

## Measure 4: The Ability of Completers to be hired in Education Positions

As part of the CAEP accountability measures, Carson-Newman University shares data on the ability of program completers to be hired in education positions to support transparency and continuous improvement. These data are aligned with CAEP Standard R4.1 and are drawn from state reporting systems, including the Tennessee State Board of Education Educator Preparation Report Card.

The data reflect the 2024–2025 academic year (September 1, 2024 – August 31, 2025) and include employment outcomes for program completers working in Tennessee public schools. These data provide evidence of the extent to which graduates are successfully entering the education workforce.

These data are reviewed annually by faculty and program stakeholders and are used to guide program improvements. The EPP uses employment data alongside other accountability measures to strengthen program alignment with workforce needs, enhance clinical partnerships, and support candidate readiness for employment.

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

### Key Results

#### State-Level Reporting: (see Table 1)

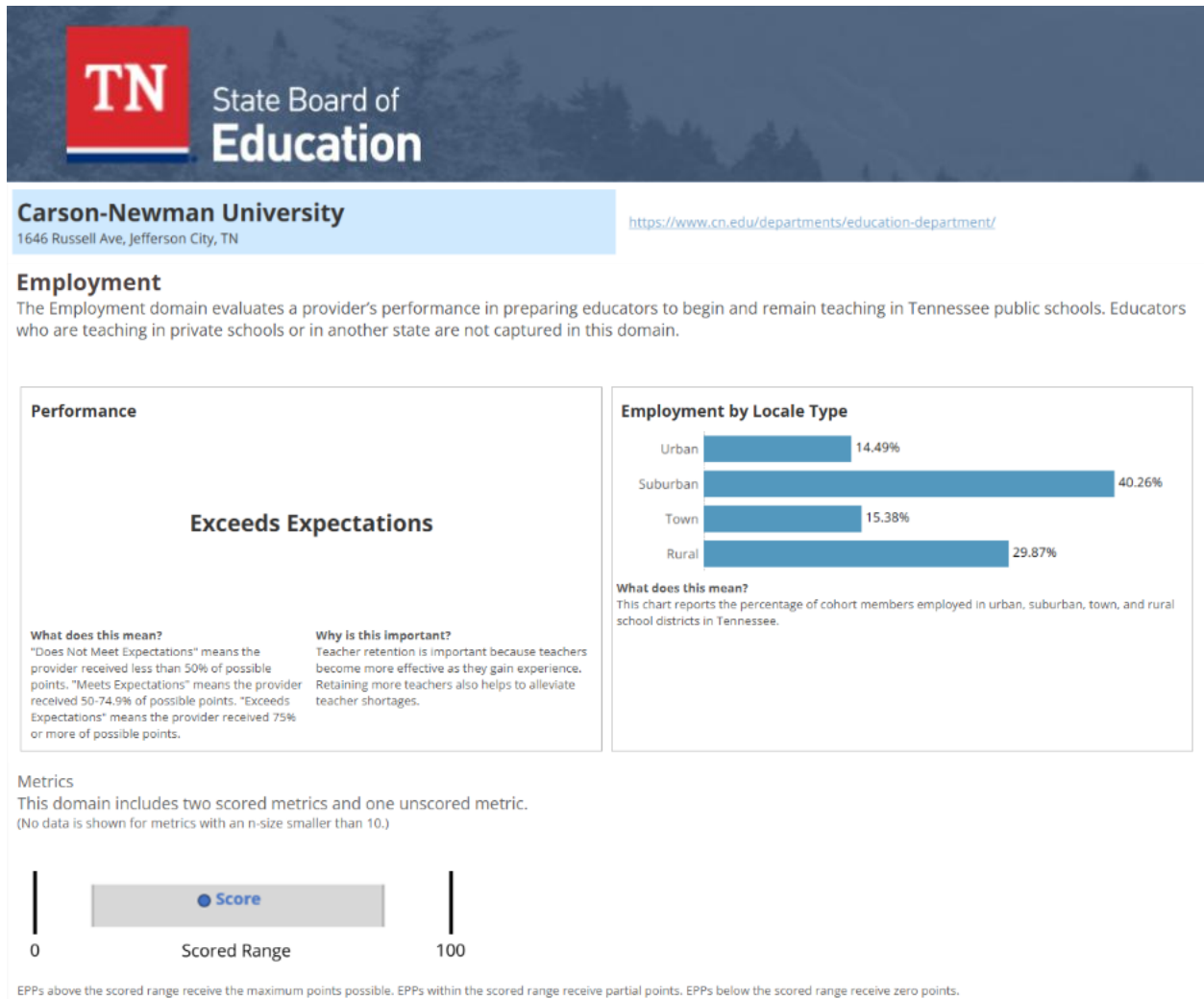
- Carson-Newman University received a provider rating of **“Exceeds Expectations”**, indicating that completers are successfully entering the education workforce at levels comparable to state benchmarks
- **89.5% of completers were employed in Tennessee public schools within one year of program completion**, exceeding the state average of 80.5%
- Employment outcomes indicate that completers are competitive in the educator workforce and are securing positions across P–12 settings
- Completers demonstrate strong retention in the profession:
- **95.2% retained after one year** (state average: 94.2%)
- **91.1% retained after three years**, exceeding the state average of 85.1%
- State report card data reflect overall program effectiveness, including both initial employment and long-term retention of completers in education positions

### What This Means

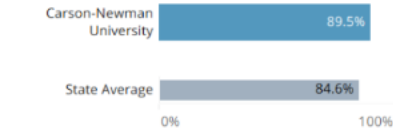
These results indicate that Carson-Newman University graduates are well-prepared to enter the education profession and are successfully obtaining positions in P–12 schools.

