

Student Learning Outcomes (SLOs) Report for **Non-Accredited Programs**

(updated 9/19/25)

Program Type: **Non-Accredited Program**

Program Name:	Criminology and Criminal Justice
Submitted By:	Wade Smith, Assessment Committee Chair (Department of Sociology, Anthropology, and Criminology)
Email:	wpsmith@eiu.edu
Submission Date:	October 14, 2025
Review Cycle:	<input type="text"/> EVEN YEAR CYCLE
	<input type="text" value="2025"/> ODD YEAR CYCLE

Review Round and Instructions

- **Round A** (Associate Dean review): Submit this cover sheet and the review sheets below to your Associate Dean by October 15th.
- **Round B** (Associate Dean + VPAA review): The Associate Dean will send the report to the VPAA Office for further review.

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program. **While this is a biennial report, a program's assessment should be ongoing, throughout every academic year.**

Program Name:

Criminology and Criminal Justice

Student Learning Outcomes

1. Students will **apply** key criminology and criminal justice concepts.
2. Students will **distinguish** between foundational criminological theories.
3. Students will **recognize** fundamental indicators of social and cultural diversity.
4. Students will **identify** methods of social scientific inquiry.
5. Students will **recall** foundations of quantitative methods and statistical literacy.

Assessment Overview

The five student learning outcomes for the Criminology and Criminal Justice program are measured using a unique, department-specific assessment inventory (the Criminology and Criminal Justice Assessment Inventory). This inventory is produced and updated collaboratively by faculty teaching in the program in coordination with the department's Assessment Committee that oversees data collection and analysis. The 33-question inventory includes five subscales, each of which includes questions associated with one of the student learning outcomes listed above.

Each fall and spring semester the inventory is completed online (using Qualtrics) by students enrolled in CRM 2761: Introduction to Criminology (the first non-general education core course requirement for the major) and in CRM 4700: Contemporary Topics in Criminology and Criminal Justice (the capstone course). In CRM 2761 students complete the assessment during the first several weeks of the semester, and students enrolled in CRM 4700 complete it during the final weeks of the term. During the two-year period reported on here, 69 students enrolled in CRM 2761 and 47 students enrolled in CRM 4700 completed the survey, with 97.4% of respondents answering all 33 questions.

While we do not have an expectation of outcomes for students enrolled in CRM 2761 as they would not have been exposed to much of the material included in the curriculum, successful accomplishment of learning outcomes is determined by the percentage of questions answered correctly by students enrolled in CRM 4700. Satisfactory accomplishment of a learning outcome is attained when students enrolled in CRM 4700 correctly answer the questions included in the relevant subscale at least 70% of the time.

Part 1 of this report presents our findings regarding achievement of student learning outcomes during the two-year period in this assessment cycle: academic years 2023-2024 and 2024-2025. Detailed survey results are provided in Appendix A, and the Criminology and Criminal Justice Assessment Inventory is provided in full in Appendix B.

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
SLO 1. Apply key criminology and criminal justice concepts	<p>Accomplishment of student learning outcome 1 is assessed using the 11-question “Basic Criminological Concepts” subscale of the Criminology and Criminal Justice Assessment Inventory. These questions assess student understanding of content covered in the required introductory core course: CRM 2761: Introduction to Criminology.</p> <p>Students completed the assessment inventory in CRM 2761: Introduction to Criminology and in CRM 4700: Contemporary Topics in Criminology and Criminal Justice during each semester of the evaluation period.</p> <p><i>NOTE:</i> As a result of a faculty review of the survey completed in fall 2023, questions 1, 4, 5, and 6 in this 11-question subscale were replaced with new questions beginning with the survey given in spring 2024. To allow for consistency in reporting, responses to questions 1, 4, 5, and 6 in the fall 2023 semester are excluded from the data reported here.</p>	<p>This information is reported to the program faculty and departmental Curriculum Committee. This report is provided to support continuous program monitoring and improvement of student learning.</p> <p>We expect students in CRM 4700 to score 70% or higher on this subscale since they will have taken all other required courses prior to taking the capstone. We have no specific score expectation for CRM 2761 since this is likely the first Criminology course students will have taken.</p> <p>Results:</p> <p>TARGET SCORE NOT MET:</p> <p>Respondents enrolled in CRM 4700 correctly answered questions assessing their ability to recall and apply key criminology and criminal justice concepts 69.7% of the time.</p>	Critical Thinking, Responsible Citizenship

