

# The Weekend Program

## Table of Contents

List of Tables.....	3
List of Figures.....	4
1. Introduction .....	5
a. Purpose of the Study.....	5
b. Definition of “Weekend”.....	6
2. Enrollment trends.....	7
a. Seat count enrollment at end of term.....	7
b. Head count enrollment at census.....	8
c. Average course load.....	9
d. Enrollment by weekend day.....	10
e. Enrollment by course duration.....	12
f. Census enrollment by disciplines.....	13
3. Demographic Profile of Weekend Students.....	17
a. Gender.....	17
b. Age.....	19
c. Ethnicity.....	21
d. Summary: Gender, Age and Ethnicity.....	23
e. Zip code distribution by county and county area.....	24
f. Educational goals.....	26
4. Productivity.....	29
a. Full-time Equivalent Students (FTES)	
b. Weekly Student Contact Hours (WSCH)	
c. Full-Time Equivalent Faculty (FTEF)	
b. Productivity ratios (WSCH/FTEF and FTES/FTEF)	
5. Academic Performance of Weekend Students.....	32
a. Success	
b. Retention	
c. Withdrawals	
6. Summary and Recommendations.....	34
7. Appendix: DVC Weekend Course List, Spring 2002 to Spring 2004.....	36

## List of Tables

<b>Table No.</b>	<b>Table</b>	<b>Page</b>
2.1	Weekend Students: Share of End of Term Seat Count Enrollment from Spring 2002 to Spring 2004	7
2.2	Weekend Students: Share of Head Count Enrollment from Spring 2002 to Spring 2004	8
2.3	Weekend Students: Average Course Load from Spring 2002 to Spring 2004.	9
2.4	Weekend Students: Census Section Count and Enrollment by Weekend Day from Spring 2002 to Spring 2004	10
2.5	Weekend Students: Enrollment by Course Duration from Spring 2002 to Spring 2004	12
2.6	Weekend Students: Ranking of Major Disciplines by Weekend Seat Count Enrollment, Spring 2002 and Spring 2004	14-15
2.7	Weekend Students: Census Enrollment Seat Count by Discipline from Spring 2002 to Spring 2004	16
3.1	Weekend and DVC Students: Change in Enrollment by Gender from Spring 2002 to Spring 2004	17
3.2	Weekend and DVC Students: Change in Enrollment by Age from Spring 2002 to Spring 2004	19
3.3	Weekend and DVC Students: Change in Enrollment by Ethnicity from Spring 2002 to Spring 2004	21
3.4	Demographic Differences between Weekend Students and DVC Students As a Whole, Spring 2004	23
3.5	Weekend and DVC Students: Change in Enrollment by County or County Area from Spring 2002 to Spring 2004	24
3.6	Weekend and DVC Students: Change in Enrollment by Educational Goal from Spring 2002 to Spring 2004	27
4.1	Productivity of the Weekend Program Compared to DVC, Spring 2002 to Spring 2004	30
5.1	Weekend and DVC Students: Change in Enrollment by Performance from Spring 2002 to Spring 2004	32

## List of Figures

<b>Figure No.</b>	<b>Figure</b>	<b>Page</b>
2.1	Weekend Students: Share of End of Term Seat Count Enrollment from Spring 2002 to Fall 2003	8
2.2	Weekend Students: Share of Head Count Enrollment from Spring 2002 to Spring 2004	8
2.3	Weekend Students: Head Count and Seat Count from Spring 2002 to Spring 2004	9
2.4	Weekend Students: Average Course Load from Spring 2002 to Spring 2004	9
2.5	Proportionate Share of Weekend Days, Spring 2002 to Spring 2004	11
2.6	Weekend and DVC Students: Average Class Size, Spring 2002 to Spring 2004	11
2.7	Weekend Students: Enrollment by Course Duration, Spring 2002 to Spring 2004	13
2.8	Weekend Students: Ranking of Major Disciplines by Weekend Seat Count Enrollment, Spring 2002 and Spring 2004	16
3.1a	Weekend Students: Change in Enrollment by Gender from Spring 2002 to Spring 2004	18
3.1b	DVC Students: Change in Enrollment by Gender from Spring 2002 to Spring 2004	18
3.2a	Weekend Students: Change in Enrollment by Age from Spring 2002 to Spring 2004	20
3.2b	DVC Students: Change in Enrollment by Age from Spring 2002 to Spring 2004	20
3.3a	Weekend Students: Change in Enrollment by Ethnicity from Spring 2002 to Spring 2004	22
3.3b	DVC Students: Change in Enrollment by Ethnicity from Spring 2002 to Spring 2004	22
3.4	Demographic Differences between Weekend Students and DVC Students As a Whole, Spring 2004	23
3.5a	Weekend Students: Change in Enrollment by County or County Area from Spring 2002 to Spring 2004	25
3.5b	DVC Students: Change in Enrollment by County or County Area from Spring 2002 to Spring 2004	25
3.6a	Weekend Students: Change in Enrollment by Educational Goal from Spring 2002 to Spring 2004	28
3.6b	DVC Students: Change in Enrollment by Educational Goal from Spring 2002 to Spring 2004	28
4.1	Productivity of the Weekend Program Compared to DVC, Spring 2002 to Spring 2004	31
5.1	Weekend and DVC Students: Course Grade Success from Spring 2002 to Spring 2004	32
5.2	Weekend and DVC Students: Course Grade Retention from Spring 2002 to Spring 2004	33
5.3	Weekend and DVC Students: Course Withdrawals (Ws) from Spring 2002 to Spring 2004	33

# **The Weekend Program**

## **1. Introduction**

The past fifty years witnessed significant transformations in the traditional values of American society; these transformations impacted families, the role of women, and work habits. Furthermore, with growing immigration and increased diversity, people began to realize more than ever before, that education represents the quickest and most secure route to upward mobility.

In responding to these fundamental changes, it was necessary for higher education to reinvent itself so as to become more responsive to societal needs for more flexible modes of education, where learning can take place at any time, anywhere. The traditional model was lacking in several respects, including barriers to entry, cost, and rigid course scheduling during working days and hours. Offering courses in non-traditional formats and in the evenings and on the weekends was necessary to meet the needs of people with jobs.

A recent study of the community in Contra Costa County by the College Board (2001) confirmed the need for flexible course scheduling that would accommodate the working adults who have been joining the higher education ranks in large numbers. In response to the needs of the community, DVC made a serious commitment to the weekend program.

As the weekend program continues to grow and expand, it is important to evaluate its effectiveness on a regular and systematic basis. It is also important to understand the profile and performance of this specialized cohort of students, in order to devise the best programs to meet the cohort's future needs.

### **Purposes of the Study**

This study has several purposes including the following:

- To examine the enrollment trends of the weekend program
- To develop a better understanding of the demographic profile of weekend students
- To evaluate the productivity of weekend classes
- To examine the academic performance of weekend students
- To offer an overall assessment of the weekend program and make recommendations for improvements

## **Meaning of Terms**

Weekend classes at Diablo Valley College are those held on Friday evenings, and Saturdays and Sundays. The following definitions by the California Community Colleges Chancellor's Office distinguish between the day and evening status of students enrolled in California Community Colleges.

### **Day Student**

The student is enrolled in one (or more) sections that has (have) a start time beginning on or after 6:00 a.m. and ending before 4:30 p.m. and has (have) days scheduled on Monday through Friday, Irregularly scheduled, or To Be Arranged. The class can be scheduled to meet on Saturday and/or Sunday in addition to the days just mentioned.

### **Evening Student**

The student is enrolled in at least one section that did not meet the preceding criteria of Day Student and the class meets the following criteria: (1) The session meets on Saturday and/or Sunday regardless of the start time. (2) The session has a start time beginning on or after 4:30 p.m. and before 6:00 a.m. regardless of the days scheduled.

### **Unknown**

Sections that have sessions having start times that are irregularly scheduled or "To Be Arranged" and do not meet exclusively on Saturday and/or Sunday. If sessions in this category met exclusively on Saturday and/or Sunday, they have been coded as Evening Class.

**Weekend students** are defined in this report as a subset of evening students. They represent students who attend classes on Friday evening, Saturdays and/or Sundays. Students enrolled in the classes that meet these criteria are treated as a separate cohort.

## **Enrollment Measures**

Enrollment may be measured in several ways including headcount, seat count, and full-time-equivalent students (FTES). Enrollment **head count** is an unduplicated count of students, where each student is counted only once, regardless of the course load. **Seat count** enrollment, on the other hand, is based upon course enrollment, which will result in duplicated count of students. For example, if a student enrolls in five classes, the head count would be one, while the seat count would be five. **FTES** is the number of students who would have enrolled in what is equivalent to a full-time load of 15 contact hours per week for two semesters.

## 2. Enrollment Trends

Enrollment of weekend students is measured at several levels including:

- a. Enrollment **head** count
- b. Enrollment **seat** count
- c. Average course load
- d. Enrollment by weekend days
- e. Enrollment by course duration
- f. Enrollment by disciplines

The enrollment data in this report represent two different points in time, namely, the census date and the end of term date.

**Census** falls approximately on a day nearest 20% of the number of days in the primary term (fall and spring). Census data include students who may drop courses without receiving a grade of “w”. The date for course withdrawal without receiving a grade falls approximately on a day nearest 25% of the number of days in the term. The census day concept is applicable only to credit courses scheduled to meet five or more time, and scheduled to meet for the same number of hours each scheduled meeting, and not scheduled conterminously within the term.

**End-of-term** data, on the other hand, does not reflect data captured at the end of the primary term. Rather, the term represents data captured after passing of the first 25% of the days in the primary term. End-of term data are used as a basis for measuring course enrollment capacity and course success and retention.

In this study, census data are used in the examination of enrollment trends and in the analysis of student demographics, while the end-of-term data are used in the measurement of productivity and in the evaluation of student academic performance. This dichotomy is necessary for two practical reasons. The weekend report has been traditionally prepared during the academic term, near the census date, to help the weekend office examine enrollment trends as early in the term as possible. This timely analysis has been helpful in promoting the program and in rescheduling short courses for the remaining part of the term. The current research study continues this tradition.

On the other hand, measuring the productivity of the weekend program and assessment of student performance in various courses are dependent on data that are only available at the end of the academic term. It was, therefore, necessary to use end-of-term data for these purposes.

It important to note that the differences in enrollment figures at these two points in time are not significant, as will become evident in this study. In summary, census data are used in sections 2 and 3, while end-of-term data are used in sections 4 and 5 of this report.

**Enrollment Had Count at Census**

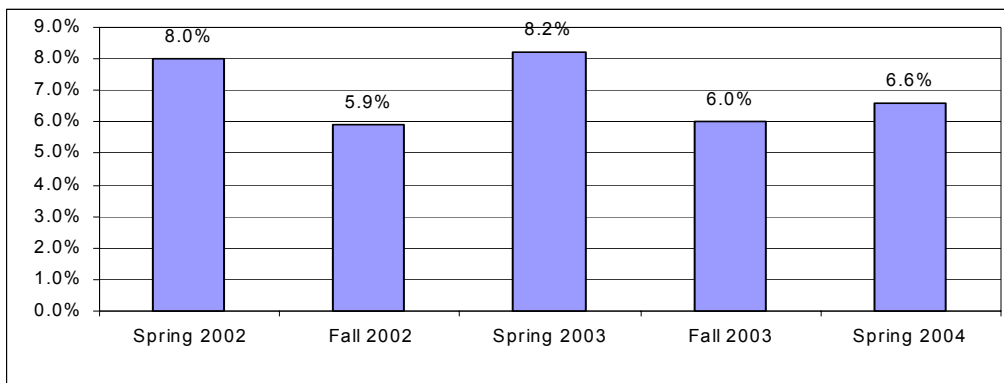
Head count enrollment of weekend students stood at 1,388 students in spring 2004, compared to 1,892 students in spring 2002. The comparable figures for DVC were 21,127 and 23,510 students, respectively. DVC head count enrollment declined by -10.1% from Spring 2002 to Spring 2004, but weekend student head count enrollment declined at a much faster rate of -26.6%. Weekend share of DVC enrollment gained 0.1% from Fall 2002 to Fall 2003 but lost 1.4% from Spring 2002 to Spring 2004. The overall headcount decline at DVC and in weekend courses since 2002 may be due to several factors, including the higher tuition and fees imposed in fall 2003, reduction in course offerings due to the state budget shortfall, and the enforcement of the state policies regarding concurrent high school enrollment.

**Table 2.1. Head Count Enrollment, Spring 2002 to Spring 2004**

Category	Head Count Enrollment(*)					Change	
	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Count	%
DVC	23,510	23,146	23,018	22,042	21,127	-2,383	-10.1%
Weekend	1,892	1,371	1,879	1,319	1,388	-504	-26.6%
Weekend Share of DVC	8.0%	5.9%	8.2%	6.0%	6.6%	-1.4%	

\*First Census

**Figure 2.1. Share of Head Count Enrollment from Spring 2002 to Spring 2004**



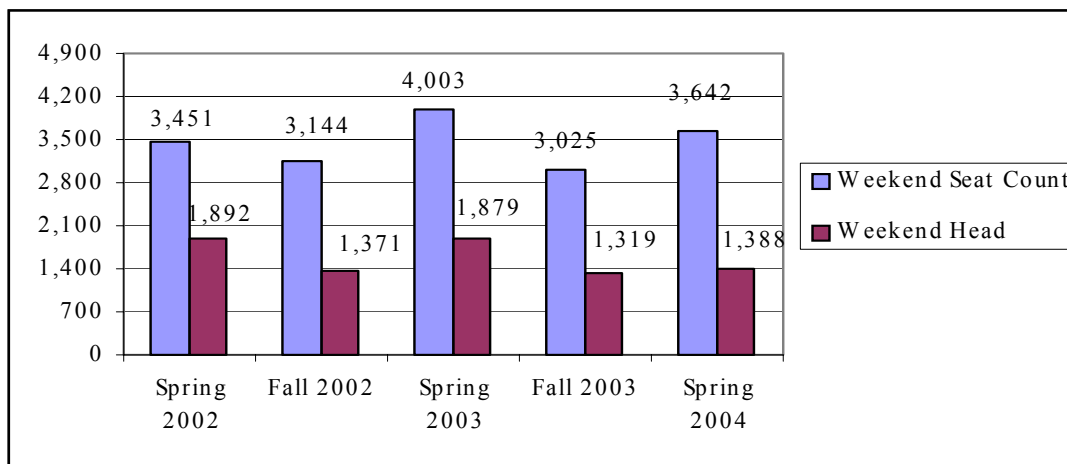
## Enrollment Seat Count Census

Seat count enrollment in the weekend program indicates an increase in enrollment by a modest 5.5% between spring 2002 and spring 2004. This modest increase took place despite the sharp decline in student head count, as indicated earlier. Apparently, fewer students (head count) are carrying a relatively heavier course load ( seat count) in spring 2004, compared to spring 2002. The increase in course load may be the result of the younger students trying to obtain additional credits either before transferring or completing a degree or certificate. Also, it may be that as individuals return to college to retrain they are taking a more comprehensive list of courses to complete their certificate. Table 2.2 and the accom-

