



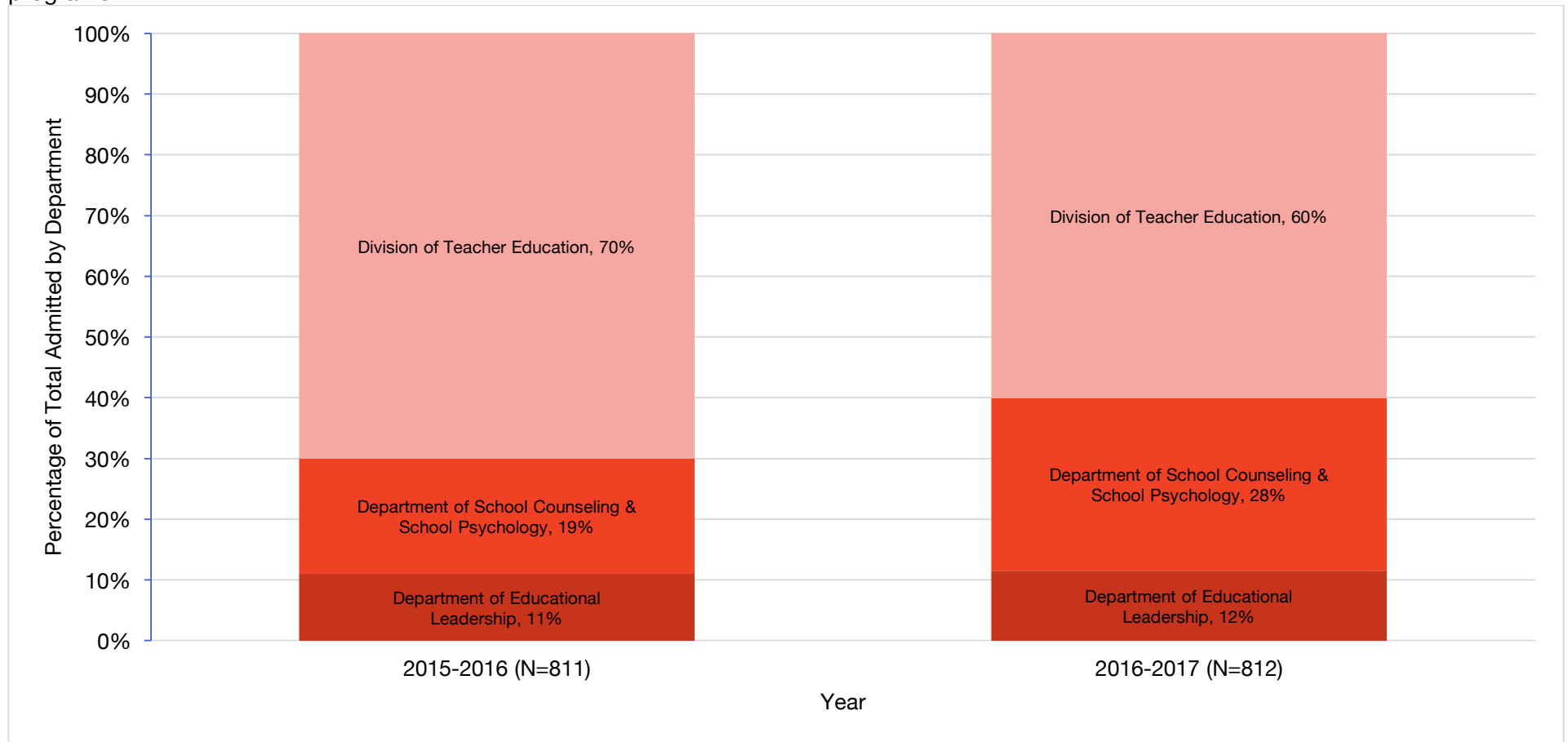
2016-17 School of Education Performance Report

I. School of Education Admissionsⁱ

Admitted Candidates by Department

The School of Education number of total admitted candidates includes candidates who were admitted in the Fall, Spring, and Summer semesters of each academic year. Candidates applying for admission to the School of Education were admitted to program(s) in the Division of Teacher Education, Department of School Counseling & School Psychology, or the Department of Educational Leadership.

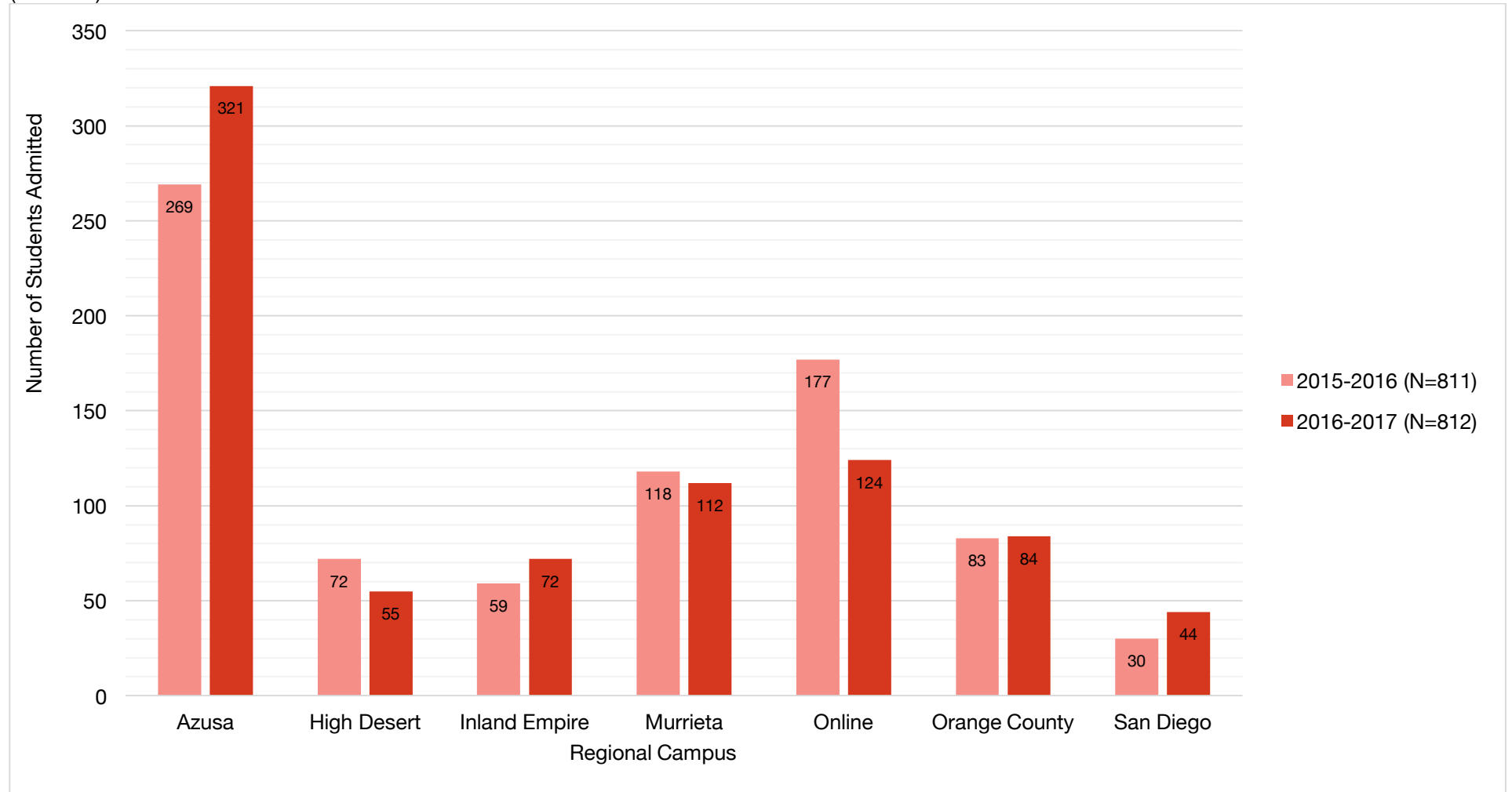
Admissions data from both the 2015-2016 and 2016-2017 school years show that the Division of Teacher Education has the highest percentage of admitted students, with approximately 70% of all admitted students in 2015-2016 academic year, and approximately 60% of all admitted students in the 2016-2017 academic year. While the percentage of candidates enrolled in programs in the Department of Educational Leadership was consistent both years, there was an increase in applicants in the Department of School Counseling & School Psychology programs.



Admitted Candidates by Regional Campus

The School of Education processes applications for admissions for Azusa, five Regional Campuses, and online. The figure below shows the distribution of candidates admitted to SOE programs across locations, as well as online, for the 2015-16 and 2016-17 academic years.

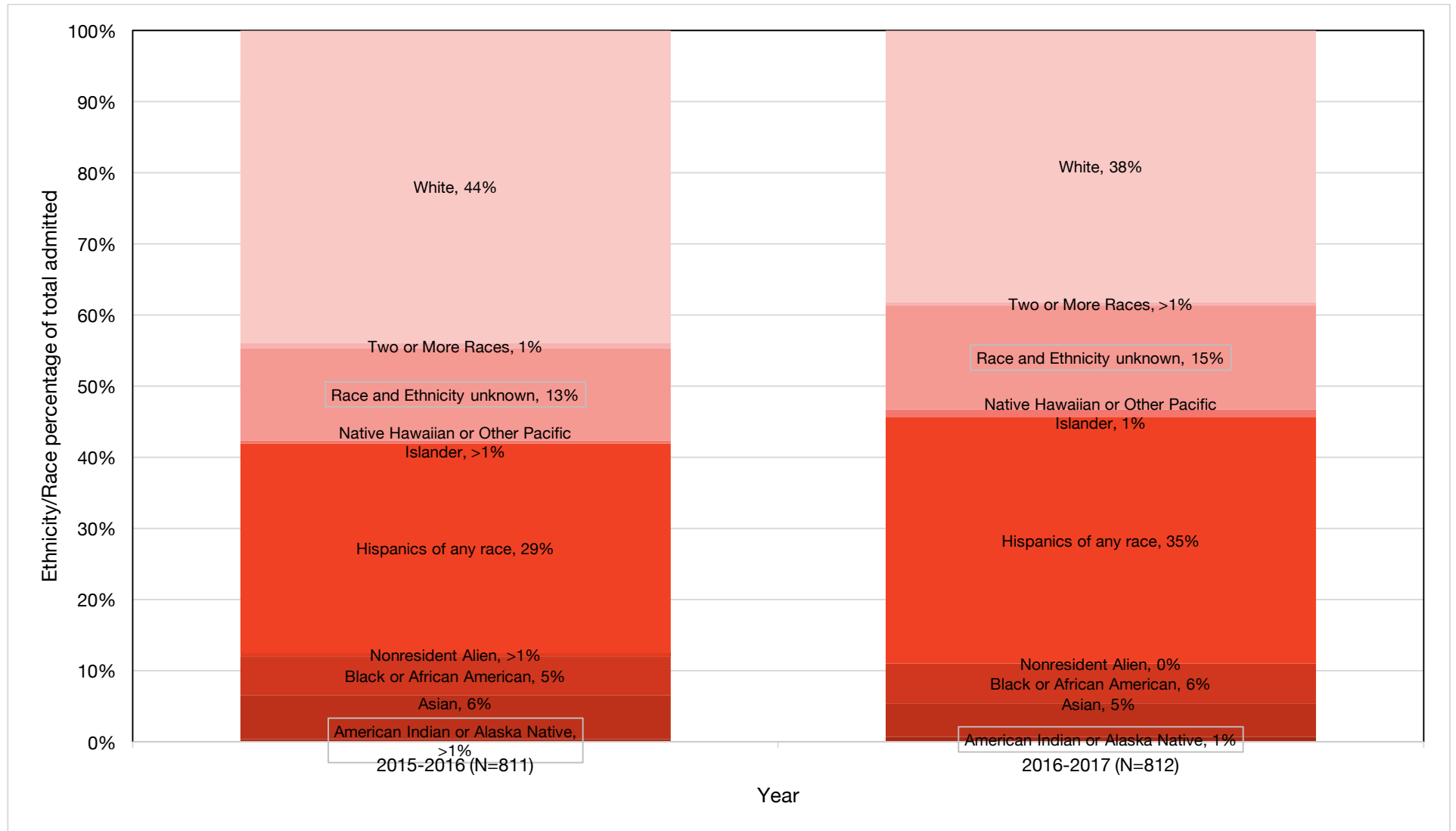
The number of admitted candidates increased in the Azusa (19.33%), Inland Empire (22.03%), Orange County (1.20%) and San Diego (46.67%) campuses, while the number of admitted candidates decreased in the High Desert (23.61%) and Murrieta (5.08%) campuses, and online (29.94%).



Admitted Candidates by Race/Ethnicity

The ethnic and racial diversity profile of Azusa Pacific University's School of Education below reflects an increasing number of candidates who identify as non-white or ethnic. The university reported an enrolled graduate population percentage that identified as non-white of 48% in 2016-2017, while the School of Education's percentage of enrolled non-white students exceeds 55% (in 2015-2016) and 58% (in 2016-2017).

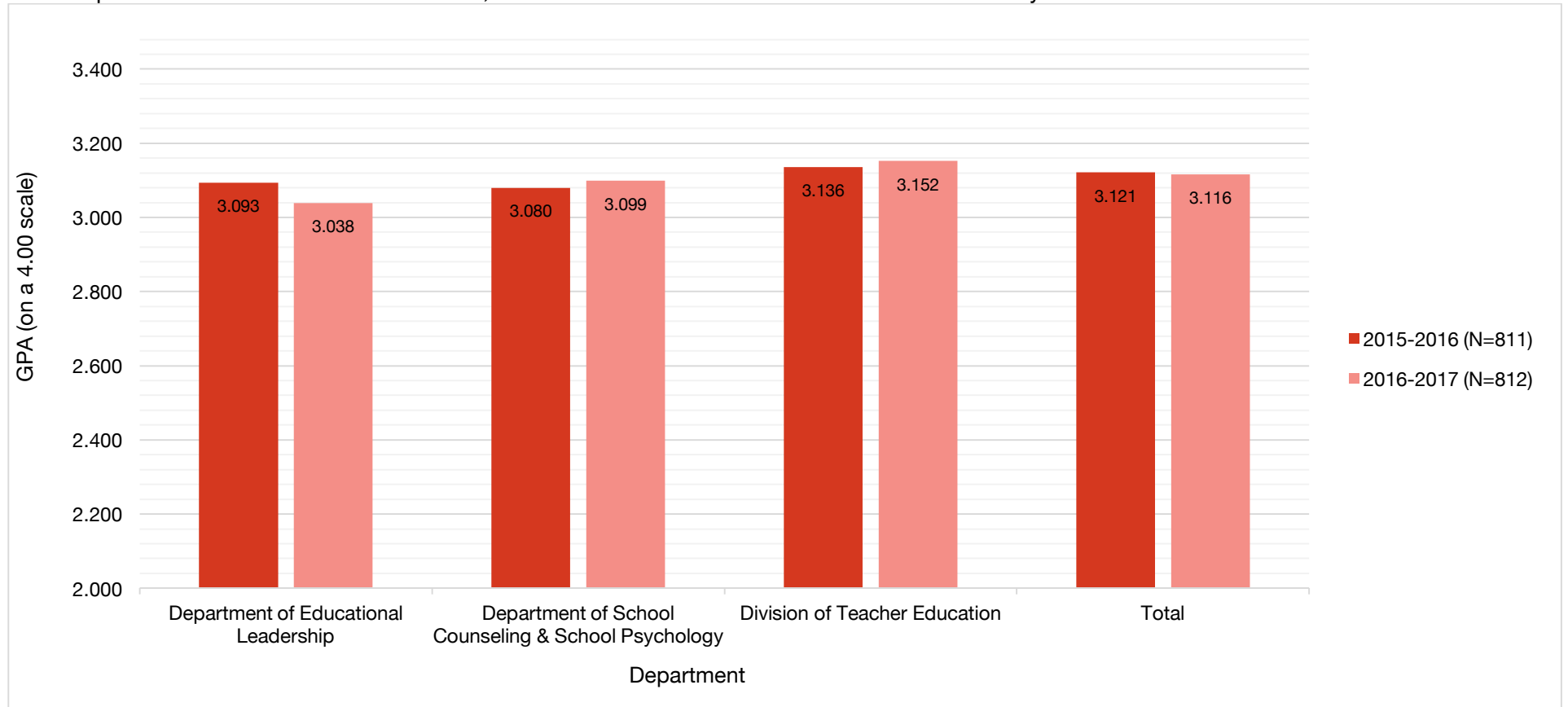
The figure below shows the percentage of admitted Candidates that provided their ethnic or racial identity on their application. The percentage of non-white applicants exceeds 56% (in 2015-2016) and 61% (in 2016-2017).



Mean Undergraduate GPA for Admitted Candidates by Department

The School of Education follows the University Admission GPA requirement. A minimum cumulative 3.0 (on a 4-point scale) GPA is required on the posted baccalaureate degree for regular admission status. Candidates with a GPA of 2.5-2.99 may be considered for conditional admission status.

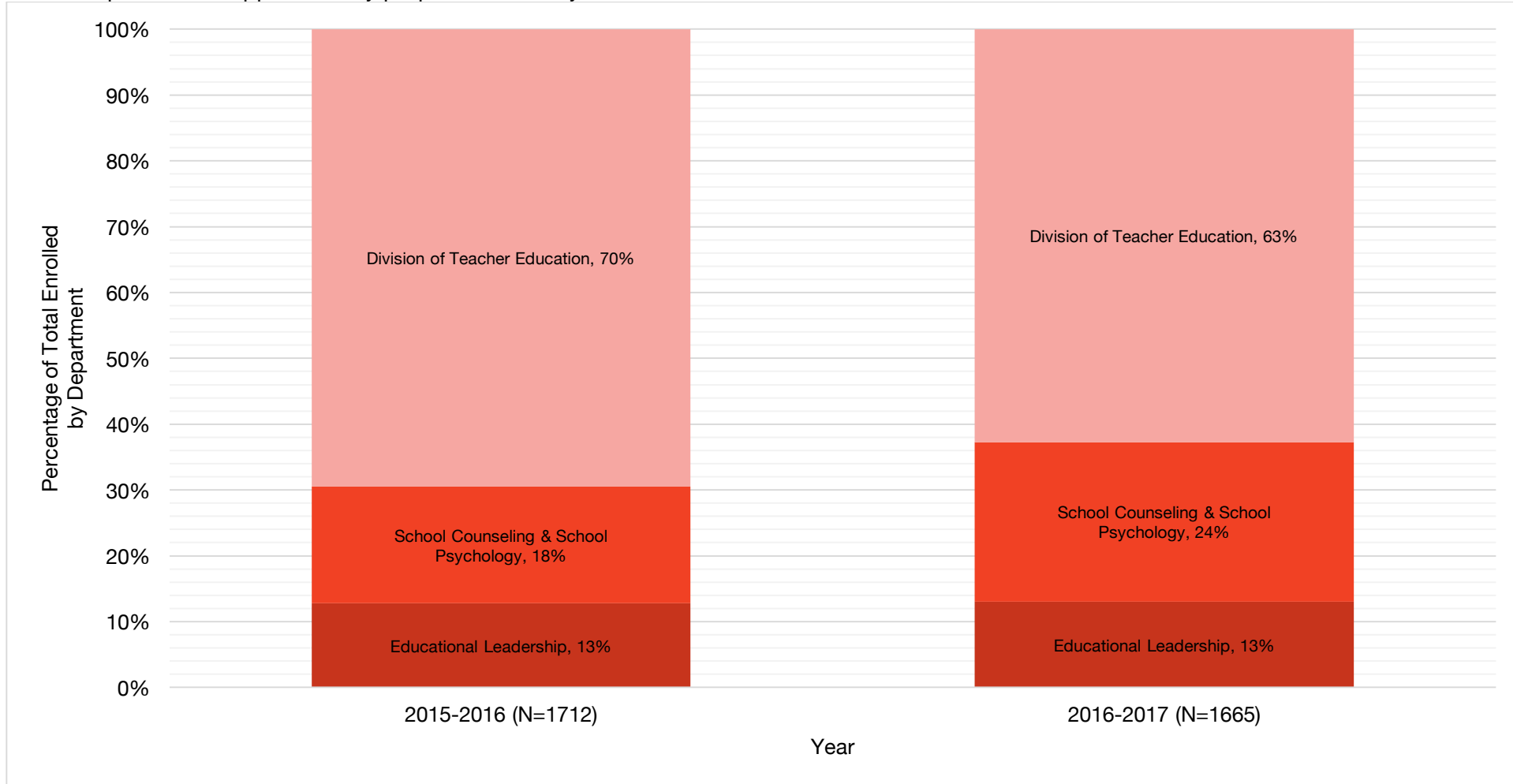
The figure below displays the mean grade point average for the posted baccalaureate degree GPAs of admitted candidates, across the three department of the School of Education, for both the 2015-2016 and 2016-2017 academic years.



