



Annual Performance Report

2021-2022
SCHOOL OF EDUCATION

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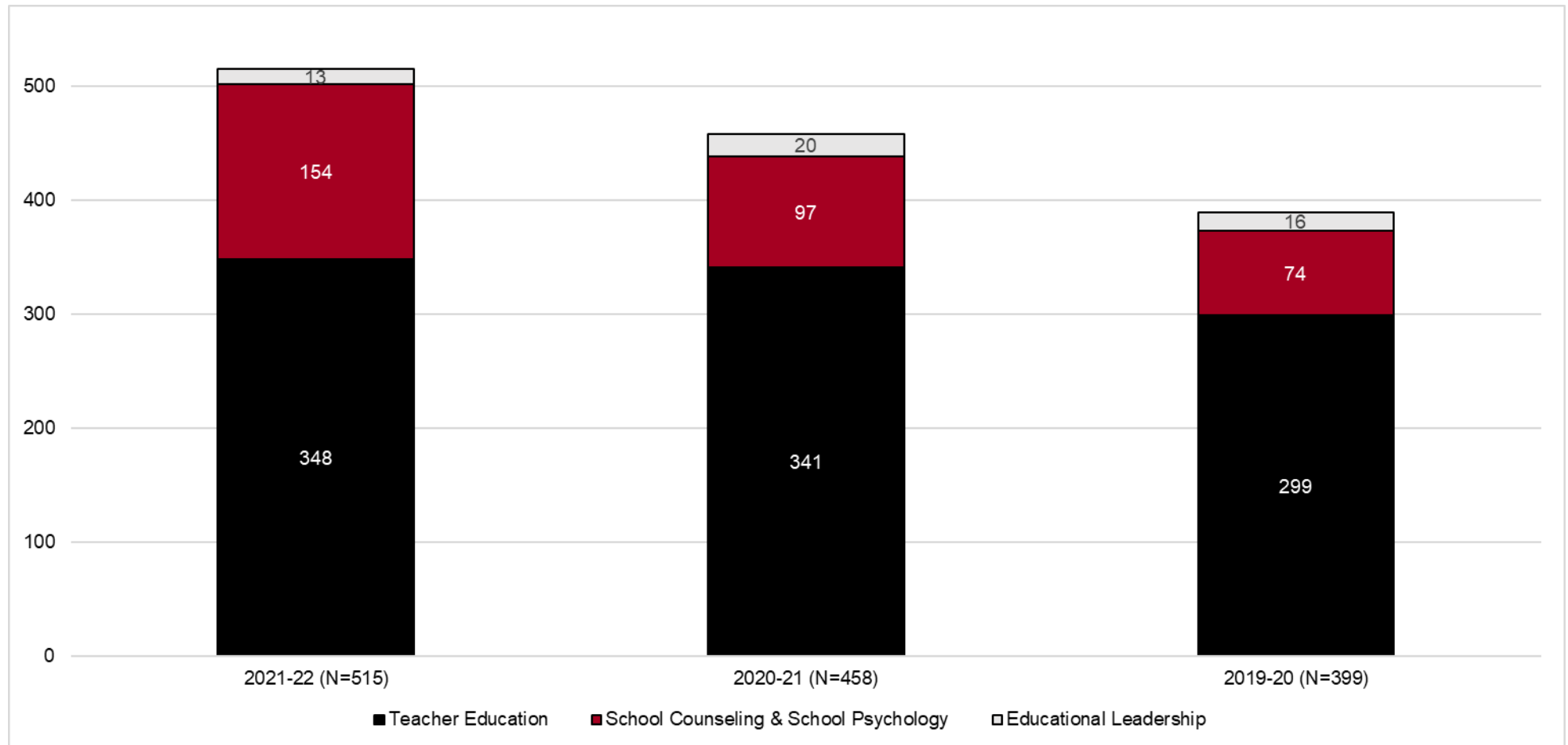
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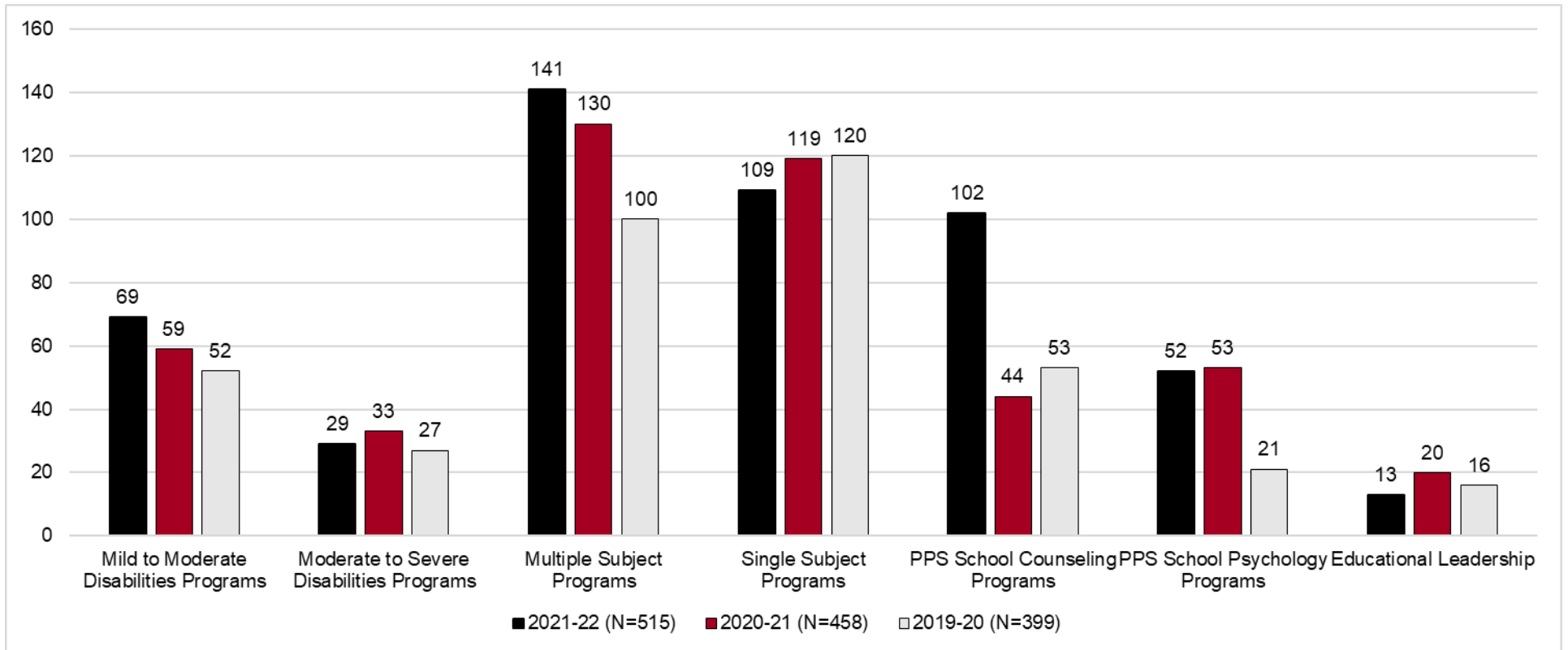
I. SCHOOL OF EDUCATION GRADUATE ADMISSIONS

ADMITTED CANDIDATES BY DIVISION/DEPARTMENT IN 2019-20, 2020-21, & 2021-22

The School of Education 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, and the Department of Special Education), the Department of Educational Leadership, and the Department of School Counseling and School Psychology. Admissions data, graduate admissions only, from the three most recent academic years shows a net decrease of 13 individuals (3.2%) in the total number of admitted applicants to the School of Education year-over-year from 2020-21 to 2021-22. The number of admitted students to the Department of Educational Leadership remained constant. The majority of candidates admitted to programs in the School of Education apply to programs within the Division of Teacher Education, which includes one stand-alone Master's degree, eight Master's degrees with an embedded Preliminary Teaching Credential and four Credential-Only programs.



ADMITTED CANDIDATES BY PROGRAM IN 2019-20, 2020-21, & 2021-22

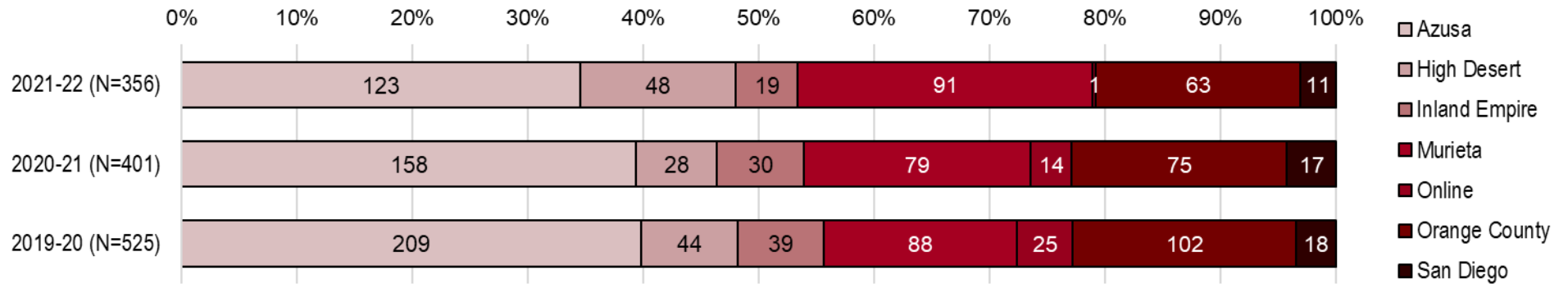


The year-over-year percent difference in enrollment numbers by program is seen in the table below, shaded in hues of red (largest percentage decline) to white (intermediary decline) to green (largest percentage increase).

