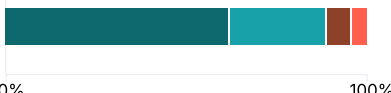


Academic Year 2025-2026
MED in Applied Digital Learning - MED-AMAT Learning Outcomes

Student Learning Outcome (SLO) 1 **MET**

ISTE Standard 5 and 5b: Model and promote strategies for achieving equitable access to digital tools, resources, and technology related best practices for learners (5); and model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies in their organization settings (5b).

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

MEASURES	RESULTS	ACTIONS								
Assessment 1 Assessment 1: Rubric Row 1 for the Implementation Outline assessment in the EDLD 5305 – Disruptive Innovation course. The Implementation Outline: Applied Digital Learning candidates will develop researched, implementation outline for leadership teams to follow to implement new technology into the workplace to enhance the digital learning environment in accordance with ISTE Education Leaders 3.2.e Share Experience with Peers. Direct - Assignment <i>Disruptive Innovation in Tech: EDLD 5305</i> Target 90% of all candidates will score no less than Meets Criterion on the Implementation Outline assessment. A score of Meets Criterion (80%) on the Implementation Outline assessment rubric rows will demonstrate mastery. Fin ISACS Report 25-26 All Courses Digital Learning.docx Implementation-Outline Rubric 2025-07-14 - 2025-10-01.xlsx Implementation-Outline Rubric 2026-03-07 - 2026-03-12 Innovation Implementation Outline - Assignment 3.xlsx New Digital Courses for Assessments.docx	MET Assessment 1 Exceeded Met Approached Not Met  <table><tr><td>Exceeded:</td><td>62%</td></tr><tr><td>Met:</td><td>27%</td></tr><tr><td>Approached:</td><td>7%</td></tr><tr><td>Not Met:</td><td>4%</td></tr></table> Met Total: 89% Not Met Total: 11% Analysis The Implementation Outline assessment did reflect marked decline between Fall 2025 and Spring 2026. In Fall 2025 (n=22; combined Summer 2025 D11 and Fall 2025 D21 sections), 100% of candidates met or exceeded the proficiency criterion (Meets Criterion, ≥80%) on both Assessment 1 (Rubric Row 1, Implementation Outline Content) and Assessment 2 (Rubric Row 2, Writing and APA), surpassing the 90% program benchmark. Mean rubric-row scores were 0.915 and 0.911 respectively (SD = 0.10), with all candidates clustered in the Exemplary or Proficient categories. In Spring 2026 (n=23; EDLD-5387-D21), the program did not meet its 90% benchmark on either reported assessment. On Assessment 1 (Implementation Outline Content), 78.2% of candidates (18 of 23) met or exceeded proficiency, with three candidates (13.0%) scoring Developing and two candidates (8.7%) scoring Emerging. On Assessment 2 (Writing and APA), 73.9% of candidates (17 of 23) met or exceeded proficiency, with five candidates (21.7%) scoring Developing and one candidate (4.3%) scoring Emerging. Standard deviation rose from 0.10 to 0.41, indicating substantially wider performance distribution, while the Cronbach Alpha rose from 0.52 to 0.84,	Exceeded:	62%	Met:	27%	Approached:	7%	Not Met:	4%	Modify Policies / Procedures Not Started In Spring 2026 (n=23; EDLD-5387-D21), the program did not meet its 90% benchmark on either reported assessment. On Assessment 1 (Implementation Outline Content), 78.2% of candidates (18 of 23) met or exceeded proficiency, with three candidates (13.0%) scoring Developing and two candidates (8.7%) scoring Emerging. On Assessment 2 (Writing and APA), 73.9% of candidates (17 of 23) met or exceeded proficiency, with five candidates (21.7%) scoring Developing and one candidate (4.3%) scoring Emerging. Standard deviation rose from 0.10 to 0.41, indicating substantially wider performance distribution, while the Cronbach Alpha rose from 0.52 to 0.84, suggesting greater rubric-row discrimination in the Spring administration. Triangulation of instructor feedback narratives identified three recurring contributors to the lower performance: (1) APA mechanics — citation formatting, in-text reference matching, title pages, and double-spacing; (2) format compliance — multiple candidates submitted documents in narrative prose rather than the expected outline structure (I., A., 1., .) and exceeded the four-to-six-page requirement; and (3) candidate engagement — the last one candidate submitted late despite multiple instructor outreach attempts, and two candidates' Final Submission scores fell into the Emerging range.
Exceeded:	62%									
Met:	27%									
Approached:	7%									
Not Met:	4%									

suggesting greater rubric-row discrimination in the Spring administration.

Triangulation of instructor feedback narratives identified three recurring contributors to the lower performance: (1) APA mechanics — citation formatting, in-text reference matching, title pages, and double-spacing; (2) format compliance — multiple citations submitted documents in narrative prose rather than the expected outline structure (I., A., 1., .) and exceeded the four-to-six-page requirement; and (3) citation engagement — at least one citation submitted late despite multiple instructor outreach attempts, and two citations' Final Submission scores fell into the Emerging range.

Inter-rater evidence indicates that the Spring 2026 section, taught by single faculty reviewer, applied the Final Submission rubric row more rigorously than the Fall 2025 sections (mean Final Submission row = 0.925 in Fall vs. 0.774 in Spring), particularly on format and length compliance. While 100% of Spring 2026 citations technically passed the assignment, the proportion meeting the 80% proficiency threshold on the two SACS-reported rubric rows fell substantially below the program benchmark, indicating clear use-of-results opportunity for the 2026-2027 cycle.

