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ARCHIVES

WOMEN'S GENERAL STUDIES SURVEY

A REPORT PRESENTED TO THE WOMEN'S STUDIES ADVISORY COMMITTEE

by

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Survey conducted -

February - April 1974

SUMMARY OF FINDINGS

PURPOSE - To discover the nature of the population of students involved in Women's Studies courses at Douglas College in the following groups:

A. Academic Courses

Canadian Women in History  
Role of Women in Society  
Philosophy, Religion and Women  
Images of Women in Literature  
Psychology of Women

B. Workshop Courses

Status Anyone?  
Women in a Changing World (Burnaby, Surrey, Richmond, New Westminister)  
World of Women: Promises and Problems  
Status of Women  
Women as People  
Sugar n' Spice

C. Continuing Education Courses

Discovering Oneself  
You're Not the Only One  
Exploration for Women

The questions to be answered were:

1. Who is in the courses? What is their socio-economic status?
2. What needs are fulfilled by the courses?
3. How did the students hear about the courses?
4. What activities have the students become involved in since the courses?
5. In what direction should the courses at Douglas College head?

The speculations in each group were as follows:

- A. Academic Courses: Students involved in the courses have had previous Douglas College courses and were not drawn from a workshop population.
- B. Workshop Courses: Women involved in these courses are ready to enter new activities in the educational, employment or family spheres. It was hoped that they had gone on to further study at Douglas College.
- C. Continuing Education Courses: Being self-discovery oriented, the researcher speculated that the women have made personal development discoveries and made changes in their goals and lifestyles.

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METHODS: A mailout questionnaire was distributed to all students involved in the courses (excepting Sugar n' Spice). The sample included 819 students. Each group received a different questionnaire due to the different questions needing answers.

FINDINGS: Returned usable questionnaires numbered 33% (24) of the academic mailout, 26% (178) of the workshop mailout, and 74% (53) of the continuing education course mailout.

A. Academic Course Students

1. Students were young (41% ages 18-21) and divided into two motivated categories. First, was the full-time university transfer student taking courses out of interest in the topics or convenience. Second is the part-time (generally older) student taking courses for personal development reasons.
2. Students were spread over a wide range of socio-economic classes but tended to be of a professional nature. Educationally, they had high school or one or two year's training.
3. Most students attending the program are not working and free to take courses in the mornings and evenings.
4. The college calendar was the main method of notifying these students.
5. The population of this program is predominantly full-time (82%).
6. Students have had considerable experience with Douglas College (Note: only two students surveyed came from the workshops).
7. The Women's General Studies Program has not been well promoted as many students did not realize they were enrolled in it.
8. This program is successful in terms of women's movement education.
9. One course was poorly valued due to the "sexist" attitude of the instructor.

B. Workshop Course Students

1. Students tend to be well educated, have some post-secondary education, and are from upper socio-economic classes. The exceptions to this statement, however, are of particular interest because of their expressed need to continue their education and move on to personal changes.
2. A majority of the students are between the ages of 35-55.
3. 44.2% of the women were working
4. The main reasons for attending the workshops were: (a) personal development; (b) interest in the topics of the courses; (c) interest in the women's movement; and (4) exploration of educational opportunities. This suggests an achievement of the goals specified by workshop organizers and a significant "turning on" of the population.

5. Follow-up suggested by the women was in the same areas as the workshop with emphasis on the need for more guidance in directing personal goals and women's movement studies.
6. 13.4% (24) of the respondents attended Douglas College courses as a result of the workshop. Two attended full-time, six enrolled in Women's General Studies courses and the remainder attended a great variety of programs. Ten entered Career Explorations and Lifeskills courses.

Generally, students who have been involved in workshops and other courses at Douglas College are interested in personal development courses. University transfer is not an important reason for attendance. This is supported by their educational aspirations of one or two year's university or community college and personal development.

7. Many women felt that they had not yet made a substantial change in their lives. The motivation to do so is still present but either lack of resources (financial and community) or time has prohibited them from doing that.
8. Promotion most able to reach these women were flyers, friends, the newspaper and community groups.

C. Continuing Education Courses Students

- ①. These families also have a large representation in upper socio-economic classes (49.0% in the upper 3 categories) but a significant group is in the clinical, sales and service and skilled categories. They are not as well educated as the previous groups.
2. Needs for this program are in the areas of self-discovery, both of themselves and other women. It is very important for them to discuss topics related to women outside of their present social environment.
3. Their future goals are well-described by saying that the course has encouraged them to explore further education, become involved in the community and change their present relationships. This supports the notion that women have made changes in their goals and lifestyles as a result of this experience.
4. Students heard about the courses mainly through flyers, friends and women's workshops.
5. Most respondents had an understanding of the Douglas College registration and attendance procedures.

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THE PROJECT

The Women's Studies survey was conducted from February 1974 to April 1974 with the purpose of discovering the true nature of the population who attended:

	<u>Offered</u>
A. 1. Canadian Women In History	Fall 1973
2. Philosophy, Religion and Women	Fall 1973, Spring 1974
3. Women in Psychology	Spring 1974 (cancelled)
4. Images of Women in Literature	Fall 1973 (cancelled) Spring 1974

The population who also attended were from four related courses to complete the package:

1. Human Sexuality	Fall 1972, 1973; Spring 1973, 1974
2. Role of Women in Society	Fall 1973; Spring 1974
3. Role of the Family in Society	Fall 1973; Spring 1974
4. Frontiers of Thought	Fall 1973; Spring 1974

These courses were created as a result of the response to the women's workshops offered from 1971 to 1973. A follow-up academic program was needed for women who were interested in further examining the women's movement and the roles of women in society.

The speculation is that students drawn into this program were students with previous Douglas College experience, not from the workshop programs.

B. The second group studied was the Women's Workshop or Seminar. A lecture series of continuing education (non-credit) courses which focus on a variety of women's studies, e.g. women in the work world and the role of women in society. The workshops included:

1. Status of Women	Richmond	Fall 1971
2. Women in a Changing World	New Westminster	Spring 1972
	Burnaby	Spring 1973
	Surrey	Fall 1973
	Richmond	Spring 1973
3. World of Women: Promises and Problems	New Westminster	Fall 1972
4. Status Anyone?	Surrey	Spring 1973
5. Women as People	New Westminster	Spring 1973
6. Sugar n' Spice	Langley	Fall 1973

The supposition was that women became acquainted with the present and changing role in society and through this consciousness-raising experience have become involved in new activities in the family, an educational institution or in employment. Of particular interest is the question "How many students went on to study at Douglas College and in what areas did they attend?"

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C. The final group to be examined was the Women's Continuing Education courses. These courses were established to meet the needs of women who wished career or employment explorations or were interested in acquiring communication, decision-making and problem-solving skills. The courses include:

- |                            |          |             |
|----------------------------|----------|-------------|
| 1. Discovering Oneself     | Richmond | Fall 1973   |
| 2. Exploration for Women   | Burnaby  | Spring 1974 |
| 3. You're Not the Only One | Surrey   | Spring 1974 |

The researcher is asking the questions: (a) Are their needs being met? and (b) What program can or is being offered by Douglas College to assist these women in attaining goals?

Data must be accumulated to answer the following questions:

- (a) Who was in these courses? What socio-economic groups is the college serving in their Women's General Studies Program?
- (b) What needs are being fulfilled by these courses?
- (c) In what activities have the women become involved since the course?
- (d) How did they hear about the courses? What types of promotion should be used in future programs?
- (e) In what direction should the Women's Studies Program go in terms of follow-up for existing courses and expansion of future ones.

## METHODS

### Sample Selection

Lists of names and addresses of students who attended academic courses were obtained from the computer files of the Douglas College Admissions Office. Only those who attended the new or specifically women-focussed academic courses were surveyed, i.e. Women in History, Philosophy, Religion and Women, Women in Psychology, Role of Women in Society and Images of Women in Literature.

The remaining package courses were created for the college students and, therefore, are invalid for use in answering the academic course hypothesis.

Class lists for students attending workshops and continuing education courses were obtained from the continuing education course files of Lillian Zimmerman and the Admission files of Douglas College.

The researcher decided to question all the women in these courses in order to establish the true nature of the population. It was felt that because of the workshops being held as far back as the spring semester of 1971, the interest level necessary to reply to a questionnaire would decrease with the increase in time period that the women had been involved in Douglas College courses.

Sugar n' Spice, a workshop course offered in Langley, was not sample because the registration list could not be obtained from the Douglas College Admissions or the Ishtar Women's Resource Centre.

