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## **Students Learning Outcome and Assessment Plan Rio Hondo College**

Department/program: Psychology

9 April 2007

Course title/number: Life-span Psychology; Psychology 112

Participating Faculty: Christine Sutow, Vernon Padgett

### **State Student Learning Outcomes:**

#### **Students will be able to:**

Students will identify and analyze the effect of nonnormative life events, normative history-graded life events, and normative age-graded life events, in their lives and in the lives of others.

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

Assessment is by written assignments both in and out of class, including 1) a Life History, in which the student identifies and analyzes a variety of events shaping their own development, 2) an in-class written assignment, in which students view part of a biography of a U.S. president, identifying 6 or more nonnormative and/or history-graded influences during his childhood and analyzing their effects on the cognitive and socio-emotional development of that president as an adult, and 3) three out-of-class written assignments in which students view feature films, one of my choosing and two others of their choosing, in which they identify nonnormative events in the lives of the central character and analyze the effect or effects of those events on that character's subsequent development.

### **Collection and Evaluation Process:**

Assignments are collected during class. Criterion-based grading is used as follows: The student does or does not identify the events and does or does not provide a valid analysis of the effect of the eventg on development.

Analysis of this assessment, conducted concurrently with the assessments themselves, has revealed its effectiveness in teaching this Learning Outcome.

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### **Changes implemented**

Changes have been made to refine and improve the assessment techniques, following the administration of each assessment during the past several semesters of this course, and this assessment/analysis/refining cycle will continue indefinitely. The most recent change made was to provide the students with a worked example of my own identifying more than a dozen nonnormative life events and their effects for the in-class assignment, provided after they attempted their own identification and analysis.

### **Review and recommendations; scheduled completion date**

Changes were implemented each semester the course has been offered, with the latest analysis and implementation of changes in December 2006.

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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.

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### Grading Rubric: Essay Questions

Performance 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