

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

Department/program: \_\_\_\_\_Psychology \_\_\_\_\_ Date: \_April 16, 2007.

Course title/number: \_Drugs, Society and Behavior, Psychology 121

Participating Faculty: Christine Sutow, Michelle Pilati, Vernon Padgett, Kevin Smith

### **State Student Learning Outcome:**

Students provided with research findings and theories concerning drug use will describe and/or evaluate the role that both genetics and environment (nature and nurture) play in the development of substance dependence.

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

- Objective and/or written tests: There will be objective questions and/or essay questions asking for a description and/or an evaluation of the relative contribution of genetics and environment in the development of substance abuse.

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

Students' knowledge will be evaluated by the clarity of their description and/or evaluation of the role of both genetics and environment in the development of substance abuse. Students' understanding of these concepts will be evaluated on a regular basis through objective 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**

## Rubric for Evaluation of a Student Learning Outcome

Course: *Drugs, Society and Behavior Psychology 121*

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

Faculty participating: *Christine Sutow, Michelle Pilati, Vern Padgett, Kevin Smith  
Carolyn Comini, Debra Kaiser, Melissa Rifino-Juarez.*

**For multiple choice answers:**

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

## Rubric for Evaluation of a Student Learning Outcome

Course: Drugs, Society and Behavior Psychology 121

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

Faculty participating: \_Christine Sutow, Michelle Pilati, Vern Padgett, Kevin Smith, *Carolyn Comini, Debra Kaiser, Melissa Rifino-Juarez.*

**For essay answers:**

<b>Performance standard</b>	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
<b>Standard 1: Student is able to understand the concepts of genetics (nature) and environment (nurture).</b>	<b>Student demonstrates a complete understanding of the definition and meaning of these concepts and how each interacts with the other.</b>	<b>Student provides an adequate definition for these concepts but lacks the understanding of how each interacts with the other.</b>	<b>Student is unable to provide either an adequate definition or understanding of the interaction of genetics and environment</b>
<b>Standard 2: Student is able to correctly apply the concepts of genetics and environment and their interaction to the development of substance abuse.</b>	<b>Student fully describes and applies these concepts and their interaction in relation to the development of substance abuse.</b>	<b>Student clearly describes these concepts or clearly describes what substance abuse is; however, their application is unclear and disjointed.</b>	<b>Student is unable to provide an adequate application of genetics and environment to the development of substance abuse.</b>
<b>Standard 3: Student is able to provide example(s) of the concepts of genetics and environment.</b>	<b>Student provides appropriate example(s) of both these concepts and discusses their interaction.</b>	<b>Student provides appropriate example(s) of these concepts but inadequately discusses their interaction.</b>	<b>Student provides no examples or provides inappropriate examples(s) of genetics and environment.</b>

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