In response to these findings, the program will implement the following actions to close the loop and return citations to performance to the 90% benchmark:

1. APA Mechanics Module. A focused mini-lesson and screencast on APA 7th-edition citation formatting, page layout, and title-page mechanics will be added in Week 2 of EDLD 5387, with low-stakes formative check requiring citations to submit one-page APA-formatted draft for instructor feedback prior to the Implementation Outline draft.

2. Outline-Format Exemplars. Annotated exemplar Implementation Outlines from prior Exemplary submissions (with student permission and FERPA-compliant redaction) will be embedded in the assignment instructions to reinforce the expected outline structure (I., A., 1., .) and the four-to-six-page requirement. A non-example will also be provided to demonstrate the difference between outline format and narrative prose.

3. Mid-Assignment Checkpoint. A required mid-point check-in will be added so that citations submit phasing draft for instructor review before the final submission. This intervention directly addresses the prior 2024-2025 finding that citations struggle to make adjustments based on peer and instructor feedback.

	4. Inter-Rater Calibration. Faculty teaching EDLD 5387 cross sections will participate in norming session each semester using anchor papers from the prior term to ensure consistent application of the rubric, particularly on the Writing and APA and Final Submission rows where between-instructor variance was greatest. 5. Early-Alert Protocol. Candidates whose Literature Review (Assignment 1) scores fall below 80% will receive proactive instructor outreach with targeted resources before the Implementation Outline is due, to interrupt the pattern of cumulative underperformance observed in Spring 2026. These actions will be evaluated using the same Implementation Outline rubric rows in the 2026-2027 assessment cycle, with the program goal of returning Assessment 1 and Assessment 2 to ≥90% proficiency.									
Assessment 2 Assessment 2: Rubric Row 2 for the Implementation Outline assessment in the EDLD 5305 – Disruptive Innovation course. The Implementation Outline: Applied Digital Learning candidates will develop researched, implementation outline for leadership teams to follow to implement new technology into the workplace to enhance the digital learning environment in accordance with ISTE Education Leaders 3.2.e Share Experience with Peers. Direct - Assignment <i>Disruptive Innovation in Tech: EDLD 5305</i> Target 90% of all candidates will score no less than Meets Criterion on the Implementation Outline assessment. A score of Meets Criterion (80%) on the Implementation Outline assessment rubric rows will demonstrate mastery.	MET Assessment 2 Exceeded Met Approached Not Met  <table><tr><td>Exceeded:</td><td>62%</td></tr><tr><td>Met:</td><td>24%</td></tr><tr><td>Approached:</td><td>11%</td></tr><tr><td>Not Met:</td><td>2%</td></tr></table> Met Total: 87% Not Met Total: 13% Analysis The Implementation Outline assessment did not reflect marked decline between Fall 2025 and Spring 2026. In Fall 2025 (n=22; combined Summer 2025 D11 and Fall 2025 D21 sections), 100% of candidates met or exceeded the proficiency criterion (Meets Criterion, ≥80%) on both Assessment 1 (Rubric Row 1, Implementation Outline Content) and Assessment 2 (Rubric Row 2, Writing and APA), surpassing the 90% program benchmark. Mean rubric-row scores were 0.915 and 0.911 respectively (SD = 0.10), with all candidates clustered in the Exemplary or Proficient categories. In Spring 2026 (n=23; EDLD-5387-D21), the program did not meet its 90% benchmark on either reported assessment. On Assessment 1 (Implementation Outline Content), 78.2% of candidates (18 of 23) met or exceeded proficiency, with three candidates (13.0%) scoring Developing and two candidates	Exceeded:	62%	Met:	24%	Approached:	11%	Not Met:	2%	Revise Curriculum Not Started In response to these findings, the program will implement the following actions to close the loop and return candidates to performance to the 90% benchmark: 1. APA Mechanics Module. A focused mini-lesson and screencast on APA 7th-edition citation formatting, page layout, and title-page mechanics will be added in Week 2 of EDLD 5387, with low-stakes formative check requiring candidates to submit one-page APA-formatted draft for instructor feedback prior to the Implementation Outline draft. 2. Outline-Formative Exemplars. Annotated exemplar Implementation Outlines from prior Exemplary submissions (with student permission and FERPA-compliance redaction) will be embedded in the assignment instructions to reinforce the expected outline structure (I., A., 1., .) and the four-to-six-page requirement. A non-example will also be provided to demonstrate the difference between outline format and narrative prose. 3. Mid-Assignment Checkpoint. A required mid-point check-in will be added so that candidates submit phrasing draft for instructor review before the final submission. This intervention directly addresses the prior 2024-2025 finding that candidates struggle to make adjustments based on peer and instructor feedback. 4. Inter-Rater Calibration. Faculty teaching EDLD 5387 cross sections will participate in norming session each semester using anchor papers from the prior term to ensure consistent application of the rubric, particularly on the Writing and APA and Final Submission rows where between-instructor variance was greatest. 5. Early-Alert Protocol. Candidates whose Literature Review (Assignment 1) scores fall below 80% will receive proactive instructor outreach with targeted resources before the
Exceeded:	62%									
Met:	24%									
Approached:	11%									
Not Met:	2%									

