1
Univ. or Comm. Coll. degree/dip.	27	4.0
Univ. or Community College cert.	26	3.8
Master's degree	15	2.2
Incomplete high school	5	0.7
Doctorate	0	0.0

Table 16
Student Academic Backgrounds

Academic Information	Number	Percentage
Registration Status		
Undergraduate student	500	73.6
Graduate student	80	11.8
Visiting undergraduate	32	4.7
Special student	26	3.8
Undergraduate mature	25	3.7
Occasional student	11	1.6
Visiting grad student	5	0.7
Reg. Credit/Audit		
credit	678	99.1
audit	6	0.9
Faculty of Membership		
Education	182	26.6
Science	180	26.3
Arts	159	23.2
Other	96	14.0
Management	33	4.8
Human Ecology	18	2.6
General Studies	15	2.2
Social Work	1	0.1
Major		
460 respondents (66.8%) reported their major area of study in written text. From more than 50 majors reported, the largest number of students were, Computer Science (12.4%), Economics (12.4%), Educational Psychology (7.2%), and Psychology (4.9%).		
Registration Status		
Full-time	428	62.7
Part-time	165	24.2
Not registered	90	13.2
Interession 3-Credit Courses		
None	361	56.2
One	146	22.7
Two	100	15.6
>Two	35	5.5

Table 16 continued on following page ...

Table 16 continued

Student Academic Backgrounds

Academic Information	Number	Percentage
<hr/>		
Summer Evening 3-Credit Courses		
None	323	49.1
One	175	26.6
Two	100	15.2
>Two	60	9.1
<hr/>		
Summer Day 3-Credit Courses		
None	362	55.8
One	145	22.3
Two	112	17.3
>Two	30	4.6
<hr/>		
Interession 6-Credit Courses		
None	498	79.0
One	114	18.1
Two	12	1.9
>Two	6	1.0
<hr/>		
Summer Evening 6-Credit Courses		
None	576	92.6
One	38	6.1
Two	6	1.
>Two	2	
<hr/>		
Summer Day 6-Credit Courses		
None	485	77.1
One	125	19.9
Two	16	2.5
>Two	3	0.5

Table 17

Registration Information

Reasons for Registration	Agree		Disagree	
	N	%	N	%
Speed up degree completion	461	69.5	201	30.3
Ease course load	341	52.0	315	48.0
Focus attention on one course(s)	257	30.5	393	60.5
For personal interest	229	35.6	415	64.4
Enjoy learning experience	204	31.4	424	68.6
For professional dev. or cert.	196	30.2	454	69.8
Maintain continuity	187	28.7	464	71.3
Pick up dropped course	113	17.3	541	82.7
Course offered only in summer	110	16.9	541	83.0

Table 18

Previous Registration and Withdrawal from Summer Session

Question	Agree		Disagree	
	N	%	N	%
Attended Summer Session before	351	51.8	327	48.2
Dropped a Summer Session course	137	20.4	522	77.7
Insufficient time for reading	68	50.7	66	49.3
Pace was too fast	64	47.1	72	52.9
Course was too difficult	49	36.0	87	64.0
Instructor did not meet expectations	43	32.1	91	67.9
Course did not meet expectations	40	29.6	95	70.4
Other reasons	35	44.3	44	55.7
Too much competition for course resources	14	10.4	121	89.6

Table 19

Student Experiences With Administration of Courses

Question	Mean	Agree		Neutral		Disagree	
		N	%	N	%	N	%
Calendar available in time	3.98	539	79.2	82	12.1	59	8.7
Preliminary course schedule useful	3.93	482	71.6	138	20.5	53	7.9
Registration satisfactory	3.81	512	75.3	138	13.2	78	11.5
Calendar was well organized	3.80	483	71.2	121	17.8	75	11.0
Calendar was complete	3.77	512	75.3	90	13.2	78	11.5
Should offer more program-related courses	3.77	410	60.8	200	29.6	65	9.6
Morning appropriate for classes	3.68	438	65.1	138	20.5	97	14.4
Timelines for course changes appropriate	3.49	359	53.4	213	31.6	101	15.0
Aware of travel/study courses	3.39	351	52.0	199	29.5	125	18.5
Effective resolution of problems	3.25	161	28.9	349	62.7	47	8.5
Evening appropriate for classes	3.19	307	45.7	168	25.0	196	29.2
6 weeks appropriate for 3 credits	3.11	286	42.5	185	27.5	201	29.9
Afternoon appropriate for labs	3.11	171	25.7	395	59.4	99	14.9
3 weeks appropriate for 3 credits	3.07	277	41.3	162	24.1	232	34.6

