



# THOMAS MORE UNIVERSITY

## 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. Summer 2018 was a transition summer for the institution, and the focus group will be held summer 2019 instead.

We anticipate that the data measures will 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)

#### KTIP Intern Effectiveness

Kentucky New Teacher Survey results from 2017-2018 demonstrate a state level of effectiveness of 76% for KTIP Interns with a score 7 or above on a scale of 1 to 10. Thomas More interns scored a 78.5% for EPP effectiveness. Principal responses were at 100% above a score of 7 indicating teaching effectiveness. Please note, total participation was 10 (intern, teachers, principals, student teachers, and mentor teachers).

#### 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 (2016-2017 graduates):

No. of Employers responding to the survey: 8

Understanding how students learn	Meeting individual student needs	Effective Classroom management	Addressing the needs of diverse learners	Teaching Strategies	Student Assessment	Competency in written communication	Overall preparation for teaching
3.4	3.1	2.8	3.1	3.1	3.1	3.7	3.6

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

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

Below are the results of the most recent graduate survey (2016-2017):

No. of (undergraduate)Graduates responding to the survey: 1 undergraduates/12 total

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
4	4	3	4	4	2	3	4

## Outcome Measures

### 5. Graduation Rates 2017-2018

Initial		Advanced	
No. Student Taught	16	No. Student Taught	3
No. Completers	16	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	16	No. Completers	3
No. Hired	14	No. Hired	3
% Hired	87.5%	% Hired	100%

\*10 UND Completers: 1 program director of youth camp

6 GRAD Completers: 1 subbing at local schools

## **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 2015 cohort and published in September 2018 is 7.1%.