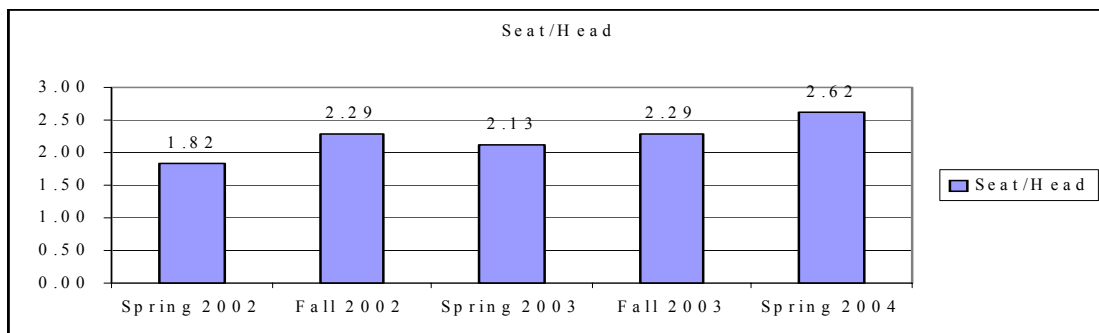
**Table 2.2. Seat Count Enrollment and Course Load, Spring 2002 to Spring 2004**

Category	Count Type	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Weekend	Seat Count	3,451	3,144	4,003	3,025	3,642
	Head Count	1,892	1,371	1,879	1,319	1,388
	Seat/Head	1.82	2.29	2.13	2.29	2.62

**Figure 2.2. Head Count and Seat Count Enrollments, Spring 2002 to Spring 2004**



**Figure 2.2 Course Load, Spring 2002 to Spring 2004**



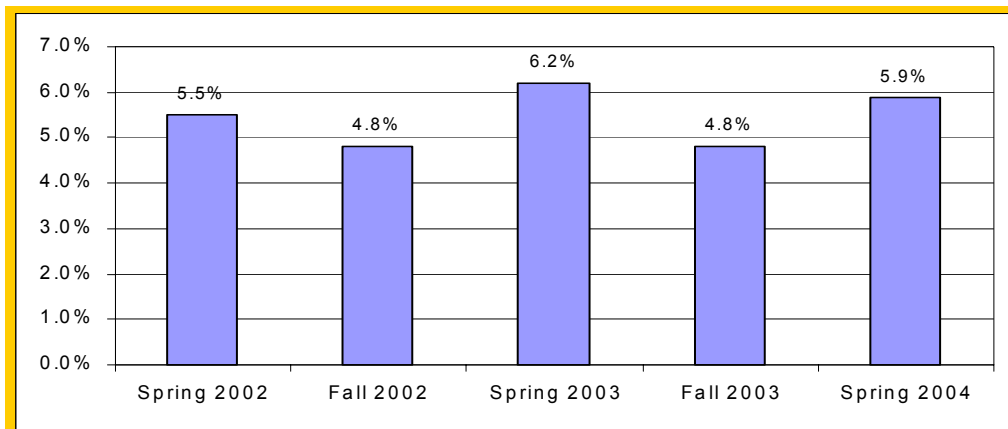
**Seat Count Enrollment at End-of-Term This page maybe deleted later**

End of term seat count enrollment in the weekend courses stood at 3,469 students in spring 2002, compared to 3,605 students in spring 2004. The comparable figures for DVC as a whole were 62,904 and 61,449 students, respectively. While DVC student enrollment declined by -2.3%, weekend enrollment increased by 3.9% between spring 2002 and spring 2004. Weekend share of total enrollment fluctuated between a low of 4.8% in fall 2002 and fall 2003 and a high of 6.2% in spring 2003. However, table 2.2 and figure 2.2 suggest that fall enrollments are different in magnitude from spring enrollments. The number of weekend students enrolled in the spring is generally higher than the number enrolled in the fall. This suggests that weekend enrollment comparisons should henceforth be considered from fall to fall and from spring to spring. Higher enrollment in spring may be a factor of students trying to complete their coursework prior to exiting or transferring. The later section will show an increase in younger students (less than 25), which may support this observation.

**Table 2.1. Seat Count Enrollment at the End of Term, Spring 2002 to Spring 2004**

Category	Enrollment					Five-Term Change	
	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Count	%
DVC Enrollment (Seat)	62,904	65,992	60,788	62,390	61,449	-1,455	-2.3%
Weekend Enrollment (Seat)*	3,469	3,171	3,781	3,002	3,605	136	3.9%
Weekend Share of DVC	5.5%	4.8%	6.2%	4.8%	5.9%	0.4%	

**Figure 2.1. Weekend Students: Share of End of Term Seat Count Enrollment from**



## Enrollment by Weekend Days

The three most popular combinations of days for taking courses represent 88% of the weekend enrollment. These three combinations are: Saturdays only (61.1%) weekend day, and Friday evening, Saturday and Sunday (15.7%), and Sunday only (11.4%). The least popular classes are those held on the two days of Saturday and Sunday, followed by classes held on Fridays only.

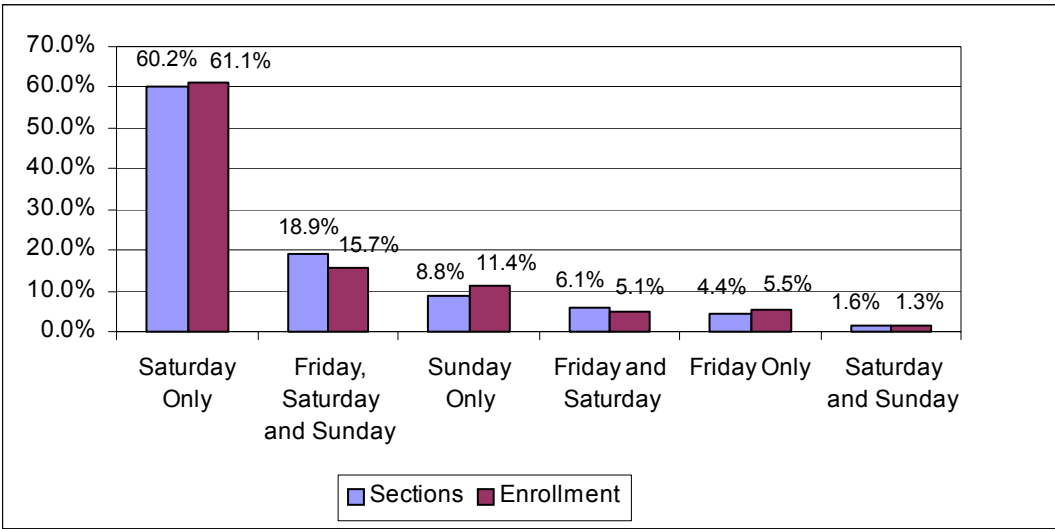
There was a combined total of 17,265 census enrollments in 636 sections from spring 2002 to spring 2004. On the average, the weekend program enrolled 3,453 students in 127 sections, each term. The average class size has fluctuated between 25 students in fall 2003 and 31 students in spring 2002, with an average of 27 students for the period studied. In general, the average class size for weekend classes was lower than that of DVC, indicating a lower level of productivity for weekend courses. Given the high demand in Saturday only courses, the College may want to expand offerings in this format. Further analysis may consider fill rate to determine if other configurations are at or below capacity. If they are at capacity, then there is sufficient demand to increase sections in these formats.

**Table 2.4 Enrollment by Weekend Days, Spring 2002 to Spring 2004**

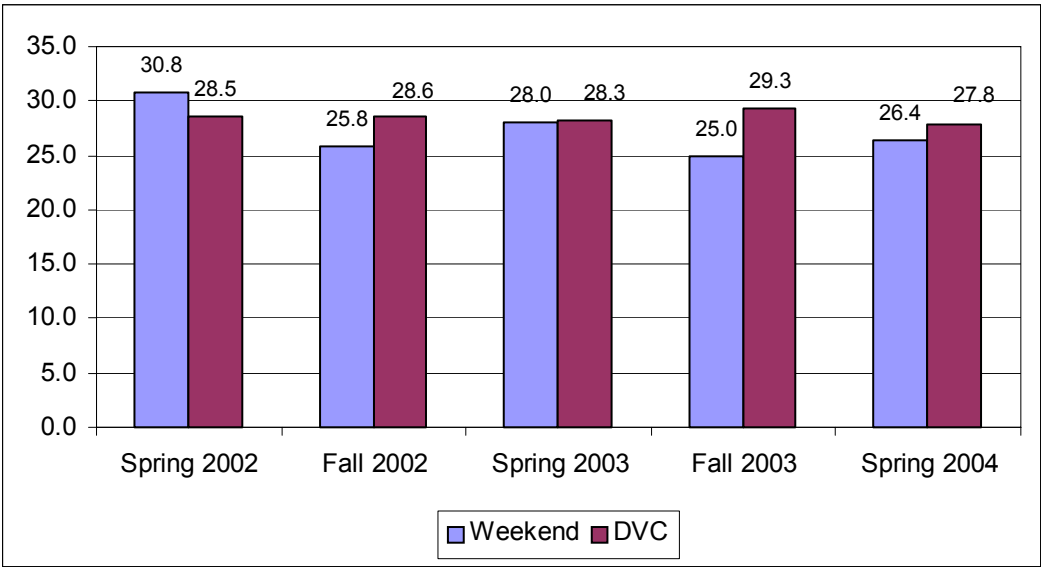
Weekend Information	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Total	Average	Proportionate Share of Weekend Days
<b>Friday Only</b>								
Section Count	8	5	8	4	3	28	5.6	4.4%
Total Enrollment	273	168	273	112	115	941	188.2	5.5%
<b>Saturday Only</b>								
Section Count	57	74	84	78	90	383	76.6	60.2%
Total Enrollment	1,847	1,984	2,365	2,000	2,348	10,544	2,108.8	61.1%
<b>Sunday Only</b>								
Section Count	12	12	12	10	10	56	11.2	8.8%
Total Enrollment	471	350	489	269	389	1,968	393.6	11.4%
<b>Friday and Saturday</b>								
Section Count	5	8	9	10	7	39	7.8	6.1%
Total Enrollment	106	196	182	251	142	877	175.4	5.1%
<b>Saturday and Sunday</b>								
Section Count	3	1	1	2	3	10	2.0	1.6%
Total Enrollment	68	24	22	48	55	217	43.4	1.3%
<b>Friday, Saturday and Sunday</b>								
Section Count	27	22	29	17	25	120	24.0	18.9%
Total Enrollment	686	422	672	345	593	2,718	543.6	15.7%
<b>Total</b>								
Total Section Count	112	122	143	121	138	636	127	100%
Total Seat Count	3,451	3,144	4,003	3,025	3,642	17,265	3,453	100%
Weekend Average Class Size	30.8	25.8	28.0	25.0	26.4	27.1	27.1	
DVC Average Class Size	28.5	28.6	28.3	29.3	27.8	28.5	28.5	
Difference (Weekend Less DVC)	2.3	(2.8)	(0.3)	(4.3)	(1.4)	(1.4)	(1.4)	
Percentage Difference	8.1%	-9.7%	-1.0%	-14.8%	-5.1%	-4.8%	-4.8%	

N.B.: Counseling 105 (Orientation) classes are not included because they are not expressly weekend classes.

**Figure 2.5. Proportionate Share of Weekend Days, Spring 2002 to Spring 2004**



**Figure 2.6. Average Class Size, Spring 2002 to Spring 2004**



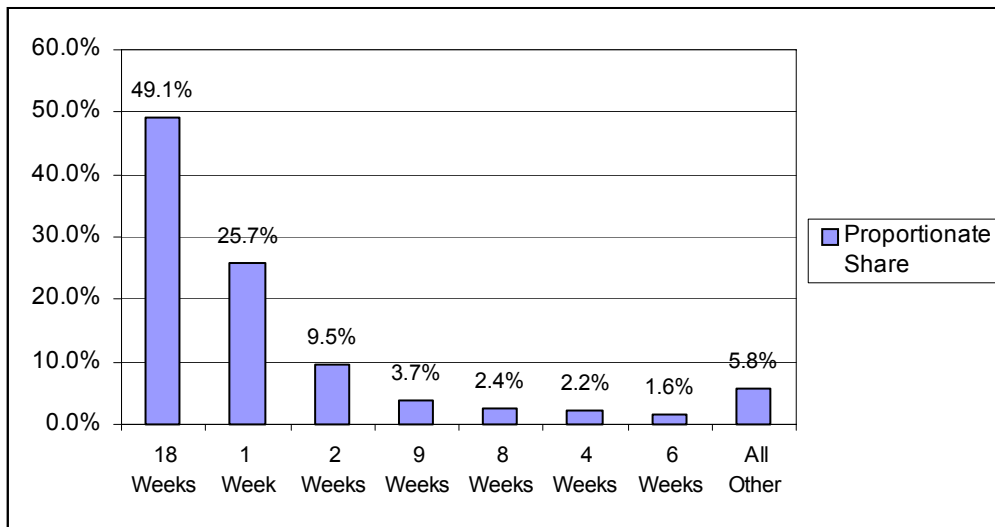
## Enrollment by Course Duration

Weekend courses are offered in flexible formats that represent 18 different configurations. The two most popular formats are the 18 weeks (49.1% of enrollments) and 1 week (25.7%). These two formats comprise 75% of the weekend enrollment. Other less popular combinations include 2 weeks (9.5%), 9 weeks (3.7%), 8 weeks (2.4%), 4 weeks (2.2%), and 6 weeks (1.6%) which comprise 19% of the weekend enrollments. All the rest of the formats (3, 5, 7, 10, 11, 12, 13, 14, 15, 16, and 17 weeks) represent only 6% of the weekend enrollments. Depending on demand as determined by review of the fill rate, course offerings could be expanded out into these little-used durations to provide additional flexibility.

