



## **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 2017, 82% of the candidates met standards on the SLO rubric. Fall 2018 SLO data displayed that 100% of the students met rubric criterion standards (N=number of students).

The MAT program addressed the 2017 declines in SLO performance by providing additional coaching to university supervisors and increased emphasis on developing a literature review.

<b>SLO Rubric Criterion</b>	<b>Fall 2016 N=24</b>	<b>Fall 2017 N=11</b>	<b>Fall 2018 N=12</b>
Conceptualization	96%	91%	100%
Literature Review	96%	75%	100%
SLO Procedures	93%	96%	100%
SLO Implementation and Data Collection	85%	86%	100%
Presentation and Use of Technology	96%	100%	100%

### **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 CCAST collaborative created, validated and tested the reliability on CCAST 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: CCAST handout, 2017. Candidate Preservice Assessment for Student Teaching (CCAST): A valid and reliable form for use during student teaching/internship.*

At the time of the CAEP 2019 Annual Report, the MAT has applied CCAST in three semesters (Fall 2017, Spring 2018, Fall 2018).

In Fall 2017 CCAST Pedagogy results had a final assessment mean of 87%. The CCAST Disposition results indicated a final assessment mean of 93% in Fall 2017. \*This data represents the percentage of students who met program standards.

Fall 2018 graduated 8 MAT candidates. \*\*The data is less significant because of the low number of participants.

#### **CCAST Pedagogy Data**

Semester	Number of Candidates	Final Assessment Mean*
Fall 2017	N=13	87%
Spring 2018	N=30	79%
Fall 2018	N=8	63%

#### **CCAST Disposition Data**

Semester	Number of Candidates	Final Assessment Mean
Fall 2017	N=13	93%
Spring 2018	N=30	85%
Fall 2018	N=8	63%**

\* percentage of candidates who met program standards of 80% or better

\*\*The data is less significant because of the low number of participants.

#### **Internship Content Knowledge Data**

During the internship semester, candidates are also assessed three times on their ability to teach specific content knowledge lessons in the classroom. In Spring 2018 final observation results indicated that 96% of the candidates met the program benchmark of 80% or better. In Fall 2018 final content knowledge observations indicated that 75% of the candidates met the program benchmark.

Semester	Number of Candidates	Final Assessment Mean
Fall 2017	N=13	92%
Spring 2018	N=30	96%
Fall 2018	N=8	75%

## **MAT Teacher Education - Mastery Policy**

To maintain national professional accreditation, the MAT program requires that students earn grades of 80 percent (B) or better on major assignments in certain courses and complete each course with a grade of B or better to advance to the next course. (The grade of C is not available for MAT courses).

### **Average GPA of MAT graduates**

Academic Years (Fall, Spring, Summer semesters)			
AY2014-2015	AY2015-2016	AY2016-2017	AY2017-2018
Average GPA = 3.5	Average GPA = 3.8	Average GPA = 3.92	Average GPA = 3.4
Median GPA = 3.4	Median GPA = 3.9	Median GPA = 4.0	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 exiting candidates and alumni during this survey is assembled into an employer distribution list. Each summer, employers on the list are sent an employer survey.

In Summer 2017, 14 employers' information was elicited from MAT alumni and exiting candidates. These employers were sent the MAT employer survey in Summer 2018 with only 3 respondents.

Summer 2018, 13 employers were sent the employee survey. Six employers responded with a mean rating from all respondents = 3.93/4. Employers complimented the UMUC graduates on lesson plan design and student, parent and fellow teacher relationships.

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 during the program.

The following table indicates the percentage of students who 'strongly agree' or 'agree' with the survey statements. Fall 2018 displayed an overall mean of 96%.\* This indicates that 96% of the exiting candidates 'strongly agree' or 'agree' that the program served them well. Here is a comparative table of question-by-question responses for three semesters (Fall 2017, Spring 2018, Fall 2018).

