**CRIM B.S. Assessment Report: 2016-17**

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to Dr. Angel Sanchez ([aansanchez@csufresno.edu](mailto:aansanchez@csufresno.edu)) in the Office of Institutional Effectiveness and copy Dr. Melissa Jordine ([mjordine@csufresno.edu](mailto:mjordine@csufresno.edu)). Please complete a separate report for each bachelor’s and master’s program offered by the department.

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| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP, please indicate and explain). Do not describe the measures or benchmarks in this section Also, please only describe the major assessment activities in this report. The G.E. Committee will issue a separate call for G.E. assessment reports.   SLO 1: Students will demonstrate discipline-related knowledge in Criminology and Criminal Justice.  SLO 2: Students will demonstrate proficiency in basic writing skills.  SLO 3: Students will access the needed information effectively and efficiently and evaluate the information and its sources critically.  SLO 4: Students will demonstrate their ability to apply critical thinking and discipline-specific knowledge to evaluate situations and make decisions in their specific field. |
| 1. **What instruments (assignment) did you use to assess them?** If the assignment (e.g., activity, survey) does not correspond to the activities indicated in the time line on the SOAP, please indicate why. Please clearly indicate how the instrument (assignment) is able to measure the outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome, please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP, then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3.”   **Pre- and Post-Assessment Surveys: SLOs 1, 2, & 3 (Discipline-related knowledge, writing skills, and research skills)**  The assessment survey consists of 30 multiple-choice questions derived from the areas of criminology and criminal justice, writing proficiency, and research methods and was given to freshmen (pre-test) and seniors (post-test).  The pre-data were collected in CRIM 1 (Introduction to Criminology), and the post-data were attained during the internship meeting in Fall 2016. The total number of students who enrolled in CRIM 1 was 241. Among those, **90 students** whose total units were 30 or less were considered as “freshmen.” For seniors, 186 students attended the internship meeting. Among those, **56 students** who have attained 90 or more units were considered as “seniors.” The data were entered into the SPSS software, and the mean scores of freshmen and seniors were compared.  **The Benchmark** for all three sections—discipline-related knowledge, writing, and research methods—is that 85% or more of the senior students will answer 50% or more of the questions correctly. Also, we expect the senior students to have statistically higher mean scores than the freshman students for all sections.  **Student writing samples SLO 4 (Critical thinking skills)**  The students were required to read an article related to child abuse and answer some critical thinking questions. The assessment was administered during class time.  The assessment was administered for the CRIM 140 class (Family Violence, upper division class) in Fall 2016. The total number of students enrolled in the class was 42. All the students completed the assessment. The majority of the students were seniors (*n* = 22, 52%) and juniors (*n* = 18, 43%). There were two sophomores but no freshmen.  Assignment Guidelines & Questions:  Read “Charles Barkley defends Adrian Peterson: It’s a matter of race, region” and find the main or most important claim made by the author, and the points and key evidence that supports the claim. Think about how much evidence is offered and whether it demonstrates sufficiently that the claim is true. After carefully considering all of these issues, write an extended paragraph in response to each of the following questions. Please note that you will have three extensive paragraphs and should be specific when making references to points or evidence from the document.  1) What major claim or argument is the author making? 2) Has the author provided evidence that is relevant and that if correct would be sufficient to demonstrate that the claim/argument is true? 3) Evaluate the strengths and weaknesses, if any, of the argument.  The following rubric was used to score the critical thinking skills. **The benchmark** is 3.0 in each section.  Note: This rubric was developed by the Critical Thinking Signature Assignment Committee in Fall 2014.