<u>Programs</u>	<u>2020-21 to 2021-22</u>	<u>2019-20 to 2020-21</u>	<u>2018-19 to 2019-20</u>
Mild to Moderate Disabilities Programs	16.9%	13.5%	-35.0%
Moderate to Severe Disabilities Programs	-12.1%	22.2%	-25.0%
Multiple Subject Programs	8.5%	30.0%	-30.1%
Single Subject Programs	-8.4%	-0.8%	-13.7%
PPS School Counseling Programs	131.8%	-17.0%	152.4%
PPS School Psychology Programs	-1.9%	152.4%	-48.8%
Educational Leadership	-35.0%	25.0%	-74.6%

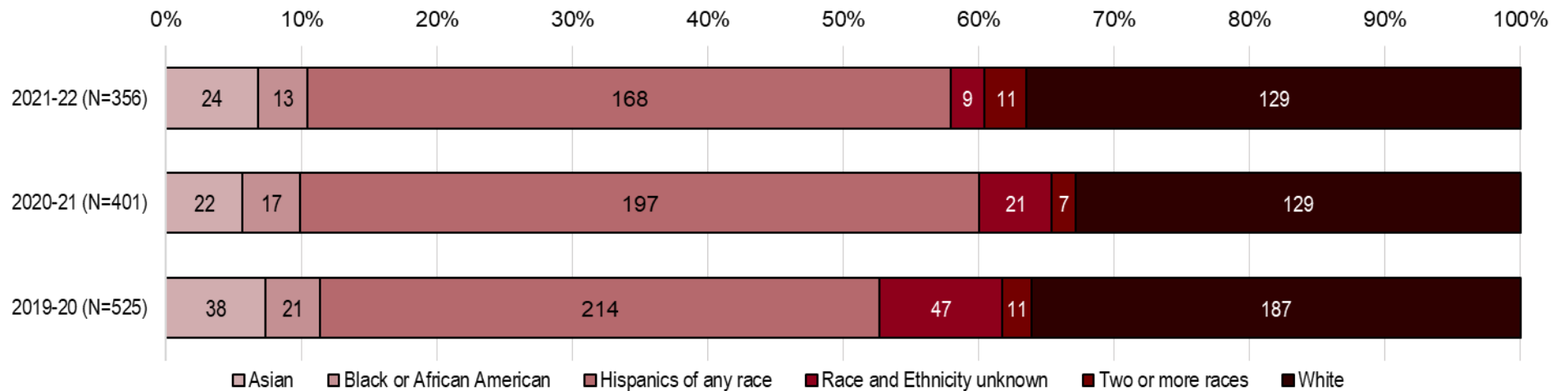
ADMITTED CANDIDATES BY REGIONAL CAMPUS IN 2019-20, 2020-21, & 2021-22

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 High Desert (+20) and Murrieta (+12).



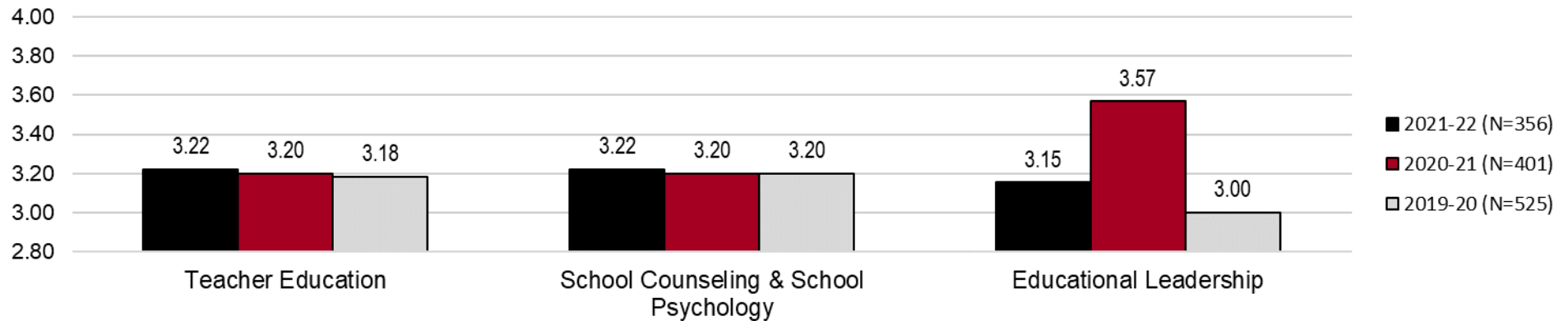
ADMITTED CANDIDATES BY RACE/ETHNICITY IN 2019-20, 2020-21, & 2021-22

The ethnic and racial composition of this admitted class of Azusa Pacific University's School of Education includes a notable non-white student majority (63.8%), most of whom identify as Hispanics of any race (47.2% 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 or ethnically diverse applicants exceed 50% for each of the three most recent academic years. Ethnic categories with n=9 or fewer over all three years are omitted.



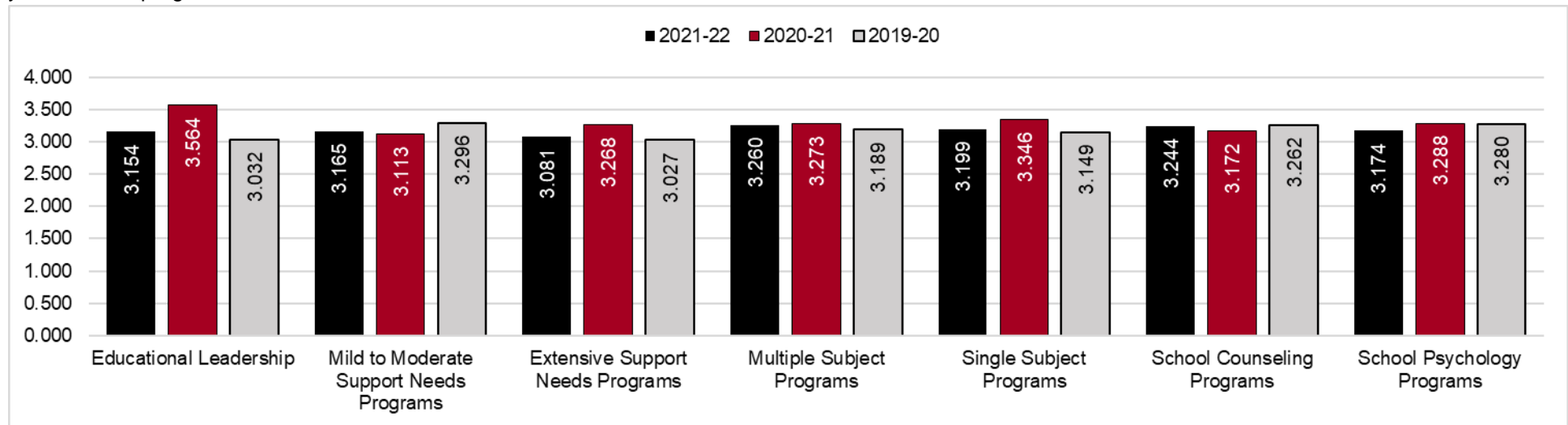
MEAN UNDERGRADUATE GPA FOR ADMITTED CANDIDATES BY DIVISION/DEPARTMENT IN 2019-20, 2020-21, & 2021-22

CAEP Standard 3.2 establishes 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 third consecutive year, all SOE programs exceeded the minimum criteria.



MEAN UNDERGRADUATE GPA FOR ADMITTED CANDIDATES BY PROGRAM IN 2019-20, 2020-21, & 2021-22

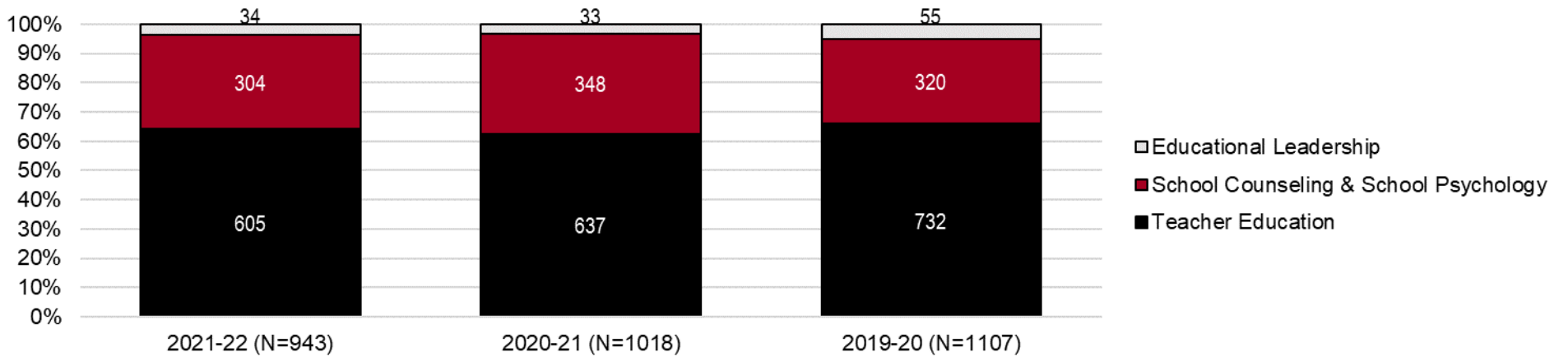
CAEP Standard 3.2 establishes a minimum grade point average of 3.00 for monitoring and transitioning purposes. The School of Education uses the undergraduate bachelor's level GPA at the time of admission as the GPA to be examined because the programs are all graduate-level. For the third consecutive year, all SOE programs exceeded the minimum criteria.



