

**Department of Sociology, Anthropology, and Criminal Justice**  
**Valdosta State University**  
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**CRJU 7413A: Criminal Justice Planning and Evaluation**

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Credit hours: 3  
Semester/Year: Fall, 2009 (CRN#80439)  
Classroom: University Center 1170  
Class day/time: Tuesday/5:00-7:45pm

Office Hours: 12:30-3:30p.m., Tuesdays and Thursdays

I will be available to help students during the above posted hours in my office or via telephone or e-mail. If your work schedule conflicts with my office hours, we can set up a special time to discuss your needs. Also, if you prefer to have an uninterrupted discussion with me, I recommend that you schedule an appointment with me.

Suggested Prerequisites

CRJU 7411 – Applied Statistics and Research in Criminal Justice

Course Description

This course is “an analysis of criminal justice program development through planned change and techniques of program evaluation, with emphasis on procedure and design” (VSU graduate catalog, p. 178). Class activities are designed to help students understand major concepts and principles in planning and assessment. Research methods will be discussed to familiarize students with the logic and application of scientific criteria in evaluation study. Data analysis is an integral part of program evaluation, thus statistical means commonly applied in evaluation research will be explored. The course intends to integrate evaluation standards, scientific logic, and data analysis to form an empirically-based practice that will enable students to systematically assess criminal justice programs in an affirmative manner. Class topics will include planning and evaluation process, quantitative vs. qualitative methodologies, utilizations of single system and group designs, outcome assessments of interventions, ethical uses of evaluation techniques and practical limitations, sensitivity issues related to race, gender, and politics. Students will also learn how to use Statistical Package for the Social Sciences (SPSS) to manage, analyze, and report data derived from program evaluation. SPSS exercises will be designed to develop students’ analytical skills important to the generation and advancement of knowledge in criminal justice planning and evaluation.

VSU General Education Outcomes

The VSU General Education Outcomes applicable to this course are:

3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

Criminal Justice Graduate Education Outcomes

The Criminal Justice Graduate Education Outcomes applicable to this course are that the students will

demonstrate the following:

1. an understanding of major criminological theories, their strengths and weaknesses, their role in explaining crime and delinquency, and their role in informing public policy;
3. the use and application of scientific research methods to the study of crime as well as to solving crimes;
4. the integration of criminal justice theory and research findings with criminal justice practice;
5. an understanding of the development of contemporary criminal justice issues in modern societies and how such issues may be informed by systematic research and analysis.

### Course Objectives

- (1) To equip students with the knowledge and tools to be used in the planning and evaluation of criminal justice programs, services, and interventions. (GE 3, 4, 5, 7/ CJ 1, 3, 4, 5)
- (2) To make students a planner and communicator who can advocate for planned changes in service delivery and design criminal justice programs to help clients or a population at risk. (GE 4, 6, 7/ CJ 1, 5)
- (3) To make students an evaluator who can assess and analyze the effectiveness and efficiency of a treatment or intervention (GE 4, 7/ CJ 3, 4)
- (4) To prepare students to conduct an empirically-based evaluation based on scientifically acceptable designs and methods. (GE 3, 5/ CJ 3, 4)
- (5) To make students aware of the ethical obligations in evaluation research and the procedures set up to prevent ethical violations during the evaluation process. (GE 8/ CJ 5)

### Required Texts

Royse, D., Thyer, B., Padgett, D., Logan, T. (2010). Program Evaluation: An Introduction (5<sup>th</sup> Ed.). Belmont, CA: Wadsworth, ISBN: 9780495601661.

Galvan, J. (2009). Writing Literature Reviews (4<sup>th</sup> Ed.). Glendale, CA: Pyrczak Publishing, ISBN: 1884585868

### Required BlazeVIEW Account

Every student needs a username and password of a BlazeView account to access a web-based course at VSU. The username is the name element of your VSU e-mail address. This username usually consists of the initials of your first and middle names and the first 6 letters of your last name (e.g., xytaylor). The original password is the user's birth date in the MMDDYY format. This password may have been changed if you have made such change previously on your BlazeNet account. To log on BlazeView, visit the link at <http://blazeview.valdosta.edu> and then enter account name and password. You can also visit the link at <http://www.valdosta.edu/vista/students.shtml> to learn requirements and procedures needed to access courses in the BlazeView system. Registered students should log onto the BlazeView system on the first day of the class to make sure a successful access to the course. If you have any technical problems, the Helpdesk located next to the Circulation area at the Odum Library can provide assistance. Or you can call the Helpdesk office at (229) 245-4357 or send an email to [itwo@valdosta.edu](mailto:itwo@valdosta.edu). Also, you can try resetting the password at <https://www.valdosta.edu/helpdesk/forms/password.php> to gain access to your account.

### Learning Assessments

A). Examinations: There will be three exams, all of which are non-cumulative. Each test will cover the assigned readings, handouts, and class discussions. The tests will include multiple choices questions and lab exercises.

B). Research Paper and Abstract: Students will write a paper evaluating **a hypothetical program** in accordance with scientific standards discussed in the class. To help students prepare early on the project, an abstract of the hypothetical study should be submitted to the instructor for review. This abstract should describe the goal of the simulated evaluation; proposed input/activities/output during the evaluation; and possible stakeholders involved in the hypothetical program. The abstract must be written in **more than 200 words with a list of three references**. It

is due on **October 6** at the BlazeVIEW portal.

The final research paper is due on the date of the last regular session. The paper should have at least **twelve pages** (title page, figures, and bibliography are not counted in the twelve), typed and **double-spaced** with a font size of 12, and has a minimum of **six references**. **Only the APA** (American Psychological Association) style of documentation is acceptable. Descriptions and examples of the APA style can be found at <http://www.valdosta.edu/library/learn/apaexamples.shtml>, [www.apastyle.org/](http://www.apastyle.org/) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/).

The evaluation paper should cover complete elements of the process of a program evaluation. These items should be written in **sections with the following titles and elements**:

**Introduction** (about 2 or 3 pages long)

- a. provide descriptions of the problem
- b. describe goals and objectives of your hypothetical program
- c. identify specific research questions you plan to address in your evaluation
- d. describe inputs, activities, outputs, impacts, and stakeholders possibly involved in the program and during the evaluation

**Literature Reviews** (3-4 pages)

- a. review at least 3 empirical studies that have evaluated programs similar to yours
- b. critique the three prior studies, find the gaps in the literatures
- c. propose your improvements over the prior research

**Methodology and Research Design** (3-5 pages)

- a. discuss research subjects, sample selection process
- b. identify the specific design that you use (e.g., classical or quasi experiment, survey approach)
- c. operationalize measures of the elements of your design, program, and outcomes
- d. describe devices/procedures to protect participants of the hypothetical program
- e. explore the potential pitfalls in your design (i.e., possible threats to validity)

**Analysis and Results** (about 2 pages)

- a. explain results of your statistical analysis
- b. create tables to report major findings
- c. discuss whether the program has reached its goals/objectives or not

**Discussion and Conclusion** (1 or 2 pages)

- a. discuss policy implications according to the current analysis
- b. make suggestions for future research

**References** (a minimum of 6 references)

If the paper does not follow the above requirements, **20% of the designated points will be marked down for each deviation of a requirement**.

Online submission of paper and abstract: The abstract and final paper should be submitted directly from the “**Written Assignments**” folder at the course’s online portal **BlazeView**. Students must submit the file written in **WORDS 2003 or 2007 version as an attachment** by checking the “Add Attachments” on the submission page. All other word processors such as Word Perfect are not acceptable. If there are technical difficulties or unusual circumstances that prevent students from submitting the plan on time, students must discuss them with the instructor before the announced deadline. Do not wait until the deadline has passed to discuss an extension.

C) Paper Presentation: Students will present the paper formally in **15 to 20 minutes** as at a professional meeting.

Following each presentation will be a short question-and-answer period. The instructor will call on students to ask questions of the presenter. A **visual aid** in the form of a handout, poster, overhead transparency, or computer slide must accompany the presentation. Presentation will be **deducted two points** if students do not provide such visual aid. The use of a computer projector for the presentation is strongly encouraged. **YouTube or other video programs are NOT allowed to display** in the presentation of the paper.

The presentation along with the paper will be evaluated based on the following criteria: fulfillment of requirements; style and effectiveness of knowledge delivery; organization and cohesiveness, clarity and depth of the contents; efficacy in the use of language (or visual aid); overall representation (including responses to questions).

D). Lab Exercises: These hand-on exercises will be designed primarily to help students understand the relationships between research designs and data analysis. Different types of statistical analyses will be performed and compared. Literature search based on online resources will also be explored. All exercises should be turned in to the instructor in the lab on the date of the class.

E). Policy on Late Submissions of Assignments: Students are required to **submit all assignments to the instructor on or before the due dates**. Any assignments submitted after the deadline will be **marked down at least 50% of the assigned point**. A student who submits a late assignment should also provide the instructor a written note explaining the reason of such delay. If there are unusual circumstances which prevent students from completing an assignment on time, discuss them with the instructor before the announced deadline. Do not wait until the deadline has passed to discuss an extension. Unless otherwise instructed, the written assignments must be typed.

F). Reading Assignments: The reading assignments will correspond generally to what has been listed on the class schedule shown on the syllabus. But in some cases the materials presented in class will be organized in a form different from what you read in the text. Students should consider all the materials discussed in the textbook and class to be required.

G). Attendance and Participation: Each student is expected to attend all classes, roll will be taken regularly. The university catalog has stated that any student who misses over 20% of the scheduled classes of a course will be subject to a failing grade in the course. If the student has to miss a class, the student needs to provide an explanation of his/her absence to the instructor so attendance points will not be deducted. The explanation can be given by writing an e-mail or verbal explanation to the instructor. Students who miss a class for any reason will be held responsible for all materials covered and announcements made in their absence. Participation in classroom discussion is strongly encouraged. Please make comments and ask questions that will benefit the entire class. Students will be graded on both their attendance and the amount and quality of their contribution to classroom discussion.

