



2024 Academic Program Assessment Report

Program current
assessment plan here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2023/2023-plans/cannabis-studies-minor-assessment-plan-2023.pdf

Program prior assessment
report here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/cannabis-studies-minor-assessment-report-2022.pdf

Report Completed By:	Aaron S. Johnson
Date Report Completed:	May 28, 2024
Faculty members involved in this Assessment:	Aaron S. Johnson

Brief Statement of Program Mission and Goals:	The Cannabis Studies minor contributes to CHASS goals by exposing students to a variety of topics, perspectives, and courses from across disciplines within CHASS that complement majors in Cannabis Biology & Chemistry, Business, Criminology, History, Political Science, Psychology, Social Work, Sociology, and more. Instruction and assignments develop the aesthetic, creative, critical, and theoretical acumen of students, and encourages students to direct their learning and customize their Cannabis Studies to ensure that they learn what is needed to realize their future educational and career goals.
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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 the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last 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 program are planned based on this assessment?
Students will demonstrate a mastery knowledge of the social history of cannabis, and the impact of its use and regulation on society, culture, and the environment at the local, state, and national level.							
Students will demonstrate a mastery knowledge of the historical trends, current status, and potential developments in cannabis-related social science research, business practices, politics, entertainment, and lifestyles.							
Students will demonstrate the ability to effectively communicate in writing and verbally using audio-visual aids and computer-mediated environments regarding cannabis-related issues from a variety of perspectives drawn from the humanities, arts and social sciences.							
Students will apply what they've learned from their Cannabis Studies course work to future educational and career endeavors through special projects, research, field experiences, and/or other independent study, as appropriate.	This is the first time that this SLO has been evaluated	I used an exit interview to assess this SLO. The interview questions were adapted from this document: https://graduateschool.colostate.edu/wp-content/uploads/2022/06/2022_Exit_Interview_.pdf	The students who participated in this year's assessment were all graduates of the Cannabis Studies program. N = 4	expect that 100% of Cannabis Studies graduates will demonstrate that they have applied what they've learned from their Cannabis Studies course work to future educational and career endeavors	100% of students assessed satisfactorily achieved this SLO	Cannabis Studies students, graduates in particular, are applying what they've learned from their Cannabis Studies course work to future educational and career endeavors through special projects, research, field experiences, and/or other independent studies.	Based on my analysis of this year's exit interviews, in the future I plan to ask students to more explicitly link their knowledge to specific class materials and/or assignments, though the creation of a portfolio. This will allow me to identify student learning artifact as well develop a better sense of that aspects of the courses/program is working and that which is not.

Comments on part I:				
<p>Student 1 reported several changes in their preconceived beliefs regarding cannabis, cannabis use, and users as a result of participating in the Cannabis Studies program. Most relevantly, as a criminology major with aspirations of going into law enforcement, they report having a much more academically based understanding of cannabis use and users. They share that they came into the program believing that any and all cannabis use was "bad", and that users were "wrong" for doing so. They report being more open-minded and coming to believe that many of the harms have been overstated, and the benefits are real, particularly as they pertain to cannabis-derived medicines used to treat epilepsy and PTSD. Additionally, they reported learning several career-related practical skills such as learning of legal distinctions and learning to access and navigate State of Colorado resources and data, especially those made available by the Marijuana Enforcement Division (MED) of the Department of Revenue, Special Business Group. This knowledge was demonstrated through the completion of student-directed project(s) and the interview upon which this assessment is based.</p>	<p>Student 2 also reported several changes in their preconceived beliefs regarding cannabis, cannabis use, and users as a result of participating in the Cannabis Studies program. They report having a much broader understanding of cannabis, cannabis use, and users, in particular its sociopolitical history, current politics, and environmental impacts and promises. They reported wanting to learn more about the biomedical, pharmacological, and epidemiological aspects of cannabis but understands you can't cover everything in one class. Interestingly, this student highlighted how much they appreciated the opportunity and support for student-directed projects. They felt that the 261 and 361 course sequence works well where students first learn about Cannabis Studies topics and then are expected to apply them in a project of their design. This student's primary project focused on the business aspect of cannabis. From it they report learning details of the cannabis business they could not have even imagined, and understands that it would be very difficult to run a cannabis business but feel like they could if given the opportunity.</p>	<p>Student 3 shared that they were initially uncertain about how Cannabis Studies might inform their future educational and career endeavors. But with majors in fine arts and business they quickly found a connection with the curriculum designing cannabis art and planning a business to sell them. Both projects were thoughtfully situated in the broader discussion of cannabis culture. In all, this student's comments represent a progression from being exposed to new topics in Introduction to Cannabis Studies and subsequently focusing on a deeper understanding through engaging student-directed projects in Advanced Cannabis Studies.</p>	<p>Student 4 demonstrated the application of what they've learned from their Cannabis Studies coursework by completing a research project that entailed interviewing dozens of CEOs and scientist working to develop cannabis impairment technologies and techniques. The results of their research was presented at the peer-reviewed Cannabis Research Conference (not as a student). This effort is very relevant to their career as the head of a nonprofit that consults with HR departments around Colorado and the country to develop "treatment-oriented" policies and procedures regarding employee impairment from marijuana and other sources.</p>	

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year 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 SLOs verbatim from the assessment plan, as above.	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>Students will apply what they've learned from their Cannabis Studies course work to future educational and career endeavors through special projects, research, field experiences, and/or other independent study, as appropriate.</p>	<p>This is the first time that this SLO has been evaluated</p>	<p>N/A ... This is the first time this SLO has been evaluated. Nevertheless, I've identified an opportunity to improve the assessment of SLO 4.</p>	<p>The recommendations have yet to be acted on.</p>	<p>Along with an exit interview, specific examples of the application of learning should be included in report, will also be used to assess SLO 3.</p>
Comments on part II:				

Additionally, Introduction to Cannabis Studies (261) students report wanting to learn more about the biochemical/pharmacological, and agricultural aspects of cannabis. Though Cannabis Studies is a CHASS program, these topics are foundational to many students' interest in Cannabis Studies so I have begun the process of coordinating with Prof. Jeff Smith from the Cannabis Biology and Chemistry program to provide two guest lectures on these topics. This effort is also an important aspect of revising the course to make it more amenable to being designated a Gen Ed course.