



AAQEP Annual Report for 2024

Provider/Program Name:	UMGC / 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 was founded 75 years ago specifically to serve the higher education needs of working adults and servicemembers. The mission of University of Maryland Global Campus (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 Public Service in the School of Arts and Sciences (SAS). The mission of the School of Arts and Sciences (SAS) is to be leaders in innovative student-centered learning providing high quality liberal arts educational experiences to a global community.²

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 their 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.

¹ <https://www.umgc.edu/administration/policies-and-reporting/policies/general/mission>

² UMGC Catalog, 2022-2023, p. 25

- **Foster curiosity:** We help learners become curious and passionate scholars.

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 a 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 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>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending mm/yy)	Number of Completers in most recently completed academic year (12 months ending mm/yy)
<i>Programs that lead to initial teaching credentials</i>			
Total for programs that lead to initial credentials		0	0
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials		0	0
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Master of Education in Instructional Technology	No specific credential	89	29
Total for additional programs		89	29
TOTAL enrollment and productivity for all programs		89	29

Unduplicated total of all program candidates and completers	89	29
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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.
89
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.
29
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.
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.

<i>Fall Term</i>	<i>Initial Cohort</i>	<i>Graduated in 100% time (2 years)</i>	<i>Graduate in 150% time (4 years)</i>	<i>Graduation Rate % (2 years)</i>	<i>Graduation Rate % (4 years)</i>
2019	211	67	90	32%	43%
2020	195	82	113	42%	58%
2021	149	47	55	32%	37%

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 required for this program.

F. Narrative 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 program one, two, or 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, Fall 2024 (n=7), more than 85% of students rated themselves highly when asked meeting the program competencies, 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.

Additionally, more than 85% of students rated themselves highly on the dispositions needed to become a professional in the field of education.

G. Narrative 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 alumni. 23-24 employer survey results were similar to that of program completers. Employers rated completers' ability to perform instructional technology skills and competencies highly.

H. Narrative 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, when candidates complete their last course, they take an end-of-program survey. One of the questions in this survey is:

As a result of my program or coursework at UMGC, I have: (select all that apply)

- **Changed jobs**
- **Advanced in my current job**
- **Improved or enhanced my job skills**
- **Improved my professional network**
- **Increased my salary**
- **Improved my chances of finding a better job**
- **Other**

The survey also asks:

Are you currently employed?

- **Yes, full-time**
- **Yes, part-time**
- **Yes, full-time but looking for other employment**
- **Yes, part-time but looking for other employment**
- **Not currently employed, but looking for employment**

Spring 2024 graduate survey data indicate that 5% of completers changed jobs, 10% advanced in their job, 20% improved or enhanced job skills, 25% improved their professional network, 15% increased their salary, and 20% felt they had improved their chances for finding a better job.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance 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	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>ISTE Standards for Educators Portfolio</p> <p>This assessment, which is completed after the fourth class, measures candidates’ ability to demonstrate applied mastery of the ISTE standards for Educators.</p>	<p>As a key assessment for the program, it is expected that candidates will demonstrate 80% proficiency as demonstrated by scoring “Exceeds Expectations” or “Meets Expectations” on the assigned rubric</p>	<p>In spring of 2024, nearly all candidates, 88% (n=8) scored “Exemplary or Accomplished” on all rubric criteria.</p>
<p>INST 605 Lesson Plan</p> <p>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 development of positive learning environments.</p>	<p>As a key assessment for the program, it is expected that candidates will demonstrate 80% proficiency as demonstrated by scoring “Exceeds Expectations” or “Meets Expectations” on the assigned rubric.</p>	<p>In spring of 2024, nearly all candidates, 88% (n=8) scored “Exemplary or Accomplished” on all rubric criteria.</p>
<p>INST 615 Data Analysis Final Project</p> <p>During this project, candidates develop a data collection plan to investigate a question about teaching and learning. They collect data, visualize the data, conduct an analysis, and then develop a plan of action based on their analysis.</p>	<p>As a key assessment for the program, it is expected that candidates will demonstrate 80% proficiency as demonstrated by scoring “Exceeds Expectations” or “Meets Expectations” on the assigned rubric.</p>	<p>In spring 2024, nearly all candidates (n=9), 89% scored “Exceeds Expectations” or “Meets Expectations” on all rubric criteria.</p>
<p>INST 640 Needs Analysis & PD Plan</p> <p>During this project, candidates collect data from colleagues about technology use, analyze the data, and outline a professional development plan that could be implemented at a grade- or school-level.</p>	<p>As a key assessment for the program, it is expected that candidates will demonstrate 80% proficiency as demonstrated by scoring “Exceeds Expectations” or “Meets Expectations” on the assigned rubric.</p>	<p>In spring 2024, nearly all candidates (n=8), 88%, scored “Exceeds Expectations or “Meets Expectations” on all rubric criteria.</p>

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
End-of-Program 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.”	Fall 2024 End-of-Program survey results (n=5) indicate that for every program outcome between 80-100% of candidates report that they can demonstrate the competency either “Extremely well” or “Very Well.” The one exception was Create multimedia and web-based products that support instruction.” One candidate rated this “Slightly Well.”
UMGC 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.	<p>A summary of the strengths offered by the External Review Team includes:</p> <ul style="list-style-type: none"> • The MEd program curriculum is comprehensive. The alignment to the ISTE Standards is evident. The reviewers also noted that a strength is the “spiraling” of concepts throughout the program. • It was a smart design choice to sequence the first four courses to align with the Educator Standards and the following courses to align with the 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.
<p>INST 650 & INST 670 Capstone Project</p> <p>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.</p>	As a key assessment for the program, it is expected that candidates will demonstrate 80% proficiency as demonstrated by scoring “Exceeds Expectations” or “Meets Expectations” on the assigned rubrics for each phase of the capstone project.	Only a small number of students have come through the new capstone courses, but early results indicate success with the 3 students who have completed both parts achieving positive results on the capstone project. All students scored “Exceeds” or “Meets Expectations” on all rubric criteria.

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:

- 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 Offices of Academic Quality and Institutional Advancement 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 improvement.
- 4. Create a new Advisory Board** – The advisory board has been implemented and will meet next in Spring of 2024.
- 5. Improve marketing efforts** – Marketing has worked with the program to create new marketing materials. Additionally, the program continues to interface with the Corporate Learning Solutions department to partner with local school districts.
- 6. Expand follow-up support** – The program works with the state educational technology organization (MSET) to co-sponsor professional development webinars for students and alumni. This year MSET and UMGC partnered with EduMatch to host a virtual Artificial Intelligence conference.
- 7. Expand partnerships** –and is working to develop additional partnerships with organizations and school districts. We recently added a new district partner helping to bring new educational opportunities to teachers in the district.