<p>SLO 2. Distinguish between foundational criminological theories</p>	<p>Accomplishment of student learning outcome 2 is assessed using the 6-question “Criminological Theory” subscale of the Criminology and Criminal Justice Assessment Inventory. These questions assess student understanding of content covered in the following required core courses: CRM 2761: Introduction to Criminology and CRM 3650: Criminological Theory.</p> <p>Students completed the assessment inventory in CRM 2761: Introduction to Criminology and in CRM 4700: Contemporary Topics in Criminology and Criminal Justice during each semester of the evaluation period.</p>	<p>This information is reported to the program faculty and departmental Curriculum Committee. This report is provided to support continuous program monitoring and improvement of student learning.</p> <p>We expect students in CRM 4700 to score 70% or higher on this subscale since they will have taken all other required courses prior to taking the capstone. We have no specific score expectation for CRM 2761 since this is likely the first Criminology course students will have taken.</p> <p>Results:</p> <p>TARGET SCORE NOT MET:</p> <p>Respondents enrolled in CRM 4700 correctly answered questions assessing their understanding of and ability to distinguish between foundational criminological theories 60.1% of the time.</p>	<p>Critical Thinking, Responsible Citizenship</p>
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<p>SLO 3. Recognize fundamental indicators of social and cultural diversity</p>	<p>Accomplishment of student learning outcome 3 is assessed using the 6-question “Race and Ethnicity” subscale of the Criminology and Criminal Justice Assessment Inventory. These questions assess student understanding of content covered in the following required core course: SOC 2840: Race and Ethnic Relations.</p> <p>Students completed the assessment inventory in CRM 2761: Introduction to Criminology and in CRM 4700: Contemporary Topics in Criminology and Criminal Justice during each semester of the evaluation period.</p>	<p>This information is reported to the program faculty and departmental Curriculum Committee. This report is provided to support continuous program monitoring and improvement of student learning.</p> <p>We expect students in CRM 4700 to score 70% or higher on this subscale since they will have taken all other required courses prior to taking the capstone. We have no specific score expectation for CRM 2761 since this is likely the first Criminology course students will have taken.</p> <p>Results:</p> <p>TARGET SCORE NOT MET:</p> <p>Respondents enrolled in CRM 4700 correctly answered questions assessing their ability to recognize fundamental indicators of social and cultural diversity 69.1% of the time.</p>	<p>Critical Thinking, Responsible Citizenship</p>
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<p>SLO 4. Identify methods of social scientific inquiry</p>	<p>Accomplishment of student learning outcome 4 is assessed using the 5-question “Undertaking Social Scientific Inquiry” subscale of the Criminology and Criminal Justice Assessment Inventory. These questions assess student understanding of content covered in the following required core course: SOC 3620: Research Methods for Collecting Social Data.</p> <p>Students completed the assessment inventory in CRM 2761: Introduction to Criminology and in CRM 4700: Contemporary Topics in Criminology and Criminal Justice during each semester of the evaluation period.</p>	<p>This information is reported to the program faculty and departmental Curriculum Committee. This report is provided to support continuous program monitoring and improvement of student learning.</p> <p>We expect students in CRM 4700 to score 70% or higher on this subscale since they will have taken all other required courses prior to taking the capstone. We have no specific score expectation for CRM 2761 since this is likely the first Criminology course students will have taken.</p> <p>Results:</p> <p>TARGET SCORE MET:</p> <p>Respondents enrolled in CRM 4700 correctly answered questions assessing their ability to identify methods of social scientific inquiry 73.6% of the time.</p>	<p>Writing, Critical Thinking, Responsible Citizenship</p>
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<p>SLO 5. Recall foundations of quantitative methods and statistical literacy</p>	<p>Accomplishment of student learning outcome 5 is assessed using the 5-question “Quantitative Methods and Statistical Literacy” subscale of the Criminology and Criminal Justice Assessment Inventory. These questions assess student understanding of content covered in the following required core course: SOC 3630: Statistical Analysis of Social Data.</p> <p>Students completed the assessment inventory in CRM 2761: Introduction to Criminology and in CRM 4700: Contemporary Topics in Criminology and Criminal Justice during each semester of the evaluation period.</p>	<p>This information is reported to the program faculty and departmental Curriculum Committee. This report is provided to support continuous program monitoring and improvement of student learning.</p> <p>We expect students in CRM 4700 to score 70% or higher on this subscale since they will have taken all other required courses prior to taking the capstone. We have no specific score expectation for CRM 2761 since this is likely the first Criminology course students will have taken.</p> <p>Results:</p> <p>TARGET SCORE NOT MET:</p> <p>Respondents enrolled in CRM 4700 correctly answered questions assessing their statistical literacy and understanding of quantitative methods 57.4% of the time.</p>	<p>Quantitative Reasoning, Writing, Critical Thinking, Responsible Citizenship</p>
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PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

- A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

In response to prior assessment results and to support the continued development of the Criminology and Criminal Justice program, we are expanding the upper division Criminology electives the program offers. We believe these enhancements to course offerings will further contribute to improvements in student learning (see recently observed improvements below) as they provide students with more opportunities to apply the foundational concepts and theories they learn about in the program's core courses. New upper division courses approved during this evaluation period include CRM 3049: Victimology and CRM 3069: Queer Criminology, and a recent proposal for CRM 3842: Sociology of Drugs and Drug Use was approved at the department level.

In addition to expanding course offerings, the department's Honors Committee developed a Criminology Departmental Honors program that was approved by the department's Curriculum Committee and will be presented to the university's Honors Council for approval this academic year. This program is designed to provide students an opportunity to conduct research in coordination with a faculty member, further enhancing the learning opportunities our curriculum provides.

- B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

When compared to the previous report of SLOs for this program (dated October 2023), measures of student performance improved on three of five outcomes. Improvement on SLOs 2-5 was assessed by a direct comparison of student performance on the relevant subscales reported in the 2023 and 2025 biennial reports. Improvement on SLO 1 was assessed by a comparison of student performance on the seven recurring questions included in the "Basic Criminological Concepts" subscale from 2021-2025 (four of the 11 questions in this subscale were replaced with new questions as a result of a faculty review of the inventory in fall 2023). These comparisons demonstrate that assessment results:

- **Improved by 8.6% for SLO 1** (from 63.1% to 71.7% correct responses on the seven recurring questions included in the "Basic Criminological Concepts" subscale),
- **Decreased by 6.6% for SLO 2** (from 66.7% to 60.1% correct responses on the "Criminological Theory" subscale),
- **Improved by 9.4% for SLO 3** (from 59.7% to 69.1% correct responses on the "Race and Ethnicity" subscale),
- **Decreased by 13.1% for SLO 4** (from 86.7% to 73.6% correct responses on the "Understanding Social Scientific Inquiry" subscale), and
- **Improved by 2.4% for SLO 5** (from 55.0% to 57.4% correct responses on the "Quantitative Methods and Statistical Literacy" subscale).

