



MAT Annual Reporting Measures

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

I. Impact on P-12 learning and development

The Student Learning Objectives (SLO) Project is an important initiative in the state of Maryland as well as in other states in the U.S. Student Learning Objectives (SLOs) are measurable instructional goals established for a specific group of students over a set period of time. In Maryland SLOs serve as one of the measures of student growth for the State Teacher Evaluation model and may represent 20% - 35% of a teacher’s annual evaluation.

As part of the MAT Program, this assignment is intended to help internship candidates become experienced with this process and skilled in the ability to use instructional practices that promote student achievement.

Student Learning Objectives Project Results

The table provides the percentage of total students who met standards of 80% or better on each rubric criterion. In Fall 2016, overall 93% of the candidates met standards. In Fall 2017, overall 82% of the candidates met standards.

There were increases in three rubric criteria areas and declines were noted in two areas: Literature Review and Conceptualization. The MAT program addressed the declines in SLO performance by providing additional coaching to university supervisors and increased emphasis on developing a literature review.

SLO Rubric Criterion	Fall 2017 N=11	Fall 2016 N=24
Conceptualization	91%	96%
Literature Review	75%	96%
SLO Procedures	96%	93%
SLO Implementation and Data Collection	86%	85%
Presentation and Use of Technology	100%	96%

II. Indicators of teaching effectiveness

As part of the intern observation assessment process, UMUC's MAT program implemented Candidate Preservice Assessment of Student Teaching (CPAST) Forms. CPAST is the result of the research and work of 26 institutions in Ohio. Now there are 50 CPAST partners nationwide. UMUC's MAT program began their partnership with the collaborative in Fall 2017.

The CPAST collaborative created, validated and tested the reliability on CPAST Forms. The forms serve as a formative and summative assessment during the MAT student teaching semester and include one Pedagogy Rubric and one Dispositions Rubric.

A self-paced, 90-minute training module for university supervisors ensures consistent evaluation. In addition, the Form is accompanied by a "Look Fors" document that provides additional examples of the qualities and behaviors for a given level of performance.

Source: CPAST handout, 2017. Candidate Preservice Assessment for Student Teaching (CPAST): A valid and reliable form for use during student teaching/internship.

UMUC's MAT program implemented the CPAST Pedagogy and Disposition instruments in Fall 2017 with these results. The CPAST Pedagogy results had a final assessment mean of 87%. The CPAST Disposition results indicate a final assessment mean of 93%.* By the final assessment, the benchmark of 80% or better was met by all students.

*At the time of the CAEP 2018 Annual Report, the MAT has applied CPAST in one semester only (Fall 2017). In the next reporting year, the MAT will have two more semesters for comparisons.

Fall 2017 CPAST Pedagogy Results (N=13)

- Midterm mean = $2.4/3 = 80\%$
- Final mean = $2.6/3 = 87\%$

Fall 2017 CPAST Disposition Results (N=13)

- Midterm mean = $2.6/3 = 87\%$
- Final mean = $2.8/3 = 93\%$

Fall 2017 Content Knowledge Intern Observation Results (N=13)

During the internship semester, candidates are also assessed three times on their ability to teach specific content knowledge lessons in the classroom. Fall 2017 third observation results indicated that 92% of the candidates met the benchmark of 80% or better.

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.

Average GPA of MAT graduates

AY 2014-2015	AY 2015-2016	AY 2016-2017
Average GPA = 3.5	Average GPA = 3.8	Average GPA = 3.92
Median GPA = 3.4	Median GPA = 3.9	Median GPA = 4.0

III. Satisfaction of employers and employment milestones

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

In Fall 2017, information elicited from exiting candidates and MAT alumni provided employment information for 14 employers. These employers will be sent the MAT employer survey in Spring 2018.

In the past the MAT employer response rate has been minimal. To increase the response rate, the program chair will solicit employer feedback through a two-step process. First employers will be sent an email requesting their feedback. The program chair will call those employers who do not respond to email requests.