## MAT Exiting Internship Survey Results

Survey Questions	Fall 2017 N=16 Mean = 96%	Spring 2018 N=25 Mean = 90%	Fall 2018 N=9 Mean = 96%*
The internship orientation programs and handbook provided useful guidance for the internship.	100%	84%	100%
The MAT courses and field experiences prepared you adequately for the internship responsibilities.	100%	76%	89%
After completing the internship, you were ready to begin a professional teaching assignment.	94%	96%	89%
Your experience in this internship reflected what you understood about UMUC's conceptual framework for teacher education.	100%	84%	89%
Internship helped use data informed decisions to set long and short term goals for future instruction and assessment.	73%	92%	100%
Internship helped develop knowledge and skills to plan and implement research-based instructional plans	100%	100%	100%
Internship helped develop professional dispositions	93%	96%	100%
Internship helped develop knowledge and skills to assess student learning	100%	100%	100%
Internship helped with the ability to work with diverse students with exceptionalities and cultural backgrounds	100%	100%	100%
Internship helped with the use a variety of appropriate technologies that engage learners, are relevant to the instructional objectives, and extend learners' understanding of concepts.	100%	100%	100%
Internship helped with the use a variety of appropriate technologies that engage learners, are relevant to the instructional objectives, and extend learners' understanding of concepts.	100%	100%	100%

The SLO project helped you systematically examine learning outcomes of students with your mentor teacher.	93%	72%	100%
The SLO project helped you analyze and reflect on student outcomes and you were able to plan for improving student performance.	100%	80%	88%
Your cooperating teacher effectively modeled professional dispositions.	100%	96%	100%
Your cooperating teacher was supportive and served effectively as a mentor during the internship.	100%	92%	100%
You would recommend your cooperating teacher as a mentor for future MAT interns in the program.	100%	93%	100%
Your university supervisor effectively guided you through the internship process and was effective in carrying out the MAT procedures.	86%	83%	100%
Received adequate support from university supervisor	86%	83%	88%
Your university supervisor communicated regularly, was supportive, and served effectively as a mentor during the internship.	86%	75%	85%
You would recommend your university supervisor as a mentor for future MAT interns in the program.	79%	83%	88%
Received adequate support from Seminar professor	100%	100%	100%

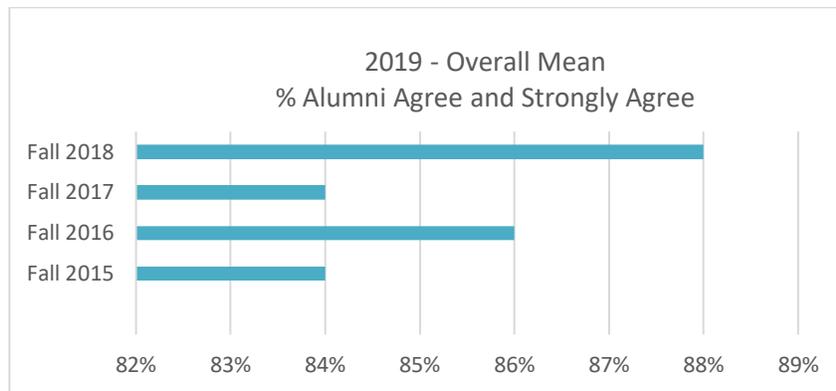
## **MAT Alumni Survey Results**

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. Fall 2018 alumni survey data indicated that 88% of 44 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%
Fall 2018	N= 44	88%



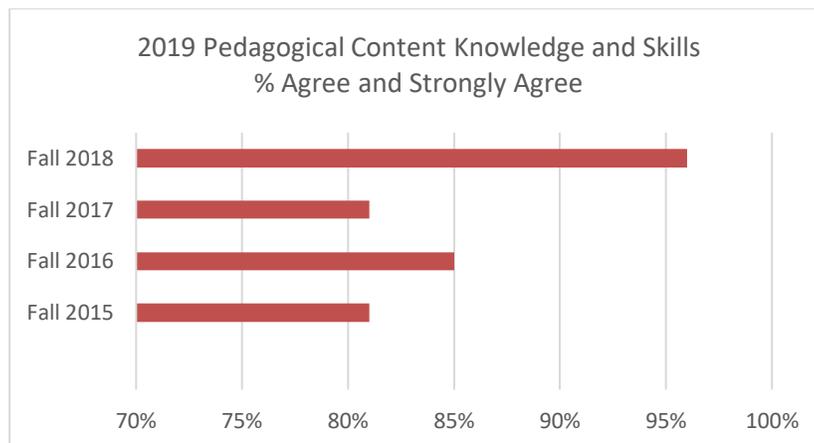
### Alumni Survey Results by Category

Alumni survey question alignment by category and results appear below.

