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| True / False |

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| 1. Over the last three decades, our nation’s crime control policies have resulted in a steady increase of convicted misdemeanants and felons into our correctional system.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 2. Community corrections are sanctions that may be completed after a defendant serves time in prison.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 3. According to the text, the most common form of community supervision is probation.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 4. Nearly 3% of the total adult population in the United States is currently under some form of correctional supervision.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 5. Until the 1990s, determinate sentencing was the primary sentencing philosophy in the United States.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 6. Robert Martinson, a social scientist tasked with examining prison programming in the United States during the 1960s, determined that correctional rehabilitation programs were effective at reducing recidivism.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 7. All U.S. states have adopted some form of mandatory minimum sentencing laws for certain types of offenses that require a minimum period of time be served before release can be considered.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 8. Parole is more frequently used at the federal level as opposed to the state level.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 9. ​According to a recent national public opinion poll, the most well-known forms of community-based corrections in the United States are probation, house arrest, and electronic monitoring.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Paradox | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 10. “Redeemability” refers to convincing the public that offenders can change their ways.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Paradox | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 11. Due to the recent fiscal crisis, there is growing consensus among state legislators and correctional administrators that jail and prison facilities should only be used for the most serious offenders.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Paradox | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 12. The pretrial and bail decision is one of the three major decision points in the corrections system.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 13. Pretrial supervision is reserved for those who have not yet been convicted.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 14. Less than half of all current U.S. prisoners will ever be released from prison.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 15. Parole is used for offenders who have not yet been convicted of a felony offense.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 16. In contrast to mainstream criminal justice that is focused on punishment of the offender, restorative justice is centered on the victim throughout the process and emphasizes the offender’s responsibility to repair the injustice and wrong caused to the victim.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Theories Behind Community Corrections Goals | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 17. Specific deterrence attempts to deter the general public from committing specific types of crime.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Theories Behind Community Corrections Goals | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 18. “Evidence-based practices” refers to using the experience and opinions of trained professionals in the field, who have supervised caseloads for a long time, to determine the impact a program has on its participants.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 19. “Net widening” results in a cost increase instead of a cost savings.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.04 - Explain the importance of evidence-based practices to evaluating effectiveness and achieving correctional goals. | | *KEYWORDS:* | Remember | |

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| 20. Recidivism can be measured through rates of rearrest, reconviction, or reincarceration.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.04 - Explain the importance of evidence-based practices to evaluating effectiveness and achieving correctional goals. | | *KEYWORDS:* | Remember | |

