

**REPORT OF THE  
SECRETARY OF EDUCATION ON**

**FEASIBILITY AND COSTS OF  
ALTERNATIVE SCHEDULING  
PRACTICES IN VIRGINIA PUBLIC  
HIGHER EDUCATION**

**TO THE GOVERNOR AND  
THE GENERAL ASSEMBLY OF VIRGINIA**



**HOUSE DOCUMENT NO. 49**

**COMMONWEALTH OF VIRGINIA  
RICHMOND  
1995**



# COMMONWEALTH of VIRGINIA

*Office of the Governor*

George Allen  
Governor

Beverly H. Sgro  
Secretary of Education

January 30, 1995

TO: The Honorable George Allen, Jr.  
Governor of Virginia

Members of the General Assembly

I am pleased to submit the study, conducted pursuant to House Joint Resolution 277 and House Joint Resolution 278, which examines the feasibility and costs of alternative scheduling practices in Virginia public higher education.

The study shows that several institutions currently offer courses and programs of study at non-traditional times and that many others, as part of their restructuring efforts, intend to expand their offerings. The changes in scheduling practices respond to enrollment pressures, market demands, and a need to utilize facilities in the most efficient manner.

A number of administrative, fiscal, and operational issues surround class and program scheduling activities. In the section entitled, "Opportunities and Challenges," this study lists some of the questions institutions and others may wish to consider as they review their scheduling practices.

Thank you for the opportunity to study this matter.

Sincerely,

  
Beverly H. Sgro

## PREFACE

House Joint Resolution 277, sponsored by Delegate James M. Shuler, requested the Secretary of Education, in cooperation with the State Council of Higher Education, to study the feasibility and costs of providing night classes for undergraduate and graduate level courses at Virginia's public colleges and universities. House Joint Resolution 278, also sponsored by Delegate Shuler, requested a study of implementing three-semester academic years at Virginia's public institutions of higher education. Because the issues surrounding night classes and three-semester academic years are similar, this study combines the requirements of the two resolutions into a single study.

For their help in preparing this report, the Secretary of Education gratefully acknowledges the assistance of the staffs of the State Council of Higher Education, Virginia Commonwealth University, Old Dominion University, and James Madison University.

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## EXECUTIVE SUMMARY

How colleges and universities schedule classes and use their facilities is important as Virginia prepares for enrollment increases and adjusts to diminished state general fund support. Recognizing this imperative, the Honorable James M. Shuler crafted legislation to study the feasibility and costs of providing night classes and of implementing three-semester academic years at Virginia's public colleges and universities. In addition to giving students greater flexibility in scheduling courses, colleges and universities can get more productive use of their facilities by increasing their program offerings at less traditional times.

This study describes the evolution of the academic calendar and activities currently underway related to alternative scheduling practices. It details specific changes Virginia's colleges and universities are undertaking as part of their restructuring. Finally, it discusses some of the opportunities and challenges Virginia higher education faces as it considers alternative schedules. Specifically, it encourages Virginia's colleges and universities to pursue creative academic scheduling, wherever possible. It states that not only should course schedules meet the demands of students, these institutions should also make efficient use of academic space and resources. The study concludes with a list of administrative, fiscal, and operational issues that colleges, universities, and other higher education participants should consider when examining the academic schedule.

## **Feasibility and Costs of Alternative Scheduling Practices In Virginia Public Higher Education**

### **Introduction**

In 1989, the Commission on the University of the 21st Century challenged Virginia's colleges and universities to examine conventional academic organizations. In one part of The Case for Change, the commissioners wrote:

We have rarely questioned the adequacy of the nine-month academic calendar, an anachronism that reflects the needs of an agrarian society for labor in the fields during the summer growing season. Neither have we questioned the practice of scheduling classes mostly in the mornings, nor the use of the credit hour, which is a vestige of early production theory.