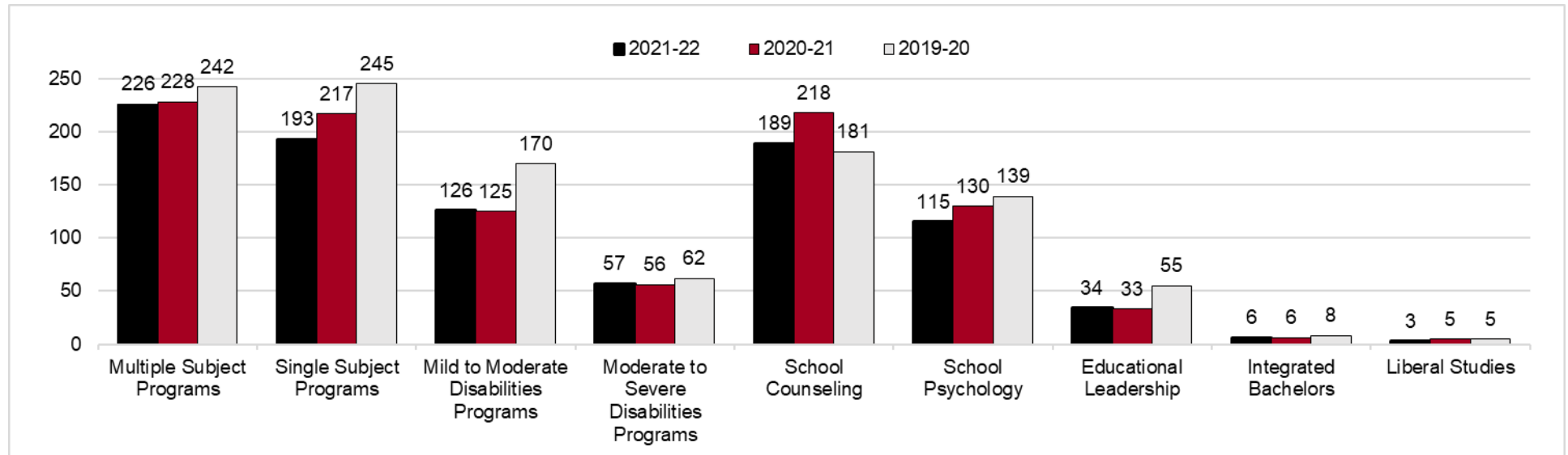
II. SCHOOL OF EDUCATION ENROLLED CANDIDATES

ENROLLED CANDIDATES BY DIVISION/DEPARTMENT IN 2019-20, 2020-21, & 2021-22

Overall candidate enrollment has decreased by 6.78% (69 persons) for the School of Education from 2020-21 to 2021-22. The Department of School Counseling & School Psychology has seen a 13.30% decrease in the number of enrolled candidates, while Teacher Education has seen a decrease of 4.08% and Educational Leadership has increased by 3.03%.



ENROLLED CANDIDATES BY PROGRAM IN 2019-20, 2020-21, & 2021-22

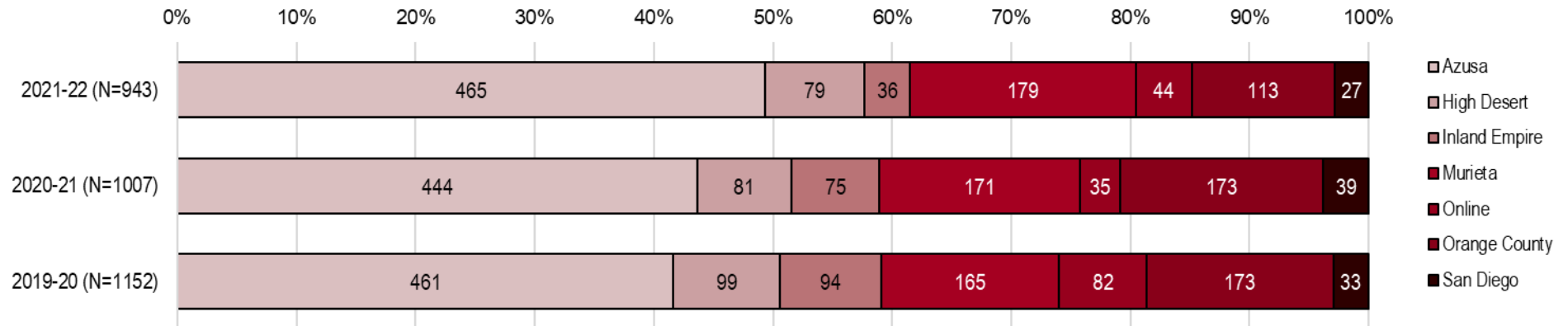


The year-over-year percent difference in enrollment numbers by program is seen in the table below, shaded in hues of red (largest percentage decline) to white (intermediary decline) to green (largest percentage increase) for 2019-20 through 2021-22.

Credential Program	2020-21 to 2021-22	2019-20 to 2020-21	2018-19 to 2019-20
Multiple Subject Programs	-0.88%	-5.79%	-19.87%
Single Subject Programs	-11.06%	-11.43%	-15.22%
Mild to Moderate Disabilities Programs	0.80%	-26.47%	-17.87%
Moderate to Severe Disabilities Programs	1.79%	-9.68%	-29.55%
PPS School Counseling	-13.30%	20.44%	0.00%
PPS School Psychology	-11.54%	-6.47%	-2.80%
Educational Leadership	3.03%	-40.00%	-32.10%
All SoE	-6.78%	-8.04%	-14.65%

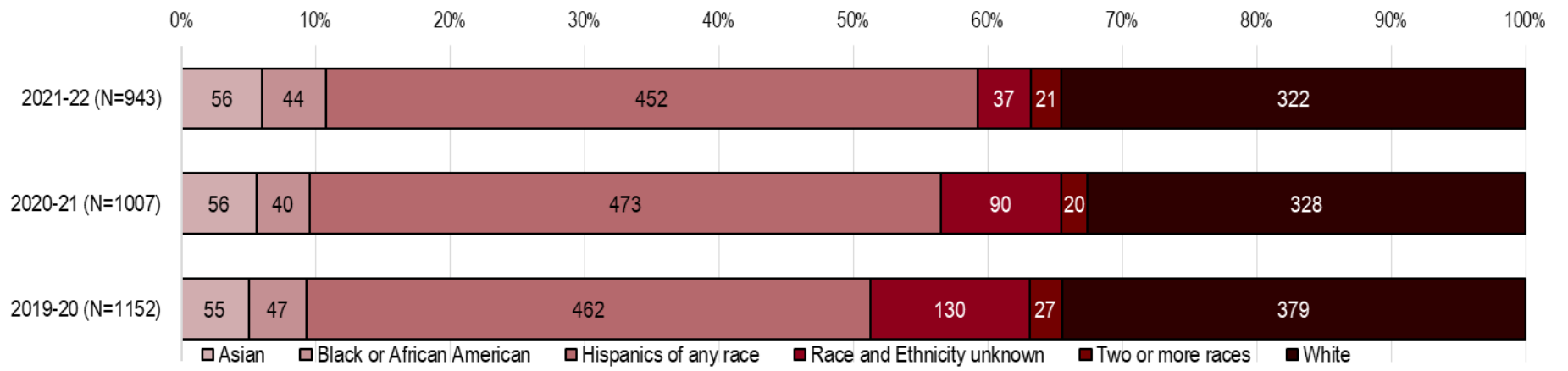
ENROLLED CANDIDATES BY REGIONAL CAMPUS IN 2019-20, 2020-21, & 2021-22

Location of enrollment is determined by identifying the location in which a candidate completed the majority of their coursework during each academic year. Enrolled candidates have increased at Azusa (+4.73%), Murrieta (+4.68%), and Online (+25.71%) while candidates have decreased at High Desert (-2.47%), Inland Empire (-52.00%), Orange County (-34.68%), and San Diego (-30.77%)



ENROLLED CANDIDATES BY ETHNICITY IN 2019-20, 2020-21, & 2021-22

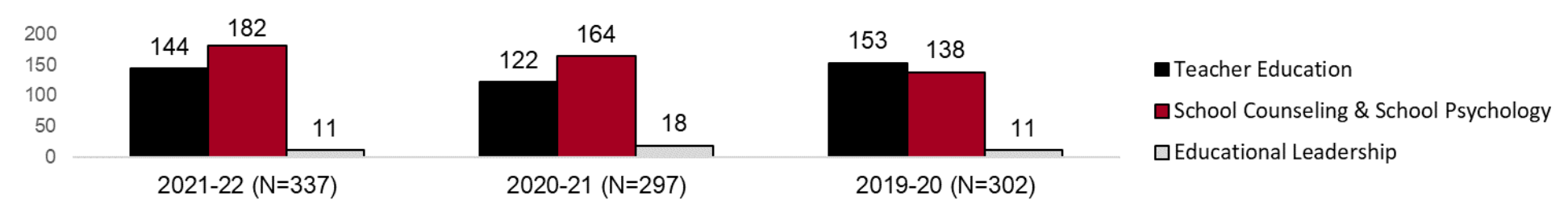
While remaining a notable strength of the program, candidate enrollment has become slightly less diverse in 2021-22 (-1.93%), with more than 65.85% of enrolled students identifying as non-white/ethnically diverse or unknown. As of 2017, Azusa Pacific University has been designated as a Hispanic-Serving institution (HSI), and the School of Education has a Hispanic student enrollment of 47.93% in 2021-22, down 4.44% in 2020-21. Ethnic categories with n=9 or fewer over all three years are omitted.



III. SCHOOL OF EDUCATION COMPLETERS

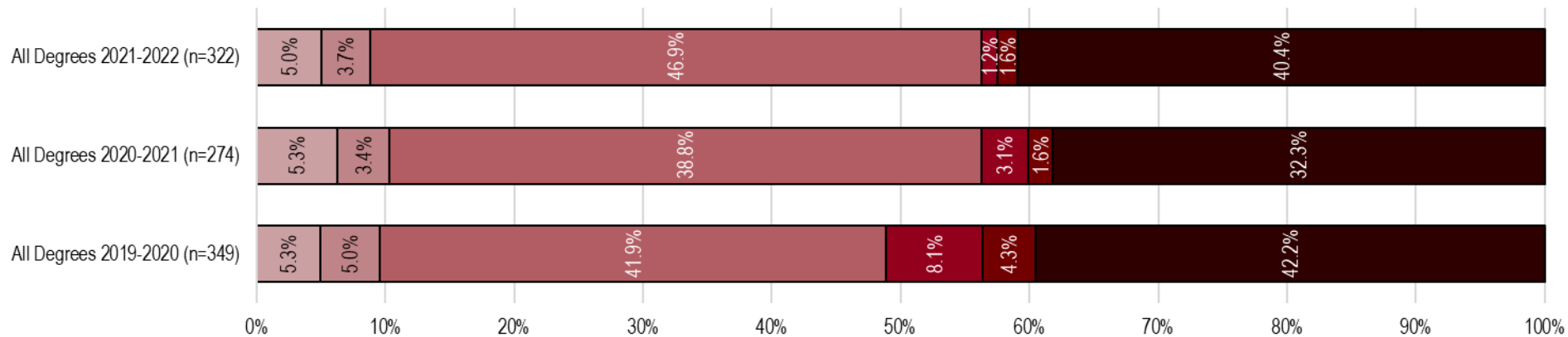
DEGREE COMPLETER DATA BY DEPARTMENT FOR 2019-20, 2020-21, & 2021-22

The School of Education offers ten degree programs, including a Doctorate in Educational Leadership. The following data chart displays the total count of degrees conferred for each year by Department. From 2020-21 to 2021-22, there was a 10.9% increase in degree completers led by Teacher Education at +22.



DEGREE COMPLETERS BY ETHNICITY, 2019-20, 2020-21, & 2021-22

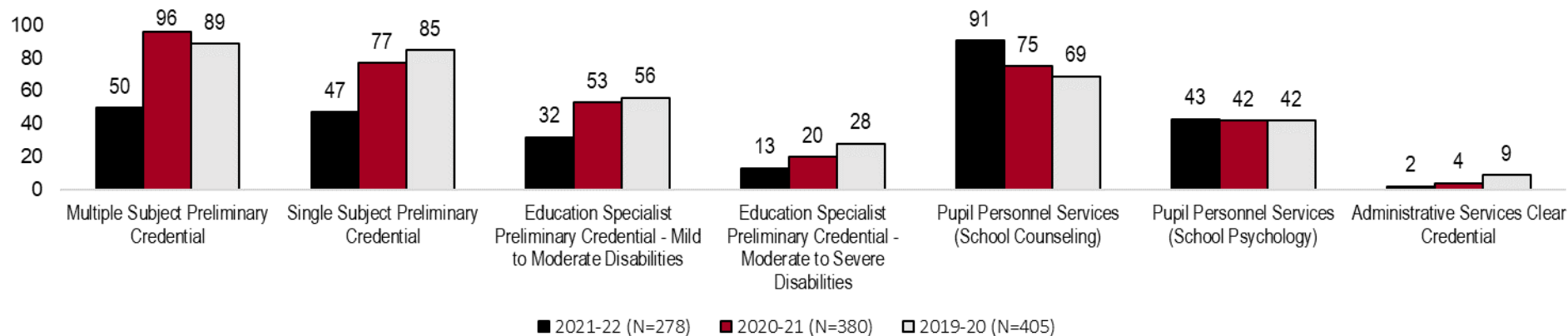
The School of Education conferred 322 advanced degrees including graduates of varied Masters of Arts (M.A.), Educational Specialist (Ed.S.), and Doctor of Education (Ed.D.) programs. The chart below depicts the ethnicities of those who graduated with one of the aforementioned degrees.



	All Degrees 2019-2020 (n=349)	All Degrees 2020-2021 (n=274)	All Degrees 2021-2022 (n=322)
Asian	5.3%	5.3%	5.0%
Black or African American	5.0%	3.4%	3.7%
Hispanics of any race	41.9%	38.8%	46.9%
Race and Ethnicity unknown	8.1%	3.1%	1.2%
Two or more races	4.3%	1.6%	1.6%
White	42.2%	32.3%	40.4%

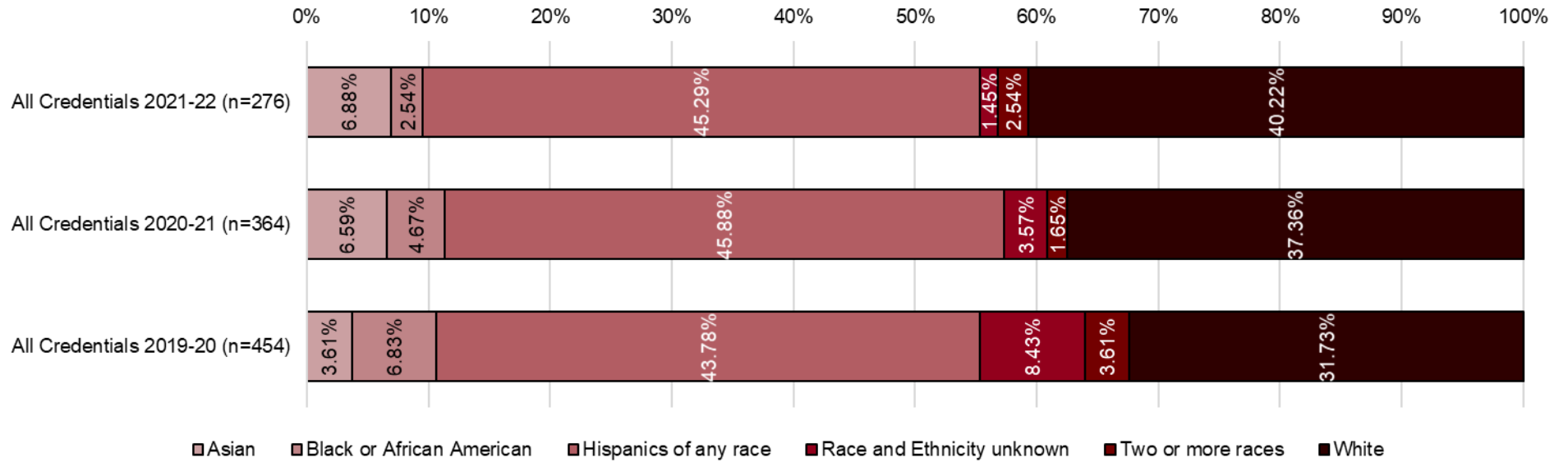
CREDENTIALS RECOMMENDED BY LEVEL AND AREA IN 2019-20, 2020-21, & 2021-22

The School of Education recommends credentials for candidates who complete credential specific coursework and assessments in the program. From 2020-21 to 2021-22, credential recommendations decreased by 26.8%, most of which were Multiple Subject credentials.



CREDENTIALS RECOMMENDED BY ETHNICITY IN 2019-20, 2020-21, & 2021-22

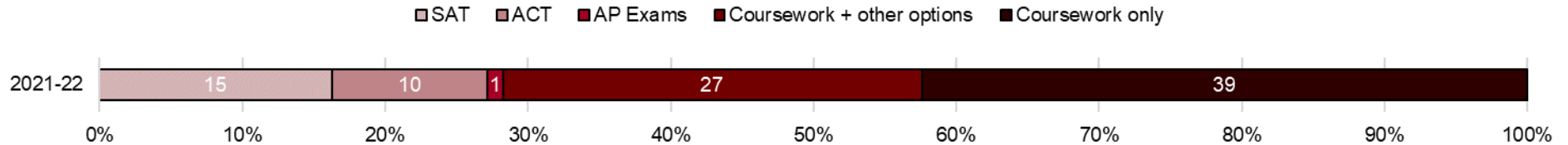
The School of Education recommends credentials for candidates who complete credential specific coursework and assessments in the program. The distribution of credential recommendations by ethnicity is as follows for this three-year period, excluding categories with n < 9 for all three years.



IV. SCHOOL OF EDUCATION EXAMS AND ASSESSMENTS

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

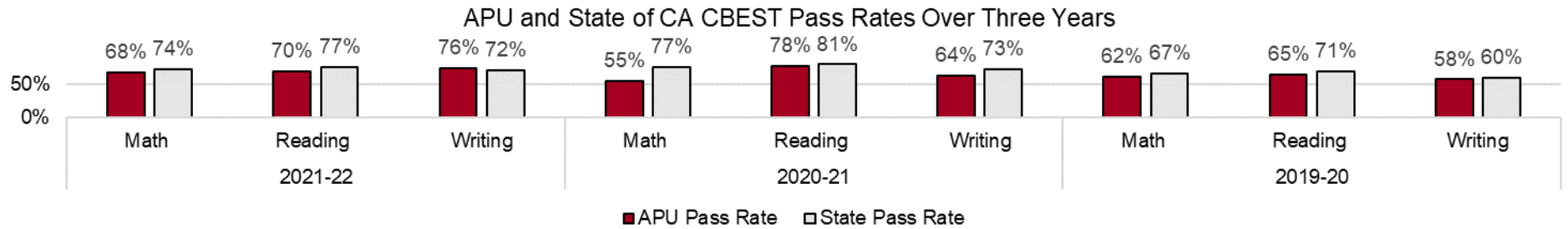
All of the Preliminary Teaching Credential programs and Pupil Personnel Services Credential Programs at APU School of Education require that candidates successfully meet BSR or CBEST for admissions. California bill AB 130 introduced multiple paths by which BSR can be met by coursework or by coursework and exam. In 2021-22, the APU School of Education BSR population was distributed by means as follows:



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. Although the passing rates of candidates who report their scores to APU continues to decline, the pass rate for APU test takers in writing continues to exceed performance of state test takers by approaching 5%.

