STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Organizational Development (Cert.), 2017-2018 Cycle
SUBMITTED BY:
DATE:
BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: Indirect measures from student generated course evaluations are stored electronically by institutional effectiveness office and by the Program Director. Samples of course materials reviewed are held electronically on course canvas and in paper by course faculty.

EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

From Catalog: This certificate program allows students to concentrate on organization development (OD) applications and fieldwork.

Purpose: The certificate allows students who have other degrees to add a specialty certificate to their resume. It can be taken while also pursuing a Masters in HRM. Lastly, it serves as a feeder certificate for those who transfer the credits to an entire HRM master's degree. During the assessment period, there were 6 students pursuing the OD certificate. By 2018, 4 out of the 6 had transferred their credits towards the full master 's degree.

No Outcomes are listed. The SBT Associate Dean, catalog administrators, and Institutional Effectiveness have been round and round on this point. No learning outcomes are listed for any certificate programs. Consequently, students in OD certificate are given the program's learning outcomes as part of their acceptance package.

List all of the program's learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment	Measured in the Following Courses
Judge effectiveness of organizational systems within organizations by choosing appropriate OD models, and compile a recommendation plan for improved or new organizational infrastructures that lead to designated business results.	2015-2016	yes	2020-2021	OD521, OD522, HRM509, OD525
Assess executive/management skills (own and others) in relationship to organizational needs and develop action plans that support and measure progress towards stated and desired outcomes.	2015-2016	no	2022-2023	OD, 522, OD523, HRM509, MGT515, MBA515
Investigate and evaluate leadership, team, and culture behaviors within organizations that support organizational goals, and produce OD leadership and team development projects that increase engagement and business results.	2014-2015	yes	2020-2021	MGT515, MBA515, OD521, OD522

Describe <u>briefly</u> how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan *(generally not more than two paragraphs, may use bullet points)*:

The program's overall goals are to
1) prepare students to excel as specialists or generalist professionals, managers and consultants in the field of OD
2) enable students to acquire competencies in OD functional areas within a systems perspective and relate strategically to overall organization performance [it is the OD mindset that allows the systems approach to be followed—and that is why the core OD521 course is also required within the general HRM program].

Describe how the program's outcomes support Marymount's Mission, Strategic Plan, and relevant school plan:

The program's outcomes support the University's mission/vision (including mission/vision of 2017) in terms of
a) "Emphasizing academic excellence"—High standards are established for each course with rubrics emphasizing outcomes for each assignment that supports one or more assessment outcomes.
b) "Career preparation"—Each course in the program has a balance of theory and practical application with a major project requiring access to an organization within the Washington, D.C area.
c) "Professional development"—Professional development is the cornerstone of this program: Being able to navigate organizations using OD models and methods. Students learn to develop themselves while developing others within organizations—that's the essence of OD.
d) "The moral growth of the individual"—Ethics is a component of every course. Human Resources/OD professionals are the "keepers" of organizational ethics and our students must demonstrate this in all outcome projects.
e) "Global perspective"—The program includes analysis of organizational cultures within the US and around the world. There are special modules on "practicing OD in other countries."

The program's outcomes support the School's mission/vision (updated as of 2017) in terms of
a) "Educating current and future professional managers"—The certificate emphasizing the PRACTICE of OD and being hired as an internal expert or outside consultant.
b) "Knowledge that has value for the business community and society"—Organization development is a part of every business entity, whether it is a department of 1 or 200. OD also plays the major role in linking organizations with the outside community and creating internal cultures within the organization itself. There is an emphasis on Corporate Social Responsibility.
c) "…seeks to develop a new breed of principled business professionals"—The OD curriculum is highly application focused. Students work on cases and go into organizations to solve problems and demonstrate the transfer of skills in the real world.

Each learning outcome is linked directly to both the University and the School mission and strategic plan in the following ways:

1. Supports "career preparation" and "professional development." Students are prepared to manage through a systems approach and apply interventions to solve organizational problems and improve performance in all functional areas. They personally develop in applying analytical tools to business issues. Furthermore, supports "academic excellence" and "future professional managers." Students learn to apply qualitative and quantitative rigor to their work. It also supports SBA's goal to enhance and apply technological strategies. Students apply research and measurement methods to OD programs in order to validate OD efforts and demonstrate correlations between initiatives and organizational outputs.