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## QUESTIONNAIRE

A questionnaire was mailed out to all participants (excepting "You're Not the Only One", "Exploration for Women" and "Role of Women in Society" which were currently running) with a cover letter (see Appendix A). Each program received a different questionnaire as different questions needed to be asked of different groups. The academic courses received the questionnaire in Appendix B; the workshops, Appendix C; and the continuing education courses, Appendix D. The other groups received the same questions but during their class time. This was meant to add sampling reliability.

Also included in the mail-out was a prepaid postage return envelope.

The questionnaire format adhered to a number of known criteria for successful mail surveys. Low response rates bring obvious inaccuracies and assumptions based on insufficient data as well as difficulties in interpretation. The criteria of (1) maximum coverage of data in minimum time, (2) ease of coding, (3) acceptability to respondents, and (4) attractiveness of format were pre-empted through this method.

Pre-testing of the questionnaire was performed on small samples of the student population. Difficulty in interpretation of questions and responses were discovered at this time. The multiple-choice answer technique was found to be the most useful method of responding in terms of (1) ease of filing responses, (2) ease of coding and analysis, and (3) identification of difficult responses of needs of attending courses and personal characteristics. "Other" categories were included in most questions to allow respondents to reply in ways not known to the researcher.

All data was coded on file cards and checked for consistency with returned questionnaires.

## VARIABLES

The dependent variables used in the analysis are age, sex, marital status, support of dependent children and socio-economic class, as well as credits achieved, grade point average, college status (in the case of academic students and workshop students who had gone on to take Douglas College courses). The categories were designed to match the Mansfield Study "A Profile of Early College Leavers" for comparison purposes.

The socio-economic class variable consisted of major wage earners occupation and education, respondents' occupation and education, type of residence and amount of land accessible to the residence. Class groups were formed using education and occupation as the determinates according to the Canadian Classification Dictionary of Occupations. In Canada, socio-economic class distinctions are not black and white divisions and any measure is arbitrary. The dictionary provided a ten-class distinction that is comparable to the Bogue Scale measurements.\* (It was also found that education and occupation were closely related in the data, comparable to the dictionary).

\*These are Professional (profession and technical) Managerial (managers, proprietors) White-collar (sales, clerical and office workers), Upper Blue (skilled), Lower Blue (unskilled) and unemployed.

The classes are:

- A. Managerial: top administrative and government jobs.
- B. Professional: non-Social Service (e.g. teachers, air pilots, architects).
- C. Professional Social Service (in health, sports and recreation, music, literary)
- D. Proprietors
- E. Clerical workers and office managers
- F. Sales and service
- G. Agriculture, logging, fishing, oil working
- H. Skilled workers
- I. Semi-skilled and unskilled
- J. Unemployed and homemakers

The dependent variables include:

Academic: Reasons for attending Douglas College (#15)  
Courses in which enrolled (#19, 20)  
Reasons for taking the course (#17)  
Future plans (#18)  
Educational aspirations (#27)  
Needs for babysitting (#29)  
How they heard about the course (#26)

Workshop: Reasons for attending workshop (#16)  
How they heard about the course (#17)  
Future plans (#18)  
Reasons for attending Douglas College (#21)  
Educational aspirations (#24)  
Needs for babysitting (#26)

Continuing Education: Reasons for attending courses (#15)  
Evaluation of courses (#16-18)  
How they heard about the course (#19)  
Educational aspirations (#23, 24)  
Future plans (#22)  
Needs for babysitting (#26, 27)  
Financial needs (#28, 29)  
Douglas College myths analysis (#30)



Returned useable questionnaires numbered 178 workshop, 24 academic and 53 continuing education at the time of coding, although others arrived later and were checked for general consistency with the prepared data. Such data were consistent but excluded due to the difficulty of adding them to the interpretations in progress. Returned questionnaires numbered 26% of the workshop mail-out, 33% of the academic mail-out and 74% of the continuing education mail-out.

Independent Variable Measures

Table A indicates the age of respondents in all three program categories:

TABLE A: Age of respondents in Women's Studies Survey.

Age	Academic %	Workshop %	Continuing Ed.%
Under 18			
18 - 21	41	1.1	
22 - 24	8	3.4	3.8
25 - 29	8	8.4	15.1
30 - 34	13	15.2	20.8
35 - 45	13	34.8	18.4
45 - 55	13	30.9	26.4
Over 55	4	30.9	15.1
TOTAL	100%	100%	100%

Note the over-representation of women in the 18 - 21 age category in the academic group as well as that in the 35 - 55 age category in the workshop group. When the ages analysis was calculated for the non-returned academic students (computer print-out), it was discovered that the returning group was not significantly different from the non-returning group.

TABLE B: Sex of respondents in Women's Studies Survey

	Academic	Workshop	Continuing Ed.
Male	0 of 13	2 of 2	0 of 0
Female	24 of 52	176 of 686	53 of 72

Note that the men in the academic workshops did not reply (perhaps due to the heading of the questionnaire) and as a group cannot be analyzed.

TABLE C: Marital status of respondents in the Women's Studies Survey

Marital Status	Academic %	Workshop %	Continuing Ed.%
Single	50	2.2	3.8
Married	20	84.4	77.2
Common Law	8		
Divorced, Separated,	9	8.4	13.4
Widowed	13	2.8	5.6
TOTAL	100%	100%	100%

Table D indicates the major wage earner socio-economic status of the three groups as measured by an occupational educational stratification.

TABLE D: Socio-economic status of major wage earners in Women's Studies Survey.

Class	Academic %	Workshop %	Continuing Ed.%
Managerial	8.3	5.6	5.6
Professional	16.6	29.8	22.6
Social Service	12.5	11.2	20.8
Proprietors	8.3	3.4	1.9
Clerical	12.5	14.0	13.2
Sales and Service	4.2	9.5	15.1
Agriculture		3.4	1.9
Skilled	16.6	13.5	11.4
Unskilled	4.2	.6	
Unemployed	12.5		5.6
No answer	4.2	9.0	1.9
TOTAL	100%	100%	100%

The table indicates an over-representation of academic students with familial wage earners of professional and skilled class categories, and an under-representation in the Sales and Service and Lower Blue (unskilled) classes. The workshop group has a large percent of major wage earners of professional standing (36% of this group are teachers). The top three classes alone represent 46.6% of the population. Of particular interest is the clerical group. Of the 23 respondents, 9 are women. It also points out a more even representation of continuing education courses across socio-economic classes. In this case, we are in fact serving a more representative socio-economic population.

Table E: Highest educational level of the respondents in the Women's Studies Program at Douglas College.

Education	Academic %	Workshop %	Continuing Ed.%
Grades 1 - 7			3.8
Grades 8 - 10	4.4	4.5	26.4
Grades 11 - 12	25.5	2.8	5.6
Trade School	8.4	2.8	28.3
Normal School	4.2	1.1	
Career Programs	8.4	23.6	20.3
1 or 2 years university or college		16.3	9.4
University Degree	4.2	16.3	3.8
Post-graduate Studies		5.6	1.9
No answer		1.2	
TOTAL	100%	100%	100%

TABLE F: Highest educational level of the major wage earner of families in the Women's Studies Program at Douglas College.

Education	Academic %	Workshop %	Continuing Ed.%
Grades 1 - 7	4	.6	1.9
Grades 8 - 10	13	10.0	5.6
Grades 11 - 12	13	26.7	20.8
Trades and Vocational	8	8	15.1
Normal School		2.7	
Career Programs		6.0	11.4
1 - 2 years University		10.7	11.4
University	21	15.3	18.6
Post-graduate Studies		20.0	15.1
No Answer	41		
TOTAL	100% N=24	100% N=178	100% N=53

The academic courses major wage earners are over-represented in the 1-2 years university level and are under-represented at the trade and vocational level. However, workshop data show a very high percentage in the post-graduate, bachelor and 1-2 years university and community college levels. We must conclude, then, that the participants are generally well-educated. The respondents tend to have a lower educational level than their spouses although clustering occurs in high classes. The academic respondents have 1-2 years of community college (most of whom are at Douglas), and workshop students have a large representation in the career program - university degree levels. This suggests that the courses are appealing to quite well-educated women. Continuing Education course women cluster in high school, career programs and 1-2 university categories, creating very different educational levels.

LAND OWNERSHIP

TABLE G: Land ownership of families in Women's Studies programs at Douglas College.

Land	Academic %	Workshop %	Continuing Ed.%
No yard	8.4	4.5	3.8
Shared Yard		3.9	5.6
Single Lot	70.7	59.0	50.4
Double Lot	12.5	11.8	24.5
Acreage	4.2	11.8	15.8
No Answer	4.2	16.0	
TOTAL	100% N=24	100% N=178	100%

Cont'd.....

TABLE H: Accommodation status of families surveyed in the Women's Studies Program.

