Program: Cannabis Science and Operations	Degree Level (e.g., UG or GR certificate,	): UG Certificate
Department:	College/School: School for Professional Studies	
Date (Month/Year): August 2023	Primary Assessment Contact: Stacy Godlewski	

Note: Each cell in the table below will expand as needed to accommodate your responses.

What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	

CSO1000, CSO1600, CSO2960

Explain the engineering principles behind and processes employed, in the manufacturing of cannabis products.

students who achieved/partially achieved/not achieved the outcome, D) Suggestions on potential changes to the curriculum/pedagogies/artifacts/assessment methods.

2. Exit survey completed by students at end of

1. On what schedule/cycle will program faculty assess each of the   learning outcomes? (Please note: It is <u>not recommended</u> to try to assess every outcome every year.)

                                                                                                                areas in need of focused assessment, especially as it relates to one or more courses within the program or a foundational competency, then the schedule may be altered as needed. As SPS programs continually evolve to meet changing market needs, this assessment plan is dynamic and subject to change as the program evolves and new programs are offered.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

   The Program Director in cooperation with the full-time and adjunct faculty are involved in the development of the courses and their application to each program learning   outcome within the plan. These faculties are highly invested in ensuring that course projects and other associated artifacts are created in ways that student performance toward the learning outcomes can be distinguished and evidence towards achievement reported.