2. Supports "value for the business community" and "future professional managers." Students learn to work closely with an organization's strategic goals, so the entire business enterprise is successful, and all functional areas are aligned with the overall strategies and goals of the business (i.e., if a business is trying to expand into the global marketplace, the student learns to tailor HR/OD strategies and knowledge to global cultures and environments).

3. Supports "future professional managers," "value for society," and "career preparation." Students learn to manage and work in team environments which foster the organizational community and society. In particular, this supports the university's desire to engage with the Washington, D.C. environment. Students learn to assess group situations (in real D.C. based businesses) and develop and facilitative positive team outputs.

4. Supports "value for business community," "moral growth," and "academic excellence." Students study and apply ethical protocols and learn the value of working within diverse and international environments and develop/apply H/OD tools that maximize ethical, diverse, and international initiatives**.**

Provide a <u>brief</u> description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment *(generally not more than two paragraphs, may use bullet points)***:**

The assessment process we used this year:

- All courses in the OD certificate have a culminating project that measures student learning in <u>one or more of the three learning</u> objectives, as shown in the matrix above.
- Every two years we test two learning outcomes within the program. We rotate the courses to continually monitor the effectiveness of the outcome project for all the courses, ensuring that each one measures what we have built into the learning outcomes for that course.
- This past cycle we worked with Ann Boudinot to make each outcome more aligned with Bloom's taxonomy. In line with more rigorous levels of learning, all course rubrics were strengthened (attached), a more detailed measurement analysis was provided (conducting analysis by each rubric criterion and demonstrating number of students below, at, and above established standard), and additional methods of measurement were used for increased validity and reliability (two direct methods and two indirect methods).

Our assessment process included two direct and two indirect methods that measure the number/percentage of students that were at, below, and above the designated level of learning required to meet the outcome assessment criteria established for that learning outcome. This was done through
- Teacher evaluation of a major project demonstrating standard level of performance of the outcome learning (course objectives and assignment criteria are aligned to learning outcome).
- Teacher evaluation compared to the review of two outside readers (all against the stated learning outcome criteria). Outside readers were all experts in the field who have attended a conference session on how to evaluate the projects in a consistent and valid way (all using the same provided learning outcome criteria templates).
- Focus groups conducted by an outside expert with group of students being measured on the designated outcome learning.
- Graduating student assessment survey conducted by university outcomes assessment office

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Through the use of organizational analysis and research methodology, develop and implement OD interventions that support high	The results of both direct and indirect measures do not indicate program changes.	The results of the last outcomes assessment report were weak because the OD outcomes assessment was "in development." Assessment of the OD certificate was in the beginning stages. Because of improvement made

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
performance in individuals, teams, and organizations. *Revised: Judge effectiveness of organizational systems within organizations by choosing appropriate OD models, and compile a recommendation plan for improved or new organizational infrastructures that lead to designated business results.*		(based on the assessment feedback), we have added a more rigorous and defined approach. The results were more meaningful and stronger in this cycle (as will be shown in the assessment below).
Identify and develop OD and knowledge management interventions that support business strategies and add value to the entire business enterprise. *Revised: Assess executive/management skills (own and others) in relationship to organizational needs and develop action plans that support and measure progress towards stated and desired outcomes.*	The results of both direct and indirect measures do not indicate program changes.	Same as above.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:
We found the last program's assessment report very useful. It was accepted, and the following advice was given. We were advised to

1. Comment: Strengthen the outcome statements using Bloom's taxonomy.
   Response: We did this with the help of Ann Boudinot. Strengthened outcomes listed above.
2. Comment: Include a more rigorous approach to measuring/analyzing the data to provide more differentiation and distinction in the results (more areas for improvement)—and to further differentiate the OD certificate from the HRM masters.
   Response: We did this through upgrading the outcome assignment statements and rubrics, and by breaking down the findings not only by those students who met the standard, but also the percentage below and above. Further analysis was done by each course objective aligned with the learning outcome, and even further by each criterion on the rubric. This provided more robust findings for improvement. Lastly, conducted a focus group AFTER the direct measures were tabulated to enable the opportunity to question participants about the direct measure findings.
3. Comment: We were asked to watch the tone of our language in the report.
   Response: We have written this report to be more straightforward with less emotion.

