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Be sure you have Department of Criminal Justice and Criminology at the top of
your syllabus.

Department of Criminal Justice and Criminology

1. COURSE # CRIJ 6392.01 **2. PROGRAM EVALUATION FOR** **CRIMINAL JUSTICE MANAGEMENT**

3. Spring, 2018

- 4. PROFESSOR:** Dennis R. Longmire, Ph.D.
- 5. OFFICE:** CJ Center Hotel Room 225
- 6. TELEPHONE:** (936) 294-1651
- 7. E-MAIL:** longmire@shsu.edu
- 8. CLASS HOURS:** Sundays 8:00 a.m. – 5:00 p.m.
- 9. CLASSROOM:** A-205 (Criminal Justice Center)
- 10. OFFICE HOURS:** Sundays 8:00 a.m. – 5:00 p.m.

11. TEXTBOOK(S):

Required:

Rossi, Peter H., Freeman, Howard E., and Mark W. Lipsey (2004). *Evaluation a Systematic Approach. Seventh Edition.* Thousand Oaks, Ca: Sage Publications.

Recommended:

American Psychological Association, (2010). *Publication Manual, Sixth Edition.* Washington, D.C.: American Psychological Association.

12. COURSE DESCRIPTION:

Description: The formal Catalogue description of this course says that we will dedicate the semester to the study of "principles and techniques of program evaluation including models and case studies" of evaluation techniques. While this description, in a generic sense is accurate, the primary focus of the class **will not emphasize the technical aspects** of program evaluation. Instead, the primary objective of the class is to provide you with **exposure to a variety** of evaluation techniques that have been used in different criminal/juvenile justice settings. By learning about these techniques, you will become a more **intelligent "consumer"** of evaluation efforts that have been completed within your constituent agency as well as other criminal justice agencies. You will also be able to **identify evaluation needs** in different areas of the criminal/juvenile justice system **in general**.

13. COURSE OBJECTIVES:

- 1) Introduce students to the fundamental principles of program evaluation;
- 2) Enable students to recognize the value and appropriateness of different evaluation strategies; and
- 3) Introduce students to the literature in program evaluation as it is and has been applied in criminal/juvenile justice studies.

14. COURSE REQUIREMENTS:

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Class participation/discussion: Since this class is being offered on the "intensive semester" format, much of the time in class will be spent in small work groups or large group discussions rather than in lectures. As such, you (the students) become largely responsible for the learning process both on the individual level as well as on the collective level. Your professor will assume primary responsibility for the substance of what you are supposed to learn. We will share responsibility for how and how well you learn it!

Up to ten points will be awarded to each student for attending and actively participating in each of the three substantive class sessions (Feb. 11, Mar.4, Apr. 8) for a total of 30 possible points toward your final semester grade. Partial points will be awarded for students who attend but do not actively participate in each session. Students who miss a full class session for any reason will be able to get access to up to 5 class participation points through the completion of specific assignments that will be made available in an "on-line" format. Full or partial absences will result in apportioned loss of points.

Program Evaluation Exemplar Projects: At three times during the semester, students will be required to locate an example of a criminal/juvenile justice related evaluation that exemplifies one of the types of program evaluation being studied in this class and prepare a brief (3-4 double spaced pages using 12- point font) **critique of the methodology used**. Each project requires that students locate an example of a research publication evaluating a criminal/juvenile justice agency using **one or more of the methodologies** focused upon in the assigned reading material being discussed during the weekend session it is due. Students must submit an electronic copy of their written critique of the article using material in Rossi *et al.* to help frame your comments. Students must submit their completed projects through the Blackboard Learning Management System following instructions provided during your first class session.

Students can earn up to 35 class points for each exemplar for a maximum of 105 class points to be applied toward the final semester grade. Points will be awarded on the basis of each exemplar's **SALIENCE** [Does it represent an appropriate example for the assigned topic?] (10 points), **CLARITY IN FOCUS** [Does it focus on the evaluation methodology rather than the program itself?] (10 points), direct and appropriate use of **ROSSI ET AL.** [Does your critique appropriately rely on the assigned reading material?] (10 points), and full and appropriate use of the **APA SOURCE CITATION FORMAT** (5 points).

Points lost for Exemplar Projects cannot be recovered: *Exemplar Projects submitted after the date specified in the Annotated Course Outline will be evaluated using the same criteria specified above but will be reduced by 2 points for each day they are late. NOTE THAT EXEMPLAR PROJECTS ARE DUE ON THE FRIDAY PRIOR TO THE SCHEDULED CLASS SESSIONS AND MUST BE SUBMITTED THROUGH THE CLASS BLACKBAORD PLATFORM.*

Final Exam: All students will be required to complete a final exam consisting of one essay question and 15 short answer questions. The essay question will be worth up to 70 possible points and the short answer questions will be worth a total of 30 possible points.

