

Loyola University New Orleans
CRJU – C805 - 081: Criminal Justice Program Planning, Implementation & Evaluation

Fall 2006

Instructor: Dr. Wendy L. Hicks
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Office Hrs: T, R, F 3 – 6 pm; by appointment
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Class Room: Monroe Hall 251

Class Day & Time: Friday, September 22 6 – 10pm
Saturday, September 23 9am – 5pm

Friday, October 20 6 – 10pm
Saturday, October 21 9am – 5pm

Friday November 17 6 – 10pm
Saturday, November 18 9am – 5pm

Class Web Site: www.loyno.edu/~wlhicks/Program_Evaluation

Required Texts:

Berk, R.A., & Rossi, P.H. (1999). Thinking about program evaluation 2. Thousand Oaks, CA: Sage.

Hoover, L.T. (1998). Police program evaluation. Washington, D.C.: Police Executive Research Forum.

Course Description & Objectives:

This course is intended to provide the graduate student insight into the realm of police program and evaluation. While the course will be aimed primarily at police program evaluation there will many instances where general, broad sweeping concepts will be placed into a more generic framework so as to accompany many aspects of program evaluation. Thus, there will be numerous illustrations where program evaluation occurs in the social sciences outside of policing.

By the end of the term, students should be able to identify key concepts and conceptualizations within the broader area of program evaluation. In addition, students should also be able to critically analyze many existing police programs and policy issues with a better sense of politics, research findings, and practicality.

Attendance & Participation:

Class attendance is expected and required. Due to the nature of this course no student can expect to earn a passing grade without attending class.

Assignments & Exams:

Paper: Students will be asked to complete an end-of-semester writing assignment in accord with instructions provided in class. Each student is required to write a brief, one page summary of their chosen topic. No paper will be graded until this summary is written. The synopsis assignment will be due October 21. The paper itself is due by midnight on December 1. No late papers will be accepted.

Evaluation Exercises: At the end of each Saturday’s session you will be given a set of questions and problems that cover that weekend’s topics. These exercises will be due in writing at the beginning of the following Friday evening session. Each exercise will be worth 25 points.

Quizzes: In addition, 4 quizzes will be proctored throughout the course of the term at the instructor’s discretion. Each quiz will be worth 25 points.

Make-Up Exams & Quizzes:

There will be NO make-up quizzes given.

Grading:

The end of term writing assignment will be worth 100 points. Each quiz will be worth 25 points. The weekly exercises will be worth 25 points. The grading scale can be found below;

250 – 225	A
224 – 200	B
199 – 175	C
174 – 150	D
BELOW 149	F

Class Schedule:

Week #1:

September

Friday 22nd 6-10pm
Introduction

Berk: Chapter 1 – What This Book Is About

Berk: Chapter 2 – Key Concepts in Evaluation Research

Saturday 23rd 9am-5pm

Quiz #1

Berk: Chapter 3 – Designing and Testing New Programs

Article: Langworthy, R.H. (1989). Do stings control crime? An evaluation of a police fencing operation. Justice Quarterly, 6(1), 27-45.

Assessing the impact of specialized gang units: Evidence from Indianapolis and San Diego

Berk: Chapter 4 – Examining Ongoing Programs

Article: Pratt, T.C., Maahs, J. (1999). Are private prisons more cost-effective than public prisons? A meta-analysis of evaluation research studies. Crime & Delinquency, 45(3), 358-371.

Week #2:

October

Friday 20th 6-10pm

Quiz #2

PERF: Chapter 1 – Rationale for Police Program Evaluation

Article: Zhao, J.S., Scheider, M.C., & Thurman, Q. (2002). Funding community policing to reduce crime: Have COPS grants made a difference? Criminology, 2(1), 7-32.

Saturday 21st 9am-5pm

Synopsis of paper topic due

Quiz #3

PERF: Chapter 2 – Tactical Patrol Evaluation

Article: Weisburd, D.L., & Green, L. (1995). Policing drug hot spots: The Jersey City drug market analysis experiment. Justice Quarterly, 12(4), 711-735.

Innovative approaches to drug control: An evaluation of Mississippi's multi-jurisdictional drug task force program

Evaluating elusive policing programs: The case of the St. Louis consent to search program

The role of law enforcement within a comprehensive community strategy: The Maryland hotspot communities initiative

Week #3:

November

Friday 17th 6-10pm

Evaluating Policing Programs: Evaluating community policing in Chicago

PERF: Chapter 3 – Community Policing Evaluation

Article: MacDonald, J.M. (2002). The Effectiveness of Community Policing in Reducing Urban Violence. Crime & Delinquency, 48(4), 592-618.

Saturday 18th 9am-5pm

Quiz #4

PERF: Chapter 4 – Proactive Investigations Evaluation

Article: Webster, B., & Connors, E.F. (1993). Police methods for identifying community problems. American Journal of Police, 22(1), 75-101.

PERF: Chapter 5 – Differential Police Response: Evaluation

Article: Worden, R.E. (1993). Toward equity and efficiency in law enforcement: Differential police response. American Journal of Police, 12(1), 1-32.

PAPER DUE BY MIDNIGHT, DECEMBER 1

Paper Assignment

I. Writing Assignment

You should choose a topic within the field of criminal justice that has interest to you. Choose a topic that can be evaluated, as that will be your task. You are given the task of developing a research proposal for the evaluation of a program or method of operations within some field of criminal justice. The length of the proposal should be approximately 20 pages long, not including the reference section.

II. Topic Choices

The topic you decide to utilize for your paper is entirely up to you. However, find a topic within the area of criminal justice that is of interest to you. This will make the assignment much easier. You may pick a topic within any area of criminal justice: corrections, policing, juvenile issues, courts, etc. The choice is yours. You will be required to write a brief one page synopsis describing your topic and what you plan to evaluate. The due date for this is on the syllabus.

