AAQEP Annual Report for 2024

Provider/Program Name:	Thomas More University School of Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	Accredited in December 2023 - December 2030

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.

The School of Education (SOE) at Thomas More University employs the mission of the University by preparing individuals for the teaching profession and related educational endeavors. Faculty members of the School of Education strive to provide rigorous and engaging learning environments in which individuals can demonstrate the knowledge, dispositions, and skills required to facilitate learning for all students in a diverse and global society. Undergraduate and graduate programs include:
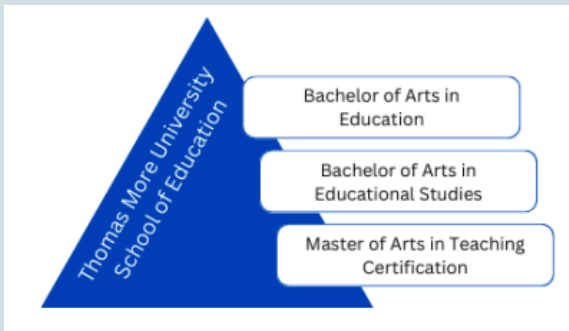
Mission

The School of Education at Thomas More University carries out the mission of the University by preparing individuals for the teaching profession and related educational endeavors. Faculty members of the School of Education strive to provide rigorous and engaging learning environments in which individuals can demonstrate the knowledge, dispositions, and skills required to facilitate learning for all students in a diverse and global society.

Undergraduate & Graduate Programs

Initial teacher certification programs at the undergraduate and graduate level include the following outcomes:
- to develop effective, proactive members of the teaching profession who value lifelong learning, reflection, service to diverse constituencies, and commitment to Christian values.
- to provide learning environments in which individuals can acquire the knowledge, attitudes,values, and skills to meet the needs of the 4 Cs (communication, collaboration, critical thinking, and creativity) in a dynamic society.

Thomas More University and the Thomas More School of Education are actively involved in research, data collection, reflection, and improvement processes to ensure that these programs are aligned with high quality practices and national and state standards.

The SOE is dedicated to providing teacher candidates with the knowledge, skills, and professional dispositions that schools want and need. We support our candidates through their journey and continue to advise and support as they move into teaching roles. Strategic partnerships with P-12 schools are also key to the development of our candidates, with key support from alumni and field relationships. These partnerships provide mentoring, strong models of best practice, feedback, and teaching roles upon graduation. From the classroom to the field, the goal of the SOE is to prepare knowledgeable, flexible practitioners who are reflective, competent, and focused on the learning of their students.

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.thomasmore.edu/education-accreditation/

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 05/24)	**Number of Completers** in most recently completed academic year (12 months ending 005/24)
Programs that lead to initial teaching credentials			
Bachelor of Arts	Initial Certification: Elementary (P-5)	22	11
	Initial Certification: Middle School English (5-9) *	2	0
	Initial Certification: Middle School Math (5-9) *	1	0
	Initial Certification: Middle School Science (5-9) *	0	0
	Initial Certification: Middle School Social Studies (5-9) *	1	0
	Initial Certification: Biology (8-12) 3	1	1
	Initial Certification: Chemistry (8-12) 1	0	0
	Initial Certification: English (8-12) 10 2	2	0

	Initial Certification: Math (8-12) 7	2	2
	Initial Certification: Physics (8-12) 1	0	0
	Initial Certification: Social Studies (8-12)	4	4
	Initial Certification: Business (5-12) 1	0	0
	Initial Certification: Art (P-12) 3 1	0	0
	Initial Certification: Spanish (P-12)	0	0
	Initial Certification: Theatre (P-12) 2	0	0
	Initial Certification: Special Education (P-12) **	8	8
Master of Arts in Teaching	Initial Certification: Middle School English (5-9)	3	1
	Initial Certification: Middle School Math (5-9)	4	1
	Initial Certification: Middle School Science (5-9)	4	1
	Initial Certification: Middle School Social Studies (5-9)	5	2
	Initial Certification: Biology (8-12)	2	1
	Initial Certification: Chemistry (8-12)	0	0
	Initial Certification: English (8-12)	4	3
	Initial Certification: Math (8-12)	1	1
	Initial Certification: Physics (8-12)	0	0
	Initial Certification: Social Studies (8-12)	2	1
	Initial Certification: Business (5-12)	7	1

