



Program Name	Date Completed
Cannabis Studies, minor	May 26, 2026
Report Completed By	Report Contributors
Aaron Johnson	N/A
Brief Statement of Program Mission and Goals	
<p>The Cannabis Studies minor offers students opportunities to become ethical, socially responsible, engaged citizens, who are prepared to assume leadership in a dynamic global context of cannabis normalization by exposing students to a variety of cannabis-related topics, perspectives, and courses from across disciplines within CHASS.</p> <p>The minor is designed to 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 encourage 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> <p>Who should consider a minor in Cannabis Studies?</p> <ul style="list-style-type: none"> • Anyone interested in working in the cannabis industry • Anyone interested in researching the effects of cannabis on society and vice versa • Anyone interested in cannabis lifestyle and subcultures • Anyone planning for a career in a sector affected by cannabis legalization such as business, criminal justice, education, public health, and more • Anyone interested in a social scientific approach to an emerging field of study <p>The Cannabis Studies minor required classes are SOC/CRIM 261: <i>Introduction to Cannabis Studies & Sciences</i>, SOC/CRIM 361: <i>Advanced Cannabis Studies</i>, and CAN 493: <i>Senior Seminar</i>.</p>	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
<p>SLO 1: 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.</p> <p>SLO 2: 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.</p>



B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?

SLOs 1 and 2 have only been addressed informally through course-level quizzes and assignments, but this is the first cycle in which a formal program-level assessment instrument for them has been available.

C. What were the recommendations for change in the previous cycle?

Reviewer feedback and prior assessment reflection indicated the need for more specific data, clearer alignment between artifacts and SLOs, and a more systematic way to assess foundational student learning.

D. How were the recommendations for change acted upon?

A 50-item Cannabis Studies Program Assessment Exam was developed using existing SOC/CRIM 261 and SOC/CRIM 361 question pools, Blackboard item-analysis data, revised quiz items, and a program-level item map. The exam is evenly aligned to SLOs 1 and 2, with 25 questions assessing each outcome, and the item map classifies each question by SLO and cognitive skill category so future assessment data can be reviewed in terms of both what students know and how they are using that knowledge.

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

Because the Cannabis Studies minor did not have graduating students available for exit-level assessment in AY 25–26, I have used this assessment cycle to close the loop on prior reviewer feedback by developing a more systematic, direct assessment instrument for SLOs 1 and 2.

Enter Comments on Table I Closing the Loop Below

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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

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

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Because the Cannabis Studies minor did not have graduating students available for exit-level assessment in AY 25–26, I have used this assessment cycle to close the loop on prior reviewer feedback by developing a more systematic, direct assessment instrument for SLOs 1 and 2.
B. Semester and year this SLO was previously reported on before this cycle.
C. Describe the assessment method for this SLO(s).
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
E. Explain the expected proficiency level and proportion of students who should reach this level.
F. Provide Assessment results and number of students who met defined proficiency level.
G. Describe what the results or trends indicate about student performance.
H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.



Enter Comments on Table II AY 2026 Assessment Below

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