

Members' Survey Report
Seniors' College Association of Nova Scotia
Submitted, January 2020

January 12, 2020

Members' Survey Report, 2019
Seniors' College Association of Nova Scotia

As part of its strategic planning process, the Board of Directors of the Seniors' College Association of Nova Scotia conducted a survey of members during the Fall of 2019. This initiative resulted in 382 completed surveys and represents approximately 70% of those who registered for courses. Of those who were in a class and had the opportunity to fill out the survey, only a few declined to do so. The Board is extremely grateful that members took the time and care to answer the questions and to provide suggestions for improvements and topics for new courses. This report presents the results of the survey.

Survey Respondents' Profile

Enough surveys were collected from members who indicated that they lived near to one of the five chapters to analyse the data for each area (Table 1). We believe that those who responded make up a significant proportion of the members who are served by those chapters. We surveyed students in all classes, so students who only attended one class were as likely to respond as those who attend two or more. However, those students who tend to skip semesters (i.e., only attend one or two courses a year) will be underrepresented somewhat in the results reported below.

Quite a few members mentioned more than one community when asked to indicate which chapters were nearby. In particular, 43 respondents said they lived near Chester and Mahone Bay, leaving 16 who said they only live near Chester and 20 who said they only live near Mahone Bay. Both chapters then can count those 43 people as members they are serving. The subsequent analysis by chapter kept these 43 members' responses in both chapters. A smaller number of respondents (9) also said they live near both Chester and Halifax or live near both Truro and Halifax.

Table 1: Number of surveys completed by members living near a specific chapter.

Chapter	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
Number (N) of surveys completed	N = 242	N = 59	N = 63	N = 33	N = 37	N = 382

The age distribution of the 340 people who provided this information is shown in Table 2. This data represents 89% of the respondents. Given the potential to identify specific people by age, these numbers are not broken out by chapter. Overall, those who are younger than 60, or older

than 84, make up a very small proportion of members (6%). Eighty percent of the members are 65 and older, 60% are 70 and older, while a third are aged 75 and older.

Table 2: Distribution of Members by Age

Age Categories	50 - 54	55 - 59	60 - 64	65 - 69	70 - 74	75 - 79	80 - 84	85 - 89	90+
N = 340	0.9%	2.1%	16.5%	21.2%	25.9%	20.0%	10.6%	2.4%	0.6%

Table 3 presents the gender of members by chapter. In all cases, the males make up approximately a quarter to little more than a third of those attending classes. These numbers remain unchanged since the last survey in 2013.

Table 3: Gender Profile of Members by Chapter

	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
	N = 242	N = 59	N = 63	N = 33	N = 37	N = 382
Female	63%	49%	62%	58%	70%	62%
Male	24%	29%	27%	33%	24%	24%
Not Provided	13%	22%	11%	9%	5%	13%

Members' Involvement in the Seniors' College

Duration of Membership

Seventy-five percent of those taking classes in the Fall 2019 semester joined the Seniors' College since the last survey was conducted (Table 4). Almost 30% of all active members enrolled within the last two years. This indicates that the Seniors' College is appealing to many new members. Only a quarter of active members joined seven or more years ago. At that time, the Seniors' College membership was about half the size it is now. Because some members may drop out as they become older and possibly less active this is a relatively good retention rate.

Table 4: Length of Membership

	First Course	1 – 2 years ago	3 to 6 years ago	7 or more years ago
How many years ago did you first become a member of SCANS	7.4%	21.3%	47.0%	24.3%

Frequency of Attendance in a Semester

Some members skip whole semesters to travel, go south for the winter, or to do their gardening in the spring (Table 5). When they do take courses in a semester, 58% take two or more.

Approximately 13% of those members who live outside HRM are new or returning members compared to 7% of those living near the municipality. As well, those members living outside of HRM are less likely (15% compared to 31%) to only take one course per semester with almost two thirds taking two or more classes a semester. This suggests that the chapters in Truro, Chester, Mahone Bay and Liverpool are very healthy in terms of membership involvement and recent growth. Those members who only take a few courses in two years are likely under-represented in this survey and could make up as much as 16% of the membership assuming they attend classes in half the semesters. Those who have taken only a few courses in the last two years are receiving the least value for their money and may be the most likely to drop out. Three quarters of the latter group provided suggestions for new courses to be offered.

Table 5: Frequency of Taking Courses

Course Frequency	Live near HRM N = 229	Live near Other Chapter Locations N = 133	Total Membership N = 362
First course ever	6%	9%	7%
First course in two years	1%	4%	2%
A few courses in two years	8%	8%	8%
One course most terms	31%	15%	25%
Two or more courses a term	55%	64%	58%

Members' Residence

Respondents were asked to indicate which locations they live nearby. This is not an absolute measure as it is the perceived distance/convenience/connection to a location/community that determines whether the chapter is providing educational service to that person. Table 6 indicates where members come from who attend classes in each chapter¹. As respondents sometimes indicated they live near to more than one chapter location, the columns in table 6 add up to more than 100%.

¹ This number refers to *ever* attending a class in that community. However, those members from communities some distance away would likely have attended only one or two classes there compared to those from the community who may have attended six or more in the same time frame. For example, this means, even though 42% of those who ever attended classes in Chester say they live near Halifax, they may only make up 5% to 10% of those in any particular class.

