The Cornerstones of Leadership Program Evaluation project, funded in part by the Alfred P. Sloan Foundation, aims to establish metrics and tools for design and assessment of outcomes of academic leadership programs across all the sciences. It forms the foundation of program evaluation for the programs administered within the International Center for the Executive Leadership in Academics (ICELA at Drexel®), Hedwig van Ameringen Executive Leadership in Academic Medicine® (ELAM®) and Executive Leadership in Academic Technology and Engineering (ELATE at Drexel®).

The most effective formal programs for leadership development:

- Engage individual leaders with meaningful tasks
- Extend personal and organizational change skills
- Provide a trusted environment
- Use real-time examples applicable in daily leadership

Comprehensive evaluation of such programs requires attention to theoretical underpinnings, alignment of education goals and assessment systems, measures of graduates’ success, and lessons learned from program development and implementation.

Evaluation measures must allow for comparisons across cohorts and time. Measures capture the quality of the learning experience, changes in participant perspective and skill and the impact of their actions within their respective organizations.

### ICELA Leadership Learning Model

#### Program Core Competencies

**Strategic Finance and Resource Management**
Fellows will use strategic approaches to financial and resource management that enhance the missions of their organizations.

**Personal and Professional Leadership Effectiveness**
Fellows will adapt their leadership behaviors to effectively address strategic, operational, and relational challenges.

**Organizational Dynamics**
Fellows will lead and manage change initiatives within complex and dynamic academic organizations.

**Communities of Leadership Practice**
Fellows will develop and participate in a variety of communities of practice that support academic organizational leadership.

#### Program Evaluation Tools

**Session Assessment**
Fellows enter feedback through a survey on the class Blackboard course management system. Each lesson is evaluated by questions that seek suggestions for process and content improvement.

**Tracking Leadership Positions**
Fellows’ contact information is continually updated in a database retaining historical information on the types and ranks of positions.

**Focus Groups**
ELAM/ELATE fellows participate in focus groups to assess quality improvement during one or more sessions each year.

**Leadership and Learning Career Development (LLCD) Survey**
An online, quantitative survey measures perceptions of leadership skills and knowledge:
- Prior to the first Fellow session (pre-test),
- After the fellowship year (immediate post-test)
- Two years after graduation from the program (follow-up)

**Institutional Action Project (IAP) Summary and Tracking**
The IAP integrates the resources and support of the ELAM/ELATE Fellowship into a visible leadership contribution to Fellow institutions. Progress on objectives is tracked via the IAP update form and LLCD follow-up survey.

**Executive Leadership & Mentoring (ELM) Survey**
Deans report on LLCD metrics, perceptions of mentoring and sponsorship and experiences as leaders (in development).

### Outcomes

**Program Improvement**
Training sessions include participant module assessments. The executive director, program staff, session faculty and alumnae review session feedback and identify areas for change. Returning and new faculty continually improve modules.

**Advancement to Executive Leadership Positions**
ELAM graduates now number nearly 800 at over 190 academic health centers and organizations internationally. As of August 2013, US ELAM graduates are:
- 9 of the 22 women deans at accredited medical schools, 7 of the 9 women deans at dental schools, and 1 of the 11 women deans at public health schools.
- 118 department chairs at medical schools, 9 at dental schools, and 7 at public health schools.
- 103 center directors at medical schools, 2 at dental schools, and 6 at public health schools.

**Changes in Leadership Perspectives**
Fellows are asked: “How important is this to you? How confident are you in your ability to do this?” for items measuring the four program core competencies. Responses range from “Extremely important/confident” (scored 7) to “Not important/Not at all confident” (scored 1). Cronbach alpha reliability scores exceed 0.90 for summed scales.

**Organizational Change and Innovation**
Fellows’ IAPs focus on clinical, research, educational, and/or administrative initiatives for organizational change. Sample initiative results:
- Curricula design
- New recruitment and retention policies for faculty
- Global health research and outreach
- New Clinical Quality Improvement Programs

For more information, please visit: drexel.edu/ICELA/programevaluation/