



Northwest Missouri State University  
Traditional Report AY 2017-18  
Missouri



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

### ADDRESS

800 University Drive

### CITY

Maryville

### STATE

Missouri

### ZIP

64468

### SALUTATION

Dr.

### FIRST NAME

Tim

### LAST NAME

Wall

### PHONE

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### EMAIL

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes  
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

## List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agricultural Education 5-9	No	
Agricultural Education 9-12	No	
Art K-12	No	
Biology 9-12	No	
Business Education 9-12	No	
Business Education 5-9	No	
Chemistry 9-12	No	
Early Child Special Education B-3	No	
Early Childhood Education B-3	No	
Earth Science 9-12	No	
Elementary Education 1-6	No	
English 9-12	No	
General Science 5-9	No	
Health K-12	No	
Language Arts 5-9	No	

Total number of teacher preparation programs: 31

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Marketing 9-12	No	
Mathematics 5-9	No	
Mathematics 9-12	No	
Mild/Moderate: Cross Categorical K-12	No	
Music - Instrumental K-12	No	
Music - Vocal K-12	No	
Physical Education K-12	No	
Physics 9-12	No	
Social Science 5-9	No	
Social Science 9-12	No	
Spanish K-12	No	
Speech And Theatre 5-9	No	
Speech And Theatre 9-12	No	
Unified Science: Biology 9-12	No	
Unified Science: Chemistry 9-12	No	
Unified Science: Earth Science 9-12	No	

**Total number of teacher preparation programs: 31**

# Program Requirements

## THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other

If Other, please specify:

Entered into the Teacher Education Program when they have met entrance requirements

2. Does your initial teacher certification program conditionally admit students?

- Yes  
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<http://www.nwmissouri.edu/education/peu/pdf/tess/ProfEduHandbook.pdf>

4. Please provide any additional information about or exceptions to the admissions information provided above:

The pre-service teacher candidate can be approved to enroll in upper-level, blocked professional education courses without being admitted by completing a Petition to Enroll in Blocked Class(es) and submitting it to the Teacher Education Admissions Committee (TEAC). Supporting documentation including a letter describing the deficiencies related to the specific teacher education admissions criteria on which the candidate is basing their appeal, a degree audit, a 4-year plan, and current grades in all courses must also be submitted. TEAC then utilizes this information to decide whether to approve enrollment in blocked courses and to determine if the teacher candidate will be successful in meeting all admission requirements in the future.

## Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the

undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: None	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.59

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.52

6. Please provide any additional information about the information provided above:

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
- No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="None"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.21

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.37

6. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	38
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	258
Number of students in supervised clinical experience during this academic year	1597

Please provide any additional information about or descriptions of the supervised clinical experiences:

Northwest is fortunate to have one of two laboratory schools left in the state of Missouri. The Horace Mann Lab School and the Phyllis and Richard Leet Early Childhood Center provide multiple opportunities to Northwest early childhood and elementary education classes for in-depth and continuous clinical experiences.



## Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

## Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

### [Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	<input type="text" value="259"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="27"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="232"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="0"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

0

Asian

1

Black or African American

3

Native Hawaiian or Other Pacific Islander

0

White

249

Two or more races

5

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

### What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="27"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="29"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="91"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="19"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="34"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="41"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	8
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	6
13.1305	Teacher Education - English/Language Arts	11
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	16
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	3
13.1318	Teacher Education - Social Studies	2
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	4
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: <input type="text"/>	

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	25
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	91
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1205	Teacher Education - Secondary Education	32
13.1301	Teacher Education - Agriculture	8

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	3
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	16
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	2
13.1317	Teacher Education - Social Science	4
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	4

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>



## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[>> Program Completers](#)

## Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	<input type="text" value="158"/>
2016-17	<input type="text" value="156"/>
2015-16	<input type="text" value="170"/>

# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

5

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

5

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

5

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

3

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

5

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

3

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

20

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes
- No
- Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

20

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

20

12. Provide any additional comments, exceptions and explanations below:

## Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes  
 No  
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

## Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

## Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes  
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes  
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes  
 No  
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes  
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes  
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes  
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes  
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Northwest has consortiums and partnerships with many LEAs in order to provide not only intensive in-class instruction but to practice their knowledge

and skills to serve all students including those students with disabilities and limited English proficiency skills.



# Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
015 -AGRICULTURE Evaluation Systems group of Pearson Other enrolled students	5			
015 -AGRICULTURE Evaluation Systems group of Pearson All program completers, 2017-18	8			
015 -AGRICULTURE Evaluation Systems group of Pearson All program completers, 2016-17	7			
015 -AGRICULTURE Evaluation Systems group of Pearson All program completers, 2015-16	6			
036 -ART Evaluation Systems group of Pearson Other enrolled students	2			
036 -ART Evaluation Systems group of Pearson All program completers, 2017-18	2			
036 -ART Evaluation Systems group of Pearson All program completers, 2016-17	6			
036 -ART Evaluation Systems group of Pearson All program completers, 2015-16	2			
016 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	2			
017 -BUSINESS Evaluation Systems group of Pearson Other enrolled students	2			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2017-18	5			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2016-17	1			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2015-16	3			
018 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
048 -DEAF & HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2015-16	3			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	21	242	19	90
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	29	244	28	97
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	39	239	36	92
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	26	244	24	92
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	8			
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	13	231	11	85
049 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
019 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	58	237	48	83
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	91	241	88	97
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	94	243	90	96
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	85	246	84	99
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	58	255	54	93
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	91	260	89	98
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	94	259	92	98
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	85	257	85	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	58	235	45	78
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	91	239	88	97
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	94	242	91	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	85	244	85	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	58	225	41	71
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	91	237	88	97
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	94	238	89	95
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	85	238	84	99
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	4			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	7			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	6			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	5			
022 -MARKETING Evaluation Systems group of Pearson All program completers, 2015-16	1			
023 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	7			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	7			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	4			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	3			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	4			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	9			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	3			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	18	255	18	100
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	15	250	15	100
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	30	255	30	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2017-18	25	44	24	96
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2016-17	30	43	30	100
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2015-16	172	42	172	100
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2017-18	132	45	132	100
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2016-17	125	43	121	97
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2015-16	1			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	3			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2017-18	3			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2016-17	5			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2015-16	8			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	16	243	15	94
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	5			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
024 -PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	3			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	8			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	3			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	8			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	3			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	8			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	3			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	8			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	3			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	8			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	3			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	4			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	8			
031 -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2017-18	4			
032 -UNIFIED SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	1			
033 -UNIFIED SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
033 -UNIFIED SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	2			
033 -UNIFIED SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
033 -UNIFIED SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	2			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
034 -UNIFIED SCIENCE: EARTH SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
034 -UNIFIED SCIENCE: EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
034 -UNIFIED SCIENCE: EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
034 -UNIFIED SCIENCE: EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
035 -UNIFIED SCIENCE: PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
035 -UNIFIED SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
035 -UNIFIED SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
035 -UNIFIED SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	2			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	3			

## Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	158	150	95
All program completers, 2016-17	156	146	94
All program completers, 2015-16	173	167	97

## Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes  
 No

If yes, please specify the organization(s) that approved or accredited your program:

- State  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

HLC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes  
 No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

A technology course is required for all undergraduate students and within the teacher education program two courses are offered and education students are encouraged to enroll in those courses in order to effectively use and integrate technology into curriculum and instruction. •Exploring and utilizing the DESE web site for examination of MAP scores and other pertinent data. •Developing Excel SS for such uses as grade book for collection, management, and analyzing of student assessment data. •Exploring and experiencing Student Information Systems •Software analysis and evaluation is practiced •Web site evaluations and APA referencing is covered by the university librarians •Students create a video clip on an education concept (Creating is at the top of Bloom's Digital Taxonomy) •Students create a web page (Bloom's Digital Taxonomy; creating) •Students learn how to accommodate special needs students with instruction-specific technology. •Skills in Microsoft Office applications are taught at a competence level with practical applications to the classroom, i.e. Word, Access, Excel, PowerPoint, and Publisher. •Frameworks for the 21st Century learner are explored •ISTE Standards for students, and teachers are studied and applied •Technology plans are investigated and compared •A technology centered presentation culminates the course by a team emphasizing collaboration All undergraduate and graduate students in educator preparation programs are required to purchase and use Tk20, an online data assessment system. Education students use Tk20 to upload and store coursework and video files. Since fall 2012, candidates store materials in online portfolios and a field experience data section. Course instructors, advisors, university supervisors and cooperating teachers provide feedback and evaluations for candidates on Tk20 as well.



# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.  [\(§205\(a\)\(1\)\(G\)\)](#)

### 1. Does your program prepare general education teachers to:

#### a. teach students with disabilities effectively

- Yes  
 No

#### b. participate as a member of individualized education program teams

- Yes  
 No

#### c. teach students who are limited English proficient effectively

- Yes  
 No

### 2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

With regard to the questions, "Does your program prepare general education teachers to: (A) Teach students with disabilities effectively? and (B) Participate as a member of individual education program teams?" Every teacher candidate is required to take 62-371 Introduction to Special Education. This course provides all teacher candidates with knowledge and understanding about the identification of exceptional children, methods of working with exceptional children and sources of referral available to parents and teachers. Teacher candidates learn about the law and requirements to serve children with disabilities and also how to serve gifted children. They have instruction in planning and modifying instruction to provide instruction for special needs children. Information and training is also provided concerning how to identify, refer special needs students and serve on IEP teams. The knowledge gained in this class is applied in other classes such as the clinical experience classes where the students develop instructional plans using our Parallel Lesson Plan designed for reflection and planning for instructional modifications. Beginning in the Fall of 2015, all students will enroll in 61-569 Multiculturalism in Education. The focus of this class is learning to diversify instruction for various student populations. In the secondary content methods courses, many of the instructors (former master P-12 teachers) help the teacher candidates to plan for instruction for all students in their content area to include special education and gifted students. In the physical education area, all teacher candidates take three courses which cover specific strategies in teaching students with disabilities. The courses are: 22-410 Adapted Physical Education which is a survey of human physical disabilities combined with adaptive and rehabilitative measures to promote better living for the individual and 22-523 Motor Development which is designed to focus on normal and abnormal motor development of school-age individuals. In 22-523 emphasis is placed on the study of the interaction between environmental and biological factors which affect changes in motor performance, motor development assessment techniques, and designing and implementing an individualized program for the school-age learner. All pre-service teacher education candidates are required to gain 30 hours of working with diverse populations and they quite often do this through tutoring opportunities at the local school district (this often is with special needs children) and through developing and conducting activities with local group homes. This experience is invaluable as our teacher candidates go into

classrooms during their field experiences and work with students with disabilities. These placements often involve full inclusion so they work with students with diverse needs. Our students are able to adapt and use the knowledge gained from classes and in their clinical experiences to be ready for their first classroom and the challenges they may face as a beginning teacher. With regard to the question, "Does your program prepare general education teachers to teach students who are limited English proficient effectively?" We have created a sequence of three instructional modules on teaching students with limited English proficiency. The first two of these modules are embedded in courses required of all teacher candidates early and at mid-point in the programs. These technology-supported modules explore language awareness and identifying needs of limited proficiency students and are accessed on-line via the Northwest Online site. The teacher candidates are assessed on their level of competency acquisition each time they complete a learning module. During the student teaching experience, all candidates are required to return to campus for two day-long seminars. During one of these seminars, the third ELL module is taught face-to-face. A face-to-face meeting offers a rich environment to engage teacher candidates in conversations regarding the challenges that limited English proficiency poses. The third module is a training module and assessment at the end of the third module is used to determine the level of competency the teacher candidates demonstrate in teaching students with limited English proficiency.

**3. Does your program prepare special education teachers to:**

**a. teach students with disabilities effectively**

- Yes
- No
- Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- Yes
- No
- Program does not prepare special education teachers

**c. teach students who are limited English proficient effectively**

- Yes
- No
- Program does not prepare special education teachers

**4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Northwest special education certified teachers are well prepared through a variety of courses which include intensive clinical experiences. Below are the descriptions of courses taken by special education teacher candidates: 62-371 Introduction to Special Education (3 hours) This course will provide participants with knowledge and understanding about the history of special education, identification procedures for individuals with disabilities (including the impact of language, culture, and the environment), methods of working with individuals with disabilities as well as those with gifts and talents, and sources of referral to parents and teachers. This course also covers Multicultural and Bilingual Aspects of special education and includes a required artifact on this topic. This course also provides all students to develop appropriate IEP accommodations and modifications as per case studies. This course provides all education majors (including special education teacher candidates) with an embedded field experience in which the students participate in a service project of 15 hours of volunteering with children or adults with disabilities. 62-380 Diagnostic and Corrective Reading (2 hours) Diagnostic techniques and procedures for the correction of learning problems in reading. 62-382 Introduction to Cross Categorical Special Education (3 hours) Designed to develop knowledge of the issues and characteristics of individuals with mild/moderate disabilities (e.g., intellectual disabilities, learning disabilities, emotional disturbance/behavior disorders and/or physical and other health impaired, including ADHD) and to provide information and organizational techniques to meet their educational needs in a cross categorical setting. The student will be able to identify, outline, and label the definitions and issues related to the identification of individuals with exceptional learning needs (mild/moderate and high incidence disabilities), including those with culturally and linguistically diverse backgrounds. Students will develop the conceptual frameworks needed to identify and interpret a broad range of student behavior and deficits from a culturally responsive, cross-categorical perspective. The entire special education process (including participating as an IEP member) is introduced in this course. This course provides students with an embedded field experience where they observe students with disabilities in both a special education classroom and in the general education environment. Students spend four to six contact hours observing a student with a disability for two class periods in a special education environment and two hours in the regular education environment. The pre-professional candidate will also interview the special education teacher(s) and the regular education teacher and reflect upon the observations and interview through an artifact. Prerequisite: EdCI 62-371 62-384 Teaching Students in Cross Categorical Special Education: Academic/Behavioral (3 hours) Designed to equip teachers-in-training with the knowledge and skills to effectively teach students with mild/moderate academic and/or behavioral disabilities. This is one of two methods courses (with no required sequence) required for the major in Special Education: Cross Categorical. This course has embedded field experiences which could include tutoring a student with a disability, interacting and corresponding with a teacher of students with disabilities or with a student with a disability, or attending an IEP meeting. In addition, all students are audience members to an IEP team meeting in which a local parent, general education teachers, special education teacher, and school administrator (members of the IEP team) come and role play