II. School of Education Enrolled Candidatesⁱⁱ

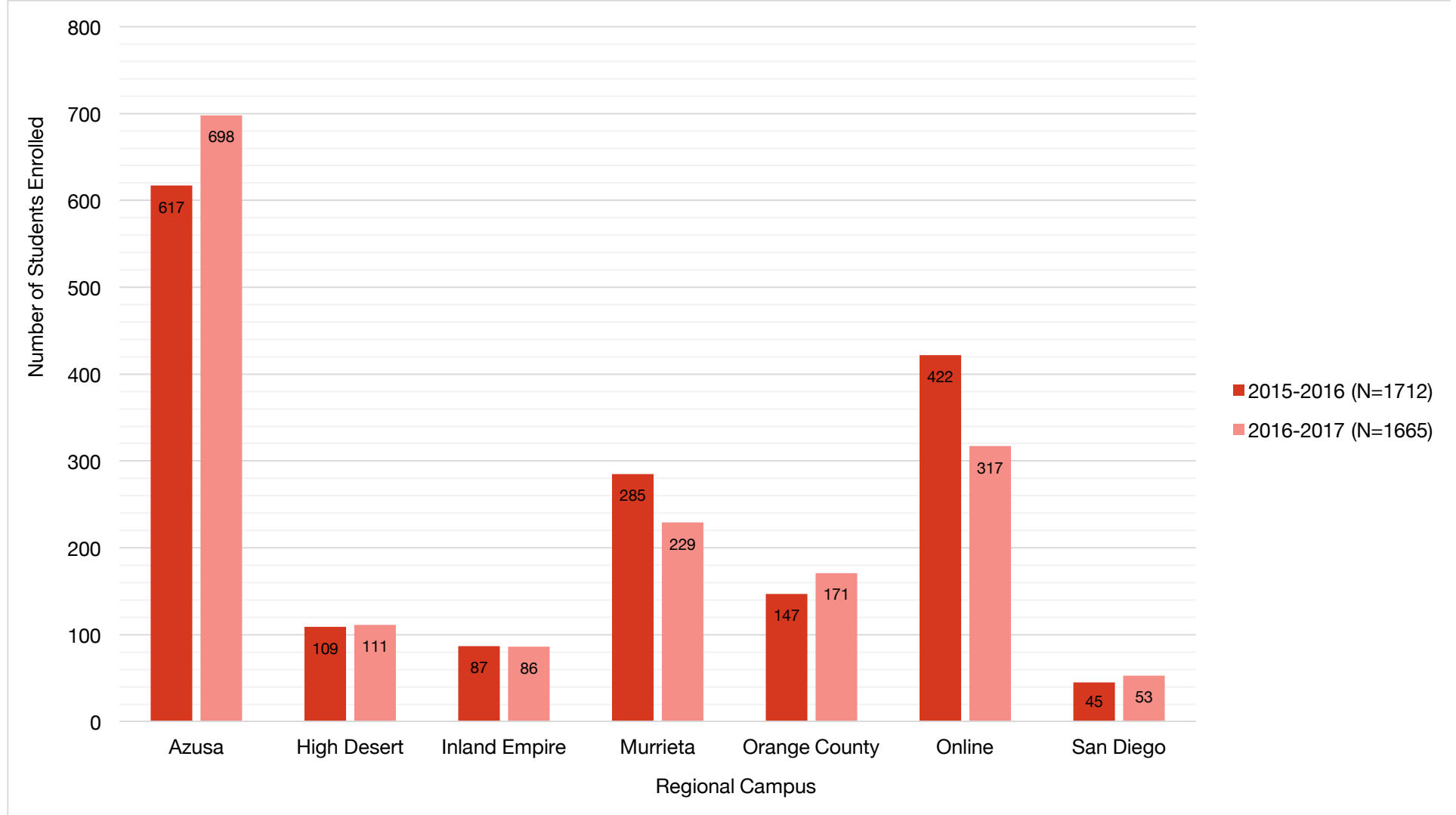
Enrolled Candidates by Department

From the 2015-2016 to 2016-2017 academic years, the Division of Teacher Education continues to have the highest percentage of total enrolled candidates in the School of Education. In 2016-17, there was a decrease of the percentage of total enrolled students in the Division of Teacher Education, and the Department of School Counseling and School Psychology saw an increase in enrollment. The Division of Educational Leadership remained approximately proportional both years.



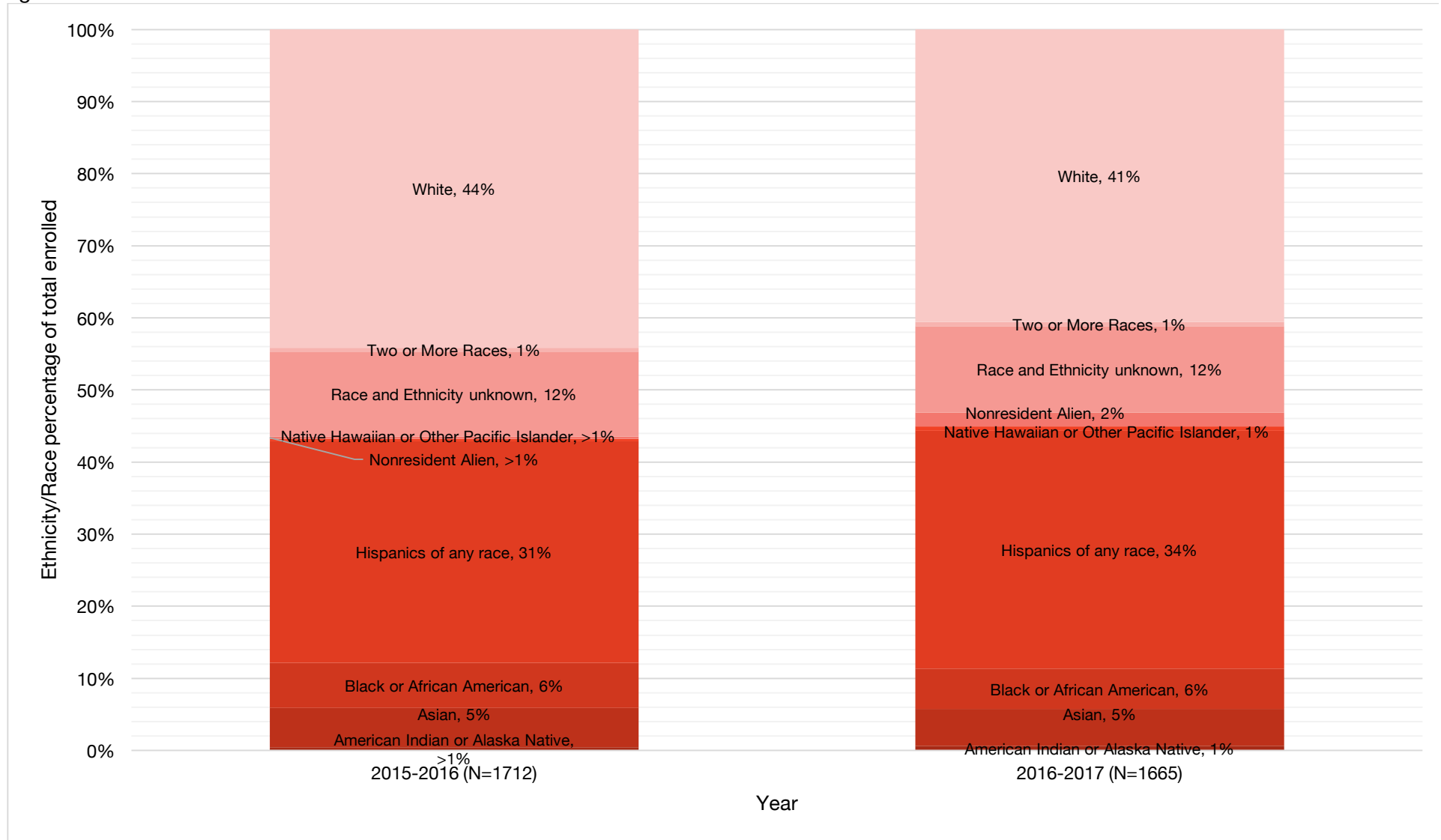
Enrolled Candidates by Regional Campus

Enrollment for the 2015-16 and 2016-17 academic years is highest in Azusa among the regional campuses. Enrollment increased at the Azusa (13.13%), High Desert (1.83%), Orange County (16.33%), and San Diego (17.78%) campuses in 2016-2017. Enrollment decreased at the Inland Empire (1.15%), Murrieta (19.65%) campuses and Online (24.88%) in 2016-2017



Enrolled Candidates by Race/Ethnicity

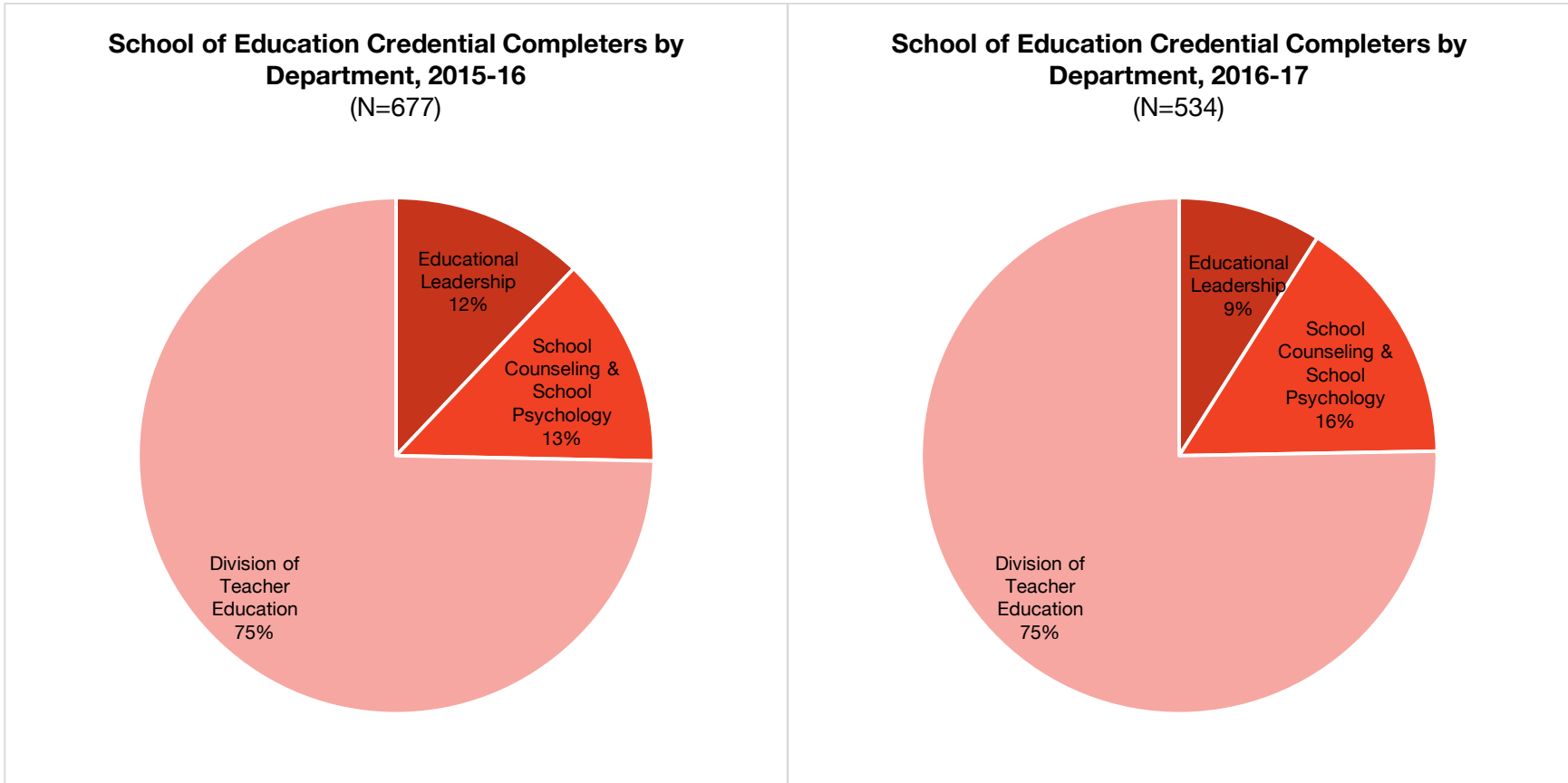
The diversity profile of Azusa Pacific University's School of Education below reflects an increasing number of candidates who identify as non-white or ethnic. The university reported an enrolled graduate population percentage that identified as non-white of 48% in 2016-2017, while the School of Education's percentage of enrolled non-white students exceeds 55.84% (in 2015-2016) and 58.74% (in 2016-2017), as seen in the figure below.



III. School of Education Credential & Degree Completers, 2016-2017ⁱⁱⁱ

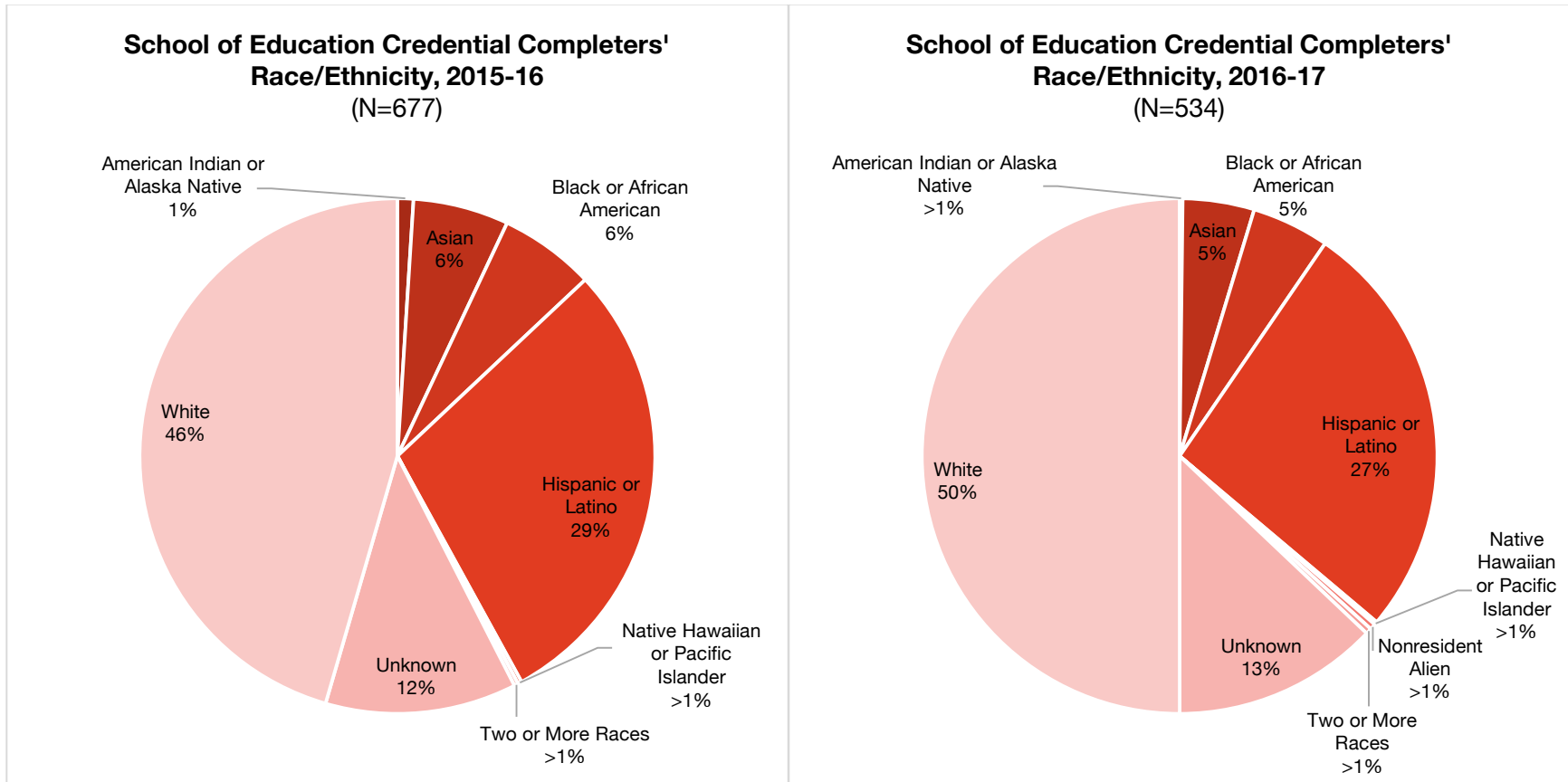
Credential Completers by Department

The School of Education is consistently in the top ten in the state of California in terms of its annual Credential recommendations compared to other Institutions of Higher Education. The Division of Teacher Education had 75% of the Credential Completers in 2015-16 and 2016-17 with the Department of School Counseling & School Psychology showing growth from 13% of the School's Credential Completers in 2015-16 to 16% in 2016-17, while the Department of Educational Leadership saw a slight decline from 12% of Credential Completers in 2015-16 to 9% in 2016-17.



Credential Completers by Race/Ethnicity

The diversity profile of Azusa Pacific University's School of Education below reflects that at least half of Credential Completers identify as non-white or ethnic. The School of Education's percentage of non-white Credential Completers is 54% (in 2015-2016) and 50% (in 2016-2017), as seen in the figures below.



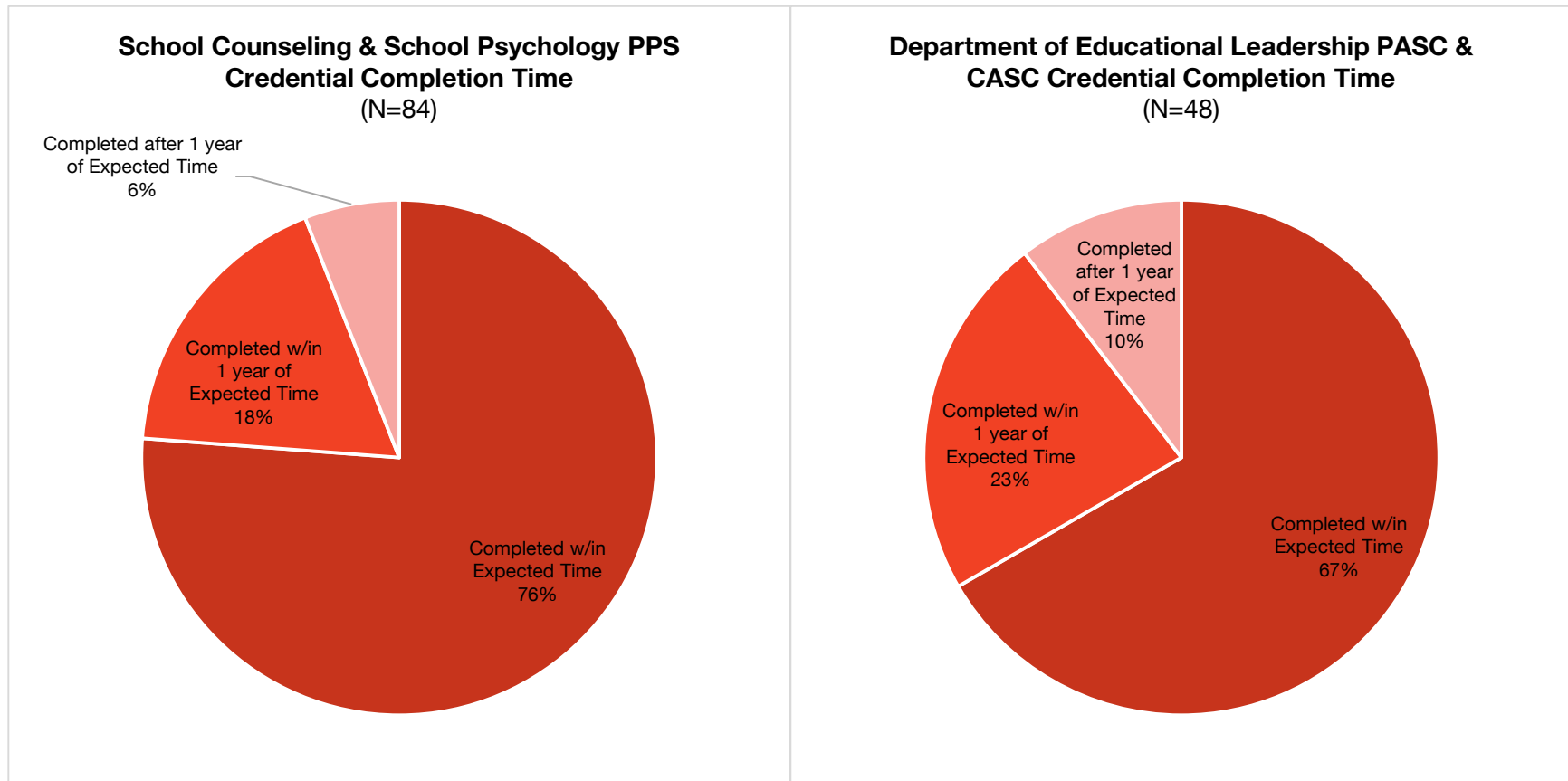
Credential Completer Expected Time to Completion by Department

Candidates who completed their credentials in 2016-2017 were expected to complete in a given amount of time based on their program in their respective departments. If candidates did not complete their credential in the expected time, it was calculated whether it took them a year longer, or more, from the expected amount of time. Of all SOE candidates, 294 (55%) completed in the expected amount of time.

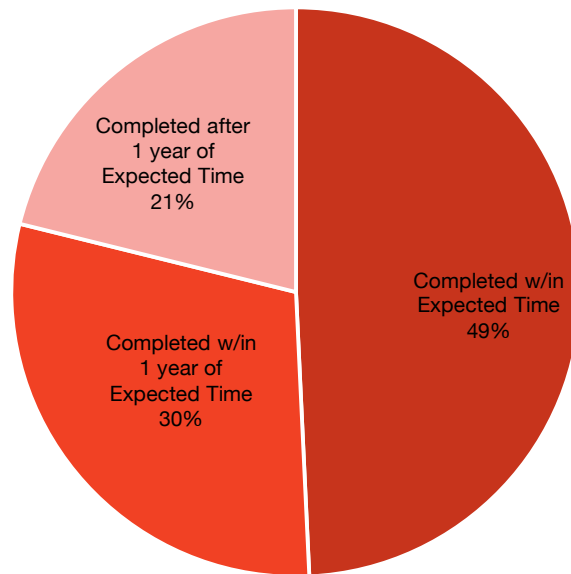
For School Counseling & School Psychology PPS Credential Completers, 64 (76%) of candidates completed their credential within the expected amount of time, while 15 candidates completed their PPS Credential about one year after their expected completion time, and the remaining 5 candidates completed their credentials after more than one year of expected completion time.

For Department of Educational Leadership, 32 (67%) candidates completed their credential within the expected amount of time, while 11 candidates completed their CASC or PASC Credential about one year after their expected completion time, and the remaining 5 candidates completed their credentials after more than one year of expected completion time.

For the Division of Teacher Education, 198 (49%) of candidates completed their credential within the expected amount of time, while 119 candidates completed their Preliminary Teaching Credential about one year after their expected completion time, and the remaining 85 candidates completed their credentials after more than one year of expected completion time.

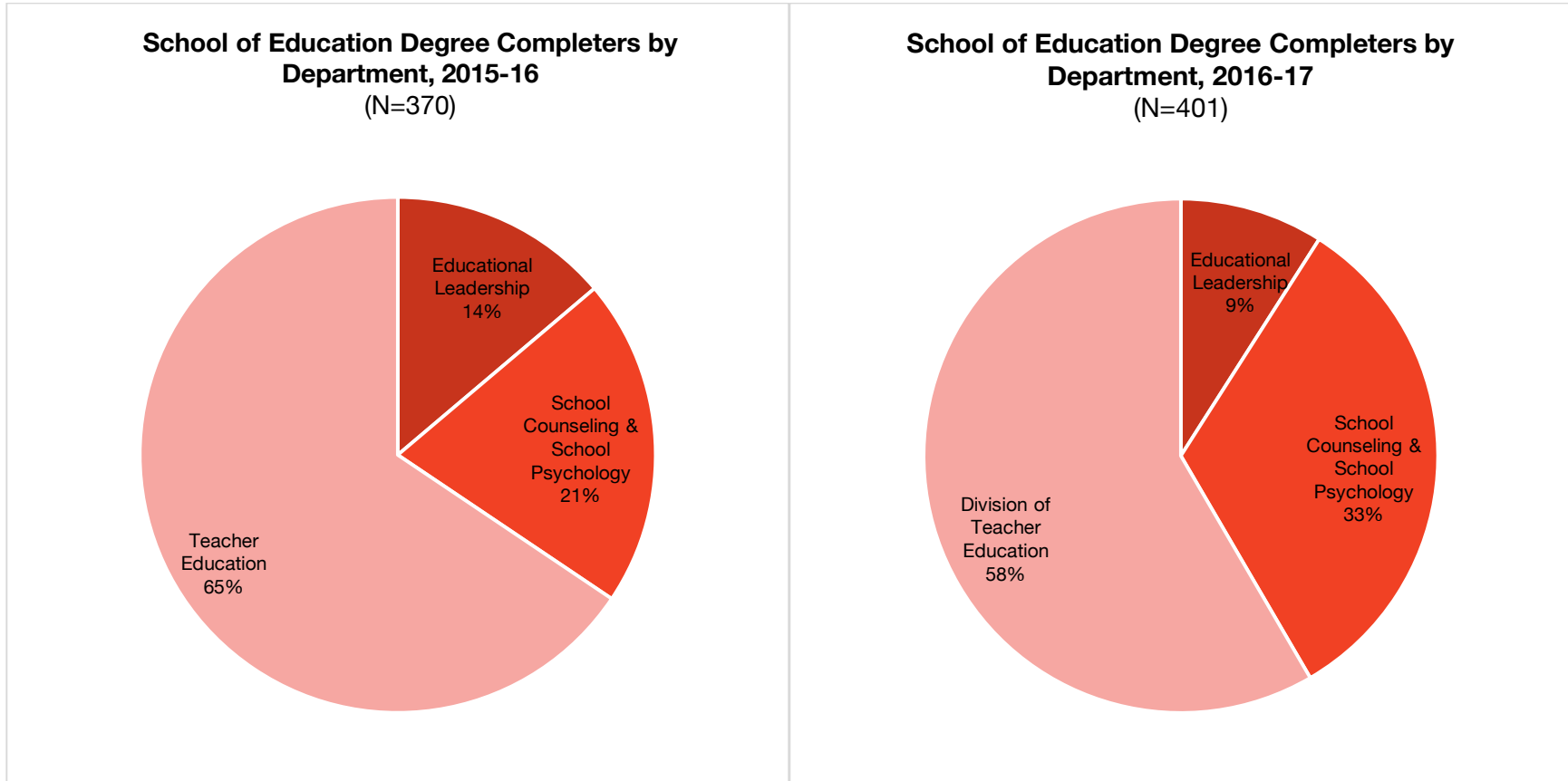


**Division of Teacher Education Preliminary
Credential Completion Time**
(N=402)



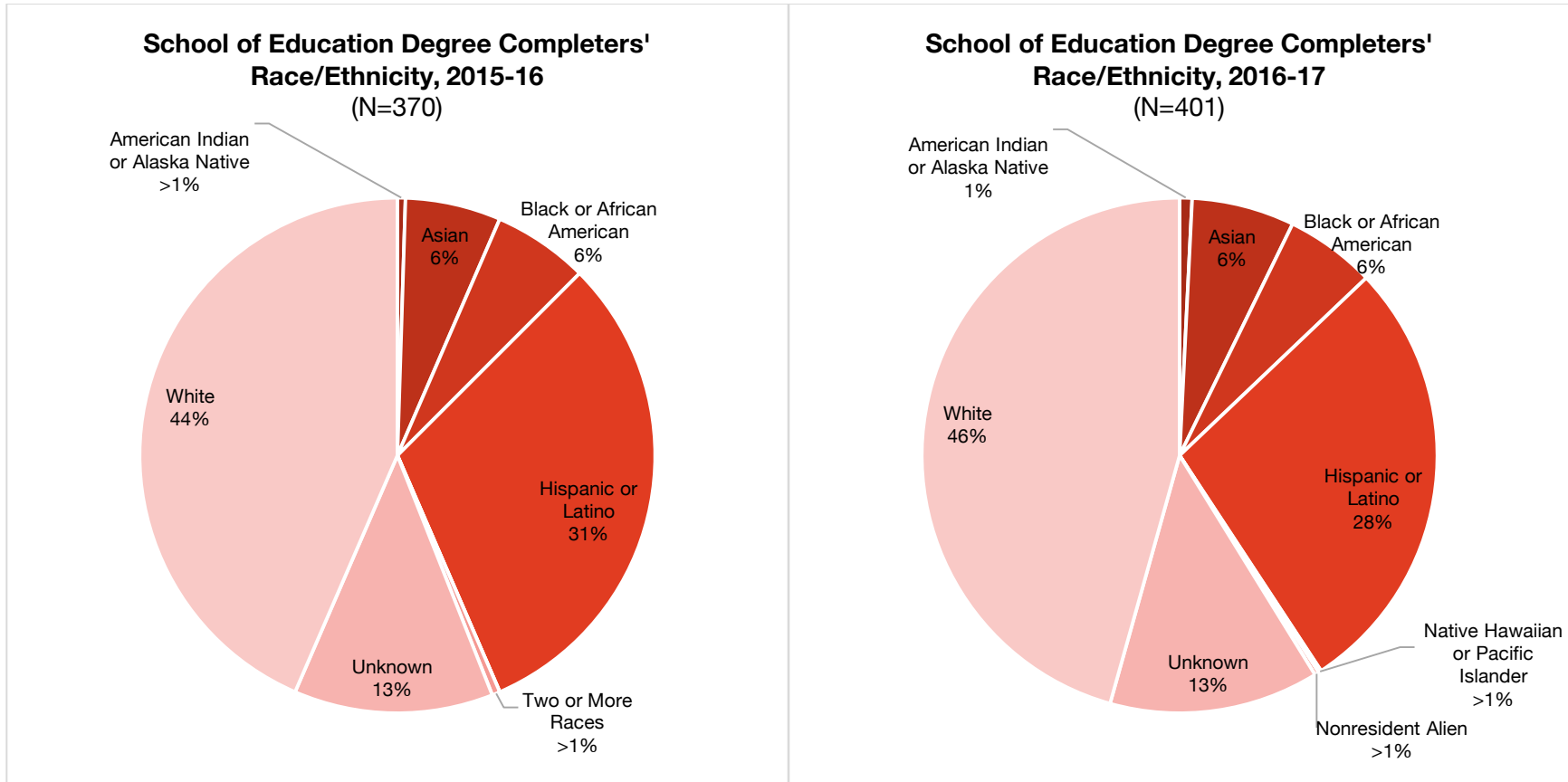
Degree Completers by Department

In 2015-16, Azusa Pacific University conferred 1,507 Master's Degrees across the University. The School of Education represents 25% of the Master's Degrees conferred by the University. The Division of Teacher Education had 65% of the Credential Completers in 2015-16 and 58% in 2016-17 with the Department of School Counseling & School Psychology showing growth from 21% of the School's Degree Completers in 2015-16 to 33% in 2016-17, while the Department of Educational Leadership saw a slight decline from 14% of Degree Completers in 2015-16 to 9% in 2016-17.



Degree Completers by Race/Ethnicity

The diversity profile of Azusa Pacific University's School of Education below reflects that over half of Degree Completers identify as non-white or ethnic. The School of Education's percentage of non-white Degree Completers is 56% (in 2015-2016) and almost 55% (in 2016-2017), as seen in the figures below.



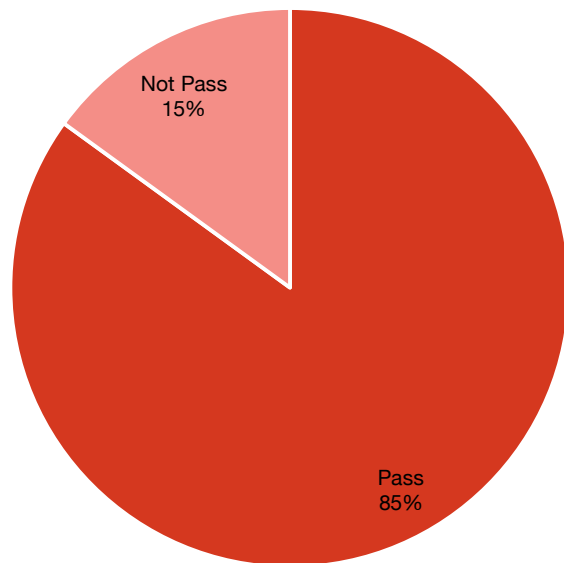
IV. Division of Teacher Education

Reading Instruction Competence Assessment (RICA)^{iv}

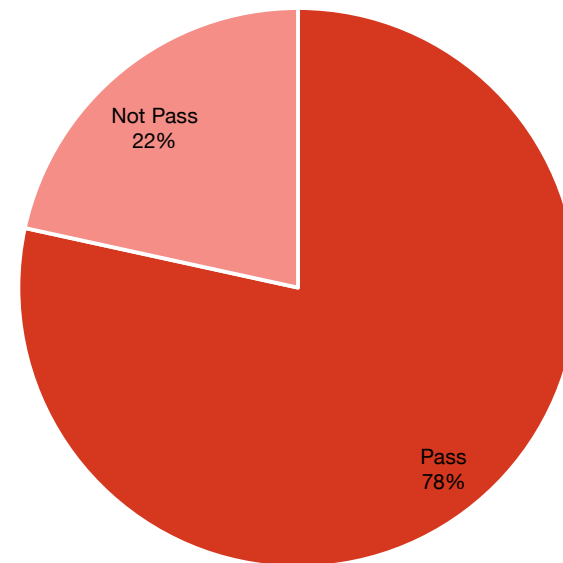
The RICA Written Examination consists of two sections that, together, permit a broad and deep assessment of the candidate's knowledge about effective reading instruction in the five RICA domains and the candidate's ability to apply that knowledge.^v The majority of test takers from APU School of Education take the RICA Written Examination: nearly 96.99% of candidates opted for the written exam in 2015-2016, and 96.94% of candidates opted for the written exam in 2016-2017.

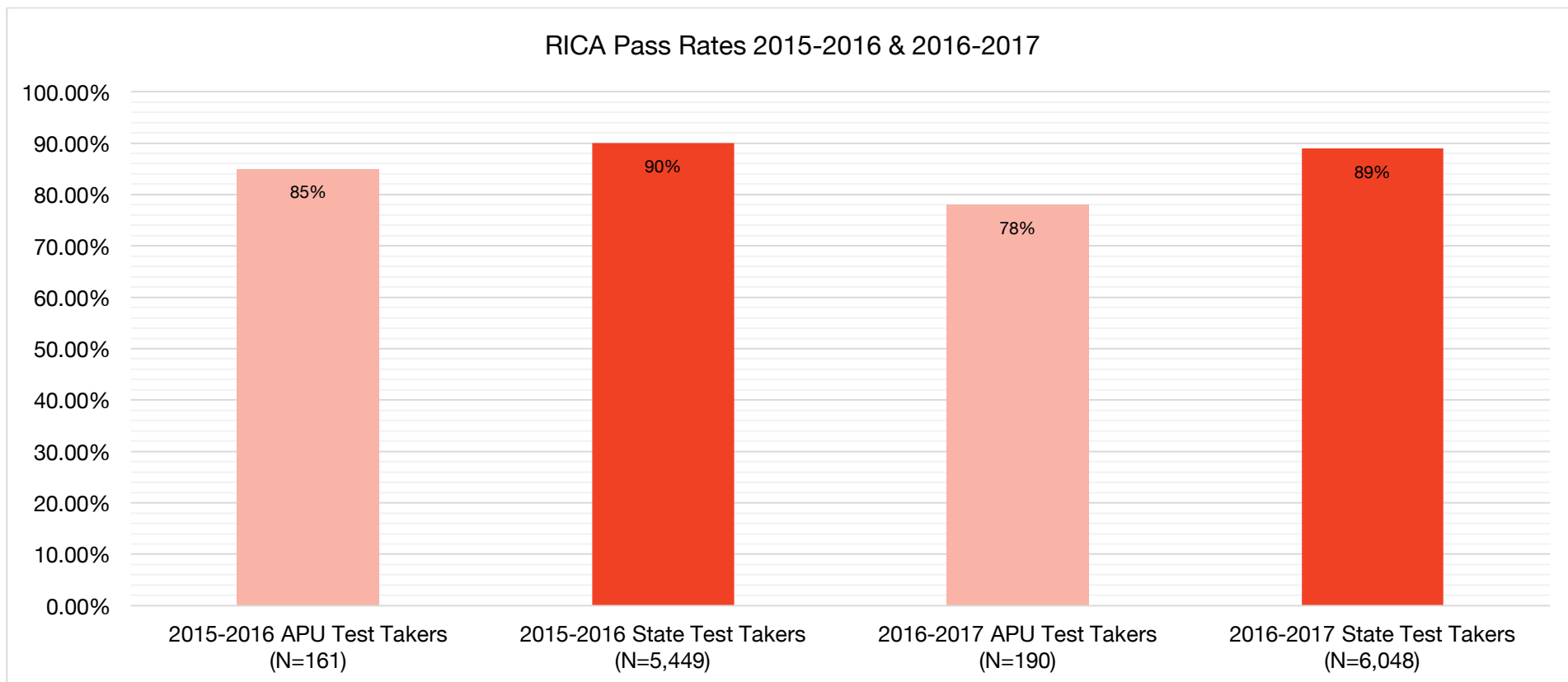
The data shows that APU's pass rate decreased from 85% in 2015-16 to just over 78% in 2016-17 for the RICA Written Exam. These two rates also fall below the California State Pass Rate of 90% in 2015-16 and 89% in 2016-17 for the RICA Written Exam.

**2015-2016 RICA Written Pass Rate for All
APU Candidates (Best Attempt)**
(N=166)



**2016-2017 RICA Written Pass Rate for All
APU Candidates (Best Attempt)**
(N=196)





2015-2016 All APU Students RICA Data from Pearson's Results Analyzer

Test Taker's Best Attempt 2015-16 (PP)

	# of APU Takers	APU Pass Information	APU Mean Scaled Score	# of State Takers	State Pass Information	State Mean Scaled Score
RICA Video	5	Low N	Low N	94.0	36 (38%)	205.9
RICA Written	161	137 (85%)	229.4	5,449.0	4,880 (90%)	232.6

Component Summary – Best Attempt 2015-16 (PP)

RICA Written	# of APU Takers	APU Mean Component Score	# State Takers	State Mean Component Score
Planning, Organizing, & Managing Reading Instruction Based on Ongoing Assessment	161	3.1	5,449	3.2
Word Analysis	161	2.6	5,449	2.8
Fluency	161	2.6	5,449	2.7

Vocabulary, Academic Language, & Background Knowledge	161	2.6	5,449	2.8
Comprehension	161	2.9	5,449	2.9
Case Study	161	2.4	5,449	2.3

2016-2017 All APU Students RICA Data from Pearson's Results Analyzer

Test Taker's Best Attempt 2016-17 (PP)

	# of APU Takers	APU Pass Information	APU Mean Scaled Score	# of State Takers	State Pass Information	State Mean Scaled Score
RICA Video	6	Low N	Low N	122	65 (53%)	213.0
RICA Written	190	149 (78%)	226.6	6,206	5,496 (89%)	231.8

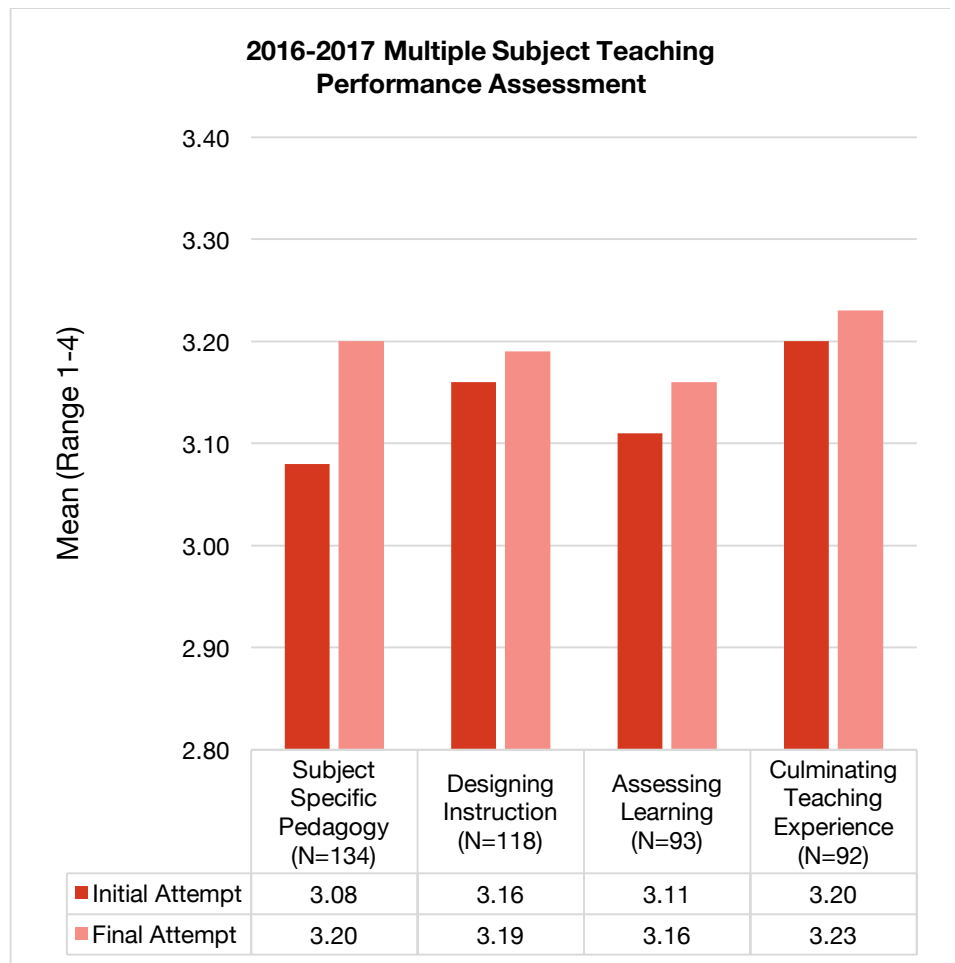
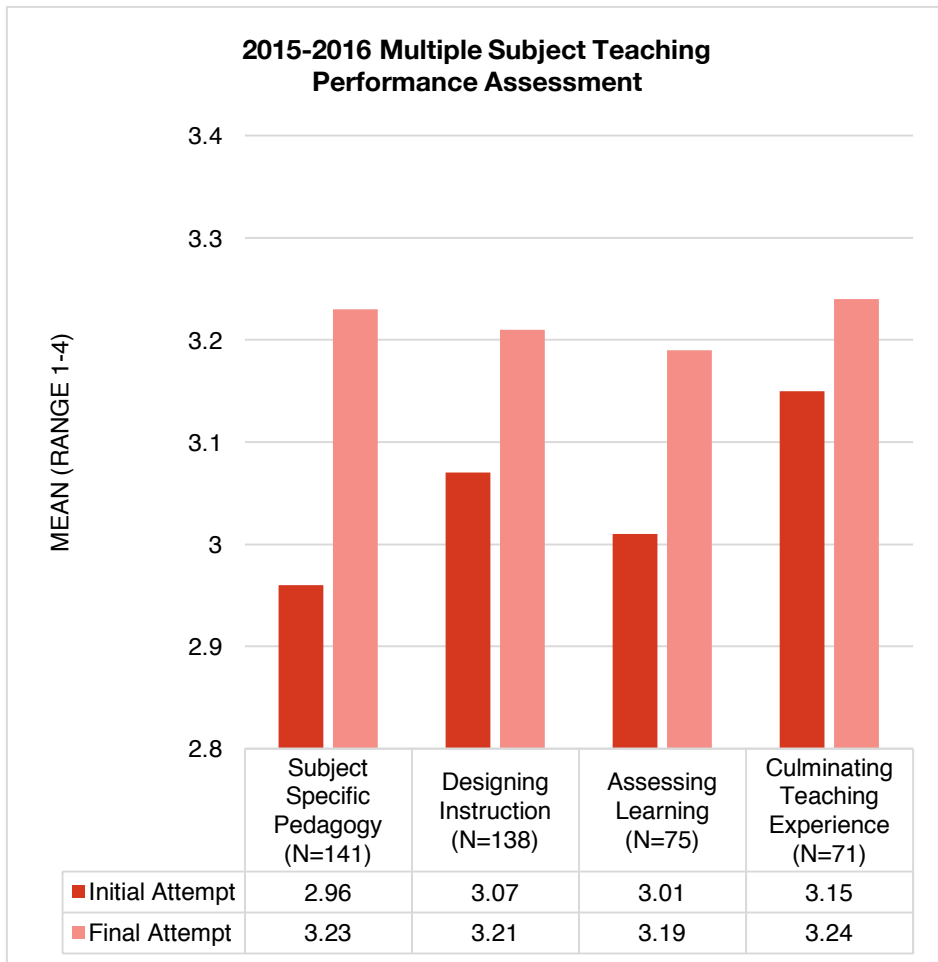
Component Summary – Best Attempt 2016-17 (PP)

RICA Written	# of APU Takers	APU Mean Component Score	# of State Takers	State Mean Component Score
Planning, Organizing, & Managing Reading Instruction Based on Ongoing Assessment	190	3.1	6,206	3.2
Word Analysis	190	2.6	6,206	2.8
Fluency	190	2.6	6,206	2.6

Teaching Performance Assessment (TPA)^{vi}

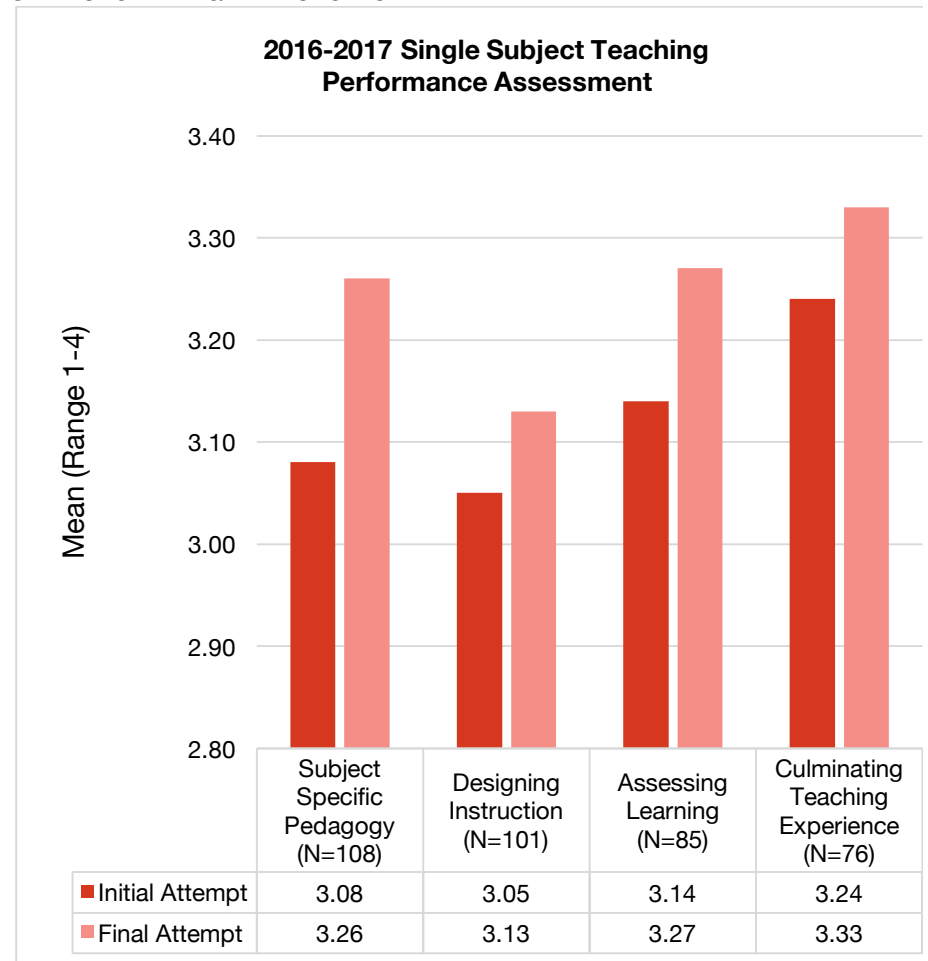
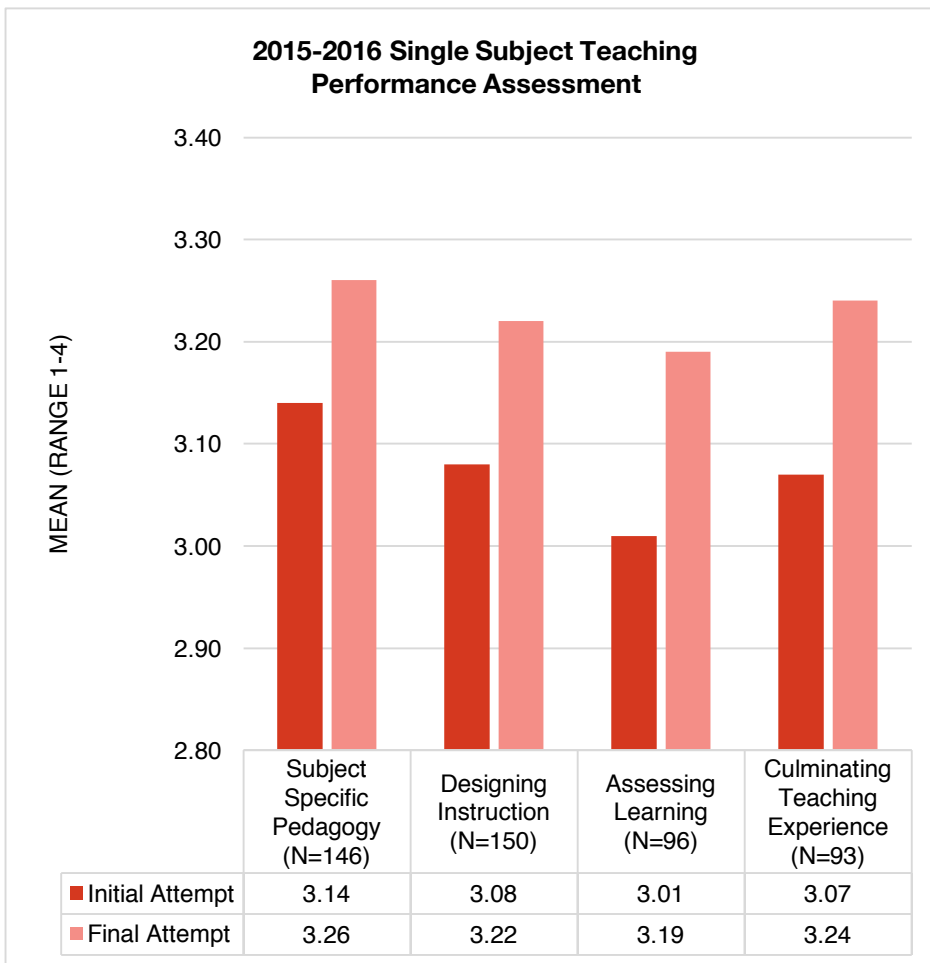
Multiple Subject Candidates

Candidates must score a 3 or 4 on each of the TPA Tasks in order to successfully complete the TPA. The Initial Attempts show all initial scores for Candidates, even if the scores were a 1 or 2, not passing. In the figures below, for the Initial Attempts of all four TPA Tasks, scores increased from 2015-16 to 2016-17. Final Attempts did not show significant differences between the two years. Initial Attempts reflect candidates score lower on the Subject Specific Pedagogy Task, possibly due to this Task being their first exposure to the TPA. Additionally, Final Attempts reflect candidates score lower on the Assessing Learning Task.



Single Subject Candidates

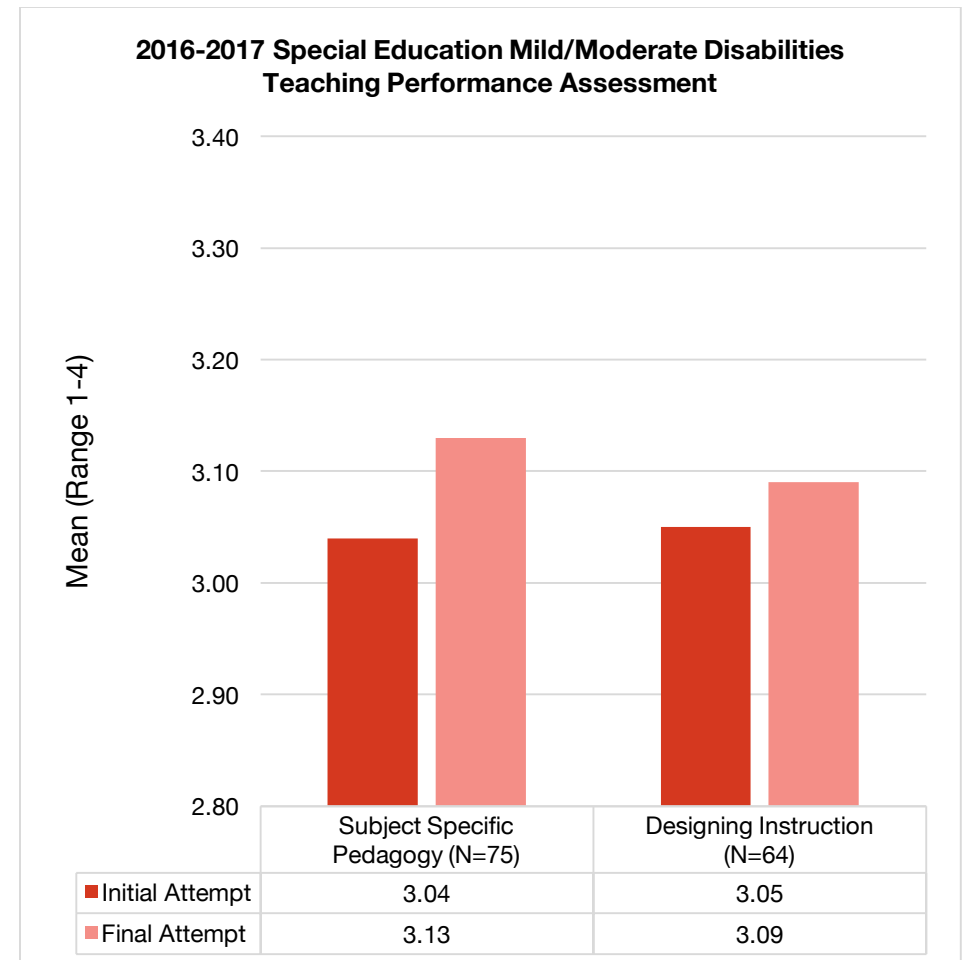
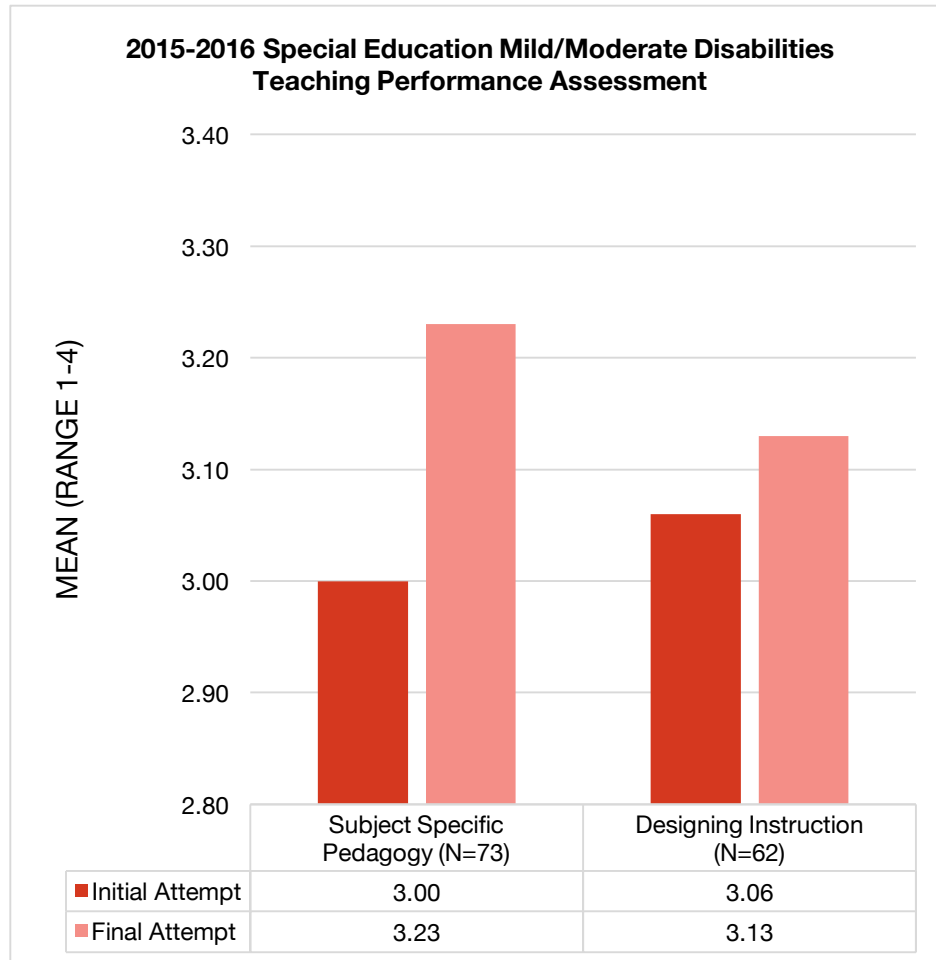
Candidates must score a 3 or 4 on each of the TPA Tasks in order to successfully complete the TPA. The Initial Attempts show all initial scores for Candidates, even if the scores were a 1 or 2, not passing. In the figures below, Single Subject Candidates' scores for Final Attempts averaged higher in Assessing Learning and Culminating Teaching Experiences Tasks in 2016-17 than they did in 2015-16. Scores for the Subject Specific Pedagogy Task fell on the same average score, and the average for the Designing Instruction Task saw a slight decrease, for initial attempts, Candidates' scores were higher for the Assessing Learning and Culminating Teaching Experience Tasks in 2016-17 than in 2015-16, and lower for the Subject Specific Pedagogy and Designing Instruction Tasks in 2016-17 than in 2015-16.



Special Education: Mild/Moderate Disabilities Candidates

Candidates must score a 3 or 4 on each of the TPA Tasks in order to successfully complete the TPA. Special Education Disabilities Mild/Moderate Credential Candidates are required to only take the Subject Specific Pedagogy and Designing Instruction Tasks of the TPA. The Initial Attempts show all initial scores for Candidates, even if the scores were a 1 or 2, not passing.

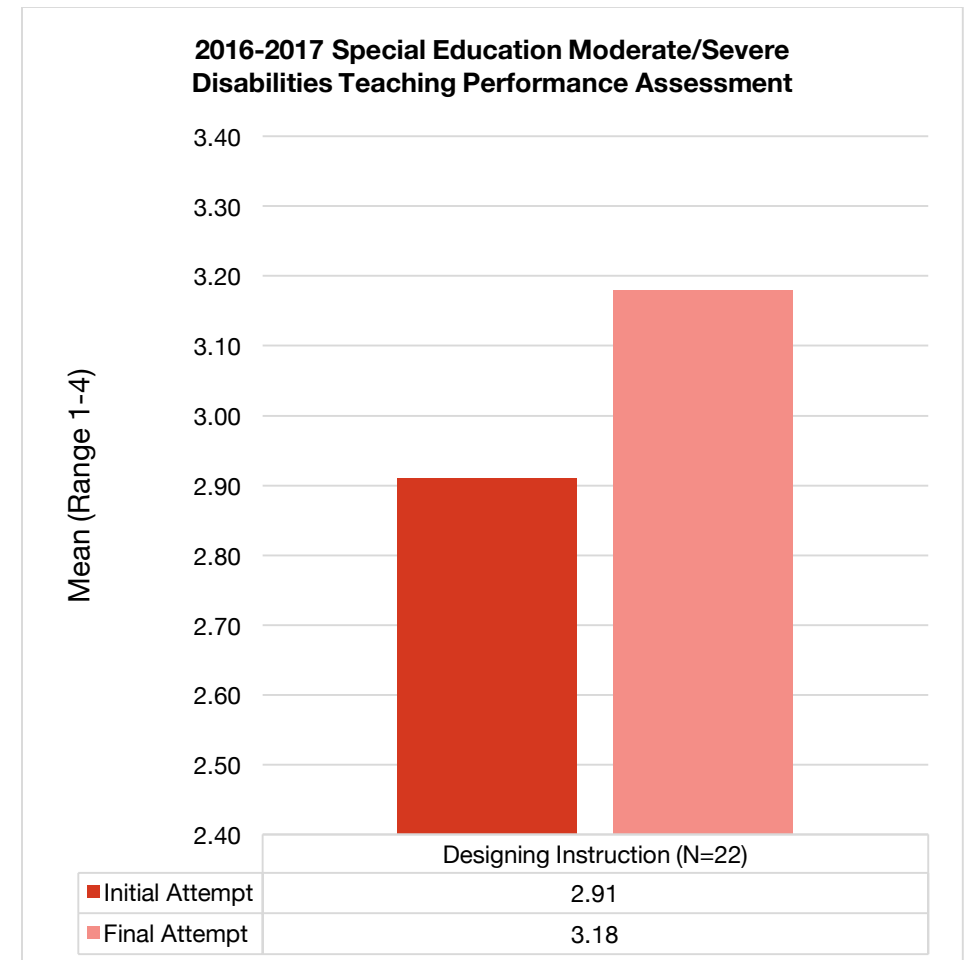
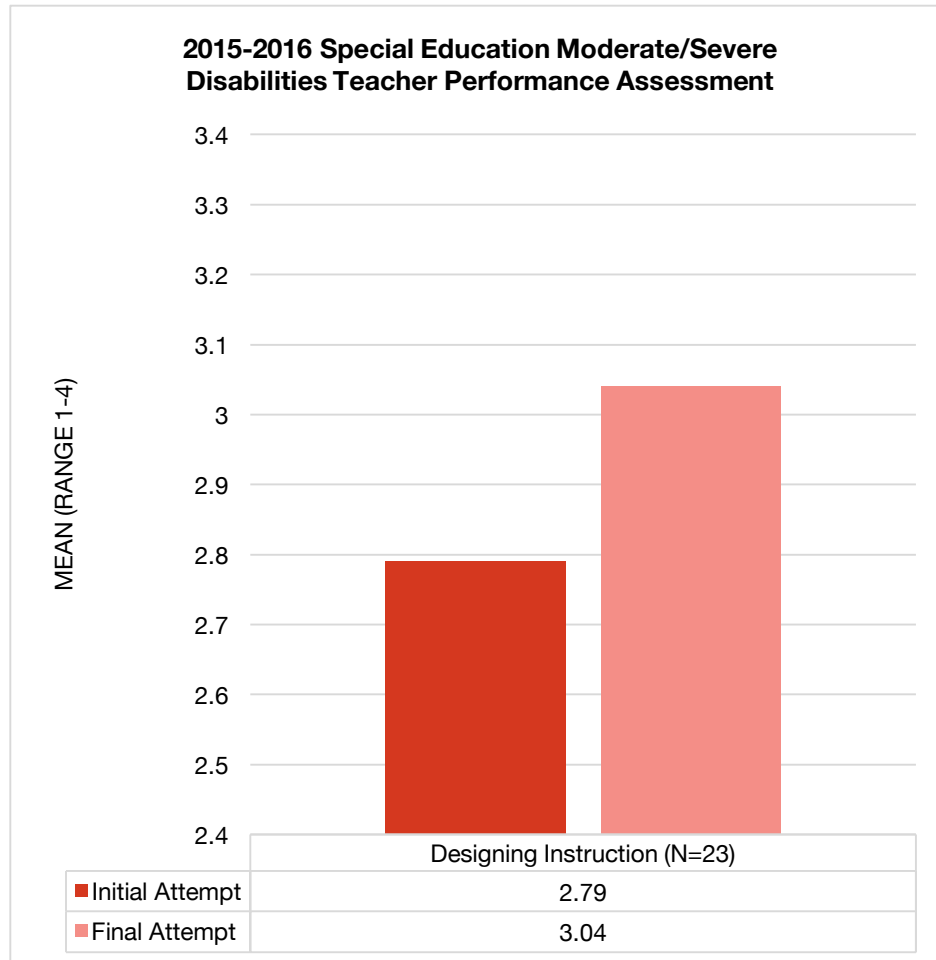
In the figures below, Special Education Mild/Moderate Candidates' Final Attempt scores averaged higher in 2015-2016 than they did in 2016-2017.



Special Education: Moderate/Severe Disabilities Candidates

Candidates must score a 3 or 4 on each of the TPA Tasks in order to successfully complete the TPA. Special Education Disabilities Moderate/Severe Credential Candidates are required to only take the Designing Instruction Task of the TPA. The Initial Attempts show all initial scores for Candidates, even if the scores were a 1 or 2, not passing.

For the Designing Instruction Task, Special Education Moderate/Severe Candidates' Final Attempt scores averaged higher in 2015-2016 than they did in 2016-2017.