The 1992 General Assembly raised similar questions in its request that the Council of Higher Education study the feasibility of three-year baccalaureate programs. The Council's study, The Continuum of Education, suggested a number of things colleges and universities could do to remove barriers to graduation and reduce the time required to graduate to three years. The report said that colleges and universities needed to schedule required courses "at times convenient to students, many of whom have other job and family responsibilities." It also said that institutions should use their facilities as fully as possible, "not only throughout the day but year-round," as a means to shorten the time elapsed between matriculation and graduation for students willing to make use of the summer semester. The report recommended that institutions expand their summer offerings, "until the summer is viewed by students and faculty as a third term."

In summer 1993, the Council of Higher Education published statistics showing utilization of classrooms and class laboratories at Virginia's public colleges and universities. The data showed that most institutions use their classrooms and class laboratories more extensively in the morning than in any other part of the day. Traditional residential universities, such as Virginia Tech and the College of William and Mary, use their classrooms three to four times as intensively in the morning than in the evening. Urban and commuter institutions, such as Virginia Commonwealth University and George Mason University, use their classrooms as much as or more in the evenings than in any other part of the day. The Council recommended that state-supported colleges and universities increase their overall utilization of classrooms and class laboratories, in part by scheduling courses throughout the day and evening. A copy of the tables showing classroom and class laboratory utilization patterns by time of day is included as Charts 2-22..

In late 1993, the Council of Higher Education began revising its guidelines for determining future educational space needs and measuring use. The proposed revised guidelines say that colleges and universities need to use existing space -- in part by expanding evening use -- before requesting additional educational space. The revised guidelines also

include incentives for other creative ways to utilize educational space. For instance, a college or university that could justify additional classroom space to accommodate higher enrollments may chose instead to absorb those additional students by expanding its summer session offerings. In return for the money saved on constructing a new classroom building, the General Assembly could appropriate funds for activities to support the summer program, such as installing new technology or increasing the maintenance budget.

How colleges and universities schedule classes and use their facilities has become even more important as Virginia prepares for enrollment increases and adjusts to diminished state general fund support. Recognizing this imperative, the Honorable James M. Shuler crafted legislation to address this issue. The result was House Joint Resolution 277 and House Joint Resolution 278. The 1994 General Assembly agreed to the resolutions, which directed the Secretary of Education to study the feasibility and costs of providing night classes and of implementing three-semester academic years at Virginia's public institutions of higher education. (Copies of the resolutions are included as Appendix A.) And as recently as fall 1994, the Governor's Commission on Government Reform echoed the General Assembly's sentiment by recommending that colleges and universities make efficient use of their facilities and greater use of the summer session.

#### Evolution of the Academic Calendar

Colleges and universities historically have made the academic calendar responsive to student needs. For many years, colleges were most responsive by remaining vacant during the summer months, the busy season for an agrarian society. School began in September, after crops were harvested, and ended in May, before crops were planted. Today, summers continue to provide students a continued block of time for employment.

Early efforts at summer programs in the United States began after the Civil War. Entrepreneurial professors matched empty college facilities with school teachers wanting to upgrade their skills. Not until the 20th century were summer programs officially made a part of the institution. As a result of this evolution, summer programs today tend to be more "market-oriented" and self-sufficient than traditional academic semesters.

Likewise, other forms of nontraditional academic schedules have responded to perceived student demand. Since the late 1940s, evening classes have grown to serve primarily graduate students and working professionals. Complete degree programs in graduate business and nursing offered on weekends have been available for decades at some institutions. And a few institutions have long run intensive courses during the winter break between the fall and spring semesters.

Now, Virginia higher education faces significant pressures from new enrollments. These students include recent graduates from high schools in Virginia, new students arriving from other states, students seeking graduate and professional degrees, and older students returning to college for additional education. They will participate in classes on campus, at

off-campus sites, and, increasingly, through the use of technology, even in their homes.

Through current and planned new facilities, the Commonwealth is prepared to accommodate many of the new students. New academic facilities approved by the voters in the November 1992 bond issue will provide room for about 40,000 students. But there still remains a critical need for efficient use of space and, after that is achieved, for new classroom and other academic facilities fully equipped to take advantage of the new technologies.