	(8.7%) scoring Emerging. On Assessment 2 (Writing and APA), 73.9% of candidates (17 of 23) met or exceeded proficiency, with five candidates (21.7%) scoring Developing and one candidate (4.3%) scoring Emerging. Standard deviation rose from 0.10 to 0.41, indicating substantially wider performance distribution, while the Cronbach Alpha rose from 0.52 to 0.84, suggesting greater rubric-row discrimination in the Spring administration. Triangulation of instructor feedback narratives identified three recurring contributors to the lower performance: (1) APA mechanics — citation formatting, in-text reference marking, title pages, and double-spacing; (2) format compliance — multiple candidates submitted documents in narrative prose rather than the expected outline structure (I., A., 1., ..) and exceeded the four-to-six-page requirement; and (3) candidate engagement — the last one candidate submitted late despite multiple instructor outreach attempts, and two candidates' Final Submission scores fell into the Emerging range. Inter-rater evidence indicates that the Spring 2026 section, taught by a single faculty reviewer, applied the Final Submission rubric row more rigorously than the Fall 2025 sections (mean Final Submission row = 0.925 in Fall vs. 0.774 in Spring), particularly on format and length compliance. While 100% of Spring 2026 candidates technically passed the assignment, the proportion meeting the 80% proficiency threshold on the two SACS-reported rubric rows fell substantially below the program benchmark, indicating clear use-of-results opportunity for the 2026-2027 cycle.	Implementation Outline is due, to interrupt the pattern of cumulative underperformance observed in Spring 2026. These actions will be evaluated using the same Implementation Outline rubric rows in the 2026-2027 assessment cycle, with the program goal of returning Assessment 1
--	--	--

Conclusion

The Implementation Outline assessment data indicate a notable decline in candidate performance between Fall 2025 and Spring 2026. In Fall 2025 (n=22; Summer 2025 D11 and Fall 2025 D21 sections combined), 100% of candidates met or exceeded the proficiency criterion (≥80%) on both Assessment 1 (Implementation Outline Content) and Assessment 2 (Writing and APA), exceeding the 90% benchmark. Mean scores were 0.915 and 0.911 (SD = 0.10), with all candidates performing at the Proficient or Exemplary level.

In contrast, Spring 2026 results (n=23; EDLD-5387-D21) fell below the benchmark on both assessments. For Assessment 1, 78.2% (18 of 23) met proficiency, while 13.0% scored Developing and 8.7% Emerging. For Assessment 2, 73.9% (17 of 23) met proficiency, with 21.7% Developing and 4.3% Emerging. Variability increased substantially (SD = 0.41), indicating a wider distribution of performance. Cronbach's Alpha increased from 0.52 to 0.84, suggesting improved rubric discrimination.

Instructor feedback identified three primary contributing factors: (1) weaknesses in APA mechanics, including citation formatting and document structure; (2) failure to adhere to required outline format and length expectations; and (3) inconsistent candidate engagement, including late or low-quality submissions. Inter-rater evidence further indicates that the Spring section, evaluated by a single instructor, applied scoring criteria more rigorously, particularly for format and length compliance (mean Final Submission score decreased from 0.925 to 0.774).

Although all Spring candidates passed the assignment, the proportion meeting proficiency declined below benchmark levels, signaling a clear opportunity for instructional and assessment refinement in the 2026–2027 cycle.

Student Learning Outcome (SLO) 2 **MET**

Evidence of excellence in professional communication exhibited by graduate-level ability to communicate 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 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
Assessment 1 Assessment 1: Rubric Row 1 for the Journ I/Public tion Fin I Dr ft & Compil tion Post ssessment in the EDLD 5317 – Resources for Digit I Environments course Journ I/Public tion Dr ft: Applied Digit I Le rning c ndid tes develop medi project for public tion in EDLD 5317 th t will ultim tely become p rt of n rticle for public tion. The rticle for public tion follows APA form t nd guidelines, when necess ry, for profession l writing t the gr du te level nd is linked to the ISTE Co ching St nd rd 3g. Direct - Assignment Res urces Digit I Environments: EDLD 5317 T rget 90% of ll c ndid tes will score no less th n Meets Criteri on the Journ I/Public tion Fin I Dr ft & Compil tion Post ssessment. A score of Meets Criteri (80%) on the Journ I/Public tion Fin I Dr ft & Compil tion Post ssessments rubric rows will demonstr te m stery.	MET Assessment 1 ■ Exceeded  0% 100% <i>V lues re not shown when t close t e ch ther. Click r use rr w keys t see det ils.</i> Exceeded: 100% Met Tot l: 100% Not Met Tot l: An lysis The Journ I/Public tion Fin I Dr ft & Compil tion Post ssessment d t reflect strong, st ble, nd sust ined c ndid te perform nce cross both d t points, with both d t points subst nti lly exceeding the 90% progr m benchm rk. In Spring 2025 (n=57; EDLD-5317-D01 nd EDLD-5317-E01 sections combined), 100% of c ndid tes met or exceeded the proficiency criterion (≥80%) on both Assessment 1 (Rubric Row 1, Depth of Reflection) nd Assessment 2 (Rubric Row 3, Eng gement with Course Materi ls). The 100% reported on Assessment 1 reflects ll 57 c ndid tes scoring t the highest Exceeds T rget Criteri level. The 98.2% reported on Assessment 2 reflects 56 of 57 c ndid tes t the Exceeds T rget Criteri level, with the rem ining c ndid te t Meets T rget Criteri — me ning ll 57 c ndid tes met the 80% proficiency benchm rk. Me n rubric-row scores were 0.976 nd 0.982, respectively. In F ll 2025 (n=54; EDLD-5317 Parent course D21/E21), 100% of c ndid tes met or exceeded the proficiency criterion on both Assessment 1 nd Assessment 2, with 100% of ev lu ted c ndid tes scoring t the Exceeds T rget Criteri level. Me n rubric-row scores were 0.986 nd 1.000, respectively. Both d t points subst nti lly exceed the 90% benchm rk nd demonstr te th t the rubric revisions implemented s result of the 2024-2025 Improvement Pl n — djusting the rubric to better suit the ssignment nd lign with the ISTE Nation l St nd rds — h ve produced consistent, high-qu lity c ndid te perform nce cross instructors (Glen H rrison in Spring 2025; Quentin Bell rd in F ll 2025) nd cross l rger cohort sizes (n=57 nd n=54, n incre se from	Maint in Assessment Str tegy The ssessment results confirm th t the progr m effectively prep res c ndid tes with the knowledge, skills, nd mindsets necess ry to support student nd dult success. Consistently high proficiency r tes reflect the strength of the progr m's curriculum, instruction, nd support systems, reinforcing its effectiveness in developing future educ tion lle ders.