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
Fall 2023	Michael Gillespie (assessment committee chair); Mari Kita (instructor of record in CRM 2761)	Revisions made to the "Basic Criminological Concepts" subscale
Fall 2023, Spring 2024, Fall 2024, Spring 2025	Assessment committee chair in coordination with faculty teaching CRM 2761 and CRM 4700	Assessment data collected
September/October 2025	Assessment committee; department chair	Analysis of data and preparation of biennial report

Dean Review and Feedback

Dean or Designee Signature and Date:

Michael Cornebise, Associate Dean
11/25/2025

The BA in Criminology and Criminal Justice assessment plan exhibits clearly identified and mapped out SLOs. The data are derived from the Criminology Assessment Inventory and from instruments tied to courses in the major. The Criminology assessment committee completed annual reviews in 2023, 2024, and 2025 which resulted in revisions being made to the “Basic Criminological Concepts” subscale. Assessment data have also led to curricular changes including a decision to expand the number of upper division program electives. As a result, three new courses have been developed during the evaluation period. The department also instituted a new Criminology Honors Program designed to provide an opportunity for students to conduct research with a faculty mentor. Overall, the program’s assessment procedures are well-developed and continue to evolve. The department draws from assessment data to inform curricular and programmatic decisions.

VPAA Office Review and Feedback
(for “Round B” SLO report only)

VPAA Signature and Date:

Type Electronic Signature and Date

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Appendix A
Criminology and Criminal Justice Assessment Inventory
Assessment Results: Fall 2023—Spring 2025

Table 1. Assessment Results: Percent of Correct Responses by Question, Subscale, and Course

	CRM 2761 (n = 69)	CRM 4700 (n = 47)
<i>Basic Criminological Concepts subscale^a</i> (questions 1-11)	60.5%	69.7%
1 The _____ is a program that collects data on each reported crime incident rather than each individual arrested.	39.7%	52.9%
2 This source of crime data was created to measure the number of crimes that go unreported in the United States, in addition to reported crime.	68.1%	74.5%
3 Most crime happens during this season:	88.4%	97.9%
4 Younger people commit _____ crime than older people.	95.2%	88.2%
5 In order to produce deterrence, punishment must be severe, certain, and _____.	69.8%	88.2%
6 Across demographic categories, the highest rates of victimization are among _____.	28.6%	35.3%
7 These types of crimes are considered “victimless” crimes:	20.3%	25.5%
8 This type of crime happens when someone takes property illegally through the use of force or threat of force:	72.5%	78.7%
9 In order for a crime to be considered terrorism, it must be motivated by:	73.9%	87.2%
10 According to this view of crime, there are diverse groups in society and those with the most power get to establish the law and use to it further their own interests.	47.8%	42.6%
11 Criminologists refer to the number of crimes that go unreported to police as:	60.9%	95.7%
<i>Criminological Theory subscale</i> (questions 12-17)	50.2%	60.1%
12 The textbook suggests that the proper order for solving problems of crime and criminal justice would be:	53.6%	48.9%
13 Cesare Lombroso’s work included which of the following thoughts?	23.2%	41.3% ^b
14 According to Shaw and McKay, crime and delinquency, as well as other forms of social ills can be found in the _____ in greater concentration.	40.6%	63.8%
15 Shoplifting, auto theft, and burglary would best fit into which of Merton's five modes of adaptation?	50.7%	55.3%
16 Labeling theory, as opposed to most other criminological theories, asks:	68.1%	78.7%
17 Feminist criminology was developed to criticize traditional perspectives of criminology that historically focused on _____.	65.2%	72.3%
<i>Race and Ethnicity subscale</i> (questions 18-23)	61.8%^c	69.1%
18 Subordinate groups	58.8%	68.1%
19 Sociologists define races as	51.5%	57.4%
20 Amanda, the owner of a coffee shop, refuses to hire any Latinos because she is concerned that some of her white employees may quit if she does. This is an example of	76.5%	70.2%
21 The Social Security Act of 1935 guaranteed millions of workers an income after retirement; however, the Act excluded agricultural workers and domestic service workers because, in 1935, these jobs were primarily held by blacks. This provides an example of	72.1%	78.7%
22 Assimilation is a process through which	75.0%	85.1%
23 Which of the following includes intentional efforts designed to address the causes of racial and ethnic inequality and repair the lasting effects of discrimination?	36.8%	55.3%

