Initial Completer 3-Year Exam Pass Rate Analysis 2021-2024

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 (2021-2024) 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) 2023-2024 Completers

Title II Reporting Services	HEOA - Title II 2023 - 2024 Academic Year					
estitution Name	r	Marian University				
stitution Code	1442					
tate		Indiana	·			
Group					01-1-11	April 4, 2025
	Number Taking Assessment ¹	Number Passing Assessment ²	Institutional Pass Rate	Number Taking Assessment ¹	Statewide Number Passing Assessment ²	Statewide Pass Rate
All program completers, 2023-24	34	31	91%	1768	1574	89%
		38	93%	1915	1714	90%
All program completers, 2022-23	41	36	9370			

¹ Number of completers taking one or more assessments within their area of specialization.

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.

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(ALT) 2023-2024 Completers

Title II Reporting Services	HEOA - Tite 2023 - 2024 Acad					
stitution Name		Marian University				
stitution Code	1442					
tate		Indiana				
						April 4, 2025
				Statewide		
	Number Taking	Number Passing	Institutional	Number Taking	Number Passing	Statewide
Group	A ssessment ¹	Assessment ²	Pass Rate	Assessment ¹	Assessment ²	Pass Rate
All program completers, 2023-24	38	32	84%	643	598	93%
All program completers, 2022-23	61	54	89%	706	660	93%
All program completers, 2021-22	78	69	88%	752	698	93%
ote: In cases where there are less than ten students taking th	ne assessment or license/c	ertificate, the numb	er passing and pas	ss rate are not repo	rted.	

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.

Analysis:

- Marian University's institutional pass rate for the TRAD program was equivalent to the state average in 2021-2022 and exceeded the state average in each of the last two cycles (2022-2023 and 2023-2024).
- Students in Marian's ALT program consistently perform slightly lower than the candidates enrolled in other EPP alternative programs in the state.
- Marian's TRAD program consistently had a higher passing rate than the ALT program over the three years.

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• The number of completers taking the licensure exams in the ALT program has decreased by more than 50% over the past three years, from 78 in 2021-2022 to 38 in 2023-2024.

Interpretation:

Completers of Marian's TRAD program consistently outperform the state. This is a positive indicator of the TRAD program's effectiveness. Consistently exceeding the state average in the last two cycles suggests that the program provides strong preparation for the licensure exams. Marian's TRAD program was redesigned seven years ago to include strong clinical experience starting in the freshman year. The TRAD program also provides candidates the option of completing a 5th-year residency with clinical faculty support. While the residency program and the focus on clinical experiences within the TRAD curriculum are strong possibilities, further investigation is necessary to determine if these factors directly contribute to the increased pass rates. This may be attributed to the positive impact of the residency program and the intentional integration of clinical experience embedded in the undergraduate (TRAD) curriculum.

Marian's ALT candidates consistently demonstrate pass rates lower than the state and Marian's TRAD completers. Further review of the ALT program's structure, curriculum, and support system is needed to identify potential reasons for this difference and to address program improvement. It is also crucial to determine the reasons behind the significant decrease in the number of ALT completers taking the exams. This information will be vital for program planning and recruitment efforts.