

# CAEP Accountability Measures

## 2024-2025 Academic Year

### Measure 1 Completer Impact and Effectiveness (R4.1)

#### Explanation

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).

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.

#### Measure 1 (a) Completers' Contribution to P-12 Student Learning Growth

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.

- (1) Significantly Below Expectations
- (2) Below Expectations
- (3) At Expectations
- (4) Above Expectations
- (5) Significantly Above Expectations

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 **meets or exceeds the equivalent of one academic year**.

**78.7%** of Union University completers in a three-year cohort (N=47) received a TVAAS student growth score of 3 or above. **The state average was 58.9%.**

**Overall Domain Rating: *Exceeds Expectations***

**Source:** [Tennessee State Board of Education EPP Report Card 2025](#)

#### Measure 1 (b) Application of Professional Knowledge, Skills, and Dispositions in the P-12 Classroom

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.

- (1) Significantly Below Expectations
- (2) Below Expectations
- (3) At Expectations
- (4) Above Expectations
- (5) Significantly Above Expectations

A teacher who receives an overall classroom observation score of a 3 or above is considered to have **met or exceeded classroom teaching performance expectations**.

**96.1%** of Union University completers in a three-year cohort (N=203) received an overall classroom observation score of 3 or above. **The state average was 95%.**

**Source:** [Tennessee State Board of Education EPP Report Card 2025](#)

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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 at the close of the 2025-2026 academic year.

#### Stakeholder Involvement

During the academic year, the EPP maintained LEA partnerships with 17 schools/districts in Tennessee, with its Primary Partner being [Jackson-Madison County Schools](#).

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

<b>Explanation</b>	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.
<b>Title II Licensure Assessment Pass Rates</b>  <b>Traditional</b> <i>(Undergraduate Programs)</i>  <b>Alternative</b> <i>(Post-Baccalaureate Job-Embedded Practitioner Programs)</i>	<p>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.</p> <p><b>2024-2025 Academic Year Data:</b></p> <p><b>Traditional: Undergraduate Programs</b> 87% of traditional candidates passed their respective licensure assessments. (N=15) The statewide pass rate for Tennessee was 94%. This pass rate was affected solely by candidate pass rates on edTPA, and that assessment is being phased out by the State of Tennessee beginning July 1, 2026.</p> <p><b>Alternative: Post-Baccalaureate Job-Embedded Programs</b> 86% of alternative candidates passed their respective licensure assessments. (N=14) The statewide pass rate for Tennessee was 89%. This pass rate increased by 9% over the previous year.</p> <p><b><i>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, 90.2% passed their requisite content assessments within two attempts (N=132), and 92.2% passed the required literacy assessments within two attempts (N=51). The state averages were 86.5% and 88.2% respectively, meaning that Union University candidates surpass the state average pass rates within two attempts.</i></b></p> <p><b>Overall Domain Rating: Meets Expectations</b></p> <p><b>Source:</b> <a href="#">Tennessee State Board of Education EPP Report Card 2025</a></p>

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### Measure 4

### Ability of Completers to Be Hired in Education Positions for Which They Have Been Prepared

<b>Explanation</b>	<p>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.</p>
<b>EPP-Collected Employment Data</b>	<p><b><i>Undergraduate Completers:</i></b> 86.7% of undergraduate completers were eligible for full licensure and hire upon graduation (N=15). Based upon the information available to the EPP, 93% of the undergraduate cohort accepted teaching or graduate school positions for the 2025-2026 academic year. The remaining completer’s employment status is unknown.</p> <p><b><i>Post-Baccalaureate Job-Embedded Completers:</i></b> 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, 93% of the cohort remained employed in teaching positions for the following academic year (N=14). The employment status of the remaining completer is unknown.</p>
<b>Employment and Retention Rates of Completers in Tennessee Public Schools</b>	<p>The Tennessee Educator Preparation Report Card provides employment and retention rates for the most recent three-year completer cohort in Tennessee public schools.</p> <p><b><u>2025 Tennessee Educator Preparation Report Card Data:</u></b></p> <p><b><u>Rate of First-Year Employment in Tennessee Public Schools:</u></b> Union University EPP Completers: 84.0% N=119 State Average: 84.6%</p> <p><b><u>Second Year Retention Rate in Tennessee Public Schools:</u></b> Union University EPP Completers: 95.6% N=90 State Average: 94.2%</p> <p><b><u>Third Year Retention Rate in Tennessee Public Schools:</u></b> Union University EPP Completers: 86.7% N=60 State Average: 85.1%</p> <p><b>Overall Domain Rating: <i>Exceeds Expectations</i></b></p>