Outcomes Assessment 2017-2018

Learning Outcome 3: Investigate and evaluate leadership, team, and culture behaviors within organizations that support organizational goals, and produce OD leadership and team development projects that increase engagement and business results.

Assessment Activity

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss how the data was collected and describe the student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
--MBA515: Managing and Leading Teams. Students complete a team intervention in an actual organization: developing agendas, templates, materials, components, feedback mechanisms, content, and process; conducting actual facilitation of team event with feedback measures to ensure outcomes in line with organizational/business goals; analyzing of multiple feedback documents; formulating recommendations for improvement in content and process; reflecting and documenting individual learning and growth. **Direct**: Evaluation of outcome product by professor using rubric with defined criteria directly aligned to program assessment outcome #3 (see attached MBA515 assignment and rubric). **Direct:** Evaluation of representative sample of final	--90% of enrolled students score 80 points across the defined components of the assignment rubric and no students score fewer than 78 points (aligned with program learning outcomes and course objectives) on the final assignment, as evaluated by the instructor. In addition, two outside professional readers score representative samples of final outcomes within six points of the instructor rating, but no lower than 80. 90% of students will score no lower than 80% of allowable points for each criterion.	--For the 6 OD students, instructor provided rubric used on culminating project, as demonstrated in appendix. Instructor evaluated each outcome using the rubric. --Two outside professionals, coached by the instructor, used the same rubric to evaluate a representative sample of product outcomes. --Instructor conducted analysis of answers tied to each rubric criterion (total points, percentages, range of points) to surface more in-depth findings concerning learning outcomes.	90% of the students met the performance standard of 80 points across the defined components. Specifically: --2 students were above standard by 10 points (90 and above) --3 students were moderately above standard by 4 – 9 points (84 – 89) --1 student was at or slightly above standard (80 – 83) Actual numbers are being used instead of percentages given the low number of the group (6). The outside readers came within six points of that of the instructor scoring, validating the alignment among raters and alignment between the assignment, learning outcomes, and program outcomes. 90% of students scored no lower than 80% of allowable points for each criterion (see Criterion Analysis in appendix). The direct assessment results indicate that the learning outcome as presented in the program meets the performance standard. However, a breakdown of the scoring surfaces pertinent findings that need to be addressed for further improvement and the attainment of higher outcome learning. This is explained in the supporting comments below the chart.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss how the data was collected and describe the student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
product by two outside experts using rubric with defined criteria directly aligned to program assessment outcomes. **Direct:** Item evaluation (point system) of each criterion within the outcome assessment rubric			
Indirect: Student focus group held with certificate participants (6) conducted by outside expert, tied to learning outcome 3.	90% of participants rate overall learning outcome and course objectives (aligned to outcome), as being achieved at 3.5 or better on a 5.0 scale. General comments were coded using qualitative analysis.	An outside professional donated her time to conduct an end-of-course focus group for the 6 certificate students taking MGT515. This followed qualitative research protocol. Survey answers were tabulated and focus group answers were coded and summarized.	90% of participants rated learning outcome (and supporting course objectives) as being achieved at 3.5 or better: --4 students rated the learning outcome achievement at 4.5 or higher --2 students rated the learning outcome achievement at 3.8 or higher 90% of participants rated the achievement of the course objectives as 3.5 or better.
Indirect: Graduate survey conducted by institutional effectiveness.	80% of participants rate items aligned to assessment outcomes at very good or high. Chosen aligned topics: *Ability to…* --find job/be successful on job --produce coherent written/spoken argument on a position --determine ethical responses --conduct research --demonstrate leadership --solve problems in the field --work/lead a team --appreciate global/diverse issues --make decisions	Conducted by institutional effectiveness survey.	80% of participants rated relevant items at very good or high. One area was still "very good" but was lower than all other scores. This will be discussed below.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students *(Use both direct and indirect measure results)*:

Outcome learning objective #3 is being met in line with the established standards.

