

**LEARNING OUTCOMES ASSESSMENT RUBRIC  
WOMEN'S STUDIES PH.D.  
OUTCOME # 1**

***OUTCOME:** Students will demonstrate knowledge and understanding of a broad range of texts, concepts, and issues in the field of multicultural women's studies, including the intersectionality of categories of difference, the impact of relations of power, and past and present theories and practices designed to enhance social justice.*

**ADMINISTRATION: MEMBERS OF THE GENERAL EXAM COMMITTEE**

**INSTRUCTIONS: PLEASE FILL OUT THE FOLLOWING RUBRIC FOR EACH STUDENT TAKING THE EXAMINATION AT THE TIME OF THE GENERAL EXAMINATION COMMITTEE MEETING. THE COMMITTEE CHAIR SHOULD COLLECT THE COMPLETED RUBRICS, AND SUBMIT THEM TO THE DEPARTMENT SECRETARY. STUDENTS WILL BE IDENTIFIED ON THE RUBRICS BY NUMBERS ONLY, SO THAT THE SCORES OF INDIVIDUAL STUDENTS MAY BE AVERAGED. THESE SCORES ARE FOR THE PURPOSES OF DEVELOPING CUMULATIVE DATA ABOUT THE PROGRAM, NOT TO ASSESS THE INDIVIDUAL STUDENT.**

**Student Number:**

<b>CRITERIA</b>	<b>inadequate</b>	<b>adequate</b>	<b>good</b>	<b>excellent</b>
demonstrates knowledge and understanding of a broad range and variety of texts				
demonstrates knowledge and understanding of the intersectionality of categories of difference (e.g. gender, race)				
demonstrates understanding of the impact of relations of power on the production of knowledge and the experiences of people from a range of backgrounds				
demonstrates knowledge and understanding of past and present theories and practices designed to counter inequality and enhance social justice				

**LEARNING OUTCOMES ASSESSMENT RUBRIC  
WOMEN= S STUDIES PH.D.  
OUTCOME # 2**

*OUTCOME: Students will be able to develop and coherently define their own interdisciplinary field of inquiry within women=s and gender studies.*

**ADMINISTRATION: MEMBERS OF THE MAJOR FIELD EXAM COMMITTEE**

**INSTRUCTIONS: PLEASE FILL OUT THE FOLLOWING RUBRIC AT THE TIME OF THE FIELD EXAMINATION COMMITTEE MEETING. THE COMMITTEE CHAIR SHOULD COLLECT THE COMPLETED RUBRICS, AND SUBMIT THEM TO THE DEPARTMENT SECRETARY. THESE SCORES ARE FOR THE PURPOSES OF DEVELOPING CUMULATIVE DATA ABOUT THE PROGRAM, NOT TO ASSESS THE INDIVIDUAL STUDENT.**

**Student Number:**

<b>CRITERIA</b>	<b>inadequate</b>	<b>adequate</b>	<b>good</b>	<b>excellent</b>
draws on and coherently integrates knowledges from more than one disciplinary and/or interdisciplinary location				
demonstrates extensive knowledge of scholarship, theory, and cultural production relevant to the field of inquiry				
thoughtfully addresses issues in research methodology relevant to the field of inquiry				
incorporates understanding of multicultural and transnational perspectives within the field of inquiry				

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**ADMINISTRATION: MEMBERS OF THE MAJOR FIELD EXAM COMMITTEE**

**INSTRUCTIONS: PLEASE FILL OUT THE FOLLOWING RUBRIC AT THE TIME OF THE FIELD EXAMINATION COMMITTEE MEETING. THE COMMITTEE CHAIR SHOULD COLLECT THE COMPLETED RUBRICS, AND SUBMIT THEM TO THE DEPARTMENT SECRETARY. THESE SCORES ARE FOR THE PURPOSES OF DEVELOPING CUMULATIVE DATA ABOUT THE PROGRAM, NOT TO ASSESS THE INDIVIDUAL STUDENT.**

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**LEARNING OUTCOMES ASSESSMENT RUBRIC  
WOMEN'S STUDIES PH.D.  
OUTCOME #4**

**OUTCOME:** *Students will demonstrate their expertise in interdisciplinary practices by appropriately integrating multiple knowledges in their own research projects.*

**ADMINISTRATION:** MEMBERS OF THE DISSERTATION COMMITTEE

**INSTRUCTIONS:** THE CHAIR OF THE DISSERTATION COMMITTEE WILL DISTRIBUTE COPIES OF THIS RUBRIC AT OR IMMEDIATELY AFTER THE DISSERTATION DEFENSE, COLLECT THE COMPLETED RUBRICS, AND SUBMIT THEM TO THE DEPARTMENT SECRETARY. STUDENTS WILL BE IDENTIFIED ON THE RUBRICS BY NUMBERS ONLY. THESE SCORES ARE FOR THE PURPOSE OF DEVELOPING CUMULATIVE DATA ABOUT THE PROGRAM, NOT TO ASSESS THE INDIVIDUAL STUDENT.