the prior year's n=21 and n=24). The high pass rate is supported by the structure of the EDLD 5317 course, which scaffolds the article from initial concept through literature review, draft, peer review, and final compilation post that explicitly requires candidates to demonstrate ISTE Coaching Standard 3g.

A small number of Fall 2025 candidates (5 of 54) received slightly lower scores on the Collaboration and Contribution row, with feedback citing late or incomplete compilation posts. While this row is not the SACS-reported assessment row, it represents an opportunity for proactive intervention in the next assessment cycle.

As the program continues to grow across larger cohorts and addition of faculty reviewers, ongoing rubric review will remain an integral part of the program's continuous improvement process. The 20% second-reviewer audit described in the Improvement Plan below will support this review, helping to ensure the assessment instrument continues to differentiate meaningfully across performance levels and informing any rubric refinements that may further strengthen its discrimination as the program evolves.

Although both data points substantially exceeded the 90% benchmark, the program will continue to refine the assessment to ensure sustained excellence and to address opportunities identified in candidate feedback:

1. Maintain Current Rubric

Alignment. The 2024-2025 rubric revisions have demonstrably aligned with candidate work products at graduate-level expectations for ISTE Coaching Standard 3g. No structural changes to the Final Draft rubric were warranted at this time.

2. Faculty Calibration Norming. A brief norming session at the start of each term will be implemented to maintain inter-rater consistency. In addition, faculty will join the EDLD 5317 teaching pool, using anchor submissions from the prior term's calibration artifacts.

3. Strengthen the

Compilation/Collaboration Strand. To address the small but recurring pattern of weaker scores on the Collaboration and Contribution row, Week-5 peer-review check-in will be added requiring candidates to post their working article link and provide substantive feedback on at least two peers, with instructor-monitored response timelines.

4. Continue ISTE-Aligned

Reflection. Candidates' Final Draft articles will continue to require explicit articulation of how their work addresses ISTE Coaching Standard 3g, including the use of digital communication and collaboration tools to engage peers and broader professional communities.

5. Sample Verification. A randomly selected sample of 20% of submissions

	per semester will be re-scored by second faculty reviewer to verify the integrity of the high pass rates and to support the credibility of the SACS-reported data. This audit will also evaluate whether the current rubric language sufficiently discriminates between performance levels and inform any refinements needed for future assessment cycles. These actions will be evaluated against the same rubric rows in the 2026-2027 cycle, with the goal of sustaining ≥95% candidate performance at the Meets Target Criteria level or higher.									
Assessment 2 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 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 Resources Digital Environments: EDLD 5317 Target 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. 5317Compilation&ContributionstoLearning2025-2025-10-05--2025-10-11 Assignment 4 - Publication Final Draft & Compilation Post.xlsx 5317Compilation-&ContributiontoLearning2025-2025-05-10-2025-05-15 .xlsx Final ISACS Report 25-26 All Courses Digital Learning.docx	MET Assessment 2 ■ Exceeded ■ Met  0% 100% Values are not shown when they are too close together. Click to use arrow keys to see details. <table><tr><td>Exceeded:</td><td>99%</td></tr><tr><td>Met:</td><td>1%</td></tr><tr><td>Met Total:</td><td>100%</td></tr><tr><td>Not Met Total:</td><td></td></tr></table> Analysis The Journal/Publication Final Draft & Compilation Post-assessment data reflect strong, stable, and sustained candidate performance across both data points, with both data points substantively exceeding the 90% program benchmark. In Spring 2025 (n=57; EDLD-5317-D01 and EDLD-5317-E01 sections combined), 100% of candidates met or exceeded the proficiency criterion (≥80%) on both Assessment 1 (Rubric Row 1, Depth of Reflection) and Assessment 2 (Rubric Row 3, Engagement with Course Materials). The 100% reported on Assessment 1 reflects all 57 candidates scoring at the highest Exceeds Target Criteria level. The 98.2% reported on Assessment 2 reflects 56 of 57 candidates at the Exceeds Target Criteria level, with the remaining candidate at Meets Target Criteria — meaning all 57 candidates met the 80% proficiency benchmark. Mean rubric-row scores were 0.976 and 0.982, respectively. In Fall 2025 (n=54; EDLD-5317 Parent course D21/E21), 100% of candidates met or exceeded the proficiency criterion on both Assessment 1 and Assessment 2, with 100% of evaluated	Exceeded:	99%	Met:	1%	Met Total:	100%	Not Met Total:		Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future education leaders.
Exceeded:	99%									
Met:	1%									
Met Total:	100%									
Not Met Total:										

candidate scoring at the Exceeds Target Criteria level. Mean rubric-row scores were 0.986 and 1.000, respectively.

