

Program Assessment Plan
CHASS Interdisciplinary Cannabis Studies Minor
College of Humanities, Arts, and Social Sciences
Colorado State University -- Pueblo
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Relation of Cannabis Studies Program to Mission and Goals of the College of Humanities, Arts, and Social Sciences

The mission of the College of Humanities, Arts, and Social Sciences (CHASS) is to help students develop critical thinking skills, aesthetic awareness, and ethical perspectives, to provide them with the tools and expertise necessary to function as responsible citizens and professionals and to engage in intellectual and artistic pursuits. Students in this program are offered a variety of courses across disciplines within CHASS that complement majors in sociology, psychology, political science, history, and social work. Educating students in the cannabis studies minor about both positive and negative social and health impacts of cannabis helps prepare them to “function as responsible citizens and professionals.” Further, exposing students to the policy implementation challenges associated with cannabis legalization at the state but not federal level enhances their “critical thinking skills.”

Proposed Curriculum Changes

Several changes to the curriculum were proposed this academic year. These are in response to interviews conducted with cannabis studies minors and other students expressing interest in the minor but hesitant to commit to it. After consulting with the department chairs of the disciplines constituting the minor, we have agreed upon proposing the following changes:

- Remove entirely from the minor Chemistry as this served as a barrier to students signing up for the minor (and it’s outside the College)
- Remove entirely Botany because several prerequisites are needed (and it’s outside the College)
- Prioritize cannabis-specific courses as core requirements
- Move from core requirements to electives courses peripherally dedicated to cannabis studies
- Add diversity to the electives (Women’s studies and Chicano studies)
- Add independent cannabis research (1-3 credits)
- Add a newly developed course Cannabis as Medicine to the electives. **Note: once this course has been established, it will be considered for the core because (1) its curriculum is entirely dedicated to cannabis and (2) it would provide breadth to the core, addressing the aspect of health.

Student Learning Outcomes

There are three student learning outcomes (SLOs) for the cannabis studies minor. Specifically, students will be able to:

1. Identify the legal and social ramifications/impacts of cannabis on society.
2. Explain local, state, and federal policies regarding cannabis.
3. Expand knowledge through supervised cannabis research; or, apply knowledge gained from cannabis studies through experiential learning opportunities (to include possible internships) in health, social, legal, or nonprofit settings, as appropriate.

Assessment of Student Learning Outcomes

The following questions and grading rubric will be used by the coordinator to assess the program's efficacy with respect to SLOs 1 and 2. Performance scores can range from 0 to 15. A post-program assessment score of 10 or higher will serve as an indicator of program success. The expectation is that at least 80% of graduating seniors will score at least a 10; the goal is that the average score of all those assessed will be 13 or higher. This assessment will be administered to minors in their final semester; thus, this will be an ongoing assessment activity. At the end of the academic year, all assessments will be averaged and reported in the annual assessment program report.

1. What distinguishes hemp from cannabis? Identify at least one historical, spiritual and/or cultural use of each?
2. Detail two challenges to systems (e.g., educational, healthcare, criminal justice) when state and federal cannabis policies differ.
3. Describe the differential impact of the United States' "war on drugs" in terms of race and social class.
4. Identify one way the federal government's designation of cannabis as a Schedule 1 drug has had an impact on conducting cannabis research in the United States?
5. Identify two scientifically-supported physical or behavioral health benefits associated with cannabis use and two scientifically-supported physical or behavioral health challenges associated with cannabis use.

GRADING RUBRIC	<i>No evidence of knowledge (0)</i>	<i>Emerging evidence (1)</i>	<i>Sufficient evidence (2)</i>	<i>Exemplary evidence (3)</i>
What distinguishes hemp from cannabis? Identify two historical, spiritual and/or cultural uses of each?				
Detail two challenges to systems and/or individuals when state and federal cannabis policies differ.				
Describe the differential impact of the United States' "war on drugs" in terms of race and social class.				
How has the federal government's designation of cannabis as a Schedule 1 drug had an impact on conducting clinical trials on cannabis in the United States?				
Identify two scientifically supported physical or behavioral health benefits associated with cannabis use and two scientifically supported physical or behavioral health challenges associated with cannabis use.				

SLO #3 will be assessed as the opportunity arises, i.e., when a student signs up for CAN 492 to conduct supervised research, when a student engages in a relevant experiential learning activity through one of their courses, or volunteers to engage in 10 hours of relevant service work. Success will be determined by any one or more of the following:

1. Final product is submission to a conference and/or manuscript to be submitted for publication.
2. Final product is a report of information gathered and synthesized by the student in service to a community agency.
3. Final product is a 3-5 page report summarizing connections made between theory and practice based upon a minimum of 10 hours of service to a cannabis-related organization.