GUIDED PATHWAYS SCALE OF ADOPTION FOLLOW-UP CALLS INTERVIEW PROTOCOL AND NOTES TEMPLATE

|  |
| --- |
| **NOTE FOR INTERVIEWERS:** |
| 1. When possible, try to have two people on the call – one taking notes in the form and one leading the call. 2. Prior to the call, review the college’s completed Scale of Adoption assessment to help determine what follow-up questions you want to ask. 3. The protocol has four main parts:    1. Introductions and overview of call (2-3 minutes)    2. Review the scale (5 minutes)    3. Discuss the college’s process of completing the assessment (5-10 minutes)    4. Discuss the essential practices (50 minutes) 4. After discussing the essential practices, ask the follow-up questions at the end of the protocol. (5 minutes) 5. We recommend planning at least 75 minutes for each call. |

# INTRODUCTIONS AND CALL OVERVIEW

*“Thank you so much for taking the time to talk with us today. My name is \_\_\_\_\_ and I’m joined by \_\_\_\_\_, and we’re calling from the [your state] Student Success Center to discuss your college’s guided pathways work.*

*During this call, we’re going to walk through the guided pathways Scale of Adoption assessment that your college recently completed. We want to learn about what your college is doing to implement guided pathways and what you have planned. We also want to answer any questions that you may have about pathways. After we complete the calls, the Student Success Center will be sharing out what we’ve learned from our calls with all the colleges in the state, and we’ll use this information to plan additional workshops and technical assistance activities.”*

1. **REVIEW THE SCALE**

*“Before we jump into the assessment, we want to go over the definitions that we’re using to describe how far along your institution is toward scaling guided pathways practices.” [Review the scale definitions, and ask if there are any questions. See definitions on next page.]*

|  |  |
| --- | --- |
| **SCALE OF ADOPTION** | **DEFINITION** |
| *Not occurring* | College is currently not following, or planning to follow, this practice |
| *Not systematic* | Practice is incomplete, inconsistent, informal, and/or optional |
| *Planning to scale* | College is has made plans to implement the practice at scale and has started to put these plans into place |
| *Scaling in progress* | Implementation of the practice is in progress for all students |
| *At scale* | Practice is implemented at scale—that is, for all students in all programs of study |

1. **PROCESS OF COMPLETING THE ASSESSMENT**

*“First, we’d like to discuss how the college completed the template.*

* *Who was involved with completing the assessment, and how were these people selected?*
* *What process did this group go through to complete the assessment and come to agreement around what information was included?”*

1. **REVIEW AND DISCUSS THE COLLEGE’S PROGRESS IMPLEMENTING   
   THE ESSENTIAL PRACTICES**

*“Next, we’ll walk through the scale of adoption template and discuss what the college is doing in each area and what is planned, and answer any questions you have about the practice.”*

|  |
| --- |
| **Interviewer: For each essential practice, read the prompt, and ask the team to describe what they’re doing related to the practice and any future plans that they have in place.** |
| * After they’ve described what they’re doing, ask them some follow-up questions. Make sure you fully understand what they’re doing and which students are currently affected by the practice. This will help you figure out where the college is on the scale. * Use the guided pathways scale of adoption indicators as prompts for follow-up questions. These can be especially useful for practices where the college states that they are at scale or “done” with a practice. * Go over the initial rating that the college selected. If you think it fits, confirm that they’re still in agreement, and then move on to the next essential practice. * If you don’t think that the rating is a good fit, suggest that a different rating might be better and, most importantly, *why you think this*.   **Decide together on an accurate rating before moving on to the next essential practice.** |

## SCALE OF ADOPTION FOLLOW-UP CALL NOTES

|  |  |
| --- | --- |
| **BACKGROUND INFORMATION** | |
| College name |  |
| Interviewers on call |  |
| College participants on call |  |
| Date of call |  |

|  |  |
| --- | --- |
| PROCESS OF COMPLETING SCALE OF ADOPTION TEMPLATE | |
| Who from the college filled out the template? [Try to get at whether this was a one-person job, or a group. If a group – who? Deans, advisors, faculty, senior admins, etc.] |  |
| What was the process for filling out the template? |  |

## GUIDED PATHWAYS ESSENTIAL PRACTICES

|  |  |  |
| --- | --- | --- |
| MAPPING PATHWAYS TO STUDENT END GOALS | | |
|  | NOTES | FINAL RATING |
| Ask for an overview of the college’s metamajor/pathway structure and how they are being used/planned to be used: | |
| 1a. | Doing:  Next Steps/Timeline: | Choose an item. |
| 1b. | Doing:  Next Steps/Timeline: | Choose an item. |
| 1c. | Doing:  Next Steps/Timeline: | Choose an item. |

|  |  |  |
| --- | --- | --- |
| HELPING STUDENTS CHOOSE AND ENTER A PATHWAY | | |
|  | NOTES | FINAL RATING |
| Ask for an overview of the developmental education structure.  (How many levels of math/English? How are students placed? Does the college have plans for any type of accelerated or corequisite courses?) | |
| 2a. | Doing:  Next Steps/Timeline: | Choose an item. |
| 2b. | Doing:  Next Steps/Timeline: | Choose an item. |
| 2c. | Doing:  Next Steps/Timeline: | Choose an item. |
| 2d. | Doing:  Next Steps/Timeline: | Choose an item. |
| 2e. | Doing:  Next Steps/Timeline: | Choose an item. |

|  |  |  |
| --- | --- | --- |
| KEEPING STUDENTS ON THEIR PATHS | | |
|  | NOTES | FINAL RATING |
| Ask for an overview of the advising structure (Are there professional/faculty  advisors, success coaches? Do students have assigned advisors? Is advising  required of any/all students? If so, how often?) | |
| 3a. | Doing:  Next Steps/Timeline: | Choose an item. |
| 3b. | Doing:  Next Steps/Timeline: | Choose an item. |
| 3c. | Doing:  Next Steps/Timeline: | Choose an item. |
| 3d. | Doing:  Next Steps/Timeline: | Choose an item. |
| 3e. | Doing:  Next Steps/Timeline: | Choose an item. |

|  |  |  |
| --- | --- | --- |
| ENSURING THAT STUDENTS ARE LEARNING | | |
|  | NOTES | FINAL RATING |
|  | |
| 4a. | Doing:  Next Steps/Timeline: | Choose an item. |
| 4b. | Doing:  Next Steps/Timeline: | Choose an item. |
| 4c. | Doing:  Next Steps/Timeline: | Choose an item. |
| 4d. | Doing:  Next Steps/Timeline: | Choose an item. |
| 4e. | Doing:  Next Steps/Timeline: | Choose an item. |
| 4f. | Doing:  Next Steps/Timeline: | Choose an item. |

|  |  |
| --- | --- |
| FOLLOW-UP QUESTIONS | |
| What are the major challenges the college is facing (in any of the four areas, or generally)? |  |
| Are there any specific areas where the college would like assistance? |  |
| Any other requests? |  |

|  |  |
| --- | --- |
| GENERAL REFLECTIONS/SUMMARY NOTES | |
| Interviewers’ overall impressions (did the people on the call seem knowledgeable and engaged, anything unusual about the interview, did they seem resistant to feedback, etc.). |  |
| Information about institutional context (any overall forces/obstacles, etc. that are affecting their guided pathways work). |  |