

CRIJ 5350: Program Evaluation and EBPs (HYBRID)
CRN: 28309
Spring 2021

Professor: Dr. Melinda Tasca
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Office Hours: Virtually (by appointment).

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

This graduate seminar is designed to provide students with foundational knowledge about program evaluation and evidence-based practices in the field of criminal justice.

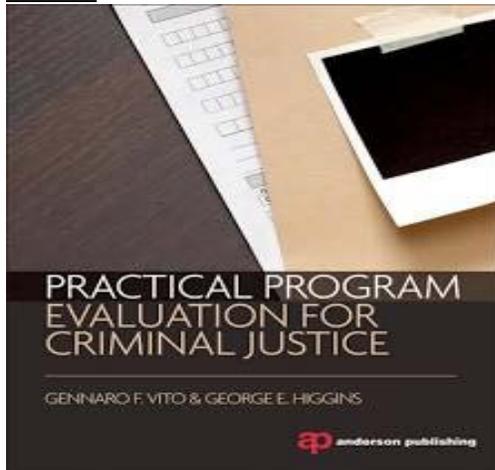
COURSE OBJECTIVES

At the end of this course, students will be able to:

1. Understand key concepts and methodologies used in program evaluation in criminal justice.
2. Interpret and describe empirical studies on program evaluations and evidence-based practices.
3. Be informed on the state of knowledge and resources available on effective, promising, and ineffective programs and practices in criminal justice.

REQUIRED MATERIALS

Books:



Vito, G.F. & Higgins, G.E. (2014). *Practical program evaluation in criminal justice*. Routledge.

Other Readings:

Articles covered in this course are posted in BlackBoard and noted in the course schedule.

Web Resources:

During the second half of the semester, we will review program and practice evaluations available through the National Institute of Justice (NIJ) and the Campbell Collaboration. These organizations have compiled databases of scientific knowledge about what is working, what is promising, and what is ineffective with respect to criminal justice programs and practices.

The National Institute of Justice (NIJ) Crime Solutions website:
<https://crimesolutions.ojp.gov/>

The Campbell Collaboration website:
<https://campbellcollaboration.org/>

COURSE ASSIGNMENTS AND GRADING

All assignments/exams will be submitted electronically through BlackBoard. Your grade in this course will be determined by a variety of assignments, which include:

- Class Participation = 120 points (10 points x 13 substantive classes, drop lowest)
- Mid-Term = 100 points
- Class Discussant (plus summary and questions) x 2 = 50 points (25 points each)
- Effective/Promising Program Brief = 50 points
- Final Exam = 100 points

TOTAL POINTS AVAILABLE = 420

**Note: Extra credit will be available this semester.

Grade Distribution:

420-378 = A;

377-336 = B;

335-294 = C;

293-252 = D;

251 and Below = F

Reading: Assigned course readings are outlined in the course schedule. As graduate students, I expect you to carefully read all assigned materials. I strongly recommend that you take detailed reading notes and rely on them during class discussions. These notes will prove helpful toward earning your full participation points as well as preparing you for exams and assignments. Note: I will provide instruction on reading empirical studies at the start of the semester.

Participation: Class participation is essential to being successful in this course. We have 13 substantive class meetings this semester where we will cover a range of readings. Participation in each of these meetings is worth 10 points. Note: Your lowest grade will be dropped at the end of the semester. Merely attending class will not earn you full points. You must engage in class discussion in meaningful ways. To earn full points, you will contribute to discussion on multiple occasions per class session and demonstrate that you have completed the readings. For remote meetings: Please turn cameras on.

Mid-Term: The mid-term will focus on material covered during the first half of the semester, which includes the textbook and corresponding articles. The purpose of this exam is to assess your foundational knowledge of key concepts and methodologies related to program evaluation. The mid-term will consist of a series of short answer questions. *You will receive your mid-term at noon on Friday, 3/5 and it will be due on Friday, 3/12 at 11:59pm through BlackBoard.*

Class Discussant: Each student will take on the role of class discussant twice during the second half of the semester (when we are covering program evaluations available through NIJ Crime

Solutions and the Campbell Collaboration websites). For this assignment, you will submit a written summary of the readings highlighting the programs, study methods, and key findings from the evaluations. You will also develop questions to be raised in class (i.e. two questions per article). Questions should focus on the specifics of the programs and their effectiveness (or ineffectiveness), as well as the study methodology, and for effective or promising programs, how to implement/replicate. Written summaries should be three to five double-spaced pages using APA format (excluding title and reference pages). You will be graded on your written submission (summary and questions) as well as on your performance of discussant during class. Further instructions will be provided.