The direct assessment results indicate that the learning outcome #3 is being achieved for OD certificate students according to the three direct measures on the culminating class assignment (as ascertained by the instructor and two outside readers). The culminating activity in MGT515 requires students to plan conduct, and assess a team activity within an organization, make recommendations, and explain how the outcomes support organizational/business goals. The criterion analysis [see Criterion Analysis in appendix] supported achievement of the outcome assessment at a more detailed level. The criterion analysis also surfaced an interesting pattern that will be discussed below. The instructor's measure was further validated through the measures of two outside evaluators who found the same result. Evaluators all scored within the established standard of 6 points of the instructor. This year's evaluators had specific expertise in OD: Dr. Linda Raudenbush and Dr. Cynthia Roman.

Learning outcome level	Instructor Rating	Outside Professional Rating	Outside Professional Rating
High sample	100	100	97
Good sample	94	96	94
Acceptable or just below (78 – 80)	80	84	82

The direct method of criterion analysis (further breakdown of each rubric criterion) indicated that 90% of students scored no lower than 80% of allowable points for each criterion (see Criterion Analysis in appendix).

Indirect: Focus group data resulted in 90% of participants rating the learning outcome as being achieved at 3.5 or better. When asked to rate each objective for MBA515, (each aligned with learning objective #3) students rated each at 3.5 or higher. See actual results in the appendix, MGT515 Focus Group Data. Thus, the focus group data further supports that learning objective #3 is being achieved by the curriculum. However, there are areas for improvement when all the data is analyzed further, which will be included in the section on "opportunities for improvement."

Indirect: Results of the graduate OD survey indicate that 80% of participants rated relevant items at very good or high, except for one area (global/diverse issues). Interesting patterns emerge which will be discussed below.

Measurement Area: Ability to…	2017 [total of 4 respondents]
Find job/be successful at job	100
Produce coherent written/spoken position arguments	100
Determine ethical responses	100
Conduct Research	100
Transfer skills to community service	100
Demonstrate leadership	100
Solve problems in the field	100

Work in/lead a team	100
Appreciate global/diverse issues	90

Notable findings from indirect graduate surveys: All findings for the graduate survey need to be kept in perspective since a rating pool of only 4 (2017 graduating student survey) is very low. However, some noted patterns include the following:
--Very high scores overall. Students are feeling very positive towards the OD outcomes (discussed in next paragraph)
--Though still high, there is a drop with global/diversity. Will be discussed in areas for improvement.

Overall, scores for OD certificate students are higher for the overall learning outcomes in OD521. This is true for the last cycle numbers for the master's program (when this similar learning outcome was last tested for the HRM master's program) and for this year's HRM certificate numbers. Students were asked about this pattern in the focus group. Comments made:
--This course uses a template for analyzing data and there are up to four practice projects in class before we go out into the field and use it.
--OD is a fascinating and seemingly more business oriented (rather than core "HR" oriented) discipline in the field. Energy and motivation seem to be higher in OD courses.
--OD wakes us up to the bigger impact that HR/OD structures can have within an organization. It allows us to view the organization through a different lens. This is in contrast to a performance management course or an accounting course where we are viewing things more narrowly through a particular technology (performance appraisals, accounting principles).
--OD covers the consulting and intervention part of HR which is a necessary component for navigating organizations and making HR work. It gives HR a higher profile in an organization and strengthens our abilities to make people and business structures "stick" as opposed to just knowing how to put systems together.

Briefly describe program strengths and opportunities for improvement <u>relative to assessment of outcome</u> and discuss planned curricular or program improvements <u>for this year based on assessment of outcome</u>

We were able to analyze the data and dig deeper into the findings within this cycle because of the following actions:
- strengthening the rubrics, criteria, and learning outcomes
- breaking down assessment of the learning outcome by specific criteria to pinpoint more specific "learning" areas
- conducting a professional focus group AFTER the results of the final learning outcome project was submitted and scored, thus allowing us to question and gain a deeper understanding of the scores.

Strengths as demonstrated through all direct and indirect measures:
- Transfer of learning to real environments. Certificate students can get jobs and do the work on the job immediately.
- Use of real scenarios, case studies, and entrance into actual organizations (real people with real problems)
- Faculty who have real work experience, conduct research, and have contacts in the field in order to bring that into the classroom and provide opportunities for students to hear from professionals in the field (guest OD practitioners)
- Precise and measurable criteria within the rubrics. "Always knew what was expected of me."
- Instructors approachable and available for further learning and advising
- In line with ATD learning outcome criteria for organizational effectiveness, organizational change strategies, system approaches, intervention strategies, and supporting and managing teams.

- Program is successful in students feeling competent in problem solving, leadership, working in teams, conducting research, developing and presenting cogent arguments, serving the community, noting and navigating ethical business behavior, solving problems, and being successful on the job.
- Certificate students felt (focus group comments) that they had the core OD knowledge/skill to immediately transfer the learning to the job and did not feel a "lack" because of missing out on the other courses in the HRM curriculum. They felt that the OD courses tied all the pieces together in terms of entering organizations. As stated elsewhere, four students felt they were going to move on to the masters because they enjoyed the courses, met success, and realized the benefit of having a masters. Two students felt that having just the certificate added great value to their job prospects given that each already had a masters in a related field (hence, did not feel compelled to get a second masters).

Opportunity for improvement (refer to appendix data as needed)	Planned curricular or program improvement
1. With the direct data and the focus group data, the scores for the OD outcomes tend to be higher when compared with other curriculum outcomes within the HRM umbrella (whether with certificate students or full HRM degree students). As the students said in the focus group, this seems to be tied to the more "system and business" oriented focus of the course in identifying problems throughout all HR structures and tying recommendations to strategic goals. There seems to also be an "awakening" that happens when HR students realize there is this entirely different side to HR and that these skills are necessary in making the more technical HR topics (pay, benefits, laws) work.	1. Create an up-front graphic that explains all aspects of HR/OD and the relationship between all the components. Emphasize the systems approach and how an HR professional must use both the creative and analytical parts of their brains to be successful. Kick off every course within the entire curriculum with this same graphic to emphasize the broader impact of HR.
2. Though students met the criteria through the direct measure for managing cultural and global issues within the OD521, the indirect measure surfaced that this was a weaker area. All 6 students mentioned that global issues were not given that much attention in the certificate courses and recommended that doing at least one case or lesson on associated global issues would be important since "we don't take the global HRM course in the certificate program." They mentioned that covering "international OD" would be helpful. There is an international module in OD521, but evidently it needs to be more aligned with direct outcomes.	2. For MGT515, there will be a lesson, case, and job aid on "international team issues" within organizations. This will be added as a criterion in the final rubric. As will be seen in the evaluation of OD521 (for outcome #1), this same finding requires further attention to global issues.
3. Further analysis of the criterion breakdown of scores seems to indicate that students could gain further growth by emphasizing a) tying lecture/text/research data to exercise outcomes; b) a more thoughtful process in choosing team materials; and c) more critical analysis of alternative options when met with a team challenge. In the focus group, the students noted that these skills became easier after more practice and felt	3. In the MGT515, all exercises and assignment within the course will now include a criterion on relating the work to specific concepts from courses lectures/readings/research. The lesson on developing supporting team materials will be strengthened by breaking this knowledge/skill into more detailed segments (an exercise where a specific need is shared, and the student must state associated supporting materials.) Lastly, the exercise on

this was a skill that would improve with more experience on the job. That said, it is evident that the course and entire curriculum can improve in emphasizing these learning outcomes.	"choosing alternatives for managing challenges" will be enhanced through an "outside benchmarking observation assignment." These exercises will enhance the application of the learning outcomes in this one course, but throughout the OD curriculum (since these same outcomes are required throughout the OD curriculum).

Learning Outcome 1: Judge effectiveness of organizational systems within organizations by choosing appropriate OD models, and compile a recommendation plan for improved or new organizational infrastructures that lead to designated business results.

