



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.”

I. Average GPA of MEd graduates

AY 2015-2016	AY 2016-2017	AY 2017-2018
Average GPA = 3.72	Average GPA = 3.80	Average GPA = 3.85
Median GPA = 3.83	Median GPA = 3.91	Median GPA = 4.00

Source: Winter 2019 Freeze

CILSS (Center for Innovation in Learning and Student Success), 3/27/2019

II. Satisfaction of employers and employment milestones

Upon completion of the MEd 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 summer, employers on the list are sent an employer survey.

The Academic Year (AY) 2017-2018 alumni survey resulted in a distribution list of 13 employers. These employers were sent the MEd employer survey in Spring of 2018. The number of responses = 3. The supervisors’ responses emphasized that program graduates demonstrate excellent technology skills. Specifically, school administrators expressed the desire for program graduates to share their technology expertise with other educators in their school and district.

AY 2018-2019 alumni survey provided permission to contact 5 employers, which will occur Summer 2019.

As in previous years, the MEd employer response rate has been minimal. To increase response rates, the program chair has implemented a multi-step process. First, she developing a written message and video to graduates and alumni was developed. The written message and video better explained the purpose of the employer survey and provided information about how the data is utilized for program improvement. It also offered information about confidentiality of survey results. This is expected to increase the size of the employer distribution list.

Once the employer surveys were distributed, several reminder e-mails were sent to employers who were non-responsive. If these e-mail reminders were not successful, the program chair followed-up with the employer via phone. Additionally, the program chair requested

suggestions from the UMUC Teacher Education Advisory Board regarding how to increase the response rate on the employer survey. She also brainstormed ideas with other universities at collaborative meetings.

III. Satisfaction of completers

At the end of the capstone semester, all MEd candidates complete an 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 exit survey administered from Spring 2017 to Fall 2018 had 17 questions that utilized a Likert-style rating scale. Rating scale choices included well prepared, prepared, somewhat prepared, unprepared, insufficient opportunity to demonstrate skill. N = the number of survey responses. A partial list of questions and results exist in the table below.

The overall mean score for Fall 2018 completers was 95%. The mean score is defined as the average percentage of survey respondents who selected "prepared" or "well prepared" for the seventeen Likert scale statements.

Survey Questions	Spring 2017 N = 9	Fall 2017 N=21	Spring 2018 N=11	Fall 2018 N=21
How well did UMUC's MEd prepare you to:	Well prepared/ Prepared			
Plan for the diverse needs of students	100%	100%	100%	81%
Know how to teach your content	89%	95%	91%	100%
Implement effective instruction that engages students in learning	100%	100%	95%	95%
Implement a range of assessment to measure progress of learners and improve instruction	100%	100%	100%	95%
Integrate current and emerging technologies into curriculum, instruction and assessment in order to strengthen and transform teaching and student learning.	100%	100%	100%	95%
Use a range of technologies to communicate and collaborate with students, colleagues, parent and other audiences.	100%	95%	100%	95%
Provide professional development for teachers and other educators.	100%	100%	100%	85%
Develop a vision for technology integration in schools, including designing technology budget, assuring access and acquiring resources.	100%	100%	100%	90%
Develop standards-based, technology-supported lessons that promote global perspectives	100%	100%	100%	85%

Meet your career goals	100%	95%	100%	95%
*Overall mean score of survey results	99%	99%	99%	92%
<i>*The mean score represents the percentage of exiting students who chose 'well prepared or 'prepared' as an answer to the statements for each category, "How well did UMUC's MEd prepare you to....?"</i>				

IV. Teacher Education – MEd Mastery Policy

To maintain national professional accreditation, the MEd program requires that students earn grades of 80 percent (B) or better on major assignments in certain courses—namely EDTC 600, EDTC 615, EDTC 630, EDTC 640, and EDTC 645, which are offered before specific transition points in the program. Performance of 80 percent (grade of B) or better on major assignments in these courses is required to move forward in the program. Candidates must also earn a final grade of B in EDTC 600 to move forward in the program.

V. Satisfaction of Alumni

The MEd alumni survey feedback is part of a formal, scheduled process for receiving feedback on how well the instruction and support provided in the program have served graduates in their current role. The alumni survey is sent to program alumni who have 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 in the respondent’s professional context.

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.