#### MAT Alumni Feedback on Pedagogical Content Knowledge and Skills questions\*

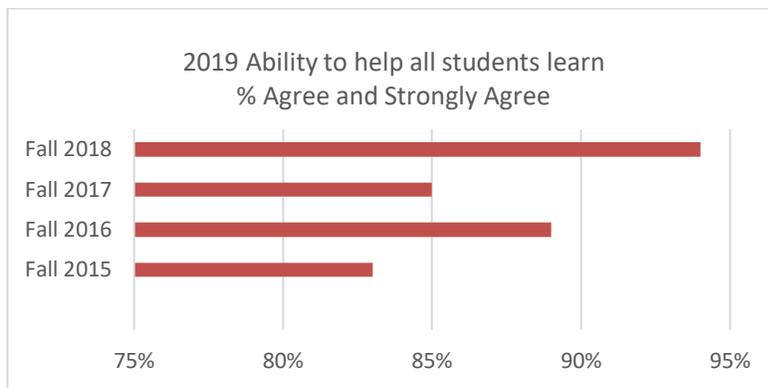
(Q5,6,7,8,11,12) indicated that in Fall 2017, 81% of respondents ‘agreed’ or ‘strongly agreed’ that the MAT program enabled pedagogical content knowledge and skills. Fall 2018 respondent data indicated that 96% of alumni respondents were prepared in this category.

MAT Alumni Survey Results for Pedagogical Content Knowledge and Skills		
Semester sent	Number of respondents	% Agree and Strongly Agree
Fall 2015	N=17	81%
Fall 2016	N= 17	85%
Fall 2017	N=39	81%
Fall 2018	N= 44	89%



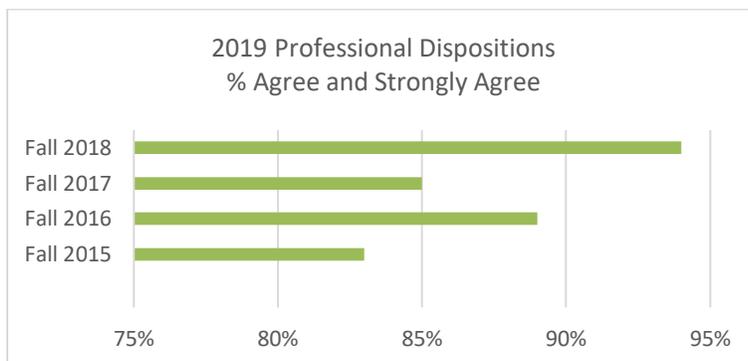
**MAT Alumni Feedback on Ability to Help All Students Learn (Q1, 2, 3, 4, 5, 6, 7, 8, 9)** indicated that in Fall 2017, 81% of respondents 'agreed' or 'strongly agreed' that the MAT program offered what was needed to help all students learn. Fall 2018 respondent data indicated that 88% of alumni respondents were prepared in this category.

MAT Alumni Survey Results on Ability to Help All Students Learn		
Semester sent	Number of respondents	% Agree and Strongly Agree
Fall 2015	N=17	83%
Fall 2016	N= 17	86%
Fall 2017	N=39	81%
Fall 2018	N= 44	88%



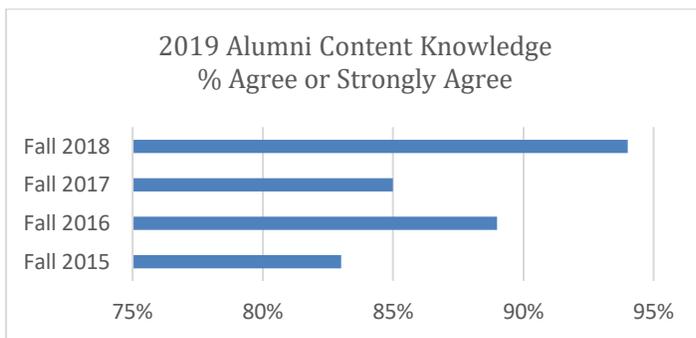
**MAT Alumni Feedback on Professional Dispositions (Q10, 13, 14, 15)** indicated that in Fall 2017, 85% of respondents 'agreed' or 'strongly agreed' that the MAT program helped them apply professional dispositions. Fall 2018 respondent data indicated that 93% of alumni respondents were prepared in this category.

