



MAT Student Data

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

MAT Exiting Internship Survey Results

Exiting surveys are sent to all candidates at the end of their internship semester. The existing survey feedback process provides input about candidates’ learning and support in the program.

Public Data – Exit Survey Results **MAT Exiting Internship Survey Results – Fall 2013 through Fall 2016**

Result Percentages = % of respondents that Strongly Agree’ or ‘Agree’

Survey Questions	Fall 2013 N= 15	Fall 2014 N = 15	Fall 2015 N= 17	Fall 2016 N=18
UMUC and school partners worked together effectively for MAT Internship placement process	93%	87%	88%	100%
Adequately prepared from start of internship	100%	93%	88%	94%
Now ready to begin a teaching career	100%	93%	88%	94%
Internship experience reflected unit’s conceptual framework concepts	85%	93%	100%	100%
Internship helped develop content knowledge in subject area	80%	100%	100%	89%
Internship helped develop knowledge and skills for teaching profession	93%	100%	100%	94%
Internship helped develop professional dispositions	93%	93%	94%	89%
Internship helped develop your role of teacher in a school	93%	93%	100%	100%
Internship helped develop adequate	87%	93%	76%	100%

technology prep for the classroom				
Internship helped develop adequate technology support in school setting	73%	80%	100%	100%
Cooperating Teacher allowed sufficient time in your internship for development	87%	87%	100%	100%
Cooperating Teacher was accomplished professional prepared to serve as a mentor	87%	87%	88%	100%
Cooperating Teacher provided adequate support	87%	87%	94%	100%
Received adequate support from University supervisor	93%	87%	94%	100%
Received adequate support from Seminar professor	93%	100%	100%	89%
Received adequate support from other staff at UMUC	93%	87%	82%	83%
Use of observation forms by evaluators provide adequate assessment of teaching	93%	73%	100%	94%
Had adequate time to reflect on feedback from peers, mentor teacher and university supervisor	100%	100%	76%	100%
Action Research or SLO Project systematically examined learning outcomes of students with your				

Average GPA of graduates

2014-2015	2015-2016
Average GPA = 3.5	Average GPA = 3.8
Median GPA = 3.4	Median GPA = 3.9

MAT Graduate Survey Results

The graduate survey questions are designed to elicit feedback on authentic application of the Unit's Conceptual Framework objectives, proficiencies and dispositions that includes effectiveness of graduates' applied content knowledge, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills and graduates' ability to impact student learning. The survey results become a strong element for MAT continual

improvement discussions and plans. This feedback loop also informs unit administration of program needs for refinement of assignments, rubrics, instructor and student support and training, candidate performance and unit operations.

The MAT graduate survey feedback is part of a formal, scheduled process for receiving input about how prior candidates' program instruction and support have translated into their current teaching career. The MAT graduate survey uses fifteen, 4-point Likert-type scale questions (Strongly Agree, Agree, Disagree, Strongly Disagree). The mean represents the percentage of respondents who chose strongly agree or agree as their answer to the question, thereby meeting the program goal of "met standards."

Particular groups of graduate survey questions were aligned to content knowledge, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, ability to help all students learn, and professional dispositions. Question alignment and results appear below.

As with all MAT graduate surveys, results informed the program and provided insight for program improvements.

MAT Graduate Survey Results		
Semester sent	Number of respondents	Mean Score
Fall 2013	N=37	75%
Fall 2014	N=36	82%
Fall 2015	N=17	84%
Fall 2016	N= 17	86%

Graduate Survey Results by Category

MAT Graduate Feedback on Pedagogical Content Knowledge and Skills (Q 5, 6, 7, 8, 11, 12)

Assessment results from this group of questions are as follows:

- Fall 2013, N=37, mean 3.04/4, program "met standards" for 76% of respondents
- Fall 2014, N=36, mean 3.6/4, program "met standards" for 90% of respondents
- Fall 2015, N=17, mean 3.25/4, program "met standards" for 81% of respondents
- Fall 2016, N=17, mean 3.4/4, program "met standards" for 85% of respondents

MAT Graduate Feedback on Ability to Help All Students Learn (Q1, 2, 3, 4, 5, 6, 7, 8, 9)

Assessment results from this group of questions are as follows:

- Fall 2013, N=37, mean 3/4, program "met standards" for 75% of respondents
- Fall 2014 N=36, mean 3.44/4, program "met standards" for 86% of respondents
- Each of the nine questions aligned with this category had increases in Strongly Agree or Agree responses, except Q1
- Fall 2015, N=17, mean 3.31/4, program "met standards" for 83% of the respondents.
- Fall 2016, N=17, mean 3.43/4, program "met standards" for 86% of the respondents.

