



CAEP Accountability Measures 2023-2024

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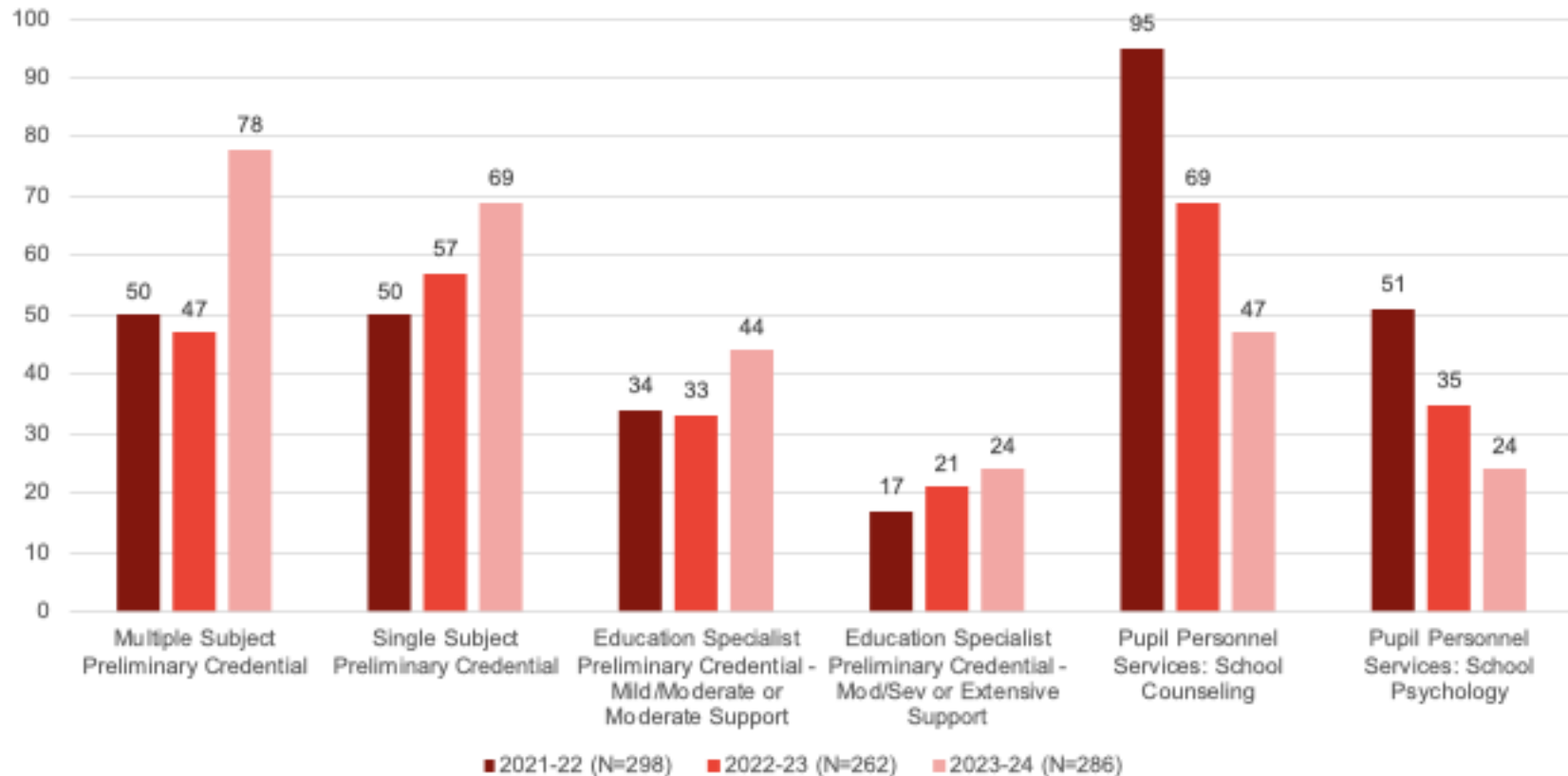
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I. SCHOOL OF EDUCATION CREDENTIAL COMPLETERS

CREDENTIALS RECOMMENDED BY LEVEL & AREA (CAEP MEASURE 3)

The School of Education recommends credentials for candidates who complete credential specific coursework and assessments in the program. The following chart shows the number of credential recommendations from 2021-22 to 2023-24 by level and area. 2023-24 credential recommendations were 9% above 2022-23 recommendations and 4% below 2021-22 recommendations. Some of the 2021-22 credential recommendations were for individuals who met flexibilities under COVID-19 to delay credential required assessments to the Clear Credential rather than the Preliminary Credential.

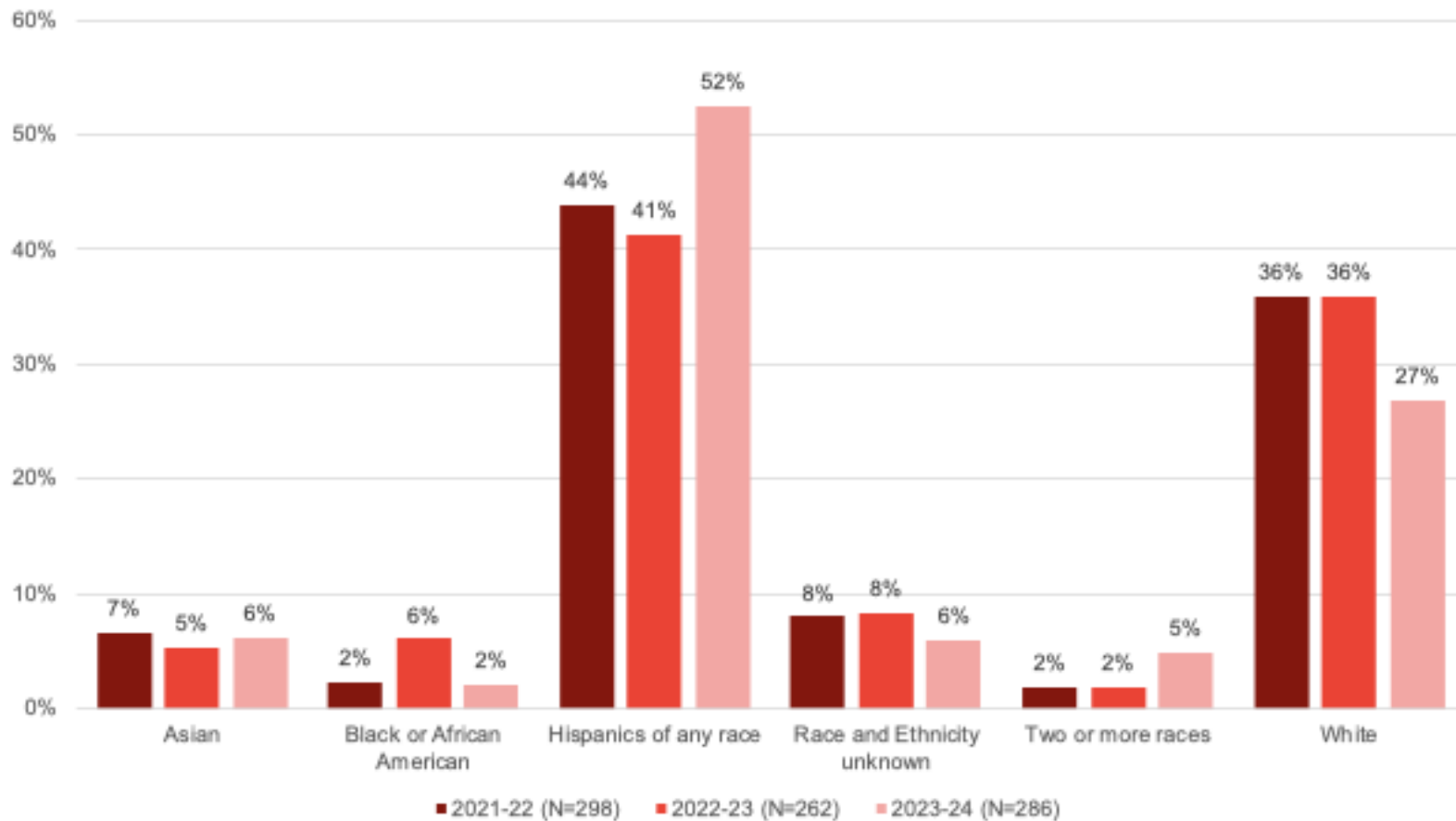
Figure 1: Credentials Recommended by Level and Area 2021-22 to 2023-24