Table 19 continued

Student Experiences With Administration of Courses

Questions	Mean	Agree		Neutral		Disagree	
		N	%	N	%	N	%
Morning appropriate for labs	3.07	164	24.6	391	58.7	111	16.7
Prefer a different format	3.03	199	29.5	303	45.4	168	25.2
Afternoon appropriate for classes	3.02	247	36.8	212	31.5	213	31.7
More non-program offerings	3.01	119	17.5	446	66.5	106	15.8
Evening appropriate for labs	2.87	134	20.2	355	53.6	173	26.1
Scheduling conflicts a problem	2.75	188	27.9	181	26.9	304	45.2
Conflict prevented registration	2.70	185	27.5	175	26.0	312	46.4
Sufficient variety of offerings	2.69	198	29.3	149	22.0	329	48.6
Class times too long	2.59	126	18.7	208	30.9	340	50.5
Cost of tuition and books reasonable	2.42	135	20.0	158	23.5	380	56.5
Weekends should be included	1.90	100	15.0	71	10.6	497	74.4

Table 20

Student Experiences Accessing Resources

Question	Mean	Agree		Neutral		Disagree	
		N	%	N	%	N	%
Library Resources Available	3.54	398	59.3	189	28.2	84	12.5
Instructor access reasonable	3.53	380	56.6	215	32.0	76	11.3
Course text available	3.52	400	59.5	173	25.7	99	14.7
Bookstore hours adequate	3.47	399	59.5	158	23.5	114	17.0
Computer facilities reasonable	3.44	291	43.7	322	48.4	52	7.8
Supplementary materials available	3.43	307	46.0	305	45.7	55	8.2
General administrative services adequate	3.31	294	43.9	275	41.0	101	15.1
Library hours adequate	3.26	351	52.1	152	22.6	70	25.3
Lab facilities sufficient	3.21	152	23.1	474	71.9	33	5.0
Academic counselling available	3.15	163	24.6	434	65.7	64	9.7
Reference material limited by competition	3.12	189	28.2	353	52.6	129	19.3
Access to food services adequate	2.99	228	24.1	239	35.7	202	30.2

Table 21

Other (Class) Experiences

Question	Mean	Agree		Neutral		Disagree	
		N	%	N	%	N	%
Class size appropriate	3.96	533	78.9	108	16.0	34	5.1
Course pace appropriate	3.43	389	57.7	139	20.6	146	21.6
Workload related to class length okay	3.35	374	55.5	137	20.3	163	24.2
Sufficient student interaction	3.41	352	52.3	196	29.1	125	18.6
Assignment timelines okay	3.35	374	55.5	137	20.3	163	24.2
Mixture of lecture and discussion	3.27	299	4.3	222	32.9	153	22.7
Reading time reasonable	3.14	211	46.2	141	21.0	221	32.9
Exam preparation time reasonable	3.01	272	40.4	167	24.8	234	34.8

Table 22

Pre-Session Study

Question	Mean	Agree		Neutral		Disagree	
		N	%	N	%	N	%
Prescribed pre-session study worthwhile	3.31	60	37.3	81	50.3	20	12.4
Material acquisition okay	3.28	58	35.6	85	52.1	20	12.3
Course should have pre-session study	2.85	127	26.2	197	40.6	161	33.2

