

Academic year 2024-2025

**MED in Applied Digital Learning - MED-AMAT Learning Outcomes**

**Student Learning Outcome (SLO) 1**

Evidence of excellence in professional communication exhibited by graduate-level ability to research and communicate in writing how to fully share, implement, and assess the use of applied digital learning in their work environment. The learning outcome is aligned with ISTE Education Leaders 3.2.e Share Experience with Peers

Learning Outcome: Applied Digital Learning students will highlight the opportunities technological innovation spawns and develop strategies to proactively use these opportunities to move their organizations toward developing active learning environments.



MEASURES	RESULTS	ACTIONS
<div>Assessment 1</div> <div>Assessment 1: Rubric Row 1 for the Implementation Outline assessment in the EDLD 5305 – Disruptive Innovation course.</div> <div>The Implementation Outline: Applied Digital Learning candidates will develop a researched, implementation outline for leadership teams to follow to implement new technology into the workspace to enhance the digital learning environment in accordance with ISTE Education Leaders 3.2.e Share Experience with Peers.</div> <div>Direct - Assignment</div> <div>Disruptive Innovation in Tech: EDLD 5305</div> <div>Target</div> <div>90% of all candidates will score no less than Meets Criteria on the Implementation Outline assessment.</div> <div>A score of Meets Criteria (80%) on the Implementation Outline assessment rubric rows will demonstrate mastery.</div>	<div>MET</div> <div>Assessment 1</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>94%</div></div> <div><div>Not Met:</div><div>6%</div></div> <div><div>Met Total:</div><div>94%</div></div> <div><div>Not Met Total:</div><div>6%</div></div> <div>Analysis</div> <div>While the scores appear strong, it is because the rubric did not align well with the changes in the ISTE standards, so rubrics were adjusted to better suit the assignment and align better with the standards. What was uncovered is that students are able to create the full plan well, but students are struggling with making adjustments made from peer and instructor feedback.</div>	<div>Gather Additional Data</div> <div>IN PROGRESS</div> <div>First, we may need to include a class segment or assignment that stresses the importance of feedback and editing to ensure the results meet the needs of the workplace and the assignment. Second, a note or announcement needs to be made from the first assignment to the finish to have students edit as the class proceeds rather than only towards the end.</div> <div>Recommended Due Date: 12/01/2025</div>
<div>Assessment 2</div> <div>Assessment 2: Rubric Row 2 for the Implementation Outline assessment in the EDLD 5305 – Disruptive Innovation course.</div> <div>The Implementation Outline: Applied Digital Learning candidates will develop a researched, implementation outline for leadership teams to follow to implement new technology into the workspace to enhance the digital learning environment in accordance with ISTE Education Leaders 3.2.e Share Experience with Peers.</div> <div>Direct - Assignment</div> <div>Disruptive Innovation in Tech: EDLD 5305</div> <div>Target</div> <div>90% of all candidates will score no less than Meets Criteria on the Implementation Outline assessment.</div>	<div>MET</div> <div>Assessment 2</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>94%</div></div> <div><div>Not Met:</div><div>6%</div></div> <div><div>Met Total:</div><div>94%</div></div> <div><div>Not Met Total:</div><div>6%</div></div> <div>Analysis</div> <div>While the scores appear stronger in the fall semester, it is because the rubric did not align well with the changes in the ISTE standards, so rubrics were adjusted to better suit the assignment and align better</div>	<div>Gather Additional Data</div> <div>IN PROGRESS</div> <div>Add a class segment or assignment that stresses the importance of feedback and editing to ensure the results meet the needs of the workplace and the assignment.</div> <div>Recommended Due Date: 12/01/2025</div>

A score of Meets Criteria (80%) on the Implementation Outline assessment rubric rows will demonstrate mastery.	with the standards. What was uncovered is that students are able to create the full plan well, but students are struggling with making adjustments made from peer and instructor feedback.	
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## Student Learning Outcome (SLO) 2

Evidence of excellence in professional communication exhibited by graduate-level ability to communication in writing using the APA Publication Manual Style. The learning outcome is aligned with ISTE Coaching Standard 3g.

Learning Outcome: Applied Digital Learning students will create and support effective digital age learning environments to maximize the learning for all students and use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.

MEASURES	RESULTS	ACTIONS
<b>Assessment 1</b>  Assessment 1: Rubric Row 1 for the Journal/Publication Final Draft & Compilation Post assessment in the EDLD 5317 – Resources for Digital Environments course  Journal/Publication Draft: Applied Digital Learning candidates develop a media project for publication in EDLD 5317 that will ultimately become part of an article for publication. The article for publication follows APA format and guidelines, when necessary, for professional writing at the graduate level and is linked to the ISTE Coaching Standard 3g.  Direct - Assignment  <i>Resources Digital Environments: EDLD 5317</i>  <b>Target</b>  90% of all candidates will score no less than Meets Criteria on the Journal/Publication Final Draft & Compilation Post assessment.  A score of Meets Criteria (80%) on the Journal/Publication Final Draft & Compilation Post assessments rubric rows will demonstrate mastery.	<b>MET</b> Assessment 1 ■ Met ■ Not Met  0% 100% Met: 96% Not Met: 4%  Met Total: 96% Not Met Total: 4%  <b>Analysis</b>  Scores appear strong in both the Summer and Fall courses. Upon a closer look, the rubrics were too generalized for the assignment and without much rigor. The rubrics now have been adjusted to better suit the assignment and align better with ISTE National standards.	<b>Revise Measurement / Assessment</b> IN PROGRESS  We will adjust assignments and rubrics as needed and within the limitation percentages of re-writing the course to current material.  Recommended Due Date: 12/01/2025
<b>Assessment 2</b>  Assessment 2: Rubric Row 3 for the Journal/Publication Final Draft & Compilation Post assessment in the EDLD 5317 – Resources for Digital Environments course  Journal/Publication Draft: Applied Digital Learning candidates develop a media project for publication in EDLD 5317 that will ultimately become part of an article for publication. The article for publication follows APA format and guidelines, when necessary,	<b>MET</b> Assessment 2 ■ Met ■ Not Met  0% 100% Met: 95% Not Met: 5%  Met Total: 95%	<b>Revise Measurement / Assessment</b> IN PROGRESS  We will adjust assignments and rubrics as needed and within the limitation percentages of re-writing the course to current material.  Recommended Due Date: 12/01/2025

<p>for professional writing at the graduate level and is linked to the ISTE Coaching Standard 3g.</p> <p>Direct - Assignment</p> <p><i>Resources Digital Environments: EDLD 5317</i></p> <p><b>Target</b></p> <p>90% of all candidates will score no less than Meets Criteria on the Journal/Publication Final Draft &amp; Compilation Post assessment.</p> <p>A score of Meets Criteria (80%) on the Journal/Publication Final Draft &amp; Compilation Post assessments rubric rows will demonstrate mastery.</p>	<p>Not Met Total: 5%</p> <p><b>Analysis</b></p> <p>While the scores appear strong, it was determined the rubric did not align well with the changes in the ISTE standards, so rubrics were adjusted to better suit the assignment and align better with the standards. What was uncovered is that students are able to create the full plan well, but students are struggling with making adjustments made from peer and instructor feedback.</p>	
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Student Learning Outcome (SLO) 3

Educational Technology Leadership candidates will demonstrate the ability to apply knowledge of technology for teaching and learning in their organizations. The learning outcome is aligned with ISTE Coaching Standard 4.7: Digital Citizen Advocate.

Learning Outcome: Learners will locate, evaluate and compile web-based resources, experts and communities that will help them in their continued growth and development as digital learners and leaders.