IV. Satisfaction of completers

At the end of the internship semester, all MAT candidates complete the exit survey. 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 following table indicates the percentage of students who 'strongly agree' or 'agree' with the statements. Fall 2017, displayed an overall mean of 96%. This indicates that 96% of the exiting candidates 'strongly agree' or 'agree' that the program served them well.

MAT Exiting Internship Survey Results

Survey Questions	Fall 2014 N = 15	Fall 2015 N= 17	Fall 2016 N=18	Fall 2017 N=16
UMUC and school partners worked together effectively for MAT Internship placement process	87%	88%	100%	100%
Adequately prepared from start of internship	93%	88%	94%	97%
Now ready to begin a teaching career	93%	88%	94%	94%
Internship experience reflected unit's conceptual framework concepts	93%	100%	100%	100%
Internship helped develop content knowledge in subject area*	100%	100%	89%	73%
Internship helped develop knowledge and skills for teaching profession	100%	100%	94%	100%
Internship helped develop professional dispositions	93%	94%	89%	93%
Internship helped develop your role of teacher in a school	93%	100%	100%	100%
Internship helped develop adequate technology prep for the classroom	93%	76%	100%	100%
Internship helped develop adequate technology support in school setting	80%	100%	100%	100%
Cooperating Teacher allowed sufficient time in your internship for development	87%	100%	100%	97%
Cooperating Teacher was accomplished professional prepared to serve as a mentor	87%	88%	100%	100%
Cooperating Teacher provided adequate support	87%	94%	100%	100%
Received adequate support from University supervisor	87%	94%	100%	86%
Received adequate support from Seminar professor	100%	100%	89%	100%

*Review of results indicate that the survey item on content knowledge may be ambiguous and will be revised.

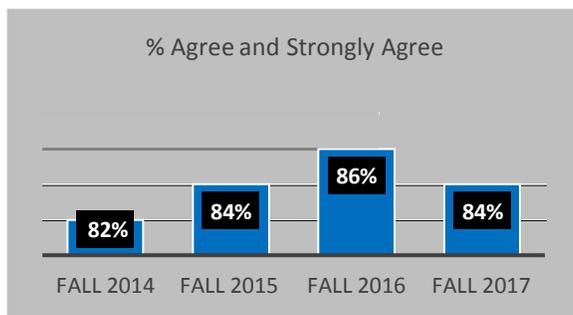
MAT Alumni Survey Results

The MAT alumni 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 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."

The MAT alumni survey is sent to alumni 1 year, 2 years and 3 years out. Questions are designed to elicit feedback on authentic application of the program's objectives, proficiencies and dispositions. 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.

In Fall 2017, alumni survey results indicated an overall mean of 84%, indicating that 84% of respondents 'agreed' or 'strongly agreed' that the MAT program prepared them well.

MAT Alumni Survey Results		
Semester sent	Number of respondents	% Agree and Strongly Agree
Fall 2014	N=36	82%
Fall 2015	N=17	84%
Fall 2016	N= 17	86%
Fall 2017	N=39	84%



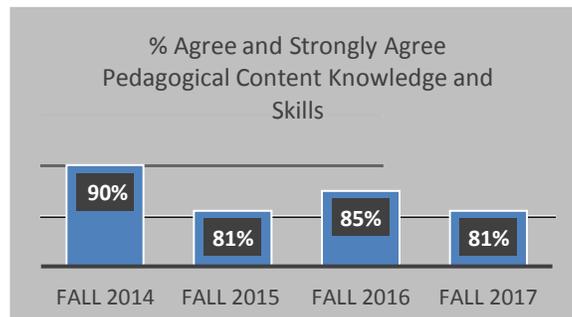
Alumni Survey Results by Category

Alumni survey question alignment by category and results appear below.

