

SAMPLE ONLY
NOT CURRENTLY IN USE

NOVA SOUTHEASTERN UNIVERSITY
CRIMINAL JUSTICE INSTITUTE

Course Syllabus

I. COURSE NUMBER AND TITLE: HCP 560: Program Evaluation (3 credits)

COURSE INSTRUCTOR

Name:

Telephone:

E-mail:

Office Hours: Scheduled by appointment on an as needed basis. Email inquiries are encouraged and quite acceptable

II. COURSE DESCRIPTION & RATIONALE

A. Course Description: This course will examine research and statistical methods commonly applied by professionals working within the criminal justice field during the decision-making process. Traditional statistical computations will be performed and common research designs will be outlined. Familiarization with computations of central tendency and the application and appropriateness of these values in making judgments will also be covered. Some common statistical concepts will be covered, for instance, differences between descriptive and inferential statistics, as well as issues of variability, sample size, selection bias, and research design and their impact on the reliability and validity of the achieved results. In essence, and through specific examples and case material shared by peers, particular emphasis will be placed on the ability to integrate empirically based information into the decision making process and on the evaluation of the impact or effectiveness of a decision.

B. Course Rationale: The use of research and evaluation methods is an essential tool for all students involved in the Criminal Justice field. These tools have become essential in the day-to-day decision making processes that take place in the field. From the basic interpretation of research findings to summative and formative evaluation approaches of service programs, research tools are crucial to support one's views, to think critically about essential arguments and to make decisions about services and interventions that will involve many others.

III. LEARNING OBJECTIVES

By the end of the course, the student should be able to:

1. Gain a working understanding of the fundamental concepts involved in conducting research and evaluation in social sciences;
2. Understand why statistical procedures are essential for analyzing and reporting social sciences and criminal justice phenomena;
3. Relate the principles and methodology of research to decision making and program effectiveness in criminal justice;
4. Describe the elements of collecting quantitative and qualitative data;
5. Describe types of survey research including: descriptive, comparative, correlational, case study, and cause and effect;
6. Analyze and summarize an experimental research report by (a) identifying the independent and dependent variables, including their measures, (b) describing the study methodology, and (c) describing the study findings;
7. Differentiate between independent and dependent variables and demonstrate the ability to conceptually and operationally define each;
8. Describe types of experimental research, including: one-group pre-test/post-test, randomized two-group pre-test/post-test and randomized two-group pre-test/post-test;
9. Identify and develop a research problem and discuss its relevance;
10. Identify the purpose of a study and develop appropriate research questions.

IV. REQUIRED MATERIALS

Required Textbook(s):

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author

Taylor-Powell, E. & Henert, E. (2008). Developing a logic model: Teaching and training guide. University of Wisconsin-Extension, Program Development & Evaluation (available as PDF file at: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>)

Trochim, W.M.K. & Donnelly, J.P. (2007). *The Research Methods Knowledge Base* (3rd ed.) Cincinnati, OH: Atomic Dog Publishing. (ISBN-10: 1592602916 ISBN-13: 9781592602919)

Supplemental Materials:

Boon, H. N. (1994). Recommended outcome measures for program evaluation: APA's board of directors' summary results. *APA Perspectives*, 18, 19-20.

Champion, D. (1981). *Basic Statistics for Social Research* (2nd ed.). New York: McMillan.

Gaade, W. J. & Hatt, P. (1952). *Methods in Social Research*. New York: McGraw-Hill.

Kazdin, A. E. (1992). *Research Design in Clinical Psychology* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Vogt, W. P. (1993). *Dictionary of Statistics and Methodology: A Nontechnical Guide for the Social Sciences*. Newbury Park, CA: Sage Publications, Inc.

V. CALENDAR OF WEEKLY REQUIREMENTS

Week	Topic & Objective	Activities & Assignments
1	Introduction	
2	Foundations of research	Chapter 1 Post #1
3	Sampling	Chapter 2 Post #2
4	Measurement theory	Chapter 3 E-Illuminate session #1 Assignment #1 Due
5	Survey research	Chapter 4 Post #3
6	Qualitative research	Chapter 5 Post #4
7	Review & Midterm	E-Illuminate session #2 Complete Midterm Exam
8	Research design	Chapters 6-7 Post #6
9	Research design	Chapters 8-9 Post #7
10	Overview of Program Evaluation: Uses, designs & Models	Post #8 Assignment #2 Due
11	Essentials of Program Evaluation: Introduction to Logic Model	E-Illuminate session #3
12	Data Analysis	Chapters 10-11 Post #9 Assignment #3 Due
13	Writing research reports	Chapter 12 Post #10
14	Review & Final Exam	E-Illuminate session #4 Complete Final Exam

VI. DESCRIPTION OF ASSIGNMENTS AND ASSESSMENT RUBRICS:

a. Assignment 1 (Due on week 4)

Discussion on Validity and Reliability (10 points)

Summarize the six types of *Validity* as described in Trochim (2007), pp. 66-75. Specifically, define each term and discuss the application and relevance (i.e., provide an example for each) to research in the field of Criminal Justice. Also, summarize the four types of *Reliability* from the Trochim (2007) text, pp. 96-100. Specifically, define each term and discuss the application and relevance to research. Finally, define random and systematic error and provide suggestions to reduce measurement error in research.

While a specific number of pages is not prescribed, this paper will likely be 3 to 5 pages long and should follow APA Style guidelines in every applicable respect (e.g., cover page, headings, margins, etc.).

Rubric for Assignment 1:

Assignment is well-organized and complete	____/2
Validity types are clearly defined	____/2
Reliability types are clearly defined	____/2
Relevant examples for each type are provided	____/2
Assignment adheres to APA format requirements	____/2
TOTAL:	10

b. Assignment 2 (Due on week 10)

Research Design (10 points)

The purpose of this assignment is to foster a critical view of research studies to ensure that the studies conducted are rigorous in nature and that their conclusions are thus granted. Your task is to locate 3 different studies and to criticize these using as a guide the checklist provided in Appendix A of this syllabus. The studies selected need to be recent, that is, not older than 5 years and must be in the field of Criminal Justice. The items underlined in the Appendix are critical items and must be part of your critique. Each critique should not exceed 3 pages in length (the overall paper should not be longer than 9 pages). This paper should be 4 to 9 pages long and should follow APA Style guidelines in every applicable respect (e.g., cover page, headings, margins, etc.).

Rubric for Assignment 2:

Assignment is well-organized and complete	____/2
Critical elements of checklist are addressed	____/5
Assignment adheres to APA and FSF format requirements	____/3
TOTAL:	10

c. Assignment 3 (Due on week 12)

Development of a Logic Model (10 points)

As part of this assignment, students are expected to select a social services program of their liking and will develop a description of such program in the form of a

Logic Model. The program can be part of an organization the student works (or has worked) for, however, the name of the organization or other private information does not need to be included as part of the assignment. Using the guide listed in the required readings of this syllabus, all of the key components of the LM must be identified. This paper will consist of a one page narrative providing basic information (e.g., what is the primary purpose of the program? What type of subjects does it work with? How long has it been in operation? How is the program funded? Has the program been evaluated before?) about the program and a second page with the LM.

Rubric for Assignment 3:

Assignment is well organized and complete	_____/2
Detailed description of program	_____/4
Logic Model for program included and complete	_____/4
TOTAL:	10

d. Assignment 4

Discussion Postings (15 points)

Discussion posts are to be posted during the week assigned in the designated Discussion Board of the course (Note: Postings completed all at once after the due date will not count towards the points in the course). Students should respond with a minimum of 100 words and include references in APA style, where appropriate, to support their statements and beliefs. In this assignment, each posting is worth 1.5 points for a total of 15 points.

e. Assignment 5

Midterm & Final Exams (25 & 30 points respectively)

The Midterm and Final exams will consist of a series of Multiple Choice, True-False and Short Essay questions and will cover the content of the course. The exams will be posted on the designated days and should be emailed to the instructor by the due date. Students are expected to work individually when answering the questions.

VII. CLASS POLICIES

A. Attendance and participation

- Consistent participation in activities in the Discussion Area of WEBCT. Participation may also be required in full-class chats and/or E-Illuminate sessions.
- Students are expected to log on to the course at least two times per week to stay current with assignments and expectations.
- Students will be expected to complete postings and assignments in the Discussion Area, to check for updates from the instructor regarding posting requirements, and to respond to classmates' postings.

- B. Additional expectations for online learning
- All readings must be completed prior to posting responses and assignments in the Discussions Area.
 - Postings and assignments must reflect an understanding, appreciation, and synthesis of the readings and topics.
 - Students are required to respond to *a minimum of 1* posting from classmates for each week when a post is due. Students should not respond to the same classmate throughout the course.
 - Required responses to classmates should be substantive and thoughtful and should be of at least a paragraph in length.
- C. General course and writing expectations
- Thinking, writing, and expression of ideas appropriate for learners at the Masters' level
 - No grammatical errors in written assignments—all materials must be carefully proof read prior to submission
 - Coherent and logical flow of ideas
 - Well-organized and clear written submissions
 - Consistent, meaningful participation in the threaded discussions
- D. Writing across the curriculum
- This course includes written assignments that might make up at least one half of the final course grade.
 - Written assignments can include, but are not limited to, abstracts, bibliographies, case studies, computer programs, essays, journal entries, lesson plans, literature reviews, project proposals, project reviews, reaction papers, research papers, seminar summaries, and technology reports
- E. Incomplete grades
- Incomplete grades will *not* be automatically awarded if the coursework is not completed within the time frame established for the course.
 - A grade of Incomplete can only be requested when the final paper cannot be completed due to serious circumstances. Incomplete grades will only be awarded if the participant requests a grade of incomplete *2 weeks prior to the due date for the final assignment.*
 - If a grade of Incomplete is awarded, an Incomplete Contract must be completed by the faculty and student to establish expectations and due dates for the submission of required work. If the contract is not fulfilled within 90 days of the course end date, a grade of "F" will be entered on the student's official NSU transcript.
- F. Withdrawal from Course

- In order to withdraw from a course it is NOT enough to simply stop attending class. You must formally withdraw from a class, otherwise a grade of “F” may be entered for a class you have not completed.
- If you withdraw from this class for any reason, please *notify your professor in writing* through NSU e-mail as soon as possible

G. NSU Plagiarism Policy

- Work that is submitted for credit must be the original work of the student.
- Assignments that are not the original work of the student are considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility.
- Plagiarism occurs when another person’s work, words, or ideas are represented as one’s own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author).
- Plagiarism also occurs when knowingly giving or allowing one’s own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one’s own work for academic credit.
- If the faculty or administration determines that plagiarism has occurred, students must be aware that disciplinary actions will ensue.

H. Americans with Disabilities Act (ADA) Policy

- Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified individuals with a disability.

VIII. GRADING CRITERIA

A. Grading Scale:

Letter Grade	Percentage	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	Below 70	No Credit

B. Course Assignments and their percentage of the final grade

Assignment	Points
Assignment #1	10
Assignment #2	10

Assignment #3	10
Posts	15
Midterm	25
Final Exam	30
Total	100

The course evaluation and final grade will be based on the students' satisfactory completion of the course assignments and overall requirements. Assignments must be written and typed following the guidelines in the *Publication manual of the American Psychological Association* (APA manual), and must be written at a graduate level, with good sentence structure and good syntax. Students must also adhere to the professional guidelines for the use of copyrighted literature and commercially produced materials, as well as materials generated by colleagues and friends and information collected from conferences and presentations.

All assignments must be organized and numbered the way they are in the course syllabus. The course assignments must be submitted to the instructor (or in the drop box if available) on time and on the days specified in the syllabus. **Students are advised to make and keep copies of their assignments before turning them in.** Assignments submitted after the specified due date may have points deducted.

IX. Additional Assistance with APA formatting:

APA style.org (2003). Retrieved August 14, 2006, from <http://www.apastyle.org/>

StyleWizard.com (2001). *The APA wizard*. Retrieved August 14, 2006, from <http://www.stylewizard.com/apa/apawiz.html>

Fischler School of Education, Office of Academic Affairs (2005). *Tutorials*. Retrieved May 20, 2005, from <http://www.schoolofed.nova.edu/oaa/tutorials.htm>

The Landmark Project (2006). *Landmarks son of citation machine*. Retrieved August 14, 2006, from <http://citationmachine.net/>.

Appendix A

Checklist for Review of Research Studies

The Problem

1. Is the problem clearly and concisely stated? Provide a brief statement of the research problem.
2. Is the problem adequately narrowed down into a researchable problem?
3. Is the problem significant enough to warrant a formal research effort?
4. Is the relationship between the identified problem and previous research clearly described?

Literature Review

1. Is the literature review logically organized?
2. Does the review provide a critique of the relevant studies?
3. Are gaps in knowledge about the research problem identified? Identify what still needs to be researched on this topic.
4. Are important relevant references omitted?

Research Variables

1. Are the research variables clearly identified? Please define the variables identified in the study.
2. Are the independent and dependent variables operationally defined?
3. Are any confounding variables present? If so, are they identified?

Hypotheses

1. Are the hypotheses clear, testable, and specific? What are the researcher's hypotheses? Define
2. Does each hypothesis describe a predicted relationship between two or more variables included in each hypothesis?
3. Do the hypotheses logically flow from the theoretical or conceptual framework?

Sampling

1. Is the sample size adequate? Provide a brief description of the sample of the study.
2. Is the sample representative of the defined population?
3. Is the method for selection of the sample appropriate?
4. Is there any sampling bias in the chosen method?
5. Are the criteria for selecting the sample clearly identified?

Research Design

1. Is the research design adequately described? What type of design is the researcher using? Use Trochim (2007) Chapters 7 and 8 to guide your answer.
2. Is the design appropriate for the research problem?

3. Does the research design address issues related to the internal and external validity of the study?

Data Collection Methods

1. Are the data collection methods appropriate for the study?
2. Are the data collection instruments described adequately? List the instruments used in the study. If some are developed by the researcher or consist of interviews, indicate so when appropriate.
3. Do the measurement tools have reasonable validity and reliability?

Data Analysis

1. Is the results section clearly and logically organized?
2. Is the type of analysis appropriate for the level of measurement for each variable?
3. Are the tables and figures clear and understandable?
4. Is the statistical test the correct one for answering the research question?

Interpretation and Discussion of the Findings

1. Does the investigator clearly distinguish between actual findings and interpretations?
2. Are the interpretations based on the data obtained?
3. Are the findings discussed in relation to previous research and to the conceptual/theoretical framework?
4. Are unwarranted generalizations made beyond the study sample?
5. Are the limitations of the results identified?
6. Are implications of the results discussed?
7. Are recommendations for future research identified?
8. Are the conclusions justified?

Personal View

1. Describe in your own words the value of this research study for the field. Indicate whether you think this is a “good” study or whether you think the study offers room for improvement.