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Level of Achievement  Specific skill | Exceeds Expectations  4 | Meets Expectations  3 | Developing  2 | Emerging  1 | | Assesses problem, question, or issue | Identifies the main claim or issue clearly and accurately. Student also identifies other aspects of the issue and information essential to analyzing the issue. | Identifies a main issue and has made some attempt to identify other issues. Does not state a main issue, a minor point, or a piece of evidence. | Summarizes the issue but some implicit aspects are incorrect or not clearly stated. Key details are missing or only superficially addressed. | Does not attempt to or does not clearly identify the main argument issue or problem. | | Analyzes supporting points and data or evidence | Identifies whether evidence is verifiable and if correct would prove the conclusions true. | Examines and discusses the structure of the argument as to whether the conclusion would be true if the premises were true and the evidence was verifiable. | Discusses points and evidence and structure of the argument but either does not clearly state the points or does not provide enough information. | Does not really discuss the points or evidence in terms of the structure of the argument. Does not indicate if the conclusions would be true if the points were true or if the evidence is verifiable. | | Indicates that the argument is sound or identifies major flaws in the argument | Identifies the structure of the argument; clearly identifies all fallacies and major problems or issues with the structure of the argument; or identifies all key evidence/data and how it supports the conclusion. | Identifies the structure of the argument; clearly indicates the majority of the fallacies or other major flaws with the argument (stating them clearly enough to be understood); or identifies most key evidence/data and how it is used to support conclusions. | Attempts to identify the structure of the argument; indicates at least one of the fallacies or major problems with the argument; or indicates at least some of the key evidence/data and how it is used to support the conclusions. | Does not identify any fallacies or problems with the arguments or does not identify any key evidence/data or make any attempt to show how the evidence supports the conclusions. | |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   **Pre- and Post-Survey Findings (SLOs 1, 2, & 3)**  **Percent of students who answered 50% or more of the questions correctly**   |  |  |  | | --- | --- | --- | |  | Freshman  (*N* = 90) | **Senior**  **(*N* = 56)** | | Total | 37% | **82%** | | Writing Proficiency | 79% | **84%** | | Research Methods | 37% | **86%** | | Criminology and Criminal Justice | 21% | **43%** |   The percentage for the senior students who answered the writing questions 50% or more correctly was **84%, which is close to the benchmark.** The percentage for the senior students who answered the research methods questions 50% or more correctly was **86%, which exceeds the benchmark**. The percentage for the senior students who answered the criminology and criminal justice questions 50% or more correctly was **43%, which is way below the benchmark.**  **Mean scores (SD)**   |  |  |  |  | | --- | --- | --- | --- | |  | Freshmen  (*N* = 90) | Seniors  (*N* = 56) | *t*-value | | Total | 12.8 (3.4) | 16.4 (4.2) | 3.3\* | | Writing Proficiency | 5.6 (1.4) | 6.2 (1.6) | 0.9 | | Research Methods | 4.0 (1.8) | 6.2 (2.1) | 4.1\* | | Criminology and Criminal Justice | 3.2 (1.4) | 4.2 (1.8) | 1.9 |   *\*p < .05*  The comparison of mean scores between freshman and seniors indicated that the overall total score and the research methods score for seniors were statistically higher than those of freshmen. However, the difference was insignificant in the writing and discipline-related questions.  *Strengths:*  Significant improvement was observed in the area of research methods. It met the benchmark, and the difference between the freshman and seniors is the largest among the three categories. It is evident that the students attained knowledge of the APA style and library resources during their academic years.  *Weaknesses:*  In contrast, the score for the discipline-related knowledge (criminology and criminal justice) was low. Less than half of the students answered 50% or more questions correctly. There are a couple of questions that the majority of seniors answered wrongly and the adequacy of the questions need to be reviewed.  The data indicated that writing proficiency already seems determined when the students are admitted to school and is the most difficult subject to learn in the three areas.  **Critical Thinking: SLO 4**  The average score for **“Assesses Problem, Question, or Issue” was 2.84,** which is below the benchmark. The average score for **“Analyzes Supporting Points and Data or Evidence” was 2.44,** which is below the benchmark. The average score for **“Identifies that Argument is Sound or Identifies Major Flaws in the Argument” was 2.23,** which is below the benchmark.  The majority of the students (72%, or 31 students, were 3 points or higher) were able to meet expectations to assess the problem. However, the majority of students failed to analyze the supporting points (58%, or 25 students, were 2 points or below) or identify the major flaws in the argument (67%, or 29 students, were 3 points or below).   