



ANNUAL PERFORMANCE REPORT

AZUSA PACIFIC UNIVERSITY SCHOOL OF EDUCATION
2022-2023

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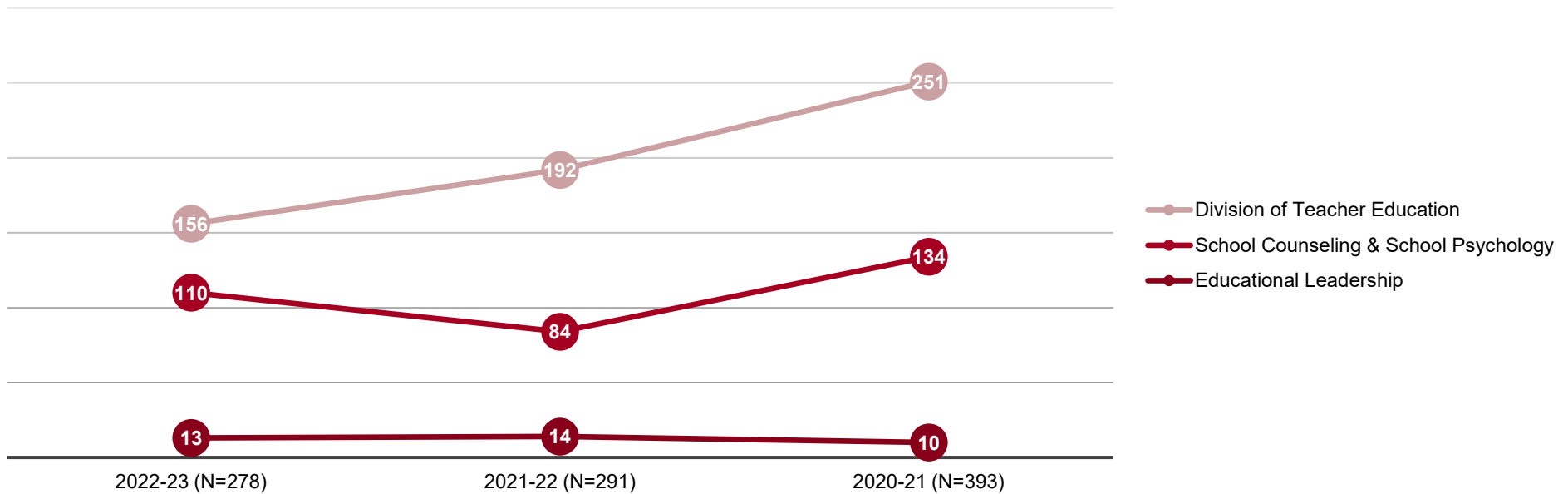
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I. SCHOOL OF EDUCATION GRADUATE ADMISSIONS

ADMITTED CANDIDATES BY DIVISION/DEPARTMENT IN 2020-21, 2021-22, & 2022-23

The School of Education (SOE) offers graduate degree and credentialing programs through three divisions/departments: The Division of Teacher Education (which includes the Department of Advanced Studies, the Department of Elementary and Secondary Education, the Department of Special Education, and Undergraduate programs Liberal Studies and Integrated Bachelors), the Department of Educational Leadership (EDLDR), and the Department of School Counseling and School Psychology (SCSP). Data shows continued overall admissions decline of roughly 4.6%, which is an improvement on the COVID-era decline from 2020-21 to 2021-22 of 26.0% and a beginning of post-COVID stabilization. School Counseling & School Psychology (SCSP) showed a notable gain of 31% in 2022-23, while Educational Leadership remained stable and the Division of Teacher Education (DTE) saw a net decrease of 38 applicants that continued the trend of application loss from 2020-21 to 2021-22, though the trend shows some stabilization. A possible contributing factor to the reduction in admissions over this three year period is that the COVID period contributed to burst of admissions. This holds true to what we see in the five-year pattern where DTE saw a year-over-year 39% increase in admissions from 2019-20 to 2020-21 to reach a five-year high after experiencing a 23% decline from the year prior (2018-19). 2022-23 saw a return to near-2019-20 admissions levels.

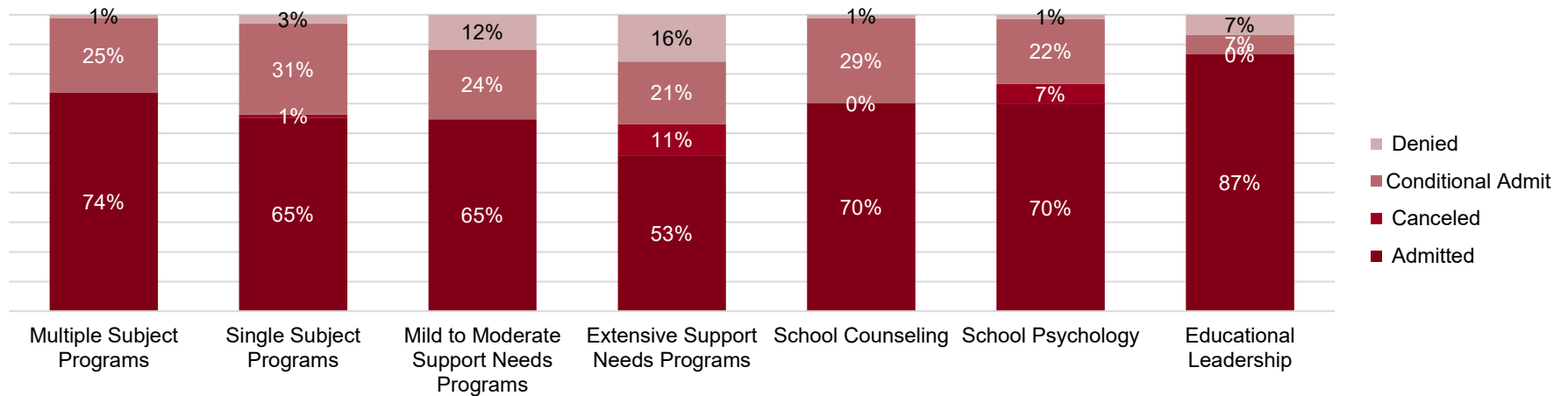
Figure 1: Three-Year Admissions Trends for the Division of Teacher Education, School Counseling & School Psychology, and Educational Leadership



ADMISSION TYPES BY DIVISION/DEPARTMENT FOR 2022-23

Applicants to SOE programs were distributed with the following results over 2022-23. Those included in Figure 2 may have applied and been admitted to multiple programs. Those who were admitted to multiple programs were counted once based on the program that they subsequently enrolled in.

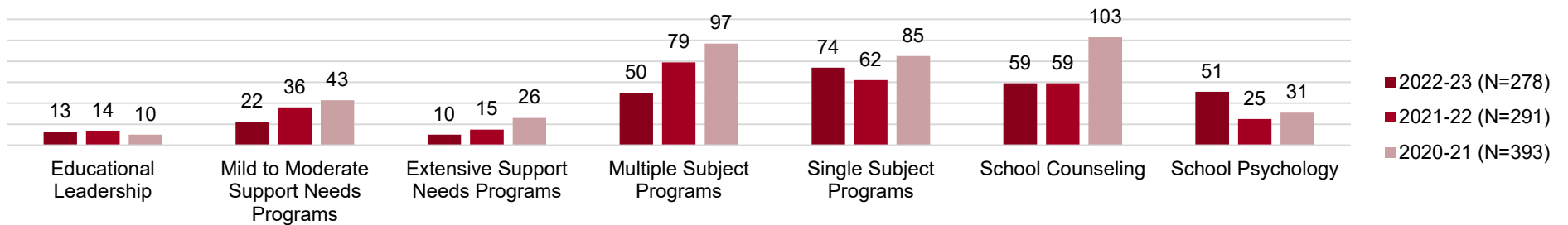
Figure 2: Admission Types by Division/Department for 2022-23



ADMITTED CANDIDATES BY PROGRAM IN 2020-21, 2021-22, & 2022-23

Admissions data disaggregated by program area shows varied trends. Some of the notable losses in admissions numbers for this year occur in the Multiple Subject (-30) and Mild to Moderate Support Needs Programs (-14). Single Subject programs saw an increase of applicants, as did School Psychology (+26).

Figure 3: Three-Year Admissions Trends by SOE Program



ADMITTED CANDIDATES BY REGIONAL CAMPUS IN 2020-21, 2021-22, & 2022-23

The School of Education serves students via locations in Azusa, five additional regional campuses, and online. Candidates are either admitted to an online program or a face-to-face program at a campus location. Not all programs are offered at every location, and it may be necessary for a candidate to travel to another Southern California location to take their coursework. The following data represents the campus or pathway to which the candidates were admitted. All campus uses showed net losses in admitted candidates except for Azusa (+28) and Orange County (+13). Figure 5 shows the three-year trends for each campus.

Figure 4: Three-Year Admitted Candidates by Regional Campus, Shown as Proportions of Yearly Totals

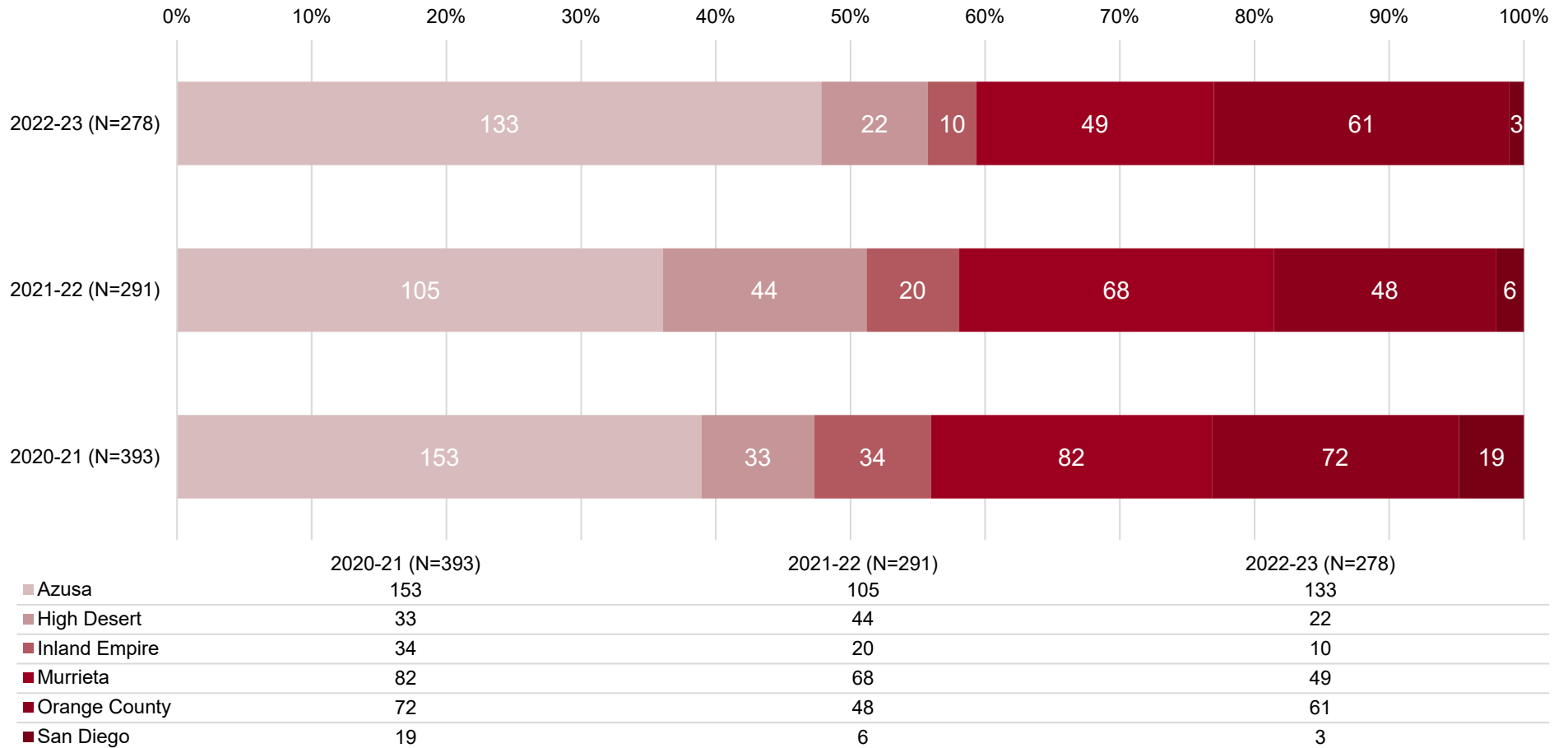
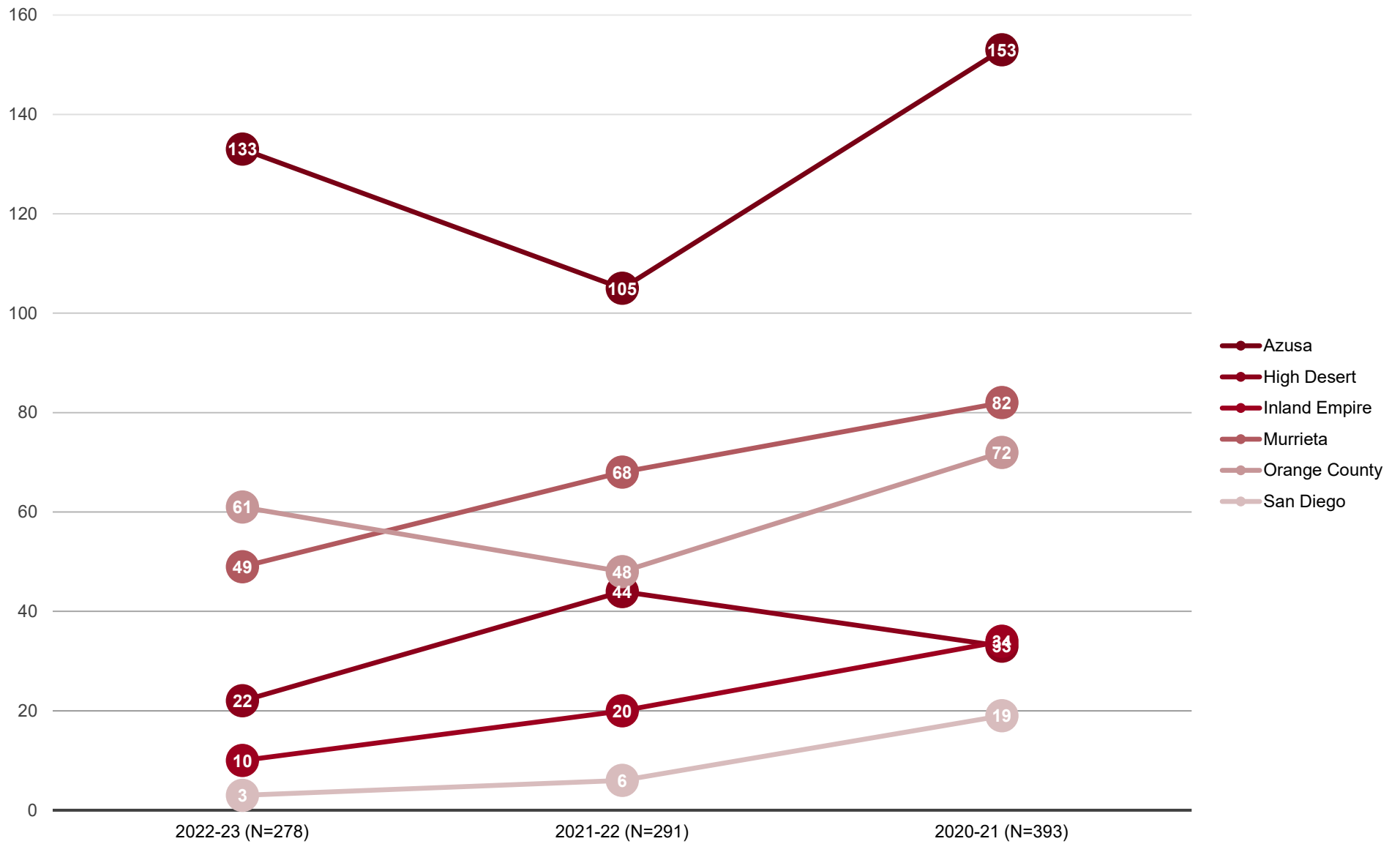


Figure 5: Three-Year Trends in Admissions by Campus



ADMITTED CANDIDATES BY RACE/ETHNICITY IN 2020-21, 2021-22, & 2022-23

The ethnic and racial composition of this admitted class of Azusa Pacific University’s School of Education includes a notable non-white student majority (77%), most of whom identify as Hispanics of any race (52% of total). The figure below shows the count of admitted candidates who provided their ethnic or racial identify on their application. The percentage of non-white applicants exceed 60% for each of the three most recent academic years (Figure 7). Ethnic categories with n=9 or fewer over all three years are omitted.

Figure 6: Three-Year Racial/Ethnic Demographic Composition of SOE Admits

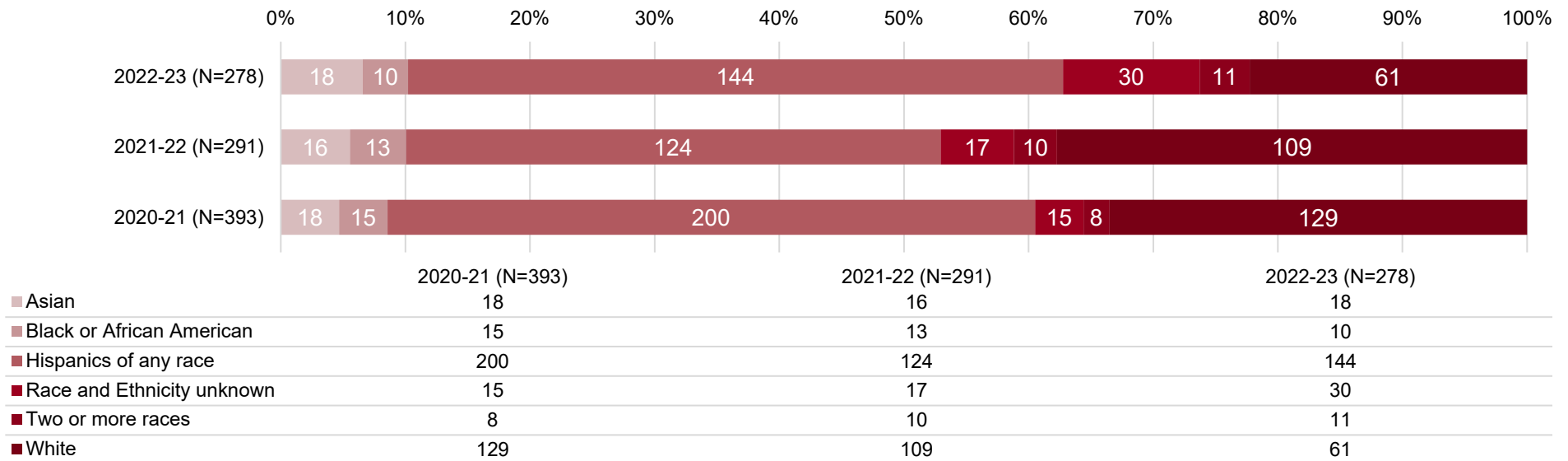
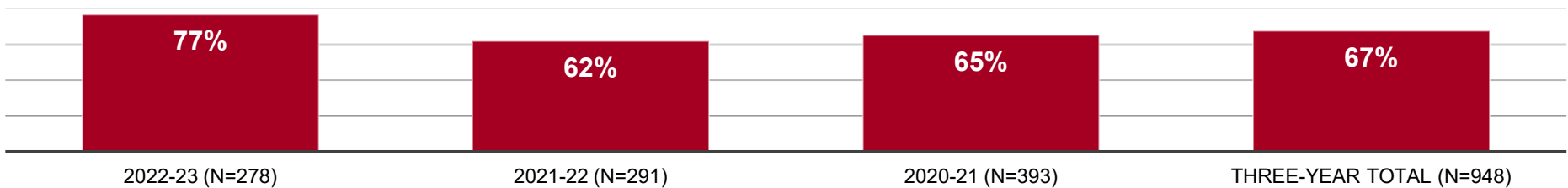


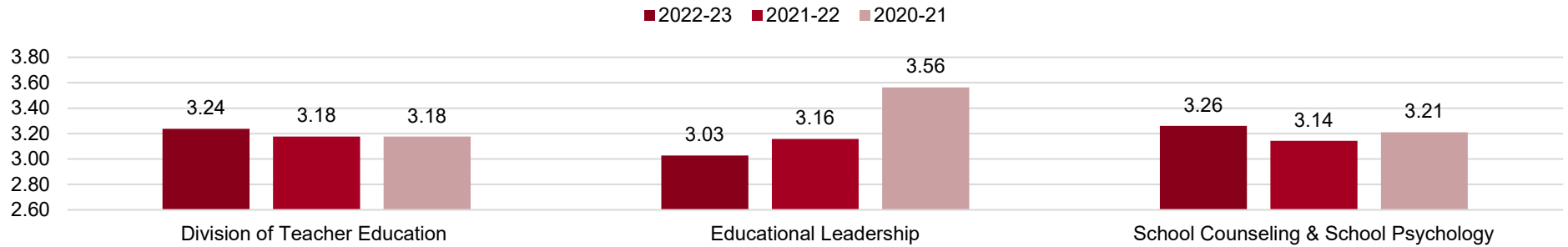
Figure 7: Three-Year Demographic Diversity Trends in Admissions by Percent: Percentages Admitted Applicants Who Identify as Non-White.



MEAN UNDERGRADUATE GPA FOR ADMITTED CANDIDATES BY DIVISION/DEPARTMENT IN 2020-21, 2021-22, & 2022-23

CAEP Standards 3.2 for initial programs and RA3.2 for advanced programs establish a minimum grade point average of 3.00 for monitoring and transitioning purposes. The School of Education uses the undergraduate bachelor’s level GPA at the time of admission as the GPA to be examined because the programs are all graduate-level. For the fourth consecutive year, all SOE divisions/departments exceeded the minimum criteria.

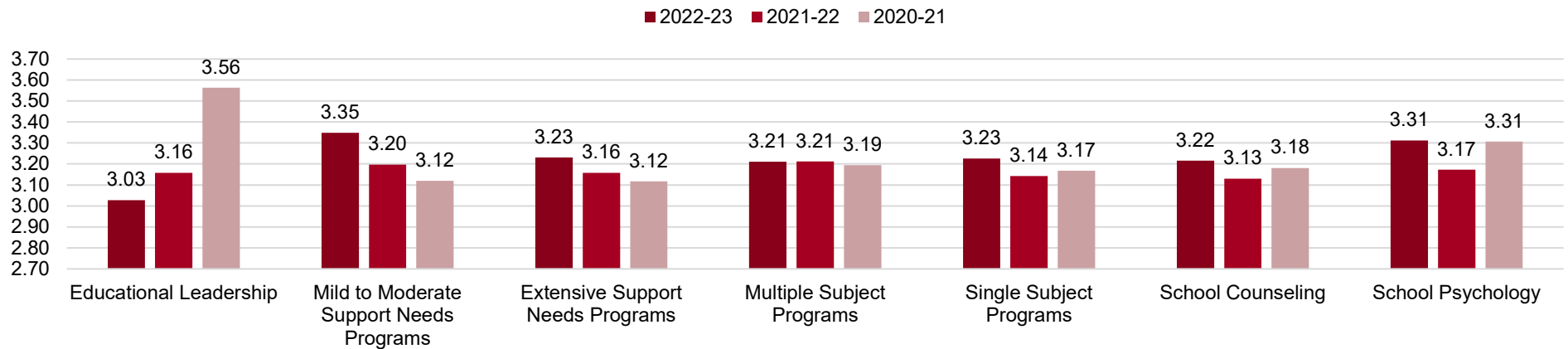
Figure 8: Three-Year Mean Undergraduate GPA for Admitted Candidates by Division/Department



MEAN UNDERGRADUATE GPA FOR ADMITTED CANDIDATES BY PROGRAM IN 2020-21, 2021-22, & 2022-23

All SOE programs exceeded the minimum criteria established by CAEP Standards with nearly every program trending toward higher selectivity.

Figure 9: Three-Year Undergraduate GPA for Admitted Candidates by Program

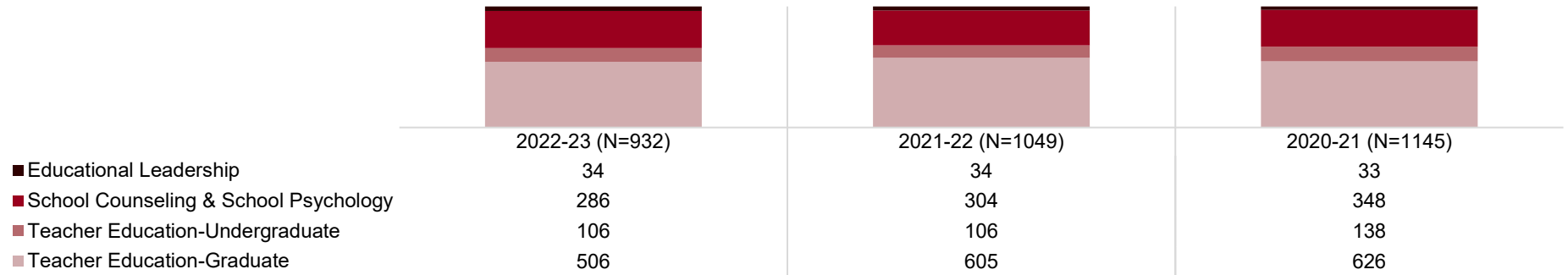


II. SCHOOL OF EDUCATION ENROLLED CANDIDATES

ENROLLED CANDIDATES BY DIVISION/DEPARTMENT IN 2020-21, 2021-22, & 2022-23

Overall enrollment has decreased by 117 individuals from 2021-22 to 2022-23, a 12.6% reduction. The totality of this reduction is comprised of losses in Division of Teacher Education (-99) and School Counseling & School Psychology (-18).

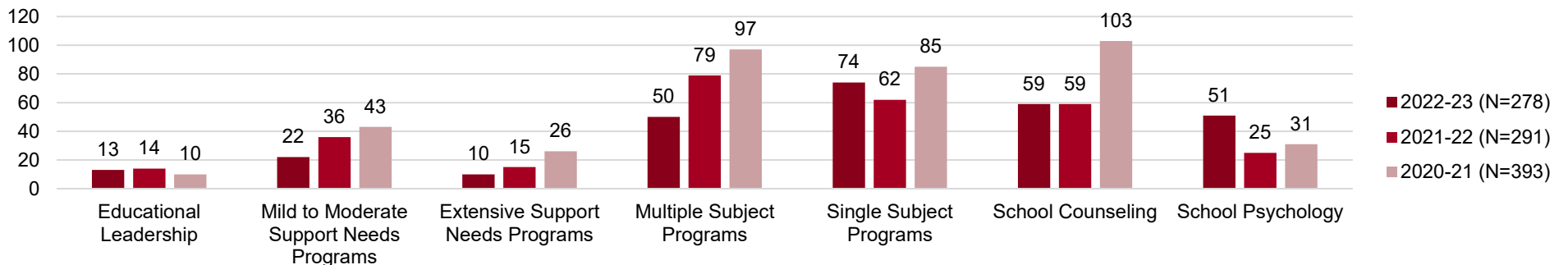
Figure 10: Enrolled Candidates by Division/Department as a Proportion of Total SOE Enrollment



ENROLLED CANDIDATES BY PROGRAM IN 2020-21, 2021-22, & 2022-23

Nearly all of the SOE programs saw some reduction in enrollment except for School Psychology, which saw a net gain of 20. Over three years 83% of the reduction in enrollment was attributable to Multiple Subject Programs (-44), Mild to Moderate Disabilities Programs (-33), and School Counseling (-34).