Most of those who have attended a class in HRM in the last two years live in or near HRM. Halifax draws people from the South Shore and those who live between Halifax and Truro. Two thirds of the members who live near Mahone Bay or Chester have attended classes in both locations and make up the majority of individuals in any particular class in these areas. Nonetheless, these chapters also draw students from HRM and Liverpool. Members from Mahone Bay attend classes in Liverpool and some students who live near to, or in, HRM go to Truro.

Table 6: Sources of Members by Chapter

	Attended HRM	Attended Chester	Attended Mahone Bay	Attended Liverpool	Attended Truro
	N = 215	N = 65	N=75	N = 29	N = 37
Came from HRM	94%	42%	28%	7%	30%
Came from Chester	3%	12%	4%	0%	0%
Came from Mahon Bay	2%	9%	20%	14%	0%
Came from Mahone Bay/Chester	5%	45%	47%	28%	3%
Came from Liverpool	0.5%	11%	23%	79%	0%
Came from Truro	10%	0%	0%	0%	78%

Members' Satisfaction

Quality of Courses

Satisfaction with the level of instruction was assessed in two questions. In answering the first question, 96.5% of respondents said that all the courses, or most of the courses, were very good (Table 7). Nonetheless, as only 52% overall said all courses were very good there may be some room for improvement in the quality of offerings. In particular, the respondents living near chapters outside of HRM were much less likely to say that all courses were very good (26% - 40%).

Table 7: Quality of Courses

	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
All courses were very good	60%	40%	37%	26%	37%	52%
Most courses were very good	39%	60%	63%	70%	63%	46%
Several less than satisfactory	1%	0%	0%	0%	0%	1%
Most less than satisfactory	1%	0%	0%	4%	0%	1%

Quality of Instruction

The second question asked for the respondents' level of satisfaction with the quality of instruction over the last two years on a five-point scale where 1 is very poor and 5 is very good (Table 8). Ninety eight percent of respondents were satisfied with the instruction, with 59% very satisfied. This was reasonably consistent across all chapters.

Table 8: Overall Satisfaction with Quality of Instruction

Overall satisfaction with quality of instruction	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
Overall satisfaction = 5 = Very Good	61%	52%	53%	50%	56%	59%
Overall satisfaction = 4 = good	37%	48%	48%	50%	41%	39%
Overall satisfaction < 4 Less than good	1%	0%	0%	0%	3%	2%

Quality of Facilities

Table 9 lists the classroom deficiencies in order of reference. At the top of the list is uncomfortable seats with a third of respondents noting this problem. A large proportion of the respondents indicated that this is a problem in all the chapters, although it was not always the topmost issue. Inability to control the room temperature control appears to be an issue in Halifax and Truro, external noise is a problem in Halifax and audio-visual equipment are concerns in Liverpool and Truro. Parking is difficult in Truro.

Table 9: Deficiencies of the Classrooms

	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
Uncomfortable seats	38%	32%	25%	39%	22%	34%
Temperature control	35%	17%	16%	12%	30%	30%
External noise	22%	5%	5%	6%	11%	17%
Audio visual equipment	14%	14%	13%	21%	19%	15%
Parking	15%	7%	8%	6%	30%	15%
Not aesthetically pleasing	12%	2%	2%	0%	14%	9%
Classroom difficult to access	8%	12%	13%	9%	0%	7%
Poor lighting	3%	2%	3%	3%	3%	3%

Web Site Effectiveness

Results from the 2013 survey suggested that there was a need to improve the website with current and dynamic information. In the present survey nearly 90% of members said they had used the website over the last two years; 95% of them found it easy to use and almost 100% of them found what they were looking for (Table 10). Of those who visited, 7% noted that other information could be available on the website. It is unclear as to why the visitations to the website are lower in Truro and why fewer found it easier to use.

Table 10: Website Use and Effectiveness

	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
Visited the SCANS website in last two years	93%	86%	84%	88%	68%	87%
<i>Of those who visited the website, think it was easy to use</i>	97%	98%	96%	93%	72%	95%
Found information looking for	99%	100%	100%	96%	100%	99%

Perceived Value of Seniors' College Membership Fee

As was the case in 2013, almost all of members (94%) served by the five chapters agreed that the membership fee is good value for the money (Table 11). However, these are the people attending classes, so they are the ones most likely to agree with this statement.

Table 11: Perceived Value of Membership Fee

	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
Membership fee is good value.	94%	96%	93%	100%	94%	94%

Members' Involvement in Other Seniors' College Activities

Public Lectures and Social Events

Public lectures are held in Halifax and Truro and there has been one in Bridgewater. These public lectures are very popular with members in HRM, as well for those who live outside of HRM (Table 12). About 7% of current active members had attended a public lecture before becoming a member suggesting these lectures may be a good method of recruiting new members. There is great interest (82%) in attending more of these lectures, particularly from members who live outside HRM (54% to 84%).

Twenty-one percent of those living near HRM have attended a social event. Far more (42% - 51%), both in and outside of Halifax are interested in attending future social events hosted by their chapter. This speaks to the fact that for many of the members belonging to SCANS provides them with an opportunity to socialize with others.