The survey uses sixteen, 4-point Likert-type scale (Strongly Agree, Agree, Disagree, Strongly Disagree) questions. The overall mean score is defined as the average percentage of survey respondents who agreed or strongly agreed 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.

In AY 2017-2018, alumni survey results indicated an overall mean score of 86%. In AY 2018-2019, alumni survey results indicated an overall mean score of 95%, and increase of 9%.

Med Alumni Survey Results		
Semester sent	Number of respondents	Overall Mean Score*
AY 2015-2016	N =17	84%
AY 2016-2017	N = 17	86%
AY 2017-2018	N = 21	86%
AY 2018-2019	N = 22	95%

The following table also provides the mean score per statement.

MEd Alumni Survey Results by Question	2015-2016 N =13	2016-2017 N =24	2017-2018 N= 21	2018-2019 N = 22
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.	93%	86%	91%	93%
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.	93%	85%	91%	93%
Course content and assignments helped me learn how to provide professional development for teachers and other educators.	87%	84%	89%	87%
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.	85%	85%	94%	87%
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.	94%	86%	91%	93%
Course content and assignments helped me learn how to develop standards-based, technology- supported lessons that promote global perspectives.	89%	86%	94%	93%
Field Experiences in the program helped me develop my understandings of technology integration and the roles of instructional technology leaders.	79%	82%	94%	93%
Professors provided the support I needed to develop projects related to my career goals.	91%	85%	90%	100%
The Capstone Project helped me apply previous knowledge and skills gained from other courses in the program.	89%	87%	94%	92%
Overall, the program prepared me for my career goals.	95%	86%	91%	93%
I am well prepared to serve on school committees that require me to collect and analyze student data.	90%	88%	89%	100%
The program prepared me well to plan for and create a variety of technology-based assessments for the classroom.	89%	86%	87%	100%
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%	84%	91%	93%

I feel confident that I can plan learning activities for a diverse population of students.	92%	88%	91%	100%
I see myself as a professional and can portray all the professional dispositions needed for a position in the field of education.	94%	89%	91%	100%

VI. 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.

The MEd program has been successful in retaining a high percentage of candidates in the program until they are eligible to graduate. When candidates do choose to exit the program before graduation, it may be because they find they are not successful in meeting course requirements, may be seeking less intensive professional development opportunities than graduate courses, or may have to take a break from coursework due to extenuating circumstances. *Please see the retention and graduate notes at the bottom of the linked data.*

Z. Retention-Graduation Rates for MEd program

MED program	Num	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		Enrollment Rate	Graduation 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%	1%	37%
Fall 13 '2138','2141','2142','2145'	52	62%	0%	37%	6%	21%	23%	8%	27%	6%	31%		
Fall 14 '2148','2151','2152','2155'	57	72%	0%	53%	7%	28%	26%	19%	35%				
Fall 15 '2158','2161','2162','2165'	42	74%	0%	55%	0%	29%	29%						
Fall 16 '2168','2171','2172','2175'	54	65%	0%	37%	4%								
Fall 17 '2178','2181','2182','2185'	52	60%	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.

VII. 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 AY 2017-2018, 85% of alumni respondents reported current jobs in the field of education after completing the program.

In AY 2018-2019, 100% of the alumni survey respondents had jobs in their field. These jobs included teacher, technology coach, technology director, integration specialist, technology support, instructional designer, technology trainer and founder of a non-profit organization for children.

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 \$67,490 in May 2018. The projected increase in employment from 2016 to 2026 is 7% for all occupations. For instructional coordinator, the projected change in employment is 11%, higher than average.

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.

If you would like to read more about occupational employment and wage for instructional coordinators, go to source: U.S. Department of Labor, Bureau of Labor Statistics
<https://www.bls.gov/oes/current/oes259031.htm>

If you would like to read more 'quick facts' about instructional coordinators, go to source: U.S. Department of Labor, Bureau of Labor Statistics
<https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm>

VIII. Student loan default rates

The U.S. Department of Education publishes the Cohort Default Rate (CDR), which the agency uses to determine an institution's overall performance with respect to federal student loan repayment. A cohort is tracked for three years and defaults in that three-year period affect the school's published rate. 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 releases official cohort default rates (CDR) once per year. As of September 2018, UMUC's three-year cohort default rate is 6.4% compared to 10.8% nationwide.

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

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>