# Three-Year Planning Template for Non-Degree/Other Courses

| **Name of Department:** | Women's Studies |
|---|---|

**When planning assessments for courses that are not part of a degree you are assessing, consider selecting SLOs that correspond to a theme, concern, or questions that your department would like to learn more about. This information can also be used when writing your program review. Briefly explain what you would like to find out.**

Explain how gender identity intersects with nationality, race and ethnicity, religion, social and political class, and sexual orientation. Do students understand intersectionality and it's effects?

**Instructions:**

1. In the Course column, list the courses that will be assessed.
2. For each semester, indicate which CSLO(s) you plan to assess.

| | YEAR 1 | | YEAR 2 | | YEAR 3 | |
|---|---|---|---|---|---|---|
| **COURSE** | **FALL 2026** | **SPRING 2027** | **FALL 2027** | **SPRING 2028** | **FALL 2028** | **SPRING 2029** |
| ***EXAMPLE:*** *HIST C1001* | ***EXAMPLE:*** *Analyzing Sources* | ***EXAMPLE:*** *Historical Arguments* | ***EXAMPLE:*** *Analyzing Sources* | ***EXAMPLE:*** *Historical Arguments* | ***EXAMPLE:*** *Analyzing Sources* | ***EXAMPLE:*** *Historical Arguments* |
| WMST 1 | types of feminism | course not offered | global, national, and local connections | course not offered | social institutions and power structures | course not offered |
| WMST 2 | No developed CSLOs | | | | | |
| | | | | | | |
| | | | | | | |

| | YEAR 1 | | YEAR 2 | | YEAR 3 | |
|---|---|---|---|---|---|---|
| **COURSE** | **FALL 2026** | **SPRING 2027** | **FALL 2027** | **SPRING 2028** | **FALL 2028** | **SPRING 2029** |
| ***EXAMPLE:*** *HIST C1001* | ***EXAMPLE:*** *Analyzing Sources* | ***EXAMPLE:*** *Historical Arguments* | ***EXAMPLE:*** *Analyzing Sources* | ***EXAMPLE:*** *Historical Arguments* | ***EXAMPLE:*** *Analyzing Sources* | ***EXAMPLE:*** *Historical Arguments* |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |