

**S-STEM Site Visit Protocol
FACULTY MEMBERS**

<Salutation>, my name is <name>, from <Abt or Sage Fox and brief description of firm and location>. Let me introduce the team who will participate in today's interview/focus group. <List with descriptions.>

The National Science Foundation has contracted with us to evaluate the Scholarships in Science, Technology, Engineering, and Mathematics program, otherwise known as S-STEM. On this campus, the program is called <site-specific program name> and <name> is the principal investigator.

The goals of the evaluation are to understand the role of S-STEM in the educational and career trajectories of scholarship recipients and to examine the effects of the program on grantee institutions. We're also interested in the characteristics of exemplary S-STEM programs.

We're here today to talk with you about your experiences with the S-STEM program. Your comments will be included as part of a report to NSF about implementation practices and the program's benefits for students, STEM departments, and institutions. We hope that your participation in this interview will help improve the nationwide S-STEM program for the benefit of future grantee institutions and scholarship recipients.

Before we begin our discussion, we would like to let you know that:

- You are not required to participate in this interview. You may decline to answer any questions we ask, and you may request to end the interview at any time;
- We will be recording and taking notes during the discussion; and
- We will not quote you by name in our report to NSF.

Do you agree to participate in this interview under these conditions? Do you have any questions?

1. How did you get involved with the <S-STEM> program and why did you decide to participate?

Probes:

- a. Were you part of the proposal?

2. What are your <S-STEM> related roles and responsibilities?

<If faculty is a research mentor, ask Module A: Research Mentor. If Faculty is involved in another, functional role, ask Module B: Program Components.>

MODULE A: RESEARCH MENTOR

1. How many undergraduates do you support as a faculty research mentor? How many are <S-STEM> funded?

2. Tell us more about how you involve <S-STEM> students in your research.

- a. Are the students formal members of your research team?
- b. How much time do you spend with <S-STEM> students, in a given month, on average?

- c. What sorts of interactions (instructional, in lab; informal get-togethers; formal meetings with students and the rest of the research team) do you have with <S-STEM> students in your role of mentor?
3. **<if there are students NOT in S-STEM> Are there unique aspects of working with <S-STEM> scholars, either due to the financial or programmatic supports that the program offers?**
 4. **Is there a community of <S-STEM> faculty mentors?**
Probe:
 - a. What activities or supports do you receive?
 - b. Do you receive formal or informal mentor training?
 - c. How do you interact with other mentors, if at all?
 5. **Do you see your (and others') research mentor role benefiting your department or the institution at large?**
Probes:
 - a. Has research mentoring led to improved student outcomes?
 - b. Has it contributed to a culture of mentoring?

<End Module A>

MODULE B: PROGRAM COMPONENTS

<The following questions will be repeated for each component the faculty member is involved with as identified in question 2. The interviewer will replace the words in <> with the name of the program component in question.>

6. **Please describe <the component of the S-STEM >.**
Probes:
 - a. What are the activities that <component> supports? How many <S-STEM> students and non-<S-STEM> funded students are involved? Who else is involved in <component> and what are their roles?
 - b. From your understanding, how does <the component> complement other aspects of the <S-STEM> program? Other aspects of the students' experiences on campus?
7. **Was <component> started by <S-STEM> or adopted by <S-STEM> for inclusion in the program model?**
Probes:
 - a. Which of these three circumstances occurred for the <component>:
 - i. Created by <S-STEM> and stays as an independent unit
 - ii. Created by <S-STEM> and has spread to other areas/students/etc.
 - iii. Created elsewhere (on campus) and <S-STEM> uses it.
 - b. <if ii or iii> How did this happen? How has it evolved?
8. **Has <the component> evolved since you became involved? How did it evolve that way? Were you the driving force behind this evolution?**
Probe:
 - a. Was <the component> available to students prior to the <S-STEM> program? <if yes> How has it evolved as a result of <S-STEM>?

9. How is <component> funded?

10. How does <the component> benefit the students who are directly funded by the <S-STEM> project?

Probes:

- a) What are the direct benefits to students? For example skills, or new knowledge or providing other critical support to promote their success at <IHE>?
- b) How does it impact the student's academic and career trajectory?
- c) Does <component> benefit <S-STEM> students in a way that is above and beyond any benefits to other, non-program, students?

11. <If the component benefits non S-STEM students> How does <the component> benefit the students who are not participating in the <S-STEM> project (if at all)?

12. What impact does <this component> have on the <IHE>?

Probes:

- a. Has it increased the capacity of <IHE>? Has it changed enrollment, retention or graduation rates in any way?
- b. Have new partnerships emerged either with industry or other departments or offices on campus?

<END MODULE B>

13. Are there other NSF projects on campus or other funding to support activities that benefit S-STEM participants? Please describe these.

14. What shortcomings have there been to <the component or research opportunity through S-STEM>?

15. What unanticipated issues have arisen?

16. What have the outcomes been?

- a. What has been the effect on <S-STEM> students?
- b. In your department? On campus, at large?

17. Will <this component or research opportunity> be able to continue in its current form when/if <S-STEM> funds are no longer available?

Thank you so much for your time, we know that you are very busy. This has been an important conversation and will greatly help us to understand the impact of S-STEM on students and institutions.