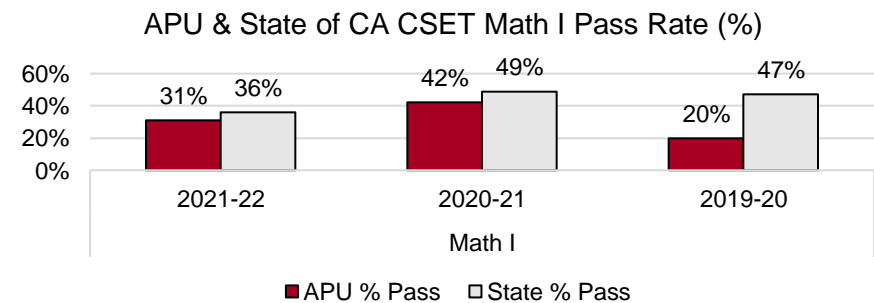
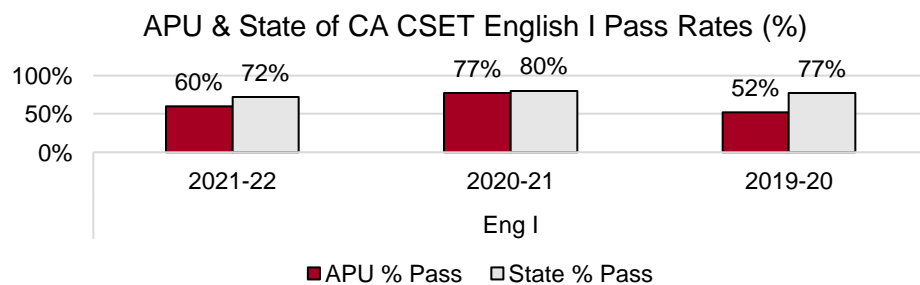
CBEST: Three- Year APU v. CA	2021-22						2020-21						2019-20					
	# APU Test Takers	# APU Pass	APU Mean Scaled Score	# State Test Takers	# State Pass	State Mean Scaled Score	# APU Test Takers	# APU Pass	APU Mean Scaled Score	# State Test Takers	# State Pass	State Mean Scaled Score	# APU Test Takers	# APU Pass	APU Mean Scaled Score	# State Test Takers	# State Pass	State Mean Scaled Score
Math	158	108	47.9	16,651	12,253	50.3	342	244	49.4	21,350	15,666	50.5	422	309	49.4	23,476	18,064	51.4
Reading	175	123	47.9	16,243	12,520	50.3	344	274	49.1	21,602	17,002	50.5	425	321	48.5	23,528	18,910	51
Writing	142	108	41.4	14,609	10,495	41.1	341	243	40.5	21,030	14,526	41.0	427	280	40.4	23,391	15,799	40.8



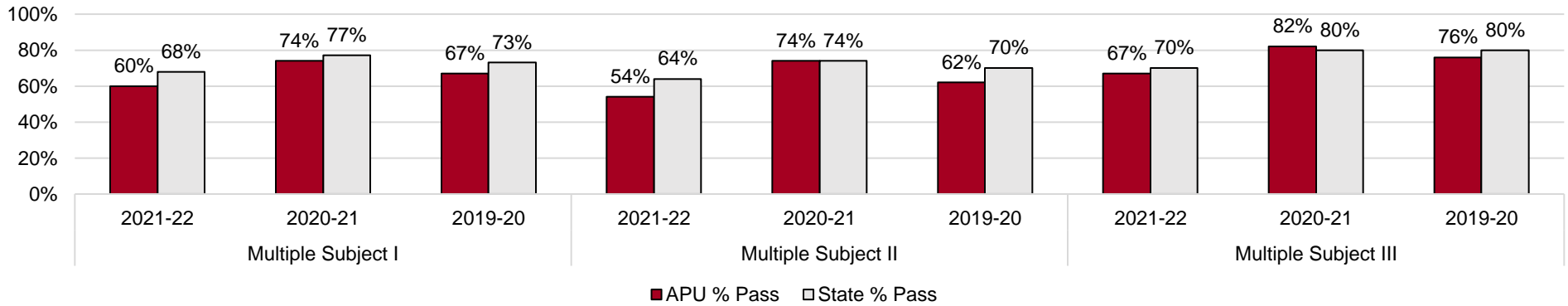
CALIFORNIA SUBJECT MATTER REQUIREMENT (SMR) (CAEP MEASURE 3)

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

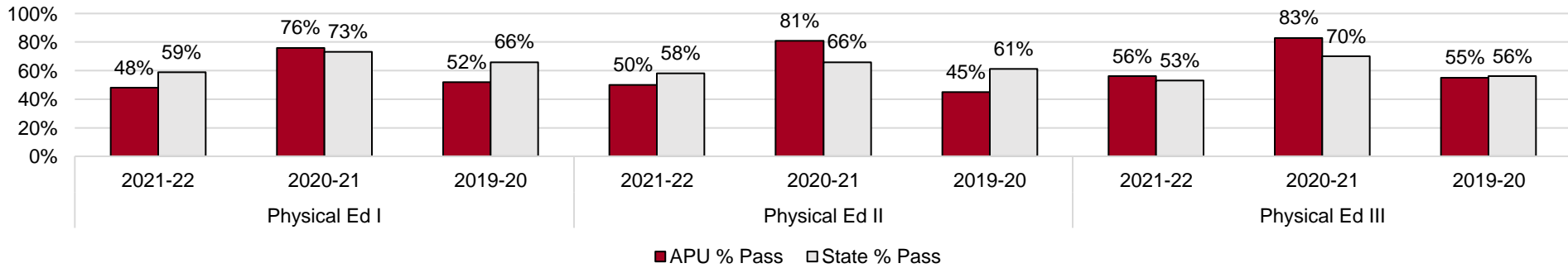
The following tables are collected from Pearson’s Results Analyzer and provide the Best Attempt pass rates for both APU test takers and California State test takers over 3 years. The charts show a comparison of pass rates for APU test takers and all California test takers for the exams. Areas not included below had counts too small to be considered.



APU & State of CA CSET Multiple Subject I, II, & III Pass Rates (%)



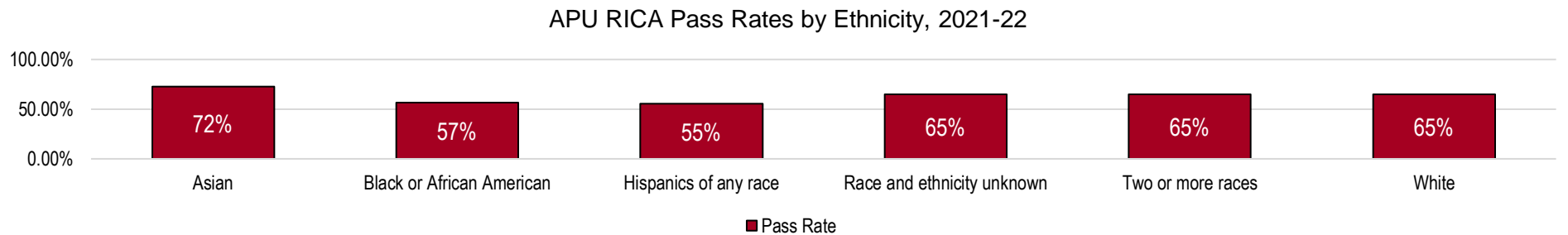
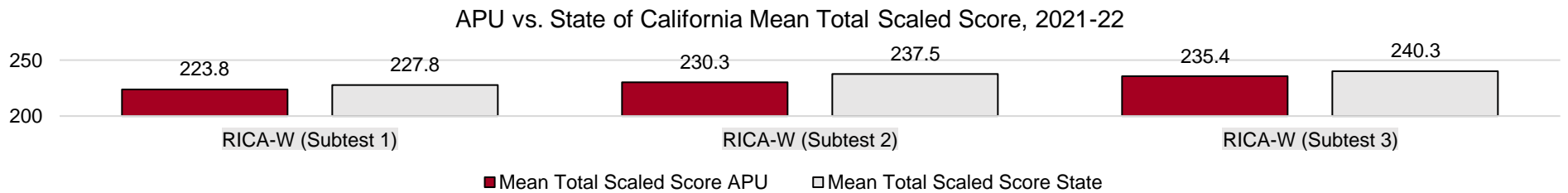
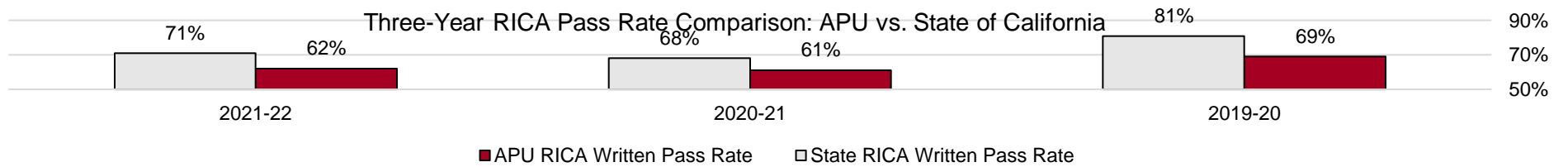
APU & State of CA CSET Physical Education I, II, & III Pass Rates (%)



