

Annual Reporting Measures (CAEP Component 5.4)

Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II
3. Satisfaction of employers and employment milestones (Components 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared
4. Satisfaction of completers (Components 4.4 A.4.2)	8. Student loan default rates and other consumer information

1) Impact on P-12 learning and development (Component 4.1)

At the current time, we do not have access to SLO (Student Learning Objective) data for all of our graduates, though we have attempted to get it from individual graduates through a case study of graduates who have remained to teach in SC public and charter schools. These completers commit to writing reflections and supplying data on Student Learning Objectives (SLOS's) for a unit which is part of their ADEPT evaluation process. At this point, 6 teachers over 3 years have completed their 3-year commitment and shared SLO data which is described below.

Teacher 1, Teacher 2, and Teacher 3 met or surpassed their student growth goals. In the case of Teacher 1, 100% rather than the goal of 78% of the students achieved the goal of improving their writing score by at least 15% and in fact, all were able to increase a minimum of 53%—38% more than was expected. This was a significant improvement in both overall success and individual student progress. Teacher 2 also had a goal of seeing increases in 78% of the students, but 100% were able to show improvement in their writing at the 15% level. Though the actual increased scores were not reported, it is significant that all students met this improvement goal. Teacher 3 set a goal for all students to score at least 80% on a musical note recognition post-test and for those that already achieved 100% on their pretest, achieve 100% in half the initial time on the post-test. This differentiated assessment recognized the differing musical abilities of students and also provided a challenge for high-performing students. The test covered 24 notes, so students could miss only 4 to earn an 80%. All students were successful at meeting their individual goals.

Teacher 4 achieved results of 92% and 96% on the respective SLOs which were for an end of course exam and the mid-term pretest version. Though this teacher did not have 100% of the students earn at least a 50% on the pretest or increase at least 20% by the time of the final exam, the 92% and 96% success rates probably only indicate one or two students who did not achieve this. Teacher 5 and Teacher 6 achieved lower results, 85% and 40%, respectively, due to their small class sizes and the special needs of the students (see “EPP Response to Data” below).

EPP Response to Data: Because Teacher 4, Teacher 5, and Teacher 6 did not achieve results of 100%, clarifications were requested. Teacher 4 had already provided clarification for SLO 2 but did not provide the requested clarification for SLO 1. Teacher 5 provided the following response regarding the one student who did not meet the expected level of proficiency: “The student didn't make enough progress to even increase in levels. The extenuating circumstances would be due to behaviors that impede on the ability to access instruction and grade-level curriculum (yelling, throwing items, sleeping, charging at other students). This particular student does not like reading and states it as his least favorite subject.” Teacher 6 responded as follows: “The 60% that did not meet their goal were my emotionally disabled students. Some of them did not meet their goal that year because their behavior often impeded their progress. I had 2 students that refused to work on the system at all, which hindered them from meeting their goal. We worked consistently on behavior interventions for these students, but they still did not meet their reading goals by the end of the year.” The SLO data below, with the aforementioned clarifications, indicate that program completers are positively impacting P-12 student learning and development.

Outcomes of P-12 Learners

NOTE 1: The statements are direct quotations from the completers' responses.

NOTE 2: Enrollment percentages are current as of 03/26/19.

NOTE 3: Free and Reduced Meal (FARM) percentages are current as of 05/31/18.

