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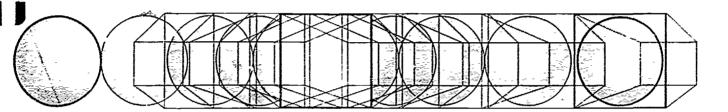
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ABSTRACT

Since 1970, over 300 community colleges have established re-entry programs decioned especially for women who are either continuing their education or entering the job market after an extended hiatus. Re-entry programs vary in scope and in the nature of services provided, with some offering specific skills on vocational training, and others providing classes and other services to a degree. This publication provides a strategy for evaluating systematically how effectively these programs operate. Steps in evaluating are outlined and questionnaires that may be used selectively to study particular functions relevant to particular programs are provided. The following questionnaires are included: (1) adminstrative staff questionnaire; (2) adviscry board questionnaire; (3) alumnae guestionnaire; (4) college cfficers' questionnaire; (5) community agency questionnaire; (6) program director questionnaire; (7) student questionnaires; and (8) teacher questionnaire. Guidelines for analyzing the data collected are provided including sample charts for tabulating responses. The appendices contain a glossary and a program data inventory form. (SPG)



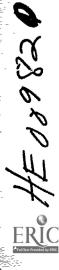


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# An Evaluation Guide for College Women's Re-entry Programs

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### An Evaluation Guide

for

COLLEGE WOMEN'S RE-ENTRY PROGRAMS

Step-by-step instructions including questionnaires and other forms needed for evaluation

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with the collaboration of
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#### INTRODUCTION

Women have been going back to school in unprecedented numbers during the last several years. This trend constitutes one of the most significant movements in higher and adult education in the past decade.

Many of these women have simply enrolled in college programs of their choice; others, whose goals may be less clear, come to the campuses seeking help in finding direction in their lives. For many women this return to an organized educational program is painful. They are driven by a dawning consciousness of the limitations placed on them by traditional sex roles if they would realize their full potential. At the same time thay are overwhelmed, often, by doubts about their ability to function in an unfamiliar and demanding world outside the home and community. These are women in transition; and they are women with special problems.

The developmental process through which they are working involves a transformation in perspective. This requires that they come to see more clearly the scripts they have been following—often culturally prescribed—and the alternatives that are open to them. This perspective transformation is often necessary before they can move on systematically to assess options, decide on a course of action, and prepare for new jobs, careers, and—sometimes—lifestyles.

Colleges and universities have responded to these special needs of women. For the first time higher education has mobilized resources into a distinctive program to assist adults who are in a period of transition to undertake purposive self-examination, explore new directions, and formulate new life plans.

Since 1970, over 300 community colleges have established "re-entry programs." These programs are designed especially for women who are either continuing their education or entering the job market after an extended hiatus. They are designed to foster a transformation in the way women see themselves



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and their relationships and to assist them in making plans for change. Many provide practical help to prepare women for new occupational roles. For women, these programs provide a protected and supportive staging area in which to gain confidence in an academic roles as a needed first step toward assuming other new roles—educational, career, interpersonal.

Re-entry programs vary in scope and in the nature of services provided. Some are primarily counseling and referral services, perhaps with a series of public presentations or short workshops on women's issues; a few offer specific skills on vocational training; others provide classes and other services leading to a degree. Most of these programs foster self-confidence in a number of ways: through counseling by professionals and by other women in the program; through organized group support; and by a program ideology that stresses self-help and assuming responsibility for one's life. Classes emphasize self-exploration, sharing personal experiences, modeling by instructors and other successful women who have "begun again," exploring options in careers and life styles, and planning a course of personal action.

Curricula involve courses for the convenience of women. Some programs encourage cohorts to enter a sequence of classes designed especially for them before moving into a regular college program. Admission requirements may be reduced and simplified, especially for women returning through the program. Class assignments tend to recognize the strong fear of failure and embarrassment that re-entry women must often overcome before they can fulfill their impressive academic potential.

Remedial instruction is sometimes made available through the programs not only in academic skill areas but also in assertiveness, risk-taking or decision making, and interpersonal relationships. Child care, often coordinated with parent education, is commonly provided as an essential service. Some colleges make job placement services available as well.

The following guide is the result of two years of research by the Center for Adult Education. The initial phase of this study in alved the use of participant observation, informal and structured interviews and documentation review at 12 programs throughout the country. In addition, administrative case studies were compiled of twenty-one other community college programs. Based on this data, we have formulated a normative description as the basis for identifying key decision—making areas. From this benchmark analysis specific guidelines for program evaluation were devised.

#### EVALUATING YOUR PROGRAM

Because women's re-entry programs have only recently been introduced as a distinctive educational program, and because characteristically they function with small staffs and limited resources, little has been done thus far to evaluate systematically how effectively these programs operate. This publication is designed to assist in this task.

The strategy suggested here will be effective in evaluating any of the wide variety of types of re-entry programs and the questionnaires in Section III may be used selectively to study particular functions relevant to particular programs. You can simply select those aspects of your re-entry program for which an evaluation seems desirable, given its scope and need, and use the appropriate instruments provided. Adapt the wording if it does not seem right for your unique program.

The purpose of this type of evaluation is to identify those factors that are impeding or facilitating a program. It is hoped that the results will be used to take practical action that will ultimately improve the program.

#### Why Look At People's Expectations?

The basic assumption behind the "perspective discrepancy assessment" approach to program evaluation — which is described here — is that an educational process can be understood well only by examining how those involved perceive it and themselves in relationship to it. By coming to see the process through the eyes of those who are interacting to make it happen, it becomes possible to understand not only what is happening, but why. Corrective action can then be taken to improve program quality; successes can be replicated and failures avoided in the future.

The strategy is to identify discrepancies in expectations about the program. These discrepancies may be found in a number of places:

- Within groups of students, program staff, and others involved in the program;
- Among the groups of students, program staff, and others who must work together to make the program work;
- o Between expectations about the program on the part of students and others, intended practice and current practice (as this is reported and observed).

Expectations are established by asking those involved in the program how it should be working, given present constraints of budget, staff, and student characteristics. What relative priorities, degrees of emphasis, and allocation of responsibility should pertain in each of the program decision-making areas?



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Discrepancies may signal real or potential problems. Analyzing these discrepancies may reveal areas where staff development is needed, or where the program should be revised. The instruments may be administered again later to see what progress has been made in resolving specific discrepancies revealed in the earlier evaluation. Thus, the evaluation should serve two purposes: it will provide useful feedback for immediate program improvement, and it will also, by replication, provide a measure of program progress.

#### Eight Groups That Will Have Opinions

Section III contains sample questionnaires for establishing bot<sup>1</sup> expectations (or "intended practice") and current practice in each of the areas of program decision making. In addition, information is sought about student characteristics and objectives.

Separate questionnaires have been provided for each of the following groups:

- 1. Administrative staff
- 2. Advisory Board members
- 3. Alumnae
- 4. College officers

- 5. Community agency representative
- 6. Counseto
- 7. Students (women participants)
- 8. Teachers

The director of the program may provide background data on the program by completing a Program Data Inventory (Appendix B). She will also indicate current practice in each of the decision-making areas. Wording of the administrative staff may have to be changed to include volunteer aides.

#### Functions Under Scrutiny

The Center for Adult Education has identified a number of areas of decision making in women's re-rentry programs. Any or all of these may be included in a program evaluation. The content of the questionnaires for each group of respondents is derived from the following decision making areas:

- A. Goals: Program goals, women's goals, program success, recruitment
- B. Organization and Administration: Procedures, funding and budgeting, staffing and staff duties, in-service education, follow-up, evaluation, community liaison
- C. Support Services: Counseling, orientation, testing, child care, women's center, resource library, self-help groups and clubs, public events
- D. Curriculum and Instruction: Number of courses, sequencing, credit,
- E. Personal Background Data



#### STEPS IN EVALUATING

Evaluation can be a time-consuming and expensive proposition. It is therefore important to carefully consider the goals of the evaluation effort. The following steps will be helpful in carrying out your evaluation and in organizing your efforts in order to avoid wasted effort.

#### Before you Begin:

- 1. At every stage of your evaluation, you will find it helpful to have an advisory committee selected from among your staff and students. They can be helpful not only in helping you plan your evaluation, but also in administering it, and later, in implementing the changes that seem indicated. The students, especially, will find it a usefully learning experience which can add an extra dimension to their Re-entry Program.
- 2. Decide whether you will administer the evaluation yourself or whether you will call on the services of an outside professional evaluator. No special technical skill or expertise in statistical analysis is required, but you may find that you do not have the time to spare. Unless the program is unusually large, a computer is not necessary. When the use of a computer does seem desirable, data processing personnel can help the evaluator modify questionnaire or interview schedules.
- 3. Discuss the idea of evaluation with all those who will be involved. Make it clear that you are hoping to compare group expectations with each other and with perceptions of current practice. You are not testing anyone's knowledge or performance. Allay the fears that normally exist when people are about to be evaluated. (The students may be especially apprehensive.)
- 4. Plan to experiment with the evaluation on a small scale. Try it out first using only a limited number of respondent groups. Then you can add other groups later if you choose. This way you will be less likely to be overwhelmed by the data until you have worked out a system for tabulating and comparing results.
- Review the guide carefully. Decide which of the program functions or decision-making areas (see page 4) you want to include in this evaluation.
- 6. Review the appropriate questionnaires. Do certain items need to be modified to fit the needs of your program? Do certain items need to be deleted and others added?



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7. Have a clear idea about how you want to use the results of this evaluation. In what areas can realistic changes be made?

Are results needed to strengthen the program's existence with—
in the college? Who is going to see the results of the evaluation.

At this point, you will hopefully have a good idea about the kind of effort that you want to undertake and what you are trying to accomplish. The next step is to design your questionnaires.

#### How to Adapt the Questionnaires:

- 1. Examine your program offerings and administration.
- Use this knowledge of the program and of your own time constraints to decide what areas would be best for initial investigation, e.g., goals and instruction.
- Once you have decided upon the areas to be evaluated, consider which groups would be most likely to aid you in evaluating these areas, e.g., you, teachers, students.
- 4. Keep in mind what groups are directly involved in area—whether counseling courses, community liaison. Also what would be feasible. Although it may be interesting to know alumnae reactions, a mailed questionnaire may not be the best approach given limitations in time and money.
- 5. After you have decided on categories and relevant groups, go through the questions one at a time. Decide which questions you wish to include what the correct wording should be, and whether you want to add any questions that may not have been included in the guide.
- 6. In choosing questions, refer to the "Cross-Index" (p. 197) in order to design parrallel questionnaires.

#### Conducting the Evaluation:

- 1. Before administering the questionnaires to any group go over the general instructions on page 13.
- 2. Administer Student Questionnaire #1 to the students at the beginning of either the program or a specific course. It will give you some background information and will establish what the students' expectations are.



- 3. Distribute the other questionnaires and, using whatever assistance you have decided is necessary, conduct the interviews you have determined desirable.
- 4. At the end of the program or course, divide the students into two groups. Give half of them the Intended Practice form (Student Questionnaire #2A) and the other half the Current Practice form (Student Questionnaire #2B). If you follow this plan, you will have not only your own perspective on program operations, but also those of the women participants.
- 5. You may wish to administer the Alumnae Questionnaire to a sample of graduates from each year (or section) of the program, or to interview a smaller sample.

#### Possible Questions Concerning the Evaluation:

- 1. What can be done about a low response rate?
  - a. A cover letter from a high college administrator, such as the president can symbolize institutional endorsement of the evaluation effort and may increase responses among such groups as the college trustees.
  - b. When possible, questionnaires should be completed at a set time. Giving out forms to be completed at a later time will lower the response rate.
  - c. Send follow-up letters to non-respondents and perhaps a follow-up telephone call.
- 2. What can be done about discrepancies in expectations?

Often staff discussions about disagreements and misunderstandings will go along way toward eliminating discrepancies. We have found it helpful to hold discussion groups upon completion of the questionnaires. Responses to questions have initiated new ways of thinking about the program and new ideas about improving it. This discussion should be held directly after the evaluation forms have been completed, while reactions are still fresh in people's mind.

Not all discrepancies are bod. It is important however, to understand why they exist and whether they signify a real misunderstanding of program goals and commitments.



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3. How can we use this evaluation to prove the necessity of having such a program to college officers?

Include members of the college administration and the board of trustees in your evaluation. Tell them why you are undertaking an evaluation and how you are organizing the effort. This will give you an opportunity to find out how the program is perceived by these administrators. It will also provide a chance for the aaministrators to begin to think about some of the issues concerning a re-entry program that may not have occurred to them before.

4. What kind of evaluation can be done with little time or money?

Limit yourself to what can be accomplished. If no staff-time is available to develop the questionnaires, perhaps a student (either in the program or in the case of non-credit programs not presently in the program) might wish to design the questionnaires as a credit project. If the evaluation is to be meaningful, it is important to spend time on the wording and the content of the questions. This is the most important part of the evaluation effort.

#### THE QUESTIONNAIRES

The questionnaires that follow may be used discrimately. They have been tested in actual programs and have proved useful. However, it is strongly recommended that they be reviewed item by item and freely to local program circumstance. Particular questions may be deleted, or rephrased. Additional questions may be added. In some smaller programs, it may be preferable to ask some of these questions by interview rather than by questionnaire. If this is done, some—those that call for multiple answers—need to be read by respondents.

Most of the questionnaires consist of two parts: those questions considered essential to an understanding of the functioning of the program; and a smaller group of supplemental questions found to be of special interest. Read through the supplemental questions and decide whether or not you wish to use them as well. The following questionnaires are included in this guide:

- Administrative Staff Questionnaire (Plus Questionnaire Supplement)

  This would include nonsecretarial professional personnel such as librarian, assistant director, etc.
- Advisory Board Questionnaire (Plus Questionnaire Supplement)

  If there is an advisory board, the members should fill out this form.
- Alumnae Questionnaire

  Should be sent by mail, or else you may choose to interview selected alumnae randomly.
- College Officers' Questionnaire (Plus Questionnaire Supplement)

  This questionnaire should be given to officers such as the dean, president, members of the board of trustees, etc., who are responsible for, or in touch with the program in some capacity.
- Community Agency Questionnaire (Plus Questionnaire Supplement)

  This should be filled out by representatives of agencies that work closely with the program, and whose perspective would be of value in assessing program impact.

Courselor Questionnaire (Plus Questionnaire Supplement)

Program Director Questionnaire (Plus Questionnaire Supplement)

- Student Questionnaire #1

  To be filled out at the beginning of a course, term, workshop, etc.
- Student Questionnaire #2A —Current Practice (Plus Questionnaire Supplement)

  This form should be administered at the end of the term, course, workshop, etc.



Student Questionnaire #2B—Intended Practice

This form should be administered at the end of the term, course, workshop, etc. This questionnaire and Student Questionnaire #2A should be administered at the same time; one half of the group receiving Student Questionnaire #2A while the other half receives Student Questionnaire #2B.

Teacher Questionnaire (Plus Questionnaire Supplement)

The Appendix includes the Data Program Inventory. This inventory will be of value when the evaluation is being conducted by an outside person or group, who may not know much about the program. An internal evaluator, however, should be concerned with the information elicited on this form, although she/he may not wish to incorporate it formally into a questionnaire.

#### How to Administer These Questionnaires

- 1. Inform the students or other respondents that a study is being conducted to help improve the program. They themselves are not being evaluated, nor are they being asked to evaluate the teacher or the staff. They are simply being asked to share their opinions by completing the questionnaire. The questionnaire is anonymous; they do not have to sign their names. They are, however, asked to provide their birthdate so that their "pre-" and "post-" responses can be matched. All information in the study will be consolidated and reported as a whole. No student, teacher, or any other individual will be identified in any report resulting from the study.
- 2. Distribute questionnaires and the General Instructions Sheet (page 13)
  If you are administering student questionnaires do not administer during a class meeting at which there is extraordinarily poor attendance.
- 3. If necessary, read the questionnaire aloud. Help the respondents understand how to mark their responses to questions requiring them to assign a rank order to their answers.
- 4. Assist anyone who has difficulty completing the questionnaire, making a special effort to help the confidentiality of the responses.
- 5. Collect the completed questionnaires in an envelope. Return the sealed envelope containing the completed questionnaires to the evaluator.

Thank you for your help in making this important professional contribution to the improvement of your Re-entry Program.



#### GENERAL INSTRUCTIONS

Some questions ask what you think should be happening in the Re-entry Program. In these questions we are asking for your opinion about what ought to be going on if the program were operating the way it should, given all its present funding, personnel, organizational, and other constraints. We are not asking you what ought to be going on in a hypothetically ideal situation in which such real limitations do not exist.

Please a not discuss the questions with your colleagues until after you have completed the questionnaires. Feel free to write your responses in your own words if the forced choice options do not fit your situation.

Your willingness to contribute your experience and ideas is much appreciated. It will help assure a continually improving Re-entry Program.

Sample	Questions	Arswered

1.	CHECKMARKS:	Place a checkmark on the line next to the appr Unless otherwise specified, make a checkmark		

Are you employed full-time or part-time in the Women's Re-entry Program?

- a. Part-time
  b. Full-time
- 2. RATING SCALES: Circle the appropriate number on the scale.

How important to you is it that teachers help you with personal and/or vocational problems?

Not important

Very Important

5 4 3 (2) 1

In this case the respondent said that it was important to her that teachers help with personal and/or vocationa's problems.

3. RANK ORDERING: What should be the characteristics of the population the Re-entry Program is trying to reach, given its present direction? Select THREE of the characteristics listed below, and rank them according to their importance by writing the number 1 next to the most important, number 2 next to the second most important, and 3 next to the third most important.

	Welfare recipients		_3
b.	Unemployed working women		
	Employed women		
d.	Working-class women		_2_
	Divorced/Widowed women		<del></del>
g.	Women age 55 and over	BI ACL	
h.	Minority group (Specify):	BLACK	
:	Other (Specify):		
i.	No special population character	eristics	

In this case the respondent has indicated that the most important group to be recruited should be black women, the second most important group should be working-class women and the third most important group should be welfare recipients.

ERIC

Full Text Provided by ERIC

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#### GOALS

1.	to t	he goals listed below, select the THREE that you think on the Women's Re-entry Program and the THREE that you to important.		
		icate your choices by writing in the appropriate letter (a-jow.	) in the space	es
	a.	Self-enrichment (e.g., learn new things, intellectual development, meet new people)		
	b.	Foster self-confidence, self-exploration, and decision making		
	c.	Foster understanding of the relationship between personal problems and women's issues		٠
	d.	Prepare women for jobs or careers		
	е.	Hele women secure diploma, degree, or certific te		
	f.	Prepare women for further education		
	g.	Sensitize college community to needs of women		
	h.	Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)		
	i.	Increase effective participation in community activites		
	***	Other (Specify):		
	Fi	rst priority goal	Current Practice	Your Opinion
		econd priority goal		
		aird priority soal		



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#### ADMINISTRATIVE STAFF

2. To what extent do you believe that (a) the program director and (b) students would agree with your ranking of program goals?

(Circle the appropriate number.)	Little or Agreeme				cse ement
a. Program director	5	4	3	2	1
Ł. Students	5	4	3	2	1

3. Listed below are a number of factors that can influence goal-setting and program priorities. Which THREE should be considered most important to this program as it is presently constituted?

Indicate your choices by writing in the appropriate letter (a-i) in the space below.

- a. Needs of adult women regularly enrolled in the college
- b. Constraints imposed by funding source
- c. Expectations of women served by the Re-entry Program
- d. Community needs
- e. Cooperation with the college faculty
- f. Ideology of director or founder of program
- g. Institutional commitment
- h. Advice of Advisory Committee
- i. Location of program in college organizational structure
- i. Limitations imposed by existing programs and resources within the college

		Ranking of Influential Factors
Most influential factor		- Proposition and Proposition
Second most influential factor		According to the Company
Third most influential factor	18	



4.	whe	on your experience, what are the average woman's per n she first enters the Women's Re-entry Program? What leaves?	sonal objectives are they when
	Indic belov	ate your choices by writing in the appropriate letter (a-j) i	in the spaces
	Wor	nen's Objectives	do
	a.	Self-enrichment (e.g., learn new things, intellectual development, meet new people)	ž
	ь.	Foster self-confidence, self-exploration, and decision making	. •
	c.	Foster understanding of the relationship between personal problems and women's issues	
	d.	Prepare for a job or career	
	e.	Secure diploma, certificate, or degree	
	f.	Prepare for further education	,
	g.	Prepare for specific short-term goals (e.g., resume-writing, skill-training)	-
	h.	Increase participation in community activities	
	i.	Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.	.)
	j.	Other (Specify):	
			Upon Upon Entrance Completion
	М	ost important objective	
	Se	cond most important objective	



Third most important objective

5.	Indicate to what extent you think the Women's Re-entry Program influen	ices
	the way the average woman feels about each of the following categories	ies.

(Circle the appropriate number.)

			Little or Influen		_		eat ience
	a.	Goal specificity and direction	- 5	4	3	2	1
	ь.	Feeling of control over own life	5	4	3	2	1
	c.	Traditional roles of women	5	4	3	2	1
	d.	Self-confidence	5	4	3	2	1
	e.	Self-concept	5	4	3	2	1
6.	pol	Yes, place a checkmark by those groups w	Yes _		No		
	a. b.	Welfare recipients Unemployed working women				_	
	c.	Employed women					
	d.	Working-class women					
	e.	Middle and upper-middle-class women					<del></del>
	f.	Divorced/Widowed women					
	g.	Women 55 years old and over					<del></del>
	h.	Minority group (Specify):				_	
	i.	Other (Specify):					



#### ADMINISTRATIVE STAFF

7.	Given the present program constraints, Re-entry Program has been?	how successful do you think the Women's
	(Circle the appropriate number.)	Not Very Successful Successful
		5 4 3 2 1
8.	Who should have principal responsibility	for decisions in the program?
	Indicate for those areas that appear be that should have principal responsibility propriate space.	ow, the number of the person or group y for that particular area in the ap-
	<ol> <li>Director</li> <li>Teacher</li> <li>Counselor</li> </ol>	<ul><li>4. Administrative Staff</li><li>5. Supervising Dean</li><li>6. Other (Specify below)</li></ul>
		# of Person or Group with Principal Responsibility
	a. Recruitment	·
	b. Curriculum development	
	c. Instructional methods	
	d. Counseling	
	e. Community liaison	<del></del>
	f. Support services (e.g., child ca	e)



Development of program goals

#### ADMINISTRATIVE STAFF

9. Given the Women's Re-entry Program as it is presently operating, to what extent should one expect to find student participation in each of the following activities?

(Circle the appropriate number.)		No Partici	Much - Participation			
a.	Evaluating 'their own performance	5	4	3	2	1
Ь.	Teacher evaluation	5	4	3	2	1
c.	Course evaluation	5	4	3	2	1
d.	Program evaluation	5	4	3	2	1
e.	Planning individual course content	. 5	4	3	2	1
f.	Developing teaching materials	. 5	4	3	2 .	1
g.	Program planning	5	4	3	2.	1
h.	Recruitment	5	4	3	2	1
i.	Other (Specify):		_ 4	3	2	1
		<del></del>				

10.	Approximately how many	times	during	the	past	academic	year	did	you	meet
	professionally with the	direc	tor?							

<b>a.</b> _	In	an	individual	conference		
-------------	----	----	------------	------------	--	--

11. We are interested in your feelings concerning administrative/supervisory aspects of the Women's Re-entry Program. Please indicate the extent to which you agree or disagree with the following statements.

(Circle the appropriate number.) Strongly Strongly Agree Disagree The director is aware of most important 5 3 2 1 problems of the staff The director gives adequate feedback on 4 3 2 1 5 how I am doing in my job I get adequate help with problems from 7 5 the director 2 . 3 1 5 I have a great deal of autonomy in my job The director does a good job of supplying 3 2 1 5 the necessary support There is adequate in-service education 3 2 1 5 4 for staff in the program The Re-entry Program receives strong support 3 1 2 5 4 from the college administration



#### ADMINISTRATIVE STAFF

12. Place a checkmark next to each topic in which you participated and which is dealt with in some depth in the Re-entry Program's in-service education activities. Also place a checkmark next to those topics for which there is a priority need for in-service education.

