



Assessment contributors (other faculty involved): Chairs of Sociology (Dr. Calhoun Stuber), Psychology (Dr. Bridgmon), History/Poli Sci (Dr. Weller), and Social Work (Dr. Sandoval); and an instructor in the program (Dr. Hackett)

Please describe the 2018-2019 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals:

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
1. Identify the legal and social ramifications/impacts of	Never before that I'm aware of.	As the new coordinator of the minor, I reached out to a professor	Students in SOC 418: Crime, Drugs, and Social Policy taught	Given this is a 400-level course, the expected proficiency	Dr. Hackett and I were in agreement that students'	Students need courses that are fully dedicated to cannabis studies.	After consulting with students, faculty teaching in the program as well as chairs of departments constituting this multi-disciplinary minor, several

cannabis on society.		teaching one of the required courses in the minor to assess this SLOs. No rubric was used.	by Dr. Colleen Hackett. N=30 students.	level is proficient. It is expected that 90% of the class will demonstrate this level.	performance on assignments suggest they range from developing proficiency to proficiency. While some students are able to articulate the social ramifications of cannabis on society, they were still developing mastery in terms of synthesis of the information. She estimated 75% of the class was proficient.		changes are being recommended to the curriculum. These are being proposed to the curriculum board over the summer 2019. Proposed changes include the following: <ol style="list-style-type: none"> 1. Core requirements are to include ONLY courses that are cannabis-specific, namely: Soc 261: Cannabis & Society and Soc 361: Cannabis Policy 2. Move from core requirements into electives: Polsc 340, Psy 220, Soc 418 3. Complete removal: Chem 101 & Chem 101L; BIOL 201: Botany 4. Add to electives: Soc/CRIM/WS 305: Women & Crime; SW 350: Social Welfare Policy; SW/CS 325: Health in Chicano Community 5. Development of capstone course or independent study to help assess SLO 3.
2. Explain local, state, and federal policies	Never before that I'm	As the new coordinator of the minor, I	Students in SOC 418: Crime, Drugs,	Given this is a 400-level course, the	Dr. Hackett and I were in agreement	Students need courses that are	After consulting with students, faculty teaching in the program as well as chairs of departments

regarding cannabis.	aware of.	reached out to a professor teaching one of the required courses in the minor to assess this SLOs. No rubric was used.	and Social Policy taught by Dr. Colleen Hackett. N=30 students.	expected proficiency level is proficient. It is expected that 90% of the class will demonstrate this level.	that students' performance on assignments suggest they range from developing proficiency to proficiency. While some students are able to articulate the social ramifications of cannabis on society, they were still developing mastery in terms of synthesis of the information. She estimated 75% of the class was proficient.	fully dedicated to cannabis studies.	<p>constituting this multi-disciplinary minor, several changes are being recommended to the curriculum. These are being proposed to the curriculum board over the summer 2019.</p> <p>Proposed changes include the following:</p> <ol style="list-style-type: none"> 1. Core requirements are to include ONLY courses that are cannabis-specific, namely: Soc 261: Cannabis & Society and Soc 361: Cannabis Policy 2. Move from core requirements into electives: Polsc 340, Psy 220, Soc 418 3. Complete removal: Chem 101 & Chem 101L; BIOL 201: Botany 4. Add to electives: Soc/CRIM/WS 305: Women & Crime; SW 350: Social Welfare Policy; SW/CS 325: Health in Chicano Community 5. Development of capstone course or independent study to help assess SLO 3.
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Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2018-2019 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
There was not a previous assessment to build upon. All proposed changes will be a result of this first assessment of the program.				

Comments on part II: