



# MEd Student Data

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

## Average GPA of graduates

2014-2015	2015-2016
Average GPA = 3.7	Average GPA = 3.7
Median GPA = 3.9	Median GPA = 3.8

## MEd Graduate Survey Results

<b>MEd Graduate Survey Results – Spring 2013 through Spring 2017</b> Result Percentages = % of respondents that ‘Strongly Agree’ or ‘Agree’				
Survey Questions	Spring 2014 results N= 37	Spring 2015 results N =35	Spring 2016 results N =13	Spring 2017 results N =24
<b>1. 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.</b>	92%	89%	92%	86%
<b>2. 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.</b>	92%	91%	94%	85%
<b>3. Course content and assignments helped me learn how to provide professional development for teachers and other educators.</b>	86%	86%	87%	84%

<b>4. 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.</b>	<b>92%</b>	<b>94%</b>	<b>85%</b>	<b>85%</b>
<b>5. Course content and assignments helped me create multimedia and web-based products that support student achievement.</b>	<b>92%</b>	<b>83%</b>	<b>94%</b>	<b>86%</b>
<b>6. Course content and assignments helped me learn how to develop standards-based, technology-supported lessons that promote global perspectives.</b>	<b>92%</b>	<b>89%</b>	<b>89%</b>	<b>86%</b>
<b>7. Field Experiences in the program helped me develop my understandings of technology integration and the roles of instructional technology leaders.</b>	<b>70%</b>	<b>83%</b>	<b>79%</b>	<b>82%</b>
<b>8. Professors provided the support I needed to develop projects related to my career goals.</b>	<b>78%</b>	<b>91%</b>	<b>91%</b>	<b>85%</b>
<b>9. The Capstone Project helped me apply previous knowledge and skills gained from other courses in the program.</b>	<b>89%</b>	<b>92%</b>	<b>89%</b>	<b>87%</b>
<b>10. Overall, the program prepared me for my career goals.</b>	<b>86%</b>	<b>86%</b>	<b>95%</b>	<b>86%</b>
<b>11. I am well prepared to serve on school committees that require me to collect and analyze student data.</b>	<b>92%</b>	<b>81%</b>	<b>91%</b>	<b>88%</b>
<b>12. The program prepared me well to plan for and create a variety of technology-based assessments for the classroom.</b>	<b>86%</b>	<b>94%</b>	<b>89%</b>	<b>86%</b>
<b>13. The program's course content enabled me to successfully collect and analyze student data.</b>	<b>89%</b>	<b>83%</b>	<b>89%</b>	<b>87%</b>
<b>14. 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.</b>	<b>89%</b>	<b>89%</b>	<b>89%</b>	<b>84%</b>
<b>15. I feel confident that I can plan learning activities for a diverse population of students.</b>	<b>100%</b>	<b>100%</b>	<b>92%</b>	<b>88%</b>

<b>16. I see myself as a professional and can portray all the professional dispositions needed for a position in the field of education.</b>	<b>94%</b>	<b>97%</b>	<b>94%</b>	<b>89%</b>
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The mean score\* can be interpreted as the aggregated results of 16 questions that represent the percentage of graduates who agree or strongly agree that through the MEd program they developed the learning objectives, proficiencies and professional dispositions articulated in UMUC’s Education Department Conceptual Framework for professional preparation.

### **MEd 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.

MEd 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 08	61	54%	2%	39%	3%	20%	18%	7%	26%	3%	30%	0%	30%
Fall 09	79	65%	0%	34%	1%	20%	15%	11%	23%	3%	25%	3%	27%
Fall 10	61	69%	2%	38%	8%	15%	25%	7%	25%	8%	26%	5%	28%
Fall 11	65	71%	3%	42%	5%	25%	17%	12%	26%	5%	28%		
Fall 12	78	69%	5%	45%	14%	24%	31%	13%	40%				
Fall 13	52	62%	2%	37%	12%	21%	27%						
Fall 14	57	72%	0%	53%	9%								
Fall 15	42	74%	2%										

**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

### **Teacher Education - Content 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 MEd program.

Under the Mastery Policy, the MEd 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.