



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date: June 1, 2009

School/College: College of Professional Studies (CPS)

Department/Program: M.S. in Organization Development (MSOD)

Person completing the Report: Richard W. Stackman, Ph.D.
Associate Professor and Director

1. Overview Statement: Briefly summarize the assessment activities that were undertaken this academic year, indicating:

- a. which program learning outcomes were assessed this year.

No program learning outcomes were assessed this year. Instead, the program learning outcomes were reviewed by the full-time faculty and staff, and then revised. With five learning outcomes, the decision was made to assess three of the five program learning outcomes in 2009-2010; the remaining two program learning outcomes in 2010-2011.

- b. who in your department/program was involved in the assessment of the above learning outcomes.

The ODBL Group full-time faculty: Drs. Jorge Gonzalez, Tim Loney, Jennifer Parlamis, and Richard Stackman.

The ODBL Group full-time staff: Frank Gigliotti and Bonnie Shaw.

Note: The ODBL Group comprises the BSOBL and MSOD programs in the College of the Professional Studies.

Because of the potential disaggregation of CPS discussed during the spring semester 2009 and potential substantive revisions to both the BSOBL and MSOD programs between 2009 and 2011, the ODBL Group focused on creating the necessary assessment tools—specifically, an end-of-course Student Assessment. Examples of the Student Assessment from OD 600—Organization Dynamics and Contexts (the first course in the major) and OD 682—Culminating Project in OD (the last course in the major) are provided as attachments to this document.



2008-2009 Assessment Plan Report

Critical to future assessment endeavors is the 50+ active adjuncts. The adjuncts will be involved in developing the curriculum map—via an online survey—during the summer 2009.

The ODBL Group also discussed potential assessment methods (e.g., a culminating project with evaluation, end-of-program comprehensive examination, end-of-course reports from faculty) and their potential impact on the program. Finally, the following courses were revised during the 2008-2009 academic year: OD 600—Organization Dynamics and Contexts, OD 601—Change and Organization Development, OD 611—Applied OD Research and Statistics, OD 633—Foundations of OD Practice, and OD 634—OD Interventions. With respect to any curriculum revisions/updates, full-time faculty and key adjunct faculty are *always* involved.

2. Please Answers the Following Questions for Each of the Student Outcomes Assessed:

a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.).

The plan is to assess three of the five program learning outcomes this upcoming academic year upon the completion of the adjunct faculty survey. This survey will be used in the development of the curriculum map.

During the 2008-2009 academic year, a more integrated review process of the SUMMA evaluations, transcripts analyses, senior associate program director reports, end-of-course student assessments of learning outcomes, and other information was implemented. At the ODBL Group meeting in August (2009) to kickoff the 2009-2010 academic year, this process will be discussed and approved. In addition, the ODBL Group will decide about implementing a formalized faculty peer review process and end-of-of program comprehensive examinations as well as outline the plans for revisions to the BSOBL and MSOD programs.

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

On-going. Extreme care is focused on creating a credible assessment process that does not become overly onerous.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.



2008-2009 Assessment Plan Report

Over the past two years since the MSOD program's external review, the MSOD has reviewed and/or revised all syllabi, which has resulted in updated texts, readings, learning outcomes (related to topics added to the syllabi), and the implementation of end-of-course student self-assessments.

Attachments: MSOD Assessment Plan, including Program Goals, Program Learning Outcomes, Curriculum Map Template, Assessment Plan Specifics and Assessment Methods, and Current MSOD Course Descriptions and Course Learning Outcomes.

End-of-Course Student Assessments forms for OD 600 and OD 682.



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1. General Information

At the end of each course in the MSOD program, you will be asked to access your own learning with respect to the course's and program's learning outcomes, respectively. The ability to reflect on experiences and articulate learning is an important skill not only in education but also in organization life.

Please note that your responses are anonymous and confidential. The information you provide will be aggregated with all other student responses and used to evaluate and improve both the course and program.

Thank you for your time and comments!

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*** 1. What is your cohort number?**

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*** 2. What is your 3 digit survey code? (Please refer to the survey request e-mail that was recently sent to your cohort.)**

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2. MSOD 600 Course Learning Outcomes

To what extent were the course learning outcomes achieved? Please rate each learning outcome using the provided scale:

Likert Scale, 1 - 5:

Not at all _____ Somewhat _____ Significantly _____

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

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* **2. Identify, understand and apply a range of theories and practices of organization behavior & organization theory.**

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*** 3. Understand and frame organizations from a variety of perspectives in an effort to increase understanding of complex, interconnected phenomena.**

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*** 4. Increase self-awareness of the impact of one's behavior in group settings and the impact of the group's behavior on oneself.**

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*** 5. Apply reflective practices to enhance learning and integration of theories, concepts and experiences into one's practice as an OD student and professional.**

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*** 6. Increase self-awareness of who one is as an individual and develop one's own voice or perspective on organization dynamics and its relationship to OD & change.**

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3. Self-Assessment of Learning

With respect to OD 600, consider not only the content areas from which you gained new knowledge but also how the learning affected your perceptions of others, work, and organizations.

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1. What experiences in this course led to ah-ha! learning?

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2. What experiences or readings stimulated experiential knowledge you already possessed?

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3. What aspects of the course content would you like to follow up on?			
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4. MSOD Program Learning Outcomes

To what extent were the MSOD program learning outcomes addressed in this course? Please rate each program learning outcome using the provided scale.

LIKERT SCALE, 1-5:

Not at all _____ Somewhat _____ Significantly _____

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

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* 1. Develop a master s-level competence in applying theory to practice creatively in diagnosing, designing, implementing, and evaluating organizational change interventions at the individual, group, and organization levels.

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* 2. Apply, integrate, synthesize, and evaluate established and emerging theories and concepts from the fields of organizational behavior, organization theory, change leadership, group dynamics, and communication.

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<p>Edit Question Move Copy Delete Add Logic</p> <p>*3. Employ a balanced view of organizations to direct systematic techniques for gathering, interpreting, analyzing, and disseminating data related to organizational change initiatives.</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>Add Question Here Split Page Here</p>				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<p>Edit Question Move Copy Delete Add Logic</p> <p>*4. Embrace the humanistic foundations of organization development by upholding uncompromising ethics and developing as an authentic (self-as-instrument) agent of change.</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>Add Question Here Split Page Here</p>				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<p>Edit Question Move Copy Delete Add Logic</p> <p>*5. Utilize knowledge associated with business fundamentals to demonstrate the impact of organization development for change that builds organizational capacity and resiliency.</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>Add Question Here Add Page After</p>				

UNIVERSITY OF SAN FRANCISCO
College of Professional Studies

Master of Science in Organization Development (MSOD)
Program Assessment Plan

Program Goal(s)

The Master of Science in Organization Development (MSOD) program prepares students to assume leadership roles in the transformation of organizations. Students build expertise in addressing contemporary organizational challenges, leading organizational change initiatives, and increasing organizational effectiveness and resiliency. In accordance with the Jesuit, Catholic tradition, the program emphasizes academic rigor and ethical practice, and it follows a scholar-practitioner model in which students learn relevant theory, gain interdisciplinary knowledge, and develop practical skills in organizational assessment, diagnosis, and intervention.

Program Learning Outcomes

These are newly-revised program learning outcomes (as of August 2008) following a survey of full-time and part-time faculty with respect to ‘non-negotiables’ relevant to the study and practice of organization development.

- Develop a master’s-level competence in applying theory to practice creatively in diagnosing, designing, implementing, and evaluating organizational change interventions at the individual, group, and organization levels.
- Apply, integrate, synthesize, and evaluate established and emerging theories and concepts from the fields of organizational behavior, organization theory, change leadership, group dynamics, and communication.
- Employ a balanced view of organizations to direct systematic techniques for gathering, interpreting, analyzing, and disseminating data related to organizational change initiatives.
- Embrace the humanistic foundations of organization development by upholding uncompromising ethics and developing as an authentic (self-as-instrument) agent of change.
- Utilize knowledge associated with business fundamentals to demonstrate the impact of organization development for change that builds organizational capacity and resiliency.

Curriculum Map

The Curriculum Map linking program learning outcomes with the nine courses and the learning outcomes specific to these courses in the MSOD program will be developed during the summer (2009) and revised/updated in the 2009-2010 and 2010-2011 academic years.

Program Learning Outcome	OD 600	OD 601	OD 611	OD 645	OD 646	OD 680	OD 633	OD 634	OD 682	Course Learning Outcomes
Develop a master's-level competence in applying theory to practice creatively in diagnosing, designing, implementing, and evaluating organizational change interventions at the individual, group, and organization levels.										
Apply, integrate, synthesize, and evaluate established and emerging theories and concepts from the fields of organizational behavior, organization theory, change leadership, group dynamics, and communication.										
Employ a balanced view of organizations to direct systematic techniques for gathering, interpreting, analyzing, and disseminating data related to organizational change initiatives.										
Embrace the humanistic foundations of organization development by upholding uncompromising ethics and developing as an authentic (self-as-instrument) agent of change.										
Embrace the humanistic foundations of organization development by upholding uncompromising ethics and developing as an authentic (self-as-instrument) agent of change.										

Key: I=Introduced. M=Moderate Coverage. C=Comprehensive Coverage.

Note: All courses in the MSOD curriculum have specific learning outcomes listed in each syllabus. These course learning outcomes are provided in Appendix 2.

Assessment Plan Specifics

The MSOD program director (Richard Stackman, Ph.D.) will be responsible and accountable for the assessment plan with the full-time faculty and the senior associate program director (Bonnie Shaw, M.A.) serving as full partners in the implementation and evaluation of the assessment plan. While the MSOD Program is in the process of improving the learning environment for students since the successful completion of its 2007 university-mandated program review and the introduction of a new program director along with new faculty members, such improvements were not uniformly made based on a systematic review of all available and potential assessment methods.

Appendix A outlines the assessment methods that are either currently in use or available as well as those methods under consideration for use. The assessment methods listed in the table below will be revised or designed in the 2009-2010 and 2010-2011 academic years. These revision/design efforts, for example, may include the development of specific grading rubrics (e.g., culminating project and specific graded assignments) and evaluation rubrics (e.g., syllabi review by a newly constituted BSOBL-MSOD Advisory Council).

Year	Program Learning Outcome Assessed	Assessment Methods
2008-2009		Graded Course Assignments (all courses; specific to course learning outcomes) End-of-Course Student Self-Assessments End-of-Course Reports from Faculty (brief) Joint Full-time and Part-time Faculty Meetings (twice per academic year) SUMMA Evaluations (including written comments) Cohort Visits by Program Director and Senior Associate Program Director Current Student Surveys (to coincide with University-mandated Program Review) Periodic Alumni Surveys (to coincide with University-mandated Program Review) Transcript Analysis (each semester) Culminating Project Evaluation (D 682) <i>or</i> End-of-Program Comprehensive Examination (<i>still under consideration</i>) Faculty Peer Reviews (modeled after Small Group Instructional Diagnosis) (<i>still under consideration</i>)

Year	Program Learning Outcome Assessed	Assessment Methods
2009-2010	<p>Apply, integrate, synthesize, and evaluate established and emerging theories and concepts from the fields of organizational behavior, organization theory, change leadership, group dynamics, and communication.</p> <p>Embrace the humanistic foundations of organization development by upholding uncompromising ethics and developing as an authentic (self-as-instrument) agent of change.</p> <p>Embrace the humanistic foundations of organization development by upholding uncompromising ethics and developing as an authentic (self-as-instrument) agent of change.</p>	<p>Same as 2008-2009.</p> <p>Note: It is the plan of the MSOD faculty and staff to use the same methods each year to assess each of the five program learning outcomes.</p>
2010-2011	<p>Develop a master's-level competence in applying theory to practice creatively in diagnosing, designing, implementing, and evaluating organizational change interventions at the individual, group, and organization levels.</p> <p>Apply, integrate, synthesize, and evaluate established and emerging theories and concepts from the fields of organizational behavior, organization theory, change leadership, group dynamics, and communication.</p>	<p>Same as 2008-2009.</p> <p>Note: It is the plan of the MSOD faculty and staff to use the same methods each year to assess each of the five program learning outcomes.</p>

During the summer of each year, the data collected will be used to ensure that all five program learning outcomes are adequately covered in the nine-course curriculum for the major. Deficiencies will be addressed in revisions to course learning outcomes, course texts and readings, and course assignments. Revisions to assessment methods (e.g., surveys, rubrics, etc.) will also be considered annually—especially to ascertain improvements to the learning environment over time.

APPENDIX 1: Assessment Methods

This Appendix was developed at the August 2008 BSOBL-MSOD full-time faculty and staff meeting.

Currently In Use or Available	Under Consideration
<ul style="list-style-type: none">▪ Cohort Visits (by program director and senior associate program director; visits include updates from regional campus directors/advisors)▪ Culminating Project (OD 682)▪ Graded Assignments (e.g., exams, papers, group projects)▪ Joint Full-time and Part-time Faculty Meetings (two per academic year)▪ SUMMA Evaluations (including written comments)▪ Transcript Analysis (focusing on potential grade inflation)▪ University-mandated Program Review	<ul style="list-style-type: none">▪ BSOBL-MSOD Advisory Council (with respect to Curriculum and Syllabus Assessment)▪ End-of-course Reports from Faculty▪ End-of-program Comprehensive Examination▪ Knowledge Pre-test and Post-test▪ Periodic Alumni Surveys (more frequent than just as part of the program review)▪ End-of-Course Student Self-Assessments (see attached examples)

The above assessment methods in-use or under consideration include the following: alumni surveys, a culminating assignment, course-embedded and performance assessments, curriculum/syllabus assessment, institutional data and transcript analysis, observations, pre- and post-tests, program self-assessment and external review, reflective essays/assignments, and student surveys. Also noteworthy is the program director's participation in the Organization Development and Change Program Leaders (ODCPL) Group which meets annually.

APPENDIX 2: Current MSOD Course Descriptions and Course Learning Outcomes

OD 600—Organization Dynamics and Contexts

Explores the relationships among individuals, groups, organizations, and society within the context of a globalized, ever-changing world. A dynamic, holistic, systems approach frames the examination of individual behavior, interpersonal relationships, and organizational processes, structures, and cultures with emphasis on the interdependencies that impact organizational functioning.

- Understand conceptually the social, cultural and historical context of individuals in groups and organizations.
- Identify, understand and apply a range of theories and practices of organization behavior & organization theory.
- Understand and frame organizations from a variety of perspectives in an effort to increase understanding of complex, interconnected phenomena.
- Increase self-awareness of the impact of one's behavior in group settings and the impact of the group's behavior on oneself.
- Apply reflective practices to enhance learning and integration of theories, concepts and experiences into one's practice as an OD student and professional.
- Increase self-awareness of who one is as an individual and develop one's own voice or perspective on organization dynamics and its relationship to OD & change.

OD 601—Change and Organization Development

Investigates the nature of change, forces for change, and the impact of change on its recipients. Students are introduced to the history and practice of organization development with respect to change efforts in organizations as they examine their own roles and skill sets as leaders of change.

- Explain the foundations, scope, and purpose of organization development.
- Recognize the historical roots and theoretical foundations of OD and change.
- Analyze change at the individual, group, and organizational levels.
- Contrast planned and unplanned change.
- Evaluate and apply integrative models for assessing and diagnosing the need for change.
- Identify the role of leaders, change agents, and change recipients in various stages of organizational change.
- Recognize topics and events that can drive organizational change initiatives.
- Appraise the future of organization development and change.

OD 611—Applied OD Research and Statistics

Introduces research methods—qualitative and quantitative—and statistical methods relevant to the practice of OD. Emphasis is on applied research methods and statistical techniques used in developing research studies and performing data analyses.

- Develop practical research questions.
- Become skilled at locating relevant literature for research.
- Build proficiency in both qualitative and quantitative research methods and data analysis to address research questions in OD.
- Perform statistical functions using Excel.
- Read and interpret methodology and analyses reported in scholarly journals.
- Apply ethical principles in the collection and use of organizational data.
- Apply theory, concepts, and research strategies to an issue in a local community organization.
- Develop skills in collaborating with community non-profit organizations.
- Develop skills in identifying, designing, implementing, and interpreting research in collaboration with a community non-profit organization.
- Use a reflective practitioner approach to enhance learning.

OD 645—Organizational Metrics and Outcomes

Incorporates the Balanced Scorecard in the development and evaluation of change initiatives in organizations. Four questions—(1) How do customers see us?; (2) What must we excel at?; (3) Can we continue to improve and create value?; and (4) How do we look to stakeholders/shareholders?—form the foundation for studying critical organizational goals and metrics for effecting change.

- Understand the value of a balanced approach to organizational decisions.
- Appreciate that organizational strategy and change must be measured.
- Learn how measures/metrics must be managed to facilitate improvement.
- Be able to apply the balanced scorecard to real life situations.
- Understand the critical financial objectives of organizations.
- Understand how customers need to be defined and categorized.
- Appreciate how internal business processes can improve overall organization performance.
- Understand the three categories of Learning and Growth – employee capabilities, information systems capabilities, and motivation, empowerment and alignment.
- Appreciate how to use the balanced scorecard for targets, resource allocation, initiatives, and budgets.
- Implement a balanced scorecard management program.

OD 680—Leadership for Organization Development

Engages students in the critique of contemporary leadership theory and practice through personal reflection, assessment and feedback, and case analysis. Students are challenged to develop their own voices as leaders of change by integrating leadership with such topics as ethics, cultural and generational influences, coaching, and complexity science.

- Acquire knowledge of the historical foundations of leadership theory and practice and their influence on current research and practice in leadership.
- Develop one's ability to evaluate the assumptions, applicability and utility of various theoretical and popular perspectives on leadership.
- Assess and reflect on one's unique strengths as a leader of change and develop an action plan to strengthen your leadership capabilities.
- Understand what comprises a comprehensive organizational leadership development program.

OD 646—Group Process, Communication, and Facilitation

Examines theories of group process and team dynamics, as well as practical techniques for facilitating productivity as a team member or outside facilitator. Topics include group formation and structure, cohesion, power, conflict and negotiation, and decision-making.

- Understand implicit theories and models that guide individual behaviors in groups.
- Be able to implement ground rules and undertake multiple facilitative roles when facilitating groups.
- Be able to diagnose group behavior by observing, inferring meaning, deciding to intervene, describing observed behavior, sharing inferences, and planning behavioral changes.
- Be able to deal productively with emotions in a group or team by understanding the nature and expression of emotions, recognizing and managing your own emotions, and intervening on emotions.
- Understand how factors such as group composition, cohesion, roles, task characteristics, group process, norms, goals, organizational context, assigned and emergent leadership, and the process of socialization affect work group/team development and effectiveness.
- Appreciate the importance of trust and key communication skills in successful group interactions.
- Understand the antecedents and effects of competition and cooperation among team members; appreciate the mixed-motive situations presented by teams; understand the sources of conflict within teams; distinguish among approaches to conflict management.
- Understand the role of power and influence in team functioning; explore bases of power, power dynamics, conformity and obedience, empowerment, and assertiveness.
- Be able to describe the nature of diversity and effects of diversity in teams; understand the importance of effectively managing diversity in groups and teams.
- Understand the challenges of group decision making and problem solving; become familiar with various approaches to group decision making and problem solving; understand how to encourage and foster creativity in groups and teams.

OD 633—Foundations of OD Practice

Reviews emerging issues and topics in the field of organization development. The course focuses on the values and ethics underlying OD as applied to practice, and the essential skills for the OD practitioner, including entering, contracting, developing client capability, and managing unplanned events in the change process.

- Become familiar with the theoretical roots, history, and values of the field of organization development.
- Become familiar with key competencies of the OD practitioner; review ethical standards and ethical dilemmas in the field of OD; be able to apply professional standards for ethical behavior when facilitating organizational change.
- Identify the objectives of entry and contracting and the key components of a contract proposal; be able to conduct a contracting/proposal meeting.
- Select and apply a diagnostic model or combination of models to perform an organizational diagnosis.
- Understand how awareness of systemic factors like organizational culture, politics and resistance can help facilitate readiness for change in your client organizations.
- Understand the importance of building client capability during the change process and managing unplanned events in the change process as they arise.
- Understand how to summarize and draw conclusions from diagnostic data, conduct a feedback meeting, and facilitate an action planning process.
- Understand how to apply the findings of organizational diagnosis to determine an appropriate intervention; be able to distinguish among human process interventions, techno-structural interventions, human resource management interventions, and strategic interventions.

OD 634—OD Interventions

Focuses on the design and implementation of various organizational interventions. Students learn to choose between, and then design, appropriate interventions to move an organization from a current to a desired future state.

- Become familiar with human process interventions directed toward individuals, interpersonal relations, and group dynamics (e.g., coaching, training and development, group process approaches, third-party interventions, team building), and the system-wide human process interventions of the organization confrontation meeting, intergroup relations interventions, and large group interventions.
- Understand the engineering, motivational, and socio-technical approaches to work design, and the appropriate use of each approach; understand the principles of structural design and the processes of downsizing and reengineering.
- Become familiar with the employee involvement interventions of parallel structures, high-involvement organizations, and total quality management, and the appropriate use of each approach; understand the use of goal setting, performance appraisal, and reward systems as interventions aimed at managing human resource performance.
- Become familiar with interventions in the areas of career planning and development and employee stress and wellness; become familiar with the role of OD in workforce diversity interventions.
- Become familiar with the role of OD in the competitive strategies of integrated strategic change and mergers and acquisitions, and in the collaborative strategies of alliances and network interventions.
- Understand the nature of transformational change; explore culture change, self-designing organizations, organizational learning, and knowledge management as transformative interventions.
- Explore factors related to the successful application of OD in cross-cultural and global contexts and in non-industrial settings such as the public sector and educational settings.
- Become acquainted with the role of measurement and research design in the evaluation of OD interventions; understand the importance of institutionalizing OD interventions.
- Explore OD trends and consider the future of OD.

OD 682—Culminating Project in OD

Requires a diagnostic and data-based approach to conducting an applied research project within an existing organization. Students analyze an organization's current state and recommend strategies for change.

- Explain and apply Stakeholder, SWOT and TOWS models.
- Select and apply a systems model as part of the organization diagnosis.
- Examine and apply case study methodology.
- Recommend OD theories and models to use with interpreting findings.
- Collect and organize background information (general and financial).
- Design a questionnaire for organizational diagnosis.
- Complete qualitative data analyses of open-ended interview data.
- Recommend a quantitative research design.
- Demonstrate consulting relationship skills in engaging the client.
- Demonstrate professional presentation skills.
- Prepare a concise report of the case study diagnosis.
- Apply effective team building skills in completing the capstone project.



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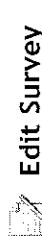
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#1. General Information

< > | Add Page Before | Add Page After

1. General Information

At the end of the MSOD program, you will be asked to access your own learning with respect to the course's and program's learning outcomes, respectively. The ability to reflect on experiences and articulate learning is an important skill not only in education but also in organization life.

Please note that your responses are anonymous and confidential. The information you provide will be aggregated with all other student responses and used to evaluate and improve both the course and program.

Thank you for your time and comments!

Add Question Here

Page #1 | Edit Page | Move | Copy | Delete | Add Logic

* 1. What is your cohort number?

Q1007

Q7107

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* 2. What is your 3 digit survey code? (Please refer to the survey request e-mail that was recently sent to your cohort.)



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[#2. MSOD 682 Course Learning ...](#) [> >](#)

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2. MSOD 682 Course Learning Outcomes

To what extent were the course learning outcomes achieved? Please rate each learning outcome using the provided scale:

Likert Scale, 1 - 5:

Not at all _____ Somewhat _____ Significantly
 (1) _____ (2) _____ (3) _____ (4) _____ (5) _____

Please note: Questions 1 - 8 are KNOWLEDGE OBJECTIVES; questions 9 - 13 are SKILLS OBJECTIVES.

[Add Question Here](#)

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* 1. Understand and apply SWOT and TOWS model.