CSET Three-Year APU v CA Comparison	2021-22				2020-21				2019-20			
	#APU Takers	APU% Pass	#State Takers	State% pass	#APU Takers	APU% Pass	#State Takers	State% pass	#APU Takers	APU% Pass	#State Takers	State% pass
English I (105)	10	60%	786	72%	22	77%	1,674	80%	25	52%	1,404	77%
Math I (211)	16	31%	861	36%	24	42%	1,669	49%	20	20%	1,558	47%
Mult. Subj I (101)	78	60%	5080	68%	206	50%	8,595	61%	205	67%	8,616	73%
Mult. Subj II (214)	78	54%	5090	64%	225	74%	8,476	77%	206	62%	8809	70%
Mult. Subj III (103)	78	67%	5272	70%	192	74%	7,799	74%	177	76%	7,904	80%
Phys. Ed I (129)	23	48%	536	59%	25	82%	803	80%	25	52%	753	66%
Phys. Ed II (130)	18	50%	499	58%	26	76%	822	73%	22	45%	750	61%
Phys. Ed III (131)	16	56%	498	53%	24	81%	820	66%	20	55%	704	56%

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

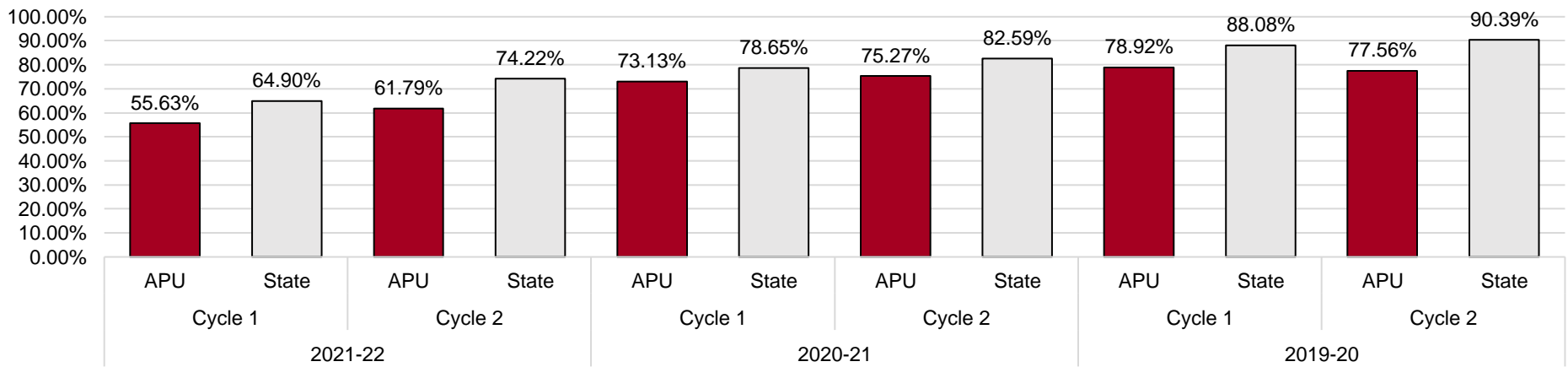
The RICA exam is required for all Multiple Subject and Education Specialist Disabilities Preliminary Teaching Credential candidates. The chart below shows Best Attempt pass rates for the RICA Written Exams including Subtest 1, Subtest 2, and Subtest 3, as most candidates from Azusa Pacific University complete the requirement through the written version of the exam. The three-year pass rate comparison shows a continual gap of 7% to 12% between APU and the higher-performing state pool. The decline in pass rates that spanned the previous three years has leveled off and is now trending slightly toward pre-COVID levels. Below the chart, RICA analysis continues with the Mean Component Performance Indexes for the components of each of Subtest 1, Subtest 2, and Subtest 3, where we see that the current 9% gap in pass rates can be attributed to a cumulative effect of small 0.1 to 0.3 point gaps in performance across the subtest components.



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. 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 2019-20 through 2021-22, state candidates and APU candidates alike have seen a reduction in performance year-over-year. APU candidates have continued and increased the state trend of performing better on Instructional Cycle 2. Complications introduced by COVID-19 measures may have contributed to conditions in which aggregate scores saw decline.

APU & State of CA CalTPA Pass Rate Comparison Over Three Years



APU candidates tend to match state mean performance most often in Instructional Cycle 1. APU candidates struggle to match the mean performance of state candidates most in Instructional Cycle 2, evidenced most by the difference in means for Multiple Subject – Literary Cycle 2 and Single Subject – Social Science Cycle 1.

CalTPA: Three- Year APU v. CA Comparison	2021-22		2020-21		2019-20	
	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
Multiple Subject - Literary Cycle 1	17.5	17.4	18.3	19.2	20.9	22.3
Multiple Subject - Math Cycle 1	16.8	17.6	19.9	19.9	20.7	22.6
Single Subject - English Cycle 1	19.9	20.8	24.1	24.1	25.8	25.5

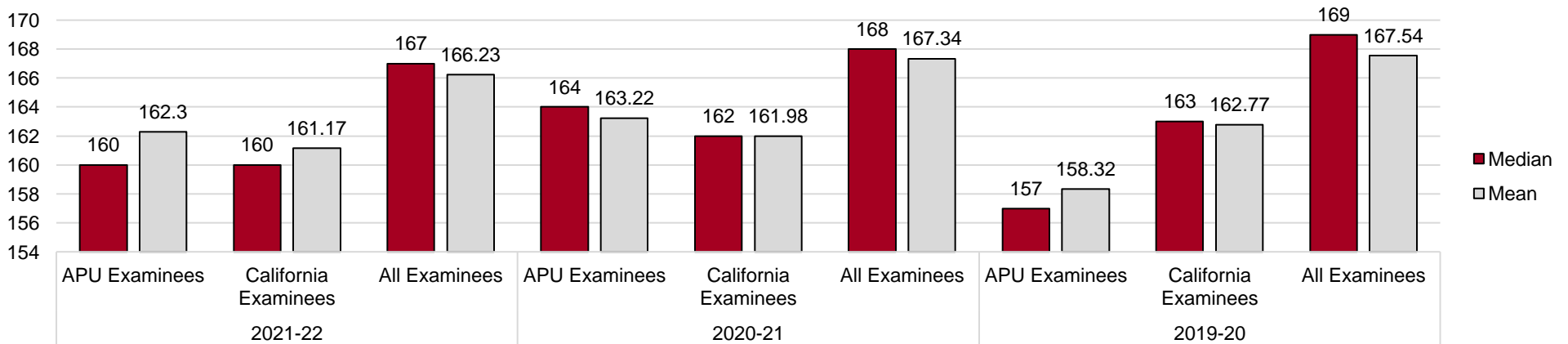
Single Subject - Math Cycle 1	22.3	21.1	*	*	25.4	25
Single Subject - Physical Ed Cycle 1	20.2	20.6	21.4	23.2	23.1	22.8
Single Subject - Science Cycle 1	*	*	21	22.1	*	*
Single Subject - Social Science Cycle 1	16.9	20.3	20.2	20.8	24.5	24.2
Multiple Subject - Literacy Cycle 2	16.5	20.7	22.5	22.8	19.9	24.1
Multiple Subject - Math Cycle 2	18.0	20.1	19.9	21.8	21.6	24.1
Single Subject - English Cycle 2	19.6	22.3	22.4	23.9	23.3	26
Single Subject - Math Cycle 2	22.1	24.8	*	*	25.2	25.1
Single Subject - Physical Ed Cycle 2	19.6	21.0	20.8	24	21.8	25.5
Single Subject - Science Cycle 2	*	*	19	23.2	22.3	24.6
Single Subject - Social Science Cycle 2	*	*	23.8	23.1	23.3	25.7

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, respectively. 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 has 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.

School Psychologist Median & Mean Praxis Scores

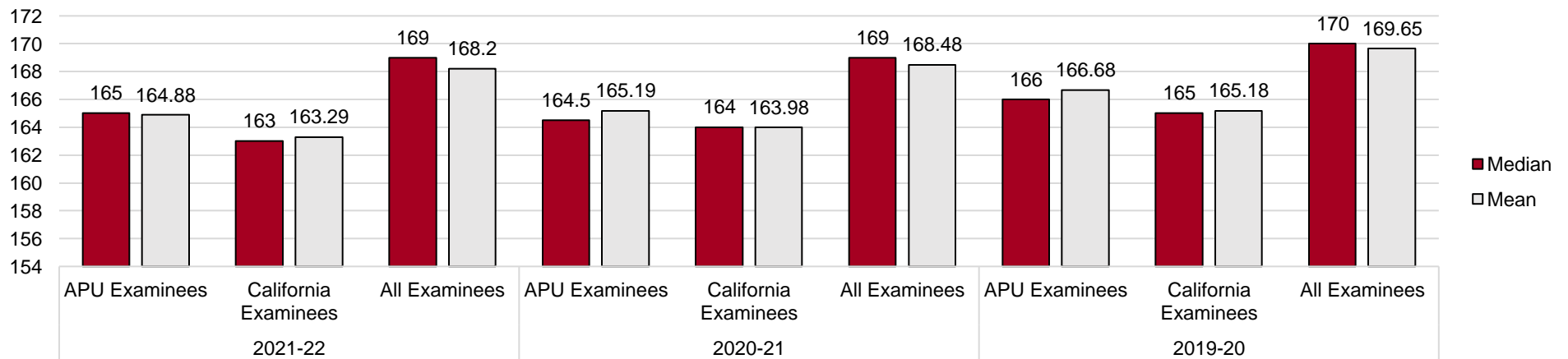


Praxis II: School Psychologist Exam Descriptive Measures, 2021-22		# of Examinees	Highest Observed Score	Lowest Observed Score	Median	Mean	Average Performance Range
2021-22	APU Examinees	56	180	145	160	162.3	156-170
	California Examinees	704	186	133	160	161.17	154-169
	All Examinees	3204	194	108	167	166.23	158-175
2020-21	APU Examinees	45	184	136	164	163.22	154-171
	California Examinees	561	190	126	162	161.98	155-169
	All Examinees	3098	194	126	168	167.34	161-175
2019-20	APU Examinees	37	178	136	157	158.32	154-165
	California Examinees	562	192	132	163	162.77	155-171
	All Examinees	2666	193	122	169	167.54	160-175

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, respectively. 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 mean and median scores for students reporting to APU is higher than the mean and median scores for California test takers all three academic years. The average performance range was above 150 for all three academic years.

