

Baker College Teacher Preparation Program

Candidate and Graduate Performance Data

Initial Programs

Michigan Department of Education Candidate Survey – Efficacy Ratings (Satisfaction of Completers – Standard 4.4)

Area	2014-15	2015-16	2016-17	2017-18	2018-19
High Quality Learning Experiences	96.1%	98.2%	100.0%	89.5%	100%
Using Content - Real World Problems and Local/Global Issues	90.7%	95.2%	94.2%	91.4%	94.7%
Technology	89.6%	94.3%	99.1%	87.7%	93.7%
Special Populations	80.4%	94.6%	93.9%	92.3%	90.5%
Learning Environments	95.6%	94.6%	100.0%	90.3%	93.0%
Effective Use of Data	85.9%	92.9%	94.2%	89.2%	96.5%
Critical Thinking	91.1%	97.6%	98.6%	91.4%	94.7%
Field Experiences and Clinical Practice	93.8%	94.3%	97.4%	91.6%	95.8%
Overall Efficacy	90.1% N=90	95.2% N=56	97.2% N=23	90.4% N=31	94.7% N=19

Michigan Department of Education Teacher Candidate - Efficacy Ratings

Category	2019-20	2020-21
Instructional strategies and assessment	100.0%	98.8%
Meeting student needs	95.6%	92.6%
Professional Awareness*	83.1%	88.8%
Clinical Experience and Program Prep	87.8%	84.8%
Technology	100.0%	100.0%
Professionalism	98.3%	100.0%
Overall Readiness	100.0%	100%
Overall Efficacy	95.45%	95.0%

Programs Included in the Most Recent Accreditation Cycle

The following programs were part of the last accreditation review:

- Elementary Early Childhood
- Elementary Language Arts
- Elementary Math
- Elementary Social Studies
- Secondary English
- Secondary Math
- Secondary Social Studies

3 Year Cumulative Pass Rates from the Michigan Department of Education

	2011-14	2012-15	2013-16	2014-17	2015-18	2016-19	2017-2020	2018-2021
Baker College	74.1%	74.0%	71.5%	80.1%	86.1%	84.0%	85.2%	74%
State of Michigan	87.3%	87.0%	86.8%	88.5%	89.4%	90.5%	89.9%	88.8%

Employment Rates for Graduates with Initial Certification

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021
Percent of Available Graduates Employed in Related Field	93.9%	84.0%	100%	88.2%	87.5%	90%	86.7%
Percent of Available Graduates Continuing their Education	1.2%	2.0%	0.0%	6.9%	0.0%	0.0%	6.7%
Available Graduates	N=82	N=50	N=16	N=17	N=31	N=19	N=15

Effectiveness Rating of Graduates (Standard 4.2)

The Michigan Department of Education provides effectiveness ratings data for the last three years of graduates. This data is generated from the 2018-2020 time frame. Some of the graduates had one year of data, some had two years of data, and some had three years of data depending on when they graduated. 95.5% of the graduates were rated as effective or highly effective, 4.5% were rated as minimally effective and no students were rated as ineffective. The MDE did not provide effectiveness ratings in 2020 and 2021.

Graduation Rates

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021
Percent students who graduated within 3 years after admission.	76.5%, (n=26/34)	91.3%, (n=21/23)	100% (n=28/28)	90% (n=18/20)	80% (n=24/30)	100% (n=20/20)	100% (n=18/18)
Percent of those who graduated, who are certified	85.2%, (n=23/27)	81.0% (n=17/21)	82.1% (n=23/28)	88.8% (n=16/18)	75% (n=18/24)	60% (n=12/20)	67% (12/18)
Additional notes	One grad took more than 3 years		Two 2019 grads still working on certification	2 still working on certification	2 still active	The MDE allowed all graduates to teach. This number represents those graduates who became certified the next year.	

Impact on K-12 learning (Standard 4.1)

Graduating Year	Name	Measure	Effect Size
2014	Grad A	Unit Test	7 th grade: 2.47 8 th grade: 4.43

2014	Grad B	DIBELS	FSF: 1.35 LNF: 0.85
2014	Grad C	NWEA Reading	Reading: 1.11
2014	Grad D	NWEA Math	Math: 0.45
2015	Grad E	Star Math Star Reading	Math: 1.19 Reading: 0.86
2015	Grad F	Star Math	Math: 0.26
2015	Grad G	Unit Test	Math: 2.03
2016	Grad H	Unit Test	English: 5.26
2016	Grad I	NWEA Math NWEA Reading	Math: 0.73 Reading: 1.10
2017	Grad J	NWEA Reading NWEA Math NWEA Language	Reading: 0.38 Math: 0.04 Language: 0.36
2017	Grad K	iReady Math	Math: 0.08
2017	Grad L	NWEA Reading	Reading: 0.76
2018	Grad M	DRA Reading	20 of 23 students showed growth
2018	Grad N	NWEA Science NWEA Reading NWEA Math	Science: 0.50 Reading: 0.52 Math: 0.80
2018	Grad O	Unit test Social Studies	Social Studies: 3.07

Baker College is actively collecting growth data from graduates, and is exploring ways to summarize the data succinctly. The Covid 19 lockdown prevented the College from collecting data for the past two years as schools were closed intermittently.

