

SUGGESTED PROGRAM HEAD/DEPARTMENT CHAIR INTERVIEW QUESTIONS

This is a list of suggested questions to discuss with the program head/department chair. Tailor the questions to focus on areas where the team believes there may be shortcomings.

Criterion 1 - Students

- How many students do you advise?
- On what issues do you advise students (e.g., academics, career)?
- How successful is your graduate placement – job titles, starting salaries, placement rate, etc.?
- Who is responsible for certifying that students have completed requirements before graduating?
- What is the procedure for approving transfer credit, course substitutions, etc.?
- How are transfer credits or course substitutions documented?

Criterion 2 – Program Educational Objectives

- What is your process for setting and reviewing program educational objectives?
- Who are the constituencies involved in the review of the program educational objectives?
- How do you engage the advisory committee in program educational objective review?
- What program changes have been made using the advisory committee's input?

Criterion 3 – Student Outcomes

- How do the student outcomes map to the program characteristics in the ABET criteria? Are there any changes from the self-study?
- How do the student outcomes ensure the program objectives are being met?

Criterion 4 – Continuous Improvement

- How do you ensure that your graduates have achieved the student outcomes for the program?
- Is a continuous improvement plan in place? (Ask for a copy of the plan if it is not included in the questionnaire or the display material.)
- What is your process for assessing student outcomes?
- What changes for continuous improvement have been made to the program as a result of your evaluation of the results from assessing student outcomes?
- What is your process for implementing improvements to the program?

Criterion 5 – Curriculum

- How does the program curriculum map to your student outcomes?
- How does your curriculum address the program criteria, if any?
- What are the strengths & weaknesses of your department and support departments?
- What are the major needs for growth and development of the curriculum?
- Are any major curriculum changes planned? What are they? When do you plan to implement these changes? If so, what is the driving factor behind those changes?
- What curricular changes have been made because of the advisory committee's input?

Criterion 6 – Faculty

- How do the program faculty credentials relate to the program educational objectives and student outcomes?

Criterion 7 – Facility

- Are sufficient, modern tools and equipment available, accessible, and properly functioning to support the program and to enable students to attain the student outcomes?
- How are students provided guidance in the safe and appropriate use of the equipment, tools, and computing resources used in their learning environment?

Criterion 8 – Institutional Support

- Do you control a budget? Covering what?
- Do you make recommendations for faculty salary? For advancement?
- What does the faculty do during the summer months?
- How much time is available to the faculty for professional development?
- Are adequate funds available to support faculty engagement in professional development?

APPM

Public Release of Information

- How do you verify that publicly posted accreditation information is accurate and up to date?
- Who reviews your website content for compliance with ABET requirements? Taking into consideration any accreditation statements, Program Educational Objectives, and Student Outcomes.

SUGGESTED FACULTY INTERVIEW QUESTIONS

This is a list of suggested questions to discuss with faculty members. Tailor the questions to focus on areas where the team believes there may be shortcomings.

Criterion 1 - Students

- How many students do you advise? On what issues do you advise students (e.g., academics, career)?
- How do you ensure your advisees meet all graduation requirements?
- How do you maintain interaction with students?

Criterion 2 – Program Educational Objectives

- Are you familiar with the program's educational objectives?
- How have you been involved with the development of or review/revision of the objectives?
- How have the program's constituents' needs influenced this program?

Criterion 3 – Student Outcomes

- Are you familiar with the program's student outcomes?
- How have you been involved with the development of or review/revision of the outcomes?
- Which student outcomes do the courses you teach support?
- Which student outcomes do you believe the program achieves particularly well, or helps the students attain at a high level?
- Which student outcomes do you believe the program could improve on achieving, or better help students to attain them?
- Ask about specific outcomes where the team believes shortcomings may exist (e.g., adequate coverage of mathematics, problem analysis, design, teamwork, ethical and social issues, oral and written communication, and societal impact). Also, consider program-specific student outcome criteria.

Criterion 4 – Continuous Improvement

- Describe the process used to assess the level of attainment of student outcomes.
- How are you involved in program assessment and evaluation activities?
- Can you give specific examples of how the program has used its continuous improvement process for program improvement in the past few years?

