

NOTE: *At this time, the facilitator can read aloud the outcomes provided in this protocol.*

4. **Explain consent forms and request signatures:** Because we will be recording (and videotaping, if applicable) the focus group conversation, we are required to ask that you sign a form that stipulates your consent. Participation is absolutely voluntary.
5. **Describe facilitator role:** My role as facilitator is to:
 - ask questions and keep the group on track, and
 - explain that we'll be moving through the material fairly quickly, even though people might have more to say about a topic.
6. **Describe participants' role:** Each participant is expected to do the following:
 - share experiences and opinions, both positive and negative;
 - participate in discussion and fill out response forms as requested; and
 - offer advice to college leaders about steps they can take to promote Latina/o student engagement and transfer.
7. **Audio taping/videotaping/note-taking:**
 - Video and audio recording are for the purposes of gathering information to help [Name of Institution] make improvements in its processes for students; writing a report to the college; using video clips in presentations and workshops; and, if applicable, for college leaders to share with faculty and staff to help identify improvement strategies.
 - No names will be used in the report. If you are wearing a name tag or, or any other identifiers, please remove them.
8. **Logistics:**
 - 90 minutes maximum
 - Arrangements for water and restroom break
 - Other?
9. **Ground rules:**
 - One person speaks at a time; no side conversations.
 - No one person dominates; everyone will have a chance to be heard.
 - There are no right or wrong answers; the discussion is about your experiences at this college; what we learn will help not only this college but others as well to improve their work with students.
10. **Questions:** Now, are there any questions before we get started?

Background and General Information About Participants

1. **Verify that all faculty/staff fit the criteria established for the group** (gender/faculty and staff representing transfer, diversity and equity programs).
2. **Discuss other elements of *Faculty/Staff Profile Sheet***, if desired, to better understand characteristics of participants.

3. **Introduce participants:** a) name, b) role(s) at the college/university, including roles with transfer advising and/or diversity equity initiatives, c) how long each has worked at the college/university.

Focus Group Discussion Questions

Outcome 1: Understand faculty and staff perceptions of the experiences, assets and challenges of Latina/o students on their campuses.

- Q1: From your perspective, do you see differences between the experiences of Latino/a students and other groups of students on your campus?** In terms of:
- Academic goals and expectations
 - Challenges and barriers they face on and off campus that could potentially impact their academic success? Challenges and barriers that arise from their prior experiences? Challenges and barriers to success that they encounter at the college?
 - Cultural strengths and assets they bring with them to college that faculty and staff can build upon? Any strengths that are specific to Latina/o students and their experiences?
 - If yes, please explain the differences.

Outcome 2: Understand faculty and staff perspectives about institutional policies, programs and initiatives at four-year institutions that impact Latina/o student engagement, completion and transfer.

- Q1: Are there specific offices, programs, or outreach efforts at the institution that focus on transfer students and/or promoting transfer to the college/university?** If yes, explain their role and how they work with students and with feeder institutions, if applicable.
- Q2: Is there a specific office or program that targets Latina/o students for transfer from area community colleges?** If so, explain how this program/office works with feeder institutions.
- Q3: To your knowledge, does this college currently have collaborative relationships with any two-year institutions to simplify and facilitate streamlined transfer between the community college and the four-year institution?** If so, please describe. Do any of these target Latina/o students specifically?
- [If yes to the above question]. Does the college work directly with selected community colleges to create an academic plan that connects both the community college and four-year institution course requirements?* If yes, please describe.
- Q4: From your perspective, how effective are the college/university's current efforts to encourage and support transfer to four-year institutions for all students? For Latinas/os specifically?**

Summary & Close

- Q1:** From your perspective, what steps could the college/university take to improve completion and transfer for all students? For Latina/o students?
- Q2:** From your perspective what are the most important changes the college/university could make that would respond to students' challenges and eliminate any barriers to success that we discussed earlier? For Latina/o students? Changes in institutional policy and practice? Changes in collaboration with feeder schools and four-year institutions? Changes in how faculty and staff work with students? Other?
- Q3:** Thank you.
- Q4:** Collect forms.