FSU's Gender-Based Divide

The Divide

Team 4

Florida State University

LIS3201 – Fall 2021

Research Instrument

Research Questions

RQ1:   What effect(s) does the gendered digital divide have on the educational experience of

FSU undergraduates?

Maps to survey or interview questions:

- Gender **(Q1)**
- Classification **(Q2)**
- Major **(Q3)**
- Is the student in STEM? **(Q4)**
- Is the student NON-STEM? **(Q5)**
- Observations from a classroom perspective about the demographic of the STEM programs at FSU **(Q11, Q12, Q14)**
    - Impact of these observations on learning experience **(Q9, Q10, Q15)**
- Observations from an outside perspective about the demographic of the STEM programs at FSU **(Q7, Q11, Q14)**
    - Impact of these observations on getting involved **(Q8, Q10)**

RQ2: Is the gender digital divide recognizable by FSU undergraduates?

Maps to survey or interview questions:

- Participant's definition of the digital divide **(Q6, Q13)**
- Observations about FSU and their STEM outreach **(Q10)**
- Observations about the demographics of the STEM programs at FSU **(Q14, Q15)**
    - Expected divide versus actual **(Q7)**
    - FSU's effort to increase diversity **(Q11)**
- Observations about individual comfort-level within STEM **(Q12)**

Instrument

Survey Questionnaire

Introduction: The purpose of this survey is to collect information about individual experiences

with FSU's STEM programs, regardless of a student's major/classification. We aim to document

incidents where students felt comfortable/uncomfortable in their environment.

Questions:

1. What is your gender?

   a. Male

   b. Female

   c. Non-Binary

  d. Other

2. What is your classification in school?

   a. Freshman

   b. Sophomore

   c. Junior

   d. Senior

3. What is your major and minor (if applicable) ? _____

Part II: Topic-specific Questions

4. Have you taken a STEM course?

   A. Yes
   B. No

5. If not, would you be interested in taking one in the future? (skip if you have) (see number 8)

   A. Yes
   B. No
   C. Not Applicable

6. Have you heard of the term "Digital Divide"?

   A. Yes
   B. No

7. In your experience, what percentage of STEM majors do you believe are women? (Slider between 0% and 100%)

0   25   50   75   100

8.) What reason(s) did you have for not taking a STEM course?

    A. *Not Interested*
    B. *Did not apply to my major/minor*
    C. *Did not know what courses were available*
    D. *Too Difficult*
    E. *Other_____.*
    F. *Not Applicable*

9.) If you are taking a STEM course, what motivated you to take that course?

    A. *Needed for major/minor*
    B. *Personal interest*
    C. *Good job opportunities*
    D. *Other _____.*
    E. *Not applicable*

10.) In your experience, do you feel as if FSU has provided assistance/guidance to promote STEM courses?

    A. *Yes*
    B. *No*

11.) On a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), do you believe FSU's STEM programs value diversity?

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1   2   3   4   5

12.) Do you believe that STEM programs are at a disadvantage because of the limited number of women enrolled in their programs?

13.) On a scale from 1 (Not Very) to 5 (Very), how strongly do you feel about actively increasing women's participation and involvement in STEM programs at FSU?

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1   2   3   4   5

Part III: Short Responses

14.) If you have taken a STEM course, did you feel represented by the demographic of your classmates? (Why/Why not)

15.) How would you define the digital divide? (Provide definition of digital divide used in survey after)

16.) Why students selected their answer for "What do students think the population of the genders are in the STEM field"

17.) Do you ever feel at a disadvantage or not given equal access within STEM (Why/Why not)?

18.) Why do you believe that STEM programs are either at a disadvantage or not? (Response to Question 12)

Qualtrics Link: https://fsu.qualtrics.com/jfe/form/SV_cGeTfqxq2kEEjTU

Consent Form

Note: Use the table below to document each team member's contribution to this assignment.

Name	Contribution
Daniel Jaramillo	Adding of questions to Qualtrics, setting up logic for certain questions, organization of question, survey testing
Vanessa Sanabria	Added questions of Qualtrics, participated in discussion, proofread research instrument and the qualtrics form
Jamel Douglas	Main setup of Qualtrics survey. Added questions to the Qualtrics survey, set up logic for some questions. General survey proofreading and testing.
Brennan O'Hara	Adding questions to Qualtrics. Participated in group discussions. Set up a consent form for Qualtrics. Survey testing.
Deven Ugalde	Helped come up with questions, participated in group discussions
Oliver Veras	Added Questions to Qualtrics, set up logic to display questions based on responses, included definition of Digital Divide.

Criteria	Rating
Appropriateness of the reworded research questions (3 pts); correct mapping to survey/interview questions (3 pts); appropriate and well-organized mapping (2 pts).	
The questions/Items in the research instrument are appropriate for the research problem and RQs (i.e., your instruments must obtain the data you need in order to answer your RQs) (15 pts)	
Format: file name (1 pt); research instrument is neat and well organized (logical order, layout, design, etc) (5 pts), consent form (1 pt)	