**Table 2.5. Enrollment by Course Duration from Spring 2002 to Spring 2004**

Course Duration	Count Type	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Total	Average	Proportionate Share
1 Week	Section	19	34	33	33	41	160	32.0	25.2%
	Enrollment	759	744	1,027	765	1,139	4,434	886.8	25.7%
2 Weeks	Section	29	8	15	7	9	68	13.6	10.7%
	Enrollment	676	197	338	195	233	1,639	327.8	9.5%
3 Weeks	Section	2	1	7	1	3	14	2.8	2.2%
	Enrollment	50	32	134	19	61	296	59.2	1.7%
4 Weeks	Section	2	1	9	2	5	19	3.8	3.0%
	Enrollment	50	14	184	31	107	386	77.2	2.2%
5 Weeks	Section		1		2	2	5	1.0	0.8%
	Enrollment		12		42	53	107	21.4	0.6%
6 Weeks	Section	2	1	3		2	8	1.6	1.3%
	Enrollment	72	34	116		56	278	55.6	1.6%
7 Weeks	Section		1		1		2	0.4	0.3%
	Enrollment		23		27		50	10.0	0.3%
8 Weeks	Section		3	3	3	5	14	2.8	2.2%
	Enrollment		87	111	72	152	422	84.4	2.4%
9 Weeks	Section	9	3	3	7	4	26	5.2	4.1%
	Enrollment	247	75	67	162	87	638	127.6	3.7%
10 Weeks	Section					1	1	0.2	0.2%
	Enrollment					19	19	3.8	0.1%
11 Weeks	Section			1	1		2	0.4	0.3%
	Enrollment			24	52		76	15.2	0.4%
12 Weeks	Section	1	1	2			4	0.8	0.6%
	Enrollment	30	17	48			95	19.0	0.6%
13 Weeks	Section			1		1	2	0.4	0.3%
	Enrollment			32		28	60	12.0	0.3%
14 Weeks	Section			1			1	0.2	0.2%
	Enrollment			13			13	2.6	0.1%
15 Weeks	Section		1		1	1	3	0.6	0.5%
	Enrollment		14		48	10	72	14.4	0.4%
16 Weeks	Section			2		1	3	0.6	0.5%
	Enrollment			76		30	106	21.2	0.6%
17 Weeks	Section			1			1	0.2	0.2%
	Enrollment			103			103	20.6	0.6%
18 Weeks	Section	48	67	62	63	63	303	60.6	47.6%
	Enrollment	1,567	1,895	1,730	1,612	1,667	8,471	1,694.2	49.1%
Totals	Section	112	122	143	121	138	636	127.2	100.0%
	Enrollment	3,451	3,144	4,003	3,025	3,642	17,265	3,453.0	100.0%

**Figure 2.7. Enrollment by Course Duration, Spring 2002 to Spring 2004**



**Census Enrollment by Disciplines**

DVC offered weekend courses in 18 broad disciplines (see two-digit TOP Code, Table 2.6). The top five disciplines attracted 70% of the students in spring 2004. These five disciplines were: education (20.8%), information technology (18.6%), business management (12.3%), arts (9.8%), and communications (8.7%). The least enrollments were recorded in horticulture, foreign languages, natural sciences, and mathematics. .

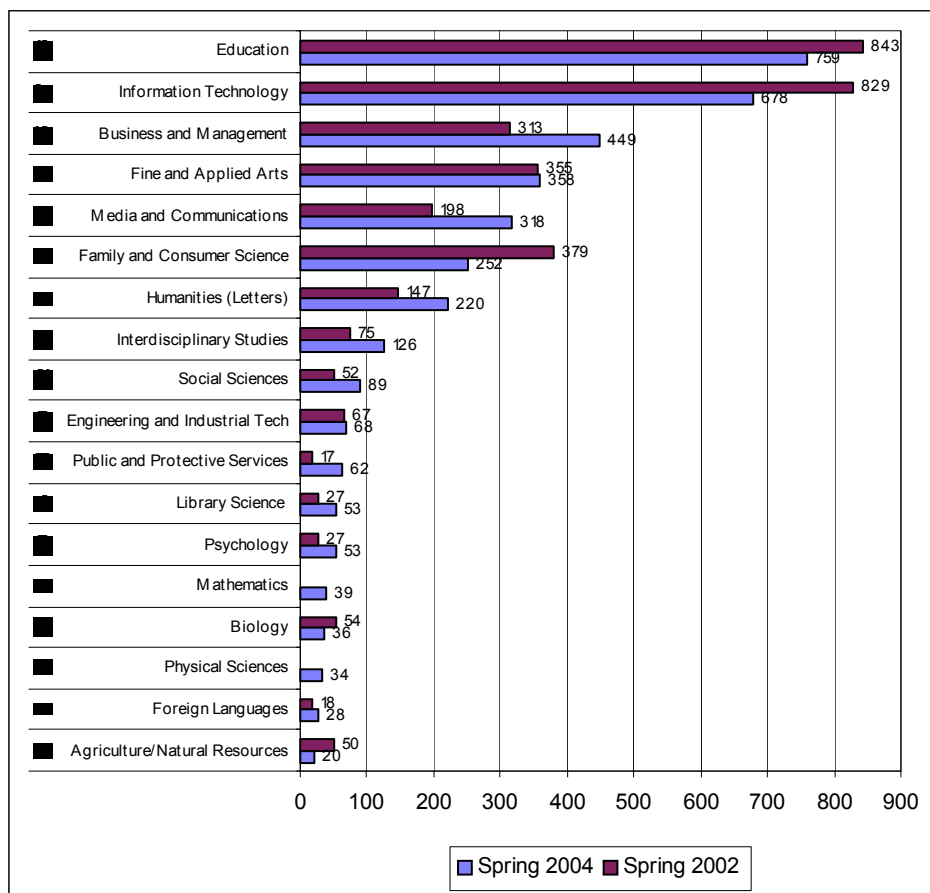
With respect to the change in course offerings by disciplines between spring 2002 and spring 2004, there were more offerings in business, communications and social science, while there were declines in family/consumer science and agriculture/natural resources.

Some of the key disciplines (math and sciences) are offered in the weekend on a limited scale. As a greater influx of students is expected from the change in admissions policies at UC and CSU, the weekend program may consider future expansion in these general education disciplines.

**Table 2.6. Ranking of Major Disciplines by Seat Count Enrollment, Spring 2002 and Spring 2004**

Rank Spring 2002	TOP Code	Title	Spring 2002		Spring 2004	
			Seat Count	%	Seat Count	%
1	08	Education	843	24.4%	759	20.8%
2	07	Information Technology	829	24.0%	678	18.6%
5	05	Business and Management	313	9.1%	449	12.3%
4	10	Fine and Applied Arts	355	10.3%	358	9.8%
6	06	Media and Communications	198	5.7%	318	8.7%
3	13	Family and Consumer Science	379	11.0%	252	6.9%
7	15	Humanities (Letters)	147	4.3%	220	6.0%
8	49	Interdisciplinary Studies	75	2.2%	126	3.5%
11	22	Social Sciences	52	1.5%	89	2.4%
9	09	Engineering and Industrial Tech	67	1.9%	68	1.9%
16	21	Public and Protective Services	17	0.5%	62	1.7%
13	16	Library Science	27	0.8%	53	1.5%
14	20	Psychology	27	0.8%	53	1.5%
17	17	Mathematics		0.0%	39	1.1%
10	04	Biology	54	1.6%	36	1.0%
18	19	Physical Sciences		0.0%	34	0.9%
15	11	Foreign Languages	18	0.5%	28	0.8%
12	01	Agriculture/Natural Resources	50	1.4%	20	0.5%
		<b>Total</b>	<b>3,451</b>	<b>100.0%</b>	<b>3,642</b>	<b>100.0%</b>

**Figure 2.8. Weekend Students: Ranking of Major Disciplines by Weekend Seat Count Enrollment, Spring 2002 and Spring 2004**



**Table 2.7 Enrollment Seat Count by Discipline, Spring 2002 to Spring 2004**

No.	TOP Code	Title	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Change in Enrollment	
			Seats	Sections	Seats	Sections	Seats	Sections	Seats	Sections	Seats	Sections	Seats	%
	<b>01</b>	<b>Agriculture/Natural Resources</b>												
1	010900	Ornamental Horticulture	50	2	20	1	71	3	27	1	20	1	-30	-60.0%
2	010910	Landscape design and Maintenance							14	1			-14	-100.0%
	<b>04</b>	<b>Biology</b>												
3	040110	Biology, General	54	2	63	2	47	2	55	2	36	2	-18	-33.3%
	<b>05</b>	<b>Business and Management</b>												
4	050100	Business and Commerce, General					30	1			54	2	24	80.0%
5	050200	Accounting							31	1			-31	-100.0%
6	050630	Business management	272	8	312	12	381	12	364	12	326	12	54	19.9%
7	051100	Real Estate					47	1	52	1			-47	-100.0%
8	051400	Office Technology/Secretarial	41	3	49	2	30	2	50	2	69	2	28	68.3%
	<b>06</b>	<b>Media and Communications</b>												
9	060300	Radio, Motion Picture, and Television	198	4	338	6	215	6	272	4	245	6	47	23.7%
10	069900	Other Media and Communications					65	4	45	3	73	4	8	12.3%
	<b>07</b>	<b>Information Technology</b>												
11	070300	Data Processing-Operations	627	26	470	24	640	29	345	17	561	24	-66	-10.5%
12	070400	Computer Programming	25	1									-25	-100.0%
13	079900	Other Computer and Info. Sci.	177	7	49	2	152	6	90	6	117	4	-60	-33.9%
	<b>08</b>	<b>Education</b>												
14	083500	Physical Education	752	23	690	29	813	27	581	28	671	23	-81	-10.8%
15	083700	Health Education	40	2	60	2	60	3	61	3	42	2	2	5.0%
16	089900	Other Education	51	2	46	1	48	1	68	2	46	1	-5	-9.8%
	<b>09</b>	<b>Engineering and Industrial Tech</b>												
17	093400	Electronics and Electric Tech	41	2	66	3	29	1	25	1	53	2	12	29.3%
18	095700	Civil and Construction Mgmt. Tech.	26	1			16	1			15	1	-11	-42.3%
19	<b>10</b>	<b>Fine and Applied Arts</b>												
20	100200	Art (Painting, Drawing, Sculpture)	47	1	36	1	73	3	79	3	77	3	30	63.8%
21	100400	Music	252	7	142	6	232	7	195	8	257	9	5	2.0%
22	101100	Photography	26	1	27	1	22	1	27	1	24	1	-2	-7.7%
23	103000	Graphic Art Design	30	1	34	1	37	1					-30	-100.0%

**Table 2.7. Enrollment Seat Count by Discipline, Spring 2002 to Spring 2004  
(Continued)**

No.	TOP Code	Title	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Change in Enrollment	
			Seats	Sections	Seats	Sections	Seats	Sections	Seats	Sections	Seats	Sections	Seats	%
	<b>11</b>	<b>Foreign Languages</b>												
24	110500	Spanish	18	1	27	1	47	2			28	1	10	55.6%
	<b>13</b>	<b>Family and Consumer Science</b>												
25	130500	Child Development/Early Care Educ.	323	3			297	4	19	1	155	3	-168	-52.0%
26	130510	Infants and Toddlers.	56	2	46	2	24	1	25	1	97	5	41	73.2%
	<b>15</b>	<b>Humanities (Letters)</b>												
27	150100	English	119	4	111	4	95	4	111	4	97	4	-22	-18.5%
28	150300	Comparative Literature			21	1	34	1	14	1	29	1	8	38.1%
29	150600	Speech Communication	28	1	69	3	25	1	81	3	74	5	46	164.3%
30	150700	Creative Writing			45	2							-45	-100.0%
31	150900	Philosophy			19	1	20	1	20	1	20	1	1	5.3%
	<b>16</b>	<b>Library Science</b>												
32	160100	Library Science, General	27	1			14	1			18	1	-9	-33.3%
33	160200	Library Technician (Aide)			35	2	20	1	27	1	35	1	0	0.0%
	<b>17</b>	<b>Mathematics</b>												
34	170100	Mathematics, General	0								39	2	39	100.0%
	<b>19</b>	<b>Physical Sciences</b>												
35	191900	Oceanography	0								34	2	34	100.0%
	<b>20</b>	<b>Psychology</b>												
36	200100	Psychology, General	27	1	119	4	22	1	67	2	53	2	26	96.3%
	<b>21</b>	<b>Public and Protective Services</b>												
37	210440	Alcohol and Controlled Substances	17	1			22	1					-17	-100.0%
38	210500	Administration of Justice			66	2	66	2	70	2	62	2	-4	-6.1%
	<b>22</b>	<b>Social Sciences</b>												
39	220200	Anthropology					22	1					-22	-100.0%
40	220400	Economics					66	2	48	1	30	1	-36	-54.5%
41	220500	History	37	1	21	1	38	2	55	3	17	1	-20	-54.1%
42	220700	Political Science	15	1	15	1	23	1	19	1	16	1	1	6.7%
43	220800	Sociology			27	1					26	1	-1	-3.7%
	<b>49</b>	<b>Interdisciplinary Studies</b>												
44	490300	Humanities			19	1	16	1	16	1	13	1	-6	-31.6%
45	493010	General Studies, Guidance	47	2	64	2	60	2	42	2	61	2	14	29.8%
46	493080	English as a Second Language	28	1	38	1	84	3	30	1	52	2	24	85.7%
		<b>Total</b>	<b>3,451</b>	<b>112</b>	<b>3,144</b>	<b>122</b>	<b>4,003</b>	<b>143</b>	<b>3,025</b>	<b>121</b>	<b>3,642</b>	<b>138</b>	<b>191</b>	<b>5.5%</b>

### 3. Demographic Profile of Weekend Students

#### Gender

On the average, during the five terms between spring 2002 and spring 2004, women accounted for 60% of the weekend enrollment headcount, men represented 37%, and the remaining 3% were unknown. The comparable percentages for DVC were 52% for women, 45% for men, and 3% unknown. The ratio of women to men has been consistently higher among the weekend students compared to the general student population at the college. The average ratio of women to men in the weekend program was 1.63:1, compared to only 1.17:1 for DVC as a whole. The wide gap between the genders in the weekend program is due mostly to the influx of women to community colleges after an empty nest or to re-train for a second career. In order to combine the multiple responsibilities of caring for a family, advancing in one's chosen profession, and studying, it is, therefore, natural for a relatively larger percentage of women to enroll in classes that meet over the weekend and probably for shorter durations.