Completer Survey^{vii}

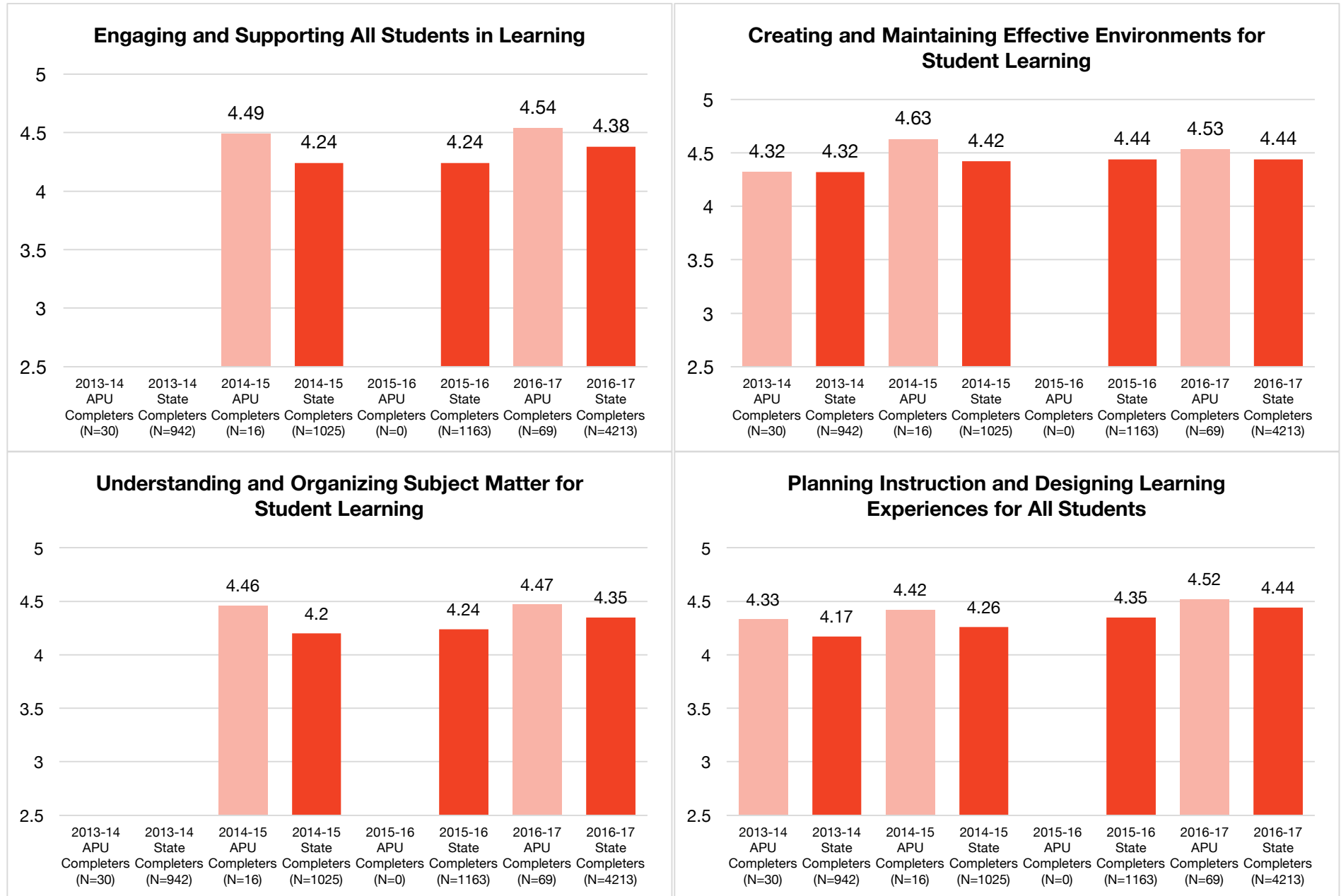
The California Commission on Teacher Credentialing (CTC) administers a completer survey and shares data with preparation programs. The data reported through the survey process represent the self-reported individual perceptions of candidates who have completed the program at APU. Individual completers elected to take the survey voluntarily and provided answers under conditions that promised anonymity. If less than 10 completers responded in a given year, a survey report was not provided by CTC for that program.

Multiple Subject Completers

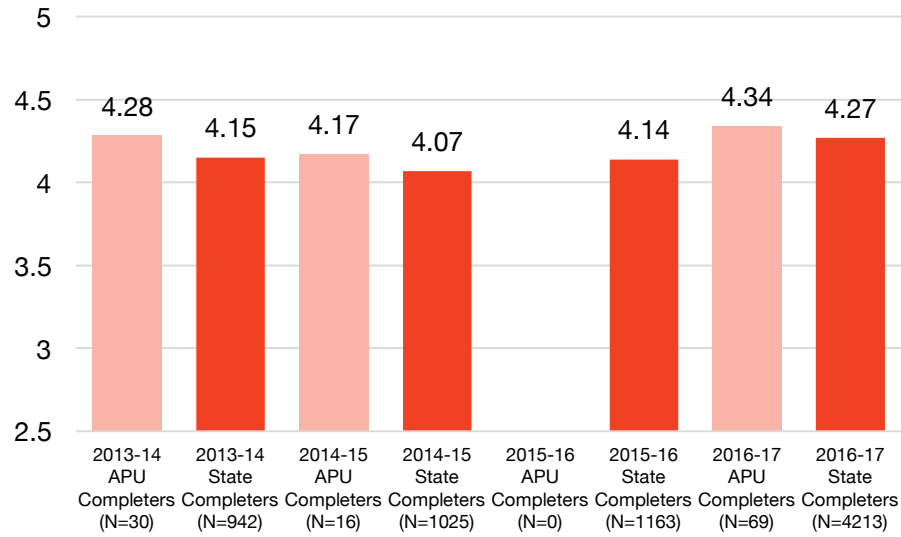
2013-14 Program Completers who were surveyed in 2014 had a response rate of 36.6%. 2014-15 Program Completers who were surveyed in 2015 had a response rate of 38.1%. There were less than 10 2015-16 Program Completers who responded to the survey in 2016; so the Multiple Subject Program did not receive survey data for this year. 2016-17 Program Completers who were surveyed in 2017 had a response rate of 100%. For the majority of questions, APU's Multiple Subject Completers averaged more favorable responses than the state as a whole. The only exceptions are the response from the 2014-15 completers to the question on whether their fieldwork facilitated practice and application of the major ideas developed through the coursework in the program and the 2013-14 completers to the question about overall, how well does their program prepare graduates. While Multiple Subject Completers report feeling well or very well prepared in the areas of the California Standards for the Teaching Profession (CSTPs), the means for Assessing Learning and Developing as a Professional Educator are slightly lower than in the other CSTP areas.

Program Completer Feedback on California Standards for the Teaching Profession (CSTPs)

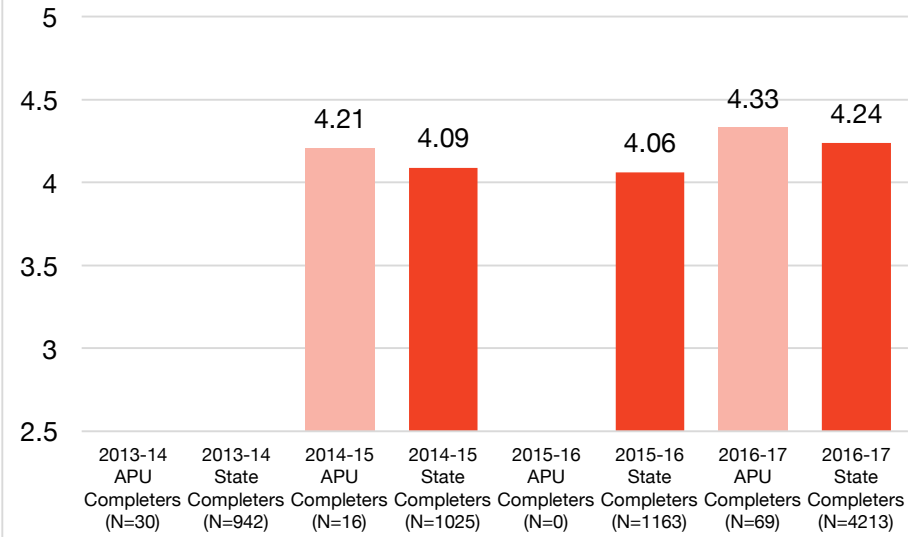
Please note the response options for these questions are 1=Not At All, 2=Poorly, 3=Adequate, 4=Well, and 5=Very Well.



Assessing Students for Learning

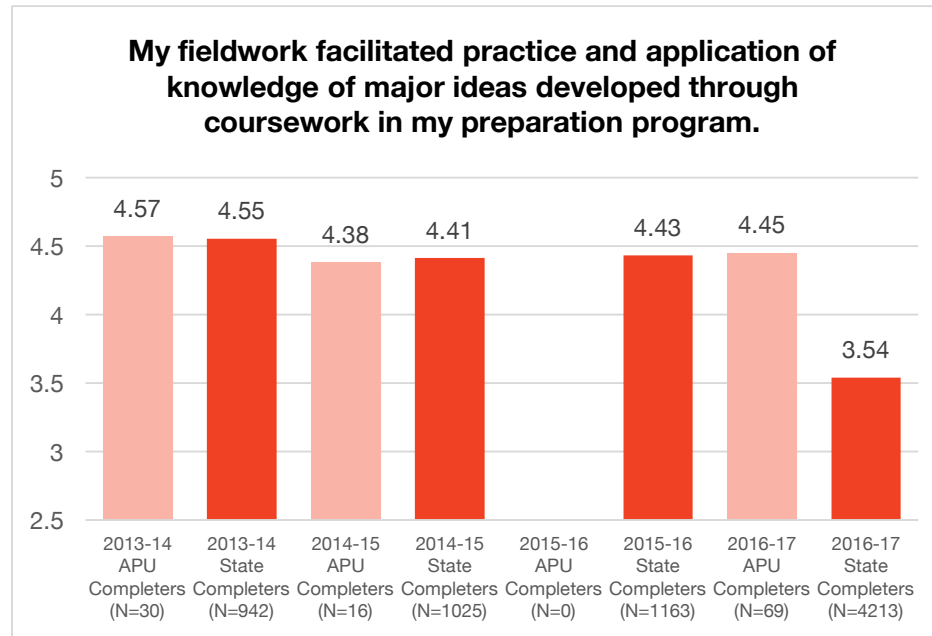


Developing as a Professional Educator



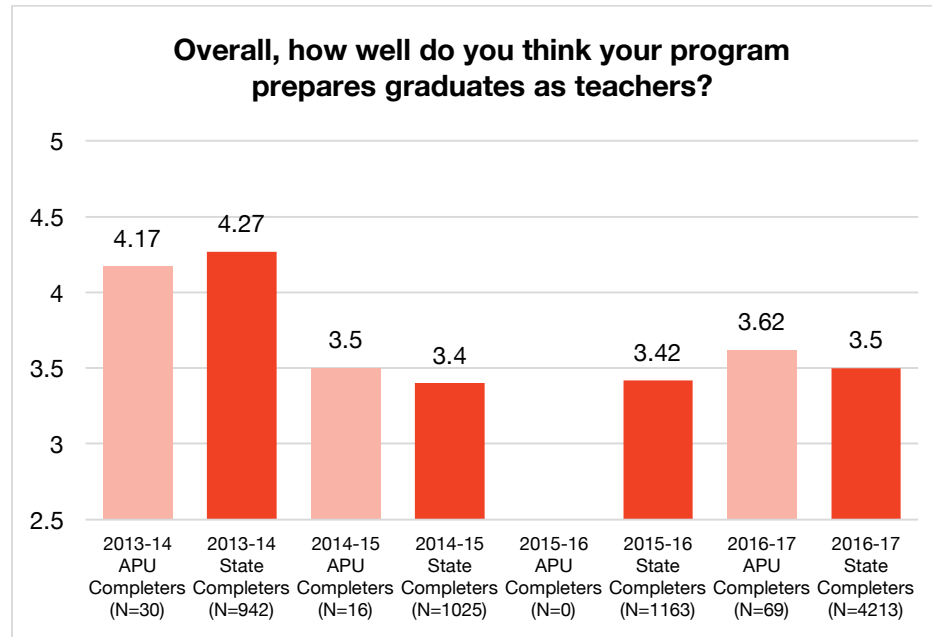
Program Completer Feedback on Field Experiences

Please note the response options for these questions are 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.



Overall Program Feedback from Program Completers

Please note the response options changed after the 2013-14 administration of the survey from 1=Not at all, 2=Poorly, 3=Adequately, 4=Well, and 5=Very Well to 1=Not at all Effective, 2=Somewhat Effective, 3=Effective, and 4=Very Effective.

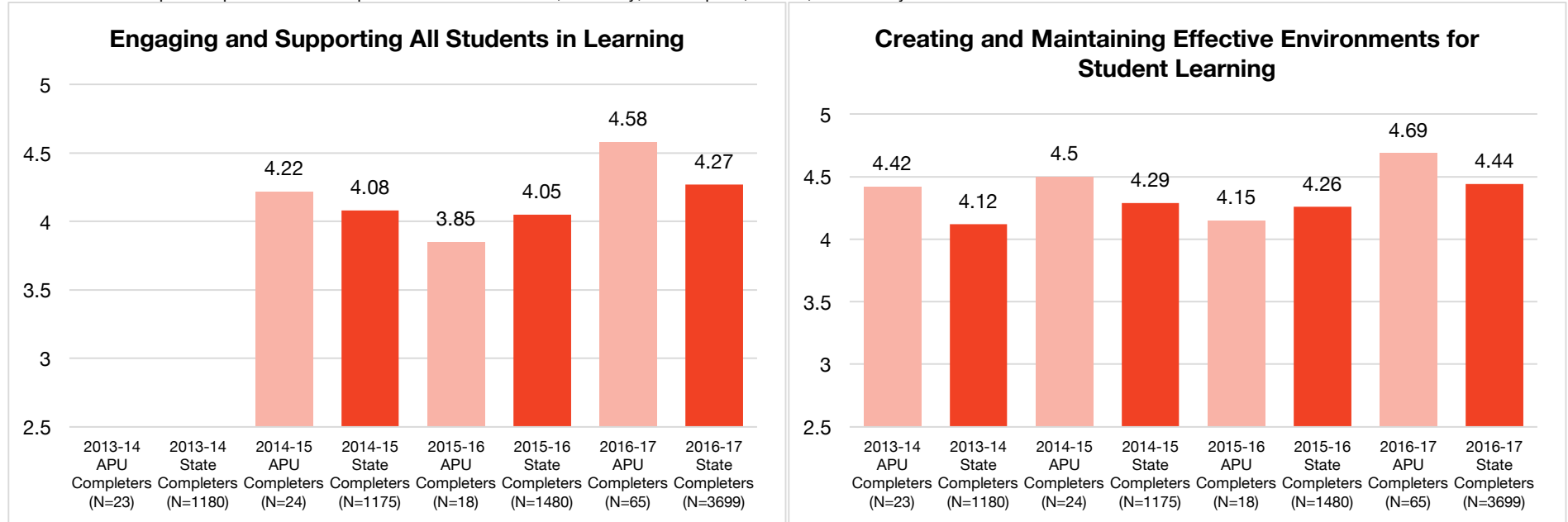


Single Subject Completers

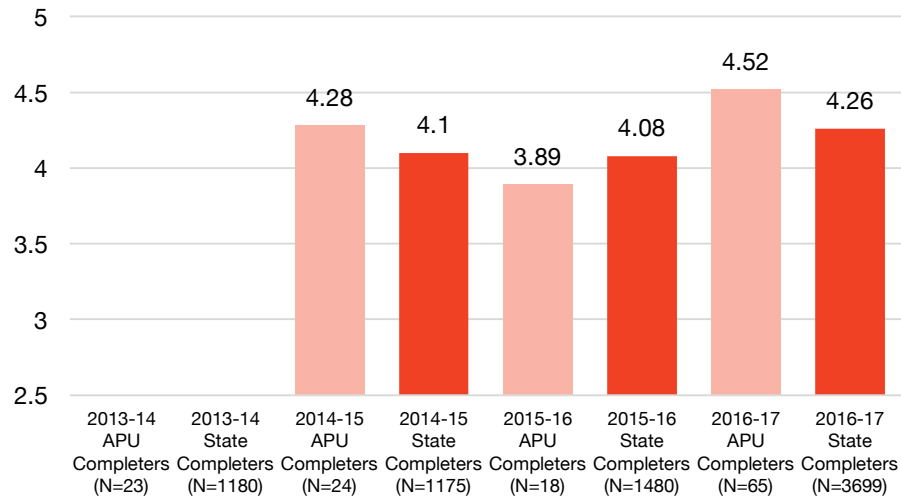
2013-14 Program Completers who were surveyed in 2014 had a response rate of 31.5%. 2014-15 Program Completers who were surveyed in 2015 had a response rate of 32.4%. 2015-16 Program Completers who were surveyed in 2016 had a response rate of 25.4%. 2016-17 Program Completers who were surveyed in 2017 had a response rate of 91.6%. For the majority of questions, APU's Single Subject Completers averaged more favorable responses than the state as a whole. The main exception is the response from the 2015-16 completers who provided feedback below the state mean for every question. While in contrast, the 2016-17 program completers showed a greater satisfaction in their preparation compared to the state mean than in other years.

Program Completer Feedback on California Standards for the Teaching Profession (CSTPs)

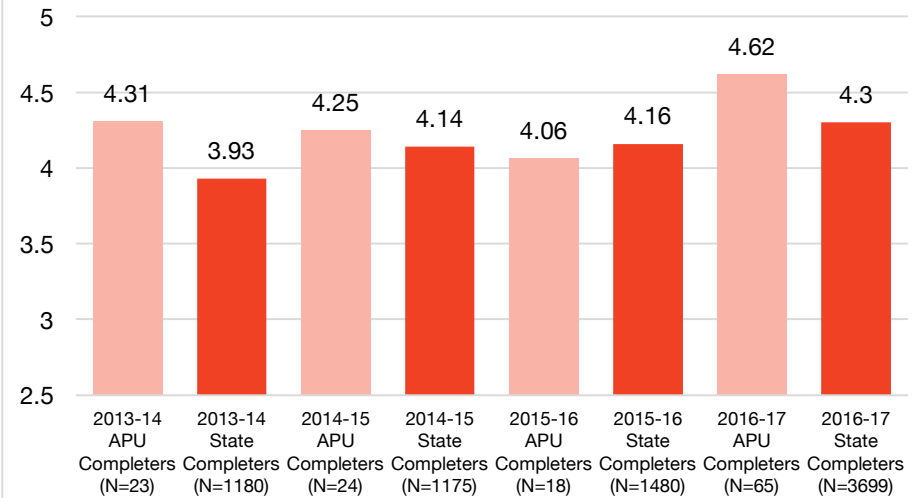
Please note the response options for these questions are 1=Not At All, 2=Poorly, 3=Adequate, 4=Well, and 5=Very Well.



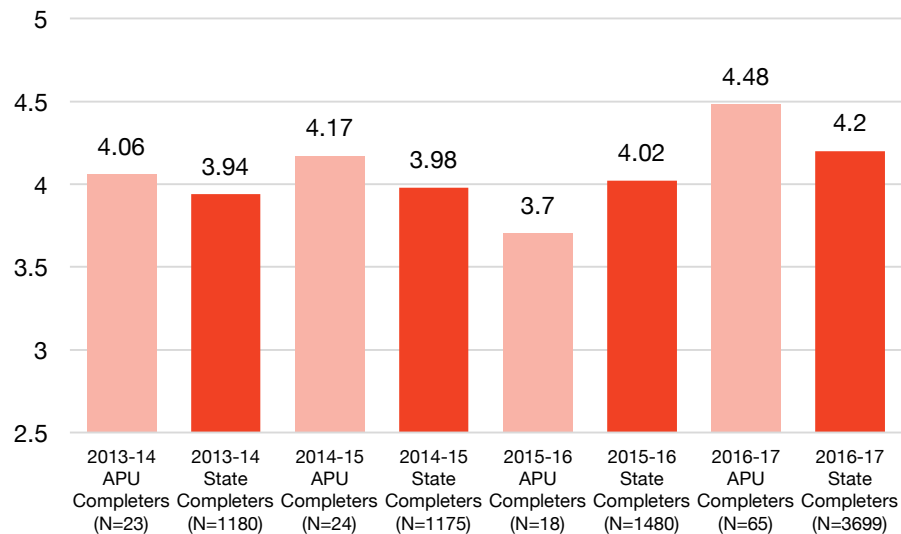
Understanding and Organizing Subject Matter for Student Learning



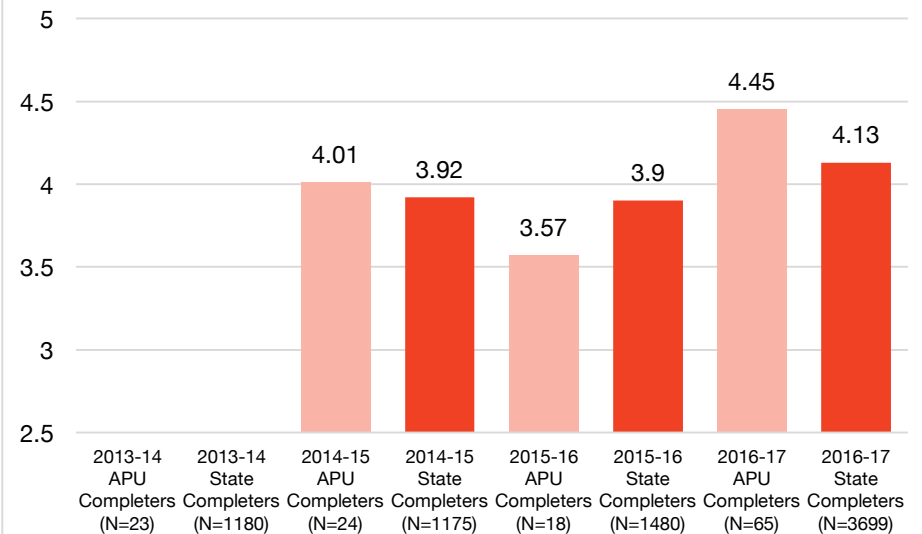
Planning Instruction and Designing Learning Experiences for All Students



Assessing Students for Learning

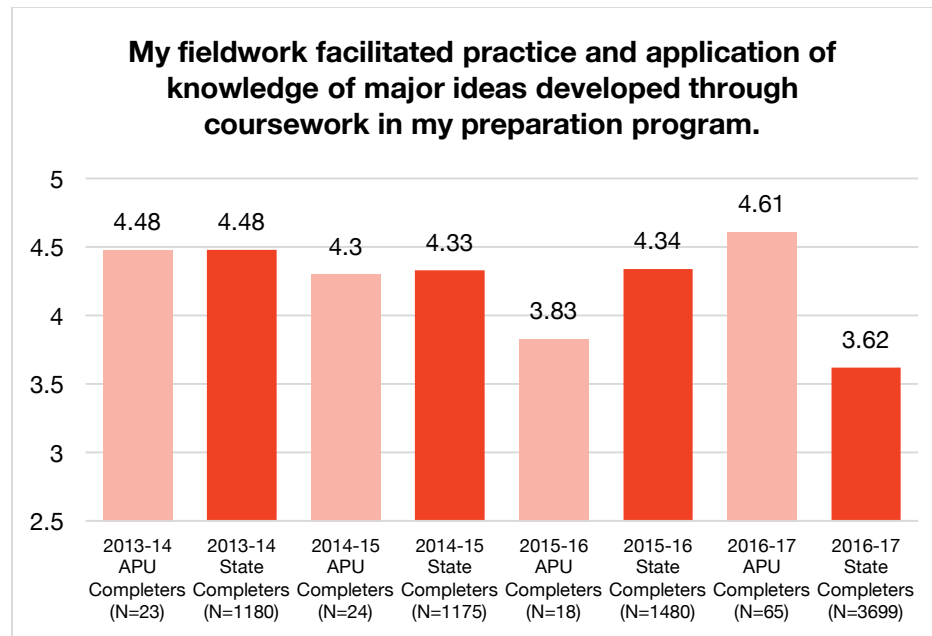


Developing as a Professional Educator



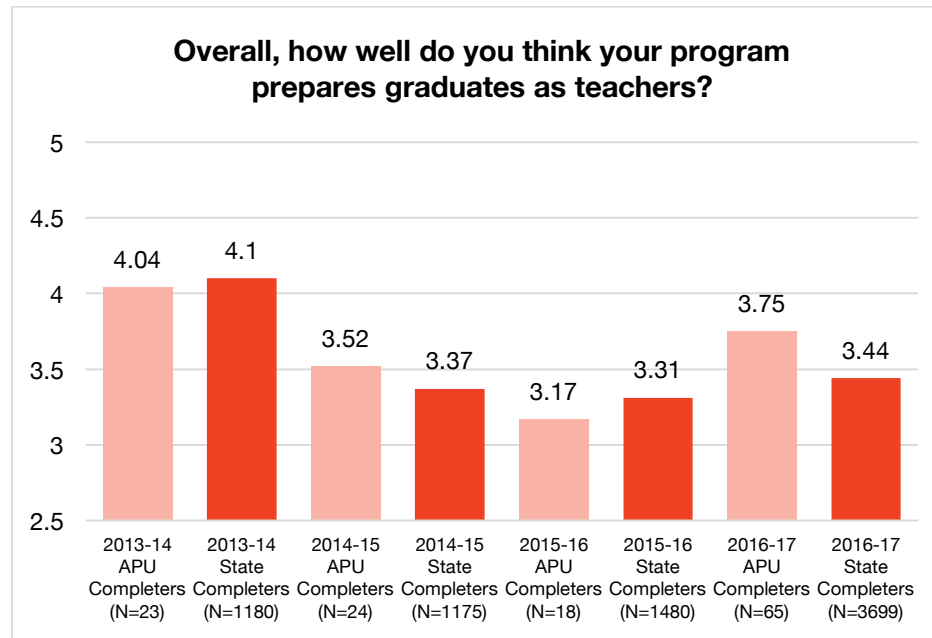
Program Completer Feedback on Field Experiences

Please note the response options for these questions are 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.



Overall Program Feedback from Program Completers

Please note the response options changed after the 2013-14 administration of the survey from 1=Not at all, 2=Poorly, 3=Adequately, 4=Well, and 5=Very Well to 1=Not at all Effective, 2=Somewhat Effective, 3=Effective, and 4=Very Effective.

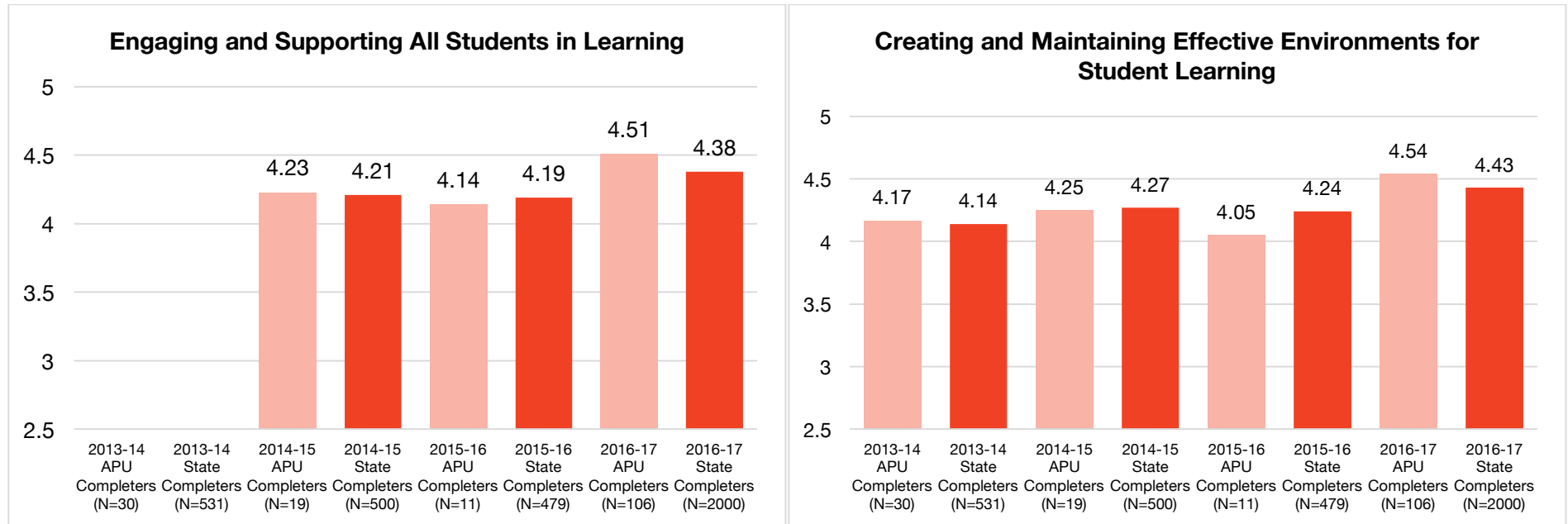


Education Specialist Completers

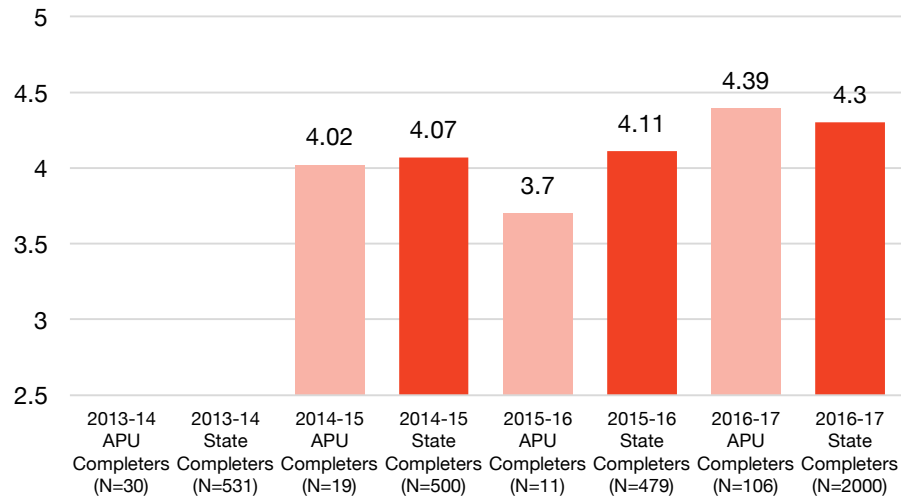
2013-14 Program Completers who were surveyed in 2014 had a response rate of 31.3%. 2014-15 Program Completers who were surveyed in 2015 had a response rate of 27.9%. 2015-16 Program Completers who were surveyed in 2016 had a response rate of 19.6%. 2016-17 Program Completers who were surveyed in 2017 had a response rate of 94.6%. For the majority of questions, APU's Education Specialist Completers averaged more favorable responses than the state as a whole. The main exception is the response from the 2015-16 completers who provided feedback below the state mean for most questions. In contrast, the 2016-17 completers showed the greatest satisfaction with their preparation.

Program Completer Feedback on California Standards for the Teaching Profession (CSTPs)

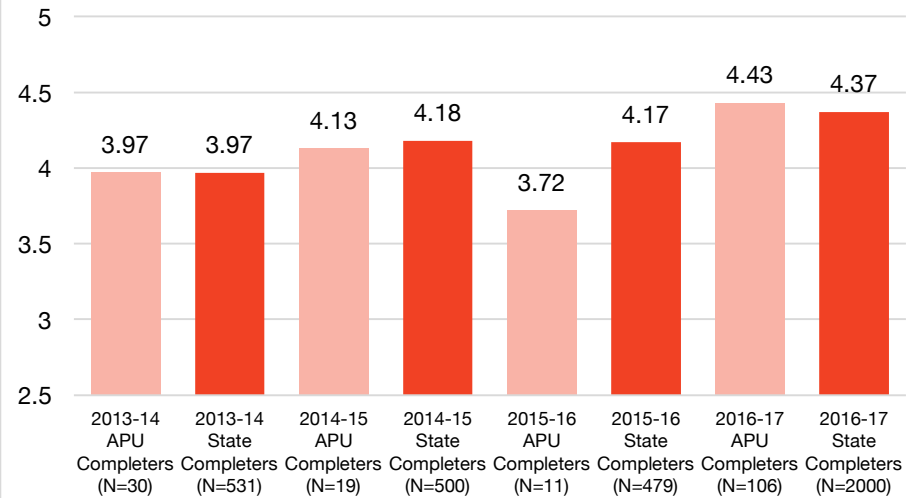
Please note the response options for these questions are 1=Not At All, 2=Poorly, 3=Adequate, 4=Well, and 5=Very Well.



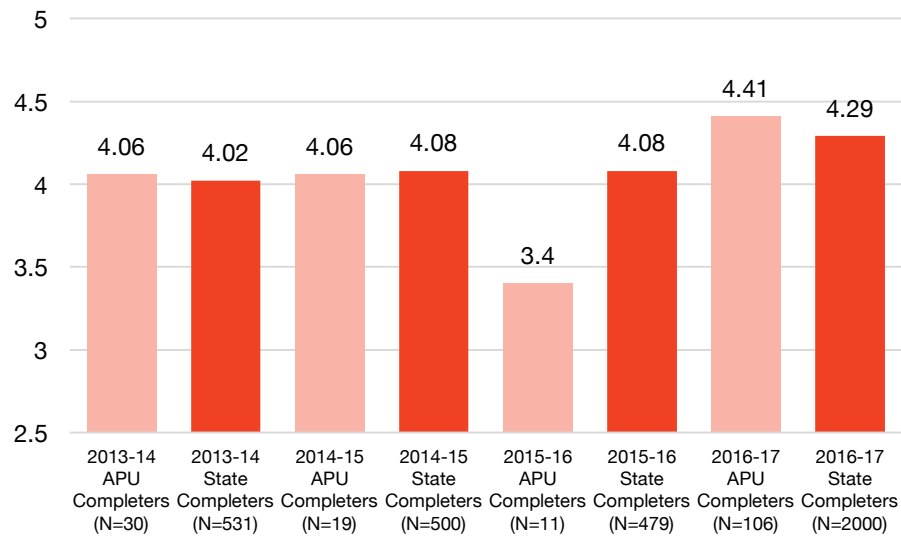
Understanding and Organizing Subject Matter for Student Learning



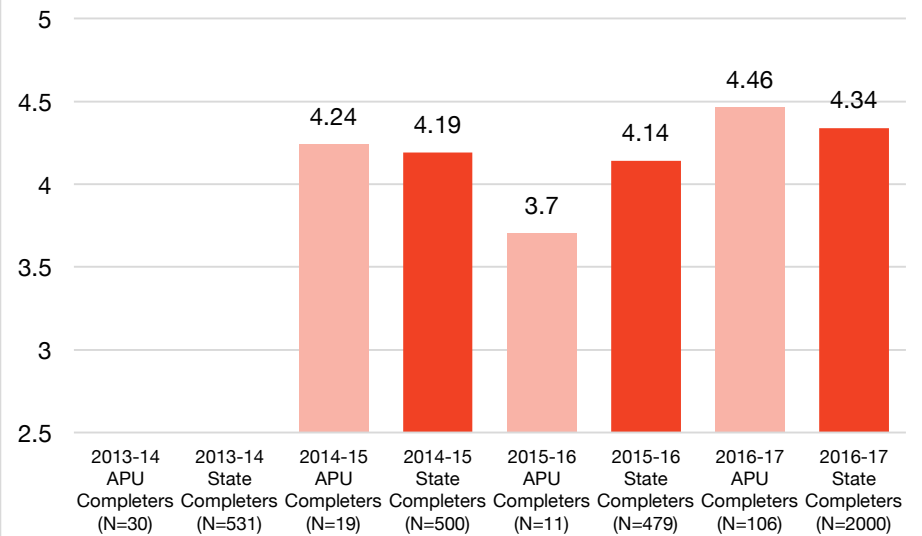
Planning Instruction and Designing Learning Experiences for All Students



Assessing Students for Learning

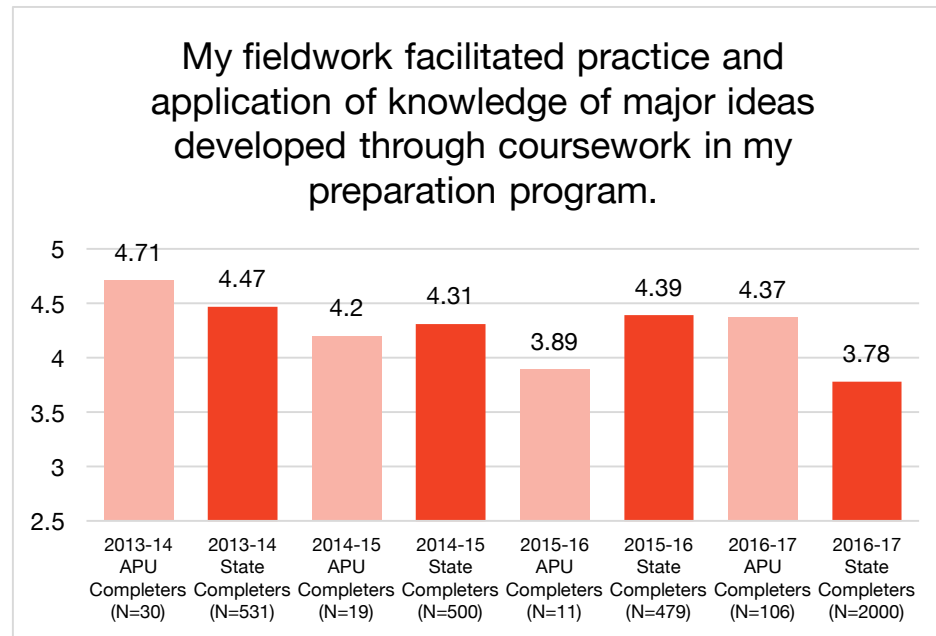


Developing as a Professional Educator



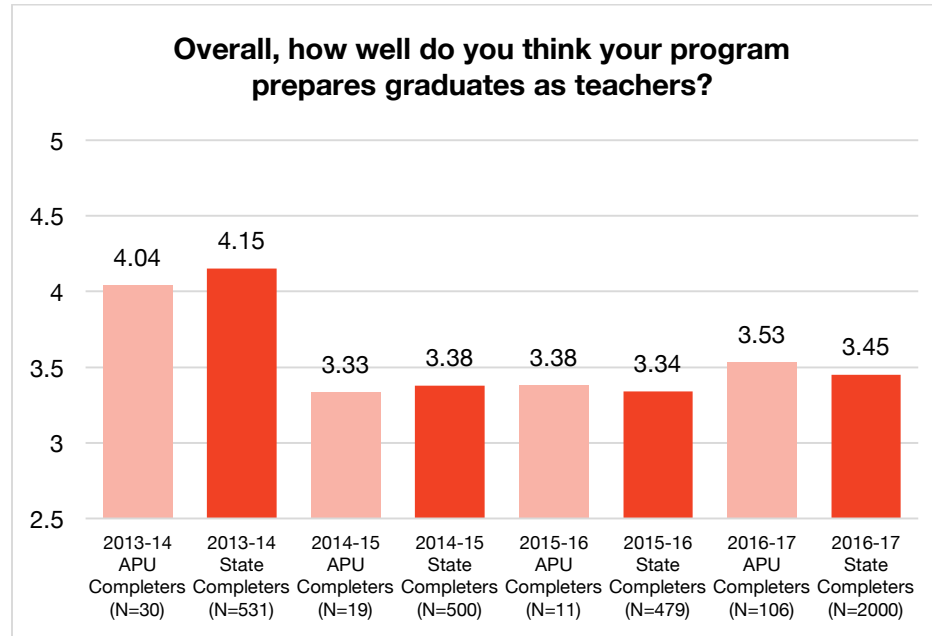
Program Completer Feedback on Field Experiences

Please note the response options for these questions are 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.



Overall Program Feedback from Program Completers

Please note the response options changed after the 2013-14 administration of the survey from 1=Not at all, 2=Poorly, 3=Adequately, 4=Well, and 5=Very Well to 1=Not at all Effective, 2=Somewhat Effective, 3=Effective, and 4=Very Effective.

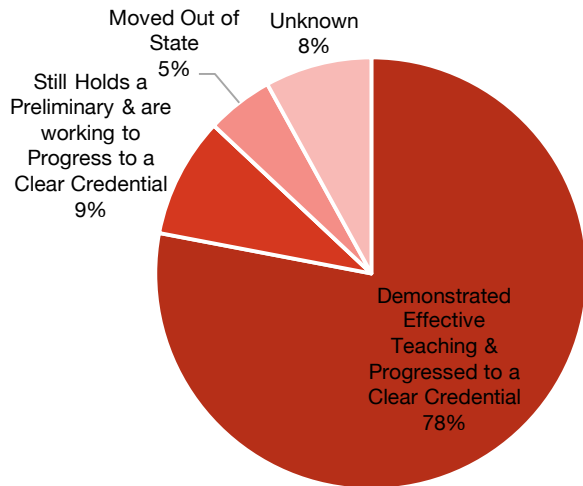


Indicators of Teaching Effectiveness^{viii}

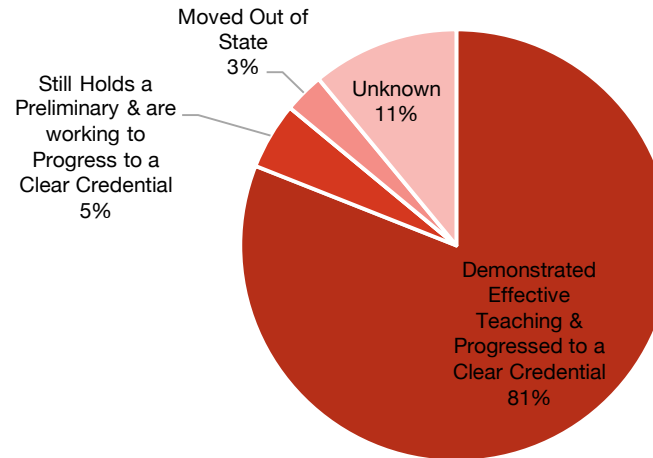
California is a two-tier credential state. Upon completion of the initial teacher preparation program, individuals are recommended for their Preliminary Teaching Credential. During the first years of teaching, the completer of the initial teacher preparation program must participate in a Teacher Induction program. To complete the Teacher Induction program, the teacher must progress toward master 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. In 2011-2012, the Multiple Subject (elementary) Credential program had 104 credential completers and 78% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years; the Single Subject (secondary) Credential program had 110 credential completers and 70% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years; the Mild/Moderate Credential program had 124 credential completers and 80% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years; the Moderate/Severe Credential program had 42 credential completers and 93% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 5 years. In 2012-13, the Multiple Subject (elementary) Credential program had 83 credential completers and 81% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 4 years; the Single Subject (secondary) Credential program had 110 credential completers and 70% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 4 years; the Mild/Moderate Credential program had 120 credential completers and 78% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 4 years; the Moderate/Severe Credential program had 34 credential completers and 88% of these completers demonstrated teaching effectiveness and progressed to a Clear Credential within 4 years.