Accommodation	Academic	Workshop	Continuing Ed.
Rented apartment	20.9	10.7	7.5
Rented house	4.2	6.3	9.4
Mortgaged house	16.6	44.7	20.8
Owned house	33.3	36.5	56.6
Room and board	25.0	.6	
Living with relatives			3.8
No answer		1.2	1.9
TOTAL	100%	100%	100%

Although these indices are not a direct measurement of socio-economic class, they are indicators of economic status.

This supports the socio-economic educational indicators that have suggested that Douglas College is more inclined to serve upper economic levels.

Employment of Women

Employed women are a specifically interesting category, as the researcher assumes that their needs are different from the non-working women.

TABLE I: Employment status of women respondents in the Women's Studies Programs at Douglas College.

Employment	Academic	Workshop	Continuing Ed.
Full-time permanently	8.4	14.6	7.5
Full-time temporarily	4.2	7.3	5.6
Part-time permanently	20.9	12.9	15.1
Part-time temporarily	20.9	8.4	16.9
Not working	46.6	56.2	54.9
No answer		.6	
TOTAL	100%	100%	100%
	N=24	N=178	N=53

The table indicates that large percentage of women who attended Douglas College are presently working. Academic students are working for the purposes of funding their education or supporting the family. Workshop families, on the other hand, are not only housewives, as 44.2% of them are employment-centered. Further research data shows that 42% of the 30-34 age group, 27% of the 35-44 group and 41% of the 45-55 group are working.

The non-working women in continuing education programs are homemakers with the largest segment being ages 25-45. The full-time workers are from the "Discovering Oneself" class and are younger in age.

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Promotion Effectiveness

The academic courses were advertised through a general studies brochure and individually in the college calendar under department and division headings.

Publicity for the workshops consisted of flyers, contacts with community groups (particularly the Surrey "Women in a Changing World"), news releases and, in most cases, television and radio talk shows.

Continuing education courses were announced by flyers and at workshops.

Table J indicates how the respondents heard about the program.

TABLE J: Women's courses responses to how they heard about the courses

	Academic	Workshop	Continuing Ed.
College calendar	83.3		
Flyers	4.2	29.2	47.3
Poster		9.0	5.6
Newspaper		15.2	5.6
Television, Radio		2.1	
Work		1.1	3.8
Women's Workshop	4.2	3.9	9.4
A friend		16.4	15.1
A family member		2.2	1.9
A counsellor, instructor	8.3	3.9	1.9
Other - "Y"		2.2	
All others (Library, groups)		14.1	7.5
No answer		.6	1.9
TOTAL	100%	100%	100%

Academic students depend on the calendar for information; workshop students and continuing education on flyers and word of mouth.

Workshop Analysis

Table K reports respondents' primary, secondary and tertiary reasons for attending workshop courses as recorded in discreet categories on the questionnaire. From previous work in Douglas College populations, it was found that direct questioning of reasons for attendance were satisfactory. Given that an individual has only a limited number of socially sanctionable choices as to her reasons for becoming attached to an institution, cause and effect became obscure. The researcher admits that very personal reasons for attending may not be recorded in an anonymous questionnaire.

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TABLE K: Respondents' reasons for attending Douglas College courses

Cause	Primary %	Secondary %	Third %	Total
Interest in the topics	20.2	11.8	10.7	14.2
Exploration of Educational Opportunities	11.2	10.0	6.7	9.4
Exploration of Employment Opport.	3.9	7.9	7.4	6.4
Related to your job	3.4	5.1	1.7	3.4
Related to your education	1.7	1.7	2.8	2.1
Interest in the women's movement	12.4	14.6	9.0	12.0
Personal development	25.3	14.6	11.3	17.0
A friend went	1.7	1.1	3.4	2.1
Pleasure	3.4	3.9	6.2	3.4
Interest in the speaker	8.4	4.5	8.4	5.4
Opportunity to discuss topics related to women	1.7	10.1	7.9	9.4
Other	3.4	3.4	3.4	3.4
Missing data		7.9	18.0	8.4
Did not attend	3.4	3.4	3.4	3.4

The foremost reason for attending the workshop is personal development, followed closely by interest in the topics, interest in the women's movement and exploration of educational opportunities. The second and third reasons are directly related to the promotion, nature and premises of the program. It can be concluded, then, that women were very interested in the program as a women's information and educational study. The fourth reason refers to the notion that several workshops were held under a study of possible educational explorations for women returning to the educational world.

The primary reason of personal development indicates that there are a number of personal growth needs causing women to be drawn to a lecture and discussion series of and about women.

The second reason indicates the same four reasons with the second and third reasons being in a reverse order. The range of differences between choices became smaller and we find that interest in the speaker, and exploration of employment opportunities also become important.

The third reason is again, in order, personal development, interest in the topics, interest in the women's movement and interest in the speaker. Without a doubt, there are three key reasons for women attending such programs.

When the reasons for attendance are cross-analyzed with social class, the researcher found very few class differences occur. The notable one is that professional and social service status families are more inclined to attend for educational and job exploration reasons.

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It has been said that the older women are interested in workshop courses because of a need to re-enter the work or educational world. The researcher indicates that this not the primary focus, i.e. 73% of the age group 35-44 and 62% of the 45-55 group chose either interest in the topics, interest in the women's movement or personal development as their primary reason for attending.

TABLE L: Workshop respondents enrollment in Douglas College courses.

Previous to Workshop	Following Workshop	
	yes	no
Yes	14	18
No	24	122
N/A	6	

Questions have been posed regarding the workshops' ability of drawing women out of their homes and enlightening them to begin educational pursuits. In regards to their participation at Douglas College, 56 women have had another educational experience; 14 attended both before and after the workshop, 24 attended after the workshop and 18 attended only before the workshop. It is safe to assume that 32 women had been previously exposed to Douglas College, and the remaining (13.4% of the total respondents) were drawn into Douglas as a result of the workshops.

When questioned as to the types of courses attended, only one woman took a new women's general studies academic course, although 6 enrolled in one or another of the package courses.

See Appendix E for detailed replies of respondents. Summarizing these results,

TABLE M: Distribution of course attendance of Douglas College workshop women who attended other college courses (attendance at 2 types of courses by one woman was recorded in both categories)

Academic Courses

Women's General Studies	6
Other academic courses	24
Career programs	5

Continuing Education courses

Career exploration lifeskills	10
College upgrading	3
Workshops *	9
Leisure courses (painting, drawing)	7

No Answer 3

\* 5 of these attended communication skills for community workers.

Cont'd....

It is important to note that of those who attended following the workshop, a significant number were interested in career explorations, communication skills, college preparation courses (e.g. reading development and writing).

TABLE N: Reasons for workshop women attendance at other Douglas College courses

Career Program	5.3	
General Studies	10.7	
Job improvement	6.5	
Pleasure	16.0	
Personal development	41.0	
University transfer	18.8	
No answer	1.8	
	100%	N=56

There is an over-representation in the pleasure and personal development categories; 57% of the women attending Douglas have interest in educational exploration but do not have a career goal in consideration. When cross-analyzed by age, there is a significant difference between the younger and older age ranges. The career program and the university transfer respondents are under the age of 30 and are either single or have children entering school age.

89% of these students attended part-time, taking 1-2 courses. The four full-time students were enrolled in merchandizing, business management and accounting, liberal arts and no answer. Two of these enrolled after the workshop.

TABLE O: Educational aspirations of workshop women entering other Douglas College courses.

<u>Reason</u>	<u>Number</u>
Personal Development	11
Secondary school/Vocational school diploma	2
1-2 years community college or university	16
University graduation	5
Teaching certification	3
Master's degree, Ph.D.	3
Professional degree	1
No specific level	15
I have no idea	8
No answer	1

Aspirations of this group are not very high as one or two years at a community college or university is all they desire. When combined with the personal development and no specific level or have no idea categories (who are working toward one or two years of a community college), it covers 50% of the group.

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One further statement of character of this population is that of the 56 women, 62% are not working, 14 % have full-time jobs, while 14% have part-time jobs. Most of the working women are presently or have just completed attendance of a Douglas College course.

### ACADEMIC COURSES

#### Population Characteristics

By examining computer print-outs of the characteristics of students enrolled at Douglas College academic courses, the researcher found the following:

TABLE P: Comparison of enrollment status and sex of academic students in Women's General Studies courses.

<u>Status</u>	<u>Male</u>	<u>Female</u>	N=72
Part-time	8	18	
Full-time	12	34	

82% of the full-time students are university transfer students and are, therefore, well established in the college.

Further, in examining the students in all women's studies courses, 4 people are taking 3 or more courses, 21 people are or have taken 2 courses, and the remainder (161), 1 course. We can say, then, that there are 4 women's General Studies students, as such.