	Initial Certification: Art (P-12)	4	1
	Initial Certification: Spanish (P-12)	3	1
	Initial Certification: Theatre (P-12)	1	1
Alternate Licensure Program (Graduate level)	Initial Certification: Middle School English (5-9)	1	1
	Initial Certification: Middle School Math (5-9)	1	1
	Initial Certification: Middle School Science (5-9)	0	0
	Initial Certification: Middle School Social Studies (5-9)	1	1
	Initial Certification: Biology (8-12)	0	0
	Initial Certification: Chemistry (8-12)	0	0
	Initial Certification: English (8-12)	1	1
	Initial Certification: Math (8-12)	1	1
	Initial Certification: Physics (8-12)	0	0
	Initial Certification: Social Studies (8-12)	0	0
	Initial Certification: Business (5-12)	1	1
	Initial Certification: Art (P-12)	0	0
	Initial Certification: Spanish (P-12)	0	0
	Initial Certification: Theatre (P-12)	1	1
	Initial Certification: Special Education LBD K - 12	0	0

Total for programs that lead to initial credentials	83	41
Programs that lead to additional or advanced credentials for already-licensed educators		
	0	0
Total for programs that lead to additional/advanced credentials	7	7
Programs that lead to credentials for other school professionals or to no specific credential		
	0	0
Total for additional programs	0	0
TOTAL enrollment and productivity for all programs	90	48
Unduplicated total of all program candidates and completers	83	44

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.)

> 0

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.
83
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.

44

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

44

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.

Undergraduate

Graduate

Masters of Arts in Teaching				
Expected Completion Timeframe = 5 Semesters				
Semester	Initial Cohort	Graduated in 100% Time (5 Semesters)	Graduated in 150% Time (7 Semesters)	Graduation Rate % (5 Semesters)	Graduation Rate % (7 Semesters)
Fall 2022	24	22	24	92%	100%

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%.

Summary for 2021-2022, the last year with official state data reported from Title II:

Thomas More University Traditional Teacher Preparation Program Pass Rates			
	AY 2019-20	AY 2020-21	AY 2021-22
Pass Rates	100%	89%	100%

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Note: In the Spring of 2024 the state piloted a system to collect employer and completer feedback. Due to state-wide low response rates, the SOE will implement a 2 or 3 year cycle for collecting this data (beginning in SPR 25) using our original TMU Completer Survey.

The TMU Completer Survey was adapted from the University of Southern Mississippi's Educator Preparation Program

Completer and Employer survey. The Thomas More University School of Education adopted this new survey model to better align with InTASC and meet the ongoing needs following a student's program experience. The survey is used to capture the perception of our teacher preparation program completers.The survey has the same design and question structure as the Employer survey except for the completers. Likert questions starting with "My Educator Preparation Program Prepared me to..."
Surveys are sent anonymously to encourage honest, unbiased responses.The purpose of the assessment is to obtain feedback from initial program completers regarding their perception of their level of readiness because of the program preparation at Thomas More University, as well as their satisfaction with their program preparation. Questions are based on the 4 InTASC Domains: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility.

The survey consists of 18 Likert scale questions with responses ranging from Strongly Agree, Agree, Disagree, to Strongly Disagree. The first nine questions ask demographic type questions as well as questions regarding their employment. TMUCS is a new survey, only one round of data has been collected which is reported as means by program. Targets for the TMUCS include an average of 4.0 out of a 1-5 Likert scale for each of the 18 questions
and an overall average.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Note: In the Spring of 2024 the state piloted a system to collect employer and completer feedback. Due to state-wide low response rates, the SOE will implement a 2 or 3 year cycle for collecting this data (beginning in SPR 25) using our original TMU Employer Survey.

The TMU Employer Survey was also adapted from the University of Southern Mississippi's Educator Preparation
Program's Completer and Employer survey. The intentional design of these instruments includes parallel questions for direct comparison of indicators. The survey asks principals to rate teachers from Thomas More University who are in their first 5 years of teaching. The survey consists of 18 Likert scale questions with responses ranging from Strongly Agree, Agree, Disagree, to Strongly Disagree. The first nine questions ask demographic type questions as well as questions regarding their employment. Like the completer survey above, the TMUCS is a new survey and therefore, only one round of data has been collected which is reported as means by program. The surveys are administered in years 1 – 5 of employment. Targets for the TMUCS include an average of 4.0 out of a 1-5 Likert scale for each of the 18 questions and an overall average.

