

UNIVERSITY OF SAN FRANCISCO
College of Professional Studies

Master of Science in Organization Development—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 in 2008-2009 academic year 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.										
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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 (Jennifer Parlamis, Ph.D.; Tim Loney, DPA) 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. During the fall 2009 semester, the assessment methods listed in the table below will be revised or designed. These revision/design efforts will 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	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.	Culminating Project Evaluation (OD 682) 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 Student Surveys (short; at the start of program and just prior to graduation) Periodic Alumni Surveys (short; every four-to-five years) Transcript Analysis (each semester) <i>Knowledge Pre-Test (OD 601) and Post-Test (OD 682) (still under consideration)</i>
2009-2010	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.	Same as 2008-2009. 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.

Year	Program Learning Outcome Assessed	Assessment Methods
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>

In May 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.

Currently, the following syllabi are being revised during the 2008-2009 academic year—OD 601, OD 633, OD 634, and OD 646. Such revisions also include revised course learning outcomes, and these revisions will be included in the assessment of the program learning outcomes.

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 Self-assessments ▪ End-of-course Reports from Faculty ▪ Knowledge Pre-test and Post-test ▪ Periodic Alumni Surveys (more frequent than just as part of the program review) ▪ Student Surveys (as students begin the program and just prior to graduation)

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: 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 [non-revised]

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.

Organizational Theory

- To understand and be able to apply the open systems model.
- To be able to distinguish organizational effectiveness from organizational efficiency.
- To be able to examine an organization's external environment as a source for threats and opportunities that impact an organization.
- To be able to identify some of the different types of competitive organizational strategies that help guide organizations toward their goals and objectives.
- To be able to identify an organization's optimal organizational structure based on the major types of organizational structures and their correlate strengths and weaknesses.
- To understand the underlying power of an organization's culture and its ability to facilitate and hinder organizational change efforts.
- To explore organizational change and its inherent challenges.
- To be able to conduct a SWOT analysis.
- To be able to conduct a case study analysis using the congruence model as a means to assess organizational alignment (organizational diagnosis).
- To further develop analytical and critical thinking skills.

Organizational Change

- Reflect upon the nature of organizational change.
- Understand historical perspectives on organizational change.
- Analyze change at the individual, group, and organizational levels.
- Contrast planned and unplanned change.
- Apply conceptual models as to diagnose the need for change.
- Identify leverage points for organizational change.

Organizational Behavior

- Appreciate the history and current state of the field of organizational behavior.
- Understand how theory and research are important tools in the study of organizational behavior.
- Become familiar with the processes of perception and learning.

- Understand the critical role of diversity/individual differences in the workplace.
- Identify and work with antecedents to satisfaction and stress.
- Understand the relationship between work-related attitudes and behavior.
- Understand employee motivation from multiple perspectives.
- Become familiar with processes of communication and decision-making at work.
- Understand employee motivation from multiple perspectives.
- Gain an appreciation for the forces of power, influence, and politics in the workplace.

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.
- Use appropriate research design and analysis to answer research questions relevant to the practice of OD.
- Perform statistical functions using Excel.
- Demonstrate proficiency in both quantitative and qualitative data analysis.
- Read and interpret methodology and analyses reported in scholarly journals.
- Report statistical results in a consistent (e.g., APA) and understandable format.
- Apply ethical principles in the collection and use of organizational data.

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.

- Appreciate various perspectives on the nature of leadership and management.
- Assess one's own leadership style and strengths.
- Understand trait, skills, and style approaches to the study of leadership.
- Be able to apply situational and contingency and path-goal theories of leadership.
- Understand the processes of leader-member exchange and networking in leadership effectiveness.
- Appreciate the organizational impact of the transformational leader.
- Apply leadership principles and theories to the leadership of teams.
- Explore gender and cultural differences in leadership behavior.
- Apply perspectives on leadership ethics.
- Apply leadership theories, models, and approaches to real-world situations.

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, technostructural 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.