

# Students Learning Outcome and Assessment Plan Rio Hondo College

Department: Psychology

20 April 2007

Course title/number: Introductory Psychology 101 Honors

Participating Faculty: Vernon Padgett, Christine Sutow, Michelle Pilati

## **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.

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## **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.

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**Changes being considered (if any):** None

**Review and recommendations; scheduled completion date:** Review in Fall, 2007

Grading Rubric: Multiple Choice Questions

Performance Standard/criteria For Multiple-Choice Questions	Excellent  80% or more correct of 6 questions (a minimum) across both standards	Satisfactory  66% or more correct of 6 questions (a minimum) across both standards	Unsatisfactory  50% or less correct of 6 questions (a minimum) across both standards
Standard 1  Student understands the concept(s) presented	Using three questions, student correctly identifies the concept within particular contexts.	Using three questions, student correctly identifies the concept within particular contexts.	Using three questions, student is unable to correctly identify the concept within particular contexts.
Standard 2  Student understands and recognizes an example of the application of the concept(s) within particular contexts	Using three questions with an example, student correctly identifies the concept within particular contexts.	Using three questions with an example, student correctly identifies the concept within particular contexts.	Using three questions with an example, student is unable to correctly identify the concept within particular contexts.

Grading Rubric: Essay Questions

Performace Standard/criteria	Excellent	Satisfactory	Unsatisfactory
Student is able to understand concepts presented	Demonstrates a complete understanding of the topic/concept presented (including forming connections between the concepts)	Able to provide definitions, but answer lacks the connections and sophistication of an excellent answer	Student is unable to provide relevant information about the concepts being tested
Student is able to apply the concepts when provided with a specific context	Student fully describes and applies the concepts, the context, and how they relate to each other	Answer may be disjointed. The concept may seem clear or the context is presented clearly, but the relationship between the two is unclear	Student is unable to provide information about the context and how it relates to the concept
Student is able to provide example(s) related to the concept	Example(s) provided are appropriate and the student is able to discuss their significance within the framework of the concept being tested	Example(s) provided are appropriate, but the student fails to adequately discuss how it relates to the concept being tested	No example(s) provided or inappropriate example(s) are provided