**Table 3.1. Weekend and DVC Students: Change in Enrollment by Gender from Spring 2002 to Spring 2004**

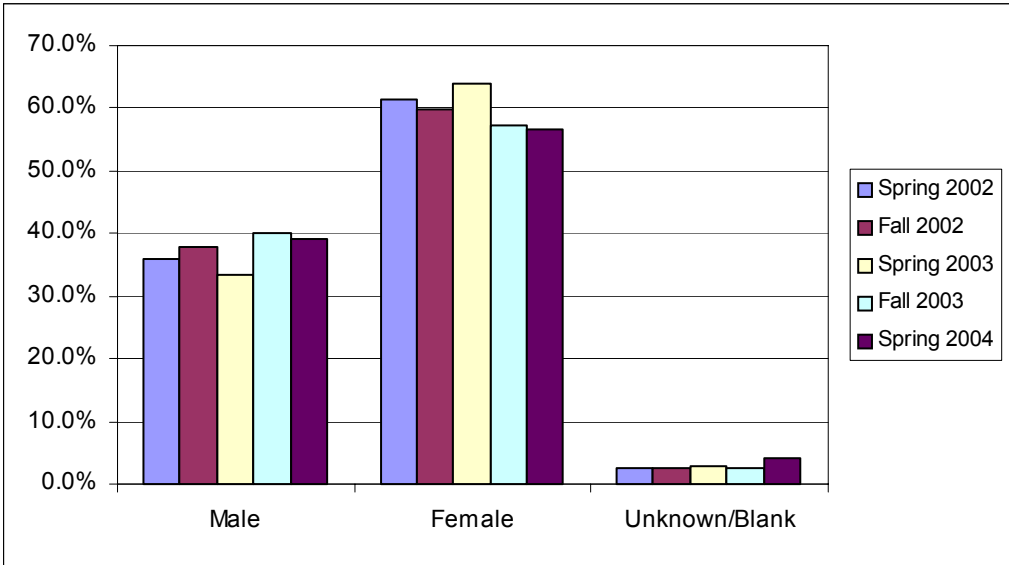
Gender	Weekend Student Enrollment											
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		5-Term Change in Share	Rate of Change
	No.	%	No.	%	No.	%	No.	%	No.	%	%	%
Male	683	36.1%	517	37.7%	625	33.3%	530	40.2%	544	39.2%	3.1%	0.086
Female	1,160	61.3%	820	59.8%	1,199	63.8%	757	57.4%	785	56.6%	-4.8%	-0.078
Unknown/Blank	49	2.6%	34	2.5%	55	2.9%	32	2.4%	59	4.3%	1.7%	0.641
<b>Total</b>	<b>1,892</b>	<b>100%</b>	<b>1,371</b>	<b>100%</b>	<b>1,879</b>	<b>100%</b>	<b>1,319</b>	<b>100%</b>	<b>1,388</b>	<b>100%</b>		

Gender	DVC Enrollment											
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		5-Term Change in Share	Rate of Change
	No.	%	No.	%	No.	%	No.	%	No.	%	%	%
Male	10,711	45.6%	10,298	44.3%	10,278	44.9%	9,915	44.8%	9,539	45.2%	-0.4%	-0.009
Female	12,169	51.8%	12,304	52.9%	12,059	52.6%	11,655	52.6%	11,002	52.1%	0.3%	0.006
Unknown/Blank	630	2.7%	658	2.8%	573	2.5%	567	2.6%	586	2.8%	0.1%	0.035
<b>Total</b>	<b>23,510</b>	<b>100%</b>	<b>23,260</b>	<b>100%</b>	<b>22,910</b>	<b>100%</b>	<b>22,137</b>	<b>100%</b>	<b>21,127</b>	<b>100%</b>		

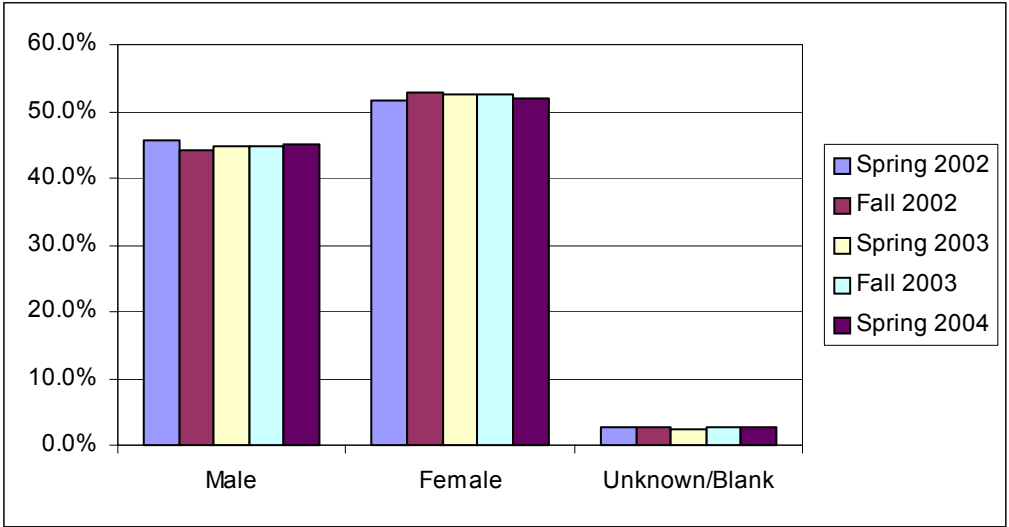
Sources: Datatel, State Chancellor's Office MIS Data Mart

Note: DVC statistics for Spring 2002—Fall 2003 are from the California Community Colleges Chancellor's Office MIS Data Mart. DVC Spring 2004 statistics are derived from Datatel locally because they are not yet available from the State. Weekend Student statistics are entirely from Datatel.

**Figure 3.1a. Weekend Students: Change in Enrollment by Gender from Spring 2002 to Spring 2004**



**Figure 3.1b. DVC Students: Change in Enrollment by Gender from Spring 2002 to Spring 2004**



## Age

On the average, during the five terms between spring 2002 and spring 2004, adult learners (25 years and older) constituted 70% of the students enrolled in the weekend program, compared to 41% among the general student population at DVC. On the other hand, young learners (less than 25 years) represented only 30% of the weekend program, compared to almost twice as much (59%) in the general college population. These age differences represent a clear distinction in the profile of weekend students compared to that of the institution as a whole.

However, further examination of the age data indicates that students in the weekend program and at DVC are getting younger albeit at different rates. In spring 2002, 75% of weekend students were adult learners, compared to the lower percentage of 66% in spring 2004. Furthermore, there was a corresponding rise in the proportionate share of young learners from 25% in spring 2002 to 34% in spring 2004. For DVC as a whole, there is a modest increase in the percentage of young learners from 57% in spring 2002 to 60% in spring 2004. It appears the weekend program is gradually attracting younger students who are probably discovering the convenience and flexibility of the course offerings in multiple formats. The enrollment in this age group may increase with the pushback from the UC and CSU systems. The College may want to promote these opportunities. Additionally, the College may want to work with business and industry, as well as EDD, to promote weekend courses as a way for employees to retrain or upgrade their skills.

**Table 3.2. Weekend and DVC Students: Change in Enrollment by Age from Spring 2002 to Spring 2004**

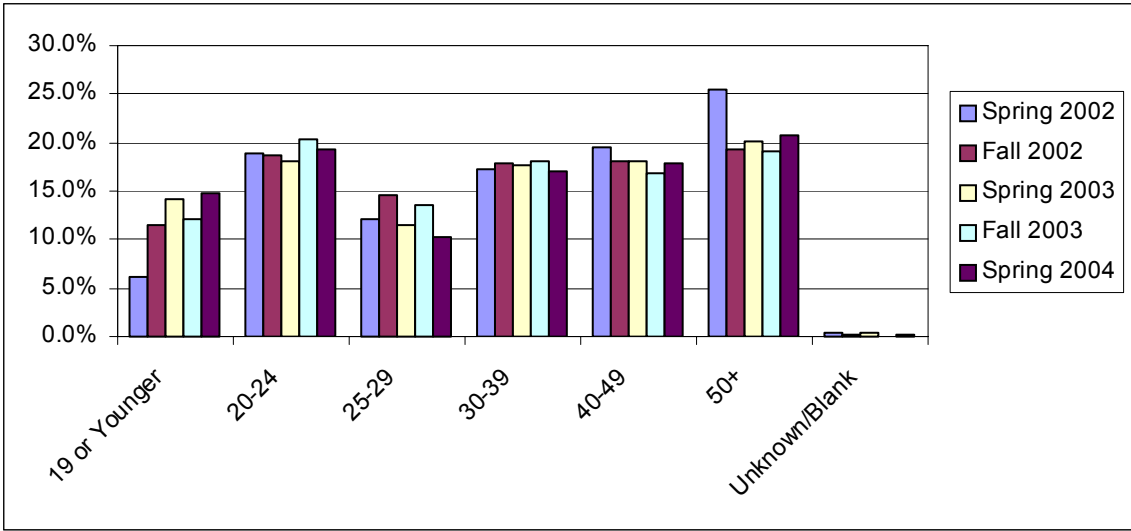
Age	Weekend Student Enrollment												
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Total		Average
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
19 or Younger	117	6.2%	157	11.5%	266	14.2%	160	12.1%	205	14.8%	905	11.5%	181
20-24	359	19.0%	255	18.6%	339	18.0%	267	20.2%	267	19.2%	1,487	18.9%	297
25-29	231	12.2%	199	14.5%	216	11.5%	179	13.6%	142	10.2%	967	12.3%	193
30-39	325	17.2%	246	17.9%	331	17.6%	239	18.1%	237	17.1%	1,378	17.6%	276
40-49	371	19.6%	247	18.0%	341	18.1%	222	16.8%	247	17.8%	1,428	18.2%	286
50+	483	25.5%	265	19.3%	379	20.2%	252	19.1%	288	20.7%	1,667	21.2%	333
Unknown/Blank	6	0.3%	2	0.1%	7	0.4%	0	0.0%	2	0.1%	17	0.2%	3
<b>Total</b>	<b>1,892</b>	<b>100%</b>	<b>1,371</b>	<b>100%</b>	<b>1,879</b>	<b>100%</b>	<b>1,319</b>	<b>100%</b>	<b>1,388</b>	<b>100%</b>	<b>7,849</b>	<b>100%</b>	<b>1,570</b>

Age	DVC Enrollment												
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Total		Average
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
19 or Younger	6,676	28.4%	7,045	30.3%	6,276	27.4%	6,621	29.9%	5,345	25.3%	31,963	28.3%	6,393
20-24	6,775	28.8%	6,774	29.1%	7,066	30.8%	6,868	31.0%	7,333	34.7%	34,816	30.8%	6,963
25-29	2,222	9.5%	2,241	9.6%	2,227	9.7%	2,183	9.9%	2,205	10.4%	11,078	9.8%	2,216
30-39	2,926	12.4%	2,673	11.5%	2,675	11.7%	2,471	11.2%	2,386	11.3%	13,131	11.6%	2,626
40-49	2,594	11.0%	2,412	10.4%	2,505	10.9%	2,139	9.7%	2,002	9.5%	11,652	10.3%	2,330
50+	2,264	9.6%	2,091	9.0%	2,136	9.3%	1,837	8.3%	1,840	8.7%	10,168	9.0%	2,034
Unknown/Blank	53	0.2%	24	0.1%	25	0.1%	18	0.1%	16	0.1%	136	0.1%	27
<b>Total</b>	<b>23,510</b>	<b>100%</b>	<b>23,260</b>	<b>100%</b>	<b>22,910</b>	<b>100%</b>	<b>22,137</b>	<b>100%</b>	<b>21,127</b>	<b>100%</b>	<b>112,944</b>	<b>100%</b>	<b>22,589</b>

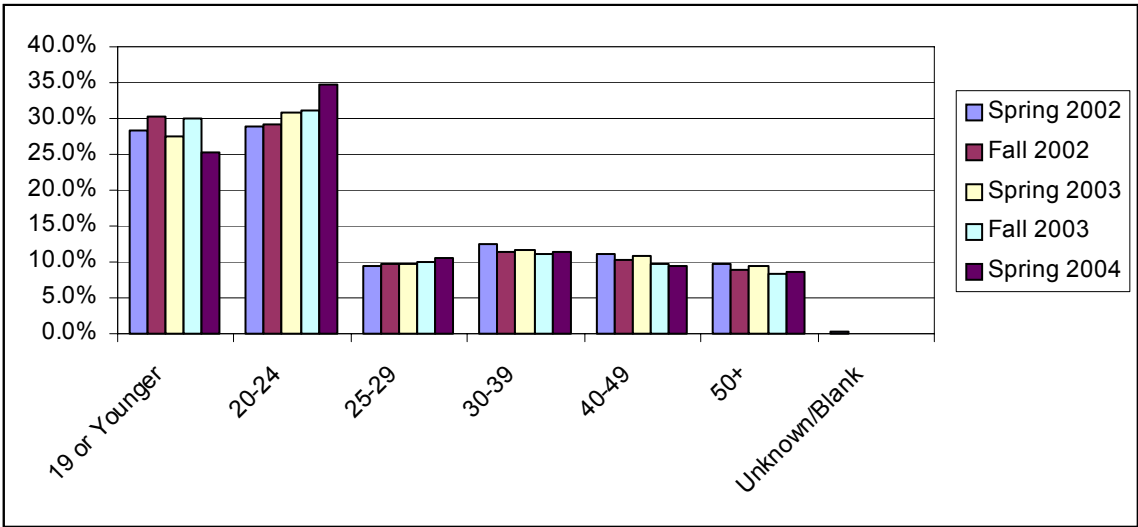
Sources: Datatel, State Chancellor's Office MIS Data Mart

20

**Figure 3.2a. Weekend Students: Change in Enrollment by Age from Spring 2002 to Spring 2004**



**Figure 3.2b. DVC Students: Change in Enrollment by Age from Spring 2002 to Spring 2004**



## Ethnicity

Ethnic groups were apportioned similarly at DVC and among weekend students. Whites comprised just over half of DVC students and weekend students in spring 2004. There were comparably more Hispanics among weekend students (14.2%) than among all DVC students (11.8%) in spring 2004. Proportionately, fewer African-American students elected weekend courses (3.3% compared to 5.0% for all DVC students). Over the five terms between spring 2002 and spring 2004, there was a gradual shift in the ethnicity of weekend students. There are fewer African Americans and Whites but more Asians and Hispanics. Similar patterns are apparent in the general student population, except for the African-American group which increased proportionately among the general student population but declined among weekend students. Although diversity is increasing at DVC, the College may want to target the lowest proportion of groups, the African Americans, and Other Non-White, as well as Native Americans, to increase their awareness around the opportunities that Weekend courses offer.

