



**Academic Program Assessment Report for AY 2019-2020**

**Program:**Cannabis Studies Minor

**(Due: June 1, 2022)**

**Date report completed:** June 10, 2022

**Completed by:** Karen Yescavage

**Assessment contributors (other faculty involved):** \_\_\_Aaron Johnson\_\_\_

Please describe the 2019-2020 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., B.A.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 Executive Director for Assessment as an email attachment by June 1, 2020. 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 2019-2020 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO <u>last</u> reported on prior to this cycle? <b>(semester and year)</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	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?
Explain local, state, and federal policies regarding cannabis.	Spring 2021	Interviewed (new) instructor of one of the two (new) required core courses (Soc/Crim 361:	N=30 students enrolled in Soc/Crim 361.	80% expected proficiency level	6 of 30 students did not demonstrate the expected proficiency level. Thus,	Students are meeting expectations.	The new instructor of the (new) core courses discussed the possibility of taking over as the next coordinator. We discussed his idea of developing a capstone course for the minor. I think this would help take the

		Cannabis Policy) and reviewed the course syllabus			80% (24/30) expected proficiency level was achieved.		minor to the next level, allowing for the 3 <sup>rd</sup> program SLO to be achieved.

Comments on part I: For the past year there was a concerted effort to get a new coordinator for the Cannabis Studies minor. After a lengthy discussion with Aaron Johnson, who just completed his first year teaching both of the new core courses for the minor, I believe he is interested in the position. His ideas for developing the minor further are excellent, e.g., internship and field placement opportunities within the cannabis industry, engage in auto-ethnographic scholarship. His syllabi demonstrated he uses a variety of student engagement and critical thinking strategies. I was impressed with the incorporation of best practices in terms of DEI, e.g., opportunity to retest as many times as desired within a certain timeframe. I was excited to see his use of Rolfe et al.'s (2001) reflective model based upon three simple questions: What? So what? Now what?

Rolfe, G., Freshwater, D., Jasper, M. (2001) Critical reflection in nursing and the helping professions: A user's guide. Basingstoke: Palgrave Macmillan.

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2021-2022 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? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	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?
Last year, I stated a concern regarding how many electives offered in the Cannabis Studies minor were already on the books and may or may not have covered any cannabis-related subject matter.		To address this, a change in the curriculum was proposed to remove from the core a Chemistry course and lab that was outside College and to make require core courses that were entirely dedicated to cannabis studies.	A change in the core requirements was sent through CAP board and approved.	Changes to the required courses were received favorably by both the new instructor of them and the students enrolled in these two courses that are 100% content related to the minor.

Comments on part II: