

Focus Group Questions

The Purposeful Graduate: Why Colleges Must Talk to Students about Vocation, by Clydesdale Tim. Chicago: University of Chicago, 2015. ISBN: 9780226236346.

These focus group questions were used for the evaluation of the Program for the Theological Exploration of Vocation (PTEV) funded by Lilly. Some of the language specific to the Lilly Endowment grant has been modified.

Student Focus Group Interview Questions

1. Tell me about the parts or programs of the grant at this college that you've been involved in.
Prompt: how did you hear about these programs or activities?
2. There are so many different things that you can get involved in at this college, why did you choose these programs or activities? *Prompts: has your involvement been beneficial to you? Why?*
3. Is there anything you'd change about these programs? *Prompts: what, why? What would you keep the same?*
4. If I walked across campus today and randomly stopped students to ask them about this program - what would they say? *Prompts: how many would know about the program? How many would have a positive view, a negative view? What if I could travel back two years in time and do the same thing - would I hear anything different?*
5. How important is the religious affiliation/heritage of this college to you? *Prompts: has it become more slash less important over time? Would other students generally say the same thing, or might there be some other voices slash opinions than those I'm hearing around the table?*
6. Do you ever hear students, faculty, or staff using terms like vocation, calling, or purpose? *Prompts: among whom? how often? is talking about such ideas helpful? who uses these terms the most dash students, faculty or staff?*
7. If, at the end of the semester, this program ceased to exist - what would happen? *Prompts: Who would be impacted the most? Who wouldn't even know? Would this college be different if the program had never existed? How?*
8. We've covered a lot of things today, but I may have missed something important period so I want to give you an opportunity to tell me what that something is, or what you think is the most important take away lesson about this program.

Faculty and staff focus group interview questions

1. Tell me about the parts or programs of the grant at this college that you've been involved in.
Prompts: how did you hear about these programs or activities? Has your involvement been beneficial to you? How?
2. The grant, when it launched this initiative, encouraged recipients to be creative and experimental in its efforts to engage members of campus in the theological exploration of vocation period from the various places that you sit and the various students, staff, or faculty whom you know, what has been the grants hits and what have been the grants misses?
Prompts: if you could change anything about the programs, their use of money, or their goals, what would you change? Why?
3. How do your colleagues view your involvement in these programs, and what has been the extent of faculty or staff buy in of the aims of the grant? *Prompts: how many know about these programs? How many participate in these programs? How many are proponents? How many are*

opponents? What if I could travel back three years in time and ask this same question dash would I hear the same answers?

4. The grant sought to enhance the vocational mentorship of students, and particularly enhance the capacity of faculty and staff to provide vocational mentorship of students some of you have been affiliated with the university for a long time, some of you are newer, but I'm curious, have you seen a change, has there been an enhancement, have conversations with students grown deeper?
5. Do you ever hear students, faculty, or staff using terms like vocation, calling, or purpose?
Prompts: how often, among whom? Has talking about such ideas been beneficial? To whom? Who uses these terms the most dash students, faculty, or staff? Has usage been meaningful, jargonesque, or both?
6. How important is the religious affiliation or heritage of this college to you? *Prompts: has it become more or less important over time? Would other faculty or staff say the same thing, or might there be some other voices or opinions than those I'm hearing around the table?*
7. If, at the end of this semester, this program ceased to exist dash what would happen? Who would be impacted most? Who wouldn't even know? Would this college be different if the program had never existed? How?
8. We've covered a lot of things today, but I may have missed something important. So I wanted to give you an opportunity to tell me what that something is, or what you think the most important take away lesson about the program is.