AAQEP Annual Report for 2025

Provider/Program Name:	University of Maryland Global Campus / Master of Education in Instructional Technology
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

University and School Missions

University of Maryland Global Campus (UMGC) was founded 75 years ago specifically to serve the higher education needs of working adults and servicemembers. The mission of UMGC is improving the lives of adult learners by:

- Operating as Maryland's open university;
- Serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;

- Providing our students with open, affordable, and quality higher education.[1]

As a recognized leader in career-relevant education, the university embraces innovation and change aligned with our purpose and sharing our perspectives and expertise.

The Master of Education (MEd) in Instructional Technology program is housed within the Educational Technology Unit of the Department of Education and Professional Studies in the School of Integrative and Professional Studies. The mission of the School of Integrative and Professional Studies is to be leaders in innovative, student-centered learning, providing-high quality liberal arts educational experiences to a global community.

Educational Technology Mission

The mission of the Educational Technology Unit at UMGC is to prepare and empower leaders in the field of educational technology who are innovative problem-solvers and agents of change equipped to use theoretical and practical approaches to providing high-quality, equitable, educational experiences to diverse groups of learners.

UMGC's Educational Technology Unit aspires to be a safe and inclusive environment where faculty and students work together, engaged in a culture of inquiry. Diverse and challenging classes foster critical thinking and an equity-minded approach to integrating technology in learning – all grounded by high-quality, outcomes-based, real-world applications. Students will develop the knowledge necessary for success in their educational context and gain the intellectual confidence to drive change and spark transformation in the lives of learners.

The Educational Technology Unit has adopted the following core values:

- **Know our learners:** We share accountability for students' success and monitor their progress.
- **Embrace change**: We believe transformation does not come from our comfort zones.
- **Follow-through**: We take ownership of issues and see them through to resolution.
- **Uplift students and each other**: We are humble, kind, and use every interaction as an opportunity to lift others.
- **Acknowledge effort and progress**: We never give up on a learner.
- **Build inclusive environments**: We embrace diversity and create a sense of community for all learners.
- **Connect to the workplace**: We prepare our learners to thrive in their professional context.
- **Collaborate**: We work and learn together to explore new opportunities and solutions.
- **Foster curiosity**: We help learners become curious and passionate scholars.

[1] https://www.umgc.edu/administration/policies-and-reporting/policies/general/mission

Description of the Program

Grounded in the International Society for Technology in Education (ISTE) Standards for Educators and Coaches, candidates in the MEd program become empowered educators with advanced skills in curriculum and instruction, technology integration, and leadership in PK-12 school systems. Candidates develop expertise in current and emerging instructional technologies, gain a deep understanding of the role of technology in teaching and learning, and learn strategies for leading change at the classroom, school, and district levels.

The Instructional Technology program curriculum combines three areas of study related to maximizing PK-12 student learning. The first is PK-12 curriculum and instruction. The focus in this area is to assist candidates in designing active learning environments, both in traditional face-to-face classrooms and online, centering on integrating technology effectively into PK-12 curriculum, instruction, and assessment to meet diverse student needs.

The second area of study is instructional technology. This area of the program works to assist candidates in developing technical expertise in instructional technology (e.g., using web tools, leveraging mobile devices, evaluating open educational resources). Emphasis is placed on effectively selecting and applying technologies to advance learning in the classroom, the school, and in the wider school and professional communities.

The third area of study is coaching and leadership. Upon completion of the program, candidates possess the skills necessary to lead PK-12 technology initiatives at the classroom, school, or district level (e.g., coaching other educators, change management, staff development, planning, budgeting, and administering technology initiatives).

Program Outcomes

Through coursework, candidates in UMGC's Master of Education (MEd) in Instructional Technology program will learn how to:

- Advocate for the use of technology to create equitable and ongoing access to high-quality education
- Establish personal and shared learning goals and pursue those goals through participation in learning activities and Professional Learning Networks (PLNs)
- Develop productive relationships with other educators to improve teaching and learning
- Design learning experiences and environments that meet the diverse needs and interests of all learners
- Develop the capabilities of educators by planning, providing, and evaluating the impact of professional learning initiatives using technology to advance teaching and learning
- Model and support the use of qualitative and quantitative data to inform instruction
- Support educators and students in recognizing the responsibilities and opportunities inherent in living in a digital world

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://www.umgc.edu/online-degrees/masters/med-instructional-technology and https://www.umgc.edu/accreditation

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Candidates Enrolled** in most recently completed academic year (12 months ending 06/25)	**Number of Completers** in most recently completed academic year (12 months ending 06/25)
Programs that lead to initial teaching credentials			
		0	0
Total for programs that lead to initial credentials		0	0
Programs that lead to additional or advanced credentials for already-licensed educators			
		0	0
Total for programs that lead to additional/advanced credentials		0	0
Programs that lead to P-12 leader credentials			
		0	0
Total for programs that lead to P-12 leader credentials		0	0
Programs that lead to credentials for specialized professionals or to no specific credential			
MEd in Instructional Technology	Degree or Certificate	97	16

Total for programs that lead to specialized professional or no specific credentials	97	16
TOTAL enrollment and productivity for all programs	97	16
Unduplicated total of all program candidates and completers	97	16

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
97
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
16
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
N/A
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

MEd	2 year	3 year

2018-2019	0%	19%
2019-2020	3%	29%
2020-2021	1%	19%
2021-2022	3%	27%
2022-2023	0%	24%
2023-2024	5%	

Our expected time to completion is 2 years, taking two courses per term. 1.5 times that is 4 years. Many candidates, because they are teaching full time, may only take 1 course per term, thereby delaying graduation.

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

There are no licensure exams for this program.

F. Explanation of **evidence available from program completers**, with a characterization of findings.

One measure of completers' perceptions of their learning in the program is an alumni survey. The alumni survey was sent to students who completed the MEd program one, two, and three years ago. This survey indicates that program completers rate themselves highly on their ability to demonstrate certain program skills and competencies at a high level. In the most recent survey, more than 88% of graduates rated themselves as well or very well when asked about meeting the program outcomes, which are listed below.

- Advocate for the use of technology to create equitable and ongoing access to high-quality education
- Establish personal and shared learning goals and pursue those goals through participation in learning activities and Professional Learning Networks (PLNs)
- Develop productive relationships with other educators to improve teaching and learning
- Design learning experiences and environments that meet the diverse needs and interests of all learners
- Develop the capabilities of educators by planning, providing, and evaluating the impact of professional learning initiatives using technology to advance teaching and learning
- Model and support the use of qualitative and quantitative data to inform instruction
- Support educators and students in recognizing the responsibilities and opportunities inherent in living in a digital world

Additionally, 100% of students rated themselves highly on the dispositions needed to become a professional in the field of education.

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.
While the University does not require candidates to disclose employment information, completers are asked to share employer information. When a completer gives permission to contact their employer, a survey is sent to that employer. The survey questions for employers are similar to the questions asked of program completers. Employer survey results were similar to that of program completers. Employers rated completers' ability to perform instructional technology skills and competencies highly. An area of improvement is related to meeting the needs of diverse students. Modules about culturally responsive teaching have been added to the program to help remediate this deficiency.
H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.
At the end of the program, MEd completers begin receiving surveys one, two, and three years after they exit the program. The survey completers about their job status before, during, and after program completion. Upon completion of the MEd, 57% were working as classroom teachers. 7% transitioned into higher education as a result of the program, 14%% were working as tutors or technology coaches, and 14% reported working in another technology or training role outside of education (military, nonprofit, government, etc.).
I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.
No changes were made in AY 204-2025.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
EDTC 650 and EDTC 670 Capstone Projects In the final two courses' capstone projects, students conduct a professional development session for their colleagues and then work with a teacher to coach them through implementation of a new technology. In the first part of the capstone (EDTC 650), they must design, develop, and provide professional development to a group of colleagues. In the second part of the capstone (EDTC 670), candidates work with another teacher in a coaching capacity to integrate technology into the classroom.	As a key assessment for the program, it is expected that candidates will demonstrate 80% proficiency as demonstrated by scoring "Exemplary" or "Accomplished" on the assigned rubric.	In fall of 24, 91% (n=13) scored "Exemplary" or "Accomplished" on all rubric criteria on the Integrative Capstone I project. In spring of 25, (n=7), 92%, scored "Exemplary" or "Accomplished" on all rubric criteria on the Integrative Capstone I project. In fall of 24, (n=3), 100%, scored "Exemplary" or "Accomplished" on all rubric criteria on the Integrative Capstone II project. In spring of 25, (n=12), 95% scored "Exemplary" or "Accomplished" on all rubric criteria on the integrative Capstone II project.
INST 605 Lesson Plan This assessment, which candidates complete early in the program, requires development of a lesson plan that demonstrates their ability to develop technology-supported content lessons that address culturally responsive teaching, assessment for learning, and	As a key assessment for the program, it is expected that candidates will demonstrate 80% proficiency as demonstrated by scoring "Exemplary" or "Accomplished" on the assigned rubric.	In fall of 24, (n=10), 98%, scored" "Exemplary" or "Accomplished on all rubric criteria on the Lesson Plan assignment. In spring of 25, (n=9), 90%, scored "Exemplary" or "Accomplished" on all rubric criteria on the Lesson Plan assignment.