**Date of Defense:**

**Student Number:**

<b>CRITERIA</b>	<b>inadequate</b>	<b>adequate</b>	<b>good</b>	<b>excellent</b>
<b>dissertation locates the research project in relation to current discussions of interdisciplinarity in women's studies and related fields</b>				
<b>draws coherently on multiple sites of knowledge to formulate and explore research question(s)</b>				
<b>addresses methodological challenges posed by interdisciplinary research</b>				
<b>advances knowledge about women's and gender issues across disciplinary boundaries</b>				

## GRADUATE ASSESSMENT REPORTING FOR AY 2010-2011

**Date:** February 5, 2012

**Program and Department:** Women's Studies

**Associate Dean :** Arthur Popper

**Chair:** Seung-kyung Kim (Acting)

**Person submitting this report:** Michelle V Rowley, Director of Graduate Studies

**Programs covered in this report:** Ph.D. program in Women's Studies

### **PhD Program**

#### *Program Goals:*

The Ph. D. program seeks to develop a new generation of interdisciplinary scholars and leaders whose original and innovative scholarship acknowledges, understands, and critically interrogates human differences such as those of gender, race, class, sexuality, nation, ability, ethnicity, and religion. We train our students to value interdisciplinary scholarship that contributes to a wide range of locations – these may include, but are not limited to, research, teaching and administration within tertiary institutions, community colleges and not for profit organizations.

### **Item One - Assessment Activities**

#### **Learning Outcome One**

- Students will demonstrate a knowledge and understanding of a broad range of texts, concepts, and issues in the field of multicultural women's studies, including the intersectionality of categories of difference, the impact of relations of power, and past and present theories and practices designed to enhance social justice.

#### **Benchmark Measure: General Examination**

**Measures and Criteria:** A four-category rubric will be administered by members of the General Examination committee for each student taking the examination. 80% of students taking the general examination will achieve scores of "good" to "excellent" for each item.

#### **Learning Outcome Two**

- Students will be able to develop and coherently define their own interdisciplinary field of inquiry within women's and gender studies.

#### **Benchmark Measure: Major Field Examination**

**Measures and Criteria:** Members of a student's Major Field Exam committee will administer a four-category rubric at the time of the field exam. 85% of papers will receive scores of "good" to "excellent" for each item.

**Learning Outcome Three:**

- Students will demonstrate ability to make original contributions to knowledge and theory in the field of women's and gender studies

**Benchmark Measure: Dissertation Defense**

**Measures and Criteria:** Dissertation defenses administered individually to each student will be the occasion for all faculty committee members to fill out a four-category rubric. 90% of students will receive scores of "good" to "excellent" for each item.

**Learning Outcome Four:**

- Students will demonstrate their expertise in interdisciplinary practices by appropriately integrating multiple knowledges in their own research projects.

**Benchmark Measure: Dissertation Defense**

**Measures and Criteria:** Dissertation committee members will fill out a four-category rubric assessing outcome. 90% of students will receive average scores of "good" to "excellent" for each item.

**Items Two and Three: Discussion (Findings/Program Feedback)**

We assessed the above benchmarks and criteria during the period 2007-2009 and reported in Spring 2010. Our findings, as would be expected, varied from one benchmark to the other. For the General Exam, our first benchmark, we found that students exhibited greater mastery in their understanding of a wide body of literature and less so in analyzing relations of power. Our analysis of the rubrics prompted a discussion about the sequencing of courses our students are required to take in their first two years of the program. The application of the rubrics also generated some discussion about the nature of the relationship between the program's core courses and the General Exam.

Our assessment of the Major Field yielded an average score of 85%. Students did not do as well on the criterion that measured their methodological strength. This rubric has led to a discussion of whether every field exam should explicitly address methodological issues.

Outcomes three and four assessed the dissertation and this yielded scores of 94% and 84% respectively. We found that despite our concern about students' methodological strength at the Major Field, they nonetheless did very well in this area by the time they had completed their dissertation. The difference in scores for the dissertation-related outcomes (#3 and #4) prompted

some discussion about the validity of the criteria measured and the need to further examine the way we train students toward the production of interdisciplinary scholarship.

While the application and assessment of our benchmarks have raised important questions for discussion, the department has been very concerned about students' time to degree – an aspect of doctoral training that cannot be measured by rubrics. Our faculty have since been engaged in negotiating changes to the program that would facilitate students' completion of their benchmarks in a more timely manner. To date this has included a new Ph.D. proposal that focuses on time to degree and this has been circulated for faculty consideration. We have also re-worked our requirements for the completion of our students' interdisciplinary paper. This is now our Second Year Interdisciplinary Paper, which must now be completed by the end of their fifth semester in time for their portfolio review.

Evaluation of the process and the outcomes is ongoing. This review occurs in addition to our annual review of each student as well as our portfolio review of students in their fifth semester. Having recently submitted our report in 2010 we will not assess our interim materials until 2012. This will give us a better sample to measure and better data since we will have two years of data to assess.