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This exam will be worth up to 100 class points to be applied toward the final semester grade.

15. GRADING:

Final Semester Grades will be awarded using the following scale:

A = 212 - 235 (90-100%)

B = 188 - 211 (80-89%)

C = 165 - 187 (70 - 79%)

F = < 165 (< 70%)

16. MAKE-UP EXAMS:

Students who are not able to complete the exam within the timeframe noted above will be able to do so, without penalty, at a time identified on an *ad hoc* basis in consultation with your professor.

17. STUDENT ACADEMIC POLICIES concerning Attendance, Academic Honesty, Disabled Student and Services for Disabled Students, and Absences on Religious Holy days may be found at:

<http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

18. USE OF TELEPHONES AND TEXT MESSAGES IN ACADEMIC CLASSROOMS AND FACILITIES:

<http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>

19. ANNOTATED OUTLINE OF TOPICS TO BE COVERED FOR EACH CLASS MEETING:

1/20 Class Overview

This class session will be dedicated to the introduction of students to one another and to the professor as well as to a review of the class requirements and deadlines.

2/11 Putting Evaluation Research in Context, Styles of Science, The Role of Theory, and Ethical Issues in Evaluation Research; Needs Assessments, Program Theory Explication, and Strategies for Monitoring and Accountability

REQUIRED READING: Rossi *et al.* – Chapters 1- 6 and 12 (pages 369 – 410)

This section of the class is designed to introduce students to the basic principles and history of program evaluation as it has been applied in both private and public-sector settings. Included will be a review of the social and political context of program evaluation, the role theory plays in both the development of social service/intervention programs and the

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development of evaluation questions designed to examine such programs. Ethical issues facing social science researchers in general and criminal justice evaluators in particular will also be examined. We will also focus attention on the use of needs assessments, theory explication, program monitoring, and program accountability in the review of social programs. Special attention is also given to the use of these techniques in criminal/juvenile justice contexts.

EXEMPLAR PROJECT 1 DUE FEB 9TH- Find a scholarly journal article involving a study engaging a needs assessment, theory explication, program monitoring analysis, or program accountability and submit a brief written methodological critique drawing from Rossi *et al.*'s material to help frame your critique. ALL EXEMPLAR PROJECTS MUST BE SUBMITTED USING A DROP-BOX YOUR PROFESSOR HAS CREATED AT THE CLASS BLACKBOARD PLATFORM.

IN-CLASS DISCUSSION SESSION FEB. 11TH

3/4 Evaluation Strategies for Impact Assessment

REQUIRED READING: Rossi *et al.* – Chapters 7 – 10.

This section of the class is designed to introduce students to the use of the different forms of impact assessments. Special attention is also given to the use of these techniques in criminal/juvenile justice contexts.

EXEMPLAR PROJECT 2 DUE MARCH 2ND - Find a scholarly journal article involving an impact assessment of a justice related program and bring it to class with a brief written methodological critique drawing from Rossi *et al.*'s material to help frame your critique. ALL EXEMPLAR PROJECTS MUST BE SUBMITTED USING A DROP-BOX YOUR PROFESSOR HAS CREATED AT THE CLASS BLACKBOARD PLATFORM.

IN-CLASS DISCUSSION SESSION MARCH 4TH

4/8 Cost/Efficiency Evaluations, Dissemination of Evaluation Results and the Encouragement of Effective Utilization of Evaluation Results

REQUIRED READING: Rossi *et al.* – Chapters 11 and Chapter 12 (pages 411 – 421).

This section of the class is designed to introduce students to the different methods available to approach the cost/efficiency evaluations used in the assessment of social programs and will also focus attention on how to disseminate the results of program evaluation to encourage the maximal use of evaluation studies in general. Special attention is also given to the use of these techniques in criminal/juvenile justice contexts.

EXEMPLAR PROJECT 3 DUE MARCH 6TH - Find a scholarly journal article involving a cost/efficiency analysis of a justice related program and bring it to class with a brief written methodological critique drawing from

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Rossi *et al.*'s material to help frame your critique. ALL EXEMPLAR
PROJECTS MUST BE SUBMITTED USING A DROP-BOX YOUR
PROFESSOR HAS CREATED AT THE CLASS BLACKBOARD
PLATFORM.

IN-CLASS DISCUSSION SESSION 3 APRIL 8TH

4/28

FINAL EXAM

A Final Exam including an ESSAY question and a series of "SHORT
ANSWER" questions will be administered testing your familiarity with
the class material.