Тор	ics_	Topics Covered	Priority Needs
a.	Program orientation: objectives, procedures, current developments, plans, reports		
ь.	Differences in teaching men and women		
c.	Philosophy of adult education		<del></del>
d.	Understanding the student population (e.g., ethnic group differences)		<u>- •</u>
e,	Methods of instruction		<del></del>
f.	Diagnosis of student needs		
g.	Counseling students		
h.	Philosophy of women's movement		
i.	Other (Specify):	_	

13.	Indicate the relative impo	rtance which should	d be assigned	each of the	following
	factors, given the progr	am as it is presentl	y operating.		

(Circle the appropriate number.)

		Little or Importo			Gro Impor	eat tance
Œ.	Transporation	5	4	3	2	1
b.	Scheduling of classes at times convenient to women	5	4	3	2	1
c.	Different admissions requirements for college entrance	5	4	3	2	1
d.	Full-time program administrator	.5	4	3	2	. 1
ė.	Different course requirements for regular academic courses	_ 5	4	3	2	1
f.	Modified college registration procedures	5	4	3	2	1
g.	Women going through a sequence of classes together as a group	5	4	3	2	1
h.	Access to regular college services for wome participating in the program	en 5	4	3	2	1

13	А٠	List those items in question #	13 that	are	not b	out	shouId	be	available	to	women
		in the program.									





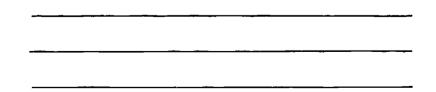
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14. Indicate the relative importance which should be assigned each of the following services, given the program as it is presently operating.

(Circle the appropriate number.)

		Litrle o			Grec Importo	
a.	Course work (credit and/or non-credit)	5	4	3	2	ĭ
ь.	Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	1
c.	Counseling	5	4	3	2	1
d.	Testing (e.g., aptitude, interest)	5	4	3	2	1
e.	Job placement and referral	· 5	4	3	2 ·	1
f.	Child care	5	4	3	2	ì
g.	Financial aid	5	4	3	2	1
h.	Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i.	Self-help group, consciousness-raising/support groups	5	4	3	2	1
j.	Women's resource library	5	4'	3	2	1
k.	Referrals to community agencies	5	4	3	2	1
١.	Remedial/Refresher work	5	4	3	2	1

14 A. List those services in question #14 that are not but should be available to women.



15.	AII	things considered, how satisfied are you with your present position in the Women's Re-entry Program?	1
	a.	Very satisfied	_
	ь.	Moderately satisfied	_
	c.	Dissatisfied	



## 1 S. Given the program as it is presently operating, on the average, how much emphasis should be placed on the aevelopment of liaison with each of the following groups?

(Circle the appropriate number.) Little or no Great **Emphasis Emphasis** Business a. Other women's groups Women's programs in other colleges Community adult education programs d. .5 Social welfare agencies Employment agencies Political groups g. Religious institutions Ethnic/Racial groups Other colleges and universities Civic groups 1. Unions Other (Specify):

## ADMINISTRATIVE STAFF Supplement

2 S.	What is your sex? Female Male	
3 S.	How old are you?	
4 S.	Are you:	
	a. White	· 
	b. Black	<u></u>
	c. Oriental	elle gardine
	d. Hispanic	
	e. American Indian	
	f. Other (Specify):	
5 S.	My educational background is:	
	a. High school diploma	
	b. A.A.	
	c. B.A.	
	d. M.A., specialization in	<del></del>
	e. Doctorate, specialization in	
45	Are you employed full-time or part-time in the Women's Re-entry	Program?
0 3.		rrogramı
	a. Part-time	
	b. Full-time	



## ADMINISTRATIVE STAFF Supplement

7 S.	If part-time, are you:					
	a. Employed full-time elsewhere					
	b. Employed part-time elsewhere					
	c. No other current employment					
	d. Student					<del></del>
8 S.		ou spend o	n the	follow	·ing:	
	a. Administration					%
	b. Counseling					
	c. Teaching					
	d. Liaison with college and/or community	,				
	e. Other (Specify):					<del></del>
		-				
9 S.	What is your official title?					
10 S.	To what extent are you personally involved w	ith the won	nen¹s m	oveme	ent.	
	(Circle the appropriate number.)		No Iveme	nt	Gre Involv	at vement
		5	4	3	2	1
	Thank you very much for your cooperation.					
		С	ollege			
	-		Date		<del></del>	
		L	7016			



GOALS

1.	Of the goals listed below, which THRSE do you think are most important to the Women's Re-entry Program?						
	Indic belov	ate your choices by writing in the a	ppropriate letter	(a-j) in the spaces			
	a.	Self-enrichment (e.g., learn new development, meet new people		fual			
	b.	Foster self-confidence, self-explo	ration, and deci	sion making			
	c.	Foster understanding of the relation problems and women's issues	onship between p	personal			
	d.	Prepare women for jobs or careers	· •	•			
	e.	Help women secure diploma, degr	ree, or certifical	te			
	f.	Prepare women for further educat	ion				
	g.	Sensitize the college community	to the needs of v	women			
	h.	Prepare women to meet specific s (e.g., resume-writing, skill-tr					
	i.	Increase effective participation in	community acti	vities			
	i٠	Other (Specify):		<del></del>			
			<u></u>				
		•		Ranking			
	Firs	t priority goal					
	Sęc	ond priority goal					
	Thi	rd priority goal	•				
2.	ran	at extent do you believe that the king of program goals?	Little or no	Close			
	(Ci	rcle the appropriate number.)	Agreement	Agreement			



- 3. Listed below are a number of factors that can influence goal-setting and program priorities. Which THREE should be considered most important to this program as it is currently constituted?
- Indicate your choices by writing in the appropriate letter (a-j) in the space below.
  - a. Needs of adult women regularly enrolled in the college
  - b. Constraints imposed by funding source
  - c. Expectations of women served by the Re-entry Program
  - d. Community needs
  - e. Cooperation with the college faculty
  - f. Ideology of director or founder of program
  - g. Institutional commitment
  - h. Advice of Advisory Committee
  - i. Location of program in college organizational structure
  - i. Limitations imposed by existing programs and resources within the college

	Ranking of In'luentia Factors
Most influential factor	
Second most influential factor	مسينين
Third most influential factor	



#### ADVISORY BOARD

	pol	pulation of women?							
		Yes		– r	- ov				
4 A.	lf	Yes, place a checkmark by those groups which priority.	:h	you	thin	k sh	oulc	l be	given
	a.	Welfare recipients							
	ь.	Unemployed working women							
	c.	Employed womer.							
	d.	Working-class women							
	e.	Middle and upper-middle-class women							
	f.	Divorced/Widowed women							
	g.	Women 55 years old and over							
	h.	Minority group (Specify):							
	i.	Other (Specify):			_				
5. G		n the present program constraints, how successfi -entry Program has been?	υl	do	you t	thin	k th	е	
	(Ci	ircle the appropriate number.)	S	No:	ssful		S	Ver ucce	•
			5	;	4	3		2	1



6.	Who should	have principa	ıl responsibility f	or decisions	in the program?

Indicate for those areas that appear below, the number of the person or group that should have principal responsibility for that particular area in the appropriate space.

1	h		444	
1	IJ	ire	cto	ì٢

- 2. Teacher
- 3. Counselor
- 4. Administrative Staff
- 5. Supervising Dean/Administrator
- 6. President of College
- 7. Board of Trustees
- 8. Advisory Board
- 9. Women in the Program
- 10. No one
- 11. Other (Specify below)

		# of Person or Group with Principal Responsibilit			
α.	Recruitment				
Ь.	Curriculum development				
c.	Instructional methods				
d.	Counseling				
e.	Community liaison				
f.	Support services (e.g., child care)				
α.	Development of program goals				

#### ADVISORY BOARD

7. How much influence should each of the following criteria have on the selection of teachers and counselors?

(Circle the appropriate number.)

•		Selection of Teachers				Selection of Counselors						
			Little or no Influence		Great Influence		Little or no Influence			Great Influence		
a	Regular college faculty member	5	4	3	2	7	5	4	3	2		
Ь	. Experience teach- ing adults	5	4	3	2	1	5	4	3	2	1	
С	Experience in counseling	5	~4	3	2	1	5	4	3	2	1	
d	. Personality traits	5	4	3	ż	1	5	4	3	2	1	
е	. Returning woman herself	5	4	3	2	1	5	4	3	2	1	
f	. Sympathetic to women's movement	5	4	3	2	1	5	4	3	2	1	
9	. Educational background	. <b>5</b>	4	3	2	1	5	4	3	2	1	
h	. Other (Specify):	5	4	3	2	1	5	4	3	2	1	
							`					



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8. Indicate to what extent the members of the Advisory Board are involved in each of the following areas.

(Circle the appropriate number.)		e or r lvemer		Great Involvement		
a. Community liaison	5	4	3	2	1	
b. Recruitment of prospective participants	5	4	3	2	1	
c. Recruitment of teachers/counselors	5	4	. 3	2	1	
d. Program development	5	4	3	2	1	
e. Liaison with college administration	5	4	3	2	1	-
f. Administrative decisions	· 5	4	3	2	. 1	
g. Fund-raising	5	4	3	2	1	
h. Other (Specify):	5	4	3	2	1	

### ADVISORY BOARD Supplement

		•		
<b>S.</b>	The	director is directly responsible to:	(Check one.)	
	a.	College President		
	Ь.	College Vice President		
	c.	Supervising Dean or Director (Specify):		
	d.	Chairperson of an academic department (	(Specify):	
	e.	Other (Specify):		
2 S.	i	t is the percentage of Women's Re-entry P he following sources: College funds		from Percentage %
		•		
	ь.	State funds (e.g., average daily attendant	ice formula, etc.)	
	c.	Federal and state grant funds		
	d.	Other state funds		
	e.	Community government funds		
	f.	Private grants		
	g.	Self-support from fees		
	h.	Other (Specify):		



2 \$	A. How important is it that the Re-entry Pr the college out of its regular budget?		fully	funde	d by		
	(Circle the appropriate number.)		Not ortant		Ve Impo	-	
		5	4	3	2	1	
3 S.	Is funding for the Women's Re-entry Program year?						
	Yes	_ No		- Und	certair	·	
4 S	A. Is funding for the Women's Re-entry Property	gram ass	ured fo	r the	fol <b>lo</b> w	/ing	
	Yes	_ N <sub>o</sub>		- Und	certair	1	
5 3.	Does the director have sufficient autonomy in to the Re-entry Program?	dispensi	ng fund	ds allo	cated	•	
	•	Yes	١	No.			

# 6. S. Given the Women's Re-entry Program as it is presently operating, on the average, how much emphasis should be placed on development of liaison with the following groups?

(Circle the appropriate number.)

*	No or little Emphasis				Great Emphasis		
a.	Business	5	4	3	<b>*</b> 2	1	
b.	Other women's groups	5	4	3	2	1	
c.	Women's programs in other colleges	5	4	3	2	1	
d.	Community adult education programs	5	4	3	2	1	
e.	Social welfare agencies	5	4	3	. 2	1	
f.	Employment agencies	5	4	3	2	1	
g.	Political groups	5	4	3	2	1	
h.	Religious institutions	5	4	3	2	1	
i.	Ethnic/Racial groups	5	4	3	2	1	
į.	Other colleges and universities	5	4	3	2	1	
k.	Civic groups	5	4	3	2	1	
1.	Unions	5	4	3	2	1	
m.	Other (Specify):	_ 5	4	3	2	1	



### ADVISORY BOARD Supplement

7	S.	How many times during the meet?	past academic ye			Advi: or time	•		-
8	s.	With what agency are you	affiliated?			<del></del>			<b>-</b>
9	S.	What is your position?						. <u> </u>	_
10	s.	What is your sex?	Female _		_ N	lale _			
11	s.	To what extent are you in	volved with the \	Women	's m	oveme	nt?		
		(Circle the appropriate	number.)						
				•	_	do Ivama	<b>.</b> •	G <sub>i</sub> Involv	eat Joment
				-	11140	venie		1114014	emem
					5	4	3	2	1

#### GOALS

Of the goals listed below, which THREE do you think are most important to the Women's Re-entry Program? Indicate your choices by writing in the appropriate letter (a-j) in the spaces below. Self-enrichment (e.g., learn new things, intellectual a. development, meet new people) Foster self-confidence, self-exploration, and decision making b. Foster understanding of the relationship between personal problems and women's issues Prepare women for jobs or careers d. Help women secure diploma, degree, or certificate f. Prepare women for further education Sensitize the college community to the needs of women g. Prepare women to meet specific short-term goals h. (e.g., resume-writing, skill-training) Increase effective participation in community activities Other (Specify): i. Ranking First priority goal



Second priority goal

ird priority goal

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2. Listed below are several possible objectives for women who are entering or leaving the Women's Re-entry Program. What were the THREE most important objectives for you when you entered the program? What were they when you left?

Indicate your choices by writing the appropriate letter (a-j) in the spaces below.

### Women's Objectives

- Self-enrichment (e.g., learn new things, intellectual development, meet new people)
- b. Foster self-confidence, self-exploration, and decision making
- c. Foster understanding of the relationship between personal problems and women's issues
- d. Prepare for a job or career
- e. Secure diploma, certificate, or degree
- f. Prepare for further education
- g. Prepare for specific short-term goals (e.g., resumewriting, skill-training)
- h. Increase participation in community activities
- i. Obtain reimbursement or special benefit (e.g., child care, CETA employment, velfare requirement, etc.)

i.	Other	(Specify):		
•			 	

	Upon Entrance	Upon Completion
Most important objective	***************	
Second most important objective		
Third most important objective		



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2 A. List below the THREE objectives that you indicated on the previous page as most important to you upon entering the program. Indicate your degree of satisfaction with the progress you made in achieving these objectives.

(Circle the appropriate number.)

	Little of Satisfac			eat ction	
a	 5	4	3	2	1
b	 5	4	3	2	1
c	5	4	3	2	1

3. Indicate to what extent you agree with each of the following statements. (Circle the appropriate number)

1		Strong ly Disagree			Strongly Agree		
a. I know what I want to do with my life	5	4	3	2	1		
b. I feel in control of my life	5	4	3	2	1		
c. I accept the traditional roles of women	5	4	3	2	1		
d. I am self-confiaent	5	4	3	2	1		
e. I have a strong concept of who I am	5	4	3	2	1		

3 A. Indicate to what extent participation in the Women's Re-entry Program has influenced the way you view yourself with respect to each of the following categories.

(Circle the appropriate number)

	(Circle the appropriate number)		Little or no Influence			
a.	Goal specificity and direction	5	4	3	2	1
ь.	Feeling of control over own life	5	4	3	2	1
c.	Traditional roles of women	5	4	3	2	1
d.	Self-confidence	5	4	3	2	1
e.	Self-concept	5	4	3	2	1



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4. Given present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number)

Not Success	_		Ver Succes	,
5	4	3	2	1

5. Indicate below how important the provision of each of the following items was to you. (Circle the appropriate number)

	· · · <u>!</u>	Little Importance			G <sub>reat</sub> Importance	
a.	Transportation	5	4	3	2	1
b.	Scheduling of classes at times convenient to women	5	4	3	2	1
c.	Different admissions requirements for college entrance	5	4	3	2	1
d.	Full-time program administrator	5	4	3	2	1
е.	Different course requirements for regular academic courses	5	4	3	2	í
f.	Modified college registration procedures	5	4	3	2	1
g•	Women going through a sequence of classe together as a group	es 5	4	3	2	1
h.	Access to regular callege services for wor participating in the program	nen 5	4	3	2	1

5 A.		question #: e-entry Pro	e not bu	ut should	be available t
	 <u>.</u>				
	 · · ·				

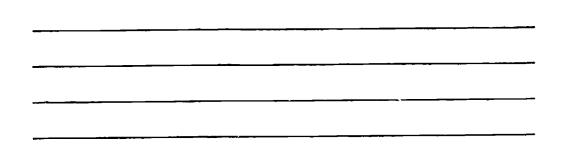


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6. Indicate below how important the provision of each of the following services was to you. (Circle the appropriate number)

		Little o			_	Great ortance
a.	Course work (credit and/or non-credit)	5	4	3	2	1
b.	Public events (e.g., film or lecture series one-day or weekend workshops)	5 <b>,</b> 5	4	3	2	1
c.	Counseling	5	4	3	2	1
d.	Testing (e.g., aptitude and interest)	5	4	3	2	1
e.	Job placement and referral	5	4	3	2	1
f.	Child care	5 .	4	3	2	1,
g.	Financial aid	5	4	3	2	1
h.	Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i.	Self-help group, consciousness-raising/ support groups	5	4	3	2	1
į.	Women's resource library	5	4	3	2	1
k.	Referrals to community agencies	5	4	3	2	1
١.	Remedial/Refresher work	5	4	3	2	1

6 A. List those services in question #6 that are not but should be available to women in the Re-entry Program.



			Yes _		No			
١.		ou use the available counseling servi Re-entry Program?	ces while	you we	ге раг	ticipa	ting in	
	illo .	no only riogram.	Yes _		. No			
	Α.	If Yes, to what extent did these so (Circle the appropriate r	ervices sat number)	isfy you	r need	ls?		
				Little Satisfa				eat faction
				5	4	3	2	1
•	the	ou take any tests (e.g., interest, ac Women's Re-entry Program?	Yes _		. No			
		Women's Re-entry Program?	Yes _	ich of ne <u>Usef</u> i	No the fo	llow <b>i</b> n	g kinds	ful
	the	Women's Re-entry Program?  If Yes, indicate in the Test Taken of tests you have taken, and indeach was to you.	Yes _ column wh	nich of ne <u>Usefi</u>	the fo	llow <b>i</b> n	g kinds now use	ful
•	the B.	Women's Re-entry Program?  If Yes, indicate in the Test Taken of tests you have taken, and indeach was to you.	Yes _ column wh licate in the	nich of ne <u>Usefi</u> No <u>Use</u>	the foul col	llowin umn h	g kinds now use Very Useful	ful
•	the B.	Women's Re-entry Program?  If Yes, indicate in the Test Taken of tests you have taken, and indeach was to you.  (Circle the appropriate number.)	Yes _ column wh licate in the	nich of ne <u>Usefi</u> No <u>Use</u>	the foul col	llowin umn h	g kinds now use Very Useful	ful 
•	B.	Women's Re-entry Program?  If Yes, indicate in the Test Taken of tests you have taken, and indeach was to you.  (Circle the appropriate number.)	Yes _ column wh licate in the	ich of ne Usefi No Use	the foul col	llowin umn h	g kinds now use Very Useful 2	fv I  1
•	B.	If Yes, indicate in the Test Taken of tests you have taken, and indeach was to you.  (Circle the appropriate number.)  Aptitude Interest	Yes _ column wh licate in the	nich of ne <u>Usefi</u> Nuse 5	the foul col	llowin umn h	g kinds now use Very Useful 2	<b>-</b>
•	B.  a. b. c. d.	Women's Re-entry Program?  If Yes, indicate in the Test Taken of tests you have taken, and indeach was to you.  (Circle the appropriate number.)  Aptitude  Interest  Vocational preference	Yes _ column wh licate in the	Note to the second seco	the foul col	llowin umn h	g kinds now use Very Useful 2 2	ful



10. To what extent did each of the following factors interfere with teaching and learning in Re-entry Program classes?

(Circle the appropriate number)

		Little Interf	or no erence		Great terferen	се	Not Relevant
a.	Irregular attendance	5	4	3	2	1	NR
b.	Students other than Re-entry women in classes	5	4	3	2	1	NR
c.	Too much variation in student skill, ability interest, and/or emotional maturity	<b>',</b> 5	4	3	2	1	NR
d.	Short length of course	5	4	3	2	1	NR
e.	Lack of group cohesion	5	4	3	2	1	NR
f.	Lack of adequate support services	5	4	3	2	1	NR.
g.	Outside commitments of women	5	4	3	2	1	NR
h.	Inappropriate teaching methods	5	4	3	2	1	NR
i.	Lack of appropriate materials	5	4	3	2	1	NR
į.	Other (Specify):						
		5	4	3	2	1	NR

11.	Wher		you first participate in the Re-entry Program?  e month and year)	
12.	Wher		you leave the Re-entry Program? te month and year)	
13.	Why	did	you leave the Women's Re-entry Program?	
	a.	Com	pleted the program or accomplished objectives	
	<b>b.</b>	Drop	pped out for personal reasons	
	c.	Drop	pped out for financial reasons	
	d.	Oth	er (Specify):	
	Werd	you	left?  Yes No	
14 /	<b>-</b> . 11		Who contacted you? (e.g., counselor, director)	
		а. b.	When were you contacted? (e.g., 1 year after leaving, 6 months after leaving, etc.)	
		c.	How were you contacted? (Check all applicable.)	
			Telephone interview	
			Written questionnaire	
			Personal informal contact	
			Periodic meetings or functions	
			Regular periodic survey of women who have left the program	
			Other (Specify):	
				-47



15. At the present time, are you: (Check all applicable.)
a. Enrolled in a degree program (Specify degree)
b. Training in a professional non-degree program
c. Employed full-time
d. Doing volunteer work
e. Full-time homemaker
f. Other (Specify):
16. How were you referred to the Women's Re-entry Program? (Check one)
a. Referred by a friend
b. Referred by a community agency
c. Referred by college advisor or admissions counselor
d. Came ca my own
e. Other (Specify):
16 A. How did you first hear about the Women's Re-entry Program? (Check one)
a. Direct mailing from the program or college
b. Mass media (e.g., newspapers, radio, T.V.)
c. Through community organization or event
d. Through campus organization or event
e. Word of mouth
f. Other (Specify):



17.	What	was your educational level when you entered the Women's Re-entry Program? What is it now?	
	a.	Less than a high school diploma	
	Ь.	High school diploma only	
	c.	Some college	
*	d.	Associate degree or professional certificate	
	e.	Bachelor's degree	
	f.	Master's degree or higher	
	g.	Other (Specify):	
18.	а. b. c.	was your approximate family income when you were a participant the Women's Re-entry Program?  Less than \$8,000  \$8,000 - \$15,000  \$15,000 - \$25,000  Over \$25,000	in
19.	How	old were you when you first participated in the Re-entry Program	?
			_ years old



20.	Whe	n you entered the Women's Re-entry Program were you: (Ch	e <b>c</b> k one)
	a.	Single (never married)	
	ь.	Married/Living with mate	
	c.	Divorced	
	d.	Widowed	
-	e.	Separated	
20 A	. If	f this has changed, are you currently:	
	a.	Single (never married)	
	ь.	Married/Living with mate	
	c.	Divorced	<del></del>
	d.	Widowed	
	e.	Separated	
21.	How	many children did you have living at home when you entere Women's Re-entry Program?	
			Number
	a.	Pre-school age	<del></del>
	Ь.	School age	
		•	
		COLLEGE	
		DATE	

THANK YOU FOR YOUR COOPERATION



### COLLEGE OFFICERS' QUESTIONNAIRE

G	$\cap$	Δ	1	ς

Of th	the goals listed below, which THREE do you think <u>are</u> most important to e Women's Re-entry Program?
	dicate your choices by writing in the appropriate letter (a–j) in the spaces low.
a.	Self-enrichment (e.g., learn new things, intellectual development, meet new people)
Ь.	Foster self-confidence, self-exploration, and decision making
c.	Foster understanding of the relationship between personal problems and women's issues
d.	Prepare women for jobs or careers
e.	Help women secure diploma, degree, or certificate
f.	Prepare women for further education
g.	Sensitize the college community to the needs of women
h.	Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)
i.	Increase effective participation in community activities
į٠	Other (Specify):
	Ranking
Fi	rst priority goal
Se	cond priority goal
Th	ird priority goal



#### COLLEGE OFFICERS

2.	To what extent do you believe that the director would agree with your
	ranking of program goals?

(Circle the appropriate number.)	Little or no Agreement	Close Agreement
	5 <b>4</b>	3 2 1

3. Listed below are a number of factors that can influence goal-setting and program priorities. Which THREE are most important?