School Counseling Median & Mean Praxis Scores



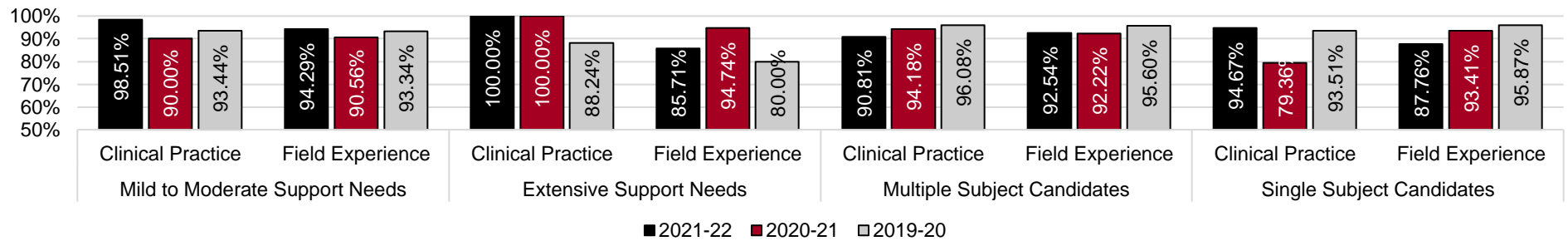
Praxis II: School Counselor Exam Descriptive Measures, 2021-22		# of Examinees	Highest Observed Score	Lowest Observed Score	Median	Mean	Average Performance Range
2021-22	APU Examinees	98	187	150	165	164.88	157-172
	California Examinees	422	187	128	163	163.29	157-170
	All Examinees	4121	195	104	169	168.2	162-175
2020-21	APU Examinees	100	189	140	164.5	165.19	158-173
	California Examinees	406	189	119	164	163.98	157-172
	All Examinees	4043	195	114	169	168.48	162-176
2019-20	APU Examinees	66	185	151	166	166.68	161-172
	California Examinees	373	189	133	165	165.18	159-172
	All Examinees	3449	194	123	170	169.65	163-177

V. SCHOOL OF EDUCATION PLACEMENT DATA

DIVISION OF TEACHER EDUCATION PLACEMENT – CLINICAL PRACTICE AND FIELD EXPERIENCE

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. The Multiple Subject and Mild to Moderate Education Specialist programs have exceeded this goal for the past three academic years. In the period 2021-22, only Field Experience candidates in the Extensive Support Needs (85.71%) and Single Subject credential areas (87.76%) showed a placement rate of below 90% at diverse sites.

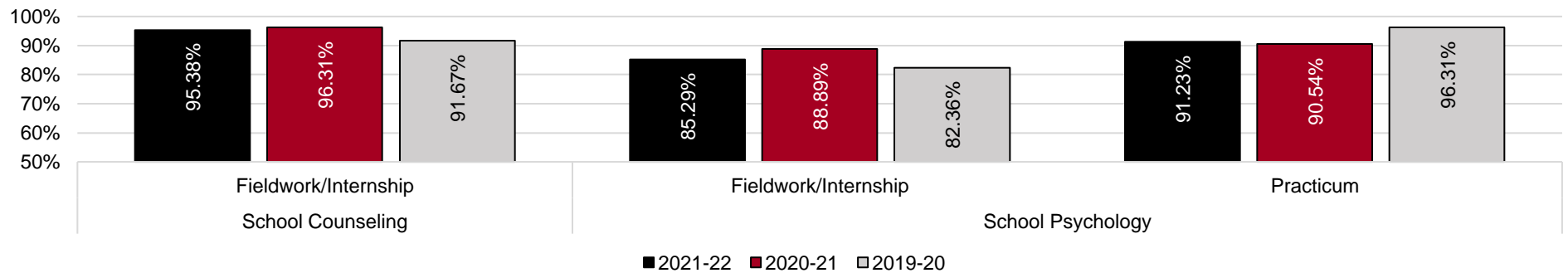
% Candidates at Diverse School Sites, 2019-20 through 2021-22



DEPARTMENT OF SCHOOL COUNSELING & SCHOOL PSYCHOLOGY

During the past three academic years, the majority (more than 82% each year) of our 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). This helps the programs ensure that candidates are experiencing the ethnic and racial diversity of California schools.

% Candidates at Diverse School Sites, 2019-20 through 2021-22



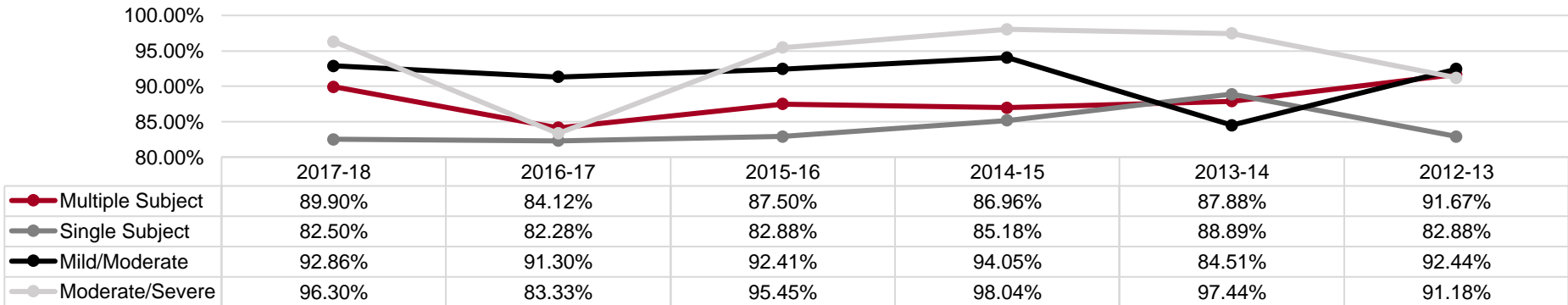
VI. SCHOOL OF EDUCATION OUTCOMES AND PROGRAM IMPACT

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

Completers Who Have Progressed to Clear Credentials 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.

2013-2014

- The Multiple Subject (elementary) Credential program had 98 completers and 88.78% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 8 years.
- The Single Subject (secondary) Credential program had 90 completers and 88.89% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 8 years.

- The Mild/Moderate Credential program had 91 credential completers and 94.51% of these completers demonstrated teaching effectiveness and progress to a Clear Credential within 8 years.
- The Moderate/Severe Credential program had 39 credential completers and 97.44% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 8 years.

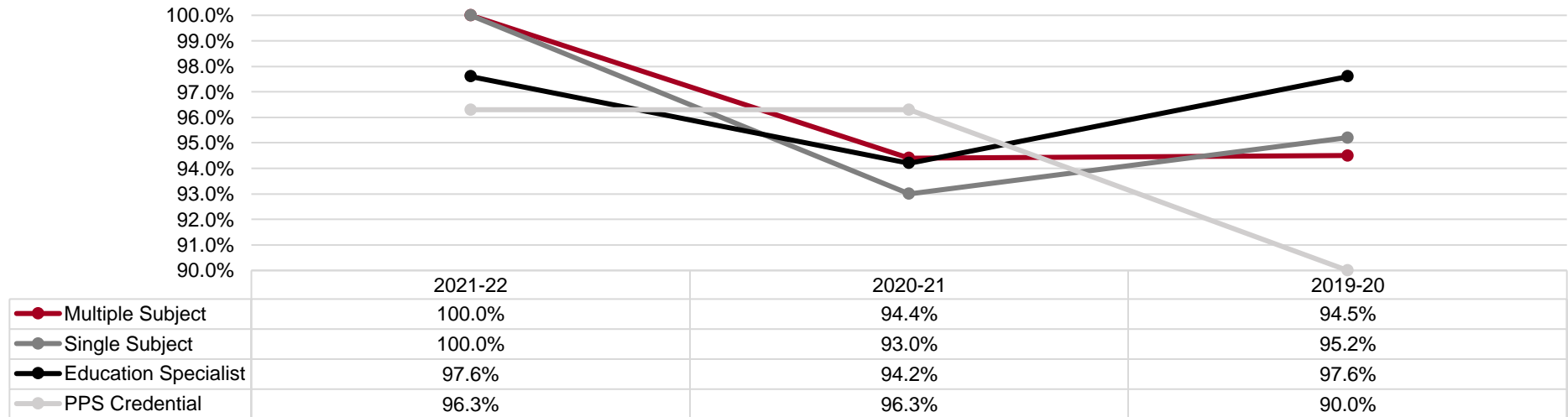
2012-2013

- The Multiple Subject (elementary) Credential program had 84 credential completers and 91.67% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 9 years.
- The Single Subject (secondary) Credential program had 111 credential completers and 82.88% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 9 years.
- The Mild/Moderate Credential program had 119 credential completers and 92.44% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 9 years.
- The Moderate/Severe Credential program had 34 credential completers and 91.18% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 9 years.