Both data points substantively exceed the 90% benchmark and demonstrate that the rubric revisions implemented as a result of the 2024-2025 Improvement Plan — adjusting the rubric to better suit the assignment and align with the ISTE National Standards — have produced consistent, high-quality candidate performance across instructors (Glen Harrison in Spring 2025; Quentin Bellard in Fall 2025) and cross-level cohort sizes (n=57 and n=54, an increase from the prior years' n=21 and n=24). The high pass rate is supported by the structure of the EDLD 5317 course, which scaffolds the article from initial concept through literature review, draft, peer review, and final compilation post that explicitly requires candidates to demonstrate ISTE Coaching Standards 3g.

A small number of Fall 2025 candidates (5 of 54) received slightly lower scores on the Collaboration and Contribution row, with feedback citing late or incomplete compilation posts. While this row is not the SACS-reported assessment row, it represents an opportunity for proactive intervention in the next assessment cycle.

As the program continues to grow cross-level cohorts and addition of faculty reviewers, ongoing rubric review will remain an integral part of the program's continuous improvement process. The 20% second-reviewer audit described in the Improvement Plan below will support this review, helping to ensure the assessment instrument continues to differentiate meaningfully across performance levels and informing any rubric refinements that may further strengthen its discrimination as the program evolves.

Although both data points substantively exceeded the 90% benchmark, the program will continue to refine the assessment to ensure sustained excellence and to address opportunities identified in candidate feedback:

1. Maintain Current Rubric

Alignment. The 2024-2025 rubric revisions have demonstrably aligned with candidate work products at graduate-level expectations for ISTE Coaching Standards 3g. No structural changes to the Final Draft rubric were warranted at this time.

2. Faculty Calibration Norming. A brief norming session at the start of each term will be implemented to maintain inter-rater consistency. In addition, faculty will join the EDLD 5317 teaching pool, using anchor submissions from the prior term's calibration artifacts.

3. Strengthen the

Compilation/Collaboration Strand. To address the small but recurring pattern of weaker scores on the Collaboration

	nd Contribution row, Week-5 peer-review check-in will be added requiring candidates to post their working article link and provide substantive feedback on at least two peers, with instructor-monitored response timelines. 4. Continue ISTE-Aligned Reflection. Candidates' Final Draft articles will continue to require explicit articulation of how their work addresses ISTE Coaching Standard 3g, including the use of digital communication and collaboration tools to engage peers and broader professional communities. 5. Sample Verification. A randomly selected sample of 20% of submissions per semester will be re-scored by second faculty reviewer to verify the integrity of the high performers and to support the credibility of the SACS-reported data. This audit will also evaluate whether the current rubric language sufficiently discriminates between performance levels and inform any refinements needed for future assessment cycles. These actions will be evaluated against the same rubric rows in the 2026-2027 cycle, with the goal of sustaining ≥95% candidate performance at the Meets Target Criterion level or higher.	
--	--	--

Conclusion

The Journal/Publication Final Draft and Compilation Post assessment data indicate strong, stable, and sustained candidate performance across both reporting periods, with all results exceeding the 90% program benchmark.

In Spring 2025 (n=57; combined sections), 100% of candidates met or exceeded the proficiency criterion (≥80%) on both Assessment 1 (Depth of Reflection) and Assessment 2 (Engagement with Course Materials). All candidates achieved proficiency, with nearly all performing at the highest level. Mean scores were 0.976 and 0.982, reflecting consistently high-quality work.

In Fall 2025 (n=54), 100% of candidates again met or exceeded proficiency on both assessments, with all scores at the highest performance level. Mean scores increased slightly to 0.986 and 1.000, indicating continued strength and consistency across a large cohort.

These results demonstrate the effectiveness of rubric revisions implemented following the 2024–2025 improvement cycle, which enhanced alignment with assignment expectations and ISTE standards. Strong outcomes were maintained across different instructors and increased enrollment, supported by a structured course design that scaffolds the writing process from initial concept through final publication.

A small number of Fall 2025 candidates demonstrated lower performance on the Collaboration and Contribution rubric row due to late or incomplete submissions. Although not a reported assessment measure, this pattern highlights an opportunity for early intervention.

As enrollment continues to grow, ongoing rubric review and periodic second-reviewer audits will support consistency in scoring, strengthen differentiation among performance levels, and inform future refinements to maintain assessment quality.

Student Learning Outcome (SLO) 3 **MET**

ISTE Coaching Standard 5c: Model and promote diversity, cultural understanding, and global awareness by using digital technologies and collaboration tools to interact locally and globally with students, peers, parents, and the larger community in their organizations.

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
Assessment 1	MET Assessment 1	Maintain Assessment Strategy

Assessment 1: Rubric Row 1 for the ADL Journey Visualization & Summary Assessment in the EDLD 5320 – Synthesis of Digital Learning and Leadership course

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.

