

DEPARTMENT OF CRIMINAL JUSTICE AND CRIMINOLOGY
PROGRAM EVALUATION FOR
CRIMINAL JUSTICE MANAGEMENT (CRIJ 6392.03)

Online Section
Spring, 2018 – Session B

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Office Hours:	Online Format – Contact via email
Class Hours:	Online – 3/19 – 5/10
Classroom #:	Blackboard On-Line

A. COURSE DESCRIPTION AND OBJECTIVES

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**.

Objectives: The three primary objectives of this course are to:

- 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.

The overarching goal of this class is to introduce students to the different styles of program evaluation so that they can become advanced “informed consumers” of such studies in the future. Students completing this class will be better able to evaluate the credibility and appropriateness of studies evaluating juvenile/criminal justice related programs and will become *connoisseurs* of evaluation research rather than being simple consumers.

B. ATTENDANCE POLICY

Class attendance requirements will be followed in accordance with Academic Policy Statement 800401. Attendance will be recorded for each synchronous discussion session

and students will receive “in class discussion” points as described in the Grading Policy below.

C. STUDENT ABSENCES ON RELIGIOUS HOLY DAY POLICY

Please see the information located on-line at the following site:

<http://www.shsu.edu/catalog/scholasticrequirements.html#holyday>

D. READINGS

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.

E. CLASS REQUIREMENTS AND GRADING POLICY

Asynchronous Discussion Sessions

Each student will be assigned to an “Asynchronous Discussion Work-Group” that will be required engage in discussions with one another during three different time-periods throughout the semester. You will be engaging in these discussions “asynchronously” over a three day period at three different times during the semester.

The size of each discussion group will be determined by the number of students enrolled in the class but it is hoped that there will be no more than 8 students per session in each group. Group members will be required to engage in discussion about specific issues posted by your professor during each of the three time periods specified in the Annotated Course Outline. These discussion sessions will require discussion that is responsive to particular questions or issues associated with assigned reading material raised by your professor.

There will be three asynchronous group discussion sessions required throughout the semester. The sessions are designed to provide students with an opportunity to demonstrate familiarity with the class material by applying it to particular issues facing criminal justice professionals in an informed and articulate manner.

A couple of days prior to each session your professor will release the specific reflection questions each group will be required to discuss. These discussion sessions must be completed within the particular windows of time specified in the Course Outline.

Following each session, feedback assessing the quality of each of these discussions will be given to the group as well as to individual students. Individual participants in each of the sessions will be awarded up to 50 points for each discussion session for a total of 150 semester grade points possible. These points will be awarded by your professor based on the following criteria: **1) Responsiveness (20 points)** - *Do your comments accurately and fully focus on each of the issues raised in the assignment?;* **2) Support (10 points)** - *Do you accurately and appropriately rely on the assigned readings along with supportive lecture*

material to help inform your discussions? and; 3) Involvement (20 points) - Do you (individually) contribute to the discussion in a clear and meaningful way?

If a student fails to participate in one of the scheduled asynchronous class sessions, s/he will be required complete an additional assignment prior to the close of the semester and **will be eligible to receive up to 100% of the points available for that session by completing an “alternative assignment.”** Alternative assignments will be designed by your professor to insure that you cover the material associated with the discussion session that was missed. **Students who miss more than one “Asynchronous Discussion” session must confer with the professor to secure permission prior to the completion of subsequent "make-up" assignments.**

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 along with any lecture material being discussed during each session. 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 appropriate link in the Blackboard Learning Management System.

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.*** and the lecture material associated with each section of the class [Does your critique appropriately rely on the assigned 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.

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

Final Semester Grades will be awarded using the following scale:

- A = 320 - 355 (90-100%)
- B = 284 - 319 (80-89%)
- C = 249 – 283 (70 - 79%)
- F = < 249 (< 70%)

F. SHSU WRITING CENTER:

The Sam Houston Writing Center, located in Wilson 114, is open Monday-Thursday from 8 a.m. until 7 p.m., Friday from 8 a.m. to 3 p.m., and Sunday from 2 p.m. to 7 p.m. Writing tutors will work with you one-on-one to help you generate, organize, or revise a draft of any assignment in any subject. You can drop by to work with a tutor or call (936) 294-3680 to schedule an appointment.

G. MAKE-UP EXAMS

If a student fails to complete the exam during the time set forth in the Annotated Course Outline, a make-up exam will be designed and administered as soon as possible. This exam will be graded based on the same criteria as the regularly scheduled exam but **will be reduced by five grade-points for each day beyond the regularly scheduled date it is administered.**

H. ACADEMIC HONESTY/DISABLED STUDENT POLICY, STUDENT ABSENCES ON RELIGIOUS HOLY DAY POLICY:

Policy statements concerning these issues can be found at <http://www.shsu.edu/syllabus/>

The Faculty of the College of Criminal Justice expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University.

Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion – the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.

The University's policy on academic honesty and appeal procedures can be found in the manual entitled *Student Guidelines*, distributed by Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines)

Students are encouraged to review the statements presented in the Sam Houston State University's Guidelines that refer to instances of "academic dishonesty" (available at In accordance with the statement, any student engaged in academic dishonesty in this class will receive an "F" for the semester and will, consequently, be terminated from the graduate program.

The professor may require that written material submitted in fulfillment of any of the requirements for this class be submitted for an evaluation through Turnitin.com so all work submitted must include appropriate source citation and must represent the original work of the student with appropriate source attributions. Information about Turnitin.com can be found at their web-site <http://www.turnitin.com>.

I. CONNECTIVITY PROBLEMS

This class requires that you be able to regularly gain access to the World Wide Web. This means you are responsible for maintaining connectivity with a computer compatible with the technical requirements to fully participate in the assignments. Any material submitted to your professor for grading must be sent in a format compatible with Microsoft Word or

saved as a “Rich Text Format” (RTF) document and you are advised to keep a “hard copy” as well as a back-up copy of your material in case of technical problems.

J. COPYRIGHT STATEMENT

This class is being offered under the auspices of Sam Houston State University's College of Criminal Justice. All material produced and distributed for this class is protected under the policies and laws governing the instructional practices of this institution. Duplication and/or use of this material, in part or in whole, must first receive the express written consent of the instructor.

K. ANNOTATED COURSE OUTLINE AND SCHEDULE OF READINGS AND ASSIGNMENTS

ONLINE Mar 19, 2018 - May 10, 2018

3/19 – 3/21 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.

3/22 – 3/30 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 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 MARCH 27TH- 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.

ASYNCHRONOUS DISCUSSION SESSION 1 MARCH 28 – MARCH 30

3/31 – 4/14 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 APRIL 11TH - 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.

ASYNCHRONOUS DISCUSSION SESSION 2 APRIL 12 – APRIL 14

4/15 – 5/05 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 MAY 1ST - 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 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.

ASYNCHRONOUS DISCUSSION SESSION 3 MAY 2 – MAY 5

5/06 – 5/10 **FINAL EXAM**

A Final Exam including an ESSAY question and a series of “SHORT ANSWER” questions will be administered testing your familiarity with and ability to apply the material covered throughout the entire semester. This

exam will be administered in an “open book” and “open note” format so students will be able to consult with these sources during the completion of the exam. It will also be “timed” giving you 90 minutes to complete both sections.