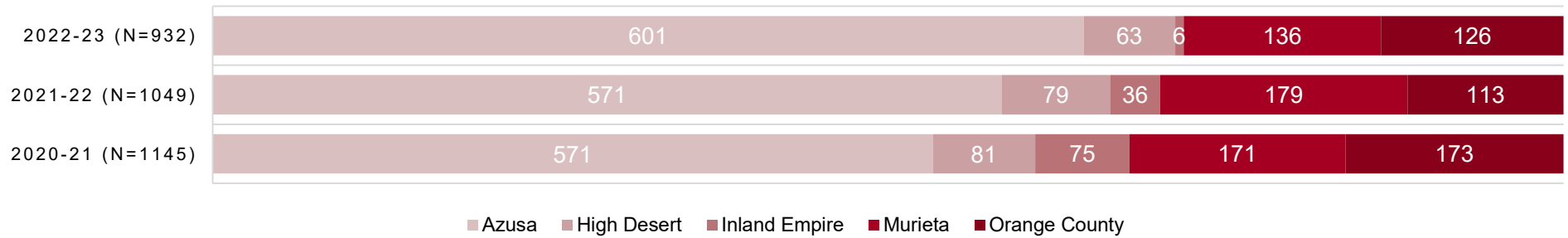
Figure 11: Three-Year Enrolled Candidates by Program



ENROLLED CANDIDATES BY REGIONAL CAMPUS IN 2020-21, 2021-22, & 2022-23

The campus location of enrollment is determined by identifying the location in which a candidate completed the majority of their coursework during each academic year. As expected given the sunset of programs at Inland Empire, San Diego, and Online only programs, the overall decrease in enrollment was most heavily felt in Online and Inland Empire enrollment from 2021-22 to 2022-23. Enrollment attributed to the Orange County increased by over 11% and Azusa campus increased by over 5% over the same period.

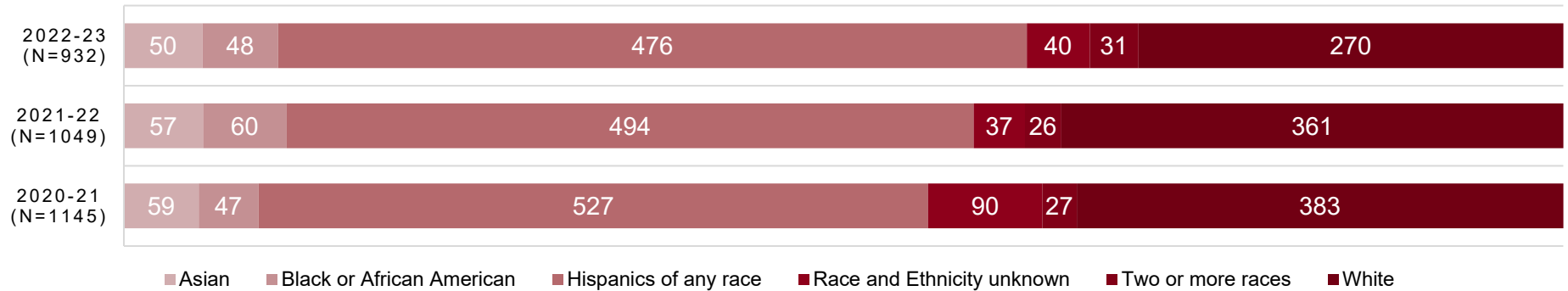
Figure 12: Three-Year Enrollment by Campus/Location



ENROLLED CANDIDATES BY ETHNICITY IN 2020-21, 2021-22, & 2022-23

Azusa Pacific University has been designated as both a Hispanic-Serving (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). The School of Education recorded a combined graduate and undergraduate Hispanic student enrollment of 51% in 2022-23, up 4% from 2021-22 despite an overall drop in enrollment. SOE Asian American and Native American Pacific Islander enrollment has hovered around 6%, for the past two years.

Figure 13: SOE Three-Year Enrollment by Ethnicity

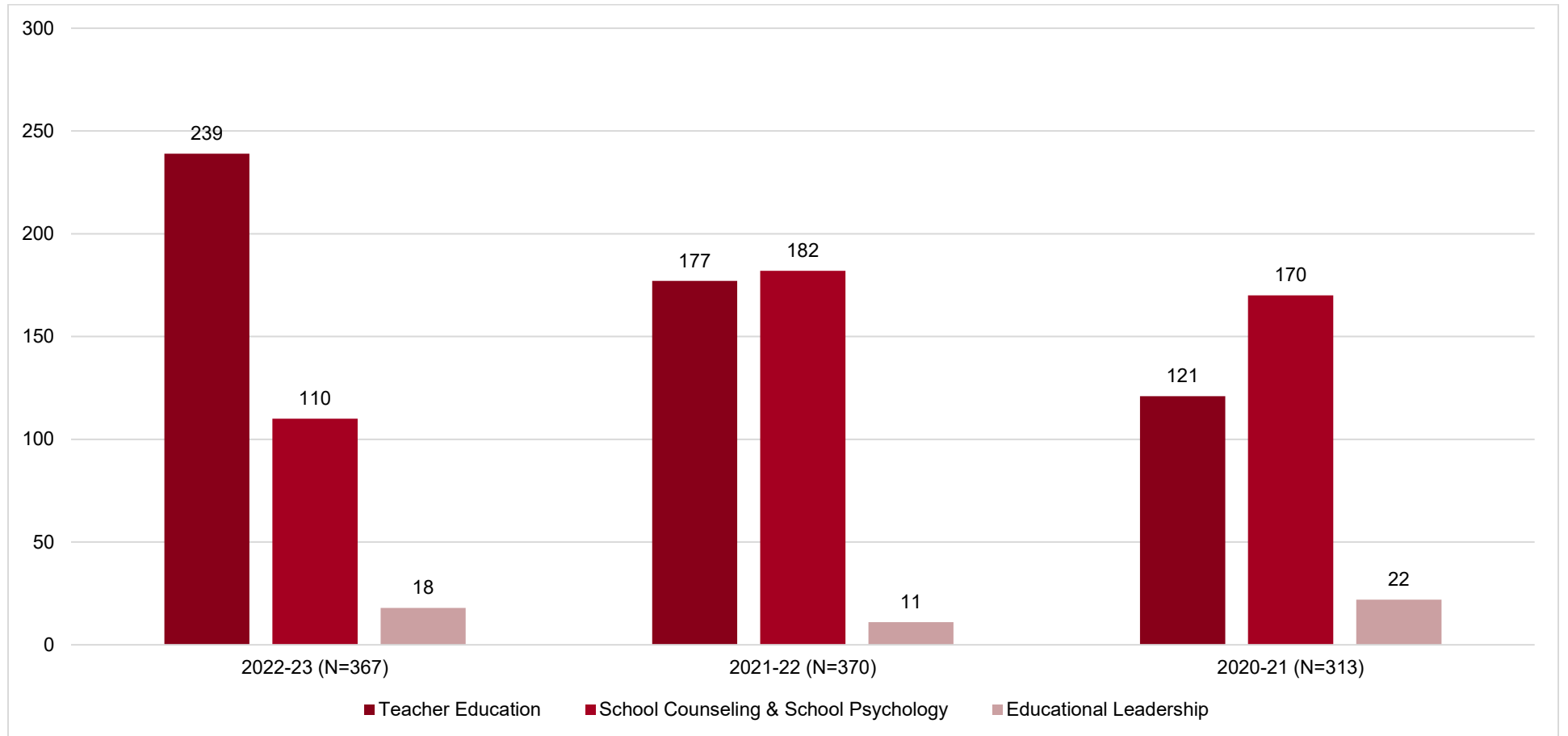


III. SCHOOL OF EDUCATION COMPLETERS

DEGREE COMPLETER DATA BY DEPARTMENT FOR 2020-21, 2021-22, & 2022-23

The School of Education offers graduate degree programs featuring Masters of Arts (M.A.), Education Specialist (Ed.S.), and Doctorate of Education (Ed.D.) degrees as well as an undergraduate Liberal Studies program offering a Bachelors of Arts (B.A.). The following chart displays the total count of degrees conferred for each year by Department from 2020-21 to 2022-23.

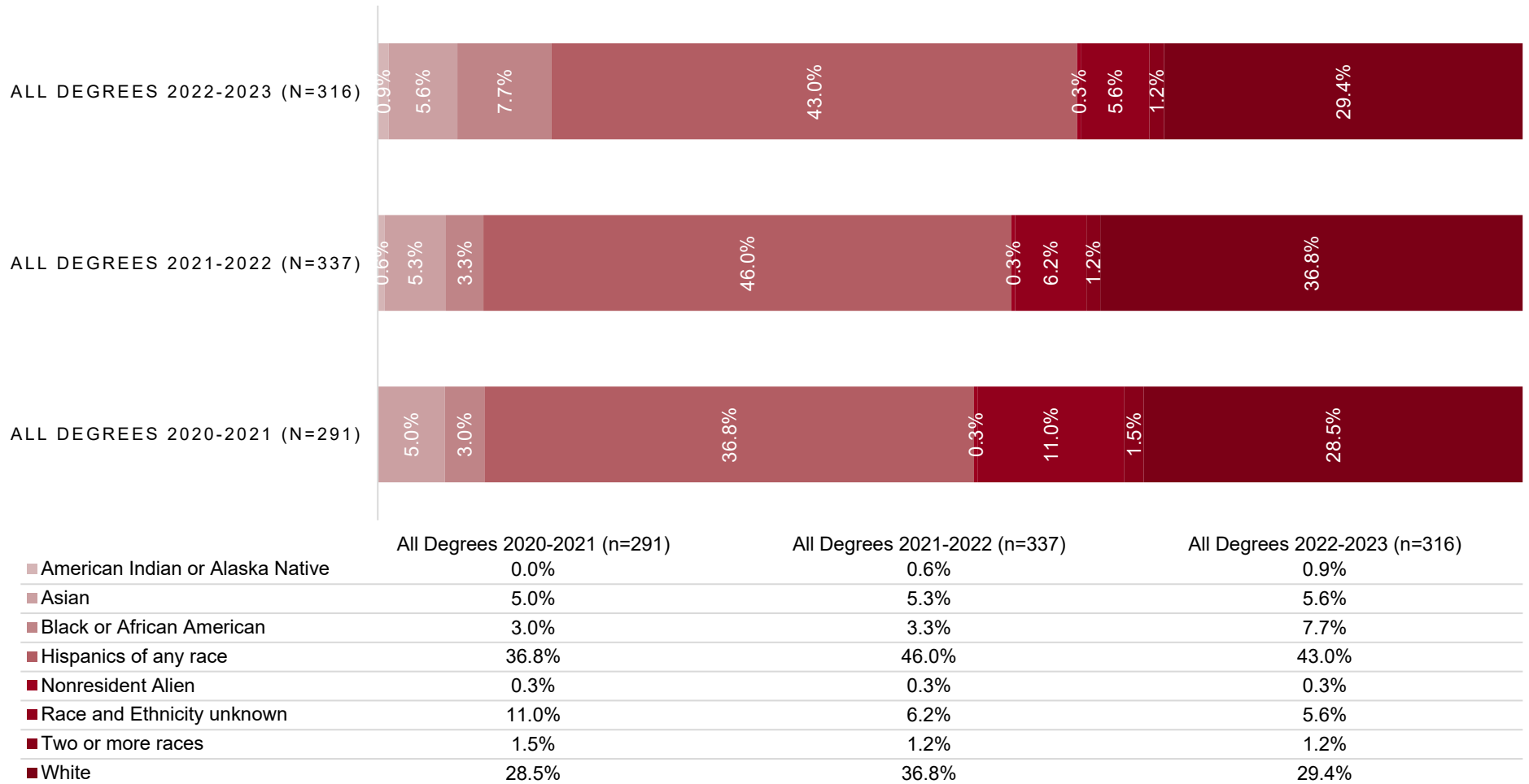
Figure 14: Three-Year SOE Degree Completers by Division/Department



DEGREE COMPLETERS BY ETHNICITY, 2020-21, 2021-22, & 2022-23

The School of Education conferred 316 advanced degrees including graduates of varied Masters of Arts (M.A.), Educational Specialist (Ed.S.), and Doctor of Education (Ed.D.) programs. The chart below depicts the ethnicities of those who graduated with one of the aforementioned degrees.

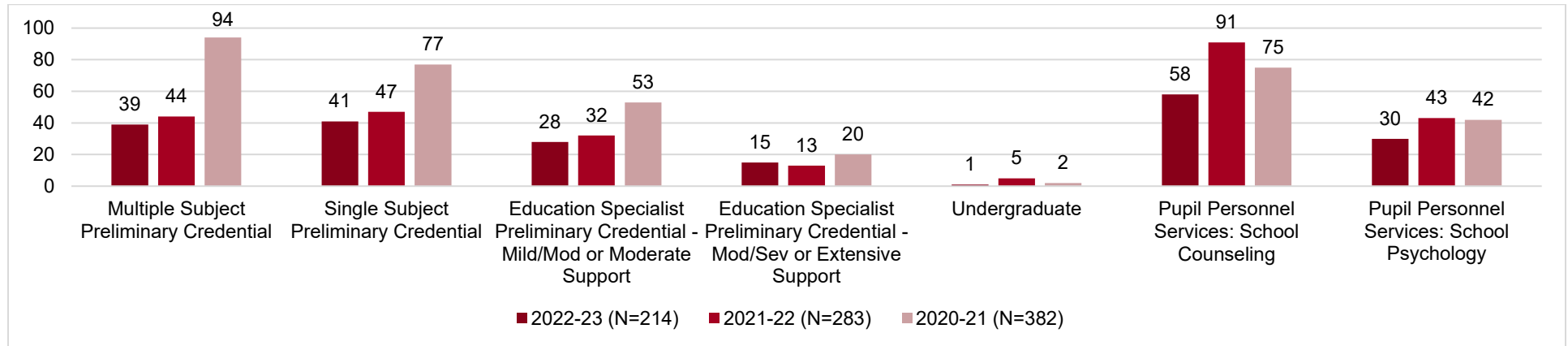
Figure 15: Three-Year SOE Degree Completers by Ethnicity



CREDENTIALS RECOMMENDED BY LEVEL AND AREA IN 2020-21, 2021-22, & 2022-23

The School of Education recommends credentials for candidates who complete credential specific coursework and assessments in the program.

