



MAT Annual Reporting Measures

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

I. Impact on P-12 learning and development

The Student Learning Objectives (SLO) Project is an important initiative in the state of Maryland as well as in other states in the U.S. Student Learning Objectives (SLOs) are measurable instructional goals established for a specific group of students over a set period of time. In Maryland SLOs serve as one of the measures of student growth for the State Teacher Evaluation model and may represent 20% - 35% of a teacher’s annual evaluation (REL Mid-Atlantic, 2018).

As part of the MAT Program, the SLO Project is intended to help internship candidates become skilled in the ability to use instructional practices that promote student achievement.

Student Learning Objectives Project Results (SLO)

In Fall 2018, 100% of the candidates met rubric criterion standards of 80% or better on the SLO rubric. Fall 2019 SLO data displayed that 76% of the students met rubric criterion standards (N=number of students).

The MAT program tracks and improves support for SLO performances by providing coaching to university supervisors. Additionally, emphasis has been placed on helping candidates develop a thorough literature review. The data indicates that candidates need additional support in examining data and the impact on student learning, as well as describing implications for future practice.

The table provides the percentage of total students who met standards of 80% or better on each rubric criterion for fall semesters (2016-2019).

SLO Rubric Criterion	Fall 2017 N=11	Fall 2018 N=12	Fall 2019 N=25
Conceptualization	91%	100%	96%
Literature Review	75%	100%	52%
SLO Procedures	96%	100%	98%
SLO Implementation and Data Collection	86%	100%	60%
Presentation and Use of Technology	100%	100%	72%

II. Indicators of teaching effectiveness

As part of the intern observation assessment process, UMGC's MAT program implemented the Candidate Preservice Assessment of Student Teaching (CPAST) Form. CPAST originated at Ohio State University and is the result of the research and work of 26 institutions in Ohio. Currently, there are over 50 CPAST partners nationwide. UMGC's MAT program began their partnership with the collaborative in Fall 2017.

The CPAST collaborative created, validated and tested the reliability on the CPAST Form. The forms serve as a formative and summative assessment during the MAT student teaching semester and include one Pedagogy Rubric and one Dispositions Rubric.

A self-paced, 90-minute training module for university supervisors ensures consistent evaluation. In addition, the form is accompanied by a "Look Fors" document that provides additional examples of the qualities and behaviors for a given level of performance.

Source: CPAST handout, 2017. Candidate Preservice Assessment for Student Teaching (CPAST): A valid and reliable form for use during student teaching/internship.

At the time of the CAEP 2020 Annual Report, the MAT had applied CPAST in four semesters (Fall 2017, Spring 2018, Fall 2018, Fall 2019). Spring 2019 results indicated that 98% of the interns met pedagogy standards. Fall 2019 indicated that 85% of the interns met pedagogy standards.

Disposition data indicated that 100% of Spring 2019 interns met disposition standards. In Fall 2019, 94% of the interns met disposition standards, as indicated in the table below:

CPAST Pedagogy Data

	# Candidates	Final Assessment
AY 2017-2018		
Fall 2017	N=13	87%
Spring 2018	N=30	79%
AY 2018-2019		
Fall 2018	N=8*	63%
Spring 2019	N=19	98%
AY 2019-2020		
Fall 2019	N=22	85%

*The data is less significant because of the low number of participants.

CPAST Disposition Data

	# Candidates	Final Assessment
AY 2017-2018		
Fall 2017	N=13	93%
Spring 2018	N=30	85%
AY 2018-2019		
Fall 2018	N=8*	63%
Spring 2019	N=19	100%
AY 2019-2020		
Fall 2019	N=22	94%

*The data is less significant because of the low number of participants.

Internship Content Knowledge Data

During the internship semester, candidates are also assessed three times on their ability to teach specific content knowledge lessons in the classroom. In Fall 2019, 80% of the candidates met final content knowledge observation benchmarks.

The following table presents the number of interns and the final assessment. Spring 2019 indicates that 90% of the interns met program standards for teaching content. Fall 2019 indicates that 80% of the interns met standards for teaching content knowledge.

Semester	Number of Candidates	Final Assessment
AY 2017-2018		
Fall 2017	N=13	92%
Spring 2018	N=30	96%
AY 2017-2018		
Fall 2018	N=8*	75%
Spring 2019	N=19	90%
AY 2018-2019		
Fall 2019	N=22	80%

*The data is less significant because of the low number of participants.

MAT Teacher Education - Mastery Policy

To maintain national professional accreditation, the MAT program requires that candidates earn grades of 80% (B) or better on major assignments in courses. Additionally, candidates are required to complete each course with a grade of B or better to advance to the next course. The average GPA of MAT graduates shows a consistent median GPA of 4.0.

Average GPA of MAT graduates

AY 2017-2018	AY 2018-2019
Average GPA = 3.4	Average GPA = 3.8
Median GPA = 4.0	Median GPA = 4.0

III. Satisfaction of employers and employment milestones

Upon completion of the MAT 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 exiting candidates and alumni during this survey is assembled into an employer distribution list. Each summer, employers on the list are sent an employer survey.

As in previous years, the MAT employer response rate has been low - 6 employer responses in 2018. In AY 2018-2019, only 16 program alumni gave consent to contact their employers. These 16 employers will be contacted in early summer 2020.

Once the employer contact list is generated and an employer survey is sent to prospective respondents, the program director has a responsibility to connect with the employer to make sure that he/she also understands the purpose of the survey. In a recent meeting with other university administration and faculty, a dean in the group commented that, "Principals tell me they get 15 surveys per day so they ignore them." This likely accounts for the low response rates. Therefore, it will be important for the program director to make personal connections with the employers and offer them multiple ways to communicate their feedback. This may be through focus groups, via Zoom interviews, or by phone.

IV. Satisfaction of completers

At the end of the internship semester, all MAT candidates complete the 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 following table indicates the percentage of MAT graduates who 'strongly agree' or 'agree' with the survey statements.

Fall 2019 feedback included data from 21 exiting candidates with 89% of the exiting candidates reporting that they 'strongly agree' or 'agree' that the program served them well. Below is a comparative table with question-by-question responses for three semesters (Fall 2018, Spring 2019, Fall 2019).

MAT Exiting Internship Survey Results

Survey Questions	Fall 2018; N=9*	Spring 2019; N=18	Fall 2019; N=21
	96%- exiting candidates 'strongly agree' or 'agree' with statement	99% exiting candidates 'strongly agree' or 'agree' with statement	89% exiting candidates 'strongly agree' or 'agree' with statement
The internship orientation program and handbook provided useful guidance for the internship.	100%	95%	90%
The MAT courses and field experiences prepared you adequately for the internship responsibilities.	89%	89%	81%
After completing the internship, you were ready to begin a professional teaching assignment.	89%	94%	95%
Your experience in this internship reflected what you understood about UMUC's conceptual framework for teacher education.	89%	100%	86%
Internship helped use data informed decisions to set long and short term goals for future instruction and assessment.	100%	89%	86%
Internship helped develop knowledge and skills to plan and implement research-based instructional plans.	100%	89%	86%
Internship helped develop professional dispositions.	100%	100%	95%
Internship helped develop knowledge and skills to assess student learning.	100%	100%	90%
Internship helped with the ability to work with diverse students with exceptionalities and cultural backgrounds.	100%	94%	86%
Internship helped with the use a variety of appropriate technologies that engage learners, are relevant to the instructional objectives, and extend learners' understanding of concepts.	100%	89%	90%
The internship helped you actively involve learners to create and manage a safe and respectful learning environment through the use of routines and transitions.	100%	100%	95%
The SLO project helped you systematically examine learning outcomes of students with your mentor teacher.	100%	83%	85%

The SLO project helped you analyze and reflect on student outcomes and you were able to plan for improving student performance.	88%	100%	95%
Your cooperating teacher effectively modeled professional dispositions.	100%	100%	95%
Your cooperating teacher was supportive and served effectively as a mentor during the internship.	100%	100%	95%
You would recommend your cooperating teacher as a mentor for future MAT interns in the program.	100%	100%	95%
Your university supervisor effectively guided you through the internship process and was effective in carrying out the MAT procedures.	100%	89%	81%
Your university supervisor communicated regularly, was supportive, and served effectively as a mentor during the internship.	85%	94%	81%
You would recommend your university supervisor as a mentor for future MAT interns in the program.	88%	94%	77%
Received adequate support from Seminar professor	100%	100%	100%

*The data is less significant because of the low number of participants.

MAT Alumni Survey Results

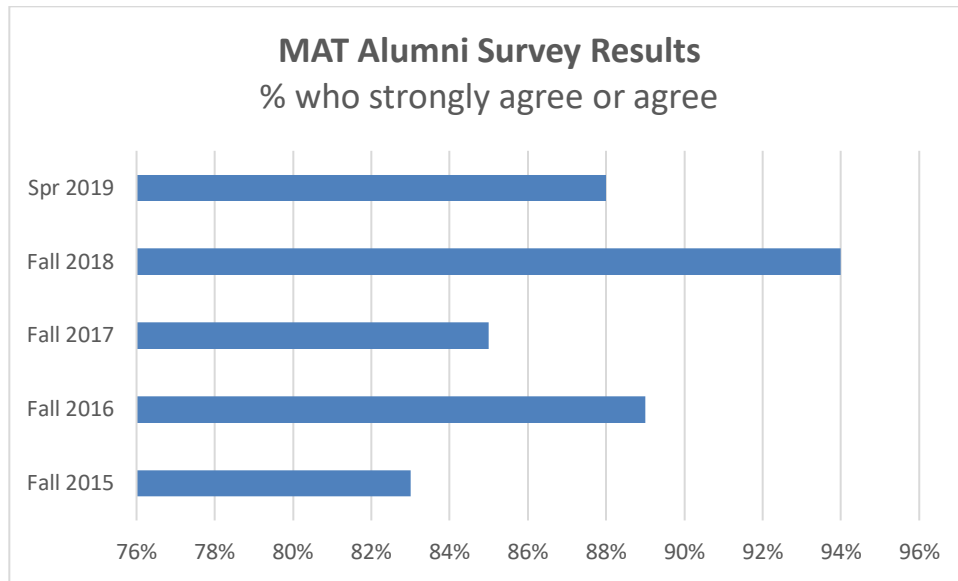
The MAT alumni survey feedback is part of a formal, scheduled process for receiving input about how prior candidates' program instruction and support have translated into their current teaching career. The survey uses fifteen, 4-point Likert-type scale questions (Strongly Agree, Agree, Disagree, Strongly Disagree).

The survey is sent to alumni 1 year, 2 years and 3 years out. Questions are designed to elicit feedback on authentic application of the program's objectives, proficiencies and dispositions. The survey results then become a strong element for MAT continual improvement discussions and plans. This feedback loop also informs unit administration of program needs for refinement of assignments, rubrics, instructor and candidate support and training, candidate performance and unit operations.

Fall 2018 alumni survey data indicated that 94% of 44 respondents agreed or strongly agreed that the MAT program prepared them well. In Spring 2019, alumni survey results indicated that 88% of 44 respondents 'agreed' or 'strongly agreed' that the MAT program prepared them well.

MAT Alumni Survey Results

Semester sent	Number of respondents	% Agree and Strongly Agree
Fall 2015	N=17	81%
Fall 2016	N=17	85%
Fall 2017	N=39	81%
Fall 2018	N=44	94%
Spring 2019	N=44	88%

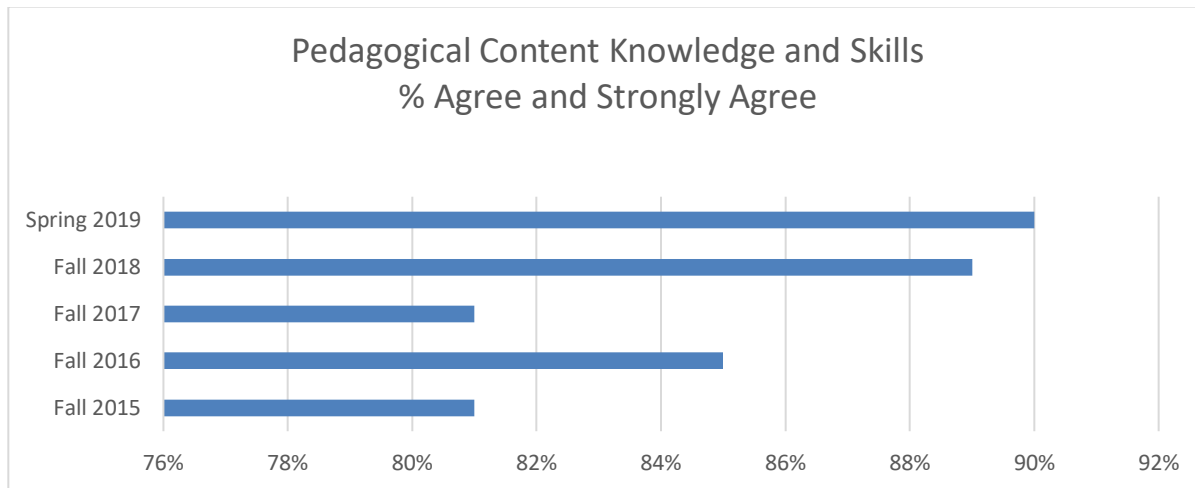


Alumni Survey Results by Category

Results appear below.

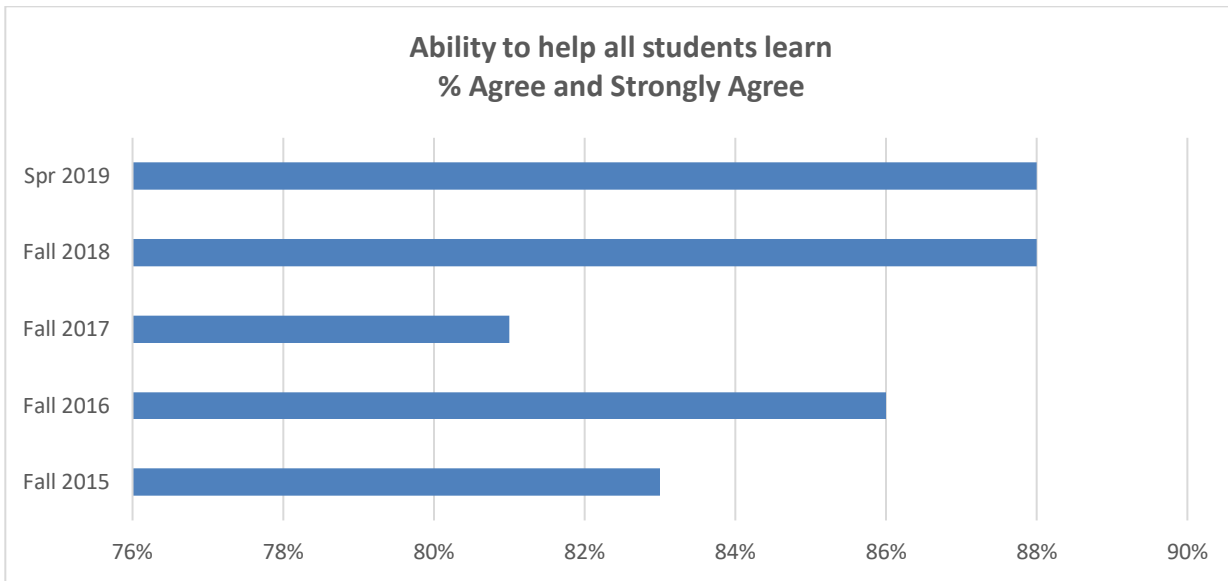
MAT Alumni Feedback on Pedagogical Content Knowledge and Skills questions* (Q5,6,7,8,11,12)

indicated that in Spring 2019, 90% of respondents ‘agreed’ or ‘strongly agreed’ that the MAT program enabled pedagogical content knowledge and skills. Fall 2018 respondent data indicated that 89% of alumni respondents felt prepared in this category.

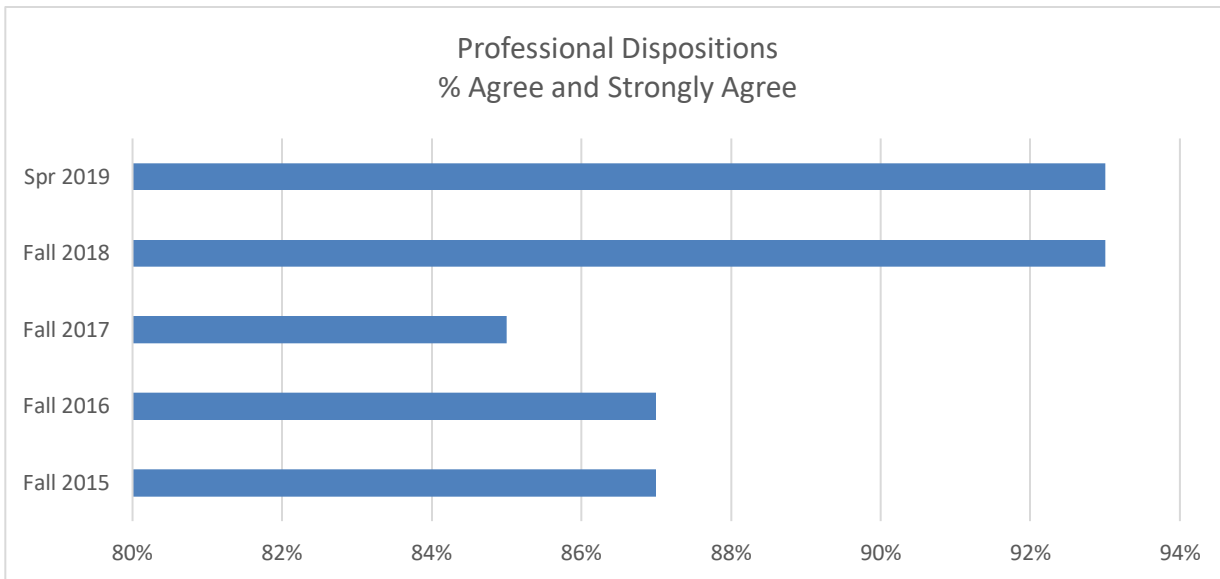


MAT Alumni Feedback on Ability to Help All Students Learn (Q1, 2, 3, 4, 5, 6, 7, 8, 9)

indicated that in Spring 2019, 88% of respondents ‘agreed’ or ‘strongly agreed’ that the MAT program offered what was needed to help all students learn. Fall 2018 respondent data indicated similar results.

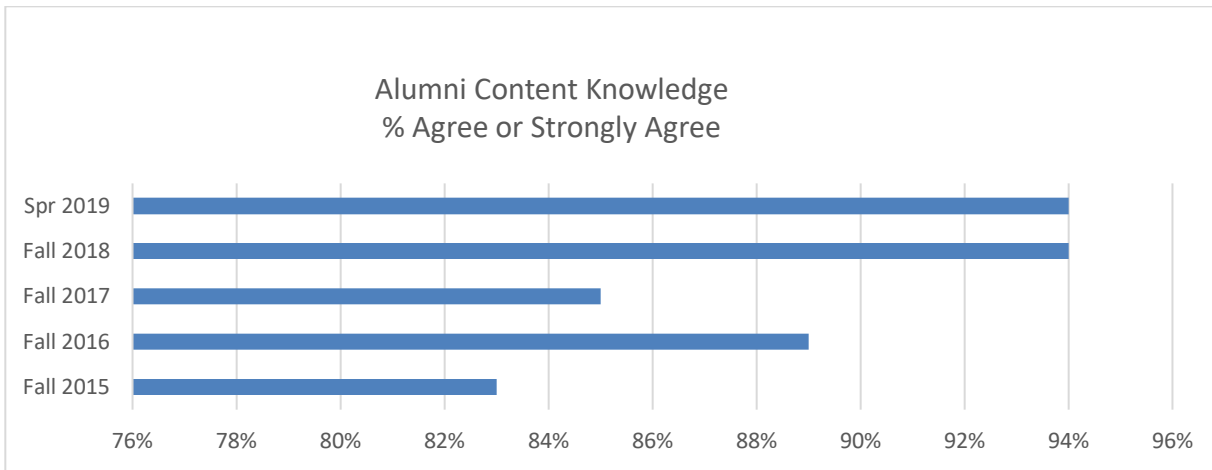


MAT Alumni Feedback on Professional Dispositions (Q10, 13, 14, 15) indicated that in Spring 2019, 93% of respondents ‘agreed’ or ‘strongly agreed’ that the MAT program helped them apply professional dispositions. Fall 2018 respondent data indicated the same, 93%.



MAT Alumni Feedback on Content Knowledge (Q 5, 6, 8) indicated that in Spring 2019, 94% of respondents ‘agreed’ or ‘strongly agreed’ that the MAT program helped them apply content knowledge to their teaching. Fall 2018 had similar results indicating 94% of the respondents were prepared for applying content knowledge to the classroom.

Semester sent	Number of respondents	% Agree and Strongly Agree
Fall 2017	N=39	85%
Fall 2018	N=44	94%
Spring 2019	N=44	94%



V. MAT Retention and Graduation Rates

UMGC 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. UMGC 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.