development of positive learning environments.		In summer of 25, (n=13), 95%, scored “Exemplary” or “Accomplished” on all rubric criteria on the Lesson Plan assignment.
INST 615 Data Analysis Final Project During this project, candidates develop a data collection plan to investigate a question about teaching and learning. They collect data, visualize, and analyze data, and then develop a plan of action based on their analysis.	As a key assessment for the program, it is expected that candidates will demonstrate 80% proficiency as demonstrated by scoring “Exemplary” or “Accomplished” on the assigned rubric.	In fall of 24, (n=4), 100%, scored “Exemplary” or “Accomplished” on all rubric criteria on the Data Analysis Final Project. In spring of 25, (n=13), 84%, scored “Exemplary” or “Accomplished” on all rubric criteria on the Data Analysis Final Project. In summer of 25, (n=3), 84%, scored “Exemplary” or “Accomplished” on all rubric criteria on the Data Analysis Final Project.
INST 640 Professional Development Session & Reflection In this assignment, candidates use the data collected in a needs analysis to plan, implement, and evaluate a 1-2 hour Professional Development (PD) session for their colleagues, demonstrating their ability to develop positive learning and work environments.	As a key assessment for the program, it is expected that candidates will demonstrate 80% proficiency as demonstrated by scoring “Exemplary” or “Accomplished” on the assigned rubric.	In fall of 24, (n=7), 100%, scored “Exemplary” or “Accomplished” on all rubric criteria on the Professional Develop Session and Reflection. In spring of 25, (n=7), 97%, scored “Exemplary” or “Accomplished” on all rubric criteria for the Professional Develop Session and Reflection. In summer of 25, (n=2), 100%, scored “Exemplary” or “Accomplished” on all rubric criteria for the Professional Develop Session and Reflection.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
MEd Alumni Survey Completers were asked to review program competencies/outcomes and rate themselves on how well they could demonstrate the competency/outcome in a professional setting	. The expectation is that students will rate each competency/outcome either "Extremely Well" or "Very Well."	80% of alumni rated themselves Extremely Well or Very Well.
Academic Program Review Every six years, the University System of Maryland requires programs to conduct an academic program review consisting of a self-study and external review. This plan lasts 6 years.	Completion of the action plan.	A summary of the MEd program strengths offered by the External Review Team includes: • The curriculum is comprehensive. The alignment to the ISTE Standards is evident. An additional strength noted by the reviewers is the "spiraling" of concepts throughout the program. • It was a smart design choice to sequence the first four courses to align with the ISTE Educator Standards and the following courses to align with the ISTE Coaching Standards. • The program meets a growing need at the state, national, and international level. • The personnel involved in the program are highly motivated experts in the field.

		We continue to implement the six-year action plan from the last APR" or "We continue to implement the six-year action plan from the 22-23 APR.
INST 650 & INST 670 Capstone Projects In the final course of the program, candidates complete an extensive capstone project that requires them to demonstrate their understanding and application of key program knowledge, skills, and dispositions.	We expect that our candidates (soon to be completers) will receive at least an 80% on capstone steps (pieces of each project and on the overall projects themselves.	A review of end-of-project grades shows students perform well on the two capstone experiences, which are the final assignments in this program and show students' competency with the PLOs. In fall of 24, 91% (n=13) scored "Exemplary" or "Accomplished" on all rubric criteria on the Integrative Capstone I project. In spring of 25, (n=7), 92%, scored "Exemplary" or "Accomplished" on all rubric criteria on the Integrative Capstone I project. In fall of 24, (n=3), 100%, scored "Exemplary" or "Accomplished" on all rubric criteria on the Integrative Capstone II project. In spring of 25, (n=12), 95% scored "Exemplary" or "Accomplished" on all rubric criteria on the integrative Capstone II project.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

In August of 2022, as part of the self-study process, the UMGC MEd in Instructional Technology program identified the following commitments. An update to each goal is provided below.

1. **Revise admissions requirements to require PK-20 education experience. –** The program instituted a pilot program where candidates complete an entrance survey upon admission to the program. This survey is used to develop an idea of a candidate's goals for the program as well as their educational and professional backgrounds. Those without the requisite experience are counseled to make sure the program is a fit.
2. **Conduct a holistic redesign of the program. –** The full program redesign was completed in Fall 2024. The program is currently working with the newly created Office of Institutional Effectiveness to improve alumni and employer outreach for better collection of data.
3. **Improve alumni and employer outreach.** – This continues to be a challenge. Over the next year, the program will engage with other University offices, including the new Center for Institutional Effectiveness to determine strategies for to gain greater participation in our surveys to various stakeholder groups.
4. **Create a new Advisory Board.** – The Advisory Board has been implemented and will meet in Fall 2026.
5. **Improve marketing efforts.** – UMGC's Marketing department has worked with the program to create degree sheets, flyers and other materials.
6. **Expand follow-up support.** – The program works with the state educational technology organization, Maryland Society for Educational Technology (MSET), to co-sponsor professional development webinars for both current students and alumni. This year MSET and UMGC partnered with EduMatch to host a virtual Artificial Intelligence conference. We are also part of ISTE's EPP Collaborative.
7. **Expand partnerships. –** UMGC is working to develop additional partnerships with organizations and school districts. Partnerships agreements have been established with Anne Arundel County Public Schools. Dorchester County Public Schools Harford County Public Schools that provide both a discounted tuition rate and direct billing to these districts' employees, These partnerships allow students to enroll in MEd coursework without having to pay up-front tuition and increase the number of credits able to be covered in tuition remission, reducing both financial barriers and the time taken to complete the program.