MSOD AY 2015-2016 Assessment

Phase 1: Assessment Plan

Learning Outcomes assessed:

Program Goal 1 - Understanding the Foundations, Theories and Models of OD
- **Learning Outcome 1a:** Students will become familiar with the key concepts, research, theories and models in OD.
- **Learning Outcome 1b:** Students will apply OD theories and models to change interventions in organizations.

Program Goal 2 - Ability to Lead Change and Use Self-as-Instrument
- **Learning Outcome 2a:** Students will develop skills in building collaborative, mutually trusting relationships in an organizational system, contracting with clients, defining goals, providing and receiving feedback and implementing interventions adhering to the values and principles of OD practice.
- **Learning Outcome 2b:** Students will practice self-reflection, skillful communication, effective negotiation and conflict resolution and self-care and use their own feelings as valuable information about how the organization functions.

Program Goal 3 - Proficiency in Organizational Inquiry, Research and Analysis
- **Learning Outcome 3a:** Students will become proficient in field research, participatory action research and related data collection methods (e.g., surveys, interviews, focus groups, observation).
- **Learning Outcome 3b:** Students will be able to analyze qualitative and quantitative data, interpret findings, make data-based recommendations and evaluate effectiveness of interventions.

Program Goal 4 - Competence with Teams, Culture and Diversity
- **Learning Outcome 4a:** Students will attain skills to effectively contribute to teams as well as develop and empower others to work effectively in team contexts.
- **Learning Outcome 4b:** Students will understand the impact global culture and diversity inclusion has on organizational culture and will be able to work effectively across cultural perspectives.

Program Goal 5 - Connection to San Francisco Location and Ignation Education Values
- **Learning Outcome 5a:** Students will apply OD in San Francisco Bay Area organizations across sector, industry, and organizational life cycle.
- **Learning Outcome 5b:** Students will develop and promote Ignation values in their OD work (e.g., caring for the mind, body and spirit of the whole person, striving for excellence , providing service to those in need, reflecting then acting for change)

Assessment Method:

Evaluation of culminating project presentations and papers in OD 690.

Targeted performance, based on rubrics:

80% meet expectations

Evaluation Process:

Learning outcomes were assessed in the Culminating Project class. In this class, students have the opportunity to employ learning from each of their previous courses as they work in their student teams and with their client organizations. Through the team OD project, students integrate research with theory and practice by conducting an organizational change diagnostic case study and/or intervention evaluation with a client of their choosing.

Two class assignments were used for the assessment. The first was the team culminating project *presentation* and the second was the team culminating project *paper*. Teams presented their culminating project to a panel of experts (both academics and practitioners) and all 10 learning outcomes were assessed on a 5 point rubric. An outside evaluator, familiar with the class and program through adjunct teaching, assessed the team project papers. This evaluator used the same learning outcomes rubric that was used for the presentations. See below.

Courses where learning outcome was assessed:

OD 690: OD Culminating Project

Evaluator(s):

The culminating project *presentation* was evaluated by five evaluators: three evaluators were instructors in the program and two were OD practitioners. An additional external evaluator, who has worked as an adjunct for the program, evaluated the team culminating project *papers*.

Rubric:

Program Goal	Learning Outcome	Did not meet expectations 1-2	Met expectations 3-4	Exceeded expectations 5	Unable to Assess
1) Understanding the Foundations, Theories and Models of OD	a) Students will become familiar with the key concepts, literature, theories and models in OD.	Did not demonstrate familiarity with OD concepts or theories.	Familiar with key concepts, theories and models.	Demonstrated significant mastery of concepts, theories and models.	
	b) Students will apply OD theories and models to change interventions in organizations.	Did not apply appropriate OD theories and models to the project.	Applied appropriate OD theories and models to the OD culminating project	Demonstrated significant skill at applying theories and models to the OD culminating project.	
2) Ability to Lead Change and Use Self-as-Instrument	a) Students will develop skills in building collaborative, mutually trusting relationships in an organizational system, contracting with clients, defining goals, providing and receiving feedback and implementing interventions adhering to the values and principles of OD practice.	Did not develop skills or only demonstrated limited skills in these areas.	Developed skills and demonstrated proficiency in most of these areas.	Demonstrated exemplary skills in all of these areas.	
	b) Students will practice self-reflection, skillful communication, effective negotiation and conflict resolution and self-care and use their own feelings as valuable information about how the organization functions.	Did not develop skills or only demonstrated limited skills in these areas.	Developed skills and demonstrated proficiency in most of these areas.	Demonstrated exemplary skills in all of these areas.	
3) Proficiency in Organizational Inquiry, Research and Analysis	a) Students will become proficient in field research, participatory action research and related data collection methods (e.g., surveys, interviews, focus groups, observation).	Did not demonstrate proficiency in OD research methods.	Demonstrated proficiency in research methods for OD.	Showed exemplary ability in research methods for OD and all data collection methods.	
	b) Students will be able to analyze qualitative and quantitative data, interpret findings, make data-based recommendations and evaluate effectiveness of interventions.	Did not demonstrate understanding or only limited facility in analysis.	Competently conducted both qualitative and quantitative analysis and linked findings to recommendations.	Demonstrated exceptional command of qualitative and quantitative analytic methods which informed evidence-based recommendations.	
4) Competence with Teams, Culture and Diversity	a) Students will attain skills to effectively contribute to teams as well as develop and empower others to work effectively in team contexts.	Did not demonstrate ability to work effectively in and with teams.	Contributed positively in a team context and displayed skills in effective team work.	Demonstrated significant mastery of and effectiveness in working in and with teams.	
	b) Students will understand the impact global culture and diversity inclusion has on organizational culture and will be able to work effectively across cultural perspectives.	Showed limited understanding of organizational culture and the impact global culture and diversity inclusion has on it.	Showed understanding of organizational culture and the impact global culture and diversity inclusion has on it.	Showed significant understanding of organizational culture and the impact global culture and diversity inclusion has on it.	
5) Connection to San Francisco Location and Ignatian Education Values	a) Students will apply OD in San Francisco Bay Area organizations across sector, industry, and organizational life cycle.	Minimally applied OD in Bay Area. Did no interact with organizations across sector, industry and life cycle	Connected with Bay Area Organizations in at least on sector, industry.	Evidence of significant connection with Bay Area organizations across sector, industry and through stages of organizational growth.	
	b) Students will develop and promote Ignatian values in their OD work (e.g., caring for the mind, body and spirit of the whole person, striving for excellence, providing service to those in need, reflecting then acting for change)	Showed limited development of Ignatian values in their OD work.	Demonstrated development and encouragement of Ignatian values in their OD work.	Showed significant development and promotion of Ignatian values in their OD work.	

## *Phase 2: Results Assessment and Planned Action*

Culminating Project – Team Presentation and Written Paper Assessments

For the presentation, there were six teams evaluated by five panelists. It should be noted that one team had only four panelists because a panelist needed to leave early. Written papers were evaluated by a single external evaluator.

For both the presentation and the paper, in some cases, the evaluator was unable to assess the team against the given Learning Outcome. Those n/a or blank entries were replaced with a score of 1 for the following data representation (Note: the scale ranged from 1 to 5 where 1 = did not meet expectations and 5 = exceeded expectations. A rating of 3 or above indicated that teams met or exceeded expectations.) Table 1 shows the mean ratings across teams on a particular learning outcome, for the two different assessments.
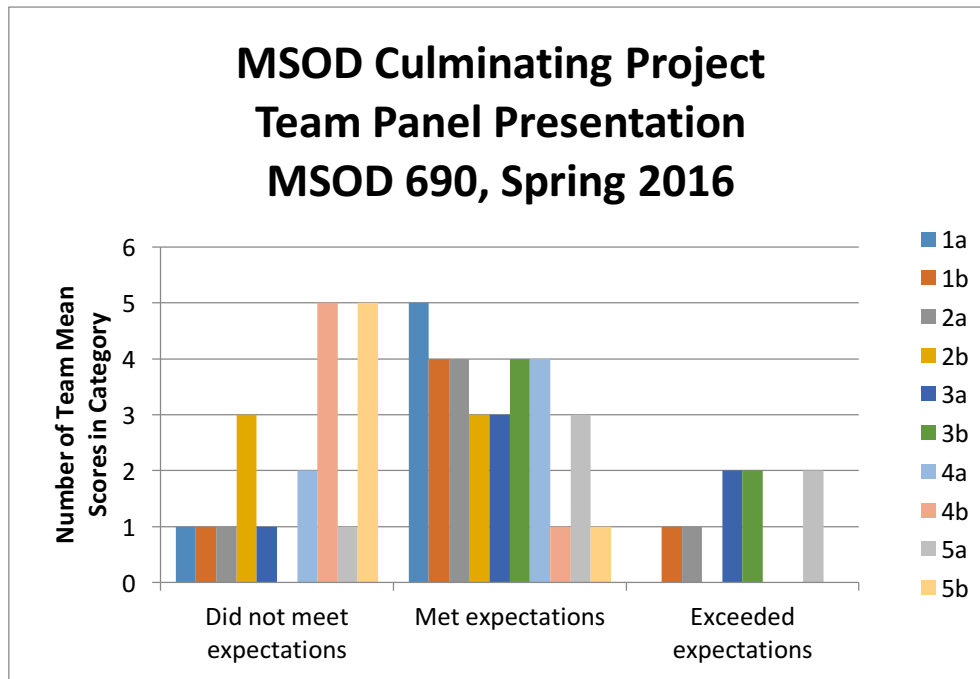
Table 1: Average Scores

Learning Outcome	*Presentation* Assessment Mean	*Paper* Assessment Mean
1a) Students will become familiar with the key concepts, literature, theories and models in OD.	3.0	4.8
1b) Students will apply OD theories and models to change interventions in organizations.	3.4	4.7
2a) Students will develop skills in building collaborative, mutually trusting relationships in an organizational system, contracting with clients, defining goals, providing and receiving feedback and implementing interventions adhering to the values and principles of OD practice.	3.3	4.5
2b) Students will practice self-reflection, skillful communication, effective negotiation and conflict resolution and self-care and use their own feelings as valuable information about how the organization functions.	2.7	3.3
3a) Students will become proficient in field research, participatory action research and related data collection methods (e.g., surveys, interviews, focus groups, observation).	3.6	5.0
3b) Students will be able to analyze qualitative and quantitative data, interpret findings, make data-based recommendations and evaluate effectiveness of interventions.	3.7	4.8
4a) Students will attain skills to effectively contribute to teams as well as develop and empower others to work effectively in team contexts.	2.9	4.7
4b) Students will understand the impact global culture and diversity inclusion has on organizational culture and will be able to work effectively across cultural perspectives.	2.2	1.7
5a) Students will apply OD in San Francisco Bay Area organizations across sector, industry, and organizational life cycle	3.3	4.0
5b) Students will develop and promote Ignation values in their OD work (e.g., caring for the mind, body and spirit of the whole person, striving for excellence , providing service to those in need, reflecting then acting for change)	1.9	2.8

