

Gender Studies Participatory Action Program Assessment Update

I met with Selma Djokovic (alumni) and a current Gender Studies senior (Kanya dambreville) to develop an outline of the project. Selma will conduct an initial focus group in the Senior capstone class. From there she will recruit more researcher participants to conduct focus groups with seniors and juniors. They will then organize 2-3 focus groups during community hours to gather students from the online methodology course (27 primarily majors with some minors) and GEN/PHI 333 (19 primarily majors with a few minors). After conducting these focus groups Selma and the student researchers will collect the findings and write a summary for the GS Advisory Committee. Working with the committee, Selma and the student researchers will then create an online Survey Monkey instrument to be sent to all Gender Studies majors and minors. We will give students 2 weeks to participate in the survey. Then Selma and the student researchers will analyze the data and with myself and Brett, write a report of the findings of the focus groups and the survey. We will then outline ways the program can address any issues that were brought up by the students. This project will be added to the GS self assessment.

POTENTIAL ADDITIONAL DATA:

The focus is to complete the stated project. However, because Kanya is also the President of the Pride group on campus, once the program assessment focus groups are underway, Selma and Kanya will reach out to all student clubs with a focus on gender justice. They will conduct at least one focus group with the leaders of all of these groups to explore the academic choices of these campus activists to better understand if there is a gulf between student activism around gender and declaring Gender Studies as a major or minor, and if so, what is the nature of it and how can it be addressed.

Timeline:

Assessment focus groups:	Seniors in the capstone	Selma	March 16
	Seniors and Juniors in GEN/PHI 333 and 380	Selma with self selected student researchers from capstone	March 20-April 10 is the goal 3 groups during community hours IF we can not get enough participants, Kanya suggested emailing all nonparticipants the questions. The instructors of each class will be asked to grant

			either class time or extra credit for participating
Write up and summarize the focus group data		Selma with student researchers from capstone and juniors from 333 or 380 in consultation with Katie and Brett	April 10-30
Develop Survey Monkey instrument	To be sent to all GS majors and minors	Selma with student researchers from capstone and juniors from 333 or 380 in consultation with Katie and Brett and the GS advisory	April 30-May 7
Go live with the Survey Monkey	Will advertise and get participation by raffling off 4 \$25 Starbucks gift cards		May 8-25
Analyze the data from the survey			June 10-15
Present analyses of all data and findings to GS Advisory at lunch retreat		All involved student researchers and Selma with GS advisory	June 20
Incorporate focus group and survey data into a comprehensive report to add to the GS self-study		Katie with incoming GS program director	June 25-July 1
Conduct a more thorough view of the field and the potential for the project to be published with Selma and student co-researchers as co-authors.		Katie with student researcher assistance	September-November

General structure of the assessment focus groups:

90 minutes focus groups with the following orienting questions:

Why did you become a GS majors/minors?

What do you get out of the program?

What is the role of activism in your life and your life as a GS student?

What do you think the role of politics should be for GS majors? Should you be engaged and aware and are you?

How do you see GS shaping your professional development and life?

What would you have liked to have gotten from the program that you didn't get?

What changes would you make if they could? (First with no limits/ and then with limits?)

What do you think is working about the program? What aspect did you like the best?

What did you not like? Were there things that were disappointing?

What is it like to tell people you're a GS major/Minor?

What does it feel like walking around campus/world as a GS major? Reading the news? Etc.

Would you feel more comfortable if the major/minor was called Studies in Gender Justice? Or had justice in the title?

Do you think it is clear what people can do with a GS major/minor?

IF WE CAN, AN ADDITIONAL FOCUS GROUP to be conducted AFTER the main assessment groups in late April:

Gender justice oriented activist student leaders focus group:

What is your major/minor?

Do you know there is a GS major/minor?

What do you think about it?

Why did they, or did they not become GS majors/minors?

Would you feel more comfortable if the major/minor was called Studies in Gender Justice? Or had justice in the title?

What do you see as the role of activism in your academic life? Professional life?

How is your current major/minor approaching your goals?

BUDGET

Selma as the alumni and lead research trainer for student research participants	133 hours/\$15 per hour averaging 10 hours per week	\$2000 (College Assistant)
4 \$25 Starbucks gift cards (suggested by Kanya as the gift card of choice)		\$100
Nice lunch for student researchers and Selma	Location TBA	\$150 (reimbursed to Katie)

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