### Grading System

The course grade will be based upon equally weighted examinations, paper and presentation, lab exercises, and class attendance/participation/contribution. The specific points of each of these elements are described below.

Three exams	45%
Research paper/abstract/presentation (25/5/10 %)	40%
Lab exercises	10%
Attendance, participation, and contribution:	5%
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Total	100%

**Grade distribution: A= 90% or above; B= 80-89%; C= 70-79%; D= 60-69; F= below 60%**

The following example illustrates how the final grade is calculated. Let's assume the average score of your exams

is 88. This average score weighted by 45% equals 39.6 (i.e.,  $88 \times .45 = 39.6$  rounded to 40). Then you sum this weighted exam score with the other performance scores. Assuming that you got 23 points for the research paper, 4.5 points for abstract, and 9 points for your presentation, and 9 points for weighted lab exercise, and lastly 4.5 points for participation and contribution, the sum of these scores plus the weighted exam score would be 90 points (i.e.,  $40 + 23 + 4.5 + 9 + 9 + 4.5$ ) which equalizes you for an "A" grade.

The research paper will be graded based on the 90-70% scale. If all minimum requirements (i.e., minimum number of pages and references, spelling check, due date, APA style, required headings) are met, a 80% of total points will be assumed as the baseline. The paper will receive a point lower than 80% if it is inadequate in meeting requirements. On the other hand, additional points will be awarded if the paper has extra merits. Only the best paper of the class will be awarded for points higher than 90%. The paper should have also been presented superbly in the class.

#### Policy on make-up exams/deadline extension

The instructor is not under any obligation to give a make-up exam or an extension for assignment deadline unless the student has a valid excuse. Valid excuses are those recognized by the University and include illness, religious observation, participation in University activities at the request of the University, or compelling circumstances beyond the student's control. The student is required to contact the instructor prior to the scheduled exam. Failure to give prior notice of absence for a scheduled exam will result in the student receiving a zero for that exam. If the student misses an exam, it is the student's responsibility to schedule a make-up. The student must take the make-up exam within 2 days following the scheduled exam date.

#### Rules on Disruptive Conduct

Students should refrain from participating in disruptive or disrespectful behavior in the classroom, including arriving late, mindless talking, passing unrelated notes, cellular phone conversations or ring tones, text messaging, preoccupation with a laptop, or falling sleep. The instructor should be notified in advance if the student needs to leave early; such departure must be conducted in the least disruptive manner. The instructor reserves the right to ask a student to leave the classroom if this student engages in a disrespectful conduct.

#### Policy on Academic Student Conduct Code

Exams, assignments, and term papers are to be completed by the student only. **Plagiarism, cheating** on the exam, or **receiving unjustified help** with course projects is punishable by expulsion and other disciplinary measures. The student should visit the VSU Academic Honesty website at [www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml](http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml) to learn more on this issue. Students can also refer to the section of Student Code of Ethics of the VSU Student Handbook for more details on academic honesty.

#### Services for Students with Disabilities

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (TTY).

## Class Schedule

<u>Weeks</u>	<u>Dates</u>	<u>Topics</u>
1	8/17-21	Review Syllabus Writing Evaluation Proposals, reports, and Journal Articles (Chap. 15) Steps and Guidelines on the textbook "Writing Literature Reviews"
2	8/24-28	Introduction to program planning and evaluation (Chap. 1) Data analysis using SPSS (Chap. 14), Searching online resources (handout)
3	8/31-9/4	Ethical Issues in Program Evaluation (Chap. 2)
4	9/7-11	Needs Assessment (Chap. 3) (Labor Day)
5	9/14-18	Qualitative and Mixed Methods in Evaluation (Chap. 4)
6	9/21-25	<b>Exam 1</b>
7	9/28-10/2	Formative and Process Evaluation (Chap. 5)
8	10/5-9	Single System Research Designs (Chap. 6)
	10/8	<b>Abstract due</b> Mid-term date (deadline for the withdrawal with a W grade)
9	10/12-16	Client Satisfaction (Chap. 7) Sampling (Chap. 8)
10	10/19-20	<b>Fall Break</b>
11	10/26-30	<b>Exam 2</b>
12	11/2-11/6	Group Research Design (Chap. 9) Cost-Effectiveness and Cost Analysis Designs (Chap. 10)
13	11/9-10/3	Measurement Tools and Strategies (Chap. 11) Illustrations of Instruments (Chap. 12)
14	11/16-20	Student Presentations I
15	11/20-21 11/25-27	Student Presentations II Thanksgiving Holidays
16	11/30-12/4	Pragmatic Issues (Chap. 13) <b>Evaluation Paper due</b>
	<b>12/10 (Thur.)</b>	<b>Exam 3, 7:15-9:15pm</b>

Note: The course syllabus provides a general plan; it is to be expected that we will deviate somewhat from this schedule as we spend more time on some topics and less time on others.