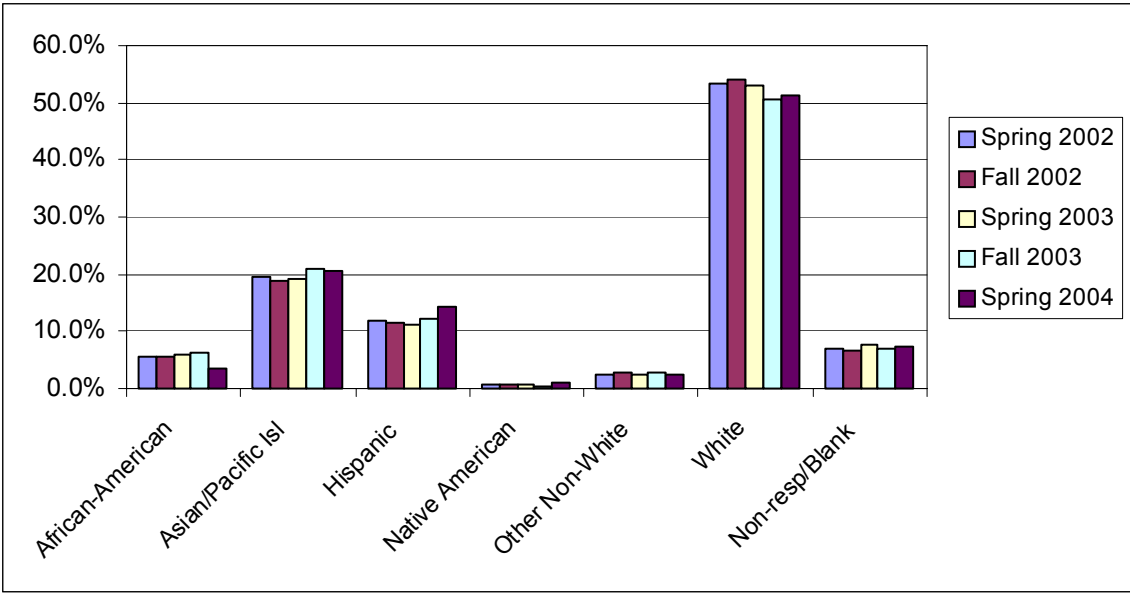
**Table 3.3. Weekend and DVC Students: Change in Enrollment by Ethnicity from Spring 2002 to Spring 2004**

Ethnicity	Weekend Student Enrollment												
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Total		Average
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
African-American	106	5.6%	77	5.6%	110	5.9%	83	6.3%	46	3.3%	422	5.4%	84
Asian/Pacific Isl	367	19.4%	258	18.8%	358	19.1%	274	20.8%	286	20.6%	1,543	19.7%	309
Hispanic	224	11.8%	157	11.5%	213	11.3%	160	12.1%	197	14.2%	951	12.1%	190
Native American	11	0.6%	8	0.6%	13	0.7%	6	0.5%	13	0.9%	51	0.6%	10
Other Non-White	47	2.5%	38	2.8%	46	2.4%	37	2.8%	36	2.6%	204	2.6%	41
White	1,007	53.2%	740	54.0%	998	53.1%	668	50.6%	710	51.2%	4,123	52.5%	825
Non-resp/Blank	130	7%	93	6.8%	141	7.5%	91	6.9%	100	7.2%	555	7.1%	111
<b>Total</b>	<b>1,892</b>	<b>100%</b>	<b>1,371</b>	<b>100%</b>	<b>1,879</b>	<b>100%</b>	<b>1,319</b>	<b>100%</b>	<b>1,388</b>	<b>100%</b>	<b>7,849</b>	<b>100%</b>	<b>1,570</b>

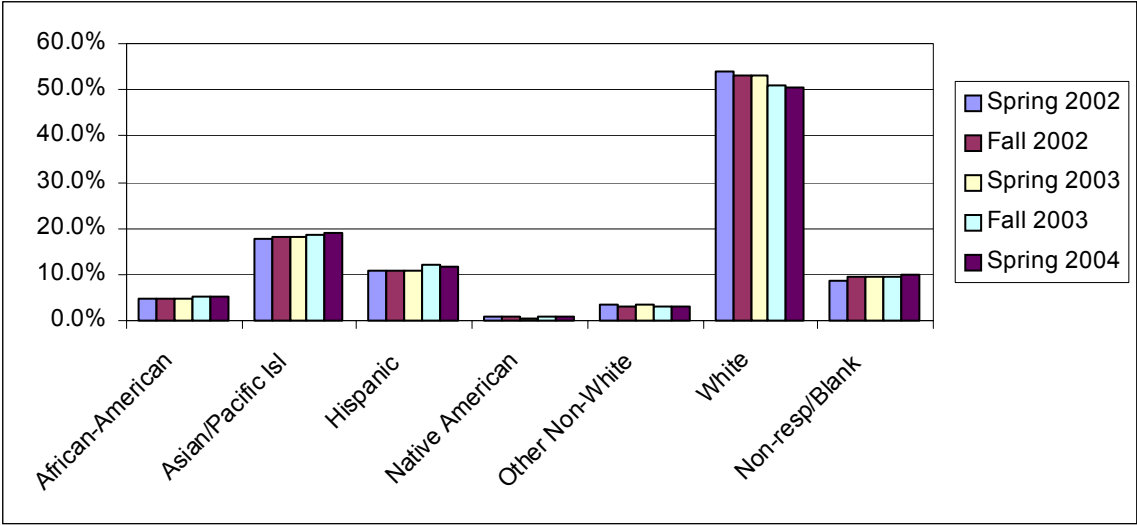
Ethnicity	DVC Enrollment												
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Total		Average
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
African-American	1,114	4.7%	1,134	4.9%	1,107	4.8%	1,168	5.3%	1,062	5.0%	5,585	4.9%	1,117
Asian/Pacific Isl	4,171	17.7%	4,201	18.1%	4,107	17.9%	4,094	18.5%	4,041	19.1%	20,614	18.3%	4,123
Hispanic	2,521	10.7%	2,518	10.8%	2,495	10.9%	2,640	11.9%	2,491	11.8%	12,665	11.2%	2,533
Native American	169	0.7%	159	0.7%	137	0.6%	150	0.7%	138	0.7%	753	0.7%	151
Other Non-White	764	3.2%	753	3.2%	749	3.3%	685	3.1%	632	3.0%	3,583	3.2%	717
White	12,698	54.0%	12,302	52.9%	12,175	53.1%	11,314	51.1%	10,634	50.3%	59,123	52.3%	11,825
Non-resp/Blank	2,073	8.8%	2,193	9.4%	2,140	9.3%	2,086	9.4%	2,129	10.1%	10,621	9.4%	2,124
<b>Total</b>	<b>23,510</b>	<b>100%</b>	<b>23,260</b>	<b>100%</b>	<b>22,910</b>	<b>100%</b>	<b>22,137</b>	<b>100%</b>	<b>21,127</b>	<b>100%</b>	<b>112,944</b>	<b>100%</b>	<b>22,589</b>

Sources: Datatel, State Chancellor's Office MIS Data Mart

**Figure 3.3a. Weekend Students: Change in Enrollment by Ethnicity from Spring 2002 to Spring 2004**



**Figure 3.3b. DVC Students: Change in Enrollment by Ethnicity from Spring 2002 to Spring 2004**



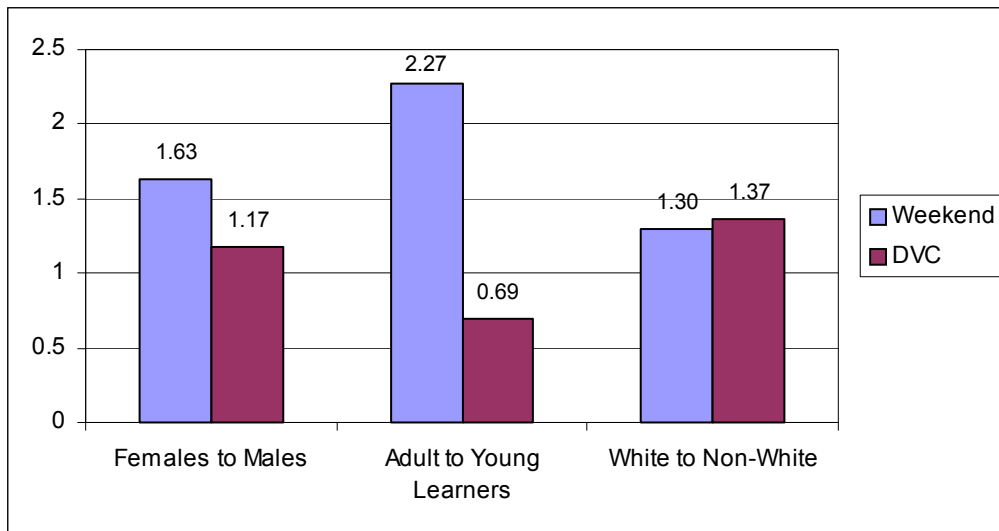
**Summary: Gender, Age and Ethnicity**

In summary, while the ethnic distribution of weekend students resembles that of DVC as a whole, there are marked differences in age and gender. Weekend students are mostly female adult learners, compared to DVC students who are young males and females in equal proportions. This may be as women enter or reenter the workforce and need to upgrade their skills while still holding responsibilities at work or home.

**Table 3.4 Demographic Differences between Weekend Students and DVC Students As a Whole, Spring 2004**

Ratio	Weekend	DVC
Ratio of Females to Males	1.63 to 1	1.17 to 1
Ratio of Adult Learners (>= 25 years) to Young Learners (< 25 years)	2.27 to 1	0.69 to 1
Ratio of White to Non-White Students	1.30 to 1	1.37 to 1

**Figure 3.4 Demographic Differences between Weekend Students and DVC Students As a Whole, Spring 2004**



## Zip Code Distribution

As expected, weekend students come from the population centers near DVC campuses in Pleasant Hill and San Ramon. Almost half (48.6%) of weekend enrollment come from north central Contra Costa County, followed by those from south central (17.5%), east Contra Costa County, (9.7%), and Alameda County (8.3%). In contrast, a relatively smaller percentage of weekend students come from Solano (4.5%) and west Contra Costa (4.3%).

It is important to note the changes in the residence of weekend students over time. While the percentages of students from north central county and Solano County remained relatively stable, there have been changes in the proportionate share of other areas. While the share of south central and Alameda increased, there was a decline in the percentage of students from the eastern, western, and other parts of the county. It is noteworthy that the proportionate share of weekend students from south central Contra Costa (17.5%) exceed their proportion in the general student population (12.9%). Undoubtedly, this area of the county represents a prime opportunity for more aggressive marketing, particularly due to its proximity to the San Ramon campus, where several weekend courses are offered.

**Table 3.5. Weekend and DVC Students: Change in Enrollment by County or County Area from Spring 2002 to Spring 2004**

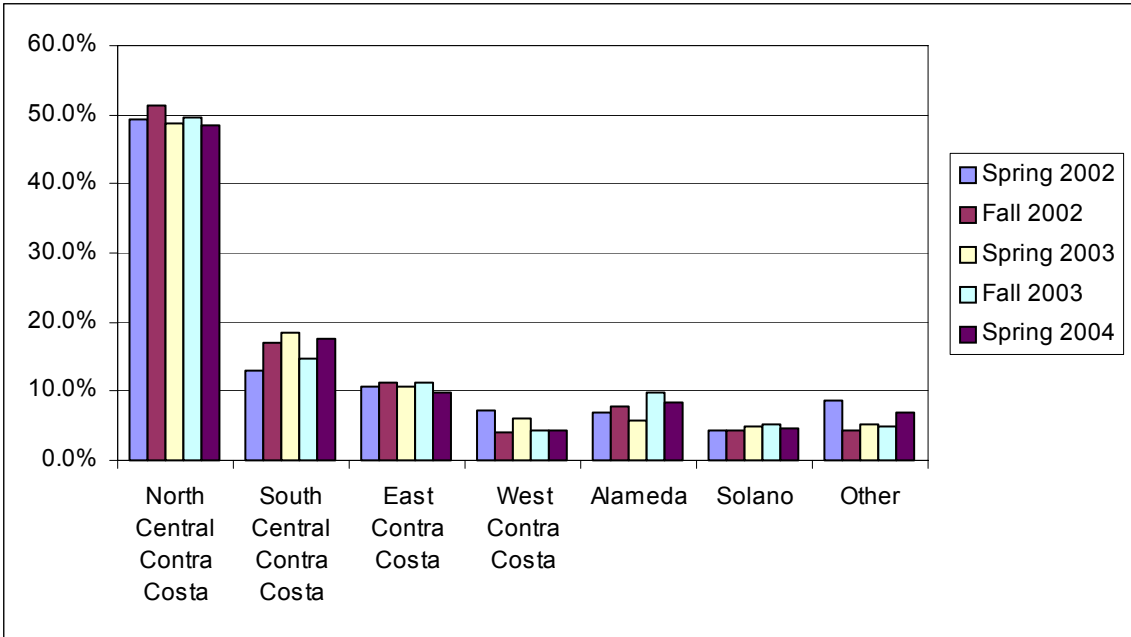
County or County Area	Weekend Student Enrollment												
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Total		Average
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
North Central Contra Costa	933	49.3%	705	51.4%	916	48.7%	656	49.7%	674	48.6%	3,884	49.5%	777
South Central Contra Costa	246	13.0%	233	17.0%	347	18.5%	195	14.8%	243	17.5%	1,264	16.1%	253
East Contra Costa	200	10.6%	156	11.4%	200	10.6%	147	11.1%	135	9.7%	838	10.7%	168
West Contra Costa	135	7.1%	54	3.9%	115	6.1%	57	4.3%	60	4.3%	421	5.4%	84
Alameda	132	7.0%	105	7.7%	110	5.9%	131	9.9%	115	8.3%	593	7.6%	119
Solano	81	4.3%	59	4.3%	93	4.9%	70	5.3%	63	4.5%	366	4.7%	73
Other	165	8.7%	59	4.3%	98	5.2%	63	4.8%	98	7.1%	483	6.2%	97
<b>Total</b>	<b>1,892</b>	<b>100%</b>	<b>1,371</b>	<b>100%</b>	<b>1,879</b>	<b>100%</b>	<b>1,319</b>	<b>100%</b>	<b>1,388</b>	<b>100%</b>	<b>7,849</b>	<b>100%</b>	<b>1,570</b>

County or County Area	DVC Enrollment												
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Total		Average
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
North Central Contra Costa	11,754	50.5%	11,664	50.4%	11,413	50.8%	10,587	50.1%	10,832	51.3%	56,250	50.6%	11,250
South Central Contra Costa	3,187	13.7%	3,065	13.2%	3,051	13.6%	2,727	12.9%	2,730	12.9%	14,760	13.3%	2,952
East Contra Costa	2,308	9.9%	2,370	10.2%	2,356	10.5%	2,409	11.4%	2,400	11.4%	11,843	10.7%	2,369
West Contra Costa	1,395	6.0%	1,403	6.1%	1,396	6.2%	1,392	6.6%	1,378	6.5%	6,964	6.3%	1,393
Alameda	1,891	8.1%	1,890	8.2%	1,676	7.5%	1,719	8.1%	1,673	7.9%	8,849	8.0%	1,770
Solano	1,310	5.6%	1,363	5.9%	1,263	5.6%	1,319	6.2%	1,345	6.4%	6,600	5.9%	1,320
Other	1,417	6.1%	1,391	6.0%	1,319	5.9%	959	4.5%	769	3.6%	5,855	5.3%	1,171
<b>Total</b>	<b>23,262</b>	<b>100%</b>	<b>23,146</b>	<b>100%</b>	<b>22,474</b>	<b>100%</b>	<b>21,112</b>	<b>100%</b>	<b>21,127</b>	<b>100%</b>	<b>111,121</b>	<b>100%</b>	<b>22,224</b>

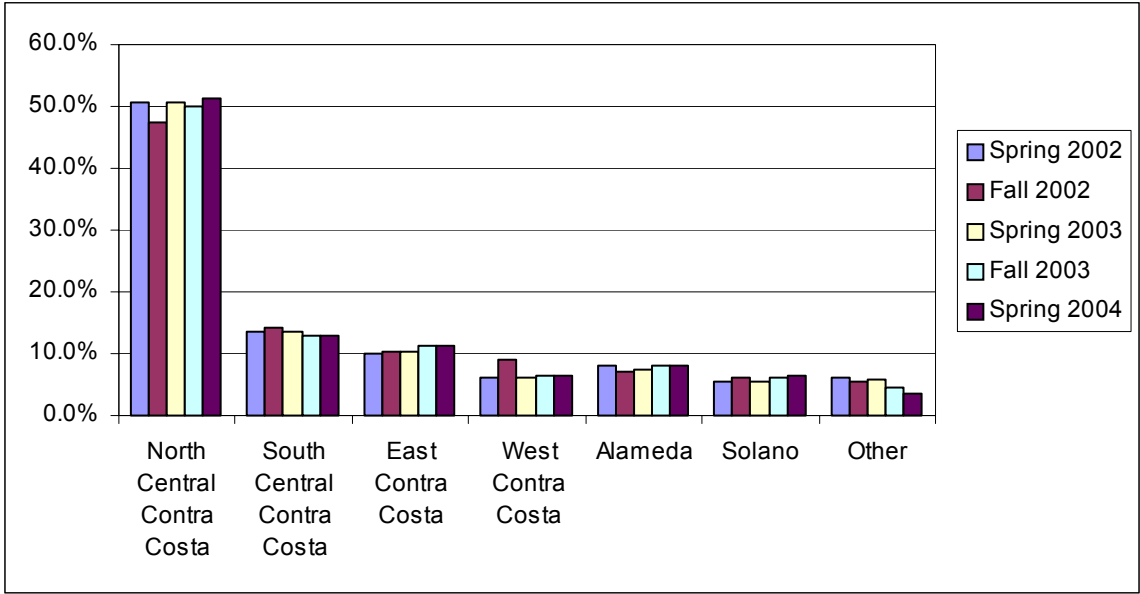
Source: Datatel

Note: Statistics on Zip Code distribution and educational goals are not available from the State Chancellor's Data Mart. Because these statistics have to be drawn from the active Datatel databases, at a different time, there are slight differences in the total DVC head counts between the previous analyses and these.