Furthermore, changes in American society suggest a need to look at education in a different way. Many of the ways we teach and learn are based on a production line model: colleges and universities measure progress by credit and contact hours; they divide courses into discrete units and offer them in semesters of prescribed length.

The information age makes teaching and learning more permeable and offers opportunities to be more responsive and efficient. George Mason University's restructuring plan summarized some of the opportunities:

The knowledge-based society [extends] the context for learning beyond the classroom, encompassing work, family and community through a lifetime. The pace at which information accumulates and changes, and the continuous demands for new skills and knowledge, will require frequent adjustments in the selection of learning experiences, the organization and presentation of knowledge and the goals of learning.

#### Existing Academic Scheduling in Virginia

In Virginia, many of the state's urban and commuter institutions currently offer a full range of courses in evenings and summers. Summer enrollments account for 10 percent of total enrollments at George Mason University, Old Dominion University, and Richard Bland College. At the Virginia Community College System, the number approaches 13 percent (See Table 1). About one-half of the four-year colleges and universities offer two consecutive terms during the summer. The remaining institutions, particularly the urban and suburban institutions, offer multiple, concurrent summer courses ranging from three weeks in duration to eight weeks long. Through creative course-scheduling and hard work, students at some universities can earn up to 15 credit hours -- equivalent to a full semester -- during the summer.



Evening courses are a comparatively large part of the academic day at Virginia Commonwealth University, Old Dominion University, George Mason University, Christopher Newport University, Radford University, and the community colleges. Between 20 percent and 38 percent of the total student hours at these institutions are generated in courses that begin at 4 p.m. or later. In the more traditional, residential institutions, evening use drops to about 10 percent to 15 percent of total student hours. For all four-year public institutions, about 24 percent of the total student hours are generated in courses that begin at 4 p.m. or later. At the community colleges, 33 percent of the total student hours are generated in the evening.<sup>1</sup>

Colleges and universities also traditionally schedule classes more heavily Mondays through Thursdays, with slightly fewer courses and enrollments on Fridays. This pattern is relatively even across four-year and two-year institutions. The total distribution for all institutions is shown in Chart 1.

Other alternative scheduling is less common but still exists at some colleges and universities in Virginia. A few four-year institutions and nearly all of the community colleges offer classes on weekends. One community college, John Tyler, offers a complete associate's degree program exclusively on the weekends. Virginia Commonwealth University's weekend program in undergraduate nursing currently enrolls over 300 students. Virginia Commonwealth also offers between 30 and 35 classes annually during its holiday intersession between the fall and spring semesters.

**Table 1**  
**1992-93 Estimated Annual FTE Students**  
**and Summer Session as % of Total**

<u>Institution</u>	<u>Total FTE</u>	<u>Summer FTE</u>	<u>% Summer</u>
CNU	3,821	304	8.0%
CVC	1,395	89	6.4%
CWM	7,590	327	4.3%
GMU	15,527	1,622	10.4%
JMU	11,481	725	6.3%
LC	3,412	234	6.9%
MWC	3,472	212	6.1%
NSU	7,930	305	3.8%
ODU	14,036	1,386	9.9%
RU	9,290	750	8.1%
UVA	20,135	903	4.5%
VCU	17,916	1,530	8.5%
VMI	1,522	110	7.2%
VPI	25,384	1,644	6.5%
VSU	4,202	211	5.0%
4-Year	147,113	10,352	7.0%
RBC	1,059	105	9.9%
VCCS	76,334	9,620	12.6%
2-Year	77,393	9,725	12.6%
All Inst.	224,506	20,077	8.9%

