Suggested Questions/Topics in Data Gathering/Interviews during a Site Visit
(To be used where appropriate)

- What is your relationship to, function in, role in, responsibility for the speech-language pathology/audiology program?
- What priority does this program have in the college, university?
- Are there any problem areas or concerns about the program? Please describe strengths and weaknesses.
- Are any changes planned for the future? What plans are being made for the program?
- What is your opinion of the
    - quality of the program
    - faculty
    - budget
    - clinical operation
    - facilities
    - professional opportunities
    - supervision
    - leadership
    - commitment/dedication
    - Satellite or branch campus program
    - Distance education opportunities

- What alternatives does the program have if
    - the budget is cut
    - the instructional staff is reduced
    - the instructional staff morale is low
    - poor leadership is demonstrated
    - other situations of concern are observed?

- What is your attitude toward making changes in the program that may be necessary to meet the accreditation standards or to improve the program?
- Have you considered using process- and systems-oriented material? For example, how do program evaluation data feed into future planning? How does supervisory practice get modified? How do records get processed in a timely manner? How does a student "flow" through the system?

Although the initial interview, orientation meeting with faculty and staff, and exit report sessions serve unique functions that are addressed in subsequent sections, suggested content areas to be covered in specific interviews follow:

President/Provost:
- Financial support of the program
- Interdepartmental relationships
- Communication channels and mechanisms
- Plans for the development and continuation of the program
- Perceptions of service, teaching, students, and scholarship
- Perceptions of how the program compares with similar academic units in the institution
- Clarification of the relationship of the university and program missions
- How does the president/provost advocate for specific program needs?
- Confirmation of degree authorization of the sponsoring institution

Dean:
- Authority of the program director
- Role of the program in the academic unit
- Budgetary items (e.g., equipment, salaries)
- Faculty and staff advancement and tenure
- Leadership of program director
- Participation of faculty in university activities (e.g., service on committees, etc.)
- Productivity (perceptions of teaching, service, scholarship, research)
- Perceptions of how the program compares with similar academic units in the institution

- How does the dean advocate for specific program needs?
- Long-term planning for program, and how is the plan cooperatively developed with staff and faculty
- Regular review of the program to include the strategic plan, mission and goals
- Accuracy, currency, and readiness of information supplied to students

Program Director:
- Development and achievement of program goals
- Budget
- Role of non-tenure-track instructional staff
- Community relationships
- Future plans
- In-service, continuing education, support for continuing professional development of faculty
- Organizational chart
- Clinic operations, decisions: how made, by whom (if applicable)
- Personnel decisions: how made, by whom
- Problems: means of resolving problems, lines of authority for problem resolution
- Program evaluation/quality assurance mechanisms
- Rank and authority of faculty
- Responsibilities of all faculty and staff
- Time commitments of all faculty and staff
- Faculty/Staff sufficiency and qualifications:
    o to allow students to meet expected timelines and acquired expected knowledge and skills;
    o to allow faculty to meet institutional expectations of teaching, research and service
- How do faculty and staff maintain competency?
- Evaluation of currency and effectiveness of faculty
- How is program information supplied to students?
- Faculty meetings, communications
- Faculty participation in university activities, e.g., service on committees, etc.
- Productivity
- Managing diversity
- Administering multiple programs (satellite/branch campus, distance education), if applicable
- Technical support and training, and sufficiency of technical and clerical staff
- Process and communications related to verifying student identity for any distance education courses offered
- Complaint process clear to faculty and students
- Documentation of student progress available to students
- Summative and formative assessment documented to students
- Knowledge and explanation of program completion rate/student outcomes
- Location of current program information for the public, including accreditation statement
- Accessibility and currency of student achievement data on website
- How is cultural competence (or multicultural issues) covered in academic coursework? What specific classes include topics related to cultural and linguistic diversity?
- How do the clinic, practicum, or internship sites offer opportunities for students to consider issues related to cultural and linguistic diversity?
- How does the program provide opportunities for students to develop cultural and linguistic competence?