**Figure 3.5a. Weekend Students: Change in Enrollment by County or County Area from Spring 2002 to Spring 2004**



**Figure 3.5b. DVC Students: Change in Enrollment by County or County Area from Spring 2002 to Spring 2004**



## **Educational Goals**

The educational goals of weekend students are somewhat different from those of students in the general population at DVC; yet there are some similarities. With respect to differences, the following observations are based on the data for the period between spring 2002 and spring 2004.

- Transfer goal: A relatively smaller percentage of weekend students (25.3%) have a transfer goal compared to a higher rate of 41.6% for DVC students as a whole. However, there has been a gradual increase in the percentage of weekend students as well as that of DVC students selecting this goal.
- Vocational or Career goal: A relatively large percentage of weekend students (22.5%) have a vocational or career goal, compared to a lower percentage of 13.6% among DVC students. The percentage of students selecting this goal among weekend students fluctuated slightly in the past five terms.
- Personal goal (Lifelong learning/Cultural enrichment goal): The percentage of weekend students (13.2%) selecting this goal was almost twice as high as the percentage of students in the general population (7.1%). Over the past five terms, there is a slight increase in the percentage of weekend students selecting this goal.
- Basic skills or High School Diploma: A slightly larger percentage of weekend students (5.2%) selected this goal compared to students in the general DVC population (3.7%). However, the percentage of students selecting this goal has consistently increased both among weekend students as well as among students at DVC.

With respect to similarities, weekend students and the general DVC population are equally undecided (approximately 30%), and are equally aiming to complete a degree or certificate (about 4%). This undecided category is expected given the nature of community colleges in which students do not declare majors upon entry, or use the system to explore their options.

In summary, 61% of weekend students attend DVC to prepare for transfer, to enhance their careers or for personal enrichment, while 30% are undecided. The remaining 9% attend DVC to earn a degree or certificate or to improve their basic skills. It should be noted that these data are derived from the application that students complete upon entry and does not reflect any changes that may occur while they are in college.

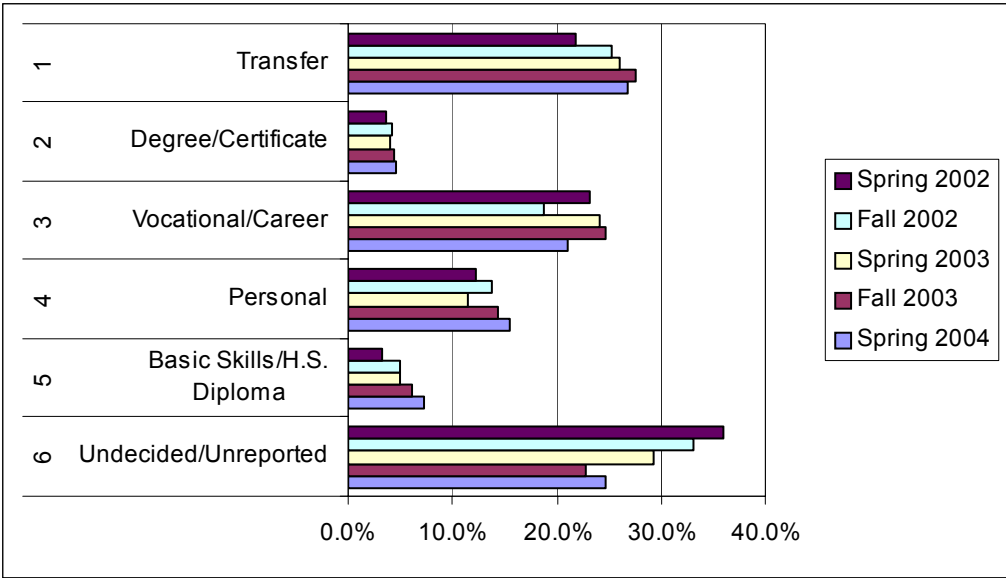
**Table 3.6. Weekend and DVC Students: Change in Enrollment by Educational Goal from Spring 2002 to Spring 2004**

Educational Goal	Weekend Student Enrollment												Average
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Transfer	413	21.8%	347	25.3%	489	26.0%	363	27.5%	371	26.7%	1,983	25.3%	397
Degree or Certificate	67	3.5%	58	4.2%	76	4.0%	59	4.5%	65	4.7%	325	4.1%	65
Vocational or Career	438	23.2%	256	18.7%	453	24.1%	326	24.7%	293	21.1%	1,766	22.5%	353
Personal	230	12.2%	190	13.9%	216	11.5%	189	14.3%	214	15.4%	1,039	13.2%	208
Basic Skills or High School Diploma	63	3.3%	67	4.9%	93	4.9%	81	6.1%	101	7.3%	405	5.2%	81
Undecided/Unreported	681	36.0%	453	33.0%	552	29.4%	301	22.8%	344	24.8%	2,331	29.7%	466
<b>Total</b>	<b>1,892</b>	<b>100%</b>	<b>1,371</b>	<b>100%</b>	<b>1,879</b>	<b>100%</b>	<b>1,319</b>	<b>100%</b>	<b>1,388</b>	<b>100%</b>	<b>7,849</b>	<b>100%</b>	<b>1,570</b>

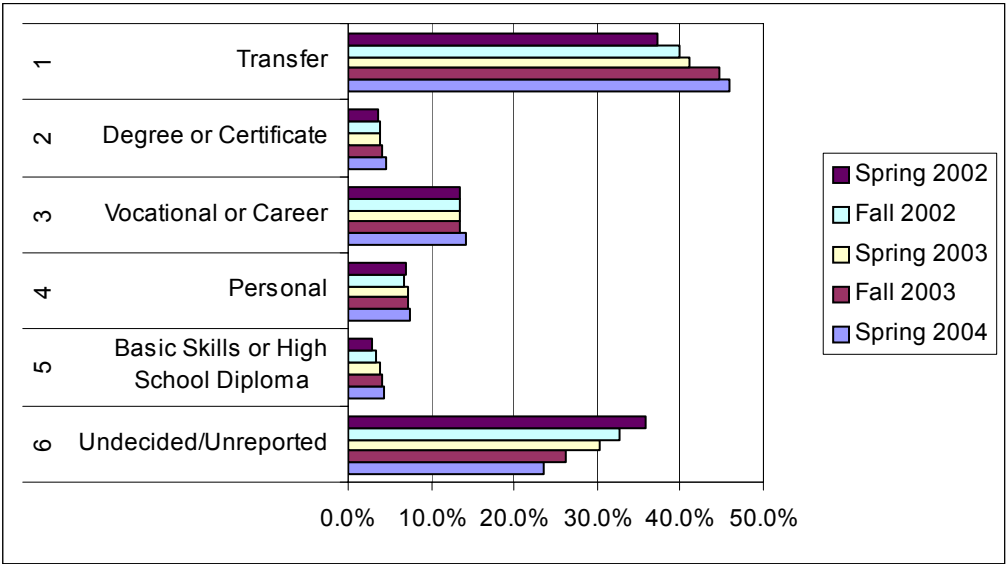
Educational Goal	DVC Enrollment												Average
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Transfer	8,664	37.2%	9,216	39.8%	9,225	41.0%	9,430	44.7%	9,696	45.9%	46,231	41.6%	9,246
Degree or Certificate	866	3.7%	892	3.9%	884	3.9%	877	4.2%	957	4.5%	4,476	4.0%	895
Vocational or Career	3,122	13.4%	3,097	13.4%	3,049	13.6%	2,849	13.5%	3,007	14.2%	15,124	13.6%	3,025
Personal	1,600	6.9%	1,560	6.7%	1,604	7.1%	1,533	7.3%	1,595	7.5%	7,892	7.1%	1,578
Basic Skills or High School Diploma	686	2.9%	805	3.5%	881	3.9%	880	4.2%	914	4.3%	4,166	3.7%	833
Undecided/Unreported	8,324	35.8%	7,576	32.7%	6,831	30.4%	5,543	26.3%	4,958	23.5%	33,232	29.9%	6,646
<b>Total</b>	<b>23,262</b>	<b>100%</b>	<b>23,146</b>	<b>100%</b>	<b>22,474</b>	<b>100%</b>	<b>21,112</b>	<b>100%</b>	<b>21,127</b>	<b>100%</b>	<b>111,121</b>	<b>100%</b>	<b>22,224</b>

Source: Datatel

**Figure 3.6a. Weekend Students: Change in Enrollment by Educational Goal from Spring 2002 to Spring 2004**



**Figure 3.6b. DVC Students: Change in Enrollment by Educational Goal from Spring 2002 to Spring 2004**



## 4. Productivity

Productivity of the weekend program is measured in several ways including the following five indicators:

- Full-time equivalent students (FTES)
- Weekly student contact hours (WSCH)
- Full-time equivalent faculty (FTEF)
- Student-faculty ratio (FTES/FTEF)
- Academic load (WSCH/FTEF)

Each one of these indicators is examined longitudinally over five terms and also in relationship to the equivalent indicators for DVC as a whole.

The weekend program generated 241 FTES in spring 2004, compared to 224 FTES in spring 2002, representing a modest increase of 7.5% during this period. The comparable FTES for DVC were 7,751 and 7,843, respectively. These figures represent a marginal decline in FTES of 1.2% during the same period. Similarly, there was an increase in WSCH for the weekend program by 7.6% and a decline in WSCH for DVC by 1.8%, during the same period. On the other hand, the weekend program employed 17.1 FTEF in spring 2004, compared to 13.5 FTEF in spring 2002, representing a sharp increase of 27% during this period. The comparable numbers for DVC remained almost flat at 482.7 and 480.6 FTEF, respectively during this period.

Due to the sharp rise in FTEF for the weekend program, the student-faculty ratio (FTES/FTEF) and the academic load (WSCH/FTEF) declined at double digits of almost 15%, between spring 2002 and spring 2004. Both of these ratios fell below the comparable ratios for DVC for almost every term under study. The gap between the productivity for the weekend program and for DVC grew wider in the spring of 2004 compared to the four previous terms. Improving the productivity of the weekend program may require several strategies, including expanding student enrollment, reducing faculty size, or both.

**Table 4.1. Productivity of the Weekend Program Compared to DVC, Spring 2002 to Spring 2004**

Productivity Indicators	Program	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Change	
							Count	%
<b>FTES</b>	Weekend	224	220	259	224	241	17	7.5%
	DVC	7,843	8,193	7,791	7,961	7,751	-92	-1.2%
	Weekend %	2.9%	2.7%	3.3%	2.8%	3.1%		
<b>WSCH</b>	Weekend	6,774	6,637	7,905	6,792	7,286	512	7.6%
	DVC	234,783	244,050	233,868	238,667	230,488	-4,295	-1.8%
	Weekend %	2.9%	2.7%	3.4%	2.8%	3.2%		
<b>FTEF</b>	Weekend	13.457	14.495	16.632	14.429	17.111	4	27.2%
	DVC	480.588	489.253	479.346	472.282	482.712	2	0.4%
	Weekend %	2.8%	3.0%	3.5%	3.1%	3.5%		
<b>FTES/FTEF</b>	Weekend	16.6	15.2	15.6	15.5	14.1	-3	-15.4%
	DVC	17.9	16.7	16.3	16.9	16.1	-2	-10.1%
	Weekend %	93.0%	91.0%	95.5%	91.8%	87.4%		
<b>WSCH/FTEF</b>	Weekend	503.4	457.9	475.3	470.7	425.8	-78	-15.4%
	DVC	488.5	498.8	487.9	505.3	477.5	-11	-2.3%
	Weekend %	103.0%	91.8%	97.4%	93.1%	89.2%		