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| Multiple Choice |

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| 21. Roughly, how many people are currently under some form of correctional supervision in the United States?​   |  |  |  | | --- | --- | --- | |  | a. | ​2 million | |  | b. | ​5 million | |  | c. | ​7 million | |  | d. | ​10 million |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 22. The most common form of community corrections is \_\_\_\_\_\_\_\_, which is the release of an offender under conditions imposed by the court for a specified period of time during which the court retains the authority to modify the conditions or to resentence the offender if he or she violates the conditions.​   |  |  |  | | --- | --- | --- | |  | a. | ​probation | |  | b. | ​parole | |  | c. | ​mandatory conditional release | |  | d. | ​electronic monitoring |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 23. . \_\_\_\_\_\_ refers to any sanction in which an offender serves all or a portion of his or her entire sentence in the community.​   |  |  |  | | --- | --- | --- | |  | a. | ​Community corrections | |  | b. | ​Social justice | |  | c. | ​Restorative justice | |  | d. | ​Halfway house |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 24. ​The most common form of community corrections is   |  |  |  | | --- | --- | --- | |  | a. | ​boot camp. | |  | b. | ​community restitution. | |  | c. | ​probation. | |  | d. | ​parole. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 25. From the 1930s to the 1970s, \_\_\_\_\_ was the primary sentencing philosophy in the United States.​   |  |  |  | | --- | --- | --- | |  | a. | ​determinate sentencing | |  | b. | ​three strikes | |  | c. | ​indeterminate sentencing | |  | d. | ​retribution |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 26. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to a sentencing philosophy that encourages rehabilitation and incorporates a broad sentencing range in which discretionary release is determined by a parole board, and based on the offender’s remorse commitment to bettering his/herself.   |  |  |  | | --- | --- | --- | |  | a. | ​Mandatory minimum sentencing | |  | b. | ​Truth-in-sentencing | |  | c. | ​Indeterminate sentencing | |  | d. | ​Determinate sentencing |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 27. Which of the following is not considered a determinate sentencing philosophy?​   |  |  |  | | --- | --- | --- | |  | a. | ​Mandatory minimums | |  | b. | ​Truth-in-sentencing | |  | c. | ​Discretionary parole | |  | d. | ​Three strikes laws |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 28. Lack of confidence in correctional programming peaked in 1974 when \_\_\_\_\_\_\_\_\_\_ publication concluded that, “with few exceptions, the rehabilitative efforts that have been reported so far had no appreciable effect on recidivism.”​   |  |  |  | | --- | --- | --- | |  | a. | ​Robert Martinson’s | |  | b. | ​Andrew von Hirsch’s | |  | c. | ​Herbert Packer’s | |  | d. | ​James Marquart’s |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 29. Determinate sentencing is often referred to as   |  |  |  | | --- | --- | --- | |  | a. | ​unconstitutional. | |  | b. | ​flat time. | |  | c. | ​round time. | |  | d. | ​a range. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 30. ​In 1975, \_\_\_\_\_\_\_\_\_ was the first state to return to a philosophy of determinate sentencing.   |  |  |  | | --- | --- | --- | |  | a. | ​Texas | |  | b. | ​Maine | |  | c. | ​Oklahoma | |  | d. | ​Florida |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 31. In reference to determinate sentencing, the range of permissible sentences is determined largely by​   |  |  |  | | --- | --- | --- | |  | a. | ​legislated statutes. | |  | b. | ​treatment goals and objectives. | |  | c. | ​parole boards. | |  | d. | ​boards of pardons and clemency. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 32. ​\_\_\_\_\_ require an offender to serve a specified portion of his or her sentence prior to release.   |  |  |  | | --- | --- | --- | |  | a. | ​Three strikes laws | |  | b. | ​Mandatory minimum sentencing laws | |  | c. | ​Community-based treatments | |  | d. | ​Faith-based treatment programs |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 33. ​Truth-in-sentencing laws require offenders to serve at least \_\_\_\_\_\_\_\_\_ of the original sentence length before becoming eligible for release.   |  |  |  | | --- | --- | --- | |  | a. | ​95% | |  | b. | ​85% | |  | c. | ​75% | |  | d. | ​55% |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 34. ​The concept that communities are made more secure by removing unsafe residents is ingrained in American tradition, but correctional policy shifts according to legislators’ perceptions of what the public wants. This relationship is referred to as the   |  |  |  | | --- | --- | --- | |  | a. | ​swing of the pendulum. | |  | b. | ​enigma. | |  | c. | ​revolution. | |  | d. | ​paradox. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | The Paradox | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 35. Recent public surveys have suggested that adults support prisons that emphasize​   |  |  |  | | --- | --- | --- | |  | a. | ​rehabilitation. | |  | b. | ​retribution. | |  | c. | ​deterrence. | |  | d. | ​restitution. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Paradox | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 36. A recent national opinion poll indicated that the most well-known alternatives to incarceration are probation, house arrest, and​   |  |  |  | | --- | --- | --- | |  | a. | ​boot camps. | |  | b. | ​electronic monitoring. | |  | c. | ​day reporting centers. | |  | d. | ​shock probation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Paradox | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 37. ​The three main decision points in the corrections system are bail, sentencing, and   |  |  |  | | --- | --- | --- | |  | a. | ​reentry. | |  | b. | ​punishment. | |  | c. | ​probation. | |  | d. | ​diversion. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 38. ​\_\_\_\_\_ is a monetary payment deposited with the court to ensure a defendant’s return for the next court date, in exchange for the defendant’s release.   |  |  |  | | --- | --- | --- | |  | a. | ​A fine | |  | b. | ​Restitution | |  | c. | ​Bail | |  | d. | ​Retribution |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 39. \_\_\_\_\_\_\_\_ refers to any activity or program that is conducted to prepare parolees to return safely to the community and to live as law-abiding citizens.   |  |  |  | | --- | --- | --- | |  | a. | ​Compulsive education | |  | b. | ​Prisoner reentry | |  | c. | ​Intensive supervision | |  | d. | ​Parole |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 40. ​\_\_\_\_\_ offer graduated levels of supervision and provide rewards for positive behavior, with gradually less supervision when offenders are successful.   |  |  |  | | --- | --- | --- | |  | a. | ​Intermediate sanctions | |  | b. | ​Retributive sanctions | |  | c. | ​Indeterminate sanctions | |  | d. | ​Restrictive sanctions |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 41. ​\_\_\_\_\_\_\_ is the discretionary release of an offender before the expiration of his or her sentence under conditions established by the releasing authority.   |  |  |  | | --- | --- | --- | |  | a. | ​Probation | |  | b. | ​Intermediate release | |  | c. | ​Parole | |  | d. | ​Determinate controlled release |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 42. ​\_\_\_\_\_ deterrence assumes that offenders who are under community supervision will refrain from committing new crimes or technical violations if they feel that the costs outweigh the benefits.   |  |  |  | | --- | --- | --- | |  | a. | ​General | |  | b. | ​Specific | |  | c. | ​Absolute | |  | d. | ​Initial |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Theories Behind Community Corrections Goals | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 43. \_\_\_\_\_ is focused on crime victims and emphasizes offender responsibility to repair the injustice the offender has caused.​   |  |  |  | | --- | --- | --- | |  | a. | ​Restorative justice | |  | b. | ​Community justice | |  | c. | ​Community restitution | |  | d. | ​Social justice |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Theories Behind Community Corrections Goals | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 44. ​Restorative justice is most effective with \_\_\_\_\_ crimes.   |  |  |  | | --- | --- | --- | |  | a. | ​domestic violence | |  | b. | ​nonviolent | |  | c. | ​violent drug-related | |  | d. | ​sexual |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Theories Behind Community Corrections Goals | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 45. \_\_\_\_\_ is a form of corrections that uses current best practices or interventions for which there is consistent and solid scientific evidence showing that they work to meet intended outcomes.   |  |  |  | | --- | --- | --- | |  | a. | ​Evidence-based practice | |  | b. | ​Outcome-based education | |  | c. | ​Evaluative-based practice | |  | d. | ​Empirical research |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.04 - Explain the importance of evidence-based practices to evaluating effectiveness and achieving correctional goals. | | *KEYWORDS:* | Remember | |