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Level of Achievement | Exceeds Expectations  (4) | Meets Expectations  (3) | Developing  (2) | Emerging  (1) | | Assesses problem, question, or issue | 10  (23.3%) | 21  (48.8%) | 7  (16.3%) | 5  (11.6%) | | Analyzes supporting points and data or evidence | 5  (11.6%) | 13  (30.2%) | 21  (48.8%) | 4  (9.3%) | | Indicates that argument is sound or identifies major flaws in argument | 5  (11.6%) | 9  (20.9%) | 20  (46.5%) | 9  (20.9%) |   *Strengths:*  The students were able to assess the question and identify the issues. Five students scored 4 for all sections.  *Weaknesses:*  The goal of the assignment was to critically assess the arguments in the article, but many of the students included their personal feelings about the case (e.g., “it is heartbreaking to know about child abuse” or “I believe it is child abuse”). Many students noted Twitter tweets from sports fans representing public opinion and considered that as a credible source. One student commented that showing two different sides of opinions is not appropriate as it makes the argument weaker. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   *Improving the instruments:*  From Fall 2017, pre- and post-assessments will be online. The questions were created in Qualtrics and will be posted on the Bb in CRIM 1 and at the Internship classes (CRIM 180, 181, and 182). The change allows us to run the summary statistics easily. Previously, we compared the scores from the freshman cohort and the senior cohort, but the data were not individually matched. The transition to an online format will allow us to match the individual scores of the freshman year and senior year using e-mail address or student ID.  Some of the questions in Criminology and Criminal Justice will be revised. The scores in the section were much lower than other sections, and none of the seniors received 100%. The SOAP committee will review the questions and clarify the questions.  *Improving the feedback system to the students:*  Previously, the assessment outcomes were only shared among the faculty. Because Qualtrics allows us to manipulate the data easily, we will start to provide the summary statistics to the freshman students. In this way, they will know the areas in which they need improvement during their academic career. The report will also include some of the campus resources (e.g., writing center, SI session, library workshops) and encourage them to take advantage of these services.  *Improving knowledge of Information literacy:*  It appears that SNS has penetrated to the students, and they consider such information to be reliable and credible. The instructors who teach research methods will focus on information literacy. We invited the CRIM librarian to the Department meeting and learned about the services offered by the library. We will continue to work with the CRIM librarian in this capacity. |
| 1. What assessment activities will you be conducting in the 2017–2018 AY? List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP time line; if they are not, please explain.   The Department will conduct the online pre- and post-assessments in Fall 2017 and Spring 18. The assessment will address the three areas below.  SLO 1: Students will demonstrate discipline-related knowledge in Criminology and Criminal Justice.  SLO 2: Students will demonstrate proficiency in basic writing skills.  SLO 3: Students will access the needed information effectively and efficiently and evaluate the information and its sources critically.  Any additional changes and the final 5-year assessment plan will be completed after receiving the recommendations from the Department program reviewers.  Furthermore, in January 2017 the CSU Chancellor’s Office issued Executive Order 1071, which requires compliance with regulations requiring all options within a major to have more than 50% of their classes in common. Given that our options have become more specialized over the years, we find that we are no longer in full compliance with this mandate. The assessment plan possibly could be revised along with the program elevation, which would happen in AY 2018–19. |

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| 1. What progress have you made on items from your last program review action plan? Please provide a brief description of the progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   The Department of Criminology underwent the last program review in 2010–2011. At that time, the following were added to the Action Plan to improve the undergraduate program/curricula:   * **To develop an Alumni Survey that evaluates both Criminology courses and Criminology’s knowledge base.**   Completed in 2014. Please see the AY 2013–14 SOAP report.   * **To develop a Field Placement Survey that evaluates the student’s preparation for their internship.**   Ongoing. The internship coordinator has been reaching out to agencies and gathering information about the students. The internship evaluation forms will be reviewed to understand the specific areas that need to be addressed.  The internship coordinator has sent a survey to all internship coordinators on campus to get feedback about their requirements and grading policy.   * **To develop an Employer Survey that evaluates the agency’s satisfaction with Criminology graduates and the adequacy of their education.**   Completed in 2015. Please see the AY 2014–15 SOAP report.   * **To further develop the Department’s international programs with Tokiwa University and others.**   Ongoing. A meeting with Provost Lynnette Zelezny and Dr. Paul Hoffman at Fresno State and President Nobuho Tomita from Tokiwa University, Japan, to explore research and student exchange programs in victimology between the two institutions occurred on September 8, 2014.  During AY 2015–16, Tokiwa University made a major institutional change that resulted in cutting most of the staff at the Tokiwa International Victimology Institute (TIVI) and suspended some of its functions.  The victimology option is seeking other possible options and invited Prof. Groenhuijsen from INTERVICT (International Victimology Institute) at Tilburg University during Victims Rights Week in Spring 2017.  The Victimology option will run a faculty-led study abroad program in summer 2018 and bring a group of students to City University Hong Kong.   * **To hire additional tenure-track faculty for the continued development of the undergraduate and graduate programs.**   The Department of Criminology hired three faculty (all Corrections option) for tenure-track positions starting in AY 2017–18 and five faculty (two LE option, two FBS, and one Victimology faculty) for tenure-track positions starting in AY 2016–17. Since the program review in 2010–11, a total of 11 tenure-track faculty have been hired; one faculty (Victimology option) started in AY 2015–16, following two who started in AY 2014–15.   * **Revise all four options taking into account the student and field surveys noted above.**   Ongoing. The Department of Criminology had a retreat in February 2015 to specifically discuss curricular issues. The following are some examples of what was discussed at the meeting. More detailed information is in the CRIM retreat report.   1. The Corrections option would like to create a Topics (CRIM 160T) course, Punishment in Society, initially offering it as an elective course. 2. The Law Enforcement option would like to develop courses with a more distinct focus on law enforcement. 3. The FBS option would like to add more psychology courses for an elective cluster. 4. The Victimology option is exploring a collaborative partnership with the Humanics program, which is run by Sociology.   During AY 2015–17, the following changes were made by the options.   * The FBS option held a meeting with the option students to inform them of the graduate programs related to the discipline. * The Victimology option launched a Facebook page to inform about job openings, trainings, and workshops. * The Victim Services Certificate program has been National Advocate Credentialing Program® (NACP) preapproved as a basic educational program. Successfully completing the program will result in eligibility, at minimum, for the NACP Provisional credential. * A Corrections option faculty member offered a 160H special topics honors course called Punishment and Rehabilitation in Spring 2016 as a trial run for the development of a new Corrections elective. The student feedback was positive, and plans are ongoing to develop this new course. The course will be offered again as a regular topics course (non-honors) in Spring 2018. * **Evaluate each of the common core courses for all options.**   Ongoing.   1. Discussion ensued on configuring CRIM 170 (Research Methods) to be more option specific to policing and law enforcement, but that would make it a separate course. Discussion was tabled at this time. 2. The FBS option is looking at possibly substituting PSYCH 144 (Research Methods, a rigorous five-unit course) for CRIM 170H. 3. At a Department Retreat in March 2017 faculty discussed curricular changes to all four options in regards to EO 1071 (see above). Curricular changes are being addressed in Fall 2017 and include one program elevation (FBS from an option to a major), and revision of the other three options. Of note, the FBS option also undertook significant curricular changes in 2016-2017 and these changes are now in effect as of 2017-2018.  * **Offer additional sections of two of Criminology’s General Education courses, CRIM 120, Juvenile Delinquency, and CRIM 153, Psychology of Crime.**  1. The number of course offerings of CRIM 120: Juvenile Delinquency and CRIM 153: Psychology of Crime has remained consistent since our last program review. 2. Since Fall 2016 we have offered additional sections of CRIM 120 and CRIM 153 each year to help increase capacity in upper division GE courses across the university. 3. In addition to those two GE courses, the Department made CRIM 50 count toward the GE Area D3 effective from Fall 2015.  * **Develop a greater number and variety of law enforcement elective courses.**   Ongoing. The Department of Criminology had a retreat in February 2015 to specifically discuss curricular issues.  The following changes were proposed during the meeting.   1. Law Enforcement needs a course that deals with organized crime, terrorism, and/or cybercrime. 