

CAEP Accountability Measures

2023-2024 Academic Year

Measure 1 Completer Impact and Effectiveness (R4.1)

Explanation	<p>A completer is defined as a student who has successfully completed his/her program of study and all requirements of the Union University Educator Preparation Program (EPP).</p> <p>The data displayed for this measure highlight two important elements of completers' performance: how well the teachers we produce are (a) contributing to their students' learning growth and (b) applying the professional knowledge, skills, and dispositions in the P-12 classroom.</p>
Measure 1 (a) Completers' Contribution to P-12 Student Learning Growth	<p>In Tennessee, public school teachers receive an annual growth score from a system called the Tennessee Value Added Assessment System (TVAAS). These scores represent a five-category range as indicated below.</p> <ul style="list-style-type: none">(1) Significantly Below Expectations(2) Below Expectations(3) At Expectations(4) Above Expectations(5) Significantly Above Expectations <p>A teacher who receives a TVAAS score of a 3 or above is considered to have contributed to student learning growth at a rate that <i>meets or exceeds the equivalent of one academic year</i>.</p> <p>67.9% of Union University completers in a three-year cohort (N=78) received a TVAAS student growth score of 3 or above. The state average was 59.1%.</p> <p>Overall Domain Rating: <i>Exceeds Expectations</i></p> <p>Source: Tennessee Educator Preparation Program Report Card 2024</p>
Measure 1 (b) Application of Professional Knowledge, Skills, and Dispositions in the P-12 Classroom	<p>In Tennessee, the classroom teaching performance of all public school teachers is evaluated using the Tennessee Educator Acceleration Model (TEAM). This model is comprised of four rubrics: Planning, Environment, Instruction, and Professionalism. Each teacher receives an annual overall classroom observation score, which represents a five-category range as indicated below.</p> <ul style="list-style-type: none">(1) Significantly Below Expectations(2) Below Expectations(3) At Expectations(4) Above Expectations(5) Significantly Above Expectations <p>A teacher who receives an overall classroom observation score of a 3 or above is considered to have <i>met or exceeded classroom teaching performance expectations</i>.</p> <p>96.7% of Union University completers in a three-year cohort (N=306) received an overall classroom observation score of 3 or above. The state average was 96%.</p> <p>Source: Tennessee Educator Preparation Program Report Card 2024</p>

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Measure 2 Satisfaction of Employers and Stakeholder Involvement (R4.2 | R5.3)

Explanation

An important part of the EPP's continuous improvement process centers around feedback from those who employ its completers. This measure asks the question: "Do employers perceive that the EPP's completers are well prepared for the expectations of the teaching profession?"

Additionally, the EPP strives to ensure that all stakeholders are integrally involved in the ongoing development and improvement of curriculum and clinical experience offerings.

Employer Satisfaction

The EPP has developed an Employer Satisfaction Survey to gather data regarding employers' perceptions of the preparation completers have received.

Unfortunately, the survey response rate remains extremely low (N=1). The EPP evaluated the survey distribution timeline, noting that most principals are exceedingly busy during the optimal feedback window. Based on resources provided by our accrediting body, the EPP is in the process of developing new methodology centered on focus groups to gather employer satisfaction data. Data is expected to be available in the 2025-2026 academic year.

Stakeholder Involvement

During the academic year, the EPP maintained LEA partnerships with 23 schools/districts in Tennessee, with its Primary Partner being [Jackson-Madison County Schools](#). Additionally, the EPP hosted scheduled meetings with the Educator Preparation Program Advisory Council, comprised of LEA and university stakeholders. Meeting minutes are available via request by contacting the Dean of the College of Education, Dr. Teresa Tritt, at ttritt@uu.edu.

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Measure 3 Candidate Competency at Program Completion (R3.3)

Explanation

Per EPP policies, initial licensure candidates are expected to fulfill all licensure requirements, including successful completion of applicable Praxis and edTPA assessments, prior to being deemed a completer. It is important for the EPP to evaluate candidates' success on these assessments, as they are a key gatepoint in determining students' competency for licensure.

Title II Licensure Assessment Pass Rates

Traditional (Undergraduate Programs)

Alternative (Post-Baccalaureate Job- Embedded Practitioner Programs)

Each year, the EPP compiles candidates' licensure assessment data for the federal Title II reporting process. This data represents the overall licensure assessment pass rates for the Traditional and Alternative pathways.

2023-2024 Academic Year Data:

Traditional: Undergraduate Programs

82% of traditional candidates passed their respective licensure assessments. (N=11)

The statewide pass rate for Tennessee was 93%. The small size of this cohort prompted a significant decrease in the overall pass rate from the previous year.

Alternative: Post-Baccalaureate Job-Embedded Programs

77% of alternative candidates passed their respective licensure assessments. (N=13)

The statewide pass rate for Tennessee was 91%. Again, the small cohort size impacted the overall pass rate significantly. However, this pass rate did increase by 3% from the previous academic year.

It is notable that, historically, Union University candidates meet or exceed expectations on the Candidate Assessment portion of the Tennessee EPP Report Card. In the three-year cohort of all initial licensure candidates, 96.4% passed their respective pedagogical assessments (N=140), and 92.6% passed the requisite content assessments (N=230).

Overall Domain Rating: *Meets Expectations*

[Tennessee Educator Preparation Program Report Card 2024](#)

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Measure 4 Ability of Completers to Be Hired in Education Positions for Which They Have Been Prepared	
Explanation	The EPP's goal is that all program completers remain on the licensure pathway and leave the program with the qualifications necessary to be hired for a teaching position.
EPP-Collected Employment Data	<p><i>Undergraduate Completers:</i> 82% of undergraduate completers were eligible for full licensure and hire upon graduation (N=11). Based upon the information available to the EPP, 82% of the undergraduate cohort accepted teaching or graduate school positions for the 2024-2025 academic year. The remaining candidates' employment status is unknown.</p> <p><i>Post-Baccalaureate Job-Embedded Completers:</i> In this alternative program, all post-baccalaureate job-embedded candidates are recommended for the initial practitioner license prior to admission to the EPP. Upon program completion, 77% of the cohort remained employed in teaching positions for the following academic year (N=13). The employment status of the remaining 23% is unknown.</p>
Employment and Retention Rates of Completers in Tennessee Public Schools	<p>The Tennessee Education Preparation Report Card provides employment and retention rates for the most recent three-year completer cohort in Tennessee public schools.</p> <p><u>2024 Tennessee EPP Report Card Data:</u></p> <p><u>Rate of First-Year Employment in Tennessee Public Schools:</u> Union University EPP Completers: 88.6% N=167 State Average: 82.7%</p> <p><u>Second Year Retention Rate in Tennessee Public Schools:</u> Union University EPP Completers: 96.2% N=132 State Average: 93.6%</p> <p><u>Third Year Retention Rate in Tennessee Public Schools:</u> Union University EPP Completers: 88.5% N=78 State Average: 82.6%</p> <p>Overall Domain Rating: <i>Exceeds Expectations</i></p>