

CJ 7322 – Advanced Research for Planning and Evaluation

<https://txstate.zoom.us/j/98393150988> (for class)

Section 251 meets Tuesdays and Wednesdays 6.30-7.55pm CST

Spring 2021

Instructor: Lucia Summers
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Office Hours: Tuesday 5-6pm, Wednesday 8-9pm CST, or by appointment

COURSE DESCRIPTION

An introduction to evaluation and research design methodologies, assessment techniques including modeling and case studies, agency management issues, and on-going policy implications. Course gives students an understanding of the principles and techniques commonly used to evaluate the effectiveness and efficiency of criminal justice interventions.

LEARNING OUTCOMES

By the end of this course you should be able to demonstrate (all at the doctorate level):

1. an advanced understanding of evaluation research; and
2. good critical evaluation, synthesizing, and written communication skills.

The goals above can be further broken down as follows:

- 1.1 Critically appraise evaluation research studies.
- 1.2 Identify original and appropriate evaluation research questions.
- 1.3 Select and justify methodologies of investigation appropriate to particular evaluation research questions, the nature of the topic area, and the resources available.
- 1.4 Identify ethical issues as they relate to evaluation research, including IRB processes.
- 1.5 Define field-specific terms.
- 1.6 Describe the procedures, strengths and limitations of various evaluation research designs.
- 2.1 Critically evaluate and synthesize a specific body of literature.
- 2.2 Demonstrate a good standard of academic writing.

This is a *doctoral-level specialist* methods course that requires *general* knowledge about research methods *at the doctoral level*. An assumption will be made that you are familiar with the concepts covered in CJ 7320 Quantitative Research Methods. If you took CJ 7320 some time back, you are strongly encouraged to review the material from CJ 7320, so as not to hinder your progress when taking this course.

Each session will have a designated reading list. However, rather than going through the main concepts as covered in the textbooks, class time will be mainly used to review published research (related to the topic being discussed) and carrying out practical exercises. You are expected to have learned the material from the relevant designated readings and to actively engage in the in-class exercises and discussions.

ASSESSMENT

As part of this course, you will need to sit two exams, submit one research proposal, and actively participate in class (see below). The details on these forms of assessment are provided in Table 1. Detailed assessment criteria – in the form of assessment rubrics – will be provided separately for the research proposal. There will be NO optional assignments for extra credit.

Table 1. Overview of course assessment.

		Participation	Exams	Proposal
Deadline		N/A	Mar 10 / May 5	Apr 23
Learning outcomes assessed		10%	20% / 25%	45%
1.1	Critically appraise evaluation studies.	✓	✓	
1.2	Identify evaluation research questions.			✓
1.3	Justify methods appropriately.	✓	✓	✓
1.4	Identify ethical issues for evaluation.	✓	✓	✓
1.5	Define evaluation terms.	✓	✓	✓
1.6	Describe procedures, pros and cons of designs.	✓	✓	✓
2.1	Critically evaluate and synthesize the literature.			✓
2.2	Good academic writing.			✓

Class Participation

This is a seminar-style class and its success depends on your attending class (and remaining there for the duration), adequately preparing for class (i.e., by learning – not just reading! – the designated materials and completing any other tasks set by the instructor), and actively participating – and leading discussions as required – while in class. There will be exercises introduced in class that require no additional preparatory work, while others will require this (e.g., reviewing peer’s work in preparation for peer assessment sessions; see Class Schedule for various deadlines – assignments will be set up in Canvas).

Class participation will contribute 10% towards your final course grade.

Research Proposal

You will need to write ONE research proposal, which is due on April 23. Your proposal should be between 3,000 and 5,000 words.

Expectations regarding the content of your proposal will be discussed throughout the semester, and peer assessment sessions will be scheduled for you to receive informal feedback and learn from each other. Please note that the instructor will NOT be providing formal feedback on these drafts, but will rather answer specific questions during class time. If you want to discuss your drafts in more detail, you should make an appointment to see the instructor during office hours.