Chart 3
Team Panel Presentation

Chart 4
Team Presentation Written Materials
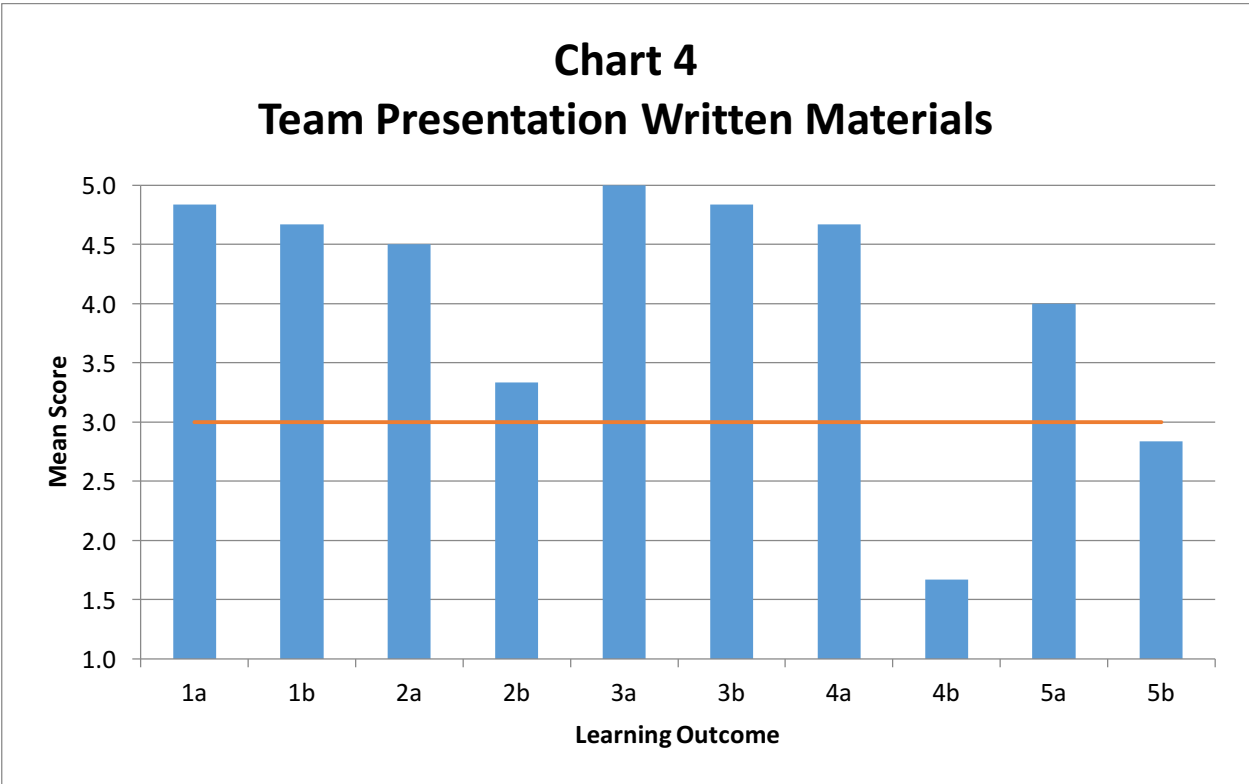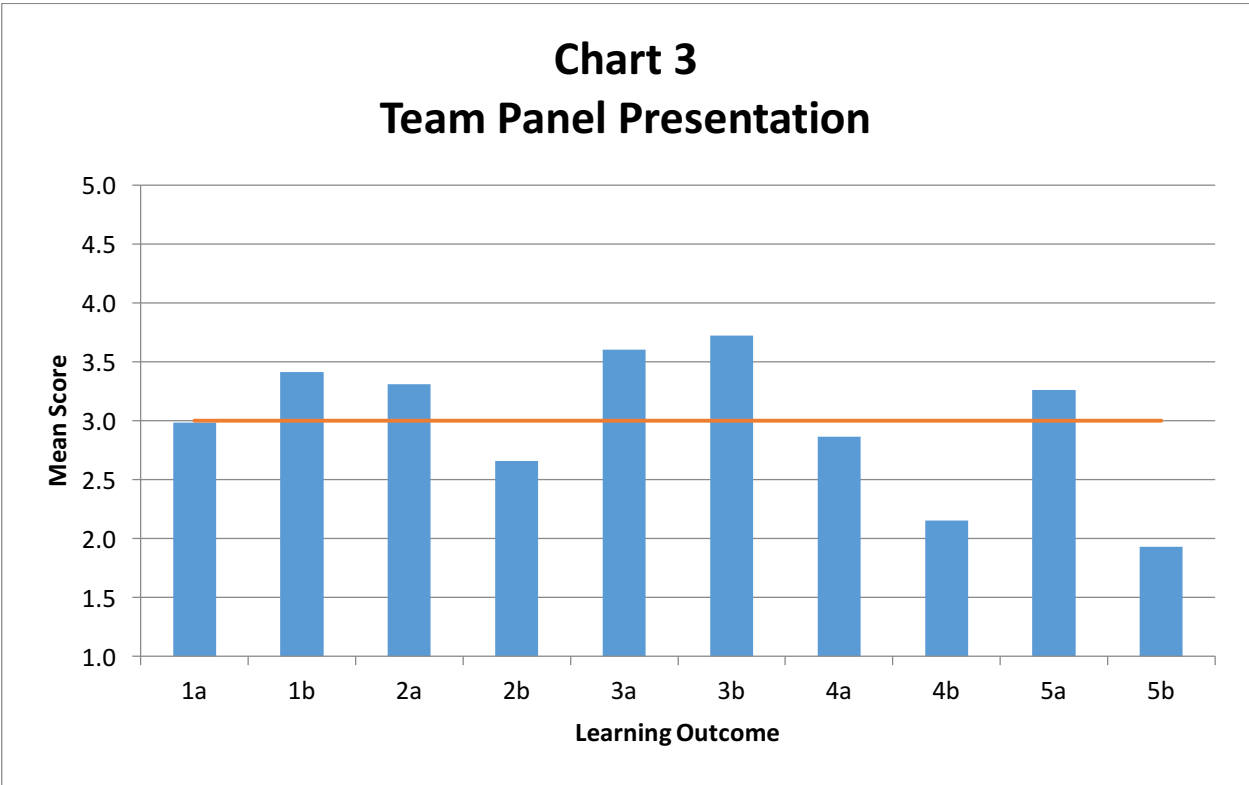
Culminating Project – Team Panel Presentation