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| 46. Using an intermediate sanction as a stiffer punishment for offenders who would have ordinarily been sentenced to probation or other lesser sanctions is known as   |  |  |  | | --- | --- | --- | |  | a. | ​community service. | |  | b. | ​net widening. | |  | c. | ​prison population reduction. | |  | d. | ​deferring sentence. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.04 - Explain the importance of evidence-based practices to evaluating effectiveness and achieving correctional goals. | | *KEYWORDS:* | Remember | |

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| 47. The most commonly used dependent variable when evaluating the effectiveness of correctional treatment programs is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​financial goals and objectives | |  | b. | ​recidivism | |  | c. | ​restitution collected | |  | d. | ​number of probationers employed |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.04 - Explain the importance of evidence-based practices to evaluating effectiveness and achieving correctional goals. | | *KEYWORDS:* | Remember | |

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| 48. Measures of recidivism include which of the following?​   |  |  |  | | --- | --- | --- | |  | a. | ​Rearrest | |  | b. | ​Reconviction | |  | c. | ​Reincarceration | |  | d. | ​All of these |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.04 - Explain the importance of evidence-based practices to evaluating effectiveness and achieving correctional goals. | | *KEYWORDS:* | Remember | |

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| 49. ​The public demands correctional programs that satisfy both \_\_\_\_\_\_\_\_\_ and public safety objectives.   |  |  |  | | --- | --- | --- | |  | a. | ​treatment | |  | b. | punishment | |  | c. | ​restoration | |  | d. | ​counseling |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.04 - Explain the importance of evidence-based practices to evaluating effectiveness and achieving correctional goals. | | *KEYWORDS:* | Remember | |

