

CRIJ 5350 (CRN #24867)
Program Evaluation and Evidence-Based Practices
Wednesdays 6:00-8:50 pm—EDU 112
January 17 - May 4, 2023

Professor: Dr. Leanne Alarid

Department of Criminal Justice

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Use Blackboard to:

View Grades in course; Access/Read Required Articles

Print off extra syllabus; Contact other students in the class

COURSE DESCRIPTION:

This graduate seminar provides students with foundational knowledge of evidence-based practices, so that students appreciate how criminal justice program evaluations are designed and implemented using sound research methodology to determine whether justice programs work as envisioned.

LEARNING OBJECTIVES:

1. Understand and apply key concepts and methodologies to develop your own CJ program evaluation.
2. Access available resources on promising and effective criminal justice programs and practices.
3. Interpret and describe empirical studies on program evaluations and evidence-based practices (comparison/contrast methodology paper).
4. Improve oral presentation skills.
5. Provide constructive criticism about how to improve an evaluation (peer reviews)
6. Learn about responding to grant proposals and the grant writing process.

REQUIRED TEXTS:

Vito, Gennaro F. and George E. Higgins (2015). *Practical Program Evaluation for Criminal Justice*. New York: Routledge. ISBN# 978-1-4557-7770-9

Patterson, George T., and Warren K. Graham (2018). *Clinical Interventions in Criminal Justice Settings: Evidence-Based Practice*. Elsevier/Academic Press. ISBN #978-0-12-811381-3

Additional Required Articles are posted in Blackboard within each Weekly module—the class date the article is to be read by is listed on the syllabus schedule (last 2 pages) by the author's last name

COURSE REQUIREMENTS:

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| 1. CLASS DISCUSSANT | 25 points |
| 2. CLASS PARTICIPATION | 25 points |
| 3. Take-Home Exam | 50 points |
| 4. Methodological Comparison/Contrast of 2 articles | 50 points |
| 5. CREATE YOUR OWN PROGRAM EVALUATION | |
| a. ORAL PRESENTATION | 25 points |
| b. FINAL PAPER | 100 points |
| 6. PEER REVIEWS of 2 other student program evaluations | 25 points |

GRADING: 300 point scale

<u>Grade</u>	<u>Total Point Range</u>
A	270-300
B	240-269
C	210-239
D	180-209
F	0-179

NOTE: Grades are assigned according to the total points earned; there is no rounding or curving.

DETAILS OF COURSE REQUIREMENTS

I. One 20-minute CLASS DISCUSSANT: (25 points)

- ◆ Each student will be assigned to lead ONE 20-minute class discussion on specific readings assigned for one particular night. Please see syllabus for which readings are assigned to which discussant, as some nights may have 2 discussants—with each discussant doing *different* readings.
- ◆ Discussants will be assigned during Week 1 (or by Week 2 at latest) based on a random drawing of numbers.
- ◆ Each discussant will be graded on the ability to illicit a 20 minute class discussion with good questions, the ability to synthesize the readings (summary, how they connect/converge, where they diverge, limitations), and the main takeaways of the readings to conclude the discussion.
- ◆ To prepare for the discussant role, carefully read the assigned readings and come up with 4-5 general questions that will illicit discussion by other students and also help students understand the readings. The questions should pertain to these readings, elicit broader applications and/or can connect to previous readings if applicable. Map out main themes, strengths, and/or broader connections to help with your synthesis.
- ◆ Decide the ordering of the questions and only enough **prepare power point slides** for about 10 minutes of you talking, and the other 10 minutes of other students participating in your questions about the readings with your follow-up questions.

II. CLASS PARTICIPATION DURING SEMESTER (25 points)

- ◆ Every student is to have read the designated chapters/articles before class and to actively participate in discussions about the readings—*especially during class discussant days*.

- ◆ Participation by the rest of the class is expected on, but not limited to, days we have a designated discussant. Participation means asking questions, critiquing, commenting on the readings, volunteering to participate, and/or stating your opinion so others can learn from you.
- ◆ We will be doing some in-class exercises that also count for the participation grade.