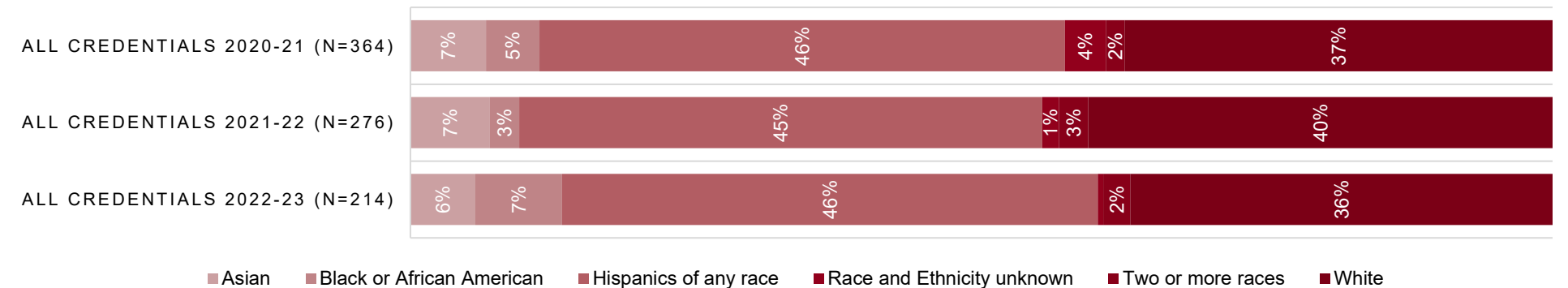
Figure 16: Credentials Recommended by Level and Area



CREDENTIALS RECOMMENDED BY ETHNICITY IN 2020-21, 2021-22, & 2022-23

The School of Education recommends credentials for candidates who complete credential specific coursework and assessments in the program. The distribution of credential recommendations by ethnicity is as follows for this three-year period, excluding categories with n < 9 for all three years.

Figure 17: Three-Year Credential Recommendations by Race/Ethnicity

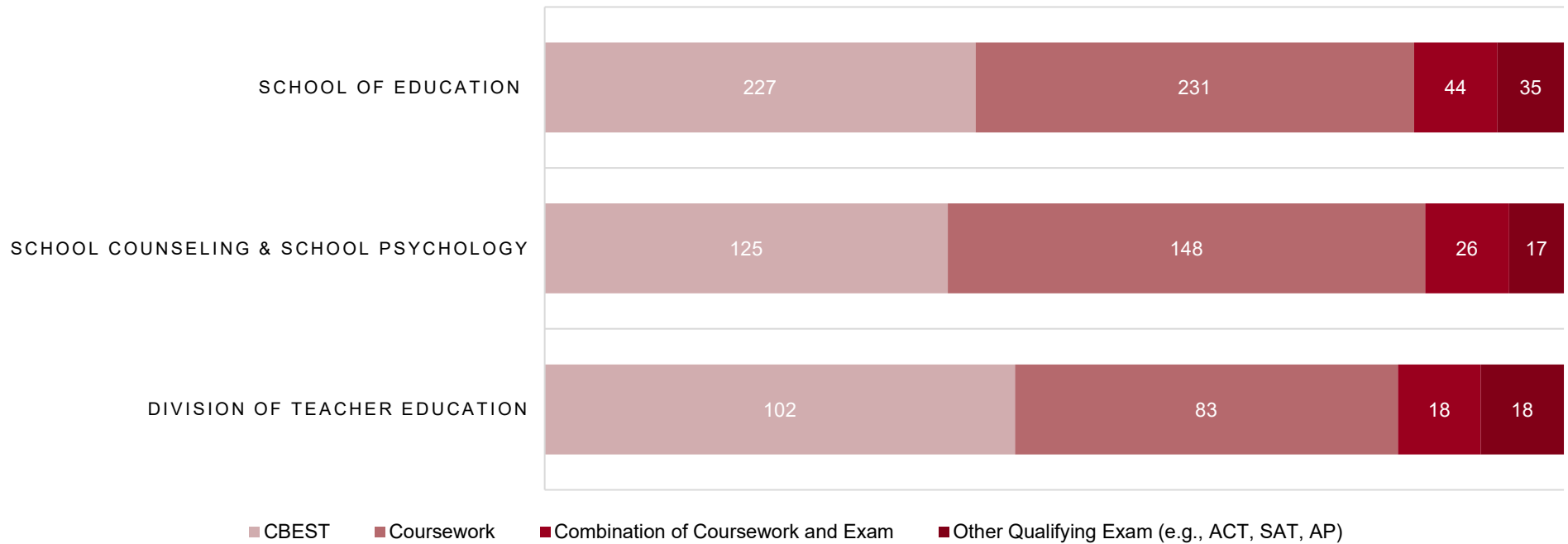


IV. SCHOOL OF EDUCATION EXAMS AND ASSESSMENTS

CALIFORNIA BASIC SKILLS REQUIREMENT (BSR) (CAEP MEASURE 3)

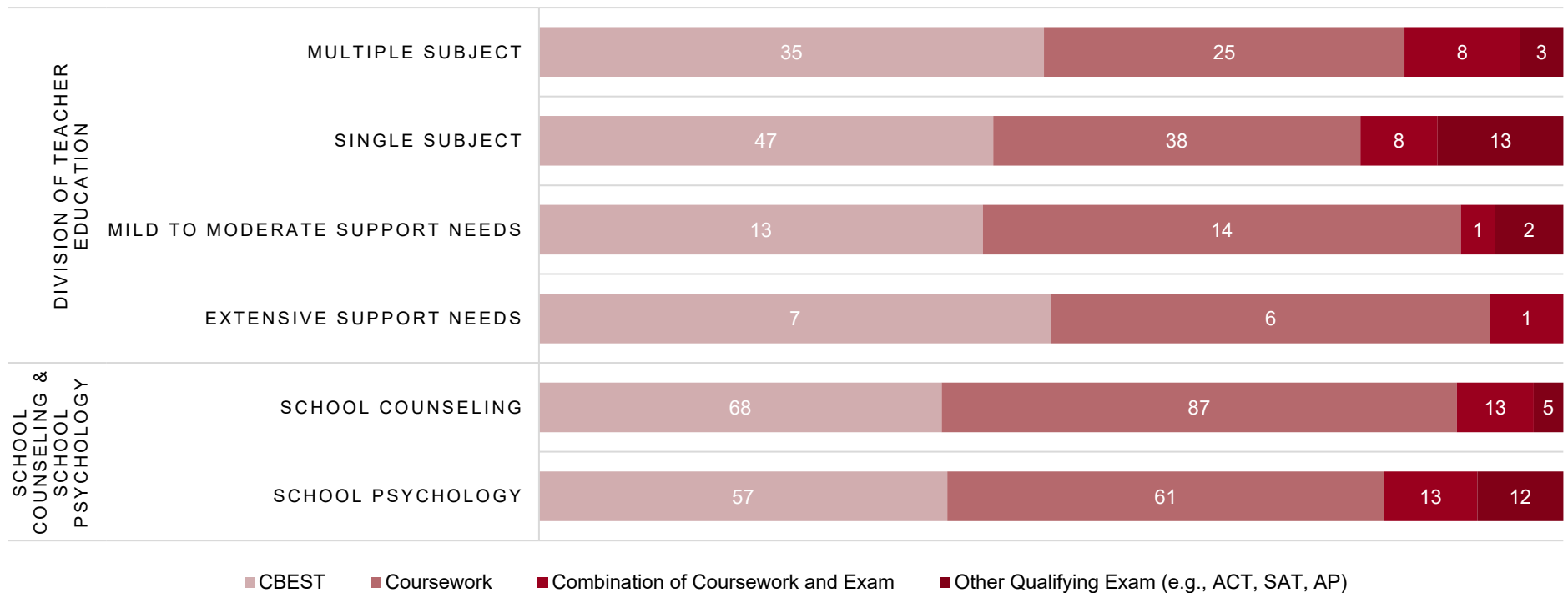
Overall, School of Education admitted candidates between Fall 2022 and Summer 2023 were pretty evenly divided between using coursework and passing the CBEST to meet the basic skills requirement. Of the 537 candidates admitted, 231 (43.02%) candidates met basic skills through coursework, 227 (42.27%) candidates met basic skills by passing the CBEST, 44 (8.19%) candidates used a combination of coursework and exam to meet basic skills, and 35 (6.52%) passed another qualifying exam besides CBEST to meet basic skills. Within the Division of Teacher Education, 102 (46.15%) admitted candidates met basic skills by passing the CBEST, 83 (37.56%) candidates met basic skills through coursework, 18 (8.14%) candidates used a combination of coursework and exam to meet basic skills, and 18 (8.14%) candidates passed another qualifying exam besides CBEST to meet basic skills. In the Department of School Counseling and School Psychology, 148 (46.84%) admitted candidates met Prepared by the Office of Credentials, January 2024 basic skills through coursework, 125 (39.56%) candidates met basic skills by passing the CBEST, 26 (8.23%) candidates used a combination of coursework and exam to meet basic skills, and 17 (5.38%) candidates passed another qualifying exam beside CBEST to meet basic skills.

Figure 18: Method of Meeting Basic Skills Requirement



In examining how School of Education admitted candidates met the basic skills requirement by credential area, 35 (49.30%) of the 71 candidates admitted to Multiple Subject programs met basic skills by passing the CBEST, 25 (35.21%) used coursework to meet basic skills, 8 (11.27%) used a combination of coursework and exam, and 3 (4.23%) used another qualifying exam. For Single Subject admitted candidates, 47 (44.34%) of 106 admitted candidates met basic skills by passing the CBEST, 38 (35.85%) used coursework to meet basic skills, 13 (12.26%) used another qualifying exam, and 8 (7.55%) used a combination of coursework and exam. For Mild to Moderate Support Needs admitted candidates, 14 (46.67%) of 30 admitted candidates used coursework to meet basic skills, 13 (43.33%) met basic skills by passing the CBEST, 2 (6.67%) used another qualifying exam, and 1 (3.33%) used a combination of coursework and exam. For Extensive Support Needs admitted candidates, 7 (50%) of 14 met basic skills by passing the CBEST, 6 (42.86%) used coursework to meet basic skills, and 1 (7.14%) used a combination of coursework and exam. For School Counseling admitted candidates, 87 (50.29%) of 173 admitted candidates used coursework to meet basic skills, 68 (39.31%) met basic skills by passing the CBEST, 13 (7.51%) used a combination of coursework and exam, and 5 (2.89%) used another qualifying exam. For School Psychology admitted candidates, 61 (42.66%) of 143 used coursework to meet basic skills, 57 (39.86%) used coursework to meet basic skills, 13 (9.09%) used a combination of coursework and exam, and 12 (8.39%) used another qualifying exam.

Figure 19: Method of Meeting Basic Skills Requirement by Credential Area



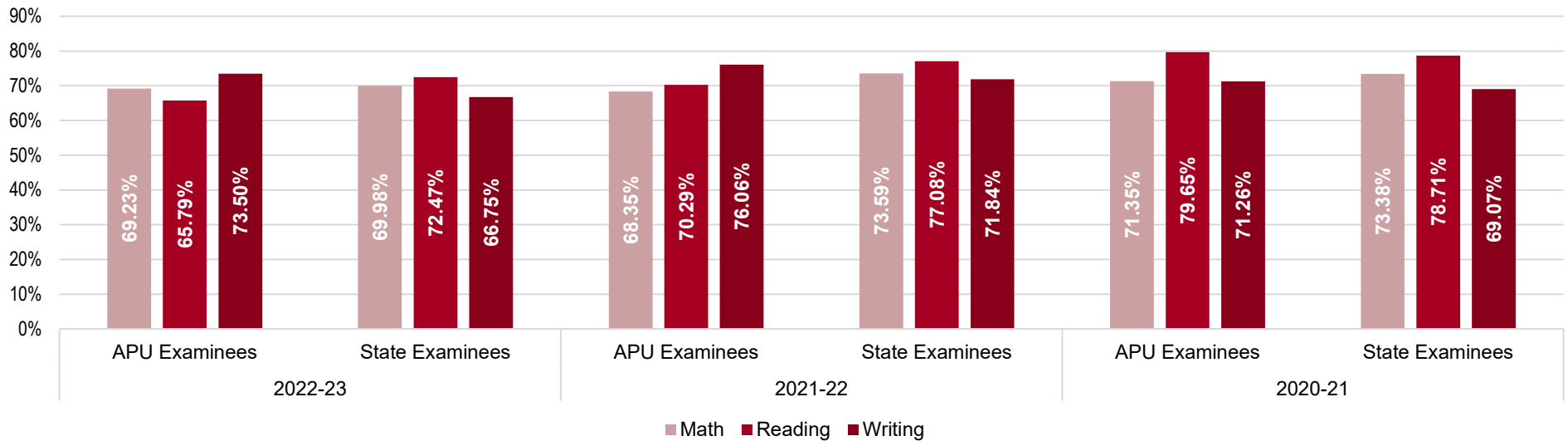
CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST) (CAEP MEASURE 3)

The chart below shows the Best Attempt pass rates for the CBEST exam and for all state and APU test takers over the past three years, as provided by Pearson Exams Results Analyzer. APU test takers show declining Reading scores while simultaneously showing improvement in Writing in 2022-23. APU test takers have improved in Math performance relative to state examinees and performed at the level of their state counterparts in 2022-23.

Table 1: Three-Year Comparison of CBEST Pass Rates and Mean Scaled Scores for APU and State Candidates.