PROGRAM COMPLETER FEEDBACK (CAEP MEASURE 2)

The California Commission on Teacher Credentialing (CTC) administers a completer survey of Preliminary Teacher 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 Multiple Subject, Single Subject, Mild/Moderate, and Moderate/Severe Credential Programs at APU. Individual completers elected to take the survey voluntarily and provided answers under conditions that promised anonymity. Program Completer Feedback on California Administrator Performance Expectations (CAPEs).

APU Program Completer Feedback Response Rate Over Three Years



Response Rate:

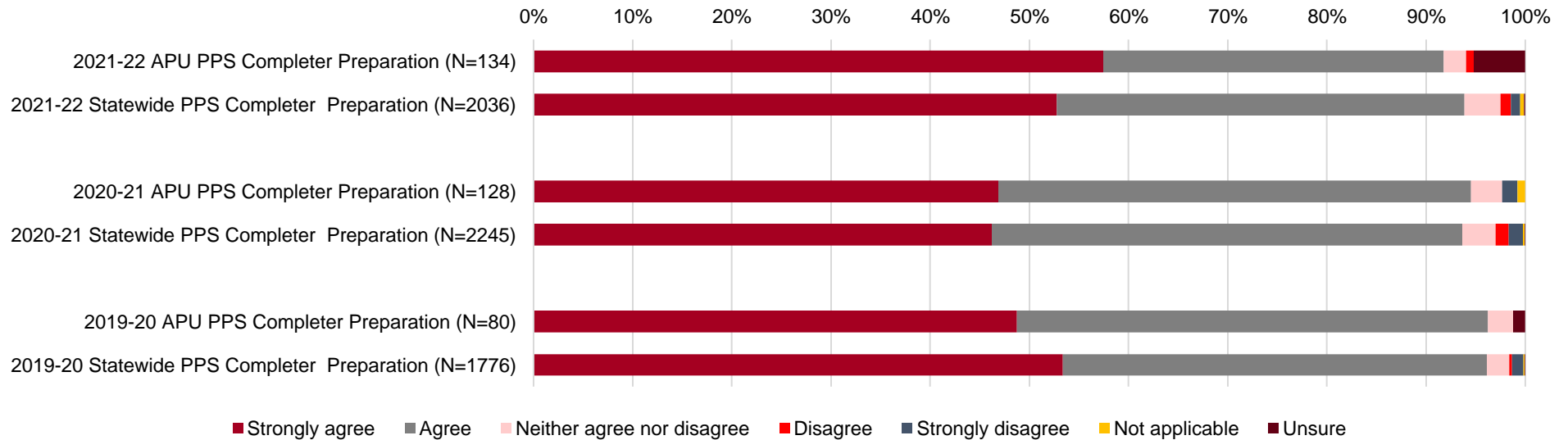
- Multiple Subject Completers: 2019-20 Program Completers had a response rate of 94.5% (n=103 of 109). 2020-21 Program Completers had a response rate of 94.4% (n=84 of 89), 2021-22 Program Completers had a response rate of 100% (n=44).
- Single Subject Completers: 2019-20 Program Completers had a response rate of 95.2% (n=79 of 83). 2020-21 Program Completers had a response rate of 93.0% (n=80 of 86). 2021-22 Program Completers had a response rate of 100% (n=32)
- Education Specialist Completers: 2019-20 Program Completers had a response rate of 92.5% (n=99 of 107). 2020-21 Program Completers had a response rate of 94.2% (n=65 of 69). 2021-22 Program Completers had a response rate of 97.6% (n=40 of 41)

Consistently across the past three years, a higher percentage of APU Multiple Subject and Single Subject Program Completers indicated that overall their teacher preparation program was very effective at developing the skills or tools they needed to become a teacher than Program Completers statewide. Additionally, when we consider Program Completers who responded with either very effective or effective, APU Multiple Subject and Single Subject Program Completers report their program as very effective or effective at higher percentages than Program Completers statewide. There is more variability in responses from APU Education Specialist Completers with a lower percentage of APU Education Specialist Completers indicating that overall their teacher preparation program was very effective at developing the skills or tools they need to become a teacher than Program Completers statewide in the two most recent years.

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.

Pupil Personnel Services Credential Completers: 2019-20 Program Completers had a response rate of 90.0% (n=90 of 100). 2020-21 Program Completers had a response rate of 96.3% (n=130 of 135). In 2021-22, Program completers had a response rate of 96.3% (130 of 135). In 2020-21 a higher percentage of APU PPS Program Completers strongly agreed that their program allowed them to develop the skills and tools they need to be effective in their professional work than Program Completers statewide. However, in 2019-20 and 2018-19 lower percentages of APU PPS Program Completers strongly agreed with this statement than Program Completers statewide. Again, in 2021-22, APU PPS Completers more strongly agreed that their program prepared them for their work.

"My preparation program allowed me to develop the skills and tools I need to be effective in my professional work."



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.

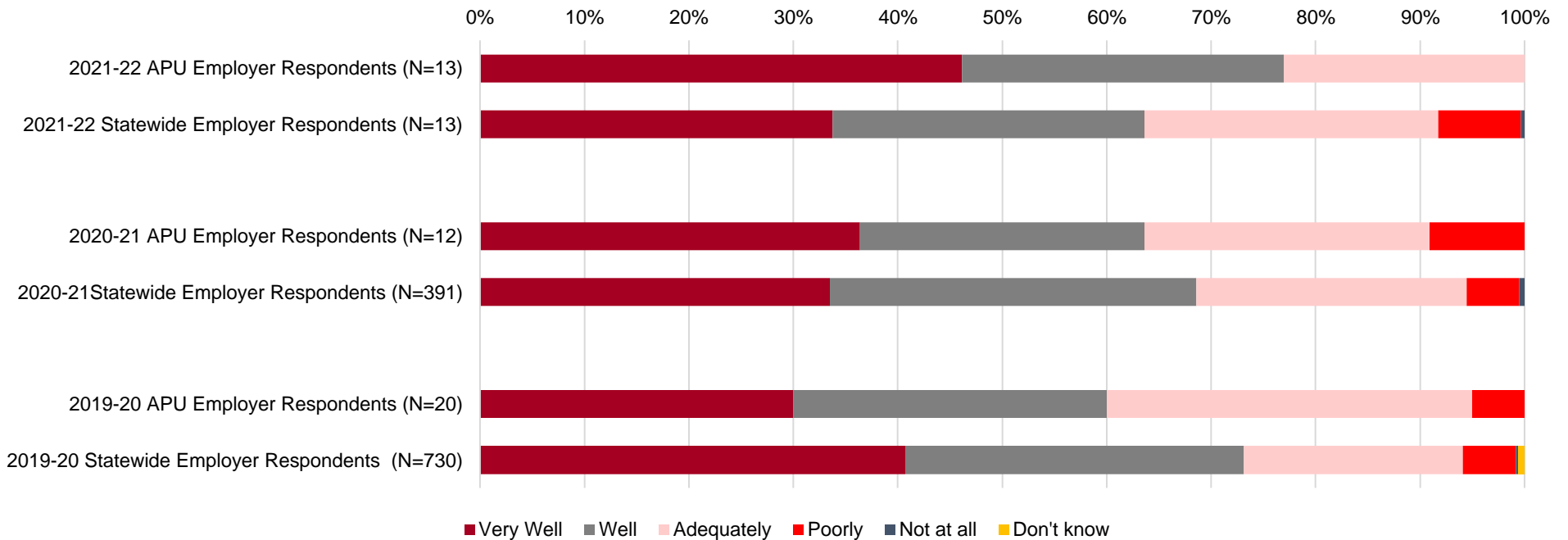
Response Rate:

- Employer Survey Respondents: In 2019-20, 20 employers of that year's APU program completers responded. In 2020-21, 12 employers responded. In 2018-19, six employers of that year's APU program completers responded. In 2021-22, 13 employers of that year's APU program completers responded.

Analysis of Data from the CTC Employer Survey:

- In 2019-20, employers of APU program completers indicated that their new employee was “very well prepared” at a lower rate than employers of program completers statewide (30% versus 40.7%). 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%).

"Overall, how well prepared do you think this program's completers are as teachers?"



EMPLOYMENT INFORMATION (CAEP MEASURE 4)

In 2018-19, the education unit had 489 completers for whom staff searched for employment information. Employment information was found in the year following program completion for 362 completers or 74% of completers. In 2019-20, the education unit expanded the search to include educator preparation programs located in other Schools/Colleges at APU (e.g., School Nurse, Adapted Physical Education), and staff searched for employment information for 531 completers. Additionally, there was an increase in completers this academic year due to postponements in testing requirements for completion (e.g., CalTPA and RICA) due to the COVID-19 pandemic. Employment information was found in the year following program completion for 471 completers or 89% of completers. In 2020-21, the education unit had 451 completers for whom staff searched for employment information. Employment information was found in the year following program completion for 350 completers or 78% of completers.

Thirty-nine percent of 2018-19 completers and 47 percent of 2019-20 completers were found to be employed as classroom teachers. This dropped to twenty-six percent of 2020-21 completers, possibly because data were collected closer to their program completion and a full calendar year had yet to pass. Only a small

portion of educator preparation program graduates from APU are not employed in education, only one percent in each year. The most frequent position held in the Other category is substitute teacher. There is a growth in Other from 2018-19 to 2019-20 that appears to be mainly due to the inclusion of School Nurse, Teacher Librarian, and School Social Work in the completers searched.

Professional Role of APU Completers
in the Year Following Program Completion

