Women and Gender Studies

Current Students Survey Report
(Summary Version)

Compiled by
Office of Academic Assessment
University of Southern Maine
Fall 2012
USM Women and Gender Studies (WGS) Current Survey

N=17

1. Major of Student:

- A WGS major 76.5%
- A WGS minor 11.8%
- A double major in WGS and another discipline 11.8%
- None of the above 0%

2. I anticipate graduating with a BA from USM

- 2012-2013 23.5%
- 2013-2014 58.8%
- 2014-2015 5.9%
- 2015-2016 11.8%
- I don’t know 0%

3. My experience of advising in the program has been:

- Excellent 82.4%
- Good 11.8%
- Adequate 5.9%
- Less than Adequate 0%
- Poor 0%
4. “Being able to major or minor in Women’s and Gender Studies was an important factor in my decision to attend USM.”

- Strongly agree 52.9%
- Somewhat agree 17.6%
- Somewhat disagree 11.8%
- Strongly disagree 0%
- Have no opinion 17.6%

5. “My education in Women’s and Gender Studies has improved my written communication skills.”

- Strongly agree 52.9%
- Somewhat agree 35.3%
- Somewhat disagree 0%
- Strongly disagree 5.9%
- Have no opinion 5.9%

6. “My education in Women’s and Gender Studies has improved my critical thinking skills.”

- Strongly agree 82.4%
- Somewhat agree 17.6%
- Somewhat disagree 0%
- Strongly disagree 0%
- Have no opinion 0%

7. “My education in Women’s and Gender Studies has improved my oral communication skill.”

- Strongly agree 41.2%
- Somewhat agree 52.9%
- Somewhat disagree 0%
- Strongly disagree 0%
- Have no opinion 5.9%
8. Overall, I would describe the quality of teaching in the Women’s and Gender Studies program as:

- Excellent: 70.6%
- Good: 29.4%
- Adequate: 0%
- Less than adequate: 0%
- Poor: 0%

**Additional responses about quality of teaching:**

- My professor was so organized and easy to follow…she should teach other professors how to teach.
- All my professors have been inspiring and exceptional educators. The first course in WGS encouraged me to decide on WGS. The instructor’s enthusiasm about the material, made the class fun and interesting. As an adult student in my 40s with no real background in Women's Studies, what I learned in her class has transformed how I see the world and my place in it.
- Some WGS faculty can be too relaxed about assignments and getting work done. This can make an enjoyable classroom environment and can still be engaging, but not all students are able to bring themselves to standard without that guidance/necessity.
- I wish there were a more racially diverse faculty within the program. I have been at USM for two years and have yet to have a person of color as a Professor.
- All of my WGS professors have been wonderful. I love this program because of the top-notch professors.
- The professors teaching in the Women and Gender Studies program at USM are exceptional. No question. They challenge you, they cheer for you, and they consistently bring out your best. I've gained so much from these professors, not only as a student, but as a human being. I praise the Women and Gender studies program at USM to everyone and encourage people to take classes.
- The professors foster an environment where a diversity of opinion is encouraged, and they create a space where your mind can creatively engage challenging theoretical material. I am so proud to be a Women and Gender Studies major at USM, and feel so fortunate to have had this experience.
- The disparity between the qualities of courses/teaching is great between lower and upper level courses (the upper level ones being awesome, lower level less so). I think there are ways to teach WGS 101 that can still be exciting and interesting.
- My only recommendation for WGS classes would be to have students self-identify with preferred pronouns at the beginning of class, as this can be awkward for students with non-normative PGPs otherwise.
- The best experiences I have had with faculty on campus have been with WGS professors. They have truly opened my eyes and changed my life forever!
- Really depends on the professor.
- Every WGS taken has enriched my worldview and made me think more critically.
9. Some Women’s and Gender Studies classes are offered online while others are in face-to-face classroom environment

- I strongly prefer face-to-face 64.7%
- I somewhat prefer face-to-face 17.6%
- I somewhat prefer online 0%
- I strongly prefer online 0%
- I have no preference between the two 5.9%
- I have not taken any online classes 11.8%

10. If you are a WGS major, do you currently intend to do an internship or a thesis as your capstone project during your final semester in the program?