Faculty:
- Development and achievement of program goals
- Budget adequacy
- Teaching and supervision loads, including multiple or alternate delivery i.e. distance education
- Clarity of responsibilities
- Clinical service and supervisory responsibilities
- Research responsibilities
- Community relationships
- Responsibility for client decisions
- Equipment adequacy
- In-service, continuing education, support for continuing professional development
- Program evaluation/quality assurance mechanisms

- Qualifications
- Salaries
- Knowledge of interprofessional education and interprofessional practice
- Ethical practices: how addressed
- Process for regular review of curriculum
- Process for current knowledge of scope of practice maintained
- Faculty meetings: how often, who participates
- Curriculum and clinical mechanisms for addressing multicultural diversity and life span issues
- Technical support and training, and sufficiency of technical and clerical staff
- Student advising
- Role in verifying student identity if responsible for distance education courses
- Student, academic and clinical integrity addressed and documented
- Written policies for expectations of the student behavior addressed and documented
- Knowledge of remediation/intervention guidelines addressed and documented
- Students provided regular feedback on knowledge and skills
- Documentation mechanisms for feedback
- Written policies to address violations of student behavior addressed and documented
- How is cultural and linguistic competence (or multicultural issues) covered in academic coursework? What specific classes include topics related to cultural and linguistic competence?
- How does the program provide opportunities for students to develop cultural and linguistic competence?

Clinic Supervisors:
- Role in the program
- Perception of strengths/weaknesses in practicum supervisory format
- Perception of students' application of academic information to clinical practice
- Conditions for supervision (setting, monitoring, etc.)
- Procedures for supervision
- Evaluation of supervisors, feedback
- Grading
- Continuing education/in-service
- Personnel: instructional staff rank, contract, merit
- Preparation for supervision and clinical education
- Types of activities included in clinical experiences
- How do clinic, practicum, or internship sites offer opportunities for students to consider issues related to cultural and linguistic diversity?
- How does the program provide opportunities for students to develop cultural and linguistic competence?
- What training, information, and/or resources are provided to graduate clinicians working with clients who differ from them in terms of cultural and/or linguistic factors?

Off-Site Supervisors:
- Relationship to program
- Perception of student strengths/weaknesses
- Preparation of students
- Procedures for supervision
- Evaluation of students
- Grading procedures
- Extent to which students use the practicum site
- Comparisons with students from other institutions
- Changes in student preparation over the past years
- Relationship with faculty, staff, and administration
- Preparation for supervision and clinical education

Students:
- Nature of program communications about academic progress, program offerings, graduation rates and requirements
- Identify verification process and cost if taking distance education courses
- Extent of knowledge about professional issues (Code of Ethics, ASHA certification, state licensure, etc.)

- Quality of instruction (how measured)
- Materials, equipment
- Access to faculty and clinical staff
- Quality of supervision
- Frequency of supervision
- Student, academic and clinical integrity training
- Aware of written policies for expectations of the student behavior and to address violations of student behavior
- Students provided regular feedback on knowledge and skills
- Aware of documentation mechanisms for feedback
- Aware of knowledge of remediation/intervention guidelines
- Aware of internal and CAA complaint processes
- Access to client files
- Suggestions for change or improvement
- How is cultural and linguistic competence (or multicultural issues) covered in your academic coursework? What specific classes include topics that are related to cultural and linguistic competence?
- How does the program provide opportunities for students to develop cultural and linguistic competence?

Alumni:
- Adequacy of preparation
- Strengths and weaknesses of the program
- Exposure to current information while in program
- Quality of continuing education offerings

Support Staff:
- Communication lines
- Responsibilities

Employers and Other Sources:
- Competence of graduates and currency in skills and knowledge in the field
- Cooperation with community
- Cooperation with colleagues and other employees within the work setting

Members of the Public:
- Relationship to program
- Cooperation with community
- Perception of student strengths/weaknesses
- Preparation of students
- Competence of graduates
- Suggestions for change or improvement