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.

Note: In the Spring of 2024 the state piloted a system to collect employer and completer feedback. Due to state-wide low response rates, the SOE will implement a 2 or 3 year cycle for collecting this data (beginning in SPR 25) using our original TMU Completer & Employer Surveys.

While we have not had data for two cycles, the SOE held focus groups in the 2023/2024 academic year to allow stakeholders to provide feedback on key attributes from the employer and completer surveys. We are looking forward to a more comprehensive data collection to analyze and share in the upcoming academic year.

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
Skills of Teaching Tool This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4- 5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. The student teaching evaluation instrument is scored on a 1 - 4 scale with 1 = underdeveloped, 2 = developing, 3 = proficient, and 4 = distinguished.		

| Skills of Teaching Tool - InTasc Standards 1 - 10 Overall Summary Report | Candidates in the undergraduate program consistently meet the target score of a 2.25 in their practicum and 2.75 in their clinical placement.

Graduate students in Mentored Teaching / Field and Professional Capstone meet the target score 2.75 with the exception of FA23 Mentored Field Experience which was just below at 2.74. | (see table below) |

Measure - Skills of Teaching Observation Tool (STOT)
Standards 1-10

| | Undergraduate | | | | | | Graduate (EDM 536 & 537) | | | | | | | | |
| | Practicum | | | Clinical | | | Mentored Teaching | | | Mentored Field Experience | | | Professional Semester & Capstone | | |
	Target	n	Mean	Target	n	Mean	Target	n	Mean	Target	n	Mean	Target	n	Mean
Fall 21	2.25	73	2.40	2.75	54	3.10	2.75	50	2.56						
Spring 22	2.25	42	2.68	2.75	36	3.06	2.75	59	2.88						
Fall 22	2.25	61	2.38	2.75	45	2.89	2.75	145	2.84						
Spring 23	2.25	56	2.58	2.75	57	2.91				2.75	87	2.87	2.75	77	3.11
Fall 23	2.25	60	2.23	2.75	85	3.06	■	■	■	2.75	57	2.74	2.75	71	2.87
Spring 24	2.25	44	2.68	2.75	23	3.07	■	■	■	2.75	73	3.07	2.75	59	3.06

Thomas More University Dispositions

Thomas More adapted our Teacher Dispositions Rubric in the summer of 2021 from "Wayda, V, & Lund, J. (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? The Journal of Physical Education, Recreation, & Dance, 76, p. 34." This tool is used throughout the teacher education program by the faculty and the students. The 4-point rubric with levels between distinguished (4) and ineffective (1) allows for ratings of how students value Knowledge, Diversity, Collaboration, Professionalism, and Personal Integrity.

Disposition: Practicum Standard 1: Attendance Standard 2: In Class Performance Standard 3: Class Preparation Standard 4: Relationship with others Standard 5: Group work Standard 6: Professional Development and Involvement Standard 7: Respect for School Rules, Policies and Norms Standard 8: Communication Standard 9: Emotional Control/Responsibility Standard 10: Ethical Behavior and Role Model	Teacher candidates perform well during their practicum semesters in most areas. They did not meet the target score of 3.0 in the areas of group work and professional development and involvement.	

	Practicum	
	Fall 23	Spring 24
St. 1	3.08	3.17
St. 2	3.01	3.14
St. 3	2.94	3.01
St. 4	3.05	3.07
St. 5	2.99	3.01
St. 6	2.97	2.96
St. 7	3.10	3.09
St. 8	3.04	3.2
St. 9	3.08	3.07
St. 10	3.06	3.09
Overall	3.03	3.08

Disposition: Clinical	Teacher candidates meet or exceed the target in Fall of '23. In spring of '24 students met all standards except for Standard 3, class preparation where they missed by .05.		Clinical	
Standard 1: Attendance			Fall 23	Spring 24
Standard 2: In Class Performance		St. 1	3.35	3.40
Standard 3: Class Preparation		St. 2	3.26	3.25
		St. 3	3.19	2.95
Standard 4: Relationship with others		St. 4	3.26	3.50
Standard 5: Group work		St. 5	3.12	3.30
		St. 6	3.12	3.20
Standard 6: Professional Development and Involvement		St. 7	3.44	3.40
		St. 8	3.21	3.25
		St. 9	3.28	3.40
Standard 7: Respect for School Rules, Policies and Norms		St. 10	3.37	3.40
		Overall	3.26	3.31
Standard 8: Communication				
Standard 9: Emotional Control/Responsibility				
Standard 10: Ethical Behavior and Role Model				