The MAT program has experienced overall stable retention rates. The average retention rate in Fall 2018 was 93%. The positive retention rate could be attributed to the program's stringent entry requirements. Once admitted most candidates have a clear goal and are generally motivated to complete the MAT degree. The favorable retention rate also reflects the candidates' overall commitment to completing the program and achieving state licensure. Most candidates (64%) complete the degree within 3 years. *Please read the retention and graduate notes at the bottom of the table.*

I. Retention-Graduation Rates for MAT program														
MAT program	Term	Num	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
			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 09	46	89%	0%	52%	15%	11%	43%	7%	50%	0%	50%	0%	50%
	'2098','2102','2105'													
	Fall 10	32	81%	0%	50%	31%	16%	44%	3%	50%	3%	50%	3%	53%
	'2108','2112','2115'													
	Fall 11	27	85%	0%	67%	11%	22%	48%	7%	52%	7%	52%	0%	56%
	'2118','2122','2125'													
	Fall 12	29	86%	0%	41%	31%	17%	48%	3%	55%	0%	55%	3%	59%
	'2128','2131','2132','2135'													
	Fall 13	30	83%	0%	73%	33%	23%	60%	3%	63%	7%	67%	0%	57%
	'2138','2141','2142','2145'													
	Fall 14	50	84%	0%	72%	46%	8%	64%	8%	66%	0%	40%		
	'2148','2151','2152','2155'													
	Fall 15	21	90%	0%	38%	67%	5%	71%	0%	71%				
	'2158','2161','2162','2165'													
	Fall 16	25	88%	0%	60%	60%	8%	64%						
	'2168','2171','2172','2175'													
	Fall 17	31	81%	0%	65%	29%								
	'2178','2181','2182','2185'													
	Fall 18	28	93%	0%										
	'2188','2191','2192','2195'													

Notes:


- The cohorts are students who were new to MAT and Med in the fall semester. These students are not necessarily new to UMGC
- 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 2020 Freeze DB
 AQ (Department of Academic Quality), 4/14/2020

VI. Ability of completers to meet licensing and any additional state requirements

Summary Pass Rates

The summary scores are for UMGC MAT completers' tests include Praxis I, Praxis Core and Praxis II Content tests.

		HEOA - Title II 2018 - 2019 Academic Year					
Institution Name	UNIV OF MD UNIVERSITY COLLEGE						
Institution Code	5406						
State	Maryland						
<i>February 3, 2020</i>							
				Statewide			
Group	Number Taking Assessment ¹	Number Passing Assessment ²	Institutional Pass Rate	Number Taking Assessment ¹	Number Passing Assessment ²	Statewide Pass Rate	
All program completers, 2018-19	30	30	100%	1596	1545	97%	
All program completers, 2017-18	39	39	100%	1694	1666	98%	
All program completers, 2016-17	39	38	97%	1886	1857	98%	

UMGC Title II Report (2018-2019)

At the time of the CAEP 2020 Annual Report, the following Title II reports were available for download:

[UMUC Title II report \(2017-2018\)](#)

[UMUC Title II Report \(2016-2017\)](#)

VII. Ability of Completers to be Hired in Education Positions for which they were Prepared

Data from Alumni Survey

The alumni survey asks for employment information and, as a result, data indicated the number of graduates who are employed as teachers. In Fall 2018, out of 44 alumni respondents, 89% were employed as teachers. Spring 2019 had 44 alumni respondents and 33 were employed as teachers (75%).

Salary Information of Graduates

The median annual national wage for high school teachers with a bachelor's degree was \$60,320 in May 2018. "Employment of high school teachers is projected to grow 4 percent from 2018 to 2028, about as fast as the average for all occupations. Rising student enrollment should increase demand for high school teachers."

Source: U.S. Department of Labor, Bureau of Labor Statistics

<https://www.bls.gov/ooh/education-training-and-library/home.htm>

<https://www.bls.gov/oes/current/oes252031.htm#st>

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Washington-Arlington-Alexandria, DC-VA-MD-WV	21,340	6.81	0.94	(4)	\$78,250

Average Starting Salary of Graduates

In 2018-2019, Maryland Public School Teachers with a Masters earned between \$61,109-\$106,543, dependent upon the county.

Source: Maryland Public Schools

<http://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20182019Staff/20182019fSalarySchedules.pdf>

VIII. Student loan default rates

The U.S. Department of Education releases official cohort default rates once per year. 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.

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 : 03/02/2020

Source: U.S. Department of Education Financial Aid

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

IX. 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>