MAT Alumni Feedback on Pedagogical Content Knowledge and Skills questions (Q5,6,7,8,11,12)

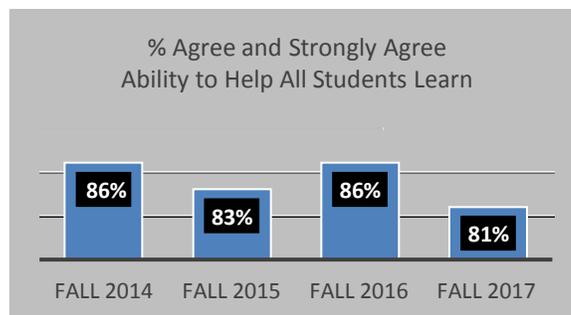
indicated that in Fall 2017, 81% of respondents 'agreed' or 'strongly agreed' that the MAT program enabled pedagogical content knowledge and skills.

Semester	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number responses	N=36	N=17	N=17	N=39
Mean	3.6/4	3.25/4	3.4/4	3.25/4
Responses 'agree' or 'strongly agree'	90%	81%	85%	81%



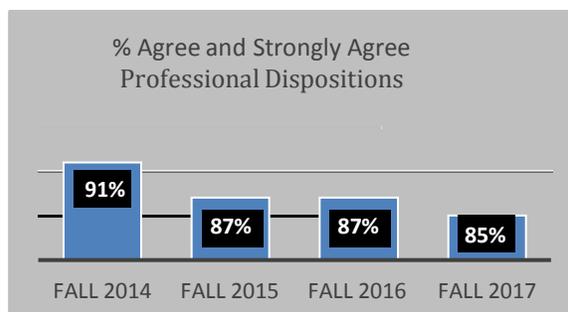
MAT Alumni Feedback on Ability to Help All Students Learn (Q1, 2, 3, 4, 5, 6, 7, 8, 9) indicated that in Fall 2017, 81% of respondents ‘agree’ or ‘strongly agree’ that the MAT program offered what was needed to help all students learn.

Semester	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number responses	N=36	N=17	N=17	N=39
Mean	3.4/4	3.3/4	3.4/4	3.25/4
Responses ‘agree’ or ‘strongly agree’	86%	83%	86%	81%



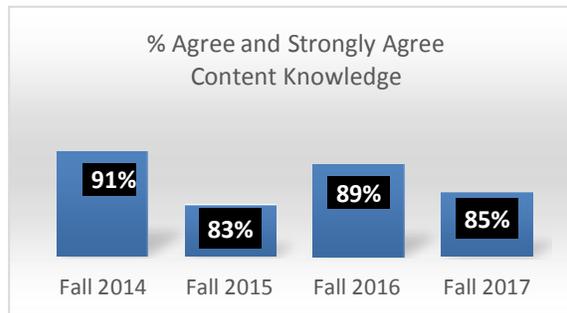
MAT Alumni Feedback on Professional Dispositions (Q10, 13, 14, 15) indicated that in Fall 2017, 85% of respondents ‘agree’ or ‘strongly agree’ that the MAT program helped them apply professional dispositions.

Semester	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number responses	N=36	N=17	N=17	N=39
Mean	3.6/4	3.5/4	3.5/4	3.4/4
Responses ‘agree’ or ‘strongly agree’	91%	87%	87%	85%



MAT Alumni Feedback on Content Knowledge (Q 5, 6, 8) indicated that in Fall 2017, 85% of respondents ‘agreed’ or ‘strongly agreed’ that the MAT program helped them apply content knowledge to their teaching.