Reasons for attending the program are of key importance here.

TABLE Q:

<u>Reason</u>	<u>Primary</u>	<u>Secondary</u>	<u>Tertiary</u>
Interest in the topics	15	4	2
Relates to program of study		3	3
Relates to present employment			1
Personal development	4	8	2
Required or suggested for program of study			1
University transfer	3	4	8
Course fits into timetable	1	2	4
Course is an easy credit			
A friend is taking the course			
A counsellor suggested it		1	
Other			1
Missing data			
No Answer	2	2	2
	<u>24</u>	<u>24</u>	<u>24</u>

Cont'd....

The data indicates that interest in the topics, personal development and university transfer are the key reasons for taking the courses. Promotion of the course as specifically women-oriented is by far the largest reason for attendance.

The secondary choice is supported by 7 of the 9 women in the age category 30-55 while the 18-21 age group choice relates to program of study, university transfer and course fits into the timetable.

Still the numbers are so widespread that generalizations regarding specific needs of students cannot be made.

TABLE R: Reported status for academic students attending Douglas College in Women's General Studies program.

<u>Status</u>	<u>Number</u>
Full-time	16
Part-time (3-4 courses)	2
Part-time (1-2 courses)	6

When combined with the reasons for attending Douglas College, it would appear that the students are university-oriented material.

TABLE S: Reasons for academic students' attendance at Douglas College.

<u>Cause</u>	<u>Number</u>
Career program	2
General Studies	2
Job improvement	
Pleasure	
Personal development	6
University transfer	14

We have now made a distinction between the full-time university transfer student and the part-time student taking the course for personal development reasons. There is a direct relation between being part-time and taking courses for personal development and being full-time and university transfer, and taking courses out of interest in the topics.

Unusually, accumulated credits have a very high rating.

TABLE T: Credit accumulation of academic students

3 or less	1
4 - 6	
7 - 12	1
13 - 18	4
19 - 24	4
25 - 30	6
31 - 45	5
46 - 60	2
Do not wish to apply	1

Part-time students have the lowest number of accumulated credits; naturally, but the index suggests that part-time students have had a history of attendance at Douglas College.

When asked the question "Are you enrolled in the Women's General Studies Program?", the responses were:

TABLE U:

Yes	5
No	14
Have no idea	4
No answer	1



Those answering "yes" were full-time students in their third or fourth semester at the college. This information suggests that students are unaware that the courses they were/are taking are part of a General Studies program.

TABLE V: Academic respondents enrollment in the courses appear as follows:

<u>Course</u>	<u>1972-73</u>	<u>Fall</u>	<u>Spring</u>
91-100			1
21-115		8	
27-160		7	1
34-130		1	1
33-130			
33-240		3	10
23-250		1	1

The purpose of this question was to discover how many were enrolled in more than one course. One student was enrolled in 3 courses, 9 were enrolled in 2 courses with a variety of combinations.

In the short evaluation given on the questionnaire, several categories of the best and worst elements of the course evolved. The courses appeared to be successful in devoting time to the study of women - be it their roles, history, or women's movement education. (14 women indicated considerable training in these areas), for example, an answer to the question appeared as such.

"In one course I felt I learned a lot, not only in historical aspects but mainly seminar approach on specific aspects of women in society which were applicable in practical situations, not only a formal theorizing session two times a week."

Three women indicated personal development and growth in terms of their attitudinal change toward the subject. The remaining 7 felt the format (presentations, discussion) or instructor were the key highlights.

In the negative evaluation, 14 women suggested improvement in the format of the course - essays, course material, seminars, etc. Three had no complaints, 2 suggested that men were needed to balance the discussion, and in the case of one course, 6 students felt the instructor was not satisfactory for teaching a women's course. Twenty-one respondents would recommend the courses.

Cont'd....

CONTINUING EDUCATION COURSES

Being self-discovery oriented, one would expect that the major reasons for attendance at these projects was personally goal-centred. When asked their needs for attending, the following resulted:

TABLE W: needs of students in Continuing Education courses in Women's Studies at Douglas College.

Need	1st	2nd	3rd	Total
Exploration of educational opportunities	11.4	11.4	9.4	10.7
Exploration of vocational opportunities	7.5	5.6	1.9	5.0
Opportunity to know more about yourself	15.1	15.1	9.4	13.2
Opportunity to meet others	9.4	13.2	15.1	12.6
Opportunity to develop self-confidence	3.8	5.6	11.4	6.9
Interest in topics offered	5.6	7.5	3.8	5.6
Opportunity to discuss topics related to women	22.6	7.5	13.2	16.9
Sharing personal concerns	11.4	13.2	3.8	7.5
To gain skills in volunteer work	5.6	3.8	7.5	5.6
Get away from home	1.9	5.6		2.6
Pleasure			7.5	
Other	1.9		3.8	1.9
Missing data	3.8	9.4	13.2	8.9
TOTAL	100%	100%	100%	100%

N=53

The function of the groups being women-oriented in discussion is important to this group. Also 39.7% of the respondents were attending primarily for personal growth reasons. This is reflected in second and third choices as well.

GOALS

As an indicator of movement into a second phase of personal growth, students were asked what they expect to devote to during the next year. Table X reports the results.

TABLE X: Continuing Education students' self-reported future goals.

Goal	1st	2nd	3rd
Career opportunities	3.8	7.5	3.8
Educational opportunities	22.7	13.3	15.2
Employment	7.5	5.6	3.8
Professional activities	1.9	3.8	
Business activities	3.8		1.9
Changing personal relationships	30.2	18.9	18.9
Religious activities		5.6	3.8
Helping others (volunteer)	16.9	13.3	15.1
Community organization	3.8	7.5	5.6
Travelling	1.9	3.8	11.4
Leisure time - creative art	1.9	9.4	5.6
Other		1.9	
Missing data	5.6	9.4	15.1
TOTAL	100%	100%	100%

Future goals are related to the growth experience received in the groups and the exploration of educational opportunities. In fact, a significant number of women in "You're Not the Only One" went on to a mini Frontiers of Thought course at Douglas College.

When specifically asked about future employment and attendance at an educational institution, 17% of the currently unemployed plan to work. Most of these women are ages 30-45 and taking courses for personal development reasons.

Students tend to have personal development goals, although 9 women stated they were interested in university degree or post-graduate studies.

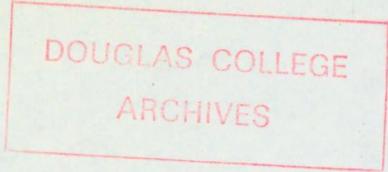
See Appendix D, question 32 for questions regarding myths around Douglas College. Surprisingly enough, this is a well-informed group - 83% knew that high school graduation was not necessary to attend Douglas College and 62% are aware that Douglas College is a diploma, degree or certificate-granting institution.

### Course Evaluation

Responses fell into the following categories:

The best parts of the course were:	<u>No. of Responses</u>
Personal growth and change	16
Meeting other women	9
Instructor	10
Course material	7
Family Growth	5
Resource gathering	4
No answer	2
	<hr/>
	53
 The worst part of the courses were:	
Personal growth difficulties	9
Time of the course	3
Length of the course	7
Assignments	8
Instructor	2
No answer	19
Undefinable answers	5
	<hr/>
	N=53

The courses were positive learning experiences, particularly for women ages 45-55 and women needing to develop self-confidence and meet others. Seventy-eight percent of the women enjoyed the course very much.



GENERAL NEED QUESTIONS

Preferred Class Times

Academic students preferred to take courses in the mornings and afternoons, 1 or 2 days a week. Part-time students had no identifiable preference; as those who were working preferred evenings and those non-working preferred day or evening.

Workshop students who have had experiences with other Douglas College courses preferred mornings and evenings, once or twice a week, not afternoons, and 14% preferred anytime.

Continuing Education students have a limited time to attend courses: mornings or afternoons, 1 day a week. Several identified the hours 9:00 - 11:00 a.m. and 1:00 - 3:00 p.m. as being ideal times.

Babysitting Needs - % of total population

	<u>% Answered</u>	<u>Yes</u>	<u>No</u>
Academic	56% (N=11)	13%	43%
Workshop	21% (N=38)	16%	5%
Continuing Education	63% (N=33)	42%	21%

It appears that workshop and continuing education students are more in need of babysitting services and to a significant degree. Several complained about the fact that day care facilities are limited to full-time students.



Douglas College

P.O. Box 2503, New Westminster, British Columbia, Canada

New Westminster Campus - Telephone: 521-4851

DOUGLAS COLLEGE  
ARCHIVES

March 7, 1974.