what the student's actual IEP is like and answers questions from the students. The students in this class also participate in a collaborative team with literacy pre-service teacher candidates regarding a student they are teaching and what interventions, accommodations, and strategies they should consider based on student needs (including disabilities, ELL, academic or behavioral concerns, giftedness, etc.). Prerequisites: EdCI 62-371 and 382 62-385 Teaching Students in Cross Categorical Special Education: Academic/Behavioral, Secondary (3 hours) Designed to equip teachers-in-training with the knowledge and skills to effectively teach adolescents and young adults with mild/moderate academic and/or behavioral disabilities. This is one of two methods courses (with no required sequence) required for the major in Special Education: Cross Categorical. Permission of advisor/instructor needed to enroll. This course has embedded field experiences which could include tutoring a student with a disability, interacting and corresponding with a teacher of students with disabilities or with a student with a disability, or attending an IEP meeting. In addition, all students are audience members to an IEP team meeting in which a local parent, general education teachers, special education teacher, and school administrator (members of the IEP team) come and role play what the student's actual IEP is like and answers questions from the students. The students in this class also participate in a collaborative team with literacy pre-service teacher candidates regarding a student they are teaching and what interventions, accommodations, and strategies they should consider based on student needs (including disabilities, ELL, academic or behavioral concerns, giftedness, etc.). Prerequisites: EdCI 62-371 and 382 62-386 Teaching Students in Cross Categorical Special Education: Functional/Physical (3 hours) Designed to equip teachers-in-training with the knowledge and skills to effectively teach students with mild/moderate functional and/or physical and other health impairments. This is one of two methods courses (with no required sequence) required for the major in Special Education: Cross Categorical. The opportunity for multiple field experiences occurs in Methods of Teaching Cross Categorical Special Education: Functional/Physical where the students observe and interact with students and adults with disabilities, as well as the faculty and staff, at several diverse settings including: State School for Students with Disabilities, The Community Training Program (part of an urban School District), United Cerebral Palsy (agency): Adult Program, and local special education classrooms at the elementary, middle, and high school levels. In addition, the students participate in a collaborative team and embedded field experience in an urban school (the most diverse elementary school in this urban district and is a Title I school and educates many students with ELL needs). These students collaborated with literacy teachers to discuss a student they are teaching and what interventions, accommodations, and strategies they should consider based on student needs (including disabilities, ELL, academic or behavioral concerns, giftedness, etc.). Prerequisites: EdCI 62-371 and 382 62-387 Teaching Students in Cross Categorical Special Education: Functional/Physical, Secondary (3 hours) Designed to equip teachers-in-training with the knowledge and skills to effectively teach adolescents and young adults with mild/moderate functional and/or physical and other health impairments. This is one of two methods courses (with no required sequence) required for the major in Special Education: Cross Categorical. The opportunity for multiple field experiences occurs in Methods of Teaching Cross Categorical Special Education: Functional/Physical where the students observe and interact with students and adults with disabilities, as well as the faculty and staff, at several diverse settings including: State School for Students with Disabilities, The Community Training Program (part of an urban School District), United Cerebral Palsy (agency): Adult Program, and local special education classrooms at the elementary, middle, and high school levels. In addition, the students participate in a collaborative team and embedded field experience in an urban school (the most diverse elementary school in this urban district and is a Title I school and educates many students with ELL needs). These students collaborated with literacy teachers to regarding a student they are teaching and what interventions, accommodations, and strategies they should consider based on student needs (including disabilities, ELL, academic or behavioral concerns, giftedness, etc.). Permission of instructor needed to enroll. Prerequisites: EdCI 62-371 and 382 62-542 Curriculum and Methods in Early Childhood Special Education (3 hours) This course is designed to develop skills for students pursuing certification in ECSE which enable the prospective teacher of the young child with special needs (birth to age five years), to (1) plan and organize appropriate curriculum content and learning sequences; (2) identify and implement appropriate instructional strategies, techniques and environments; and (3) work effectively with parents and families, as well as other professionals and caregivers. Prerequisites: EdCI 62-340 or 531, EdCI 62-541, 470 or 652 62-470 Assessment in Special Education (3 hours) Instruction in administration and interpretation of formal and informal assessment instruments, interpretation of individualized intelligence tests and instruction in authentic assessment measures in order to design appropriate intervention programs for students with special instructional needs. Must be enrolled concurrently in EdCI 62-471. Prerequisites: EdCI 62-301 and 62-371 62-471 Assessment in Special Education Lab (1 hour) Students will have the opportunity to administer assessments and develop evaluation plans, IEPs and other documents within the special education process. In addition, diagnosing student needs and prescribing appropriate educational interventions will be emphasized. Prerequisite: Must be enrolled concurrently in EdCI 62-470 62-504 Creating Inclusive Classrooms (3 hours) Designed to provide a framework for creating learning environments that support the learning and socialization of students who bring unique characteristics to the classroom. Teachers will develop effective techniques and methods for all students including: those who are at risk for success or who have disabilities; the gifted and talented; those whose diversity lies in their culture, language, race, gender, sexual orientation, or family structure. Prerequisites: Admittance to Teacher Education and at least one special education methods course (EDCI 62-384 or EDCI 62-386) 62-508 Transition/Career Education for Students with Disabilities (2 hours) Acquaints student with the principles, methods and procedures of career development and transition for students with disabilities. Prerequisites: Admittance to Teacher Education and at least one special education methods course (EDCI 62-384 or EDCI 62-386) 62-407 Elementary School Language Arts Practicum (1 hour) Supervised practice in teaching language arts. Prerequisite: EdCI 62-356. Must be taken concurrently with EDCI 62-456 62-444 Practicum in Special Education: Cross Categorical (3 hours) Supervised clinical experience that includes interpretation of intelligence tests, formal and informal diagnostic procedures, instruction and practical application of teaching strategies and behavior management techniques. Within the last two trimesters prior to the directed teaching/student teaching trimester special education/elementary pre-professional candidates are involved in a 90 hour Practicum in Special Education: Cross Categorical in the grade level span opposite of the proposed student teaching placement for special education (either K-6 or 7-12). This is a supervised clinical experience at off-site educational classroom settings or the Horace Mann Laboratory School. Prerequisites: EdCI 62-384 or 385, EdCI 62-386 or 387, EdCI 62-470 and 471 62-456 Practicum and Seminar in Elementary School Reading (3 hours) Supervised practice in teaching reading with weekly seminars regarding problems in the teaching of reading. Prerequisite: EdCI 62-356. Must be taken concurrently with EDCI 62-407 62-480 Directed Teaching in Early Childhood Special Education (3-6 hours) A gradual induction into teaching children in a preschool special education environment with emphasis on interpretation of individual tests and application of behavior management techniques. Prerequisite: Permission of director of educational field experiences 62-481 Directed Teaching in Cross Categorical Special Education: Elementary (6-12 hours) A gradual induction into teaching students with mild disabilities in a cross categorical setting (elementary) through a progression which includes interpretation of intelligence tests, formal and informal diagnostic procedures, prescriptive instruction and practical application of teaching strategies and behavior management techniques. Prerequisite: Permission of director of educational field experiences 62-482 Directed Teaching in Cross Categorical Special Education: Secondary (6-12 hours) A gradual induction into teaching students with mild disabilities in a cross categorical setting (secondary) through a progression which includes interpretation of intelligence tests, formal and informal diagnostic



