Comprehensive Assessment Plan
7-year rotation

b	c	d	e	f	g	h	i	j	k
PLOs	*PLOs*	*Course where each PLO is assessed*	*Assessment activity/assignment used to measure each PLO*	*Assessment tool used to measure outcome success*	*Assessment schedule – how often PLOs will be assessed-- in a 7-year rotation*	*How data/findings will be quantitatively or qualitatively reported*	*Designated personnel to collect, analyze, and interpret student learning outcome data*	*Program data/findings dissemination schedule*	*Closing the loop strategies*
PLO 1: identify, explain, and analyze major issues related to diverse identities and experiences through various theoretical		*WMST/MCGS upper division (we choose from the spring offerings that AY)*							

PLO 2: effectively apply field-specific vocabulary, concepts, theories, and interdisciplinary analytical frameworks in activities and assignments		*WMST/MCGS upper division (we choose from the spring offerings that AY)*	*group project*	*rubric*	*year 1*
PLO 3 interpret the concept of intersectionality, as well as the interlocking systems of power including racism, ethnocentrism, classism, ableism, sexism, gender normalism, and heterosexism.		WMST/MCGS upper division (we choose from the spring offerings that AY)	*exam*	*rubric*	*year 2*
PLO 4a engage in interdisciplinary scholarly research;		*MCGS 495*	*research project*		*year 3*

PLO 4b employ effective data collection;		MCGS 495	research project		year 3	report on how many students do not meet, do meet, or do exceed the minimum expectations for each PLO	professor(s) of indicated courses to develop rubric, norm, and grade the assignment according to the rubric. The assessmente committee chair will analyze the data and write a brief report.	faculty meeting, as well as in writing to the entire faculty and department chair. Findings will be reported to the Dean, Provost, and university assessment team in the 5-year program review cycle.	...of the analysis and what, if any , changes must be implemented. The discussion will conclude, and a plan will be adopted, no later than the faculty retreat of the next academic year.
PLO 4c apply diverse analysis methods;		MCGS 495	research project		year 3				
PLO 4d make informed, professional uses of technology		MCGS 495	research project		year 3				
PLO 5 compose comprehensible, well organized, and substantive verbal presentations in the discipline.		For the general option, we select from that year's upper division ethnic, socioeconomic class, or sexuality studies offerings. For the WMST option, we use WMST 430.	presentation of group project	rubric	year 4				
PLO 6 compose comprehensible, well organized, and substantive scholarly writing in the discipline		MCGS 495	research project	rubric	year 5				

PLO 7: demonstrate capacity for leadership and work effectively in teams with a diverse range of individuals.		*For the general option, we select from that year's upper division ethnic, socioeconomic class, or sexuality studies offerings. For the WMST option, we use WMST 430.*	group project	rubric	year 6
PLO 8: apply their knowledge of women, gender, U.S. race and ethnicity, sexuality, socioeconomic class, and ability to an organization or community effort.		MCGS 489	*internship--report from placement supervisor*	*rubric*	*year 7*