Research proposal topics (including specific research questions to be answered by the proposed research) will need to be proposed no later than January 22 (via Canvas) and officially approved by the instructor no later than February 5. If you fail to meet EITHER of these two deadlines, 10 percentage points will be deducted from your research proposal’s final grade.

Your research proposal should be submitted by April 23 at 10am through Canvas.

Any proposals uploaded later than the date and time specified will receive a ZERO grade. Extensions will only be granted under exceptional circumstances (see above) and evidence of these will be required.

Your research proposal will contribute 45% to your final grade.

You will receive a grade and formal feedback for your proposal within 2-3 weeks of the submission deadline.

Proposals that are indicative of plagiarism (or any other form of violation of the Honor Code) will be investigated as per procedure, and penalties applied if appropriate (see [Texas State University’s Honor Code](#) and University related Policies section below).

Exams

There will be TWO exams, on Wednesday March 10, and on Wednesday May 5. The first exam will test your knowledge on the material covered up until the date of the exam; the second exam will be a comprehensive exam and may therefore include questions to any of the material covered throughout the semester. Both will take place in a computer lab (i.e., you will type in, rather than hand-write your answers; room number Hines 101). The exams will be open-book; however, access to the internet will be strictly prohibited (i.e., you can review your materials in both hard copy and electronic form but NOT online materials); any students who are caught accessing the internet during an exam will be the subject of an Honor Code violation investigation.

The format and content of the exams will be discussed closer to the time of the examinations. You will have TWO AND A HALF HOURS to complete each exam.

Late arrivals and no-shows on the date of your exams will automatically receive a ZERO grade and you will NOT be allowed a retake. This penalty may be waived but only when exceptional circumstances can be demonstrated. Exceptional circumstances include sudden illness or an accident. Delays in getting to campus due to heavy traffic, an alarm not going off and the like do NOT constitute exceptional circumstances. If you want to request a penalty waiver, you should email the instructor outlining the extenuating circumstances that apply in your case at your earliest opportunity, and provide her with evidence of such circumstances as requested.

You will receive a grade and formal feedback for your exams within two weeks of the exam date.

Your first exam will contribute 20% to your final grade, and your second (final) exam 25%.

READING REQUIREMENTS

The main textbooks for this course are:

Rossi, P. H.; Lipsey, M. W. & Henry, G. T. (2019). *Evaluation: A systematic approach*, 8th ed. Sage.

ISBN-13: 978- 1-5063-0788-6

Pawson, R. (2013). *The science of evaluation*. Sage.

ISBN-13: 978-1-4462-5243-7

Additional readings are listed on the Class Schedule (see below). You are also required to identify and read additional material relating to the topic that you choose for your evaluation research proposal; evidence of wider reading will be one of the assessment criteria.

CLASS SCHEDULE

Wk	Date	Class topic	To be completed BEFORE class (Additional readings may be assigned by instructor)	Important dates
1	Jan 19	Introduction to the course Recap of basic evaluation research concepts	<ul style="list-style-type: none"> Rossi et al. (2019): Chapter 1 Pawson (2013): Part 1 / Chapters 1-2 McCawley, P. F. (2001). <i>The logic model for program planning and evaluation</i>. University of Idaho Extension. 	
	Jan 20	Needs assessment Program theory	<ul style="list-style-type: none"> Rossi et al. (2019): Chapters 2-3 	FRIDAY JAN 22, 10AM Proposal topic proposed
2	Jan 26	Implementation and process evaluation (Part 1)	<ul style="list-style-type: none"> Rossi et al. (2019): Chapter 4 Sorg, E. T., Wood, J. D., Groff, E. R., & Ratcliffe, J. H. (2014). Boundary adherence during place-based policing evaluations: A research note. <i>Journal of Research in Crime and Delinquency</i>, 51(3), 377-393. 	
	Jan 27	Implementation and process evaluation (Part 2)	<ul style="list-style-type: none"> von Kardorff, E. (2004). Qualitative evaluation research. In U. Flick, E. von Kardorff, and I. Steinke (Eds.), <i>A companion to qualitative research</i> (pp. 137-142). London: Sage. Blonigen, D. M., Rodriguez, A. L., Manfredi, L., Nevedal, A., Rosenthal, J., McGuire, J. F., Smelson, D., & Timko, C. (2017). Cognitive-behavioral treatments for criminogenic thinking: Barriers and facilitators to implementation within the Veterans Health Administration. <i>Psychological Services</i>, 15(1), 87-97. 	
3	Feb 2	Program outcomes	<ul style="list-style-type: none"> Rossi et al. (2019): Chapter 5 	
	Feb 3	Outcome evaluation overview	<ul style="list-style-type: none"> Rossi et al. (2019): Chapter 6 	FRIDAY FEB 5, 10AM Proposal topic approved Feb 3 – Census Day (last day to drop with full refund)