MAT Graduate Feedback on Professional Dispositions (Q10, 13, 14, 15) Assessment results from this group of questions are as follows:

- Fall 2013, N=37, mean 3.52/4, program “met standards” for 88% of respondents
- Fall 2014 N=36, mean 3.64/4, program “met standards” for 91% of respondents
- Fall 2015, N=17, mean 3.5/4, program “met standards” for 87% of respondents
- Fall 2016, N=17, mean 3.5/4, program “met standards” for 87% of respondents

MAT Graduate Feedback on Content Knowledge (Q 5, 6, 8) Assessment results from this group of questions are as follows:

- Fall 2013, N=37, mean 3.08/4, program “met standards” for 77% of respondents
- Fall 2014, N=36, mean 3.5/4, program “met standards” for 91% of respondents
- Fall 2015, N=17, mean 3.25/4, program “met standards” for 83% of respondents
- Fall 2016, N=17, mean 3.6/4, program “met standards” for 89% of respondents

MAT Retention and Graduation Rates

UMUC is a nontraditional university where measurement of retention and graduation is relevant to the university's mission, but is unlike measurement of these outcomes at traditional universities. UMUC 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. Please read the retention and graduate notes at the bottom of the linked data.

MAT program		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Term	N	Enrollment Rate	Graduation Rate	Enrollment Rate	Graduation Rate	Enrollment Rate	Graduation Rate	Enrollment Rate	Graduation Rate	Enrollment Rate	Graduation Rate	Enrollment Rate	Graduation Rate
Fall 09	46	89%	0%	52%	15%	11%	43%	7%	50%	0%	50%	0%	50%
Fall 10	32	81%	0%	50%	31%	16%	44%	3%	50%	3%	50%	3%	53%
Fall 11	27	85%	0%	67%	11%	22%	48%	7%	52%	7%	52%		
Fall 12	29	86%	0%	41%	31%	17%	48%	3%	55%				
Fall 13	30	83%	0%	73%	33%	23%	60%						
Fall 14	50	84%	0%	72%	46%								
Fall 15	21	90%	0%										

Notes:

The cohorts are students who were new to MAT or MEd in the fall semester. These students are not necessarily new to UMUC.

Enrollment rate refers to the percentage of students reenrolled in the same program within a 12 month period following the fall term.

Graduation rate refers to the percentage of students earning a degree in the same program up to summer in that year.

Source: Winter 2017 Freeze

Office of Analytics, 3/30/2017

Ability of candidates to meet MAT required Maryland certification assessments

The summary scores include Praxis I, Praxis Core and Praxis II Content tests.

Group	Number taking	Number passing	Pass rate
All program completers 2015-2016*	53	52	98%
All program completers 2014-2015	43	42	98%
All program completers 2013-2014	40	39	98%
All program completers 2012-2013	34	34	100%
All program completers 2011-2012	35	34	97%

*At the time of the CAEP 2017 Annual Report, UMUC had not yet received the official Title II report (2015-2016) from ETS. Therefore, data presented here reflect UMUC's final submission to ETS.

[UMUC Title II Report \(2014-2015\)](https://drive.google.com/a/umuc.edu/file/d/0Bw9xjlb2SB4ybVBNR2hSQ1hwM1U/view?usp=sharing)

(link to: <https://drive.google.com/a/umuc.edu/file/d/0Bw9xjlb2SB4ybVBNR2hSQ1hwM1U/view?usp=sharing>)

[UMUC Title II Report \(2013-2014\)](https://drive.google.com/a/umuc.edu/file/d/0Bw9xjlb2SB4yMEtfSXlhTUNndnc/view?usp=sharing)

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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 their 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 will evaluate and provide feedback to the candidate on the revised key assessment. The grade will be posted in the course within three days after receiving the revised assignment.