Number of Team Mean Scores in Each Category

Learning Outcome	Did not meet expectations < 2.5	Met expectations ≥ 2.5, ≤ 4.0	Exceeded expectations > 4.0	% Students Meeting or Exceeding Expectations
1a	1	5	0	83%
1b	1	4	1	83%
2a	1	4	1	83%
2b	3	3	0	50%
3a	1	3	2	83%
3b	0	4	2	100%
4a	2	4	0	67%
4b	5	1	0	17%
5a	1	3	2	83%
5b	5	1	0	17%

MSOD Culminating Project Team Panel Presentation MSOD 690, Spring 2016

Culminating Project – Team Written Assignment

Number of Team Scores in Each Category

Learning Outcome	Did not meet expectations 1-2	Met expectations 3-4	Exceeded expectations 5	% Students Meeting or Exceeding Expectations
1a	0	1	5	100%
1b	0	2	4	100%
2a	0	3	3	100%
2b	2	2	2	67%
3a	0	0	6	100%
3b	0	1	5	100%
4a	0	2	4	100%
4b	5	0	1	17%
5a	0	6	0	100%
5b	3	1	2	50%

MSOD Culminating Project Team Written Materials MSOD 690, Spring 2016
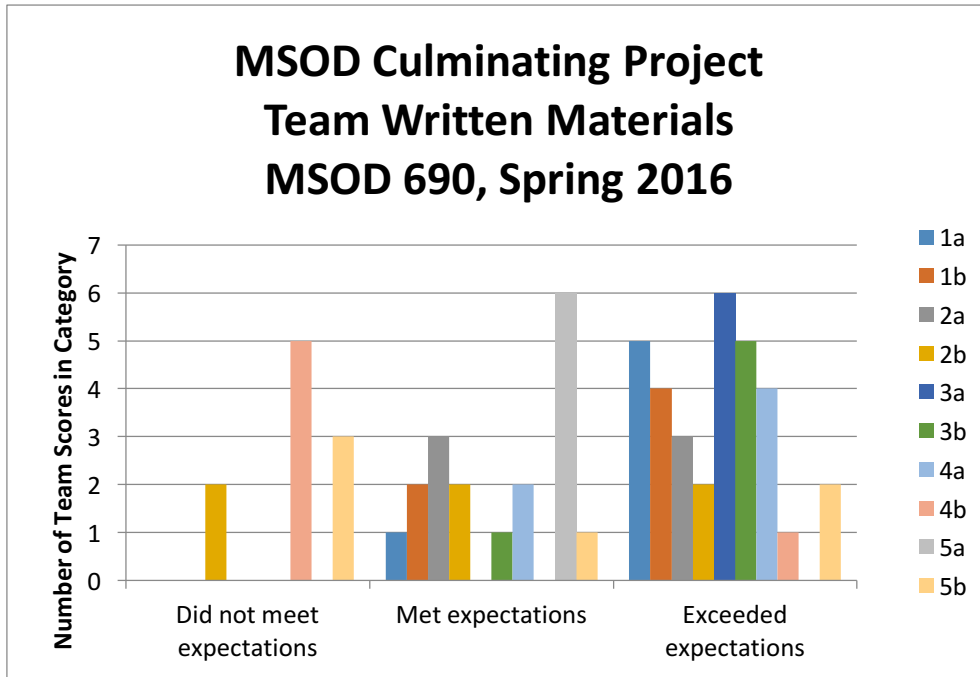
Interpretation of Data and Actions:

The data gathered in May 2016 for the AY 2015/2016 suggest that we are successfully meeting expectations on most of our learning outcomes; however, there were a number of areas where panelists for the presentation and the individual assessor for the papers were not able to assess the given learning outcome. We had experienced this issue in our assessment for AY 2014/2015 where a number of LOs could not be assessed. We concluded, that since the presentation by its nature is only a synopsis of the total work on the project and much of the substance of the project can be lost when only hearing the short 20 minute presentation, we would implement an additional assessment for AY 2015/2016. The additional assessment was the culminating project paper assessment. While there were a number of areas that were still "unable to assess" (see addendum) this was greatly diminished when the evaluator was able to review the extensive and comprehensive project papers.

Of the three learning outcomes that had a few teams that were difficult to assess based on the evaluation of the team papers (2b, 4b, and 5b), the one that seems the most significant and indicative of not meeting our LO is 4b (only 1 team out of 5 was able to be assessed on this LO). This LO states that "Students will understand the impact global culture and diversity inclusion has on organizational culture and will be able to work effectively across cultural perspectives". The OD program will be taking two specific actions in relation to this finding: 1. The faculty will meet to discuss this data and the review the importance of this LO for the program. 2. If we determine that this LO is indeed integral to the degree, we will create a plan for better integrating this learning into the curriculum. Some early suggestions, based on informal discussions with the Advisory Group and some faculty, indicate that creating a core class on diversity, inclusion and culture might be an important move forward. An OD faculty meeting will be held in October 2016 to discuss this.

