



Teacher Preparation Programs in Kansas and Missouri

UERC URBAN EDUCATION
RESEARCH CENTER



RevED Revolución
EDUCATIVA

June 2021

Introduction

In the United States, students of color account for more than 45% of the P–12 population, but only 17.5% of teachers are people of color (American Association of Colleges for Teacher Education, 2013). Despite efforts to diversify the profession, teachers of color remain underrepresented. Researchers have noted that while gains in teacher diversity have been made in recent years, student diversity is growing at an even faster pace (National Council on Teacher Quality, 2021).

Several strategies have been proposed to expand the teacher pipeline including recruiting and retaining more students of color into teacher preparation programs. In 2013, the Council for Accreditation of Education Preparation established a standard requiring teacher preparation programs to demonstrate efforts to “recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations [reflecting] the diversity of America’s P–12 students” (Council for Accreditation of Educator Preparation, 2013, Components 3.1). Programs have complied with this standard and sought information about best practices, but the evidence is still emerging, and many programs are struggling to determine the best strategies to attract, admit, support and graduate teachers of color from underrepresented groups.

This report provides a snapshot of the teacher pipeline in Kansas and Missouri. The first section describes the teacher preparation program landscape, including enrollment and graduation trends and demographic characteristics of our teacher candidates. The second section highlights postsecondary institutions that are leading the way in graduating students of color into the teacher workforce.



A message from the President



In February 2021, the [Latinx Education Collaborative](#) released a report, *Landscape Analysis: Teachers of Color in Kansas City*, where we shared that only 1% of teachers in the Kansas City metropolitan area are Latinx. That translates to 1 Latinx teacher for every 200 Latinx students within our community. As we engaged in community forums to discuss the findings and elevate potential solutions to the representation gap, one question kept recurring: "What does the pipeline of teachers of color currently look like in our community?"

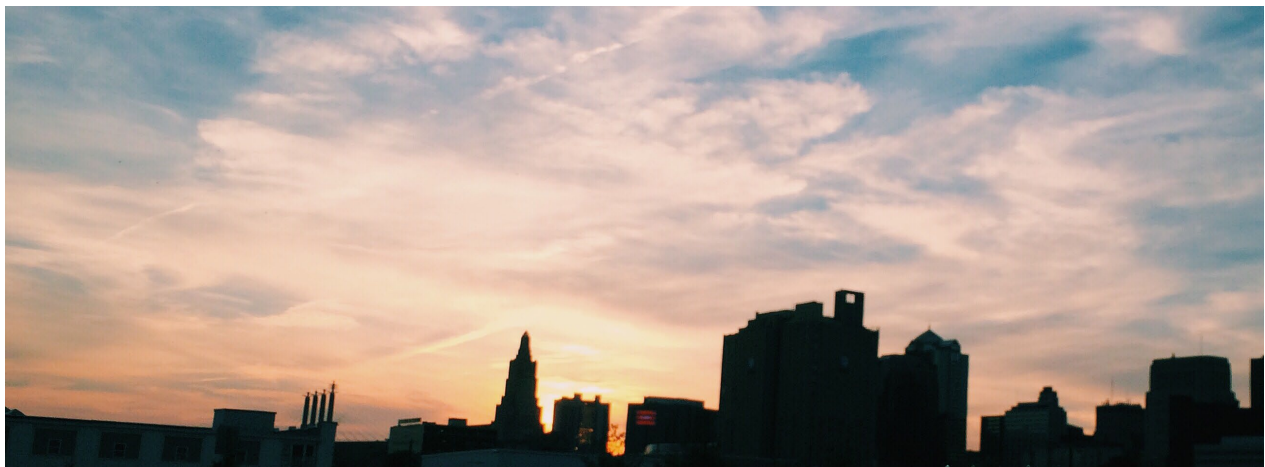
Our second report, *Teacher Preparation Programs in Kansas and Missouri*, is our attempt to answer that question thoughtfully and thoroughly. The research demonstrates that the current pipeline of aspiring educators of color is insufficient to increase educators of color anytime soon. This report offers recommendations for recruiting a more diverse cohort of candidates of color and retaining them through graduation. Our work continues. It is imperative that, collectively, we encourage students of color to pursue careers in education. Representation is critical to improving educational outcomes.

I want to thank Dr. Karin Chang and her team at the Urban Education Research Center for compiling and analyzing the available data. This report has left us with additional questions, including how we can support Latinx paraprofessionals in becoming certified teachers.

Thank you for your continued support as we build a world where every student has access to a thriving community of Latinx education professionals.

Respectfully,

Edgar J. Palacios, MBA
President & CEO, Latinx Education Collaborative



Background Information: Teacher Preparation Programs (TPP) in Kansas and Missouri

What types of teacher preparation programs are available in Kansas and Missouri?

Since the passage of Title II of the Higher Education Act in 2008, teacher preparation programs are required to report to states enrollment and graduation data for their students. The U.S. Department of Education collects the state data and releases it to the public on an annual basis. The purpose of Title II is to ensure states are adequately recruiting and preparing teachers to meet the workforce needs of schools (U.S. Department of Education, 2016).

In the Title II database, teacher preparation programs are organized by academic year (2018 = 2017-2018 AY) and by program type: 1) traditional four- or five-year degree programs, 2) alternative institutes of higher education (IHE)-based programs which includes certification programs for individuals who already have a bachelor's degree, and 3) alternative non-IHE based which includes certification programs not tied to an IHE. This report utilizes these categories to describe the growth of programs in Kansas and Missouri.

Table 1. Teacher Preparation Programs in Kansas and Missouri

State	Traditional Programs	Alternative Programs IHE	Alternative Programs Non-IHE
KS	24	6	0
MO	40	9	2

In Kansas, there are 24 traditional programs and 6 alternative programs tied to an IHE. Missouri has more teacher preparation programs than Kansas, with 40 traditional programs and 11 alternative programs, including 9 affiliated with an IHE and two not affiliated with an IHE. The two non-IHE based alternative programs are run by the American Board for Certification of Teacher Excellence (ABCTE), Department of Elementary and Secondary Education (DESE) Temporary Authorization, and the Kansas City Teacher Residency (2016-2017, became IHE-based at UMKC in 2017). The larger number of programs in Missouri is consistent with the state's larger overall population.



What are the overall enrollment trends by program type and level?

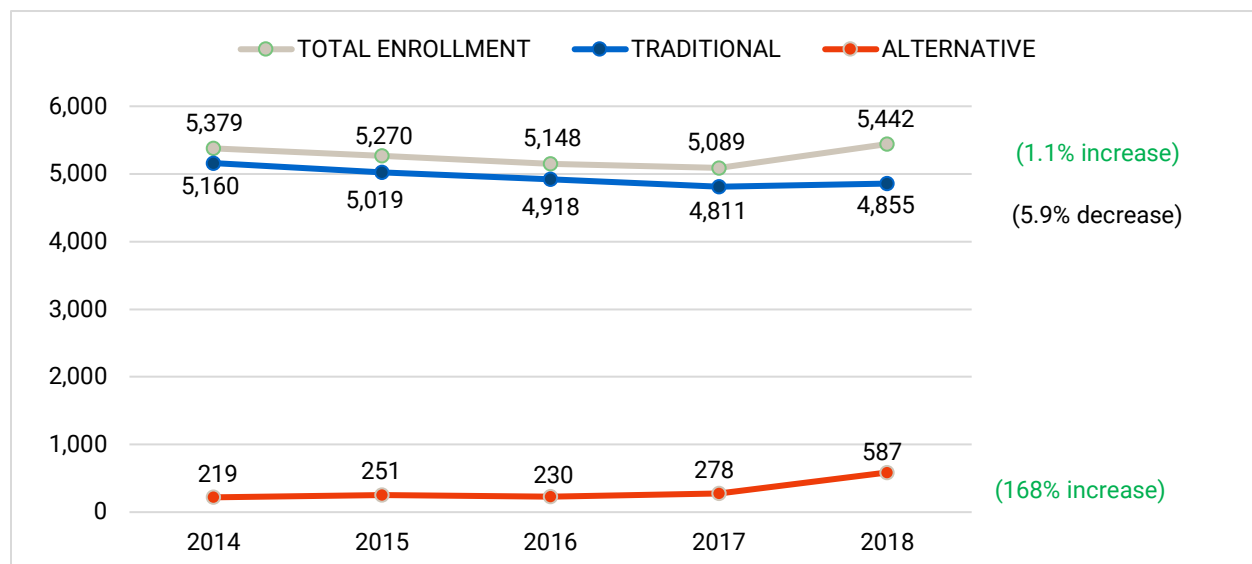
Table 2. Teacher Preparation Program Enrollment by Program Type, 2018

State	Traditional Programs	Alternative Programs IHE	Alternative Programs Non-IHE
KS	4,855	587	0
MO	6,906	642	666

Out of the 5,442 students enrolled in teacher preparation programs in Kansas in 2018, 89.2% enrolled in traditional programs and 10.8% enrolled in alternative programs. Of the 8,214 students enrolled in teacher preparation programs in Missouri in 2018, 84.1% enrolled in traditional and 15.9% enrolled in alternative programs. Approximately half (50.9%) of students enrolled in Missouri alternative programs participated in a non-IHE based program.

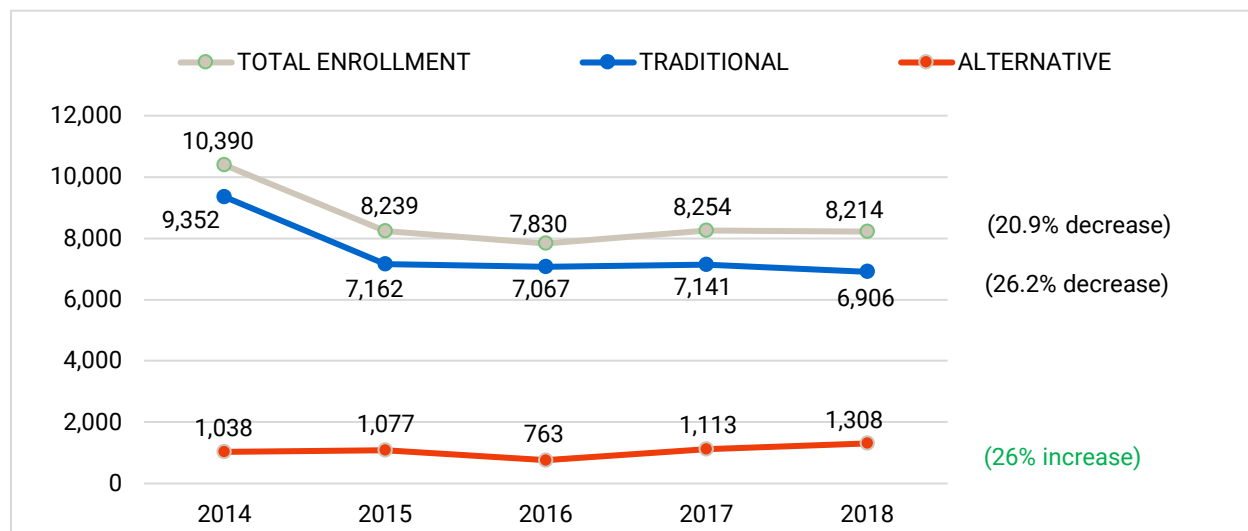
In Kansas, enrollment in TPPs increased by 1.1% between 2014 and 2018. Gains in enrollment were driven primarily by the alternative program sector. Enrollment in alternative preparation programs increased by 168% between 2014 and 2018, nearly doubling from 2017 to 2018. Traditional teacher preparation programs experienced an overall 5.9% decrease in enrollment over the five years.

Figure 1. Enrollment in Kansas Teacher Preparation Programs



Enrollment in Missouri teacher preparation programs reflected a different pattern than Kansas. Total enrollment in Missouri declined between 2014 and 2018, with an overall decrease of 20.9% over the five-year span. A similar trend was noted for enrollment in traditional teacher preparation programs, with a 26.2% decrease across the five years. Enrollment in alternative teacher preparation programs trended upward, with a 26% increase from 2014-2018.

Figure 2. Enrollment in Missouri Teacher Preparation Programs



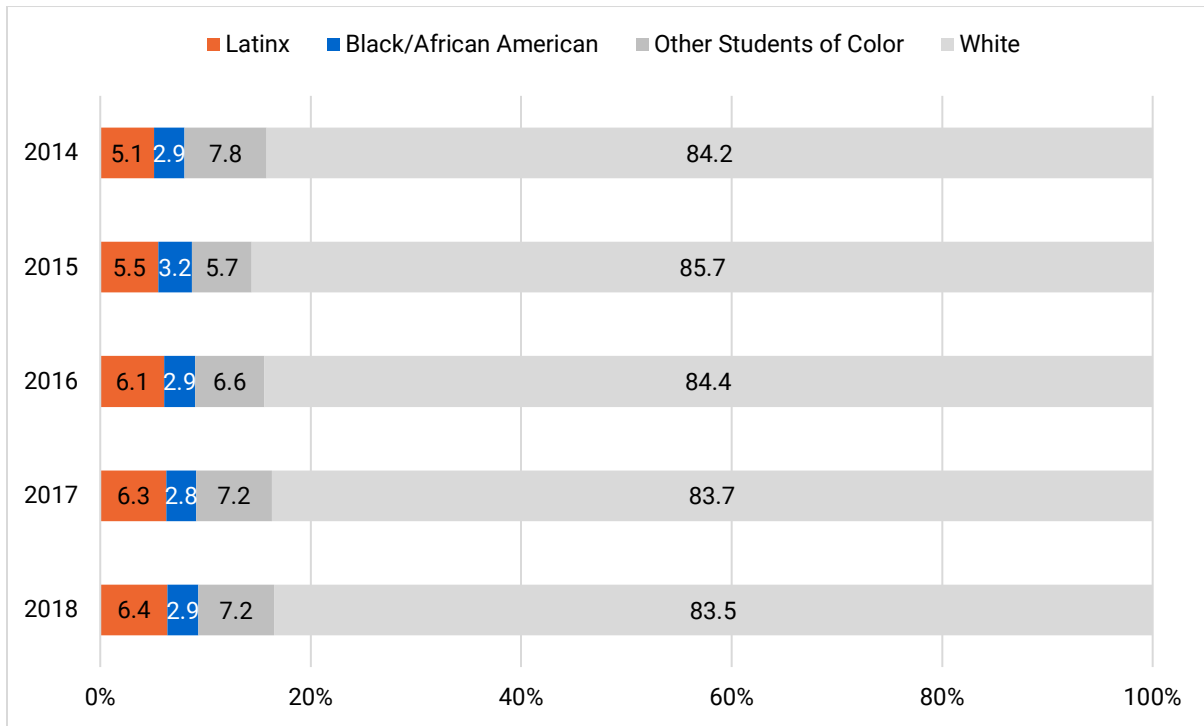
Are Missouri and Kansas Making Progress in Enrolling More Teachers of Color in TPPs?

