USCPrice

PPD 542 Policy and Program Evaluation

Professor Nicole Esparza
Units: 4
Fall 2024 Mondays, 6:00 - 9:20pm
Location: VPD 110

Instructor: Professor Nicole Esparza
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Calendly QR Code

Course Description

This course is an advanced introduction to the principles and practices of evaluating programs within the public and nonprofit sector. The purpose of program evaluation is to provide evidence-based insights that inform decision-making, enhance accountability, and guide the allocation of resources to improve the program's success and sustainability. The course is designed to equip students with the analytical tools and practical skills needed to measure the effectiveness, efficiency, and equity of programs, ensuring that resources are used to their fullest potential. Through a combination of theoretical frameworks and real-world case studies, students will learn to design robust evaluation plans, collect and analyze data, and communicate findings to stakeholders in ways that enhance decision-making and foster continuous improvement. In an increasingly results-driven world, the ability to assess and demonstrate the impact of public and nonprofit initiatives is essential for effective leadership and sustainable change.

Prerequisite: PPD 502 or PPD 504.

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 and other materials are available on Brightspace. 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.

Description and Assessment of Assignments

Grading Breakdown

The course grade will be based on four components. It is designed so that grades are roughly divided between individual and group work.

Category	Percentage
In-Class Exercises	10%
Assignments (4)	
Needs Assessment	10%
Critique & Lead Discussion	5%
Survey & Focus Group Instrument	10%
Interpretating Results	10%
Midterm	20%
Evaluation Presentation & Proposal	35%
Total	100%

In-class Exercises (10%)

The success of the course relies on each student's commitment to actively collaborate and collectively grasp the course readings and subjects. We will engage in group activities, and you are expected to share your contributions on Brightspace's "Discussion Board." Participation on exercises is graded on a Pass/Fail basis. Full credit will be awarded for in-person participation. Please note, there are no make-up assignments available for these exercises.

Homework Assignments (35%)

There are four homework assignments with dates listed below and on Brightspace. The instructions will be posted on Brightspace a week prior to the due date. All assignments are due on Brightspace by the Sunday before class at 11:59pm.

Midterm (20%)

There is a midterm exam due Sunday **October 13th by 11:59pm.** You will have access to the exam after class on October 7th. We will go over the instructions in class on Oct 7th.

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 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 16th 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.
- The grade will round up if .5 or over. For example, 89.5% will be round to 90%.
- The grade will round down if .49 or under. For example, 89.4% will be rounded to 89%.

Letter Grade Scale	
95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
72-70	C-
≤69	F

Assignment Submission Policy

All assignments need to be submitted on Brightspace by the date listed on the syllabus and Brightspace. Diminished credit of (-10%) will be given each day the assignments is late. No credit will be given to assignments after a week.

- Students who request an extension, need to make the request before the due date. It is up to the professor's discretion to make alternative arrangements.

Attendance

The class is in-person only. I cannot Zoom you in. Attendance in person is highly encouraged. However, I expect that illnesses or other obligations may happen. Please let me know if you need accommodations and we will figure something out.

Classroom norms

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

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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

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.
- **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.
- **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 empathy. AI doesn't have emotions or inherent ethical guidelines, so the responsibility lies with you.

Course Evaluations

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. The process and intent of the end-of-semester evaluation should be provided. Your feedback is anonymous and very valuable.

Detailed Course Schedule

Part I: Evaluation Planning & Program Theory	
Week 1. Aug 26 Introduction to Policy and Program Evaluation	
Learning Objectives • Learn key terms, concepts, and ethical practices in program evaluation. • 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*, 8th Edition. SAGE Publications. McDavid, J. C., Huse, I., & Hawthorn, L. R. (2019). Evaluating A Police Body-Worn Camera Program in Rialto, California. In *Program Evaluation and Performance Measurement: An Introduction to Practice* (3rd ed.). SAGE Publications, Inc.	