Wk	Date	Class topic	To be completed BEFORE class (Additional readings may be assigned by instructor)	Important dates
4	Feb 9	Theory, mechanisms and mediators MECHANISMS / CONCEPT MAP EXERCISE	<ul style="list-style-type: none"> Pawson (2013): Chapters 6-7 Conceptually map out the mechanisms by which your proposed intervention would/could influence your outcomes 	
	Feb 10	Overview of outcome evaluation designs and analytical approaches	<ul style="list-style-type: none"> Rossi et al. (2019): Chapters 7-8 	FRIDAY FEB 12, 10AM Draft background section due
5	Feb 16	PEER ASSESSMENT EXERCISE		FEB 16, 10AM Read your peer's methods section and provide feedback
	Feb 17	Context and moderators	<ul style="list-style-type: none"> Rossi et al. (2019): Chapter 9 Shaffer, D. K., & Pratt, T. C. (2009). Meta-analysis, moderators, and treatment effectiveness: The importance of digging deeper for evidence of program integrity. <i>Journal of Offender Rehabilitation</i>, 48(2), 101-119. 	FRIDAY FEB 19, 10AM Updated draft background section due
6	Feb 23	Managing complexity in evaluation research	<ul style="list-style-type: none"> Pawson (2013): Part 2 / Chapters 3-5 	
	Feb 24	Economic analysis in evaluation	<ul style="list-style-type: none"> Rossi et al. (2019): Chapter 10 Duwe, G. (2015). An outcome evaluation of a prison work release program: Estimating its effects on recidivism, employment, and cost avoidance. <i>Criminal Justice Policy Review</i>, 26(6), 531-554. 	
7	Mar 2	Ethical and practical issues in evaluation research	<ul style="list-style-type: none"> Rossi et al. (2019): Chapters 11-12 Pawson (2013): Chapter 8 	
	Mar 3	EXAM 1 REVIEW		
8	Mar 9	NO CLASS		
	Mar 10	EXAM 1 5.00-8.00pm		

Wk	Date	Class topic	To be completed BEFORE class (Additional readings may be assigned by instructor)	Important dates
9	Mar 16	NO CLASS Spring Break		
	Mar 17	NO CLASS Spring Break		
10	Mar 23	Interrupted time series analysis	<ul style="list-style-type: none"> ▪ Hartmann, D. P., Gottman, J. M., Jones, R. R., Gardner, W., Kazdin, A. E., & Vaught, R. S. (1980). Interrupted time-series analysis and its application to behavioral data. <i>Journal of Applied Behavior Analysis, 13</i>(4), 543-559. ▪ Chamlin, M. B., & Scott, S. E. (2014). Extending the hours of operation of alcohol serving establishments: An assessment of an innovative strategy to reduce the problems arising from the after-hours consumption of alcohol. <i>Criminal Justice Policy Review, 25</i>(4), 432-449. 	
	Mar 24	Difference-in-differences	<ul style="list-style-type: none"> ▪ McKee, D. (2015). An intuitive introduction to difference-in-differences. [YouTube video] ▪ Grogger, J. (2002). The effects of civil gang injunctions on reported violent crime: Evidence from Los Angeles County. <i>The Journal of Law and Economics, 45</i>(1), 69-90. 	FRIDAY MAR 26, 10AM Draft methods section due