Table 12: Participation in Public Lectures and Social Events

	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
Attended a Public Lecture	64%	44%	35%	24%	62%	56%
Attended before becoming a member	8%	3%	3%	3%	8%	7%
Interested in attending in the future	82%	76%	71%	55%	84%	83%
Attended a social event	21%	3%	2%	3%	8%	14%
Interested in future social events hosted by chapter	51%	42%	43%	42%	51%	49%

Field Trips and Evening Classes

There was substantial interest (85%) in participating in field trips (Table 13) and this level of interest is consistent across all chapters. These numbers suggest that all chapters could benefit from offering field trips.

Over a third of the respondents indicated they would attend evening courses (Table 13). Areas other than HRM, that have a smaller base of members, may need more interest to make such courses viable. As well, approximately 10% of respondents knew someone who might start attending classes if they were offered in the evening. In Halifax it may be useful then to offer one or two classes in the evening in order to add convenience for current members and attract new members who cannot participate in the daytime.

Table 13: Interest in Field Trips and Evening Classes

	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
Interested in field trips	86%	86%	91%	94%	89%	85%
Would attend evening classes	36%	40%	39%	52%	27%	37%

Volunteering

The level of volunteering for the Seniors' College in the membership is the same as it was in 2013, with a third of members having already volunteered in some capacity (Table 14). Of these, roughly half (17%) are currently volunteering. Over a third of those members who live near HRM indicated that they were willing to volunteer at the organizational level; a substantial number of members from other areas were also willing to volunteer in this manner. The percentage of members willing to volunteer at the chapter level ranged from a fifth to a quarter of chapter members.

Table 14: Seniors' College Volunteers

	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
	N = 242	N = 59	N = 63	N = 33	N = 37	N = 382
Has been a volunteer	33%	31%	19%	30%	41%	33%
Is currently a volunteer	19%	14%	19%	9%	19%	17%
Is willing to volunteer at the organizational level in the near future	31%	27%	22%	15%	22%	26%
Is willing to volunteer at the chapter level soon	21%	25%	25%	24%	30%	22%

Seniors' College Advocates

Word of Mouth Promotion

Most members tell others about the Seniors' College and over two thirds of them have convinced others to attend courses (Table 15). Keeping current members satisfied and excited about their experience is the best way to recruit new members and retain existing members. Everyone could be encouraged to continue to promote the Seniors' College.

Table 15: Membership Advocacy

	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
Told others about the Seniors' College	98%	94%	90%	97%	100%	97%
Convinced others to attend	70%	71%	79%	67%	68%	71%

Opportunities for Promotion

Approximately a quarter of all the members belong to another group at which a representative of the Seniors' College could give a promotional talk (Table 16). There was a significant amount of interest (14% - 24% of respondents) in having an instructor give a brief lecture to a group to which they belong.

Table 16: Interest in Seniors' College Presentations

	HRM	Chester	Mahone Bay	Liverpool	Truro	Total Sample
Belongs to a group where a representative could talk about the Seniors' College	23%	24%	27%	21%	32%	24%
Would be interested in having an instructor give a brief lecture.	14%	15%	14%	19%	24%	16%

Open Ended Responses to the Survey Questions by Chapter

Introduction

The following section lists the open-ended responses to the nine questions where that option was made available to respondents. The nine questions were:

Q3. Is there anything (good or bad) we should know about the performance of our instructors that you would like to pass on in confidence?

Q4. Were there any classrooms you felt were deficient in some way? Which ones? How were they deficient?

Q5. Were there any classrooms you felt were superior in some way? Which ones? How were they superior?

Q7. Are there courses, topics or subject areas you wish we offered but currently do not?

Q13b. Did you find the information you were looking for on the SCANS website? Yes ___ No ___ What was missing?

Q13c. Is there any other information or improvements you would like to see on the site? If yes -> They are)

15a. The registration fee is poor value. -> Why?

Q18. Can you tell us what the reasons were for others you know to stop taking classes?

Do you have any further comments or suggestions that the Seniors' College Board of Directors should be aware of when planning its long-term strategy?

The open-ended responses are grouped by chapter class locations. For example, all the open-ended responses from the surveys administered at the classes held in Mahone Bay are reported in the Mahone Bay section. This allows chapter administrators to view the responses most relevant to their location. We tabulated the responses in the following way. The number of times people gave a similar response to a question was summed for each chapter. So, in Mahone Bay if five of the respondents said they liked the classroom, it is reported "liked the classroom N = 5".

Halifax Open Ended Responses

Q3: Is there anything (good or bad) we should know about the performance of our instructors?