Week 2. Sept 2 Labor Day- No Class	
Week 3. Sept 9 Program Theory & Logic Models	
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 Center for Theory of Change. (n.d.). *What is Theory of Change?* Newcomer, et al. (2015). Chapter 3: Using Logic Models. In *Handbook of Practical Program Evaluation.* Wiley. U.S. Administration for Community Living. (2020). *ACL's Logic Model Guidance. Administration for Community Living*, Office of Performance & Evaluation.	
Week 4. Sept 16 Formative Evaluation: Needs Assessments	
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. • Define "target" population and construct appropriate indictors.	
Readings Robson, C. (2017). Chapter 4: Evaluation Designs. In *Small-Scale Evaluation: Principles and Practice*. SAGE Publications Ltd. McDavid, J. C., Huse, I., & Hawthorn, L. R. (2019). Chapter 6: Needs Assessments for Program Development and Adjustment. In *Program Evaluation and Performance Measurement: An Introduction to Practice.* SAGE Publications, Inc. Rossi et al. (2019). Chapter 2. Social Problems and Assessing the Need for a Program. In *Evaluation: A Systematic Approach*. SAGE.	
Part II: Research Design for Impact Evaluation	
Week 5. Sept 23 Impact Evaluation & Validity	**Due**
Learning Objectives • Explain what impact (summative) evaluation is and why it is crucial for programs and policies. • Utilize a program's logic model to develop a suitable research design.	Assignment 1 Needs Assessment due

	Sunday 9/22
• Identify and discuss potential threats to internal validity in evaluation designs.	

Readings

Newcomer, et al. (2015). Chapter 1: Planning and Designing Useful Evaluations. In *Handbook of Practical Program Evaluation.* Wiley.

Glewwe, & Todd, P. (2021). *Impact Evaluation in International Development.* World Bank Publications.

Robson, C. (2017). Internal Validity. In *Small-Scale Evaluation: Principles and Practice.* SAGE Publications Ltd.

Case Example: Vaping Cessation Interventions on Instagram - RCT Protocol

Week 6. Sept 30 True Experimental Design (RCT)	Due
Learning Objectives • Familiarize with research design notation (RXO). • Design RCT experimental designs. • Discuss the practical and ethical constraints of experimental design.	Assignment 2 Assigned case due Sunday 9/29*
Reading Glewwe, & Todd, P. (2021). Chapter 6: Introduction to Randomized Controlled Trials. In *Impact Evaluation in International Development.* World Bank Publications. Ambroz, A., Shotland, M. & Siddiqui, H. (n.d.). *Randomised Controlled Trials.* Better Evaluation. GEI. Morris, C. (2015). Experimental Design: Large-Scale Social Experimentation. In *International Encyclopedia of the Social & Behavioral Sciences.* Assigned Cases (TBD – read your assigned case): 1. Leventhal, 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. 2. Puma, M, et al. (2010 January). *Executive Summary: Head Start Impact Study Final Report.* Prepared for: Office of Planning, Research and Evaluation Administration for Children and Families U.S. Department of Health and Human Services. 3. Trenholm, C., 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: 255-276.	*the class will split up the dates for Assignment 2

4. Cawley, J., Susskind, A. & Willage, B. (2020). The Impact of Information Disclosure on Consumer Behavior: Evidence from a Randomized Field Experiment of Calorie Labels on Restaurant Menus. *Journal of Policy Analysis and Management*, 39: 1020–1042.	
Week 7. Oct 7 Quasi-Experimental Design	**Due**
Learning Objectives • Design nonequivalent group and single-group designs. • Explain the relative strengths and weaknesses of each quasi-experimental design. • Identify common threats to internal validity and ways to mitigate them.	Assignment 2 Assigned case due Sunday 10/7*
Reading Harris, A. D., et al. (2006). The Use and Interpretation of Quasi-experimental Studies in Medical Informatics. *Journal of the American Medical Informatics Association: JAMIA*, 13(1), 16–23. Thyer, BA. (2012). *Quasi-Experimental Research Designs.* (Chpts 2-3) Oxford University Press. Assigned Cases (TBD – read your assigned case): 1. Glasman & Temin. (2016). A Solid Foundation for Child Health: Mexico's Piso Firme Program. In *Millions Saved: New Cases of Proven Success in Global Health*. Brookings Institute Press. 2. Gatto, N.M., et al. (2012). LA Sprouts: A Garden-Based Nutrition Intervention Pilot Program Influences Motivation and Preferences for Fruits and Vegetables in Latino Youth. *Journal of the Academy of Nutrition and Dietetics*, 112:913-920. 3. Hill, J.C., & Graber, J.A. (2016). Evaluating a Community-Based Pregnancy Prevention Program Using a Quasi-Experimental Design and Propensity Scores. *Sage Research Methods Cases Part 2*. SAGE Publications Ltd.	
Part IV: Data Collection: Methods & Instruments	
Week 8. Oct 14 Sampling, Measurement, Data Collection	**Due**
Learning Objectives • Identify threats to internal validity in quasi-experimental designs. • Explain the purpose and types of sampling strategies. • Design valid and reliable measures. • Discuss the advantages and limitations of data collection methods.	Midterm is due Sunday 10/13
Reading Fowler, F.J. (2009). Lesson 3 – Sampling. In *Survey Research Methods* (4th ed.). SAGE.	

Daniel, J. (2012). *Sampling Essentials: Practical: Guidelines for Making Sampling Choices*. SAGE. McDavid, J. C., Huse, I., & Hawthorn, L. R. (2019). Chapter 4: Measurement for Program Evaluation and Performance Monitoring. In *Program Evaluation and Performance Measurement.* SAGE Publications, Inc. Robson, C. (2017). Chapter 5: Designing Your Evaluation. In *Small-Scale Evaluation: Principles and Practice*. SAGE Publications Ltd.	

Week. 9 Oct 21 Quantitative Data: Secondary Data & Surveys	
Learning Objectives • Discuss the ethical use of human subjects in program evaluation. • Apply key principles of survey design, including question formulation, response options, and layout, to create reliable and valid survey instruments	
Reading Various. (2024). Ethical Program Evaluation: Human Subjects Research. El Mallah, S., et al. (2022). *The Program Manager's Guide to Evaluation (Third Edition).* OPRE Report #2022-208. Toepoel, V. (2017). *Doing Surveys Online*. SAGE Publications Ltd. Eichhorn, J. (2021). Questionnaire Design: Asking the Right Questions. In *Survey Research and Sampling*. SAGE Publications Ltd.	

Week 10. Oct 28 Qualitative Data: Interviews & Focus Groups	Due
Learning Objectives • Discuss informed consent and the ethical use of human subjects in research. • Create protocols, refine instruments, and pilot semi-structured interviews. • Design protocols and questions for focus groups. • Learn techniques for moderating focus groups and conducting interviews online.	Assignment 3 Instrument due Sunday 10/27
Readings Kapp, S., & Anderson, G. (2018). Qualitative Designs and Applications. In *Agency-based Program Evaluation*. SAGE Publications, Inc. Chyung, S.Y. (2019). Develop Data Collection Instruments. In *10-Step Evaluation for Training and Performance Improvement*. SAGE Publications, Inc.	

Maddox, A. (2020). *Doing Fieldwork in a Pandemic*: Doing Online Interviews. (crowd-sourced document). SAGE. Acocella, I., & Cataldi, S. (2021). *Using Focus Groups: Theory, Methodology, Practice.* SAGE Publications.	
Part V: Data Analyses & Conclusions	
Week 11. Nov 4 Data Analyses & Drawing Conclusions	
Learning Objectives • Apply statistical techniques for analyzing quantitative evaluation data. • Utilize major techniques for analyzing qualitative evaluation data. • Recognize the limitations of data analysis in forming conclusions and recommendations. • Demonstrate ethical and cultural competency when interpreting results.	
Readings El Mallah, S., et al. (2022). Chapter 7: Analyze Data. In *The Program Manager's Guide to Evaluation.* OPRE Report #2022-208. York, R. (2021). Analyzing Qualitative Data. In *Social Work Research Methods: Learning by Doing.* SAGE. Nishishiba, M., Jones, M., & Kraner, M. (2014). Qualitative Data Analysis. In *Research Methods and Statistics for Public and Nonprofit Administrators*. SAGE Publications. Newcomer et al. (2015). Chapter 18: Using Stories in Evaluation. In *Handbook of Practice Program Evaluation.* Wiley. Assigned Cases (TBD – read your assigned case): 1. TBD 2. Golightley, S. (2020). Troubling the 'Troubled Teen' Industry: Adult reflections on youth experiences of therapeutic boarding schools. *Global Studies of Childhood* 10:1, 53-63. 3. Popkin, et al. (2008). Girls in the 'Hood: The Importance of Feeling Safe. *Urban Institute Metropolitan Housing and Communities Research Brief* 1: 1-7.	
Week 12. Nov 11 Veteran's Day – No Class	
Week 13. Nov 18 Participatory & Empowerment Evaluation	Due
Learning Objectives	

	Assignment 4 Analysis due Sunday 11/17
• Apply principles of participatory evaluation in the design and implementation of evaluation research. • Discuss the unique benefits and challenges of participatory evaluation.	

Readings

Cooper, S. (2017). *Participatory Evaluation in Youth and Community Work: Theory and Practice.* Routledge.

Suarez-Balcazar, Y., & Harper, G. (2014). *Empowerment and Participatory Evaluation of Community Interventions: Multiple Benefits.* Haworth Press.

Assigned Cases (Your choice, read one of the following):

1. Beatriz, E.D., et al. (2018). Evaluation of a Teen Dating Violence Prevention Intervention among Urban Middle-School Youth Using Youth Participatory Action Research: Lessons Learned from Start Strong Boston. *Journal of Family Violence*, 33(8), 563–578.

2. Clarke, G.S., et al. (2022). Empowering Indigenous Communities Through a Participatory, Culturally Responsive Evaluation of a Federal Program for Older Americans. *American Journal of Evaluation*, 43(4), 484-503.

3. Rubio, M. A., et al. (2022). Innovative Participatory Evaluation Methodologies to Assess and Sustain Multilevel impacts of two community-based physical activity programs for women in Colombia. *BMC Public Health*, 22(1), 771–771.

4. Chen, P., et al. (2010). Girls Study Girls Inc.: Engaging Girls in Evaluation Through Participatory Action Research. *American Journal of Community Psychology*, 46, 228–237.

Week 14. Nov 25 Critiquing Evaluations & Implementing Change (Presentations)	Due
Learning Objectives • Communicate the goals, methods, and findings of an evaluation study to various stakeholders. • Critically assess other program evaluation reports.	Optional group presentations

Readings

Glewwe,T. & Todd, P. (2022). Dissemination of Results and Working with Policy Makers. In *Impact Evaluation in International Development: Theory, Methods, and Practice*. World Bank Publications.

CDC (2020). Developing an Effective Evaluation Report.

El Mallah, S., et al. (2022). Share Lessons Learned. In *The Program Manager's Guide to Evaluation.* OPRE Report #2022-208.

Week 15. Dec 2 Presentations	Group presentations
Week 16. Dec 9 Study Week – No Class	
Week 17. Dec 16 Final Proposal Due *Final Proposal due by Monday, December 16th 11:59pm*	

Resources

Full Textbooks available via USC Libraries

Baker, J. L., & Bank, W. (2000). *Evaluating the Impact of Development Projects on Poverty: A Handbook for Practitioners* (1st ed.). World Bank Publications. https://doi.org/10.1596/0-8213-4697-0

Bamberger, M., & Mabry, L. (2020). *Real World Evaluation.* SAGE Publications, Inc. https://doi.org/10.4135/9781071909607

Chen, H. (2015). *Practical Program Evaluation: Theory-Driven Evaluation and the Integrated Evaluation Perspective.* SAGE Publications, Inc. https://doi.org/10.4135/9781071909850

Cousins, J. (Ed.). (2020). *Collaborative Approaches to Evaluation: Principles in Use.* SAGE Publications, Inc. https://doi.org/10.4135/9781544344669

Edmonds, W., & Kennedy, T. (2017). *An Applied Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods (Second Edition).* SAGE. SAGE Publications, Inc. https://doi.org/10.4135/9781071802779

Eichhorn, J. (2021). *Survey Research and Sampling.* SAGE Publications Ltd. https://doi.org/10.4135/9781529682793

El Mallah, S., Gutuskey, L., Hyra, A., Hare, A., Holzwart, R., & Steigelman, C. (2022). *The Program Manager's Guide to Evaluation (*OPRE Report 2022-208). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.

Fielding, N., Lee, R., & Blank, G. (2017). *The SAGE Handbook of Online Research Methods.* SAGE Publications Ltd. https://doi.org/10.4135/9781473957992

Fink, A. (2024). *Program Evaluation: A Primer for Effectiveness, Quality, and Value*. Routledge. https://doi.org/10.4324/9781032635071-6

Frechtling, J., et al. (2010). *The 2010 User Friendly Handbook for Project Evaluation*. National Science Foundation, 2010.

Glewwe,T. & Todd, P. (2022). *Impact Evaluation in International Development: Theory, Methods, and Practice.* World Bank Publications. https://doi.org/10.1596/978-1-4648-1497-6

Josselin, J.M., & Le Maux, B. (2017). *Statistical Tools for Program Evaluation: Methods and Applications to Economic Policy, Public Health, and Education*. Springer International Publishing AG. https://doi.org/10.1007/978-3-319-52827-4

Kapp, S., & Anderson, G. (2018). *Agency-based Program Evaluation.* SAGE Publications, Inc. https://doi.org/10.4135/9781544364896

Nishishiba, M., Jones, M. A., & Kraner, M. A. (2017). *Research Methods and Statistics for Public and Nonprofit Administrators: A Practical Guide*. SAGE. https://doi.org/10.4135/9781544307763

McDavid, J. C., Huse, I., & Ingleson, L. R. L. (2018). *Program Evaluation and Performance Measurement: An Introduction to Practice* (Third edition). SAGE Publications, Inc. https://doi.org/10.4135/9781071878897

Newcomer, K., Hatry, H. P., and Wholey, J. (2015). *Handbook of Practical Program Evaluation*, 4th Edition. San Francisco, CA: Jossey-Bass. https://doi.org/10.1002/9781119171386

O'Sullivan, E. (2011*). Practical Research Methods for Nonprofit and Public Administrators*. Routledge. https://doi-org.libproxy1.usc.edu/10.4324/9781315508450

Owen, J.M. (2020). *Program Evaluation: Forms and Approaches.* Routledge. https://doi.org/10.4324/9781003116875-5

Robson, C. (2017). *Small-Scale Evaluation: Principles and Practice (Second Edition).* SAGE Publications, Ltd. https://doi.org/10.4135/9781526417930

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://doi-org.libproxy1.usc.edu/10.1017/9781108870016

Shaw, I. F., Greene, J. C., & Mark, M. M. (2006). *The SAGE Handbook of Evaluation: Policies, Programs and Practices.* SAGE Publications Ltd. https://doi.org/10.4135/9781848608078

Thyer, B. A. (2012). *Quasi-Experimental Research Designs.* Oxford University Press, Inc. https://doi.org/10.1093/acprof:oso/9780195387384.001.0001

Toepoel, V. (2016). *Doing Surveys Online.* SAGE Publications Ltd. https://doi.org/10.4135/9781473967243

Statement on University Academic and Support Systems

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. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500*
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
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.