Multiple students will be designated as class discussants each week during the second half of the semester. While each discussant is responsible for submitting a written summary and questions on all readings for the week, I recommend that discussants work together ahead of time to develop a plan for the flow of material/questions during class.

Effective/Promising Program Brief: For this assignment, you will identify a program of interest from the effective or promising list of programs from the NIJ Crime Solutions website. You will describe a study used in the evaluation of the program (e.g., what the program is, methods used, key findings) and discuss how you would implement the program in another jurisdiction as well as describe your basic evaluation strategy. This brief should be six to eight double-spaced pages using APA format (excluding title and reference pages). Further instructions will be provided in BlackBoard. *This brief is due by Friday, 4/16 at 11:59pm.*

Final Exam: The final exam will assess your understanding of program evaluations covered during the second half of the semester. The exam will include short essay questions on the programs, methodologies used, and the key findings from these studies. *The exam will be posted in BlackBoard on Wednesday, 5/5 at noon and will be due by Wednesday, 5/12 at 11:59pm.*

Extra Credit: A single extra credit opportunity worth 25 points will be available this semester. Details will be posted in BlackBoard as the semester progresses. *If you choose to complete the extra credit assignment, it will be due by Monday, 5/10 at 11:59pm.*

COVID-19 ACCOMODATIONS POLICY

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

(classes with on-campus meetings) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the **UTEP screening website** (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(classes with on-campus meetings): Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

While on campus:

- **wear face coverings** when in common areas or when others are present;
- maintain a minimum **separation of six (6)** feet between yourself and others when possible, and arrange spaces to make this possible in almost all circumstances;
- **adhere to room/space limitations** on number of occupants; and
- **wash and/or sanitize hands** frequently.

To reiterate, student responsibilities are as follows:

- Complete self-screening (screening.utep.edu) prior to every campus visit.
- Complete COVID-19 student training (link: <https://covidfstraining.questionpro.com>)
- Contact instructor if temporary accommodations due to COVID-19 are needed (i.e., due to positive COVID-19 test, symptoms, or exposure).
- If unable to wear a face covering (e.g., medical reasons), the best course of action is to enroll in courses that are entirely online or to work with academic advisors, if necessary, to identify alternative courses. If this is not possible, request an accommodation from Center for Accommodations and Support Services (CASS) prior to coming to campus for in-person activities. Students who receive an accommodation to not wear a face covering must share this with the professor and work to minimize contact with others in the class.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. We will use BlackBoard Collaborate for virtual class meetings. This software can be accessed through our course shell. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's

Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

All assignments/exams will be submitted through designated links in BlackBoard and must be submitted in either Word or PDF format.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

Because this is a hybrid class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** I am available to meet virtually by appointment. Reach me by email to request an appointment.
- **Email:** I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line.
- **Announcements:** Check your UTEP email and Blackboard for announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE AND SEMINAR DISCUSSION GUIDELINES

As we know, sometimes communication online can be challenging. The same is true when discussing hotly debated topics in criminal justice whether in-person or online. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean. Therefore, please keep these ground rules in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate comments will be tolerated.
- When reacting to someone else, address the ideas, not the person.
- Blackboard is not a public internet venue; all discussions and postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Partaking in seminar discussion is essential in graduate school. If you have a documented emergency, please contact me as soon as possible to discuss arrangements. Remember, you are able to drop your lowest participation grade and have an extra credit opportunity in this course. Please remember that assignments are still due through BlackBoard even if you miss class.

COURSE DROP POLICY

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please first let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

BLACKBOARD COLLABORATE SESSIONS

This class requires that you participate in scheduled Blackboard Collaborate sessions. The purpose of these sessions is to engage in in-depth discussion on topics from the readings during the weeks we do not meet in-person. The dates of these sessions are listed in the course schedule at the end of this syllabus. Note: We are currently scheduled to meet in-person one week and remotely the following week and continue this rotation throughout the semester. If circumstances change, we may need to cancel some or all of the scheduled in-person meetings. Please be prepared to be flexible. I will communicate any changes immediately.

Students are expected to participate in virtual sessions with a webcam and microphone. Students should not record the sessions and post them to any sites outside of Blackboard.

If you are unable to attend a Collaborate session, please let me know as soon as possible.