III. TAKE-HOME EXAM (50 points)

To ensure that you are *understanding the readings*, a take-home exam of between 7-9 short answer questions will be handed out in class during Week 7. Submission of the take-home exam is electronically in Blackboard using the provided link in Week 9.

IV. METHODOLOGICAL COMPARISON/CONTRAST PAPER (50 points)

Pick ONE topic from the list of 4 topics below. Read only the two articles that have been assigned for that topic (*you are not reading all 8 articles*). All articles for this assignment are posted in Blackboard under the **Introductory Module**.

TOPIC 1- *Police crackdowns*: Fritsch, Caeti and Taylor (1999) vs. Smith (2001)

TOPIC 2- *Problem-Solving Courts*: Henggeler et al (2006) vs. Hartley and Baldwin (2019)

TOPIC 3- *Prison-based Substance Abuse Treatment*: Hall et al (2004) vs. Duwe (2010)

TOPIC 4- *Alternatives to juvenile commitments*: Barton and Butts (1990) vs. Sontheimer & Goodstein (1993)

Once you have selected your topic, read the 2 articles associated with the topic. In a 3-6 page paper, compare and contrast the 2 articles by using a summary table of the 13 elements below. After the table, write a conclusion paragraph determining which article is methodologically stronger (defined by **how the study was conducted**—*not* by the findings/results, and *not* by how effective the program is/was).

In the SAMPLE summary table, identify your topic (articles here are just the example if Police Crackdowns are chosen):

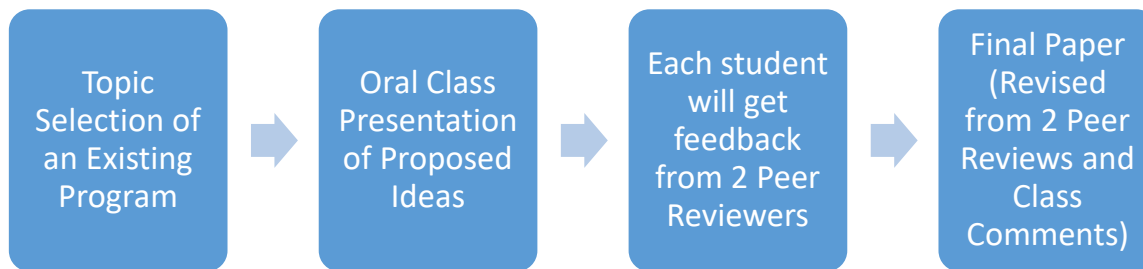
	Fritsch, Caeti and Taylor (1999)	Smith (2001)
The purpose of each specific evaluation.		
What were the implied or stated program goals?		
What were the implied or stated research questions/hypotheses?		
What was the research design/methodology?		
Who were the participants? How many were in the sample?		
What kinds of data were collected?		
How was the data collected? (Were instruments used?)		
Where and when was the data collected?		
What were the outcome measures (DV)?		

What independent variables were used to measure the outcomes?		
What were the findings?		
What were the strengths of this study?		
What were the limitations of this study?		

In your concluding paragraph, determine which one of those two evaluations is methodologically stronger than the other and justify WHY.

V. CREATE YOUR OWN MOCK PROGRAM EVALUATION

Each student will be creating a **hypothetical/mock** evaluation of a pre-existing program. This assignment is broken down into 4 parts which are detailed below.



TOPIC SELECTION

Your program evaluation topic can be based on an actual functioning program of your choice. This could be a CJ program that you knew about at an internship placement, your current place of employment, or a program of interest in an area for which you have an interest in exploring. Tools to begin searching for your topic will be provided during Week 2. Each student must select a program within a topic area by Week 4. Start by choosing any criminal justice-related topic of choice, and then research possible programs in that area. Ideally, you will want to select a program within your interest area to evaluate—not just the interest area. Each selected program **must be unique and different for each student in the class**, so it is advised to get your topic approved by sending Dr. Alarid an email sometime between Week 2 and Week 4.