Enrollment in Kansas Teacher Preparation Programs by Race and Ethnicity, 2014-2018

Analyses of enrollment in Kansas teacher preparation programs by race and ethnicity reveal few changes between 2014 and 2018, with white students making up over 80% of enrollment over the five-year period. Latinx student enrollment increased slightly between 2014 and 2018, with a gain of 1.3% during this period. Black/African American enrollment remained stagnant, with no overall gain between 2014 and 2018. Enrollment of other students of color (American Indian/Alaska Native, Asian, Native Hawaiian or other Pacific Islander, and multi-racial students) fluctuated slightly, with an overall decrease of 0.7%.



Figure 3. Enrollment in Kansas Teacher Preparation Programs by Race and Ethnicity, 2014-2018

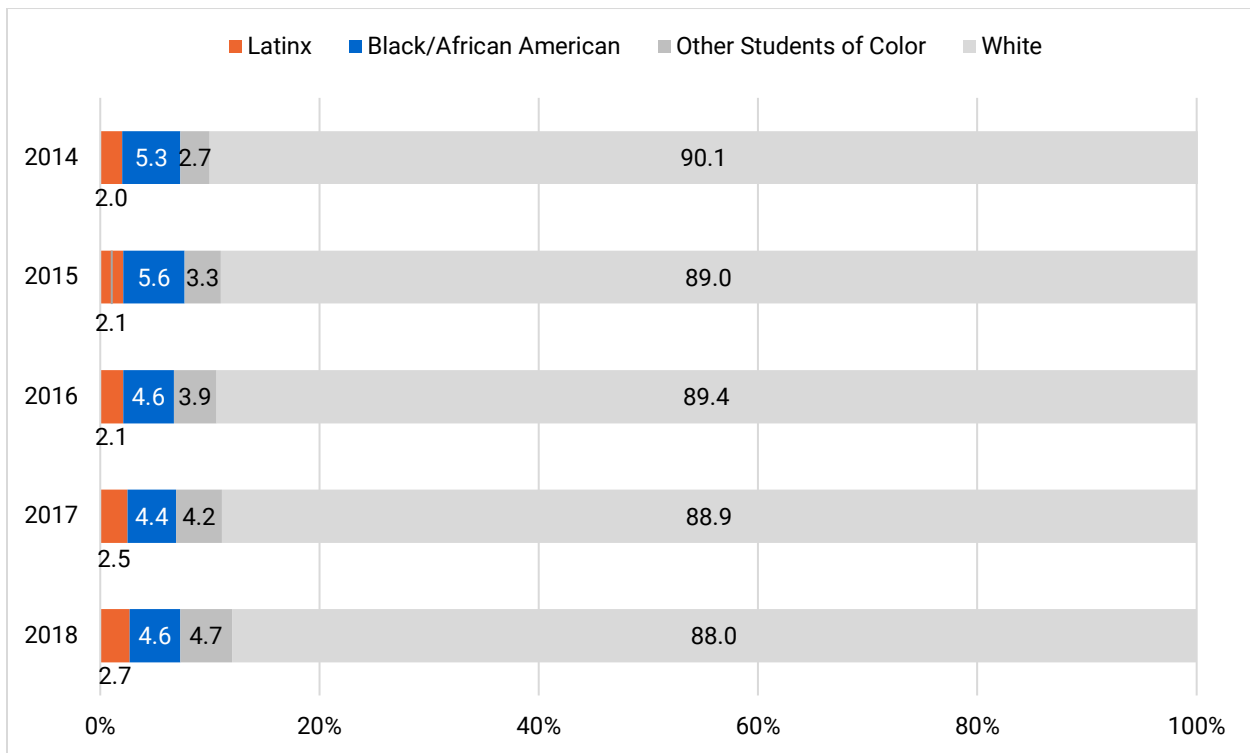


Enrollment in Missouri Teacher Preparation Programs by Race and Ethnicity, 2014-2018

In Missouri, enrollment by race and ethnicity also remained relatively unchanged over the five-year period. White students made up nearly 90% of enrollment between 2014 and 2018. Latinx enrollment increased slightly between 2014 and 2018, with a 0.7% gain during this period. Black/African American student enrollment decreased slightly by 0.7%. Enrollment of other students of color (American Indian/Alaska Native, Asian, Native Hawaiian or other Pacific Islander, and multi-racial students) had an overall increase of 2.0% between 2014 to 2018.



Figure 4. Enrollment in Missouri Teacher Preparation Programs by Race and Ethnicity, 2014-2018



How Does Teacher Preparation Enrollment Compare to Student and State Demographics?

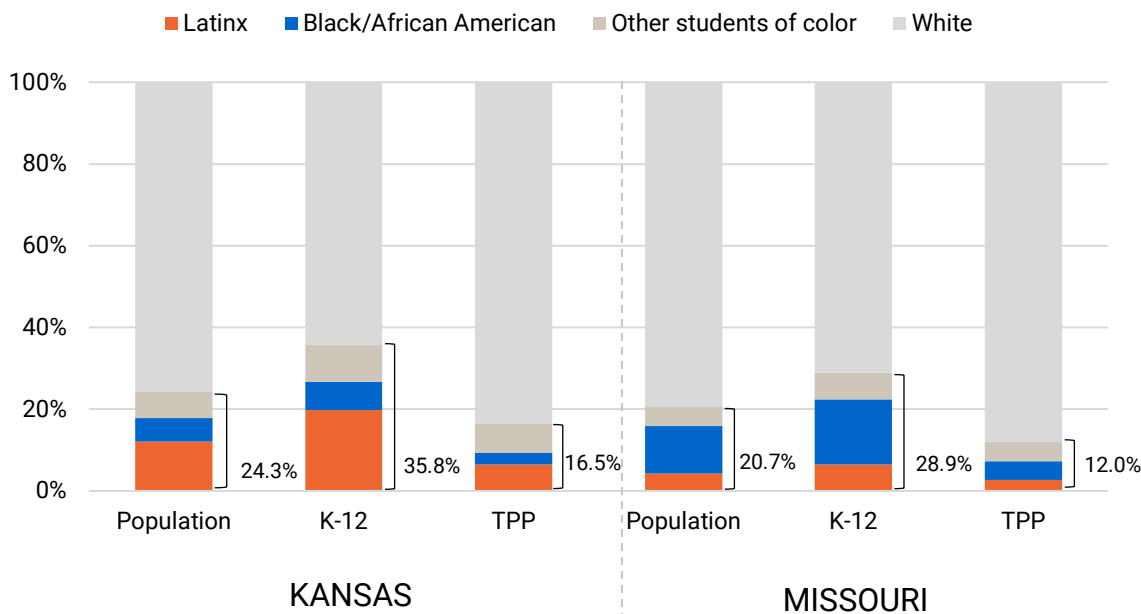
Enrollment in Teacher Preparation Programs Compared to State Population and K-12 Population, 2018

For the state of Kansas, the percentage of Latinx students enrolled in teacher preparation programs (6.4%) was lower than the general Latinx population (12.1%) and significantly lower than the K-12 population (19.8%). This trend was also present for the Black/African American teachers (2.9%), whose percentages fell short of the overall population (5.7%) and the K-12 population (6.9%).

