

CRIJ 5350 (CRN #24274)
Program Evaluation and Evidence-Based Practices
Wednesdays 6:00-8:50 pm—EDU 112
January 16 - May 7, 2024

Professor: Dr. Leanne Alarid

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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.

EDGE SKILLS DEVELOPED:

Communication, Confidence, Critical Thinking, and Problem Solving

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 date the article is to be read by is listed on the last 2 pages of this syllabus by the author's last name

SUMMARY OF COURSE REQUIREMENTS

- | | |
|--|------------|
| 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 a particular week based on a random drawing of numbers.
- ◆ Each student will be assigned to lead ONE 20-minute class discussion on specific readings assigned for that 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.
- ◆ To prepare for the discussant role, carefully read the assigned readings and come up with 4-6 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 connect to previous readings. Map out main themes, strengths, and/or broader connections to help with your synthesis.
- ◆ Prepare no more than 6 power point slides for summarizing the readings. Be sure to elicit student participation by asking thought-provoking follow-up questions. Questions are best asked throughout and not saved to the end.
- ◆ Each discussant will be graded on the ability to illicit the 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.

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 when other students are presenting.*

- ◆ 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.
- ◆ Participation will be graded primarily on the level and quality of participation during class over the whole semester, and secondly, on the number of classes attended. Participation grade will be reduced for absences that exceed the “allowable” limit (see “Attendance Policy” section of syllabus below).

III. TAKE-HOME MIDTERM 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. **Submit the take-home exam electronically in Blackboard using the provided link in Week 9.** Exam must be completed individually using the readings.

IV. METHODOLOGICAL COMPARISON/CONTRAST PAPER (50 points)

Pick ONE topic from the list of 3 topics below. **All articles pertaining to this assignment are posted in WEEK 7** of Blackboard. Read only the two articles that have been assigned for that topic (*you are not reading all articles*).

- **Topic 1:** *Treatment Models for Serious Juvenile Offenders* Calleja (2022) vs. Caldwell & Van Rybroek (2001)
- **Topic 2:** *Street Lighting and Cameras for Crime Prevention* Mitre-Becerril et al. (2022) vs. Ratcliffe et al. (2009)
- **Topic 3:** *Process Evaluations of Gender-Responsive Programs* Bardin et al. (2022) vs. Olson & Amendola (2021)

Once you have selected your topic, read the two articles associated with the topic. In a 3-6 page paper, compare and contrast the two 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**) and also whether the study succeeded in meeting its purpose. For this assignment, you are not evaluating how effective the program was.

In the SAMPLE summary table, identify your topic (articles here are just the example if Topic 3 is chosen):

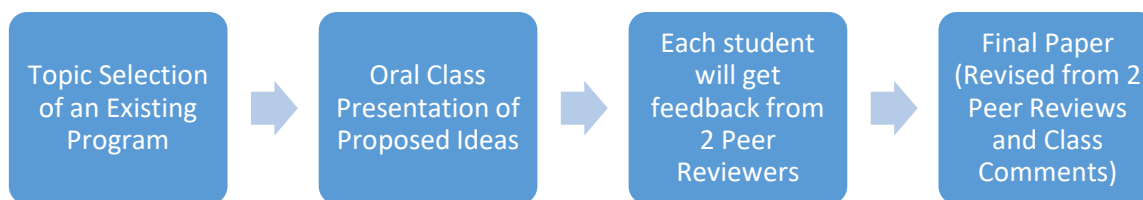
| | Bardin et al. (2022) | Olson & Amendola (2021) |
|--|-----------------------------|------------------------------------|
| The purpose of each specific evaluation. | | |
| What were the implied or stated program goals? | | |
| What were the implied or stated research questions/hypotheses? | | |
| 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 one or more pre-existing programs on one topic. This assignment is broken down into 4 parts which are detailed below.



4-step Process: Mock Program Evaluation

TOPIC SELECTION by Week 3

Your program evaluation topic should be based on at least one promising or effective program in any CJ-related area. A tool to search for your topic will be provided during Week 2. Each student must select a program to evaluate by Week 3. Start by choosing any criminal justice-related topic of choice, and then research possible programs in that area. Select a program within your topic that is either “Promising” (indicated by a Yellow checkmark) or “Effective” (indicated by a Green checkmark with a plus sign). Each topic/program **must be unique to each student in the class and cannot duplicate a required class reading**. Get your topic approved by sending Dr. Alarid an email with the link to your program sometime between Week 2 and Week 3.

