

Assessment Activities
Program: Ed.D. Program in Leadership

<i>Graduate School Goals (Purpose)</i>	<i>Program Outcomes</i>	<i>Assessment Procedures and Criteria</i>	<i>Assessment Results</i>	<i>Use of Assessment Results/Change</i>
1. Graduates will demonstrate the disciplinary competence and/or professional proficiency with a global perspective in service to others.	Self-assessment of leadership skills as well as change and growth in leadership skills across the span of the program.	Student admission goal statements/essay; Individual Professional Development Plan (IPDP); Professional performance portfolio (PPP); Gallup StrengthsQuest	Gallup StrengthsQuest results are used to put students into cohorts to allow for diversity among the groups. IPDP and PPP are tools that are used to ensure students are communicating with their advisors and ensuring growth and development during the program.	There is a need to develop a process that allows for more consistent communication between the student and their advisor. The program hired a faculty member to be the advisor to all students through their core courses.
2. Graduates will demonstrate an ability to combine critical thinking, disciplined research, and effective problem-solving in their field of study.	Application of research methods and key concepts in design of dissertation proposal and written dissertation Application of leadership theories and concepts in their portfolios. Dissertation proposals and dissertations have evidence of application of leadership theories in practice.	Dissertation proposals Dissertations PPP Dissertation Proposal Dissertation	The program had its first student successfully propose their dissertation topic.	No need to change at this time.
3. Graduates will demonstrate ethical decision making, service, and civic responsibility in accordance with the Judeo-Christian tradition and Ignatian values.	Application of legal principles to organizational issues in all core courses, but more specifically in course assignments for ILD 802; 805; 807; 811 (Practicum) and 899 (Dissertation)	Course assignments in 802; 805; 807, 811, 899 Student Course Evaluations for 802; 805; 807; 811, 899 IRB and CITI certification	10 students will be completing their practicum by the end of A.Y. 2011-2012. Two students are organizing a Women's Conference for the community, 1 student went to an Indian Reservation to research under privileged women, and 1 student prepared a comprehensive analysis of assessment in a higher education institution. The director of the program meets with the faculty of the courses to review student evaluations to determine if changes or enhancements need to be made to the course.	From faculty feedback and student course evaluations, courses are reviewed and updated after the course is taught. Processes and procedures are being reviewed to ensure proper IRB and CITI certification in all students before they complete their practicums and dissertations.

<p>4. Graduates will respectfully and effectively communicate information through all modes of expression.</p>	<p>Course written assignments will demonstrate effective written communication.</p> <p>Online discussions and leadership seminar activities (ILD 807, 808, 809) demonstrate understanding application and effective interpersonal and organizational communication.</p>	<p>Course Assignments across curriculum</p> <p>Online discussions; course activities in ILD 807, 808, 809</p> <p>Oral communication skills are tested during the on-campus courses (ILD 808 and ILD 810)</p>	<p>The Ed.D. is an online program allowing for multiple venues for communication through, BlueLine, Webinars, TaskStream,</p> <p>The director of the program meets with the faculty of the courses to review student evaluations to determine if changes or enhancements need to be made to the course.</p>	<p>Continuous updates in technology including the addition of TaskStream.</p>
<p>5. Graduates will demonstrate deliberative reflection for lifelong personal and professional formation.</p>	<p>Ongoing skills in ability to engage in critical self-reflection.</p> <p>Evidence of implementation of reflection in leadership assignments/activities.</p>	<p>IPDP-depth and rigor of projected goals; PPP evidence in portfolio of reflection in and on demonstrated work/evidence</p> <p>Course assignments in all Ed.D. Program in Leadership courses.</p>	<p>Students are continuing to learn new skills in their courses and daily activities in their personal lives. The program had several students receive promotions, awards, and new career opportunities.</p>	<p>The program will continue to monitor success as the students advance through the program. The program will have the first graduate in 2012.</p>
<p>6. Graduates will demonstrate an ability to work effectively and in solidarity across the distinctions of human diversity.</p>	<p>Drawing on Creighton's Catholic and Jesuit traditions, the program's educational framework promotes the formation of leaders through a process of continual self-reflection. Students will be equipped to effectively serve and lead educational institutions, health care facilities, and diverse business enterprises and other organizations.</p>	<p>Program Orientation, Discussion Boards, and course work</p> <p>Interdisciplinary nature of the curriculum and student background</p>	<p>The Ed.D. Program in Leadership is an interdisciplinary program. This allows students to learn in a diverse online environment. The make-up of the cohorts, discussion boards, and work groups at the orientation, gives students hands-on experience to work effectively and in solidarity across the distinctions of human diversity.</p>	<p>This was the first year the program was in operation. Continual improvements are ongoing.</p>