In Missouri, the percentage of Latinx students enrolled in teacher preparation programs (2.7%) was lower than the general Latinx population (4.3%) and lower than the K-12 population (6.4%). This trend was also present for the Black/African American teachers (4.6%), where the general Black/African American population was over two times larger (11.6%), and the K-12 population was over three times larger (15.9%).



Figure 5. Enrollment in TPP Compared to K-12 and Overall Population by Race and Ethnicity



	Population	K-12	TPP
Latinx	12.1%	19.8%	6.4%
Black/African American	5.7%	6.9%	2.9%
Other	6.5%	9.1%	7.2%
White	75.7%	64.2%	83.5%

	Population	K-12	TPP
	4.3%	6.4%	2.7%
	11.6%	15.9%	4.6%
	4.8%	6.6%	4.7%
	79.3%	71.1%	88.0%

Source: United States Department of Education, Title II, 2018; United States Census

Are Missouri and Kansas Making Progress in Graduating More Teachers of Color in TPPs?

This section focuses on the number of students who completed teacher preparation programs in Kansas and Missouri. Unfortunately, Title II did not start tracking race/ethnicity for graduates until 2019 so an alternative dataset was used to assess teacher preparation program graduation trends. Data for this section comes from the Integrated Postsecondary Data System (IPEDS), a system of surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics. The IPEDS data tracks postsecondary student completion rates, disaggregated by gender, race/ethnicity, and degree and/or credential type. For this report, we focused on graduates of Teacher Education and Professional Development programs (CIP codes 13.1200-13.1299 and 13.1300-13.1399) and Special Education programs (CIP codes 13.1000-13.1099). Our analysis does not include General Education, Bilingual and Multilingual Education, Curriculum and Instruction, or Teaching English as a Second or Foreign Language programs. Many students in these programs earn certificates and/or master's degrees to supplement their



existing teacher’s license. Because we were not able to discern which graduates were already teachers, we did not include these categories in our study. Thus, our counts are likely a conservative estimate of the total number of graduates across the five years.

Table 3 shows the number of graduates in 2018 as well as the five-year growth or decline in graduates between 2014 and 2018 (in parentheses). In Kansas, the number of graduates grew across all subgroups. Latinx graduates grew by 37 students, Black/African American graduates grew by 18; and White graduates grew by 161. In Missouri, the number of graduates declined across almost all subgroups. Latinx graduates increased by only 3; Black/African American graduates declined by 83; and White graduates declined by 750 students.

Table 3. Teacher Preparation Program Completion by Race and Ethnicity, 2018

State	Latinx TPP Graduates (2018)	Black/African American TPP Graduates (2018)	Other Race TPP Graduates (2018)	White TPP Graduates (2018)	Total Graduates (2018)
KS	143 (+37)	66 (+18)	45 (+12)	2,125 (+161)	2,601 (+323)
MO	71 (+3)	105 (-83)	26 (-19)	2,798 (-750)	3,142 (-919)

Note: this data includes early childhood, kindergarten, elementary, middle, and high school teacher programs. Total graduates includes those with unknown race/ethnicity, and those who identify with two or more races.

Are There Differences in Race and Ethnicity of TPP Graduates by Certification Type?

In total, there were 2,909 students who completed elementary or secondary certification programs in Missouri or Kansas in 2018. Consistent with the enrollment data, the completion data revealed that most completers were White. In 2018, Kansas produced more graduates of color in elementary and secondary programs (177) than Missouri (140).

Broken down by race and ethnicity, Kansas matriculated more Latinx students than Missouri with a total of 84 from Kansas programs and 40 from Missouri programs. Missouri graduated more Black/African American students with 26 from Kansas and 50 from Missouri. Individuals who identified as other (Asian, Native American/Alaska Native, Native Hawaiian or other Pacific Islander) represented 28 of the completers in Kansas and 15 in Missouri.

Comparing elementary and secondary program graduates, a slightly higher percentage of students of color completed secondary programs than elementary programs (12.0% v. 10.6%).



Table 4. Elementary Teacher Preparation Program Graduates, 2018 (CIP code 13.1202)

	KS	MO
Latinx	67	29
Black/African American	21	34
Other	20	12
Multiracial	34	25
Unknown	32	17
White	898	1,096
Total	1,072	1,213

Table 5. Secondary Teacher Preparation Program Graduates, 2018 (CIP code 13.1205)

	KS	MO
Latinx	17	11
Black/African American	5	16
Other	8	3
Multiracial	5	10
Unknown	6	15
White	200	328
Total	241	383

