



## Organization Development (M.S.O.D.)

Department Website: <http://www.american.edu/spa/auntl/index.cfm>

### 1. Learning Outcomes

1. **Use of Self in Professional Practice:** Students develop and demonstrate the personal awareness, knowledge of appropriate psychological /behavioral science theories, intra- and interpersonal capabilities, professional demeanor and communication skills, and group/team skills to provide effective professional consultation and facilitation at all levels of client systems.
2. **Sustainable Change through Group Methodologies:** Students demonstrate mastery of theory, research, and professional practice related to how group and team dynamics work with leadership in creating and sustaining strategy and change in systems.
3. **Diagnosis & Intervention at all Levels of a System:** Students utilize the theoretical knowledge, in-class learning, and field experience to provide sound, theory-based data collection, diagnosis, planning, intervention and assessment at the appropriate levels of a client system: individual, interpersonal, group/team, unit/department, and full system.
4. **Commitment to Diversity, Inclusion, and Engagement in the OD Process:** Students demonstrate the ability to support their organizations or client systems in strengthening workplace diversity, workforce inclusion and engagement as key elements of organization health in a globalized environment.

## 2. Assessment Plan

Measures	Target	Learning Outcomes	Cycle & Reviewers
<p>(1) <b><u>Direct</u></b> <b>Student portfolios</b> of first 6 months of their written work, faculty feedback, &amp; self-assessment memo, resume, learning plans for year 2.</p> <p>Student <b>academic transcripts</b> (Academic Advisor: Quarterly Cohort Reports).</p> <p><b><u>Indirect</u></b> <b>Observation</b> by Director and teaching faculty of student performance during the International Residency: including performance on student teams, consultation work products, quality of input to full cohort community, client input on final day of</p>	<p>100% of student portfolios are on time, complete, fully prepared per instruction. Each self-assessment memo provides clear description of and evidence for learning in the program to date.</p> <p>90% of students <math>\geq</math> 3.0 GPA</p> <p>90-100% of the 3-5 client projects served by student teams are viewed as effective by supervising faculty and client representatives.</p>	<p>Students demonstrate personal awareness, knowledge of behavioral science theories, interpersonal capabilities, professional demeanor &amp; communication skills, and group/team skills to provide effective consultation and facilitation in client systems. Student transcripts show acceptable level of academic performance to indicate learning is taking place.</p> <p>Students develop and demonstrate basic team membership and leadership skills, cultural competence, facilitation and presentation skills, and knowledge of core consulting skills.</p> <p>Student consulting projects demonstrate mastery of sufficient content &amp; skills to serve the client system needs.</p>	<p>Once/cohort (2 times/yr), a Team of 6-8 faculty members reviews student portfolios to provide individualized feedback on professional development &amp; academic progress to each student. The Team debriefs lessons learned from the Review with Program Director.</p> <p>Once/cohort (2 times/yr), instructors &amp; Director meet at the end of the International Residency: review progress of each student in the learning outcomes and develop feedback for each student.</p> <p>The faculty &amp; administration note Lessons Learned from each International Residency &amp; implements</p>

residency.			improvements in subsequent Residency: Syllabus, “grid” (schedule), balance among learning focus and activities, attention to logistics & administration.
Measures	Target	Learning Outcomes	Cycle and Reviewers
<p>(2) <b>Direct</b> <b>Narrative feedback reports</b> completed by each student at end of every course</p> <p><b>Closing Session</b> feedback and discussion with each cohort</p> <p><b>Indirect</b> Learning Community Facilitator (LCF) <b>observation</b> of individual performance in</p>	<p>90% return rate and responses to questions Students provide thoughtful, actionable responses per rubric, that demonstrate capability to improve a system through working effectively with teams/groups (=cohort).</p> <p>100% participation. Constructive, thoughtful, actionable feedback received. 75% satisfaction &amp; constructive observations &amp; suggestions</p> <p>95% attendance rate at monthly Learning Community Sessions</p> <p>90% of LC time spent at</p>	<p>Students demonstrate mastery of theory &amp; research, and professional practice, related to the role and dynamics of teams and groups in creating and sustaining strategy and change in systems.</p> <p>Students demonstrate capability to provide actionable feedback to a system.</p> <p>Students understand the role of feedback in improving team &amp; system dynamics</p> <p>Students demonstrate increased capacity for self-management, effective communication, diagnosis &amp; intervention</p>	<p>Professors receive typed reports of all narrative feedback when they turn in grades for a course. Along with the SET’s, these are discussed with the Director. Director reviews all narrative reports on courses and discusses areas of strength and weakness with faculty in an action-driven conversation.</p> <p>End of each cohort cycle: Director, staff, and faculty receive report of cohort’s closing session observations. These are discussed with faculty as opportunity arises.</p> <p>LCF’s debrief with classroom instructors each weekend before &amp; after LCT session; LCF’s meet once/semester for review &amp; planning.</p>