MEASURES	RESULTS	ACTIONS
<div>Assessment 1</div> <div>Assessment 1: Rubric Row 1 for the ADL Journey Visualization &amp; Summary assessment in the EDLD 5320 – Synthesis of Digital Learning and Leadership course</div> <div>ISTE Coaching standards require candidates to use technology resources to develop content knowledge and professional growth and build teaching, learning, and assessments using digital tools and appropriate pedagogy. Working with school administrators and classroom teachers, students create learner-centered plans that focus on shifting the foci within their organizations.</div> <div>Direct - Assignment</div> <div>Synthesis Digital Learn/Leader: EDLD 5320</div> <div>Target</div> <div>90% of all candidates will score no less than Meets Criteria on the ADL Journey Visualization &amp; Summary assessment.</div> <div>A score of Meets Criteria (80%) on ADL Journey Visualization &amp; Summary assessment rubric rows will demonstrate mastery.</div>	<div>MET</div> <div>Assessment 1</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>91%</div></div> <div><div>Not Met:</div><div>9%</div></div> <div><div>Met Total:</div><div>91%</div></div> <div><div>Not Met Total:</div><div>9%</div></div> <div>Analysis</div> <div>Though the data continue to indicate learning exceeds expectations of mastery, for the academic year 2024-2025, faculty will examine and discuss teaching strategies and best practices to further enhance knowledge and development of leadership skills by candidates within the program which will in turn lead to personal and professional growth.</div>	<div>Gather Additional Data</div> <div>Not Started</div> <div>The top feedback for students was a lack of proper visual representation or depth of reflection; therefore, scores were lower in the Fall than in Summer. To ensure students understand the assignment, we need to develop clearer expectations of students and their goals in completing the assignment. By providing specific requirements for each section of the ADL Journey Visualization &amp; Summary, we can clarify the expected outcomes. Additionally, we can post exemplary work from previous classes such as ones from the summer session to give students a visual representation of expectations.</div> <div>Recommended Due Date: 05/01/2026</div>
<div>Assessment 2</div>	<div>MET</div> <div>Assessment 2</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div></div></div>	<div>Gather Additional Data</div> <div>IN PROGRESS</div>

<p>Assessment 2: Rubric Row 3 for the ADL Journey Visualization &amp; Summary assessment in the EDLD 5320 – Synthesis of Digital Learning and Leadership course</p> <p>ISTE Coaching standards require candidates to use technology resources to develop content knowledge and professional growth and build teaching, learning, and assessments using digital tools and appropriate pedagogy. Working with school administrators and classroom teachers, students create learner-centered plans that focus on shifting the foci within their organizations.</p> <p>Direct - Assignment</p> <p><i>Synthesis Digital Learn/Leader: EDLD 5320</i></p> <p><b>Target</b></p> <p>90% of all candidates will score no less than Meets Criteria on the ADL Journey Visualization &amp; Summary assessment.</p> <p>A score of Meets Criteria (80%) on ADL Journey Visualization &amp; Summary assessment rubric rows will demonstrate mastery.</p>	<div><div></div><div></div></div> <p>0%100%</p> <table><tr><td>Met:</td><td>91%</td></tr><tr><td>Not Met:</td><td>9%</td></tr><tr><td>Met Total:</td><td>91%</td></tr><tr><td>Not Met Total:</td><td>9%</td></tr></table> <p><b>Analysis</b></p> <p>Though the data continue to indicate learning exceeds expectations of mastery, for the academic year 2024-2025, faculty will examine and discuss teaching strategies and best practices to further enhance knowledge and development of leadership skills by candidates which in turn will lead to development of innovative and creative practices.</p>	Met:	91%	Not Met:	9%	Met Total:	91%	Not Met Total:	9%	<p>The top feedback for students was a lack of proper visual representation or depth of reflection; therefore, scores were lower in the Fall than in Summer. To ensure students understand the assignment, we need to develop clearer expectations of students and their goals in completing the assignment. By providing specific requirements for each section of the ADL Journey Visualization &amp; Summary, we can clarify the expected outcomes. Additionally, we can post exemplary work from previous classes such as ones from the summer session to give students a visual representation of expectations.</p> <p>Recommended Due Date: 05/01/2026</p>
Met:	91%									
Not Met:	9%									
Met Total:	91%									
Not Met Total:	9%									