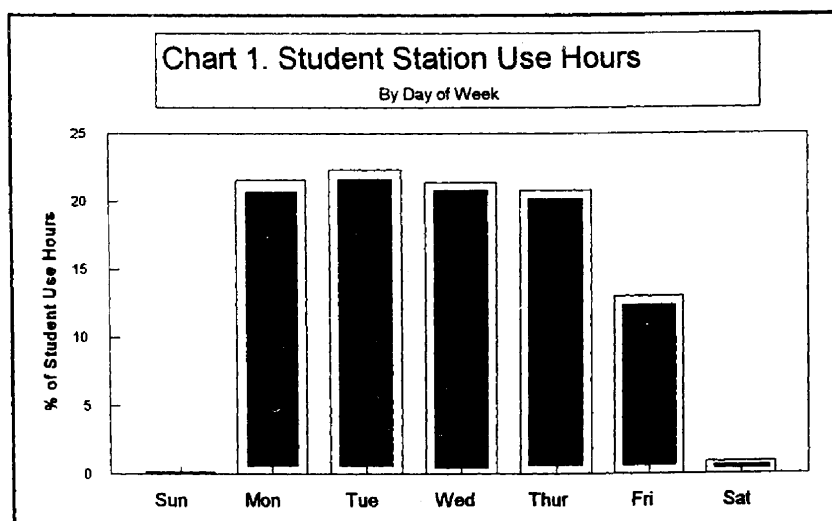
SOURCE: January 1994 SCHEV Enrollment Report

<sup>1</sup> The four-year figure excludes data for Clinch Valley College, Longwood College, and Virginia State University. The two-year figure excludes data for Richard Bland College.

### Restructuring and the Academic Schedule

Efforts to expand summer, evening, and weekend offerings in Virginia are increasing, dramatically in some institutions. In fall 1994, colleges and universities submitted restructuring plans that described the many activities the institutions are taking to change the academic enterprise. Most

of the institutions talked about their efforts to accommodate more students, become more responsive to student scheduling needs, and maximize instructional facilities by expanding summer programs and, in some cases, evening offerings. At least seven institutions are initiating substantial changes in course scheduling. They are Christopher Newport University, James Madison University, Longwood College, Mary Washington College, Old Dominion University, University of Virginia, and Virginia Tech. Other institutions discussed more modest efforts to modify class schedules. What follows is a description of alternative scheduling activities outlined in the restructuring plans.



#### Christopher Newport University

Christopher Newport University's restructuring plan emphasizes what it calls "the continuous university," in which instruction and learning are unrestrained by time and place. As part of the continuous university, Christopher Newport is shifting up to 10 percent of its full-time faculty effort from the traditional academic year into the summer session. Faculty will have the option of spreading their teaching obligation over two or three terms, including the summer. As a result, the university will have a corps of full-time teaching faculty in year-round residence. Faculty advisers will be present in the summer, as part of their salaried responsibilities, to help students.

Christopher Newport also proposes a full examination of the benefits, opportunities, and costs associated with the introduction of a weekend college. The university currently offers ten undergraduate courses Friday evenings and Saturday mornings. The provost has asked each college dean to schedule at least one additional Friday night class and one additional Saturday class in each term of the 1994-95 academic year. Under an expanded weekend program, the university can create programs that focus on courses taught in intensive study formats and provide a more convenient rotation in course offerings.

### James Madison University

James Madison University used summer 1994 to test an expanded summer program by increasing the number of seats in high-demand courses, arranging for students to register for summer and fall simultaneously, and increasing campus activities for summer school-students. The university is using its findings to develop a new academic calendar for summer 1995. By combining three four-week sessions and two six-week sessions, students can complete a full semester's worth of courses. If 20 percent of James Madison's students fully take advantage of this change in schedule, an additional 2,300 student could complete their degree requirements a year early.

### Longwood College

In 1995, Longwood College will expand its summer program as a first step toward providing students the opportunity to earn a baccalaureate degree in three years. The college will offer simultaneously a traditional 12-week semester and three four-week terms. In fall 1995, the college will offer at least two majors on the three-year cycle. It cites as positive factors the year-round use of residence halls, classrooms, and support facilities, as well as the chance to offer some faculty and staff contracts that are different from the traditional academic-year arrangements. Potential disadvantages include low enrollments, a decrease in courses available to students during the traditional fall and spring semesters, and the college's loss of revenue from summer continuing-education activities. The college will spend the next year or so evaluating the success of the expanded summer program.

