

Core Goal IIB
Human and Social Behavior (HSB)
Course Assessment Plan

A few things to note for assessment:

- Assessment must be done on each outcome for the goal.
- Each course must submit its own plan file using the **IIB HSB Course Prefix and Number Core Assessment Plan**.
 - *Please replace Course Prefix and Number in the file save name with the appropriate department and number for the course (i.e. ENGL 205 would be IIB HSB ENGL 205 Core Assessment Plan)*
- You must also complete the **IIB HSB Course Prefix and Number Course Recertification Worksheet** the same time as this plan for each course.
 - *Please replace Course Prefix and Number in the file save name with the appropriate department and number for the course (i.e. ENGL 205 would be IIB HSB ENGL 205 Course Recertification Worksheet)*
- Please provide an updated syllabus that includes the core learning outcomes for review with the Course Recertification.
- The plan, worksheet and any supplemental files (i.e. syllabus, rubric, assessment tool) for the specific course must be uploaded to the necessary assignment in the Moodle Core Petitions and Assessment Resource site. You may contact the Director of Core Curriculum at bsimpson@coastal.edu with any question.
- Data needs to be collected separately for the Fall and Spring semesters.
- Data is going to be reported using the new Outcomes system which require you to report data based upon the number of students meeting the criteria for each level. You will not be able to report an average value in Outcomes.

Assessment Year: *Annually, and I'd like this class to be assessed in the same cycle as SOC 101 & SOC 102, it would make things easier on my end.*

Course Number and Title: *CRMJ 100: Introduction to Criminology and Criminal Justice*

Course Offering Semesters: *We expect to offer this class every semester, Fall, Spring, and at least one summer session*

Learning Outcomes (Required):

IIB.1 Apply methods of inquiry to investigate social behavior.

Objective: Students will recognize a variety of social perspectives and contexts, and identify connections among individual and group behaviors within and across cultures with regard to criminal behavior, and our response to those behaviors.

Student Learning Outcomes:

- 1) Apply methods of inquiry to investigate social behavior, focusing on criminal behavior and our response to it
- 2) Analyze and illustrate the connections among individual and group behaviors, focusing on criminal behavior and our response to it

SLO's	Examples /Questions/Guides for Alignment. Does the course require students to do any of the following?	Related Course SLO(s) How do course SLOs align with the Core Curriculum SLOs?
SLO 1 Apply methods of inquiry to investigate social behavior, focusing on criminal behavior and our response to it	<input type="checkbox"/> Fully develop all elements of the methodology or theoretical framework leading to appropriate methods of inquiry that develop questions, research, problem solving and/or creating solutions <input type="checkbox"/> The inquiry demonstrates knowledge of the social sciences and human behavior through appropriate frameworks may be synthesized from across disciplines or from relevant sub disciplines.	<p>Understanding and applying sociological theories is one of the foundations of Criminology.</p> <p>Learning outcomes related to Criminological theories:</p> <ol style="list-style-type: none"> 1) develop and apply a sociological perspective (Crim is a sub field of Soc) 2) analyze the concepts of structural-functionalism, conflict theory, and symbolic interactionism <p>The extent to which the student has developed and is able to apply their sociological imagination to address a social problem that is criminal will be assessed using a final reflective paper. At the end of the semester students will be asked to write a three –page reflective paper in which they are required to identify one of the social problems discussed in the course that is of significant importance. They are instructed to use their sociological imagination and explain the criminological relevance of the social problem, reflect on their role as a global citizen in addressing the criminal social problem, and suggest personal and public remedies for the criminal social problem.</p>

Please replace this text with a description of the assessment you plan on using for this and how that assessment specifically measures this specific outcome. Also, please include your plan for obtaining a representative sampling of the students for this outcome. Please note that data must be collected for both the Fall and Spring semesters separately to allow for reporting the data separately by semester.

IIB.2 Analyze and illustrate the connections among individual and group behaviors.