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

- a. Needs of adult women regularly enrolled in the college
- b. Constraints imposed by funding source
- c. Expectations of women served by the Re-entry Program
- d. Community needs
- e. Cooperation with the college faculty
- f. Ideology of director or founder of program
- g. Institutional commitment
- h. Advice of Advisory Committee
- i. Location of program in college organizational structure
- i. Limitations imposed by existing programs and resources within the college

	Ranking
First priority goal	
Second priority goal	and the state of t
Third priority goal	



### COLLEGE OFFICERS

4.	Give try	n the present program constraints, should the V y to reach a special population of women?	Vomer	ı's Re-	entry	Prog	ram
		Yes		No _			
4 A.	lf '	Yes, place a checkmark by those groups which priority.	you	think	should	l be	given
	a.	Welfare recipients	•				
	b.	Unemployed working women					
	c.	Employed women					<del></del>
	d.	Working-class women					
-	e.	Middle and upper-middle-class www.nan					
	f.	Divorced/Widowed women	•				<u>·</u>
	g.	Women 55 years old and over					
	h.	Minority group (Specify):	_			-	
	i.	Other (Specify):				- -	
5.		en the present program constraints, how successfeeentry Program has been?	ful do	you i	think t	the	
	((	Circle the appropriate number.)		ot essful			ery essul_
			5	4	3	2	1



### COLLEGE OFFICERS

6.	Who should have	prinicpal	responsibility for	r decisions	in the program?
----	-----------------	-----------	--------------------	-------------	-----------------

Indicate for those areas that appear below, the number of person or group that should have principal responsibility for that particular area in the appropriate space.

1.	Teacher	6.	President of College
2.	Counselor	7.	Board of Trustees
3.	Director	8.	Advistry Board
4.	Administrative Staff	9.	Women in the Program
	Supervising Dean/Administrator	10.	No one
-	,	11	Other (Specify below)

		# of Person or Group with Principal Responsibility
a.	Recruitment	<del></del>
Ь.	Curriculum development	
c.	Instructional methods	
d.	Counseling	
e.	Community liaison	
f.	Support services (e.g., child care)	Americanium, adpontumentum
a	Development of program goals	



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7. How much influence should each of the following critiera have on the selection of teachers and counselors?

(Circle the appropriate number.)

		Selection of Teachers			Selection of Counselors						
		Little o			Grec Influer		Little or Influer			Grea Influen	
a.	Regular college faculty member	5	4	3	2	. 1	5	4	3	2	1
Ь.	Experience teach-ing adults	5	4	3	2	1	5	4	3	2	?
c.	Experience in counseling	5	4	3	2	1	5	4	3	2	1
d.	Personality traits	5	4	3	2	1 .	5	4	3 .	2	1
e.	Returning woman herself	5	4	3	2	1	5	4	3	2	1
f.	Sympathetic to women's movement	5	4	3	2	1	5	4	3	2	1
g.	Educational background	5	4	3	2	1	5	4	3	2	1
h.	Other (Specify):	5	4	3	2	1	5	4	3	2	1

8. How active have you been in the year in fostering support for the Women's Re-entry Program in the community.

No Acti	-		Very Active			
	4	3	2	1		



15.	The	e director is directly responsible to: (Check one.)		
	a.	College President		
	ь.	College Vice President		
	c.	Supervising Dean or Director (Specify):		
	d.	Chairperson of an academic department (Specify):	<del>-</del>	
	e.	Other (Specify):	<del></del>	
2 S.	W	hat is the proportion of Women's Re-entry Program funds coming following sources?		m the ortion (%)
	a.			
		College funds		
	b.	College funds  State funds (e.g., average daily attendance formula, etc.)		
	b. c.			
	c.	State funds (e.g., average daily attendance formula, etc.)		
	c.	State funds (e.g., average daily attendance formula, etc.) Federal and state grant funds		
	c.	State funds (e.g., average daily attendance formula, etc.) Federal and state grant funds Other state funds		
	<ul><li>d.</li><li>e.</li></ul>	State funds (e.g., average daily attendance formula, etc.) Federal and state grant funds Other state funds Community government funds		
	c. d. e. f.	State funds (e.g., average daily attendance formula, etc.) Federal and state grant funds Other state funds Community government funds Private grants		



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2 5	5 A	A. How important is it that the Re-entry Program	be fully	iunded	by the
		college out of its regular budget?	Not		Very
			Importo	int	Important
			5	4 3	2 1
3 5	. Is	funding for the Women's Re-entry Program assured year?		Ţ.	
		Yes No	-	Uncert	ain
A	۱. Is	funding for the Women's Re-entry Program assured	for the	followin	g year?
		Yes No		Uncert	rain
4 5	5. C	oes the director have sufficient autonomy in disper allocated to the Re-entry Program?	nsing fu	nds	
		Yes		No _	
5 \$	5. W	hat are the major constraints on follow-up and eventry Program?	aluation	in the \	Vomen's
		(Check all applicable.)	Fo	llow-up	Evaluation
	a.	Lack of funds	_	· · · · · · · ·	
	Ь.	Lack of staff	_	<del></del>	
	c.	Lack of time	_	<del></del>	
	d.	Little importance for program	-		
	e.	Newness of program		<del></del>	
	f.	Priority on program development or implementation	-		
	g.	College policy	_	<del></del>	
	h.	Other (Specify):			
			_		



6 S. Given present program constraints, how great a priority should the Women's Re-entry Program place on the development of liaison with the following community groups?

(Circle the appropriate number.)

(Circle the appropriate nomber.)	No or Priori			High Priorit	
a. Business	5	4	3	2	1
b. Other women's groups	5	4	3	2	1
c. Women's programs in other colleges	5	4	3	2	1
d. Community adult education programs	5	4	3	2	1
e. Social welfare agencies	. 5	4	3	2	1
f. Employment agencies	5	4	3	2	1
g. Political groups	5	4	3	2	1
h. Religious institutions	5	4	3	2	1
i. Ethnic/Racial groups	5	4	3	2	1
i. Other colleges and universities	5	4	3	2	1
k. Civic groups	5	4	3	2	1
1. Unions	5	4	3	2	1
m. Other (Specify):	_ 5	4	3	2	1

7 S.	What is your position?	_		<del>_</del>
8 S.	What is your sex?	Female	Mal	e
9 S.	How old are you?		-	years old
10 S.	Are you:			
	a. White			
	b. Black			
	c. Oriental			
	d. Hispanic			
	e. American Indian			
	f. Other (Specify):			
11 S.	My educational background is:  a. High school diploma  b. A.A.  c. B.A.  d. M.A., specialization in  e. Doctorate, specialization in			
12 S.	Indicate the extent of your involv	ement with the	Women's M	ovement.
	(Circle the appropriate number.	)	No Involvement	Great Involvement
			5 4	3 2 1



#### **GOALS**

1. Of the goals listed below, select the THREE that you think are most important to the Women's Re-entry Program and the THREE that you think should be most important.

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

- a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)
- Foster self-confidence, self-exploration, and decision making
- c. Foster understanding of the relationship between personal problems and women's issues
- d. Prepare women for jobs or careers
- e. Help women secure diploma, degree, or certificate
- f. Prepare women for further education

Other (Specify):

Third priority goal

- g. Sensitize college community to needs of women
- h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)
- i. Increase effective participation in community activites

	Current Practice	Your Opinion
First priority goal		
Second priority goal		

2.	whe	on your experience, what are the average womarn she first enters the Women's Re-entry Program? leaves?		
	Indic belo	cate your choices by writing in the apprapriate letter w.	(a-j) in the	spaces
	Wor	nen's Objectives		
	a.	Self-enrichment (e.g., learn new things, intellectual development, meet new people)		
	Ь.	Foster self-confidence, self-exploration, and decision making		
	c.	Foster understanding of the relationship between personal problems and women's issues		•
	d.	Prepare for a job or career		
	e.	Secure diploma, certificate, or degree		
	f.	Prepare for further education		
	g.	Prepare for specific short-term goal (e.g., resume writing, skill-training)	e <b>-</b>	
	h.	Increase participation in community activities		
	i.	Obtain reimbursement or special benefit (e.g., care, CETA employment, welfare requirement,		
	į.	Other (Specify):		
			<b>»</b>	
			Upon Entrance	Upon Completion
	Mos	t important objective		
	Sec	and most important objective	<del></del>	
	Thir	d most important objective		



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3. (				ram consti ogram has		ow succes	sful do	you t	hink	the	
	(Ci	rcle the	approprie	ate numbe	r.)		٨	lot		Ve	гу
							Succ	essfu l		Succe	ssful
							5	4	3	2	1
4. 1				am as it : f women?		rates <u>shou</u>	ld be t	rying	o re	cruit a	,
	spe	ciai pop	olurion o	, Montell's		Yes _		No .		<del></del>	
4 A.	_	es, place priority.		kmark by	those gr	oups whic	h you	think	shoul	ld be g	j <b>iv</b> en
	a.	Welfare	e recipier	nts							
	ь.	Unemp	loyed wor	king wom	ien						
	c.	Employ	ed wome	n				ッ		•	
	d.	Workin	g-class w	omen							
	e.	Middle	and upp	er-middle	-class w	omen					
	f.	Divorc	ed/Widov	ved wome	n						<del></del>
	g.	Womer	55 year	s old and	over						
	h.	Minori	ty group	(Specify	·):					<del></del>	
	i.	Other	(Specify	y):							

### COMMUNITY AGENCY

5. Li	aison with the Women's Re-entry Program is maintained through cooperation with which of the following persons or groups? (Check one.)	n
a.	Director of Re-entry Program	
b.	Re-entry Program administrative staff	
c.	Teacher(s) in Re-entry Program	
d.	Counselor(s) in Re-entry Program	
e.	Re-entry Program Advisory Board member(s)	
f.	College administrative staff (Specify):	
g.	Other (Specify):	
	and the state of t	•

6. Indicate how important each of the following community liaison functions is to the Women's Re-entry Program.

(Circle the appropriate number.)

		Little or I		Great Importance		
a.	Referrals to program of prospective participants	5	4	3	2	1
ь.	Referrals by program for support services (e.g., counseling, legal matters, child care)	5	4	3	2	1
c.	Recruitment of teachers/counselors for program	5	4	3	2	1
d.	Source of funding for program	5	4	3	2	1
e.	Co-sponsorship of classes or activities	5	4	3	2	1
f.	Community support for program's initiation and/or continuation	5	4	3	2	1
g.	Other (Specify):	5	4	3	2	1



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## COMMUNITY AGENCY Supplement

1 S.	What types	of services	does	your	agency	provide	to	the	community	1,5



#### **GOALS**

1. Of the goals listed below, select the THREE that you think <u>are</u> most important to the Women's Re-entry Program and the THREE that you think <u>should</u> be most important.

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

- a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)
- b. Foster self-confidence, self-exploration, and decision making
- c. Foster understanding of the relationship between personal problems and women's issues
- d. Prepare women for jobs or careers
- e. Help women secure diploma, degree, or certificate
- f. Prepare women for further education
- g. Sensitize college community to needs of women
- h. Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)
- i. Increase effective participation in community activites

Other	(Specify):	

	Current Practice	Your Opinion
First priority goal		
Second priority goal		
Third priority goal	-	



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2. To what extent do you believe that (a) the program director, (b) students, and (c) other counselors would agree with your ranking of <u>Current Practice</u> goals?

(Circle the appropriate number.)

			Little Agree			Close Agreen		
a.	Program director		5	4	3	2	1	
ь.	Students		5	4	3	2	1	
c.	Other counselors	1	5	4	3	2	1	

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3.		what are the average woman Women's Re-entry Program?	
	she ieaves?		

Indicate your choices by writing in the appropriate letter (a-j) in the spaces below.

### Women's Objectives

- a. Self-enrichment (e.g., learn new things, intellectual development, meet new people)
- b. Foster self-confidence, self-exploration, and decision making
- c. Fister understanding of the relationship between personal problems and women's issues
- d. Prepare for a job or career
- e. Secure diploma, certificate, or degree
- f. Prepare for further education

Other (Specify):

į٠

- Prepare for specific short-term goals
   (e.g., resume-writing, skill-training)
- h. Increase participation in community activities
- Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)

	Upon Entrance	Now
Most important objective		
Second most important objective		
Third most important objective		



4. Indicate to what extent you think the Women's Re-entry Program influences the way the average woman feels about each of the following categories.

(Circle the appropr' te number.)

		Little cr no Influence				Great Influence		
a.	Goal specificity and direction		5	4	3	2	7	
b.	Feeling of control over own life		5	4	3	2	1	
c.	Traditional roles of women	•	5	4	3	2	1	
d.	Self-confidence		. 5	4	3	2 .	1	
e.	Self-concept		5	4	3	2	1	

5. A		now operates, do you think the program <u>should</u> be trying to recruit special population of women?	
		Yes No	
5 A.	lf j	YES, place a checkmark by those groups which you think should be give priority.	en
	a.	Welfare recipients	
	ь.	Unemployed working women	
	c.	Employed women	
	d.	Working-class women	<del></del>
	e.	Middle and upper-middle-class women	<del></del>
-	f.	Divorced/Widowed women	
	g.	Women 55 years old and over	
	h.	Minority group (Specify):	
	i.	Other (Specify):	_
6.		en the present program constraints, how successful do you think the e-entry Program has been?	
	(C	Circle the appropriate number.)  Not Very  Successful Successful	iul_
		. 5 4 3 2 1	



#### COUNSELOR

7.	Who should have prinicpal	responsibility for a	decisions in th	ne program?
----	---------------------------	----------------------	-----------------	-------------

Indicate for those areas that appear below, the number of person or group that should have principal responsibility for that particular area in the apprepriate space.

4. Administrative Staff

Counselor

Teacher

5. Supervising Dean6. Other (Specify below)

	•	# of Person or Group with Principal Responsibility
a.	Recruitment	
b.	Curriculum development	
c.	Instructional methods	<del></del>
d.	Counseling	·
e.	Community liaison	
f.	Support services (e.g., child care)	<del></del>
a.	Development of program goals	

8. Given the program as it is presently operating, to what extent should there be student participation in each of the following activities?

		No Participation		Much Participation		
a.	Evaluating their own performance	5	4	3	2	1
Ь.	Teacher evaluation	5	4	3	2	1
c.	Course evaluation	5	4	3	2	1
d.	Program evaluation	5	4	3	2	1
e.	Planning individual course content	.· 5	4	3	<b>2</b> ·	1
f.	Developing teaching materials	- 5	4	3	2	1
g.	Program planning	5	4	3	2	1
h.	Recruitment	5	4	3	2	1
i.	Other (Specify):	. 5	4	3	2	1



9. How much influence should each of the following criteria have on the selection of teachers and counselors given the program as it is presently conceived?

(Circle the appropriate number.)

		Selec	Selection of Teachers			Selection of Counselors					
			Little or no Influence		Great Influence		Little or Influer	Great Influence			
a.	Regular college faculty member	5	4	3	2	1	5	4	3	2	•
Ь.	Experience teach- ing adults	5	4	3	2	1	5	4	3	2	1
c.	Experience in counseling	5	4	3	2	1	5	4	3	2	1
d.	Personality traits	5	4	3	2	1	5	4	3	2	1.
е.	Returning woman herself	5	4	3	2 '	1	5	4	3	2	1
f.	Sympathetic to women's movement	5	4	3	2	1	5	4	3	2	1
g.	Educational background	5	4	3	2	1	5	4	3	2	Ţ
h.	Other (Specify):	5	4	3	2	. 1	5	4	3	2	1





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10. We are interested in your feelings concerning administrative/supervisory aspects of the Women's Re-entry Program. Please indicate the extent to which you agree or disagree with the following statements.

(Circle the appropriate number.)

		Strong Disag	•		ongly Agree	
a.	The director is aware of most important problems of counselors	5	4	3	2	ī
b.	The director gives adequate feedback on how I am doing in my job	5	4	3	2	1
c.	The director relies on student attendance records to judge my performance	5	4	3	2	1
d.	I get adequate help with problems from the director	. 5	4	3	2	1
e.	I have a great deal of autonomy in my job	5	4	3	2	1
f.	The director does a good job of supplying the necessary support services and materials for the Re-entry Program	5	4	3	2	1
g.	There is adequate in-service education for staff in the Re-entry Program	5	4	3	2	ī
h.	The Re-entry Program receives strong support from the college administration	5	4	3	2	1
11.	Approximately how many times during the past of professionally with the director?	academi	c year	r did	you me	et
	a. In an individual conference	Nur	mber (	of tim	es:	



b. With a group of counselors or other staff

12. Place a checkmark next to each topic which is dealt with in some depth in the Re-entry Program's in-service education activities. Also place a checkmark next to those topics for which there is a priority need for in-service education.

Top	ics	Topics Covered	Priority Needs
a.	Program orientation: objectives, procedures, current developments, plans, reports		
Ь.	Differences in teaching men and women		
c.	Philosophy of adult education		
d.	Understanding the student population (e.g., ethnic group differences)		
e.	Methods of instruction		
f.	Diagnosis of student needs		
g.	Counseling students		
h.	Philosophy of women's movement		
i.	Other (Specify):		

13. Indicate the relative importance which should be assigned each of the following factors, given the program as it is presently operating.

		_	Little or no Importance			Great Importance	
a.	Transportation	5	4	3	2	1	
ь.	Scheduling of classes at times convenient to women	5	4	3	2	1	
c.	Different admissions requirements for college entrance	5	4	3	2	1	
d.	Full-time program administrator	5	4	3	2	1	
е.	Different course requirements for regular academic courses	. 5	4	3	·2	1	
f.	Modified college registration procedures	5	4	3	2	1	
g.	Women going through a sequence of classes together as a group	5	4	3	2	1	
'n.	Access to regular college services for wome participating in the program	n 5	4	3	2	1	

13 A.	List those items in to women in the	•	3 that	are not	cad	should	be	available
				<u>.</u>			-	



#### COUNSELOR

14. Indicate the relative importance which should be assigned each of the following services, given the program as it is presently operating.

(Circle the appropriate number.)

		Little or no Importance		Great Importance		
a.	Course work (credit and/or non-credit)	5	4	3	2	1
Ь.	Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	1
c.	Counseling	5	4	3	2	1
d.	Testing (e.g., aptitude, interest)	5	4	3	2	1
e.	Job placement and referral	. 5	4	3	2	1
f.	Child care	5	4	3	2	1
g.	Financial aid	5	4	3	2	1
h.	Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i.	Self-help group, consciousness-raising/support groups	5	4	3	2	1
i	Women's resource library	5	4	3	2	1
k.	Referrals to community agencies	5	4	3	2	1
١.	Remedial/Refresher work	5	4	3	2	1

14 A. List those services in question #14 that are not but should be available to women in the program.





15. Given present budget and personnel constraints, how should counseling be integrated into the program?								
	(Ch	eck all applicable.)		•				
	a.	Individual course plans for students should prepared in consultation with counseling s						
	Ь.	Counselors of women in the Re-entry Progra should teach direction-finding courses	m					
	c.	Counselors should be required to see indivi- students at prescribed times other than in		s				
	d. Director should also do counseling							
	e.	Women's Re-entry Program should have cou other than Director on staff	inselors	·,				
	f.	Other (Specify):	·		<del></del>		<del>_</del>	
16.		hat extent do you as a counselor consider yo the Women's Re-entry Program?	ourself	an in	 tegrat	ed part	÷	
	(Ci	rcle the appropriate number.)		e or n		Mu		
			Int	egratio	on	Integ	ration	
			5	4	3	2	1	
17.		hat extent do you think counseling services men in the Re-entry Program?	ai'e sat	isfying	the r	needs o	f	
	(Ci	rcle the appropriate number.)	• • •			•		
				e or n fa <b>cti</b> on			eat faction	
			5	4	3	2	1	



18. As the program is presently conceived, who should have the primary responsibility for orienting new students to the program?

(Check one.)

a.	Director	i
Ь.	Counselor	
c.	Teacher	
d.	Women participants	
e.	Aide(s) or volunteer(s)	
f.	Other (Specify):	

19. To what extent do you emphasize the use of each of the following instructional methods?

(-mere me appropriate nembers,		No Emphasis			Great Empnasis		
a.	Lecture	5	4	3	2	1	
ь.	Pair or small group discussions	5	4	3	2	1	
c.	Class discussion	5	4	3	2	1	
d.	Simulated learning situations (e.g., role-playing)	5	4	3	2	1	
e.	Programmed materials	5	4	3	2	1	
f.	Independent learning center	5	4	3	2	1	
g.	Individualized assignments	5	4	3	2	1	
h.	Homework	5	4	3	2	1	
i.	Guest Speaker(s)	5	4	3	2	1	
j.	Other (Specify):	5	4	3	2	1	

#### COUNSELOR

20. To what extent does each of the following factors interfere with teaching and learning in the Women's Re-entry Program classes?

		Little or Interfere		j	Great nterfer		Not Relevant
a.	Irregular attendance	5	4	3	2	1	NR
ь.	Students other than Re-entry women in class	es 5	4	3	2	1	NR -
c.	Too much variation in student skill, ability, interest, and/or emotional maturity	5	4	3	2	1	NR
d.	Short length of course	5	4	3	2	1	NR
e.	Lack of group cohesion	5	4	3	2	1	NR
f.	Lack of adequate support services	5	4	3	2	1	NR
g.	Outside commitments of women	5	4	3	2	1	NR
h.	Inappropriate teaching methods	5	4	3	2	1	NR
i.	Lack of appropriate materials	5	4	3	2	1	NR
į.	Other (Specify):	5	4	3	2	1	NR
	•						



#### COUNSELOR

21. In addition to performing an instructional role, teachers may help students with personal and/or vocational problems. In the Women's Re-entry Program, how important should it be for teachers to help students with these problems?

(Circle the appropriate number.)

Ν	ot	Very				
Impo	ortant		Impo	rtant		
5 .	4	3	2	1		

22. All things considered, how satisfied are you with your present position in the Women's Re-entry Program?

a.	Verv	satisfied
u.	7 (-1 7	201121100

\_\_\_\_

b. Moderately satisfied

\_\_\_\_

c. Dissatisfied

Ŀ

,1





1 S.	How much	emphasis i	s placed	on the	following	types of	counseling	in
	the Wome							

Circle the appropriate number.		Low Emphasis				High Emphasis		
a.	Academic	5	4	3	2	1		
b.	Vocational/Career	5	4	3	2	1		
	Personal	5	4	3	2	1		

2 S.	Given staff and budget	limitations, sho	ould counseling	be required	for
	women in the Re-entry	Frogram who t	ake classes?		

Yes	No	





3 S. Sho	ould otitud	there be an initial assessment of student achievement and/or de level in the Re-entry Program as it is presently conceived?	
		Yes No	
А	1	F Yes, given present budgetary and staff limitations, by what method(s) should an initial assessment of student achievement and/or aptitude level be done?	
		(Check all applicable.)	
	a.	Standardized tests	
	L.	Interviews (Specify with whom):	
	c.	Previous records	
	d.	Other (Specify):	
4 S. Gi	shou	the pram as it is presently operating, what kinds of tests uld be available to women in the Re-entry Program?	
		Aptitude	
		Interest	
	c.	Vocational preference	
	d.	Personality	
	e.	Achievement	
	f.	Other (Specify):	
	g.	No tests should be given	

#### COUNSELOR Supplement

5 S.		ou indicated tests should be available, who should have principal responsibility for administering tests, given present program constraints?
	a,	Director of Women's Re-entry Program
	b.	Counselor(s) in the Re-entry Program
	c.	Teacher(s) in the Re-entry Program
	d.	Aide(s) or volunteer(s)
	e.	Other (Specify):
6 S.	. Do	you make written evaluation of student progress at the end of your course(s) (e.g., grades, progress reports, etc.)?
		Yes No
7 S.	Do	you work with an aide?  Yes No
	A	. If Yes, what does he/she do? (Check one.)
		a. Mostly assists in teaching
		b. Mostl; lutors
		c. Mostly performs administrative or clerical tasks
		d. Other (Specify):
8 S	. Ap	proximately what percentage of enrolled students are absent at any one class meeting?
9 S	. Wł	hat is the average drop-out rate of the class(es) that you teach in the program?