	School Demographics	Student Learning Objective	Percentage of Students Meeting Target
Teacher 1	35.21% - Black 21.63% - Hispanic 5.04% - Other 38.12% - White FARM - 52%	78% of students will increase their scores by 15% points when writing arguments to support claims with clear reasons and relevant evidence, including their opinion, an organizational structure that includes reasons organized logically, a	100% of students increased their argument essay scores by at least 53% points

		concluding statement, and a formal style of writing	
Teacher 2	26.53% - Black 41.41% - Hispanic 6.20% - Other 25.86% - White FARM - 100%	78% of the students will increase their percentage on an in-class essay by an average of 15%. Essays will be arguments to support claims with clear reasons and relevant evidence, including their opinion, an organizational structure that includes reasons (organized logically), a concluding statement, and a formal style of writing.	100% of the students increased their percentage on an in-class essay by an average of 15%
Teacher 3	34.44% Black 8.33% - Hispanic 8.13% - Other 49.10% - White FARM - 34%	Each student will be proficient at naming notes on the treble and bass clef within a specified amount of time, scoring between 80-100%. Students who are already scoring at 100% will be able to name 100% of the notes in one minute (half the time of the pre-test).	100%
Teacher 4	13.78% - Black 12.18% - Hispanic 7.52% - Other 66.51% - White FARM - 24%	All students will achieve a 50% pass rate on a pretest similar to the course final exam by mid-term. (December) All students will improve test scores by 20% relative to their pretest score.	92% 96% (The 4% who did not failed due to attendance.)
Teacher 5	19.05% - Black 8.48% - Hispanic 8.90% - Other 63.56% - White FARM - 60%	Students in my special education class receiving support for reading will increase their abilities to read decodable words and comprehend text. (This was done through Fountas and Pinnell assessment.)	*85% of my students progressed 2 or more F&P levels from the fall to the spring benchmarking of F&P reading levels. *I only have 7 students.
Teacher 6	24.51 - Black 55.01 - Hispanic 5.98 - Other	Students will be able to reflect and formulate questions; support others	40% of students met their Lexile growth as determined by the

	14.50 - White FARM - 100%	to reach common understandings of concepts, ideas, and texts.	progress monitoring data with pre and mid assessments.
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Follow-up clarifications from these teachers indicate that behavioral and emotional disorders on the part of many students impacted results where goals were not met.

2) Indicators of teaching effectiveness (Component 4.2)

Our graduates who are employed in SC public schools undergo SAFE-T (Summative ADEPT Formal Evaluation of Classroom-Based Teachers) evaluation in their second year of teaching.

Initial Licensure Programs	2015-2016	2016-2017	2017-2018	2018-2019*	2019-2020*
Graduates Evaluated with SAFE-T	9	23	17	24	23
Graduates Passing with SAFE-T	8 (88.9%)	21 (91.3%)	15 (88.2%)	20 (83.3%)	22 (95.7%)

*Assessment switched to the SCTS 4.0 rubric.

3) Satisfaction of employers and employment milestones (Components 4.3 | A.4.1)

Each year, a survey is conducted of area public school principals as well as principals from 70+ private Christian schools across the country that recruit our graduates. The table below shows recent results of three items from this survey. Ratings are on a scale from 1–5.

Christian Schools			
Item	2016-2017 (N = 37)	2017-2018 (N = 29)	2018-2019 (N = 17)
BJU School of Education graduates promote high academic standards in the learner	4.6	4.4	4.9
BJU School of Education graduates maintain high standards and expectations for learners.	4.5	4.3	4.5
BJU School of Education graduates use effective instructional strategies.	4.4	4.1	4.2

Public Schools				
Item	2016-2017 (N = 13)	2017-2018 (N = 11)	2018-2019 (N = 5)	2019-2020 (N = 7)
BJU School of Education graduates promote high academic standards in the learner	4.2	4.3	4.0	4.7
BJU School of Education graduates maintain high standards and expectations for learners.	4.2	4.4	3.8	4.6
BJU School of Education graduates use effective instructional strategies.	3.9	4.4	3.8	4.6

Some of the verbatim comments from principals include the following:

- *I am extremely pleased with the BJU School of Education and its preparation of teachers. I believe the BJ Education students are the best prepared out there.*
- *BJU graduates that I have hired have done a great job here at [school name removed]. The graduates exhibit a strong work ethic and have a positive attitude toward authority and supervision.*
- *My experience with BJU graduates has been positive for many years. I particularly appreciate their understanding of purpose and contribution to students and communities. Well done! Thank you!*
- *The graduates with whom I have worked, particularly the ones I have supervised, have been well trained, competent and committed. Thank you.*
- *I think that BJU does a good job with their education graduates. I am a graduate of BJU and feel that the education I received was demanding and rigorous.*

4) Satisfaction of completers (Components 4.4 | A.4.2)

We regularly survey our completers who have been teaching 1-5 years. The table below shows results of three items from this survey as collected in 2017, 2019, and 2020. Ratings are on a scale from 1–5.

Item	2017 (N = 87)	2019 (N = 72)	2020 (N = 36)
I was adequately prepared to promote high academic standards in the learner	4.6	4.6	4.7
I was adequately prepared to maintain high standards and expectations for learners.	4.7	4.5	4.6

I was adequately prepared to use effective instructional strategies.	4.5	4.4	4.6
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Some of the verbatim comments from completers include the following:

- *I appreciated the fact that the school of Education provided me with rigor and high expectations for my major and student teaching experiences, this allowed me to use the knowledge that I gained to then maintain high expectations for my learners. I learned a variety of instructional strategies and am able to effectively use technology in my classroom.*
- *I have come to appreciate more and more the diverse field and in-class experiences I received during my time at BJ. My classes pushed me out of my comfort zone while providing support for me to succeed, which prepared me for being out of my comfort zone and still excelling in the workplace.*
- *I graduated in December of 2016 and was immediately hired in January of 2017. My boss and coworkers were blown away by how prepared I was by the amount I knew, and by the improvement that they saw the students make in the short time that I was their teacher. I credit BJU with all of that success. I loved how prepared the education staff helped me be. They pushed us harder than I've ever been pushed, but the results were amazing!*
- *I felt very prepared to use technology, to have a strong content base, to be able to create lesson plans, and to use various means to teach.*
- *I felt extremely prepared for my first year of teaching. Thank you for all you did to help me to become a better teacher!*
- *I continue to hear that Greenville Schools like to hire Bob Jones grads because of their work ethic and the skills they are prepared with.*
- *The field experiences starting freshman year are crucial AND incredible. I think back to them almost daily!*
- *BJU did an excellent job of ensuring that I had confidence in my understanding of content material--to the point that I was able to teach an AP class my first year!*
- *I felt I was thoroughly prepared and that BJU was "ahead of the game" as far as keeping with the development of the field of education. I now recommend the program to students of mine who are interested in education!*
- *I appreciate how the classes I had in the School of Education were mostly project-based, allowing me to practice the skills and create resources that I can use now that I am in the teaching field. Also, since many of my classes were not just lectures, I retained more knowledge because I actually learned by doing rather than memorizing for a*

test and forgetting. I in no way regret my decision to major in education at BJU! All of my professors cared about me as a person and not just a student. Keep up the great work!

- I found that I was very prepared for both grad school and teaching. There have been times that I felt unsure/overwhelmed by the workload but as I talked with others experiencing similar things, I felt more prepared to handle and work my way through them on my own. I know well how to create engaging lessons for all learners.*
- I feel that BJU helped me a lot to be creative in my lesson planning and to look for different ways to teach material regardless of what curriculum I was using*

5) Graduation Rates

The EPP admits students to candidate status after the completion of a minimum of 45 hours of coursework, passing any required Praxis Core exams, and with a GPA 2.75 or higher. This could occur in any semester, but most often in a student's 4th semester. The table below shows the progress of five cohorts of candidates. Some non-completers graduated with non-licensure degrees from the BJU School of Education. Note that a significant number of candidates in the last 3 cohorts are still enrolled and in pursuit of licensure.

Admitted to Teacher Candidate Status	N admitted	2014-15 Completion	2015-16 Completion	2016-17 Completion	2017-18 Completion	2018-19 Completion	2019-20 Completion	Recommended for licensure through Summer 2020
2014-15	70	2	11	41	4	0	0	82.9%
2015-16	49		1	5	35	2	0	87.8%
2016-17	57			2	6	40	7	96.5%
2017-18	64				0	11	41	81.3%
2018-19	46					0	5	10.9%
2019-20	56						0	

The table below shows the number of new enrollments for recent years, disaggregated by program. Enrollees are defined as those who have completed at least 45 hours of coursework (including key Ed courses) while maintaining a GPA 2.75 or higher, passed all required Praxis Core exams, and passed the Level 2 Interview

Major	Academic Year					5-year Avgs
	2015-16	2016-17	2017-18	2018-19	2019-2020	
	Enrollee Count	Enrollee Count	Enrollee Count	Enrollee Count	Enrollee Count	

Composite Social Studies Education, BS	3	3	5	2	4	3.4
Early Childhood Education, BS	7	8	9	8	3	7
Elementary Education, BS	14	16	22	10	18	16
English Education, BS	5	5	6	4	4	4.8
Mathematics Education, BS	4	3	2	1	2	2.4
Middle School Education, BS	3	7	5	5	4	4.8
Music Education, BME*	-	-	-	10	14	10.2
Music Education, BS*	6	10	11	-	-	
Science Education, BS	2	2	2	1	3	2
Spanish Education, BS	0	2	1	1	1	1
Special Education, BS	5	1	1	4	3	2.8
Total Enrollees	49	57	64	46	56	54.4

**The Music Education, BS degree is being phased out and replaced by the Music Education, BME degree.*

The table below shows the number of completers for recent years, disaggregated by program. Completers are defined as those who passed Clinical Practice, maintained a GPA 2.75 or higher, passed all required Praxis exams, and were recommended to the SCDE for licensure.

Major	Academic Year					5-year Avgs
	2015-16	2016-17	2017-18	2018-19	2019-20	
	Completer Count	Completer Count	Completer Count	Completer Count	Completer Count	
Composite Social Studies Education, BS	4	1	3	3	4	3
Early Childhood Education, BS	9	12	5	7	6	7.8
Elementary Education, BS	10	15	15	18	17	15
English Education, BS	4	5	3	7	4	4.6
Mathematics Education, BS	6	5	4	3	2	4
Middle School Education, BS	1	5	2	7	4	3.8

Music Education, BME*	-	-	-	1	11	9.8
Music Education, BS*	13	7	10	7	0	
Science Education, BS	6	-	1	-	3	2.5
Spanish Education, BS	2	2	-	2	1	1.4
Special Education, BS	4	4	6	-	1	3
Total Completers	59	56	49	55	53	54.4

*The Music Education, BS degree is being phased out and replaced by the Music Education, BME degree

6) Ability of completers to meet licensing (certification) and any additional state requirements; Title II

Praxis Licensure Exam Data for Completers 2015–2018

The South Carolina Department of Education requires all students to pass two or more Praxis exams to be eligible for licensure. Students from all programs must take a Principles of Learning and Teaching Exam on one of four grade level bands, corresponding to the level of licensure they are seeking (See Table 1). Each candidate must also pass one or more program-specific exams (See Table 2). Three years of data is presented. In each table, the number of testers; qualifying score; and the EPP range, mean, and pass rate are presented. The EPP requires students to have taken all required exams before beginning their clinical practice experience.

Table 1: Praxis Principles of Learning and Teaching Exams

Completers in Academic Years 2015-2020

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
<ul style="list-style-type: none"> Principles of Learning and Teaching: Early Child (5621) 					
2015-2016	18	157	158-185	175.	100%
2016-2017	6	157	160-177	168.30	100%
2017-2018	4	157	167-181	172.5	100%
2018-2019	6	157	163-188	172	100%
2019-2020	6	157	163-184	173.7	100%

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
<ul style="list-style-type: none"> Principles of Learning and Teaching: Grades K-6 (5622) 					
2015-2016	32	160	160-188	179.4	100%
2016-2017	15	160	169-191	179.3	100%
2017-2018	12	160	161-187	177.7	100%
2018-2019	25	160	163-190	180.9	100%
2019-2020	17	160	173-189	182.1	100%
<ul style="list-style-type: none"> Principles of Learning and Teaching: Grades 5-9 (5623) 					
2015-2016	6	160	172-192	180.3	100%
2016-2017	7	160	140-188	168.7	100%
2017-2018	4	160	155-195	179	100%
2018-2019	9	160	168-189	178.8	100%
2019-2020	4	160	172-186	179.3	100%
<ul style="list-style-type: none"> Principles of Learning and Teaching: Grades 7-12 (5624) 					
2015-2016	39	157	155-197	180.8	97%
2016-2017	17	157	156-191	180.2	100%
2017-2018	19	157	159-193	179.7	100%
2018-2019	14	157	155-192	177.3	93%
2019-2020	17	157	161-192	183.4	100%

Table 2: Praxis Subject Exams

Completers in Academic Years 2015-2019

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
Early Childhood Education					
• Education of Young Children (5024)					
2015-2016	19	160	149-193	174.4	100%
2016-2017	6	160	163-175	170.1	100%
2017-2018	3	160	164-183	170.7	100%
2018-2019	7	160	156-178	168.4	86%
2019-2020	6	160	168-188	176.7	100%
Elementary Education					
• Reading and Language Arts Subtest (5002)					
2015-2016	6	157	179-188	182.8	100%
2016-2017	4	157	179-188	184.8	100%
2017-2018	11	157	158-194	178	100%
2018-2019	17	157	162-191	180.7	100%
2019-2020	16	157	173-191	175.1	100%
• Mathematics Subtest (5003)					
2015-2016	6	157	163-195	183.5	100%
2016-2017	4	157	163-192	184	100%
2017-2018	11	157	139-199	181.5	100%
2018-2019	18	157	160-198	180.2	100%
2019-2020	16	57	160-198	181.2	100%
• Social Studies Subtest (5004)					
2015-2016	6	155	147-196	177.3	83%
2016-2017	4	155	172-196	183.5	100%
2017-2018	11	155	157-177	170.3	100%
2018-2019	19	155	157-199	176	100%
2019-2020	16	155	160-199	180.5	100%

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
• Science Subtest (5005)					
2015-2016	6	159	161-193	176.5	100%
2016-2017	4	159	167-193	180.5	100%
2017-2018	11	159	162-197	176.1	100%
2018-2019	17	159	159-191	177.2	100%
2019-2020	16	159	160-191	178.6	100%
• Elementary Ed: Instructional Practice and Application (5019)					
2015-2016	26	159	155-189	172.5	100%
Middle Level Education					
• Middle School English Language Arts (5047)					
2015-2016	2	164	161-166	163.5	50%
2016-2017	2	164	166-168	167	100%
2017-2018	2	164	148-183	165.5	50%
2018-2019	1	164	178	178	100%
2019-2020	0				
• Middle School Social Studies (5089)					
2015-2016	1	155	148	148	0%
2016-2017	3	155	161-177	172	100%
2017-2018	1	155	148	148	0%
2018-2019	2	155	192-194	193	100%
2019-2020	1	155	191	191	100%
• Middle School Mathematics (5169)					
2015-2016	3	165	177-192	182	100%
2016-2017	3	165	158-179	170.3	67%
2017-2018	4	165	170-187	180.7	100%
2018-2019	2	165	185-189	187	100%

