

# USC Price

## PPD 542 Program and Policy Evaluation

Professor Nicole Esparza

Units: 4

Fall 2023 Mondays, 6:00 - 9:20pm

Location: RGL 215

**Instructor:** Professor Nicole Esparza

E-Mail: [neesparz@usc.edu](mailto:neesparz@usc.edu)

Office: RGL 208

Office hours by appointment: <https://calendly.com/neesparz/30min>

Office Hours Zoom: <https://usc.zoom.us/j/4884268965>

Calendly QR Code



## Course Description

Program evaluation is the systematic investigation of social programs and public policies. The aim of program evaluation is to provide valid findings in order to determine whether a particular program or policy is achieving its objectives. Evaluations are used for various reasons, most commonly to aid in decisions concerning whether programs should be continued, improved, expanded, or curtailed.

The most agile organizations can be described as "learning organizations"—continually adapting to new circumstances and information. Formal evaluation plays a pivotal role in helping organizations learn.

Knowledge of evaluation methods enables public administrators to:

- Use evaluation findings to improve ongoing programs
- Select and work with evaluation consultants to design an evaluation project
- Write grant proposals to sponsor organizations that require performance monitoring
- Critique evaluation studies cited by advocates in a policy debate

This course introduces students to the art and science of policy and program evaluation. Students will learn methods of collecting, analyzing, interpreting, and communicating information used in evaluation studies. The course includes a broad range of program and policy areas including health, education, social welfare, environmental sustainability, and development.

Prerequisite: PPD 404x.

## Practical Learning Objectives:

This course contributes to the competency of being able to “analyze, synthesize, think critically, and solve problems,” which is one of the universal competencies for all programs accredited by the National Association of Schools of Public Affairs and Administration.

By the end of this course, you will be able to:

1. Read evaluation research. Demonstrate comprehension of an evaluation report by summarizing its statistical and practical conclusions, and by analyzing its methodological strengths and limitations.
2. Design evaluation research. Write an effective proposal to evaluate a policy or program. Use theory and a logic model to frame the proposed study. Describe the research design, data collection methods, and data analysis strategy for the proposed study.
3. Assess the ethical and political implications of an evaluation study, and describe how its results could inform policy or programmatic decisions.
4. Work in teams and manage projects. (Students will need to collaborate to complete the evaluation proposal assignment in an efficient and fair manner.)
5. Communicate professionally. (Students will work in teams to write a detailed evaluation proposal, and to create a media-rich oral presentation of the proposal in the form of a “pitch” to a mock client.)

### **Technical Learning Objectives:**

By the end of this course, you will be able to:

1. Select a suitable research design (e.g. experimental, quasi-experimental, or nonexperimental) for an evaluation study.
2. Design a variable to measure a concept in a valid and reliable fashion.
3. Select and design suitable data collection methods such as surveys, interviews, focus groups, participant observation, content analysis, or collection of secondary data.
4. Select a suitable approach to data analysis and visualization, and carry out and interpret simple descriptive and inferential analyses of evaluation data.
5. Read research reports that use more complex data analysis techniques such as linear regression.

### **Required Reading and Supplementary Materials**

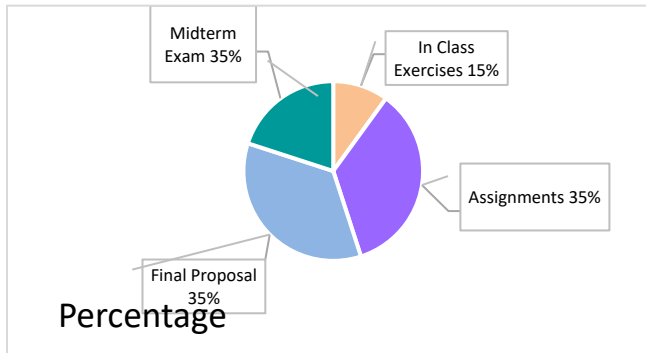
All reading material needed for class discussion is available on Blackboard. Each class is organized around assigned readings. Students are expected to read the assigned pages prior to the class in which they will be discussed, both to increase understanding of the lecture and to facilitate class discussion.

### **Classroom Norms**

During our classroom discussions and when working in groups, please be: 1. Respectful; 2. Constructive; and 3. Inclusive.

## Description and Assessment of Assignments

### Grading Breakdown



The course grade is assigned as follows:

In class exercises	15%
Assignments (2)	10%
Midterm Exam	35%
Final Evaluation Proposal	35%
<b>Total points</b>	<b>100%</b>

The course grade will be based on five components. It is designed so that grades are roughly based on 50% individual work and 50% group work. Students are expected to come to class ready to engage and discuss the readings. The date next to the readings indicates when they should be completed. No late work will be accepted.