#### COUNSELOR Supplement

10 S. Wh	nat is your sex?	Female	Male
11 S. Ho	w old are you?		years old
12 S. Are	e you:		
a.	White		
b.	Black		•
c.	Oriental		***************************************
d.	Hispanic		<u> </u>
e.	American Indian		
¸f.	Other (Specify):	· .	,
•			
13 S. Wh	at is your educational background?		
a.	High school diploma		***************************************
ь.	A.A.		
c.	B.A.		
d.	M.A., specialization in		
e.	Doctorate, specialization in		de de de la constante de la co
14 C 110			
14 3. Wh	at is the basis of your appointment in t	he College?	
a.	Tenured		All reserved to the second of
ь.	Not tenurable		
с.	On tenure track		

15 S.		you employed in the Women's Re-entry Program on a pull-time basis?	oart-time or
	(0	Check one.)	
	a.	Part-time	
	b.	Full-time	
16 S	. If	part-time, are you:	
	a.	Employed full-time elsewhere	
	b.	Employed part-time elsewhere	
	c.	No other current employment	
	d.	Student	
17 S	. If	you have other employment, is it:	
	a.	College or university teaching	
	ь.	Employed in business or industry	article quantitation (1)
	c.	Employed in social service or community agency	
	d.	Elementary or secondary school teacher	
	e.	Other (Specify):	_
18 S	. Ho	ow long have you been associated with this Women's Re	entry Program? years
19 S	. Ab	oout how many years of counseling experience had you	had? years



COUNSELOR Supplement

20 S. How many, if any, classes did you teach during the past academic year in the Women's Re-entry Program?

Number:

21 S. How involved are you with the women's movement?

No Involvement			Great Involveme			
Involvement			Invo	ivemen	<u> </u>	
5	4	3	2	1		

to

## GOALS

	Women's Re-entry Program?
	licate your choices by writing in the appropriate letter (a-j) in the spaces ow.
	4.
a.	Self-enrichment (e.g., learn new things, intellectual development, meet new people)
Ь.	Foster self-confidence, self-exploration, and decision making
c.	Foster understanding of the relationship between personal problems and women's issues
d.	Prepare women for jobs or careers
e.	Help women secure diploma, dagree, or certificate
f.	Prepare women for further education
g.	Sensitize college community to the needs of women
h.	Prepare women to meet specific short-term goals (e.g., re-me-writing, skill-training)
i.	Increase effective participation in community activities
į.	Other (Specify):
	Ranking
Fi	st priority goal
Se	cond priority goal
TL	ird priority goal



2. To what extent do you believe ...at (a) teachers, (b) counselors, (c) students, and (d) administrative staff would agree v th your ranking of program goals?

(Circle the appropriate number.)

	•••	Agreem	Close Agreement			
a.	Teachers	5	4	3	2	1
ь.	Counselors	5	4	3	2	1
c.	Students	5	4	3	2	1
d.	Administrative Staff	5	4	3	2	1

3. Listed below are a number of factors that can influence goal-setting and program priorities. Which THREE are most important to this program as it is presently constituted?

Indicate your choices by writing in the appropriate letter (a-i) in the spaces below.

- a. Needs of adult women regularly enrolled in the college
- b. Constraints imposed by funding source
- c. Expectations of women served by the Re-entry Pragram
- d. Community needs
- e. Cooperation with the college faculty
- f. Ideology of director or founder of program
- g. Institutional commitment
- h. Advice of Advisory Committee
- i. Location of program in college organizational structure
- i. Limitations imposed by existing programs and resources within the college

First priority goal
Second priority goal
Third priority goal
Third priority goal



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4.	whe	on your experience, what are the average woman's personal objectives is she first enters the Women's Re-entry Program? What are they when leaves?
*	Indi belo	cate your choices by writing the appropriate letter (a–j) in the spaces
	Wor	men's Objectives
	a.	Self-enrichment (e.g., learn new things, intellectual development, meet new people)
	ь.	Foster self-confidence, self-exploration, and decision making
	c.	Foster understanding of the relationship between personal problems and women's issues
	d.	Prepare for a job or career
	e.	Secure diploma, certificate, or degree
	f.	Prepare for further education
	g.	Prepare for specific short-term goals (e.g., resume- writing, skill-training)
	'n.	Increase participation in community activities
	i.	Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)
	i٠	Other (Specify):

	Upon Entrance	Upon Completion
Most important objective		
- Second most important objective	-	
Third most in:portant objective		-



Indicate to what extent you think the Women's Re-entry Program influences the way the average woman feels about each of the following categories.

(Circle the appropriate number.)

1

		Little or Influen		Great Influence		
a.	Goal specificity and direction	5	4	3	2	7
b.	Feeling of control over own life	5	4	3	2	1
c.	Traditional roles of women	5	4	3	2	1
d.	Self-confidence	5	4	3	2	1
e.	Self-concept	_ 5	4	3	2	1

6. Given the present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number.)	Not Successful		Very Success	
	5 4	3	2	ī

#### Recruitment

7. D	oes	the Women's Re-entry Program try to recruit a special population of	women?
		Yes No	
7 A.	lf	YES, place a checkmark by those groups which you think should be priority.	given
	a.	Welfare recipients	
	ь.	Unemployed working women	
	c.	Employed women .	<del></del>
	d.	Working-class women	
	e.	Middle and upper-middle-class women	
	f.	Divorced/Widowed women	
	g.	Women 55 years old and over	
	h.	Minority group (Specify):	
	i.	Other (Specify):	



8.	Who	has principal	responsibility	for	decisions	in	the	program	?
•	11110	mas principa.	,					٠٠٠ عا	

Indicate for those areas that appear below, the number of the person or group that has principal esponsibility for that particular area in the appropriate space.

1.	Director	6.	President of College
2.	Teacher	7.	Board of Trustees
	Counselor	8.	Advisory Board
4.	Administrative Staff	9.	Women in the Program
	Supervising Dean/Administrator	10.	No one
	,	11.	Other (Specify below)

# of Person or Group with Principal Responsibility

a.	Recruitment	
Ь.	Curriculum developm -t	
c.	Instructional methods	
d.	Counseling	
e.	Community liaison	
f.	Support services (e.g., child care)	
g.	Development of program goals	

## 9. To what extent is there student participation in each of the following activities?

(Circle the appropriate number.)

(Circle the appropriate number.)	No Partic	Much Participation			
a. Evaluating their own performance	5	4	3	2	1
b. Teacher evaluation	5	4	3	2	1
c. Course evaluation	5	4	3	2	1
d. Program evaluation	5	4	3	2	1
e. Planning individual course content	5	4	3	2	1

(Continued on next page....)



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## DIRECTOR

	•	Partie	Much Participation			
f.	Developing teaching materials	5	4	3	2	1
g.	Program planning	5	4	3	2	1
h.	Recruitment	5	4	3	2	1
i.	Other (Specify):	5	4	3	2	1

Please indicate the extent to which you think teachers and counselors in your 10. program would agree or disagree with the following statements.

(Circle the appropriate numbers.)

		Teachers					Counselors				
		Strong	ly ¯	Strongly			Strongly			Strongly	
		Disagre	ee	_	Agree		Disag	ree	<u>A</u>	gree	
a.	The director is aware of my most important problems	5 4	4	3	2	ī	5	4	3	2	1
ь.	The director gives adequate feedback on how I am doing in my job	,	4	3	2	1	5	4	3	2	1
c.	The director relies mostly on student attendance records to judge my performance	5	4	3	2		5	4	3	. 2	1
d.	I get adequate help with problems from the director	5	4	3	2	1	5	4	3	2	1
e.	I have a great deal of autonomy in my job	5	4	3	2	1	5	4	3	2	1
f.	The director does a good job of supplying the necessary support services and materials for the program	i	4	3	2	1	5	4	3	2	1
g٠	There is adequate in- service education for staff in the program		4	3	2	1	5	4	3	2	1
h.	The Re-entry Program receives strong supportion the college administration	rt	4	3	2	1	5	4	3	2	1



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11. How much influence does each of the following criteria have on the selection of teachers and counselors?

		Selection of Teachers				Selection of Counselors					
					Grec Influen				Great Influence		
a.	Regular college faculty member	5	4	3	2	1	5	4	3	2	1
ь.	Experience teaching adults	5	4	3	2	1	5	4	3	2	1
c.	Experience in counseling	5	4	3	2	1	, 5	4	3	2	1
d.	Personality traits	5	4	3	2	1	5	4	3	2	1
е.	Returning woman herself	5	4	3	2	1	5	4	3	2	1
f.	Sympathetic to women's movement	5	4	3	2	1	5	4	3	2	1
g.	Educational background	5	4	3	2	1	5	4	3	2	1
h.	Other (Specify):	5	4	3	2	1	5	4	3	2	1



12. Place a checkmark next to each topic which is dealt with in some depth in the Re-entry Program's in-service education activities. Also place a checkmark next to those topics for which there is a priority need for in-service education.

	es, procedures,	
a. Program orientation: objective current developments, plans	· · · · ·	
b. Differences in teaching men a	nd women	
c. Philosophy of adult education		
d. Understanding the student popule. (e.g., ethnic group different		4
e. Methods of instruction		
f. Diagnosis of student needs		
g. Counseling students		
h. Philosophy of women's moveme	ent	
i. Other (Specify):		

13. Indicate how important each of the following community liaison functions is to the Women's Re-entry Program.

	·	Little or No Importance			Great Importance		
a.	Referrals to program of prospective participants	5	4	3	2	1	
Ь.	Referrals by program for support services (e.g., counseling, legal matters, child care)	5	4	3	2	ī	
c.	Recruitment of teachers/counselors for program	5	4	3	2	1	
d.	Source of funding for program	5	4	3	2 ,	1	
e.	Co-sponsorship of classes or activities	5	4	3	2	1	
f.	Community support for program's initiation and/or continuation	5	4	3	2	1	
g.	Other (Specify):	5	4	3	2	1	



14. Indicate the relative importance assigned each of the following factors <u>currently</u> provided by the program.

(Circle the appropriate number.)

	_	Little or no Importance			Great Importance		
a.	Transportation	5	4	3	2	1	
b.	Scheduling of classes at times convenient to women	5	4	3	2	1	
c.	Different admissions requirements for college entrance	5	4	3	2	1	
d.	Full-time program administrator	5	4	3	2	1	
e.	Different course requirements for regular academic courses	5	4	3	2	1	
f.	Modified college registration procedures	5	4	3	2	1	
g.	Women going through a sequence of classes together as a group	5	4	3	2	1	
h.	Access to regular college services for women participating in the program	5	4	3	2	1	

14 A. List those items in question #14 that are not but should be available to women in the program.

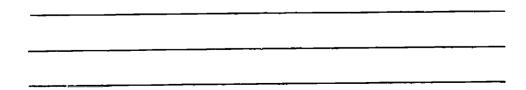


15. Indicate the relative importance of those services <u>currently</u> available to wamen in the Women's Re-entry Program.

(Circle the appropriate number.)

		Little or no Importance			Great Importance			
a.	Course work (credit and/or non-credit)		5	4	3	2	1	
ь.	Public events (e.g., film or lecture series, one-day or weekend workshops)		5	4	3	2	1	
c.	Counseling		5	4	3	2	1	
d.	Testing (e.g., aptitude, interest)	5 4			3	2	1	
e.	Job placement and referral	5 4		3	2 ′	1		
f.	Child care		5	4	3	2	1	
g.	Financial aid		5	4	3	2	1	
h.	Women's Center/Lounge (informal meeting place)		5	4	3	2	3	
i.	Self-help-group, consciousness-raising/support groups		5	4	3	2	1	
į.	Women's resource library		5	4	3	2	1	
k.	Referrals to community agencies	4	5	4	3	2	1	
1.	Remedial/Refresher work	•	5	4	3	2	1	

15 A. List those items in question #15 that are not but should be available to women in the program.





16.	How is counseling integrated into the Re-entry Pro	ogram?				
	(Check all applicable.)					
	a. Individual course plans for students are prepa consultation with counseling staff	red in				
	b. Counselors of women in the Re-entry Program teach direction-finding courses	also	•			
	c. Counselors must see individual students at pre- times other than in courses	escribed				_
	d. Director also does counseling					
	e. Women's Re-entry Program has counselors, of Director, on staff	her than				
	f. Other (Specify):				- <b>y</b> -	_
17.	To what extent do you think counseling services of women in the Re-entry Program?  (Circle the appropriate number.)	are satisfy Little Satisfa	or no		ds of Great	-
		5	4	3	2	1
18.	Is there any orientation for new students to the Re	e-entry P	rogram	?		
		Yas _		. No	·	
19.	Who has primary responsibility for this function?	(Ch	eck o	ne.)		
	a. Director					_
	b. Counselor(s)					
	c. Teacher(s)					<del></del>
	d. Women participants					<del></del>
	e. Aide(s)/Volunteer(s)					
	f. Other (Specify):					



20.	Wha	nt kinds of referrals are made to community agencies?	
		(Check all applicable.)	
	a.	Child care/baby sitting	
	b.	Legal concerns	
	c.	Medical/Gynecological	
	d.	Employment	
	e.	Welfare/social services	
	f.	Housing	·
	g.	Personal counseling	
	h.	Other (Specify):	<del></del>



21. Referring to the attached glossary (list of course categories), indicate how much emphasis is placed on the following kinds of classes in the Women's Re-entry Program.

(Circle the appropriate number.) Little or no Great **Emphasis** Emphasis Personal direction-finding 2 1 Social science and humanities courses dealing with women "How-to" courses Recreation/Enrichment Health/Sexuality 2 · Remedial/Refresher f. Academic Vocational training Other (Specify): 

22. To what extent should teachers emphasize the use of the following instructional methods, given present budget and personnel constraints?

(Circle the appropriate number.) No Great **Emphasis** Emphasis Lecture Class discussion Pair or small group discussion Simulated learning situations (e.g., roled. playing) Student planning and evaluating of their e. educational experiences f. Programmed materials Individualized assignments g. Homework Guest speaker(s) Other (Specify): 



23. To what extent does each of the following factors interfere with teaching and learning in the Women's Re-entry Program classes?

(Circle the appropriate number.)

		Little or Interfere			Great nterfer		Not Relevar
a.	Irregular attendance	5	4	3	2	1	NR
ь.	Students other than Re-entry women in class	es 5	4	3	2	1	NR
c.	Too much variation in student skill, ability, interest, and/or emotional maturity	, 5	4	3	2	1	NR
d.	Short length of course	5	4	3	2	1	NR
e.	Lack of group cohesion	5	4	3	2	1	NR
f.	Lack of adequate support services	5	4	3	2	ì	NR
g.	Cutside commitments of women	5	Ą	3	2	1	NR
h.	Inappropriate teaching methods	5	4	3	2	1	NR
i.	Lack of appropriate materials	5	4	3	2	1	NR
÷	Other (Specify):	5	4	3	2	1	NR

24. In addition to performing an instructional role, teachers may help students with personal and/or vocational problems. In the Re-entry Program, how important is it for teachers to help students in this way?

(Circle the appropriate number.)	Not Important			Ver Impor	,
	5	4	3	2	1



# DIRECTOR'S QUESTIONNA!RE Supplement

1 S.	Wh	en was the Women's Re-entry Program started?	
	1 A	. What was the approximate total number of women who participathat year?	ited in
2 S.	Wh	nat group or individual was principally responsible for initiating the Re-entry Program on campus?	
		(Check one of the following.)	
	a.	President	
	Ь.	Dean of Academic Department	
	c.	Dean of Continuing Education or Community Services	<del></del>
	d.	Chairperson of a department or division	·
	e.	Board of Trustees	
	f.	Women student(s)	<del></del>
	g.	Counseling department	
	h.	Faculty	
	i.	Community	
	j.	Particular student group (Specify):	
	k.	Another college or university (Specify):	
	١.	Other (Specify):	



3 S.	ls	there a point at which women are considered to have comp Women's Re-entry Program?	
		Yes No	
	If `	<u>es</u> , complete questions A, B, and C.	
	Α.	When does this point occur?	
		a. After initial counseling	
		b. Upon completion of a sequence of courses	
		c. After a prescribed number of counseling sessions	
		d. After participation for a specified length of time	
		e. Other (Specify):	
			<del></del>
	e.	What percentage of women who enter the program fail to	reach this point?
			<u> </u>
	c.	Is a degree or certificate issued upon completion of the	Women's Re-entry
		Program? YesNo	
4 S.	Ar	e records regularly kept on participants in the Women's Re-	-entry Program?
,	·•	Yes No	•
-	Α.		k all applicable.)
		a. School transcript	••
		b. Student self-evaluation forms	
		c. Test results	***************************************
		d. Teacher or workshop leader comments	
		e. Student summary of past life experience	
		, ,	
		f. Other (Specify):	
-10 <i>ċ</i>			<del></del>



5 S.	Where is the Women's Re-entry Program located within the administrative structure of the college?						
		(Check one.)					
	a.	Academic department (Specify):					
	b.	Community Services/Continuing Education					
	c.	College extension program (where it is separate for Community Services)					
	d.	Counseling department					
	e.	Student Affairs					
	f.	President's Office					
	g.	Dean's Office (Specify):					
	h.	Other (Specify):					
6 S.	The	e director is directly responsible to: (Check one.)					
	a.	College President					
	b.	College Vice President					
	c.	Supervising Dean or Director (Specify):					
	d.	Chairperson of an academic department (5pecify):					
	e.	Other (Specify):					
		•					



7 S.	What was the initial primary source of funding? (I percentages.)	f more than one, specify
	a. Federal or state grant	
	b. Regular college funds	
	c. Private funds	***********
	d. Course fees	-
	e. Volunteerism	
	f. Other (Specify):	
8 S.	Is funding for the Women's Re-entry Program assured year?	
	Yes No	Uncertain
9 S.	Is funding for the Women's Re-entry Program assured	I for the following year?
	Yes No	Uncertain
10 S	<ul> <li>As Director, do you feel that you have sufficient funds allocated to the Women's Re-entry Program</li> </ul>	
		Yes No

ERIC Full first Provided by ERIC

11 S. What is the proportion of Women's Re-entry Program funds coming from the following sources?

		Propo	rtion (%	<u>s)</u>
a.	College funds			
ь.	State funds (e.g., average daily attendance formula, etc.)			
c.	Federal and state grant funds			
d.	Other state funds	-		
e.	Community government funds			
f.	Private grants			
g.	Self-support from fees	•		
h.	Others (Specify):	<del></del>		
		Total:	100%	•
Α.	How important is it that the Re-entry Program be fully fund college out of its regular budget?	ded by	the Very	
	Important		mportan	<u>t_</u>
	5 A	2	2	ı



12	۶.	What is your operating budget for the past academic year?		
			\$	
	. A.	What percentage of the budget is specifically allocated for	·	
			Percentage	(%)
	a.	Recruitment		
	ь.	Community liaison		
	c.	Follow-up		
	ď.	Evaluation	,	_
	_	In-comics advantion		

13 5.	Which FIVE of the areas listed below do you consider to be the most important part of your work?				
	(Select the FIVE most important areas and rank order them:  Place 1 next to the most important  Place 2 next to the second most important				
	Place $\frac{3}{2}$ next to the third most importantetc.)				

		Kanking	lime (%)
a.	Personnei management	www.complexicol.com	
Ь.	Curriculum development		
c.	Student recruitment and program publicity	***************************************	
d.	Staff development and in-service training	<del></del>	· 
e.	Fiscal management and other administrative duties		
۶.	Liaison with community groups	- *************************************	
g.	Counseling and referral		
h.	Teaching	der der vergreichtig der der der	
i.	Follow-up and evaluation		
į.	Establishing goals		
k.	Other (Specify):	•	



14 S. To what extent does the program rely on volunteers in each of the sollowing areas:

	(Circle the appropriate number.)	Little or no Reliance		Great Reliance			
a.	Assistance in teaching	5	4 3	2	1		
ь.	Tutoring	5	1 3	2	1		
c.	Administrative work	5	4 3	2	1		
d.	Secretarial work	5	4 3	2	1		
e.	Courseling and guidance	5	4 3	2	1		
f.	Testing (e.g., interest, aptitude tests)	. 5	4 3	2 -	1		
g.	Referrals	5	4 3	2	1		
h.	Recruitment	5 .	4 3	2	1		
i.	Child care	5	4 3	2	1		
į.	Assistance in leading workshaps	5	4 3	2	1		
k.	Other (Specify):	5	4 3	2	1		

## 15 S. How important are (a) volunteers and (b) paid aides to the Women's Re-entry Program?

(Circle the appropriate number.)	Little o	Great Importance			
a. Volunteers	5	4	3	2	1
b. Paid aides	5	4	3	2	1

s s.	Does the Women's Re-er	ntry Program offer	in-service	education?	
		,	Yes	No	
,	A. If No, why not? W	That are the reaso	ons for this?		
	(Check all applicable	)			
	a. Lack of funding				_
	b. Lack of time				
	c. Lack of trained p	personne l			_
	d. College policy				_
	e. Limited interest l	by potential parti	cipants		-
	f. Considered unnec	essary			
7 S.	Does the Women's Re-entraining or workshops	_	burse staff f	or outside	
			Yes	No	
8 S.	ls released time given t	o staff who parti	cipate in in-	-service educa	tion?
			Yes	No	

17 J		you regularly follow up on:	
		(Check all applicable.)	Follow-up
	a.	Women who have completed the Re-entry Program	**************************************
	ь.	Women who drop out of classes	
	c.	Women who drop out of the Program	
	d.	Women who have taken course(s) or used Re-entry Program services	
	e.	No regular follow-up	
20 S	. If	you do regularly follow-up on women who have left the Women's Re-entry Program, what kind of follow-up do you do?	, 5
		(Check all applicable.)	
	a.	Telephone interview	
	Ь.	Written questionnaire	
	c.	Personal informal contact	
	d.	Periodic meetings or functions	
	e.	Regular periodic survey of women who have left the program	
	f.	Other (Specify):	

21	S.	What are	the	major	constraints	on	follow-up	and	evaluation	in	the	Women's
		Re-ent	ry Pi	rogram'	;							

	(Check all applicable.)	Follow-up	Evaluation
ā.	Lack of funds	-	
ь.	Lack of staff		
c.	Lack of time	<del></del>	-
d.	Little importance for program		
e.	Newness of program		***************************************
f.	Priority on program development or implementation	***************************************	
g.	College policy	***********************	
h.	Other (Specify):	*************	

22 S. How great a priority does the Women's Re-entry Program place on the development of liaison with the following community groups?

