

**San Diego State University**  
**Psychology 630: Seminar in Program Evaluation**

**Term:** Spring 2011  
**Day/time:** Tuesdays 4-6:40 PM  
**Location:** LS-244  
**Units:** 3 units

**Instructor:** Marilyn Johnson-Kozlow, PhD, MA  
**Email:** mfjohnson@projects.sdsu.edu  
**Grading Basis:** Grade/Credit/No Credit

**Overview of the Course:** In this course we will undertake a broad overview of program evaluation. Through a series of written assignments we will go through program planning steps from the needs assessment through sharing results with stakeholders. Students should gain experience in designing a program evaluation, scientific writing, and oral presentation skills.

**Course Objectives:**

- a. Students will master a broad base of knowledge in program evaluation that will serve as a foundation from which to apply specific techniques in various program evaluation settings in the future.
- b. Students apply all aspects of program evaluation: 1) identification of target population and behavior through needs assessment, 2) determine the significance of the problem through literature review and online surveillance statistics, 3) describe the theory underlying the behavior and behavior change, 4) develop program goals, objectives, and logic models, 5) identify key stakeholders, 6) design a program or intervention to achieve the proposed goals and objectives, 7) design an evaluation plan, 8) develop a data collection and analysis plan, 9) allocate resources and develop a timeline, 10) determine ways to disseminate results, and 11) apply published standards and research ethics in the conduct of program evaluation.
- c. Using logic models, students will design a theory-based and intervention program.
- d. Students will integrate measurement and data analytic methods with the proposed evaluation design.
- e. Through the completion of several written assignments, students will gain experience using a professional writing style. Students will receive feedback on their written assignments, from which they can learn scientific writing skills.
- f. Students will gain experience delivering an oral presentation using PowerPoint that concisely summarizes the evaluation study.
- g. During oral presentations, students will be given the opportunity to evaluate speakers in order to summarize the study design, critique evaluation designs, ask clarification questions, and give feedback to other speakers.

**Textbook:** Rossi, H.R., Lipsey, M.W., & Freeman, H.E. (2004). *Evaluation: A systematic approach*. Thousand Oaks: Sage Publications. 7<sup>th</sup> edition.

**Methods of Assessment:** Completion of five written assignments (each worth 15 points) and one oral presentation (worth 25 points) will serve as the basis for assessing achievement in program evaluation. Students should read the assigned chapter prior to class; as a seminar-level class, our goal will be to discuss the readings during class. Thus, all students should come prepared to discuss the assigned reading.

**Evaluation of Student Performance**

<b>Class Component</b>	<b><u>Points</u></b>
1. Assignment 1: Behavior, Study Population, Significance and Theory of Behavior	15
2. Assignment 2: Writing Objectives and Engaging the Stakeholders	15
3. Assignment 3: Intervention Design and Logic Model	15
4. Assignment 4: Evaluation Plan and Data Gathered and Data Analysis	15
5. Assignment 5: Timeline and Budget and Ensure Use and Share Lessons	15
6. Oral presentation	25
<b>Total</b>	<b>100</b>
<b>Extra Credit</b>	
7. Final report incorporating instructor feedback	10

**Blackboard:** In order to decrease the costs to the Psychology department, materials for this class will be available on Blackboard. See Blackboard for more information concerning assignments.

### Grading

Grades will be assigned based on 100 points:

A = 94-100+	A- = 90-93	
B+ = 87-89	B = 80-86	B- = 75-79
C = 70-74	D = 60-69	F ≤ 59

#### Grading Summary

5 Assignments (each worth 15 points)  
Oral Presentation

#### Point Contribution

75  
25

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**Total**

**100**

**Extra Credit**

**+10**

### Other Issues

**Incomplete grade.** Medical emergencies verified by practicing clinicians and limited other emergencies are the basis for an incomplete grade in this class.

**Attendance.** Attendance during lecture is not mandatory; however, attendance at each class is very strongly encouraged. If you know that you will not be in class, please send me an email at [mfjohnson@projects.sdsu.edu](mailto:mfjohnson@projects.sdsu.edu).

**Authorization for Accommodation.** Please let me know as soon as possible if you are requesting academic accommodation.

**Authorized absences.** Students should notify the instructor by email of any planned absences for religious observance or approved university events. The University Policy File includes the following statement on absence for religious observances: "By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances."

**Academic dishonesty.** See University Policies in the General Catalog for a complete description of academic dishonesty (<http://www.sa.sdsu.edu/srr/conduct1.html>). As it relates in particular to this class, it is not acceptable to plagiarize published or unpublished material in your assignments.

**Assignments.** Only hard copies of the assignments are accepted; emailed assignments are not accepted. You are allowed one late assignment but it will be worth half credit at most.

**Computer and printer access.** Students are required to have access to a computer, Microsoft Word (or other word processing software), and a printer in order to complete assignments.

**Classroom decorum.** The following statement is provided by SDSU Center for Teaching and Learning. "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live."

**Syllabus is subject to change.** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, please check for any Blackboard announcements that may have been posted while you were absent.

**Security.** Campus police are available anytime at (619) 594-1991. In case of emergency dial '911.'

## Psychology 630 REVISED Tentative Schedule Spring 2011

Week	Session #	Date	Topic	Possible Pts	Max. Cum. Pts.
1	1	Tuesday, Jan 25, 2011	Introductions and Overview of Class		
2	2	Tuesday, Feb. 1, 2011	Chapter 1: Overview of Program Evaluation		
3	3	Tuesday, Feb. 8, 2011	Chapter 2: Tailoring Evaluations		
4	4	Tuesday, Feb. 15, 2011	Chapter 3: Identifying Issues and Formulating Questions		
5	5	Tuesday, Feb. 22, 2011	Chapter 4: Assessing the Need for a Program		
6	6	Tuesday, Mar. 1, 2011	Chapter 5: Expressing and Assessing Program Theory		
7	7	Tuesday, Mar. 8, 2011	Chapter 6: Assessing and Monitoring Program Process <b>Assignment 1 Due</b>	15	15
8	8	Tuesday, Mar. 15, 2011	Chapter 7: Measuring and Monitoring Program Outcomes		
9	9	Tuesday, Mar. 22, 2011	Chapter 8: Assessing Program Impact: Randomized Field Experiments <b>Assignment 2 Due</b>	15	30
10	10	March 28- April 1, 2011	<b>Spring Break – No Class</b>		
11	11	Tuesday, April 5, 2011	Chapter 9: Assessing Program Impact: Alternative Designs		
12	12	Tuesday, April 12, 2011	Chapter 10: Detecting, Interpreting, and Analyzing Program Effects <b>Assignment 3 Due</b>	15	45
13	13	Tuesday April 19, 2011	Chapter 12: The Social Context of Evaluation		
14	14	Tuesday, April 26, 2011	Oral Presentations—Dara, Morgan, Megan, Susan		
15	15	Tuesday, May 3, 2011	Oral Presentations—Rick, Chris, Lacey, Leah <b>Assignments 4 and 5 Due</b> <b>Turn In Extra Credit</b>	25 30 *10	70 100
16	16	Tuesday, May 10, 2011	<b>NO CLASS SESSION</b>		
17	17	Tuesday May 17, 2011 Finals Week	<b>Finals Week -- No Class</b>		

\*Up to 10 points extra credit are available for the final report incorporating instructor feedback.