ORAL PRESENTATION OF PROPOSED EVALUATION (25 points)

Each student will be making a 10-13-minute oral class presentation of their proposed idea in mid April. The presentation is meant to give all of us a summary of the *proposed* evaluation plan for what you intend to do. While the draft does not have to be 100% complete, the more complete the proposal is at this stage, the more detailed comments that others can make (and the less work you'll have to do at the end for your paper). The presentation is limited to 13 minutes of talking and 5-10 minutes of Q&A. The presentation should have power point slides that correspond with the peer reviewer sheet so that all students are addressing the same components no matter what topic they have.

TWO PEER REVIEWS (25 points)

While each student will receive the benefit of two peer reviews to improve their own project, the grading of these peer reviews are *the reviews you conduct of 2 pre-selected student proposals*. The schedule of class presentations and peer reviews will (again) be assigned at random, depending on the number of people in the class. The peer review forms will be posted on Blackboard for each student to type up their responses after the presentation.

The peer review will be based on the power point slides and by listening to the presentation. Peer reviewers are encouraged to ask the presenter for clarification and/or a copy of their slides to complete their review.

My grading of your peer review will be based not on the reviews you *receive* from others for your project; rather, peer reviews will be graded **on the completeness of reviews you provide to others about their proposals--** based on the information you have been given during the presentation. If the presenter has not provided the information at their presentation, it is up to you as the reviewer to ask the questions you need to complete your review.

Submit 2 hard copies of each peer review (2 copies x 2 reviews) on the designated class night specified in the calendar in this syllabus. One copy to Dr. Alarid and one copy to the presenter so that presenters can make any desired changes prior to submitting the final evaluation paper via Blackboard to Dr. Alarid.

FINAL PAPER (100 points)

Once all presentations have taken place, the peer reviews are handed out for you to take those comments, revise and write a detailed paper of your program evaluation, organized into the 5 parts described below. This paper should be between 8-10 double-spaced pages.

Title of paper should clearly indicate what program is being evaluated

Part 1: Needs Assessment and Program Theory. Why is this evaluation important, and what theory or theories are behind the program chosen?

Part 2: Logic Model. Draw a visual depiction of the program inputs and outputs

Part 3: Process Evaluation. Provide detail regarding the program, policy, and/or people under consideration. How will program participants be identified, recruited, and/or selected? How many people will be sampled? How will you ensure program fidelity? What data will be collected at this stage?

Part 4: Measures. What variables will you collect to measure outcomes? List out each variable and define each. Which ones are Independent Variables? Which ones are Dependent Variables?

Part 5: Possible Challenges. Discuss any possible ethical, procedural, and/or financial challenges that might be encountered during this evaluation, and how those might be remedied.

CLASSROOM POLICIES

LATE ASSIGNMENTS

To be considered “on time,” assignments are due at the beginning of class if we are meeting in class, or electronically by 6:00 pm if we are **not** meeting as a class (refer to the course schedule on this distinction). Assignments submitted after that time are considered late.

The amount of points equal to one full letter grade will be automatically deducted for (approximately each 3 hour period that an assignment is submitted late (e.g., deduction of one letter grade for an assignment submitted between 6:01 pm and 9:00 pm; and two letter grades between 9:01 and 12:00 am, etc.). Due to the times above, late submissions should be emailed to Dr. Alarid as an attachment so she has record of your submission time.

The only exception is if a student can provide a written medical excuse that is accepted by Dr. Alarid, that reasonably substantiates the reason for the late submission. Please note that written documentation is accepted only for medical reasons and must be submitted within 72 hours of the deadline.

Written documentation for working late, childcare, transportation problems, or other non-medical reason, while it certainly may affect your ability to submit an assignment on time, will still result in applying the late penalty above.

If you have concerns about your ability to submit an assignment on time on a particular due date (e.g., you know you will be working late), you may certainly submit assignments early (I will hang onto the assignment, but it will not be graded until after the regular due date has passed).

ATTENDANCE POLICY

In graduate classes, attendance and reading preparation is essential to getting the best possible learning experience, and the most out of the class.