	(Circle the appropriate number.)		No or low Priority		High Priority	
α.	Business	5	4	3	2	1
ь.	Other women's groups	5	4	3	2	1
c.	Women's programs in other colleges	5	4	3	2	1
d.	Community adult education programs	5	4	3	2 -	1
e.	Social welfare agencies	5	4	3	2	1
f.	Employment agencies	. 5	4	3	2 .	1
g.	Political groups	5	4	3	2	1
h.	Religious institutions	5	4	3	2	1
i.	Ethnic/Racial groups	5	4	3	2	1
į.	Other colleges and universities	5	4	3	2	1
k.	Civic groups	5	4	3	2	1
١.	Unions	5	4	3	2	1
m.	Other (Specify):	. 5	4	3	2	1

23 J	· ^	re there other women's groups or prog Program on this campus?		1		y
24 S	i. W	hat are these groups?	163	·		<del>-</del>
		• • •			· · · · · · · · · · · · · · · · · · ·	_
	Α.	To what extent do these groups coo	perate wi	th the Re	entry Prog	gram?
		(Circle the appropriate number.)		Littl Coope		Close Cooperation
				5	4 3	2 1
25 S	5. A	re any of the services listed below a Re-entry Program or through the col		to women	through th	ne Women's
			j	Through: Program	Through College	Not Available
	a.	Course work (credit and/or non-cred	lit)			-
	b.	Public events (e.g., film or lecture one-day or weekend workshops)	series,	<del></del>	<del></del>	
	c.	Counseling	•			-
	d.	Testing (e.g., aptitude and interest	) .			
	e.	Job placement and referral	,	<del></del>		
	f.	Child care	,			
	g.	Financial aid				
	h.	Women's Center/Lounge (informal m place)	eeting		<del>olegostatores - infelia</del>	-
	i.	Self-help groups, consciousness-raisi support groups)	ng/			
	j.	Women's resource library			***************************************	
	k.	Referrals to community agencies	÷		***************************************	
	١.	Remedial/Refresher courses				- 4



26 5.	When are <b>wo</b> men eligible for financial aid? Is this aid Re-entry Program or by the college?	offered by	the
	y	Women's	
		Program	College
a.	When they are taking a few elective course offered through the women's program	-	
ь.	When they are full-time students in a regular academic or vocational program	***************************************	-
с.	When they are part-time students in a regular academic or vocational program		
d.	Other (Specify):		
27 S. I	f the Women's Re-entry Program does offer financial aid independently of the regular college aid program, where do the funds come from?		•
	(Check all applicable.)		
a.	Community agencies		
b.	Women's professional and social groups		-
c.	Federal funds		
d.	State funds		
u.	oldie iniids		
e.	Business donations		
f.	Student groups		
g.	Private donations		Column and the Column
h.	Foundation grant		
i.	Other (Specify):		
	Office (Specify):		
		<del></del>	



23 S. /	Are there other women's groups or programs in Program on this campus?	n add	ition f	o the	Re-e	n <del>try</del>	
		s	<del></del>	No .		_	
24 S. '	What are these groups?					_	
						_	
Α.	To what extent do these groups cooperate	with	the Re	-entry	, Prog	ram?	
	(Circle the appropriate number.)		Litt Coope		n	Clos Coope	
			5	4	3	2	1
25 S. /	Are any of the services listed below available Re-entry Program or through the college?	e to	women	throu	gh th	e Wome	∍n¹s
	- <del>-</del>	_	ough gram-		ough lege	N Avail	lot able
α.	Course work (credit and/or non-credit)			•			
b.	Public events (e.g., film or lecture series, one-day or weekend workshops)	, 	<del></del>		<del></del>		<del></del>
c.	Counseling					-	**************************************
d.	Testing (e.g., aptitude and interest)			<del></del>			
e.	Job placement and referral		*****			*****	
f.	Child care						
g.	Financial aid						<del></del>
<b>'-</b> •	Women's Center/Lounge (informal meeting place)	<del></del>		-			
i.	Self-help groups, consciousness-raising/ support groups)				<del></del>		
į.	Women's resource library						<del></del>
k.	Referrals to community agencies						<del></del>
1.	Remedial/Refresher courses		-				<del></del>



26 S. V	Vhen are women eligible for financial aid? Is this aid Re-entry Program or by the college?	offered by	the
	he chiry riogidin of by the contege:	Women's	
		Program	College
a.	When they are taking a few elective course offered through the women's program		
b.	When they are full-time students in a regular academic or vocational program	****************	
с.	When they are part-time students in a regular academic or vocational program		*************
d.	Other (Specify):		<del></del>
		A-2	•
27 S. I	f the Women's Re-entry Program does offer financial aid independently of the regular college aid program, where do the funds come from?	•	
	(Check all applicable.)		
a.	Community agencies	· -	
ь.	Women's professional and social groups		
c.	Federal funds	-	
d.	State funds		
e.	Business donations	e	
f.	Student groups		
g.	Private donations		
h.	Foundation grant		
i.	Other (Specify):		
	<del></del>	<del></del>	

# IF CHILD CARE IS NOT AVAILABLE THROUGH THE COLLEGE OR WOMEN'S RE-ENTRY PROGRAM, GO ON TO QUESTION # 32.

28 3	. W	hat percentage of the women in the Re-entry Program take advantage of the child care facilities?	ge
	α.	None	
	Ь.	Less than 5%	<del></del>
	c.	6-15%	
	d.	16-30%	
	e.	31-50%	
	f.	Over 50%	-
29 S	. н	ow is the child care facility funded?  (Give the percentage of each type of funding.)	%
	a.	Federal funds	
		Federal funds State funds	
	ь.		
	ь.	State funds	
	ь. с.	State funds College funds	,
	ь. с. d.	State funds College funds Fees	
	b. c. d.	State funds  College funds  Fees  Community and/or social agency funds	



30 S.	How closely do you work with the director of the child care facility?
	(Circle the appropriate number.)

No.			Very Clos	
Clos	ету		<u> </u>	<u> </u>
5	4	3	2	1

31 S. Are parent education courses available to parents with children in the child care facility?

Yes No

A. If  $\underline{Yes}$ , are these courses required?

Yes \_\_\_\_ No \_\_\_\_

32 \$	s.	ln	addition to being a meeting place, is the women's center used of the following functions?	for	any
			(Check all applicable.)		
		a.	Public events		
		b.	Self-help groups		
		c.	Counseling		
		d.	Office space for staff/faculty of Women's Program		
		e.	Resource library		
		f.	Courses .		
		g.	Study center		
		h.	Referrals		
		i.	Other (Specify):		
		i٠	No other functions		
33	S,	. W	Then is the women's center open?  Day	•	Even <b>in</b> g
		a.	All the time		Market Street,
		ь.	Part-time		
34	S	•	Who staffs the women's center? Approximately how many people the center in each of the following categories?	w	ork in
		a.	Full-time paid person(s)		
		ь.	Part-time paid person(s)		
		c.	Volunteer(s)		
		d.	Other (Specify):		



35 S.	Which of the following does the resource library have info	ormation on?	
	(Check all applicable.)		
a.	Legal concerns		
Ь.	Consumer issues		
c.	Reference books and catalogues		
d.	Vocational training		
e.	Career information		
f.	Women's studies		
g	Health/Sexuality		
h.	Children/Parenting		
i.	Current events		
į.	Other (Specify):		
36 S.	Who staffs the resource library? Indicate how many peop	ole work part	-time
	and how many work full-time.	Full	Part
		Time	Time
а	. Paid qualified librarian		
Ь	Paid library student intern		
С	. Administrative or clerical help	**********	
d	. Volunteer(s)	-	
е	Other (Specify):		
f.	No staff	-	

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37 S	. A <sub>1</sub>	re self-help groups composed primarily of women in the Re-entry Program
		Yes No
38 S	. w	Which of the following concerns are central to these groups?
		(Check all applicable.)
	a.	Consciousness raising
	<b>b</b> .	Academic study
	c.	Adjustment to college
	d.	Career planning
	e.	Encounter/Sensitivity training
	f.	Personal problems (e.g., divorce, living alone, finances)
	g.	Parenting
	h.	Health/Sexuality
	ī.	Other (Specify):
39 \$	5. C	Does the Women's Re-entry Program sponsor a club or organization for adult women returning to school?
		Yes No
	Α.	Are there entrance requirements for the Women's Re-entry Program?
		Yes No



40 S. A	re there any college entrance requirements for matriculated students that are waived for women in the Women's Re-entry Program?
	Yes No
Α.	If Yes, please check the waived requirements.
	a. High school diploma
	b. Entrance examination
	c. Other (Specify):
41 S. E	Poes the Women's Re-entry Program recommend a planned sequence of activities for women participating in the program (i.e., first participating in public events, then going on to counseling and/or direction-finding courses, then other program offerings)?
	Yes No
Α.	If Yes, using the following list, rank order the steps listed from 1 to 5.
	a. Public events
	b. Counseling
	c. Direction-finding
	d. Other courses and workshops
	e. Other (Specify):
В.	What percentage of women actually go through this sequence?
42 S. I	f personal direction-finding courses are offered in the Women's Re-entry Program, are they required?
	Yes No
43 S. [	Does the Women's Re-entry Program include a recommended sequence of courses?
	Yes No



If <u>Yes</u> , answer questions A and B.
A. What percentage of the women participating in the Re-entry Program go through this sequence?
B. Do the women go through this sequence together as a group?
Yes No
44 S. Is counseling required for women in the Re-entry Program who take courses?
Yes No
45 S. Did the Women's Re-entry Program have an affiliation with other group(s) for co-sponsoring classes in
Yes No
If <u>Yes</u> , answer questions A and B.
A. With which group(s)? (Specify):
B. What proportion of the classes were co-sponsored in the past academic year?



#### PERSONAL BACKGROUND DATA.

t is your official title?
nis a faculty or administrative position? (Check one.)
. Faculty
. Administrative
t is the basis of your appointment in the Women's Re-entry Program?
Check one.)
. Tenured
. Not tenurable
. On tenure track
are you employed in the Women's Re-entry Program?
. Full-time on the program (35-40 hours per week)
. Half-time or more on the program (17-34 hours per week)
. Quarter-time or more on the program (10-16 hours per week)
. Less than 10 hours per week
ou work less than full-time in the Re-entry Program do you have esponsibilities elsewhere in the college?
Yes No Yes, which of the following departments are you responsible to?
. Academic Department (Specify):
. Community Services/Continuing Education
. Counseling Department/Student Affairs
. Other administrative position (Specify):
. Other (Specify):
130

51 S. 1	f you are in the college less than full-time, are you otherwise employed? (Check whichever of the following applies to you.)
a.	Employed in business or industry
b.	Employed in a community or social service
c.	Teaching at another college
d.	Not employed elsewhere
e.	Other (Specify):
	How long have you been associated with this Women's Re-entry Program?  years  My educational background is:
a.	High school diploma
ь.	A.A.
c.	B.A.
d.	M.A., specialization in
е.	Doctorate, specialization in
54 S.	What is your sex? Female Male
55 S.	How old are you? years old



56 S.	Are y	ou:	
	a.	White	
	ь.	Black	
	c.	Oriental	
	d.	Hispanic	
-	e.	American Indian	
	f.	Other (Specify):	

57 S. To what extent are you personally involved with the Women's Movement?

No Involvement			eat V <b>ve</b> me	nt	
5 4		3	2	1	

THANK YOU FOR YOUR COOPERATION



#### GOALS

	. •
As yo	u come into this course, what are your objectives?
	dicate your choices by writing the appropriate letter (a-j) in the aces below.
:	
a.	Self-enrichment (e.g., learn new things, intellectual development, meet new people)
Ь.	Foster self-confidence, self-exploration, and decision making
c.	Foster understanding of the relationship between personal problems and women's issues
d.	Prepare for a job or a career
е.	Secure diploma, certificate, or degree
f.	Prepare for further education
g.	Prepare for specific short-term goals (e.g., resume- writing, skill-training)
h.	Increase participation in community activities
i.	Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)
i٠	Other (Specify):
	Object
Fir	st priority goal
Sec	cond priority goal
	<del></del>



Third priority goal

2. Indicate to what extent you agree with each of the following statements.

(Circle the appropriate number.)		Strongly Disagree			Strongly Agree	
a.	I know what I want to do with my life	5	4	3	2	1
Ь.	I feel in control of my life	5	4	3	2	1
c.	I accept the traditional roles of women	5	4	3	2	1
d.	1 am self-confident	5	4	3	2	1
e.	I have a strong concept of who I am	5	4	3	2	1

3.		ways have you participated in the Wo ding other college involvement?	men's Re-entry Program 1  # of courses completed  # of hours counseling  # of public events	
4.	What i	is your current student status?		
	a.	Full-time student working towards a	degree	
	b.	Part-time student working towards a	degree	
	c.	Part-time student <u>not</u> working toward	ds a degree	
	d.	Not a student, but have participate activities	d in Re-entry Program	
5.		was your educational level when you	entered the Women's Re-e	ntry Program?
	(Ch	neck one.)		
	a.	Less than a high school diploma		
	Ь.	High school diploma only		
	c.	Some college		
	d.	Associate degree or professional cer	tificate	<del></del>
	e.	Bachelor's degree		
	f.	Master's degree or higher		
	g.	Other (Specify):		- Andread Andread
6.	Immed	diately prior to your participation in	the Women's Re-entry Progr	ram, were you:
	(Ci	heck all applicable.)		
	a.	Enrolled in a degree or professiona	training program	
	ь.	Employed full-time		
	c.	Employed part-time		
	d.	Doing volunteer work		
	e.	Full-time homemaker 13	5	
	f.	Other (Specify):		131-

	7.	How were you referred to the Women's Re-entry Program?	
		(Check one.)	
		a. Referred by a friend	
		b. Referred by a community agency	
		c. Referred by college advisor or admissions counselor	
		d. Came on my own	
		e. Other (Specify):	
•			
	8.	How did you first hear about the Re-entry Program?	
		(Check one.)	
		a. Direct mailing from the program or college	
		b. Mass media (e.g., newspapers, radio, T.V.)	
		c. Through community organization or event	
		d. Through campus organization or event	
		e. Word of mouth	
		f. Other (Specify):	
	9.	What is your sex? Female	_ Male
	10.	. How old are you?	years old
	11.	. What is your marital status? (Check one)	
		a. Single (never married)	
		b. Married / Living with mate	
		c. Divorced	
		d. Widowed	
		e. Separated 136	
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12.	How many children do you have who are living at home?	Number
	a. Preschool age	
	b. School age	
13.	What is your approximate family income?	
	a. Less than \$8,000	
	b. \$8,000 - \$15,000	
	c. \$15,000-\$25,000	
•	d. Over \$25,000	
14.	Are you:	
	a. White	
	b. Black	
	c. Oriental	
	d. Hispanic	*****
	e. American Indian	
	f. Other (Specify):	
15.	. What is your date of birth? (We are asking for this information questionnaire comparison only, and not for purposes of ident	
		Pate of Birth



### GOALS

1.		he goals listed below, which THREE do you think <u>are</u> most i Women's Re-entry Program?	mportant	to
		icate your choices by writing in the appropriate letter (a-j) in t ces below.	he	
	a.	Self-enrichment (e.g., learn new things, inellectual development, meet new people)		
	ь.	Foster self-confidence, self-exploration, and decision making		
	c.	Foster understanding of the relationship between personal problems and women's issues		
	d.	Prepare women for jobs or careers		
	e.	Help women secure diploma, degree, or certificate		
	f.	Prepare women for further education		
	g.	Sensitize the college community to the needs of women		
	h.	Prepare women to meet specific short term goals (e.g., rewriting, skill-training)	esume ∽	
	i.	Increase effective participation in community activities		
	į.	Other (Spe ify):		
		<u> </u>	Goals	
	Fir	rst priority goal		
	Se	econd priority goal		
	Th	nird priority goal		

2.	Listed below are several possible objectives for women leaving the Women's Re-entry Program.	who are entering or
	What were the THREE most important objectives for yo the program? What are they now?	u when you entered
•	Indicate your choices by writing in the appropriate letter below.	r (a-j) in the spaces
	<ul> <li>Self-enrichment (e.g., learn new things, intelle development, meet new people)</li> </ul>	ctual
	<ul> <li>Foster self-confidence, self-exploration, and decimaking</li> </ul>	sion
	<ul> <li>Foster understanding of the relationship between problems and women's issues</li> </ul>	personal
	d. Prepare for a job or career	
	e. Secure diploma, certificate, or degree	
	f. Prepare for further education	
	g. Prepare for specific short-term goal (e.g., resum writing, skill-training)	ne-
	h. Increase participation in community activities	
	<ol> <li>Obtain reimbursement or special benefit (e.g., care, CETA employment, welfare requirement,</li> </ol>	
	i. Other (Specify):	
		Upon Now Entrance
	Most important objective	
	Second most important objective	



Third most important objective

2 A. List below the THREE objectives that you indicated above were most important to you Upon Entrance to the program. Indicate your degree of satisfaction with the progress you made in achieving these objectives. Circle the appropriate number.

	production in the second secon	Little of Satisfac	Great Satisfaction			
a.		 5	4	3	2	1
b.		 5	4	3	2	1
c.		 5	4	3	2	1

3. Indicare to what extent you agree with each of the following statements.

(Circle the appropriate number.)	Strong Disag	Strongly Agree			
a. I know what I want to do with my life	5	4 .	3	2	1
b. I feel in control of my life	5	4	3	2	1
c. I accept the traditional roles of women	5	4	3	2	1
d. I am self-confident	5	4	3	2	1
e. I have a strong concept of who I am	5	4	3	2	1

3 A. Indicate to what extent participation in the Re-entry Program has influenced the way you view yourself with respect to each of the following categories.

(Circle the appropriate number.)			Little or no Influence				•
a.	Goal specificity and direction	5	4	3	2	1	
b.	Feeling of control over own life	5	4	3	2	1	
c.	Traditional roles of women	5	4	3	2	1	
d.	Self-confidence	5	4	3	2	1	
e.	Self-concept	5	4	3	2	1	

4. Given present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number.)	Not Success	fu <u>l</u>		Ve Succe	,
	5	4	3	2	1

5. Indicate below how important the provision of each of the following items is to you.

(Circle the appropriate number.)

	To any and Africa		no nce		Great Importance		
a.	Transportation	5	4	3	2	1	
b.	Scheduling of classes at times convenient to women	5	4	3	2	1	
c.	Different admissions requirements for college entrance	5	4	3	2	7	
ď.	Full-time program administrator	5	4	3	2	1	
e.,	Different course requirements for regular academic courses	5	4	3	2	1	
f.	Modified college registration procedures	5	4	3	2	1	
g.	Women going through a sequence of classes together as a group	5	4	3	2	1	
h.	Access to regular college services for women participating in the program	n 5	4	3	2	1	

5	Α.	List those items in question #5 that are not and should be available to
		women in the Re-entry Program.



6. Indicate below how important the provision of each of the following services is to you.

(Circle the appropriate number.)

				,		-
a.	Course work (credit and/or non-credit)	5	4	3	2	1
Ь.	Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	
c.	Counseling	5	4	3	2	1
d.	Testing (e.g., aptitude, interest)	5	4	3	2	1
e.	Job placement and referral	5	4	3	2	1
f.	Child care	5	4	3	2	1
g.	Financial aid	5	4	3	2	1
h.	Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i.	Self-help group, consciousness-raising/support groups	5	4	3	2	1
į.	Women's resource library	5	4	3	2	1
k.	Referrals to community agencies	5	4	3	2	1
1.	Remedial/Refresher work	5	4	3	2	1
A	. List those services in question #6 that are no to women in the Re-entry Program.	of but s	hould	be av	ailable	<b>:</b>
	b. c. d. e. f. j. k.	<ul> <li>b. Public events (e.g., film or lecture series, one-day or weekend workshops)</li> <li>c. Counseling</li> <li>d. Testing (e.g., aptitude, interest)</li> <li>e. Job placement and referral</li> <li>f. Child care</li> <li>g. Financial aid</li> <li>h. Women's Center/Lounge (informal meeting place)</li> <li>i. Self-help group, consciousness-raising/support groups</li> <li>j. Women's resource library</li> <li>k. Referrals to community agencies</li> <li>l. Remedial/Refresher work</li> <li>A. List those services in question #6 that are not</li> </ul>	a. Course work (credit and/or non-credit)  b. Public events (e.g., film or lecture series, one-day or weekend workshops)  c. Counseling  d. Testing (e.g., aptitude, interest)  e. Job placement and referral  f. Child care  g. Financial aid  h. Women's Center/Lounge (informal meeting place)  i. Self-help group, consciousness-raising/support groups  j. Women's resource library  k. Referrals to community agencies  J. Remedial/Refresher work  A. List those services in question #6 that are not but services	b. Public events (e.g., film or lecture series, one-day or weekend workshops)  c. Counseling  d. Testing (e.g., aptitude, interest)  e. Job placement and referral  f. Child care  g. Financial aid  h. Women's Center/Lounge (informal meeting place)  i. Self-help group, consciousness-raising/support groups  f. Women's resource library  k. Referrals to community agencies  f. Remedial/Refresher work  A. List those services in question #6 that are not but should	a. Course work (credit and/or non-credit)  b. Public events (e.g., film or lecture series, one-day or weekend workshops)  c. Counseling  d. Testing (e.g., aptitude, interest)  e. Job placement and referral  f. Child care  g. Financial aid  h. Women's Center/Lounge (informal meeting place)  i. Self-help group, consciousness-raising/support groups  j. Women's resource library  k. Referrals to community agencies  1. Remedial/Refresher work  5 4 3  A. List those services in question #6 that are not but should be average and a series.	a. Course work (credit and/or non-credit)  b. Public events (e.g., film or lecture series, one-day or weekend workshops)  c. Counseling  d. Testing (e.g., aptitude, interest)  e. Job placement and referral  f. Child care  g. Financial aid  h. Women's Center/Lounge (informal meeting place)  i. Self-help group, consciousness-raising/support groups  j. Women's resource library  k. Referrals to community agencies  f. Remedial/Refresher work  A. List those services in question #6 that are not but should be available.

		you used the counseling services available to	w	omen	in th	ne Re	-entry	
	Progr	'am'? Yes	_		_ N	٥ _		
7 A.	If `	Yes, to what extent did these services satisfy	, yo	our n	eeds?	,		
	(0	Circle the appropriate number.)			or no		Gre Satisfo	
	•			5	4	3	2	1
8. C		ou feel that you received adequate orientation ram? Yes					Re-en	iry
9. [	Oid y befo	ou participate in any public events sponsored are registering for a class or for counseling?	d by	y the	Re-e	entry	Progra	m
		Yes	s .		_ ^	10 _		
10.		ch of the following types of public events did he past year?	d y	ou p	artici	pate	in ove	r
*	(	(Check all applicable.)						
	a.	Film series						
	b.	Orientation/Open House						
	с.	One-day or weekend workshops (e.g., care money-management, etc.)	eer	he	alth,			
	d.	Field trips						
	e.	Lecture series (e.g., brown bag lunches, o oppo-tunities, etc.)	care	eer				
	f.	Other (Specify):	_					***



11. To what extent do teachers emphasize the use of the following instructional methods in your classes?

(C	(Circle the appropriate number.)		o os <b>is</b>	Gręat Emphasis			
a.	Lecture	5	4	3	2	1	
b.	Class discussion	5	4	3	2	1	
c.	Pair or small group discussion	5	4	3	2	1	
d.	Simulated learning situations (e.g., role- playing)	5	4	3	2	1	
e.	Programmed materials	5	4	3	2	1	
f.	Independent learning center	5	4	3	2	1	
g.	Individualized assignments	5	4	3	2	1	
h.	Homework	5	4	3	2	?	
i.	Guest speaker(s)	5	4	3	2	1	
į.	Other (Specify):	5	4	3	2	1	

12. To what extent does each of the following factors interfere with teaching and learning in the Women's Re-entry Program classes?

(Circle the appropriate number.)

