

Students Learning Outcome and Assessment Plan Rio Hondo College

Department/program: _____Psychology _____ Date: _April 16, 2007.

Course title/number: _Introductory Psychology 101

Participating Faculty: Christine Sutow, Michelle Pilati, Vernon Padgett

State Student Learning Outcome:

Students provided with research findings and theories on a variety of behaviors from major areas of research such as learning and memory, cognition, neuroscience, development, motivation and emotion, psychological disorders and social psychology, will describe and/or evaluate the role that both genetics and environment (nature and nurture) play in the development of different behaviors.

Proposed Types of Assessment to be used: (attach rubric)

- In-class small group assignments: Students will complete group papers in which they will describe the contribution of both genetics and environment in the development of particular behaviors based upon research findings and theories presented in class and in their textbook. These papers will be evaluated by a point system.
- Objective and/or written tests: Students will be tested on a regular basis on research findings and theories explaining particular behaviors covered in class and in the textbook. There will be objective questions and/or essay questions asking for an evaluation of the relative contribution of genetics and environment in the development of these particular behaviors.

Collection and Evaluation Process:

Group assignment papers will be collected and students' knowledge evaluated by the clarity of their description of the role of both genetics and environment in the development of particular behaviors. Further, students' understanding of these concepts will be evaluated on a regular basis throughout the course through testing. Test scores will be based upon a point system.

Changes being considered (if any):

None

Review and recommendations; scheduled completion date:

Review in Fall, 2007

Rubric for Evaluation of a Student Learning Outcome

Course: *Introductory Psychology 101)*

SLO: *Students.....will describe and/or evaluate the role that both genetics and environment (nature and nurture) play in the development of different behaviors.*

Faculty participating: *Christine Sutow, Michelle Pilati, Vern Padgett, Kevin Smith*

For multiple choice answers:

Performance standard	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
	80% correct or more of (a minimum) 6 questions across both standards	66% correct of (a minimum) 6 questions across both standards	50% correct or less of (a minimum) 6 questions across both standards
Standard 1 Student understands the concepts of genetics and environment	Using 3 questions, student correctly identifies the definition for genetics and environment within a particular behavioral.	Using 3 questions, student correctly identifies the definition for genetics and environment within a particular behavioral context .	Using 3 questions, student is unable to correctly identify the definition for genetics and environment within particular behavioral context.
Standard 2 Student understands and recognizes an example of the concepts of genetics and	Using 3 questions with an example, student correctly identifies the concepts of genetics and environment within a particular	Using 3 questions with an example, student correctly identifies the concepts of genetics and environment within a particular behavioral context.	Using 3 questions with an example, student is unable to correctly identify the concepts of genetics and environment within a particular

environment within a particular behavioral context.	behavioral context.		behavioral context.
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Rubric for Evaluation of a Student Learning Outcome

Course: Introductory Psychology 101

SLO: Students.....will describe and/or evaluate the role that both genetics and environment (nature and nurture) play in the development of different behaviors

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For essay answers:

Performance standard	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
Standard 1: Student is able to understand the concepts of genetics (nature) and environment (nurture).	Student demonstrates a complete understanding of the definition and meaning of these concepts and how each interacts with the other.	Student provides an adequate definition for these concepts but lacks the understanding of how each interacts with the other.	Student is unable to provide either an adequate definition or understanding of the interaction of genetics and environment
Standard 2: Student is able to correctly apply the concepts of genetics and environment and their interaction to a particular behavioral context.	Student fully describes and applies these concepts and their interaction in relation to a particular behavioral context.	Student clearly describes these concepts or clearly describes a particular behavioral context; however, their application is unclear and	Student is unable to provide an adequate application of genetics and environment to a particular behavioral context.

		disjointed.	
Standard 3: Student is able to provide example(s) of the concepts of genetics and environment.	Student provides appropriate example(s) of both these concepts and discusses their interaction.	Student provides appropriate example(s) of these concepts but inadequately discusses their interaction.	Student provides no examples or provides inappropriate examples(s) of genetics and environment.