**E610 Interview Guide for PEVs**

This document provides sample questions to use during on-campus interviews. Note that the list is not exhaustive, nor is it necessarily expected that all questions will be asked. The PEV should generate a list of questions based on the program under review and what information is needed to resolve any issues that have arisen through the review of the Self-Study Report during communication with the program contact. Many questions below may not be needed if the Self-Study Report is well-written and/or the pre-visit communication has been strong. It is unlikely all the questions can be asked in a 20-30-minute interview.

**Sample Questions for Faculty (General)**

1. *Discuss any issues of concern that have surfaced during the reading of the Self-Study Report.*
2. What are your program’s assessment and evaluation processes for measuring student outcomes attainment? What role do you have in the assessment of student outcomes and the evaluation of data?
3. What positive changes in the program have been driven by assessment data?
4. Are there enough faculty members in your program to maintain program continuity and stability? Are faculty competencies adequate to cover all the curricular areas of the program?
5. How is your professional development supported? Please tell me about your professional development activities.
6. In your opinion, are classrooms, offices, laboratories, and associated equipment in your program adequate to support the attainment of student outcomes? Do they provide an atmosphere conducive to learning?
7. Are modern tools and computer resources appropriate to the program? And are they available, accessible, and systematically maintained and upgraded to enable students to attain student outcomes?
8. Do library resources meet your students’ needs? Your professional needs?
9. What types of interaction do you and other faculty members have with students in your program? In your opinion, are there enough faculty members to accommodate adequate levels of student advising and counseling?
10. Describe the systems that are in place to ensure that students meet all prerequisite requirements for the courses in which they are registered.
11. Do prerequisites appear to adequately prepare students for their courses?
12. Please tell me about your interactions with industrial and professional practitioners, as well as employers of students and graduates.
13. Is the office and technical staff adequate to support your work?
14. How confident are you that institutional support for the program will continue?
15. What are the program’s greatest strengths? What are the program’s greatest needs?
16. If you could change one thing in your program, what would it be?
17. *Question for tenure-track faculty members*: Do you have a clear understanding of what is required to achieve tenure?

**Additional Questions for Faculty Involved in Culminating Major Design Experience Courses**

1. Describe the culminating major design experience projects. How do you ensure that projects are based on the knowledge and skills acquired in earlier course work?
2. Are interdisciplinary design projects accommodated? If so, how are students in your program assured that their culminating design is based on knowledge and skills acquired in earlier course work?
3. How do you ensure that projects have sufficient and appropriate design content?
4. What are the typical sources of ideas for the major culminating design projects (industrial projects, student-defined projects, design competitions, etc.)?
5. How many members of and in what capacity is the faculty involved in the design effort?
6. Are all design projects group efforts? How are grades determined for individual students?
7. How do you ensure that appropriate engineering standards are incorporated into design projects?
8. How do you ensure that multiple realistic constraints are incorporated into design projects?
9. Does the program have sufficient support for the design projects (financial support, space, fabrication facilities, software, etc.)?
10. When fabrication (machining, welding, etc.) by students is required, how are the students trained and supervised? What facilities are available to teams?
11. What are the deliverables of the culminating design experience projects (reports, presentations, prototypes, etc.)?

**Additional Questions for Faculty Involved in Assessment and Preparation for Visit**

1. How do you keep abreast of changes in the accreditation criteria?
2. How does the program support the faculty workload related to assessment activities?
3. How is the faculty as a whole involved in the collection and evaluation of assessment data?
4. How do you ensure faculty participation in assessment activities?
5. What positive changes in the program have been driven by assessment data?
6. Are the results of the assessment of student performance with respect to the student outcomes consistent with the subjective impression of the faculty?
7. Is the current assessment process working well? Is there something you would change?
8. If assessment is occurring in courses with students from multiple programs, how is the assessment being disaggregated amongst programs?

**Sample Questions to ask Department Chair/Program Leader/Program Head**

1. *Discuss any issues of concern that may have surfaced during the reading of the Self-Study Report or on Day 0 during the lab tours and review of materials.*
2. Ask about changes in the program since the last visit. What changes have been made since the the Self-Study Reportwas submitted?
3. In what mode(s) does the department deliver its program? If online or on other campuses, ask how program ensures all students get a comparable experience.
4. Do you think your program has sufficient faculty members? Describe how faculty competencies are adequate to cover all of the curricular areas of the program.
5. How is the department's budget determined and who manages it? How has this process gone for the past few years? Is the budget adequate to support the program?
6. How does the department manage its enrollment? Discuss the admission process.
7. Does the department have a formal mentoring program for faculty members?
8. Is there a documented process that tenure-track faculty members follow to achieve tenure?
9. How are program and curriculum changes approved?
10. Describe the student advising framework.
11. How are prerequisites enforced for classes? Are waivers allowed? Who determines this, what process is used and how is this documented?
12. How does the program ensure that all degree requirements are met? Who makes the final approval?
13. How does the department monitor student success through its curriculum? Describe the support services and resources for at-risk students.
14. How are students advised regarding career matters? What process do you use to help provide employment opportunities for the students?
15. How many students participate in internships or co-ops?
16. Is a continuous improvement plan in place? Ask for a copy of the plan if it is not included in the display material or in the Self-Study Report.
17. Describe the processes for setting program educational objectives and student outcomes if questions remain after reading the Self-Study Report.
18. Describe details of assessing student outcomes if questions remain after reading the Self-Study Report.
19. What is the role of the industrial advisory committee? How often do they meet? What program changes have been made because of their input?
20. Do you control a budget? Covering what?
21. How much time is available to the faculty for professional development? What is the budget for faculty professional development (travel funds, etc.)?
22. What is the procedure for approving transfer credit, course substitutions, etc. if not well-explained in the Self-Study Report?
23. Does the institution have an adequate package of compensation/benefits to attract and retain high quality faculty?