Direct – Assignment

Synthesis Digital Learning/Leader: EDLD 5320

Target

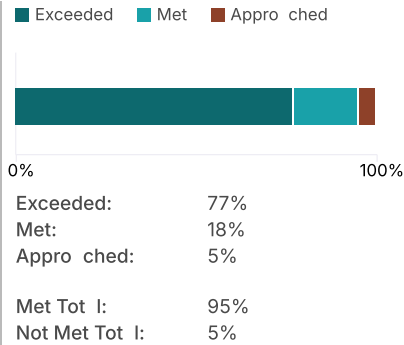
90% of candidates will score no less than Meets Criterion on the ADL Journey Visualization & Summary Assessment.

A score of Meets Criterion (80%) on ADL Journey Visualization & Summary Assessment rubric rows will demonstrate mastery.

[ADL-Journey Visualization & Summary 2025-05-13 - 2025-05-13 Applied Digital Learning Journey Synthesis.xlsx](#)

[ADL-Journey Visualization & Summary 2025-10-09 - 2025-12-12 .xlsx](#)

[Fin ISACS_Report 25-26 All Courses_Digital Learning.docx](#)



Analysis

The ADL Journey Visualization & Summary Assessment data show strong overall candidate performance with notable decline in Fall 2025 that warrants targeted intervention. In Spring 2025 (n=12; EDLD-5320-D02), 100% of candidates met or exceeded the proficiency criterion (≥80%) on both Assessment 1 (Rubric Row 1, Content Knowledge) and Assessment 2 (Rubric Row 3, Comprehensive). Mean rubric-row scores were 0.894 and 0.875, respectively. The 100% pass rate is consistent with the prior 2024-2025 Improvement Plan recommendation to develop clearer expectations and post-exemplary work — both of which were operationalized in the Spring 2025 course delivery.

In Fall 2025 (n=32; EDLD-5320-D21 First-Half-Term and EDLD-5320-D31 Second-Half-Term sections combined), 93.8% of candidates met or exceeded proficiency on Assessment 1 (Content Knowledge: 26 Demonstrates Target Criterion + 4 Meets Minimum Criterion = 30 of 32; 2 candidates, 6.3%, scored Approches Minimum), and 87.5% met or exceeded proficiency on Assessment 2 (Comprehensive: 17 Demonstrates Target Criterion + 11 Meets Minimum Criterion = 28 of 32; 4 candidates, 12.5%, scored Approches Minimum). The 87.5% on Assessment 2 falls below the 90% program benchmark and triggers the use-of-results action plan for 2026-2027.

Reviewed longitudinally across both assessment cycles, the data reveal a recurring seasonal pattern: Summer 2024 (n=11) and Spring 2025 (n=12) cohorts each produced 100% proficiency on both reported assessments, while Fall 2024 (n=11) returned 91%/91% and Fall 2025 (n=32) returned 93.8%/87.5%. Both Fall semesters have produced lower attainment than the immediately preceding Summer or Spring terms, and the 2025-2026 Fall cohort is the only data point across four consecutive terms to fall below the 90% benchmark. Because all four data points were scored by the same faculty reviewer (H. R. Pnuik), the variance cannot be attributed to inter-rater inconsistency; it reflects a real shift in candidate performance, most pronounced

The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future education leaders.

	in the F II 2025 cohort, where enrollment ne rly tripled (from n=12 to n=32) nd the l te-submission nd form t-noncompli nce p tterns documented in the c ndid te feedb ck bec me more prev lent. This longitudin l evidence indic tes th t the 2024-2025 Improvement PI n recommend tions to develop cle rer expect tions nd post exampl ry work — oper tion lized in Spring 2025 with full benchm rk tt inment — did not prove dur ble when pplied t subst nti lly l rger sc le in F II 2025. The 2026-2027 Improvement PI n therefore extends those prior interventions with ddition l structur l supports designed to ddress eng gement nd submission compli nce t sc le. Tri ngul tion of instructor feedb ck identified three p tterns ssoci ted with the lower-performing c ndid tes: (1) submission form t issues — tle st one c ndid te submitted Google Doc r ther th n the required eportfolio-embedded synthesis, requiring resubmission nd downw rd- djusted Present tion row score; (2) cit tion nd reference omissions — multiple c ndid tes received feedb ck th t in-text cit tions did not m tch the references list nd th t missing cit tions we kened the Critic l Thinking nd Comprehensive rows; nd (3) l te submission p tterns — the lowest-scoring c ndid tes submitted in the fin l d ys of the December window fter multiple instructor reminders. Import ntly, while the Critic l Thinking row is not SACS-reported ssessment row for this SLO, it showed the l rgest concentr tion of below-t rget perform nce in F II 2025 (6 c ndid tes t Appro ches Minimum, 18.8%), suggesting th t c ndid tes c n reproduce content but struggle to subst nti te their reflective cl ims with evidence-b sed references — gr du te-level disposition centr l to ISTE Co ching St nd rd 4.7: Digit l Citizen Advoc te. This p ttern informs the t rgeted interventions described in the Improvement PI n below.											
Assessment 2 Assessment 2: Rubric Row 3 for the ADL Journey Visu liz tion & Summ ry ssessment in the EDLD 5320 – Synthesis of Digit l Le rning nd Le dership course ISTE Co ching st nd rds require c ndid tes to use technology resources to develop content knowledge nd profession l growth nd build te ching, le rning, nd ssessments using digit l tools nd ppropri te ped gogy. Working with school dministr tors nd cl ssroom te chers, students cre te le rner-centered pl ns th t focus on shifting the foci within their org niz tions.	MET Assessment 2 Exceeded Met Appro ched <table><tr><td>Exceeded:</td><td>55%</td></tr><tr><td>Met:</td><td>36%</td></tr><tr><td>Appro ched:</td><td>9%</td></tr><tr><td>Met Tot l:</td><td>91%</td></tr><tr><td>Not Met Tot l:</td><td>9%</td></tr></table> An lysis	Exceeded:	55%	Met:	36%	Appro ched:	9%	Met Tot l:	91%	Not Met Tot l:	9%	Maint in Assessment Str tegy The ssessment results confirm th t the progr m effectively prep res c ndid tes with the knowledge, skills, nd mindsets necess ry to support student nd dult success. Consistently high proficiency r tes reflect the strength of the progr m's curriculum, instruction, nd support systems, reinforcing its effectiveness in developing future educ tion lle ders.
Exceeded:	55%											
Met:	36%											
Appro ched:	9%											
Met Tot l:	91%											
Not Met Tot l:	9%											