In an effort to improve the programs and selection of women's courses at Douglas College, the Women's Studies Committee is surveying those of you who have been involved in Continuing Education, Women's Workshop Seminars and related courses. The purpose of the attached questionnaire is to collect information on your attitudes toward present and past courses and needs for future ones. The personal information questions are designed to give us an understanding of your background and involvement in the community. With this information, we would like to improve existing courses and more effectively design future programs.

Please answer the questions as completely as you can and if there are any you do not understand or which are not applicable, please feel free to write your own responses. The questionnaire is anonymous and will be used for statistical purposes only.

In preparation for the fall women studies, we need this specific information that only you can give us.

Thank you very much for your co-operation.

Yours sincerely,

*Lillian Zimmerman*  
*Sheilah Thompson*

Lillian Zimmerman

Sheilah Thompson

for: Women's Studies Advisory  
Committee

LZ/pk

WOMEN'S STUDIES QUESTIONNAIRE II

PLEASE ANSWER THE QUESTIONNAIRE BY PLACING A CHECK MARK IN THE BRACKET BESIDE THE RESPONSE CATEGORY THAT YOU SELECT. FOR EXAMPLE: AGE (c) 22-24 (✓)

DOUGLAS COLLEGE ARCHIVES

- 1. Please indicate your age in one of the following categories:
  - (a) under 18 ( )
  - (b) 18 - 21 ( )
  - (c) 22 - 24 ( )
  - (d) 25 - 29 ( )
  - (e) 30 - 34 ( )
  - (f) 35 - 44 ( )
  - (g) 45 - 55 ( )
  - (h) 55 and over ( )

- 2. Sex
  - (a) Male ( )
  - (b) Female ( )

- 3. Marital Status
  - (a) Single ( )
  - (b) Married ( )
  - (c) Common Law ( )
  - (d) Divorced or separated ( )
  - (e) Widowed ( )

4. If you have children, please list their ages: \_\_\_\_\_

- 5. Do you support dependent children?
  - (a) Yes ( )
  - (b) No ( )
  - (c) Partially ( )

- 6. At the present time, who is the major wage earner in your family?
  - (a) Self ( )
  - (b) Spouse ( )
  - (c) Father ( )
  - (d) Mother ( )
  - (e) Son, Daughter ( )
  - (f) Other relative ( )
  - (g) Friend ( )
  - (h) Government Agency ( )
  - (i) Other ( )

Specify \_\_\_\_\_

7. If applicable, please write in the occupation of the major wage earner in your family. e.g. plumber, salesperson, secretary  
\_\_\_\_\_

- 8. What was the last educational level you successfully completed?
  - (a) Elementary school (Grades 1 - 7) ( )
  - (b) Junior Secondary school (Grades 8, 9, 10) ( )
  - (c) Senior Secondary school (Grades 11, 12) ( )
  - (d) Trade or Vocational school (e.g. hairdressing) ( )
  - (e) Normal school certificate ( )
  - (f) Career program (e.g. nursing, secretarial, science) ( )
  - (g) One or two years university or community college ( )
  - (h) Bachelor's university degree ( )
  - (i) Post-graduate studies (e.g. Law, Medicine, MA., Ph.D) ( )

9. What is the highest level of education completed by your present spouse (and if applicable, your previous spouse, e.g. your spouse is deceased or you have re-married)?

	Present	Past
(a) Elementary school (Grades 1 - 7)	( )	( )
(b) Junior secondary school (Grades 8, 9, 10)	( )	( )
(c) Senior secondary school (Grades 11, 12)	( )	( )
(d) Trade or Vocational school (e.g. plumbing, hairdress.)	( )	( )
(e) Normal School Certificate	( )	( )
(f) Career programs (e.g. nursing, secretarial, science)	( )	( )
(g) One or two years university or community college	( )	( )
(h) University - Bachelor's degree	( )	( )
(i) Post-graduate studies (e.g. Law, Medicine, MA., Ph.D.)	( )	( )

10. In what municipality do you live? (e.g. Surrey, Burnaby, White Rock)

11. What is your present accommodation?
- (a) Rented apartment, suite, duplex, townhouse ( )
  - (b) Rented house ( )
  - (c) Mortgaged house/condominium ( )
  - (d) Owned house ( )
  - (e) Room and board ( )
  - (f) Living with relatives or friends ( )
  - (g) Other \_\_\_\_\_ ( )
- Please specify \_\_\_\_\_

12. How much land is included with your residence?
- (a) No yard ( )
  - (b) Shared yard ( )
  - (c) Single lot ( )
  - (d) Double lot ( )
  - (e) Acreage ( )

13. Are you currently employed?
- (a) Yes, full-time permanently ( )
  - (b) Yes, full-time temporarily ( )
  - (c) Yes, part-time permanently ( )
  - (d) Yes, part-time temporarily ( )
  - (e) No ( )

14. If yes, what is your occupation? \_\_\_\_\_

15. For what reason have you attended Douglas College?
- (a) Career program ( )
  - (b) General Studies ( )
  - (c) Job improvement ( )
  - (d) Pleasure ( )
  - (e) Personal development ( )
  - (f) University transfer ( )
  - (g) Other \_\_\_\_\_ ( )

16. What is your main source of funds while you were continuing your education?
- (a) Personal savings ( )
  - (b) Full-time job ( )
  - (c) Part-time job ( )
  - (d) Parents ( )
  - (e) Spouse ( )
  - (f) Loan ( )
  - (g) Scholarship ( )
  - (h) Bursary ( )
  - (i) Government supported program ( )
  - (j) Other \_\_\_\_\_ ( )

17. What is/was your enrolment status? Mark one only
- (a) Full-time (5 or more courses) ( )
  - (b) Part-time taking 3 - 4 courses ( )
  - (c) Part-time taking 1 - 2 courses ( )

18. How many credits have you accumulated toward a college diploma?  
(Most courses receive 3 credits)
- (a) None ( )
  - (b) 3 or less ( )
  - (c) 4 - 6 ( )
  - (d) 7 - 12 ( )
  - (e) 13 - 18 ( )
  - (f) 19 - 24 ( )
  - (g) 25 - 30 ( )
  - (h) 31 - 45 ( )
  - (i) 46 - 60 ( )
  - (j) Do not wish to apply ( )

19. Are you currently enrolled in the Women's General Studies Program?  
Yes ( ) (b) No ( )  
have no idea ( )

20. In which of the following courses are you presently enrolled?
- |   | Semesters |      |        |
|---|-----------|------|--------|
|   | 1972-73   | Fall | Spring |
| (a) Images of Women in Literature (91-100)  | ( )       | ( )  | ( )    |
| (b) Canadian Women in History (21-115)      | ( )       | ( )  | ( )    |
| (c) Philosophy, Religion and Women (27-160) | ( )       | ( )  | ( )    |
| (d) Frontiers of Thought (34-130)           | ( )       | ( )  | ( )    |
| (e) Human Sexuality (33-130)                | ( )       | ( )  | ( )    |
| (f) Role of Women in Society (23-240)       | ( )       | ( )  | ( )    |
| (g) Role of Family in Society (23-250)      | ( )       | ( )  | ( )    |

21. Did you find the courses listed in question 20 rewarding?
- (a) Very much ( )
  - (b) Quite a bit ( )
  - (c) satisfactory ( )
  - (d) Not very much ( )
  - (e) Not at all ( )

22. In the columns provided please indicate, in their order of importance, 3 reasons why you took the courses -

- |  | 1st | 2nd | 3rd |
|--|-----|-----|-----|
| (a) Interest in the topics                         | ( ) | ( ) | ( ) |
| (b) Relates to your present program of study       | ( ) | ( ) | ( ) |
| (c) Relates to your present employment             | ( ) | ( ) | ( ) |
| (d) Personal development                           | ( ) | ( ) | ( ) |
| (e) Required or suggested in your program of study | ( ) | ( ) | ( ) |
| (f) University transfer                            | ( ) | ( ) | ( ) |
| (g) Course fits into your timetable                | ( ) | ( ) | ( ) |
| (h) Course is an easy credit                       | ( ) | ( ) | ( ) |
| (i) A friend is taking the course                  | ( ) | ( ) | ( ) |
| (j) A counsellor or professor suggested it         | ( ) | ( ) | ( ) |
| (k) Other _____                                    | ( ) | ( ) | ( ) |
- Please specify \_\_\_\_\_

