



The Bridge Project

SAMPLE

COUNSELOR / ADMINISTRATOR INTERVIEW

How many AP, Honors, and pre-AP courses are there in this high school?

- What percent of students take these courses?

Please describe the process through which students are placed into college preparatory classes (honors, pre-AP, AP).

- How are parents and students informed about placement procedures?
- If students have not been in the college preparatory “track” previously, can they enter into college preparatory classes in high school?

Is there a counselor who spends 100 percent of his/her time on guidance and counseling?

Could you describe the counseling facilities at this school, including the counseling facility, support staff, technology, books, etc.

At what point do counselors begin meeting with students to discuss college-related issues? Please describe those meetings.

What are the current responsibilities for each of the counselors?

At what point do counselors begin meeting with students to discuss college preparation (e.g. grade 9, 10, 11, 12)?

- How often and for how long do they meet with students throughout high school?
- Are parents present?
- What goes on during such counseling sessions?

Please describe how students are placed into college prep classes (or honors).

- How are parents and student informed about placement procedures?
- If students have not been in the college preparatory “curriculum path” previously, can they enter into college preparatory classes in high school?
- Could you describe the differences, for example, between an honors 11th grade English class and a non-honors 11th grade English class?

What types of information do teachers and counselors receive from your school district regarding advising students about how to prepare for college?

- About placement exams?
- Is there any information that you would like to receive that you currently do not receive?

What type of admissions information do you receive from the public universities in your state?

- Community colleges?
- Do those institutions send someone to your campus to discuss admissions information with school staff?
- Does school staff go to those campuses to receive information or attend counselor sessions?
- Is there any information that you would like to receive that you currently do not?

Please describe the process through which you or other individuals within your school are informed about any changes in state university policy.

Do the public universities in your state provide information to your school regarding your students' collegiate success (e.g., numbers requiring remediation/development prior to matriculation into typical freshmen sequence, graduation and attrition rates, overall academic performance)?

- How is that information reported?
- How do you use the information?
- How is that information shared within the high school?

In your opinion, are K-12 educators given enough information regarding the admission and remediation/course placement, policies of state university institutions?

- What might account for any gaps in knowledge?

What types of interaction are there among high school teachers/staff and individuals from the regional colleges, universities, the state department of education, and other education entities? Please describe.

- How might these interactions be more useful in communicating high school exit policies and university expectations, policies, procedures, and programs to individuals within secondary schools?
- How might those within K-12 become better informed about such policies?

What do you think the effects of [the state's recent public education reforms that affect high school graduation] has been on teaching and learning?

- One college preparation and aspirations?
- [Other state-specific questions?]

Do you think the state's current education reforms will prepare students to get into, and succeed in, college?

How prepared are students in this school for college at [the closest public university]?

Documents to request:

- Statistical information including college attendance rates
- Demographic information about each school and district
- College and career planning information that is disseminated to stakeholders – from district, school, and/or classroom level.