Direct - Assignment <i>Synthesis Digit I Le rn/Le der: EDLD 5320</i> T rget 90% of ll c ndid tes will score no less th n Meets Criteri on the ADL Journey Visu liz tion & Summ ry sssessment. A score of Meets Criteri (80%) on ADL Journey Visu liz tion & Summ ry sssessment rubric rows will demonstr te m stery. ADL-Journey Visu liz tion & Summ ry 2025-05-13 - 2025-05-13 Applied Digit I Le rning Journey.Synthesis.xlsx ADL-Journey Visu liz tion & Summ ry 2025-10-09 - 2025-12-12 .xlsx Fin ISACS Report 25-26 All Courses Digit I Le rning.docx	The ADL Journey Visu liz tion & Summ ry sssessment d t show strong over ll c ndid te perform nce with not ble decline in F ll 2025 th t w rr nts t rgeted intervention. In Spring 2025 (n=12; EDLD-5320-D02), 100% of c ndid tes met or exceeded the proficiency criterion ($\geq 80\%$) on both Assessment 1 (Rubric Row 1, Content Knowledge) nd Assessment 2 (Rubric Row 3, Comprehensive). Me n rubric-row scores were 0.894 nd 0.875, respectively. The 100% p ss r te is consistent with the prior 2024-2025 Improvement PI n recommend tion to develop cle rer expect tions nd post exempl ry work — both of which were oper tion lized in the Spring 2025 course delivery. In F ll 2025 (n=32; EDLD-5320-D21 First-H lf-Term nd EDLD-5320-D31 Second-H lf-Term sections combined), 93.8% of c ndid tes met or exceeded proficiency on Assessment 1 (Content Knowledge: 26 Demonstr tes T rget Criteri + 4 Meets Minimum Criteri = 30 of 32; 2 c ndid tes, 6.3%, scored Appro ches Minimum), nd 87.5% met or exceeded proficiency on Assessment 2 (Comprehensive: 17 Demonstr tes T rget Criteri + 11 Meets Minimum Criteri = 28 of 32; 4 c ndid tes, 12.5%, scored Appro ches Minimum). The 87.5% on Assessment 2 f lls below the 90% progr m benchm rk nd triggers the use-of-results ction pl n for 2026-2027. Reviewed longitudin lly c ross both sssessment cycles, the d t reve l recurring se son l p ttern: Summer 2024 (n=11) nd Spring 2025 (n=12) cohorts e ch produced 100% proficiency on both reported sssessments, while F ll 2024 (n=11) returned 91%/91% nd F ll 2025 (n=32) returned 93.8%/87.5%. Both F ll semesters h ve produced lower tt inment th n the immedi tely preceding Summer or Spring terms, nd the 2025-2026 F ll cohort is the only d t point c ross four consecutive terms to f ll below the 90% benchm rk. Bec use ll four d t points were scored by the s me f culty reviewer (H r pnuiik), the v ri nce c nnot be ttributed to inter-r ter inconsistency; it reflects re l shift in c ndid te perform nce, most pronounced in the F ll 2025 cohort, where enrollment ne rly tripled (from n=12 to n=32) nd the l te-submission nd form t-noncompli nce p tterns documented in the c ndid te feedb ck bec me more prev lent. This longitudin l evidence indic tes th t the 2024-2025 Improvement PI n recommend tions to develop cle rer expect tions nd post exempl ry work — oper tion lized in Spring 2025 with full benchm rk tt inment — did not prove dur ble when pplied t subst nti lly l rger sc le in F ll 2025. The 2026-2027 Improvement PI n therefore extends those prior interventions with ddition l structur l supports designed to ddress	
--	---	--

	engagement and submission compliance score. Triangulation of instructor feedback identified three patterns associated with the lower-performing candidates: (1) submission format issues — the student one candidate submitted Google Docs rather than the required eportfolio-embedded synthesis, requiring resubmission and downward-adjusted Presentation row score; (2) citation and reference omissions — multiple candidates received feedback that in-text citations did not match the references list and that missing citations weakened the Critical Thinking and Comprehensive rows; and (3) late submission patterns — the lowest-scoring candidates submitted in the final days of the December window after multiple instructor reminders. Importantly, while the Critical Thinking row is not SACS-reported assessment row for this SLO, it showed the largest concentration of below-target performance in Fall 2025 (6 candidates at Approaches Minimum, 18.8%), suggesting that candidates can reproduce content but struggle to substantiate their reflective claims with evidence-based references — graduate-level disposition central to ISTE Coaching Standard 4.7: Digital Citizen Advocate. This pattern informs the targeted interventions described in the Improvement Plan below.	
--	--	--

Conclusion

The ADL Journey Visualization and Summary assessment data indicate strong overall candidate performance, with a decline in Fall 2025 requiring targeted attention. In Spring 2025 (n=12; EDLD-5320-D02), 100% of candidates met or exceeded the proficiency criterion (≥80%) on both Assessment 1 (Content Knowledge) and Assessment 2 (Comprehensive), with mean scores of 0.894 and 0.875. These results reflect successful implementation of prior improvement efforts focused on clarifying expectations and providing exemplar work.

