

Questions to Guide CAA's IBHE Program Review Discussions

1. How has the program changed since the department completed its last IBHE review? (Consider items that have affected the curriculum and/or its delivery—feedback from students, alumni, employers, or other external groups; student demand for the program; employment projections; student performance; staffing; physical facilities; technology; changes in the discipline; etc.)
2. How does the program prepare students “to reason and to communicate clearly so as to become responsible citizens in a diverse world”—that is, how does it ensure that students meet the educational goals established in Eastern’s mission statement?
3. What are the program’s learning goals and objectives—that is, what should students know and be able to do as a result of completing it? How does the curriculum ensure that students accomplish these goals and objectives?
4. For what future roles does the program prepare students?
5. How does the program model good practice in undergraduate education? (For example, good practice, according to Chickering and Gamson, encourages contact between students and faculty; develops reciprocity and cooperation among students; encourages active learning; gives prompt feedback; emphasizes time on task; communicates high expectations; and respects diverse talents and ways of learning.)
6. What plans or processes ensure that regular review and continuous improvement occur throughout the eight-year IBHE review cycle?