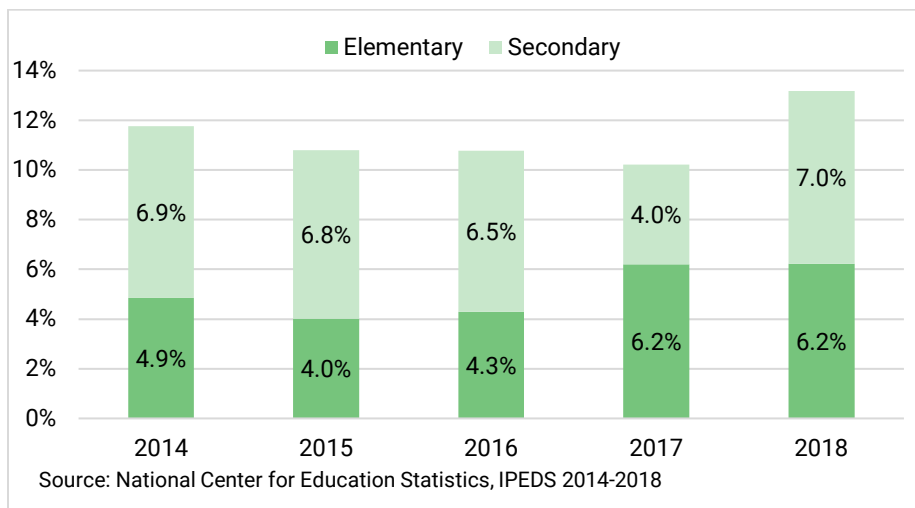


Graduates of Elementary vs Secondary Programs by Race and Ethnicity, 2014-2018

Latinx Teacher Preparation Program Graduates, 2014-2018

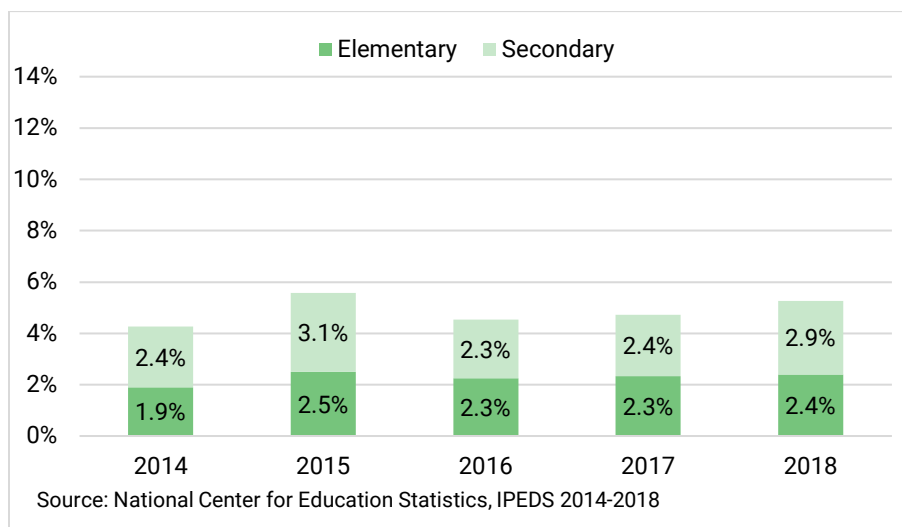
In Kansas, the percentage of Latinx graduates from elementary teacher preparation programs increased over the five-year span by 1.3% and the percentage of graduates from secondary teacher preparation programs decreased by 0.1% between 2014-2018.

Figure 6. Latinx Graduates in Kansas Teacher Preparation Programs



In Missouri, the percentage of Latinx graduates from elementary teacher preparation programs increased by 0.5% between 2014 and 2018, and the percentage of graduates from secondary programs increased by 0.5% over the five years.

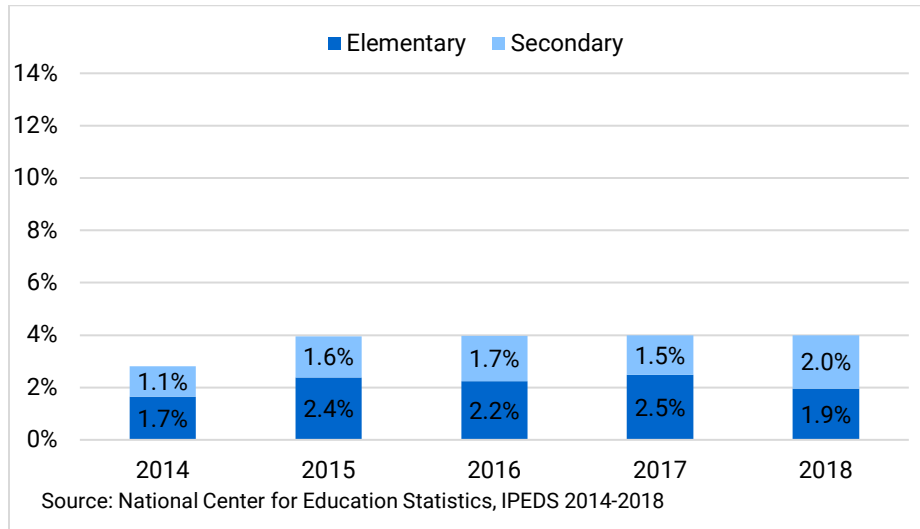
Figure 7. Latinx Graduates in Missouri Teacher Preparation Programs



Black/African American Teacher Preparation Program Graduates, 2014-2018

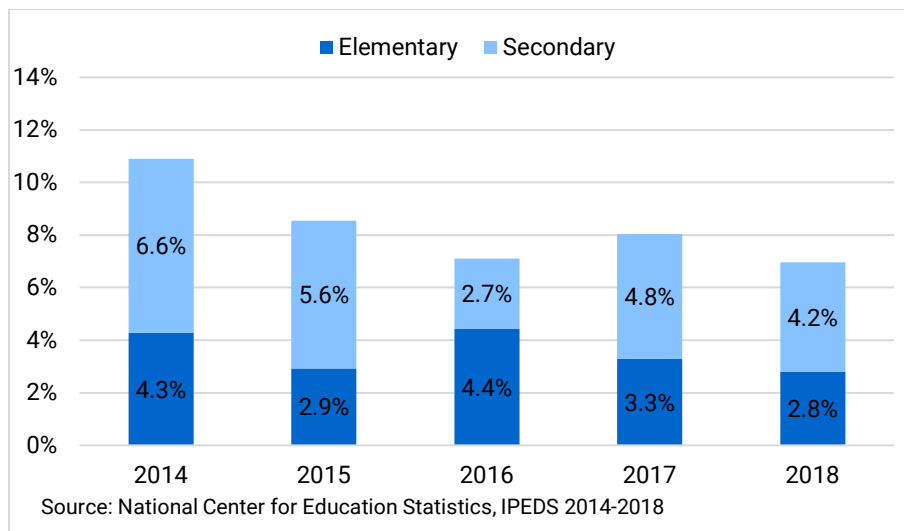
In Kansas, the percentage of Black/African American graduates from elementary teacher preparation programs increased by 0.2% over the five-year span. The percentage of graduates from secondary programs increased by 0.9% from 2014 to 2018.

Figure 8. Black/African American Graduates in Kansas Teacher Preparation Programs



In Missouri, Black/African American graduates of elementary programs decreased by 1.5% between 2014 to 2018. The percentage of secondary program graduates decreased as well, by 2.4% over the five-year span.

Figure 9. Black/African American Graduates in Missouri Teacher Preparation Programs



What Teacher Preparation Programs Are Leading the Way in Graduating Students of Color?

To identify teacher preparation programs leading the way in graduating students of color, we examined the programs with the largest numbers of graduates of color. Data for this section comes from the 2020 Title II report – the first year the U.S. Department of Education started tracking race and ethnicity of teacher preparation program completers. By definition, completers in the Title II database are students who have completed all of the teacher preparation program requirements.

We recognize focusing on numbers advantages larger programs and may overlook small programs with innovative practices for recruiting and retaining students of color. A full list of the teacher education programs is provided in the appendix to learn more about other programs across the two states.

In Kansas, the postsecondary institutions with the highest numbers of Latinx completers in 2019 were Kansas State University, Newman University, Fort Hays State University, University of Kansas and Wichita State University.

Table 6. Programs in Kansas with the Largest Number of Latinx TPP Graduates

Kansas Top 5 (of 30 programs)	Program Type	# of Latinx TPP Graduates
Kansas State University	Traditional	25
Newman University	Traditional	14
Fort Hays State University	Traditional	13
University of Kansas	Traditional	11
Wichita State University	Traditional	11

Missouri programs with the highest numbers of Latinx completers were Missouri State University, University of Missouri-Columbia, American Board for Certification of Teacher Excellence (ABCTE), Missouri Southern State University, and Northwest Missouri State University.

