

Academic Year 2025-2026
MED in Educational Technology Leadership - MED-AMEL Learning Outcomes

Student Learning Outcome 1 [MET](#)

The following Learning Outcome aligns with the components of the National Educational Leadership Preparation (NELP) Standard 1: Mission, Vision, and Improvement and includes all components of that standard.

Learning Outcome: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

MEASURES	RESULTS	ACTIONS
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Assessment 1 Assessment 1: Rubric Row 1 for the Campus Improvement Plan Assessment in the EDLD 5333 – Leadership for Accountability course This assessment measures students’ proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 1. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to utilize data to collaboratively evaluate root causes of inequities in students’ success and to collaboratively design a campus vision, mission, and plan for improvement that includes measurable, attainable, timebound goals. Direct - Assignment Leadership for Accountability: EDLD 5333 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. Week-4_School Vision, Mission and Campus Improvement Planning_2025-06-23 - 2025-06-29 .xlsx Week-4_School Vision, Mission and Campus Improvement Planning_2025-11-25 - 2025-12-11 .xlsx	MET Assessment 1 Exceeded Met 0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded:98% Met:2% Met Total:100% Not Met Total: Analysis Analysis of Results Student performance on SLO #1 indicates strong mastery of competencies aligned to NELP Standard 1, including the ability to collaboratively develop mission and vision statements and engage in data-driven campus improvement planning. When compared to 2024–2025 results, performance remains consistently high, demonstrating program stability and sustained effectiveness. Minor declines from near-perfect Summer rates (≈99%) to Fall rates (≈96–98%) reflect normal variation associated with larger enrollment and scaling, rather than systemic weakness. Rubric-level analysis reveals: Strongest performance in mission/vision articulation and alignment to values Slightly lower performance in school improvement planning and application (Row 5), particularly related to data integration and actionable strategy development The presence of small percentages of Level 1 and Level 2 scores in Fall (approximately 3–4%) suggests that a subset of candidates continues to struggle with translating conceptual understanding into fully developed, actionable improvement plans. Overall, these findings confirm that candidates are well-prepared in foundational leadership competencies, while indicating an opportunity to strengthen depth and precision in applied planning skills.	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 educational leaders.
Assessment 2 Assessment 2: Rubric Row 5 for the Campus Improvement Plan Assessment in the EDLD 5333 – Leadership for Accountability course This assessment measures students’ proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 1. The candidate assumes the role of a school principal in a	MET Assessment 2 Exceeded Met 0%100% Values are not shown when too close to each other. Click or use arrow keys to see details.	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 educational leaders.

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Conclusion

Analysis of Results

Student performance on SLO #1 demonstrates strong mastery of NELP Standard 1, including development of mission and vision and data-informed improvement planning. Results remain consistent with 2024–2025, indicating program stability. Minor declines from Summer (≈99%) to Fall (≈96–98%) reflect normal variation with increased enrollment.

Candidates performed strongest in mission and vision alignment, while slightly lower performance was observed in improvement planning (Row 5), particularly in data integration and actionable strategies. A small percentage of Fall candidates (3–4%) fell below proficiency, suggesting difficulty applying concepts to fully developed plans.

Overall, candidates demonstrate strong foundational skills, with opportunity to strengthen applied planning.

Improvement Plan (2026–2027)

- Embed structured data analysis tools and require explicit data use
- Add staged checkpoints with formative feedback
- Provide annotated exemplars aligned to NELP expectations
- Ensure consistency through faculty calibration
- Implement early intervention for struggling candidates

Summary

SLO #1 results exceed benchmarks and align with prior outcomes. While performance is strong, minor variation in application highlights the need to strengthen depth and consistency in data-informed improvement planning.

Student Learning Outcome 2 [MET](#)

MED in Educational Technology Leadership - MED-AMEL

The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 6: Operations and Management and includes all components of that standard.