<div align="center">Assessment Activity</div>

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss how the data was collected and describe the student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
--OD521: Organization Development and Consulting. Students complete an intervention in an actual organization, choose an OD model that matches the culture of the organization, gather data specifically on OD structures and associated business issues, ascertain strengths and weaknesses, make recommendations for improvement, outline an action plan for improvement that aligns with organizational goals/strategy. **Direct**: Evaluation of outcome product by professor using rubric with defined criteria directly aligned to program assessment	--90% of enrolled students score 80 points across the defined components of the assignment rubric and no students score fewer than 78 points (aligned with program learning outcomes and course objectives) on the final assignment, as evaluated by the instructor. In addition, two outside professional readers score representative samples of final outcomes within six points of the instructor rating, but no lower than 80. 90% of students will score no lower than 80% of allowable points for each criterion.	--For the 6 OD students, instructor provided rubric used on culminating project, as described in first in appendix. Instructor evaluated each outcome using the rubric. --Two outside professionals, coached by the instructor, used the same rubric to evaluate a representative sample of product outcomes. --Instructor conducted analysis of answers tied to each rubric criterion (total points, percentages, range of points) to surface more in-depth findings concerning learning outcomes.	90% of the students met the performance standard of 80 points across the defined components. Specifically: --2 students were above standard by 10 points (90 and above) --3 students were moderately above standard by 4 – 9 points (84 – 89) --1 student was at or slightly above standard (80 – 83) Actual numbers are being used instead of percentages given the low number of the group (6). The outside readers came within six points of that of the instructor scoring, validating the alignment among raters and alignment between the assignment, learning outcomes, and program outcomes. 90% of students scored no lower than 80% of allowable points for each criterion (see Criterion Analysis in appendix). The direct assessment results indicate that the learning outcome as presented in the program meets the performance standard.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss how the data was collected and describe the student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
outcome #1 (see attached OD521 assignment and rubric). **Direct:** Evaluation of representative sample of final product by two outside experts using rubric with defined criteria directly aligned to program assessment outcomes. **Direct:** Item evaluation (point system) of each criterion within the outcome assessment rubric			However, a breakdown of the scoring surfaces pertinent findings that need to be addressed for further improvement and the attainment of higher outcome learning. This is explained in the supporting comments below the chart.
Indirect: Student focus group held with certificate participants (6) conducted by outside expert, tied to learning outcome 1.	90% of participants rate overall learning outcome, course objectives (aligned to outcome), and rubric criteria (aligned to objectives), as being achieved at 3.5 or better on a 5.0 scale. General comments were coded using qualitative analysis.	An outside professional donated her time to conduct an end-of-course focus group for the 6 certificate students taking OD521. This followed qualitative research protocol. Survey answers were tabulated and focus group answers were coded and summarized.	90% of participants rated learning outcome (and supporting course objectives and rubric criteria) as being achieved at 3.5 or better: --4 students rated the learning outcome achievement at 4.5 or higher --2 students rated the learning outcome achievement at 3.8 or higher 90% of participants rated the achievement of the course objectives and rubric criterion as 3.5 or better.
Indirect: Graduate survey conducted by institutional effectiveness.	80% of participants rate items aligned to assessment outcomes at very good or high. Chosen aligned topics: *Ability to…* --find job/be successful on job --produce coherent written/spoken argument on a position --determine ethical responses --conduct research --demonstrate leadership --solve problems in the field --work/lead a team --appreciate global/diverse issues --make decisions	Conducted by institutional effectiveness survey.	80% of participants rated relevant items at very good or high. When area was still "very good" but was lower than all other scores. This will be discussed below.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students *(Use both direct and indirect measure results)*:

Outcome learning objective #1 is being met in line with the established standards.

The direct assessment results indicate that the learning outcome #1 is being achieved for OD certificate students according to the three direct measures on the culminating class assignment (as ascertained by the instructor and two outside readers). The culminating activity in OD521 requires students to complete an intervention in an actual organization, choose an OD model that matches the culture of the organization, gather data specifically on HRM/OD structures, gather data on associated issues according to the OD model, ascertain strengths and weaknesses, make recommendations for improvement, and outline an action plan for improvement that aligns with organizational goals/strategy. The criterion analysis [see Criterion Analysis in appendix] supported achievement of the outcome assessment at a more detailed level. The criterion analysis also surfaced an interesting pattern that will be discussed below. The instructor's measure was further validated through the measures of two outside evaluators who found the same result. Evaluators all scored within the established standard of 6 points of the instructor. This year's evaluators had specific expertise in OD: Dr. Linda Raudenbush and Dr. Cynthia Roman.