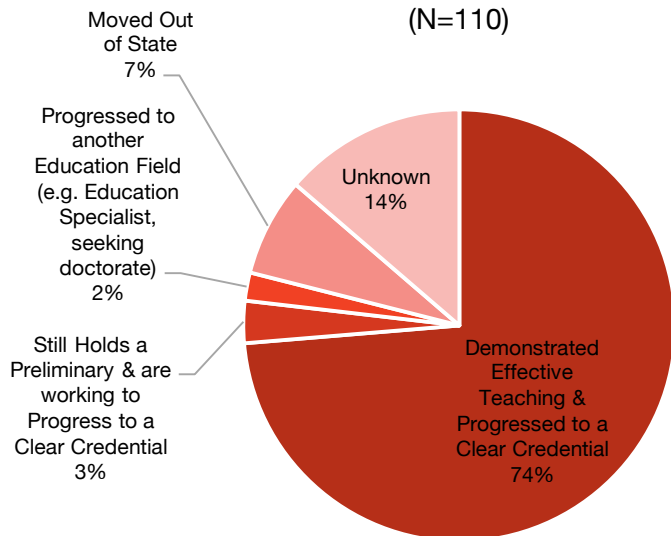
Multiple Subject Completers, 2011-12
(N=104)



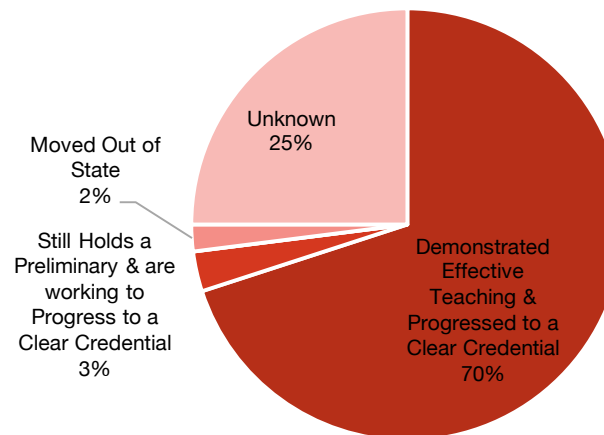
Multiple Subject Completers, 2012-13
(N=83)



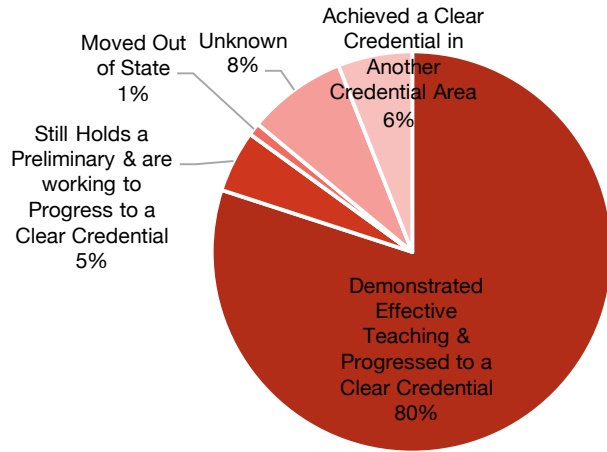
Single Subject Completers, 2011-12
(N=110)



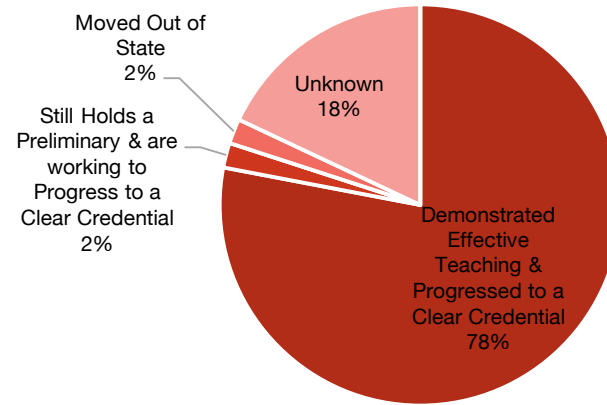
Single Subject Completers, 2012-13
(N=110)



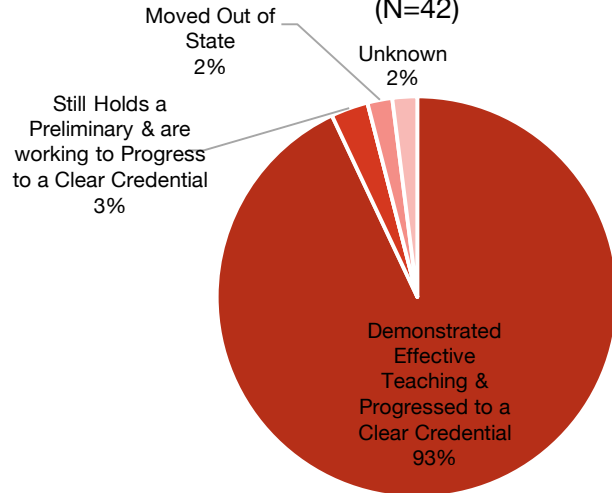
Education Specialist Mild/Moderate Completers, 2011-12 (N=124)



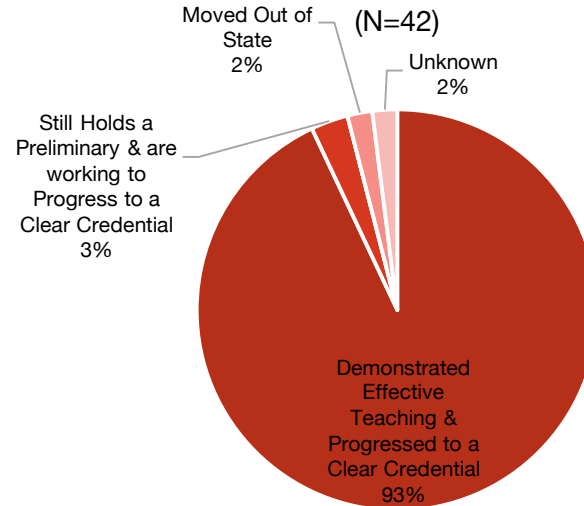
Education Specialist Mild/Moderate Completers, 2012-13 (N=120)



Education Specialist Moderate/Severe Completers, 2011-12 (N=42)



Education Specialist Moderate/Severe Completers, 2011-12 (N=42)



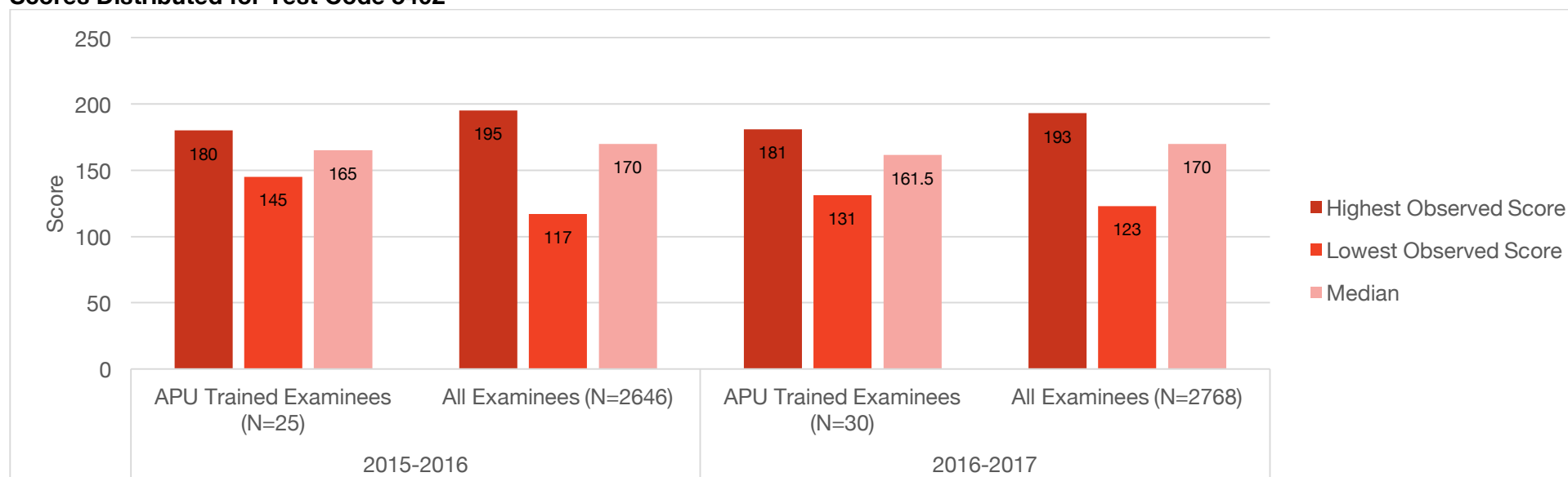
V. Department of School Counseling & School Psychology^{ix}

Praxis Exam 5402 – School Psychologist

The Praxis Data are provided by the Educational Testing Services (ETS) in an annual report created in September 2016 and 2017, respectively. The 2015-2016 report represents data from all students who attempted the Praxis 5402 School Psychologist Exam between September 1, 2015 through August 31, 2017, and who requested their scores be reported to Azusa Pacific University School of Education. The 2016-2017 report represents data from all students who attempted the Praxis 5402 School Psychologist Exam between September 1, 2016 through August 31, 2017, and requested their scores be reported to Azusa Pacific University School of Education. The Program Required Score for passing is a minimum of 147.

The median score of students who reported the Praxis 5402 to APU is lower than the median score for all test takers in both years. The average performance range for students reporting to APU is also lower than the average performance range for all test takers in both years.

Scores Distributed for Test Code 5402



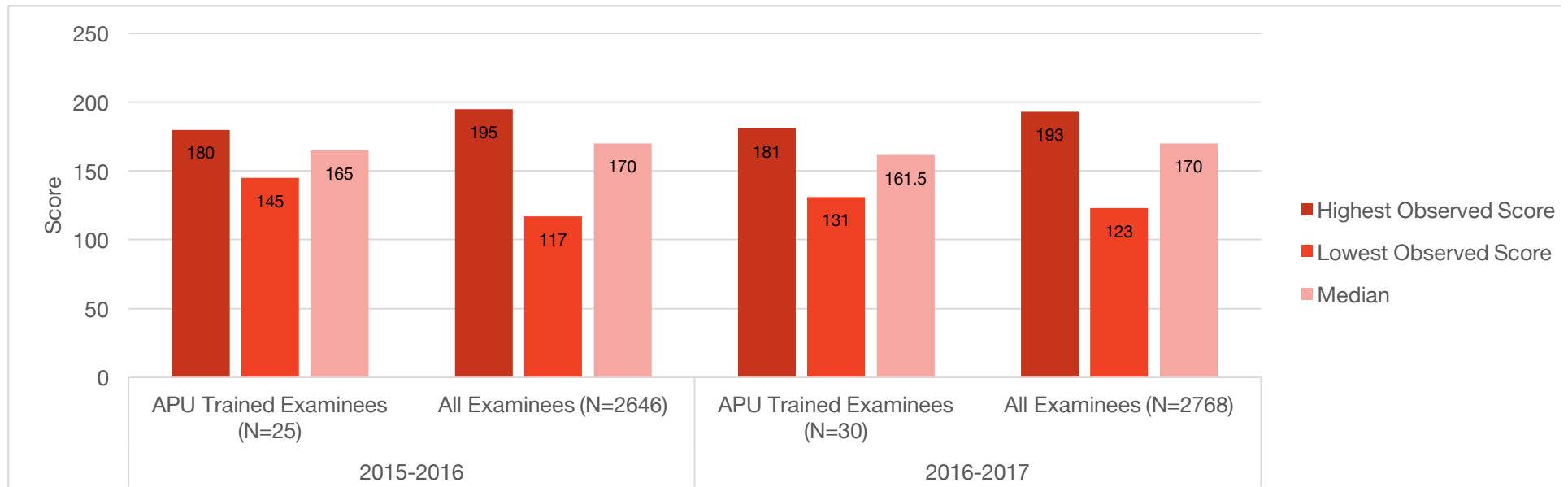
		# of Examinees	Highest Observed Score	Lowest Observed Score	Median	Average Performance Range
2015-2016	APU Trained Examinees	25	180	145	165	160-170
	All Examinees	2646	195	117	170	162-177
2016-2017	APU Trained Examinees	30	181	131	161.5	157 - 169
	All Examinees	2768	193	123	170	161 - 177

Praxis Exam 5421 – Professional School Counselor

The Praxis Data are provided by the Educational Testing Services (ETS) in an annual report created in September 2016 and 2017, respectively. The 2015-2016 report represents data from all students who attempted the Praxis 5421 Professional School Counselor Exam between September 1, 2015 through August 31, 2017, and who requested their scores be reported to Azusa Pacific University School of Education. The 2016-2017 report represents data from all students who attempted the Praxis 5421 Professional School Counselor Exam between September 1, 2016 through August 31, 2017, and requested their scores be reported to Azusa Pacific University School of Education. The Program Required Score is 150.

The median score of students who reported the Praxis 5421 to APU is lower than the median score for all test takers in both years. The average performance range for students reporting to APU is also lower than the average performance range for all test takers in both years.

Scores Distributed for Test Code 5421



		# of Examinees	Highest Observed Score	Lowest Observed Score	Median	Avg. Performance Range
2015-2016	APU Trained Examinees	57	181	140	165	159-170
	All Examinees	3600	195	119	169	160-176
2016-2017	APU Trained Examinees	80	186	139	166	159 - 173
	All Examinees	3704	194	123	170	162 - 177

VI. Department of Educational Leadership

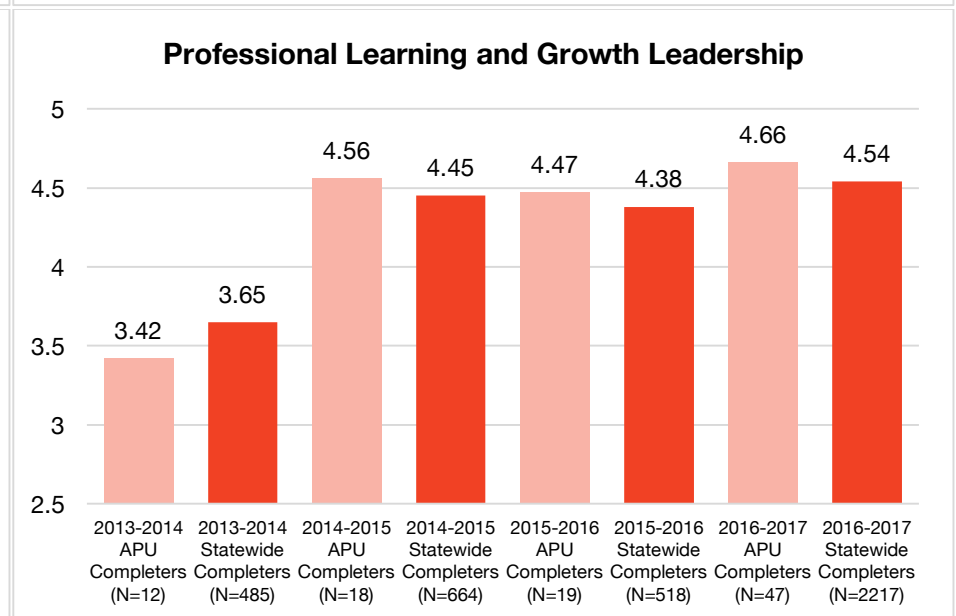
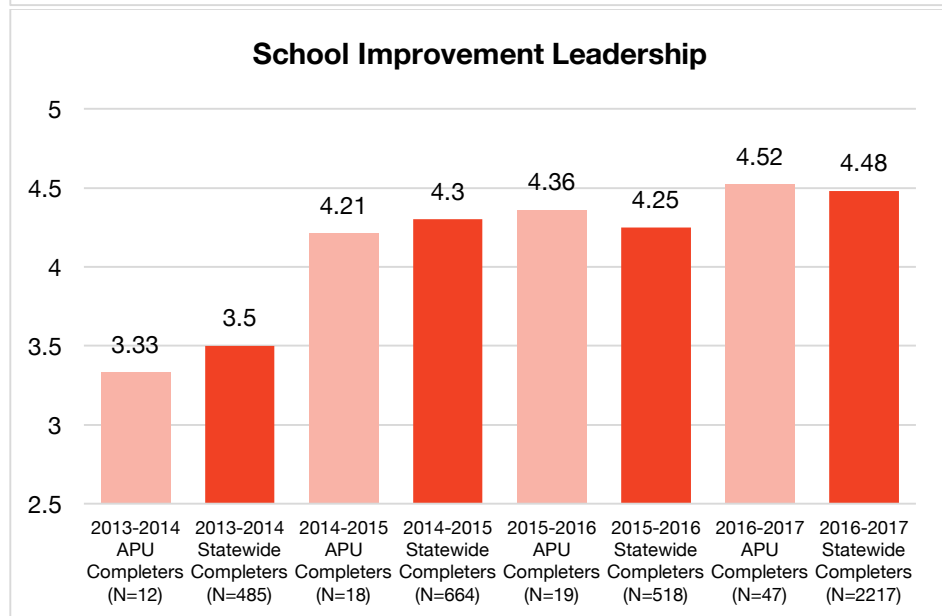
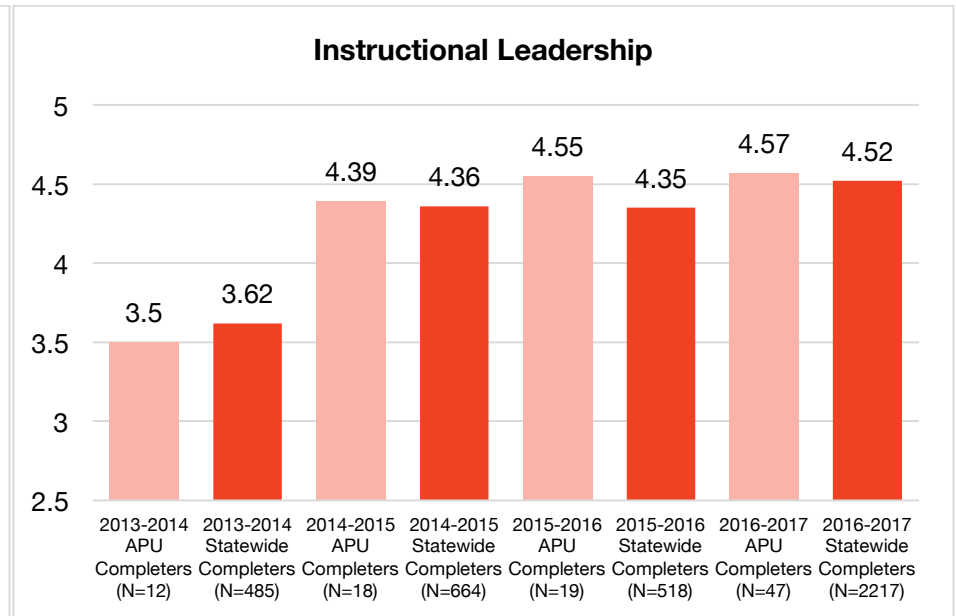
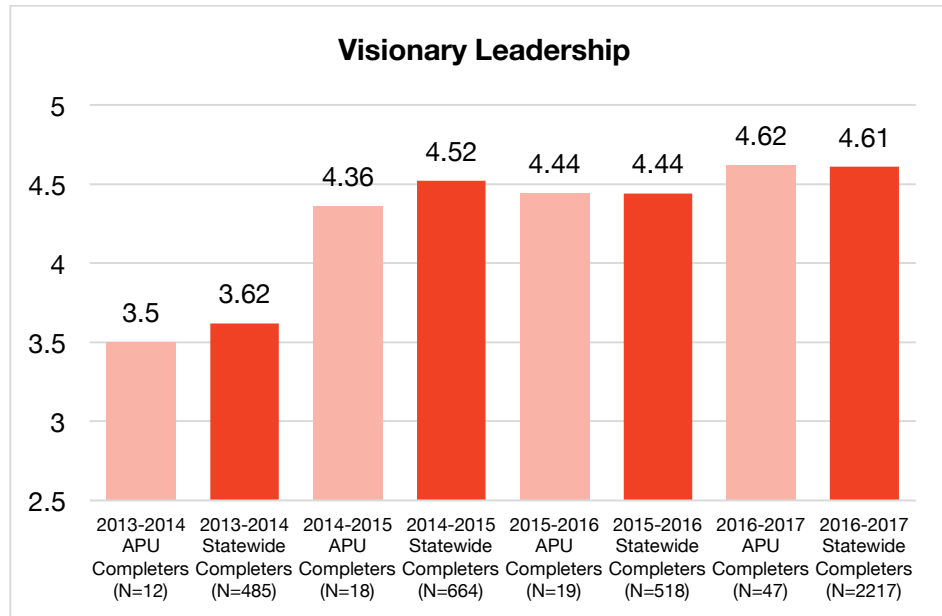
Completer Survey

The California Commission on Teacher Credentialing (CTC) administers a completer survey and shares data with preparation programs. The data reported through the survey process represent the self-reported individual perceptions of candidates who have completed the program at APU. Individual completers elected to take the survey voluntarily and provided answers under conditions that promised anonymity. If less than 10 completers responded in a given year, a survey report was not provided by CTC for that program.

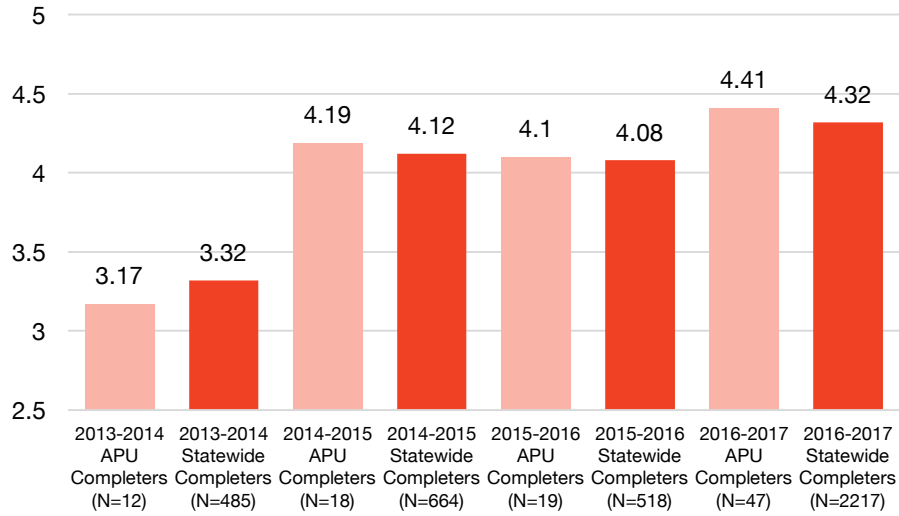
2013-14 Preliminary Administrative Services Credential Program Completions who were surveyed in 2014 had a response rate of 19.7%. 2014-15 Program Completions who were surveyed in 2015 had a response rate of 45.0%. 2015-16 Program Completions who were surveyed in 2016 had a response rate of 39.6%. 2016-17 Program Completions who were surveyed in 2017 had a response rate of 100%. The satisfaction feedback provided by APU completers is generally higher than the statewide satisfaction means. The main question response that stands out is related to receiving individualized mentoring and professional development from knowledgeable program supervisors. Even though APU completers' feedback in this area has traditionally been below the statewide mean there is a clear demonstration of growth in this area.