23. What was the best part of the course(s)?  
\_\_\_\_\_  
\_\_\_\_\_

24. What was the worst part of the course(s)?  
\_\_\_\_\_  
\_\_\_\_\_

25. Would you recommend this course to a friend?  
(a) yes ( ) (b) no ( )  
Why or why not? \_\_\_\_\_  
\_\_\_\_\_

26. How did you hear about the course(s)?
- (a) Flyers, brochures ( )
  - (b) College calendar ( )
  - (c) Newspaper ( )
  - (d) Radio, television ( )
  - (e) Women's workshop or seminar ( )
  - (f) A friend ( )
  - (g) A family member ( )
  - (h) A counsellor or instructor ( )
  - (i) Other ( )
- \_\_\_\_\_ Please specify
27. What is the level of education you plan to attain?
- (a) Personal development courses ( )
  - (b) Secondary school graduation ( )
  - (c) Vocational Institute diploma ( )
  - (d) One or two years university or community college ( )
  - (e) University graduation ( )
  - (f) Teaching certification ( )
  - (g) Master's degree, Ph.D. ( )
  - (h) Professional degree (e.g. Law, Medicine) ( )
  - (i) No specific level ( )
  - (j) I have no idea ( )

28. If you have pre-school or elementary-age children, what babysitting arrangements did you make in order to attend a course?
- (a) Paid in-home sitter ( )
  - (b) Friend or neighbor ( )
  - (c) Spouse ( )
  - (d) Other family member ( )
  - (e) Daycare services ( )
  - (f) Private pre-schools ( )
  - (g) No arrangements possible ( )
  - (h) Douglas College Daycare ( )

Comments on workshop or Douglas College courses

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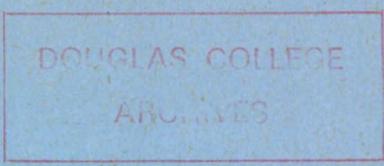
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THANK YOU FOR YOUR CO-OPERATION

C

WOMEN'S STUDIES QUESTIONNAIRE II



PLEASE ANSWER THE QUESTIONNAIRE BY PLACING A CHECK MARK IN THE BRACKET BESIDE THE RESPONSE CATEGORY THAT YOU SELECT. FOR EXAMPLE: AGE (c) 22-24 (v)

- 1. Please indicate your age in one of the following categories:
  - (a) under 18 ( )
  - (b) 18 - 21 ( )
  - (c) 22 - 24 ( )
  - (d) 25 - 29 ( )
  - (e) 30 - 34 ( )
  - (f) 35 - 44 ( )
  - (g) 45 - 55 ( )
  - (h) 55 and over ( )
- 2. Sex
  - (a) Male ( )
  - (b) Female ( )
- 3. Marital Status
  - (a) Single ( )
  - (b) Married ( )
  - (c) Common Law ( )
  - (d) Divorced or separated ( )
  - (e) Widowed ( )
- 4. If you have children, please list their ages: \_\_\_\_\_
- 5. Do you support dependent children?
  - (a) Yes ( )
  - (b) No ( )
  - (c) Partially ( )
- 6. At the present time, who is the major wage earner in your family?
  - (a) Self ( )
  - (b) Spouse ( )
  - (c) Father ( )
  - (d) Mother ( )
  - (e) Son, Daughter ( )
  - (f) Other relative ( )
  - (g) Friend ( )
  - (h) Government Agency ( )
  - (i) Other \_\_\_\_\_ ( )  
Specify
- 7. If applicable, please write in the occupation of the major wage earner in your family. e.g. plumber, salesperson, secretary  
\_\_\_\_\_

- 8. What was the last educational level you successfully completed?
  - (a) Elementary school (Grades 1 - 7) ( )
  - (b) Junior Secondary school (Grades 8, 9, 10) ( )
  - (c) Senior Secondary school (Grades 11, 12) ( )
  - (d) Trade or Vocational school (e.g. hairdressing) ( )
  - (e) Normal school certificate ( )
  - (f) Career program (e.g. nursing, secretarial, science) ( )
  - (g) One or two years university or community college ( )
  - (h) Bachelor's university degree ( )
  - (i) Post-graduate studies (e.g. Law, Medicine, MA., Ph.D) ( )

9. What is the highest level of education completed by your present spouse (and if applicable, your previous spouse, e.g. your spouse is deceased or you have re-married)?

Present Past

- (a) Elementary school (Grades 1 - 7) ( ) ( )
- (b) Junior secondary school (Grades 8, 9, 10) ( ) ( )
- (c) Senior secondary school (Grades 11, 12) ( ) ( )
- (d) Trade or Vocational school (e.g. plumbing, hairdress.) ( ) ( )
- (e) Normal School Certificate ( ) ( )
- (f) Career programs (e.g. nursing, secretarial, science) ( ) ( )
- (g) One or two years university or community college ( ) ( )
- (h) University - Bachelor's degree ( ) ( )
- (i) Post-graduate studies (e.g. Law, Medicine, MA., Ph.D.) ( ) ( )

10. In what municipality do you live? (e.g. Surrey, Burnaby, White Rock)

11. What is your present accommodation?
- (a) Rented apartment, suite, duplex, townhouse ( )
  - (b) Rented house ( )
  - (c) Mortgaged house/condominium ( )
  - (d) Owned house ( )
  - (e) Room and board ( )
  - (f) Living with relatives or friends ( )
  - (g) Other ( )
- Please specify \_\_\_\_\_

12. How much land is included with your residence?
- (a) No yard ( )
  - (b) Shared yard ( )
  - (c) Single lot ( )
  - (d) Double lot ( )
  - (e) Acreage ( )

13. Are you currently employed?
- (a) Yes, full-time permanently ( )
  - (b) Yes, full-time temporarily ( )
  - (c) Yes, part-time permanently ( )
  - (d) Yes, part-time temporarily ( )
  - (e) No ( )

14. If yes, what is your occupation? \_\_\_\_\_

\*\*\*\*\*

15. Did you enjoy the workshop (check one) (e.g. Women in a Changing World, Women as People, Status of Women)
- (a) very much ( )
  - (b) quite a lot ( )
  - (c) satisfactory ( )
  - (d) a little ( )
  - (e) not very much ( )

16. In the columns provided, please indicate in their order of importance, 3 reasons why you went to the workshop

- |  | 1st | 2nd | 3rd |
|--|-----|-----|-----|
| (a) Interest in the topics                         | ( ) | ( ) | ( ) |
| (b) Exploration of educational opportunities       | ( ) | ( ) | ( ) |
| (c) Exploration of employment opportunities        | ( ) | ( ) | ( ) |
| (d) Related to your job                            | ( ) | ( ) | ( ) |
| (e) Related to your education                      | ( ) | ( ) | ( ) |
| (f) Interested in the women's movement             | ( ) | ( ) | ( ) |
| (g) Personal development                           | ( ) | ( ) | ( ) |
| (h) A friend went                                  | ( ) | ( ) | ( ) |
| (i) Pleasure                                       | ( ) | ( ) | ( ) |
| (j) Interest in the speaker(s)                     | ( ) | ( ) | ( ) |
| (k) Opportunity to discuss topics related to women | ( ) | ( ) | ( ) |
| (l) Other _____                                    | ( ) | ( ) | ( ) |
- Please specify \_\_\_\_\_

17. How did you hear about the workshop?
- (a) Flyers ( )
  - (b) Poster ( )
  - (c) Newspaper ( )
  - (d) Television, Radio ( )
  - (e) Work ( )
  - (f) Women's workshop or seminar ( )
  - (g) A friend ( )
  - (h) A family member ( )
  - (i) A counsellor (e.g. Douglas College, Manpower) ( )
  - (j) Other \_\_\_\_\_ ( )
- Please specify \_\_\_\_\_

18. In the columns provided, please indicate in their order of importance, as many as three activities you have explored during the last year which you have not devoted time to years before.

