



MEd Annual Reporting Measures 2020

The Annual Reporting Measures are an important component of program improvement. Each semester, performance data on MEd GPA, key assessments and perspectives of graduates, alumni and employers are analyzed and program improvement and course revisions are discussed based on the results. The data analysis becomes a key element for continual program improvement, creating a feedback loop, which informs administration of program needs for refinement of assignments, rubrics, instructor and student support and training, candidate performance and unit operations – all with the intention to better support student learning.

In May 2017, external stakeholders reviewed MEd program data and information, visited the university, and engaged with the program director to develop a report of recommendations for program improvement. This report guided the development of an action plan that will guide MEd program redesign through 2023.

Following is consumer information on UMGC MEd student performance, retention, and satisfaction. UMGC students in P-12 preparation programs are referred to as “candidates.” The information contained in the Annual Public Data Report is shared with the Teacher Education Advisory Board as well as with external stakeholders during the university’s 5-year Academic Program Review (APR).

Satisfaction of Employers & Employment Milestones (A.4.1)

Upon completion of the MEd program, graduates are surveyed about their experiences and asked for consent 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.

Continually, the MEd employer response rate has been minimal. By exploring this trend, the program director has identified two issues. First, few candidates are granting permission to contact their employers. This results in a small distribution list from which to collect responses. Second, few employers from the list respond to the survey. As a result, the program director has taken additional steps to improve response rates: (1) written message and video, (2) email reminders, (3) employer phone calls. The program director also requested suggestions from the UMGC Teacher Education Advisory Board regarding how to increase the response rate on the employer survey.

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 employer responses = 3. AY 2018-2019 alumni survey provided permission to contact 5 employers, which will occur in

Spring 2020. The supervisor/employer responses related excellent technology skills of the new teachers with administrators seeing that these new teachers need to share their technology expertise with other teachers at the school.

Satisfaction of completers (A.4.2)

Exit Survey

At the end of the capstone semester, all candidates who success fully complete the MEd program 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 during the program.

The exiting surveys administered in the most current three semesters (Fall 2018, Spring 2019, Fall 2019) had 17 questions for Likert scale rating (well prepared, prepared, somewhat prepared, unprepared, insufficient opportunity). N = the number of survey responses.

In Fall of 2018, 92% of exiting students agreed that they were either prepared or well prepared to demonstrate each of the skills described in the 17 statements on the survey. In Spring of 2019, 99% of the exiting students were either prepared or well prepared to demonstrate program competencies. Fall 2019 results indicated that 92% of exiting candidates felt prepared or well-prepared upon completion of the program.

Exit Survey Questions	Fall 2018	Spring 2019	Fall 2019
*Overall score of survey results	92%	99%	92%

* This percentage of exiting candidates felt prepared or well-prepared through the program goals.

A list of questions and results for 3 semesters is displayed in the tables below. Statement results represent the percentage of completers who felt ‘prepared’ or ‘well prepared’ upon graduation.

Exit Survey Questions	Fall 2018	Spring 2019	Fall 2019
How well did UMGC’s MEd prepare you to:	N=21	N=11	N=10
Understand the diverse needs of students	86%	100%	90%
Plan for the diverse needs of students.	81%	100%	80%
Know how to teach your content.	100%	100%	80%
Create a respectful environment that supports learning for all students.	95%	100%	90%
Implement effective instruction that engages students in learning.	95%	100%	100%
Implement a range of assessments to measure progress of learners and improve instruction.	95%	100%	90%
Demonstrate professionalism with stakeholders.	90%	100%	100%
Use technology in ways that improve learning.	100%	100%	100%
Integrate current and emerging technologies into curriculum, instruction and assessment in order to strengthen and transform teaching and student learning.	95%	100%	100%

Use a range of technologies to communicate and collaborate with students, colleagues, parent and other audiences.	95%	100%	90%
Provide professional development for teachers and other educators.	85%	80%	80%
Extend the classroom with blended and online learning experiences.	90%	100%	100%
Develop a vision for technology integration in schools, including designing technology budget, assuring access and acquiring resources.	90%	100%	80%
Create multimedia and web-based products that support student achievement.	95%	100%	100%
Develop standards-based, technology-supported lessons that promote global perspectives	85%	100%	90%
Implement effective instruction that engages students in learning.	95%	100%	100%
Meet your career goals	95%	100%	100%
Overall score of survey results = percentage of exiting candidates who felt prepared or well-prepared upon graduation.	92%	99%*	92%*

Alumni Survey

The MEd alumni survey feedback is part of a formal, scheduled process for receiving feedback on how well the instruction and support in the program have served graduates in their current role. The 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. The survey results become a key element for continual program improvement, creating a feedback loop, which informs administration of program needs for refinement of assignments, rubrics, instructor and student supports and training, candidate performance and unit operations.

The alumni survey uses fifteen 4-point Likert-type scale (Strongly Agree, Agree, Disagree, Strongly Disagree) questions. The overall score can be interpreted as the aggregated results of 15 questions that represent the percentage of alumni who ‘agree’ or ‘strongly agree’ that the program goals, learning objectives, proficiencies and professional dispositions were valuable to their current roles.

Alumni survey results consistently demonstrate overall satisfaction with the program. The table below displays results of alumni survey questions for two academic years (AY 2017-2018, AY 2018-2019). With similar response rates (21, 22) the score rose from 91% to 95%.