1 2 3 4 5

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*** 2. Understand and apply congruence model.**

1 2 3 4 5

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*** 3. Understand and apply case study methodology for organizational diagnosis.**

1 2 3 4 5

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*** 4. Able to apply OD theories and models to interpret findings.**

1 2 3 4 5

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*** 5. Able to collect and interpret background information (general and financial).**

1 2 3 4 5

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*** 6. Able to gather other relevant data.**

1 2 3 4 5

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*** 7. Able to conduct qualitative data analyses or open-ended interview data.**

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<p>*8. Able to engage the client and establish a consulting relationship.</p> <p><input type="button" value="Edit Question"/> <input type="button" value="Move"/> <input type="button" value="Copy"/> <input type="button" value="Delete"/> <input type="button" value="Add Logic"/></p> <p><input type="button" value="Add Question Here"/> <input type="button" value="Split Page Here"/></p>		<p>*9. Able to design a questionnaire for organizational diagnosis.</p> <p><input type="button" value="Edit Question"/> <input type="button" value="Move"/> <input type="button" value="Copy"/> <input type="button" value="Delete"/> <input type="button" value="Add Logic"/></p> <p><input type="button" value="Add Question Here"/> <input type="button" value="Split Page Here"/></p>	
<p>*10. Able to write open-ended questions.</p> <p><input type="button" value="Edit Question"/> <input type="button" value="Move"/> <input type="button" value="Copy"/> <input type="button" value="Delete"/> <input type="button" value="Add Logic"/></p> <p><input type="button" value="Add Question Here"/> <input type="button" value="Split Page Here"/></p>		<p>*11. Able to conduct face-to-face and telephone interviews with open-ended questions.</p> <p><input type="button" value="Edit Question"/> <input type="button" value="Move"/> <input type="button" value="Copy"/> <input type="button" value="Delete"/> <input type="button" value="Add Logic"/></p> <p><input type="button" value="Add Question Here"/> <input type="button" value="Split Page Here"/></p>	
<p>*12. Able to produce a concise report of the case study diagnosis.</p> <p><input type="button" value="Edit Question"/> <input type="button" value="Move"/> <input type="button" value="Copy"/> <input type="button" value="Delete"/> <input type="button" value="Add Logic"/></p> <p><input type="button" value="Add Question Here"/> <input type="button" value="Split Page Here"/></p>		<p>*13. Demonstrate professional presentation skills.</p> <p><input type="button" value="Edit Question"/> <input type="button" value="Move"/> <input type="button" value="Copy"/> <input type="button" value="Delete"/> <input type="button" value="Add Logic"/></p> <p><input type="button" value="Add Question Here"/> <input type="button" value="Split Page Here"/></p>	

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< < [#3. Self-Assessment of Learn...](#) > >

3. Self-Assessment of Learning

With respect to OD 682, consider not only the content areas from which you gained new knowledge but also how the learning affected your perceptions of others, work, and organizations.

[Add Question Here](#)

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1. What experiences in this course led to 'ah-ha' learning?

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2. What experiences or readings stimulated experiential knowledge you already possessed?

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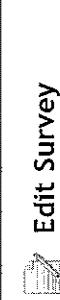
<p>Edit Question Move Copy Delete</p> <p>3. What aspects of the course content would you like to follow up on?</p> <p>[Large empty rectangular box]</p>	<p>Add Question Here Split Page Here</p> <p>4. Reflect on your decision to complete your graduate degree at USF. Would you make the same decision today to attend USF? Why or why not? Be sure to address in your response the extent to which you would incorporate statistical and financial analyses in making the decision today.</p> <p>[Large empty rectangular box]</p>	<p>Add Question Here</p> <p>Add Page After</p>
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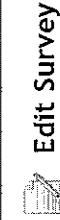


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<p>*3. Employ a balanced view of organizations to direct systematic techniques for gathering, interpreting, analyzing, and disseminating data related to organizational change initiatives.</p> <p>(self-as-instrument) agent of change.</p> <p>*4. Embrace the humanistic foundations of organization development by upholding uncompromising ethics and developing as an authentic</p>				
<p>*5. Utilize knowledge associated with business fundamentals to demonstrate the impact of organization development for change that builds organizational capacity and resiliency.</p>				

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