Medieval Studies minor
Assessment Plan

Each year we will examine one area of our program to determine what changes need to be made to meet our learning objectives. We will make the determinations and changes on the basis of:

1. the consensus of the faculty committee as demonstrated through minutes and votes;
2. peer course observations and evaluations;
3. discussions with students and suggestions submitted from students in writing;
4. evaluations of student portfolios;
5. developments in the discipline as appropriate for our department and institution.

Timetable

1. In May 2005 we will examine the data (collected through the above means during the 2004-5 academic year) concerning our history courses to determine if they are meeting our learning objectives. Because this group contains one of the required courses, HIST A306, special attention will be paid to its success in meeting our learning objectives.

2. In May 2006 we will examine the data (collected through the above means during the 2005-6 academic year) concerning our literature courses to determine if it is meeting our learning objectives. Because this group contains one of the required courses, ENGL A316, special attention will be paid to its success in meeting our learning objectives.

3. In May 2007 we will examine the data (collected through the above means during the 2006-7 academic year) concerning the “medieval thought” component.

4. In May 2008 we will examine the data (collected through the above means during the 2007-8 academic year) concerning elective courses that address cultural areas outside of literature and history.

4. In May 2009 we will do a full examination of the minor in order to determine what changes need to be made in courses, requirements, and objectives.

By meeting during the last weeks of the semester and the first week after classes to assess the data and recommend revisions, faculty will be able to take advantage of the information to reassess their plans for courses for the coming year. In addition, faculty will be able to use the evaluations of student portfolios to enhance their advising.

The data will come from the rubrics developed by the dept. to assess both student progress (through the development of student portfolios) and to assess the success of our courses in meeting our educational goals. Each August or September, we will revisit the forms and criteria we are using for assessment in order to make necessary adjustments to the tools we are using to gather data.