



AAQEP Annual Report for 2021

Provider/Program Name: Northwest Missouri State University

End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited): 6/30/2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

Northwest has a rich tradition since 1905 of preparing teachers and leaders for Missouri as well as our larger three-state region (Missouri, Iowa, Nebraska), in addition to many completers who leave the region and teach throughout the United States. We take pride in our legacy of preparing outstanding educators to support students and the needs of our P-12 school partners while embracing opportunities to continue our evolution. We value improvement. We also value the accreditation process, which provides our students, school partners, program leaders, and the public with evidence that Northwest's educator, leader, and counselor education programs collect and use data, systematically to analyze and share information to create opportunities to improve our programs and practices. We embrace the continuous improvement cycle and look forward to insights and suggestions from accreditation team members regarding our programs and processes. Our goal is always to help our candidates and completers improve. Northwest is deeply engaged in enhancing the learning environment for the P-12 classrooms and district partners we serve.

Public Posting URL

Part I of this report is posted at the following web address (accredited members of AAQEP must post at least Part I):

<https://www.nwmissouri.edu/accreditation/NationalAccreditation/index.htm>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in 2020-21	Number of Completers in 2020-21
Agricultural Education BSED	Initial Certification: Agricultural Education 9-12	16	13
Art Education BSED	Initial Certification: Art K-12	16	7
Biology Education BSED	Initial Certification: Biology 9-12	1	2
Business Education BSED	Initial Certification: Business Education 9-12	5	3
Chemistry Education BSED	Initial Certification: Chemistry 9-12	2	1
Curriculum and Instruction MSED (General)	n/a	194	89
Curriculum and Instruction MSED (Teaching Technology)	n/a	103	30
Curriculum and Instruction MSED	n/a	17	28

Early Childhood Special Education BSED	Initial Certification: Early Child Special Education B-3	38	27
Early Childhood Education BSED	Initial Certification: Early Childhood Education B-3	84	52
Educational Leadership: K-12	Principal K-8; Principal 7-12	347	188
Education Specialist: Ed Leader K-12	Principal K-8; Principal 7-12	202	44
Education Specialist: Generalist	Principal K-8; Principal 7-12	50	11
Education Specialist: Principal - Elem	Principal K-8	0	1
Education Specialist: Principal - Secondary	Principal 7-12	3	1
Education Specialist: Superintendent	Superintendent K-12	99	19
Elementary Education	Elementary	129	77
English Education BSED	Initial Certification: English 9-12	19	5
Guidance and Counseling	Initial Certification: Counselor K-8; Counselor 7-12	1	1
Health Education BSED	Initial Certification: Health Education K-12	3	4
Health and Physical Education BSED	n/a	42	3
Instrumental Music Education BSED	Initial Certification: Music – Instrumental K-12	16	8
Math Education BSED (9-12)	Initial Certification: Mathematics 9-12	9	7
Middle School BSED (Math 5-9)	Initial Certification: Mathematics 5-9	15	6
Middle School BSED (Social Science 5-9)	Initial Certification: Social Science 5-9	8	0
Middle School BSED (Language Arts 5-9)	Initial Certification: Language Arts 5-9	2	0
Middle School BSED (Science 5-9)	Initial Certification: General Sciences 5-9	5	1

Middle School BSED	n/a	20	0
Physical Education BSED	Initial Certification: Physical Education 9-12	24	12
Reading MSED	n/a	120	52
School Counseling	Counselor K-8; Counselor 7-12	32	5
Social Science Education BSED	Initial Certification: Social Science 9-12	26	4
Spanish Education BSED	Spanish K-12	14	3
Special Education MSED	n/a	108	72
Special Education: Cross Categorical	Initial Certification: Mild/Mod Cross Categorical K-12	33	35
Speech/Theater Education BSED	Initial Certification: Speech and Theatre	4	0
Teaching: English MSED	n/a	1	0
Teaching: Mathematics MSED	n/a	1	0
Teaching; Science MSED	n/a	4	0
Teaching: Secondary Agriculture MSED	n/a	3	1
Vocal Music Education BSED (Piano)	Initial Certification: Music-Vocal K-12	0	1
Vocal Music Education BSED (Voice)	Initial Certification: Music Vocal K-12	9	6
	TOTALS:	1696	742

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Added Programs:

- MSED Educational Diagnostician
- School Psychological Examiner (certification)
- BSED Earth Science Education
- BSED Physics Education*
- School Counselor K-12**

Discontinued Programs:

- n/a

* Northwest previously had only a minor in Physics Education; the university has now added a major in Physics Education.