Learning Outcome: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment 1: Rubric Row 2 for the Simulated Strategic Problem-Solving Project – Activity 1 in the EDLD 5339 – The Principalship course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school. Direct – Assignment <i>The Principalship: EDLD 5339</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 2A-Simulated Strategic Problem-Solving Project – Activity One Fall 2025 2025-10-13 - 2025-11-01 .xlsx 3A-Simulated Strategic Problem-Solving Project – Activity 2 – Establishing and Aligning Measurable Goals Fall 2025 2025-10-20 - 2025-11-01 .xlsx	MET Assessment 1 ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 99% Met: 1% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance on SLO #2 indicates very strong mastery of competencies aligned to NELP Standard 6, including strategic problem-solving, resource management, and development of data-informed plans. Both assessments substantially exceed the 90% benchmark, with pass rates near 99%. Rubric-level data show particularly strong performance in: - Strategic problem-solving and system design (Row averages ≈0.99) - Application of management and operational systems aligned to school goals Slightly lower performance is noted in: - Reflection and written communication components, which show greater variability than technical application elements Compared to 2024–2025, results demonstrate continued stability and slight improvement, maintaining the program's pattern of high achievement in operational leadership skills. The consistency across large cohorts (n=757) indicates that the curriculum and assessments scale effectively while maintaining rigor. The small percentage of non-proficient scores (approximately 1–2%) suggests that a limited number of candidates struggle to fully connect problem analysis to coherent, evidence-based solutions and reflective justification.	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 educational leaders.
Assessment 2	MET	Maintain Assessment Strategy

Assessment 2: Rubric Row 3 for Simulated Strategic Problem-Solving Project – Activity 2 in the EDLD 5339 – The Principalship course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school. Direct - Assignment <i>The Principalship: EDLD 5339</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 2A-Simulated Strategic Problem-Solving Project – Activity One Fall 2025 2025-10-13 - 2025-11-01 .xlsx 3A-Simulated Strategic Problem-Solving Project – Activity 2 – Establishing and Aligning Measurable Goals Fall 2025 2025-10-20 - 2025-11-01 .xlsx	Assessment 2 Exceeded Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 99% Met: 1% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance on SLO #2 indicates very strong mastery of competencies aligned to NELP Standard 6, including strategic problem-solving, resource management, and development of data-informed plans. Both assessments substantially exceed the 90% benchmark, with pass rates near 99%. Rubric-level data show particularly strong performance in: - Strategic problem-solving and system design (Row averages ≈0.99) - Application of management and operational systems aligned to school goals Slightly lower performance is noted in: - Reflection and written communication components, which show greater variability than technical application elements Compared to 2024–2025, results demonstrate continued stability and slight improvement, maintaining the program's pattern of high achievement in operational leadership skills. The consistency across large cohorts (n=757) indicates that the curriculum and assessments scale effectively while maintaining rigor. The small percentage of non-proficient scores (approximately 1–2%) suggests that a limited number of candidates struggle to fully connect problem analysis to coherent, evidence-based solutions and reflective justification.	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 educational leaders.
Assessment 3 Assessment 3: Rubric Row 3 for the Simulated Strategic Problem-Solving Project – Activity 3 in the EDLD 5339 – The Principalship course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the	MET Assessment 3 Exceeded Met Approached Not Met  0% 100% Exceeded: 95% Met: 3% Approached: 1%	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 educational leaders.

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Conclusion

Analysis of Results

Student performance on SLO #2 demonstrates very strong mastery of competencies aligned to NELP Standard 6, including strategic problem-solving, resource management, and development of data-informed plans. Both assessments exceed the 90% benchmark, with pass rates near 99%.

Candidates performed strongest in strategic problem-solving and system design, with average rubric scores near 0.99, as well as in applying management and operational systems aligned to school goals. Slightly lower performance was observed in reflection and written communication, which showed greater variability.

Compared to 2024–2025, results remain stable with slight improvement, maintaining high levels of achievement across a large cohort (n=757). A small percentage (1–2%) of candidates scored below proficiency, indicating some difficulty connecting problem analysis to fully developed, evidence-based solutions.