Written Documentation Absences for Medical Reasons Only

If you are ill, do not come to class! If you are ill or need to quarantine during a day you are a discussant, presenting or doing a peer review, contact Dr. Alarid as soon as possible via email or phone and we will have to reschedule and/or switch with another student who agrees to switch. Reasonable accommodations will be made if and when possible if you are ill and/or test positive for COVID. To get these accommodations, provide Dr. Alarid with a written medical excuse or test result (e.g., send picture(s) of the documentation via email) will ensure that these absences will not negatively impact your “Class Participation” grade. Please note that written documentation absences above are only for medical reasons, and do not pertain to working late, childcare, transportation problems, or other reasons that may affect attendance.

One 3-hour Absence (one full night) or Two 90 minute absences (equivalent to 2 half classes) Allowed Without Documentation

In addition to COVID, there may be other unanticipated things that arise that we don’t plan for (e.g., for illness for which you cannot or do not want to provide documentation, working late, childcare, funeral, transportation problems, and/or an unanticipated event or appointment).

Students are allowed these absences for any reason with no excuses or reasons needed. I urge you to use these days wisely when you really need them. While these two absences will not negatively impact your “Class Participation” grade, the “no-excuse absences” cannot be on days you are a discussant, presenting or doing a peer review for someone else. And, while the no-excuse absences cover the class attendance, **students are still expected to submit any assignments on time that are due on that day** in order to avoid letter grade deductions.

COVID-19 PROTOCOLS

Please stay home and let your professor know as soon as possible if you are feeling sick, or experiencing COVID-19 symptoms. If you have tested positive for COVID-19, please report your results to covidaction@utep.edu. UTEP follows the protocols and recommendations from the Center for Disease Control and Prevention, and these protocols may change over the semester.

ACADEMIC DISHONESTY

Academic dishonesty includes turning in someone else’s assignment from a previous class, or plagiarism: “(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.”

I take cases of alleged academic dishonesty seriously. For students who are found to have allegedly engaged in any form of academic dishonesty, the case will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an “I” (Incomplete) will be assigned until the case is resolved. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University. See <http://www.utep.edu/dos>

TAPE RECORDING OF CLASSES AND OTHER LEARNING NEEDS

I support helping students who are in need of reasonable accommodations to help in the learning process or with taking exams as defined by UTEP Center for Accommodations and Support Services (e.g., note takers, tape recording class sessions, sign language interpreters, or other aids). However, any student who is in need of a special accommodation **MUST** first register and provide the instructor with written approval from the UTEP Center for Accommodations and Support Services (CASS) before accommodations will be made. CASS is located in Room 106 of the Union East Building. Call 915-747-5148 or visit their website: <http://sa.utep.edu/cass/> Tape recording of classes is considered to be a special accommodation and not allowed unless first approved in writing by CASS.

COURSE SCHEDULE

DATE	TOPIC COVERAGE	READING BEFORE CLASS: Vito & Higgins/ Patterson & Graham are required texts; All other readings are articles on BB	DISCUSSANT ARTICLES TO BE PRESENTED IN CLASS	ASSIGNMENT DUE IN CLASS
Week 1 JANUARY 18				
	Introductions/Syllabus			
	Defining Program Evaluation	Vito & Higgins Ch 1		
Week 2 JANUARY 25				
	Defining Evidence-Based Practices; Sherman's "What Works" Rating Scale	Patterson & Graham Ch 1; Sherman et al. 1998		
	Locating EBP Programs: NIJ's Crime Solutions.gov SAMHSA's National Registry; OJJDP Registry; Blueprints for Healthy Youth Development	Patterson & Graham, Ch 5		
Week 3 FEBRUARY 1				
	Needs Assessments	Vito & Higgins, Ch 3		
	Program Theory	Vito & Higgins, Ch 4 Bowen et al 2019		
Week 4 FEBRUARY 8				
	Finalize Student Program Evaluation Topics			Topic and Program Profile Due in class
	Meta-Analysis/Systematic Reviews; The Campbell Collaborative 2000	Petrosino & Lavenberg 2007; Lum et al 2020; Weisburd, Farrington & Gill 2017;		
	Logic Models	Vito & Higgins Ch 2		
Week 5 FEBRUARY 15				
	Process Evaluation; Fidelity Implementation	Patterson & Graham Ch 3; Vito & Higgins, Ch 5		
	Process Evaluation Examples	Lawrence et al 2018; Magana, Perrone & Malm 2021 Middleton et al 2019; Miller & Miller 2016	Discussant #1 (Choose 3 articles from 4 listed here)	
Week 6 FEBRUARY 22				
	Classic Experimental Design	Patterson & Graham Ch 2; Vito & Higgins, Ch .6		
	Random Control Trials in CJ	Ahlin 2015; Goodman et al 2018; Killias, Aebi & Ribeaud 2000	Discussant #2 (3 articles)	