MAT Alumni Survey Results on Professional Dispositions		
Semester sent	Number of respondents	% Agree and Strongly Agree
Fall 2015	N=17	87%
Fall 2016	N= 17	87%
Fall 2017	N=39	85%
Fall 2018	N= 44	93%



**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. Fall 2018 had 94% of the respondents were prepared for applying content knowledge to the classroom.

MAT Alumni Survey Results on Content Knowledge		
Semester sent	Number of respondents	% Agree and Strongly Agree
Fall 2015	N=17	83%
Fall 2016	N= 17	89%
Fall 2017	N=39	85%
Fall 2018	N= 44	94%



## 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. The average retention rate has been in the 81-90% range with little variance since 2009. 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 (60-71%) complete the degree within 2-3 years. *Please read the retention and graduate notes at the bottom of the linked data.*

I. Retention-Graduation Rates for MAT program													
MAT program		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Term	Num	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%	3%	59%
Fall 13 '2138','2141','2142','2145'	30	83%	0%	73%	33%	23%	60%	3%	63%	7%	67%		
Fall 14 '2148','2151','2152','2155'	50	84%	0%	72%	46%	8%	64%	8%	66%				
Fall 15 '2158','2161','2162','2165'	21	90%	0%	38%	67%	5%	71%						
Fall 16 '2168','2171','2172','2175'	25	88%	0%	60%	60%								
Fall 17 '2178','2181','2182','2185'	31	81%	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 2019 Freeze  
CILSS (Center for Innovation in Learning and Student Success), 3/26/2019

## 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 2017-2018	39	39	100%
All program completers 2016-2017	39	38	97%
All program completers 2015-2016	53	53	100%
All program completers 2014-2015	43	42	98%

		<b>HEOA - Title II 2017 - 2018 Academic Year</b>					
Institution Name		UNIV OF MD UNIVERSITY COLLEGE					
Institution Code		5406					
State		Maryland					
				<i>February 1, 2019</i>			
				<b>Statewide</b>			
<i>Group</i>	<i>Number Taking Assessment<sup>1</sup></i>	<i>Number Passing Assessment<sup>2</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>1</sup></i>	<i>Number Passing Assessment<sup>2</sup></i>	<i>Statewide Pass Rate</i>	
All program completers, 2017-18	39	39	100%	1692	1658	98%	
All program completers, 2016-17	39	38	97%	1883	1850	98%	
All program completers, 2015-16	53	53	100%	1981	1943	98%	
<small>Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.  <sup>1</sup> Number of completers taking one or more assessments within their area of specialization.  <sup>2</sup> Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.</small>							

### UMUC Title II Report (2017-2018)

At the time of the CAEP 2019 Annual Report, the following Title II reports are available.

[UMUC Title II report \(2016-2017\)](#)

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

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

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

[UMUC Title II Report \(2012-2013\)](#)

## 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 indicated the number of graduates who are employed as teachers. In Fall 2017, out of 39 survey respondents, 79% stated that they were employed as teachers. In Fall 2018, out of 44 alumni respondents, 89% were employed as teachers.

### Salary Information of Graduates

The median annual national wage for high school teachers was \$62,860 in May 2017. 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.

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

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

### Average Starting Salary of Graduates

In 2018-2019, Maryland Public School Teachers with a Masters earned between \$61,109-\$106,543, dependent upon the county. Annual mean salary for Maryland teachers holding a

bachelor's degree in 2018-2019 was between \$42,888 and \$49,013, dependent upon the county.  
Source: Maryland Public Schools

<http://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20182019Staff/20182019fSalarySchedules.pdf>

### **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 2018, UMUC's three-year cohort default rate is 6.4% compared to 10.8% nationwide.

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

### **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>