

CAEP Annual Reporting Measures – Baldwin Wallace University

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 2014, 2015, 2016 and 2017.

In reporting years 2012 through 2014, scores were derived only from student performance in English language arts and mathematics. They were also limited to grades 4 through 8. In 2014-15, the public schools began to add additional subjects as well as locally developed growth measures where there were no standardized exams. At that time the measures were also expanded to high school grade level teachers and buildings.

Value-Added Data for Students Taught by Teachers Prepared by Ohio Educator Preparation Providers at Baldwin Wallace University – 2017 to 18

Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
180	69	N = 17	N = 5	N = 18	N = 15	N = 14
		25%	7%	26%	22%	20%

Source: <https://regents.ohio.gov/educator-accountability/performance-report/2018/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 2014 through 2017. Due to Ohio law, results must be masked for institutions with fewer than 10 completers with OTES data.

Initial Licensure Effective Year	'N' Receiving <i>Accomplished</i> Rating	'N' Receiving <i>Skilled</i> Rating	'N' Receiving <i>Developing</i> Rating	'N' Receiving <i>Ineffective</i> Rating
2014	25	37	N < 10	N < 10
2015	30	20	N < 10	N < 10
2016	N < 10	N < 10	N < 10	N < 10
2017	N < 10	13	N < 10	N < 10

Source: <https://regents.ohio.gov/educator-accountability/performance-report/2018/Baldwin%20Wallace%20University/BLDW.pdf>

3. Satisfaction of employers and employment milestones

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. **Source:** <https://regents.ohio.gov/educator-accountability/performance-report/2018/Baldwin%20Wallace%20University/BLDW.pdf>

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 Four Year Resident Educator Summative Assessment (RESA) program as part of moving to a professional license. The Ohio Department of Education (ODE) tracks completion of the RESA components each of the four years of the program. The most recent set of data is for completers in 2015-16.

Teachers Entering/Completing their 1st Year of the RESA Program in 2015-16

EPP Number Entering Year 1	EPP Number Completing Year 1	Percent Completing	Ohio Number Entering Year 1	Ohio Number Completing Year 1	Ohio Percent Completing
108	108	100%	6152	6004	97.5%

Teachers Entering/Completing their 2nd Year of the RESA Program in 2015-16

EPP Number Entering Year 2	EPP Number Completing Year 2	Percent Completing	Ohio Number Entering Year 2	Ohio Number Completing Year 2	Ohio Percent Completing
89	89	100%	5465	6367	98.2%

Teachers Entering/Completing their 3rd Year of the RESA Program in 2015-16

EPP Number Entering Year 3	EPP Number Completing Year 3	Percent Completing	Ohio Number Entering Year 3	Ohio Number Completing Year 3	Ohio Percent Completing
99	99	100%	4223	4142	98.0%

Teachers Entering/Completing their 4th Year of the RESA Program in 2015-16

EPP Number Entering Year 4	EPP Number Completing Year 4	Percent Completing	Ohio Number Entering Year 4	Ohio Number Completing Year 4	Ohio Percent Completing
19	19	100%	1696	1674	98.7%

Source: Ohio’s Resident Educator Summative Assessment Reports 2013-16 (Ohio Department of Higher Education)

4. Satisfaction of Completers

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 using formative and summative assessment data to measure the impact of student learning (below 3.5 on a 4.0 scale) have continued to improve from the 2015 through 2018 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/2018/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.

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

Note: Additional data for graduation rates is also provided in measure #8 below.

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.

Overall Unit Pass Rates – Pedagogical Knowledge & Content Knowledge

Group	No. Taking Tests*	No. Passing Tests	BW Pass Rate (%)
All program completers 2015-16	73	79	95%
All program completers 2016-17	201	180	91%
All program completers 2017-18	76	70	93%

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

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*

Year of Initial License	Category 1 Employed in Lowest	Category 2 Employed in Moderate	Category 3 Employed	Totals
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	Diversity Schools	Diversity Schools	in Highest Diversity Schools	
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
Totals	88 /30%	136/45%	73/25%	297/100%

Financial Need of Schools Where EPP Completers are Employed*

Year of Initial License	<i>Category 1</i> Employed in Lowest Financial Need Schools	<i>Category 2</i> Employed in Moderate Financial Needs Schools	<i>Category 3</i> Employed in Highest Financial Needs Schools	Totals
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
Totals	91/30%	135/44.5%	77/25.5%	303/100%

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

8. Consumer Information – 2017-18

Full-time Tuition (12-18 cr. hrs.)

	Semester	Full Year
Tuition	\$15, 834	\$31, 668
Double Room	\$ 2,640	\$ 5, 280
Jacket Express Card	\$ 2,758	\$ 5, 516
Total (Residential)	\$21,230	\$42, 464

COHORT DEFAULT RATES

THREE-YEAR OFFICIAL COHORT DEFAULT RATES

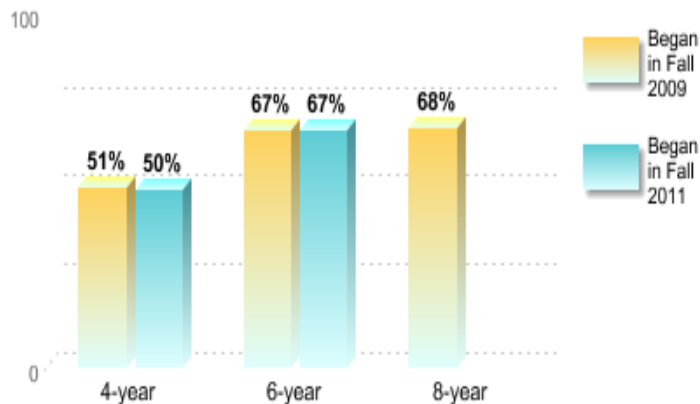
FISCAL YEAR	2015	2014	2013
Default rate	3.9%	5.6%	4.1%
Number in default	42	66	48
Number in repayment	1,076	1,178	1,160

■ For further information on default rates please visit the [Cohort Default Rate Home Page](#). This school's six-digit OPE ID is 003014.

BACHELOR'S DEGREE GRADUATION RATES

Bachelor's degree graduation rates measure the percentage of entering students beginning their studies full-time and are planning to get a bachelor's degree and who complete their degree program within a specified amount of time.

GRADUATION RATES FOR STUDENTS PURSUING BACHELOR'S DEGREES



Percentage of Full-time, First-time Students Who Graduated in the Specified Amount of Time and Began in Fall 2009 or Fall 2011

6-YEAR GRADUATION RATE BY GENDER FOR STUDENTS PURSUING BACHELOR'S DEGREES

Source:

https://nces.ed.gov/collegenavigator/?q=baldwin+wallace+university&s=all&id=201195#fe_dloans

