

Changing the Candidacy Process in the Interdisciplinary Ed.D. Program in Leadership to Assessment for Learning

*Creighton University Office of Academic Excellence and Assessment
Faculty Development Grant for the Scholarship of Teaching and Learning (SOTL)
Submitted November 2016*

Abstract

The tests and measurements we choose to use in trying to assess learning influence learning itself (Thomas, 2013). This SOTL project is designed to help the Interdisciplinary Ed.D. Program in Leadership derive concrete steps to best use the program's candidacy process to both assess learning and create opportunities for learning. Candidacy is the process by which students demonstrate capabilities to conduct, write, and present a comprehensive research project. Currently the program's candidacy process is an assessment of the student's attainment of the program's learning outcomes. Recently the program's core faculty identified an opportunity for the candidacy process to be an assessment *for* learning for both faculty and students rather than just an assessment *of* learning. In essence, the program is asking, how can we develop a candidacy process from which we can all learn throughout the process? This utilization-focused evaluation project will follow a three step process: pilot testing a new candidacy process; interviews with core faculty members; and validation of assessment authenticity and task authenticity. In addition to content and pattern analysis, the researchers will evaluate the meaning of the data through interpretation, dialogue, and situational application (Patton, 2008). The findings will be used by faculty to create action implications and recommendations for the assessment for learning protocol for the candidacy process. The results of this project will also be shared with other SOTL researchers as an example of a transition from a focus on assessment of learning to assessment for learning in a doctoral program.

Patton, M. Q. (2008). *Utilization-Focused Evaluation* (4th ed.). Los Angeles, CA: Sage.

Thomas, G. (2013). *Education: A Very Short Introduction*. Oxford, UK: Oxford University Press.

Principal Investigator

Candace D. Bloomquist, PhD, Interdisciplinary Ed.D. Program in Leadership

P: (402) 280-3777 E: CandaceBloomquist@creighton.edu

Co-Investigators

Jennifer Moss Breen, Interdisciplinary Ed.D. Program in Leadership

P: 402-280-3952 E: jennifermossbreen@creighton.edu

James R. Martin Jr., Ph.D., Interdisciplinary Ed.D. Program in Leadership

P: 402-280-3413 E: JimMartin@creighton.com