Very good; great, all very different, satisfactory, amazing, engaging, informative, knowledgeable, well prepared, pitch at right level N = 48

PowerPoint etc. adds to visual interest

Those with lots of class involvement

Job well done in getting a balance for those who have little background and those who have years of experience

Mic issues: function poorly, learn how to use mics, make use mics, hard to hear, amplification issues N = 22

More interaction, discussion in class needed, more discussion preferred, not encouraging questions, N = 6

Only one poor course; N = 6

Some courses too high a level, N = 3

PowerPoint slides too wordy, N = 2

Some instructors talk at audience rather than to them

Face the audience from centre stage

Some only read notes

Poor time management

Not only movies, need discussion as well

A few are too opinionated

Some have become forgetful

An instructor was very rude

A syllabus at beginning of class with resources etc., to help with retention, poor hearing/vision

Incompetent presentations

Some slides not interesting

Some instructors have difficulty with tech aspects

Too much personal stuff

Some otherwise competent people were ineffective presenters in large groups

Q4: Classroom Deficiencies

MCPA

MCPA: no air, too hot, too noisy; N = 55

Uncomfortable seating at Conservatory: N = 23

Conservatory room too small, N = 9

MCPA: elevator is not always available N = 3 and elevator intimidating N = 2

MCPA: Chair stacking difficult, needs larger screen, better room darkening N = 3

MCPA: Please fix door N = 2

MCPA: Too many stairs N = 2

MCPA: Audio is echoey

Parkland Lacewood:

poor parking, N = 6

too warm N = 4

poor seats N = 2

too far to go,

too dark

too cold

Keshen Goodwin, too hot, too much external noise, uncomfortable, AV N = 5

Acadia Hall (used because of Sackville Library renos), N = 6

Sackville Library: Too much set up

No screen in Chester

Spryfield: uncomfortable chairs, N = 2

Desbrisay Museum - not big enough

Parkland Dartmouth: Poor parking; too small, inadequate air circulation

Pool lighting for Japanese film in Parkland

Parking Poor at Central Library, N = 3

Council House on Young
 Captain Spry too big
 Stuff at Woodlawn Library, Cold at Woodlawn Library
 Air quality, noise, stairs, uncomfortable seating variable depending on venue
 AV occasionally poor N = 7
 Sound systems dismal in most locations
 Uncomfortable chairs N = 2 Hard chairs, N = 2

Q5: Classroom Superiority

Parkland, Clayton Park, N = 63 (chairs, tiered, no set up needed, water to drink, comfortable)
 William. Spry; N = 32, (Roomy, Airy, Good AV, lighting, Parking, New, coffee and cookies)
 Parkland, Dartmouth, N = 20 (no set up needed)
 Libraries
 Central Library; N = 13 (Paul O'Regan Hall)
 Woodlawn Library N = 11 (tiered, good av, audio)
 Any library; N = 11
 Sackville library, N = 3 (good chairs, clean)
 St. Paul's Church, Spryfield, N = 10 (all comments from members in Jazz class)
 Keshen Goodman, N = 5
 MCPA central N = 2 with parking N = 2
 Conservatory for smaller groups, N = 2
 Bloomfield; N= 2
 Chester (can buy coffee) N = 2
 Smaller classrooms have better sound
 Tantallon, N = 2
 Churches,
 Community centres
 Mahone Bay Centre, Mahone Bay has comfortable chairs
 Rooms with good audio setups
 Depends upon what is being taught
 All fine

Q7: Course Wishlist

Arts
 Arts Appreciation N = 4
 Canadian
 Criticism,
 Drawing
 Film
 History,
 Literature, Nova Scotia Literature
 Music,
 Theatre; Cinema N = 2
 Classical
 History,
 Appreciation; N = 9
 Opera for beginners
 Philosophy

Contemporary Living

- Birding, N = 2
- Chinese calligraphy
- City planning
- Crypto Currency
- Current Topics N = 2
- Cybercrime
- Debating
- Digital computers related to music, research, algorithms
- Essential Oils
- Financial Planning, N = 2,
- Gardening, N = 3 re. soil, famous gardens around the world, history
- Genealogy N = 3
- Homeopathy
- Housing
- Inequality
- Learning to play bridge, chess and other games
- Memory- how to improve with age
- Naturopathic
- Outdoor opportunities
- Photography N = 3 Practical Photography, General, Appreciation
- Retirement planning (multidisciplinary)
- Travel, self-directed/budget/travelogue N = 5
- Understanding Facebook, Instagram, twitter, etc.
- Understanding the News (re. fake news)
- Health for Seniors with physical component (hiking) and educational component

History

- Aboriginal, First Nations and reconciliation
- Acadian
- Ancient Roman Women
- Ancient World
- Anything on History N = 5
- Arctic Exploration N = 2
- Black
- Canadian
- Celts
- European
- Local
- Middle East
- Myths and Legends
- Religion (Abrahamic Religions), World Religion N = 6
- Rock n Roll
- Theatre
- Vikings

Science

- Architecture
- Astronomy
- Carbon taxes

Climate change & global warming

Environment N = 5

Ethology (animal behaviour)

Fossil Fuels

Geography (International), N = 3

Geology

(Local), N = 3

Offshore

General, N = 2

Math

Medical

Medical/Health Courses, N = 8

Microbiology

Mindfulness N = 2

Neurology N = 6

Nutrition

Oceanography N = 2

Physics

Psychology N = 2 (Autism)

Science N = 4

Technical

Politics and Current Events

Democracy,

Economics of Trade, N = 2 General N = 2

Law (Basic) N = 2

Politics, N = 5 (Canadian N = 2)

Culture – Social Studies

Immigration and acceptance of individuals (Sociology?)

Italian anything

Languages

with active participation

Spanish conversation; +1 (as in US for winter and many Spanish speakers)

general

Linguistics

Multiculturalism

Miscellaneous

First preference

Repeats of missed courses, N = 2

Repeats of courses on different day from previous term

All of the interesting courses are on the South Shore

Q13b: Web Site Information Missing

Where parking is available at course site

It is confusing that previous term is still online

Not always able to get info,

If power/internet out cannot check for cancellation

Had problems with password

OK but clumsy

Found 2 different sites I had to navigate
 Better description of courses (past as well)

Q13c: Web Site Improvements

Excellent site
 Do not like random selection of courses
 Registration a bit confusing
 Parking information if courses are out of the way
 Didn't know how to pay before I registered
 When my dues are due (but may not be possible)
 Ongoing maintenance and improvements to improve visibility and ease of use
 Cancellations
 Be clear that registration is not enrolment
 Dates of upcoming classes for upcoming terms
 No PayPal as my account was hacked
 Instructors presentation for the week included
 List all the courses given in the past
 Earlier sign-ups
 Current year doesn't appear quickly enough

Q15: Poor Value for Money

Good value if able to get two courses per semester, N = 7
 Very difficult to get into classes of your choice; N = 7
 I can sign up for any number of courses, but I get waitlisted N = 2
 Depends upon the number of courses offered per year
 Not enough courses for membership size
 Should be term-based payment as some terms there are no classes you want to attend
 Fee a bit high if living on OAS
 Want wider range of times
 Courses not interesting to me
 Would be good to consider a "punch card" system, e.g., 5 courses per card
 I have limited funds
 too much personal, and anti-business? (AR)
 Good Value N = 2
 Better value when courses were 8 weeks

Q18: Why did people you know stop taking classes

Too many other commitments; travel, busy N = 9
 Didn't get courses applied for, N = 9
 Lack of interest; N = 9
 Too expensive, N = 7
 Other interests, N = 6
 Illness, N = 6 (mobility)
 Old age, N = 5
 Travel an issue, distance, N = 3
 Didn't like class N = 2
 Moved to different area N = 2
 Forgetful

Course offered in Spryfield or Dartmouth

Accessibility

No computer so did not get notification of courses

Life events

Many are unhappy about not being able to get into classes

Parking

Location of course

Course repeats, although new ones have been added the past two years

Q21: Further Comments

What members like

Great work; N = 24

Interesting, Diversity; N = 4

SCANS has been an important social connection for us N = 3

Terrific Instructors N = 3

Great survey

I am very grateful for the existence of SCANS (from a 92-year-old member)

Very pleased with the more interesting and varied topics this year

Board doing an excellent job

I like the opportunity to continue learning; N = 2 think SCANS is doing an excellent job in promoting lifelong learning

Love SCANS

I hope you can stay in the building

Thank you to all the volunteers who make this happen

SCANS is a wonderful organization

Great programs N = 2

Best value for money in the city

I love coming to these classes

I appreciate everything that SCANS members do

Love the courses. Thank you for bringing them to us

Broad range of courses, especially viewed over several months

I think they do an outstanding job and thank you to all of them

Gratitude for those who have been able to facilitate, volunteer and instruct

I always try to attend Open House before semesters, where I might change my mind about a subject based on the instructor's performance

Suggestions for Improvement:

Need good seating, N = 2,

Need good Parking, N = 2,

Priority access for all volunteers

Carpooling

Would come to evening courses if safe parking

Would like a break with coffee etc.

Provide water,

Why promote membership when current members cannot get into courses, N = 2,

Like to pay in installments

Gift certificates for smaller amounts not only entire fee

Increase honorariums

Should those on waiting list get preference next time?

If a member is waitlisted for a course they should automatically get a spot if you register the next time the course is offered

Tweaking enrolment process if possible

Afternoons and Weekend Offerings

take a different approach for an intensive course to a more lecture style

more diversity, keep expanding course options

If repeating a course, have it on a different day

Keep growing

More promotion of Seniors' College, N = 3

Have a You tube channel

Uni profs are good but should try and encourage others as well

Try again for charitable donation status

Be welcoming to immigrants

Elevator in all venues

if there are empty seats they should be available for members who could wait by the door

More emphasis on donations at Public Lectures

Cannot come on Thursdays to social, N = 2

I realize that finances are the issue but it is frustrating to never be able to get one's first or second choice of classes. Many feel This way and some people including myself are considering giving up membership.

I have in fact taught a SCANS course many years ago. I taught then and feel more strongly now, that lectures should be supplemented by discussions.

Does the preference level make any difference? Once I have been waitlisted several times do I get preference the next time

Getting neurologists, etc. to share teaching a course -different speaker in field each week- might be easier to get them to teach a class

Repeat courses when there is a demand

Consider allowing the membership fee to cover three semesters even if they are not consecutive

I would like to see confirmation of attendance for courses prior to paying for registration

Greater diversity of course subjects

More classes per term N = 2

I would like to find out who is in class ahead of time

Be able to fill in survey on the web

People from Annapolis Valley would like similar offerings

Use Facebook as well for communication

More excursions and field trips (like bird watching) N = 3

More courses that allow participants to actively participate instead of straight lectures

Focus should be on retired aged individuals - SCANS is important to their health and wellness

Better system of assigning classes rather than randomly

Re. Locations

Larger classrooms, N = 9

More venues, N = 3 (Captain Spry rather than MCPA)

No courses near me, N = 2

Prefer Halifax locations, N = 2.

