



MEd Annual Reporting Measures

Following is consumer information on UMUC MEd student performance, retention, and satisfaction. UMUC students in P-12 preparation programs are referred to as “candidates.”

Average GPA of MEd graduates

AY 2014-2015	AY 2015-2016	AY 2016-2017
Average GPA = 3.73	Average GPA = 3.79	Average GPA = 3.80
Median GPA = 3.87	Median GPA = 3.83	Median GPA = 3.91

Teacher Education - Mastery Policy

The Mastery Policy requires candidates to demonstrate proficiency on major assignments, called *Key Assessments*, which are required before specific transition points in each program. Candidates must demonstrate performance of 80 percent (grade of B) or better on *Key Assessments* to move forward in the MAT program.

Under the Mastery Policy, the MAT program allows students one opportunity to revise and resubmit *key assessments* to demonstrate performance of 80 percent (grade of B) or better. If the key assessment is due in week 12, the last week of the course, there is no opportunity for resubmission. However, it is recommended that a draft of the week 12 assignment be submitted two weeks before the week 12 due date for substantive feedback as guided by the course instructor. The procedures for the submission of a revised assignment are as follows:

- The candidate notifies the course instructor via email of his/her plan for revising their key assessment within 24 hours of the initial grade and feedback posting to the course grade book, and
- The candidate submits the updated key assessment via email to the instructor within five days of initial grade posting to the grade book.
- The course instructor evaluates and provides feedback to the candidate on the revised key assessment. The grade is posted in the course within three days after receiving the revised assignment.

Satisfaction of employers and employment milestones

Upon completion of the MEd program, graduates are surveyed about their experiences and asked to provide consent for UMUC to contact their employers. The employer contact information provided by graduates during this survey is collected and assembled into an employer distribution list. Each spring, employers on the list are sent an employer survey.

The Fall 2017 graduate survey resulted in a distribution list with 8 employers. These employers will be sent the MEd employer survey in Spring of 2018.

In the past, the MEd employer response rate has been minimal. To increase response rates, the program chair is implementing a multi-step process. First, she is developing a written message and video to graduates and alumni that better explains the purpose of the employer survey. This is expected to increase the size of the employer distribution list. Once the employer surveys are distributed, several reminder e-mails will be sent to employers who are non-responsive. If these e-mail reminders are not successful, the program chair will also follow-up with the employer via phone. Additionally, the program chair will seek suggestions from the Teacher Education Advisory Board regarding ways to increase the response rate for the employer survey.

Satisfaction of completers

An exiting survey is sent to all candidates at the end of their capstone semester. The feedback gathered as a result of this survey provides valuable information about candidates' perceptions of their learning and the support they received in the program.

The exiting survey administered in Spring 2017 and Fall 2017 asked candidates to rate how well prepared they felt to conduct certain activities/tasks. Candidates were asked to read 23 statements and select from the following ratings: Well Prepared, Prepared, Somewhat Prepared, Unprepared, Insufficient Evidence/Opportunity.

There were 9 responses to the Spring 2017 survey and 21 responses to the Fall 2017 survey.

MEd Exiting Survey Results

Table 1: Exiting Survey Statements Regarding Students' Perceptions of Preparation for Various Tasks

Survey Questions	Spring 2017 N=9	Fall 2017 N=21
How well did UMUC's MEd prepare you to:	Prepared/Well prepared	
1. Understand and plan for the diverse needs of students	100%	100%
2. Plan for the diverse needs of students	100%	100%
3. Know how to teach your content	89%	95%

4. Create a respectful environment that supports learning for all students	100%	100%
5. Implement effective instructions that engages students in learning	100%	100%
6. Implement a range of assessments to measure progress of learners and improve instruction	100%	100%
7. Demonstrate professionalism with stakeholders	100%	95%
8. Use technology in ways that improve learning	100%	100%
9. Integrate current and emerging technologies into curriculum, instruction and assessment in order to strengthen and transform teaching and student learning	100%	100%
10. Use a range of technologies to communicate and collaborate with students, colleagues, parents and other audiences	100%	95%
11. Provide professional development for teachers and other educators	100%	100%
12. Extend the classroom with blended and online learning experience	100%	100%
13. Develop a vision for technology integration in schools, including designing technology, budgets, assuring access, and acquiring resources	100%	100%
14. Create multimedia and web-based products that support student achievement	100%	100%
15. Develop standards-based technology-supported lessons that promote global perspectives	100%	100%
16. Implement effective instruction that engages students in learning	100%	100%
17. Meet your career goals	100%	95%
18. Serve on school committees which require me to collect and analyze student data	89%	95%
19. Plan for and create a variety of technology-based assessments for the classroom	100%	100%
20. Collect and analyze student data	100%	95%
21. Ensure all students can learn at high levels, as discussed in the Department's conceptual framework	100%	100%
22. Plan learning activities for a diverse population of students	100%	100%
23. Demonstrate professional dispositions needed for a position in the field of education	89%	100%