III. Body of Paper

The body of your paper should approximate as closely as possible a journal article. In other words, the major headings and information found in any journal article should be included in your paper.

A. Issue

The issue you have decided to write about should be defined and described as clearly and succinctly as possible. You will need to include any theoretical perspectives you will use in your evaluation. In addition, if your topic is controversial in any way, that should be included and described.

You will need to determine and explain the purpose of your proposal: Why does the topic need to be evaluated at all?; Why are you the person to undertake this evaluation? Will this evaluation have some significance for society or the field of criminal justice?

Finally, you will need to identify any pertinent variables you might want to consider in your evaluation. Follow the methods described in your texts as well as the 2 articles listed on the syllabus for an example.

B. Literature Review

You will need to provide your readers (me) with a review of recent and past literature concerning your topic. You should pay attention to what others have had to say about your topic. Theoretical issues, academic debates, scholarly controversies, or practical matters can be addressed in your literature review. The review is precisely as it sounds – it is a review of what other scholars in the field have written about your topic. You will need to provide at least 20 references.

C. Methodology & Hypothesis

You should provide, with as much detail as possible, what method(s) you will utilize in your evaluation or examination of your topic. A perusal of literature will assist you in developing your methodology. Bear in mind, you do not have to build a Nobel winning essay. You might notice something missing in other studies or something you might want to explore further. Replication is always a valid choice. However, if you choose to replicate someone else's research you need to make yours a bit different in some aspect. Again, looking at past and present literature on your topic will assist you in this. You need to make your research unique. If you were an actual researcher this would be very important.

D. Expected Results

For this section, you will not actually have any results to describe. However, I want you to provide a synopsis of what you expect to discover. This is similar to your hypothesis. All researchers have some idea of what they expect to uncover in a research project. I want you to provide me with what you expect to find, and why you expect to find it. Again, past and present literature will help – look at what they find and try to determine if you might find the same thing. Remember this is an evaluation proposal, so if you think your topic is in need of alteration then provide a valid and logical rationale for your thoughts and then tell your readers (me) why you think your program needs to be overhauled. On the other hand, your topic may be just fine. You may simply want to substantiate your position that it is fine and in no need of changing. In that case you need to provide support for why you think your topic is functioning properly.

E. Discussion

This section ties everything else you have written together. You will paraphrase your opening paragraphs. You will again tell your reader your purpose, your hypothesis, and expected results. This is very similar to a conclusion. You need to provide a bit more detail than a typical conclusion, though.

Closing Remarks:

Here are some requirements for the final paper;

1. Typed
2. Double spaced
3. 12 font
4. White paper
5. Proper APA style, including use of headers and headings
6. Separate reference section
7. 20 references
8. 20 pages of text, not including reference section
9. Start early
10. Make good use of your available resources – me, library, internet

If you have ANY difficulties ask me. Remember no late papers will be accepted.

College Attendance Policy:

College faculty consider interaction with students crucial to the teaching and the learning process. To better ensure a quality educational experience, the following policies govern class attendance:

- If a student misses 20% or more of class meeting time, a one full letter grade reduction will normally be applied to the final course grade. Twenty percent of classes amounts to: three (3) classes in a semester in the once a week format, six (6) classes in a twice a week format, and two (2) partial sessions in an intensive weekend format (Friday evening and/or Saturday morning and/or Saturday afternoon, in a semester, or one and one-half (1 ½) classes in an eight week format.
- If a student misses the first weekend of an Intensive weekend class, the student must withdraw from the class. Contact the office IMMEDIATELY!

Statement on Incomplete Grades:

Grades of “I” (incomplete) change to “F” automatically if the course is not completed and the grade changed by the sixth week of the subsequent term, excluding summer terms. The resulting “F” grade remains the permanent grade for the course.

College Statement on Intellectual Honesty:

Intellectual honesty is simply acknowledging, through documentation, all those sources that the writer has used in preparing any written work. Plagiarism, the obverse of intellectual honesty, is the use of any form of material, whether written or verbal, without formal indebtedness through documentation. The paraphrasing of any work, either written by other students or found in print or in electronic

form, without acknowledgement, is plagiarism. Not properly identifying the source of a quotation, even though the quotation is enclosed in quotation marks, is also plagiarism. Not only the exact language of a sentence or phrase, but any material falsely presented as one's own – an idea, a concept, data graphs, or a line of argument constitutes plagiarism. Any material that neither originates with the student nor is common knowledge among educated persons must be formally acknowledged.

It must be remembered that written work stands on its own, not on the intention of the writer. The burden of academic honesty rests on the student, not on the instructor. If students have any doubts about what constitutes plagiarism or what is required, they should inquire before the work is submitted. Otherwise, they open themselves to charges of plagiarism.

The penalties for plagiarism are severe: A student who is found to have plagiarized or to have assisted another student in plagiarizing may be given a failing grade for the course on the first violation: a second offense may result in exclusion or dismissal from the university.

Disability Statement:

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services at 865-2990 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Policy Regarding Return of Student Work:

All students have the right to receive copies of their graded work and are encouraged to do so in order to benefit from faculty feedback on the work. Graded assignments, projects, and papers not returned directly to students while the class is in session will be made available for students to pick up for at least six weeks after the beginning of the subsequent semester, excluding summers. Following this time period, graded work being held for pick-up may be destroyed. Students who wish to receive copies of graded work should communicate directly with the course faculty to arrange to receive the desired materials. Students should be aware that faculty who do not teach summer classes may not be available to return papers until the beginning of the subsequent fall term.