Learning outcome 2b (Students will practice self-reflection, skillful communication, effective negotiation and conflict resolution and self-care and use their own feelings as valuable information about how the organization functions) and 5b (Students will develop and promote Ignation values in their OD work (e.g., caring for the mind, body and spirit of the whole person, striving for excellence, providing service to those in need, reflecting then acting for change) had at least 50% of the teams able to be assessed on these and of those able to be assessed, all met or exceeded expectations. This might indicate that more explicit instructions in the culminating project paper needs to be established to make sure all teams are demonstrating their learning in these areas. This will be reviewed during our OD faculty meeting and further actions will be discussed.

A few other specific suggestions made by the culminating project paper evaluator that we will discussed at the OD faculty meeting in October.
- "2a" Seems like it could be more clearly labeled "Use of OD Consulting Skills to Lead Organization Development and Change Projects" (the detailed list goes with this title and many of the culminating projects are OD work writ large rather than only change efforts) "2b" then could just be "Use of Self" (both with client and self)
- It seems like a Program Goal could be added around Project Managements Skills. You have one whole course in the program for this and it already seems like a large part of the culminating project. I know the expectation out there now is increasingly that MSOD trained folks will have the ability to structure a large OD project in all these pm aspects.
- Re 3 b -small thing but might be better to say" qualitative **and/or** quantitative analytic methods" as some projects can lend themselves to one or the other or both.

In addition, it is important to note that all our assessments to date have been at the team level. We acknowledge that an individual level assessment is an important additional indicator of assurance of learning. It is our intention to add an individual level assessment to our AoL for AY 2016/2017. We have identified a course (OD 673: Large Scale System Transformation) where learning outcomes 1b, 2b, 3b, and 4a can be evaluated. We have also

identified an independent outside evaluator and we are currently in the process of contracting with this evaluator to begin assessments. Additional individual level assessments for the remaining learning goals will also be assessed in subsequent years. We have identified a course (OD 660: Understanding Behavior in Organizations) to assess LOs 1a, 2a and 4b) which will be assessed in AY 2017/2018 and another course (OD 668: Research and Analysis for OD) to assess LOs 3a and 3b in AY 2018/2019. We will continue our comprehensive team assessments of the culminating project presentations and papers while also implementing individual-level assessments of specific LOs in a three year cycle.

What did we learn about student learning?

The OD program learned that student teams are meeting or exceeding expectations in 7 of 10 of our learning outcomes based on the assessment of the culminating project papers. Please see the Interpretation and Actions section for more specifics.

What did we learn about the process?

The OD program learned that while a good indicator of many of our LOs, the culminating project presentation was an incomplete and imperfect mechanism for assessing all of our LOs. The culminating team project papers, however, appear to be much more comprehensive and allowed the evaluator to assess most of the LOs in the program. We are looking to continue to improve our assessment of 3 specific learning outcomes and to also begin to integrate individual-level assessments into our AoL procedures.

Suggested Action:

See above.

Phase 3: Closing the Loop

Once we determine best next steps we will integrate changes into the curriculum and reassess in subsequent years then re-evaluate in a continuous cycle of improvement.

To be filed the year after the results assessment.

Change Assessment
Discuss how the actions taken in Phase 2 were assessed, and the results of that assessment

Addendum: Culminating Project Scores.

USF School of Management
MSOD Culminating Project Panel Assessment
Evaluation course: OD 690, OD Culminating Project
Term: Spring 2016