ORAL PRESENTATION of PROPOSED EVALUATION (25 points)

Each student will be making a 15-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 15 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, not counting title or references.

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? (2-3 pages)

Part 2: Logic Model. Draw a visual depiction of the program inputs and outputs (1 page)

Part 3: Process Evaluation. Provide detail regarding the program components and 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/quality assurance? What data will be collected at this stage? (3-4 pages)

Part 4: Measures. What variables will be collected to measure outcomes? List out each variable and define each. Which ones are Independent Variables? Which ones are Dependent Variables? (1 page)

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. (1 page)

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 midnight, etc.). Late submissions must 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.

Other reasons such as working late, childcare, transportation problems, etc. are not covered by the late exception and 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.

Allowable Absences: There may be unanticipated things that arise that we can't plan for (e.g., your illness, sick child, working late, funeral, car accident, transportation problems, and/or an unanticipated event). **Students are allowed one 3-hour absence (one full night) or two half-nights (attending only half the class over 2 weeks) for any reason with no excuses or reasons needed.** I urge you to use this absence wisely when you really need it. This allowable absence will not have any negative impact on class participation. Exceptions: This allowable absence cannot be on the night you are a discussant, presenting, or doing a peer review for someone else. Even if absent, **Students are still expected to submit any assignments on time that are due on that day** (via an email attachment) in order to avoid letter grade deductions.

Written Documentation Absence for Medical Reasons Only

If you are ill, please do not come to class! UTEP follows the protocols and recommendations from the Center for Disease Control and Prevention for COVID. Reasonable accommodations will be made if you 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) and these COVID absences will not negatively impact your “Class Participation” grade. If you 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 to reschedule and/or switch with another student who agrees to switch.

Please note that written documentation absences as discussed in this section apply only for medical reasons for which you think you may need to be absent for more than the allowable one week. Written documentation absences do not pertain to working late, caring for a family member, transportation problems/car accident, or any other reason that may affect attendance—those are covered under “allowable absences” and limited to being absent only one week in the semester, or two half nights.

ACADEMIC DISHONESTY

Academic dishonesty includes not doing your own exam, turning in someone else’s assignment from a previous class, use of artificial intelligence, and/or plagiarism.

a) Plagiarism includes: (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.

b) Artificial Intelligence (AI) Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is not allowed for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

c) Response to Academic Dishonesty: 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. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment/exam in question, a failing grade in the course, suspension, or dismissal from the University (sanctions depend on violation severity).

WRITING CENTER

I expect your homework, papers, and group projects to be free of all grammar and spelling errors. Points will be deducted for inadequate writing. The University Writing Center is located in the UTEP Library. It is a great place to receive help with editing your written papers, and with APA style assistance. They are open M-Th 9:00-5:00 pm, Fr 9:00-2:00 pm, and Sundays 12:00-5:00pm. Appointments are recommended, but they will take walk-ins.

CENTER FOR ACCOMMODATIONS AND SUPPORT SERVICES (CASS)

The University is committed to providing reasonable accommodations to students with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students may also request accommodations for pregnancy or parenting responsibilities.

UTEP students in need of a learning accommodation due to learning disability, pregnancy, or parenting responsibilities must request through the UTEP Center for Accommodations and Support Services (CASS) online via the CASS portal called “Accessible Information Management” system by logging into: cassportal.utep.edu using their UTEP credentials. CASS staff will develop a plan to determine which accommodations will help each individual to be successful at UTEP. Call 915-747-5148 or email cass@utep.edu