2. CRIM 110 (Police in America) can move up as a required course to give Law Enforcement a more distinct focus.   Two law enforcement topics courses are being offered in 2017-2018.  The matter was discussed further at the department retreat in March 2017 and is being addressed via curriculum changes in Fall 2017.  The following proposal will be submitted to the Department meeting in Fall 2018.   1. The LE option will add CRIM110, Policing in America, as a required course, but keep the three elective course requirement. That would increase the units required for the LE option from 49 to 52. 2. In Fall 2017 a cybersecurity course from the Information Systems and Decision Science Department was made available to CRIM students.  * **Clarify the Department’s undergraduate learning objectives.**   Ongoing. The Department of Criminology is closely working with the COSS SOAP coordinator to ensure our assessments comply with the WASC requirements.   * **Refine and simplify the current undergraduate SOAP.**   Ongoing. The Department of Criminology is closely working with the COSS SOAP coordinator to ensure our assessments comply with the WASC requirements. The Department participated in the Critical Thinking Signature Assignment Committee in Fall 2014 and developed a standardized rubric to assess critical thinking skills.  In the current reporting cycle (AY2015–16), the assessment questions for discipline-related knowledge, writing proficiency, and information literacy were created.   * **Develop across-the-board departmental learning objectives that are easily measured by looking at course syllabi.**   Ongoing. The Department of Criminology is working closely with the COSS SOAP coordinator to ensure our assessments and syllabi comply with the WASC requirements.   * **Examine current entry standards to the major with major consideration toward changing our GPA requirements.**   The Department of Criminology had a retreat in February 2015 to specifically discuss curricular issues. Any changes in entry standards must comply with Impaction, and the Department will closely communicate with the Dean’s Office in addressing the matter.  In 2015–2016, the Department’s GPA admission requirements for both local students and out-of-area students, affecting first-time freshmen and transfer students, were raised in accordance with the university’s new GPA requirements established under the Impaction policies.   * **Expand both the distance learning and off-campus programs to increase student and community access.**   Ongoing. Move to offer more courses in a hybrid model and online courses to better meet the varying schedules of off-campus students in the program and to be more competitive with schools that offer accelerated/online programs.  There has been a significant increase in the number of fully online courses offered within the Department. From 2004 to 2009, a total of 25 online courses were offered. In comparison, between 2010 and Fall 2014, 100 sections of fully online courses were offered. The number of Distance Learning Courses has remained consistent (four online distance learning for the South Valley).  During Summer 2015, 12 courses (seven fully online courses) were offered. In Fall 2015, five fully online courses were offered for off-campus program students and Sheriff’s Office employees in addition to the online courses already provided to campus students.   * **Expand internship placements and Service Learning courses.**   In-progress. The internship course is required for students in the Law Enforcement, Corrections, and Victimology options, and serves as an elective for FBS option students. The new internship coordinator has been working closely with local agencies to expand placements.  In 2004–2009, a total of 49 internship sections were offered to 1,099 students. Together, these internships provided a total of 129,280 hours of service. From 2010 until Fall 2014, a total of 47 internship sections were offered to 1,175 students who donated 141,000 hours of service.  A total of 11 internship sections were offered during AY 2015‒16, and 268 students completed their internships for a total of 32,160 hours.  Additional Guidelines: If you have not fully described the assignment, then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used), then please attach a copy of the rubric. If you administered a survey, please attach a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.  Department of Criminology  Assessment Survey  This survey is designed to measure what you know about criminology at this point in your academic career as a criminology major. You will be asked to answer 30 questions derived from the areas of writing proficiency, research methods, information literacy, criminology, and criminal justice. We certainly do not expect you to know all of the answers. Indeed, you may know few. However, over the course of the next few years, you will become familiar with all the topics described in the questions and you will be able to answer many more questions by the time you are ready to graduate. You will be given this exact survey again in your last semester as a criminology student to see your academic advancement.  