#### **In-class Exercises (15%)**

There will be in-class exercises that are meant to teach program evaluation through application. These are graded pass or fail.

#### **Homework Assignments (10%)**

There are two homework assignments that will be posted on Blackboard at least one week prior to the due date. All homework assignments are due on Blackboard by the Sunday before class at 11:59pm.

#### **Midterm (35%)**

There is a "take-home" midterm exam due Sunday **October 15<sup>th</sup> by 11:59pm.** You will have access to the exam after class on October 10<sup>th</sup> and have 7 days to complete it and turn it in to Blackboard.

#### **Final Evaluation Proposal (35%)**

The main project for the course is a group project to develop an evaluation *proposal* related to an actual program implemented by a public or nonprofit agency. This project requires students to apply all of the concepts learned throughout the course to the ground-level program implementation. Furthermore, the group project is structured to support practice of the skills in teamwork and research that will be required for successful completion of your capstone projects.

Students will work in teams of 3-4 and will be required to work collaboratively to identify a program and to prepare the various components that contribute to development of an evaluation proposal. The final evaluation proposal will be due **December 11th by 11:59pm.**

*NOTE: Students will not actually carry out an evaluation study. Rather, the assignment entails crafting a 15-page evaluation proposal (single-spaced including graphics) that details the practical and theoretical*

questions to be answered by the study, and the research methods that could be used to answer the stated research questions.

### Grading Scale

Course final grades will be determined using the following scale.

A	95-100	C	73-76
A-	90-94	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

### Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

### Course Policy on the use of AI Generators

Students are allowed to use artificial intelligence (AI)-powered programs to help with class work unless explicitly stated otherwise.

- **Avoid Over-reliance:** Use AI as a complementary tool, not a primary source. While AI tools can be beneficial, you should not overly rely on them. Your primary efforts should be your own, with AI serving to enhance or support your work.

- **Double-check facts:** Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- **Citation:** AI is a tool that you need to acknowledge using. You must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. When citing AI-generated content, include the name of the AI tool, the date of access, and the prompt used. E.g., “Generated by OpenAI's ChatGPT on [date], based on the prompt: [prompt].”
- **Privacy and Data Security:** As some AI tools may store data, be aware of privacy concerns when using online AI tools. Avoid inputting personal or sensitive information into these platforms.
- **Collaboration with Peers:** If collaborating with peers, ensure that all parties are aware of any AI-generated content used and consent to its inclusion.
- **Ethical Considerations:** Consider the ethical implications of using AI tools, especially when working on topics that require a human touch or empathy. AI doesn't have emotions or inherent ethical guidelines, so the responsibility lies with you.

### Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis

services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call  
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086  
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298  
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776  
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411  
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101  
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call  
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call  
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)  
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)  
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

## Detailed Course Schedule

### Part I: Evaluation Planning

#### Week 1. Aug 21 Introduction to Policy and Program Evaluation

##### Learning Objectives

- Define program evaluation and describe its roles in public and nonprofit management.
- Identify the types of program evaluation to be examined further throughout the course.

##### Readings

Emerson, J. (2009). "But Does it Work? How Best to Assess Program Performance." *Stanford Social Innovation Review* Winter: 29-30

Rossi et al. 2019. "Chapter 1. What is Program Evaluation and why is it Needed?" in *Evaluation: A Systematic Approach*, 8<sup>th</sup> Edition. Sage.

U.S. Government Accountability Office (GAO). 2021. *Program Evaluation: Key Terms and Concepts*. GAO-21-404SP

#### Week 2. Aug 28 Program Theory, Logic Models & Hypotheses

##### Learning Objectives

- Describe the theory and logic underlying a given policy or program.
- Construct a logic model for a policy/program.
- Identify researchable questions and hypotheses for a policy/program.
- Identify independent and dependent variables in causal hypotheses.

##### Readings

U.S. Government Accountability Office (GAO). 2012. *Designing Evaluations*: GAO-12-208G. Chpts 1- 2.

Newcomer et al. 2015. "Chapter 3: Using Logic Models" *Handbook of Practical Program Evaluation*. San Francisco, CA: Jossey-Bass.

U.S. Administration for Community Living. 2020. *ACL's Logic Model Guidance*. Administration for Community Living, Office of Performance & Evaluation.