Program Completer Feedback on California Administrator Performance Expectations (CAPEs)

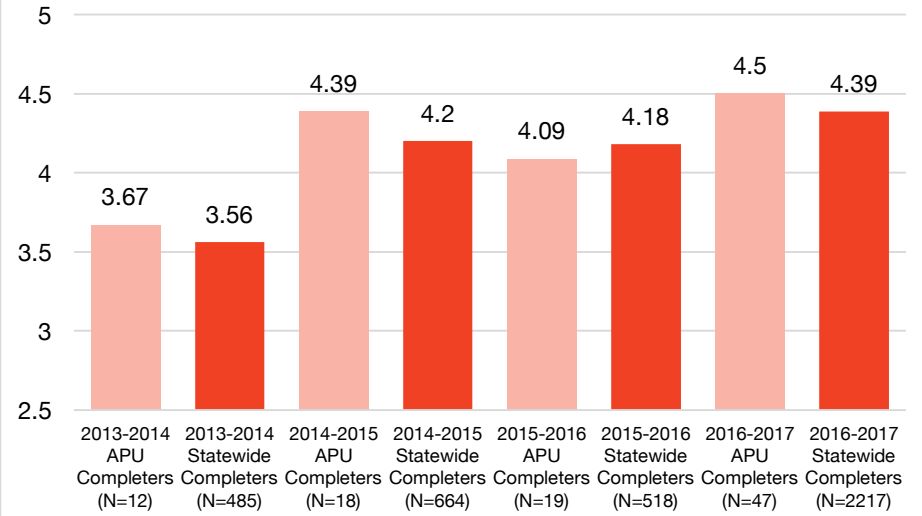
Please note the response options changed after the 2013-14 administration of the survey from 1=Not at all, 2=Poorly, 3=Adequately, 4=Very Well to 1=Not at all, 2=Poorly, 3=Adequately, 4=Well, 5=Very Well.



Organizational and Systems Leadership

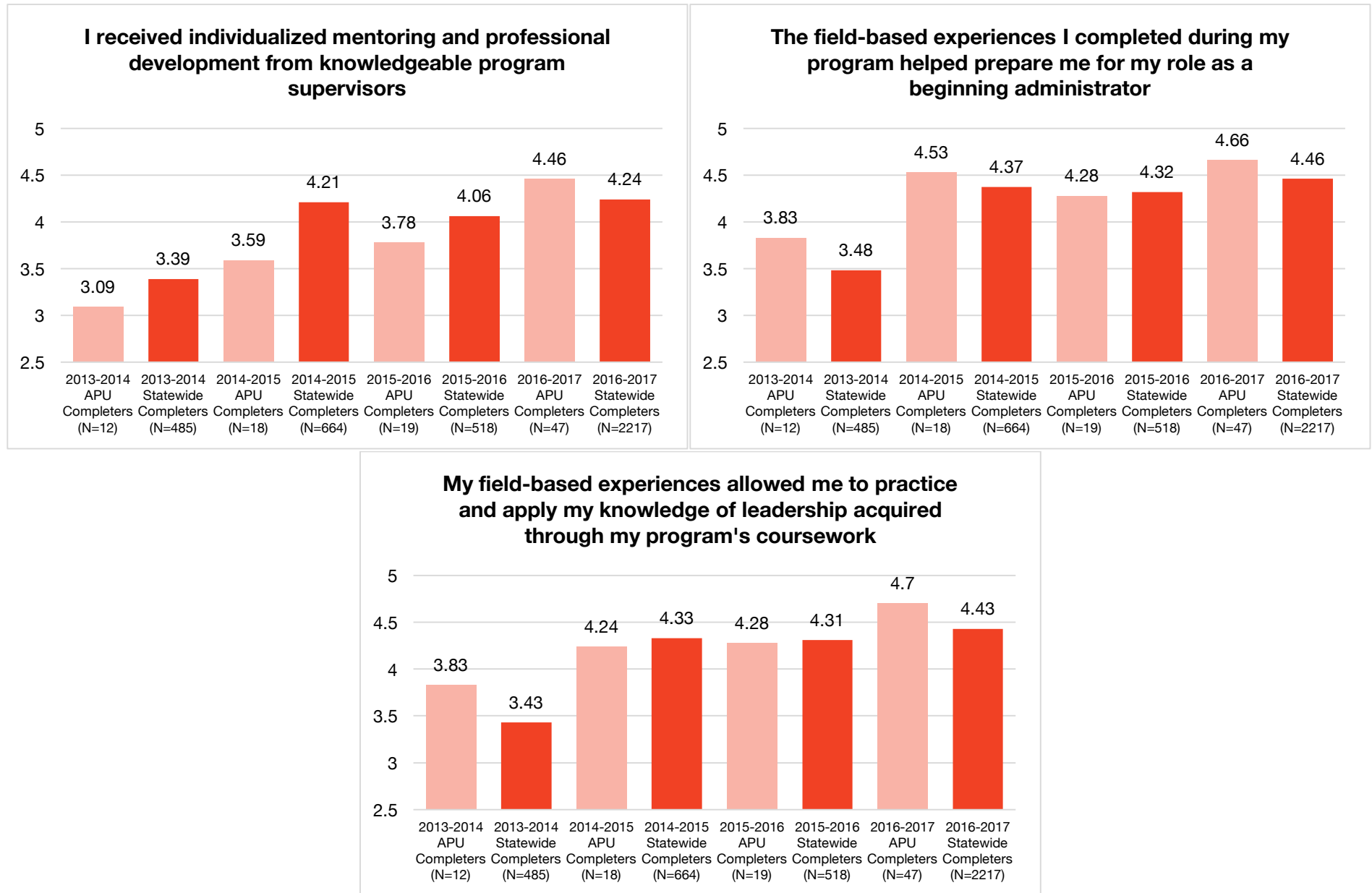


Community Leadership



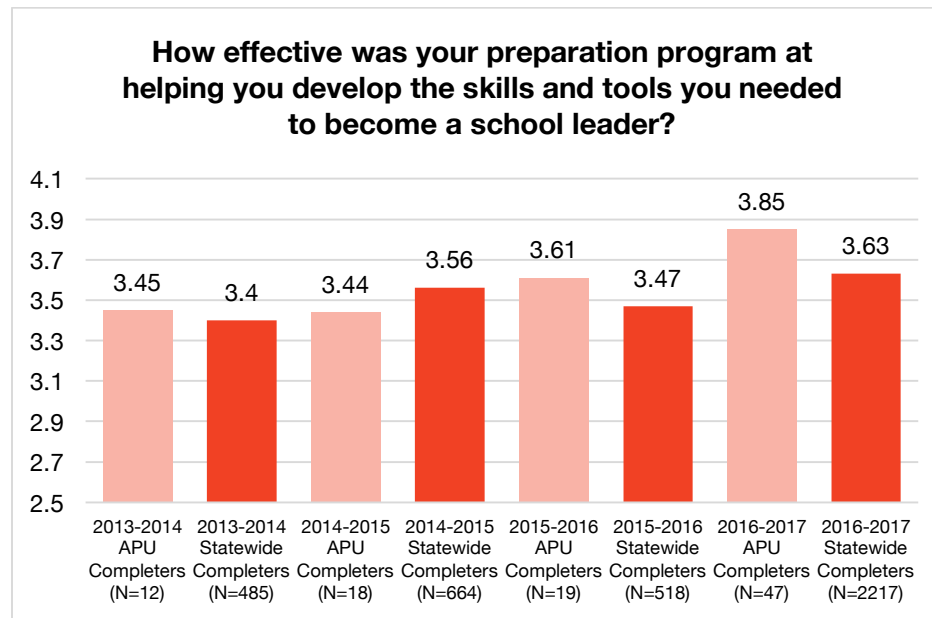
Program Completer Feedback on Field Experiences

Please note the response options for these questions are 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.



Overall Program Feedback from Program Completers

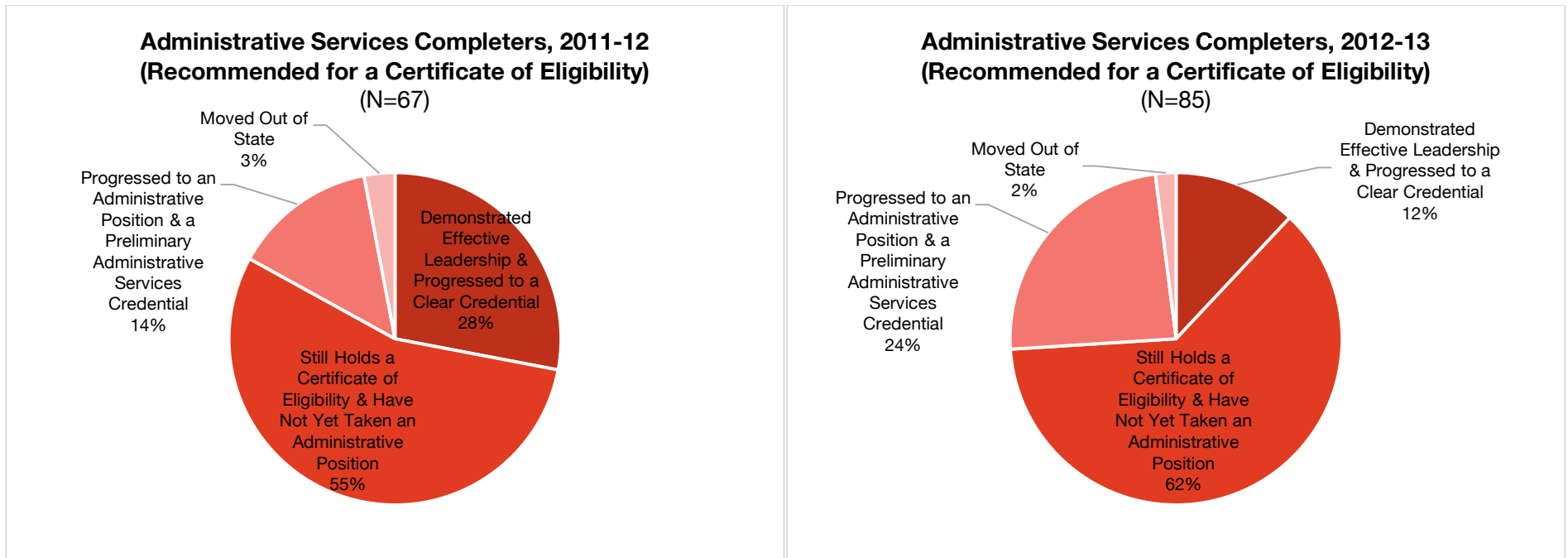
Please note the response options are 1=Ineffective 2=Somewhat Effective, 3=Effective, and 4=Very Effective.



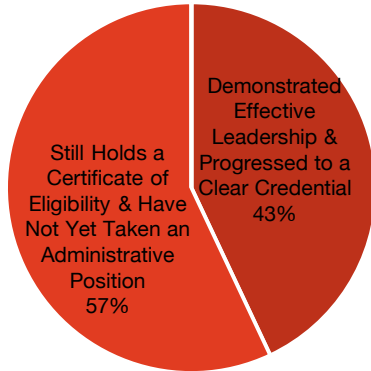
Leadership Effectiveness^x

California is a two-tier credential state. Upon completion of the Preliminary Administrative Services Credential (PASC) program, individuals are recommended for the Certificate of Eligibility for the PASC if they have yet to be offered an administrative position or directly for the PASC if they have been offered an administrative position. During the first years of leadership, the completer of the PASC must participate in a Clear Administrative Services Credential (CASC) program. To complete the CASC program the administrator must document competence in at least one area of each California Professional Standards for Educational Leaders (CPSEL). Administrators are not able to complete a CASC program and be recommended for a Clear Administrative Services Credential without demonstrating leadership effectiveness. Administrators must progress to a Clear Administrative Services Credential within 5 years of recommendation for their Preliminary Administrative Services Credentials.

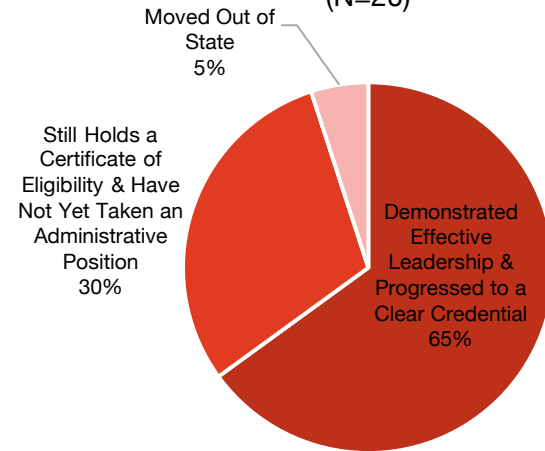
The Preliminary Administrative Services Credential program reviews the percentages of completers who have progressed to the Clear Administrative Services Credential to provide some information around employment milestones and leadership effectiveness. In 2011-2012, the PASC program had 67 completers recommended for a Certificate of Eligibility and 28% of these completers demonstrated leadership effectiveness and progressed to a Clear Credential within 5 years; the PASC program had 7 completers recommended for a Preliminary Administrative Services Credential and 43% of these completers demonstrated leadership effectiveness and progressed to a Clear Credential within 5 years. In 2012-2013, the PASC program had 85 completers recommended for a Certificate of Eligibility and 12% of these completers demonstrated leadership effectiveness and progressed to a Clear Credential within 4 years; the PASC program had 20 completers recommended for a Preliminary Administrative Services Credential and 65% of these completers demonstrate leadership effectiveness and progressed to a Clear Credential within 4 years.



Administrative Services Completers, 2011-12
(Recommended for a Preliminary Admin Services
Credential)
(N=7)



Administrative Services Completers, 2012-13
(Recommended for a Preliminary Admin Services
Credential)
(N=20)



VII. Student Loan Default Rates

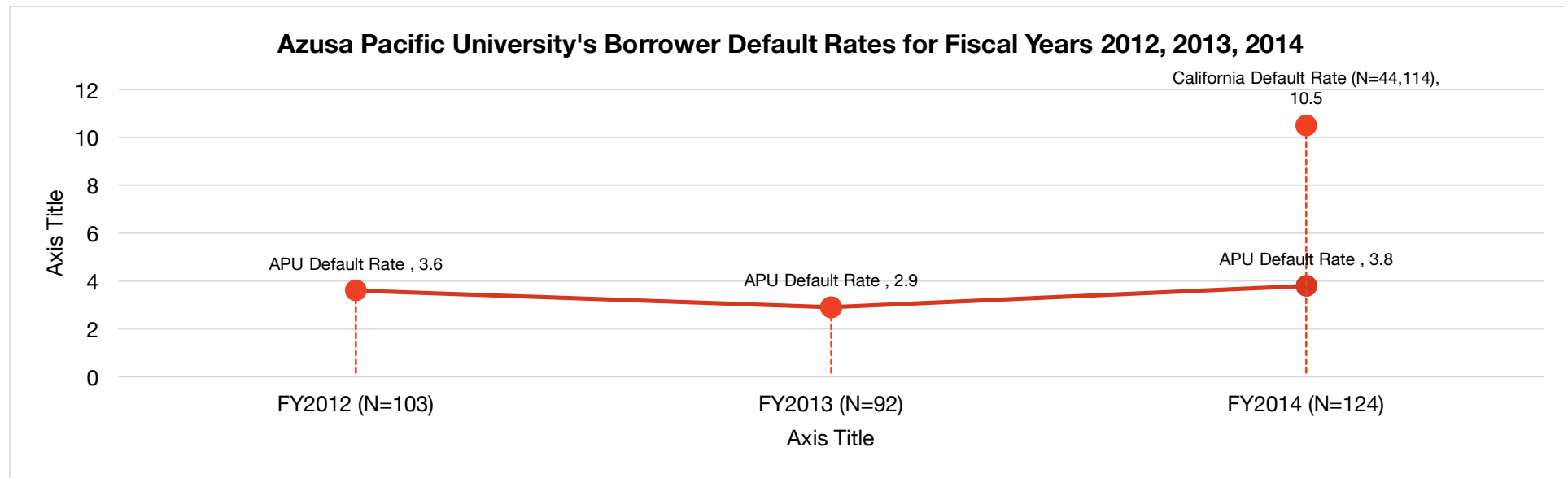
Azusa Pacific University: School Default Rates (FY 2014, 2013, & 2012)^{xi}

The rates reflected in the table and figure below represent the default rates on Federal Student Loans for both Azusa Pacific University (in Fiscal Years 2012, 2013, and 2014) and the State of California (in Fiscal Year 2014). For Fiscal Year 2014, Azusa Pacific University's Borrower Default rate of 3.8% was well below California's Borrower Default rate of 10.50%.

OPE ID	School	Type	Control	PRGMS		FY2012	FY2013	FY2014
001117	AZUSA PACIFIC UNIVERSITY 901 EAST ALOSTA AVENUE AZUSA CA 91702-7000	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	Default Rate	3.6	2.9	3.8
					No. in Default Rate	103	92	124
					No. in Repay	2,857	3,114	3,247
					Enrollment Figures	11,474	11,894	12,872
					Percentage Calculation	24.8	26.1	25.2

FY 2014 Cohort Default Rates by State/Territory National^{xii}

State	Number of Schools	Number of Borrowers in Default	Number of Borrowers Entered Repayment	Borrower Default Rate
California	611	44,114	416,266	10.50%



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- ⁱ Admissions data are from the PeopleSoft query “APU_SOE_ADM_PROCESSING_BY_TERM” and include the Fall 2015, Spring 2016, Summer 2016, Fall 2016, Spring 2017, and Summer 2017 terms. Demographic data, including regional campus, race and ethnicity, and the baccalaureate GPA, of the applicants for said terms were provided by the Office of Institutional Research and Assessment (OIRA).
- ⁱⁱ Enrollment data are from the PeopleSoft query “APU_SOE_CLASS_ROSTER_GR” and include the Fall 2015, Spring 2016, Summer 2016, Fall 2016, Spring 2017, and Summer 2017 terms. Demographic data, including regional campus, race and ethnicity, of the applicants for said terms were provided by the Office of Institutional Research and Assessment (OIRA).
- ⁱⁱⁱ Completer data are from the PeopleSoft query “APU_SOE_CRED_DETAIL” and includes all Preliminary Multiple & Single Subject, Special Education, PPS Counseling & PPS Psychology, and Administrative Services Credentials recommended from September 1, 2015 through August 31, 2016 and September 1, 2016 through August 31, 2017.
- ^{iv} Please note that RICA Data from Pearson’s Results Analyzer include test data from the 2015-2016 and 2016-2017 Program Years from candidates who self-report as being enrolled in APU Teacher Preparation programs and cannot be disaggregated by program. As a result, data in these tables can include candidates from the Multiple Subject, Single Subject, Education Specialist, School Counseling, and School Psychology programs.
- ^v Description of RICA Written Exam taken from the www.ctcexams.nesinc.com website.
- ^{vi} TPA data are from a Taskstream Performance by DRF Category report and include only data on candidates who received a final score on their TPA task at the acceptable level of 3 or 4 from August 1, 2015 through July 31, 2016, and August 1, 2016 through July 31, 2017.
- ^{vii} Completer Survey data is provided by the California Commission on Teacher Credentialing and APU was sent a program-level report of their completers who responded to the Survey. The CTC also provides a statewide program-level report for data from 2013-14 through the 2016-2017 academic year.
- ^{viii} Indicators of Teaching Effectiveness data was gathered from the People Soft query “APU_SOE_CRED_DETAIL” and includes all individuals recommended for their Preliminary Teaching Credential from September 1, 2011 through August 31, 2012 and from September 1, 2012 through August 31, 2013. The individuals on those PeopleSoft queries were then investigated in the CTC Database (using SSN and DOB) to determine if they have been recommended for their Clear Teaching Credential.
- ^{ix} The Praxis Data are provided by ETS Data Manager and represent data from all students who requested their scores be reported to APU who attempted the Praxis II from September 1, 2015 through August 31, 2016 and September 1, 2016 through August 31, 2017 for both the 5402 School Psychologist and 5421 School Counselor Exams.
- ^x Indicators of Leadership Effectiveness data were gathered from the People Soft query “APU_SOE_CRED_DETAIL” and includes all individuals recommended for their Certificate of Eligibility or Preliminary Administrative Services Credential from September 1, 2011 through August 31, 2012 and from September 1, 2012 through August 31, 2013. The individuals on those PeopleSoft queries were then investigated in the CTC Database (using SSN and DOB) to determine if they have been recommended for their Preliminary Administrative Services or Clear Administrative Services Credentials.
- ^{xi} The Azusa Pacific University School Default Rates data was retrieved from the U.S. Department of Education website under Default Prevention and Category. U.S. Department of Education Official School Cohort Default Rate Search: https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search_cohort_CY_2014.cfm The rates are reflective as of 9/25/2017, and show the default rate across the entire university. For schools having 30 or more borrowers entering repayment in a fiscal year, the school’s cohort default rate is the percentage of a school’s borrowers who enter repayment on certain William D. Ford Federal Direct Loans (Direct Loans) and Federal Family Education Loans (FFELs) during that fiscal year and default (or meet the other specified condition) before the end of the second fiscal year following the fiscal year that the borrower entered repayment. To provide context for the Cohort Default Rate (CDR) we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g. FY 2014 CDR Year will use 2012-2013 enrollment).
- ^{xii} U.S. Department of Education, Default Rates by State/National Territory, data calculated August 5, 2017. <https://www2.ed.gov/offices/OSFAP/defaultmanagement/staterates.pdf>