- |   | 1st | 2nd | 3rd |
|---|-----|-----|-----|
| (a) Career opportunities                  | ( ) | ( ) | ( ) |
| (b) Educational opportunities             | ( ) | ( ) | ( ) |
| (c) Employment                            | ( ) | ( ) | ( ) |
| (d) Professional activities               | ( ) | ( ) | ( ) |
| (e) Business activities                   | ( ) | ( ) | ( ) |
| (f) Changing personal relationships       | ( ) | ( ) | ( ) |
| (g) Religious activities                  | ( ) | ( ) | ( ) |
| (h) Helping others (volunteer activities) | ( ) | ( ) | ( ) |
| (i) Community-organization activities     | ( ) | ( ) | ( ) |
| (j) Travelling                            | ( ) | ( ) | ( ) |
| (k) Leisure time or creative activities   | ( ) | ( ) | ( ) |
| (l) Other _____                           | ( ) | ( ) | ( ) |
- Please specify \_\_\_\_\_
- Please specify \_\_\_\_\_

19. Have you enrolled in courses at Douglas College?
- |         | Previous to workshop | Following workshop |
|---------|----------------------|--------------------|
| (a) Yes | ( )                  | ( )                |
| (b) No  | ( )                  | ( )                |

20. If yes, what were they?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you have attended Douglas College, please answer Questions 21 - 27. If not, please turn to the end of the questionnaire

21. For what reason have you attended Douglas College?
- (a) Career program ( )
  - (b) General Studies ( )
  - (c) Job improvement ( )
  - (d) Pleasure ( )
  - (e) Personal development ( )
  - (f) University transfer ( )
  - (g) Other \_\_\_\_\_ ( )

22. What is your main source of funds while you were continuing your education?
- (a) Personal savings ( )
  - (b) Full-time job ( )
  - (c) Part-time job ( )
  - (d) Parents ( )
  - (e) Spouse ( )
  - (f) Loan ( )
  - (g) Scholarship ( )
  - (h) Bursary ( )
  - (i) Government supported program ( )
  - (j) Other \_\_\_\_\_ ( )

23. What is/was your enrolment status? Mark one only
- (a) Full-time (5 or more courses) ( )
  - (b) Part-time taking 3 - 4 courses ( )
  - (c) Part-time taking 1 - 2 courses ( )

24. What is the level of education you plan to attain?

- (a) Personal development courses ( )
- (b) Secondary school graduation ( )
- (c) Vocational Institute diploma ( )
- (d) One or two years university or community college ( )
- (e) University graduation ( )
- (f) Teaching certification ( )
- (g) Master's degree, Ph.D. ( )
- (h) Professional degree (e.g. Law, Medicine) ( )
- (i) No specific level ( )
- (j) I have no idea ( )

25. When do you prefer to take classes?

	<u>1 day a week</u>	<u>2 days a week</u>	<u>3 days a week</u>
(a) Mornings	( )	( )	( )
(b) Afternoons	( )	( )	( )
(c) Evenings	( )	( )	( )
(d) Weekends	( )	( )	( )
(e) Anytime	( )	( )	( )

26. If you have pre-school or elementary-age children, what babysitting arrangements did you make in order to attend a course?

- (a) Paid in-home sitter ( )
- (b) Friend or neighbor ( )
- (c) Spouse ( )
- (d) Other family member ( )
- (e) Daycare services ( )
- (f) Private pre-schools ( )
- (g) No arrangement possible ( )
- (h) Douglas College Daycare ( )

27. If babysitting was available at Douglas College during your class, would you be more able to take the course? Yes \_\_\_\_\_ No \_\_\_\_\_

28. Comments on workshop or Douglas College courses

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WOMEN'S STUDIES QUESTIONNAIRE

PLEASE ANSWER THE QUESTIONNAIRE BY PLACING A CHECK MARK IN THE BRACKET BESIDE THE RESPONSE CATEGORY THAT YOU SELECT. FOR EXAMPLE:

AGE (c) 22 - 24 (✓)

DOUGLAS COLLEGE  
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1. Please indicate your age in one of the following categories:

- |                 |     |
|-----------------|-----|
| (a) under 18    | ( ) |
| (b) 18 - 21     | ( ) |
| (c) 22 - 24     | ( ) |
| (d) 25 - 29     | ( ) |
| (e) 30 - 34     | ( ) |
| (f) 35 - 44     | ( ) |
| (g) 45 - 55     | ( ) |
| (h) 55 and over | ( ) |

2. Sex

- |            |     |
|------------|-----|
| (a) Male   | ( ) |
| (b) Female | ( ) |

3. Marital Status

- |                                 |     |
|---------------------------------|-----|
| (a) Single (living alone)       | ( ) |
| (b) Single (living with others) | ( ) |
| (c) Married                     | ( ) |
| (d) Common law                  | ( ) |
| (e) Divorced or separated       | ( ) |
| (f) Widowed                     | ( ) |

4. If you have children, please list their ages \_\_\_\_\_

5. Do you support dependent children?

- |               |     |
|---------------|-----|
| (a) Yes       | ( ) |
| (b) No        | ( ) |
| (c) Partially | ( ) |

6. At the present time, who is the major wage earner in your family?

- |                       |     |
|-----------------------|-----|
| (a) Self              | ( ) |
| (b) Spouse            | ( ) |
| (c) Father            | ( ) |
| (d) Mother            | ( ) |
| (e) Son, Daughter     | ( ) |
| (f) Other relative    | ( ) |
| (g) Friend            | ( ) |
| (h) Government agency | ( ) |
| (i) Other             | ( ) |

\_\_\_\_\_ please specify

cont'd.....

7. If applicable, please write in the occupation of the major wage earner in your family. e.g. plumber, salesperson, secretary

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8. What was the last educational level you successfully completed?

- (a) Elementary school (Grades 1 - 7) ( )
- (b) Junior Secondary school (Grades 8, 9, 10) ( )
- (c) Senior Secondary school (Grades 11, 12) ( )
- (d) Trade or Vocational school (e.g. hairdressing) ( )
- (e) Normal school certificate ( )
- (f) Career program (e.g. nursing, secretarial, science) ( )
- (g) One or two years university or community college ( )
- (h) Bachelor's university degree ( )
- (i) Post-graduate studies (e.g. Law, Medicine, MA., Ph.D.) ( )

9. What is the highest level of education completed by your present spouse (and if applicable, your previous spouse, e.g. your spouse is deceased or you have re-married)?

- |  | <u>Present</u> | <u>Past</u> |
|--|----------------|-------------|
| (a) Elementary school (Grades 1 - 7)                         | ( )            | ( )         |
| (b) Junior Secondary school (Grades 8, 9, 10)                | ( )            | ( )         |
| (c) Senior secondary school (Grades 11, 12)                  | ( )            | ( )         |
| (d) Trade or Vocational school (e.g. plumbing, hairdressing) | ( )            | ( )         |
| (e) Normal school certificate                                | ( )            | ( )         |
| (f) Career programs (e.g. nursing, secretarial, science)     | ( )            | ( )         |
| (g) One or two years university or community college         | ( )            | ( )         |
| (h) University - Bachelor's degree                           | ( )            | ( )         |
| (i) Post-graduate studies (e.g. Law, Medicine, MA., Ph.D.)   | ( )            | ( )         |

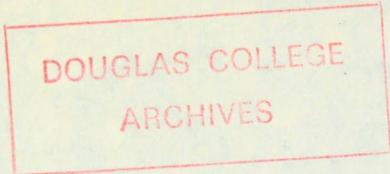
10. Area of residence

- |                     |     |                    |     |
|---------------------|-----|--------------------|-----|
| (a) New Westminster | ( ) | (i) Port Coquitlam | ( ) |
| (b) Surrey          | ( ) | (j) Abbotsford     | ( ) |
| (c) Burnaby         | ( ) | (k) Vancouver      | ( ) |
| (d) Richmond        | ( ) | (l) White Rock     | ( ) |
| (e) Langley         | ( ) | (m) Aldergrove     | ( ) |
| (f) Maple Ridge     | ( ) | (n) Other          | ( ) |
| (g) Coquitlam       | ( ) | <u>Specify</u>     |     |
| (h) Delta           | ( ) |                    |     |

11. What is your present accommodation?

- (a) Rented apartment, suite, duplex, townhouse ( )
- (b) Rented house ( )
- (c) Mortgaged house/condominium ( )
- (d) Owned house ( )
- (e) Room and board ( )
- (f) Living with relatives or friends ( )
- (g) Other ( )

\_\_\_\_\_ Please specify



12. How much land is included with your residence?

- (a) No yard ( )
- (b) Shared yard ( )
- (c) Single lot ( )
- (d) Double lot ( )
- (e) Acreage ( )

13. How far did you travel to attend this course?

- (a) 0 - 3 miles ( )
- (b) 4 - 5 miles ( )
- (c) 6 - 10 miles ( )
- (d) 11 - 15 miles ( )
- (e) 16 - 20 miles ( )
- (f) 21 miles or over ( )

\*\*\*\*\*

14. Did you enjoy the course? (check one)

- (a) Very much ( )
- (b) Quite a lot ( )
- (c) Satisfactory ( )
- (d) A little ( )
- (e) Not very much ( )

15. In the columns provided, please indicate in the order of importance, three (3) reasons why you took the course.

	<u>1st</u>	<u>2nd</u>	<u>3rd</u>
(a) Exploration of educational opportunities	( )	( )	( )
(b) Exploration of vocational opportunities	( )	( )	( )
(c) Opportunity to know more about yourself	( )	( )	( )
(d) Opportunity to meet others	( )	( )	( )
(e) Opportunity to develop self-confidence	( )	( )	( )
(f) Interest in the topics offered	( )	( )	( )
(g) Opportunity to discuss topics related to women	( )	( )	( )
(h) Sharing personal concerns	( )	( )	( )
(i) Gain skills in volunteer work	( )	( )	( )
(j) Get away from the home	( )	( )	( )
(k) Pleasure	( )	( )	( )
(l) Other	( )	( )	( )

\_\_\_\_\_ Please specify

16. What was the best thing about the course?

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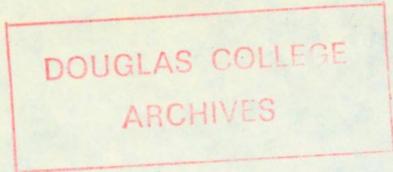
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17. What was the worse part of the course?