Longwood also is attempting to schedule more classes early in the morning or in the late afternoon and evening. For the scheduling of fall 1994 classes, all department chairs agreed to offer more 8:30 a.m. classes or late afternoon classes that would extend into the early evening hours. Also, at the Halifax/South Boston Continuing Education Center Longwood makes classes available 60 hours a week, including Friday evenings and Sundays.

### Mary Washington College

Beginning 1995, Mary Washington College will offer an expanded summer program. The college has set a goal of increasing summer enrollments by 60 percent over the next five years. Mary Washington also is studying class scheduling patterns, with an eye towards scheduling more early morning and evening sections.

Off campus, Mary Washington is designing the curriculum for its new Stafford Campus. The baccalaureate degree offerings for the Stafford Campus will be designed primarily for transfer students from nearby community colleges or adults who have completed a substantial amount of prior college-level study. Because these students often have commitments to family and jobs, Mary Washington will tailor class schedules to non-traditional hours and a year-round academic calendar, thereby maximizing the use of its facilities.

### Old Dominion University

Primarily through distance learning to off-campus sites, Old Dominion University has increased Saturday and evening classes by 17 percent in three years. In another effort to use space efficiently and develop a schedule responsive to students, the university offers more than 600 graduate and undergraduate courses in the summer at its main and off-campus sites; resourceful and organized students can use the summer session to complete an undergraduate degree in three years.

Separate from its restructuring plan, Old Dominion recently proposed to study how a true full-year operation might be implemented. The study would include a review of student financial aid, maintenance and use of laboratories and residence halls, intercollegiate athletics, academic calendars, student demand, and other issues.

### University of Virginia

The University of Virginia plans to review its current class schedules to determine whether to add more or different courses in the evening, particularly in the School of Nursing. The university also is looking at ways to promote early graduation, including the potential role of the summer session in reducing time-to-degree.

Beginning this fall, Piedmont Virginia Community College will offer evening courses in seven University of Virginia classrooms. Piedmont Virginia, whose enrollments more than fill available space on its own campus, will save as much as \$20,000 annually that it had been spending to rent classrooms elsewhere. By 1997, the University of Virginia hopes to meet 100 percent of the evening classroom and class laboratory space needs that exceed Piedmont Virginia's on-campus capacities.

### Virginia Tech

Beginning summer 1995, Virginia Tech will offer courses and programs that are equivalent to a full summer semester. This schedule will permit the university to phase in a full trimester academic calendar as student demand grows. For the past two years, the university has discounted summer tuition by 15 percent as an incentive for students to enroll. The university has reallocated \$200,000 in the summer school budget and redirected an additional \$350,000 from other areas of the university to support the summer program.

### Other Proposed Activities

In addition to the institutions mentioned above, others indicated in their restructuring plans that they are considering changes in their summer and evening programs. George Mason University says it will use technology to "reduce 'gaps' in classroom utilization," and that "all facilities will be programmed for maximum twelve-month utilization." Norfolk State University proposes to offer more courses on weekends, during recesses, and in the

summer. Televised courses will be broadcast in multiple locations every Saturday morning, effective fall 1995. Virginia Commonwealth University, already a leader in summer and evening course offerings, is considering ways to get even greater utilization of its facilities by offering more classes on weekends and early mornings.

### Opportunities and Challenges

Expanding the use of summer and evening classes is not without additional costs and complications. While capital costs increases may be reduced, costs for ongoing operations -- utilities, supplies and materials, student services, and personnel -- may increase. The administration of the university -- from administering faculty contracts to operating dormitories and dining halls -- will have to be transformed. Typically, faculty are paid at lower rates during the summer, for instance, than during the academic year. As pointed out in The Continuum of Education, these difficulties "may entail a need for extra money," but in the long run, "the costs should even out." Discussing summer programs in particular, the report said that if institutions "can better use their facilities, reduce class size during the traditional semesters, and provide more scheduling options for students, it will be worth the expense to the state, as well as the considerable effort involved on the part of the institutions."