**Week 3. Sept 4 Labor Day- No Class**

**Week 4. Sept 11 Formative Evaluation**

**Due**

- Learning Objectives**
- Articulate the purposes and differences between formative and summative evaluation.
  - Describe key steps in formative evaluation: steps taken to decide on the need, development, and monitoring of programs and policies.
  - Conduct stakeholder analysis and SWOT analysis.

**Assignment 1 due Sunday 9/10**

**Readings**

***Performance Monitoring: Benchmarking***

Newcomer et al. 2015. "Chapter 5: Performance Measurement: Monitoring Program Outcomes"

ACL 2020. *ACL's Performance Measure Guidance*. Administration for Community Living, Office of Performance & Evaluation.

***Stakeholders in Evaluation***

Newcomer et al. 2015. "Chapter 2: Analyzing and Engaging Stakeholders"

Partnership for the Public's Health. 2002. "Participatory Evaluation: What is it? Why do it? What are the challenges?" *Policy & Practice*, Issue #5, April 2002.

***SWOT Analysis (Review if you aren't familiar with SWOT Analysis)***

Smith, Amber Melanie. 2022. "How to do a SWOT Analysis to Grow a Nonprofit or Social Enterprise." (minutes 4:50-10:50) YouTube posted July 2022.

<https://youtu.be/s78fhXnITow>

**Part II: (Summative) Impact Evaluation**

**Week 5. Sept 18 Indicators, Measurement, and Sampling**

- Learning Objectives**
- Define "target" population and construct an appropriate sample.
  - Operationalize a concept by designing valid and reliable measures.
  - Explain the purpose of sampling; describe the strengths and limitations of various types of sampling strategies.
  - Familiarize with Design (RXO) Notation.



## Readings

### **Needs Assessment**

Rossi et al. 2019. "Chapter 2. Social Problems and Assessing the Need for a Program" in *Evaluation: A Systematic Approach, (8<sup>th</sup> ed.)*, Sage. (pgs. 31-50).

### **Sampling and Measurement**

Fowler. 2009. "Chapter: Sampling." (pgs. 1-10) *Survey Research Methods (4<sup>th</sup> ed.)*. SAGE.

McDavid, J. C., Huse, I., & Hawthorn, L. R. 2019. "Chapter 4: Measurement For Program Evaluation" SAGE Publications, Inc.

## **Week 6. Sept. 25 Experimental Design (RCT)**

### **Learning Objectives**

- Explain the relative strengths and weaknesses of experimental research designs for detecting cause-and-effect relationships.
- Discuss the practical and ethical constraints of experimental design.
- Compare and contrast random sampling versus random assignment.
- Define internal and external validity and discuss how research design affects both.

### **Reading**

Glewwe, & Todd, P. 2021. *Impact Evaluation in International Development* (Select pages from chapters: 5, 6).

Boruch, R.F. & Brumley, B. 2015. "Experimental Design: Randomization and Social Experiments" in *International Encyclopedia of the Social & Behavioral Sciences*.

Morris, C. 2015. "Experimental Design: Large-Scale Social Experimentation" in *International Encyclopedia of the Social & Behavioral Sciences*.

### **Internal & External Validity**

Reichardt C.S. 2015. "Internal Validity" in *International Encyclopedia of the Social & Behavioral Sciences*.

## **Week 7. Oct 2 Quasi-Experimental Design**

### **Learning Objectives**

- Explain the relative strengths and weaknesses of various research designs in program evaluation.

- Design single-case (single-group) quasi-experimental designs.
- Discuss threats to internal validity in quasi-experimental designs.

## Reading

### **Cases: Experimental Design**

Leventhanl, T. & Brookes-Gunn, J. 2003. "Moving to Opportunity: An Experimental Study of Neighborhood Effects on Mental Health," *American Journal of Public Health*, 93: 1576-1582.

Trenholm et al. 2008. "Impacts of Abstinence Education on Teen Sexual Activity, Risk of Pregnancy, and Risk of Sexually Transmitted Diseases." *Journal of Policy Analysis and Management* 27(2):255-276.

### **Quasi-Experimental Design: Single Case & ITS**

Berghoff, CR, & Forsyth JP. 20153 "Single-Case Designs: Methodology." In *International Encyclopedia of the Social & Behavioral Sciences*. Vol 21. Elsevier Ltd.

Thyer, BA. 2012. *Quasi-Experimental Research Designs*. (Chapter 2 & 4) Oxford University Press.

## **Week 8. Oct 9 Quasi-Experimental Design II**

### **Learning Objectives**

- Design comparison- group quasi-experimental designs.
- Discuss threats to internal validity in quasi-experimental designs.