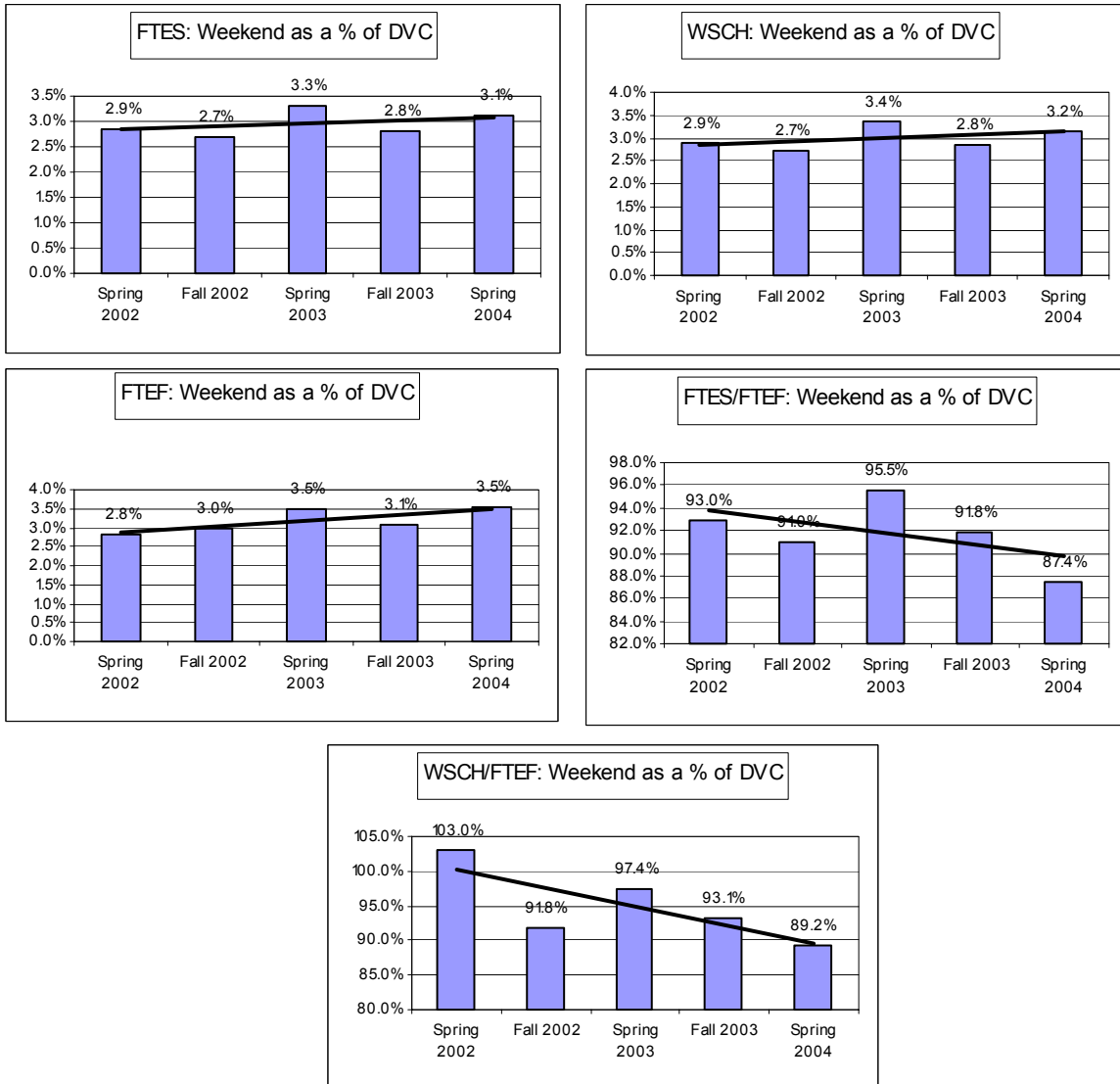
Source: Datatel

**Table 4.2. Productivity of the Weekend Program Compared to DVC, Spring 2002 to Spring 2004**

Productivity Indicators	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
FTES: Weekend as a % of DVC	2.9%	2.7%	3.3%	2.8%	3.1%
WSCH: Weekend as a % of DVC	2.9%	2.7%	3.4%	2.8%	3.2%
FTEF: Weekend as a % of DVC	2.8%	3.0%	3.5%	3.1%	3.5%
FTES/FTEF: Weekend as a % of DVC	93.0%	91.0%	95.5%	91.8%	87.4%
WSCH/FTEF: Weekend as a % of DVC	103.0%	91.8%	97.4%	93.1%	89.2%

Source: Datatel

**Figure 4.1. Productivity of the Weekend Program Compared to DVC, Spring 2002 to Spring 2004**



## 5. Academic Performance of Weekend Students

The average success and retention rates of weekend students (73.0% and 84.2%, respectively) surpass those of DVC students (70.9% and 82.1%, respectively). Success and retention rates run higher in spring terms than in fall, in this sample at least. In explaining the differences in the success and retention rates, one may refer to the demographic profile of weekend students. These students are older, more mature, and may be more motivated than DVC students as a whole, particularly considering that their grades may be reported back to their employers. With the exception of one semester (Fall 2002), weekend students earn a withdrawal grade (W). While the percentage of W's increased in Fall 2002, it has consistently declined to 12.8% in Spring 2004. This could be due to the fact that weekend courses tend to be shorter in length and students have less time in which to withdraw. In some cases, the courses are for only one weekend.

**Table 5.1. Weekend and DVC Students: Change in Enrollment by Performance from Spring 2002 to Spring 2004**

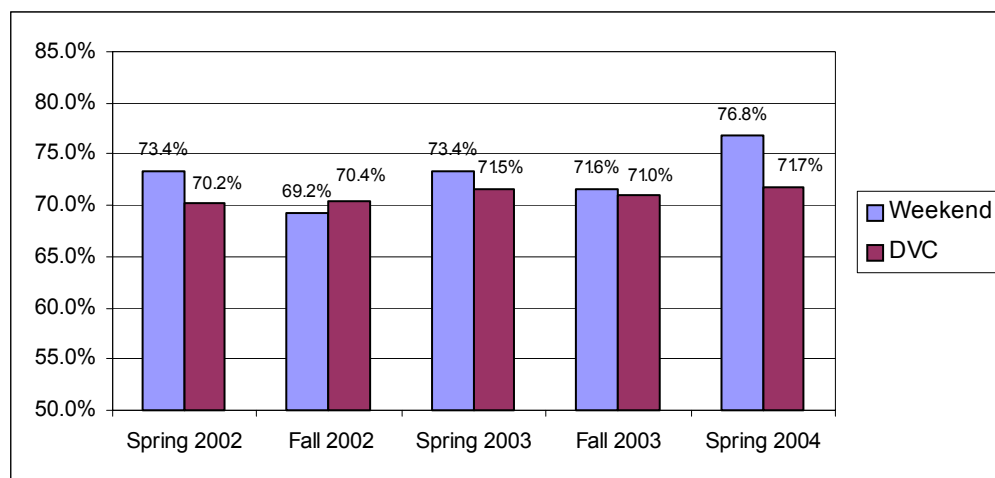
Performance	Weekend Student Enrollment												
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Total		Average
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Success	2,546	73.4%	2,193	69.2%	2,775	73.4%	2,148	71.6%	2,770	76.8%	12,435	73.0%	2,487
Retention	2,912	83.9%	2,530	79.8%	3,198	84.6%	2,554	85.1%	3,144	87.2%	14,341	84.2%	2,868
Withdrawal	557	16.1%	641	20.2%	583	15.4%	448	14.9%	461	12.8%	2,691	15.8%	538
Total	3,469	100.0%	3,171	100.0%	3,781	100.0%	3,002	100.0%	3,605	100.0%	17,032	100.0%	5,893

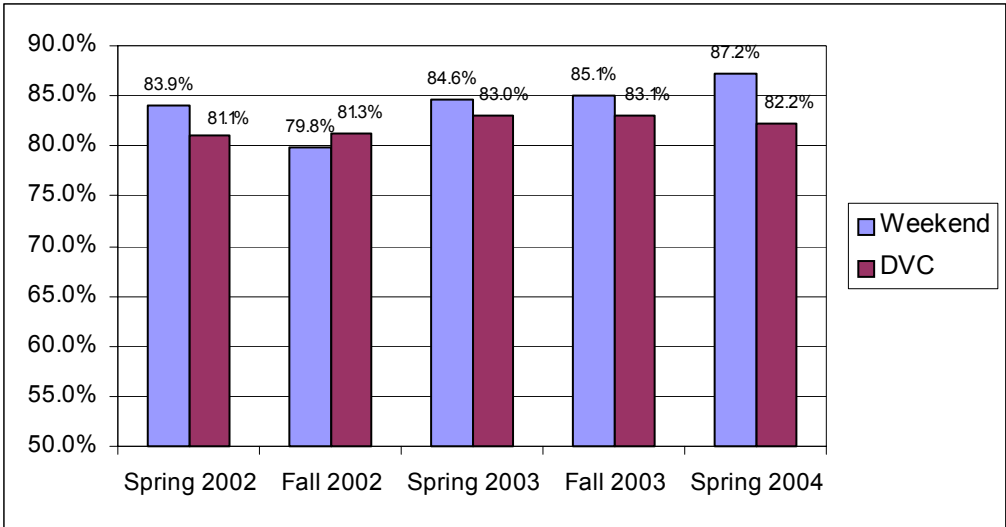
Performance	DVC Enrollment												
	Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004		Total		Average
	No.	%	No.	%	No.	%	No.	%	Count	%	Count	%	Count
Success	44,176	70.2%	46,430	70.4%	43,490	71.5%	44,283	71.0%	44,051	71.7%	222,433	70.9%	44,487
Retention	51,032	81.1%	53,661	81.3%	50,466	83.0%	51,822	83.1%	50,538	82.2%	257,522	82.1%	51,504
Withdrawal	11,872	18.9%	12,331	18.7%	10,322	17.0%	10,568	16.9%	10,911	17.8%	56,005	17.9%	11,201
Total	62,904	100.0%	65,992	100.0%	60,788	100.0%	62,390	100.0%	61,449	100.0%	313,527	100.0%	107,192

Source: Datatel

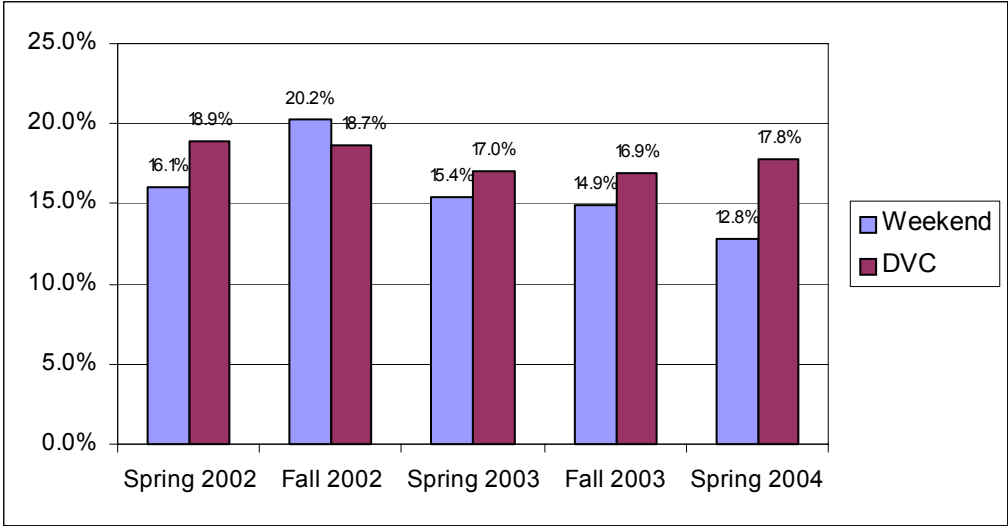
**Figure 5.1. Weekend and DVC Students: Course Grade Success from Spring 2002 to Spring 2004**



**Figure 5.2. Weekend and DVC Students: Course Grade Retention from Spring 2002 to Spring 2004**



**Figure 5.3. Weekend and DVC Students: Course Withdrawals (Ws) from Spring 2002 to Spring 2004**



## 6. Summary and Recommendations

### Summary

The weekend program at DVC was established in response to the need for expanding the boundaries of education beyond the traditional format of course offerings. Introducing courses in flexible formats outside of the normal working hours has been effective in helping thousands of people upgrade their skills, advance on the job, and enrich themselves, both personally and culturally. This study was intended to shed light on this important aspect of higher education and to offer suggestions for future improvements

This study examines four dimensions of the weekend program, namely, enrollment trends, demographic profile of the participants, productivity, and the academic performance of students. These four dimensions were examined from two perspectives: the longitudinal changes over time (spring 2002 to spring 2004), and the benchmarking of the weekend program against the institution as a whole.

The salient points made in the study are summarized below:

- The weekend program enrolled an average of 1,570 students (head count) over the period between spring 2002 and spring 2004. Weekend enrollment accounts for 7% of total headcount enrollment at DVC. Below average enrollment of 1,388 students was registered in spring 2004. Between spring 2002, and spring 2004, there was a significant decline in head count enrollment by 26.6%.
- An average of 3,453 students (seat count) enrolled in weekend courses during the period between spring 2002 and spring 2004. Weekend enrollment accounts for 5.4% of the total seat count at DVC. Above average course enrollment of 3,642 students was registered in spring 2004. Between spring 2002 and spring 2004, there was an increase in seat count enrollment by 4.0%.
- The paradoxical changes between headcount and seat count enrollments may be explained by the significant increase in course load carried by weekend students. In spring 2004, weekend students carried an average load of 2.62 courses, compared to 1.82 courses in spring 2002, an increase in load by 44.0%. Despite this increase, the average course load for weekend students falls below that of the college as a whole
- Weekend enrollment of full-time equivalent students (FTES) stood at 241 students in spring 2004, compared to 224 students in spring 2002, a growth of 7.5%. On the average, FTES enrollment in weekend courses accounts for approximately 3% of the total FTES at DVC. The relatively smaller percentage of weekend FTES (compared to the 7% for head count and 5.4% for seat count) may be explained by two factors: weekend students carry a lighter load of courses and they take courses for shorter durations, compared to students in the general population.

- The three (out of six) most popular combinations of days for course offering in the weekend capture 88% of the enrollment. These combinations are:
  - Saturdays only, 61.1% of the weekend enrollment
  - Friday, Saturday, and Sunday, 15.7% of the weekend enrollment
  - Sundays only, 11.4% of the weekend enrollment
- The three (out of 18) most popular durations for course offerings capture 84% of the weekend enrollment. These durations are:
  - Duration of 18 weeks per term, 49.1% of the weekend enrollment
  - Duration of one week per term, 25.7 % of the weekend enrollment
  - Duration of two weeks per term, 9.5% of the weekend enrollment
- The five (out of 18) most popular disciplines for weekend courses in spring 2004 capture approximately 70% of the weekend enrollment. These disciplines are:
  - Education (especially physical education), 20.8% of weekend enrollment
  - Information technology, 18.6% of weekend enrollment
  - Business management 12.3% of weekend enrollment
  - Fine and applied arts, 9.8% of weekend enrollment
  - Media and communications 8.7% of weekend enrollment
- Weekend course offerings in math, science, social science, and English are relatively marginal. In contrast, DVC offers a relatively larger number of courses in these areas.
- The productivity of weekend courses falls below that of the college as a whole. In spring 2004, WSCH/FTEF stood at 426 for the weekend program, compared to 477 for the college as a whole.
- The demographics of weekend students are different from that of the college in several areas. The following comparisons are based on the average percentages over five terms, spring 2002 to spring 2004:
  - 60% of the students in the weekend program are females, compared to 52% in the general student population at DVC.
  - 70% of the weekend students are adult learners (25 years and older), compared to 41% in the general student population at DVC. However, the weekend program is gradually attracting a larger share of the younger students (less than 25 years).

Ethnic groups were apportioned similarly among the weekend students and at DVC. However, there are slightly more Hispanics and fewer African Americans among weekend students, compared to those at DVC.

- Weekend students live in the population centers near DVC campuses, with 66% living in the college service area, compared to 64% for the college as a whole. The proportionate share of weekend students from South Central County (17.5% in spring 2004) exceeds that of DVC as whole (12.9% in spring 2004).
- The educational goals for weekend students differ from those of the general student population at DVC. Weekend students are interested in advancing their careers (22.5% for weekend students, compared to 13.6% for DVC), in life-long learning for personal enrichment (13.2% for weekend vs. 7.1% for DVC), and in enhancing their basic skills (5.2% for weekend students vs. 3.7% for DVC). Their interest in the transfer, though significant (25.3%), falls below that (41.6%) of DVC's general population. The largest percentage of weekend students (30%) remains undecided regarding their educational goals. The same percentage also exists among DVC students. The average success (73.0%) and retention (84.2%) rates for weekend students surpass those of DVC as a whole (70.9% and 82.1%, respectively). This may be due to the fact that weekend students are generally older, more mature, and probably are highly motivated, compared the general student population at DVC.