**Sample Questions to ask Students**

1. What is your advising process like? Where do you receive curriculum advice? Where do you receive career advice?
2. How do you know you are on track for meeting all graduation requirements?
3. What resources are available for students who are struggling academically?
4. In what courses are you taught about oral and written communication skills? In what courses in your program do you apply those skills?
5. How are you taught about functioning effectively on a team? Where do you have opportunities to work in teams?
6. Are you able to get the courses you need each semester?
7. Do you interact with faculty members outside of class? In what ways?
8. Are the laboratory and computer facilities adequate for the number of students in the program? Is the equipment in good working condition?
9. How do you learn how to use laboratory equipment? What usage and safety training are you given?
10. Are laboratories sufficiently available to complete your work? How are they supervised?
11. Where do you learn about ethics in the curriculum?
12. For Seniors: What is your culminating design experience project? What kind of constraints are you dealing with in the project? What engineering standards apply? What skills and knowledge are you using from previous coursework?
13. Where do you discuss the impact of engineering solutions in global, economic, environmental, and societal contexts?
14. Do you understand the importance of continued learning after graduation? How do you plan to continue learning after graduation?
15. Have you worked co-ops or internships? How did the institution help you to find those?
16. Do you feel you have enough assistance available to help you get a job after graduation?
17. Does the faculty in your program care about student learning? Give reasons for your answer.
18. What engineering-related activities do you do outside of coursework?
19. What student chapters of professional engineering societies are available at your institution? Are you a member of any?
20. In what ways could your engineering program be improved?
21. What do you like most about your program? What do you like least?

**Sample Questions to ask Technical Staff**

1. What kind of training do you have for your position?
2. What is your work load like? Do you have enough time to keep the equipment in good working condition?
3. Does the program have a maintenance plan for the laboratories? Is it followed?
4. Does the program have a plan for upgrading the equipment? Is funding sufficient and is a plan followed?
5. How do students learn how to use the equipment?
6. What is the level of usage in the laboratories? Do they ever get too crowded to serve the students?
7. Do students have access to facilities in evenings and weekends? If so, what about supervision?
8. What kind of safety training do the students get?
9. Does the program, college, or institution have a safety inspector? How often are the laboratories inspected? What things are inspected?
10. How often are fire extinguishers, eye wash stations, etc. inspected? Do all have a tag which identifies the most recent testing or inspection?

**Sample Questions to ask Support Staff**

1. What are your roles in the department?
2. How long have you been working with the program/institution?
3. Did you have any role in preparing for the ABET visit?
4. Do you have enough time to provide sufficient support to faculty?
5. How would you describe the atmosphere in the department?
6. Do you feel respected by the faculty?
7. In what ways do you interact with students?
8. Do students seem to have access to faculty members when they need something?
9. Do do you like working here? Why or why not?
10. What major changes have occurred in the department in the past 3-5 years?
11. What changes do you anticipate in the next few years?
12. If you could change one thing in the department, what would it be?

**Sample Questions for Supporting Programs**

1. *Begin by briefly explaining the ABET accreditation process and asking for any questions.*
2. What proportion of the students your department (or unit) teaches (or serves) are engineering students?
3. Are there separate sections of courses (or separate resources) for engineering students?
4. What types of interaction do you have with the engineering programs?
5. Do engineering programs give feedback on how well your department’s courses (or unit’s resources) prepare engineering students for subsequent courses?
6. How receptive would your department be to a request from engineering to modify one of your courses (or change policies, etc.) to better serve the needs of engineering students? Have such requests ever occurred?
7. What kinds of assistance is available to students who need help in your courses (or with your facilities)?
8. How is the college of engineering (or the individual program) perceived across campus?
9. What types of laboratory experiences do engineering students get from your department? What safety training is provided? *You may wish to request a tour of a laboratory.*
10. Do engineering students generally do well in your course(s)? Do you need to provide extra help to them in any way?

**Sample Questions to ask Industrial Advisors/Alumni**

1. How are you involved in formulating or reviewing the Program Educational Objectives?
2. Do you believe that the Program Educational Objectives are relevant and current?
3. How are graduates of the program perceived in regional industry?
4. Does your organization recruit graduates of the program?
5. What changes in the program have you observed over the course of your involvement and how have these changes affected the quality of the program?
6. How do you perceive the strength of leadership of the program?
7. In what ways are you personally involved in the program (attending advisory meetings, sponsoring capstone projects, adjunct teaching, judging capstone projects, speaking to student groups, etc.)?
8. What do you perceive to be the strengths of the program?
9. What do you perceive to be the areas of concern for the program?