## Reading

Thyer, BA. 2012. *Quasi-Experimental Research Designs*. (Chapter 3) Oxford University Press.

Hallberg, K. & Eno, J. 2015. "Quasi-Experimental Designs" in *International Encyclopedia of the Social & Behavioral Sciences*.

### **Cases: Comparison-Group Design**

McClatchey, I., & King, S. 2017. "The use of a quasi-experimental research design to measure the impact of death education." In *Sage Research Methods Cases Part 2*. SAGE.

Mexico's Piso Firme Program:

1. Glasman & Temin. 2016. Millions Saved: New Cases of Proven Success in Global Health. Click for more options Millions Saved: New Cases of Proven Success in Global Health. - Alternative Formats (Case 5).

2. Cattaneo, et al. 2007. "Housing Health, and Happiness." Click for more options "Housing Health, and Happiness." - Alternative Formats World Bank Policy Research Working Paper.

**Part III. Data Collection Methods & Instruments**

**Week 9 Oct 16 Overview of Data Collection & Case Methods**

**Due**

**Learning Objectives**

- Conduct background research and review of previous studies.
- Explain the advantages and limitations of various types of data collection methods including surveys, interviews, focus groups, triangulation, and mixed methods.
- Explain the strengths and weaknesses of qualitative and quantitative data.
- Define “case study” research and apply Yin’s principles of case studies to evaluation.

Midterm Exam due Sunday 10/15

**Reading**

Majchrzak, A, & Markus, ML. 2017. “Chapter 4: Obtain New Evidence.” SAGE Publications.

US. Children’s Bureau, OPRE. 2021. *Types of Data Used for Impact Evaluation*. OPRE Report #2021-117.

Newcomer et al. 2015. “Chapter 8: Conducting Case Studies.”

GAO. 1990. *Case Study Evaluations*. US. General Accounting Office.

**Week 10. Oct 23 Focus Groups & Surveys**

**Learning Objectives**

- Discuss the ethical use of human subjects, subject consent.
- Design data collection instruments, such as focus group and survey protocols, to measure variables in a valid and reliable fashion.
- Questionnaire design principles, piloting and refining instruments.

**Readings**

Newcomer et al. 2015. “Chapter 20: Focus Group Interviewing”

Acocella, I., & Cataldi, S. 2021. *Transcribing and Analyzing the Focus Group Content*. (Vols. 1-0). SAGE.

Newcomer et al. 2015. “Chapter 14: Using Surveys”

TBD readings – an up-to-date survey protocol

Focus Group Case Example: Schachter, H.L. & Liu, R. 2005. "Policy Development and New Immigrant Communities: A Case Study of Citizen Input in Defining Transit Problems." *Public Administration Review* 65(5): 614-623.

**Week 11. Oct 30 Surveys & Interviews Due**

**Learning Objectives**

- Discuss key principles in ethical considerations using human subjects.
- Design interview protocols, piloting, and refining instruments.

Assignment  
2 due  
Sunday  
10/29

**Readings**

Newcomer et al. 2015. "Chapter 19: Conducting Semi-Structured Interviews"

Case Example: Popkin et al. 2008. *Girls in the 'Hood: The Importance of Feeling Safe*. Urban Institute Metropolitan Housing and Communities Research Brief 1: 1-7.

**Part IV. Analysis & Finished Product**

**Week 12. Nov 6 Quantitative Analysis: Stats in Evaluation**

**Learning Objectives**

- Discuss the ethical use of data from a social justice lens.
- Explain the differences between descriptive and inferential data analysis, and their implications for research design and data collection.
- Implement sound practices for testing hypotheses by conducting and interpreting simple inferential analyses of evaluation data.
- Contrast statistical significance, effect size, and policy significance. to display and visualization.

**Readings**

Newcomer et al. 2015. "Chapter 20: Using Statistics in Evaluation"

York, R. 2021. "Analyzing Data and Drawing Conclusions." *In Social Work Research Methods: Learning by Doing*. SAGE.

McArdle, M. 2011. "Ending the Infographic Plague." *The Atlantic*.

OPRE. 2021. *Data Visualization Done Differently*. OPRE Report #2021-120.

**Week 13. Nov 13 Qualitative Analysis**

**Learning Objectives**

- Discuss key principles and ethical considerations when using human subjects.
- Interpret interview, content, and other qualitative data.
- Know the pros and cons of using secondary qualitative data. interview protocols, piloting, and refining instruments.