		Little or Interfere			Grea Interfe		Not Relevant
a.	Irregular a indance	5	4	3	2	1	NR
b.	Students other than Re-entry women in classe	es 5	4	3	2	1	NR
c.	Too much variation in student skill, ability, interest, and/or emotional maturity	5	4	3	2	1	NR
d.	Short length of course	5	4	3	2	1	NR
e.	Lack of group cohesion	5	4	3	2	1	NR
f.	Lack of adequate support services	5	4	3	2	1	NR
g.	Outside commitments of women	5	4	3	2	1	NR
h.	Inappropriate teaching methods	5	4	3	2	1	NR
i.	Lack of appropriate materials	5	4	3	2	1	NR
į.	Other (Specify):	5	4	3	2	1	NR

13. How important to you is it that teachers help you with personal and/or vocational problems?

(Circle	the	appropriate	number.)	Impor	ot rtant		Very Important		
				5	4	3	2	1	



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14.	What time of day is most convenient for you to attend class(es)?	(Check one.)
	a. Weekdays 9–12	
	b. Weekdays 1.2-3	<del></del>
	c. Weekdays 3-6	
	d. Weekdays 6-9	
	e. Weekends	
15.	Where would you prefer to attend class(es)? (Check one.)	
	a. At the community college	
	b. At a convenient community location	
	c. No preference	
<b>7</b> 6.	How far do you travel to participate in the Re-entry Program?	(Check one.)
	a. 0-5 miles	
	b. 6-14 miles	<del></del>
	c. 15-25 miles	
	d. Over 25 miles	
17.	What is your date of birth? (We are asking for this information questionnaire comparison only, and not for identification purpos	for purposes of es.)
	Do	te of Birth

GC	DALS		
1.	Of th	ne goals listed below, which THREE do you think should be most in Women's Ra-entry Program?	mportant to
		icate your choices by writing in the appropriate letter (a-j) in the	e spaces
	a.	Self-enrichment (e.g., learn new things, intellectual development, meet new people)	
	b.	Foster self-confidence, self-exploration, and decision making	3
	c.	Foster understanding of the relationship between personal problems and women's issues	
	d.	Prepare women for jobs or careers	
	e.	Help women secure diploma, degree, or certificate	
	f.	Prepare women for further education	
	g.	Sensitize the college community to the needs of women	
	h.	Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)	
	i.	Increase effective participation in community activities	
	į.	Oiher (Specify):	
			Goals
	Fin	rst priority goal	
	Sec	cond priority goal	
	Thi	ird priority goal	



			ınre	naea i	ractio	e
	d below are several objectives for women who men's Re-entry Program.	are enter	ing or	leavin	g the	
	at were the THREE most important objectives the program? What are they now?	for you wh	en you	enter	ed the	
Ind	licate your choices by writing the appropriate	letter (a-	) in th	e spac	es belo	ow.
a.	Self-enrichment (e.g., learn new things, development, meet new people)	. intellect	val			
Ь.	Foster self-confidence, self-exploration, of making	and decisi	on			
c.	Foster understanding of the relationship be problems and women's issues	etween pe	rsonal			
_d.	Prepare for a job or career					
e.	Secure diploma, certificate, or degree					
f.	Prepare for further education					
g.	Prepare for specific short-term goals (e.g writing, skill-training)	., resume	-			
h.	Increase participation in community activ	ities				
i.	Obtain reimbursement or special benefit care, CETA employment, welfare requi					
į.	Other (Specify):					
•		Upon Entrand	:e	Now		
Most impo	ortant objective	<del></del>	-			
Second mo	ost important objective	<del></del>	<u>-</u>		<del></del>	
Third mos	st important objective		-			
2 Å.	List below the three objectives that you indicates your degree of satisfaction w	Circle vith the pr	the nu	mber	that be	ortant est
	in achieving these particular objective	Little			Great	
		Satisfa	ction	S	atisfac	tion
a.		_ 5	4	3	2	1
b.		_ 5	4	3	2	1
		F		2	^	,

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E RUC

Supplement

	alasses?	١	es _	١	۳۰ –		
s.	What kind of counseling is (should be) avail	able?					
	(Check all applicable.)						
	a. Academic				-		
	b. Vocational and/or career				-		
	c. Personal				-		
	d. No counseling is available						
	Have you taken any tests (e.g., interest, the Women's Re-entry Program?  A. If Yes, indicate in the Test Taken	column whic	Yes _	the fo	No _	g kinds	
3 S. 3 S	the Women's Re-entry Program?	column whic icate in the Test	Yes _ ch of Usefi	the foul	No _	g kinds now use Very	ful
	A. If Yes, indicate in the Test Taken of tests you have taken, and ind each was to you.  (Circle the appropriate number.)	column whicicate in the	Yes _ ch of Useful Use	the foul col	No _ Ilowin umn h	g kinds now use Very Usefu	ful
	A. If Yes, indicate in the Test Taken of tests you have taken, and indeed was to you.	column whic icate in the Test	Yes _ ch of Usefi	the foul	No _ Illowin umn h	g kinds low use Very Usefu 2	ful
	A. If Yes, indicate in the Test Taken of tests you have taken, and ind each was to you.  (Circle the appropriate number.)	column whic icate in the Test	Yes _ ch of Useful Use	the foul col	No _ Ilowin umn h	g kinds now use Very Usefu	ful
	A. If Yes, indicate in the Test Taken of tests you have taken, and indeed each was to you.  (Circle the appropriate number.)	column whic icate in the Test	Yes _ ch of Useful Use	the foul col	No _ Illowin umn h	g kinds low use Very Usefu 2	ful
	A. If Yes, indicate in the Test Taken of tests you have taken, and indeed each was to you.  (Circle the appropriate number.)  a. Aptitude  b. Interest	column whic icate in the Test	Yes _ ch of Usefi Use 5	the foul col	No _ Illowin umn h	g kinds low use Very Usefu 2 2	ful
	A. If Yes, indicate in the Test Taken of tests you have taken, and indeed was to you.  (Circle the appropriate number.)  a. Aptitude  b. Interest  c. Vocational preference	column whic icate in the Test	Yes _ ch of Usefi Use 5 5	the foul col	No _ Illowin umn h	g kinds low use Very Usefu 2 2 2	ful



3. Indicate to what extent you agree with each of the following statements.

(Circle the appropriate number.)	Strong Disag		Strongly Agree		
a. I know what I want to do with my life	5	4	3	2	1
b. I feel in control of my life	5	4	3	2	1
c. I accept the traditional roles of women	5	4	3	2	1
d. I am self-confident	5	4	3	2	1
e. I have a strong concept of who I am	5	4	3	2	1

3 A. Indicate to what extent participation in the Re-entry Program has influenced the way you view yourself with respect to each of the following categories.

(0	Circle the appropriate number.)	Little o	or no	Great Influence		
a.	Goal specificity and direction	5	4	3	2	1
ь.	Feeling of control over own life	5	4	3	2	1,
c.	Traditional roles of women	5	4	3	2	1
d.	Self-confidence	5	4	3	2	1
e.	Self-concept	<sub>,</sub> 5	4	3	2	1

4. Given present program constraints, how successful do you think the Women's Re-entry Program has been?

(Circle the appropriate number.)

Not Very
Successful Successful

5 4 3 2 1

# STUDENT # 2B Intended Practice

5. Indicate below how important the provision of each of the following items is to you.

(Circle the appropriate number.)

5

	(Circle the appropriate number.)			•		
		Little or no Importance			Great Importance	
a.	Transportation	5	4	3	2	1
Ь.	Scheduling of Les at times convenient to women	5	4	3	2	
c.	Different admissions requirements for college entroisment.	5	4	3	2	1
d.	Full-time program administrator	5	4	3	2	1
e.	Different course requirements for regular accdemic courses	5	4	3	2	1
f.	Modified college registration procedures	5	4	3	2	1
g.	Women going through a sequence of classes together as a group	5	4	3	2	1
h.	Access to regular college services for women participating in the program	n 5	4	3	2	1
Α.	List those items in question #5 that are not women in the Re-entry Program.	but should	be	available	to	

6. Indicate below how important the provision of each of the following services is to you.

(Circle the appropriate number.)

	•	Little o			Grec mport	
a.	Course work (credit and/or non-credit)	5	4	3	2	1
b.	Public events (e.g., film or lecture series, one-day or weekend workshops)	5	4	3	2	. 1
c.	Counseling	5	4	3	2	1
d.	Testing (e.g., aptitude, interest)	5	4	3	2	1
e.	Job placement and referral	5	4	3	2	1
f.	Child care	5	4	3	2	1
g.	Financial aid	5	4	3	2	1,
h.	Women's Center/Lounge (informal meeting place)	5	4	3	2	1
i.	Self-help group, consciousness-raising/support groups	5	4	3	2	1
į٠	Women's resource library	5	4	3	2	1
k.	Referrals to community agencies	5	. 4	3	2	i
1.	Remedial/Refresher work	5	4	3	2	

6.	Α.	List	those services to women	•		but should be	avai lable
				 	 		<del></del>



# STUDENT #2B Intended Practice

7. Have you used the counseling serv Program?	ices available to women in the Re-entry
	Yes No
7 A. If Yes, to what extent did thes	e services satisfy your needs?
(Circle the appropriate numbe	Little or no Great  Satisfaction Satisfaction
	5 4 3 2 1
8. Do you feel that you received ad Program?	Yes No
<ol> <li>Did you participate in any public before registering for a class or</li> </ol>	events sponsored by the Re-entry Program for counseling?
	Yes No
10. Which of the following types of the past year?	public events did you participate in over
(Check all applicable.)	
a. Film series	
b. Orientation/Open House	
c. One-day or weekend works money-management, etc.	
d. Field trips	
e. Lecture series (e.g., brow opportunities, etc.)	bcg lunches, career
f. Other (Specify):	
	· · · · · · · · · · · · · · · · · · ·



11. To what extent should teachers emphasize the use of the following instructional methods, given present budget and personnel constraints?

((	Circle the appropriate number.)	No Empha		Great Emphas		
α.	Lecture	5	4	3	2	1
<b>b.</b>	Pair or small group discussion	5	4	3	2	1
c.	Class discussion	5	4	3	2	1
d.	Simulated learning situations (e.g., role- playing).	5	4	3	2	1
e.	Programmed materials	5	4	3	2	1
f.	Independent training center	5	4	3	2	1
g.	Individualized assignments	5	4	3	2	7
h.	Homework	5	4	3	2	1
i.	Guest speaker(s)	5	4	3	2	1
į.	Other (Specify):	_ 5	4	3	, 2	1

12. To what extent does each of the following factors interfere with teaching and learning in the Women's Re-entry Program classes?

(Circle the appropriate number.)

		Little or Interfere		1	Great Interfer	Not Relevant	
a.	Irregular attendance	5	4	3	2	1	NR
Ь.	Students other than Re-entry women in class	es 5	4	3	2	1	NR
с.	Too much variation in student skill, ability, interest, and/or emotional maturity	5	4	3	2	1	NR
d.	Short length of course	5	4	3	2	1	NR
e.	Lack of group cohesion	5	4	3	2	1	NR
f.	Lack of adequate support services	5	4	3	2	1	NR
g.	Outside commitments of women	5	4	3	2	1	NR
h.	Inappropriate teaching methods	5	4	3	2	1	NR
i.	Lack of appropriate materials	5	4	3	2	1	NR
į.	Other (Specify):	5	4	3	2 ,	1	NR

13. How important to you is it that teachers help you with personal and/or vocational problems?

(Circle the appropriate number.)	Not Important	Very Important
	5 4	3 2 1



14.	Wha	t time of day is most convenient for you to attend class(es)?	(Check one.)
	a.	Weekdays 9-12	
	b.	Weekdays 12-3	<del></del>
	c.	Weekdays 3-6	
	d.	Weekdays 6-9	
	е.	Weekends	·
15.	Whe	ere would you prefer to attend class(es)? (Check one.	)
	a.	At the community college	
	b.	At a convenient community location	
	c.	No preference	<del></del>
16.	How	far do you travel to participate in the Re-entry Program?	(Check one.)
	a.	0-5 miles	
	b.	6-14 miles	
	c.	15-25 miles	<u></u>
	d.	Over 25 miles	
17.	Wh que	at is your date of birth? (We are asking for this informat estionnaire comparison only, and not for identification purp	ion for purposes of poses.)
		Date of	Birth

## TEACHER QUESTIONNAIRE

GC	ALS			
1.	to	ne goals listed below, select the THREE that you think the Women's Re-entry Program and the THREE that you t important.	·	
	Indi belo	icate your choices by writing in the appropriate letter (a-j)	in the spaces	
	a.	Self-enrichment (e.g., learn new things, intellectual development, meet new people)		
	ь.	Foster self-confidence, self-exploration, and decision making		
	c.	Foster understanding of the relationship between personal problems and women's issues		
	d.	Prepare women for jobs or careers		
	e.	Help women secure diploma, degree, or certificate		
	f.	Prepare women for further education		
	g.	Sensitize college community to needs of women		
	h.	Prepare women to meet specific short-term goals (e.g., resume-writing, skill-training)		
	i.	Increase effective participation in community activites		
	į.	Other (Specify):		
			Current Practice	Your Opinion
	Fin	st priority goal		
	Sec	ond priority geal		***************************************

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Third priority goal

2. To what extent do you believe that (a) the program director, (b) students, and (c) other teachers would agree with your ranking of Current Practice goals?

(Circle the appropriate number.)

, -,,	The appropriate has accept	Little Agree	Close Agreement			
α.	Program director	5	4	3	2	1
ь.	Students	5	4	3	2	Ϊ
c.	Other teachers	5	4	3	2	1

	•
	icate your choices by writing in the appropriate letter (a-j) in the spaces ow.
Wo	omen's Objectives
a.	Self-enrichment (e.g., learn new things, intellectual development, meet new people)
ь.	Foster self-confidence, self-exploration, and decision making
c.	Foster understanding of the relationship between personal problems and women's issues
d.	Prepare for a job or career
e.	Secure diploma, certificate, or degree
f.	Prepare for further education
g.	Prepare for specific short-term goals (e.g., resume- writing, skill-training)
h.	Increase participation in community activities
i.	Obtain reimbursement or special benefit (e.g., child care, CETA employment, welfare requirement, etc.)
į٠	Other (Specify):
	Upon Upo
	Upon Up



4.	Indicate	e to	what	extent	you t	hink	the W	omen's	Re-	entry	Program	influences
	the w	ay 1	the av	erage	woman	feels	abou	t each	of t	he fo	llowing	categories.

(Circle the appropriate number.)

		Little or Influen		eat Jence		
a.	Goal specificity and direction	5	4	3	2	. 1
ь.	Feeling of control over own life	5	4	3	2	. 1
c.	Traditional roles of women	5	4	3	2	1
d.	Self-confidence	5	4	3	2	1
e.	Self-concept	5	4	3	2	1

5.	As it now operates, do you think the program should be trying to recruit
	a special population of women?

5 A.	If Yes	, place	a	checkmark	Ьу	those	groups	which	you	think	should	be	given
	prid	ority.											

Yes \_\_\_\_ No

a.	Welfare recipients	
Ь.	Unemployed working women	
c.	Employed women	············
d.	Working-class women	
e.	Middle and upper-middle-class women	
f.	Divorced/Widowed women	
g.	Women 55 years old and over	
h.	Minority group (Specify):	
i.	Other (Specify):	*************************



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6.		the present program constraints, he ntry Program has been?	ow su	occessful	do yo	u thir	ık the	e Wom	en's
	(Circ	le the appropriate number.)			Not Successful			Very Successful	
					5	4	3	2	1
7.	7. Who should have principal responsibility for decisions in the program?  Indicate for those areas that appear below, the number of the person or group that should have principal responsibility for that particular area in the appropriate space.								
	1. 2. 3.	Director Counselor Teacher	4. 5. 6.	Other (	sing D (Specif	ear y belo f Pers	ow) on or	· Group sponsib	
	D .	* <b>.</b>							

a.	Recruitment	
b.	Curriculum development	
c.	Instructional methods	
d.	Counseling	
e.	Community liaison	<del></del> ,
f.	Support services (e.g., child care)	
g.	Development of program goals	



8. Given the program as it is presently operating, to what extent should there be student participation in each of the following activities?

(Circle the appropriate number.) Much No **Participation** Participation Evaluating their own performance 2. Teacher evaluation c. · Course evaluation Program evaluation Planning individual course content Developing teaching materials f. Program planning g. Recruitment Other (Specify):

9. How much influence should each of the following criteria have on the selection of teachers, given the program as it is presently conceived?

(Circle the appropriate number.)

		Little or no Influence			Great Influence		
a.	Regular college faculty member	5	4	3	2	1	
b.	Experience teaching adults	5	4	3	2	1	
c.	Experience in counseling	5	4	3	2	1	
d.	Personality traits	5	4	3	2	1	
e.	Returning woman herself	5	4	3	2	1	
f.	Sympathetic to women's movement	5	4	3	2	1	
g.	Educational background	5	4	3	2	1	
h.	Other (Specify):	. 5	4	3	2	1	



10. We are interested in your feelings concerning administrative/supervisory aspects of the Women's Re-entry Program. Please indicate the extent to which you agree or disagree with the following statements.

(Circle the appropriate number.)

		Sírongly Disagree			Strongly Agree	
a.	The director is aware of most important problems of teachers	5	4	3	2	1
b	The director gives adequate feedback on how I am doing in my job	5	4	3	2	1
c.	The director relies mostly on student attendance records to judge my performance	e 5	÷	3	2	1
d.	l get adequate help with problems from the director	5	4	3	2	1
e.	I have a great deal of autonomy in my job	5	4	3	2	1
f.	The director does a good job of supplying the necessary support services and material for the Re-entry Program	s 5	4	3	2	1
g.	There is adequate in-service education for staff in the Re-entry Program	5	4	3	·2	1
h.	The Re-entry Program receives strong support	t 5	4	3	2	1

## TEACHER

11.	Approximately how many times during the past academic professionally with the director?	year did you meet  Number of Times		
	a. In an individual conference	Number o	- IImes	
	b. With a group of teachers or other staff		<del></del>	
1^.	Place a checkmark next to each topic which is dealt with the Re-entry Program's in-service education activity a checkmark next to those topics for which there is in-service education.	ties. Also p	lace	
		Topics	Priority	
	Topics	Covered	Needs	
	a. Program orientation: objectives, procedures, current developments, plans, reports			
	b. Differences in teaching men and women			
	c. Philosophy of adult education	<del></del>	<del></del>	
	d. Understanding the student population (e.g., ethnic group differences)			
	e. Methods of instruction	<del></del>		
	f. Diagnosis of skythat needs		***************************************	
	g. Counseling students			
	h. Philosophy c. women's movement		<del></del>	
	i. Other (Specify):			



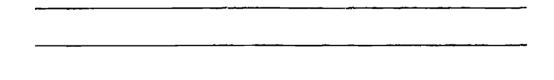
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13. Indicate the relative importance which should be assigned each of the following factors, given the program as it is presently operating.

(Circle the appropriate number.)

		Little or no Importance			Great Importance		
a.	Transportation	5	4	3	2	1	
ь.	Scheduling of classes at times convenient to women	5	4	3	2	1	
c.	Different admissions requirements for college entrance	5	4	3	2	ī	
d.	Full-time program administrator	5	4	3	2	1	
е.	Different course requirements for regular academic courses	5	4	3	2	1	
f.	Modified college registration procedures	5	4	3	2	1,	
g.	Women going through a sequence of classes together as a group	5	4	3	2	1	
h.	Access to regular college servi as for wome participating in the program	n 5	4	3	2	1	

13 A. List those items in question #13 that are not but should be available to women in the program.



14. Indicate the relative importance which should be assigned each of the following services, given the program as it is presently operating.

(Circle the appropriate number.) Great Little or no Importance Importance Course work (credit and/or non-credit) α. Public events (e.g., film or lecture series, b. one-day or weekend workshops) Counseling I Testing (e.g., aptitude, interest) d. Job placement and referral e. Child care Financial aid Women's Center/Lounge (informal meeting h. place) Self-help group, consciousness-raising/support groups Women's resource library Referrals to community agencies Remedial/Refresher work List those services in question # 14 that are not but should be available to women.



15.	To what	extent	do you	think	counseling	services	are	satisfying	the	needs	of
	wcmen	in the	Re-entr	y Prog	gram?						

(Circle the appropriate number.)

	or no		Gre Satisf	at action
5	4	3	2	1

16. As the program is presently conceived, who should have the primary responsibility for orienting new students to the program?

(Check one.)

- a. Director
- b. Counselor(s)
- c. Teacher(s)
- d. Women participants
- e. Aide(s) or Volunteer(s)
- f. Other (Specify):

17. To what extent do you emphasize the use of each of the following instructional methods?

302.

(Cir	(Circle the appropriate number.)			No Emphasis			
a.	Lecture	5	4	3	2	1	
b.	Pair or small group discussions	5	4	3	2	. 1	
c:	Class discussion	5	4	3	2	1	
d.	Simulated learning situations (e.g., role-playing)	5	4	3	2	1	
e.	Programmed materials	5	4	3	2	1	
f.	Independent learning center	5	4	3	2	1	
g.	Individualized assignments	5	4	3	2	?	
h.	Homework	5	4	3	2	1	
i.	Guest Speaker(s)	5	4	3	2	1	
i.	Other (Specify):	5	4	3	2	1	

18. To what extent does each of the following factors interfere with teaching and learning in the Women's Re-entry Program classes?

(Circle the appropriate number.)

		Little or no Interference		Great Interference			Not Relevant
a.	Irregular attendance	5	4	3	2	1	NR
b.	Students other than Re-entry women in class	es 5	4	3	2	1	NR
c.	Too much variation in student skill, ability, interest, and/or emotional maturity	5	4	3	2	1	NR
d.	Short length of course	5	4	3	2	1	NR
e.	Lack of group cohesion	5	4	3	2	1	NR
f.	Lack of adequate support services	5	4	3	2	1	NR
g.	Outside commitments of women	5	4	3	2	1	NR
h.	Inappropriate teaching methods	5	4	3	2	1	NR
i.	Lack of appropriate materials	5	4	3	2	1	NR
į.	Other (Specify):	5	4	3	2	1	NR





19. In addition to performing an instructional role, teachers may help students with personal and/or vocational problems. In the Women's Re-entry Program, how important should it be for teachers to help students with these problems?

(Circle the appropriate number.)

N	lot		Very				
Impo	rtant		Importa				
				•			
5	4	3	2	1			

20. All things considered, how satisfied are you with your present position in the Women's Re-entry Program?

a.	Very satisfied	
	,	 

b.	Moderately	satisfied	Annual An	
----	------------	-----------	--	--

c.	Dissatisfied	



15.	Given staff and budget limitations, should counseling be required for wamen in the Re-entry Program who take classes?
	Yes No
2 S.	Should there be an initial assessment of student achievement and/or aptitude level in the Re-entry Program as it is presently conceived?
	Yes No
2 S	A. If Yes, given present budgetary and staff limitations, by what method(s) should an initial assessment of student achievement and/or aptitude level be done?
	(Check all applicable.)
	a. Standardized tests
	b. Interviews (Specify with whom):
	c. Previous records
	d. Other (Specify):
3 S.	Given the program as it is presently operating, what kinds of tests should be available to women in the Re-entry Program?
	(Check all applicable.)
	a. Aptitude
	b. Interest
	c. Vocational preference
	d. Personality
	e. Achievement
	f. Other (Specify):
	g. No tests should be given



4 S.	If you indicated tests should be available, who should have principal responsibility for administering tests, given present program constraints?					
	α.	Director of Women's Re-entry Program				
	ь.	Counselor(s) in the Re-entry Program	<u></u>			
	c.	Teacher(s) in the Re-entry Program	<u> </u>			
	d.	Aide(s) or volunteer(s)				
	е.	Other (Specify):	<del></del>			
5 S.	How	many courses do you presently teach in the Women's Re-entry F	Program ?			
6 S.		cate below, the kind(s) of Re-entry Program courses you taught during the past academic year.				
	a.	Personal direction-finding				
	<b>b.</b>	Social science and humanities courses dealing with women				
	c.	"How-to" courses				
	d.	Recreation/Enrichment				
	e.	Health/Sexuality				
	f.	Kemedial/Refresher				
	g.	Academic				
	h.	Vocational training				
	i.	Other (Specify):				

## TEACHER Supplement

7 S.	Do you make a written evaluation of stude course(s) (e.g., grades, progress repo	ent progress rts, etc.)?	at the e	nd of your
	Y	es	. No _	
8 S.	Approximately what percentage of enrolled one class meeting?	d students ar	e absent	at arry
9 S.	What is the average drop-out rate of the the program?	class(es) tha	t you ted	ach in .
10 S.	Do you teach with:			
	a. Another teacher	Ye	s	No
	b. An aide	Ye	es	No
10 S	A. If you teach with an aide, what do	es he/she d	?	
	a. Mostly assists in teaching			
	b. Mostly tutors			
	c. Mostly performs administrative or	clerical tas	ks	***************************************
	d. Other (Specify):		<del></del>	
11 S	. How many people are presently in the that you are teaching?	Women's Re	-entry Fr	ogram course(
	(Give the average in a class if you	teach more	than one	e course.)
			Num	ber:



## TEACHER Supplement

12 S.	Who	at is your sex?	Female	Male	
13 S.	Hov	v old are you?			_years old
14 S.	Are	you:			
	a.	White			***************************************
	b.	Black			
	c;	Oriental			
	d.	Hispanic			
	e.	American Indian			
	f.	Other (Specify):			
15 S.	Wh	at is your educational background?			
	a.	High school diploma	•		
	b.	A.A.			
	c.	B.A.			
	d.	M.A., specialization in			,
	е.	Doctorate, specialization in			
16 S.	W	nat is the basis of your appointment in	the College?		
	a.	Tenured			<del></del>
	ь.	Not tenurable			<del></del>
	c.	On tenure track			



17 \$	7 S. Are you employed in the Women's Re-entry Program on a part-time full-time basis?				e or			
		(	Check one.)					
		a.	Part-time					
		b.	Full-time					
17	S	Α.	If part-time are you:					
		a.	Employed full-time at the college					
		b:	Employed full-time elsewhere					
		c.	Employed part-time elsewhere					<del></del>
		d.	No other current employment					
		e.	Student					
18	s.	If you have other employment, is it:						
		α.	College or university teaching					
		b.	Employed in business or industry					
		c.	Employed in social service or community ager	ncy				<del></del>
		d.	Elementary or secondary school teacher					_
		e.	Other (Specify):			_	·	
19	۶.	Но	w long have you been associated with this Wo	men¹s	Re-e	ntry i	rogran	n?
20	s.	Ab	out how many years of experience had you had	d tea	ching	adu lt:	yed s?	วเร
							yea	rs
21	۶.	Но	w involved are you with the women's movemen	ıt?				
			(Circle the appropriate number.)		lo Iveme	ent		Preat Ivement
				5	4	3	2	1



#### ANALYZING YOUR FINDINGS

You have undertaken this evaluation, presumably, so that you will have a better understanding of how your program is functioning. Analysis of the data you have collected will enable you to identify those parts of the program that are operating well, and those that may need strengthening.