[n/a] and replaced with a score of 1
blanks replaced with a score of 1

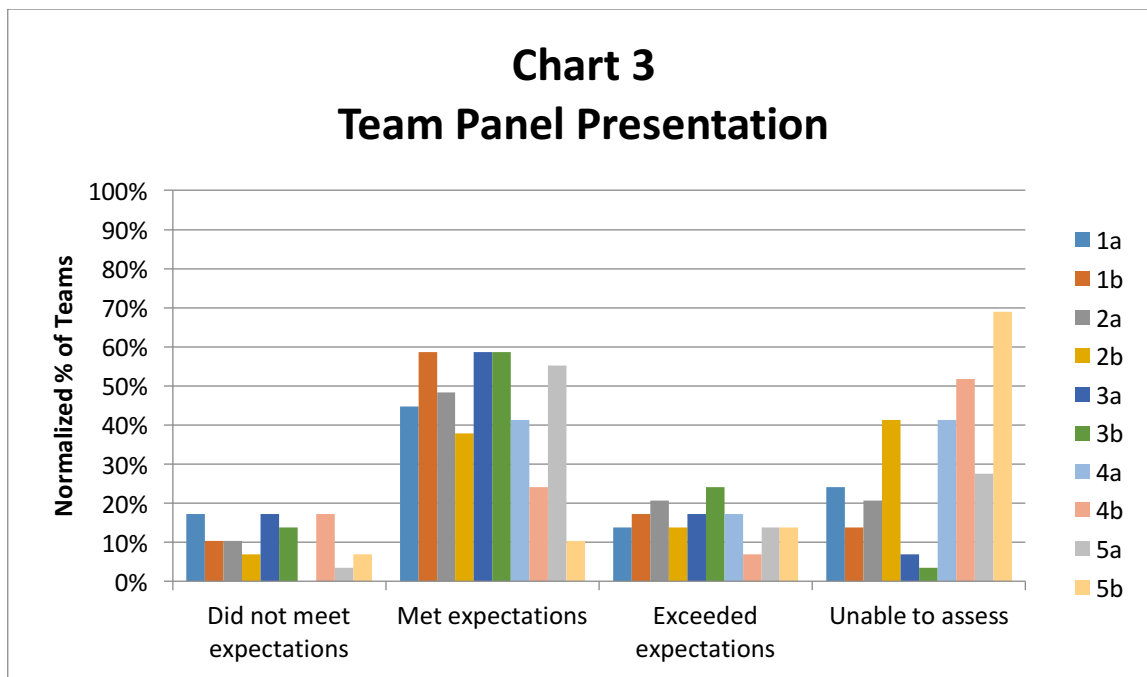| Program Goal	1) Understanding the Foundations, Theories and Models of OD		2) Ability to Lead Change and Use Self-as-Instrument		3) Proficiency in Organizational Inquiry, Research and Analysis		4) Competence with Teams, Culture and Diversity		5) Connection to San Francisco Location and Ignation Education Values	
Learning Outcome	a) Students will become familiar with the key concepts, literature, theories and models in OD.	b) Students will apply OD theories and models to change interventions in organizations.	a) Students will develop skills in building collaborative, mutually trusting relationships in an organizational system, contracting with clients, defining goals, providing and receiving feedback and implementing interventions adhering to the values and principles of OD practice.	b) Students will practice self-reflection, skillful communication, effective negotiation and conflict resolution and self-care and use their own feelings as valuable information about how the organization functions.	a) Students will become proficient in field research, participatory action research and related data collection methods (e.g., surveys, interviews, focus groups, observation).	b) Students will be able to analyze qualitative and quantitative data, interpret findings, make data-based recommendations and evaluate effectiveness of interventions.	a) Students will attain skills to effectively contribute to teams as well as develop and empower others to work effectively in team contexts.	b) Students will understand the impact global culture and diversity inclusion has on organizational culture and will be able to work effectively across cultural perspectives.	a) Students will apply OD in San Francisco Bay Area organizations across sector, industry, and organizational life cycle	b) Students will develop and promote Ignation values in their OD work (e.g., caring for the mind, body and spirit of the whole person, striving for excellence , providing service to those in need, reflecting then acting for change)
Presentation #1: Assessing Employee Alignment with the Vision, Mission and Approach of Tides (Team Five)										
Team 1 eftLee	2	3	3.5	1	2.5	1.5	1	2	5	1
Team Five First Presenters.	1	3	4	1	4	4	5	1	1	1
Team Five	4	4	3	2	4	4	1	4	4	1
Tides Team FIVE	4	4	4	4	4	4	1	1	6	1
Ali Team A 1 How to actualize vision, mission,	5	4	5	5	4	5	4	2	5	4
Presentation #2: Ambassador Collaboration Effectiveness (KASA Consulting)										
Team 2 ebeLee	4	4	4	1	4.5	5	5	4	2.5	2
KASA Team 2	1	5	5	1	4	4	5	1	1	1
Angelhack Team 2 KASA	4	4	4	2	4	4	1	4	4	1
Angelhack KASA House of Learning	3	3	1	1	4	5	4	1	3	1
Ali Team 3 * Improve Effectiveness	4	2	1	4	5	4	4	1	1	1
Presentation #3: Gap Inc. College Programs Talent Acquisition Team (Townsend Inc.)										
Team 3 Lee	2	2	4	1	4	4	4	2	4	1
Townsend Inc. Team 3 Gap	1	1	4	1	4	5	4	1	1	1
Team 3 Gap Inc.	4	4	1	4	5	5	4	1	4	1
Intern to Employee Gap	1.5	1	1	1	5	5	1	1	3	1
Ali Team B 2 Internship with Gap	1	1	4	5	4	3	4	5	4	4
Presentation #4: Culture@Code2040 (Fusion)										
Team 4 Lee	2	4	5	4	2.5	4	5	5	4	1
Team Fusion 4th Presentation	1	4	5	1	5	4	5	1	1	1
Team 4 Code 2040	5	5	4	5	4	4	1	1	1	1
Culture @Code 2040 Fusion	4	4	5	4	3	3	1	1	5	1
Team 4 Culture Ali	5	4	3	3	5	5	1	1	4	5
Presentation #5: The Analysis of Employee Engagement at Org J (Team Trans4mers)										
Team #5 Lee	2	4	2	4	2	2	4	2	4	2
Transformers 5th Presentation	1	2	2	1	2	2	3	1	1	1
"Feedback" Trans4mers	3	3	2.5	3	4	3.5	3	4	4	1
Team 6 Ali Staff Engagement	4	5	1	1	1	4	1	4.5	1	1
Presentation #6: Super Stars Literacy (Kingston Consulting Group)										
team #6 Lee	5	4	4	4	2	2	4	2	5	4
Kingston Consulting 6th Presentation	1	5	5	3	1	1	1	3	4	5
Team 6	4	1	1	4	4	4	1	1	4	5
Engaging Superstars Kinston consulting	4	5	4	5	3	3	4	4	4	5
Team 6 Rater Matt Monnot	4	4	4	1	4	4	1	1	4	1
Culminating Project Assessment by external evaluator (Loni Davis):										
Team #1: Team Five	5	5	4	1	5	5	5	1	4	4
Team #2: KASA Consulting	5	4	5	1	5	5	4	1	4	5
Team #3: Kingston Consulting Group	5	5	5	5	5	5	5	1	4	5
Team #4: Fusion	5	5	4	4	5	4	5	5	4	1
Team #5: Team Trans4mers	5	5	5	4	5	5	5	1	4	1
Team #6: Townsend Inc.	4	4	4	5	5	5	1	1	4	1
Panel Assessment Mean Score	**3.0**	**3.4**	**3.3**	**2.7**	**3.6**	**3.7**	**2.9**	**2.2**	**3.3**	**1.9**
Written Assessment Mean Score	**4.8**	**4.7**	**4.5**	**3.3**	**5.0**	**4.8**	**4.7**	**1.7**	**4.0**	**2.8**