Any change in course scheduling depends on student demand. To paraphrase a James Madison University report, "without students, there is no reason to offer" programs in the summer or evenings. Summer and evening courses are popular with many nontraditional students, particularly in urban areas. But as a whole, programs in the summer and evening are not popular with traditional students, whose experience has made them count on traditional "off times" for studying, working, participating in student activities, or relaxing.

One group of students who may be interested in nontraditional schedules are those who enter college expecting to complete a baccalaureate program in three years. Such students expect to work hard. "The first semester I thought I was getting killed," said one student participating in a three-year program at Albertus Magnus College in New Haven, CT. Of the three-year program at Albertus Magnus, some students say that the rapid academic pace undercuts campus activities and social life. Others are happy to give up some leisure time to finish in three years and save money.

Across the nation, more colleges are looking at their scheduling practices and discussing ways to increase course offerings at nontraditional times including summers, evenings, and even weekends. The presidents of Stanford University and Oberlin College believe three-year degree programs can lessen the burden on tuition and financial aid budgets. Middlebury College recently announced a three-year degree program in international studies. Upper Iowa University and Valparaiso University recently started three-year programs for some of their entering first year students.

Whatever the costs or difficulties, Virginia's colleges and universities will need to

continue to pursue creative academic scheduling. Where demand exists or can be nurtured, colleges and universities should schedule courses in the summer, in evenings, and on weekends. Not only should course schedules meet the demands of students, they should also make efficient use of academic space and resources, within practical limitations.

Such limitations relate to the configuration of instructional space. During many of the most popular hours, for instance, classrooms are all being used. This creates pressure, however, on specialized spaces, such as laboratories and classrooms equipped with technology. Meanwhile, courses that institutions offer at less popular hours may enroll only a few students, resulting in less efficient use of space. Like "full employment," there is an acceptable point below 100 percent that institutions should be considered at "full capacity." The Council of Higher Education's standard for the average number of hours that classrooms should be used is 40 hours per week. Furthermore, the Council's standard for the average proportion of stations filled when a classroom is in use is 60 percent.

Despite limitations, institutions need to monitor their registration data, space utilization, and faculty schedules to seek efficient and responsive course offerings. Several universities use sophisticated computer programs that analyze instructional space and course scheduling practices. As part of their review, institutions also need to explore the possibility of getting greater use out of summer programs, evening programs, weekend programs, and other creative scheduling practices. There are a number of issues institutions should keep in mind as they review their operations.

#### Administrative Issues

- Institutions should prepare alternative arrangements for maintenance of facilities whose use increases. This is particularly important for institutions looking to expand evening and summer programs. One possible alternative is to link utilization of facilities to some portion of the state maintenance reserve program.
- Institutions need to consider the organization of summer, evening, and weekend programs. Should they be separately administered and budgeted? Should they be organized and administered at the department level?
- Institutions should consider variations on the admissions process. Is it practical to administer a rolling admission process that brings in new students at any one of three terms? What may be appropriate for liberal arts programs, for example, may not be practical for some professional programs. Institutions also need to consider effective ways to recruit students into summer and evening programs.
- Institutions should share unused space with other institutions wherever practical.

### Fiscal Issues

- Institutions need to account for lost income and goodwill by not running popular summer institutes, high-school programs, non-credit activities, etc. At many institutions, these non-academic programs occupy facilities and tie up resources during the summer and other "off-peak" times. Institutions also need to consider the trade-offs in revenue by offering credit courses, rather than non-credit and continuing education courses, in evenings and summers.
- Institutions should keep tuition and fees as low as possible so students have greater possibilities to use the summer to take classes rather than to work. Virginia Tech discounts summer tuition by 15 percent to help defray foregone income.
- Before expanding summer schedules, institutions need to determine the full fiscal implications of year-round faculty and staff. Institutions that are thinking about expanding programs should consult those that already have active summer programs.
- Institutions need to consider the implications of expanded summer course offerings on student financial aid, including both federal and state financial aid programs. The current calculation of financial need for the state discretionary financial aid program excludes the summer term. Under the current enrollments, including the summer term adds up to \$10 million in financial need.
- Institutions need to consider implications of year-round budgeting in a fiscal year that begins on July 1.
- Institutions need to realize that in the administration of auxiliary enterprises (bookstores, dormitories, dining facilities, and athletic facilities), there may not be economies of scale to keep all facilities in full operation all day, in the evenings, on the weekends, and in the summer. Institutions need to weigh the cost of operating auxiliary facilities against student demands.