CREDENTIALS RECOMMENDED BY ETHNICITY (CAEP MEASURE 3)

The distribution of credential recommendations by ethnicity is as follows for this three-year period, excluding categories with $n < 9$ for all three years. Categories with $n < 9$ include American Indian or Alaska Native, Native Hawaiian or Other Pacific Islanders, and Nonresident Alien. In 2022-23 there was an increase in the percentage of black or African American credential completers followed by a decrease to the previous percentage in 2023-24. In 2023-24 there was an increase in credential completers who are Hispanics of any race and a decrease in credential completers who are white.

Figure 2: Three-Year Credential Recommendations by Race/Ethnicity



II. STATE LICENSURE EXAMS AND ASSESSMENTS

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

The RICA is required for all Multiple Subject and Education Specialist Preliminary Teaching Credential candidates. In October 2024, the California Commission on Teacher Credentialing (CTC) began to apply a -1 SEM adjustment to the passing standard for the RICA. This adjustment was approved retroactively to all valid RICA results from the past ten years. The chart below shows current Best Attempt pass rates for the RICA-W Subtest 1, Subtest 2, and Subtest 3, for the academic years 2021-22, 2022-23, and 2023-24. In the 2021-22 academic year, Azusa Pacific University (APU) had lower pass rates across all three RICA subtests compared to the overall California pass rates. In 2022-23, APU's pass rate for Subtest 1 was lower than California's, while it was slightly higher for Subtests 2 and 3; however, in the 2023-24 academic year, APU demonstrated higher pass rates than California across all three RICA subtests. APU and California scores have been rounded to the nearest whole number. Data from mean scaled scores indicates that in 2021-22, APU candidates scored 3 to 5 points below the California average across the RICA subtests. This gap narrowed in 2022-23, with APU's mean scaled scores ranging from 2 to 4 points below California's. By 2023-24, APU's performance relative to the state improved further, with Subtest 1 being only 1 point lower, Subtest 2 matching the California mean, and Subtest 3 exceeding the California mean by 2 points, demonstrating a positive trend in APU's mean scaled score performance in comparison to the state's mean performance over the three-year period.

Figure 3: RICA- W Subtest (1-3) Test Pass Rates – APU vs State Comparison

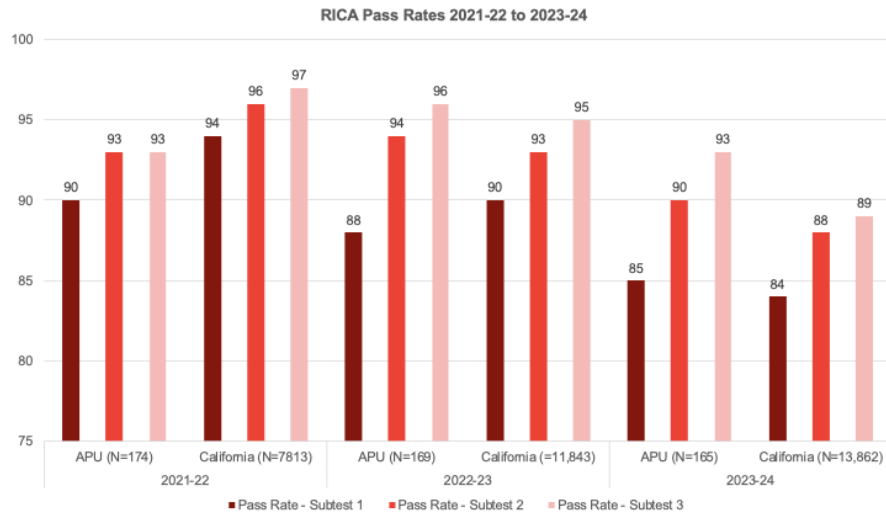
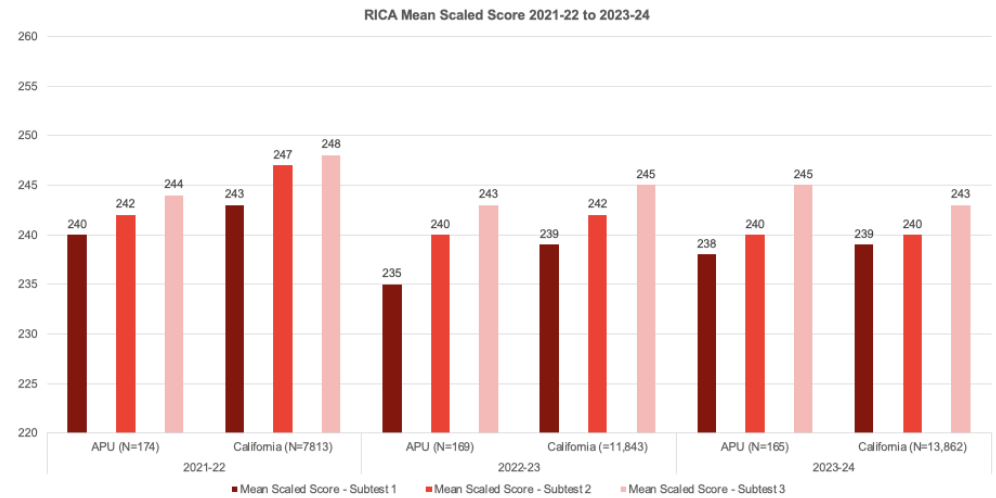


Figure 4: RICA-W Subtest (1-3) Mean Scaled Scores – APU vs. State Comparison



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

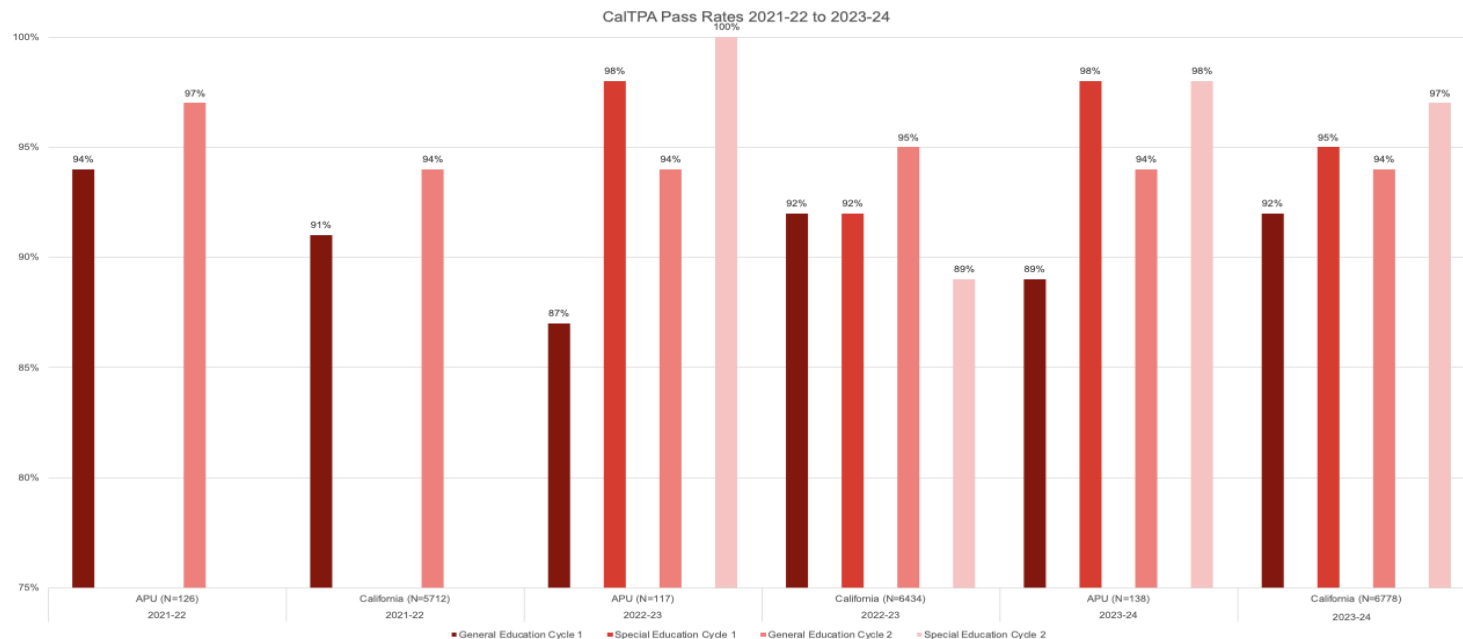
The passing scores required for the CalTPA are as follows:

Cycle 1: Learning About Students & Planning Instruction (8 rubrics)		Cycle 2: Assessment-Driven Instruction (9 rubrics)	
Multiple & Single Subject	Score of 19 with one score of 1 allowed on a rubric	Multiple & Single Subject	Score of 21 with one score of 1 allowed on a rubric
Mild to Moderate Support Needs	Score of 17 with one score of 1 allowed on a rubric	Mild to Moderate Support Needs	Score of 19 with one score of 1 allowed on a rubric
Extensive Support Needs	Score of 15	Extensive Support Needs	Score of 17

In December 2023, the California Commission on Teacher Credentialing (CTC) approved a secondary passing standard for the CalTPA ([PSA 24-02](#)). In 2021-22, candidates in APU's Special Education candidates were participating in the state field test for the Ed Specialist focused CalTPA. As a result, data on pass rates and mean scaled scores are not available for these candidates in the 2021-22 assessment year.

In 2021-22, APU's General Education Cycle 1 pass rate matched the state pass rate while in Cycle 2, the APU pass rate exceeded the state pass rate. In 2022-23, APU's General Education Cycle 1 pass rate was 5% below the state pass rate while in Cycle 2, the pass rate was 1% behind the state pass rate. In 2023-24, APU's General Education Cycle 1 pass rate was 3% below the state pass rate while in Cycle 2, the APU pass rate matched the state pass rate. The 2022-23 Special Education APU pass rates exceeded state pass rates by 6% in Cycle 1 and 11% in Cycle 2. The 2023-24 Special Education pass rates remained above state pass rates but by smaller margins, 3% for Cycle 1 and 1% for Cycle 2.

Figure 5: CalTPA Cycles 1 and 2 Pass Rates on Over Three Years for APU and State Test Takers



The three-year comparison of mean total scaled scores details APU's exam performance, compared to state performance, by subject. In 2021-22, APU's mean total scaled scores exceed state scores in 8 Cycles, matched state scores in 1 Cycle, and was lower than state scores in 3 Cycles. 2022-23 scores show APU's mean total scaled scores exceed state scores in 8 Cycles and was lower than state scores in 6 Cycles. In 2023-24, APU mean total scaled scores exceed state scores in 8 Cycles and was lower than state scores in 10 Cycles

Table 1: Three-Year Comparison of APU vs. State CalTPA Mean Total Scaled Scores

Three-Year Comparison of APU vs. State CalTPA Scores	2021-22		2022-23		2023-24	
	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
Mult Subj—Literacy 1	20.8	20.3	19.8	20.5	20.5	19.6
Mult Subj—Literacy 2	24.2	23.8	23.8	24	23.1	22.4
Mult Subj—Math 1	22	20.7	20.8	21.2	18.1	20.3
Mult Subj—Math 2	23	23.3	24	23.5	22.7	22.3
Sngl Subj-English 1	24.1	23.8		23.5	22.2	23.9
Sngl Subj-English 2	26.3	25.9		25.3	19.1	25.1
Sngl Subj-Mathematics 1	22.9	22.7	23	22.6	21.5	21.9
Sngl Subj-Mathematics 2	26.4	26.2	26	26.3	25.7	25.5
Sngl Subj-Physical Education 1	22	23.7	23.1	23.7	21.3	23.7
Sngl Subj-Physical Education 2	26.8	26.8	24.9	25.7	24.2	25.7
Sngl Subj-Social Science 1	21.6	22.6	23.3	22.8	21.8	22.9
Sngl Subj-Social Science 2	25.5	25.1	25.2	24.5	21.9	23.9
ESN—Literacy 1	*	*		21.7	22.2	20.8
ESN—Literacy 2	*	*		21.9		25.2
ESN—Math 1	*	*	23.5	21.3		22.5
ESN—Math 2	*	*		21.6	23.8	25.5
MMSN—Literacy 1	*	*	23.5	22.9	23.1	21.9
MMSN—Literacy 2	*	*		22.8	25.4	25.1
MMSN—Math 1	*	*	22.9	21.6	23.1	22.7
MMSN—Math 2	*	*	26.8	24.7	23.4	24

* Field Test Participation

PRAXIS II: SCHOOL PSYCHOLOGIST EXAM (CAEP MEASURE 3)

The Praxis data are provided by the Educational Testing Services (ETS) in an annual report of all students who attempted the Praxis School Psychologist Exam (5402 or 5403) 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 5402 is a minimum of 147 and 5403 is a minimum of 155.

The mean and median scores for students reporting to APU have met or been slightly higher than the mean and median performance range for California examinees for Praxis II 5402. However, the mean and median scores for APU students is lower than for the state for the one year of data for Praxis II 5403. The table shows APU Test Takers had a lower collective ceiling (max observed score) and a higher collective floor (lowest observed score).

Figure 6: 5402 Exam Median & Mean Scores for APU, California, & National

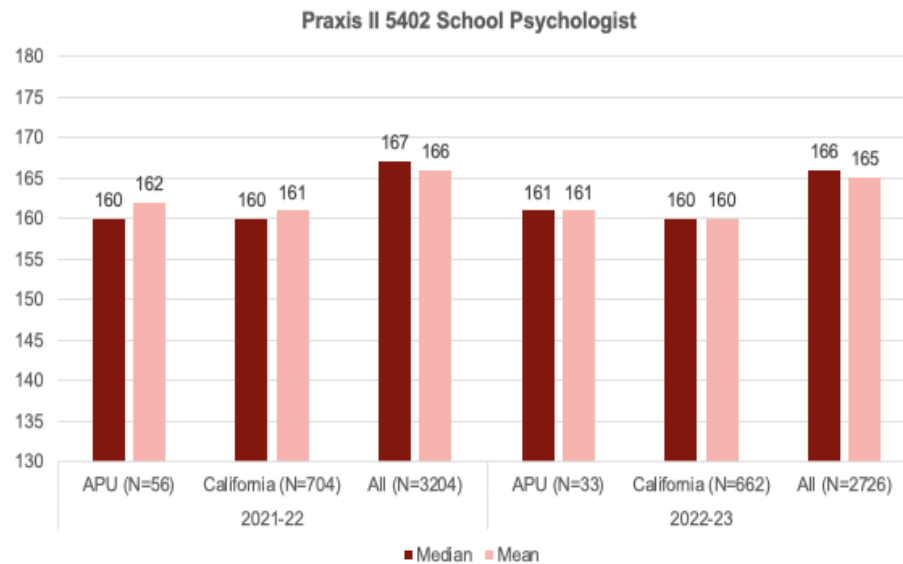


Figure 7: 5403 Exam Median & Mean Scores for APU, California, & National

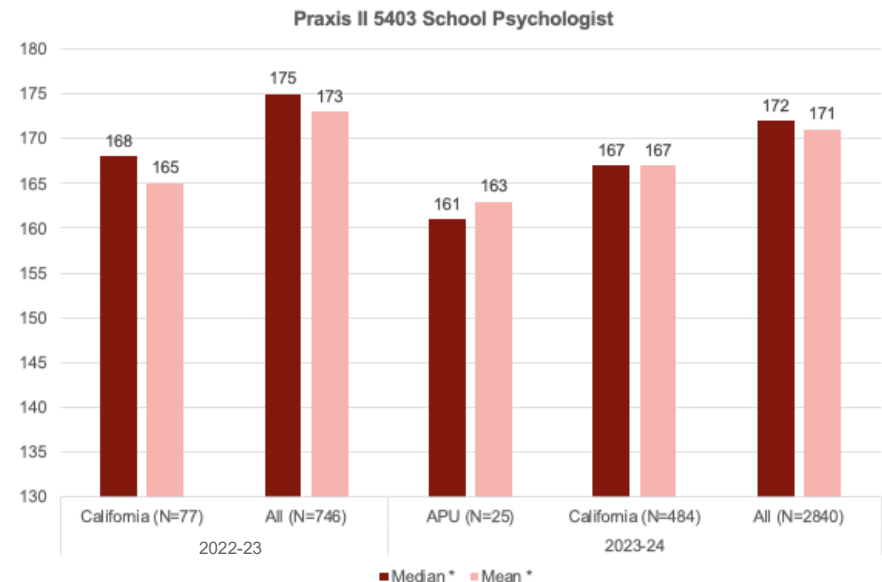


Table 2: Praxis 5402/5403 School Psychologist Exam Descriptive Measures for APU, California, and All Test Takers Over Three Years

Praxis II: School Psychologist Exam 5402 Descriptive Measures		# of Examinees	Highest Observed Score	Lowest Observed Score	Median	Mean
2021-22	APU Examinees	56	180	145	160	162
	California Examinees	704	186	133	160	161
	All Examinees	3204	194	108	167	166
2022-23	APU Examinees	33	177	145	161	161
	California Examinees	662	188	130	160	160
	All Examinees	2726	193	121	166	165

Praxis II: School Psychologist Exam 5403 Descriptive Measures		# of Examinees	Highest Observed Score	Lowest Observed Score	Median	Mean
2022-23	APU Examinees	*	*	*	*	*
	California Examinees	77	185	103	168	165
	All Examinees	746	194	103	175	173
2023-24	APU Examinees	25	180	141	161	163
	California Examinees	484	192	124	167	167
	All Examinees	2840	196	100	172	171

*See 2022-23 APU Exam 5402 data

PRAXIS II: SCHOOL COUNSELOR EXAM (CAEP MEASURE 3)

Educational Testing Services (ETS) provides Praxis Data in an annual report for all students who attempted the Praxis II Professional School Counselor Exam (5421) or School Counselor (5422) between September 1 and August 31 of each respective academic year and reported exam scores to APU School of Education through ETS. The Program Required Score for passing is a minimum of 150.

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 three years. The average performance range was above 151 for all three academic years for APU students. The table below the figures shows APU Test Takers had a lower collective ceiling (max observed score) and a higher collective floor (lowest observed score).

Figure 8: 5421 Exam Median & Mean Scores for APU, California, & National

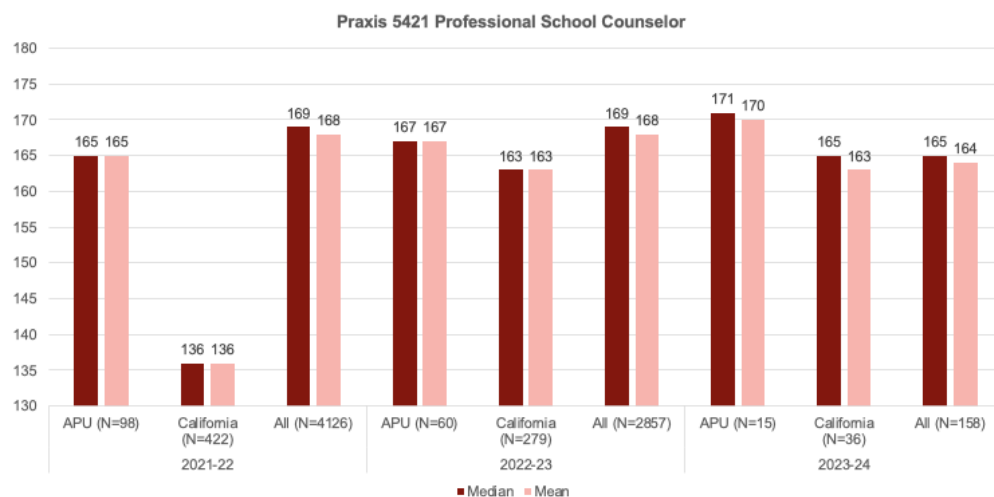


Figure 9: 5422 Exam Median & Mean Scores for APU, California, & National

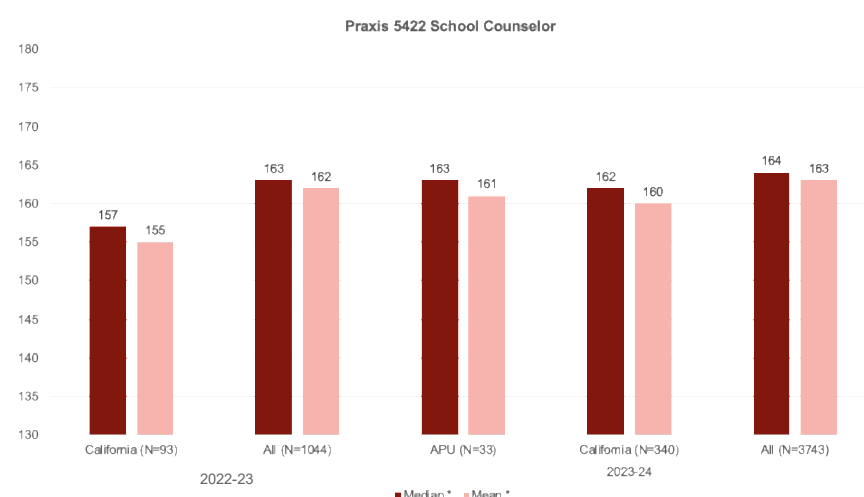


Table 3: Praxis 5421/5422 School Exam Descriptive Measures for APU, California, and All Test Takers Over Three Years

Praxis II: School Counselor Exam 5421 Descriptive Measures		# of Examinees	Highest Observed Score	Lowest Observed Score	Median	Mean
2021-22	APU Examinees	98	187	150	165	165
	California Examinees	422	187	128	136	136
	All Examinees	4126	195	104	169	168
2022-23	APU Examinees	60	185	143	167	167
	California Examinees	279	190	125	163	163
	All Examinees	2857	195	125	169	168
2023-24	APU Examinees	15	178	150	171	170
	California Examinees	36	178	144	165	163
	All Examinees	158	187	130	165	164

Praxis II: School Counselor Exam 5422 Descriptive Measures		# of Examinees	Highest Observed Score	Lowest Observed Score	Median	Mean
2022-23	APU Examinees	*	*	*	*	*
	California Examinees	93	185	110	157	155
	All Examinees	1044	190	110	163	162
2023-24	APU Examinees	33	185	132	163	161
	California Examinees	340	189	118	162	160
	All Examinees	3743	191	100	164	163

*See 2021-22 APU Exam 5421 data

III. 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 10: Percentages of Credential Completers Who Have Progressed to Clear Credentials Within Five Years