Addendum:

Culminating Project – Team Panel Presentation

There were six teams evaluated by five panelists. One team was only evaluated by four of the panelists.

Table 3: Team Panel Presentation

Normalized % of Teams in each category

Learning Outcome	Did not meet expectations 1-2	Met expectations 3-4	Exceeded expectations 5	Unable to assess	% Students Meeting or Exceeding Expectations
1a	17%	45%	14%	24%	59%
1b	10%	59%	17%	14%	76%
2a	10%	48%	21%	21%	69%
2b	7%	38%	14%	41%	52%
3a	17%	59%	17%	7%	76%
3b	14%	59%	24%	3%	83%
4a	0%	41%	17%	41%	59%
4b	17%	24%	7%	52%	31%
5a	3%	55%	14%	28%	69%
5b	7%	10%	14%	69%	24%

Chart 3
Team Panel Presentation

Culminating Project – Team Presentation Written Materials

Written materials were evaluated by a single external evaluator. In the following table each team is counted exactly once.

Table 4: Team Presentation Written Materials

Normalized % of Teams in each category

Learning Outcome	Did not meet expectations 1-2	Met expectations 3-4	Exceeded expectations 5	Unable to assess	% Students Meeting or Exceeding Expectations
1a	0%	17%	83%	0%	100%
1b	0%	33%	67%	0%	100%
2a	0%	50%	50%	0%	100%
2b	0%	33%	33%	33%	67%
3a	0%	0%	100%	0%	100%
3b	0%	17%	83%	0%	100%
4a	0%	33%	67%	0%	100%
4b	0%	0%	17%	83%	17%
5a	0%	100%	0%	0%	100%
5b	0%	17%	33%	50%	50%

Chart 4
Team Presentation Written Materials