### Operational Issues

- Institutions should schedule courses in a way that best matches student demand and makes efficient use of space. Institutions should be sensitive to the differences in student demand for required courses and elective courses.
- In planning for expansion of summer, evening, and weekend programs, institutions should account for distinctions in program type and level. Some programs are better suited for evening and year-round students. Others currently are not but could be made more appealing to students by using the proper incentives.
- Institutions should make summer courses available both for students regularly enrolled

in the institution and for students from other universities who are at home for the summer. Four-year and two-year institutions should coordinate their course offerings and their transfer agreements to make summer programs at two-year colleges attractive to students from four-year institutions.

- Institutions should review faculty contracts and develop rewards and incentives for unusual contracts to increase faculty presence in the summer for advising and administration.
- Institutions should coordinate summer schedules with local schools, in order to be responsive to students graduating from high school and teachers returning for additional education. This is important because many college and university summer programs begin before schools have finished the spring semester.
- Institutions need to consider the impact of distance learning, self-paced learning, and off-campus activities on the "continuous university."
- Institutions need to keep in mind that students attending alternative sessions tend to be serious scholars. They often are married and employed and therefore usually are older and more motivated than students attending traditionally scheduled classes. They also demand a high-quality product.
- Institutions need to continue to assess the quality of their courses and programs. The Council of Higher Education has established guidelines for assessing the quality of off-campus instructional activities. The guidelines state, in part, that "the results of teaching and learning in off-campus instructional activities [should be] comparable to those achieved on campus." Similarly, institutions should make certain that summer, evening, and weekend courses and programs are comparable to those offered at more traditional times.



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## **Appendix A**

**Copy of House Joint Resolution 277  
and House Joint Resolution 278**

**1994 General Assembly Session**

**1994 SESSION  
ENGROSSED**

1 LD1859450

**HOUSE JOINT RESOLUTION NO. 277**

House Amendments in [ ] — February 10, 1994

4 *Requesting the Secretary of Education, in cooperation with the State Council of Higher*  
5 *Education for Virginia, to study the feasibility and costs of providing night classes for*  
6 *undergraduate and graduate level courses at Virginia's public institutions of higher*  
7 *education.*

9 Patrons—Shuler, Behm, Bennett, Crouch, Heilig, Kilgore and Scott; Senator: Marye

Referred to Committee on Education

13 WHEREAS, the Commonwealth's public institutions of higher education, committed to  
14 academic excellence, research, and service, have traditionally provided most undergraduate  
15 and graduate level courses during the daytime hours; and

16 WHEREAS, burgeoning enrollments and growing demands on the Commonwealth's  
17 budget will continue to challenge these public colleges and universities to develop  
18 innovative administrative practices that promote efficiency and cost-savings; and

19 WHEREAS, in challenging the Commonwealth's public colleges and universities to  
20 "consider alterations" to those administrative practices that may reflect "constraints of time  
21 and space that, in light of new technologies, may be more imagined than real," the Report  
22 of Virginia Commission on the University of the 21st Century noted that the adequacy and  
23 appropriateness of scheduling most classes in the morning had rarely been questioned; and

24 WHEREAS, while the adjustment of the class schedules may provide some institutions  
25 with much-needed flexibility to serve increasing enrollments and to accommodate  
26 students who may have employment as well as academic obligations or who may want to  
27 graduate on an accelerated basis, further study of potential financial and operational  
28 concerns is necessary to develop any recommendations for change; now, therefore, be it

29 RESOLVED by the House of Delegates, the Senate concurring, That the Secretary of  
30 Education, in cooperation with the State Council of Higher Education for Virginia, be  
31 hereby requested to study the feasibility and costs of providing night classes for  
32 undergraduate and graduate level courses at Virginia's public institutions of higher  
33 education. The study shall include, among other things, a review of current administrative,  
34 fiscal, and operational constraints that may impede any adjustment to present class  
35 scheduling practices; consideration of enrollment projections at Virginia's public institutions;  
36 a survey of class scheduling practices employed by public institutions in other states; and  
37 recommendations for the implementation of any changes at the various public institutions  
38 that will promote efficiency and cost-savings as well as continued academic excellence.

