

Students Learning Outcome and Assessment Plan Rio Hondo College

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

Course title/number: _Drug Education and Prevention, Psychology 123

Participating Faculty: Christine Sutow, Michelle Pilati, Vernon Padgett, Kevin Smith, Carolyn Comini, Debra Kaiser, Melissa Rifino-Juarez

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.

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.

Changes being considered (if any):

None

Review and recommendations; scheduled completion date:

Review in Spring 2008

Rubric for Evaluation of a Student Learning Outcome

Course: Drug Education and Prevention, Psychology 123

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

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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 in the context of the development of substance abuse.	Using 3 questions, student correctly identifies the definition for genetics and environment in the context of the development of substance abuse.	Using 3 questions, student is unable to correctly identify the definition for genetics and environment in the context of the development of substance abuse.
Standard 2 Student understands and recognizes an example of the concepts of genetics and environment within a particular behavioral context.	Using 3 questions with an example, student correctly identifies the concepts of genetics and environment in the context of the development of substance abuse.	Using 3 questions with an example, student correctly identifies the concepts of genetics and environment in the context of the development of substance abuse.	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.

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Rubric for Evaluation of a Student Learning Outcome

Course: Drug Education and Prevention, Psychology 123

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

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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 the development of substance abuse.	Student fully describes and applies these concepts and their interaction in relation to the development of substance abuse.	Student clearly describes these concepts or clearly describes what substance abuse is; however, their application is unclear and disjointed.	Student is unable to provide an adequate application of genetics and environment to the development of substance abuse.

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.
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