MAT Annual Reporting Measures 2021

Following is consumer information on UMGC MAT student performance, retention, and satisfaction.

> *Candidates*- All UMGC students in P-12 preparation programs
>
> *Completers*- Candidates who have graduated and successfully fulfilled program requirements

I.   Impact on P-12 learning and development (Component 4.1)

Student Learning Objectives Project

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.

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)

	# of Completers	Min	Max	Mean	% Proficient across all rubric criterion
AY 2017-2018					

Updated April 9, 2021

Fall 2017	N=13	59	100	90.54	92.3%
Spring 2018	N=30	75	100	93.2	100%
AY 2018-2019					
Fall 2018	N=8	80%	100%	94%	76%
Spring 2019	N=19	85%	100%	96.1%	100%
AY 2019-2020					
Fall 2019	N=22				
Spring 2020	N=12	93%	100%	98.2%	100%
AY 2020-2021					
Fall 2020	N=16	80%	98%	92.8%	87.5%

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).

Candidate Preservice Assessment of Student Teaching (CPAST)

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 with a Likert Scale (3= Exceeds Expectations, 2= Meets Expectations, 1= Emerging, 0= Does Not Meet Expectations).

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.

CPAST Pedagogy Standards: Percentage of Completers who Meet or Exceed Expectations

Rubric	2017- 2018		2018- 2019		2019- 2020	
	% Exceeds	% Meets	% Exceeds	% Meets	% Exceeds	% Meets
A. Focus for Learning: Standards and Objectives / Targets	69.88%	26.51%	72.86%	18.57%	67.14%	10%
B. Materials and Resources	68.67%	28.92%	68.57%	25.71%	74.29%	18.57%
C. Assessment of P-12 Learning	67.47%	25.3%	51.43%	40%	61.43%	31.43%
D. Differentiated Methods	46.99%	45.78%	42.86%	42.86%	52.86%	28.57%
E. Learning Target and Directions	54.22%	39.76%	61.43%	32.86%	55.71%	34.29%
F. Critical Thinking	60.24%	32.53%	62.86%	27.14%	48.57%	44.29%
G. Check for Understand./Adjust. Instruct. through Formative Assess.	50.6%	43.37%	51.43%	37.14%	42.86%	42.86%
H. Digital Tools and Resources	71.08%	22.89%	48.57%	45.71%	65.71%	25.71%
I. Safe and Respectful Learning Environment	75.9%	18.07%	74.29%	18.57%	74.29%	18.57%
J. Data-Guided Instruction	46.99%	48.19%	42.86%	41.43%	51.43%	30%
K. Feedback to Learners	56.63%	40.96%	57.14%	35.71%	54.29%	37.14%
L. Assessment Techniques	57.83%	39.76%	52.86%	41.43%	60%	32.86%
M. Connections to Research and Theory	54.22%	37.35%	41.43%	41.43%	42.86%	30%

CPAST Dispositions Standards: Percentage of Completers who Meet or Exceed Expectations

Item	2017- 2018		2018- 2019		2019- 2020	
	% Exceeds	% Meets	% Exceeds	% Meets	% Exceeds	% Meets
A. Participates in Professional Development (PD)	69.88%	26.51%	67.65%	30.88%	77.14%	18.57%
B. Demonstrates Effective Communication with Parents or Legal Guardians	62.65%	27.71%	52.94%	36.76%	58.57%	28.57%
C. Demonstrates Punctuality	80.72%	19.28%	79.41%	13.24%	80%	17.14%
D. Meets Deadlines and Obligations	67.47%	27.71%	75%	14.71%	75.71%	20%
E. Preparation	68.67%	26.51%	73.53%	23.53%	75.71%	15.71%
F. Collaboration	77.11%	22.89%	73.53%	25%	80%	17.14%
G. Advocacy to Meet the Needs of Learners or for the Teaching Profession	62.65%	33.73%	47.06%	44.12%	55.71%	37.14%
H. Responds Positively to Feedback and Constructive Criticism	78.31%	16.87%	85.29%	13.24%	80%	14.29%

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.

Updated April 9, 2021

Average GPA of MAT Graduates

2017- 2018	2018- 2019	2019-2020
3.64	3.74	3.84

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.

In response to the historically low employer response rate, UMGC will initiate a new assessment model in Fall 2021 to collect employer feedback. Program staff will conduct follow-up phone calls and set up focus group meetings via Zoom.

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 2020 feedback included data from 10 exiting candidates with 100% of the exiting candidates reporting that they felt prepared to begin a professional teaching assignment after completing the program/internship. Below is a comparative table with question-by-question responses for the past three AY's.

UMGC MAT Completer Satisfaction Survey Response by Item

	Percentage of Completers who indicated they "Strongly Agree" or "Agree" with the following statements.				
Survey Questions	*Fall 2018; N=9*	*Spring 2019; N=18*	*Fall 2019; N=21*	*Spring 2020; N=9**	*Fall 2020; N=10*

	Percentage of Completers who indicated they "Strongly Agree" or "Agree" with the following statements.				
The MAT courses and field experiences prepared you adequately for the internship responsibilities.	89%	89%	89%	89%	100%
After completing the internship, you were ready to begin a professional teaching assignment.	89%	94%	94%	100%	100%
Internship helped you use data informed decisions to set long and short-term goals for future instruction and assessment.	100%	100%	89%	89%	100%
Internship helped develop knowledge and skills to plan and implement research-based instructional plans.	100%	89%	89%	78%	100%
Internship helped develop professional dispositions.	100%	89%	100%	89%	100%
Internship helped develop knowledge and skills to assess student learning.	100%	100%	100%	89%	100%
Internship helped with the ability to work with diverse students with exceptionalities and cultural backgrounds.	100%	94%	94%	100%	**100%
Internship helped with a use of a variety of appropriate technologies that engage learners, are relevant to the instructional objectives, and extend learners' understanding of concepts.	100%	89%	89%	100%	100%
The internship helped you actively involve learners to create and manage a safe and respectful learning environment using routines and transitions.	100%	100%	100%	100%	90%

	Percentage of Completers who indicated they "Strongly Agree" or "Agree" with the following statements.				
The SLO project helped you systematically examine learning outcomes of students with your mentor teacher.	100%	100%	83%	67%	90%
The SLO project helped you analyze and reflect on student outcomes and you were able to plan for improving student performance.	100%	100%	100%	67%	90%
Your cooperating teaching effectively modeled professional dispositions.	100%	100%	100%	67%	100%
Your cooperating teacher was supportive and served effectively as a mentor during the internship.	100%	100%	100%	67%	80%
You would recommend your cooperating teacher as a mentor for future MAT interns in the program.	100%	100%	100%	67%	80%
Your university supervisor effectively guided you through the internship process and was effective in carrying out the MAT procedures.	100%	89%	89%	78%	90%
Your university supervisor communicated regularly, was supportive, and served effectively as a mentor during the internship.	85%	94%	94%	78%	90%
You would recommend your university supervisor as a mentor for future MAT interns in the program.	88%	94%	94%	78%	90%

*Interns during the Spring 2020 and Fall 2020 semesters experienced significant disruption due to the COVID-related school closures.

**Question revised to read: Ability to implement culturally responsive instruction with diverse learners.

Updated April 9, 2021

MAT Alumni Survey

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.

In Summer of 2020, 47 alumni responded and 92% Agreed or Strongly Agreed that the MAT Program prepared them for their professional teaching position.

Alumni Survey Results by Category

Domain	Survey Questions	% "Strongly Agreed" or "Agreed"
Pedagogical Content Knowledge and Skills	Q5,- Q8, Q11, Q12	93%
Ability to Help All Students Learn	Q1- Q9	89%
Professional Dispositions	Q10, Q13- Q15	94%
Content Knowledge	Q5, Q6, Q8	93%

V. MAT Retention and Graduation Rates

UMGC is 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. Most of the MAT students are working adults pursuing their graduate education part-time. Most candidates complete the degree within 3 years (74%).

The MAT program has experienced overall stable retention rates. 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 complete the degree within 3 years. *Please read the retention and graduate notes at the bottom of the table.*

Retention and Graduation Rates

	1 year out		2 years out		3 years out	
	Enrolled	*Grad. Rate*	*Enrolled*	*Grad Rate*	*Enrolled*	*Grad Rate*
2015- 2016	90%	0%	38%	67%	5%	71%
2016- 2017	88%	0%	60%	60%	8%	64%
2017- 2018	81%	0%	65%	29%	11%	55%
2018- 2019	93%	0%	64%	28%		
2019- 2020	89%	0%				

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

Summary Pass Rates

Praxis Scores for UMGC MAT completers (Praxis I, Praxis Core and Praxis II Content tests)

	University of Maryland Global Campus (5406)			*Statewide*		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
All program completers (2019- 2020)	36	33	92%	1455	1302	89%
All program completers (2018- 2019)	31	31	100	1598	1561	98%
All program completers (2017- 2018)	41	41	100	1701	1678	99%

Updated April 9, 2021

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rates are not reported.

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 Summer of 2020, out of 44 alumni respondents, 93% were currently employed as secondary teachers.

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."

Although UMGC students can enroll in online courses from across the globe, the majority of completers find teaching jobs in Maryland after graduation.
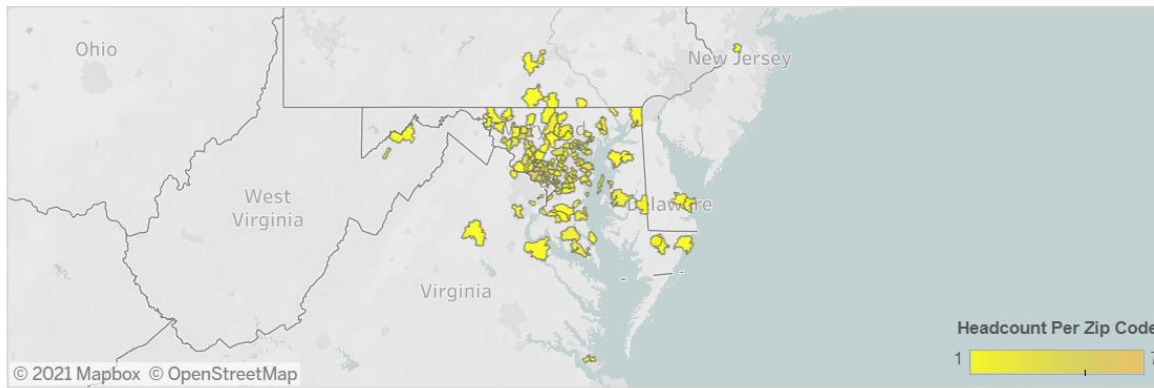
The annual mean wage of a secondary teacher in the Washington-Arlington-Alexandria, DC-VA-MD area is $80,760.

Salary Information for Secondary Teachers in the DC-VA-MD Area

Area Name	Employment	Annual mean wage	Employment per 1,000 jobs	Location Quotient
Washington-Arlington-Alexandria, DC-VA-MD-WV(0047900)	19040	$80,760	5.988	0.85

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

Updated April 9, 2021

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.
As of September 2020, UMGC's three-year cohort default rate is 6.1 percent. The national cohort default rate is 9.7 percent. The percentage of students that borrowed during the 2019-2020 aid year was 19.25 percent.

Student Loan Default Rates

	FY 2017	*FY 2016*	*FY 2015*
Default rate	6.1%	6.1%	6.4%
No. in Default	557	581	610
No. in Repay	8,995	9,500	9,530
Enrollment Figures	76,195	71,572	61,210
Percentage Calculation	11.8%	13.2	15.5

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 2017 CDR Year will use 2015-2016 enrollment).

Note: Three-year cohort default rates for 2019 will be available in 2022.

Source: U.S. Department of Education Financial Aid https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html

UMGC average cost of attendance

Updated April 9, 2021

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

Updated April 9, 2021