Time to travel by bus would take too long (Sackville and Spryfield)

Would appreciate and support more classes in Dartmouth

Classes in Dartmouth are hard to find;
 Please repeat Dartmouth classes in Halifax
 Courses in the Valley
 Stopped coming after Bloomfield
 A map in MCPA to show where classroom is
 Comfortable seating is important
 Survey too long to do in/after class
 Despite the problems in Rm 15, try to continue
 MCPA not accessible
 I was very disappointed that after driving all the way to Desbrisay Museum for special lecture the room was full and I couldn't attend
 Very frustrating not to get into courses but don't know the solutions
 Setting up and putting away chairs are an issue for class managers at some locations

Open Ended Responses: Chester

Q3: Is there anything (good or bad) we should know about the performance of our instructors?

All good/knowledgeable N = 6
 Entertaining and passionate N = 4
 Good teaching abilities N = 2
 Interactive classes get top marks
 Music courses exceptional

Several instructors unable to stop people from interrupting N = 3
 Some instructors don't know how to deal with someone disagreeing with them- makes class awkward
 Instructors need to speak louder
 A couple have been very boring
 Instructors who forget that SCANS courses are for interest only- they don't have to "cover" a curriculum
 Occasional younger instructors would augment viewpoints

Q4: Classroom Deficiency

Chairs Chester
 Chester- sometimes hard to park in winter
 Chairs Spryfield
 Mahone Bay - Poor Air Flow
 MCPA Room 15- Uncomfortable chairs N = 2, too small, difficult to access (wheelchair)

Q5: Classroom Superiority

Chester N = 6 Sound N = 3
 Ralph Hennigar room in Mahone Bay Centre
 Mahone Bay chairs N = 4
 Mahone Bay sound
 MCPA (Lilian Piercy) is wonderful
 Mahone Bay N = 3
 Parkland- Theatre seating

Q7: Course Wishlist

Debating

Global Warming- the Science

Field Trips (like birding course)

History

Media for Seniors N = 2

Music

 Theory

 Drumming

Psychology

Self-help programs

Senior programs- budgeting, affordable housing, other senior issues

Additional speakers to complement main speaker (such as birding course)

Q13b: Web Site Information Missing**Q13c: Web Site Improvements****Q15: Poor Value for Money**

If you are taking only one course...\$172.50 500 high for seniors

Q18: Why people you know stopped taking classes

Other interests N = 3

Not interested N = 2

Health Issues

Age

Q21: Further Comments

Entertaining

Excellent volunteers

Very good courses

Great instructors

Love this organization

Great opportunity for stress-free learning

SCANS is excellent - keeps brains active

Open Ended Responses: Mahone Bay**Q3: Is there anything (good or bad) we should know about the performance of our instructors?**

Very good caliber of instructors

Most instructors engaged the students

Most were well prepared and professional

All are very knowledgeable and hold our attention

Use of overheads to alleviate problems with some instructors' accents

Some instructors try to cram too much info into six 2-hour classes, don't leave time for participation and interaction

One lecturer who was inexperienced in class management and allowed a few individuals to continually interrupt with questions

Some courses could be better structured/organized

Instructors should have lecture experience/professor

One or two were hard to hear N = 3, need to enunciate better and project their voices N = 2

Hate PowerPoint reading N = 3 Please advise instructors not to show slides that they read out loud. We know how to read

2 courses I attended twice only- most people left. It was a couple of years ago

One young presenter requested questions at lectures end, when the learning opportunity had passed, not a good learning technique

Some courses that have been run before need refreshing

Some (not recently) let the audience interfere too much through politeness.

Q4: Classroom Deficiency

Mahone Bay Centre audio sometimes not very good

Mahone Bay large conference room AV poor- but repaired I believe

Mahone Bay chair lift often out of action!

Larger room at the MBC has a cold atmosphere, and long way from kitchen and washrooms, less friendly

Room on 2nd Floor to left in Mahone Bay difficult accessibility

Chairs in Chester very uncomfortable

MCPA has its challenges

Woodlawn Theatre is inappropriate for class discussion

Captain Spry- Audio

Technical issues can be problematic.

A dedicated tech assist is essential

Q5: Classroom Superiority

Ralph Hennigar Room Mahone Bay Centre N = 5; Proximity to kitchen for coffee break N = 4, very comfortable chairs; Good lighting; Screen; good equipment N = 2

Smaller room at MBC -

Mahone Bay and Chester are perfect

All good now in Mahone Bay with 2 superior rooms for different sizes of audience

New av equipment has made a great difference - not microphones

Chester St. Stephen's facility excellent

Those with good AV equipment

Parkland Clayton Park

Q7: Course Wishlist

Arts

Art and design

Literature N = 6

More music courses N = 2, history of music, instruments, choirs, church organs, composers, popular

Prof from Halifax who showed us 6 movies from the 30's which we discussed

Songwriting

The Booker Prize: Evaluate books on the list

Understanding media- print, television, radio etc.