** To meet new Missouri certification requirements, Northwest added a K-12 counselor program; to continue serving students desiring certification in other states, Northwest retained its School Counselor K-8 and School Counselor 7-12 programs.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

1. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
2161
2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
675 (333 initial cert, BSED and Alt Cert in Missouri; 342 graduate and undergrad out-of-state)
3. Number of recommendations for certificate, license, or endorsement included in Table 1.
396

4. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

Most Northwest programs are four-year programs and their expected time frame is four years, and 1.5 times that is six years. Northwest only collects data for six-year graduation rates as indicated in the table below:

Program Six-Year Graduation Rates						
Program	Cohort Year	Percentage who graduated in the same major	Percentage who graduated from the university	Total Number of Students in Cohort (n)	Total who graduated in the same major (n)	Total who graduated from the university (n)
Agricultural Education	2010	41.18%	82.35%	17	7	14
Agricultural Education	2011	21.05%	52.63%	19	4	10
Agricultural Education	2012	23.08%	46.15%	13	3	6
Agricultural Education	2013	10.00%	50.00%	10	1	5
Agricultural Education	2014	30.77%	84.62%	13	4	11
Art Education	2010	50.00%	83.33%	6	3	5
Art Education	2011	10.00%	50.00%	10	1	5
Art Education	2012	16.67%	50.00%	6	1	3
Art Education	2013	0.00%	50.00%	2	0	1
Art Education	2014	0.00%	33.33%	3	0	1
Biology Education	2010	0.00%	40.00%	5	0	2
Biology Education	2011	0.00%	33.33%	3	0	1
Biology Education	2012	0.00%	0.00%	2	0	0
Biology Education	2013	0.00%	50.00%	6	0	3
Biology Education	2014	0.00%	25.00%	4	0	1
Business Education	2010	33.33%	33.33%	3	1	1

Business Education	2011	0.00%	33.33%	3	0	1
Business Education	2012	20.00%	60.00%	5	1	3
Business Education	2013	0.00%	100.00%	2	0	2
Business Education	2014	0.00%	50.00%	2	0	1
Chemistry Education	2010	0.00%	0.00%	1	0	0
Chemistry Education	2011	0.00%	50.00%	2	0	1
Chemistry Education	2012	0.00%	0.00%	2	0	0
Chemistry Education	2013	0.00%	50.00%	2	0	1
Chemistry Education	2014	33.33%	66.67%	3	1	2
Elementary Education	2010	32.14%	55.00%	140	45	77
Elementary Education	2011	42.65%	61.76%	136	58	84
Elementary Education	2012	48.78%	64.23%	123	60	79
Elementary Education	2013	36.67%	65.00%	120	44	78
Elementary Education	2014	39.53%	65.89%	129	51	85
English Education	2010	15.38%	38.46%	13	2	5
English Education	2011	21.43%	64.29%	14	3	9
English Education	2012	7.69%	61.54%	13	1	8
English Education	2013	0.00%	83.33%	6	0	5
English Education	2014	0.00%	50.00%	6	0	3
Instru Music Educ/Non Piano	2010	0.00%	28.57%	7	0	2
Instru Music Educ/Non Piano	2011	28.57%	42.86%	7	2	3
Instru Music Educ/Non Piano	2012	0.00%	42.86%	7	0	3
Instru Music Educ/Non Piano	2013	10.00%	50.00%	10	1	5
Instru Music Educ/Non Piano	2014	36.36%	81.82%	11	4	9
Math 9-12	2010	25.00%	68.75%	16	4	11
Math 9-12	2011	10.00%	70.00%	10	1	7

Math 9-12	2012	5.56%	66.67%	18	1	12
Math 9-12	2013	0.00%	60.00%	5	0	3
Math 9-12	2014	0.00%	57.14%	7	0	4
Middle School Education	2010	25.00%	75.00%	4	1	3
Middle School Education	2011	25.00%	62.50%	8	2	5
Middle School Education	2012	50.00%	66.67%	6	3	4
Middle School Education	2013	50.00%	50.00%	4	2	2
Middle School Education	2014	33.33%	33.33%	3	1	1
Physical Education	2010	42.86%	57.14%	14	6	8
Physical Education	2011	0.00%	38.46%	13	0	5
Physical Education	2012	9.52%	23.81%	21	2	5
Physical Education	2013	25.00%	33.33%	12	3	4
Physical Education	2014	42.86%	85.71%	14	6	12
Social Science	2010	12.50%	58.33%	24	3	14
Social Science	2011	31.25%	62.50%	16	5	10
Social Science	2012	11.11%	50.00%	18	2	9
Social Science	2013	12.50%	37.50%	16	2	6
Social Science	2014	16.67%	33.33%	12	2	4
Spanish	2010	0.00%	0.00%	1	0	0
Spanish	2011	0.00%	60.00%	5	0	3
Spanish	2012	N/A	N/A	N/A	N/A	N/A
Spanish	2013	N/A	N/A	N/A	N/A	N/A
Spanish	2014	0.00%	100.00%	2	0	2
Special Ed: Cross Categorical	2010	0.00%	50.00%	12	0	6
Special Ed: Cross Categorical	2011	0.00%	57.14%	14	0	8
Special Ed: Cross Categorical	2012	0.00%	60.00%	10	0	6

Special Ed: Cross Categorical	2013	0.00%	52.94%	17	0	9
Special Ed: Cross Categorical	2014	0.00%	78.95%	19	0	15
Vocal Music Education	2010	0.00%	46.15%	13	0	6
Vocal Music Education	2011	33.33%	58.33%	12	4	7
Vocal Music Education	2012	10.00%	20.00%	10	1	2
Vocal Music Education	2013	30.77%	38.46%	13	4	5
Vocal Music Education	2014	0.00%	12.50%	8	0	1

5. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

The following table includes summary pass rate information for [the appropriate MOCA, the Missouri state licensure exam](#), organized by program. Raw data disaggregated by program and state licensure exam is available [here](#).

Summary Pass Rates – MEGA Content Assessments (MOCA) at Northwest Missouri State University			
Group	Number Taking Test	Number Passing Test	Pass Rate
All program completers, 2019-20	216	190	88%
All program completers, 2018-19	204	195	96%
All program completers, 2017-18	158	153	97%

Two of our programs had a completer pass rate below 80%: Physical Education in 2019-20 had 8 of 11 completers pass the MOCA content assessment, 73%; Early Childhood Special Education in 2019-20 had 17 of 23 completers pass their MOCA content assessment, 74%. Appropriate program coordinators are aware of their pass rates and using this data as they strive for continuous improvement in their programs.

It is also possible that the pandemic affected pass rate percentages for some completers in the 2019-20 cohort.

Also note that the pass rate for 2019-20 completers is artificially low and we expect an increase in the updated pass rate when new data is released in the spring. The current data was reported in Spring 2021 and reflects for some completers a first attempt pass rate; many candidates who did not pass their licensure exam on the first attempt will pass on a second attempt, which will be reported in next year's spring report and will be updated in next year's AAQEP annual report. We anticipate at that time that the pass rate percentage for 2019-20 completers will be in the mid-nineties and comparable to the 2018-19 and 2017-18 pass rates.

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

The [Missouri Department of Secondary and Elementary Education \(DESE\)](#) has developed [a suite of six surveys](#) educators complete in their first year of employment, which DESE has been collecting since the 2015-16 academic year. These surveys were designed to evaluate the quality of program impact on the field and provide data to providers to support continuous improvement. Data from the [First-Year Teacher Survey \(FYTS\), taken by teacher](#) data from 2021 (completers from 19-20 academic year, first year of teaching in 20-21 academic year) indicates that Northwest completers report their **strongest** areas of preparation include being “prepared to create a classroom environment that encourages student engagement” (question 17) and being “prepared to foster positive student relationships” (question 22).

FYTS Question	Northwest Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
17.) I was prepared to create a classroom environment that encourages student engagement.	4.53	4.33
22.) I was prepared to foster positive student relationships.	4.66	4.50

First-Year-Teacher Survey data indicates that Northwest completers report their **weakest** areas of preparation include being “prepared to modify instruction for English language learners” (question 8) and being “prepared to modify instruction for gifted learners” (question 9). These weaknesses both align to the data collected from completers, as described in the previous page. While these are weaknesses that Northwest continues to address, it is also worth noting that these data remain comparable with state averages.

FYTS Question	Northwest Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
8.) I was prepared to modify instruction for English language learners.	3.25	3.41
9.) I was prepared to modify instruction for gifted learners.	3.50	3.57

Complete first-year-teacher survey data is available via [this link](#).

7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

In addition, [the First-Year Teacher Survey by principals \(FYTS\), taken by principal](#) is completed by principals assessing Northwest teachers following their first year on the job. This data from 2021 (completers from 19-20 academic year, first year of teaching in 20-21 academic year) indicates that Northwest completers' employers report Northwest completers' **strongest** areas of preparation include being "prepared to foster positive student relationships" (question 21, which corroborates the data from the section above from the completers' survey) and being "prepared to use technology as a communication tool (question 27).

FYTS Question	Northwest Principal Mean (1-5 scale)	Missouri Statewide Principal Mean (1-5 scale)
21.) The teacher was prepared to foster positive student relationships.	4.38	4.38
27.) The teacher was prepared to use technology as a communication tool.	4.42	4.28

First-Year-Teacher Survey data indicates that Northwest completers report their **weakest** areas of preparation include being "prepared to modify instruction for English language learners" (question 7) and being "prepared to modify instruction for gifted learners" (question 8). These weaknesses both align to the data collected from completers, as described in the previous page. While these are weaknesses that Northwest continues to address, it is also worth noting that these data remain comparable with state averages.

FYTS Question	Northwest Principal Mean (1-5 scale)	Missouri Statewide Principal Mean (1-5 scale)
7.) The teacher was prepared to modify instruction for English language learners.	3.57	3.60
8.) The teacher was prepared to modify instruction for gifted learners.	3.64	3.66

Complete first-year-teacher survey data is available via the annual reports website and [this link](#).

8. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Northwest collects [post-graduation outcomes data](#) annually from its graduates across all academic schools and departments. At the end of each academic semester, graduates have the option to report their post-graduation status via an electronic survey that is emailed on a rolling schedule via the Office of Institutional Research. The graduate has the option to select from a variety of post-graduation statuses including employed, continuing education, post-graduate internship, seeking employment, military services, and not employed and not seeking. If the graduate indicates an employed/post-graduate internship status, they are asked to indicate the job title, company, city, and state of the employers as well as the starting salary.

Graduates continuing education are asked to disclose their program of study and institution they plan to attend. Military services status request branch and rank. Students who indicate they are seeking employment after graduation are contacted via email or phone to determine how Career Services can best aid them in their job search. Five months after graduation, the responses are totaled, and Career Services conducts additional social media and faculty reach-outs to determine whether new graduates have shared employment information in these public venues. If no response is received within six months after graduation, the designation of no response is entered into the report.

Because of this longitudinal process, data is delayed; the data below is post-graduation data from 2018-19 completers.

Degree or Certificate granted by the institution/organization	Degrees Awarded	Majors	Responses	Employed	Continuing Education	Total Placement	Seeking Employment
Agricultural Education BSED	11	11	9	8	1	100%	0%
Art Education BSED	4	4	3	2	1	100%	0%
Biology Education BSED	2	2	2	2	0	100%	0%
Business Education BSED	4	4	3	2	1	100%	0%

Curriculum and Instruction MSED (General)	45	45	42	42	0	100%	0%
Educational Leadership: K-12	93	93	79	79	0	100%	0%
Education Specialist: Principal - Elem	7	7	6	6	0	100%	0%
Education Specialist: Principal - Secondary	4	4	3	3	0	100%	0%
Education Specialist: Superintendent	8	8	6	6	0	100%	0%
Elementary BSED	123	123	78	70	4	95%	5%
English Education BSED	6	6	5	5	0	100%	0%
Guidance and Counseling	13	13	12	12	0	100%	0%
Instrumental Music Education BSED	7	7	6	4	1	83%	17%
Math Education BSED (9-12)	2	2	2	2	0	100%	0%
Middle School BSED	12	12	10	9	1	100%	0%
Physical Education BSED	19	19	10	8	2	100%	0%
Reading MSED	7	7	7	7	0	100%	0%
Social Science Education BSED	4	4	2	2	0	100%	0%