<p>SLO 2 Analyze and illustrate the connections among individual and group behaviors, focusing on criminal behavior and our response to it</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate critical thinking strategies, which may include scientific and/or quantitative reasoning, that organizes and synthesizes evidence in all forms to reveal insightful pattern, differences, or similarities related to focus. <input type="checkbox"/> Apply skills in collecting, analyzing, and interpreting data in order to illustrate the forces impacting individual and group behavior <input type="checkbox"/> Discuss in detail relevant and supported connections and implications. <input type="checkbox"/> Demonstrate the complexity of other cultures in relationship to the inquiry. 	<p>Learning outcomes related to critical thinking:</p> <ol style="list-style-type: none"> 1) Engage in and develop logical thinking, cultural awareness, and global policy analysis with regard to criminal behavior and our response to it. 2) Illustrate criminological analysis; and identify the basic concepts of culture, socialization, social structure, deviance, stratification, gender, ethnicity, the family, and social change as they relate to crime. <p>These learning outcomes will also be assessed using the final reflective paper described above. The social problems (crimes) are framed as social forces which impact group and individual behavior.</p>
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Rubric (Required):

Please replace this text with your rubric in this Word document OR turn in a separate rubric file when submitting this Word document. The rubric should be based upon the value rubrics found at <https://www.coastal.edu/info/facstaff/corecurriculum/assess/>.

	Accomplished (4) [Exceeded]	Proficient (3) [Met]	Developing (2) [Partially Met]	Beginning (1) [Not Met]	Null (0) [Not Met]
SLO1: Apply methods of inquiry to investigate social behavior	<input type="checkbox"/> All elements of the methodology or theoretical framework are fully developed leading to appropriate methods of inquiry that develop questions, research, problem solving and/or creating solutions. <input type="checkbox"/> The inquiry demonstrates a thorough knowledge of the social sciences and human behavior through appropriate frameworks that may be synthesized from across disciplines or from relevant subdisciplines.	<input type="checkbox"/> Critical elements of the methodology or theoretical framework are appropriately developed, however more subtle elements are ignored or unaccounted for. <input type="checkbox"/> The inquiry demonstrates knowledge of the social sciences and human behavior through appropriate frameworks that may be synthesized from across disciplines or from relevant subdisciplines.	<input type="checkbox"/> Critical elements of the methodology or theoretical frameworks are missing, incorrectly developed, or unfocused. <input type="checkbox"/> The inquiry shows awareness of the social sciences and human behavior through frameworks from within a discipline or subdiscipline.	<input type="checkbox"/> Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework. <input type="checkbox"/> Inquiry design does not utilize appropriate frameworks.	No evidence provided
SLO 2: Analyze and illustrate the connections among individual and group behaviors.	<input type="checkbox"/> Demonstrates critical thinking strategies that organizes and synthesizes evidence in all forms to reveal insightful patterns, differences, or similarities related to focus.	<input type="checkbox"/> Organizes evidence to reveal important patterns, differences or similarities related to focus.	<input type="checkbox"/> Organizes evidence, but the organization is not effective in revealing significant patterns, differences, or similarities.	<input type="checkbox"/> Lists evidence, but is not organized and/or is unrelated to focus.	No evidence provided

	<p><input type="checkbox"/>Expertly applies skills in collecting, analyzing, and interpreting data in order to illustrate the forces impacting individual and group behavior.</p> <hr/> <p>■ Insightfully discusses in detail relevant and supported connections and implications.</p> <hr/> <p><input type="checkbox"/>Demonstrates the complexity of other cultures in relation to the inquiry.</p>	<p><input type="checkbox"/>Applies skills in collecting, analyzing, and interpreting data in order to illustrate the forces impacting individual and group behavior</p> <hr/> <p><input type="checkbox"/>Discusses in detail relevant and supported connections and implications.</p> <hr/> <p><input type="checkbox"/>Asks deeper questions about other cultures and seeks out answers to those questions.</p>	<p>■ Uses data to illustrate the forces impacting individual and group behavior.</p> <hr/> <p><input type="checkbox"/>Presents relevant and supported connections and implications</p> <hr/> <p><input type="checkbox"/>Asks simple or surface questions about other cultures.</p>	<p>■ Minimal or no use of data to illustrate the forces impacting individual and group behavior.</p> <hr/> <p><input type="checkbox"/>Presents connections and implications but they are possibly irrelevant and unsupported.</p> <hr/> <p><input type="checkbox"/>No interest in asking questions about other cultures.</p>
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Assessment Tool (Optional):

Please replace this text with your assessment tool in this Word document OR as a separate copy of the assessment tool you plan on using for this assessment. This is optional but may be requested later if needed.

Proposed Continuous Improvements from last assessment (Required):

This is a class currently under review to be added to the catalog. No prior assessment is available.

Changes to course for improvement made since last assessment (Required):

This is a class currently under review to be added to the catalog. No prior assessment is available.