


### Initial Completer 3-Year Exam Pass Rate Analysis 2021-2023

**Description:**


To be licensed in 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 in the ETS Title II Reporting Service data. Exam scores are reported annually, comparing the EPP with other state completers over a three-year period (2021-2023). Table 1 exhibits completers of our traditional undergraduate (TRAD) 4-year or 5-year residency program. Table 2 lists completers’ scores for initial-level post-baccalaureate alternative (ALT) programs.

**Table 1. (TRAD) 2021-2023 Completers**

		<b>HEOA - Title II 2022 - 2023 Academic Year</b>							
<b>Institution Name</b>		Marian University							
<b>Institution Code</b>		1442							
<b>State</b>		Indiana							
				<i>April 5, 2024</i>					
				<b>Statewide</b>					
<b>Group</b>		<b>Number Taking Assessment<sup>1</sup></b>	<b>Number Passing Assessment<sup>2</sup></b>	<b>Institutional Pass Rate</b>	<b>Number Taking Assessment<sup>1</sup></b>	<b>Number Passing Assessment<sup>2</sup></b>	<b>Statewide Pass Rate</b>		
All program completers, 2022-23		41	38	93%	1828	1611	88%		
All program completers, 2021-22		36	31	86%	2155	1940	90%		
All program completers, 2020-21		17	14	82%	2255	1899	84%		
<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><sup>1</sup> Number of completers taking one or more assessments within their area of specialization.</p> <p><sup>2</sup> 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>									

R3.3 Candidate Competency at Program Completion

Table 2. (ALT) 2022-2023 Completers

		<b>HEOA - Title II 2022 - 2023 Academic Year</b>									
<b>Institution Name</b>		Marian University									
<b>Institution Code</b>		1442									
<b>State</b>		Indiana									
						April 5, 2024					
				<b>Statewide</b>							
<b>Group</b>		<b>Number Taking Assessment<sup>1</sup></b>	<b>Number Passing Assessment<sup>2</sup></b>	<b>Institutional Pass Rate</b>	<b>Number Taking Assessment<sup>1</sup></b>	<b>Number Passing Assessment<sup>2</sup></b>	<b>Statewide Pass Rate</b>				
All program completers, 2022-23		48	43	90%	660	615	93%				
All program completers, 2021-22		76	66	87%	737	678	92%				
All program completers, 2020-21		113	87	77%	765	677	88%				
<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><sup>1</sup> Number of completers taking one or more assessments within their area of specialization.</small>											
<small><sup>2</sup> 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 TRAD and ALT programs has increased yearly over the past three academic years.
- Marian’s TRAD program consistently had a higher passing rate than ALT over the three years.
- Both programs exhibit an upward trend in pass rates. TRAD's passing rate went from 82% to 93%, while ALT's passing rate went from 77% to 90% in the three years.
- TRAD program completers had a higher assessment pass rate than the state in 2022-2023

### R3.3 Candidate Competency at Program Completion

#### **Interpretation:**

- The data shows a positive pass rate trend for TRAD and ALT programs over the last three years. However, the TRAD program consistently has a higher pass rate than ALT. 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 observed difference. 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. This data set includes cohorts of candidates who completed the residency program, and all TRAD students have been trained with the new curriculum that focuses on the depth and breadth of clinical experiences throughout the four years of the program.