- Internship 73.3%
- Thesis 26.7%

11. Have any of the following impeded your progress to completion of a BA within 4 years?

- No impediments 40.0%
- The need to engage in paid employment 40.0%
- Family/personal responsibilities 6.7%
- Scheduling of required classes 13.3%

*Additional responses related to progress of degree:*
- I have a career in photography that requires my attention as well and it sometime interferes with my ability to give my studies my full attention.
- Transferring into the program from another University as a third year student.
- Only impediment is my double major which will probably extend my stay here to 5 years
- I have a full time job and other work commitments that have always caused me to put school
on the back burner, I am actively trying to break that habit and I think USM does a wonderful job of catering to non-traditional students. I have been to several other Universities across the country and USM is the only one I can say I truly felt at home at, I love being a Student here.

- The last three choices apply for me, however, this quiz would only allow for one answer. Another “glitch” in my USM experience is that I switched from one major over to WGS not realizing that it was a writing and reading intensive program. I am grateful that it is. But I was not prepared to write at a college level. Therefore, I was faced with more challenges than expected.
- As a person living with a disability I have sometime found things difficult.
- I am in my final year of school here at USM, I am a WGS minor, and I am done with all my required classes for WGS except for 201, which I have been unable fit in to my commuter schedule.
- 4.5 years, with a one or 2 part time semesters as a result of traveling abroad (travel not affiliated with USM).

12. In addition to your course work, have you participated in other aspects of the program?

- Attended co-curricular events: 92.3%
- Attended or presented at Thinking Matters undergraduate research conference: 15.4%
- Was a TA for a WGS class: 0%
- Been employed in the WGS office as a work-study student: 15.4%

Additional Comments:
- None of the above: being a commuter student, single parent and student who had to engage in paid employment hinder me from becoming engaged in the WGS / USM community. Clearly a loss for me from my point of view but that was my own personal experience.
- Member of the GSSO

13. Is there an area within feminist studies that you feel is under-developed/under-represented in the current WGS curriculum? If so, what course or courses would you like to see offered?

- More emphasis on encouraging doing work with and for women in our own communities, especially work to end violence and to empower young women.
- At least one course related to the environment...some kind of nature/culture type course would be really interesting to me as combined with WGS.
More material on American WOC and hyphenated-American female identity would be nice.

The issue of Poverty and the way it affects women specifically is something that is misrepresented by the program at times, and women who are differently able or mentally ill into the discussion of poverty and under representation.

None come to mind at present.

The courses being offered are fairly wide-ranging, and I think the professors do an exemplary job offering interesting classes on a wide range of topics.

Feminism and disability!

No. I think the curriculum here is very well-rounded.

Courses focusing on Queer Theory, Gay History, Sex and Sexuality Politics, French Feminists, Activism and Protests: Organizing and Articulating.

I love the variety of topics covered in the classes, most classes had a broad range of issues.

14. What do you currently intend to do with your undergraduate education:

- Seek employment in the private sector(for profit-business)
- Seek employment in the public(governmental) or non-profit sector
- Seek admission to a professional degree program(teacher education, law, social work, business)
- Seek admission to a post-graduate academic degree program (MA or PhD program)
- Engage in full-time parenting or other uncompensated labor.

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\begin{array}{l|c}
\text{Intention} & \% \\
\hline
\text{Seek employment in the private sector(for profit-business)} & 0.0 \\
\text{Seek employment in the public(governmental) or non-profit sector} & 31.3 \\
\text{Seek admission to a professional degree program(teacher education, law, social work, business)} & 18.8 \\
\text{Seek admission to a post-graduate academic degree program (MA or PhD program)} & 50.0 \\
\text{Engage in full-time parenting or other uncompensated labor.} & 0.0 \\
\end{array}
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Additional responses:
- AmeriCorps
- Law school
- No intentions
15. USM WGS is working on a Master’s degree proposal. When the MA is approved, would you be interested in:

- Enrolling in a class 17.6%
- Enrolling in several linked classes that lead to a graduate certificate 11.8%
- Enrolling in the Master’s program to obtain an MA in Women’s and Gender Studies 70.6%