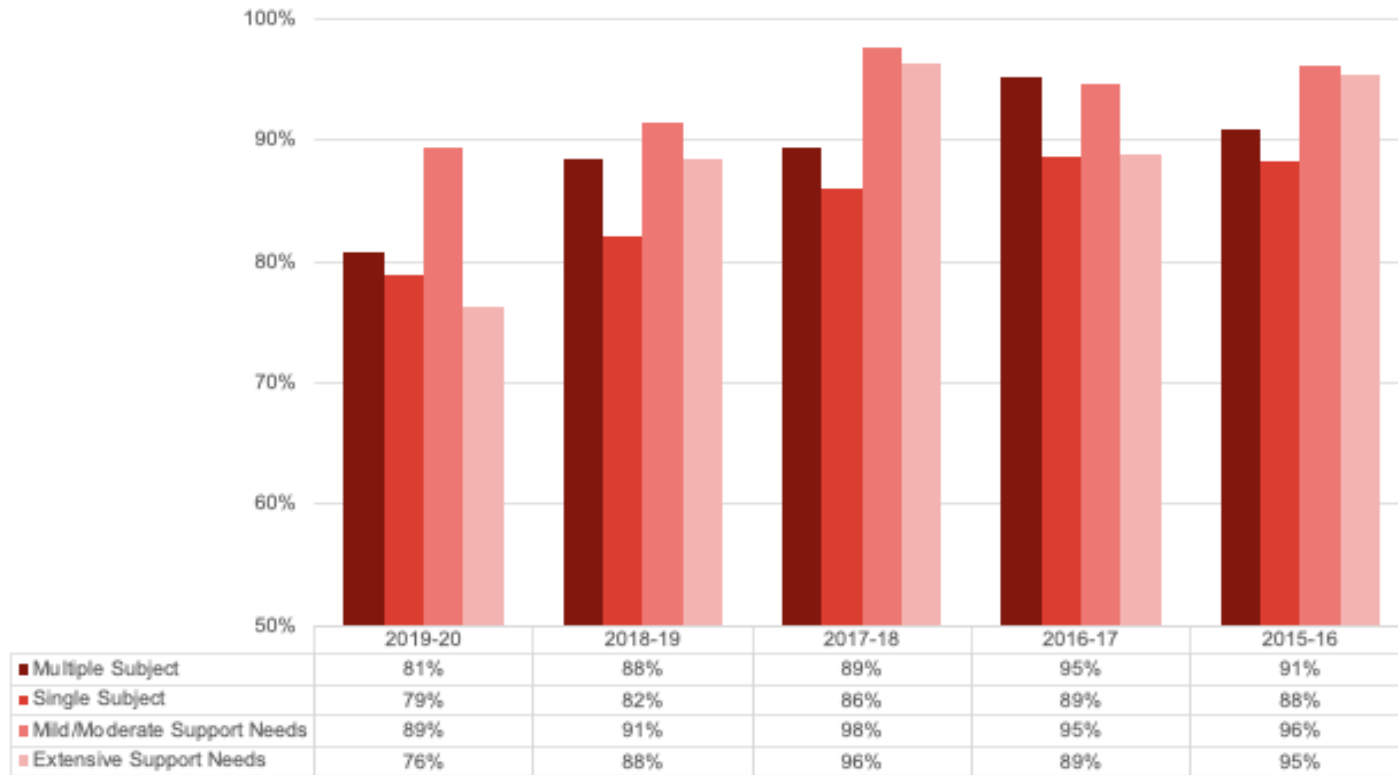


Table 4: Teaching Effectiveness of Completers from 2015-16 to 2019-20 by Credential Program

Teacher Effectiveness of Completers from 2015-16 to 2019-20 by Credential Program		Demonstrated Effective Teaching and Progressed to a Clear Credential	Still hold a Preliminary Credential and are working to Progress to a Clear Credential	Moved out of State	Unknown
Multiple Subject	2015-16 (N=88)	80	0	0	8
	2016-17 (N=63)	60	0	2	1
	2017-18 (N=103)	92	4	1	6
	2018-19 (N=86)	76	2	3	5
	2019-20 (N=78)	63	14	0	1
Single Subject	2015-16 (N=111)	98	0	6	7
	2016-17 (N=79)	70	1	0	8
	2017-18 (N=129)	111	1	2	15
	2018-19 (N=89)	73	1	1	14
	2019-20 (N=71)	56	13	0	2
Mild/Moderate Support Needs	2015-16 (N=79)	76	0	0	3
	2016-17 (N=92)	87	1	1	3
	2017-18 (N=86)	84	0	1	1
	2018-19 (N=58)	53	3	0	2
	2019-20 (N=57)	51	5	0	1
Extensive Support Needs	2015-16 (N=22)	21	0	0	1
	2016-17 (N=36)	32	0	1	3
	2017-18 (N=27)	26	0	0	1
	2018-19 (N=26)	23	1	1	1
	2019-20 (N=21)	16	3	0	2

2019-2020

The Multiple Subject (elementary) Credential program had 78 completers and 81% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years. The Single Subject (secondary) Credential program had 71 completers and 79% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years. The Mild to Moderate Support Needs Credential program had 57 credential completers and 89% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years. The Extensive Support Needs Credential program had 21 credential completers and 76% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.

2018-2019

The Multiple Subject (elementary) Credential program had 86 completers and 88% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years. The Single Subject (secondary) Credential program had 89 completers and 82% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years. The Mild to Moderate Support Needs Credential program had 58 credential completers and 91% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years. The Extensive Support Needs Credential program had 26 credential completers and 88% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years.

2017-2018

The Multiple Subject (elementary) Credential program had 103 completers and 89% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years. The Single Subject (secondary) Credential program had 129 completers and 86% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years. The Mild to Moderate Support Needs Credential program had 86 credential completers and 98% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years. The Extensive Support Needs Credential program had 27 credential completers and 96% 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 95% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years. The Single Subject (secondary) Credential program had 79 completers and 89% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years. The Mild to Moderate Support Needs Credential program had 92 credential completers and 95% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years. The Extensive Support Needs Credential program had 36 credential completers and 89% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years.

2015-2016

The Multiple Subject (elementary) Credential program had 88 completers and 91% 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 88% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years. The Mild to Moderate Support Needs Credential program had 79 credential completers and 96% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years. The Extensive Support Needs Credential program had 22 credential completers and 95% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 6 years.

PROGRAM COMPLETER FEEDBACK (CAEP MEASURE 1)

The California Commission on Teacher Credentialing (CTC) administers a completer survey for Pupil Personnel Services and Teacher Education 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 and Teacher Education Credential Programs at APU. Individual completers elected to take the survey voluntarily and provided answers under conditions that promised anonymity.

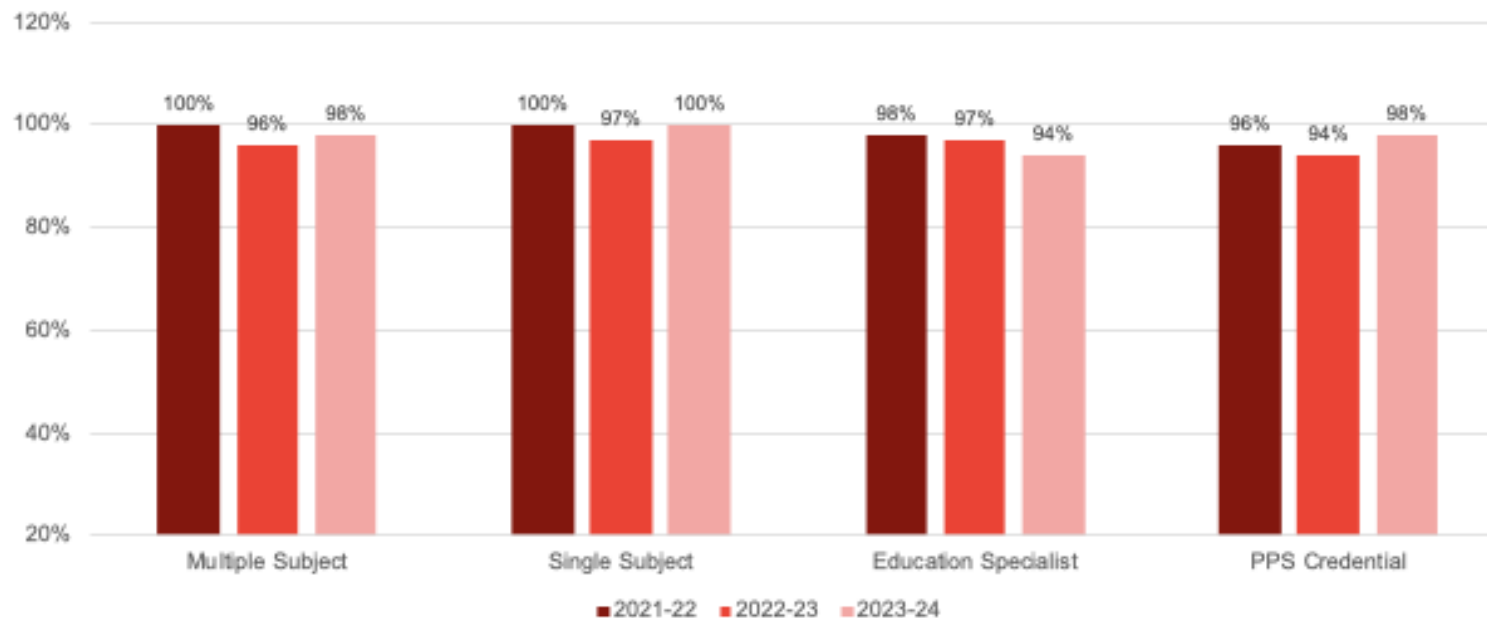
Multiple Subject: 2021-22 completers had a response rate of 100% (n=44 of 44), 2022-23 completers had a response rate of 96% (n=23 of 24), and 2023-24 completers had a response rate of 98% (n=55 of 56).

