


Initial Completer 3-Year Exam Pass Rate Analysis 2022-2025

Description:


To be licensed in the state of Indiana, a program completer must take and pass state-mandated content and pedagogy exams for their licensure area. On September 1, 2021, the state exams changed from Pearson Assessment to ETS Praxis. The state did allow some overlap in testing windows during the transition, so scores from both exams are included. Exam scores are reported annually, comparing the EPP with the state of Indiana over a three-year period (2022-2025) on average test scores, the number of candidates taking each exam, and pass rates. Below are two tables- completers of our initial undergraduate (TRAD) and completers of the EPPs graduate transition-to-teaching programs (ALT).

(TRAD) 2024-2025 Completers

		HEOA - Title II 2024 - 2025 Academic Year				
Institution Name		Marian University				
Institution Code		1442				
State		Indiana				
						<i>April 3, 2026</i>
				Statewide		
Group	Number Taking Assessment¹	Number Passing Assessment²	Institutional Pass Rate	Number Taking Assessment¹	Number Passing Assessment²	Statewide Pass Rate
All program completers, 2024-25	31	25	81%	1552	1348	87%
All program completers, 2023-24	35	33	94%	1834	1681	92%
All program completers, 2022-23	41	39	95%	1936	1773	92%
<p>Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.</p> <p>¹ Number of completers taking one or more assessments within their area of specialization.</p> <p>² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.</p>						

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(ALT) 2024-2025 Completers

	HEOA - Title II 2024 - 2025 Academic Year								
Institution Name	Marian University								
Institution Code	1442								
State	Indiana								
							<i>April 3, 2026</i>		
				Statewide					
<i>Group</i>	<i>Number Taking Assessment¹</i>	<i>Number Passing Assessment²</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment¹</i>	<i>Number Passing Assessment²</i>	<i>Statewide Pass Rate</i>			
All program completers, 2024-25	35	30	86%	730	662	91%			
All program completers, 2023-24	42	32	76%	774	725	94%			
All program completers, 2022-23	65	59	91%	719	678	94%			
<small>Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.</small>									
<small>¹ Number of completers taking one or more assessments within their area of specialization.</small>									
<small>² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.</small>									

Analysis:

- Marian University’s institutional pass rate for the TRAD program fell below the state average in 2024-2025.
- TRAD program shows a downward trend in both the number taking assessments and pass rate over the three-year period
- Students in Marian’s ALT program consistently perform slightly lower than the candidates enrolled in other EPP alternative programs in the state.
- There is a noticeable decrease in the number of candidates taking Praxis exams in the ALT program
- Marian’s TRAD program had a lower passing rate than the ALT program in 2024-2025, however over the three years the TRAD completers on average have a higher pass rate than the ALT completers.

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Interpretation:

While Marian University outperformed the state average in the first two years in the TRAD program, there was a significant **13% drop** in the institutional pass rate for the 2024-25 cohort. This resulted in the program falling below the state average for the first time in this period.

The ALT program consistently performs below the state average. Although there was a strong recovery in 2024-25 (rebounding from 76% to 86%), the program has not yet closed the gap with the statewide pass rate.

Historically, the TRAD program has been a strength for the institution (often exceeding state averages), whereas the ALT program requires more focused intervention to align with state benchmarks.