Improvement Plan (2026–2027)

- Strengthen reflection and analysis through structured prompts tied to decision-making
- Emphasize justification of strategies using data and policy context
- Improve written communication through targeted guidance and exemplars
- Add staged checkpoints with formative feedback for complex tasks
- Maintain consistency through faculty calibration and shared expectations
- Provide early support and revision opportunities for lower-performing candidates

Summary

Results for SLO #2 indicate consistently high performance exceeding benchmarks and aligning with prior outcomes. Future improvements will focus on strengthening analytical depth, reflection, and communication to ensure candidates fully justify and articulate their leadership decisions.

Student Learning Outcome 3 MET

The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 7: Building Professional Capacity and includes all components of that standard.

Learning Outcome: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment 1: Rubric Row 2 for the Human Talent Assessment in the EDLD 5345 – Human Resource Development course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan that ensures ethical recruitment and hiring decisions. Direct - Assignment <i>Human Resources Development: EDLD 5345</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. EDLD-5345 Week 2 Assignment Rubric 2024 -07-11 - 2024-07-29 .xlsx EDLD-5345 Week 2 Assignment Rubric 2025 -01-24 - 2025-02-04 .xlsx EDLD-5345 Week 3 Assignment Rubric 2024 -07-17 - 2024-08-01 .xlsx EDLD-5345 Week 3 Assignment Rubric 2025 -02-01 - 2025-02-11 .xlsx	MET Assessment 1 Exceeded Met  0%100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 99% Met: 1% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance on SLO #3 demonstrates strong mastery of competencies aligned to NELP Standard 7, including talent development, professional norms, recruitment, and ethical leadership. Overall pass rates exceed the 90% benchmark, confirming program effectiveness. Rubric-level data show: - Highest performance in professional norms, staffing, and recruitment practices (row averages ≈0.99) - Consistent performance across all four assessment components with low variability and strong reliability Slightly lower performance (though still above benchmark) appears in: - Ethical decision-making and application of policy contexts - Integration of talent management decisions with broader organizational goals Compared to 2024–2025, results reflect continued high performance with slight variability, maintaining the program's pattern of strong outcomes. The overall pass rate of 95% is slightly lower than near-perfect rates in some prior assessments, suggesting minor variation as enrollment and evaluation complexity increase. The small percentage of non-proficient candidates (approximately 4–5%) indicates that some candidates struggle to fully apply ethical reasoning and	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 educational leaders.

	comprehensive talent management strategies in complex scenarios.	
Assessment 2 Assessment 2: Rubric Row 3 for the Ethics and Talent Management Assessment in the EDLD 5345 – Human Resource Development course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan that ensures ethical recruitment and hiring decisions. Direct - Assignment Human Resources Development: EDLD 5345 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. EDLD-5345 Week 2 Assignment Rubric 2024 -07-11 - 2024-07-29 .xlsx EDLD-5345 Week 2 Assignment Rubric 2025 -01-24 - 2025-02-04 .xlsx EDLD-5345 Week 3 Assignment Rubric 2024 -07-17 - 2024-08-01 .xlsx EDLD-5345 Week 3 Assignment Rubric 2025 -02-01 - 2025-02-11 .xlsx	MET Assessment 2 Exceeded Met 0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded:97% Met:3% Met Total:100% Not Met Total: Analysis Analysis of Results Student performance on SLO #3 demonstrates strong mastery of competencies aligned to NELP Standard 7, including talent development, professional norms, recruitment, and ethical leadership. Overall pass rates exceed the 90% benchmark, confirming program effectiveness. Rubric-level data show: Highest performance in professional norms, staffing, and recruitment practices (row averages ≈0.99) Consistent performance across all four assessment components with low variability and strong reliability Slightly lower performance (though still above benchmark) appears in: Ethical decision-making and application of policy contexts Integration of talent management decisions with broader organizational goals Compared to 2024–2025, results reflect continued high performance with slight variability, maintaining the program's pattern of strong outcomes. The overall pass rate of 95% is slightly lower than near-perfect rates in some prior assessments, suggesting minor variation as enrollment and evaluation complexity increase. The small percentage of non-proficient candidates (approximately 4–5%) indicates that some candidates struggle to fully apply ethical reasoning and comprehensive talent management strategies in complex scenarios.	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 educational leaders.
Assessment 3 Assessment 3: Rubric Row 4 for the Ethics and Talent Management Assessment in the	MET Assessment 3 Exceeded Met	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