CBEST: Three-Year APU v. CA	2022-23						2021-22						2020-21					
	# APU Test Takers	# APU Pass	APU Mean Scaled Score	# State Test Takers	# State Pass	State Mean Scaled Score	# APU Test Takers	# APU Pass	APU Mean Scaled Score	# State Test Takers	# State Pass	State Mean Scaled Score	# APU Test Takers	# APU Pass	APU Mean Scaled Score	# State Test Takers	# State Pass	State Mean Scaled Score
Math	143	99	47.8	16814	11767	49.8	158	108	47.9	16,651	12,253	50.3	121	66	-	18,485	13,317	-
Reading	152	100	46	16225	11758	49	175	123	47.9	16,243	12,520	50.3	92	51	46.3	17,237	13,247	46.3
Writing	117	86	42	14636	9769	41.3	142	108	41.4	14,609	10,495	41.1	99	77	45.9	17357	14131	46.8

Figure 20: Three-Year APU vs. State Pass Rate Comparison



CALIFORNIA SUBJECT MATTER REQUIREMENT (SMR) (CAEP MEASURE 3)

The CSET Exam is designed to measure a candidate's skills, knowledge and abilities in a specified subject area. Based on the selected subject area, examinees are required to complete the number of exams in that area. In the School of Education Preliminary Teaching Credential Programs, candidates tested most frequently in the subject areas represented in the tables below. Candidates are required to show subject matter proficiency for their credential area prior to enrolling in Clinical Practice. The passage of California statute AB130 in July of 2021 has created alternate pathways to using CSET to meet subject matter requirement. Candidates who apply for a waiver are eligible to demonstrate competence through various degrees and coursework. In 2022-23, 117 of 196 (59.7%) candidates met subject matter prior to clinical practice via the CSET and one (0.51%) met subject matter with a combination of CSET and coursework (Table 1).

Table 2: CSET/Alternate Pathways to Meet Subject Matter Requirement

	CSET	Coursework	CSET + Coursework	Degree Major	Subject Matter Prep Program	Interdisciplinary Major
2022-23 (N=196)	59.7%	0.0%	0.5%	32.7%	6.1%	1.0%

The following tables are collected from Pearson's Results Analyzer and provide the Best Attempt pass rates for both APU test takers and California State test takers over three years. The charts show a comparison of pass rates for APU test takers and all California test takers for the exams. APU test takers outperformed their state counterparts in 2022-23 on the Multiple Subject I and III tests, the PE I and III tests, and the Math I test. CSET Exams that were taken by APU candidates but precluded from the following figures and table due to low numbers (N<10) include English I (105), English II (106), English III (107), English IV (108), Math II (212), Math III (213), Sci. I: General (215), Sci. II: Life (217), Social Sci. I (114), Social Sci. II (115), Social Sci. III (116).

Figure 21: CSET Multiple Subject Three-Year Pass Rate Comparison of APU and State Test Takers

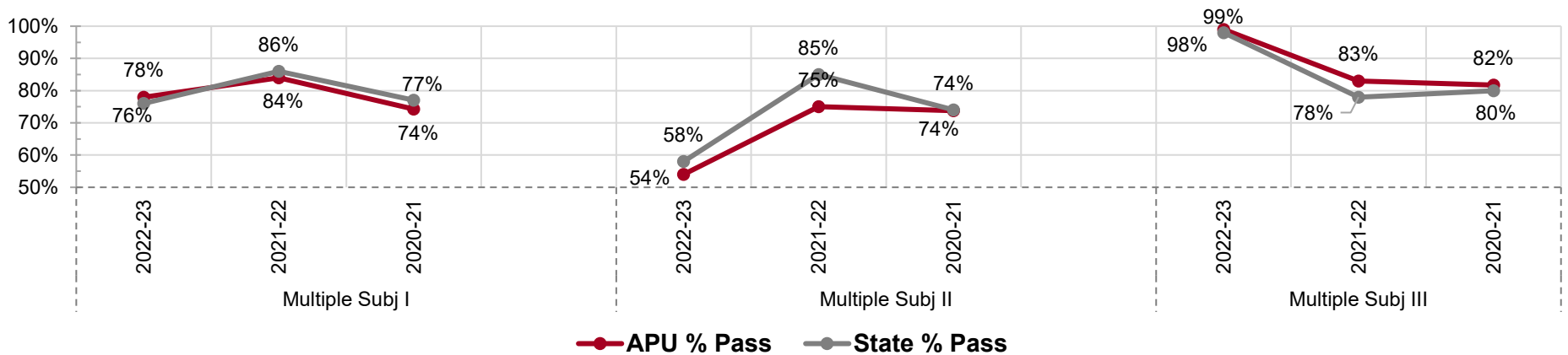


Figure 22: CSET Physical Education Three-Year Pass Rate Comparison of APU and State Test Takers

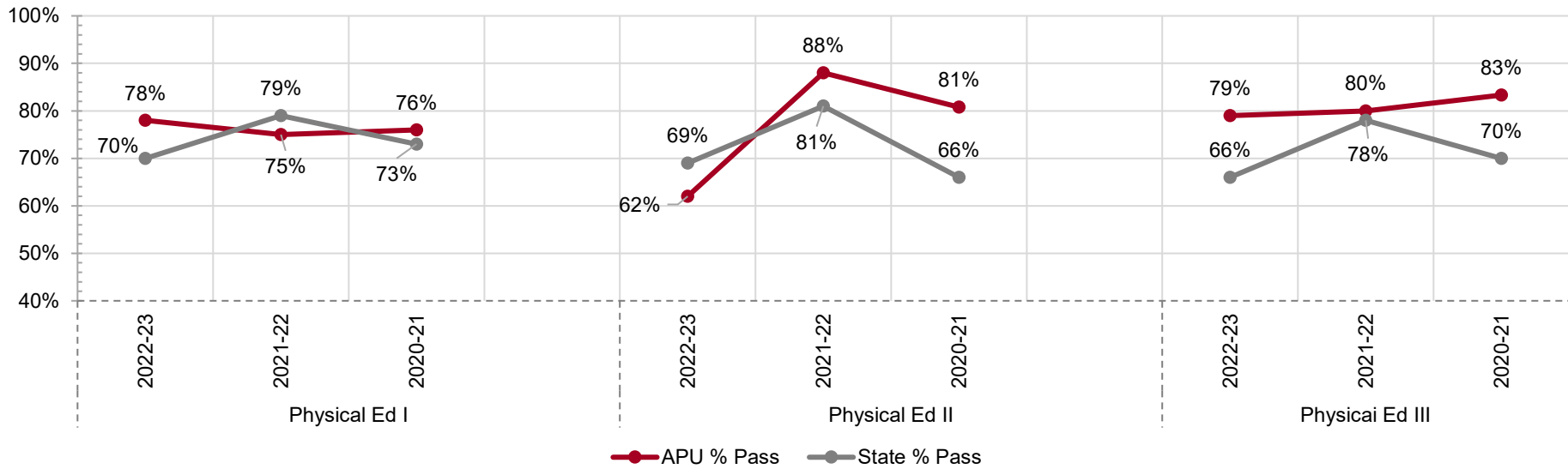


Figure 23: CSET Math I Three-Year Pass Rate Comparison of APU and State Test Takers

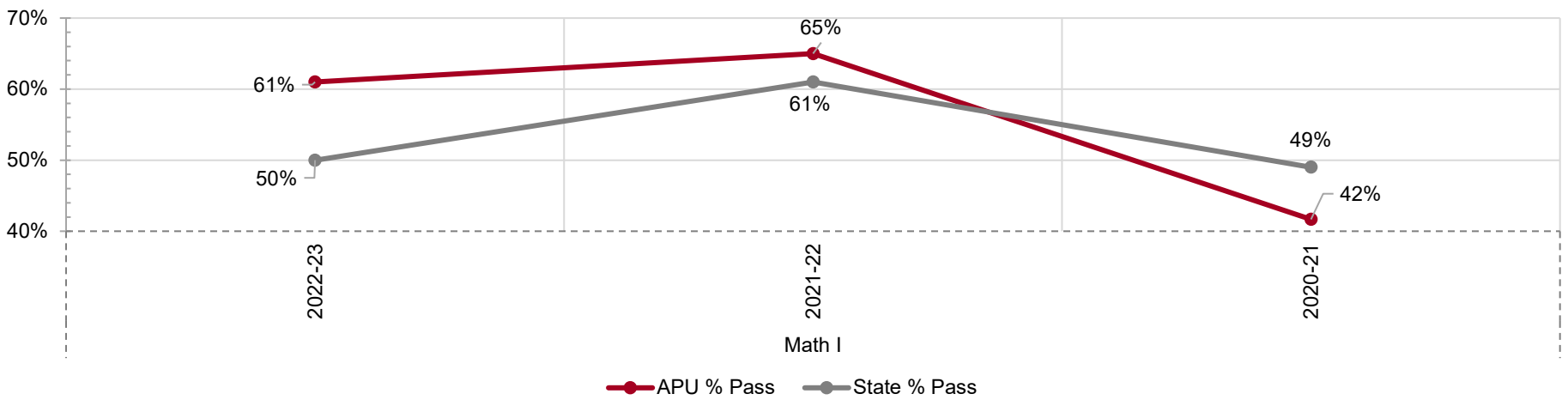


Table 3: CSET Three-Year Pass Rate Comparison: APU and State Test Takers. Summary Table of Figures 21-23.

CSET Three-Year APU v CA Comparison	2022-23				2021-22				2020-21			
	#APU Takers	APU% Pass	#State Takers	State% pass	#APU Takers	APU% Pass	#State Takers	State% pass	#APU Takers	APU% Pass	#State Takers	State% pass
Math I (211)	13	23%	1090	26%	16	31%	861	36%	24	42%	1,669	49%
Mult. Subj I (101)	71	56%	6637	60%	78	60%	5080	68%	206	50%	8,595	61%
Mult. Subj II (214)	64	61%	6496	58%	78	54%	5090	64%	225	74%	8,476	77%
Mult. Subj III (103)	77	96%	7423	97%	78	67%	5272	70%	192	74%	7,799	74%
Phys. Ed I (129)	16	44%	771	54%	23	48%	536	59%	25	82%	803	80%
Phys. Ed II (130)	17	35%	782	47%	18	50%	499	58%	26	76%	822	73%
Phys. Ed III (131)	20	55%	767	46%	16	56%	498	53%	24	81%	820	66%

THE READING INSTRUCTION COMPETENCE ASSESSMENT (RICA) (CAEP MEASURE 3)

The RICA exam is required for all Multiple Subject and Education Specialist Disabilities Preliminary Teaching Credential candidates. The chart below shows Best Attempt pass rates for the RICA Written Exams including Subtest 1, Subtest 2, and Subtest 3, for the academic years 2021-22 and 2022-23 as most candidates from Azusa Pacific University complete the requirement through the written version of the exam. APU test takers outperformed California's test takers on both RICA subtests two and three in 2022-23. Data for 2020-21 features different test subcomponents that were subsequently changed to the contemporary format featuring the three RICA W subtest arrangement. Since this data is functionally incompatible it was included as contextual visualizations in Figures 24 and 25. In 2020-21, APU candidates passed at a rate of 61% with a mean scaled score of 221.8 where California State results showed a 68% pass rate and a 225.6 mean scaled score.

Figure 24: RICA- W Subtest (1-3) and 2020-21 RICA Written Test Pass Rates – APU vs State Comparison

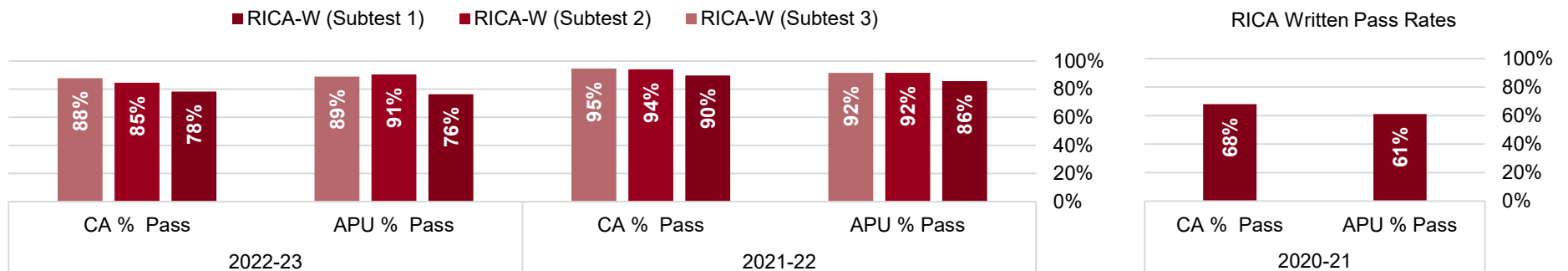
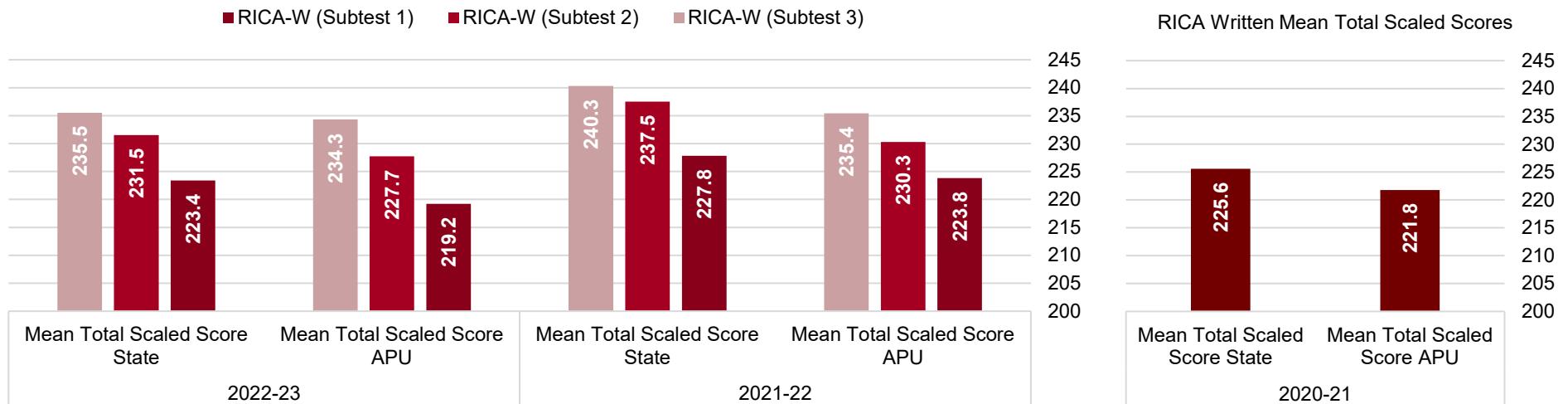


Figure 25: RICA- W Subtest (1-3) and 2020-21 RICA Written Test Total Scaled Scores - APU vs State Comparison



CALIFORNIA TEACHING PERFORMANCE ASSESSMENT (CALTPA) (CAEP MEASURE 3)

Beginning in 2017-18, the California Commission on Teacher Credentialing (CTC) redeveloped the state-sponsored teaching performance assessment, the California Teaching Performance Assessment (CalTPA). A passing score (19 on Cycle 1, 21 on Cycle 2) for this assessment meets one of the requirements for earning a preliminary Multiple or Single Subject Teaching Credential. In addition to the traditional CalTPA, the Education Specialist CalTPA (EDSPCALTPA) has been created and instituted over 2022-23 that specifically emphasizes Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) credentials. EDSPCALTPA was modeled after the general education CalTPA with the intent of enacting the theory that “all teachers are teachers of all students.” There are Teaching Performance Expectations (TPEs) that are universally applicable across domains of MMSN, ESN, Single Subject (SS) and Multiple Subject (MS) exams. Cycles 1 and 2 coincide with the timing of educator preparation programs, just as with the general education CalTPA. Passing Scores for the EDSPCALTPA include: 17 for MMSN Cycle 1, 19 for MMSN Cycle 2, 15 for ESN Cycle 1, and 17 for ESN Cycle 2.