Four horizontal lines for writing the answer to question 17.

18. Would you recommend this course to a friend? Yes \_\_\_\_\_ No \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. How did you hear about the course?

- (a) Flyers, brochures ( )
  - (b) Newspaper ( )
  - (c) Women's workshop or seminar ( )
  - (d) A friend ( )
  - (e) A family member ( )
  - (f) Counsellor (e.g. Douglas College, Y.M./Y.W. Manpower) ( )
  - (g) Other \_\_\_\_\_ ( )
- Please specify

20. Were your family or friends in favour of your taking this course -  
when you started it? \_\_\_\_\_ when you finished it?

- |                |     |                |     |
|----------------|-----|----------------|-----|
| (a) Yes        | ( ) | (a) Yes        | ( ) |
| (b) No         | ( ) | (b) No         | ( ) |
| (c) Partially  | ( ) | (c) Partially  | ( ) |
| (d) Don't know | ( ) | (d) Don't know | ( ) |

21. Have you taken any other courses at Douglas College?

- (a) Yes ( ) (b) No ( )

If yes, what were they?

Three horizontal lines for writing the answer to question 21.

22. In the columns provided, please indicate, in their order of importance, as many as three activities you expect to explore and devote time to during the next year.

	<u>1st</u>	<u>2nd</u>	<u>3rd</u>
(a) Career opportunities	( )	( )	( )
(b) Educational opportunities	( )	( )	( )
(c) Employment	( )	( )	( )
(d) Professional activities	( )	( )	( )
(e) Business activities	( )	( )	( )
(f) Changing personal relationships	( )	( )	( )
(g) Religious activities	( )	( )	( )
(h) Helping others (volunteer activities)	( )	( )	( )
(i) Community-organization activities	( )	( )	( )
(j) Travelling	( )	( )	( )
(k) Leisure time or creative activities	( )	( )	( )
<hr/>			
(l) Other	( )	( )	( )
Please specify			
<hr/>			
Please specify			

23. Are you currently employed?

- |                                |     |
|--------------------------------|-----|
| (a) Yes, full-time permanently | ( ) |
| (b) Yes, full-time temporarily | ( ) |
| (c) Yes, part-time             | ( ) |
| (d) No                         | ( ) |

24. If you are not currently employed, do you plan to find employment?

- |                                    |     |
|------------------------------------|-----|
| (a) Yes, immediately               | ( ) |
| (b) Yes, next year                 | ( ) |
| (c) Yes, within the next few years | ( ) |
| (d) Yes, but not sure when         | ( ) |
| (e) No                             | ( ) |
| (f) Undecided                      | ( ) |

25. Do you plan to attend an educational institution?

- |                            |     |
|----------------------------|-----|
| (a) Yes, immediately       | ( ) |
| (b) Yes, next September    | ( ) |
| (c) Yes, but not sure when | ( ) |
| (d) No                     | ( ) |
| (e) Undecided              | ( ) |

cont'd.....

26. If yes, what is the level of education you plan to attain?

- (a) Personal development courses ( )
- (b) Secondary school graduation ( )
- (c) Vocational Institute diploma ( )
- (d) One or two years university or community college ( )
- (e) University graduation ( )
- (f) Teaching certification ( )
- (g) Master's degree, Ph.D. ( )
- (h) Professional degree (e.g. Law, Medicine) ( )
- (i) No specific level ( )
- (j) I have no idea ( )

If you plan to take courses at Douglas College, please answer questions 27 - 30.

27. When would you prefer to take classes?

- |                | <u>1 day a week</u> | <u>2 days a week</u> | <u>3 days a week</u> |
|----------------|---------------------|----------------------|----------------------|
| (a) Mornings   | ( )                 | ( )                  | ( )                  |
| (b) Afternoons | ( )                 | ( )                  | ( )                  |
| (c) Evenings   | ( )                 | ( )                  | ( )                  |
| (d) Weekends   | ( )                 | ( )                  | ( )                  |
| (e) Anytime    | ( )                 | ( )                  | ( )                  |

28. If you have pre-school or elementary-age children, what babysitting arrangements can you make in order to attend a course?

- (a) Paid in-home sitter ( )
- (b) Friend or neighbor ( )
- (c) Spouse ( )
- (d) Other family member ( )
- (e) Daycare services ( )
- (f) Private pre-schools ( )
- (g) No arrangements possible ( )
- (h) Douglas College Daycare ( )

29. If babysitting was available during your class, would you be more able to take the course? Yes \_\_\_\_\_ No \_\_\_\_\_

30. What is the highest course load that would be financially feasible (you could afford) for your attendance at college or university?

- (a) A single course costing \$9.00 ( )
- (b) A single course costing \$27.00 ( )
- (c) A single course costing \$50.00 ( )
- (d) One academic year at community college ( )  
(2 semesters costing \$200.+ books=\$280.)
- (e) One academic year at university ( )  
(2 semesters costing \$500.+ books=\$600.)

31. If financial aid was available from Douglas College, would you consider a larger course load? Yes \_\_\_\_\_ No \_\_\_\_\_

QUESTIONNAIRE COMMENTS

DOUGLAS COLLEGE  
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"Douglas College is one of the best happenings in my recent life. I want to continue trying many different courses until I discover my 'identity'".

" Status of Women was good. I know very little about the role of women - past and present - and now I know where to look to find out more..

" Douglas College has a good staff and many of the courses I took were very useful, even if I didn't fulfil the program I took. Attending as a mature student I found I could get good grades at college and I hadn't gone stale having been away from school for four years.

" Anything is possible now! "

" I only wish courses like this were available to me 25 years ago. I find this education more valuable than any High School courses I had - and more enlightening than nursing courses. I feel communication skills could be taught to secondary school students to prepare them for better relationships and hence a fuller life."

" I have particularly appreciated the opportunity to evaluate all courses and events I have been involved in."

" Also, I appreciate Douglas College's willingness to plan and co-sponsor courses and events with other community organizations."

" Really got a lot out of 'Women as People' workshop last spring. Had just begun getting involved in the Women's Movement at that time and it was quite a consciousness raising experience for me. In fact I had a headache for 3 days I was there because I was taking so much in, and changing so much in those 3 days. It was a great experience."

" Douglas College's efforts to assist people, and women in particular, to assess themselves are most recommendable in my opinion."

" Attendance at the workshops enlightened me and brought me up to date with the times ( after eight home bound years) and gave me the confidence and initiative to apply for a part-time job. While it is basically skilled scut-work, I enjoy it and the people and being out of my home."

" Very encouraging. Gave me the confidence to complete my second year at S.F.U.. It is still very difficult for older women to obtain positions of any status. Older women are expected to sit at home while older men can be presidents or heads of corporations."

" Really fine. Seems to relate realistically to the community. - Well located, easily accessible - Doesn't involve massive commuter time."

" The flexibility of community colleges I'm sure will encourage many persons back to a learning experience. Events like the workshop offer exposure to the possibility of either continuing education dropped for what ever reason or going on in courses for pure personal enjoyment. "

" Your interest in Women's Studies gave me the encouragement to change my lifestyle and encouraged my husband to be supportive of my life outside the home. Also, my 2 teenaged sons became more aware of my mother as a person rather than part of the furniture in the house .

" Thank you too - so much! "

" I have enjoyed Douglas College because of the small classes and "homey" atmosphere as compared to U.B.C. which I now must attend. "

" Workshops were exceptional - I found a marvelous feeling among the women present and have nothing but praise for the staff. My courses are very rewarding and I have never missed a class - I look forward to each day and plan to attend next year. I hope to eventually complete the Social Service Animator courses and go to further courses in Sociology and related subjects. I'll probably be going to Douglas for years.'

" Any encouragement you can give to allow and persuade(!) women to broaden their horizons is of great importance. I felt the need to have specific goals. The family has been marvelous in allowing me to have my commitments outside this sphere. However, it's amazing to find an individual emerging from my shell of daughter, wife, mother. And it's not the one I thought was there! Most of all women need to go slowly through the change. There has to be a compromise under family circumstances. I know women who break the chains immediately. Is it not better to draw th family into this new awareness of "Life" and "Self" ? I hope you bring this out in Women's Studies.