EDLD 5345 – Human Resource Development course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan that ensures ethical recruitment and hiring decisions. Direct - Assignment <i>Human Resources Development: EDLD 5345</i> Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. EDLD-5345 Week 2 Assignment Rubric 2024 -07-11 - 2024-07-29 .xlsx EDLD-5345 Week 2 Assignment Rubric 2025 -01-24 - 2025-02-04 .xlsx EDLD-5345 Week 3 Assignment Rubric 2024 -07-17 - 2024-08-01 .xlsx EDLD-5345 Week 3 Assignment Rubric 2025 -02-01 - 2025-02-11 .xlsx	0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 99% Met: 1% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance on SLO #3 demonstrates strong mastery of competencies aligned to NELP Standard 7, including talent development, professional norms, recruitment, and ethical leadership. Overall pass rates exceed the 90% benchmark, confirming program effectiveness. Rubric-level data show: - Highest performance in professional norms, staffing, and recruitment practices (row averages ≈0.99) - Consistent performance across all four assessment components with low variability and strong reliability Slightly lower performance (though still above benchmark) appears in: - Ethical decision-making and application of policy contexts - Integration of talent management decisions with broader organizational goals Compared to 2024–2025, results reflect continued high performance with slight variability, maintaining the program's pattern of strong outcomes. The overall pass rate of 95% is slightly lower than near-perfect rates in some prior assessments, suggesting minor variation as enrollment and evaluation complexity increase. The small percentage of non-proficient candidates (approximately 4–5%) indicates that some candidates struggle to fully apply ethical reasoning and comprehensive talent management strategies in complex scenarios.	reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future educational leaders.
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Conclusion

Analysis of Results

Student performance on SLO #3 demonstrates strong mastery of NELP Standard 7, including talent development, recruitment, and ethical leadership. Overall pass rates exceed the 90% benchmark, confirming program effectiveness.

Rubric data show highest performance in professional norms, staffing, and recruitment (averages ≈0.99), with consistent results across all four assessments and strong reliability. Slightly lower performance appears in ethical decision-making and in connecting talent management actions to broader organizational goals.

Compared to 2024–2025, results remain high with minor variability. The overall pass rate (95%) is slightly lower than prior near-perfect results, likely reflecting increased enrollment and assessment complexity. Approximately 4–5% of candidates did not meet proficiency, indicating ongoing challenges in applying ethical reasoning and comprehensive talent strategies in complex situations.

Improvement Plan (2026–2027)

- Strengthen ethical decision-making through case-based scenarios and required justification using policy and law
- Improve alignment of talent systems by emphasizing connections between hiring, evaluation, and professional development
- Add scaffolding with staged assignment components and formative feedback
- Expand use of exemplars demonstrating strong HR system integration
- Support lower-performing candidates through early intervention and revision opportunities

Summary

SLO #3 results show consistently high performance, with over 95% of candidates meeting proficiency. Findings align with prior-year outcomes and confirm program effectiveness. Planned improvements will target ethical reasoning, systems integration, and deeper application of talent management practices to improve consistency and depth.

The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 4: Learning and Instruction and includes all components of that standard.

Learning Outcome: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

MEASURES	RESULTS	ACTIONS								
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 will develop a Final Journal 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.xls X 5317Compilation-& Contribution to Learning2025 2025-05-10 - 2025-05-15 .xlsx	MET Assessment 1 ■ Exceeded ■ Met <table><tr><td>Exceeded:</td><td>98%</td></tr><tr><td>Met:</td><td>2%</td></tr><tr><td>Met Total:</td><td>100%</td></tr><tr><td>Not Met Total:</td><td></td></tr></table> Analysis Analysis of Results Student performance on SLO #4 demonstrates strong mastery of ISTE Standard 3g, including the ability to create effective digital learning environments and use communication tools to engage stakeholders. All assessment results exceeded the 90% benchmark. In Spring 2025, 100% of candidates met proficiency across both assessments, demonstrating consistent, high-level performance. In Fall 2025, performance remained strong, with 54 of 56 candidates meeting proficiency (96.43%). The slight decline reflects normal variation and increased cohort size rather than a systemic issue. Rubric-level data indicate strongest performance in depth of reflection, clarity, and engagement with course materials, with nearly all candidates scoring at the highest level. Slightly lower performance in Fall was associated with issues in submission completeness and collaboration components, impacting overall scores. Compared to 2024–2025, results show continued high performance and stability, indicating that prior improvements related to rubric alignment and assignment clarity remain effective. The small percentage (3.6%) of non-proficient scores suggests that a limited number of candidates struggle with fully meeting assignment expectations, particularly in final submission requirements.	Exceeded:	98%	Met:	2%	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 educational leaders.
Exceeded:	98%									
Met:	2%									
Met Total:	100%									
Not Met Total:										
Assessment 2	MET Assessment 2 ■ Exceeded ■ Met	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets								

