

## CAEP Annual Reporting Measures – Baldwin Wallace University

**Reporting Period: September 1, 2018 to August 31, 2019**

### 1. Impact on P-12 Learning and Development

Ohio's Value-Added data system provides information on student academic gains. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices. The data represents those individuals receiving their licenses with effective years of 2015, 2016, 2017, and 2018.

#### **Value-Added Data for Students Taught by Teachers Prepared by Ohio Educator Preparation Provider at Baldwin Wallace University (2018-19)**

<b>Initial Licensure Effective Years 2015- 2018</b>		<b>Associated Value-Added Classifications</b>				
<b>Employed as Teachers</b>	<b>Teachers with Value- Added Data</b>	<b>Most Effective</b>	<b>Above Average</b>	<b>Average</b>	<b>Approaching Average</b>	<b>Least Effective</b>
<b>161</b>	<b>52</b>	<b>N=9 17%</b>	<b>N=3 6%</b>	<b>N=17 33%</b>	<b>N=6 12%</b>	<b>N=17 33%</b>

Source: <https://regents.ohio.gov/educator-accountability/performance-report/2019/Baldwin%20Wallace%20University/BLDW.pdf>

### 2. Indicators of Teaching Effectiveness

Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system. The information in this report are for those individuals receiving their licenses with effective years of 2015, 2016, 2017, and 2018. Due to Ohio law, annual results must be masked for institutions with fewer than 10 completers with OTES data.

## Ohio Teacher Evaluation System (OTES) Results for Ohio Teachers Prepared by an Ohio Educator Preparation Provider at Baldwin Wallace University

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Receiving <i>Accomplished</i> Rating	# Receiving <i>Skilled</i> Rating	# Receiving <i>Developing</i> Rating	# Receiving <i>Ineffective</i> Rating
2015	25	20	N<10	N<10
2016	10	21	N<10	N<10
2017	12	14	N<10	N<10
2018	10	14	N<10	N<10

Source: <https://regents.ohio.gov/educator-accountability/performance-report/2019/Baldwin%20Wallace%20University/BLDW.pdf>

### 3. Satisfaction of Employers and Employment Milestones

#### Employer Satisfaction Surveys (Academic Years 2015-2016-2017):

In order to gauge satisfaction of employers with Ohio's teacher educator preparation, the Ohio Department of Higher Education developed an employment satisfaction survey. For the report years of 2015, 2016, and 2017, the response rate was less than 10 and the results were masked. Therefore, in 2016-17 the School of Education conducted its own survey of employers asking about completers they had hired over the past four years (2013 to 2016). One item on technology integration was added to the state survey. Overall 33 employers (20% of the sample population) gave very high scores for each item with the modal score being a '4/strongly agree.' Minor differences in response of '4' existed for scores on assessment strategies and the use of data for instruction and differentiation. These drew the EPP's attention as similar areas of weakness had been discerned in edTPA data and clinical practice data in earlier collections of data.

#### Academic Year 2020-21 and Forward:

Effective in academic year 2017-18, the Ohio Department of Higher Education discontinued providing an employment satisfaction survey. Therefore, the School for Education plans to implement a new process starting in academic year 2020-21. The School of Education will either create a new survey for employers or will engage in discussions with relevant employer focus groups for constructive feedback for initial and advanced programs.

#### Teacher Residency Program (Persistence):

Retention or persistence of in-service teachers is a measure of employers' satisfaction with teacher performance. Teachers first employed with an initial license in Ohio public schools must complete the Resident Educator program as part of moving to a professional license. The Resident Educator program in Ohio encompasses a robust four-year teacher development system. Data from the tables below capture a year-to-year snapshot of the persistence of the Educator Preparation Provider and state-wide graduates through the program. Data used to create these

tables is sourced not only from the current year's resident educator completion data results, but also prior year results because a Resident Educator may fail to complete all the program year requirements within the same academic year. The data show that more than 90% of BW's program completers who enter the teaching profession under Ohio's Resident Educator program continue in the residency program over four years.

#### Teacher Residency Program (BW Completers from 2015-2018)

Ohio EPP Program Completers Persisting in the State Resident Educator Program who were Prepared at Baldwin Wallace University												
Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2015	2	2	100%	2	2	100%	22	20	90.9%	41	41	100%
2016	6	6	100%	18	18	100%	24	24	100%	N/A	N/A	N/A
2017	19	19	100%	28	28	100%	N/A	N/A	N/A	N/A	N/A	N/A
2018	36	36	100%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: <https://regents.ohio.gov/educator-accountability/performance-report/2019/Baldwin%20Wallace%20University/BLDW.pdf>

#### Teacher Residency Program (Ohio Program Completers from 2015-2018)

Ohio EPP Program Completers Persisting in the State Resident Educator Program												
Initial Licensure Effective Year	Residency Year 1			Residency Year 2			Residency Year 3			Residency Year 4		
	Entering	Persisting		Entering	Persisting		Entering	Persisting		Entering	Completing	
2015	84	87	103.6%	272	273	100.4%	853	854	100.1%	2179	2163	99.3%
2016	255	261	102.4%	778	776	99.7%	2024	2009	99.3%	N/A	N/A	N/A
2017	736	737	100.1%	2024	1999	98.8%	N/A	N/A	N/A	N/A	N/A	N/A
2018	2096	2056	98.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: [https://regents.ohio.gov/educator-accountability/performance-report/2019/Statewide\\_Report.pdf](https://regents.ohio.gov/educator-accountability/performance-report/2019/Statewide_Report.pdf)