2019-2020	3	165	163-189	173.7	67%
• Middle School Science (5440)					
2015-2016	2	150	156-163	160	100%
2016-2017	2	150	154-171	162.5	100%
2017-2018	2	150	154-168	161	100%
2018-2019	3	150	163-180	170.7	100%
2019-2020	3	150	158-173	164.7	100%
Secondary Education					
• English Language Arts: Content and Analysis (5039)					
2015-2016	7	168	169-190	181.57	100%
2016-2017	2	168	174-178	177	100%
2017-2018	5	168	168-183	175.6	100%
2018-2019	6	168	167-183	176.8	83%
2019-2020	4	168	170-178	174.3	100%
• Social Studies: Content and Interpretation (5086)					
2015-2016	5	153	139-187	166.6	100%
2016-2017	3	153	157-170	165	100%
2017-2018	4	153	151-163	160	100%
2018-2019	4	153	156-169	165	100%
2019-2020	4	153	156-169	165	100%
• Mathematics: Content Knowledge (5161)					
2015-2016	12	150	144-181	165.08	92%
2016-2017	2	150	148-177	162.5	50%
2017-2018	6	150	158-199	172.33	100%
2018-2019	1	150	150	150	100%
2019-2020	2	150	150-187	168.5	100%

• Biology: Content Knowledge (5235)					
2015-2016	5	148	151-180	166.0	100%
2016-2017	2	148	163-172	167.5	100%
2017-2018	0	148			
2018-2019	1	148	177	177	100%
2019-2020	1	148	177	177	100%
• General Science: Content Knowledge (5435)					
2015-2016	1	150	196	196	100%
2016-2017	0	150			
2017-2018	0	150			
2018-2019	1	150	178	178	100%
2019-2020	2	150	159-178	168.5	100%

Exam/Academic Years	N	Qualifying Score	EPP Score Range	EPP Mean	EPP Pass Rate
K-12 Education					
• Music: Content and Instruction (5114)					
2015-2016	16	162	152-182	171.31	94%
2016-2017	12	162	153-183	170.08	92%
2017-2018	6	162	160-171	165.33	100%
2018-2019	13	162	149-183	167.6	62%
2019-2020	11	162	151-183	169.5	81.2%
• Spanish: World Language (5195)					
2015-2016	5	168	151-184	168.4	80%
2016-2017	0	168			
2017-2018	1	168	172	172	100%
2018-2019	3	168	171-179	176.3	100%
2019-2020	1	168	179	179	100%

• Special Education: Core Knowledge and Applications (5354)					
2015-2016	0	151			
2016-2017	0	151			
2017-2018	1	151	194	194	100%
2018-2019	0	151			
2019-2020	0	151			
• Special Education: Core Knowledge Mild to Moderate App (5543)					
2015-2016	8	158	167-195	180.13	100%
2016-2017	5	158	173-187	178.60	100%
2019-2020	1	158	166	166	100%

Analysis of Praxis Scores

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall Praxis Summary Pass Rate	97.9%	97%	98.3%	95.3%	98%

The data above was calculated based on each candidate's highest score on a given exam during the testing year (September through August). In most cases, a student who failed to earn a qualifying score on an exam was successful in doing so during the next testing year. Our candidates do very well on these required exams.

The following table shows the percentage of students completing Clinical practice who met all requirements and were recommended for licensure. Reasons for a non-recommendation include having a GPA that fell below 2.75, not having completed a required course for graduation, or not passing all required Praxis exams. Our current policy permits candidates to enroll in Clinical Practice if they have attempted all required Praxis exams, even if they have not earned qualifying scores for all tests.

	2016-2017	2017-2018	2018-2019	2019-2020*
Recommended for Licensure	58 (100%)	47 (94%)	54 (98%)	53 (100%)*

**Four students in this cohort still had one Praxis Content exam to complete but were recommended for licensure with the waiver granted by the SCDE. This was allowed since Praxis testing was suspended during the Covid-19 pandemic.*

7) Ability of completers to be hired in education positions for which they have prepared

Only 30% of our graduates over the past 5 years have remained to teach in South Carolina public schools. Many return to their home states after graduation to seek employment. Others begin their teaching careers in private Christian schools. As a result, self-reporting is the most efficient option for tracking employment. Program coordinators are tasked with communicating with their graduates to obtain this information.