Table 7. Programs in Missouri With the Largest Number of Latinx TPP Graduates

Missouri Top 5 (of 56 programs)	Program Type	# of Latinx TPP Graduates
Missouri State University	Traditional	16
University of Missouri-Columbia	Traditional	8
American Board for Certification of Teacher Excellence	Alternative	7
Missouri Southern State University	Traditional	5
Northwest Missouri State University	Traditional	5



The programs in Kansas with the highest number of Black/African completers were Kansas State University, Wichita State University, Newman University, and Pittsburg State University.

Table 8. Programs in Kansas with the Largest Number of Black/African American TPP Graduates

Kansas Top 5 (of 30 programs)	Program Type	# of Black/African American TPP Graduates
Kansas State University	Traditional	9
Wichita State University	Alternative	7
Wichita State University	Traditional	6
Newman University	Traditional	3
Pittsburg State University	Traditional	3

In Missouri, the programs with the highest numbers of Black/African American completers were American Board for Certification of Teacher Excellence (ABCTE), University of Missouri-St. Louis, University of Central Missouri, Kansas City Teacher Residency, and Lindenwood University.

Table 9. Programs in Missouri with the Largest Number of Black/African American TPP Graduates

Missouri Top 5 (of 56 programs)	Program Type	# of Black/African American TPP Graduates
American Board for Certification of Teacher Excellence	Alternative	20
University of Missouri - St. Louis	Alternative	17
University of Central Missouri	Traditional	15
Kansas City Teacher Residency	Alternative	14
Lindenwood University	Traditional	13



Summary

The purpose of this study was to better understand the enrollment and completion rates of students of color in teacher preparation programs in Kansas and Missouri. Using 2014-2018 Title II data, we examined each state's progress toward recruiting and graduating students from their traditional and alternative certification programs.

Across Kansas and Missouri, there are 81 teacher preparation programs with a total enrollment of 13,656 students. The vast majority of students in Kansas are White (84%) and attend traditional teacher preparation programs (89%). In Missouri, the majority of students are also White (90%) and attend traditional teacher preparation programs (84%). The two states diverge in their enrollment trends. Kansas saw a modest uptick in enrollment between 2014 and 2018, spurred by a jump in alternative program enrollment (+168%), Missouri, on the other hand, experienced a decrease in their overall enrollment due to a decline in traditional program enrollment (-20%). This study does not delve into changes in policy or practice but the differences in the two states calls for further investigation.

Findings from this study echo findings from the national research on the enrollment and completion trends for students of color. Neither Kansas nor Missouri is making much headway in recruiting more Latinx or Black/African American students. In Kansas, Latinx student enrollment increased by 1.3% and Black/African American enrollment remained flat between 2014 and 2018. In Missouri, Latinx enrollment increased by 0.7% and Black/African American enrollment decreased by 0.7%. The completion data show similar underwhelming patterns of change.

Finally, the state and K-12 demographic data highlight the need for more active measures to recruit and retain students of color. In 2018, people of color made up over 20% of the population in Kansas and Missouri; K-12 students of color made up over 28% of the school-aged population. **Across the 81 teacher preparation programs, students of color made up only 12% of the population.** Without intentional coordinated strategies and downstream efforts to expand the teacher pipeline, the mismatch between student and teacher populations will continue to grow.

Recommendations

Although the benefits of a diverse teaching workforce have been researched and articulated (Egalite, Kisida, & Winters, 2015; Gershenson, Hart, Lindsay, & Papageorge, 2017; Goldhaber, Theobald, & Tien, 2015; Wright, 2015), the challenges to expanding the pipeline are complex. Fewer students of color enter college, a prerequisite for entering teacher preparation programs (Schott Foundation, 2015; US Department of Education, 2013). Fewer students of color have role models who encourage them to pursue teaching (Gordon, 2005). Moreover, students have many career options to choose from, and teaching is not necessarily at the top of the list for first-generation and/or students of color. According to an ACT survey, "in general, there is a lack of diversity among students interested in education. Just over 70% of ACT-tested 2015 graduates who are interested in becoming educators are white. In comparison, 59% of all ACT-tested graduates are white" (ACT, 2015, p. 3). A student's own schooling experience may also influence his/her interest in teaching. A recent survey asked high school students from underrepresented groups about their interest in teaching and found that some of the biggest influences on their



interest were whether or not they were exposed to excellent teachers and concerns about student behavior (Easley, Moorehead, Gordon, Wickramasinghe, & Rojas, 2017). In the same study, high school students noted financial aid and income were also factors in their interest in teaching. Given the complexity of teachers of color pipeline issue, we recommend several strategies to help recruit and retain more students of color to the profession. Our recommendations focus on 1) offering students chances to learn more about teaching opportunities prior to college in hopes of stimulating students' interest in pursuing a teaching career and 2) strengthening retention efforts for students of color in existing programs.

For recruiting a more diverse cohort of teachers

- Establish partnerships with diverse districts interested in operating “grow your own” programs to encourage student of color to enter the teaching profession. This can give candidates a head start by offering opportunities like career-technical education and free college-in-high-school coursework.
- Create opportunities for middle and high school students to shadow highly effective teachers of color in their community.
- Provide mentoring opportunities for teachers of color to connect with middle and high school students.
- Offer grants, scholarships, or other financial support aimed at encouraging enrollment in teacher preparation programs. Ensure that students have adequate knowledge of what financial support is available to them.

For retaining candidates of color through graduation

- Establish mentorship programs to support teacher candidates after they have enrolled in a teacher prep program.
- Support affinity groups or clubs for teacher candidates of color and others interested in pursuing a career in education.
- Build a diverse and welcoming program that proactively supports students. Hire and train staff to support students' transition to and through graduation, providing broad academic, financial and socio-emotional supports.
- Invest in a racially diverse faculty within the school or department of education.
- As early as possible, secure clinical placements in classrooms led by teachers of color. Look for placements with teachers who have been in their position for at least three years, have experience mentoring other adults, and are highly effective teachers in their classrooms.

Expanding the number of teachers of color enrolled in teacher preparation programs is an important first step to increasing the diversity of the teacher workforce. The UERC looks forward to conducting additional research on teacher preparation in Kansas and Missouri as well as promising practices to expand opportunities for students of color.



References

American Association of Colleges of Teacher Education . (2013, June 18). NCTQ review of nation's education schools deceives, misinforms public. Washington, DC: Author. Retrieved from <http://aacte.org/news-room/press-releases/nctq-review-of-nations-education-schools-deceives-misinforms-public.html>

Drake, G., Ellis, C., Moorer, A., & Walsh, K. (2021). Teacher Prep Review: Program Diversity and Admissions (2021). Washington, D.C.: National Council on Teacher Quality. Retrieved from www.nctq.org/publications/Teacher-Prep-Review:-Program-Diversity-and-Admissions-2021

Egalite, Kisida, & Winters, 2015; Gershenson, Hart, Lindsay, & Papageorge, 2017; Goldhaber, Theobald, & Tien, 2015; Wright, 2015

Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papageorge, N. W. (2017). *The long-run impacts of same-race teachers*. Retrieved from <http://ftp.iza.org/dp10630.pdf>

Goldhaber, D., Krieg, J. M., & Theobald, R. (2016). *Does the match matter? Exploring whether student teaching experiences affect teacher effectiveness and attrition* (Working Paper No. 149). Retrieved from <https://www.air.org/resource/does-match-matter-exploring-whether-student-teaching-experiences-affect-teacher>

Gordon, J. A. (2005). In search of educators of color: If we make school a more positive experience for students of color, they'll be more likely to continue with their education, and perhaps select teaching as a profession. *Leadership*, 35, 30-36.