Satisfaction of graduates

In academic year (AY) 2016-2017, 52 candidates successfully completed the MEd program and earned degrees and 10 candidates successfully completed the certificate program and were awarded Instructional Technology certificates.

The MEd alumni survey feedback is part of a formal, scheduled process for receiving data on how well the instruction received and support provided in the program have served graduates in their current roles. The alumni survey is sent to graduates who completed the program within the last 3 years. Questions are designed to elicit feedback on authentic application of the program's objectives, proficiencies and dispositions.

The survey results become a key element for continual program improvement. This feedback loop also informs unit administration of program needs for refinement of assignments, rubrics, instructor and student supports and training, candidate performance and unit operations.

Graduates were asked to rate 16 statements using a 4-point Likert-type scale (Strongly Agree, Agree, Disagree, Strongly Disagree). Table 2 provides the percentage of graduates who 'agree' or 'strongly agree' that, through the MEd program, they met the learning objectives and developed the proficiencies and professional dispositions articulated in UMUC's Education Department Conceptual Framework for professional preparation, as described by the statements in the survey.

Table 2 – Percent of Students Who Responded Strongly Agree or Agree to All Survey Statements

MEd Graduate Survey Results		
Semester sent	Number of respondents	% of Respondents Strongly Agree / Agree with Survey Statements
Fall 2014	N=36	82%
Fall 2015	N=17	84%
Fall 2016	N= 17	86%
Fall 2017	N=21	86%

Table 3 provides the statements rated by graduates in the survey as well as percentage of graduates who indicated that the strongly agree or agree with the statement.

Table 3 – Percent of Students Who Strongly Agree or Agree with Individual Survey Statements

MEd Graduate Survey Results by Statement	Fall 2014 N =35	Fall 2015 N =13	Fall 2016 N =24	Fall 2017 N= 21
Course content and assignments helped me learn how to integrate current and emerging technologies into curriculum, instruction, and assessment in order to strengthen and transform teaching and student learning.	89%	93%	86%	91%
Course content and assignments helped me learn how to use a range of technologies to communicate and collaborate with students, colleagues, parents, and other audiences.	91%	93%	85%	91%
Course content and assignments helped me learn how to provide professional development for teachers and other educators.	86%	87%	84%	89%
Course content and assignments helped me develop a vision for technology integration in schools, including designing technology plans and budgets, assuring access, and acquiring resources.	94%	85%	85%	94%
Course content and assignments helped me create multimedia and web-based products that support student achievement and extend my classroom with blended and online learning experiences.	83%	94%	86%	91%
Course content and assignments helped me learn how to develop standards-based, technology- supported lessons that promote global perspectives.	89%	89%	86%	94%
Field Experiences in the program helped me develop my understandings of technology integration and the roles of instructional technology leaders.	83%	79%	82%	94%
Professors provided the support I needed to develop projects related to my career goals.	91%	91%	85%	90%
The Capstone Project helped me apply previous knowledge and skills gained from other courses in the program.	92%	89%	87%	94%
Overall, the program prepared me for my career goals.	86%	95%	86%	91%
I am well prepared to serve on school committees that require me to collect and analyze student data.	82%	90%	88%	89%
The program prepared me well to plan for and create a variety of technology-based assessments for the classroom.	94%	89%	86%	87%
I can easily embrace and can apply the concept that all students can learn at high levels, as discussed in the Department's Conceptual Framework.	89%	89%	84%	91%
I feel confident that I can plan learning activities for a diverse population of students.	100%	92%	88%	91%
I see myself as a professional and can portray all the professional dispositions needed for a position in the field of education.	97%	94%	89%	91%

MEd Retention and Graduation Rates

UMUC is a nontraditional university. It operates as Maryland's open, online public university, providing part time undergraduate and graduate programs for working adults, including military service members and their families, and veterans who reside in Maryland, across the United States, and around the world.