Visual Arts

Contemporary Living

Financial- Investment
 Food
 Social Media- specifically the import of Facebook

History

Acadian History
 American History-Civil War
 Anything on History
 Architectural History N = 2
 Art History N = 5
 European History
 French Revolution
 History of any kind
 History of Canada /Canadian History N = 2
 History of Middle East
 History of South Shore
 Maritime History
 Mi'kmaq N = 2
 More courses that concentrate on a particular era or movement (20th C. Art)
 Movie History with Examples
 Pirates of Nova Scotia
 Provincial History

Politics and Current Events

Canadian Politics
 Comparative Religion Courses
 Conflict Issues in Palestine
 Current world affairs N = 2
 Economic Policy
 South American Politics
 US Politics N = 2

Science

Architecture
 Geography
 Insects
 Oceans
 Psychology
 Science
 The Science of Aging

Q13b: Website Information Missing

Instructor information very helpful

Q13c: Website Improvements

Emphasize where the course is being held- if it was previously somewhere else make sure the change is obvious

Less verbiage- simpler

More info on what courses are filled earlier

Q15: Poor Value for Money

Good value, however, I do go South in the winters and that cuts into my class activity

Not sure if good value- only able to access one course of interest this semester- wanted to take more but classes were full

Q18: Why people you know stopped taking classes

In a new romantic relationship

Too busy to commit to get what they feel is their "money's worth"

Maybe not really interested in a classroom style format

Age, expense, drive, timing of course

Q21: Further Comments

Feel fortunate that SCANS exists

Fortunate that I live close to many locations

More promotional events needed; I'm surprised by the number of people unaware of SCANS; Could local community or CBC Radio or TV do some interesting profiles

I love SCANS courses! N = 2

Feel welcome rather than an endurance test.

Spy School gives us a little research homework which I never seem to get done

I just think it's the quality of the instructors that is the key.

If you have attended really good courses, you keep coming back

I think some of my neighbors find SCANS too expensive, so they don't join

Thank you for opening the door to a congenial group

It is an amazing organization.

You are all incredible

Keep up the grand work you are doing

I heard someone say they are not interested in SCANS as it is not deep enough - no reading, more in-depth study

Registration has become more cumbersome. When online, sometimes a lottery and I dislike that after paying and registering early

I miss 4 courses at Mahone Bay. Having courses at Liverpool and Truro dilutes the number of lecturers we can get

Open Ended Responses: Liverpool

Q3: Is there anything (good or bad) we should know about the performance of our instructors?

Excellent knowledgeable, all good, +1

Most comfortable with content

Entertaining

Enthusiasm contagious

Boring, poor delivery skills, bad,

Not loud enough, moves around so sound poor, not speak clearly

Too detailed, Overwhelming, too technical
 Not enough detail
 Inexperienced
 Can't control class
 Too much personal beliefs/values

Q4: Classroom Deficiency

No coffee, N = 2
 Poor acoustics N = 2
 No curtains so too much light
 Liverpool
 AV equipment, laptop connection problems
 Fluorescent lights
 Liverpool Courthouse too close to noisy highway
 Tech in Mahone Bay
 Mahone Bay not comfortable

Q5: Classroom Superiority

Courthouse
 Chester
 Coffee
 Mahone Bay – comfortable chairs
 Trinity Hall - Good lighting

Q7: Course Wishlist

Nova Scotia History
 History, Roman Empire, Seven Years War
 Fashion History
 Literature
 Music
 Creative Writing
 Geography
 Religion
 Homeopathy, Natural remedies
 Astronomy
 Nautical
 Topics from other areas

Q13b: Web Site Information Missing

Not find specific Liverpool info

Q13c: Web Site Improvements

Easy except for cancellation info
 Linking membership and class registration forms
 More detailed syllabus
 It is much better lately

Q15: Poor Value for Money

No Responses

Q18: Why people you know stopped taking classes

Away too much, Travel,

Cost, N = 2

Hearing, N = 2

Illness

Instructor

Lack of interest, N = 2

Lack of Social

Moved

Timing of Sessions

Too busy

Uneven Quality

Q21: Further Comments

We have enjoyed the courses and appreciated the variety of options

Very content with lectures; Location sites fine

Ensure classrooms have adequate sound system; Appropriate temperature; Coffee break – small charge if necessary; Up-to-date audiovisual set up

Appreciate efforts of all volunteers; Would like coffee available

Course: awareness and coping strategies for aging: mental and physical changes

Expand the number of chapters e.g. Bridgewater

There seems to be much more variety offered in HRM

Would really like to see Bridgewater as a chapter

Open Ended Comments: Truro

Q3: Is there anything (good or bad) we should know about the performance of our instructors?