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 17 | | | | |
| | Introductions/Syllabus | | | |
| | Defining Program Evaluation | Vito & Higgins Ch 1 | | |
| Week 2 JANUARY 24 | | | | |
| | Defining Evidence-Based Practices; History of “What Works” Ratings | Patterson & Graham Ch 1; Sherman et al. 1998 | | |
| | Locating EBP Programs: NIJ’s Crime Solutions.gov | Patterson & Graham, Ch 5 | | |
| Week 3 JANUARY 31 | | | | |
| | Finalize Mock Program Evaluation Topics | | | Topic/Program Profile Due in class |
| | Needs Assessments | Vito & Higgins, Ch 3 | | |
| | Program Theory | Vito & Higgins, Ch 4; Lawrence et al 2018; Bowen et al. 2019 | | |
| Week 4 FEBRUARY 7 | | | | |
| | Meta-Analysis/Systematic Reviews; The Campbell Collaborative | Petrosino & Lavenberg 2007; Lum et al 2020; Weisburd, Farrington & Gill 2017; | | |
| | Logic Models | Vito & Higgins Ch 2; Lawrence et al 2018 | | |
| Week 5 FEBRUARY 14 | | | | |
| | Process Evaluation; Fidelity Implementation | Patterson & Graham Ch 3; Vito & Higgins, Ch 5 | | |
| | Process Evaluation Examples | Magana, Perrone & Malm 2022; Miller & Miller 2016 | Discussant #1 (2 articles) | |
| Week 6 FEBRUARY 21 | | | | |
| | Classic Experimental Design | Patterson & Graham Ch 2; Vito & Higgins, Ch .6 | | |
| | Random Control Trial Issues in CJ | Ahlin 2015; Goodman et al 2018 | Discussant #2 (2 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 FEBRUARY 28 | | | | |
| | 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 6 | | | | |
| | EBPs/What Works in Policing? (Place-based and Community Policing) | Lum & Koper 2016; Nagin & Weisburd 2013; | | |
| | Crime Prevention Technology and Police Investigations | Fox & Farrington 2015 Koper & Lum 2019 | Discussant #3 (2 articles) | |
| SPRING BREAK WEEK- NO CLASSES HELD MARCH 11-15 | | | | |
| Week 9 | MARCH 20-- Class will not meet: OUT OF CLASS TIME TO BE SPENT FINISHING AND SUBMITTING MID-TERM EXAM | | | Take-Home Exam Due on BB at 6:00pm |
| Week 10 MARCH 27 | | | | |
| | Cost-Benefit Analysis | Vito & Higgins, Ch. 7; Henrichson and Rinaldi 2014; Piza et al 2016 | Discussant #4 (2 articles; not V&H chap) | |
| | Risk Assessments | Patterson & Graham Ch 6 Eckhouse et al 2019; Spivak et al 2021 | Discussant #5 (2 articles; not P&G chap) | |
| Week 11 APRIL 3 | | | | |
| | Youth-Based Outcomes; EBPs in Juvenile Justice | Patterson & Graham Ch 7 Valdez et al 2013; Chamberlain 2003 | Discussant #6 (2 articles; Not P&G chapter) | |
| | Tips for Oral Presentations During Weeks 13 and 14 | | | |
| Week 12 APRIL 10 | | | | |
| | Substance Abuse Treatment and CBT | Patterson & Graham Ch 8 Belenko et al 2004; Barnes et al 2017 | Discussant #7 (2 articles; Not P&G chapters) | |
| | Outcomes for Special Populations/Crimes | Patterson & Graham Ch 9 Grady et al 2017; Braga et al. 2019 | Discussant #8 (2 articles; Not P&G chapters) | |

| DATE | TOPIC COVERAGE | READING BEFORE CLASS | PEER REVIEWS TO BE DRAFTED DURING CLASS | ASSIGNMENT DUE IN CLASS |
|----------------------------|---|-----------------------------|--|---|
| Week 13 APRIL 17 | | | | |
| | Student Presentations; Personal/Career Development, Part 1 | | Each presenter has 2 peer reviewers | Oral Presentations; Power Point Slides e-mailed to Alarid as an attached file |
| Week 14 APRIL 24 | | | | |
| | Student Presentations; Personal/Career Development, Part 2 | | Each presenter has 2 peer reviewers | Oral Presentations; Power Point Slides e-mailed to Alarid as an attached file |
| Week 15 MAY 1 | | | | |
| | 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 7 (Tuesday) | | | Final Evaluation Paper DUE TUESDAY MAY 7-- Submit on BB by 6:00 pm |