Single Subject: 2021-22 completers had a response rate of 100% (n=32 of 32), 2022-23 completers had a response rate of 97% (n=28 of 29), and 2023-24 completers had a response rate of 100% (n=55 of 55).

Education Specialist: 2021-22 completers had a response rate of 98% (n=40 of 41), 2022-23 completers had a response rate of 97% (n=32 of 33), 2023-24 completers had a response rate of 94% (n=46 of 49).

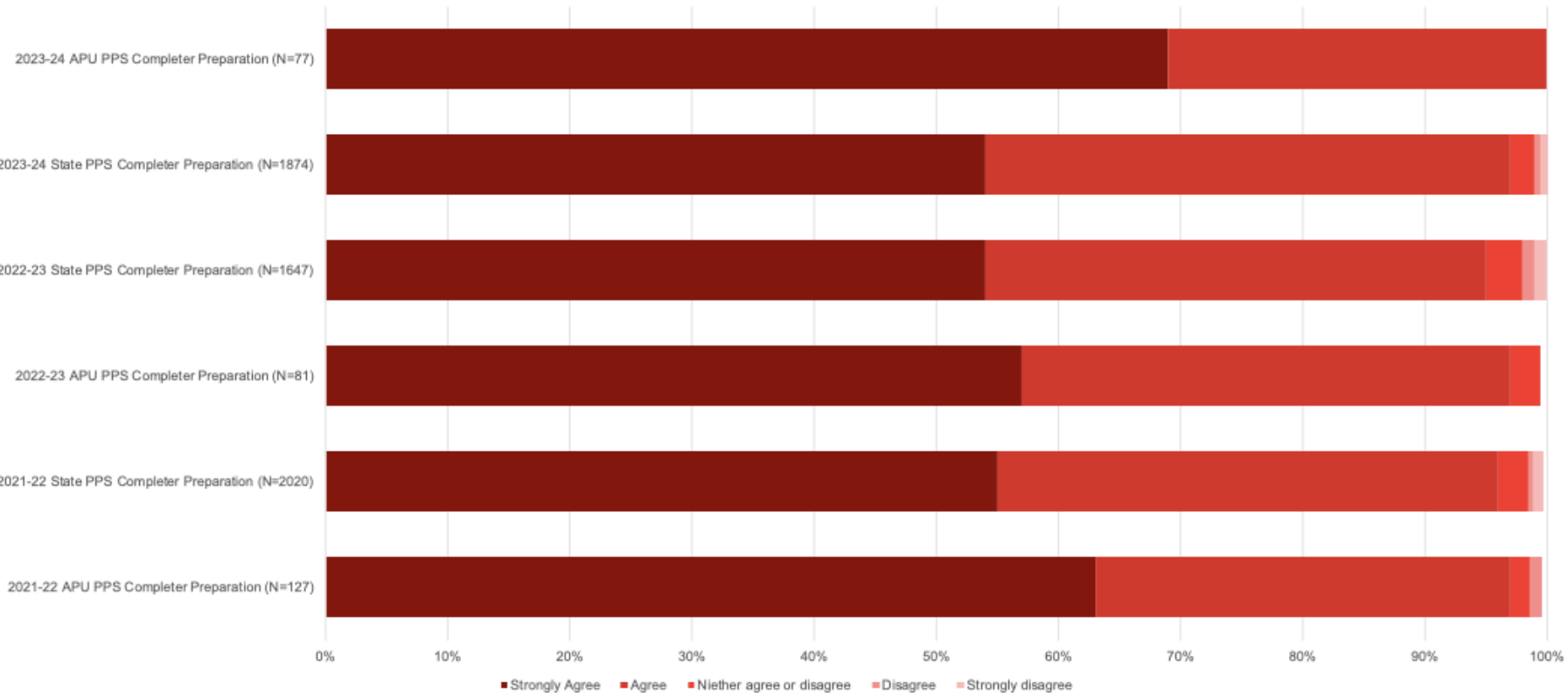
School Counseling and School Psychology: completers had a response rate of 96% (n=130 of 135), 2022-23 completers had a response rate of 94% (n=85 of 90), and 2023-24 completers had a response rate of 98% (n=78 of 80).

