



AAQEP Annual Report for 2022

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 included 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 filing this report must post at least Part I):

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in academic year ending August 2022	Number of Completers in academic year ending August 2022
<i>Programs that lead to initial teaching credentials</i>			
Agricultural Education BSED	Initial Certification: Agricultural Education 9-12	56	14
Alternative Certification	Initial Certification	32	11
Art Education BSED	Initial Certification: Art K-12	34	12
Biology Education BSED	Initial Certification: Biology 9-12	6	0
Business Education BSED	Initial Certification: Business Education 9-12	10	4
Chemistry Education BSED	Initial Certification: Chemistry 9-12	8	1
Early Childhood Special Education BSED	Initial Certification: Early Child Special Education B-3	56	26

Early Childhood Education BSED	Initial Certification: Early Childhood Education B-3	229	42
Elementary Education	Initial Certification: Elementary 1-6	364	76
English Education BSED	Initial Certification: English 9-12	57	10
Health Education Minor	Initial Certification: Health Education K-12	11	2
Instrumental Music Education BSED	Initial Certification: Music – Instrumental K-12	41	10
Marketing Education Minor	Initial Certification: Marketing 9-12	2	0
Math Education BSED (9-12)	Initial Certification: Mathematics 9-12	35	6
Middle School BSED (Math 5-9)	Initial Certification: Mathematics 5-9	19	7
Middle School BSED (Social Science 5-9)	Initial Certification: Social Science 5-9	11	3
Middle School BSED (Language Arts 5-9)	Initial Certification: Language Arts 5-9	3	0
Middle School BSED (Science 5-9)	Initial Certification: General Sciences 5-9	7	5
Physics Education BSED	Initial Certification: Physics 9-12	1	0
Physical Education BSED	Initial Certification: Physical Education 9-12	88	16
Social Science Education BSED	Initial Certification: Social Science 9-12	14	11
Spanish Education BSED	Initial Certification: Spanish K-12	7	5
Special Education: Cross Categorical	Initial Certification: Mild/Mod Cross Categorical K-12	71	15
Speech/Theater Education BSED	Initial Certification: Speech and Theatre	15	2
Vocal Music Education BSED (Piano)	Initial Certification: Music-Vocal K-12	2	4
Vocal Music Education BSED (Voice)	Initial Certification: Music Vocal K-12	21	0
Total for programs that lead to initial credentials		1200	282

<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Educational Leadership: K-12	Principal K-12	484	214
Education Specialist: Ed Leader K-12	Principal K-12	393	154
Education Specialist: Superintendent	Superintendent K-12	152	68
School Counseling	Counselor K-12	32	8
Special Education Administration Certification	Special Ed Admin K-12	4	0
Total for programs that lead to additional/advanced credentials		1065	444
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Education Specialist: Generalist	Na/	109	39
Health and Physical Education MSED	n/a	85	24
Middle School BSED	n/a	37	8
Reading MSED	n/a	185	59
Special Education MSED	n/a	143	57
Teaching: English MSED	n/a	1	0
Teaching: Mathematics MSED	n/a	2	0

Teaching; Science MSED	n/a	0	0
Teaching; Secondary Agriculture MSED	n/a	7	1
Curriculum and Instruction MSED (General)	n/a	284	127
Curriculum and Instruction MSED (Teaching Technology)	n/a	146	67
Curriculum and Instruction MSED	n/a	6	5
Total for additional programs		1005	387
TOTAL enrollment and productivity for all programs		3270	1113
Unduplicated total of all program candidates and completers		3208	1043

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 w/ School Psychological Examiner
- BSED Social Studies - History

Discontinued Programs:

- n/a

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

A. 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.
3208
B. 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.
1043
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
726

D. 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
Agricultural Education	2015	45.11%	64.66%	13	7	9
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
Art Education	2015	6.67%	33.33%	15	1	5
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
Biology Education	2015	100%	100%	1	1	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
Business Education	2015	25%	100%	4	1	4
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
Chemistry Education	2015	100%	100%	1	1	1
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
Elementary Education	2015	45.11%	64.66%	133	60	86
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
English Education	2015	44.44%	66.67%	9	4	6

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
Instru Music Educ/Non Piano	2015	3.125%	43.75%	16	5	7
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
Math 9-12	2015	12.5%	75%	8	1	6
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
Middle School Education	2015	14.29%	42.86%	7	1	3
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
Physical Education	2015	46.15%	61.54%	13	6	8
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
Social Science	2015	25%	68.75%	16	4	11
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
Spanish	2015	0.00%	66.67%	3	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
Special Ed: Cross Categorical	2015	0.00%	65.38%	26	0	17
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
Vocal Music Education (Voice)	2015	22.22%	22.22%	9	2	2
Vocal Music Education (Piano)	2010	n/a	n/a	n/a	n/a	n/a
Vocal Music Education (Piano)	2011	0%	100%	1	0	1
Vocal Music Education (Piano)	2012	n/a	n/a	n/a	n/a	n/a

Vocal Music Education (Piano)	2013	0%	100%	1	0	1
Vocal Music Education (Piano)	2014	0%	0%	1	0	0
Vocal Music Education (Piano)	2015	0%	50%	2	0	1

E. 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, 2020-21	211	198	94%
All program completers, 2019-20	216	192	89%
All program completers, 2018-19	204	195	96%
All program completers, 2017-18	158	153	97%

Only one program had fewer than 80% of completers pass their content Assessment. This was our Early Childhood Special Education program, with 18 out of 24 completers passing the content assessment (75% pass rate). The appropriate program coordinator is aware of the pass rate and will use this data as they strive for continuous improvement in their program.