Spanish Education BSED	0	0	0	0	0	n/a	n/a
Special Education MSED	23	23	22	22	0	100%	0%
Special Education: Cross Categorical BSED	26	26	18	17	1	100%	0%
Speech/Theater Education BSED	4	4	2	2	0	100%	0%
Teaching: English MSED	0	0	0	0	0	n/a	n/a
Teaching: History MSED	1	1	1	1	0	100%	0%
Teaching: Mathematics MSED	0	0	0	0	0	n/a	n/a
Teaching; Science MSED	1	1	1	1	0	100%	0%
Teaching: Secondary Agriculture MSED	4	4	3	3	0	100%	0%
Vocal Music Education BSED (Voice)	1	1	1	1	0	100%	0%
Totals	431	431	333	316	12	98%	2%

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation		Level or Extent of Success in Meeting the Expectation				
Missouri Educator Evaluator System (MEES), standards 1-7; see table below.	The Missouri Educator Evaluation System (MEES) is a set of nine educator preparation standards, listed in the tables below. Northwest uses standards 1-7 in its self-evaluation regarding AAQEP standard #1. Both cooperating teachers and university supervisors score teacher candidates on each standard 1-4, with three as “skilled candidate,” which is the expected performance level for a Missouri EPP program completer, and four as “exceeding candidate.”		Northwest student teachers performed in MEES standards 1-7 consistently with their performance in previous years (see data from QAR 2020).				
Average MEES Scores by Assessor, AY 2021 (n=223)	Stand1: Content Knowledge	Stand2: Learning, Growth and Development	Stand3: Curriculum Implementation	Stand4: Critical Thinking	Stand5: Positive Classroom Environment	Stand6: Effective Communication	Stand7: Student Assessment and Data Analysis
Cooperating Teacher	3.47	3.42	3.44	3.33	3.54	3.44	3.35
University Supervisor	3.52	3.34	3.39	3.25	3.52	3.49	3.37

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation		Level or Extent of Success in Meeting the Expectation
Missouri Educator Evaluator System (MEES), standards 8-9; see table below.	The Missouri Educator Evaluation System (MEES) is a set of nine educator preparation standards, listed in the tables below. Northwest uses standards 8-9 in its self-evaluation regarding AAQEP standard #2. Both cooperating teachers and university supervisors score teacher candidates on each standard 1-4, with three as “skilled candidate,” which is the expected performance level for a Missouri EPP program completer, and four as “exceeding candidate.”		Northwest student teachers performed in MEES standards 8-9 consistently with their performance in previous years (see data from QAR from 2020).
Average MEES Scores by Assessor, AY 2021 (n=223)	Stand8: Professionalism	Stand9: Professional Collaboration	
Cooperating Teacher	3.54	3.46	
University Supervisor	3.51	3.42	

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

- Northwest added an infant and toddler room to its Leet Center through [a \\$1.6 million dollar DESE grant](#). This will afford world-class practicum, observation, and preparation for our Northwest Early Childhood Majors.
- In 2021, Northwest received [sole recognition](#) as the outstanding laboratory school by the International Association of Laboratory Schools (IALS).

- Northwest added new programs: Early Childhood MSED, Educational Diagnostician certification.
- Northwest conducted three PEU-wide retreats over that past year with its faculty, emphasizing data analysis toward continuous improvement.
- Northwest faculty conducted research and presented at numerous conferences, including presentations on trauma-informed best practices, the cradle-to-prison pipeline and its impact on underrepresented groups, and numerous other topics.
- For the fifth time in seven years, the American Association of State Colleges and Universities (AASCU) has [recognized Northwest Missouri State University with an Excellence and Innovation Award](#), honoring the institution this time for its response to the COVID-19 pandemic.
<https://www.nwmissouri.edu/media/news/2021/07/16AASCUpanemicaward.htm>
- The DESE annual performance report determined that every Northwest program met or exceeded the expectations for state credentialing: link to [counselor state data](#), link to [leader state data](#), and link to [teacher state data](#).