**Readings**

Newcomer et al. 2015. "Chapter 18: Using Stories in Evaluation"

York, R. 2021. "Analyzing Qualitative Data." In *Social Work Research Methods: Learning by Doing*. SAGE.

Newcomer et al. 2015. "Chapter 27: Providing Recommendations, Suggestions, and Options for Improvement"

**Week 14. Nov 20 Writing Evaluations with Purpose & Presentations**

**Due**

**Learning Objectives**

- Communicate the goals, methods, and findings of an evaluation study to professional audiences.

Two  
Groups  
Present in  
Class

**Readings**

Spiel, C. et al. 2015. "Program Evaluation."

Shaw et al. 2006. "Communicating Evaluation" in *The SAGE Handbook of Evaluation*. SAGE Publications Ltd.

US. Children's Bureau, OPRE. 2020. *How to Critically Appraise the Evidence about What Works in Child Welfare*. OPRE Report # 2020-119.

**Week 15, Nov 27 Presentations**

**Due**

Three  
Groups  
Present in  
Class

<b>Week 16, Dec 4</b>	<b>No Class - Study Week</b>	
<b>Week 17, Dec 11</b>	<b>Final Proposal Due</b>	<b>Due</b>
*Final Proposal due by Monday, December 12th 11:59pm*		

## Resources

### Full Textbooks available via USC Libraries

Cousins, J. (Ed.). 2020. *Collaborative Approaches to Evaluation*. SAGE Publications, Inc. [https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/273cgt/cdi\\_askewsholts\\_vlebooks\\_9781544344652](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_askewsholts_vlebooks_9781544344652)

Edmonds, W., & Kennedy, T. 2017. *An applied guide to research designs*. SAGE Publications, Inc. [https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/273cgt/cdi\\_askewsholts\\_vlebooks\\_9781483317281](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_askewsholts_vlebooks_9781483317281)

Glewwe, & Todd P. 2021. Glewwe, & Todd, P. 2021. *Impact Evaluation in International Development: Theory, Methods, and Practice*. World Bank Publications. [https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/273cgt/cdi\\_worldbank\\_books\\_101596\\_978\\_1\\_4648\\_1497\\_6](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_worldbank_books_101596_978_1_4648_1497_6)

Jones, M., & Kraner, M. 2014. *Research methods and statistics for public and nonprofit administrators*. SAGE Publications, Inc. <https://doi.org/10.4135/9781544307763>

Newcomer, K., Hatry, H. P., and Wholey, J. 2015. *Handbook of Practical Program Evaluation*, 4th Edition. San Francisco, CA: Jossey-Bass. [https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/hs9vaa/alma99104364162790373\\_1](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma99104364162790373_1)

Owen JM. 2020. *Program Evaluation: Forms and Approaches*. Routledge. [https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/273cgt/cdi\\_askewsholts\\_vlebooks\\_9781000250732](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_askewsholts_vlebooks_9781000250732)

Rossi et al. 2019. *Evaluation: A Systematic Approach*, 8th Edition. Sage.\* Not available from the library, but you can purchase or rent it.

Rubin, A. 2020. *Program Evaluation: Pragmatic Methods for Social Work and Human Service Agencies*. Cambridge: Cambridge University Press. [https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/273cgt/cdi\\_cambridge\\_corebooks\\_10\\_1017\\_9781108870016](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_cambridge_corebooks_10_1017_9781108870016)

Shaw, I. F., Greene, J. C., & Mark, M. M. 2006. *The SAGE Handbook of Evaluation*. SAGE Publications Ltd.  
[https://uosc.primo.exlibrisgroup.com/permalink/01USC\\_INST/273cgt/cdi\\_sage\\_books\\_10\\_4135\\_9781848608078](https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_sage_books_10_4135_9781848608078)

**Other Resources:**

USC Research Guides: Teaching with Data  
<https://libguides.usc.edu/teachingwithdata>

USC Libraries Guide to Generative AI in Research  
<https://libguides.usc.edu/generative-AI>

Research Methods Knowledge Base  
<https://conjointly.com/kb/research-design/>

US. Dept of HHS Administration for Children & Families  
Office of Planning, Research & Evaluation  
<https://www.acf.hhs.gov/opre>

US Government Accountability Office, Reports & Testimonies  
<https://www.gao.gov/reports-testimonies>

Administration for Community Living, Program Evaluation and Reports  
<https://acl.gov/programs/program-evaluations-and-reports>

Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance  
<https://ies.ed.gov/ncee/projects/evaluation/>