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 will develop a Final Journal 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.xls 5317Compilation-& Contribution to Learning2025-2025-05-10 - 2025-05-15 .xlsx	0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded:98% Met:2% Met Total:100% Not Met Total: Analysis Analysis of Results Student performance on SLO #4 demonstrates strong mastery of ISTE Standard 3g, including the ability to create effective digital learning environments and use communication tools to engage stakeholders. All assessment results exceeded the 90% benchmark. In Spring 2025, 100% of candidates met proficiency across both assessments, demonstrating consistent, high-level performance. In Fall 2025, performance remained strong, with 54 of 56 candidates meeting proficiency (96.43%). The slight decline reflects normal variation and increased cohort size rather than a systemic issue. Rubric-level data indicate strongest performance in depth of reflection, clarity, and engagement with course materials, with nearly all candidates scoring at the highest level. Slightly lower performance in Fall was associated with issues in submission completeness and collaboration components, impacting overall scores. Compared to 2024–2025, results show continued high performance and stability, indicating that prior improvements related to rubric alignment and assignment clarity remain effective. The small percentage (3.6%) of non-proficient scores suggests that a limited number of candidates struggle with fully meeting assignment expectations, particularly in final submission requirements.	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 educational leaders.
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Conclusion

Analysis of Results

Student performance on SLO #4 demonstrates strong mastery of ISTE Standard 3g, including the ability to create effective digital learning environments and use communication tools to engage stakeholders. All results exceeded the 90% benchmark.

In Spring 2025, 100% of candidates met proficiency across both assessments. In Fall 2025, 54 of 56 candidates met proficiency (96.43%). This slight decline reflects typical variation associated with increased enrollment rather than a systemic concern.

Rubric data show strongest performance in depth of reflection, clarity, and engagement with course materials, with most candidates scoring at the highest level. Slightly lower Fall performance was linked to issues with submission completeness and collaboration components.

Compared to 2024–2025, results remain highly consistent, indicating that prior improvements in rubric alignment and assignment clarity continue to be effective. The small percentage of non-proficient candidates (3.6%) suggests limited challenges in fully meeting submission requirements.

Improvement Plan (2026–2027)

- Clarify assignment expectations and submission requirements

- Provide exemplars of complete, high-quality submissions
- Incorporate checkpoints to ensure completeness before final grading
- Strengthen reflective prompts to deepen connections to practice
- Offer early support for candidates missing required components
- Continue rubric calibration to ensure consistency

Summary

SLO #4 results demonstrate consistently high performance (96–100% proficiency), aligning with prior outcomes and confirming program effectiveness. Planned improvements will focus on submission completeness and maintaining consistency as enrollment grows.

Assessment Report Summary

Analysis of student learning outcomes for the 2025–2026 academic year indicates that candidates in the M.Ed. in Administration program consistently met or exceeded established mastery benchmarks across all four Student Learning Outcomes. When compared to results from the 2024–2025 assessment cycle, findings demonstrate sustained high levels of candidate performance, continued program stability, and evidence of improvement in targeted areas identified through prior assessment cycles.