One of the ultimate goals of this evaluation is to open up areas for further discussion and thought. The Center for Adult Education has found that small group meetings after completion of the questionnaire has often led to other problem areas. It also gives people the time to qualify or add to their written responses. The questionnaire responses alone, especially if the evaluation is being done by an outside evaluator, may give a one-sided picture of how the program is perceived.

It may not be possible for you to find the time necessary to analyze the data you have collected. Your evaluation committee can share in this function. In doing so, the members will themselves undergo a valuable educational experience both in assessment techniques and in learning about their re-entry program. As stated earlier, uniess the program is unusually large, you probably will not need a computer. Automated data processing may be desirable when there is a large amount of data and many sources of information to be analyzed. One contribution that data processing personnel can make, is to help plan the forms that will be used to collect and record data, such as questionnaires, interview, etc., so that punch cards can be prepared directly from them.

The components of this analysis are: (1) description of current practice; (2) comparison of discrepancies in current practice; (3) description of intended practice; (4) comparison of discrepancies in intended practice; (5) comparison of discrepancies between current and intended practice; (6) comparison of information gathered with information about external standards if these are available.

### Analysis of Intended Practice Data

The information you have gathered about intended practice reflects intents, expectations, and serious aspirations. The data describe what various respondents see as desirable and feasible. One way of analyzing this data is to find out how much consensus there is for respondents concerning a specific category. For example, what do respondents feel should be the goals of the program? This can be done within groups of respondents such as teachers, and between groups (e.g., between teachers and students). Brief summaries of the expectations of two or more categories of respondents can be prepared. The summaries should contain both statistical data and qualitative descriptions. They can then be compared.



### Analysis of Current Practice Data

You have also gathered, from those questionnaires that deal with current practice, a description of the program as it is presently operating. This information can be helpful in understanding where differences occur between what participants expect and desire and what is actually happening. It can also be an indicator of the amount of communication that occurs among those involved with the program.

If you and your evaluation committee are undertaking the analysis yourselves, without the help of any outside technical expertise, you may find helpful the three sections that follow. They include a step-by-step guide to the analysis of the data you have collected, some examples of the kinds of charts you will need to tabulate your data, and a cross-index that shows the different groups who have addressed particular questions so that you can compare similarities and differences in responses.

#### Steps in Analysis

- 1. The first step in organizing an analysis of the data is to tabulate the responses to the different questions. Using blank questionnaires, or devising charts for each questions such as those that are provided on page 181 or by developing some other method of summarizing, tabulate the number of respondents indicating each possible answer. Calculate percentages. On questions that called for a response on a scale from 1 to 5, you may find it useful simply to refer to a rating of 1-2 as "high," 3 as "moderate," and 4-5 as "low." At the same time, however, you will be especially interested in the extremes, the 1's and the 5's, or ratings that are highest and lowest.
- 2. Within each group of respondents (students, teachers, counselors, etc.) identify major variations in expectation. You may wish to différentiate among respondents in some ways; for example, by teacher age, sex, or experience.
- 3. Use the charts supplied here or improvise your own method of comparing group responses to identify major variations in expectations among groups. The various questions in each group's questionnaire have been cross-indexed to make this task easier. In many cases, the obvious way to proceed is to compare percentages in each group that responded to an item the same way. If you are dealing with only a few respondents, it is probably better to deal in numbers rather than in percentages.

In general, we suggest that if one half or more of the respondents in a particular category indicate an answer, then it can be considered significant.



In the sample given (see Chart #1, page 181) twenty teachers responded to the question asking them to rank women's goals in enrolling in the program. Their only significant first choice, chosen by ten of them, is "to foster self-confidence, self-exploration, and decision-making." There are no clear indications of second or third choices. Therefore, the best approach is to look at the categories that are in the top three. According to this method, "to foster self-confidence,"..."self-enrichment," "prepare women for jobs and careers," and "prepare for further education" are all in the top three.

Then compare the responses of the different groups. Do counselors indicate the same categories in the top three as the teachers, director, students, etc.?

4. Compare the expectations of various groups with reports on current practice. Check first to see if there are discrepancies between the Director's reports of current practice and students' reports of current practice (Student Questionnaire #2B). Then refer to the cross-index: compare groups expectations to current practice and report those variations that seem provocative or significant.

It is very easy, but dangerous, to get bogged down in interesting but insignificant discrepancies. It is best to deal only with the most basic and observable differences, unless a more sophisticated statistical analysis is being attempted.

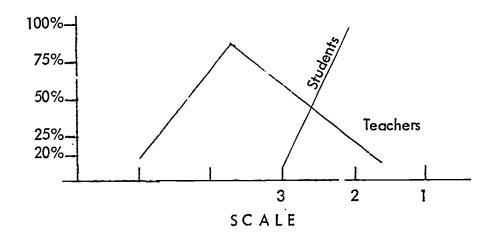
- 5. Cheak the major variations between Student Questionnaire #1 and Student Questionnaire #2A. Have significant changes in student expectations occurred between the beginning and the end of the program? Take a look at the corresponding reports by alumnae.
- 6. The data can be summarized in a number of ways. You may wish to experiment in order to find out what 2 the most meaningful and comprehensive approach for your program. The following are several suggestions:
  - a. For the questions which have a 1-5 scale, you may want to show average or mean responses. If the numbers are large enough, plot the means. (This approach will be useful only for the questions that have a 1-5 scale). For example, on Chart IIA, the perceptions about how much the teachers, students, and director would agree with the respondent in the statement of a first priority goal would look like this:

5 4 3 2 1 T S D



Looked at this way, it becomes clear that the director thinks she will have a great deal of agreement with the teachers, while the students as a group think they will have slightly less agreement, and the teachers think they will have somewhat less agreement among thems lves.

5. Another method for summarizing the data is to plot the percentages on a graph. In Chart IIA a comparison of student and teacher responses would be graphed as follows:



This method shows the full range of responses and gives a fuller picture of perceptions than simply plotting the means does.

- c. The ranking questions do not lend themselves as easily to this chart approach. For these questions, the simplest may be a listing of percentages on the appropriate chart.
- 7. Use this report as a point of departure for a series of staff discussions about differences in interpretation, communications problems, and legitimate differences in professional opinion about the program.
- 8. With your advisory committee, map out priorities for staff in service training and changes in program and policy that have been suggested by the findings of the eveluation.
- 9, Plan and carry out proposed changes insofar as circumstances will permit.

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SAMPLE CHARTS FOR TABULATING RESPONSES



	CHART I			SA	MPL	<u>E</u>		TOF	3	GO.	ALS	FOR	W 9	OME	N'S	ŔĿ-	-:N	TRY	PRC	)GRA	M	(Int	ende	ed Pr	acti	ice)				-181-	
				/	/	Self	enrich	nment if co	of de	ce i	lan'	nene ,	35 of Soleme	rique of w	onen one o	oree's	Ecure	diplo	mo l	e e e e e e e e e e e e e e e e e e e	ducari	or the r	Sens	rize o	nen .	ge reed	s se comi onticir	pari a	e Ne	m god	Thiel of Th
			ŕ	1	2	3	1]	2	3	1	Ź	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Ā
	ADMINIST STAFF	RATIVI N = 3		1			•	2		1				1	3			2													
1	ADVISOR'	Y N =	0		3			5	3	2			5	3	4					I	4										
	ALUMNAI			8	10	3	16	5	4			3	1	6	5			4			5						,		5		
	COLLEGE	N =	2	i			4					<u>.                                    </u>		2									1	•							
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	COUNSE	LORS N =	5				3	2			i !	-		_	<b> </b>				2	2	1			3	ļ 	•	<del></del>			2	
	PROGRA!	M					١					İ		<u> </u>	1		!	·		f	] 	<b> </b>	1				•				
	STUDEN	TS <sub>N</sub> -:	 V		5	5	15	10					5		1		5		5	5	3				_	1	1			io	
	TEACHE				7	5	<u>i                                     </u>	ــــــــــــــــــــــــــــــــــــــ	┸			: _l	5	3	3		<u></u>		4	2	5		i 1	! 				1		5	

N Number of persons responding

COMMENTS.

SHART II					_																			_		_	
			Self	enric	hmen	nfider If-ex	nce I	on 1.  non 1.	ing orene	ss of soldiers	inique	onen Jie o	creet	ecure	diplo	RO!	egree ?	ducati	orther on	Sens	rize o	oller's	de ed	se canicir	munit Porisi	epore 2	for sh
	1 ]	2	3		2	3		2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Î	2	3
ADMINISTRATIVE STAFF N =																											
ADVISORY BOARD N =																											
ALUMNAE N =																		-			•		2	-			_
COLLEGE OFFICERS N =																<u>_</u> _											
COMMUNITY AGENCY N =								-		<u> </u>	<u>.</u>						· · · · · ·										
COUNSELORS N =												<u> </u>		<u> </u>			1		<u> </u>	<del></del> -		_				_	
PROGRAM DIRECTOR N =								<u> </u>							! 	_	:						İ				
STUDENTS N =																	-			! ! !		_	! !				
TEACHERS N =				<u>.</u>																<u> </u>							

N= Number of persons responding

instructions: Indicate in the appropriate space how many administrative staff members said that self-enrichment was a first priority goal. Continue this procedure for all possible goal selections and then repeat for Advisory Board, etc.

# AGREEMENT ON GOALS

# COMPARISON G OUPS

Teachers

-	LMHLM	H L M H		8
DIRECTOR N=1	X		THE PERSON NAMED IN COLUMN NAM	4
TEACHERS N=10	2 6 2	CCICCOLT	- From the state of the state o	
STUDENTS N=10	2 8			
	.,			

L = Low rating (4-5)

M= Medium rating (3)

H = High rating (1-2)

Plot Averages

5 2 3 S D

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INSTRUCTIONS:

			/	ent	/			-01			a iqu	s wen			<del>,                                     </del>		degree	;·	the				/		Juni	111		
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ADMINISTRATIVE STAFF N =	1	2	3	1	2	3	1	2	3	1	2	3	1		3	1	2	3	1	2	3	***	2	3	7	2	3	IC.
ADVISORY BOARD N =																												
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COUNSELORS N =											·				_													
PROGRAM DIRECTOR N =											<u> </u>													,				
Pre- N= STUDENTS Post- N=																		·	_									
TEACHERS N =																												

N= Number of persons responding

Instructions: Indicate in the appropriate space how many administrative staff members said that self-enrichment was the first objective of women, upon entering the program, the second objective, and the third objective. Continue this procedure for all possible objectives and then repeat for Advisory Board, etc.



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ADMINISTRATIVE STAFF N =										^_																		
ADVISORY BOARD N =																												
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PROGRÁM DIRECTOR <sub>N =</sub>																												
STUDENTS N		-		- S		-																						
TEACHERS N =																												

N. Name er of persons responding

Instructions: indicate in the appropriate space how many administrative staff members said that self-enrichment was the first objective of wor and upon completing the program, the second objective, and the third objective. Continue 151 this procedure to: all possible objectives and then repeat for Advisory Board, etc.

### WOMEN'S SELF-ASSESSMENT OF THEIR CHARACTERISTICS

	/	ecisi Abqu Life	t		Con of Life		R	adition oles Wom	of		Sel:	f– dence		Se Cond	lf-
	L	Μ	Н	L	М	Н	L	М	H	L	М	Н	L	М	Н
Students (Pre) №															
Students (Post) N=								-							
Alumnae N=															
											_				

L = Low rating (4-5)M = Medium rating (3)

H = High rating (1-2)

N = Number of persons responding.

Instructions: Write in the number of students who indicated on the pre-questionnaire (Student Questionnaire #1) that they had little agreement—(low rating)-with the statement, "I know what I want to do with my life." Then write in the number who indicated same agreement—(Medium rating)—and, finally, how many had great agreement—(high rating). Do this for all statements, and then repeat for student responses on the post—questionnaire (Student Questionnaire #2B), and for alumnae.

## DEGREE OF CHANGE IN WOMEN'S LIVES DUE TO PROGRAM

	Spe		il city ction		Conti Ove Life	r	Rol	ditiones	F	i .	elf- ifide		١.	elf-	ept
•	L	М	Н	L	М	Н	1.	М	Н	L	М	Н	L	М	Н
Administrative Staff N=								_							
Counselors N=		<u> </u>													
Program Director N=		<u> </u>													
Students (Post) N=															
Teachers N=															

L = Low rating (4-5) M = Medium rating (3) H = High rating (1-2)

N = Number of persons responding.

Instructions: Indicate the number of administrative staff members who said that women's "goal specificity and direction" had been little influenced by the program —(low rating)—the number who said it had been influenced some —(medium rating)— and the number who said it had been influenced greatly by the program —(high rating). Continue this for each category and then repeat for alumnae, etc.

# PROGRAM ADMINISTRATION Decision-making Areas

	Recruitment	Instructional Methods	Counseling	Community Liaison	Support Services	Development of Goals
Administrator/ Supervisor						
Administrativ Staff						
Advisory Board						
Board of Trustees		+				
Counselor						
President						
Program Director						
Teachers						
Women in Program						
No one		 7,77				
Other						

<sup>\*</sup> A similar chart should be made up for each group.

This will aid the tabulation of responses from large groups.

The totals should then be translated to Chart VIII for comparison. In this instance, write in how many college officers indicated that the administrator/supervisor should have ultimate responsibility for decisions on recruitment. Continue down the list, indicating how many said the administrative staff should have responsibility, etc.

Then repeat this procedure for curriculum development, etc.

# Recruitment \*

	Admini- strative Staff		Advisory Board (IP)	College Officers (17)	Program  Counselors (IP) Director (CP) Teachers (IP)
Administrator/Supervisor					
Administralive Staff					
Advisory Board					
Board of Trustees					
Courselor					
President					
Program Director				-	
Teachers					
Women in Program					
No one					
Other		4			

IP = Intended Practice

CP = Current Practice

<sup>\*</sup> Similar charts should be prepared for each of the additional program components: curriculum development, instructional methods, counseling, etc.

	<b>~</b>			D.	ı. t •	_	C.		sel-	_					Jol		_	hil	d	F	inar	ıċ-	w	<b>-</b> m4	en <sup>‡</sup> c									mun		eme	dial	
	W	orl	<	Εv	en	ts		ing	1	Τe	<u>st i</u>	ng	_	m	<u>ien</u>	t,	_(	Çar	9	i	<u> </u>	\id	C	enl	er		Gr	que	s L	ibr	ary	A	ge	рсу	<u>_/</u> F	efr	<u>esh</u> e	r
	L	М	Н	L	М	Н	L	М	Н	L	٨	٨Н		L	М	Н	L	Ν	Н	L	М	Н	L	М	Н	L	М	Н	L	М	H	L	M	Н	L.	М	Н	
ADMINISTRATIVE STAFF (IP) <sub>N=</sub>																															<u> </u>	L		<u> </u>				
ALUMNAE (OP) N=												-					  -									_					<u> </u>							
COUNSELOR (IP) N=																					-										<u> </u>	L						
PROGRAM N= DIRECTOR (CP)																										Ŀ						L						
STUDENT'S (OP) N=																-	!  -												-	-		_						
TEACHERS (IP) N=															_																							

N = Number of persons responding.

IP = Intended Practice

CP= Current Practice

OP = Opinion

L = Low rating (4-5)

M = Medium rating (3)

H = High rating (1-2)

. Instructions: Indicate how many administrative staff members said that course work had little importance (low rating), how many said it had some importance (medium rating), and how many said it was very important (high rating). Follow this procedure for each service listed, and then repeat for alumnae, etc.

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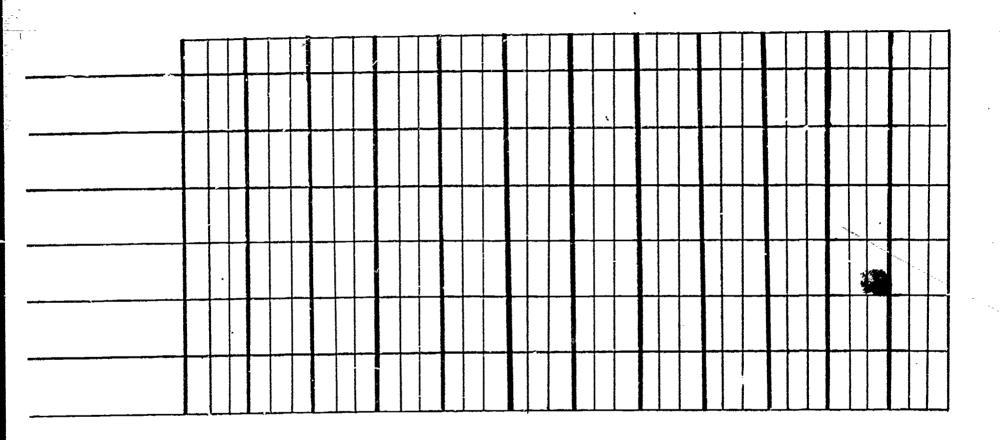
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## Comparing Responses

A cross-index has been prepared to help you compare different responses to the questions. This will give you a wider perspective on such issues as goals, staffing, etc.

For instance, in the goal sections, in addition to knowing how each group ranks goals and objectives, it is also important to know who has ultimate resposibility for developing goals. How much time does the director spend on goals? How do enunciated goals compare with what each group sees as the participating women's objectives? Closely related to this issue of goals is that of recruitment. Is recruitment of a special population related to program goals? Is the program in fact getting the women it is trying to attract? If not, who is participating in the program? What kinds of administrative efforts are made in order to make program participation easier (i.e., hours of scheduling, grouping of women into cohorts, etc.) Not all of these questions will be pertinent to your situation. They are suggestions, from among which you should pick the most appropriate.

Once this has been completed, you should have a fairly accurate idea of how the program is functioning in each particular area, and where the problems may arise.

In the cross-index that follows, the questions have been rearranged according to topic:

### A. Goals

- 1. Program goals
- 2. Women's objectives
- 3. Program success
- 4. Recruitment (questions dealing with such topics as population desired, population enrolled, administrative coordination of recruitment, financial aid, and fees.)
- B. Organization and Administration
  - 1. General procedure
  - 2. Funding and budgeting
  - 3. Staffing and staff duties (this includes questions related to number and kinds of staff and their duties; duties compared with program goals; hiring; staff relations; in-service education; and use of volunteers.)
  - 4. Follow-up and evaluation
  - 5. Community liaison (general procedures and goals; advisory board functions and college relations)
- C. Support Services (counseling, orientation, testing, child care, women's center, resource library, self-help groups and closs, public events)



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- D. Curriculum and Instruction
  - 1. General procedure (general information about number of courses, sequencing, credit; opinion on program emphasis)
  - 2. Remedial/refresher courses

- 3. Instructional methods
- E. Personal Background Data (Optional) —This information would lend itself more to a research project that is trying to focus on staff characteristics. It is not feasible in all cases to analyze this data in regard to responses to other questions.

### CROSS-INDEX

In the pages that follow, each question is shown in order to assist in locating the same or similar questions in the various questionnaires. The numbers across the top indicate the question numbers and the listing of questionnaires down the left side indicates which respondents were asked the question. In the example below, for instance, only the alumnae and students were asked how they heard about the program. For the Alumnae it is question #16 and for the Students it is questionnaire #1, question #7 and #8.

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questionnaire



What goals are most important to the Women's Re-entry Program?

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S & Supplemental Oceation

To what extent do you believe that teachers, counselors, students, and administrative staff would agree with your ranking of program goals?

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What factors most influence goal-setting and program priorities?

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S = Supplemental Question

**GOALS** 

Who has principal responsibility for development of program goals?

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5 = Supplemental Question

How important a part of your work is establishing goals?

Program Director #13S



What are the average woman's personal objectives when she first enters and when she leaves the Re-entry Program?

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S = Supplemental Question

Why did you leave the Women's Re-entry Program?

Alumnae #13

How satisfied are you with the progress you made in achieving your personal objectives?

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S = Supplemental Question

What is your present occupation?
Why did you leave the Women's Re-entry Program?

Alumnae #15 Alumnae #13

How important do you believe these services to be? (public events, resource library, self-help groups, etc.)

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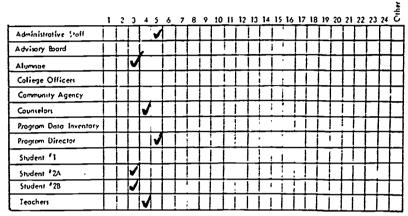
S = Supplemental Question



-201-

To what extent does the Re-entry Program influence the way the average woman feels about:

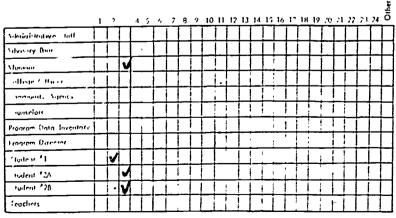
- a. Goal specificity and direction
- b. Feeling of control over own life
- c. Traditional roles of women
- d. Self-confidence
- e. Self-concept



S = Supplemental Question

To what extent do you agree with the following statements?

- a. I know what I want to do with my life
- b. I feel in control of my life
- c. I accept the traditional roles of women
- d. I am self-confident
- e. I have a strong concept of who I am



S & Supplemental Question



How successful has the Women's Re-entry Program been, given its present constraints?

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S = Supplemental Question

Who has (should have) principal responsibility for recruitment decisions?

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S - Supplemental Question

How important a part of your work is student recruitment and program publicity?

Program Director #135

What percentage of the budget is specifically allocated for recruitment?

Program Director #12S

How did you first hear about the Re-entry Program? How were you referred to the Re-entry Program?

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S + Supplemental Questio

Does the Re-entry Program try to recruit a special population of women and if so, which groups should be given priority?

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5 \* Supplemental Question

The Program Director, in both her questionnaire and the Program Data Inventory, is asked about recruitment: policy and practice, and issues for examination such as admissions requirements, course offerings, etc.

Program Director: #15 - number of participants #395 - admissions requirements #405 - admissions requirements

Program Data Inventory: #3, 4, 5 - number of participants #22, 30, 36 - number of participants #38, 39, 40, 41 - scheduling

The students are asked scheduling questions in Student Questionnaire #2A:
# 14, 15, 16
Student Questionnaire #2B:
# 14, 15, 16.



How important are (should be) the following factors in recruitment: transportation, scheduling classes at convenient times, different course or admissions requirements, modified registration procedures, etc.?

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S = Supplemental Ouestion

The Program Data Inventory contains information about course fees, counseling fees, public events fees, etc.

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# 42

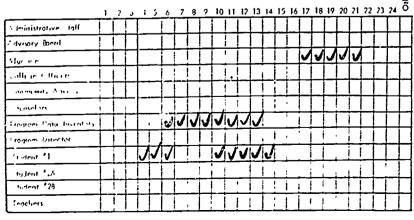
How important is financial aid?

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5 = Supplemental Question

The Program Director is asked additional questions about financial aid:

This chart indicates some personal background data of women participants such as age, race, income, children at home, marital status, job status, educational background, length of participation in program<sub>2</sub>



S = Supplemental Question



Who has (should have) principal responsibility for major decision—making about the program?

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5 = Supplemental Question

The Advisory Board members are asked in question #8 about the extent of their involvement in recruitment, program development, administration, fund-raising, liaison with community, etc.

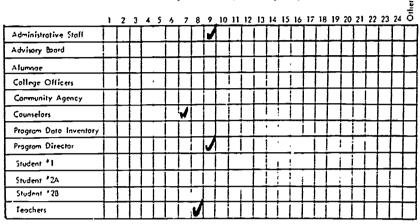
The Program Director's Questionnaire #2S deals with the initiator of the program.