In Fall 2025 (n=32; combined sections), performance declined modestly. For Assessment 1, 93.8% of candidates (30 of 32) met or exceeded proficiency, while 6.3% scored below target. For Assessment 2, 87.5% (28 of 32) met or exceeded proficiency, with 12.5% below target. The Assessment 2 result fell below the 90% benchmark.

Longitudinally, Spring and Summer cohorts achieved 100% proficiency, while Fall cohorts showed lower performance. Because all sections were scored by the same faculty member, this difference reflects actual variation rather than scoring inconsistency. The decline aligns with increased enrollment and greater frequency of late submissions and formatting issues. Instructor feedback identified key contributors, including incorrect submission formats, weak citation practices, and delayed submissions. Additionally, the Critical Thinking rubric row showed the highest concentration of below-target performance, indicating difficulty supporting reflections with evidence. These findings suggest a need for strengthened supports in academic writing, submission compliance, and evidence-based reasoning.

Assessment Report Summary

Overall Analysis of Student Learning Outcomes

Analysis of student learning outcomes for the 2025–2026 academic year indicates that candidates in the Applied Digital Learning program continue to demonstrate strong overall performance across Student Learning Outcomes; however, targeted areas of variability emerged that reflect both the impact of prior improvement efforts and the need for continued refinement.

For Student Learning Outcome #1 (Implementation of Applied Digital Learning), results reflect the most significant change across the reporting cycle. In 2024–2025, candidate performance improved across semesters, with proficiency increasing from 80% to 94% on Assessment 1 and remaining consistently high on Assessment 2. These findings led to targeted improvement efforts focused on strengthening candidates’ ability to incorporate feedback and revise their work.

In 2025–2026, the course associated with SLO #1 transitioned from EDLD 5305 to EDLD 5387, and initial Fall 2025 results showed 100% proficiency across both assessments. However, Spring 2026 results declined substantially to 78.2% and 73.9%, falling below the 90% benchmark. This shift suggests that while course redesign and rubric alignment initially supported strong performance, variability emerged as expectations were applied more rigorously and across sections. Contributing factors included weaknesses in APA formatting, misalignment with required outline structure, and reduced candidate engagement.

2025-2026 Assessment Plans and Reports

MED in Applied Digital Learning - MED-AMAT

For Student Learning Outcome #2 (Professional Communication and APA Writing), candidate performance remained consistently high and improved relative to the prior year. In 2024–2025, results ranged from approximately 93% to 100%. Following rubric revisions to increase rigor and alignment, 2025–2026 results demonstrate 98–100% proficiency across both assessment points, with candidates consistently performing at the highest rubric levels. These findings indicate that prior improvement efforts were effective and sustainable across instructors and growing enrollment.

For Student Learning Outcome #3 (Application of Digital Learning Leadership), results continued to exceed benchmarks overall; however, a recurring pattern of lower performance in Fall cohorts persisted. While Spring 2025 demonstrated 100% proficiency, Fall 2025 results dropped to 93.8% and 87.5%, with the latter falling below the benchmark. Longitudinal comparison with 2024–2025 data reveals a similar seasonal pattern, suggesting that increased cohort size and variations in submission quality may influence outcomes.

Across all outcomes, the data indicate that the program remains effective in preparing candidates to meet ISTE-aligned expectations, with strong evidence of high-level performance in communication, reflection, and application of digital learning leadership. Additionally, prior improvement efforts—particularly rubric revisions and the use of exemplars—demonstrated measurable impact, especially in SLO #2 and Spring implementations of SLO #3. However, the variability observed in SLO #1 and Fall cohorts for SLO #3 suggests the need for increased consistency in instructional supports, particularly as the program scales.

Based on analysis of assessment data across both academic years, the following considerations are offered for faculty discussion:

- Faculty may examine the impact of the course transition (EDLD 5305 to EDLD 5387) on SLO #1 performance, including consistency of expectations, scaffolding, and grading practices across sections.
- Additional emphasis may be placed on APA instruction and structural formatting, particularly early in the course, to address recurring weaknesses observed in SLO #1.
- Faculty may consider implementing scaffolded checkpoints or draft submissions to ensure candidates apply feedback effectively, addressing a need identified in both reporting years.
- For SLO #3, faculty may explore strategies to address seasonal performance variation, including supports for larger cohorts and earlier interventions to improve submission quality.
- Expansion of exemplar libraries and explicit modeling of expectations may support sustained performance as enrollment increases.
- Continued inter-rater calibration and rubric review may help ensure consistency and maintain rigor across instructors and course sections.
- Faculty may also consider strategies to strengthen evidence-based reasoning and reflective writing, particularly in areas where candidates demonstrate content knowledge but struggle to substantiate claims.

Overall, the Applied Digital Learning program demonstrates strong and sustained student outcomes with clear evidence that data-driven improvements positively impact candidate performance. Continued attention to consistency, scalability, and targeted instructional supports will further strengthen the program's ability to prepare candidates for effective digital leadership in diverse educational contexts.