<i>Undertaking Social Scientific Inquiry</i> subscale (questions 24-28)		65.6%^c	73.6%
24	A tentative statement about empirical reality, involving a relationship between two or more variables is called a(n)	51.5%	68.1%
25	Which research method is best to use when we study what cannot directly be observed, such as attitudes and values, among large numbers of people?	77.9%	66.0%
26	Informed consent is absolutely essential in social research when	55.9%	61.7%
27	Methodology is defined as the science of	64.7%	80.9%
28	Suppose we construct the following question: "Please describe how you feel about divorce in America." This exemplifies a(n)	77.9%	91.5%
<i>Quantitative Methods and Statistical Literacy</i> subscale (questions 29-33)		54.7%^d	57.4%
29	The mean is the:	82.4%	91.5%
30	A Z-score is:	32.4%	42.6%
31	The alternate/research hypothesis is the statement of:	75.0%	72.3%
32	_____ estimate characteristics of a population based on a sample.	61.8%	51.1%
33	When making an estimate of a population parameter, statistical best practice is to report the _____ as well as the 95% confidence interval.	22.1%	29.8%
Total (questions 1-33)		58.7%	66.6%

Notes:

^a As a result of a faculty review of the inventory completed during the fall 2023 semester, questions 1, 4, 5, and 6 in this subscale were replaced with the questions included here beginning with the survey given in the spring 2024 semester. To allow for consistency in reporting, responses to the four questions dropped from the inventory after the fall 2023 semester are excluded from the data reported here. In result, n = 63 for questions 1, 4, 5, and 6 in CRM 2761, and n = 34 for these questions in CRM 4700.

^b One respondent enrolled in CRM 4700 left this question unanswered (n = 46 for this question).

^c One respondent enrolled in CRM 2761 left each question in this subscale unanswered (n = 68 for questions included in this subscale).

^d Two respondents enrolled in CRM 2761 left each question in this subscale unanswered (n = 67 for questions included in this subscale).

Appendix B
Criminology and Criminal Justice Assessment Inventory
Electronic Assessment (Qualtrics)



Welcome to the EIU Criminology Assessment Inventory! This assessment is designed to gauge the stock of knowledge of departmental majors as required by the university. This assessment is NOT a test and cannot and will not be applied or utilized in any manner as a test. Responses will remain anonymous, leaving no potential for your submission to be linked to your individual progress through the program. You may not know the answer to some items, and this is okay. Respond to each as best you can, based on your progress to this point in the program. This assessment is solely for the department to track, over time, the level of knowledge of our majors and critically evaluate and continually develop and re-evaluate a more solid curriculum. Therefore, as you progress through the core and elective curricula, your stock of knowledge should reflect this same development. Thank you for your time and energy responding to this assessment as best as you can! Once again, this assessment is not a reflection on you as a student, but rather a means for the department faculty to measure the potential and the capacity to sustain a high-quality learning experience for students.

If you have any questions or comments, contact Dr. Smith, Department Assessment Chair: wpsmith@eiu.edu.



The _____ is a program that collects data on each reported crime incident rather than each individual arrested.

- ☐ a. NIBRS
- ☐ b. NCVS
- ☐ c. UCR
- ☐ d. US Census

This source of crime data was created to measure the number of crimes that go unreported in the United States, in addition to reported crime.

- ☐ a. UCR
- ☐ b. NCVS
- ☐ c. Monitoring the Future Study
- ☐ d. US Census

Most crime happens during this season:

- ☐ a. Spring
- ☐ b. Summer
- ☐ c. Fall
- ☐ d. Winter

Younger people commit _____ crime than older people.

- ☐ a. slightly less
- ☐ b. substantially less
- ☐ c. more
- ☐ d. the same amount of

In order to produce deterrence, punishment must be severe, certain, and _____.

- ☐ a. clear
- ☐ b. swift
- ☐ c. lenient
- ☐ d. punitive

Across demographic categories, the highest rates of victimization are among _____.