Learning outcome level	Instructor Rating	Outside Professional Rating	Outside Professional Rating
High sample	98	100	97
Good sample	93	94	94
Acceptable or just below (78 – 80)	82	85	84

The direct method of criterion analysis (further breakdown of each rubric criterion) indicated that 90% of students scored no lower than 80% of allowable points for each criterion (see Criterion Analysis in appendix).

Indirect: Focus group data resulted in 90% of participants rating the learning outcome as being achieved at 3.5 or better. When asked to rate each objective for OD521, (each aligned with learning objective #1) and the criteria on the rubric for the OD521 culminating activity, students rated each at 3.5 or higher. See actual results in the appendix, OD521 Focus Group Data. Thus, the focus group data further supports that learning objective #1 is being achieved by the curriculum. However, there are areas for improvement when all the data is analyzed further, which will be included in the section on "opportunities for improvement."

Indirect: Results of the graduate OD survey indicate that 80% of participants rated relevant items at very good or high, except for one area (global/diverse issues). Interesting patterns emerge which will be discussed below.

Measurement Area: Ability to…	2017 [total of 4 respondents]
Find job/be successful at job	100
Produce coherent written/spoken position arguments	100
Determine ethical responses	100

Conduct Research	100
Transfer skills to community service	100
Demonstrate leadership	100
Solve problems in the field	100
Work in/lead a team	100
Appreciate global/diverse issues	90

Notable findings from indirect graduate surveys: All findings for the graduate survey need to be kept in perspective since a rating pool of only 4 (2017 graduating student survey) is very low. However, some noted patterns include the following:
--Very high scores overall. Students are feeling very positive of the OD outcomes (discussed in next paragraph)
--Though still high, there is a drop with global/diversity. Will be discussed in areas for improvement.

Overall, scores for OD certificate students are higher for the learning outcomes in OD521. This is true for the last cycle numbers for the master's program (when this similar learning outcome was last tested for the HRM master's program) and for this year's HRM certificate numbers. Students were asked about this pattern in the focus group. Comments made:
--This course uses a template for analyzing data and there are up to four practice projects in class before we go out into the field and use it.
--OD is a fascinating and seemingly more business oriented (rather than core "HR" oriented) discipline in the field.
--OD wakes us up to the bigger impact that HR/OD structures can have within an organization. It allows us to view the organization through a different lens. This is in contrast to a performance management course or an accounting course where we are viewing things more narrowly through a particular technology (performance appraisals, accounting principles).
--OD covers the consulting and intervention part of HR which is a necessary component for navigating organizations and making HR work. It gives HR a higher profile in an organization and strengthens our abilities to make people and business structures "stick" as opposed to just knowing how to put systems together.

Briefly describe program strengths and opportunities for improvement <u>relative to assessment of outcome</u> and discuss planned curricular or program improvements <u>for this year based on assessment of outcome</u>

We were able to analyze the data and dig deeper into the findings within this cycle because of the following actions:
- strengthening the rubrics, criteria, and learning outcomes
- breaking down assessment of the learning outcome by specific criteria to pinpoint more specific "learning" areas
- conducting a professional focus group AFTER the results of the final learning outcome project was submitted and scored, thus allowing us to question and gain a deeper understanding of the scores.

Strengths as demonstrated through all direct and indirect measures:
- Transfer of learning to real environments. Certificate students can get jobs and do the work on the job immediately.
- Use of real scenarios, case studies, and entrance into actual organizations (real people with real problems)
- Faculty who have real work experience, conduct research, and have contacts in the field in order to bring that into the classroom and provide opportunities for students to hear from professionals in the field (guest OD practitioners)
- Precise and measurable criteria within the rubrics. "Always knew what was expected of me."

- Instructors approachable and available for further learning and advising
- In line with ATD learning outcome criteria for organizational effectiveness, organizational change strategies, system approaches, and intervention strategies.
- Program is successful in students feeling competent in problem solving, leadership, working in teams, conducting research, developing and presenting cogent arguments, serving the community, noting and navigating ethical business behavior, solving problems, and being successful on the job.
- Certificate students felt (focus group comments) that they had the core OD knowledge/skill to immediately transfer the learning to the job and did not feel a "lack" because of missing out on the other courses in the HRM curriculum. They felt that the OD courses tied all the pieces together in terms of entering organizations. As stated elsewhere, four students felt they were going to move on to the masters because they enjoyed the courses, met success, and realized the benefit of having a masters. Two students felt that having just the certificate added great value to their job prospects given that each already had a masters in a related field (hence, did not feel compelled to get a second masters).