| **Disposition: Graduate Mentored Teaching**

Standard 1: Attendance

Standard 2: In Class Performance

Standard 3: Class Preparation

Standard 4: Relationship with others

Standard 5: Group work

Standard 6: Professional Development and Involvement

Standard 7: Respect for School Rules, Policies and Norms

Standard 8: Communication

Standard 9: Emotional Control/Responsibility

Standard 10: Ethical Behavior and Role Model | Teacher candidates have met or exceeded all standards. | |

	Mentored Field Experience	
	Fall 23	Spring 24
St. 1	3.73	3.46
St. 2	3.31	3.21
St. 3	3.20	3.13
St. 4	3.27	3.10
St. 5	3.24	3.09
St. 6	3.22	3.11
St. 7	3.31	3.15
St. 8	3.30	3.15
St. 9	3.23	3.14
St. 10	3.32	3.15
Overall	3.31	3.17

| **Disposition: Graduate Professional Seminar**

Standard 1: Attendance

Standard 2: In Class Performance

Standard 3: Class Preparation

Standard 4: Relationship with others

Standard 5: Group work

Standard 6: Professional Development and Involvement

Standard 7: Respect for School Rules, Policies and Norms

Standard 8: Communication

Standard 9: Emotional Control/Responsibility

Standard 10: Ethical Behavior and Role Model | Candidates slightly missed the target of 3.0 in the Fall of '23 by .05 for class preparation. All other standards were met or exceeded for Fall '23 and Spring '24. | (table below) |

	Professional Semester & Capstone	
	Fall 23	Spring 24
St. 1	3.10	3.13
St. 2	3.16	3.16
St. 3	2.95	3.06
St. 4	3.20	3.23
St. 5	3.08	3.03
St. 6	3.05	3.06
St. 7	3.18	3.19
St. 8	3.02	3.00
St. 9	3.03	3.19
St. 10	3.18	3.23
Overall	3.10	3.13

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
Completer and Employer Survey: The survey is used to capture the perception of our teacher preparation program completers and employers. The surveys have the same design and question structure using Likert scale and questions that are tailored to to the employer or completer. Surveys are sent anonymously to encourage honest, unbiased responses. *Note: Please see Section 4 F, G, H for explanations of data collection on the TMU Employer and Completer Surveys.	The data Table S1.11 below is a combined overall average of the TMUCS and TMUES for SPR 2022 and FA 2022. This snapshot shows our completers report that they have a variety of skills needed for their professional role in education. The data is not represented by undergrad and grad due to the size of the (n). The employer results did not meet the success criteria indicating that when our completers enter the field, they are not generalizing their skills in their new professional role. In other sections of this QAR, this data is disaggregated by question for closer examination.	**Survey Data Combined** *Completer Survey / Employer Survey* |	Target	n	Mean	n	Mean
Spring 22	4	16	4.46	7	3.89
Fall 22	4	22	4.50	14	3.91	

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.

Accomplishments & Efforts:

- The SOE continues to triangulate the strengths and identified areas for improvement for both the graduate and undergraduate programs.
- Updates include the selection of tools and instruments that are valid and reliable. Data becomes actionable and improvement planning actualized. (observation instrument, dispositions rubric, employer and completer surveys). The creation of this system allows for the SOE to make quick decisions and identify barriers to teacher efficacy. Data is evaluated each semester and changes are made to the Improvement Plan that address overarching areas for growth.
- Serious consideration is given to stakeholder feedback; for example, needs and requests expressed by administrators in Teacher Education Committee meetings, meetings with established K-12 partnerships, meetings with practicum and student teacher supervisors. These sources have prompted a variety of program improvements.
- SOE faculty continues to examine feedback from a variety of sources, including the Teacher Education Committee, employer and graduate surveys, Quality Control Circles, EPSB/accreditation guidelines, regional P-20 organizations, Praxis II / PLT test results, and the faculty's own observations and reflections.
- Programmatic changes are made as a result of the above stakeholder feedback and in response to changes in regulations by the State and national organizations. Examples of such changes include alternative routes to certification, curriculum modifications, professional development related to the Kentucky Academic Standards, and current assessment practices.
- Bi-weekly departmental meetings are held where candidate concerns and program issues are discussed, documented, and considered for improvement that are also often included in bi-weekly accreditation work sessions.
- Candidates' in-class reflection and discussion about programs informs the EPP's conversations and adjustments in the program as needed.
- The SOE reviews and updates program exit requirements to ensure that they reflect the most current trends and most highly effective teaching strategies.
- The SOE collaborates with the Arts and Science faculty regarding Praxis II scores, as well as their input into content proficiencies through their observation of secondary level students.
- The SOE works to implement equitable and accessible Praxis support programs for all students.

