



2021 Academic Program Assessment Report
Cannabis Studies Minor

Program current assessment plan here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/cannabis-minor-assessment-plan-2020.pdf
Program prior assessment report here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/cannabis-minor-assessment-report-2020.pdf

Report Completed By: Karen Yescavage
Date Report Completed: June 10, 2021
Faculty members involved in this Assessment:

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

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 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?
1. Identify the legal and social ramifications/impacts of cannabis on society	This is the first time these SLOs were assessed.	I created a google form to assess two of three SLOs as well as obtain feedback on the minor overall. See link to form for specific questions asked: https://forms.gle/cB6d8jfF4pGBm5py9	N=2 Graduating seniors who minored in Cannabis Studies.	I expected 80% of the graduates to meet an acceptable (or better) level of proficiency.	100% of respondents met or exceeded expectations of meeting a minimally acceptable level of proficiency.	One of two respondents expressed strong opinions about the politics of cannabis and the challenges of researching it. Both students demonstrated an acceptable level of understanding based upon the 4 assessment questions asked. Difficult to draw any real conclusions with a sample size of two.	
2. Explain local, state, and federal policies regarding cannabis.	This is the first time these SLOs were assessed.	I created a google form to assess two of three SLOs as well as obtain feedback on the minor overall. See link to form for specific questions asked: https://forms.gle/cB6d8jfF4pGBm5py9	N=2 Graduating seniors who minored in Cannabis Studies.	I expected 80% of the graduates to meet an acceptable (or better) level of proficiency.	100% of respondents met or exceeded expectations of meeting a minimally acceptable level of proficiency.	One of two respondents expressed strong opinions about the politics of cannabis and the challenges of researching it. Both students demonstrated an acceptable level of understanding based upon the 4 assessment questions asked. Difficult to draw any real conclusions with a sample size of two.	

Comments on part I:

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>I had 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. Therefore, I posed a three questions to assess coverage and overall satisfaction with the minor: 1 How many courses (NOT counting the courses already asked about that were completely cannabis specific) did you take for the minor that had NO mention of cannabis? (All, Most, Few) 2 Of the courses you took that DID mention cannabis, estimate how much course content on average was dedicated to providing cannabis information. (2 months, 1 month, couple weeks, class or two). 3 How satisfied were you with the Cannabis studies minor overall? (totally satisfied =1 to totally dissatisfied = 7)</p>	<p>This was the first time asking this question.</p>	<p>Answers to questions listed in column A: Respondent #1 (acceptable understanding): 1. A few 2. 2 months 3. 4 (neither satisfied or dissatisfied) Respondent #2 (proficient rating but strong opinions regarding Cannabis): 1. A few 2. A class or two 3. 6 of 7 (7 being totally dissatisfied) Averaging the two responses for overall satisfaction suggests graduates are not very satisfied with the minor as it is. Respondent #2 requested "More cannabis sciences" be offered to improve the minor.</p>	<p>Based upon the limited data, a recommendation is to encourage those teaching elective courses to incorporate cannabis-related information into their courses and/or encourage cannabis minors in their class to research the topic further for assignments like research papers. Note: My cannabis research lab conducted a thorough literature review this past year regarding cannabis use and mental health which will be shared with the instructors of both Abnormal Psychology and Drugs and Behavior classes in the Psychology Department to attempt to assist with coverage of cannabis-related issues.</p>					
Comments on part II:								

Cannabis Minor SLOs Assessment Rubric			
Respondent #1:			
Question:	Developing (0)	Minimally Acceptable (1)	Proficient (2)
What distinguishes hemp from cannabis? Identify at least one historical, spiritual and/or cultural use of each?		X	
Detail two challenges to systems (e.g., educational, healthcare, criminal justice) when state and federal cannabis policies differ.	I don't recall learning about this; however, it could have been taught on an online class and I don't do well with online classes.		
Describe the differential impact of the United States' "war on drugs" in terms of race and social class.		x	

Identify one way the federal government's designation of cannabis as a Schedule 1 drug has had an impact on conducting cannabis research in the United States?			x
Two-part question: (1) Identify any scientifically-supported physical or behavioral health benefits associated with cannabis use and (2) any scientifically-supported physical or behavioral health challenges associated with cannabis use.			x
Assessment: Acceptable		2	4
Respondent #2:			

Question:	Developing (0)	Minimally Acceptable (1)	Proficient (2)
What distinguishes hemp from cannabis? Identify at least one historical, spiritual and/or cultural use of each?		x	
Detail two challenges to systems (e.g., educational, healthcare, criminal justice) when state and federal cannabis policies differ.			x
Describe the differential impact of the United States' "war on drugs" in terms of race and social class.			x

Identify one way the federal government's designation of cannabis as a Schedule 1 drug has had an impact on conducting cannabis research in the United States?			x
Two-part question: (1) Identify any scientifically-supported physical or behavioral health benefits associated with cannabis use and (2) any scientifically-supported physical or behavioral health challenges associated with cannabis use.			x
Assessment: Proficient		1	8