DATE	TOPIC COVERAGE	READING BEFORE CLASS: Vito & Higgins/ Patterson & Graham are required texts; All other readings are articles on BB	DISCUSSANT ARTICLES TO BE PRESENTED IN CLASS	ASSIGNMENT DUE IN CLASS
Week 7 MARCH 1				
	Quasi-Experimental Designs	Patterson & Graham Ch 2; Vito & Higgins, Ch .6		Comparison/Contrast Paper Due in CLASS Hard copy- 6:00 pm
	Distribution of Midterm			
Week 8 MARCH 8				
	EBPs/What Works in Policing? (Place-based and Community Policing)	Lum & Koper 2016; Nagin & Weisburd 2013;		
	Other Policing and Crime Prevention Interventions	Ratcliffe et al. 2009 Fox & Farrington 2015 Koper & Lum 2019	Discussant #3 (3 articles)	
SPRING BREAK WEEK- NO CLASSES HELD MARCH 13-17				
Week 9	MARCH 22-- Class will not meet: OUT OF CLASS TIME TO BE SPENT FINISHING AND SUBMITTING EXAM			Take-Home Exam Due on BB at 6:00pm
Week 10 MARCH 29				
	Cost-Benefit Analysis	Vito & Higgins, Ch. 7; Henrichson and Rinaldi 2014; Piza et al 2016	Discussant #4 (2 articles only- not V&H chap)	
	Risk Assessments	Patterson & Graham Ch 6 Eckhouse et al 2019; Spivak et al 2021	Discussant #5 (2 articles only- not P&G chap)	
Week 11 APRIL 5				
	Youth-Based Outcomes; EBPs in Juvenile Justice	Patterson & Graham Ch 7 Baglivio et al 2014; Valdez et al 2013; Caldwell & Van Rybroek 2001; Chamberlain 2003	Discussant #6 (Choose 3 articles; Not P&G chapter)	
	Tips for Oral Presentations During Weeks 13 and 14			
Week 12 APRIL 12				
	Substance Abuse Treatment and CBT	Patterson & Graham Ch 8 Belenko et al 2004; Barnes et al 2017	Discussant #7 (Choose 3 articles from 4 listed; Not P&G chapters)	
	Outcomes for Special Populations/Crimes	Patterson & Graham Ch 9 Grady et al 2017; Braga et al. 2019		

DATE	TOPIC COVERAGE	READING BEFORE CLASS	PEER REVIEWS TO BE DRAFTED DURING CLASS	ASSIGNMENT DUE IN CLASS
Week 13 APRIL 19				
	First Half of Student Presentations		Each presenter has 2 peer reviewers	Oral Presentations; Power Point Slides submitted to Alarid (electronically or hard copy)
Week 14 APRIL 26				
	Second Half of Student Presentations		Each presenter has 2 peer reviewers	Oral Presentations; Power Point Slides submitted to Alarid (electronically or hard copy)
Week 15 MAY 3				
	Grant Writing Process; Looking at Grant RFP's			ALL Peer Reviews Due at Beginning of class- Bring 2 hard copies of each TYPED review
FINALS WEEK	MAY 9 (Tuesday)			Final Evaluation Paper DUE TUESDAY MAY 9-- Submit on BB by 6:00 pm