

MARS Concentrators should

1. Demonstrate the ability to synthesize sources, methods, and/or approaches from two or more MARS disciplines.
2. Show an awareness of the historical and cultural specificity of the medieval and Renaissance periods.
3. Demonstrate the ability to conduct research in a humanities field. This should include the ability to analyze primary source evidence, identify a relevant body of secondary literature, and situate their own work in the context of the secondary literature they have identified.

These are assessed using:

- A capstone paper rubric
- A reflective essay
- Senior exit interviews

#### MARS Assessment Plan (revised summer 2011)

**2011-12:** Complete assessment instruments. Collect data using the capstone rubric to study revised learning goal #1. Analyze the data and meet to determine an appropriate response. Continue with the senior exit interviews with questions relating to the learning goal under consideration, but also the success of the community building piece of the concentration and to listen for concerns the students may have.

**2012-13:** Undertake any changes decided upon at the end of the previous year. Analyze data from two years' worth of reflective essays concerning learning goal #2. Meet to determine an appropriate response. Continue with the senior exit interviews with questions relating to the learning goal under consideration, but also the success of the community building piece of the concentration and to listen for concerns the students may have.

**2013-14:** Undertake any changes decided upon at the end of the previous year. Analyze data from the capstone rubrics (3 years' worth) to assess learning goal #3. Meet to determine an appropriate response. Continue with the senior exit interviews with questions relating to the learning goal under consideration, but also the success of the community building piece of the concentration and to listen for concerns the students may have.

**2014-15:** Undertake any changes decided upon at the end of the previous year. Review the student learning goals, the assessment instruments, and the multi-year assessment plan. Revise as necessary to make the assessment program more effective, address questions that may seem more pressing or relevant to the faculty, and address any student concerns.

Repeat the cycle or begin to test out the revised plan.