Across Student Learning Outcome #1 (Mission, Vision, and Improvement), candidates demonstrated strong and consistent mastery of competencies related to data-informed decision-making, collaborative leadership, and continuous school improvement. Performance levels in 2025–2026 remained high, with mastery rates exceeding benchmark expectations and showing modest gains across assessment points when compared to 2024–2025 results. These findings suggest that ongoing instructional refinements and increased emphasis on applied leadership practices have strengthened candidates' ability to engage in higher-order processes related to improvement planning and evaluation.

For Student Learning Outcome #2 (Operations and Management), results reflect continued stability and consistently high levels of candidate proficiency across assessment measures. Candidate performance during the 2025–2026 cycle remained aligned with prior year outcomes, with all assessments exceeding the 90% benchmark and demonstrating strong capacity in strategic problem-solving, organizational management, and application of policy and governance systems. These results provide evidence of a well-established curriculum that effectively supports the development of operational leadership skills aligned to NELP Standard 6.

Similarly, Student Learning Outcome #3 (Building Professional Capacity) results indicate that candidates consistently exceeded mastery expectations across most assessment components. Performance remained above benchmark levels and comparable to the prior year; however, one assessment component continued to reflect relatively lower mastery rates compared to others. This recurring pattern suggests an opportunity for continued review of assessment design and instructional supports related to supervision, evaluation, and professional learning systems. While overall results confirm strong candidate preparation in this domain, the consistency of this finding across years highlights the importance of ongoing targeted refinement.

Student performance on SLO #4 demonstrates strong mastery of ISTE Standard 3g, including the ability to create effective digital learning environments and use communication tools to engage stakeholders. All results exceeded the 90% benchmark. In Spring 2025, 100% of candidates met proficiency across both assessments. In Fall 2025, 54 of 56 candidates met proficiency (96.43%). This slight decline reflects typical variation associated with increased enrollment rather than a systemic concern. Rubric data show strongest performance in depth of reflection, clarity, and engagement with course materials, with most candidates scoring at the highest level. Slightly lower Fall performance was linked to issues with submission completeness and collaboration components.

Across all Student Learning Outcomes, large candidate sample sizes and consistent performance trends further support the reliability and validity of assessment findings. The program's continued use of aligned rubrics, standardized assessment practices, and ongoing inter-rater reliability calibration contributes to confidence in the interpretation of 2025-2026 Assessment Plans and Reports MED in Administration - ME. Additionally, comparisons across assessment cycles indicate that prior improvement efforts, particularly those focused on alignment, rigor, and real-world application, have contributed to sustained or enhanced candidate outcomes. Overall, the data indicate that the M.Ed. in Administration program is highly effective in preparing candidates to meet the expectations outlined in the National Educational Leadership Preparation (NELP) standards. The program demonstrates a strong commitment to continuous improvement, as evidenced by the systematic use of assessment data to inform instructional decisions, refine course design, and enhance candidate learning experiences.

Based on analysis of assessment data across the 2024–2025 and 2025–2026 academic years, the following areas are offered as considerations for faculty discussion as part of the program's ongoing continuous improvement process:

-Faculty may consider opportunities to further increase the rigor and complexity of assessments in areas where candidate performance consistently exceeds 95%, with a focus on advancing higher-order application, analysis, and adaptive leadership decision-making.

-Continued examination of specific assessment components, particularly within Student Learning Outcome #3, may help determine whether revisions to assignment design, rubric clarity, or instructional scaffolding could support more consistent mastery across all measures.

-Additional attention to consistency in Student Learning Outcome #4 may support more stable performance across academic terms, particularly in relation to candidates' application of data-driven instructional leadership and professional development planning.

-Expansion of authentic, practice-based learning experiences may further strengthen candidates' ability to apply leadership knowledge and skills in complex, real-world educational contexts.

-Faculty may explore strategies to deepen candidates' use of data and evidence-based reasoning across all outcomes, including increased emphasis on disaggregated data analysis, equity-focused decision-making, and alignment to leadership standards.

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-Ongoing inter-rater reliability processes should be maintained and potentially expanded to ensure continued consistency and validity in assessment scoring across courses and instructional staff.

-Given the consistently high levels of candidate performance, faculty may also consider whether current benchmarks and assessment designs sufficiently differentiate advanced levels of candidate proficiency.