Table 23

Background Factors (Age and Gender) and Reasons for Registration

Q#	Reasons for Registration	% By Age (years)			Prob	% By Gender		
		18-22	23-30	>30		Male	Female	Prob
18	Speed up degree completion	61	76	78	.00*	66	73	.05
19	Pick up dropped course	24	13	10	.00*	16	19	.33
20	To pick up a failed course	13	04	03	.00*	12	05	.00*
21	course offered only in SS	12	17	25	.00*	15	19	.17
22	Ease Regular Session load	60	54	33	.00*	47	56	.02
23	Expected small class	16	17	12	.33	14	17	.42
24	To get a particular instructor	06	06	10	.30	05	08	.17
25	To maintain term continuity	32	31	20	.02	31	27	.31
26	Enjoy a learning experience	25	33	43	.00*	27	36	.01
27	To take course not required	15	12	07	.05	10	14	.11
28	To focus attention on a course	43	36	37	.26	33	45	.00*
29	Make up fac./program def.	07	10	03	.02	09	05	.06
30	Make up instit. transfer def.	04	06	03	.27	05	04	.47
31	Not available in Regular Session	09	13	07	.22	12	07	.02
32	Get visiting professor	00	01	03	.01	01	02	.29
33	Personal interest	35	38	34	.76	32	39	.05
34	Professional dev. and cert.	15	30	60	.00*	26	34	.04

p < .01

Table 24

Background Factors (Work and Classification) and Reason for Registration

Q#	Reason for Registration	% By Work			% By Classification			
		Work	No work	Prob	Undergrad	Grad	Other	Prob
18	Speed up degree completion	66	08	.16	68	87	64	.00*
19	Pick up a dropped course	23	13	.00*	22	03	04	.00*
20	Pick up a failed course	09	08	.56	10	01	03	.00*
21	Course only offered at this time	14	19	.09	14	31	20	.00*
22	To ease Regular Session load	56	49	.08	57	36	45	.00*
23	Expected small class	12	19	.02	18	09	09	.02
24	To get particular instructor	08	06	.44	08	04	01	.02
25	To maintain term continuity	25	32	.03	31	22	20	.04
26	To enjoy a learning experience	27	35	.04	29	47	30	.01
27	To take a course not required	12	13	.86	13	09	15	.46
28	Focus attention on course	36	42	.11	42	38	30	.08
29	Make up fac./prog. transfer def.	05	08	.05	07	00	05	.04
30	Make up institution transfer def.	03	05	.25	03	01	11	.00*
31	Unable to get course in Reg. Sess.	07	12	.05	11	05	08	.22
32	To take course from visit. prof.	02	01	.50	01	00	02	.37
33	Personal interest	38	34	.25	33	42	41	.17
34	Professional dev. and cert.	28	32	.27	20	72	46	.00*

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Table 25

Background Factors and Registration Information

Q#	Reason for Registration	% By Faculty				Prob.	% By Full/Part Time			Prob.
		Arts	Science	Educ.	Other		Full	Part	Other	
18	Speed up degree	75	59	76	66	.00*	65	83	69	.00*
19	Pick up dropped course	25	16	11	18	.01	24	07	05	.00*
20	Pick up failed course	08	10	01	14	.00*	11	03	05	.01
21	Course offered only SS	13	14	29	11	.00*	14	23	22	.02
22	Ease Regular Sess load	51	50	45	64	.00*	60	39	36	.00*
23	Expected small class	19	15	08	22	.01	17	14	10	.17
24	Get particular instructor	99	92	93	89	.01	08	07	02	.19
25	Maintain term continuity	32	33	20	30	.05	33	26	12	.00*
26	Enjoy learning experience	32	26	45	23	.00*	29	38	36	.10
27	Take course not required	15	12	08	15	.16	13	12	08	.46
28	Focus attention on course	44	37	33	45	.06	43	34	36	.12
29	Fac./prog. transfer def..	07	12	04	03	.01	08	04	07	.30
30	Instit. transfer def.	02	07	05	03	.10	03	05	06	.53
31	Course unavailable in Reg. Sess.	06	12	13	07	.09	11	09	06	.34
32	Take course from visit. prof.	01	01	01	03	.23	01	03	01	.10
33	Personal interest	41	29	41	32	.04	34	34	45	.18
34	Professional dev. and cert..	14	15	68	20	.00*	18	46	55	.00*