You will receive the scores and summary statistics a few months after completing the assessment. However, the results of this survey will in no way affect your grade in this class or your overall GPA, and it will not appear on your Degree Progress Report (DPR).  Thank you!  Student Learning Outcome Assessment Coordinator Dr. Yoshiko Takahashi  Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1. What is your declared option as of today?   * Law Enforcement * Corrections * Victimology * Forensic Behavioral Sciences * Do not know or have not yet declared an option   2. Are you are a transfer student?   * Yes; if Yes, please specify the name of the previous school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * No   3. How many total units would you attain after this semester?   * 30 and under * 31–60 * 61–90 * 91 and above   4. Have you been or are you currently employed in a field related to criminology, victimology, or criminal justice? (Please select “No” if it is an internship, as a volunteer, or as a part-time position.)   * Yes; if Yes, please write the name of the agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * No   5. Are you currently enrolled in or have already earned credits in the following course(s)? (Please check all that apply)   * CRIM 2 * CRIM 20 * CRIM 100   **Assessment questions:**   1. **Identify the correct sentence.** 2. We have already seen that movie. 3. We already has seen that movie. 4. We already seen that movie. 5. We have already saw that movie. 6. Not sure 7. **Identify the sentence with the correct verb.** 8. I have speak to my professor about making up the exam. 9. I have speaken to my professor about making up the exam. 10. I have spoke to my professor about making up the exam. 11. I have spoken to my professor about making up the exam. 12. Not sure 13. **Identify the sentence with the correct verb.** 14. The Dolphins have beaten the Raiders every time. 15. The Dolphins have beating the Raiders every time. 16. The Dolphins have beat the Raiders every time. 17. The Dolphins have beats the Raiders every time. 18. Not sure 19. **Identify the correct sentence.** 20. I do not have ever to say about that. 21. I do not have nothing to say about that. 22. I do not have anything most to say about that. 23. I do not have anything to say about that. 24. Not sure 25. **Identify the sentence with the correct subject-verb agreement.** 26. Neither Martin nor Wesley have a summer job yet. 27. Neither Martin nor Wesley has a summer job yet. 28. Neither Martin nor Wesley are working a summer job yet. 29. Neither Martin nor Wesley have had a summer job yet. 30. Not sure 31. **Identify the correct sentence.** 32. We were running along the river when we saw a deer. 33. We are running along the river when we saw a deer. 34. We were running along the river when we will see a deer. 35. We were running along the river when we see a deer. 36. Not sure 37. **Identify the sentence with consistent verb tenses.** 38. My physical science class is not very exciting, but the professor will tried her best. 39. My physical science class is not very exciting, but the professor tries her best. 40. My physical science class is not very exciting, but the professor will try her best. 41. My physical science class is not very exciting, but the professor tried her best. 42. Not sure 43. **Identify the alternative that correctly completes this sentence.**   I stopped going to ABC Electronics because \_\_\_\_\_\_\_ inferior products.   1. he has 2. they have 3. it has 4. their 5. Not sure 6. **Identify the sentence with the correct pronoun-antecedent agreement.** 7. Someone left thy socks and underwear in the dryer. 8. Someone left his or her socks and underwear in the dryer. 9. Someone left them socks and underwear in the dryer. 10. Someone left their socks and underwear in the dryer. 11. Not sure 12. **Identify the sentence with this meaning: No one else ran out of milk.** 13. We ran out of milk only. 14. Only we ran out of milk. 15. We just ran out of milk. 16. We ran out of just milk. 17. Not sure 18. **Where can you get a book or a free copy of an article that your library does not have?**     1. Google Scholar     2. Article Express     3. Interlibrary Loan Services     4. Webloan     5. Not sure 19. **What is an abstract?**     1. An abstract is a 150‒250-word summary of your paper, including your thesis and main points.     2. An abstract is a biographical piece that describes the author. It should be longer than 250 words.     3. An abstract explains why you wrote the paper and the process you went through during research and composition.     4. An abstract can be as long as you need to describe the main points of your paper and the thesis.     5. Not sure 20. **What is the purpose of obtaining informed consent from a research participant?