- ☐ a. Men
- ☐ b. Native Americans
- ☐ c. Latinos
- ☐ d. Whites

These types of crimes are considered "victimless" crimes:

- ☐ a. White Collar
- ☐ b. State-Organized
- ☐ c. Environmental
- ☐ d. Public Order

This type of crime happens when someone takes property illegally through the use of force or threat of force:

- ☐ a. Burglary
- ☐ b. Theft
- ☐ c. Shoplifting
- ☐ d. Robbery

In order for a crime to be considered terrorism, it must be motivated by:

- ☐ a. Greed
- ☐ b. A mission from a higher power
- ☐ c. Power
- ☐ d. A political objective

According to this view of crime, there are diverse groups in society and those with the most power get to establish the law and use it further their own interests.

- ☐ a. Consensus view
- ☐ b. Conflict view
- ☐ c. Interactionist view
- ☐ d. Political view

Criminologists refer to the number of crimes that go unreported to police as:

- ☐ a. The lost crimes
- ☐ b. The invisible crimes
- ☐ c. The dark figure of crime
- ☐ d. The unmeasurable crimes



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The textbook suggests that the proper order for solving problems of crime and criminal justice would be:

- ☐ a. Research → theory → policy
- ☐ b. Policy → research → theory
- ☐ c. Theory → policy → research
- ☐ d. Theory → research → policy

Cesare Lombroso's work included which of the following thoughts?

- ☐ a. The major explanation of criminality is environmental.
- ☐ b. Social factors easily overcome biological factors to produce criminality.
- ☐ c. Criminals are not as highly evolved as non-criminals.
- ☐ d. Fashion and custom explain how crime techniques evolve.

According to Shaw and McKay, crime and delinquency, as well as other forms of social ills can be found in the _____ in greater concentration.

- ☐ a. central business district
- ☐ b. zone of transition
- ☐ c. working class zone
- ☐ d. residential zone

Shoplifting, auto theft, and burglary would best fit into which of Merton's five modes of adaptation?

- ☐ a. Innovation
- ☐ b. Conformity
- ☐ c. Retreatism
- ☐ d. Rebellion

Labeling theory, as opposed to most other criminological theories, asks:

- ☐ a. Why was the person designated as deviant?
- ☐ b. What caused the person to act in a deviant manner?
- ☐ c. Why do people obey the laws of society?
- ☐ d. How did this particular act, and not another, take place?

Feminist criminology was developed as a way to criticize traditional perspectives of criminology, as they have historically focused on _____.

- ☐ a. African American men who commit crime
- ☐ b. Male criminality
- ☐ c. Female criminality and victimization
- ☐ d. White-collar criminals



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Subordinate groups

- ☐ a. are always numerically smaller than dominant groups
- ☐ b. are always numerically larger than dominant groups
- ☐ c. experience a pattern of disadvantage in social life
- ☐ d. never interact with dominant groups

Sociologists define races as

- ☐ a. socially constructed categories
- ☐ b. fixed categories that are unchangeable
- ☐ c. genetically distinct sub-species of humans
- ☐ d. groups that are culturally distinct from other cultural groups

Amanda, the owner of a coffee shop, refuses to hire any Latinos because she is concerned that some of her white employees may quit if she does. This is an example of

- ☐ a. prejudice
- ☐ b. discrimination
- ☐ c. colorblind racism
- ☐ d. the social construction of race

The Social Security Act of 1935 guaranteed millions of workers an income after retirement; however, the Act excluded agricultural workers and domestic service workers. Because these jobs were primarily held by blacks and the vast majority of blacks in 1935 worked in these jobs, this provides an example of

- ☐ a. prejudice
- ☐ b. colorblind racism
- ☐ c. institutional racism
- ☐ d. the social construction of race

Assimilation is a process through which

-
- ☐ a. individuals from a subordinate group take on characteristics of the dominant group
 - ☐ b. racial and ethnic groups live in segregated conditions
 - ☐ c. a dominant group becomes a subordinate group
 - ☐ d. all racial and ethnic groups are equally valued

Which of the following includes intentional efforts designed to address the causes of racial and ethnic inequality and repair the lasting effects of discrimination?