All address Human Interest

Coverage

Humor is conducive

Positive and appreciative of all our instructors- they expand the mind (and stimulate)

All have individualness and this is good

Instructors to date have been excellent- good speakers +1 and interesting +1 +1

One chewed gum +1

Most had good visual presentations; Some more dynamic in presenting

because of delivery and interesting slides

Well qualified, expert presenters, good sense of humour+1+1 and freely shared special knowledge +1

Interaction with “students” is much appreciated and valuable as most “students” have invaluable experience to share

Excellent instructors

All instructors invited questions

Offered new perspectives

Some refuse to allow any questions during (or after) class. This works against good adult learning principles

Cross language

Some allow too many interruptions by students- should make clear- no questions until after lecture

One chap had a “bad “shock wording like a 12-year-old. Not necessary in an adult atmosphere

Q4: Classroom Deficiency

Douglas Street

Douglas St. Too much light- needs better window covers N = 3

Douglas Street- hard to control the light for visual presentations

Ability to blackout for presentation is absent at Douglas St.

Douglas St. AV could be better

Douglas St. chairs are stained/dirty N = 2

Douglas St. has air quality concerns, but ample parking which makes up for that

Sometimes Douglas St. Classroom is too crowded-i.e., can't use tables but still the best venue

Parkland

Parkland- less parking than Douglas St. N = 2

Parking at Edinburgh Hall is a concern

Parkland sound quality not always the best

Parkland - not enough space for food breaks

Disliked shut-in feeling at Parkland Auditorium

Parkland- noisy fan and very dark

Truro main classroom has temperature variation- an issue for some

Tables too high for writing on or maybe seats too low

Some course rooms are too small- need larger room

Classroom in Spryfield I thought could have accommodated more than the “cut off “number

Q5: Classroom Superiority

Douglas St.

Douglas St. Rec. is excellent; easy access and friendly

Douglas Street is best

Douglas street because it is more central

Parkland

Parkland- comfy seats N = 8

Parkland auditorium-excellent sound and light control N = 6

Parkland- cleaner bathrooms

Parkland theatre - nice, clean room

Parkland- comfortable temperature.

Parkland is perfect

The seating at Kinross Hall on Baker Drive. Really nice

Marigold Centre was good but expensive

Q7: Course Wishlist

Arts

I loved the drawing courses- maybe more art classes

More literature courses N = 4

Music/music history

English Literature

- More Art
- Writing
- Contemporary Living
- Medical Subjects N = 2
- Mental Health
- Senior Lifestyle
- Astrology
- History
 - History/Survey of Costume
 - History/Survey of Theatre
 - Russian History
 - More History N = 2
 - Aboriginal History and Culture) N = 2
 - Canadian Native History
- Science
 - Medical Subjects N = 2
 - Mental Health
 - Geography N = 2
 - Geology
 - Astronomy
 - the ones where registrations were cut off (Neurology of the Brain) should be offered again
 - Eco theology
- Others
 - Varied topics- not too much science
 - Various religions
 - Political Systems

Q13b: Website Information Missing

More timely updates to course offerings once finalized
 2 or 3 times I was looking for info I wanted and couldn't find it. Other times I find info quickly

Q13c: Website Improvements

More instructors should be aware of the option to post class notes on a section of the SCANS site.
 Yes, but I don't know how you can make it easier for me
 It is great when teachers have course information on SCANS Website to download
 Would like to be able to pay registration with credit card online without extra fees
 Upcoming events-as soon as is available

Q15: Poor Value for Money

A reasonable value but too inflexible. You have to pay \$172.00 and have no idea if there will be course or space that will allow you to learn.
 Seniors are proud and may not want to apply for bursary
 Good or Poor value depending on course selection in smaller areas
 It would be better if there was a discount for a couple (family)

Q18: Why People You Know Stopped Taking Classes

Age/Medical conditions N = 5
 Financial N = 5

Relatively busy with other interests N == 4
 Not interested in topics N = 2
 Cost after the increase two years ago
 Wasn't for them- no specific reason
 Some wish a discount if can't attend a semester
 Did not like some of the instructors
 Moved

Q21: Further Comments

Good Idea. Keep up good work!
 Responsive Registrar
 I enjoy all courses, but in particular arts and sociology/anthropology
 Science and math expand the mind
 Overall the classes are controlled, and discussion is a good thing- just control some individuals who dominate with so many comments and questions- it breaks the flow
 Providing coffee and refreshments is a very important part of the experience at Truro
 Really enjoy SCANS

What happened to the Antigonish Chapter? It is one that I could drive to.
 Broad range of courses offered. For some of us who started late it would be nice to have some of the first courses reoffered-e.g., History of clothing, Group of Seven
 I see courses offered in other chapters that I would find interesting- do you ask members for feedback on them being offered in another chapter? I know I can travel to them but not willing to
 We used to have classes 4 days a week which were well attended, because the subjects/topics were interesting. Last few years, only 3/week. Four offerings/week would be better value for money
 Evening classes would interfere with various meetings which I attend
 If we could pay by course, more people might come. Comment made why pay for courses that are of no interest to me!
 Truro winter classes should not be in the morning due to snow problems
 More variety might be good
 I'd prefer 8 class course or start classes at 9:30, and the last half hour is for questions. All classes I have taken are always rushed
 It's good to get the online notes from SCANS
 Travelling into a geographic area to take a course influences number of courses attended per semester and not indicative of interest in topics