At Azusa Pacific University, candidates of the Education Specialist Preliminary Teaching Credential are also required to submit their CalTPA assessment; however, they are not required to meet the CTC set passing standard. Instead, if Education Specialist Preliminary Teaching Credential candidates do not pass the CalTPA, they must go through a remediation process with the Division of Teacher Education. For 2022-23, Education Specialist teacher candidates took the Education Specialist CalTPA for the first time, hence the single year of data in this section. In 2022-23, APU test takers improved their mean scaled score on five of the fourteen exams, but continued the yearly trend of underperforming their state counterparts. APU test takers had a higher mean scaled score on seven of the fourteen exams, including three of the four new Educational Specialist exams.

Figure 26: CalTPA Cycles 1 and 2 Pass Rates on Over Three Years for APU and State Test Takers

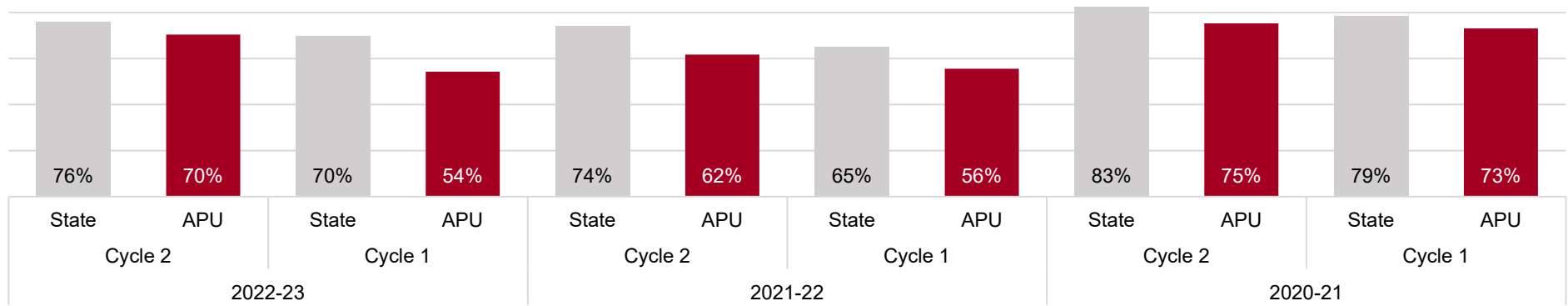


Table 4: Three Year Comparison of APU vs. State CalTPA Mean Total Scaled Scores

CalTPA: Three-Year APU v. CA Comparison	2022-23		2021-22		2020-21	
	APU Mean Total Scaled Score	State Mean Total Scaled Score	APU Mean Total Scaled Score	State Mean Total Scaled Score	APU Mean Total Scaled Score	State Mean Total Scaled Score
MS - Literacy Cycle 1	16.2	17.8	17.5	17.4	18.3	19.2
MS - Math Cycle 1	16.2	18.4	16.8	17.6	19.9	19.9
SS - Math Cycle 1	21.2	21.6	22.3	21.1	*	*
SS - Physical Ed Cycle 1	19.4	21.4	20.2	20.6	21.4	23.2
SS - Social Science Cycle 1	20.7	21.6	16.9	20.3	20.2	20.8
MS - Literacy Cycle 2	20.6	20.1	16.5	20.7	22.5	22.8
MS - Math Cycle 2	22.1	20.4	18	20.1	19.9	21.8
SS - Math Cycle 2	26	24.5	22.1	24.8	*	*
SS - Physical Ed Cycle 2	13.1	18.7	19.6	21	20.8	24
SS - Social Science Cycle 2	17	21.4	*	*	23.8	23.1
ES - ESN–Math 1	19.1	18.5				
ES - MMSN–Literacy 1	19.8	21.7				
ES - MMSN–Math 1	22.9	20.2				
ES - MMSN–Math 2	24.9	23.6				

PRAXIS II: SCHOOL PSYCHOLOGIST EXAM (CAEP MEASURE 3)

The Praxis Data are provided by the Educational Testing Services (ETS) in an annual report created in September of each academic year.. The reports represent data from all students who attempted the Praxis School Psychologist Exam (5402) between September 1 through August 31 of each respective academic year and who requested their scores be reported to Azusa Pacific University School of Education. The Program Required Score for passing is a minimum of 147.

The mean and median scores for students reporting to APU have trended higher than the mean and median performance range for California examinees for the past two years. The following table shows a comparison of highest observed scores, median observed scores, and lowest observed scores among APU test takers. The average performance range was above 150 for all three academic years. APU Test Takers had a lower collective ceiling (max observed score) and a higher collective floor (lowest observed score).

Figure 27: Praxis 5402 School Psychologist Exam Median and Mean Scores for APU, California, and All Test Takers Over Three Years

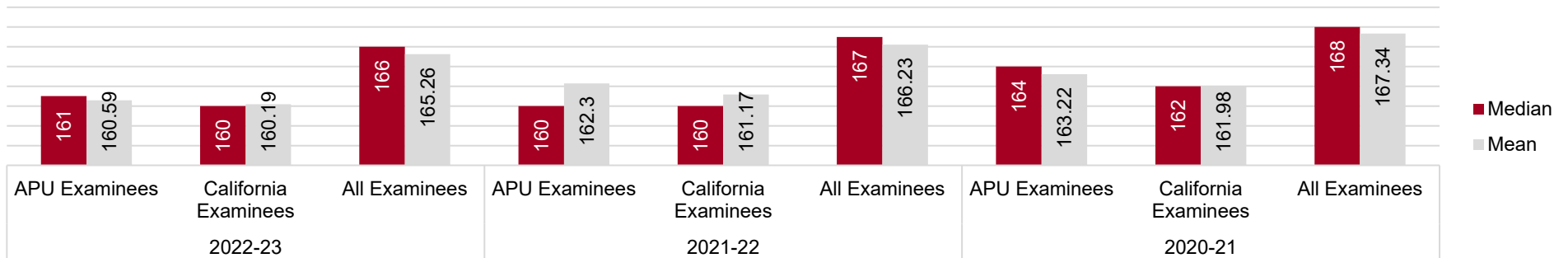


Table 5: Praxis 5402 School Psychologist Exam Descriptive Measures for APU, California, and All Test Takers Over Three Years

Praxis II: School Psychologist Exam Descriptive Measures		# Examinees	Highest Observed Score	Lowest Observed Score	Median	Mean
2022-23	APU Examinees	32	177	145	161	160.59
	California Examinees	662	188	130	160	160.19
	All Examinees	2726	193	121	166	165.26
2021-22	APU Examinees	56	180	145	160	162.30
	California Examinees	704	186	133	160	161.17
	All Examinees	3204	194	108	167	166.23
2020-21	APU Examinees	45	184	136	164	163.22
	California Examinees	561	190	126	162	161.98
	All Examinees	3098	194	126	168	167.34

PRAXIS II: SCHOOL COUNSELOR EXAM (CAEP MEASURE 3)

The Praxis Data are provided by the Educational Testing Services (ETS) in an annual report created in September of each academic year.. The reports represent data from all students who attempted the Praxis Professional School Counselor Exam (5421) between September 1 through August 31 of each respective academic year, and who requested their scores be reported to Azusa Pacific University School of Education. The Program Required Score for passing is a minimum of 150. The average performance range was above 150 for all three academic years. APU test takers fared well compared to the state population, outperforming them in all three years. APU and California test takers both fared worse than the aggregate score data from other states.

Figure 28: Praxis 5421 School Counselor Exam Median and Mean Scores for APU, California, and All Test Takers Over Three Years

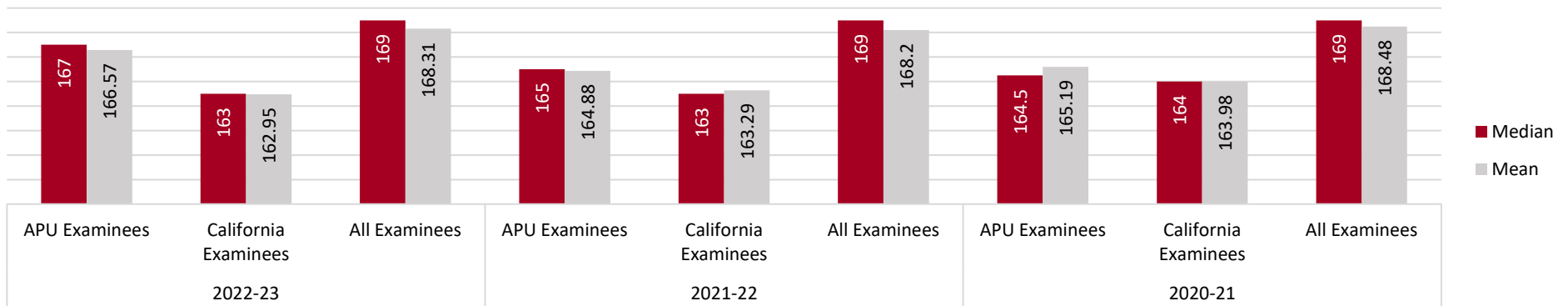


Table 6: Praxis 5412 School Exam Descriptive Measures for APU, California, and All Test Takers Over Three Years

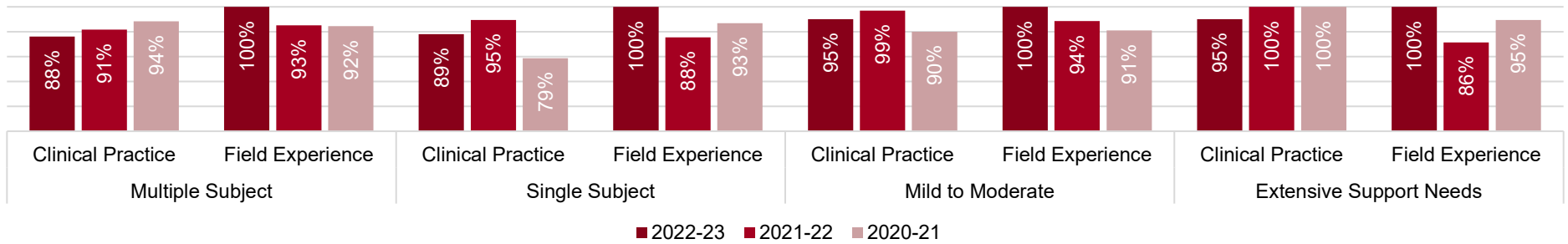
Praxis II: School Counselor Exam Descriptive Measures		# Examinees	Highest Observed Score	Lowest Observed Score	Median	Mean
2022-23	APU Examinees	49	185	143	167	166.57
	California Examinees	279	190	125	163	162.95
	All Examinees	2857	195	125	169	168.31
2021-22	APU Examinees	98	187	150	165	164.88
	California Examinees	422	187	128	163	163.29
	All Examinees	4121	195	104	169	168.20
2020-21	APU Examinees	100	189	140	164.5	165.19
	California Examinees	406	189	119	164	163.98
	All Examinees	3098	194	126	168	167.34

V. SCHOOL OF EDUCATION PLACEMENT DATA

DIVISION OF TEACHER EDUCATION CLINICAL PRACTICE AND FIELD EXPERIENCE PLACEMENT

It is a goal of the Preliminary Teacher Preparation programs that more than 90% of our candidates are placed at diverse school sites (defined as having a student population of at least 50% black, indigenous, people of color). This helps the programs ensure our candidates are experiencing the ethnic and racial diversity of California schools. During the 2022-23 academic year, DTE succeeded in meeting the target for field experience in each program. Only one DTE program did not meet the 90% goal for clinical practice placements in this year: Multiple Subject programs (88%).

