

# Students Learning Outcome and Assessment Plan Rio Hondo College

Department/program: \_\_\_\_\_Psychology \_\_\_\_\_ Date: \_March 20, 2008.

Course title/number:\_ Introduction to the Physiological Effects of Drugs of Abuse,  
Psychology 127

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

## State Student Learning Outcome:

Students will be able to contrast the defining properties of an agonist and an antagonist.

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

- Objective and/or written tests: There will be objective questions and/or essay questions asking to identify or provide, and to contrast the defining properties of an agonist and antagonist.
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## Collection and Evaluation Process:

Students' knowledge will be evaluated by a demonstration of identifying or providing and contrasting the defining properties of an agonist and antagonist. 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, 2008

## Rubric for Evaluation of a Student Learning Outcome

Course: Introduction to the Physiological Effects of Drugs of Abuse  
*Psychology 127*

SLO: Students will be able to contrast the defining properties of an agonist and an antagonist.

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**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</b> Student identifies the defining properties of an agonist and antagonist.	<b>Using 3 questions, student correctly identifies the defining properties of an agonist and antagonist in all 3 questions.</b>	<b>Using 3 questions, student correctly identifies the defining properties of an agonist and antagonist in 2 of the questions.</b>	<b>Using 3 questions, student is unable to correctly identify the defining properties of an agonist and antagonist. In 1 or fewer questions.</b>
<b>Standard 2</b> Student recognizes a contrasting example of the defining properties of an agonist and antagonist.	<b>Using 3 questions with an example, student correctly recognizes a contrasting example of the defining properties of an agonist and antagonist in all 3 questions.</b>	<b>Using 3 questions with an example, student correctly recognizes a contrasting example of the defining properties of an agonist and antagonist in 2 of the questions.</b>	<b>Using 3 questions with an example, student is unable to correctly recognize a contrasting example of the defining properties of an agonist and antagonist in 1 or fewer questions.</b>

## Rubric for Evaluation of a Student Learning Outcome

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### For essay answers:

<b>Performance standard</b>	<b><i>Excellent</i></b>	<b><i>Satisfactory</i></b>	<b><i>Unsatisfactory</i></b>
<b>Standard 1: Student is able to provide the defining properties of an agonist and an antagonist.</b>	<b>Student demonstrates a complete understanding of the defining properties of an agonist and an antagonist.</b> .	<b>Student adequately provides the defining properties of an agonist and an antagonist.</b>	<b>Student is unable to provide the defining properties of an agonist and an antagonist.</b>
<b>Standard 2: Student is able to correctly contrast the defining properties of an agonist and an antagonist.</b>	<b>Student fully contrasts the defining properties of an agonist and an antagonist.</b>	<b>Student clearly contrasts the defining properties of an agonist and an antagonist; however, the answer is incomplete and/or unclear.</b>	<b>Student is unable to contrast the defining properties of an agonist and an antagonist.</b>