Figure 11: APU Completer Survey Response Rate: Three-Year Comparison



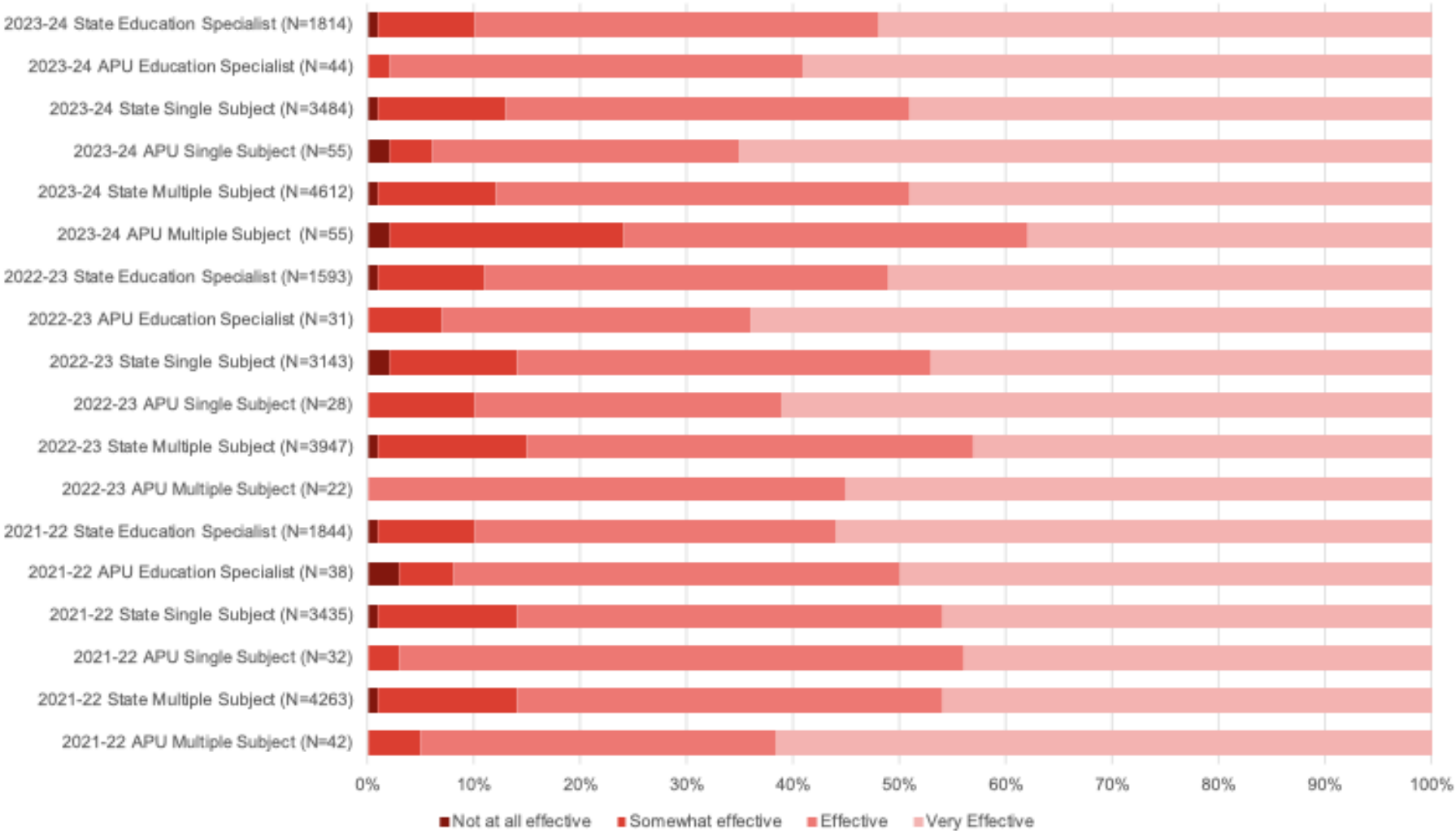
In 2021-22, 2022-23, and 2023-24, a higher percentage of School Counseling and School Psychology program completers strongly agreed or agreed that their APU preparation program allowed them to develop the skills and tools they need to be effective as a school counselor or school psychologist than program completers statewide.

Figure 12: APU and CA Statewide PPS responses to: “My preparation program allowed me to develop the skills and tools I need to be effective in my professional work.”



2023-24 Teacher Education program completers also compare favorably to their state counterparts when it came to the question “Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?”

Figure 13: 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?”

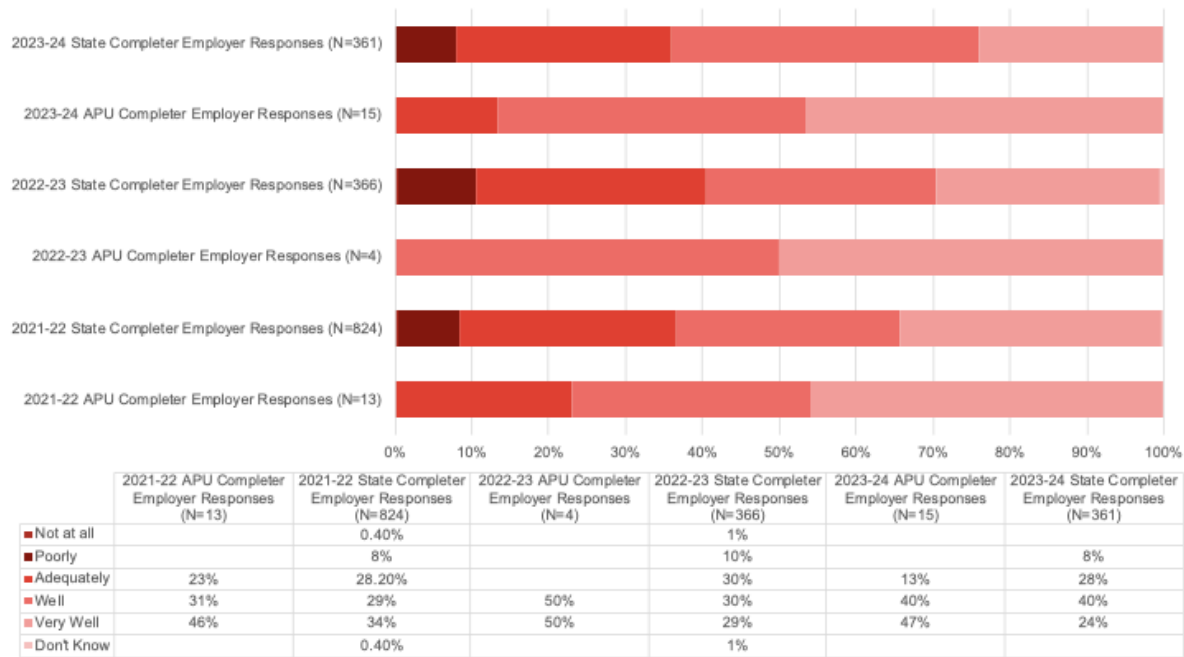


EMPLOYER FEEDBACK (CAEP MEASURE 2)

The California Commission on Teacher Credentialing (CTC) administers an employer survey related to program completers. The data collected through the survey process represent the self-reported individual perceptions of employers of completers of credential programs at APU. Individual employers elected to take the survey voluntarily and provided answers under conditions that promised anonymity. For the 2023-24 academic year, APU administered an additional employer survey to bolster responses. The combined efforts returned 15 surveys from employers of APU completers, 11 more surveys than in 2022-23.

In 2021-22, employers of APU program completers indicated that their new employee was “very well prepared” at a higher percentage than employers of program completers statewide (46% versus 34%). Again, in 2022-23, employers of APU completers indicated that their new employee was “very well prepared” at a higher percentage than employers of program completers statewide (50% versus 29%). However, APU had a low number of respondents (<10). The trend of employers of APU program completers indicating their new employee was “very well prepared” at a higher percentage compared to employers of program completers statewide continues in 2023-24 (47% against 24%).

Figure 14: 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: an increased number of completers are becoming professional teachers/coaches, and completers are consistently becoming School Counselors and School Psychologists.

Figure 15: Professional Role of APU Completers in Year Following Program Completions