Criterion 5 – Curriculum

- How well does the program prepare its graduates to achieve the program's educational objectives and student outcomes?
- How well does the program prepare its graduates for a career or further study?
- What are the strengths of the program's curriculum?
- What areas of the program's curriculum could be improved?
- How does curriculum change come about?
- What innovative teaching methods are used by your department?
- Are support departments providing appropriate services for your students?

Criterion 6 – Faculty

- What is your teaching load?
- How many contact hours are typical in a full-time workload of instruction?
- Are there enough faculty members to cover the necessary coursework, deliver quality instruction, and advise students?
- What scholarly and professional development activities did you engage in last year?
- How much time do you spend on professional development?
- Do you have sufficient time for scholarly activity and professional development?
- How adequate are the teaching and grading assistants?
- What professional societies are you a member of? Are you active? Do you hold any officer positions?
- Do you maintain regular contacts with the industry? How?
- How is your industrial experience relevant to this program?
- To what degree are you able to contribute toward program improvement?
- How do you consider yourself qualified to instruct in the program?

Criterion 7 – Facilities

- How well do the program's classrooms, laboratories, and equipment support attainment of the student outcomes?
- How well do the school's information technology and library services support students and the faculty?
- How are the tools, equipment, and laboratories maintained and what role do you play?
- Is there adequate administrative and technician support available?
- How large are the classes? Lectures? Laboratories?

Criterion 8 – Institutional Support

- Does the institution have an adequate package of compensation/benefits to attract and retain high-quality faculty?
- How does the institution support your continued professional development? Does the institution support and recognize scholarly activity?
- Is the office support adequate to support your work?
- Is the technical support adequate to support your work? Is adequate time assigned to administer the program?
- Is institutional support for the program adequate?
- How confident are you that institutional support for the program will continue?
- How do you go about obtaining the needed laboratory equipment?
- Does the same instructor usually teach both lecture and laboratory portions of related courses? If not, how are they coordinated?

General Questions

- What are the program's greatest strengths?
- What are the program's greatest needs?
- Is there anything else you would like to tell me about the program?

SUGGESTED STUDENT INTERVIEW QUESTIONS

This is a list of suggested questions to discuss with students. Tailor the questions to focus on areas where the team believes there may be shortcomings.

- How do you receive curriculum advice?
- How do you receive career advice?
- What resources are available for students who are struggling academically?
- How do you know you are on track for meeting all graduation requirements?
- Are your laboratory facilities adequate?
- Are your computer facilities adequate?
- In what courses are you taught about oral and written communication skills?
- In what courses in your program do you apply oral and written communication skills?
- How are you taught about functioning effectively on a team?
- To what extent are you able to meet with your instructors outside of class?
- Do you believe that graduating students receive adequate assistance in finding employment related to their degree program?
- When you arrive at a scheduled lab session, do you typically find that the equipment you need is functioning in good working order?
- When you are having difficulty with the content of a course in your major, what resources are available for getting help?
- When you are having difficulty with the content of a course not in your major, such as math or physics, what resources are available for getting help?

SUGGESTED ADVISORY COMMITTEE INTERVIEW QUESTIONS

This is a list of suggested questions to discuss with advisory committee members. Tailor the questions to focus on areas where the team believes there may be shortcomings.

- How often does the AC meet?
- Describe the activities of the AC?
- Does the AC advise the program in establishing, achieving, and assessing its goals?
- Does the AC provide advisement on current and future needs of the technical fields in which graduates are employed?
- Is the AC involved in generating program educational objectives? If yes, then explain how this is accomplished?
- Have there been changes to the program as a result of IAC input to improve the program? If yes, what were these changes?
- What is the IAC's role in the program's continuous improvement plan?
- Does the IAC review program curricula? If yes, how often does this occur?
- How do the student outcomes ensure the program educational objectives are being met?
- What are the strengths & weaknesses of the program?
- What are the major needs for the growth and development of the program?
- What changes should be made to improve the program?
- How is your industrial experience relevant to this program? ○
- Has your company recently hired graduates of the program? ○
- Are the graduates of the program meeting your needs?

Notes

Revision Table

Revision Date	Description of Change	Publish Date
03/27/2026	ExCom Approved 4/18/2026 <ul style="list-style-type: none"> Reworded questions for PROGRAM HEAD/DEPARTMENT CHAIR and added PEO questions per APPM Added Revision Block 	5/15/2026