



Academic Program Assessment Report for AY 2019-2020

Program: Cannabis Studies Minor

(Due: June 1, 2020)

Date report completed: June 10, 2020

Completed by: Karen Yescavage

Assessment contributors (other faculty involved): Susan Calhoun Stuber

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 2019-2020 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 # of students or artifacts involved (N).	E. What is 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?
Rather than assess an SLO, I sought to develop an assessment plan for the Cannabis Studies minor program since one had not previously existed.		I reviewed several CHASS interdisciplinary programs (e.g., Chicano studies, Women's studies, and Homeland Security) and consulted with Dr. Calhoun Stuber.			I was unable to implement the new assessment created because this spring there were no graduating seniors. However, I am pleased to report that the number of new minors has grown from 15 to 20. Currently, there are 8 juniors and 1 senior that will be eligible for assessment fall 2020 and spring 2021.		I generated an instrument to be assessed by seniors minoring in Cannabis studies during their final semester. <i>See attached Program Assessment Plan May 2020.</i>

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 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?
<p>The proposed changes to the cannabis studies minor were discussed last spring with Dr. Calhoun Stuber as well as students minoring in the program. The proposed changes were based upon the rationale that (1) students should be required to take CORE courses that have a primary focus on the subject matter at hand, namely, cannabis, and (2) that ELECTIVES should all be within CHASS (thus removing courses that have reportedly served as a barrier to students minoring in or who have expressed interest in minoring in cannabis studies) and that (3) the elective offerings should have diverse representation, hence the proposed inclusion women and crime and health in the Chicano community.</p>	<p>A focus group of Cannabis Studies minors were interviewed to gather feedback about the minor in the spring of 2019.</p>	<p>Make courses that are specifically dedicated to Cannabis studies core requirements. Do not require Chemistry as it serves as a barrier. Designate a Cannabis studies prefix, and create a cannabis studies research course.</p>	<p>These changes were proposed through Courseleaf to CAP Board.</p>	<p>These changes were approved by CAP board. There are now two required core courses (Cannabis and Society; Cannabis Policy). Chemistry has been removed. New courses have been added to the electives options that diversify the curriculum (specifically with respect to diversity). A prefix of CAN has been created. A research course of 1-3 credits has been created.</p>

Comments on part II: