

Measure 3: Candidate Competency at Program Completion

As part of the CAEP accountability measures, Carson-Newman University shares data on candidate competency at program completion to support transparency and continuous improvement. These data are aligned with CAEP Standards R3.3 and RA3.4 and are drawn from state licensure exam results and national testing data, including Praxis assessments reported through ETS Data Manager Summary Reports.

The data reflect the 2024–2025 academic year (September 1, 2024 – August 31, 2025) and include results for both initial licensure and advanced programs. Licensure exam data provide an objective measure of candidate content knowledge and readiness to meet professional standards for teaching and leadership.

These data are reviewed annually by faculty and program stakeholders and are used to guide program improvements. The EPP uses licensure exam results to identify areas for strengthening content preparation, refine coursework, and ensure alignment with state and national standards.

These data are publicly available on the EPP website to ensure transparency and accountability.

Key Results

Licensure Exam Data (ETS Praxis Data): (See Table 1 for Initial Licensure and Table 2 for Advanced Licensure)

- Carson-Newman University candidates consistently meet or exceed **state-required minimum scores** across all licensure exams
- For 2024-2025, when test-takers were greater than five, Carson-Newman candidates were reported to perform **at or above state and national averages in multiple content areas** including:
 - Elementary Education subtests (Reading/Language Arts, Mathematics, Science, Social Studies)
 - English to Speakers of Other Languages
 - Teaching Reading: Elementary

- In the 2024-25-year, when test-takers were greater than five, advanced licensure candidates also demonstrate strong performance:
 - School Leadership candidates performed **at or above state and national averages**

State-Level Reporting (TN Educator Preparation Report Card): (see Table 3)

- Although candidate assessment outcomes did not meet the state expectations in all areas, results indicate **overall solid performance** with identifiable areas for targeted improvement.
- The literacy assessment first-time takers had a pass rate (**87.4%**) with a slight gap from the state average (88.2%), suggesting that most candidates are demonstrating foundational literacy competencies, with room for continued strengthening.
- The subject area first time test takers had an assessment pass rate (**82%**), while slightly below the state average (86.5%), reflects generally strong content preparation, with opportunities to further align coursework and test readiness supports.

What This Means

These results indicate that Carson-Newman University candidates are well-prepared in the content knowledge and professional competencies required for licensure. **Initial licensure candidates** demonstrate strong performance across multiple content areas, consistently meeting or exceeding state and national benchmarks and supporting their readiness to enter the teaching profession. **Advanced licensure candidates** demonstrate comparable strength, meeting or exceeding expectations in specialized areas such as leadership, reflecting their ability to build on prior experience and advance within the profession.

Table 1. Licensure Exam Data Initial Licensure

	2022-2023				2023-2024				2024-2025			
Praxis Test	C-N Mean	Minimum Score	State Mean	Nat. Mean	C-N Mean	Minimum Score	State Mean	Nat. Mean	C-N Mean	Minimum Score	State Mean	Nat. Mean
Art: Content and Analysis (5135)	169	161	162.4	161.38	-	161	157.8	161.34	*	161	159.56	159.67
Biology: Content Knowledge (5235)	166.5	148	154.9	159.39	-	154	154.13	157.48	-	-	-	-
Biology: Content Knowledge (5236)	-	-	-	-	-	-	-	-	*	154	155.78	157.77
Business Ed: Content Knowledge (5101)	176	154	167.5	167.17	173.67	154	168.81	166.79	-	154	172.39	167.24

Chemistry: Content Knowledge (5245)	175	152	152	157.52	-	146	-	152.3	-	-	-	-
English Lang Arts: Content Knowledge (5038)	181	167	174.5	174.47	187	167	173.48	173.99	162	167	172.74	173.18
Family & Consumer Sciences (5122)	160	153	160.05	160.59	156	151	162.17	160.21	-	150	-	159.47
French: World Language (5174)	-	160	-	-	-	-	-	-	-	160	-	167.54
Gov't/Political Science (5931)	154	149	16.02	164.81	-	149	160.82	163.97	-	149	169.41	164.93
Health Education (5551)	-	144	160.76	162.28	-	144	157.39	161.16	*	144	154.31	161.66
Mathematics: Content Knowledge (5161)	-	160	149.7	150.9	-	159	-	-	-	-	-	-
Mathematics (5165)	184	159	160.46	164.6	-	159	159.71	163.66	*	159	162.62	163.90
Physics: Content Knowledge (5265)	-	144	149.53	150.29	-	145	-	144.15	-	-	-	-

Psychology (5391)	189	154	166.87	165.23	-	154	171.2	167.8	_	154	_	166.93
Spanish: World Language (5195)	166.5	163	158.98	169.95	176	163	163.49	170.79	*	163	161.76	170.35
World & U.S. Hist: Content Knowledge (5941)	168	157	157.44	157.51	-	157	154.46	156.45	*	157	156.74	155.77
Education of Young Children (5024)	170	160	168.8	163.55	171	160	169.55	163.63	_	160	166.52	163.08
Early Childhood Education (5025)	170	156	170.93	165.65	-	156	169.56	163.77	*	156	167.74	163.50
Elem Ed: Reading & LA Subtest (5002)	174.25	157	169.83	166.38	174.18	157	169.26	166.35	166.56	157	169.88	165.86
Elem Ed: Mathematics Subtest (5003)	179.75	157	169.33	167.37	172.92	157	169.77	166.63	161.94	157	170.03	165.15
Elem Ed: Social Studies Subtest (5004)	171.5	155	163.85	162.88	174.1	155	163.27	162.26	159.94	155	163.95	162.10
Elem Ed: Science Subtest (5005)	172.67	159	167.86	166.2	173.38	159	166.95	165.3	162.64	159	167.96	164.55
Teaching Reading: Elementary (5205)	168.42	159	166.3	164.74	167.71	159	165.51	165.14	162.21	159	166.60	166.37

