

Program Name	Date Completed
Cannabis Studies	May 22, 2025
Report Completed By	Report Contributors
Aaron Johnson	n/a
Brief Statement of Program Mission and Goals	
<p>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.</p>	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during **AY 2024-2025** that was implemented to improve student learning, in response to prior assessments or other data.

A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.
<p>SLO 4: 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>
B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?
<p>This was the first time this SLO has been evaluated.</p>
C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)
<p>Based on my analysis of last year's exit interviews, I asked students to more explicitly link their knowledge to specific class materials and/or assignments, through the creation of a portfolio. This allowed me, and the students, to more readily identify learning artifacts as well develop a better sense of what aspects of the courses/program are working and which are not.</p>
D. How were the recommendations for change acted upon?
<p>I taught for the first time, a Cannabis Studies senior seminar (CAN 493) class that provided students with a structured and supervised opportunity to apply what they've learned from their Cannabis Studies course work to future educational and career endeavors. Students' course work was compiled as a portfolio. The portfolios include a program-level self-assessment and reflection piece by students that details the way the information informs their future educational and career endeavors.</p>



E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?

The changes impacted student learning and my assessment of the SLO for the better. According to exit interviews this year, the seminar, with a regular class meeting time, clearly specified assignments, and other class elements formalized and structured the process. Previously, students accomplished this portion of the program via independent study. Additionally, the class facilitated collaboration among students. Overall, the quality of student work improved as did my confidence in their achievement of the objective.

Enter Table I Closing the Loop Comments Below

Hopefully the program will continue to enroll enough students to justify offering the Senior Seminar regularly

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Table II Annual assessment of Student Learning Outcomes (SLOs) in **AY 2024-25**

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
SLO 3: Students will demonstrate the ability to effectively communicate in writing and verbally <i>using audio-visual aids and computer-mediated environments</i> regarding cannabis-related issues from a variety of perspectives <i>drawn from the humanities, arts, and social sciences</i> .
B. Semester and year this SLO was reported on prior to this cycle.
This was the first time this SLO was evaluated.
C. Describe the assessment method for this SLO.
Students in <i>Introduction to Cannabis Studies</i> (SOC 261) and <i>Advanced Cannabis Studies</i> (SOC 361) are required to complete a Demonstration of Learning assignment that requires them to respond to the question “what did you learn this semester?” in a medium of their choice. However, their Demonstration of Learning must be shared in person as well as digitized and shared online.
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
Students in <i>Introduction to Cannabis Studies</i> (SOC 261) and <i>Advanced Cannabis Studies</i> (SOC 361). 19 students and 16 artifacts were assessed.
E. Expected proficiency level and proportion of students who should reach this level.
I expect an “effective” level proficiency from 100% of students. For the sake of measurement, I define “effective” as earning a grade of C or better on the Demonstration of Learning assignment.
F. Assessment results and number of students who met proficiency level.
100% of students that completed the Demonstration of Learning assignment earned a grade of C or better. However, 3 students did not complete the assignment, so the overall achievement level was 16/19 (84%).



G. Describe what results indicate about student performance.

Students are very successful when they complete the assignment and always surprise me with their creativity and clarity in regard to how they will how they share their learning.

H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.

For the 25-26 academic year I plan to continue to use this assignment. Student feedback is generally positive, and I believe the assignment does a good job of assessing the SLO.

However, there is always room for improvement, and I plan to revise and make the assignment scoring criteria / rubric more precise and objective. The current scoring criteria are the project's clarity (the answer to "what did you learn?" should be obvious), the instructor's estimation of the time / effort it took to create, and its creativity. Scoring the Demonstrations of Learning is difficult because they are all unique and the requirements are largely procedural. One way I've experimented with doing this is to have the entire class participate in the evaluation of the Demonstrations of Learning, while I monitor and assess their assessments to ensure an appropriate level of seriousness. I've also considered having students complete a self-assessment.

Enter Table II AY 2025 Assessment Comments Below