Program	2017–2018		2018–2019	
	# Certified	# Employed	# Certified	# Employed
Composite Social Studies	3	1	3	3
Early Childhood	5	5	7	5
Elementary	14	12	18	17
English	3	3	7	7
Math	4	4	3	2 [‡]
Middle School	2	2	7	6
Music	10	8	8	7
Science	1	1	-	-
Spanish	-	-	2	1
SPED	6	5	-	-
Total	48	41[†] (85.4%)	55	48[‡] (87.2%)

[†]In the 2017-2018 cohort, two graduates enrolled directly into graduate school without seeking a teaching position. Excluding these, the employment rate was 89.1%.

[‡]In the 2018-2019 cohort, three graduates enrolled directly into graduate school without seeking a teaching position. Excluding these, the employment rate was 92.3%.

In summary, our graduates have been very successful in finding teaching positions with many receiving offers even before graduation. In addition to those going directly to graduate school as noted in footnotes to the table, others who are not teaching chose other professional or personal goals.

A survey conducted in the summer of 2020 of graduates from the graduating classes of 2017–2019 asked several questions about employment success. The survey was sent to 141 graduates with 36 responses (26%). Results are in Tables 1 and 2.

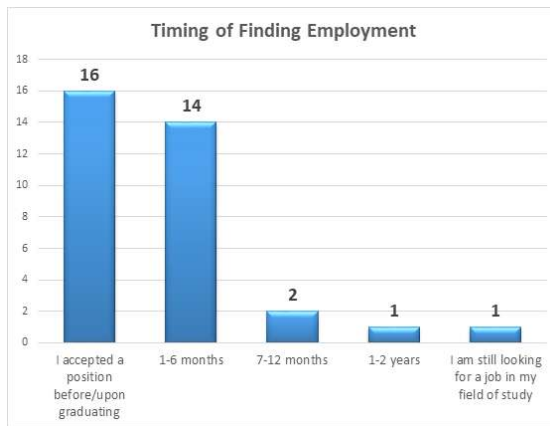


Table 1

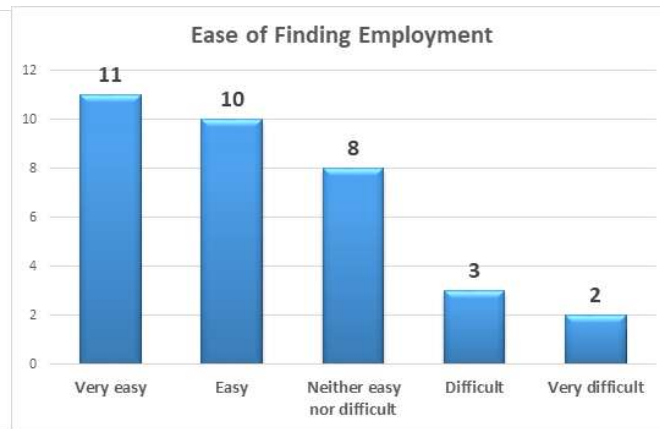


Table 2

8) Student loan default rates and other consumer information

The U.S. Department of Education reports 3-Year Student Loan default rates at the institution level and not by college. The available default rates for Bob Jones University are reported below. The national average default rate for 2016 (most recent available) was 10.1%, 6.6% for all private colleges, and 11.5% for the state of SC.

- FY13 – 1.3%
- FY14 – 1.0%
- FY15 – 1.2%
- FY16 – 1.9%

These data are the most recent available and are derived from the US Department of Education (<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>) and were calculated September 23, 2019.

Information on Bob Jones University tuition and student aid is available [here](#).

Annual Reporting Measures last updated August 29, 2020.