#### 4. Satisfaction of Completers

##### **Initial Programs:**

Baldwin Wallace University's School of Education uses the feedback from both its pre-service completers and in-service alumni gathered in a state-administered satisfaction survey to promote the benefits of its preparation program as well as to provide feedback regarding areas for improvement. Over a three-year period, the lower scores for technology, the ability to work with diverse learners, and the ability to differentiate instruction to support the learning needs of all students (below 3.5 on a 4.0 scale) have continued to improve from the 2017 through 2019 report years. The upward trend reflects the curricular changes that have been made by the EPP to address these identified needs.

**Source:** <https://regents.ohio.gov/educator-accountability/performance-report/2019/Baldwin%20Wallace%20University/BLDW.pdf>

##### **Advanced Programs:**

Baldwin Wallace University's School of Education uses the feedback from both its principal interns and principal internship mentors gathered in a state-administered satisfaction survey to promote the benefits of its preparation program as well as to provide feedback regarding areas for improvement. Over a two-year period, the lower scores for encouraging effective use of data by self and staff, and involvement with parents and communities in improving student learning have continued to improve from the 2017-2018 reports. In the 2019 report, results were masked as fewer than 10 responses were received.

**Source:** <https://regents.ohio.gov/educator-accountability/performance-report/2019/Baldwin%20Wallace%20University/BLDW.pdf>

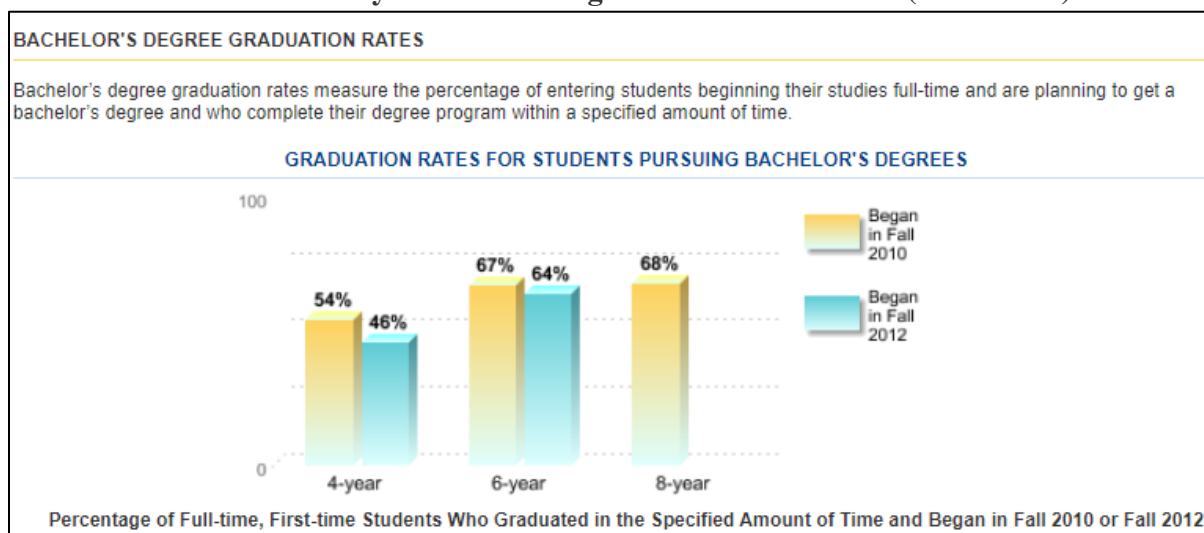
#### 5. Graduation Rates

Initial licensure candidates enter a cohort by faculty recommendation after completing the entry courses and completion of student teaching.

	<b>Entered 2012-13</b>	<b>Entered 2013-14</b>	<b>Entered 2014-15</b>	<b>Overall</b>
<b>Completed Licensure Program</b>	81%	88%	79%	82.5%
<b>Number of Candidates</b>	133	98	89	320

*NOTE (04/2020): The EPP expects to report a similar number of initial candidates and percentage of completers who entered in academic year 2015-16. Updated graduation rates for initial and advanced programs will be updated when available.*

## Baldwin Wallace University Bachelor's Degree Graduation Rates (Institution):



Source: <https://nces.ed.gov/collegenavigator/?q=baldwin+wallace+university&s=all&id=201195#retgrad>  
(Reviewed on 04/14/20)

## 6. Ability of Completers to Meet Licensing Requirements

Candidates in Ohio must pass an assessment of pedagogical knowledge and one or more content specific tests. The summary rates of our initial teacher programs, and is a requirement for licensure in some states. Our candidates' performance continues to be over the 80% required rate for national accreditation purposes.