procedures, prescriptive instruction and practical application of teaching strategies and behavior management techniques. Prerequisite: Permission of director of educational field experiences. In addition to experiences in the Horace Mann Laboratory School, Northwest students have several opportunities to complete one or more practicum courses at off-site locations. Each summer session both Content Practicum and the Reading/Language Arts Practicum are offered at Kansas City area school district schools. Northwest collaborates with several schools in the North Kansas City and Independence district which have been identified as Title 1 eligible and/or English Language Learners teaching centers. These experiences provide a more ethnically, linguistically, and racially diverse student population (including ELL) of children as well as experience in a larger, metropolitan environment. Northwest students may also choose to complete a practicum during the summer school session of the local elementary school in Maryville, Eugene Field Elementary, also a Title 1 eligible school. Technology modules to improve teaching skills on working with students with limited English proficiency will be integrated into the existing special education courses. We developed modules for an additional level of classes. The English Language Learners (ELL) instructor developed technology supported modules for language awareness and identifying needs of limited proficiency students for our beginning and intermediate clinical classes. They are implemented in 62-301 Reporting Pupil Progress (2 credit hours) and 61-461 School and Society (3 credit hours). Additionally, the ELL faculty member will develop a more specific and intensive training module for our advanced clinical and methods classes to be included the semester before our teacher candidates enter the classroom for their capstone experiences. The training modules include multiple assessments to determine the level of competency the teacher candidates demonstrate in teaching students with limited English proficiency. Candidates also have the option to take two English Language Learner elective courses during their senior year.

## Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

## Supporting Files

<a href="#">Traditional MO Content Assessment Pass Rates &amp; MoPTA Scores</a>	
<a href="#">Principals Reporting on Completer Ability to Reflect on Practice and Support Diversity</a>	
<a href="#">University Supervisor and Cooperating Teacher Evaluations of Teacher Candidates</a>	
<a href="#">Northwest Application for AASCU McAuliffe Excellence in Teacher Education Award</a>	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **259**.

Number of program completers from Section I: Program Information, Program Completers is **158**.

For a total enrollment of **417**.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Tim Wall

TITLE:

Dean, School of Education

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

John Jasinski

TITLE:

President

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	250	259	3.60%
<a href="#">Male Enrollment</a>	41	27	-34.15%
<a href="#">Female Enrollment</a>	209	232	11.00%
<a href="#">Hispanic/Latino Enrollment</a>	0	0	
<a href="#">American Indian or Alaska Native Enrollment</a>	3	0	
<a href="#">Asian Enrollment</a>	1	1	0.00%
<a href="#">Black or African American Enrollment</a>	5	3	-40.00%
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	1	0	

Item	Last Year	This Year	Change
<a href="#">White Enrollment</a>	231	249	7.79%
<a href="#">Two or more races Enrollment</a>	8	5	-37.50%
<a href="#">Average number of clock hours required prior to student teaching</a>	120	120	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	480	480	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	46.75	38	-18.72%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	261	258	-1.15%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	1038	1597	53.85%
<a href="#">Total completers for current academic year</a>	156	158	1.28%
<a href="#">Total completers for prior academic year</a>	170	156	-8.24%
<a href="#">Total completers for second prior academic year</a>	162	170	4.94%