Schott Foundation for Public Education. (2015). Black lives matter: The Schott 50 state report on public education and black males.

US Department of Education. (2013). NAEP 2012 trends in academic progress: The nation's report card.

U.S. Department of Education Non-Regulatory Guidance Title II, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015 September 27, 2016



Appendix

Table 10. 2018-2019 Enrollment by Race/Ethnicity for Missouri and Kansas

STATE	IHE	TYPE	ENROLLMENT						
			Total	Latinx	Black/AA	Other	White	Multi	Unknown
MO	American Board for Certification of Teacher Excellence	Alternative	607	8	40	7	513	15	24
MO	Avila University	Traditional	71	2	3	2	61	3	0
MO	Avila University	Alternative	6	0	0	0	6	0	0
KS	Baker University	Traditional	82	2	5	0	68	6	1
MO	Baptist Bible College	Traditional	57	2	3	1	50	1	0
KS	Barclay College	Traditional	7	1	0	0	6	0	0
KS	Benedictine College	Traditional	125	3	0	0	121	1	0
KS	Bethany College	Traditional	52	6	0	1	43	2	0
KS	Bethel College	Traditional	30	0	1	0	29	0	0
MO	Calvary University	Traditional	29	2	1	2	24	0	0
KS	Central Christian College	Traditional	6	1	0	0	5	0	0
MO	Central Methodist University	Traditional	672	2	12	6	632	13	7
MO	College Of The Ozarks	Traditional	128	1	1	2	121	1	2
MO	Columbia College	Traditional	172	3	8	3	142	11	5
MO	Columbia College	Alternative	0	0	0	0	0	0	0
MO	Cottey College	Traditional	5	0	1	0	4	0	0
MO	Culver-Stockton College	Traditional	75	2	3	0	67	3	0
MO	DESE Temporary Authorization	Alternative	202	4	20	3	171	1	3
MO	Drury University	Traditional	126	0	2	1	123	0	0
MO	Drury University	Alternative	52	3	2	0	46	1	0
KS	Emporia State University	Traditional	999	58	19	8	783	81	46
KS	Emporia State University	Alternative	9	1	0	0	8	0	0
MO	Evangel University	Traditional	279	13	2	6	243	9	6
MO	Fontbonne University	Traditional	244	8	31	2	190	7	6
KS	Fort Hays State University	Traditional	415	21	1	8	381	3	1
KS	Fort Hays State University	Alternative	272	21	9	5	227	7	3
KS	Friends University	Traditional	46	2	1	1	40	2	0
KS	Friends University	Alternative	20	0	2	0	18	0	0
MO	Hannibal-LaGrange University	Traditional	105	1	0	0	103	1	0
MO	Hannibal-LaGrange University	Alternative	24	0	1	0	22	1	0
MO	Harris Stowe State University	Traditional	45	1	28	2	9	2	3
KS	Haskell Indian Nations University	Traditional	13	0	0	13	0	0	0
MO	Kansas City Teacher Residency	Alternative	51	2	15	0	28	5	1
KS	Kansas State University Manhattan	Traditional	1171	69	27	20	1001	37	17
KS	Kansas Wesleyan University	Traditional	43	3	0	0	19	1	20
MO	Lincoln University	Traditional	48	0	18	1	24	5	0
MO	Lindenwood University	Traditional	334	4	37	4	266	2	21
MO	Maryville University	Traditional	81	0	0	1	77	0	3
KS	McPherson College	Traditional	56	10	4	2	39	1	0
KS	Mid-America Nazarene University	Traditional	123	3	11	4	83	2	20



MO	Missouri Baptist State University	Traditional	301	2	16	4	272	7	0
MO	Missouri Southern State University	Traditional	263	21	3	16	208	7	8
MO	Missouri State University	Traditional	1232	33	14	15	1125	35	10
MO	Missouri State University	Alternative	126	9	0	1	110	3	2
MO	Missouri University of Science and Technology	Traditional	48	0	0	2	44	2	0
MO	Missouri Valley College	Traditional	13	1	1	0	11	0	0
MO	Missouri Western State University	Traditional	139	2	8	3	126	0	0
MO	Missouri Western State University	Alternative	0	0	0	0	0	0	0
KS	Newman University	Traditional	149	29	6	3	108	0	3
MO	Northwest Missouri State University	Traditional	513	12	6	1	472	13	9
MO	Northwest Missouri State University	Alternative	34	1	0	0	23	0	10
KS	Ottawa University	Traditional	100	7	4	5	78	1	5
MO	Park University	Traditional	59	9	4	0	42	3	1
KS	Pittsburg State University	Traditional	605	30	17	16	544	58	0
KS	Pittsburg State University	Alternative	95	9	4	4	79	8	0
MO	Rockhurst University	Traditional	115	3	9	2	75	2	24
MO	Southeast Missouri State University	Traditional	591	9	15	2	557	7	1
MO	Southeast Missouri State University	Alternative	13	0	0	0	13	0	0
MO	Southwest Baptist University	Traditional	140	1	1	0	138	0	0
KS	Southwestern College	Traditional	32	1	3	0	21	1	6
KS	Southwestern College	Alternative	6	0	0	0	4	0	2
MO	St. Louis Teacher Residency Program	Alternative	18	0	11	0	6	1	0
MO	St. Louis University	Traditional	100	2	2	3	85	7	1
MO	St. Louis University	Alternative	15	0	0	0	15	0	0
MO	Stephens College	Traditional	12	1	1	0	8	1	1
KS	Sterling College	Traditional	93	8	5	0	73	5	2
KS	Tabor College	Traditional	84	0	2	0	74	4	4
MO	Truman State University	Traditional	186	0	1	0	185	0	0
MO	University of Central Missouri	Traditional	488	5	22	5	450	6	0
MO	University of Central Missouri	Alternative	150	5	6	2	135	1	1
KS	University of Kansas	Traditional	602	42	10	15	486	29	20
MO	University of Missouri-Columbia	Traditional	278	12	13	5	239	9	0
MO	University of Missouri-Kansas City	Traditional	182	12	9	11	146	3	1
MO	University of Missouri-St. Louis	Traditional	481	20	48	7	373	14	19
MO	University of Missouri-St. Louis	Alternative	265	8	44	9	191	6	7
MO	University of Phoenix-Kansas City	Traditional	1	0	0	0	1	0	0
KS	University of St. Mary	Traditional	113	14	5	5	82	0	7
KS	Washburn University	Traditional	214	20	2	3	162	6	21
MO	Washington University	Traditional	43	2	5	4	31	1	0
MO	Webster University	Traditional	162	3	17	1	127	5	12
MO	Western Governors University	Traditional	763	13	41	9	663	23	14
MO	Westminster College	Traditional	9	1	0	0	8	0	0
KS	Wichita State University	Traditional	140	15	6	4	99	6	10