**     1. It ensures that all participants will be treated equally     2. It ensures that participation is voluntary     3. It gives the researcher permission to do anything that she wants to the volunteer     4. It ensures that the volunteer will not quit half way through the study     5. Not sure 21. **According to APA style guidelines, how is the Reference list generally arranged?**     1. Alphabetically, by the title of the work     2. Alphabetically, by author’s first name     3. Alphabetically, by author’s last name     4. By publication year     5. Not sure 22. **What is ‘‘peer review’’?**     1. A system of revision first carried out by the English House of Lords. In America, the Senate takes the place of the House of Lords under the Vice President.     2. A process for checking that academic articles are examined by other experts in the field before they are published.     3. A process for guaranteeing that all articles are 100% true by having experts read them before they are published.     4. A process for examining research material and checking results using a microscope.     5. Not sure 23. **What does *64*(20) represent in the following article citation?**   Kors, A. C. (1998). Morality on today’s college campuses: The assault upon liberty and dignity.  *Vital Speeches of the Day, 64*(20), 633–637.   * 1. The volume and the number of pages in the article   2. The volume and issue number of the article   3. The year and issue of the article   4. The volume and starting page number of the article   5. Not sure  1. **Which source would most likely provide you with objective information for the main concepts in a statement?**    1. A personal interview with an influential lobbyist    2. A Web site that advocates prison reform    3. The latest annual report from a major automobile manufacturer    4. A study published in a peer-reviewed periodical    5. Not sure      1. **A bibliography is a list of \_\_\_\_\_\_\_.**    1. countries    2. phone numbers    3. information sources    4. someone’s life story    5. Not sure 2. **You are required to locate peer-reviewed articles on a topic that was assigned to you in class. Where would you find this information?**    1. Magazines    2. Compendiums    3. Journals    4. Newspapers    5. Not sure 3. **Identify the independent and dependent variables for the following research project.**     More than 700 college women were screened with a questionnaire, and 79 were identified as having a history of abuse during childhood. Another 79 women without such a history were selected as a control group. The two groups of women were administered a personality test, which yielded scores of hostile feelings.  The independent variable is \_\_\_\_\_\_\_\_\_\_\_\_\_ and the dependent variable is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   * 1. personality test/hostile feelings   2. hostile feelings/history of abuse   3. history of abuse/hostile feelings   4. experimental group/control group   5. Not sure  1. **The belief that offenders should receive the punishment that they deserve based on the seriousness of their criminal act is called \_\_\_\_\_\_\_.**    1. retribution    2. deterrence    3. rehabilitation    4. restoration    5. Not sure   **22. Classical criminology has evolved into modern \_\_\_\_\_\_\_\_ theory.**  a. rational choice  b. trait  c. developmental  d. critical criminological  e. Not sure  **23. The differential association theory suggests that \_\_\_\_\_\_\_\_.**  a. only males have the potential to become criminals  b. people become criminals when their socio-ecology has limited social bonds  c. people learn the techniques and attitudes of crime from close relationships with criminal peers  d. members of minority groups are genetically predisposed to criminality  e. Not sure  **24. The “dark figure of crime” refers to crime that is \_\_\_\_\_\_\_\_.**  a. not reported to the police  b. not forwarded to the FBI for inclusion in the UCR  c. not recorded by law enforcement agencies  d. All of the above  e. Not sure  **25. Which age group experiences the most violent crimes?**  a. 65 years and older  b. 35–49 years old  c. 25–35 years old  d. 16–19 years old  e. Not sure  **26. In routine activity theory, police and homeowners would be an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**   1. suitable targets 2. motivated offenders 3. protective sentinels 4. capable guardians 5. Not sure   **27. A police officer may “stop and frisk” an individual only if the officer has \_\_\_\_\_\_ that the individual has or is about to commit a crime, or is armed and dangerous.**  a. established probable cause  b. a strong hunch  c. reasonable suspicion  d. information from another person  e. Not sure  **28. A criminal intent is known as a/an \_\_\_\_\_\_\_\_.**  a. *actus reus*  b. *mens rea*  c. *actus rea*  d. *mens reus*  e. Not sure  **29. \_\_\_\_\_\_\_\_ is also known as murder in the heat of passion.**  a. Voluntary manslaughter  b. Second-degree murder  c. First-degree murder  d. Involuntary manslaughter  e. Not sure  **30. \_\_\_\_\_\_\_\_ in common law was defined as the breaking and entering of the dwelling of another at night with the intent to commit a felony.**  a. Burglary  b. Trespass  c. Arson  d. Malicious mischief  e. Not sure |