### **Recommendations**

- The weekend program fulfills an important need in the community, and the college should aggressively pursue a higher level of enrollment in weekend courses beyond the current meager levels.
- The college should offer a larger array of course durations that may be attractive to a wider audience than is currently being done. Offering courses in 4, 6, 8, 9, or 12 week formats may be expanded.
- The college should expand the weekend offerings in mathematics, English, foreign languages, and natural and social sciences beyond the current weak offerings in these areas.
- Every effort should be made to enhance the productivity of the weekend program to be in line with that of the college.
- Courses that address the needs of women, adult learners, and career professionals should be expanded without neglecting the needs of the growing population of young students who are taking advantage of weekend offerings.
- The college should enhance exiting student services, especially counseling, and systematically update the educational plans for weekend students. The relatively high percentage (30%) of undecided among weekend participants and within the general student population at DVC should not be tolerated.

## **Appendix**

### **DVC Weekend Course List, Spring 2002 to Spring 2004**

## DVC Weekend Course List, Spring 2002 to Spring 2004

No.	Course	Short Title	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
1	ADJUS-120	Intro to the Admin of Justice			1		1
2	ADJUS-260	Patrol Procedures		1		1	
3	ADJUS-270	Defensive Tactics & Firearms		1	1	1	1
4	ADS-151	Ethical/Legal Concerns for Ads	1		1		
5	AET-120	Intro Alternate Energy Systems		1			
6	AET-130	Photovoltaic Syst Design/Instl				1	1
7	AET-150A	Intro to Alternate Energy Sys.	1				
8	AET-150B	Photovoltaic Sys Design & Insta		1	1		
9	ANTHRO-120	Magic, Witchcraft, & Religion			1		
10	ART-105	Intro to Drawing and Color			1	1	1
11	ART-106	Drawing and Composition				1	
12	ART-111	Printmaking: Etching			1		1
13	ART-150Q	Experimental Ceramic Workshop	1				
14	ART-150Y	Maiolica Ware Workshop			1	1	
15	ART-150YY	Raku Workshop					1
16	ART-154	Hand-Built and Raku Ceramics		1			
17	ART-160	Basic Photography	1			1	
18	ART-161	Intermediate Photography		1	1		1
19	BIOSC-101	Fundamentals of Bio Science	1	1	1	1	1
20	BIOSC-102	Fundamentals Bio Science	1	1	1	1	1
21	BUS-109	Intro to Business					1
22	BUS-240	Business Statistics			1		
23	BUS-250	Business Communications					1
24	BUSAC-186	Principles of Accounting I				1	
25	BUSGR-150A	Beginning Adobe Photoshop	1	1	1		
26	BUSIM-075E	Intro to Microsoft Excel 2000	1	1	1	1	1
27	BUSIM-077E	Int MS Excel 2000	1	1	1	1	
28	BUSIM-155AA	Notary Public Cert Preparation					1
29	BUSIM-155I	PowerPoint Essntls/Presntatns	1				
30	BUSMG-150A	Listening Skills	1				
31	BUSMG-150F	Better Bus Present Use Pwrpnt			1		
32	BUSMG-151A	Seminars-Employee Behavior	1		1		1
33	BUSMG-151B	Dealing With Difficult People	1	1	1	1	1
34	BUSMG-151E	Self-Esteem & Self-Management		1		1	
35	BUSMG-151F	Time Management	1	1	1	1	1
36	BUSMG-151G	Overcoming Job Burnout					1
37	BUSMG-151J	Managing Stress	1	1	1	1	1
38	BUSMG-151L	Teamwork & Team-Building Skill	1	1	1	1	1
39	BUSMG-151M	Improving Mental Effectiveness		1		1	
40	BUSMG-151N	Emotional Intelligence in Work			1		1
41	BUSMG-151P	Assertiveness and Handling Criticism		1		1	
42	BUSMG-151R	Making Successful Bus Pres	1				
43	BUSMG-152B	Managing Cultural Diversity				1	1
44	BUSMG-152C	Managing Conflict	1	1	1	1	1
45	BUSMG-152D	Interviewing Skills		1		1	
46	CARDV-150	Exploring Careers	1	1	1	1	1
47	CARDV-155	Career Development Seminar	1	1	1	1	
48	CIS-050B	Intro to Personal Computers	1				
49	CIS-050C	Windows 98 Level 1	1	1	1	1	1

## DVC Weekend Course List, Spring 2002 to Spring 2004

No.	Course	Short Title	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
50	CIS-050D	Windows 98 Level 2	1	1	1	1	1
51	CIS-050E	Windows File Management	1	1	1		
52	CIS-050G	Troubleshooting Windows/Home		1	1	1	1
53	CIS-051A	MS Word Level 1	1		1		1
54	CIS-051B	MS Word Level 2	1		1		1
55	CIS-051C	MS Word Level 3			1		1
56	CIS-052A	MS Excel 1	1	1	1	1	1
57	CIS-052B	Excel Level 2	1	1	1	1	1
58	CIS-052C	Excel 2002 (Advanced Level 3)				1	
59	CIS-052D	Using Quicken	1				
60	CIS-053A	MS Powerpoint	1	1	1		1
61	CIS-053E	Using Paint Shop Pro	1				
62	CIS-054A	Access 1	1	1	1	1	1
63	CIS-054B	Access 2	1	1	1	1	1
64	CIS-054C	Access 3		1	1	1	1
65	CIS-054D	Advanced Microsoft Access	1	1		1	1
66	CIS-054E	Using MS Project	1	1	1		1
67	CIS-054F	Using MS Proj (Interm-level 2)				1	
68	CIS-055D	Using MS Outlook		1	1	1	1
69	CIS-055E	Introduction to Web Design	1				1
70	CIS-055F	Using Frontpage	1				
71	CIS-055G	Dreamweaver 1	1	1	1	1	1
72	CIS-055H	Dreamweaver 2	1	1	1	1	1
73	CIS-055I	Using Flash	1	1	1	1	1
74	CIS-055L	Dreamweaver Ultradev	1	1	1	1	1
75	CIS-055N	Using Computers for Genealogy			1		
76	CIS-055S	Using Photoshop Elements					1
77	CNT-114	MS Win 2000 Op Sys Essen/Adm.	1	1	1	1	
78	CNT-116	Implement.Ms Wn 2000 Prof/Serv	1		1	1	
79	CNT-117	Imple.MS Win 2000 Dir.Service	1		1		1
80	CNT-118	Imple.A Win 2000 Netwk Infrast	1		1		1
81	CNT-150A6	Managing a MS Windows Network		1			
82	CNT-150A10	Computer Networking Workshop				1	1
83	CNT-150A11	Computer Netwk Workshp II Clus				1	
84	CNT-150A12	Computr Ntwkg Wkshp III Citrix				1	
85	CNT-150A13	Comp Ntwk Wksp li-Exch 2003					1
86	CNT-160	Cisco Networking I	1		1		
87	CNT-161	Cisco Networking II	1				
88	COMSC-096	Advanced WWW Publishing	1				
89	COMSC-100	Intro Computers & Info Systems		1			
90	COMSC-100L	Intro to Computer Software	1	1	1		
91	COMTC-110A	Intro to Computer Hardware	1				
92	COMTC-115	A+ Exam Preparation		1			
93	COMTC-150C	Wireless Communications				1	
94	CONST-116	Surveying Related to Construct	1		1		1
95	ECON-220	Principles of Macroeconomics			1	1	1
96	ECON-221	Principles of Microeconomics			1		
97	ELTRN-150A	Introduction to Robotics					1

## DVC Weekend Course List, Spring 2002 to Spring 2004

No.	Course	Short Title	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
98	ENGL-116	College Reading Development	1	1	1	1	1
99	ENGL-118	College Writing Development	1	1	1	1	1
100	ENGL-122	Freshman English: Comp & Read	1	1	1	1	1
101	ENGL-126	Critical Thinking: Shap Mean	1	1	1	1	1
102	ENGL-154	Shakespeare and His World		1	1	1	1
103	ENGL-222	Creative Writing		1			
104	ESL-072	ESL:Pronunciation/Listening	1	1	1	1	1
105	ESL-078	ESL: Intermed Writing Skills			1		1
106	ESL-081C	ESL: Conversation			1		
107	FAMLI-124	Child Devlp and Psychology					1
108	FAMLI-144	Diversity in Ece Classrooms	1				
109	FAMLI-220	Programs for School Age Child		1			
110	FAMLI-237D	Early Childhood Ed: Circle Time			1		
111	FAMLI-237G	Outdoor Education	1				
112	FAMLI-237H	Annual Child Care Conference	1		1		1
113	FAMLI-237K	Director Seminar: Staff Supp					1
114	FAMLI-246	Intro to Foster Parenting			1	1	1
115	FAMLI-246A	Intro to Foster Parenting	1	1			
116	FAMLI-246C	Parenting Children of Others	1		1		1
117	FAMLI-251	Admin of ECE Programs				1	
118	FAMLI-253	Adult Supervision in Ec Class			1		1
119	FAMLI-263	Spec Nds Child-Spch, Lan and H					1
120	FAMLI-265	Issues Working: Child W/Spec Nd					1
121	FILM-120A	Film Noir			1		
122	FILM-120B	Documentary Film					1
123	FILM-130A	Great Directors: A. Hitchcock			1		
124	FILM-130B	Great Directors - S. Soderbergh				1	
125	FILM-130C	Great Directors: Coen Brothers			1		
126	FILM-130D	Great Directors: Coppola				1	
127	FILM-130E	Great Directors: Oliver Stone					1
128	FILM-130F	Great Directors: Indep Voices					1
129	FILM-140	American Cinema/American Cultr	1	1	1	1	1
130	FILM-150J	The Films of Billy Wilder		1			
131	FILM-150L	American Films of the 1970'S	1				
132	FILM-150M	American Comedy in the Movies	1				
133	FILM-150N	Films of John Sayles		1			
134	FILM-160	American Cultures in Film	1		1		1
135	FILM-280	Into Film: Am Cinema 1900-1950		1		1	
136	HIST-120	History of the US Before 1877	1	1	1		
137	HIST-126	The American West			1	1	1
138	HIST-140	History of Western Civilization				1	
139	HORT-140	Basic Plant Taxonomy			1		
140	HORT-141L	Tree Identification Laboratory				1	
141	HORT-143L	Shrub Identification Lab					1
142	HORT-147L	Annuals & Perennials ID Lab			1		
143	HORT-150C	Edible Landscape	1				
144	HORT-150J	Designing With Grasses	1		1		
145	HORT-171	Landscape Construction				1	
146	HORT-179L	Arboriculture Laboratory		1			

## DVC Weekend Course List, Spring 2002 to Spring 2004

No.	Course	Short Title	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
147	HSCI-124	Ecology of Human Health				1	
148	HSCI-131	Cardiopulmonary Resuscitation	1	1	1	1	1
149	HSCI-150B	Lab Assessmts in Health Science			1		
150	HUMAN-105	Intro to Human: Arts & Ideas		1	1	1	1
151	L-103	Access to Library Materials		1		1	
152	L-108	Acquisition of Lib Materials		1			1
153	L-150C	Job Srch Skills/Library Prsonnl			1		
154	LS-130	Internet and Online Research	1		1		1
155	MATH-120	Intermediate Algebra					1
156	MATH-142	Elem Statistics/Probability					1
157	MULTM-110	Digital Imaging Process & Tech			1		1
158	MULTM-111	Digital Imag Process & Tech II			1		1
159	MULTM-130	Introduction to Digital Audio			1	1	1
160	MULTM-149	Introduction to Digital Video			1	1	1
161	MULTM-170	Multimedia for Web Delivery				1	
162	MUSIC-101	Beg Guitar & Folk Singing		1	1	1	1
163	MUSIC-102	Inter Guitar and Folk Singing		1	1	1	1
164	MUSIC-139	Marching Band Techniques	1		1		1
165	MUSIC-150	Beginning Piano I				1	1
166	MUSIC-190Q	Advanced Pro Tools				1	1
167	MUSPF-107	Rhythm and Blues Performance	1	1	1	1	1
168	MUSPF-141	Honor Band	1	1	1	1	1
169	OCEAN-109	Fundamentals of Oceanography					1
170	OCEAN-110	Fundamentals of Oceanography					1
171	PE-116	Step Aerobics		1		1	
172	PE-120	Physical Fitness	1	1	1	1	1
173	PE-121	Aerobics	1	1	1	1	1
174	PE-127	Hips, Thighs and Abs					1
175	PE-128	Cardio Kick-Boxing	1	1	1	1	
176	PE-130	Hiking			1	1	1
177	PE-150J	Hiking	1	1			
178	PE-162	Beginning Golf	1	1	1	1	1
179	PE-172	Tennis	1	1	1	1	1
180	PE-188	Soccer	1	1	1		1
181	PE-199	Athletic Conditioning		1		1	
182	PECMB-111	Tae Kwon Do	1	1	1	1	1
183	PECMB-112	Self-Defense	1	1	1	1	1
184	PECMB-113	Tai Chi Chuan	1	1	1	1	1
185	PECMB-114	Aikido	1	1	1	1	1
186	PECMB-116	Aikido Weapons - Jo and Bokken					1
187	PECMB-150C	Aikido Weapons - Jo and Bokken	1	1	1		
188	PEDAN-130	Ballet	1	1	1	1	1
189	PEDAN-133	Intermediate Ballet	1	1	1	1	1
190	PEDAN-136	Jazz Dance		1	1	1	1
191	PEDAN-137	Intermediate Jazz Dance				1	1
192	PEDAN-142	Modern Dance	1	1	1	1	1
193	PEDAN-143	Country Western Line Dancing	1	1	1	1	
194	PEDAN-150A	Ballroom/Partner Dancing	1	1	1		

## DVC Weekend Course List, Spring 2002 to Spring 2004

No.	Course	Short Title	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
195	PEDAN-155B	Latin Dance	1	1	1	1	1
196	PEDAN-155C	Swing and Salsa Dance	1		1		1
197	PEDAN-155D	Swing Dance		1		1	
198	PEDAN-160	Begin Ballroom/Social Dance				1	1
199	PETHE-260	Secondary School Coaching Cert	1				
200	PHILO-120	Introduction to Philosophy		1	1	1	1
201	POLSC-121	Introduction to US Government	1	1	1	1	1
202	PSYCH-122	Psychology in Modern Life	1	1	1	1	1
203	PSYCH-210	General Psychology		1			
204	RE-162	Real Estate Appraisal				1	
205	RE-163	Real Estate Practice			1		
206	SIGN-280	American Sign Lang. (ASL) I	1	1	1	1	1
207	SOCIO-120	Introduction to Sociology		1			1
208	SPAN-120	1st Term Conversational Span			1		1
209	SPAN-155	1st Term Conversational Span	1	1	1		
210	SPCH-120	Fundamentals of Speech	1	1	1	1	1
	Totals		98	97	118	103	118