KS	Wichita State University	Alternative	308	25	15	5	248	10	5
MO	William Jewell College	Traditional	25	1	0	1	22	1	0
MO	William Woods University	Traditional	69	0	4	0	64	1	0

Table 11. 2018-2019 Completion by Race/Ethnicity for Missouri and Kansas

STATE	IHE	TYPE	COMPLETION						
			Total	Latinx	Black/AA	Other	White	Multi	Unknown
MO	American Board for Certification of Teacher Excellence	Alternative	391	7	20	5	352	1	6
MO	Avila University	Traditional	20	0	0	0	20	0	0
MO	Avila University	Alternative	0	0	0	0	0	0	0
KS	Baker University	Traditional	21	2	2	0	17	0	0
MO	Baptist Bible College	Traditional	11	1	0	1	9	0	0
KS	Barclay College	Traditional	2	0	0	0	2	0	0
KS	Benedictine College	Traditional	57	2	0	0	54	1	0
KS	Bethany College	Traditional	11	3	0	0	7	1	0
KS	Bethel College	Traditional	8	0	0	0	8	0	0
MO	Calvary University	Traditional	4	0	0	1	3	0	0
KS	Central Christian College	Traditional	3	1	0	0	2	0	0
MO	Central Methodist University	Traditional	175	0	1	0	170	2	2
MO	College Of The Ozarks	Traditional	32	0	0	0	32	0	0
MO	Columbia College	Traditional	39	1	1	1	32	3	1
MO	Columbia College	Alternative	0	0	0	0	0	0	0
MO	Cottey College	Traditional	0	0	0	0	0	0	0
MO	Culver-Stockton College	Traditional	19	1	1	0	16	1	0
MO	DESE Temporary Authorization	Alternative	89	1	3	1	82	0	2
MO	Drury University	Traditional	60	0	1	0	59	0	0
MO	Drury University	Alternative	11	0	0	0	11	0	0
KS	Emporia State University	Traditional	205	9	0	1	180	9	6
KS	Emporia State University	Alternative	8	1	0	0	7	0	0
MO	Evangel University	Traditional	42	0	0	3	38	1	0
MO	Fontbonne University	Traditional	66	0	3	1	58	3	1
KS	Fort Hays State University	Traditional	195	13	1	4	174	2	1
KS	Fort Hays State University	Alternative	124	8	1	4	108	3	0
KS	Friends University	Traditional	14	1	1	0	11	1	0
KS	Friends University	Alternative	20	0	2	0	18	0	0
MO	Hannibal-LaGrange University	Traditional	33	0	0	0	32	1	0
MO	Hannibal-LaGrange University	Alternative	5	0	1	0	3	1	0
MO	Harris Stowe State University	Traditional	5	0	0	1	4	0	0
KS	Haskell Indian Nations University	Traditional	5	0	0	5	0	0	0
MO	Kansas City Teacher Residency	Alternative	48	2	14	0	27	4	1
KS	Kansas State University Manhattan	Traditional	449	25	9	6	384	16	9
KS	Kansas Wesleyan University	Traditional	17	2	0	0	12	1	2
MO	Lincoln University	Traditional	30	0	6	1	23	0	0
MO	Lindenwood University	Traditional	141	2	13	2	118	0	6
MO	Maryville University	Traditional	21	0	0	1	17	0	3
KS	McPherson College	Traditional	13	1	2	0	9	1	0



KS	Mid-America Nazarene University	Traditional	27	1	1	2	16	1	6
MO	Missouri Baptist State University	Traditional	101	1	3	1	91	5	0
MO	Missouri Southern State University	Traditional	98	5	1	5	83	3	1
MO	Missouri State University	Traditional	354	16	4	4	307	17	6
MO	Missouri State University	Alternative	21	3	0	0	16	1	1
MO	Missouri University of Science and Technology	Traditional	13	0	0	0	13	0	0
MO	Missouri Valley College	Traditional	9	1	1	0	7	0	0
MO	Missouri Western State University	Traditional	69	1	7	0	61	0	0
MO	Missouri Western State University	Alternative	0	0	0	0	0	0	0
KS	Newman University	Traditional	65	14	3	2	44	0	2
MO	Northwest Missouri State University	Traditional	205	5	4	1	189	5	1
MO	Northwest Missouri State University	Alternative	13	0	0	0	11	0	2
KS	Ottawa University	Traditional	17	1	1	0	13	0	2
MO	Park University	Traditional	15	1	1	0	10	2	1
KS	Pittsburg State University	Traditional	148	7	3	4	125	12	0
KS	Pittsburg State University	Alternative	28	4	1	2	21	3	0
MO	Rockhurst University	Traditional	35	1	0	0	25	1	8
MO	Southeast Missouri State University	Traditional	140	2	0	0	138	0	0
MO	Southeast Missouri State University	Alternative	3	0	0	0	3	0	0
MO	Southwest Baptist University	Traditional	80	0	0	0	80	0	0
KS	Southwestern College	Traditional	13	1	2	0	5	1	4
KS	Southwestern College	Alternative	2	0	0	0	2	0	0
MO	St. Louis Teacher Residency Program	Alternative	8	0	2	0	6	0	0
MO	St. Louis University	Traditional	17	0	0	1	15	0	1
MO	St. Louis University	Alternative	4	0	0	0	4	0	0
MO	Stephens College	Traditional	4	0	1	0	2	1	0
KS	Sterling College	Traditional	13	4	1	0	8	0	0
KS	Tabor College	Traditional	21	0	0	0	20	0	1
MO	Truman State University	Traditional	89	0	0	0	89	0	0
MO	University of Central Missouri	Traditional	259	0	15	5	239	0	0
MO	University of Central Missouri	Alternative	36	0	2	0	34	0	0
KS	University of Kansas	Traditional	161	11	2	3	132	7	6
MO	University of Missouri-Columbia	Traditional	267	8	11	4	235	9	0
MO	University of Missouri-Kansas City	Traditional	51	2	3	3	41	2	0
MO	University of Missouri-St. Louis	Traditional	121	2	7	1	109	0	2
MO	University of Missouri-St. Louis	Alternative	124	3	17	5	93	1	5
MO	University of Phoenix-Kansas City	Traditional	1	0	0	0	1	0	0
KS	University of St. Mary	Traditional	28	6	1	0	21	0	0
KS	Washburn University	Traditional	55	4	2	0	32	1	16
MO	Washington University	Traditional	18	1	2	2	13	0	0
MO	Webster University	Traditional	47	1	5	0	37	1	4
MO	Western Governors University	Traditional	73	0	1	0	69	2	1
MO	Westminster College	Traditional	9	1	0	0	8	0	0
KS	Wichita State University	Traditional	126	11	6	4	89	6	10



KS	Wichita State University	Alternative	77	5	7	3	55	2	5
MO	William Jewell College	Traditional	10	0	0	0	10	0	0
MO	William Woods University	Traditional	19	0	0	0	19	0	0