What factors have an important influence on goal-setting and program priorities?

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5 \* Supplemental Question

Do (should) students participate in evaluating their own performance, evaluation of the teacher, course, and program, etc.?



S = Supplemental Question

The Program Director, in both her questionnaire and the Program Data Inventory, is asked additional questions about this topic: #3S

Why did you leave the Women's Re-entry Program?

Alumnae #13

To whom is the director directly responsible?

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See also Program Director's Questionnaire #5S and Program Data Inventory #1 for questions about administrative structure.



What proportion of Women's Re-entry Program funds comes from college funds, federal, state, or private grants, fees, etc.?

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S = Supplemental Question

How important is it that the Women's Re-entry Program be fully funded by the college out of its regular budget?

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5 = Supplemental Question

Does the Director have sufficient autonomy in dispensing funds allocated to the Women's Re-entry Program?

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S = Supplemental Question



Is funding for the Women's Re-entry Program assured for the next academic year and the year following?

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S & Supplemental Question

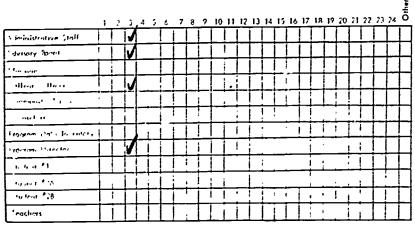
The Program Director is asked additional questions about funding and budgeting:

# 7S - initial funding source

#12S - operating budget

#13S - director's responsibilities for fiscal management

Do constraints imposed by the funding sources or institutional commitment influence goal—setting or program priorities?



S = Suppler mital Question



Are you employed on a part-time or full-time basis in the Women's Re-entry Program?

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S & Supplemental Question

See also Program Director Questionnaire # 15S

Approximately how much time do you spend on administrative tasks, counseling, teaching, etc.?

Administrative Staff # 8S

What are the five most important areas of your work? Program Director  $^{\#}$  13S

The Program Data Inventory also contains questions about this topic:
# 2, 14,25 - number of teachers, counselors, and staff involved in program

How great an influence do factors such as experience in teaching and counseling, personality traits, educational background, etc. have on the selection of teachers and counselors?

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S = Supplemental Question

How involved are members of the Advisory Board with staffing?

Advisory Board # 8



To what extent do you agree that the Director is supplying adequate support, that the college is supportive of the program?

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S = Supplemental Question

What subjects are dealt with in depth in the program's in-service activities? What topics deserve priority?

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See also Program Director Questionnaire: #125, 165, 175, 185

How often during the past year did you meet professionally with the Director?

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S = Supplemental Question

Do you teach with another teacher or an aide?

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5 - Supplemental Question

The Program Director is asked additional questions about staffing:

# 14S - job responsibility of volunteers
# 15S - importance of aides and volunteers





S = Supplemental Question

Were you contacted by anyone from the Women's Re-entry Program after you left?

Alumnae # 14

See also Program Director Questionnaire: #195, 205 - about follow-up practices

The Program Director is also asked additional questions about program evaluation:

# 12S - budget allocation

# 135 - director's time allocation

#215 - constraints on follow-up



How important are community liaison functions to the program?

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S = Supplemental Question

See also Program Director's Questionnaire: #12S – budget allocations
#13S – director's time allocation

What types of services does your agency provide? Community Agency # 15

How great a priority does the Women's Re-entry Program place on liaison with other women's groups, civic groups, etc.?

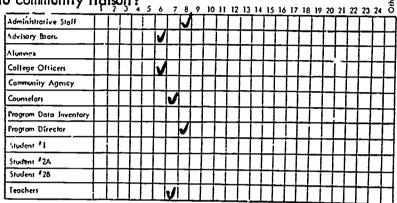
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4 supplemental Guestico

See also Program Director's Questionnaire: # 235, 245 - campus women's groups



Who should have principal responsibility for decision-making related to community liaison?



See also Advisory Board Questionnaire #8 - involvement in community liaison

How active have you been in the past year in fostering support for the Women's Re-entry Program?

College Officer Questionnaire: #8

How important are referrals to community agencies?

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5 \* Suppremental Question

Is liaison with the Women's Re-entry Program maintained through cooperation with the Program Director, administrative staff, teachers, counselors?

Community Agency # 5

is the Women's Re-entry Program sponsored solely by the college or is it co-sponsored with any other groups? Program Data Inventory #1

See also Advisory Board Questionnaire # 75 - number of meetings of Advisory Board



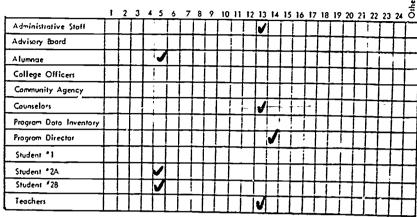
What factors have an important influence on goal-setting and program priorities?

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5 - Supplemental Question



How important are considerations such as scheduling classes at convenient times, modifying admissions requirements, etc.?



S = Supplemental Question

How important are factors such as public events, financial aid, resource library, child care, self-help groups?

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S = Supplemental Question

What goals are (should be) most important to the program?

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5 \* Supplemental Question



Is counseling required for women in the Re-entry Program who take classes?

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5 = Supplemental Question

See also Counselor Questionnaire # 15

Have you used the counseling services available to women in the Re-entry Program?

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S = Supplemental Ouestion

In the Program Data Inventory additional questions may be found regarding counseling:  $^{\#}$  19, 20, 21, 23



How should counseling be integrated into the program?

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S = Supplemental Question

See also Counselor Questionnaire # 16

To what extent do you think counseling services are meeting the needs of women in the Re-entry Program?

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5 Supplemental Question

Who has (should have) principal responsibility for providing orientation functions for incoming students?

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5 \* Supplemental Question

See also Student Questionnaires  $^{\#}2A$  and  $^{\#}2B$ , and Program Director  $^{\#}18$ 



What kinds of testing are available in the Re-entry Program.

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5 \* Supplemental Question

See also Program Data Inventory #28

Did you take any tests as a participant in the Re-entry Program?

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5 \* Supplemental Question

See also Program Data Inventory #29

Who has (should have) principal responsibility for administering tests?

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How important are child care services in the Re-entry Program?

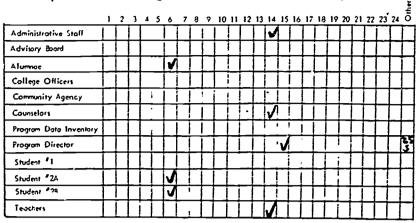
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S = Supplemental Question

See also Program Director Questionnaire: # 285, 295 - funding also - 305, 315



How important is having a Women's Center in the program?



5 + Supplemental Question

See also Program Director's Questionnaire: #325, 335, 345

How important is having a resource library in the program?

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S = Supplemental Question

See also Program Director's Questionnaire: #35S, 36S

How important is having self-help groups in the program?

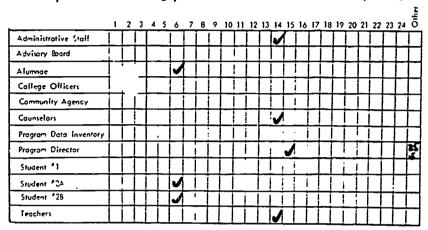
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5 \* Supplemental Question

See also Program Director's Questionnaire: #375, 385, 395 239



How important is having public events in the Re-entry Program?



S = Supplemental Question

See also Student Questionnaires  $^{\#}2A$  and  $^{\#}2B$ :  $^{\#}9$ , 10 See also Program Data Inventory:  $^{\#}30$ , 31

5 \* Supplemental Question

See also Teacher's Questionnaire # 6S

S = Supplemental Question

See also: Program Director's Questionnaire #215, 415, 435

Additional questions about length of courses, class size and enrollment statistics may be found in the Program Data Inventory: #37, 43, 44, 45, 47



Who has (should have) principal responsibility for decision about curriculum development in the program?

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S = Supplemental Ouestion

What goals are most important to the Re-entry Program?

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5 = Supplemental Question

How many enrolled students are absent at any one class meeting?

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S = Supplemental Question

See also Teacher's Questionnaire #115



## CURRICULUM and INSTRUCTION Remedial/Refresher Courses

Is there (should there be) an initial assessment of student achievement?

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S - Supplemental Question

Additional questions about remedial/refresher course availability may be found in the Program Data Inventory: #32, 33, 34.



Do (should) teachers emphasize the use of methods such as lectures, class discussion, individualized assignments, etc.?

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Teachers															٦		7		٦		1		1	٦	_

S = Supplemental Question

Do factors such as irregular attendance, lack of group cohesion, lack of adequate support services, etc. interfere with learning?

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5 = Supplemental Question

Is there student participation in evaluating their own performance, teacher and course evaluation, program planning, etc.?

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S = Supplemental Question

Do you make a written evaluation of student progress?

•	1	7	3	4	5	6	,	8	9	10	11	12	13	14	15	16	17	18	19	20	21	72	23	74	4
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S = Supplemental Ouestion

How important should it be for teachers to help students with personal and/or vocational problems?

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S = Supplemental Ouestion

How satisfied are you with your present position in the Women's Re-entry Program?

e-enity i logi	1	7	3	4	5	6	-	8	?	10	11	12	13	14	15	,16	17	18	19	20	21	22	23	24	Ĉ
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S = Supplemental Question



This chart indicates some personal background data of various people involved with the program, and indicates questions asked about age, race, sex, educational background, tenure, etc.

	1	2	3	4	5	6	7	8	9	10	31	12	13	14	15	16	17	18	19	20	21	22	23	24	ć
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S = Supplemental Question

<sup>\*</sup> The Program Director is asked additional questions about personal background data in her questionnaire: # 46 S, 47S, 48S, 49S, 50S, 51S, 52S, 53S, 54S, 55S, 56S, 57S

- 1. Academic courses: Regular academic courses such as history, math, computer science, biology, physics, professional preparation.
- 2. Administrative staff: Professional staff working in the Women's Re-entry Program, aside from the director (e.g., librarian, assistant director, recruiter, etc.)
- 3. Advisory Board: Board, usually, although not necessarily composed of community leaders, who offer advice on curriculum, recruitment, and funding. Their influence will vary from program to program.
- 4. College administration: Central college administration (e.g., deans, president)
- 5. Community liaison: Establishment and maintenance of relationships with community agencies and organizations for the purposes of student referral, recruitment, job placement, or sharing resources.
- 6. Counseling: Advising women in any capacity, i.e., providing direction in planning of activities or solving problems, whether or not the person giving such advice is a credentialed counselor.
- 7. Curriculum development: Development of courses, workshops, and other educational experiences planned by the Women's Re-entry Program.
- 8. <u>Direction-finding courses:</u> Courses such as self-exploration, examining life options, iob/career exploration, assertiveness training, risk taking, decision-making, transactional analysis, consciousness-raising, guidance, living as a single or divorced woman.
- 9. Goal specificity: The degree to which a woman can be precise in describing what she wants to do with her life.
- 10. Health/sexuality courses: Courses in family health, nutrition, female sexuality, etc.
- 11. "How-to" courses: Courses such as financial management, consumer education, job application, auto repair, parenting,
- 12. In-service education: Courses, workshops, or conferences expressly designed to enhance the effectiveness of faculty, counselors, staff in implementing the Re-entry Program. Include educational experiences conducted by the Re-entry Program, by the college, or by outside institutions.
- 13. Instructional methods: The techniques used by an instructor to facilitate student learning (e.g., discussion, lecture, role-playing, etc.)
- 14. Program development: Development of all facets of the Women's Re-entry Program, including counseling, public events, and curriculum.



- 15. Public events: Offerings open to the public, not only to women enrolled in the program. They may include a film or lecture series, one-day or weekend workshops.
- 16. Recreation/enrichment courses: Courses such as yoga, crafts, community history or architecture, etc.
- 17. Remedial/refresher courses: Courses in fundamental math, basic English composition, reading dynamics, study skills, tutoring, etc.
- 18. Self-concept: What a woman thinks of herself; her self-image
- 19. Self-enrichment: Learning or intellectual or pens I development, not necessarily part of further educational or career goals.
- 20. Self-help groups: Any formally organized group (e.g., rap group, consciousness-raising group) in which women meet to discuss topics of relevance to them such as parenting, health, sexuality, or divorce.
- 21. Social science and humanities courses dealing with women: Courses such as sociology or psychology of women, women and literature, women in the community.
- 22. Support services: Cluster of services, outside of regular college offerings (e.g., course work, public events, learning center), provided by the Re-entry Program alone or in cooperation with other departments, in order to facilitate women's participation in the program. These services may consist of child care, financial aid, a resource library, a Women's Center or Lounge, transportation, referrals to community agencies, or specialized remedial/refresher work, and tutoring.
- 23. Testing: Application of such tests as aptitude or interest inventories.
- 24. Vocational/occupational courses: Courses such as typing, stenography, auto mechanics, and para-professional training programs.
- 25. Women's Center: An informal meeting place set aside for women to gather and socialize.
- 26. Women's Re-entry Program: The program currently being evaluated which is designed specifically for adult women returning to college, or work, or making another change in lifestyle; the program in which you are participating, or have participated.



## APPENDIX B

## PROGRAM DATA INVENTORY

1.	Is the	Women's Re-entry Program as a whole: (Check	c one.)	
	a.	Sponsored solely by the College		
	Ь.	Co-sponsored with any other groups (Specify):		
2.		any full-time, half-time, and less than half-time he Women's Re-entry Program?	e paid staff are Number Secretarial	there Number Other
	a.	Full-time	<del></del>	
	ь.	Half-time	<del></del>	
	c.	Less than half-time		
3.		s your best estimate of the maximum number of <u>respondence</u> of the maximum number of the number of the numbe	<u>xotential</u> Re-en Numl	•
4.	During	the past academic year, approximately how man	y women:	
				Number
	a.	Participated in the program (e.g., courses, conetc.)	unseling,	
	ь.	Made limited contact with the program (e.g., or personal referrals only, etc.)	telephone	



5. Is ther	e a ceiling on enrollments? Ye	es,	No	
5 A. If	Yes, what determines this ceiling?			
a.	State reimbursement formula			
b.	College			· · · · · · · · · · · · · · · · · · ·
c.	Limitation of grant			unum direktikala
d.	Self-imposed			
e.	Other (Specify):			
6. What	NOT AVAILABLE.  Dercentage of women participating in the R  into each of the following age ranges:	e-entry P <del>ro</del> gr	am in the	e past year
a.	Under 25			%
b.	25-30			
c.	31-35			
d.	36-45			
e.	46-55			<del></del>
r,	56 and over			<del></del> .
			Total:	100%



7.		percentage of women participating in the into each of the following racial/ethnic		past year
	a.	White		%
	b.	Black		
	c.	Hispanic		-
	d.	American Indian	-	<u>.</u>
	e	Oriental	-	
	f.	Other (Specify):		
			<del> </del>	
			Total:	100%
8.		percentage of women participating in the f I an annual family income of:	Re-entry Program in	
	a.	Less than \$8,000	-	%
	ь.	\$8,000 - \$15,000	-	
	c.	\$15,000 - \$25,000	-	
	d.	Over \$25,000	-	
			Total:	100%
9.	What	percentage of women participating in the	· Women's Re-entry Progr	am are:
	a.	Single (never married)	-	%
	ь.	Married/Living with mate		
	c.	Divorced	-	
	d.	Widowed		
	e.	Separated	-	
		251	Total:	100%



10.	What	proportion of women in the Re-entry Program have:	
	a.	Preschool children living at home	%
	b.	School-age children living at home	
11.	Indica	ate the precentage of women in the Re-entry Program who work:	
	a.	Part-time	%
	Ь.	Full-time	
12.	What	percentage of women in the Re-entry Program entered with:	
	a.	Less than a high school diploma	%
	ь.	High school diploma only	
	c.	Some college	
	d.	Associate degree or professional certificate	
	e.	Bachelor's Degree	
	f.	Master's Degree or higher	
		Total:	100%
13.		percentage of women involved in the Re-entry Program subseque currently enroll in the regular college program?	ently or
	a.	Subsequently enroll	%
	ь.	Concurrently enroll	

14.		nany teachers in the Women's Re-entry ase account for all teachers.)	Program in		
	a.	Taught on a full-time basis			
	Ь.	Taught more than one course on a part	-time basis		
	c.	Taught one course			
	d.	Led one- or two-day workshops only			
	e•'	Other (Specify):			
15.	Are te	eachers recruited from outside the comm	•	e? No	
16.		ing teachers for the Women's Re-entry l lty from your institution?		preference given to	
17.	Check prog	the category that best describes teacheram.	ers' union in	volvement in your	
	a.	All teachers must belong to union		, 	
	b.	Teachers may or may not belong to uni	ion		
	c.	There is no teachers' union			
	d.	The program cannot use union teachers			



18.	If the	re is a union, how does it influence the hiring of teachers?
	(Ch	eck all applicable.)
	a.	A prescribed procedure must be followed in hiring
	ь.	Teaching positions are awarded on the basis of seniority in the community college
	c.	The program can only use union teachers already working within the college
	d.	There is no restriction on hiring of teachers
	е.	Other (Specify):



	how	is it given?		
	(Ch	eck all applicable.)		
			Individually	In Group
	a.	Academic	-	
	ь.	Vocational/Career		
	c.	Personal		
20.	Who	does counseling in the Women's Re-entry Progra	m?	
	(Ch	eck all applicable.)		
	a.	Professional counselors outside the program (e.g., Counseling Department)		
	b.	Professional counselors in women's program		
	c.	Peer counselors outside women's program		
	d.	Peer counselors within the program		***************************************
	e.	Director		*****
	f.	Instructor		
	g.	Other (Specify):		
			· · · · · · · · · · · · · · · · · · ·	
21.		hom are counselors, who participate in the Wonectly responsible?	nen's Re-entry	Program,
	a.	Director, Women's Re-entry Program		
	ь.	Counseling Center		
	c.	Other (Specify):		
				_

19. What kind of counseling is available to women in the Re-entry Program, and



22.	now r	academic year? (Estimate if exact data is not a	vailable.)	ig ille
			Num	ber:
23.		is the average number of individual meetings that anselor?	a woman ha	s with a
	a.	1 meeting	,	
	ь.	2 - 5 meetings	;	· .
,	c.	Over 5 meetings		
24.	What	are the fees, if any, for each of the following ser	vices?	
	(Fil	l in all that apply.)	Amount	No Fee
	a.	Professional personal counseling	*****	
	b.	Professional academic counseling		
	с.	Professional vocational and career counseling		
	d.	Peer counseling		
	е.	Support groups		
	f.	Referral to private and community groups		
25.	How we	many counselors in the Women's Re-entry Program i	in	
	(PI	ease account for all counselors.)		
	a.	Full-time in the program		
	ь.	Part-time in the program and part-time with the c	college	<del></del>
	c.	Part-time in the program and not working elsewher in college	re	
	d.	Volunteer		



26.	What I	kinds of tests are available to women in the Re-entry Program?	
	(Che	ck all applicable.)	
	a.	Aptitude	
	. p•	Interest	
	c,	Vocational Preference	
	d.	Personality	•
	e,	Achievement	
	f.	Other (Specify):	
27.	Who ł	nas principal responsibility for administering tests?	
	(Che	eck all applicable.)	
	a.	Director of Women's Re-entry Program	
	b.	Counselor(s) in Re-entry Program	
	c.	Teacher(s) in Re-entry Program	
	d.	Aide(s) or volunteer(s) in Re-entry Program	<del></del>
	e.	Other (Specify):	
28.	When	is testing done? (Check all applicable.)	
	a.	First contact with program	
	ь.	At a prescribed time later in the program	
	c.	Any time, on demand	
	d.	Other (Specify):	



29.		ting required for every woman participating in the gram?	Women's Re-	-entry
		Yes	No	
30.	Re-	of the following types of public events were offer entry Program, and what was the estimated average attended each type of function during the past ye	e number of v	Vomen¹s vomen
			No. of Participants	Event Offered
	a.,	Film series		
	b.	Orientation/Open House	-	
	c.	One-day or weekend workshops (e.g., career, health, money-management, etc.)		
	d.	Field trips		
	е.	Lecture series (e.g., brown bag lunches, career opportunities, etc.)		
	f.	Other (Specify):		
31.		was the average fee, if any, charged for each opublic events offered during the past year?	f the followir	ng types
			Average Fee	No Fee
	a.	Film series		
	ь.	Orientation/Open House		
	c.	One-day or weekend workshops		
	d.	Field trips		
	e.	Lecture series		
	f.	Other (Specify):		



32. How is remedial and/or refresher work made available?  (Check all applicable.)					
	a.	Through courses			_
	Ь.	One-to-one tutoring			_
	c.	Group tutoring			_
	d.	Self instruction			•
	e.	Other (Specify):			_
		·		_ <del></del>	
00	1	1**			
33.	is cre	edit awarded for:			
	a.	Remedial work	Yes	No	
	b.	Refresher/Brush-up work	Yes	No	
34.	When	do women use these remedial and/or refreshe	er services?		
	(Ch	eck all applicable.)			
	a.	On demand			_
	ь.	On teacher/counselor recommendation		-	
	c.	As result of testing			
	d.	As a highly recommended or prescribed part	of program		



		ıchievemenı	and/or ap	titude level
		Yes _	N	o
A. If	Yes, hy what method is this done	?		
(Ch	eck all appropriate answers.)			
a.	Standardized tests			
b.	Interview (Specify with whom)		<u>-</u>	
		<del> </del>		
c.	Previous records	•		
d.	Other (Specify):	·		
	A. If (Ch	ה your program?	Yes  A. If Yes, by what method is this done?  (Check all impropriate answers.)  a. Standardized tests  b. Interview (Specify with whom)  c. Previous records	Yes N  A. If Yes, by what method is this done?  (Check all impropriate answers.)  a. Standardized tests  b. Interview (Specify with whom)  c. Previous records



## PROGRAM DATA INVENTORY

35.	What was the total number of women who tool Re-entry Program?	< courses offered by t	he	
	a. In the last academic year	Nur	mber:	
	b. In the year point to last academic year			
37.	For each of the following course categories please indicate  (a) the number of courses offered during the past academic year and  (b) the number of courses actually given during the past academic year by the Women's Re-entry Program.  (Refer to the attached curriculum sheet for definitions.)			
	Course Categories	Number Offered	Number Given	
	a. Personal direction-finding			
	b. Recreational/Enrichment			
	<ul> <li>Social science and humanities courses dealing with women</li> </ul>			
	d. How-to courses			
	e. Health/Sexuality		·	
	f. Remedial/Refresher			
	g. Academic	-		
	h. Vocational training			
	i. Other (Specify):			



38.	What percentage of Women'e Re-entry Program classes is held at the following times?	each of
	a. Weekdays 9-12	%
	b. Weekdays 12-3	<u> </u>
	c. Weekdays 3-6	***************************************
	d. Weekdays 6-9	
	e. Weekends	
	Total:	100%
39.	Does your program group or "block" classes during consecutive he the convenience of women?  Yes No	ours for
40.	Are Women's Re-entry Program classes held: (Check one.)	
	a. At the community college only	
	b. At other community facilities only	
	c. At both the college and other community facilities	
41.	Is the same course offered at different times and/or locations du same semester?	ring the
	a. Different times	
	b. Different locations	
42.	What is the average fee charged for courses or for the college t fees are not paid by the course:	erm if
	a. Course \$	
	b. Term (Specify if semester, quarter, etc.)\$	



43. Indicate	how many courses given during the pas	st acadmic year we	re: No, of Courses
a. A	term or semester (12-15 weeks)		
b. 6-	11 weeks		
c. 2-	5 weeks		
d. We	eekend or one day		·
44. What is	the average class size in the Women/s	Re-entry Program?	
		Class siz	:e:
45. Does a r	minimum enrollment have to be met be	fore a course can b	
45 A. If Ye	es, what is this minimum?	Minimun	n:
46. What is	the average drop-out rate of Re-entry	women in classes?	%
47. Is credit	given for any courses given by the W		ogram?
	•	Yes No	
	es, is credit good toward (a) a degreed dit at a four-year institution?	Degree T	ransfer Credit Neither
a. A	11 courses		
b. So	ome courses		<u>,                                    </u>