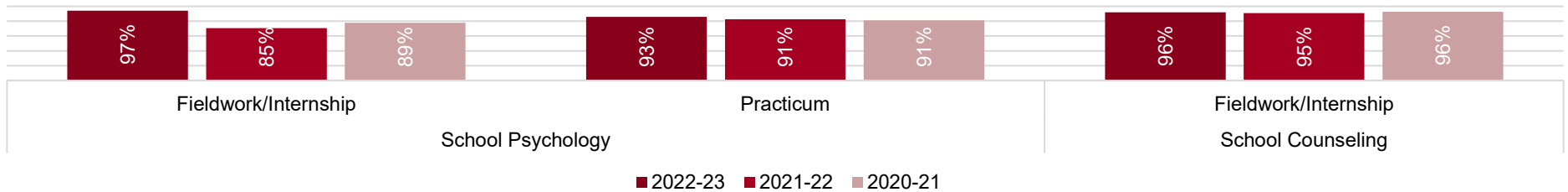
Figure 30: Percentage of DTE Candidates at Diverse School Sites Over Three Years



DEPARTMENT OF SCHOOL COUNSELING & SCHOOL PSYCHOLOGY FIELDWORK/INTERNSHIP & PRACTICUM PLACEMENT

During the past three academic years, the majority of SOE PPS School Counseling and School Psychology candidates were placed at diverse school sites (defined as having a student population of at least 50% black, indigenous, people of color). Both programs saw an increase in the ethnic and racial diversity of their clinical placements, with the School Psychology program notably making a 12% improvement.

Figure 31: Percentage of SCSP Candidates at Diverse School Sites Over Three Years



VI. SCHOOL OF EDUCATION OUTCOMES AND PROGRAM IMPACT

INDICATORS OF TEACHING EFFECTIVENESS (CAEP MEASURE 1)

California is a two-tier credential state. Upon completion of the initial teacher preparation program, individuals are recommended for their Preliminary Teaching Credential. During the first years of teaching, the completer of the initial teacher preparation program must participate in a Teacher Induction program. To complete the Teacher Induction program, the teacher must progress toward mastery of the California Standards for the Teaching Profession and must reflect the learning and professional growth goals indicated within an Individualized Learning Plan. Teachers are not able to complete a Teacher Induction program and be recommended for a Clear Teaching Credential without demonstrating teaching effectiveness. Teachers must progress to a Clear Teaching Credential within 5 years of recommendation for their Preliminary Teaching Credentials. In a limited number of instances, teachers may be approved for an extension to their Preliminary Teaching Credential to allow additional time for them to complete a Teacher Induction program and be recommended for a Clear Teaching Credential.

The initial teacher preparation programs review the percentages of their completers who have progressed to Clear Teaching Credentials to provide some information around employment milestones and teaching effectiveness.

Figure 32: Percentages of Credential Completers Who Have Progressed to Clear Credentials Within Five Years

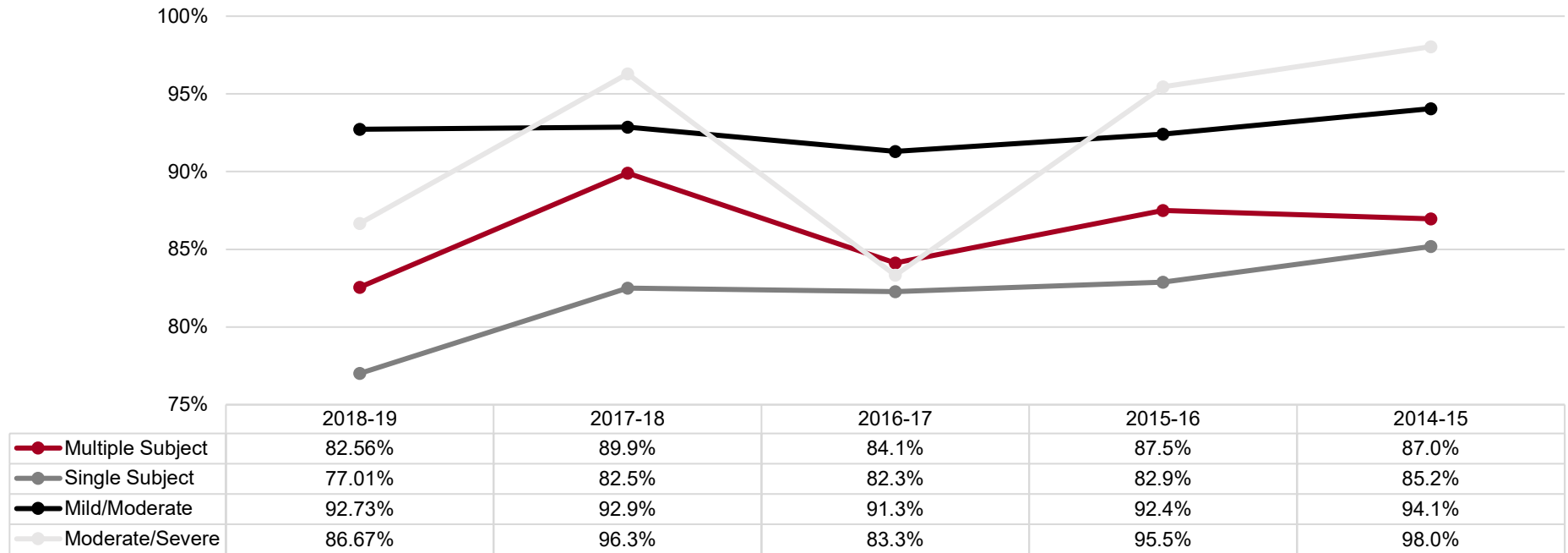
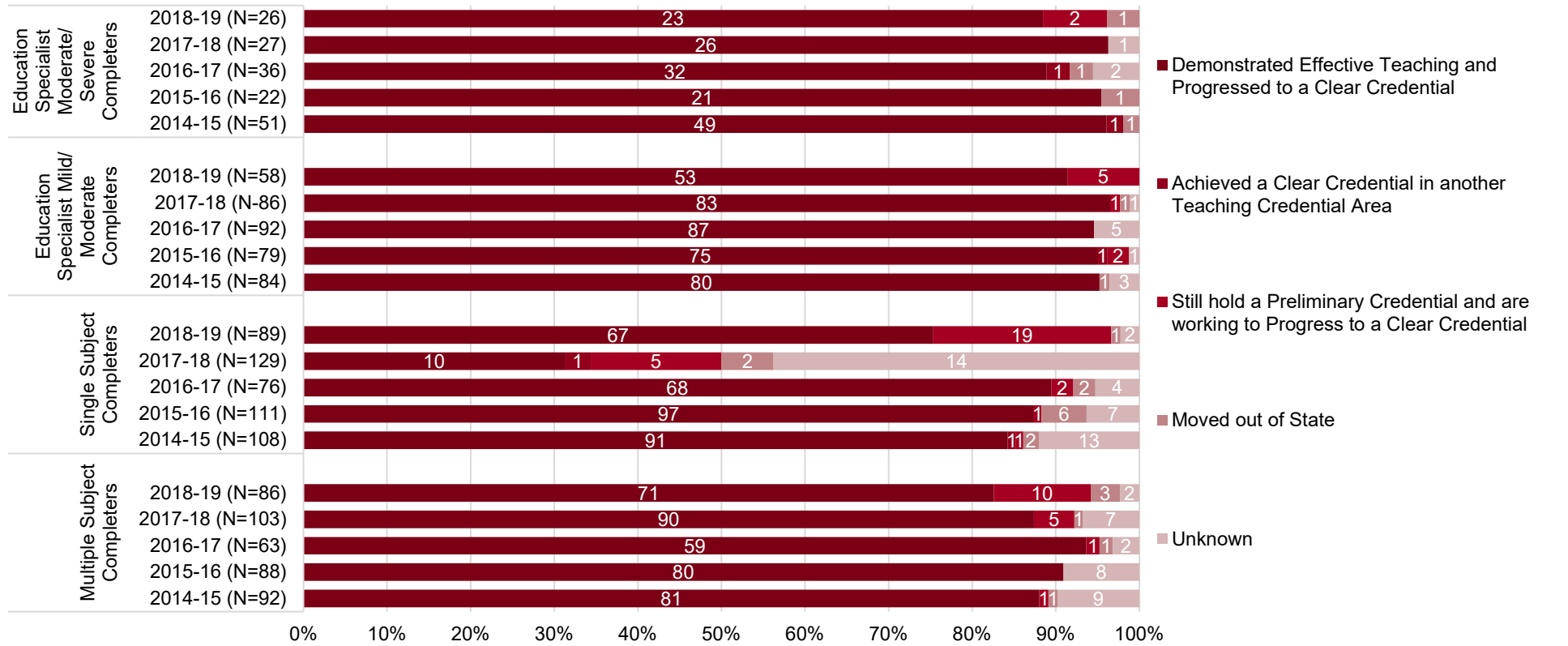


Figure 33: Teaching Effectiveness of Completers from 2014-15 to 2018-19 by Credential Program



2018-2019

- The Multiple Subject (elementary) Credential program had 86 completers and 82.56% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.
- The Single Subject (secondary) Credential program had 87 completers and 77.01% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.
- The Mild/Moderate Credential program had 55 credential completers and 92.73% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.
- The Moderate/Severe Credential program had 29 credential completers and 86.67% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years

2017-2018

- The Multiple Subject (elementary) Credential program had 89 completers and 89.90% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.
- The Single Subject (secondary) Credential program had 99 completers and 82.50% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.
- The Mild/Moderate Credential program had 78 credential completers and 92.86% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.
- The Moderate/Severe Credential program had 26 credential completers and 96.30% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.

2016-2017

- The Multiple Subject (elementary) Credential program had 63 completers and 84.12% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.
- The Single Subject (secondary) Credential program had 79 completers and 82.28% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.
- The Mild/Moderate Credential program had 92 credential completers and 91.30% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.
- The Moderate/Severe Credential program had 36 credential completers and 83.33% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.

2015-2016

- The Multiple Subject (elementary) Credential program had 88 completers and 87.50% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years.
- The Single Subject (secondary) Credential program had 111 completers and 82.88% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years.
- The Mild/Moderate Credential program had 79 credential completers and 92.41% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years.
- The Moderate/Severe Credential program had 22 credential completers and 95.45% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years.

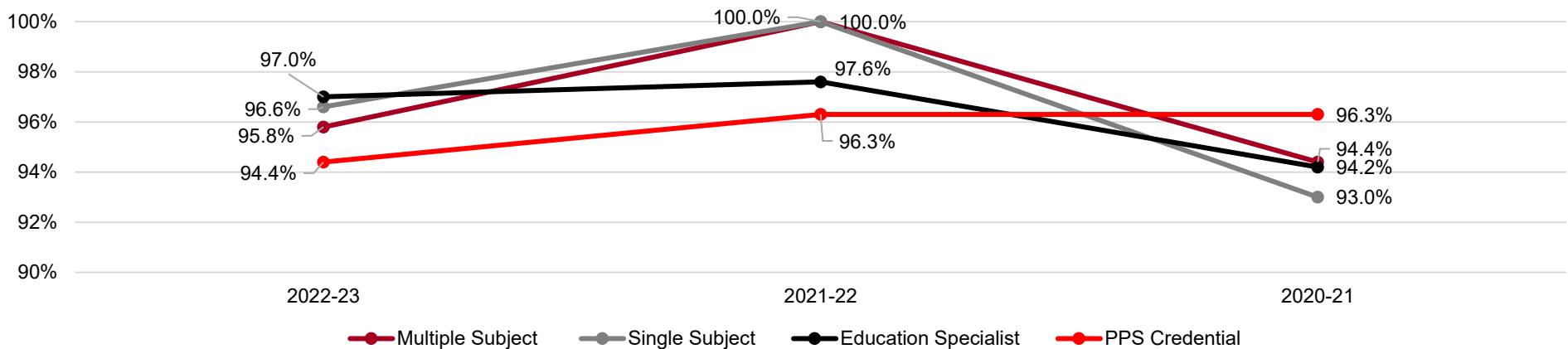
2014-2015

- The Multiple Subject (elementary) Credential program had 92 completers and 86.96% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 7 years.
- The Single Subject (secondary) Credential program had 108 completers and 85.18% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 7 years.
- The Mild/Moderate Credential program had 84 credential completers and 94.05% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 7 years.
- The Moderate/Severe Credential program had 51 credential completers and 98.04% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 7 years.

PROGRAM COMPLETER FEEDBACK (CAEP MEASURE 2)

Multiple Subject Completers (MS): 2020-21 MS Program Completers had a response rate of 94.4% (n=84 of 89), 2021-22 MS Program Completers had a response rate of 100% (n=44), and 2022-23 MS Program Completers had a response rate of 95.8% (n=24). Single Subject Completers (SS): 2020-21 SS Program Completers had a response rate of 93.0% (n=80 of 86), 2021-22 SS Program Completers had a response rate of 100% (n=32), and 2022-23 SS Program Completers had a response rate of 96.6% (n=29). Education Specialist Completers (EdS): 2020-21 EdS Program Completers had a response rate of 94.2% (n=65 of 69), 2021-22 EdS Program Completers had a response rate of 97.6% (n=40 of 41), 2022-23 EdS Program Completers had a response rate of 97.0% (n=33). PPS Credential Program Completers (PPS): 2020-21 PPS Credential Program Completers had a response rate of 96.3% (130 of 135), 2021-22 PPS Credential Program Completers had a response rate of 96.3% (130 of 135), and 2022-23 PPS Credential Program Completers had a response rate of 96.3% (n=85 of 90).

Figure 34: APU Completer Survey Response Rate Three-Year Comparison.



The California Commission on Teacher Credentialing (CTC) administers a completer survey of Pupil Personnel Services Credential Programs and shares data with these programs. The data collected through the survey process represent the self-reported individual perceptions of completers of the Pupil Personnel Services Credential Programs at APU. Individual completers elected to take the survey voluntarily and provided answers under conditions that promised anonymity.

2022-23 DTE program completers compare favorably to their state counterparts when it comes to the question “Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?” Some state respondents stated that their programs were “Not at all effective”, while APU DTE Programs did not register a response of that type. APU DTE respondents also were more likely to label their programs “Very effective” by a significant margin.

The APU and Statewide results from the 2022-23 Completer Surveys were slightly inverted from the prior year. APU saw a bit of a decline in “Strong” agreement, though the combination of “Strong” agreement and general “agreement” combine for a higher proportion of the total responses than either of the prior two years.

Figure 35: APU and CA Statewide PPS Responses to the question “My preparation program allowed me to develop the skills and tools I need to be effective in my professional work.”