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| 50. The release of a convicted offender under conditions imposed by the court for a specified period of time during which the court retains the authority to modify the conditions or to resentence the offender if he or she violates the conditions is known as \_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | ​probation | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 51. Community service, house arrest, day fines, and boot camps are examples of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | ​intermediate sanctions | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 52. \_\_\_\_\_ sentencing provides a range of punishments and allows the parole board to determine when an offender has been rehabilitated.​   |  |  | | --- | --- | | *ANSWER:* | ​Indeterminate | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 53. \_\_\_\_\_ became the first U.S. state to return to a determinate sentencing structure.   |  |  | | --- | --- | | *ANSWER:* | Maine​ | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 54. A “flat sentence” is the same as a(n) \_\_\_\_\_ sentence.​   |  |  | | --- | --- | | *ANSWER:* | ​determinate | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Remember | |

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| 55. The three main decision points in the corrections system are bail, sentencing, and \_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | reentry​ | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 56. Examples of \_\_\_\_\_\_\_\_\_\_\_ sentencing policies include mandatory minimums, truth-in-sentencing, three strikes laws, and sentencing guidelines.​   |  |  | | --- | --- | | *ANSWER:* | determinate​ | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 57. ​Correctional policy is in many ways a(n) \_\_\_\_\_\_\_\_\_\_\_\_, because it shifts according to the tide of public perception and what is important to vocal constituents and public interest groups.   |  |  | | --- | --- | | *ANSWER:* | ​paradox | | *REFERENCES:* | The Paradox | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 58. ​\_\_\_\_\_\_\_\_\_\_ is a monetary payment deposited with the court to ensure the return of a defendant charged with a crime.   |  |  | | --- | --- | | *ANSWER:* | Bail​ | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.02 - Explain the role of corrections at each of the three main decision points. | | *KEYWORDS:* | Remember | |

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| 59. \_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the correctional process in which offenders are exposed to treatment in the hopes of correcting those issues that may be causing them to commit crime.​   |  |  | | --- | --- | | *ANSWER:* | ​Rehabilitation | | *REFERENCES:* | Theories Behind Community Corrections Goals | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 60. The \_\_\_\_\_ assumes at a basic level that offender compliance and active participation are integral to the offender’s own success on community supervision.​   |  |  | | --- | --- | | *ANSWER:* | participation process model​ | | *REFERENCES:* | Theories Behind Community Corrections Goals | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 61. Any activity or program to prepare parolees to return safely to the community is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | ​prisoner reentry | | *REFERENCES:* | The Role of Corrections at Three Major Decision Points | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 62. The philosophy and sanction of allowing the offender to remain in the community with the responsibility of repairing the injustice caused to the victim is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | restorative justice​ | | *REFERENCES:* | Theories Behind Community Corrections Goals | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.03 - Analyze the theories behind correctional goals of punishment and rehabilitation. | | *KEYWORDS:* | Remember | |

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| 63. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to correctional programs and techniques examined by systematic evaluation research to be the most effective way to treat offenders in the community.​   |  |  | | --- | --- | | *ANSWER:* | Evidence-based practices​ | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.04 - Explain the importance of evidence-based practices to evaluating effectiveness and achieving correctional goals. | | *KEYWORDS:* | Remember | |

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| 64. ​Return to criminal behavior, usually measured as either rearrest, reconviction, or reincarceration, is referred to as \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​recidivism | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.04 - Explain the importance of evidence-based practices to evaluating effectiveness and achieving correctional goals. | | *KEYWORDS:* | Remember | |

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| 65. What does a “continuum of sanctions” mean in the sentencing process? If you were a judge, how would you apply this continuum?​   |  |  | | --- | --- | | *ANSWER:* | ​Figure 1.1 shows the wide variety of community-based sanctions available, including residential programs (e.g., halfway houses and therapeutic communities), economic sanctions (e.g., restitution, fines, and forfeitures), and nonresidential or outpatient options (e.g., probation, parole, and electronic monitoring). As a judge, I would apply this continuum by comparing the risks and needs presented by the offender to the ability of the chosen sanction to control the risk and meet the needs. At the most restrictive/punitive end of the continuum, I would reserve institutional corrections only for those offenses warranting retributive sentencing or to prevent any further crime by the offender until programming could be completed addressing the needs of the offender that would serve to diminish the probability of future criminal acts. As the degree of risk and severity of needs decrease, the sanction chosen from the continuum would be reduced commensurately all the way down to regular probation. | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Apply | |