39 The State Council of Higher Education for Virginia [ ~~and the Department of Education~~ ]  
40 shall provide staff support for the study. All agencies of the Commonwealth shall provide  
41 assistance to the Secretary, upon request. The Secretary and the State Council shall  
42 complete their work in time to submit their findings and recommendations to the Governor  
43 and the 1995 Session of the General Assembly as provided in the procedures of the  
44 Division of Legislative Automated Systems for the processing of legislative documents.

**1994 SESSION  
ENGROSSED**

LD1860450

**HOUSE JOINT RESOLUTION NO. 278**

House Amendments in [ ] — February 10, 1994

*Requesting the Secretary of Education, in cooperation with the State Council of Higher Education for Virginia, to study the feasibility and costs of implementing three-semester academic years at Virginia's public institutions of higher education.*

Patrons—Shuler, Behm, Bennett, Crouch, Heilig, Kilgore and Scott; Senator: Marye

Referred to Committee on Education

WHEREAS, the Commonwealth's public institutions of higher education, committed to academic excellence, research, and service, have traditionally delivered their services on a nine-month academic calendar; and

WHEREAS, anticipated enrollment increases and growing demands on the Commonwealth's budget will continue to challenge these public colleges and universities to develop innovative administrative practices that promote efficiency and cost-savings; and

WHEREAS, the Report of Virginia Commission on the University of the 21st Century noted that the "adequacy of the nine-month academic calendar" has been questioned rarely, and that this calendar may well be an "anachronism that reflects the needs of an agrarian society for labor in the fields during the summer growing season"; and

WHEREAS, while the adjustment of the academic calendar year to accommodate a three-semester format may provide some institutions with much-needed flexibility to serve burgeoning enrollments and to provide students with the opportunity to graduate on an accelerated schedule, further study of potential financial and operational concerns is necessary to develop any recommendations for change; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, that the Secretary of Education, in cooperation with the State Council of Higher Education for Virginia, be hereby requested to study the feasibility and costs of implementing three-semester academic years at Virginia's public institutions of higher education. The study shall include, among other things, a review of current administrative, fiscal, and operational constraints that may impede any adjustment to the current academic calendar; consideration of enrollment projections at Virginia's public institutions; examination of suitable facilities that might effectively serve students in summer months; a survey of academic scheduling practices successfully employed by public institutions across the nation; and recommendations for the implementation of any calendar adjustments at the various public institutions that will promote efficiency and cost-savings as well as continued academic excellence.

The State Council of Higher Education [ ~~and the Department of Education for Virginia~~ ] shall provide staff support for the study. All agencies of the Commonwealth shall provide assistance to the Secretary, upon request. The Secretary and the State Council shall complete their work in time to submit their findings and recommendations to the Governor and the 1995 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

## Charts 2 - 12

Charts 2 through 12 are bar graphs showing average weekly classroom use by hour of the day. Charts 2 through 6 display each of the four-year institutions; charts 7 through 12 display each of the two-year institutions. They are based on the institutions' 1992 space utilization files.

## Charts 13 - 22

Charts 13 through 22 are bar graphs showing average weekly classroom use by hour of the day. Charts 13 through 16 display each of the four-year institutions; charts 17 through 22 display each of the two-year institutions. They are based on the institutions' 1992 space utilization files.

Both sets of charts are available from the Finance and Facilities section of the State Council of Higher Education, 101 N. 14th Street, Richmond, 23219. The telephone number is (804) 225-2621.