Employment outcomes reflect both the quality of program preparation and the alignment of candidate skills with the needs of school districts.

**Table 1. Tennessee State Board of Education Educator Preparation Report Card**



**Rate of First-Year Employment in Tennessee Public Schools**



N-Size: 248

**What is this metric?**

This metric reports the percentage of cohort members who were employed in Tennessee public schools within one year of completing their preparation program or within one year of enrolling in a job-embedded program.

This metric is unscored

**Second Year Retention Rate**



State Average: 94.2

N-Size: 189

**What is this metric?**

This metric reports the percentage of first-year employed cohort members who remain teaching in Tennessee public schools for a second year.

**What does this mean?**

The score of **95.2** earned this EPP **9.00** out of 9 points possible.

**Third Year Retention Rate**



State Average: 85.1

N-Size: 101

**What is this metric?**

This metric reports the percentage of first-year employed cohort members who remain teaching in Tennessee public schools for three years.

**What does this mean?**

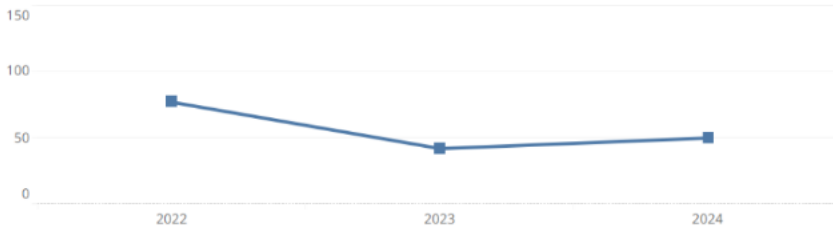
The score of **91.1** earned this EPP **6.00** out of 6 points possible.

Carson-Newman's mission as Christian educators is to help our students reach their full potential as educated citizens and worldwide servant-leaders. The mission of Carson-Newman's Instructional Leader Licensure Specialization Program is to provide today's educators with the unique skills necessary to become tomorrow's instructional leaders.

At Carson-Newman University (C-N), the pathway to licensure for educational leaders is through an Instructional Leader License Specialization, which is designed for teachers whose professional goals include becoming school administrators or principals. This specialization is taken congruently with one of the three different advanced degrees - the M.Ed. in Educational Leadership, the Ed.S. in Administrative Leadership, or the Ed.D. in Administrative Leadership. The program is designed for full-time educators to complete in an asynchronous online format. The online format of the program affords individuals from diverse areas of the state opportunities to engage in discussion and collaboration by examining current issues facing P-12 schools. C-N instructional leader licensure completers work in a variety of leadership positions across the state and enjoy the network they have built with one another through their work in the C-N Instructional Leadership Program.

**Provider Type**  
Private

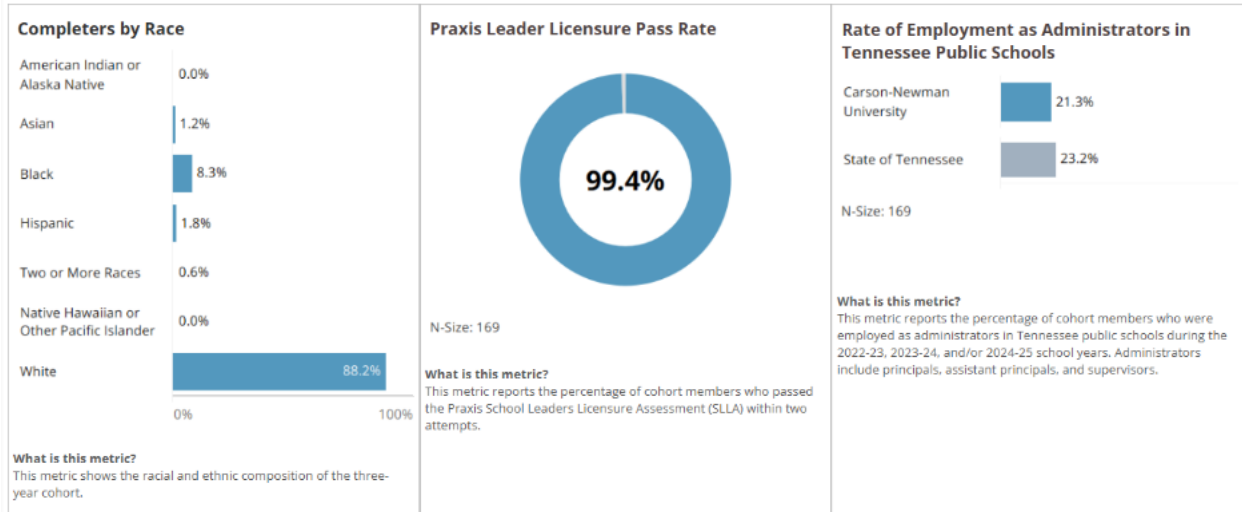
**Cohort Members per Year**



N-Size: 169

**What is this metric?**

This metric indicates the number of cohort members in each of the three years included in this report card.



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