Opportunity for improvement (refer to appendix data as needed)	Planned curricular or program improvement
4. With the direct data and the focus group data, the scores for the OD outcomes tend to be higher when compared with other curriculum outcomes within the HRM umbrella (whether with certificate students or full HRM degree students). As the students said in the focus group, this seems to be tied to the more "system and business" oriented focus of the course in identifying problems throughout all HR structures and tying recommendations to strategic goals. There seems to also be an "awakening" that happens when HR students realize there is this entirely different side to HR and that these skills are necessary in making the more technical HR topics (pay, benefits, laws) work. OD courses give students the skills to "navigate" organizations so more technical HRM interventions have a chance to still and make a difference.	4. Create an up-front graphic that explains all aspects of HR/OD and the relationship between all the components. Emphasize the systems approach and how an HR/OD professional must use both the creative and analytical parts of their brains to be successful. Kick off every course within the entire curriculum with this same graphic to emphasize the broader impact of HR.
5. Though students met the criteria through the direct measure for managing cultural and global issues within the MGT515, the indirect measure surfaced that this was a weaker area. All 6 students mentioned that global issues were not given that much attention in the OD certificate courses and recommended that doing at least one international case (perhaps in the "virtual team section") on associated global issues would be important since "we don't take the global HRM course in the certificate program." They mentioned that covering "international OD" would be helpful. There is an international module in OD521, but evidently it needs to be more aligned with direct outcomes. And, we discovered that other than "references to	5. For OD521, instructors will now include a case and mini-scenarios on the practice of OD internationally. Furthermore, the in-class cases and outcomes exam will include a question that involves global HR issues from an OD perspective. This is a theme that emerged in all three outcomes for this cycle: HRM master's degree, HRM certificate, and OD certificate.

international implications," there is no study of international issues when dealing with team interventions and facilitation.	
6. Further analysis of the criterion breakdown of scores (especially when compared with the focus group assessment of the same criterion), seems to indicate that students did better when choosing a model, collecting and formatting data, and identifying strengths and weaknesses than they did in analyzing the data, making recommendations, and developing an action plan. In the focus group, the students shared that it was easier to identify issues than it was to identify best remedy practices and action plans. They noted that this became easier after more practice and felt this was a skill that would improve with more experience on the job. Comment: "This is as much an art than it is a science."	6. This program improvement area also surfaced in the HRM master's program data. Though this specific outcome learning is specifically addressed in OD521 with many practices and cases, it seems that even more would be valuable. Thus, as mentioned in the HRM master's outcome assessment report, materials on remedies and action plans need to be emphasized in all course material and outcome rubric assessments so each course can build off the other in strengthening this "science and art."

Appendices

<u>**Final Project Instructions and Rubric: MGT515, Managing and Leading Teams**</u>

In this project you will demonstrate your understanding of the main concepts, skills, and knowledge for one of the key learning outcomes for your OD certificate. Specifically, you will demonstrate your understanding and ability to lead a team, utilizing the tools and concepts associated with both team process and team results—all demonstrating support of organizational goals and strategy. You should use the analytical models, guidelines, and templates provided in class and practiced during the course.

Assignment: Identify an intact group or form an ad-hoc group (5 – 12 people) (a company you work with or can gain access, neighborhood group, church group, community group, etc.,) that you will lead and manage through a substantive task allowing you the opportunity to apply/reflect on what you learn in this course. Following the provided templates, develop a project packet that chronicles what and how you led and managed the team. For example, share agenda, summary meeting notes, an explanation of the team's charter or charge, how you applied/how you related the principles, skills, models, methods, and tools related to leading and managing teams presented in this course, and your lessons learned. You and your "accountability partner" will support one another during this project by attending one another's team exercise and providing feedback using a "team feedback tool" you will develop and ask him/her to complete. You will include your partner's feedback in your report as outlined below.