
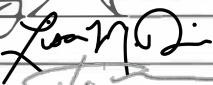
 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department School of Criminology and Criminal Justice College College of Social Work and Criminal Justice (To obtain a course number, contact erudolph@fau.edu)			
Prefix CCJ Number 6735	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code _____	Type of Course Select one Lecture <input checked="" type="radio"/>	Course Title Program Evaluation in Criminal Justice	
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see Guidelines)		
Effective Date (TERM & YEAR)				
Prerequisites		Corequisites	Registration Controls (Major, College, Level) College of Social Work and Criminal Justice, Graduate Level	
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course				
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here		
Faculty Contact/Email/Phone Wendy Guastafarro/ wguastafarro@fau.edu		List/Attach comments from departments affected by new course		

Approved by Department Chair  College Curriculum Chair  College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 2/11/2022 2/11/22 03-07-2022 _____ _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

Program Evaluation in Criminal Justice

CCJ 6934-003

M 6:30pm, 3 credits

Spring 2021

Dr. Wendy Guastaferro

Office: 210 Social Science

Virtual Office hours:

Th 5-6pm & by appointment

Telephone: 561-297-0428

Email: wguastaferro@fau.edu



Course Description

Program evaluation is a critical component in designing and operating effective programs. Evaluations supply information to program managers and policymakers that can assist them in making decisions about which programs to fund, modify, expand, or eliminate. Evaluation can be an accountability tool for program managers and funders. This course serves as an introduction to evaluation methodology and evaluation tools commonly used to assess publicly funded programs. Students will become familiar with the concepts, methods, and applications of evaluation research; learn how to read evaluation research critically; understand how to use evaluation results to anticipate or improve program performance; and be able to propose an appropriate evaluation plan to assess the implementation and effectiveness of a program. 3 credits.

Google site introducing the class:

<https://sites.google.com/view/programeval-drg/home>

Instructional Method

Class meets **live online** via Zoom through the [FAU Canvas site](#). We will use one Zoom link for all classes. The link will be posted as an Announcement in Canvas.

Face-to-face classes. There will be four (4) class sessions that will have a face-to-face (F2F) option, for those interested in coming to campus. During these sessions, we will also be live online via Zoom. Students are not required to come to the classroom but are expected to attend these sessions live via Zoom just like the other weeks of class. Detailed information will be given on the first day of class.

COVID-19 Statement

All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).

Spring break. Due to COVID-19, FAU is postponing spring break and ending the semester early.

Last day of class. The last day of class is Monday April 19, 2021. This is also the last day of all FAU classes.

[FAU Spring 2021 Academic Calendar](#)

Prerequisites/Corequisites—None.

Course Objectives/Student Learning Outcomes

Students taking this course will be able to:

1. Define and describe foundational concepts and terms used in course (examples include: needs assessment, process evaluation, outcome evaluation, impact evaluation, effectiveness, efficiency) in presentation of a program evaluation plan.
2. Apply and discuss concepts related to the readings by participating in assignments and discussions each week.
3. Translate selected important evaluation principles, theories, concepts, or arguments that are complex or are typically conveyed using highly specialized vocabulary into simpler language that will be understood by a designated audience.
4. After identifying a justice-related program or intervention to use as basis for learning activities:
 - a. Develop a logic model that presents a plausible model of how a public program or service (chosen by student) is supposed to work.
 - b. Assess how well the key ingredients of program (inputs and outputs) are linked to program outcome measures.
5. Create a visual presentation that describes the research, appraises the evidence supporting program evaluation, and recommends why an agency should engage in program evaluation using principles, theory, and evidence of effectiveness of program evaluation from course and other materials.
6. Utilize their professional voice and information literacy skills to analyze and evaluate the key elements of public sector program development and evaluation.

Specific information/requirements for each of these assessment activities (i.e. assignments) are provided on the Canvas page.