Michigan Department of Education Year-Out Survey – Efficacy Ratings

Satisfaction of Graduates, one year after leaving college (CAEP Standard 4.4)

I feel my teaching experience during this year:	2014 Graduates	2015 Graduates	2016 Graduates	2017 Graduates	2018 Graduates	2019 Graduates
was positively affected by the field experiences and clinical practice I had through my preparation program	90.9%	100%	100%	100%	100%	80%
included the ability to work with diverse students at my certificate grade level, including students with disabilities and English language learners, because of the preparation I received.	90.9%	100%	75%	100%	100%	96%
was shaped by the regular, constructive feedback provided by my college/university supervisor.	100%	100%	100%	100%	100%	90%

was better because of the opportunities I had to voice concerns and issues to my college/university supervisor.	81.2%	100%	100%	100%	100%	100%
was a product of the high expectations for my clinical practice and field experiences held by my college/university supervisor during my preparation	100%	100%	100%	100%	100%	80%
Overall Efficacy	92.7% N=11	100% N=2	95% N=4	100% N=6	100% N=7	89.2% N=10

Area	2020 Graduates
Coursework in your content area(s) making a POSITIVE contribution to your readiness to begin a teaching career	100%
Teaching methods coursework making a POSITIVE contribution to your readiness to begin a teaching career	80%
Early clinical observational experiences (aka early exploratory clinical experiences) making a POSITIVE contribution to your readiness to begin a teaching career.	80%
Pre-student teaching clinical experiences involving direct student contact (aka student contact hours) making a POSITIVE contribution to your readiness to begin a teaching career.	80%
Student teaching (aka internship) making a POSITIVE contribution to your readiness to begin a teaching career.	100%
Support and feedback from the cooperating teacher(s) during student teaching making a POSITIVE contribution to your readiness to begin a teaching career.	100%
Support and feedback from the preparation program supervisor during student teaching making a POSITIVE contribution to your readiness to begin a teaching career.	100%
Overall, to what extent do you believe you were ready to enter the teaching profession when you completed your preparation program?	100%
	N=5

* The year out survey went out in March 2022. Survey results are not expected until June 2022.

Baker College – Principal Survey – Satisfaction of Employers – Standard 4.3

Which of the following components does your Baker College graduate demonstrate regularly?	2014 Graduates	2015 Graduates	2016 Graduates	2017 Graduates	2018 Graduates	2019 Graduates	2020 Graduates *
Learner and Learning	80.0%	79.8%	75.5%	88.9%	90.1%	79.5%	
Content Knowledge	87.8%	85.3%	78.6%	94.4%	83.3%	80.9%	
Instructional Practice	76.7%	83.5%	67.9%	93.3%	72.3%	82.1%	
Professional Responsibility	87.8%	81.4%	90.5%	94.4%	92.3%	90.5%	
Technology	68.3%	76.5%	71.4%	80.6%	76.9%	82.1%	
Overall Efficacy	80.4% N=15	81.8% N=17	76.0% N=14	91.2% N=9	82.3% N=13	81.2% N=7	
Percent of Principals noting graduates were well or very well prepared.	93.3%	88.2%	92.9%	100%	92.3%	85.7%	

*Survey results are forthcoming. Our initial distribution of the survey resulted in too few responses to receive usable data.

CAEP Standard 8 - Default Rate

Default Cohort Rate

2014-16.7%

2015-16.0%

2016-15.1%

2017-14.3%

Note: the College updates the rates each November.

Reflections

The MDE survey efficacy ratings from teacher candidates remain high for the most recent cycle of data, above 95%. The percentage of graduates who became certified has increased slightly which is positive. The cumulative pass rate for MTTC is below the state average. This is concerning. This year, we implemented an MTTC Pass Night during which we invited the two remaining cohorts as well as graduates from the past two years. Since then, our pass rates have increased. This is something we will continue in the remaining year of the program. The return rate of the principal surveys was too low to gather usable data. We plan to resend the survey with the hope that more principals will respond.