The current data was reported in Spring 2022 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 be updated in next year’s AAQEP annual report.

F. 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 2022 (completers from 20-21 academic year, first year of teaching in 21-22 academic year) indicates that Northwest completers report their **strongest** areas of preparation included 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)
5.) I was prepared to make my content meaningful to students.	4.31	4.10
22.) I was prepared to foster positive student relationships.	4.47	4.40

First-Year-Teacher Survey data indicates that Northwest completers report their **weakest** areas of preparation include being “prepared to implement instruction based on a student’s IEP” (question 7) and being “prepared to modify instruction for English language 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 Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
7. I was prepared to implement instruction based on a student's IEP.	3.46	3.51
8.) I was prepared to modify instruction for English language learners.	3.33	3.33

Complete first-year-teacher survey data for 2022 is available via [this link](#); previous year’s data is available via [this link](#).

G. 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 2022 (completers from 20-21 academic year, first year of teaching in 21-22 academic year) indicates that Northwest completers' employers report Northwest completers' **strongest** areas of preparation include being "prepared to foster positive student relationships" (question 22, which corroborates the data from the section above from the completers' survey) and being "prepared to use technology as a communication tool (question 28).

FYTS Question	Northwest Principal Mean (1-5 scale)	Missouri Statewide Principal Mean (1-5 scale)
22.) The teacher was prepared to foster positive student relationships.	4.23	4.26
28.) The teacher was prepared to use technology as a communication tool.	4.22	4.17

First-Year-Teacher Survey of principals' data indicates that the **weakest** areas of Northwest completers' preparation include being "prepared to modify instruction for English language learners" (question 8), being "prepared to modify instruction for gifted learners" (question 9), and being "prepared to manage a variety of discipline issues" (question 19). These weaknesses both align to the data collected from completers, as described in the previous page.

FYTS Question	Northwest Principal Mean (1-5 scale)	Missouri Statewide Principal Mean (1-5 scale)
8.) I was prepared to modify instruction for English language learners.	3.38	3.54
9.) I was prepared to modify instruction for gifted learners.	3.37	3.6
19.) I was prepared to manage a variety of discipline issues.	3.38	3.65

Complete first-year-teacher survey data for 2022 is available via [this link](#); previous year's data is available via [this link](#).

H. 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 2019-20 completers.

Degree or Certificate granted by the institution/organization	Majors	Responses	Employed	Continuing Education	Total Placement	Seeking Employment
Agricultural Education BSED	11	11	10	1	100%	0%
Art Education BSED	2	2	2	0	100%	0%
Biology Education BSED	1	1	1	0	100%	0%
Business Education BSED	4	3	3	0	100%	0%
Curriculum and Instruction MSED (General)	117	82	82	0	100%	0%

Educational Leadership: K-12	181	133	133	0	100%	0%
Education Specialist: Superintendent	4	4	4	0	100%	0%
Elementary BSED	148	110	102	6	98.2%	1.8%
English Education BSED	6	3	3	0	100%	0%
School Counseling	9	7	7	0	100%	0%
Instrumental Music Education BSED	4	3	3	0	83%	17%
Math Education BSED (9-12)	4	4	3	0	75%	25%
Middle School BSED	9	4	4	0	100%	0%
Physical Education BSED	9	6	5	1	100%	0%
Reading MSED	19	17	17	0	100%	0%
Social Science Education BSED	9	4	4	0	100%	0%
Special Education MSED	45	29	29	0	100%	0%
Special Education: Cross Categorical BSED	28	24	24	0	100%	0%
Speech/Theater Education BSED	5	3	3	0	100%	0%
Vocal Music Education BSED (Voice)	4	3	2	1	100%	0%
Totals	619	453	441	9	99.33%	0.67%

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, and AAQEP annual report 2021).				
Average MEES Scores by Assessor, AY 2022 (n=224)	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	3.45	3.44	3.40	3.51	3.47	3.41	3.51
University Supervisor	3.39	3.41	3.33	3.54	3.51	3.32	3.49

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, and AAQEP annual report 2021).
Average MEES Scores by Assessor, AY 2022 (n=224)	Stand8: Professionalism	Stand9: Professional Collaboration	
Cooperating Teacher	3.50	3.49	
University Supervisor	3.45	3.53	

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

- Northwest conducted three PEU-wide retreats over that past year with its faculty, emphasizing data analysis toward continuous improvement. One of these retreats featured a panel of African-American teacher candidates and completers who spoke with faculty about their experiences in the field of education, both before and after graduation.
- 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.
- Northwest implemented a grant project designed to improve retention for twelve candidates from underrepresented backgrounds. The grant provided funding to students as well as mentorship: each participant was matched to two mentors, one on campus and one out in the field, with whom they meet regularly as participants work toward graduation. This work continues into the 22-23 academic year.
- Northwest faculty continues to be involved in national-level AAQEP service: participation in the Kansas City September leadership workshop, participation in annual AAQEP symposium, three faculty/staff members have participated as AAQEP site visit team members/leads for other institutions.
- 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](#).