



MEd Annual Reporting Measures 2021

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 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, and external stakeholders during the university’s 5-year Academic Program Review (APR).

Satisfaction of Employers & Employment Milestones (A.4.1)

Upon completing the MEd program, graduates are surveyed about their experiences and asked for consent to contact their employers. The employer contact information 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, which 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.

The AY 2018-2019 alumni survey provided permission to contact five employers who were sent a survey in Spring 2020. Three employers responded. The supervisor/employer responses related excellent technology skills of the new teachers with administrators seeing that these new teachers