### Summary Pass Rates

Group	Number of students taking tests*	Number of students passing tests	BW Pass rate (%)
All program completers 2018-19	83	75	90%
All program completers 2017-18	77	71	92%
All program completers 2016-17	77	74	96%

Source: USDOE Title II Report (2018-19)

\*The number of test takers excludes multiple content-knowledge tests taken by an individual teacher candidate.

### Test Summary – OAE Educational Leadership

Academic Year	Number of students taking tests*	Number of students passing tests	BW Pass rate (%)
2018-19	16	14	88%
2017-18	21	18	86%
2016-17	21	17	81%

Source: Pearson ResultsAnalyzer (Test Summary); 2016-17, 2017-18, 2018-19

## 7. Ability of Completers to be Hired

Employment data of teachers and principals prepared is provided to EPPs in Ohio by the Ohio Department of Higher Education. Data is also disaggregated to indicate specific placement including schools of high need (diversity) and financial need (poverty). The chart below indicates that over a 5-year period of time, 70% of the EPP's candidates are employed in schools with moderate and high needs. The EPP considers this measure an indicator that *employers are keen to hire EPP completers for schools with diverse and moderate- to- high need populations.*

### Diversity Need of Schools Where EPP Completers are Employed\*

<b>Year of Initial License</b>	<b>Category 1 Employed in <b>Lowest Diversity Schools</b></b>	<b>Category 2 Employed in <b>Moderate Diversity Schools</b></b>		<b>Category 3 Employed in <b>Highest Diversity Schools</b></b>	<b>Totals</b>
2014	13	15		9	37
2015	8	34		16	58
2016	11	35		13	59
2017	27	29		18	64
2018	29	23		17	69
<b>Totals</b>	<b>88 /30%</b>	<b>136/45%</b>		<b>73/25%</b>	<b>297/100%</b>

### Financial Need of Schools Where EPP Completers are Employed\*

<b>Year of Initial License</b>	<b>Category 1 Employed in <b>Lowest Financial Need Schools</b></b>	<b>Category 2 Employed in <b>Moderate Financial Needs Schools</b></b>	<b>Category 3 Employed in <b>Highest Financial Needs Schools</b></b>	<b>Totals</b>
2014	6	22	9	37
2015	21	23	14	58
2016	24	28	13	65
2017	11	39	24	74
2018	29	23	17	69
<b>Totals</b>	<b>91/30%</b>	<b>135/44.5%</b>	<b>77/25.5%</b>	<b>303/100%</b>

\*Data is also included in the yearly Ohio Accountability Performance Ability Reports for Education Preparation Providers.

## 8. Student loan default rates and other consumer information

### 2018-19 Undergraduate Full-time Tuition & Fees (12-18 credit hours)

	Semester	Full Year
<b>Tuition</b>	\$16,293	\$32,586
<b>Double Room</b>	\$2,759	\$5,518
<b>Jacket Express Card</b>	\$2,882	\$5,764
<b>Total (Residential)</b>	\$21,934	\$43,868

### 2018-19 Master of Arts in Education (MAED) Tuition

	Per Credit Hour
<b>MAED Graduate Courses</b>	\$721
<b>MAED Graduate Courses with School Partnership Program*</b>	\$545

BW does not charge additional per-credit-hour fees for graduate education programs.

**\*School Partnership Program:** 100 area school districts have joined BW in the School Partnership Program allowing licensed teachers in these schools to earn a degree/license or endorsement at a discounted tuition rate.

### Baldwin Wallace University Cohort Default Rates (Institution): FY 2014, 2015, and 2016

COHORT DEFAULT RATES			
THREE-YEAR OFFICIAL COHORT DEFAULT RATES			
FISCAL YEAR	2016	2015	2014
Default rate	5.0%	3.9%	5.6%
Number in default	50	42	66
Number in repayment	996	1,076	1,178
<ul style="list-style-type: none"> <li>For further information on default rates please visit the <a href="#">Cohort Default Rate Home Page</a>. This school's six-digit OPE ID is 003014.</li> </ul>			
AID PROGRAMS			
<ul style="list-style-type: none"> <li>Federal Direct Loan (Direct Loan)</li> </ul>			

Source: <https://nces.ed.gov/collegenavigator/?q=baldwin+wallace+university&s=all&id=201195#fedloans>  
(Reviewed on 04/13/20)

### Baldwin Wallace University Graduate School Default Rates (Institution): FY 2014, 2015, and 2016

School Default Rates

FY 2016, 2015, and 2014

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2016	FY2015	FY2014
003014	BALDWIN WALLACE UNIVERSITY 275 EASTLAND ROAD BEREA OH 44017-2088	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	Default Rate	5	3.9	5.6
					No. in Default	50	42	66
					No. in Repay	996	1,076	1,178
					Enrollment figures	4,784	4,941	5,022
					Percentage Calculation	20.8	21.7	23.4

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 2016 CDR Year will use 2014-2015 enrollment).

Current Date : 04/14/2020

RETURN TO RESULTS

Source: <https://studentaid.gov/data-center/student/default> (reviewed on 04/14/2020)