Course Evaluation Method

Learning Activities & Assignments—see separate Assignments Document for information

1. Weekly Warm-ups 1@25 points, 7@15 points	130 points	Learning Objectives #1,2,5,6
2. Thoughtful effort participation in class discussion	150 points	Learning Objectives #1,2,5,6
3. Data visualization exercise—case study	50 points	Learning Objectives #2,3,5,6
4. Selection of intervention/program write up	25 points	Learning Objective #4
5. Two virtual or F2F conferences with Dr. G.	100 points	Learning Objectives #1-6
6. Logic Model	100 points	Learning Objectives #3,4,5
7. Evaluation Plan Presentation	100 points	Learning Objectives #1, 3-6

Total possible points: 655 points

Course Grading Scale

Total Points	100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-60	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Policy on Late Work and Incompletes

Students are expected to submit all work on time. In acknowledgement that things happen and all of our schedules are full, if one assignment is submitted late there will not be a penalty. However, every assignment submitted late thereafter will lose 2 points per day after the deadline (including weekends and holidays) until the assignment is submitted. Please communicate with me if you think you will be submitting an assignment late.

Grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. Defining exceptional circumstances is at my discretion.

Classroom Etiquette Policy

A few things to note as we all get used to the online teaching and learning environment. Remember that we are in a formal classroom setting, despite that it is taking place online and we are all at home. Please make sure you are interacting as if we were in a classroom. That means sitting up, being in a space as free from distractions as possible, dressing appropriately (at least in the Zoom window portion).

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the professor. The effect of absences upon grades is determined by the professor,

and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Please note, if you are absent from class you will not earn any participation points for that class.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).



Required Texts/Readings

There are no textbooks or books to purchase for this class. We will use material that is free and available or available to you through the FAU Library. All readings are available through Canvas the online

learning management system. Students must have regular access to a computer with internet access. Students will learn how to use various free online tools. Students will have to access these online tools regularly and download these free online tools as needed.


Class Textbooks

There are three primary texts we will use in the class:

1. H M Treasury. (2020). **The Magenta Book: Guidance for evaluation**, UK Government. [Text Magenta Book.pdf](#)  OR view online [Link Magenta Book \(Links to an external site.\)](#)
2. World Health Organization (WHO). (2013). **Evaluation Practice Handbook**. [WHO Evaluation Practice Handbook.pdf](#)  OR view online [Link WHO Handbook \(Links to an external site.\)](#)

Class Workbook

We will use this in class regularly. Please have it nearby/open on your computer.

1. Centers for Disease Control and Prevention (CDC). **Introduction to program evaluation for public health programs: A self-study guide**. Atlanta, GA: Centers for Disease Control and Prevention, 2011. [CLASS WORKBOOK CDC Program Eval Pub Health Programs Self Study Guide.pdf](#)  OR [Link to Class Workbook \(Links to an external site.\)](#)

Various scholarly articles, government and organizational reports, videos, podcasts, and so will be used throughout the class. PDFs or links to the material will be provided in Canvas.

Course Topical Outline—see below.

Topic	Date	Read Listen View <i>*Please complete prior to date we will discuss in class.</i>
Course introduction & What is Program Evaluation?	Jan 11	Hirsch, M.L. & Quartaroli, T.A.. (1999). Many hats: The methods and roles of the program evaluator. <i>Journal of Applied Social Science</i> , 3(2), p.73-80. Google site introducing the course (link on p.1, above)
Engaging Stakeholders (intro)	Jan 18	Dr. MLK Jr. Holiday, no class Smith, H.P., (2020). Evaluating the implementation of the prison rape elimination act (PREA): A “lessons learned” approach. <i>Evaluation and Program Planning</i> , 83, p.1-8. Listen to The Oath podcast with Chuck Rosenberg, interview with Anne Milgram.
Engaging Stakeholders	Jan 25	Pages 1-20 in Centers for Disease Control (CDC Workbook). (2011). Introduction to program evaluation for public health programs: A self-study guide. Due: Warm Up Questions

