



## Annual Reporting Measures (CAEP Component 5.4/ A.5.4)

### Impact Measures (CAEP Standard 4)

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

The EPP measures, using multiple documents, that program completers contribute to an expected level of student learning growth. This is accomplished through completer focus groups held every other summer. The data measures continue to vary by schools and school districts. Additional work with stakeholders is providing new data that suggests an impact on p12 student learning holistically. The EPP and stakeholders will continue to measure student, in-service teacher, and pre-service teacher data to determine effectiveness.

#### **2. Indicators of Teaching Effectiveness (Component 4.2)**

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

[https://kcews.ky.gov/Reports/Tableau/NTS\\_2018](https://kcews.ky.gov/Reports/Tableau/NTS_2018)

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

(Rating Rubric: 4-Excellent; 3-Good; 2-Average; 1-Unsatisfactory)

Below are the results of the most recent employer survey (2017-2018 graduates)

No. of Employers responding to survey:

2018-2019: 0

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

(Rating Rubric: 4-Excellent; 3-Good; 2-Average; 1-Unsatisfactory)

Results of the most recent graduate survey (2017-2018 grads): 1 Undergraduate; 0 Graduates

Understanding how students learn	Meeting individual student needs	Effective Classroom management	Addressing the needs of diverse learners	Teaching Strategies	Student Assessment	Effective use of technology in the classroom	Competency in written communication
3	2	1	2	2	2	3	4

## Outcome Measures

### **5. Graduation Rates 2018-2019 (Students who have been accepted in TEP)**

Initial		Advanced	
No. Students Taught	20	No. Students Taught	3
No. Completers	20	No. Completers	3
% Completers	100%	% Completers	100%

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

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[https://kcews.ky.gov/Reports/Tableau/NTS\\_2018](https://kcews.ky.gov/Reports/Tableau/NTS_2018)

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

Initial		Advanced	
No. Completers	20	No. Completers	3
No. Hired	17	No. Hired	2
% Hired	*85%	% Hired	66%

- 13 Undergraduate Completers: one has stepped out of teaching; one has been subbing
- 7 Graduate Completers: One in graduate school for special education
- 3 Advanced Completers: One student not teaching due to health

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

Please click link below (or cut and paste into browser). Please note the TMU system cannot separate out default rates by degree earned.

<https://university.thomasmore.edu/financial-aid-and-tuition-information/>

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. Thomas More University's current Default Rate calculated for the 2016 cohort and published in September 2019 is 8.4%.