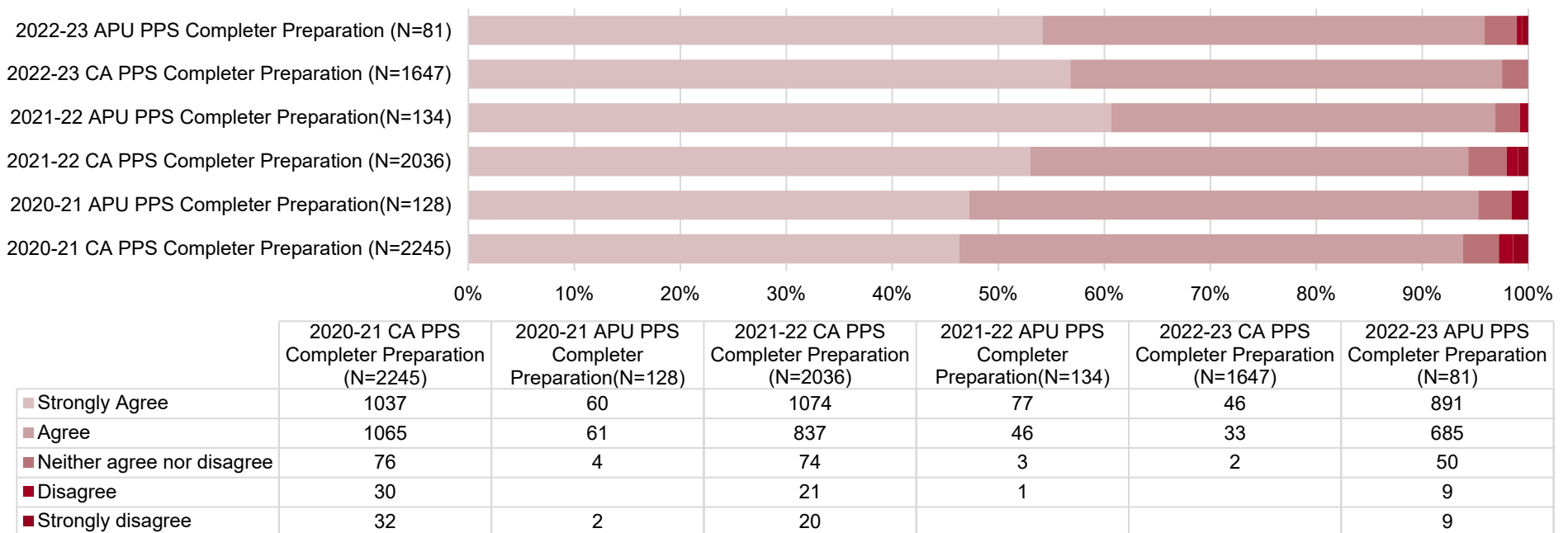
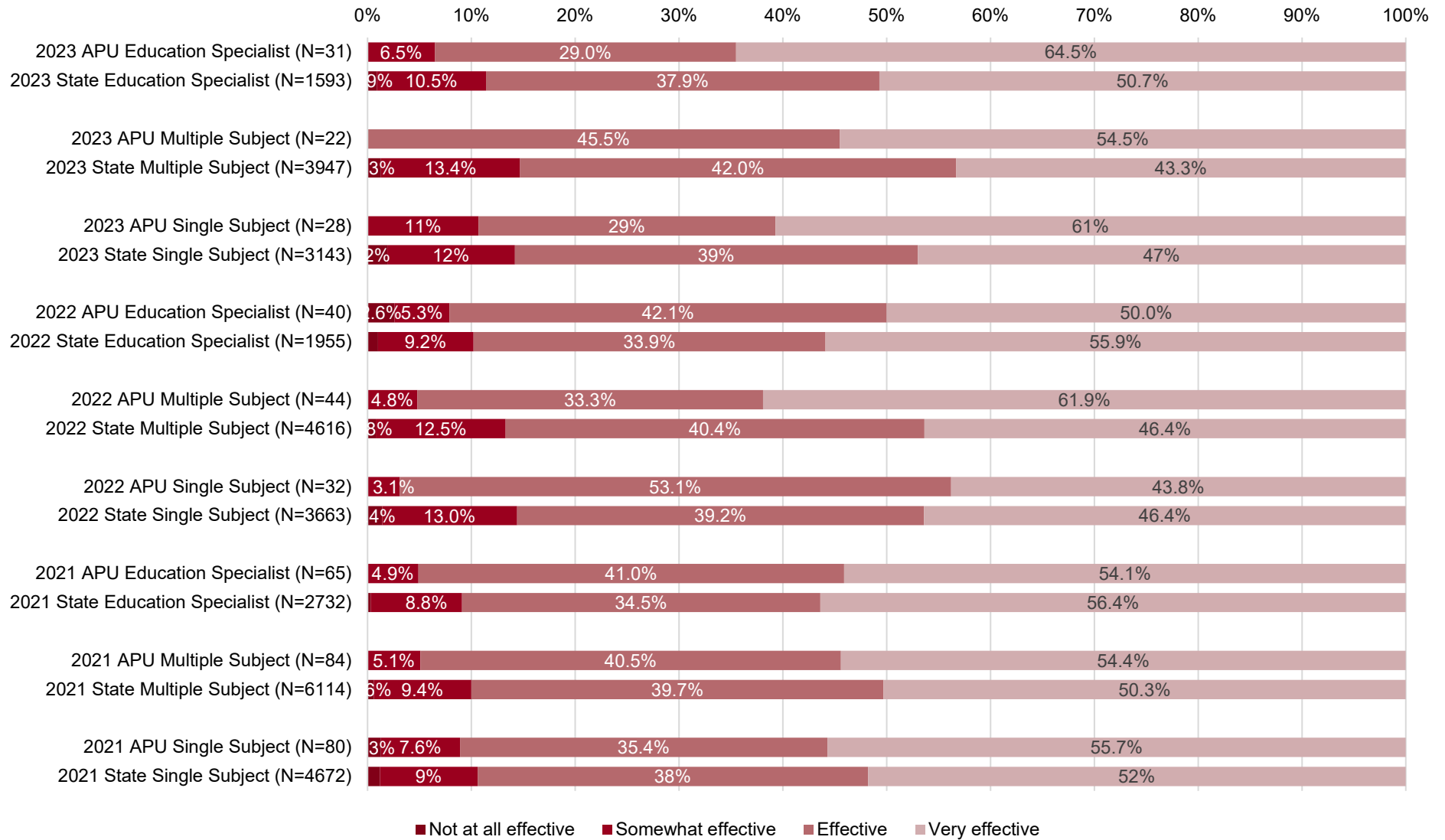


Figure 36: Three-Year Multiple Subject, Single Subject, and Education Specialist vs Statewide Responses to “Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?”



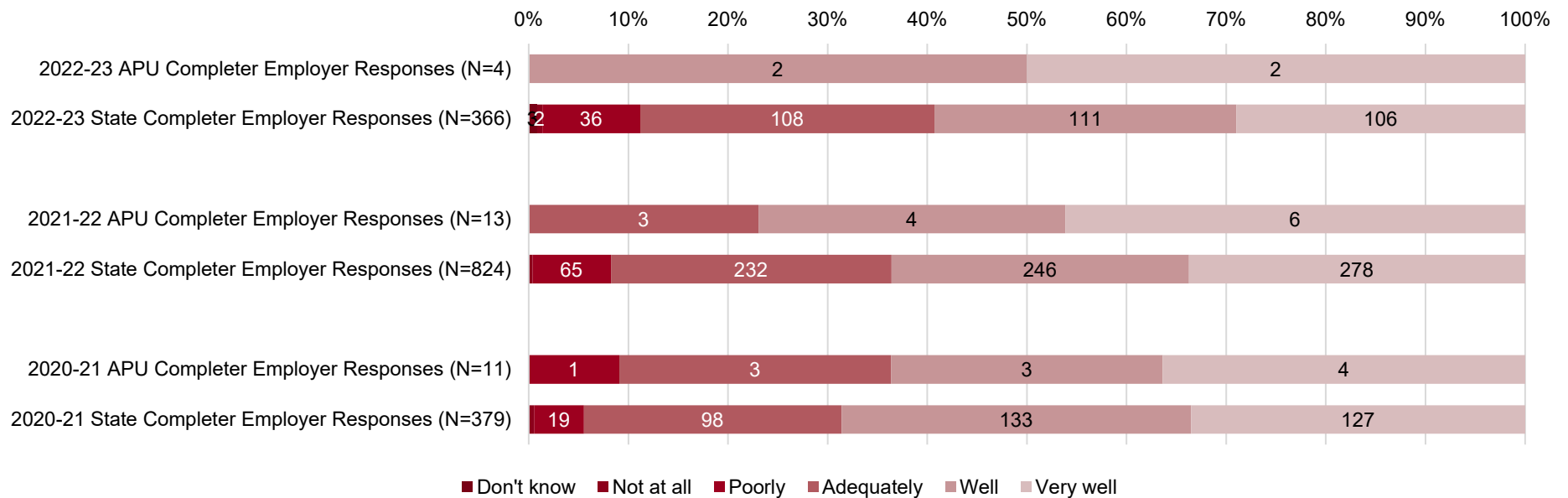
EMPLOYER FEEDBACK (CAEP MEASURE 2)

The California Commission on Teacher Credentialing (CTC) administers an employer survey in relation to program completers in the School of Education. The data collected through the survey process represent the self-reported individual perceptions of employers of completers of School of Education Credential Programs at APU. Individual employers elected to take the survey voluntarily and provided answers under conditions that promised anonymity. For the 2022-23 academic year, CTC returned only four surveys for APU graduates from employers. The School of Education has decided to address this directly by conducting its own survey that will supplement the data in this report upon its completion.

CTC Employer Survey Respondents: in 2020-21, eleven employers responded. In 2021-22, thirteen employers of that year's APU program completers responded. In 2022-23, four employers of that year's APU program completers responded.

In 2020-21, employers of APU program completers again indicated that their new employee was "very well prepared" at a higher rate than employers of program completers statewide (41.7% versus 33.3%). In 2021-22, employers of APU completers stated that their new employee was "very well prepared" at favorable rate to statewide program completers (46.2% against 33.7%). The data concerning 2022-23 is currently delayed due to a lack of data collected from the CTC employer survey. The APU School of Education is currently in the process of conducting its own employer survey to provide as statistically appropriate sample to supplement the 4 Completer Surveys from CTC, which show an even split between "Very Well" and "Well".

Figure 37: Employer Survey Answers to the Question: "Overall, How Well Prepared Do You Think This Programs Completers Are As Teachers?"

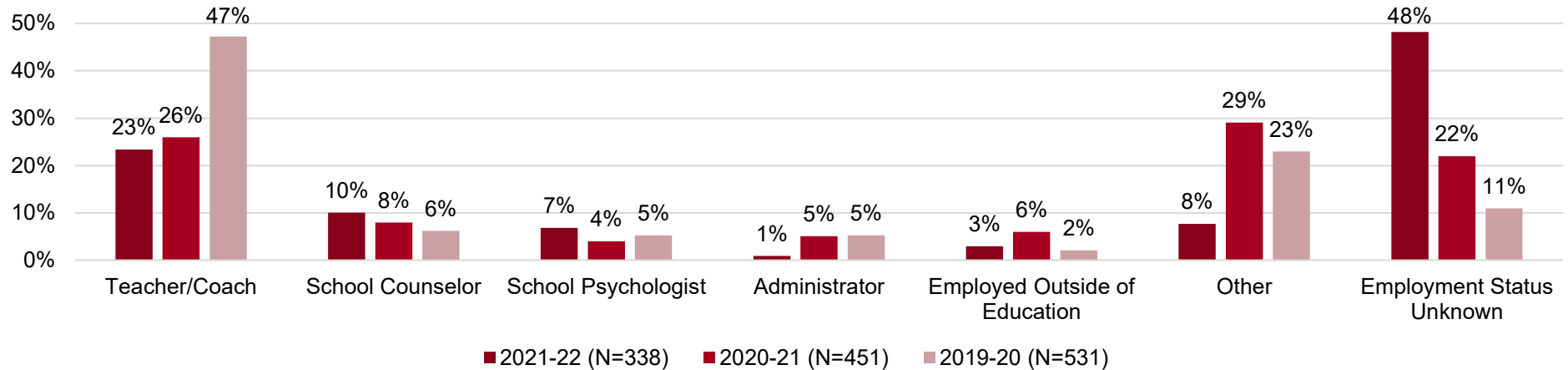


EMPLOYMENT INFORMATION (CAEP MEASURE 4)

Information on post-completion employment status and roles therein were gathered through the research of publicly available sources such as LinkedIn, Instagram, employer websites, etc. Those who were validated in roles are included under the general heading that applies to their role. Those who did not have publicly-available information were included under the label “Employment Status Unknown”. Those who were employed in roles in Education that functioned in support or assistance were aggregated under the label “Other”.

There are three post-completion employment trends of note: fewer completers are becoming professional teachers/coaches, more completers are becoming School Counselors, and more completers are becoming School Psychologists. Another interesting trend to note is that there are more completers who are not registering employment information through publicly available sources. As the category “unknown employment status” has increased, those who have been employed as Teachers/Coaches have decreased. To address this information gap in the future it is possible to develop and disseminate questionnaires to completers, however it is possible that this information gap is explainable because these completers simply are not finding employment (intentionally or unintentionally) and this may be indicative of current socioeconomic circumstances and/or hiring conditions. The California Commission on Teacher Credentialing (CTC) suggested a teacher shortage of as many as 10,000 in California leading into this reporting cycle (Thurmond) that was subsequently addressed with Senate Bill 765.

Figure 38: Professional Role of APU Completers in Year Following Program Completion



REFERENCES

Thurmond, Tony. *State Superintendent Tony Thurmond Leads Efforts to Confront the California Teacher Shortage*. California Department of Education News Releases, Release #23-25, April 19, 2023. <https://www.cde.ca.gov/nr/ne/yr23/yr23rel25.asp>