Wk	Date	Class topic	To be completed BEFORE class (Additional readings may be assigned by instructor)	Important dates
11	Mar 30	PEER ASSESSMENT EXERCISE		MAR 10, 10AM Read your peer's methods section and provide feedback Mar 30 – Last day to drop class (automatic W deadline)
	Mar 31	ANOVA and its variants	<ul style="list-style-type: none"> ▪ Wadsworth Cengage Learning Factorial ANOVA workshop. ▪ Chapters 14 (Multivariate analysis) and 15 (Analysis of covariance), from Mayers, A. (2013). <i>Introduction to statistics and SPSS in psychology</i>. London: Pearson. [Will be available from Canvas] ▪ Gobbett, M. J., & Sellen, J. L. (2014). An evaluation of the HM prison service “Thinking Skills Programme” using psychometric assessments. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 58(4), 454-473. 	FRIDAY APR 2, 10AM Updated draft methods section due
12	Apr 6	Survival analysis	<ul style="list-style-type: none"> ▪ Allison (2019). Event history and survival analysis. In G. R. Hancock, L. M. Stapleton, and R. O. Mueller (Eds.), <i>The reviewer's guide to quantitative methods in the social sciences</i> (pp. 86-97). Routledge. ▪ Duwe, G. (2015). The benefits of keeping idle hands busy: An outcome evaluation of a prisoner reentry employment program. <i>Crime & Delinquency</i>, 61(4), 559-586. 	
	Apr 7	Propensity score matching	<ul style="list-style-type: none"> ▪ Luellen, J. K., Shadish, W. R., & Clark, M. H. (2005). Propensity scores: An introduction and experimental test. <i>Evaluation Review</i>, 29(6), 530-558. ▪ King, G., & Nielsen, R. A. (2019). Why propensity scores should not be used for matching. MIT Open Access Articles. ▪ Evans, E., Li, L., Urada, D., & Anglin, M. D. (2010). Comparative effectiveness of California's Proposition 36 and drug court programs before and after propensity score matching. <i>Crime & Delinquency</i>, 60(6), 909-938. 	

Wk	Date	Class topic	To be completed BEFORE class (Additional readings may be assigned by instructor)	Important dates
13	Apr 13	Regression discontinuity	<ul style="list-style-type: none"> Rhodes, W., & Jalbert, S. K. (2013). Regression discontinuity design in criminal justice evaluation: An introduction and illustration. <i>Evaluation Review</i>, 37(3-4), 239-273. Berk, R., Barnes, G., Ahlman, L., & Kurtz, E. (2010). When second best is good enough: A comparison between a true experiment and a regression discontinuity quasi-experiment. <i>Journal of Experimental Criminology</i>, 6(2), 191-208. 	Apr 22 – Last day to go to zero hours (withdraw)
	Apr 14	PEER ASSESSMENT EXERCISE		APR 14, 10AM Read your peer's methods section and provide feedback FRIDAY APR 16, 10AM Updated draft full proposal due
14	Apr 20	NO CLASS Individual tutorials	There will be no class this week. Instead, each student will meet with the instructor individually for 30-45 minutes to discuss their proposal.	
	Apr 21	NO CLASS Individual tutorials	There will be no class this week. Instead, each student will meet with the instructor individually for 30-45 minutes to discuss their proposal.	FRIDAY APR 23, 10AM Proposal due
15	Apr 27	Translational evaluation research	<ul style="list-style-type: none"> Browse through websites www.crimesolutions.gov and http://whatworks.college.police.uk/toolkit/Pages/Toolkit.aspx Johnson, S. D., Tilley, T., & Bowers, K. J. (2015). Introducing EMMIE: An evidence rating scale to encourage mixed-method crime prevention synthesis reviews. <i>Journal of Experimental Criminology</i>, 11, 459-473. 	
	Apr 28	EXAM 2 REVIEW		
16	May 4	NO CLASS Reading Day		May 3 – Last day of classes
	May 5	EXAM 2 5.00-8.00pm		

COURSE RELATED POLICIES

Attendance and Participation

Students will be required to sign a register at the start of each class. Attendance and punctuality are required. Please do not come in late or leave early as this can be distracting to others.