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Table 26
Background Factors and Student Experiences With
Administration

#	Experience With Administration	Significance By			
		Age	Work	Class	Fac.
		Prob	Prob	Prob	Prob
46	Preliminary course schedule was useful	.06	.62	.63	.00*
47	Calendar was available in time	.06	.34	.44	.00*
48	Calendar was well organized	.01	.55	.67	.00*
49	Calendar information was complete	.02	.46	.44	.00*
50	Registration procedures satisfactory	.04	.54	.14	.03
51	Effective resolution of administrative problems	.00*	.55	.80	.05
52	Time for registration changes approp.	.03	.73	.00*	.01
53	Cost of tuition and books was reasonable	.00*	.94	.01	.00*
54	There was sufficient variety of courses	.39	.31	.10	.55
55	Awareness of travel and study courses	.01	.37	.00*	.01
56	Wanted more courses related to program	.04	.21	.01	.69
57	Wanted more non-program related courses	.00*	.22	.07	.08
58	There were course scheduling problems	.42	.04	.00*	.29
60	Three weeks is approp. for 3 cr. courses	.00*	.04	.03	.00*
61	Six weeks is approp. for 6 cr. courses	.01	.14	.18	.00*
62	Prefer different course duration	.00*	.08	.01	.00*
63	Class time too long	.00*	.94	.17	.00*
64	Morning is an appropriate time for classes	.01	.11	.64	.00*
65	Afternoon is an approp. time for classes	.05	.20	.32	.02
66	Evening is an approp. time for classes	.03	.00*	.00*	.13
67	Morning is an appropriate time for labs	.70	.74	.49	.01
68	Afternoon is an approp. time for labs	.72	.46	.33	.11
69	Evening is an approp. time for labs	.17	.01	.08	.09
70	Weekends should be included in schedule	.25	.88	.06	.61

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Table 27

Background Factors and Student Experiences With Access to Resources

Q#	Access to Resources	Significant By			
		Age	Work	Classif. Ugrad/Grad	Faculty
		Prob.	Prob.	Prob.	Prob.
71	Library hours adequate	.00*	.42	.25	.00*
72	Library resources generally available	.00*	.36	.04	.00*
73	Bookstore hours are adequate	.01	.17	.03	.01
74	Course texts were available	.29	.37	.14	.01
75	Supplementary course materials were available	.00*	.91	.61	.00*
76	Access to resources limited by competition	.00*	.62	.40	.00*
77	Access to resources was reasonable	.00*	.01	.23	.01
78	Access to lab facilities was sufficient	.15	.72	.42	.01
79	Access to computer facilities was reasonable	.83	.79	.12	.01
80	Access to general academic counselling reasonable	.17	.00*	.47	.02
81	Access to general administrative services "	.03	.15	.45	.03
82	Access to cafeteria/food services was adequate	.00*	.02	.01	.01

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Table 28

Background Factors and Student Satisfaction With Other (Class) Experiences

Q#	Other Experiences	Significant By			
		Age	Work	Class. Ugrad/grad	Faculty
		Prob.	Prob.	Prob.	Prob.
83	Class size appropriate	.00*	.02	.05	.00*
84	Reasonable time for reading	.00*	.70	.01	.00*
85	Reasonable time for assignments	.01	.13	.05	.00*
86	Workload compatible with course length	.00*	.01	.10	.00*
87	Pace of course appropriate	.00*	.05	.14	.00*
88	Reasonable time to prepare for exams	.00*	.00*	.00*	.00*
89	Opportunity to interact with other students	.00*	.18	.30	.00*
90	Good mix of lecture and group discussion	.00*	.04	.03	.00*

Table 29

Background Factors and Student Experiences With Pre-Session Study

Q#	Experience with Pre-Session Study	Significant By			
		Age	Work	Classif.	Faculty
		Prob.	Prob.	Prob.	Prob.
91	Appropriate process for acquiring pre-session material	.01	.16	.32	.03
92	Prescribed pre-course study worthwhile	.07	.10	.33	.02
93	present course would have benefitted from pre-study	.05	.19	.39	.00*

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