cohort setting. <b>Survey</b> of student learning at Mid-Program and End of Program.	group/system level	within 2-hr Learning Community Session each class weekend.	
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<b>Measures</b>	<b>Target</b>	<b>Learning Outcomes</b>	<b>Cycle and Reviewers</b>
<p><b>(3)</b> <b>Direct</b> Completion rate for <b>Practicum 1 course</b> (mid-point)</p> <p>Submission of final <b>Practicum Report</b> per specifications</p> <p>Completion of 4-hour <b>written comprehensive examination.</b></p>	<p>All Practicum projects conducted and completed on schedule per agreement with Practicum Advisor</p> <p>All Practicum reports are completed per specification and demonstrate both the process and content learning outcomes</p> <p>20% of Practicum reports earn a “Distinction.”</p> <p>80-90% of students pass the Comprehensive</p>	<p>Students demonstrate capability to identify and contract with a client system and to map out proposal for an Organization Development Project that addresses needs at all levels of the system.</p> <p>Students utilize the theoretical knowledge, self-awareness in professional role, in-class learning, and field experience to provide sound, theory-based data collection, diagnosis, planning, intervention and assessment at the appropriate levels of a client system: individual, interpersonal, group/team, unit department, and full system.</p> <p>Students demonstrate their ability to analyze an organizational situation hold boundaries of an appropriate helping role,</p>	<p>Twice/cohort (4 times/yr), the Practicum Director and team of 5-6 Practicum Advisors exchange information as to student progress and completion of the Practicum Cycle.</p> <p>Doctoral-level Practicum Director reviews all Reports, with special emphasis on those recommended by Practicum Advisors for “Distinction.”</p> <p>Practicum team meets annually for a 2 day Retreat for review &amp; planning.</p> <p>4-6 Doctoral level faculty do blind review of comp exams and subsequently report their</p>

<p style="text-align: center;"><b><u>Indirect</u></b> Learning Community Facilitator (LCF) <b>observation</b> of individual &amp; group dynamics in cohort.</p>	<p>Exam on the first try.</p> <p>95% attendance rate at LC Sessions 90% of LC time spent at group/system level</p>	<p>recognize importance of diversity and cultural competence, explain and document how they would advise the client system, and present a plan for organization development.</p> <p>Students demonstrate increased capacity for self-management, communication, diagnosis &amp; intervention vis a vis Cohort Learning Community within 2-hr Session each class weekend.</p>	<p>impressions and suggestions to the Academic Advisor &amp; Director.</p> <p>LCF's debrief with classroom instructors each weekend; LCF's meet each semester for review &amp; development.</p>
<b>Measures</b>	<b>Target</b>	<b>Learning Outcomes</b>	<b>Cycle and Reviewers</b>
<p style="text-align: center;"><b>(4)</b> <b><u>Direct</u></b> <b>Student performance</b> in Founders and International Residencies</p> <p><b>Practicum Project &amp; Report</b></p> <p><b>Comprehensive Exam</b></p> <p style="text-align: center;"><b><u>Indirect</u></b></p>	<p>100% earn grades of (P) in the Founders Residency &amp; B+ or above for the 6 credits of the Int'l Residency.</p> <p>Successful completion of Practicum Report.</p> <p>80-90% of students pass the Comprehensive Exam on the first try.</p>	<p>Students demonstrate the capability to support organizations and client systems in strengthening and using workplace diversity, workforce inclusion, and engagement as key element of organization health in a globalized environment. Students work effectively and appreciatively on diverse consulting teams.</p> <p>Students can explain and demonstrate the roles of cultural competence and diversity awareness, and engagement of client system members, in the OD process and outcomes.</p>	<p>Once/cohort (2 times/yr), instructors &amp; Director meet at the end of the International Residency: review progress of each student in the learning outcomes and develop feedback for each student including a grade summarizing student progress in this area.</p> <p>Practicum Advisor approves Practicum Report.</p> <p>4-6 Doctoral level faculty do blind review of comp exams and report their impressions and suggestions to the Academic Advisor &amp; Director.</p>

<p><b>Observation</b> by Director and faculty</p> <p>Ad hoc and cyclic <b>observation</b> of cohort dynamics and individual performance by LCF's.</p> <p><b>Self-Reports</b> by students in papers and on Mid-Program &amp; Closing surveys</p>	<p>Frequency of positive/negative comments regarding diversity/inclusion-related issues</p> <p>Documentation of successful management of diversity-related issues</p> <p>100% of Papers &amp; portfolio reflect awareness and focus</p>	<p>Students can explain and demonstrate the roles of cultural competence and diversity awareness, and engagement of cohort, in the OD process and outcomes as experienced in Residencies and Learning Community Time.</p>	<p>Director &amp; Program Manager meet with each cohort 3X/yr for dialogue. PM takes notes.</p> <p>Discussions at Faculty meetings, LCF meetings, Practicum Advisor meetings &amp; retreats.</p>
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