EXTENSIONS AND MAKE-UP WORK

Extensions will be granted only in the case of a *documented* emergency. If you miss a class and/or assignment and the reason is not considered excusable, you will receive a zero. Note: You get to drop your lowest participation grade and have one extra credit opportunity. It is important to reach out to me—in advance if at all possible—if you require an extension. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate file as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities 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. Reasonable accommodations will be made unless it is determined that doing

so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

PLAGIARISM DETECTING SOFTWARE

Your course work will be submitted to SafeAssign, a plagiarism detecting software. Links to Scholastic Integrity policies are provided above.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Weekly Calendar (Subject to Change)

	Topic	Readings Due	Assignments Due	
Week 1 1/25	Course introductions, expectations, tips for success and Q & A			In-Person (EDU 114)
Week 2 2/1	Getting started and planning a program evaluation	Ch. 1 & 2 Mitchell et al. (2012) Mitchell et al. (2007)		BB
Week 3 2/8	Needs and theory-driven evaluations	Ch. 3 & 4 Salisbury et al. (2009) Welsh (2006)		In-Person (EDU 114)
Week 4 2/15	Process and outcome evaluations	Ch. 5 & 6 Eck (2011) Duwe (2010)		BB
Week 5 2/22	Cost-efficiency and measurement/data analysis	Ch. 7 & 8 Craddock (2004) Lauria (2007)		In-Person (EDU 114)
Week 6 3/1	Reporting and using evaluations; calls to action in evaluation research	Ch. 9 & 10 Nagin & Weisburd (2013)	<i>Mid-Term will be posted in BB on Friday, 3/5 at noon</i>	BB
Week 7 3/8	Introduction to Crime Solutions & The Campbell Collaboration		Mid-Term due Friday, 3/12 at 11:59pm	In-Person (EDU 114)
Week 8 3/15	<u><i>No Class – SPRING BREAK</i></u>			

Week 9 3/22	Crime prevention program evaluations	<u>Crime Solutions</u> Braga et al. (2019) – Oakland Ceasefire Barnes et al. (2017) – CBT program for probationers <u>Campbell</u> Braga et al. (2019) – Deterrence on crime	Class discussant summaries and questions due by Sunday, 3/21 at 11:59pm (for those assigned)	In-Person (EDU 114)
Week 10 3/29	Victimization program evaluations	<u>Crime Solutions</u> Ford et al. (2008) – Trauma & CJ: MOMS program Ratcliffe et al. (2009) – CCTV on crime in Philadelphia <u>Campbell</u> Latzman et al. (2019) – Wellbeing among children exposed to IPV	Class discussant summaries and questions due by Sunday, 3/28 at 11:59pm (for those assigned)	BB
Week 11 4/5	Law enforcement program evaluations	<u>Crime Solutions</u> Fox & Farrington (2015) – Burglary profiles in active police investigations Weisburd et al. (2011) – Broken windows/hot spot policing <u>Campbell</u> Lum et al. (2020) – Body-worn police cameras	Class discussant summaries and questions due by Sunday, 4/4 at 11:59pm (for those assigned)	In-Person (EDU 114)

Week 12 4/12	Court program evaluations	<u>Crime Solutions</u> Burrus et al. (2008) – Family court program (child welfare/substance use) Bornstein et al. (2011) – Failure to appear court program Cissner et al. (2013) – Domestic violence court	Class discussant summaries and questions due by Sunday, 4/11 at 11:59pm (for those assigned) Effective/Promising Program Brief due by Friday, 4/16 at 11:59pm	BB
Week 13 4/19	Corrections and reentry program evaluations	<u>Crime Solutions</u> Theurer & Lovell (2008) – Recidivism of mentally ill in intensive treatment Braga et al. (2009) – Boston Reentry Initiative Prandergast et al. (2011) – Case management of parolees	Class discussant summaries and questions due by Sunday, 4/18 at 11:59pm (for those assigned)	In-Person (EDU 114)
Week 14 4/26	Drug/substance abuse program evaluations	<u>Crime Solutions</u> Belenko et al. (2004) – Treatment of high risk drug felons Hall et al. (2004) – Forever Free Program Scott & Dennis (2012) – Recovery Checkup Program	Class discussant summaries and questions due by Sunday, 4/25 at 11:59pm (for those assigned)	BB
Week 15 5/3	Juvenile program evaluations	<u>Crime Solutions</u> Geenen et al. (2015) – Better Futures Program DuBois et al. (2018) – Great Life Mentoring Program Jaycox et al. (2006) – School-based dating violence program	Class discussant summaries and questions due by Sunday, 5/2 at 11:59pm (for those assigned) <i>**Final will be posted in BB on Wednesday, 5/5 at noon</i>	In-Person (EDU 114)

Week 16	No Class – Finals Week
5/10	<i>Optional: Extra credit due by Monday, 5/10 at 11:59pm</i>
	Final due by Wednesday, 5/12 at 11:59pm