Middle Grades 6-8 Eng/Lang Arts (5047)	164	164	159.1	158.01	168	164	157.74	158.61	*	164	158.48	158.93
Middle Grades 6-8 Math (5169)	-	165	163.03	164.35	187.3 3	165	163.03	164.35	-	-	-	-
Middle Grades 6-8 Science (5442)	161	152	154	157.65	162.6 7	152	154.14	157.76	*	152	154.21	157.26
Middle Grades 6-8 Social Studies (5089)	-	146	162.8	157.65	-	146	157.39	161.38	*	146	160.07	162.17
SPED: Core Know Mild to Mod (5543)	169.2	158	171.3	170.15	176.2	158	169.58	169.41	*	158	164.58	165.51
SPED: Core Know Sev to Prof (5545)	179.5	158	176.8	175.75	178	158	177.86	175.63	*	158	171.88	170.01
English to Speakers of Other Lang (5362)	171	155	173.4	174.04	169.4	155	170.49	173.4	168.6 3	155	172.15	173.05
Music: Content & Instruct (5114)	177	162	160.2	159.99	185	162	159.7	159.5	*	162	159.98	158.99
PE: Content & Design (5095)	176.6 7	169	163.78	165.4	163.2 5	152	152.81	151.67	-	152	156.75	165.92
Theatre (5641)	-	159	165.26	166.83	-	159	163.47	167.41	-	159	166.35	166.29

Source: ETS Data Manager Summary Reports: Attending Institution All Test Takers, State/Agency and Institution Statistics - Initial Licensure

Table 2. Licensure Data-Advanced

Praxis Test	2022-2023				2023-2024				2024-2025			
	C-N Mean	Minimum Score	State Mean	Nat. Mean	C-N Mean	Minimum Score	State Mean	Nat. Mean	C-N Mean	Minimum Score	State Mean	Nat. Mean
Reading Specialist (5302)	173	165	171.88	170.14	173.71	165	172.32	169.6	-	165	169.95	170.74
School Leader License Assess (6990)	171	151	168.04	168.92	170.76	151	167	168.42	170.06	151	168.92	168.51

Note: (*) No data is displayed because the test taker count is fewer than 5.

Source: ETS Data Manager Summary Reports: Attending Institution All Test Takers, State/Agency and Institution Statistics - Advanced Licensure

Table 1. Tennessee State Board of Education Report Candidate Assessment



State Board of
Education

Carson-Newman University

1646 Russell Ave, Jefferson City, TN

<https://www.cn.edu/departments/education-department/>

Candidate Assessment

The Candidate Assessment domain evaluates a provider's performance in preparing candidates to pass the literacy and subject-area assessments required to obtain a Tennessee teaching license.

Performance

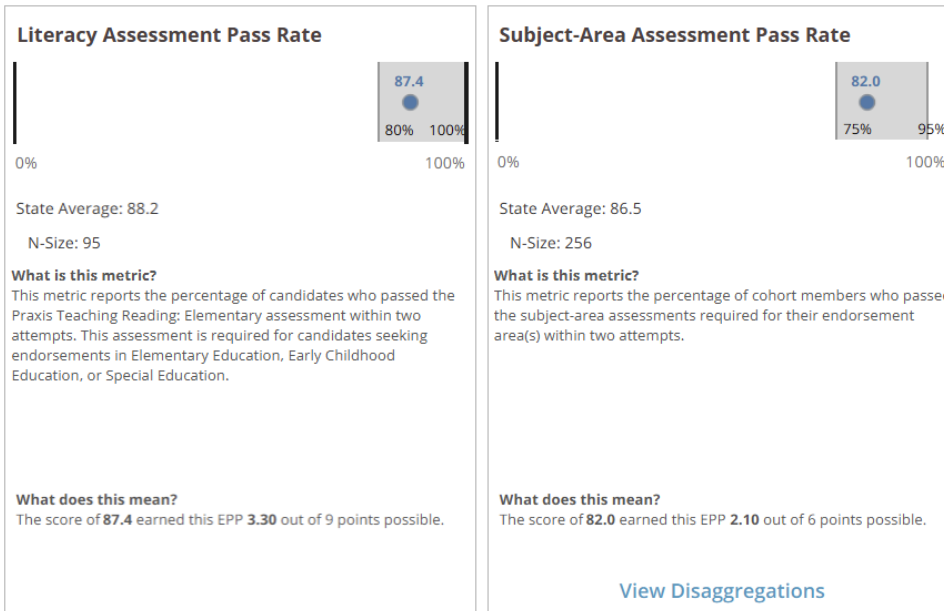
Does Not Meet Expectations

What does this mean?

"Does Not Meet Expectations" means the provider received less than 50% of possible points. "Meets Expectations" means the provider received 50-74.9% of possible points. "Exceeds Expectations" means the provider received 75% or more of possible points.

Why is this important?

Candidate assessments help ensure that new teachers enter the classroom with the knowledge and skills they need to be successful. EPPs play a key role in preparing candidates for these assessments.



Source: TN State Board of Education 2025 Educator Preparation Report Card <https://www.tn.gov/sbe/ed-prep.html>