Semester	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Number responses	N=36	N=17	N=17	N=39
Mean	3.5/4	3.3/4	3.6/4	3.4/4
Responses ‘agree’ or ‘strongly agree’	91%	83%	89%	85%



V. 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.

The MAT program has experienced overall stable retention rates from 2011 to 2014. There was a slight decline of 2.4% from 85.7 % in Fall 2012 to 83.3 % in Fall 2013. In Fall 2014 the retention rate was 82%. The average retention rate was 84% with little variance. The positive retention rate could be attributed to the program’s stringent entry requirements, which are significant and costly. Once admitted most students have a clear goal and are generally motivated to complete the MAT degree. The favorable retention rate also reflects the students’ overall commitment to completing the program and achieving state licensure. Most students (79%) complete the degree within two years. *Please read the retention and graduate notes at the bottom of the linked data.*

I. Retention-Graduation Rates for MAT program

Term	MAT program	Num	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
			Enrollment Rate	Graduation Rate										
Fall 09	'2098','2102','2105'	46	89%	0%	52%	15%	11%	43%	7%	50%	0%	50%	0%	50%
Fall 10	'2108','2112','2115'	32	81%	0%	50%	31%	16%	44%	3%	50%	3%	50%	3%	53%
Fall 11	'2118','2122','2125'	27	85%	0%	67%	11%	22%	48%	7%	52%	7%	52%	0%	56%
Fall 12	'2128','2131','2132','2135'	29	86%	0%	41%	31%	17%	48%	3%	55%	0%	55%		
Fall 13	'2138','2141','2142','2145'	30	83%	0%	73%	33%	23%	60%	3%	63%				
Fall 14	'2148','2151','2152','2155'	50	84%	0%	72%	46%	8%	64%						
Fall 15	'2158','2161','2162','2165'	21	90%	0%	38%	67%								
Fall 16	'2168','2171','2172','2175'	25	88%	0%										

Notes:

1. The cohorts are students who were new to MAT and 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.

Source: Winter 2018 Freeze

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

VI. Ability of completers to meet licensing and any additional state requirements

Summary Pass Rates

The summary scores are for UMUC MAT completers and tests include Praxis I, Praxis Core and Praxis II Content tests.

Group	Number test taking	Number passing	Pass rate
All program completers 2016-2017*	39	38	97%
All program completers 2015-2016	53	53	100%
All program completers 2014-2015	43	42	98%
All program completers 2013-2014	40	39	98%

		HEOA - Title II 2016 - 2017 Academic Year						
Institution Name	UNIV OF MD UNIVERSITY COLLEGE							
Institution Code	5406							
State	Maryland							
								February 5, 2018
Group	Number Taking Assessment ¹	Number Passing Assessment ²	Institutional Pass Rate	Number Taking Assessment ¹	Number Passing Assessment ²	Statewide Pass Rate		
All program completers, 2016-17	39	38	97%	1882	1844	98%		
All program completers, 2015-16	53	53	100%	1977	1940	98%		
All program completers, 2014-15	43	42	98%	2053	2024	99%		

UMUC Title II Report (2016-2017)

At the time of the CAEP 2018 Annual Report, UMUC had not yet received the official Title II report (2016-2017) from ETS.

[UMUC Title II Report \(2015-2016\)](#)

[UMUC Title II Report \(2014-2015\)](#)

[UMUC Title II Report \(2013-2014\)](#)

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

Data from Alumni Survey

The alumni survey asks for employment information and, as a result, data indicates the number of graduates who are employed as teachers. In Fall 2017, out of 39 survey respondents, 31 stated that they were employed as teachers. This indicates that 80% of alumni respondents reported employment in the teaching field.

Salary Information of Graduates

The median annual national wage for high school teachers was \$58,030 in May 2016. Employment of high school teachers is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. Rising student enrollment should increase demand for high school teachers, but employment growth will vary by region.

Average Starting Salary of Graduates

Maryland Employment of Secondary School Teachers, May 2016 = 21,780

Annual mean wage for Maryland teachers = \$65,930

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

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

State	Master's starting salary
Maryland	\$47,508.46
Washington, DC	\$54,975.00
Virginia	\$42,837.48
Delaware	\$46,572.13

VIII. 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.

As of September 2017, UMUC's three-year cohort default rate is 7% compared to 11.5% nationwide.

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

Record 1 of 1

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	59,200
					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>