Innovations:

- TMU SOE is one of few programs in the state that assesses our own coursework as it is simultaneously implemented in the field. The SOE capitalizes on this feature by making real time adjustments to its curriculum, instruction, and assessment. These changes are documented in department meetings and in data retreats that take place in December and May.
- Addition of new graduate programs, MA in Education Leadership and EdS in Education Leadership (pending SACOC approval) that will begin in the fall of 2025.
- Undergraduate proposals have been submitted to the University for a minor in Special Education (in place for 24/25 academic year) and a major in Physical Education (in place for 24/25 academic year) and ELL coursework.
- The SOE had two sections of "Education Only" First Year Experience courses for the 23/24 school year creating a learning community to increase retention.
- The SOE increased dual credit offerings for EDU 101 and created a pathway for local high school students to
- Quarterly majors meetings to increase awareness of Gateways, Praxis requirements, and dispositions requirements for pre service teachers.
- Development of the Education Program Canvas Site - informational site.
- Development of Educational Resources Canvas Site for current students and alumni.

Challenges:

- The SOE is in need of intentional recruiting efforts at the university level. The MAT enrollment relies heavily on the relationships that faculty and staff cultivate with schools and districts. These relationships are individual and not sustainable over time.
- A new principal program will require intentional, state-wide recruiting. This will need to include both public and private systems.
- Spring of 2024 the state piloted a system to collect employer and completer feedback. Due to state-wide low response rates, the SOE will implement a two or three year cycle for collecting this data.
- Exploring and ensuring more intentional recruitment efforts for diverse candidates.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

NOTE: BOLD action items have 24/25 expected outcomes.	Standard 1: Candidate/Completer Performance
Goals for the 2024-25 year	Goal: Ongoing revision and improvement of the assessment system to ensure there are multiple data points for triangulation for each measure and that the data is distilled to the appropriate level to identify needed improvements for candidate and completer performance.
Actions	1. Establish consistent data routines and establish validity for data sets. 2. Deconstructed STOT data by demographic data, course, section (grad) and semester to allow for growth to be measured across the program. 3. Continue implementation of the Dispositions instrument for a full 3 year cycle and make adjustments accordingly ensure demographic data collection. 4. Continue to closely monitor Praxis Subject areas scores in relation to the new KY -1 SEM requirements. 5. Include student performance tasks in consistent data collection to help triangulate key data points - Unit Plan Rubric and potentially the Lesson plan rubric. 6. **Create a culturally responsive practice competency rubric to measure student the measurement of this practice.** 7. **Global awareness, language acquisition instructional strategies will be embedded in coursework with experiences added to program workshops to support growth.**

Expected outcomes	• Embed into the newly created course and align strategies and standards in current coursework. • Development of a culturally responsive rubric based on the research from 2023/24 and prepare for pilot in 2025/26.
Reflections or comments	This work is a part of an ongoing conversation around the need to embed culturally responsive practice into our coursework and to address the gaps in language acquisition identified by our stakeholders.
	Standard 2: Completer Professional Competence and Growth
Goals for the 2024-25 year	Goal: Ongoing revision and improvement of the assessment system to ensure there are multiple data points for triangulation for each measure and that the data is distilled to the appropriate level to identify needed improvements for candidate and completer performance.
Actions	1. **Global awareness, language acquisition instructional strategies will be embedded in coursework with experiences added to program workshops to support growth.** 2. **Create a culturally responsive practice competency rubric to measure student the measurement of this practice.** 3. Include student performance tasks in consistent data collection to help triangulate key data points - Unit Plan Rubric and potentially the Lesson plan rubric. 4. Continue to closely monitor Praxis Subject areas scores in relation to the new KY -1 SEM requirements. 5. STOT data for undergraduate and graduate students needs to be deconstructed by demographic data, course, section (grad) and semester to allow for growth to be measured across the program.