-
- ☐ a. civil rights
 - ☐ b. human rights
 - ☐ c. reparations



A tentative statement about empirical reality, involving a relationship between two or more variables is called a(n)

-
- ☐ a. proposition
 - ☐ b. principle
 - ☐ c. hypothesis
 - ☐ d. axiom

Which research method is best to use when we study what cannot directly be observed, such as attitudes and values, among large numbers of people?

-
- ☐ a. an experiment
 - ☐ b. a survey
 - ☐ c. participant observation
 - ☐ d. secondary analysis

Informed consent is absolutely essential in social research when

-
- ☐ a. making inferences about individuals based on group data.
 - ☐ b. measuring at the interval-ratio level.
 - ☐ c. research participants are exposed to substantial risks.
 - ☐ d. conducting survey research only.

Methodology is defined as the science of

- ☐ a. spelunking
- ☐ b. knowing
- ☐ c. finding out
- ☐ d. concluding

Suppose we construct the following question: "Please describe how you feel about divorce in America." This exemplifies a(n)

- ☐ a. contingency question
- ☐ b. open-ended question
- ☐ c. closed-ended question
- ☐ d. Likert response format



The mean is the:

- ☐ a. average case
- ☐ b. exact middle of the distribution
- ☐ c. most frequently occurring category

A Z-score:

- ☐ a. is a measure of central tendency
- ☐ b. is the likelihood of one event happening given all possible outcomes
- ☐ c. is the distance of one observation from the mean measured in standard deviation units.

The alternate/research hypothesis is the statement of:

- ☐ a. no difference between groups
- ☐ b. the researcher's expectations if the null hypothesis is rejected
- ☐ c. an equal probability of selection of a sample

_____ estimate characteristics of a population based on a sample.

- ☐ a. Parameters
- ☐ b. Statistics
- ☐ c. Rates

When making an estimate of a population parameter, statistical best practice is to report the _____ as well as the 95% confidence interval.

- ☐ a. cumulative frequency
- ☐ b. null hypothesis
- ☐ c. point estimate



In what class are you currently enrolled?

- ☐ a. SOC/CRM 2761 Introduction to Criminology
- ☐ b. CRM 4700 Contemporary Topics in Criminology and Criminal Justice

Select each course you have taken, including those in which you are currently enrolled.

- ☐ a. Introduction to Criminology (SOC/CRM 2761)
- ☐ b. Race and Ethnic Relations (SOC 2840)
- ☐ c. Criminological Theory (CRM 3650)
- ☐ d. Research Methods for Collecting Social Data (SOC 3620)
- ☐ e. Statistical Analysis of Social Data (SOC 3630)
- ☐ f. Contemporary Topics in Criminology and Criminal Justice (CRM 4700)

What is your cumulative grade point average?

- ☐ a. 4.0
- ☐ b. 3.0-3.99
- ☐ c. 2.0-2.99
- ☐ d. 1.0-1.99

What is your current class standing?

- ☐ a. Freshman
- ☐ b. Sophomore
- ☐ c. Junior
- ☐ d. Senior

Are you a transfer student?

☐ a. Yes

☐ b. No



If you are a transfer student, from where did you transfer? (Type in the space provided)

Please tell us your gender identity. (Type in the space provided)

Please tell us your race/ethnicity. (Type in the space provided)



On behalf of the EIU Department of Sociology, Anthropology, and Criminology, thank you for taking the time to complete this assessment.

Because of your responses, the department will be able to track, over time, the level of knowledge of our majors and critically evaluate and continually develop and re-evaluate a more solid curriculum. Once again, this assessment is not a reflection on you as a student, but rather a means for the department faculty to measure the potential and the capacity to sustain a high-quality learning experience for students.

Your instructor may request for you to print this page as confirmation that you have completed this assessment activity.