



THOMAS MORE UNIVERSITY

CAEP Annual Reporting Measures 2020-2021

Impact Measures (CAEP Standard 4)*

1. Impact on P12 learning and development (component 4.1)

The EPP measures that program completers contribute to an expected level of student learning growth. This is accomplished through completer focus groups held every other summer. These groups consist of representative K12 teachers across the Northern Kentucky region. The focus group triangulates multiple student data sources that reflect teacher impact on P12 learning and development. This qualitative and quantitative data is used for continuous program improvement. Due to the COVID 19 pandemic, focus groups were not held in the summer of 2020, but are scheduled for the summer of 2022.

2. Indicators of Teaching Effectiveness (Component 4.2)

The greatest number of our completers obtain work in the Northern Kentucky / Cincinnati metro area. To understand the teaching effectiveness of our completers (exit/1st/3rd year), we examined data from various sources. Historically, we have utilized the New Teacher Survey (link below) and the Teacher Preparation Feedback report (link below). Data is no longer available for the New Teacher Survey. The EPP is piloting newly constructed exit, completer, and employee surveys that will provide valuable feedback. Data will be available for these surveys in the summer of 2022.

Please click link below (or cut and paste into browser) and in report: unclick ALL EPP and click only Thomas More.

https://kystats.ky.gov/Reports/Tableau/NTS_2018

https://kcews.ky.gov/Reports/Tableau/2021_TPFR

3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)

Thomas More University has created a new process for collecting and analyzing data that will allow for a streamlined approach and the opportunity to analyze the impact of the data around employer satisfaction and successful 1 year and 3 year milestone attainment. Historically, we have utilized the New Teacher Surveys (links below), but this data is no longer available. The

** Thomas More University has created a new streamlined process for the collection and analysis of key data for program improvement. This process ensures the EPP can analyze impact of data around all aspects for the Teacher Education Program.*

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KY Stats Survey of New Teacher Preparation Principal: N= 1

https://kystats.ky.gov/Reports/Tableau/NTS_2018

KY Stats Survey of New Teacher Preparation Cooperating/Mentor Teachers: N= 4

https://kystats.ky.gov/Reports/Tableau/NTS_2018

4. Satisfaction of completers (Component 4.4 | A4.2)

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KY Stats Survey of New Teacher Preparation Intern/Student Teacher: N= 5

https://kystats.ky.gov/Reports/Tableau/NTS_2018

5. Graduation Rates 2020-2021 (Students who have been accepted in TEP)

Initial		Advanced	
Students in Program	18	Students in Program	7
Completers	18	Completers	7
Percent	100%	Percent	100%

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

Please click the link below (or cut and paste into a browser) and in the report: unclick ALL EPP and click only Thomas More.

https://kcews.ky.gov/Reports/Tableau/2021_TPFR

☒ TRAD_KY_2021_1876_Thomas More University (1).xlsx

☒ ALTI_KY_2021_1876_Thomas More University (1).xlsx

7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

Initial		Advanced	
17 of 18 in K-12 schools (100%)		6 of 7 in K12 schools (86%)	
1 missionary - teaching in K12 setting		1 unknown	

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8. Student loan default rates and other consumer information (initial & advanced levels)

Please click link below (or cut and paste into browser).

[Thomas More Financial Aid and Tuition](#)

[Licensure Test Costs](#)

[National Center for Educational Statistics](#)

[Thomas More Instructional Research and Assessment Reporting](#)

The student loan default rates can be viewed by visiting <https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>, click on GO to a search by school name. On the new page enter Thomas More University and click search. Then select Thomas More University to access the last 3 years of loan default rate information that is available.

The United States Department of Education calculates each school's cohort default rate based on repayment of federal loans made to students for attendance at the school. There is a delay in this reported data.



School Default Rates
FY 2018, 2017, and 2016

[RETURN TO RESULTS](#)

Record 1 of 1								
OPE ID	School	Type	Control	PRGMS		FY2018	FY2017	FY2016
002001	THOMAS MORE UNIVERSITY 333 THOMAS MORE PARKWAY CRESTVIEW HILLS KY 41017-3495	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	Default Rate	7.8	6.9	8.4
					No. in Default	36	37	42
					No. in Repay	459	532	497
					Enrollment figures	2571	2412	2021
					Percentage Calculation	17.8	22	24.5

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 2018 CDR Year will use 2016-2017 enrollment).

Current Date : 10/20/2021

Thomas More University's current Default Rate calculated for the 2016 cohort and published in September 2019 is 8.4% and retrieved on 3/25/22.

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