

Course Outline Form for Winter 2026

PSYC*6840, Course Outline: Winter 2026

General Information

Some courses are offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course has set day, time, and location of class.**

Course Title: Program Evaluation

Course Description:

This course introduces students to the core components of program evaluation with an emphasis on the practical application of knowledge and the development of professional consultation skills. Drawing on the insights gained from course readings, seminar discussions and in-class skill-building, students will function as a consultancy group to design a comprehensive, feasible evaluation plan for a real-world community partner. The course prioritizes deep intellectual engagement and professional agility, culminating in a formal presentation of actionable insights to the partner organization. By bridging the gap between social program evaluation methods and institutional needs, students develop the essential technical and relational skills required for effective, evidence-based program evaluation.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Winter 2026

Class Schedule and Location: Fridays 8:30-11:30am in MACS 231.

Instructor Information

Instructor Name: Alexis Fabricius

Instructor Email: afabrici@uoguelph.ca

Office location and office hours: MCKN 4003; office hours by appointment.

Course Content

Specific Learning Outcomes:

- 1. Critically differentiate between and justify the use of various evaluation frameworks—including needs assessment, evaluability assessment, process, and outcome evaluation—within a real-world context.*
- 2. Select and integrate diverse methodologies to address complex evaluation questions and institutional data constraints.*

3. *Engage community partners in a respectful, mutually beneficial consultancy relationship, demonstrating the ability to pivot and problem-solve in response to stakeholder feedback.*
4. *Assess an organization's evaluation needs by analyzing the intersection of stakeholder interests, power dynamics, and operational feasibility.*
5. *Design and validate comprehensive program logic models that articulate the causal links and validity assumptions between program activities and intended outcomes.*
6. *Apply advanced knowledge and technical skills to construct a feasible evaluation plan that provides actionable insights for institutional decision-making.*
7. *Appraise existing programs and evaluations in the literature to identify best practices, gaps, and transferable strategies for current and future projects.*
8. *Translate technical evaluation designs and findings into professional, accessible formats (written and oral) tailored for executive and community audiences.*

Seminars:

- *Classes will generally run as seminars with built-in working lab time to collaborate on your evaluation plans.*

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Part 1 – Program overview	Fri Jan 30 th by 11:59pm	10%	1, 4, 7
Part 2 – Logic model	Fri Mar 6 th by 11:59pm	20%	2, 3, 5
Part 3 – Presentation	Fri Mar 27 th 10-11:20am via Teams	10%	3, 8
Part 4 – Evaluation plan	Fri Apr 10 th by 11:59pm	35%	4, 5, 6, 7
Leading discussion	2 classes x 7.5% each	15%	1, 2, 8
Participation	Ongoing	10%	1, 7, 8

Course Resources

Required Texts:

Course texts are a curated collection of scholarly work and real-world examples of program evaluations.

Cost of Texts:

All resources for this course can be found within the Courselink site. There are no costs for required or recommended textbooks or learning resources for students in this course.

Course Policies

Grading Policies

All assessments are due to Dropbox by the date/time listed above. Please see the [Graduate Grade interpretation](#)

Assignments submitted late will receive a deduction of 10% per day. If you know you will be unable to complete an assignment by its due date, please let me know in advance, as extensions may be possible.

Course Policy on Group Work:

Success in this course depends on professional collaboration. Every project part must include a detailed breakdown of who did what. You are individually responsible for verifying the quality and integrity of your group's final document before you upload it to your personal Dropbox.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Disclaimer:

Please note that a revision of the format of course offerings, changes in classroom protocols, and academic schedules is occasionally required. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is Monday April 6th 2026. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

Additional Course Information

Program Evaluation Project (75% Total)

Working as a consulting firm, student groups will develop a comprehensive, feasible evaluation plan for a community partner.

Part 1: Program Overview (10%)

- ***Purpose: Establish the foundational context and rationale for the evaluation.***
- ***Key Deliverables: A report covering organizational mission and culture, evidence of need grounded in empirical literature, a detailed stakeholder analysis, and an environmental scan of similar initiatives.***

Part 2: Program Logic Model (20%)

- ***Purpose: Clarify the "theory of change" and determine evaluation readiness.***
- ***Key Deliverables: A visual logic model diagram with an accompanying written justification of causal assumptions; an evaluability assessment addressing feasibility, data availability, and equity; and the development of prioritized, operationalized evaluation questions.***

Part 3: Presentation to Community Partner (10%)

- ***Purpose: To "pressure-test" the proposed design with the client.***
- ***Format: A 20-minute professional briefing via Teams followed by a 20-minute Q&A. Students are assessed on consultative agility, the ability to translate technical concepts for a professional audience, and group cohesion.***

Part 4: Final Evaluation Plan (35%)

- ***Purpose: A technical synthesis of all previous work into a final actionable roadmap.***
- ***Key Deliverables: An integrated evaluation framework table; a detailed methodology section covering measures, tools, and data management; a planned analysis and interpretation strategy; an ethics mitigation plan; and a one-page Executive Summary for the community partner.***

Participation and Seminar Leadership (25% Total)

Seminar Leadership (15%)

- ***Format: Each student leads two sessions***
- ***Requirements: Students provide a 5–10 minute synthesis of the week's themes and facilitate a two-hour session involving structured activities or case studies. Discussion questions must be posted to CourseLink 24 hours in advance.***

Active Engagement & Professional Contribution (10%)

- ***Requirement: Ongoing contribution to the seminar.***

- ***Focus: Students are expected to arrive having completed and thought about the readings, ready to build upon the comments of their peers in a professional, rigorous manner.***

NOTE: See Assessment Instructions posted on CourseLink for more detailed explanations of each section.