Technology / Electronic Devices

The use of certain electronic devices is allowed during class, as long as they are being used towards the aims of the course. In other words, you are allowed to use your laptop or iPad to take or access notes, or to perform certain class exercises; you are not permitted to use electronic devices for non-educational purposes (e.g., checking your text messages, playing solitaire). Penalties may be applied if you are caught engaging in this type of behavior, as doing so distracts others. The use of digital recorders may be allowed by arrangement. Students with disabilities will also be able to use specialized equipment by arrangement (more details on this later).

Office Hours

Office hours are available for you to address questions, concerns, and any issues you may wish to discuss about the course. Please do not hesitate to take advantage of this time, especially if you are experiencing difficulties with the course. The sooner we address a problem, the more likely we are to resolve it favorably. If you are unable to meet during the office hours for any reason, please contact me to arrange an appointment outside these hours. During office hours, I will be in my Office Hours zoom room (<https://txstate.zoom.us/j/224793189>) and happy to welcome drop-ins, but students who have previously made an appointment will have priority. Outside office hours, I will only see students by prior arrangement.

There is a 24-hour cancellation policy for all appointments. If you make an appointment and fail to turn up, or if you cancel with less than 24 hours' notice for no legitimate reason, this will be recorded. After two such incidences, you will be unable to make any further appointments. You will, however, still be able to drop in during office hours.

If you have any questions about the content or administration of the course, and this can be addressed through email, please consider posting a message in one of the course forums, so that other students can benefit from any resulting discussion.

Contact

Email is the best way to get in touch with either of us as we are not always on campus or available by phone. As a general rule, we will respond to emails within 1-2 business days; if for whatever reason we have no access to email for more than a couple of days, we will let you know in advance.

If you have any questions about the content or administration of the course, and this can be addressed through email, please consider posting a message on one of the Canvas course forums, so that other students can benefit from any resulting discussion.

I often email students with important information, or make announcements through Canvas, which automatically get sent to your TX State email account. It is your responsibility to ensure you regularly check your TX State email account.

UNIVERSITY RELATED POLICIES

Academic Honesty Policy

Submission of any work for a grade for which unauthorized help has been received is termed academic dishonesty and may be grounds for a failing grade in the course. "Unauthorized" is a term used here to designate stealing, copying (with or without permission), or collaboration with other individuals. Students are strongly encouraged to refer to the Texas State student handbook for policies related to academic dishonesty. These policies may be found at <http://www.dos.txstate.edu/handbook/rules.html> .

Honor Code

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS. Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

THE PLEDGE FOR FACULTY AND ADMINISTRATION. Faculty at our university recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place:

I recognize students' rights and pledge to uphold the principles of honesty and responsibility at our university.

ADDRESSING ACTS OF DISHONESTY. Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion.

(See <https://www.txstate.edu/honorcodecouncil/Academic-Integrity.html>)

Campus Carry

As of August 1, 2016, individuals with a concealed handgun license (CHL) are permitted to conceal-carry while on campus (www.txstate.edu/campuscarry). In the interest of safety, the instructor would prefer it if students did NOT conceal-carry during class or while visiting her office; however, it is the students' right to conceal-carry if they wish to do so. Having said this, please note any instances where a CHL holder intentionally or knowingly displays their firearm in plain view of the instructor will be referred to the Texas State University Police Department, as this constitutes a Class A misdemeanor.

Students with Disabilities

Students with disabilities may require accommodations to participate in the course. They must contact the instructor within the first two weeks of the semester. They will be asked to provide documentation from the Office of Disability Services (ODS) at that time. Failure to contact the instructor in a timely manner will delay any accommodations they may be seeking. Ongoing care by a physician does not automatically qualify you as an ODS special needs student. Students are required to file paperwork for accommodations with ODS each semester. Accommodations granted one semester do not automatically carry forward to the next.

This syllabus is tentative and may change due to unforeseen circumstances. The best way to stay informed is to check your TX State email, the Canvas site for this class, and to attend class. If there are any changes to the syllabus, the instructor will notify you in class and upload an updated copy to Canvas. Please note that losing your syllabus does not constitute an excuse for missing assignments or noncompliance with course policies.