Specifically, alumni survey results indicate significant gains on 10 of the questions and in the

following areas:

- Professors provided the support I needed to develop projects related to my career goals
- I am well prepared to serve on school committees that require me to collect and analyze student data.
- The program prepared me well to plan for and create a variety of technology-based assessments for the classroom.
- I feel confident that I can plan learning activities for a diverse population of students.
- I see myself as a professional and can portray all the professional dispositions needed for a position in the field of education.

Two areas that indicate a need for improvement, as evidenced by decreases in the percentage of students who agree/strongly agree with the statements, include:

- Course content and assignments helped me learn how to provide professional development for teachers and other educators.
- 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.

These two statements describe administrative and leadership skills. With the understanding that these skills are important to a candidate’s success in the field of instructional technology, leadership has become a greater emphasis in program planning.

MEd Alumni Survey Results by Question	2017-2018 N= 21 91% of alumni ‘agree’ or ‘strongly agree’ that the program was beneficial to their current roles	2018-2019 N = 22 95% of alumni ‘agree’ or ‘strongly agree’ that the program was beneficial to their current roles
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.	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.	91%	93%
Course content and assignments helped me learn how to provide professional development for teachers and other educators.	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	94%	87%

acquiring resources.		
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.	91%	93%
Course content and assignments helped me learn how to develop standards-based, technology- supported lessons that promote global perspectives.	94%	93%
Field Experiences in the program helped me develop my understandings of technology integration and the roles of instructional technology leaders.	94%	93%
Professors provided the support I needed to develop projects related to my career goals.	90%	100%
The Capstone Project helped me apply previous knowledge and skills gained from other courses in the program.	94%	92%
Overall, the program prepared me for my career goals.	91%	93%
I am well prepared to serve on school committees that require me to collect and analyze student data.	89%	100%
The program prepared me well to plan for and create a variety of technology-based assessments for the classroom.	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.	91%	93%
I feel confident that I can plan learning activities for a diverse population of students.	91%	100%
I see myself as a professional and can portray all the professional dispositions needed for a position in the field of education.	91%	100%

MEd Retention and Graduation Rates

UMGC 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 outside circumstances.

The most current retention-graduation rates appear below:

MED program		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Term	Num	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%	0%	35%
Fall 14 '2148';'2151';'2152';'2155'	57	72%	0%	53%	7%	28%	26%	19%	35%	7%	44%		
Fall 15 '2158';'2161';'2162';'2165'	42	74%	0%	55%	0%	29%	29%	17%	40%				
Fall 16 '2168';'2171';'2172';'2175'	54	65%	0%	37%	4%	22%	20%						
Fall 17 '2178';'2181';'2182';'2185'	52	60%	0%	35%	2%								
Fall 18 '2188';'2191';'2192';'2195'	40	45%	0%										

Ability of Completers to Meet Licensing (Certification Requirements & Any Additional State Requirements

Average GPA of MEd graduates

When reviewing the average GPA of MEd graduates, it can be noted that both average and median GPAs have increased or remained the same for each of the past 3 academic years.

AY 2016-2017	AY 2017-2018	AY 2018-2019
Average GPA - 3.80	Average GPA = 3.85	Average GPA = 3.84
Median GPA = 3.91	Median GPA = 4.00	Median GPA= 4.00

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, EDTC 645, EDTC 650 and EDTC 670. Performance of 80 percent (grade of B) or better on major assignments in these courses is required to move forward in the program. These courses are offered before specific transition points in the program.

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 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 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, made an average annual salary of \$67,490 in May 2019.

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.

The projected percent change in employment from 2016 to 2026 is 7 percent for all occupations. For instructional coordinator, the projected change in employment is 11%, faster than average. Mean wage and salary estimates for educational technology specialists appear below.

Employment estimate and mean wage estimates for this occupation:

Employment ¹	Employment RSE ³	Mean hourly wage	Mean annual wage ²	Wage r se ³
163,900	1.7 %	\$32.45	\$67,490	0.5 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%
Hourly Wage	\$17.43	\$23.69	\$30.93	\$3933
Annual Wage (2)	\$36,360	\$49,280	\$64,450	\$82,860

¹ Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

² Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.

³ The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

If you would like to read more about occupational employment and wage for instructional coordinators: 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: Source: U.S. Department of Labor, Bureau of Labor Statistics
<https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm>

Student Loan Default Rates and Other Consumer Information

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. That 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.”

UMGC’s three-year cohort default rate is 6.1% compared to 10.8% nationwide. The most current default rate information appears below:

OPE ID	School	Type	Control	PRGMS	FY2016	FY2015	FY2014	
011644	UNIVERSITY OF MARYLAND GLOBAL CAMPUS 3501 UNIVERSITY BOULEVARD EAST ADELPHI MD 20783-8078	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	6.1	6.4	7
					No. in Default	581	610	704
					No. in Repay	9,500	9,530	10,020
					Enrollment figures	71,572	61,210	63,595
					Percentage Calculation	13.2	15.5	15.7

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2016 CDR Year will use 2014-2015 enrollment).

Current Date : 03/09/2020

Three-year cohort default rates for 2018 will be available in 2021.

Source: Federal Student Loan Default Rate
https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdata_3yr.cfm

UMGC average cost of attendance

The average cost of attendance and other consumer information from UMGC can be found here:
<http://www.umuc.edu/costs-and-financial-aid/cost-and-tuition-faqs.cfm>