Theories, models & history of program evaluation & Intro of Case Study	Feb 1	<p>Thomas & Cambell, Chapter 6</p> <p>Jail Case Study: Outline of Project (pdf in Canvas).</p> <p>Due: Warm Up Questions</p>
Planning the Evaluation: Describing the Program & Designing the Evaluation	Feb 8	<p>Magenta Book, pages 1-39.</p> <p>Recommended: WHO Handbook, Chapter 3.</p> <p>Due: Selection of Program/Intervention Write Up</p>
Logic Models, part 1	Feb 15	<p>CDC Workbook: p.22-38.</p> <p>Due: Warm Up Questions</p>
Logic Models, part 2	Feb 22	<p>United Way, Logic Model Handbook, through p.27 (pdf) United Way logic_model_handbook_updated_2008.pdf</p> <p>Kellogg Foundation, Logic Model Development Guide (PDF)</p> <p>Due: Warm Up Questions</p>
First Conference with Dr. G.	Mar 1	<p>Sign up for 30-minute appointment with Dr. G. via Doodle Poll (link will be posted as Announcement).</p> <p>We will not meet as a full class on Mar 1.</p> <p>DUE at time of our 1:1 meeting---start of your logic model. Additional information will be provided.</p>
Ethics & Inclusivity in Program Evaluation	Mar 8	<p>American Evaluation Association (AEA). (2018). Guiding principles for evaluation.</p> <p>Lemos, D., & Garcia, D. (2020). Promoting culturally responsive and equitable evaluationwith Latinx immigrants. In L. C. Neubauer, D. McBride, A. D. Guajardo, W. D. Casillas, &M. E. Hall (Eds.), Examining Issues Facing Communities of Color Today: The Role of Evaluation to Incite Change. New Directions for Evaluation, 166, 89–100.</p> <p>Moss, T., & Crewe, S. E. (2020). The Black Perspective: A framework for culturally competenthealth related evaluations for African Americans. In L. C. Neubauer, D. McBride, A. D.Guajardo, W. D. Casillas, & M. E. Hall (Eds.), Examining Issues Facing Communities ofColor Today: The Role of</p>

		<p>Evaluation to Incite Change. New Directions for Evaluation, 166,77–87.</p> <p>Due: Warm Up Questions</p>
Data Visualization	Mar 15	<p>Depict Data Studio. Read all information and watch all videos @ this page: https://depictdatastudio.com/data-visualization-design-process-step-by-step-guide-for-beginners/?ck_subscriber_id=191298222</p> <p>Reading TBD.</p> <p>DUE: Logic Model assignment.</p> <p>Class time will be spent working on your data visualization assignment. We will not meet as full class.</p>
Conducting the Evaluation: Asking Questions that Matter	Mar 22	<p>WHO Handbook, Chapter 4.</p> <p>Milk Carton Campaign—podcast.</p> <p>Due: Warm Up Questions</p> <p>Due: Data Visualization Project</p>
Conducting the Evaluation: Defining, collecting, & managing data	Mar 29	<p>Magenta Book, Chapters 4 & 5</p> <p>DUE: Logic Model</p>
Second conference with Dr. G.	Week of Apr 5	<p>Sign up for 30-minute appointment with Dr. G. via Doodle Poll (link will be posted as Announcement).</p> <p>We will not meet as a full class Apr 5.</p>
<p>Justifying Conclusions:</p> <p>Analyze & Synthesize Findings, ID Program Standards, Interpret Findings, Make Judgments</p>	Apr 12	<p>CDC Workbook: p.75-81.</p> <p>WHO Handbook: p.65-69.</p> <p>Magenta Book: p.80-89 (Ch 6&7)</p> <p>Due: Warm Up Questions</p>

Reporting, Disseminating, & Utilizing Evaluation Results	Apr 19	CDC Workbook: p.82-90 DARE: Drug Abuse Resistance Education Due: Warm Up Questions
	Apr 26	Final Evaluation Plan Presentations Due by 4:59pm