

Students Learning Outcome and Assessment Plan Rio Hondo College

Department/program: _____Psychology _____ Date: Nov. 5, 2007.

Course title/number: _Personal and Social Adjustment Psychology 133

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

State Student Learning Outcome:

Students will identify, describe and/or evaluate the process of effective behavioral adjustment to the demands of the environment, whether physical, psychological and/or social. The identification, description and/or evaluation of effective behavioral adjustment, based upon research findings and theories presented in class and in the textbook, will be within various contexts such as personality, stress, social influence, health, psychological disorders, gender roles, sexual behavior, interpersonal relationships, and workplace relationships.

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

- In-class small group assignments: Students will complete group papers in which they will describe effective behavioral adjustment within particular environmental contexts 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 effective behavioral adjustment covered in class and in the textbook. There will be objective questions and/or essay questions asking for an identification, description, and/or evaluation of the effective behavioral adjustment within particular environmental contexts.
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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 effective behavioral adjustment within various environmental contexts. Further, students' understanding of effective adjustment will be evaluated on a regular basis throughout the course through testing. Test scores will be based upon a point system.

Changes being considered (if any):

4/16/07

None

Review and recommendations; scheduled completion date:

Review in Fall, 2007

Rubric for Evaluation of a Student Learning Outcome

Course: *Personal and Social Adjustment Psychology 133*

SLO: *Students will identify, describe and/or evaluate the process of effective behavioral adjustment to the demands of the environment, whether physical, psychological and/or social.....*

Faculty participating: *Christine Sutow, Michelle Pilati, Vern Padgett, Kevin Smith*

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 concept of effective behavioral adjustment to the demands of the environment.	Using 3 questions, student correctly identifies the definition for effective behavioral adjustment.	Using 3 questions, student correctly identifies the definition for effective behavioral adjustment.	Using 3 questions, student is unable to correctly identify the definition for effective behavioral adjustment.
Standard 2 Student understands and recognizes an example of the concept of effective behavioral adjustment within a particular environmental context.	Using 3 questions with an example, student correctly identifies the concept of effective behavioral adjustment within a particular environmental context.	Using 3 questions with an example, student correctly identifies the concept of effective behavioral adjustment within a particular environmental context.	Using 3 questions with an example, student is unable to correctly identify the concept of effective behavioral adjustment within a particular environmental context.

Rubric for Evaluation of a Student Learning Outcome

Course: Personal and Social Adjustment Psychology 133

SLO: Students will identify, describe and/or evaluate the process of effective behavioral adjustment to the demands of the environment, whether physical, psychological and/or social.....

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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 concept of effective behavioral adjustment.	Student demonstrates a complete understanding of the definition and meaning of this concept of effective behavioral adjustment.	Student provides an adequate definition and meaning of this concept of effective behavioral adjustment.	Student is unable to provide either an adequate definition or meaning of this concept of effective behavioral adjustment.
Standard 2: Student is able to correctly apply the concept of effective behavioral adjustment within a particular environmental context.	Student fully describes and applies this concept of effective behavioral adjustment within a particular environmental context.	Student clearly describes this concept of effective behavioral adjustment within a particular environmental context; however, the application is unclear and disjointed.	Student is unable to provide an adequate application of this concept of effective behavioral adjustment to a particular environmental context.
Standard 3: Student is able to provide example(s) of the concept of effective behavioral adjustment.	Student provides appropriate example(s) of this concept of effective behavioral adjustment.	Student provides appropriate example(s) of this concept of effective behavioral adjustment but the example(s) is unclear and disjointed.	Student provides no examples or provides inappropriate examples(s) of this concept of effective behavioral adjustment.

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