Expected outcomes	● Embed into the newly created course and align strategies and standards in current coursework. ● Development of a culturally responsive rubric based on the research from 2023/24.
Reflections or comments	This work is a part of an ongoing conversation around the need to embed culturally responsive practice into our coursework and to address the gaps in language acquisition identified by our stakeholders.
	Standard 3: Quality Program Practices
Goals for the 2024-25 year	Goal: Ongoing work preparing educators to continue to grow as professionals and to adapt to school and community environments different from those encountered in the supportive context of the preparation program.
Actions	1. **Continue to fully implement employer focus groups to triangulate data with employer and completer surveys.** 2. **Ensure a system for feedback from partners (TEC, Employer, Alumni) to define targets and specific areas for improvement and continue to cross reference Alumni Groups and their feedback.** 3. Investigate opportunities to observe, support and mentor completers in their first 2 years. 4. Create or acquire a quantifiable measure for completer effectiveness and retention that supports our data collection and analysis needs.
Expected outcomes	● Valid and reliable employer and completer surveys that provide data to support our ongoing reflection and action around quality program practices. ● Implementation of a process and procedures for ongoing feedback from partners to ensure we have the qualitative data to make decisions about program practice.
Reflections or comments	Focus groups were intended to gather additional feedback from completers & employers based on "not met" responses. The state of Kentucky attempted to support EPPs through

	piloting a state-wide employer and completer survey system. This system did not yield statistically significant data for TMU (N>10), thus the EPP will take more intentional measures to validate, request, and collect this data.
	Standard 4: Program Engagement in System Improvement
Goals for the 2024-25 year	Goal: Ongoing systematic improvement in program practices.
Actions	1. **Establish consistent data routines and establish validity for data sets.** 2. Exploring and ensuring more intentional recruitment efforts for diverse candidates. 3. **Continuous Curriculum Improvements based on data**
Expected outcomes	● Use of valid and reliable tools (STOT, Dispositions, Surveys) collected and utilized over 3 year cycle ● Improvement of Curriculum Contracts to address data needs and new regulations (Content Revisions, New Core Requirements, Praxis Scores, KY Literacy Reg Requirements)
Reflections or comments	Establishing and implementing these data processes are ongoing and we are committed to ensuring we measure performance and revise to make program improvements by semester, year, and over multiple years.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

While we did not have any concerns or conditions, we did have a note about culturally responsive practice that has been identified as an ongoing set of goals in our improvement goals above. See Standard 1 and 2.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Planned improvements:

- Development of new coursework around cultural competency and are considering revisions to current coursework to support these concepts.
- Revision of elementary curriculum in the areas of social studies and the humanities to streamline required courses and to address Praxis needs.

Innovations
- Created and are piloting a support structure for MAT students who are struggling in the field (intervention plan.)
- Revising K12 science and math curriculum to streamline offerings.
- Education VILLA is a university initiative that is taking shape in the areas of: Dyslexia, Professional Development, STEM. These areas support local schools and districts with professional learning experiences.

New Programs:

- Development and opening of a principal program at the masters and education specialist level. This program is in the process of university, state, and SACSCOC approvals. Partnerships with local K12 stakeholders is an integral part of the development of this program and these partners will form advisory committees and potentially adjunct faculty.

- Development and addition of a physical education to both the undergraduate and graduate initial certification programs. This partnership with university athletic training increases the offerings for candidates.

- Exploration of additional graduate programs that would support the area of special education.

Changes/Barriers

- Below are two regulatory changes that directly impact the curriculum, practice, and data collection of the SOE. Please see below for details.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

KY Read to Succeed Act - literacy curriculum alignment. The SOE is participating in a pilot committee to evaluate our current practice as it relates to the Science of Reading. We have a faculty member who trains nationally in this field and supports our work with this state pilot.

We also anticipate changes to numeracy at the elementary level. The KEY Numeracy Counts Act adds requirements specific to the observation of elementary candidates in numeracy. We have a faculty member on the implementation committee and are awaiting procedures for this change.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Christy Petroze, Chair	V. Rev. Raymond N. Enzweiler, Ph.D., Be.L., V.F.

Date sent to AAQEP:	12/19/24