While measurement of retention and graduation is relevant to the university's mission, it is unlike traditional universities.

Please read the retention and graduate notes at the bottom of the linked data.

Table 4 – Enrollment and Graduate Rates

MED program		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Term	Num	Enroll ment Rate	Gradu ation Rate	Enroll ment Rate	Gradu ation Rate	Enroll ment Rate	Gradu ation Rate	Enroll ment Rate	Gradu ation Rate	Enroll ment Rate	Gradu ation Rate	Enroll ment Rate	Gradu ation Rate
Fall 09 '2098','2102','2105'	79	65%	0%	34%	1%	20%	15%	11%	43%	3%	25%	3%	27%
Fall 10 '2108','2112','2115'	61	69%	0%	38%	3%	15%	18%	7%	17%	8%	20%	5%	21%
Fall 11 '2118','2122','2125'	65	71%	2%	42%	3%	25%	17%	12%	24%	5%	26%	3%	31%
Fall 12 '2128','2131','2132','2135'	78	69%	0%	45%	4%	24%	22%	13%	29%	6%	32%		
Fall 13 '2138','2141','2142','2145'	52	62%	0%	37%	6%	21%	23%	8%	27%				
Fall 14 '2148','2151','2152','2155'	57	72%	0%	53%	7%	28%	26%						
Fall 15 '2158','2161','2162','2165'	42	74%	0%	55%	0%								
Fall 16 '2168','2171','2172','2175'	54	65%	0%										

Notes:

1. The cohorts are students who were new to the MEd in the fall semester. These students are not necessarily new to UMUC.
2. Enrollment rate refers to the percentage of students reenrolled in the same program within a 12 month period following the fall term.
3. Graduation rate refers to the percentage of students earning a degree in the same program up to summer in that year.

CILSS (Center for Innovation in Learning and Student Success), 3/16/2018

Source: Winter 2018 Freeze

Ability of Completers to be Hired in Education Positions for which they were Prepared

Data from Alumni Survey

When responding to the alumni survey, respondents are asked to provide employment information. In Fall 2017, 85% of alumni respondents reported current jobs in the field after completing the program. These jobs included teacher, technology coach, technology director, integration specialist, technology support, instructional designer, and technology trainer.

Salary Information of Graduates

The work of educational technology specialists is similar to that of instructional coordinators, who, according to the Bureau of Labor Statistics, make an average annual salary of \$62, 270. The job growth rate is projected to be between 5 and 8% through 2024. Educational technology specialists (ETS) can find career opportunities in elementary, middle, and secondary schools as well as in universities and in private and government organizations that offer classroom-based or online training. Teaching certification is often required for employment as an ETS in a public school.

Source: U.S. Department of Labor, Bureau of Labor Statistics

<https://www.bls.gov/oes/current/oes259031.htm>

<https://www.bls.gov/ooh/education-training-and-library/home.htm>

Student loan default rates

The U.S. Department of Education releases official cohort default rates once per year. A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

The U.S. Department of Education released the FY 2014 three-year federal student loan cohort default rate. The rate increased slightly to 11.5 percent for students who entered repayment between fiscal years 2013 and 2014.

<https://www.ed.gov/news/press-releases/us-department-education-releases-national-student-loan-fy-2014-cohort-default-rate>

As of September 2014, UMUC's three-year cohort (Fiscal Years 2014, 2013, 2012) default rate is 9% compared to 11.5% nationwide.

https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=011644

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OPE ID	School	Type	Control	PRGMS	FY2014	FY2013	FY2012	
011644	UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE 3501 UNIVERSITY BOULEVARD EAST ADELPHI MD 20783-8078	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	7	6.5	8.2
					No. in Default	704	647	837
					No. in Repay	10,020	9,869	10,191
					Enrollment figures	63,595	64,737	69,200
				Percentage Calculation	15.7	15.2	17.2	

UMUC average cost of attendance

The average cost of attendance and other consumer information from UMUC can be found here: <http://www.umuc.edu/costs-and-financial-aid/cost-and-tuition-faqs.cfm>