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| 66. What recent factors have contributed to correctional growth in the United States?​   |  |  | | --- | --- | | *ANSWER:* | Box 1.1 shows the latest government statistics regarding the number of people currently on some form of correctional supervision. As of December 31, 2006, there were 4.2 million offenders on probation, and nearly 800,000 on parole, which is considerably more than the 2.3 million offenders incarcerated in jail and prison. Over the last seven years, there was an average increase of 2.4% of prisoners and 1.7% of those on community supervision each year in the corrections system (Bonczar, 2008; Glaze & Bonczar, 2008). The number of female offenders has grown as well, although women have always been underrepresented in the criminal justice system in comparison to their numbers in the general population. Sources say that, in the last 15 years, the number of women on probation and parole has doubled. Although this sounds like a lot, women still comprise only 12% of all parolees and 23% of probationers today.  ​  Although the increase is showing signs of slowing down some, the increase in convicted offenders is directly related to a number of factors, including changes in sentencing laws, an increase of probation and parole violators returning to prison, a decreased rate of release on discretionary parole, and differential police responses to drug offenses (Beck, 2000).  ​ | | *REFERENCES:* | The Correctional Dilemma | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Apply | |

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| 67. When examining research on sentencing in the United States, what is the real value in public opinion poll research compared to social science research?​   |  |  | | --- | --- | | *ANSWER:* | ​Public opinion research on sentencing preferences demonstrated higher validity when the public was given diverse sentencing options and adequate information, such as program descriptions and detailed information about an offense or an offender. However, readers are cautioned that exposure to information may have only short-term effects rather than lasting effects, as many beliefs about crime and punishment are based on emotional rather than rational arguments (Maruna & King, 2008). This reliance on emotional reactions may lead to temporary increases in funding for particular programs, policies, or sanctions. However, it may also lead to the continuance of having punishments that do not achieve the desired outcomes. A good example is three strikes legislation that has not always resulted in removing only the most serious offenders from society. Conversely, valid social science research removes the emotional response and measures the degree of effectiveness of programs based on the program’s ability to achieve desired outcomes/goals. | | *REFERENCES:* | The Paradox | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.01 - Define corrections and its purpose. | | *KEYWORDS:* | Apply | |

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| 68. What are “evidence-based practices,” and will their usage just be another short-lived correctional idea?​   |  |  | | --- | --- | | *ANSWER:* | Decreasing risk, increasing rehabilitation, and restorative justice are important components in changing offenders’ attitudes and behaviors, leading to the prevention of future criminal behavior. Part of the challenge therein lies in public recognition of the importance that community corrections serves to increase public safety and in the method of choice for those who break the law. One of the ways to accomplish such an image change is through evidence-based practices. EBP are not based on intuition, speculation, anecdotal evidence, or tradition (e.g., “that’s the way we’ve always done it around here”).  ​  Rather, EBP are grounded in empirical data and research in studying what works. The idea behind EBP in corrections is that agencies should use only the most successful programs. The programs that are the best are effective in changing offender behavior—whether that behavior is reducing rearrest, reducing technical violations, increasing the number of drug-free days, or increasing the number of days the offender is working or employed while on supervision. Each goal will need a way to be measured empirically—meaning accurate data needs to be recorded electronically for later evaluation. If EPB are successful in describing programs that work and reduce crime and fear of crime, then they will be accepted. However, in the past, members of the public have relied upon recidivism as the variable that comes to their minds when discussing success. If recidivism is not reduced, then it is possible that EPB will not be accepted on a long-term basis. | | *REFERENCES:* | Evidence-Based Practices in Community Corrections | | *LEARNING OBJECTIVES:* | COBC.ALAR.17.01.04 - Explain the importance of evidence-based practices to evaluating effectiveness and achieving correctional goals. | | *KEYWORDS:* | Apply | |