**Standard 3: Candidate Quality, Recruitment, and Selectivity**
The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

**Introduction**
In 2012, department chairs across the College worked collaboratively to establish common admissions standards for its initial and advanced programs in order to improve candidate quality and selectivity. The specifics of the admissions standards and transition points are detailed in the Electronic Exhibits for Standard 3.

**The Developmental Assessment Matrix (DAM) & Dispositions**
When NCATE introduced “dispositions” as an area in which candidates needed to demonstrate competency, long-time educators recognized that the introduction was long overdue. A teacher’s disposition is frequently the indicator of his or her success in working with students, parents, and colleagues. There was also a silent groan, as it is the hardest quality of effective teaching to define and quantify.

Educator preparation programs have made significant progress in incorporating the assessment of candidate dispositions in the past dozen years and both the assessment instruments and processes are measurably better. Local and national attitudes about assessment of dispositions among teacher preparation faculty continue to evolve, and some programs have invested substantial time and effort into grappling with the issues this topic is capable of proliferating.

The Department of Counseling and Human Service’s School Counseling program makes the most comprehensive and systematic use of dispositional data. The department developed the Developmental Assessment Matrix (DAM) which is introduced early in the program and candidate assent is required for program participation. The matrix is designed to assess “appropriate and healthy involvement and expressions of affect, flexibility, awareness of impact on others.” Faculty use the matrix to longitudinally track individual candidate progress through the program, and includes a strong faculty advisor component. Each semester has clearly appropriate levels of disposition articulated and — as explained in the DCHS Handbook—candidates may not progress to the next level of coursework or fieldwork unless their cumulative score is consistent with the target semester’s indicators. Requirements include “Faculty score students each semester and meet individually with students about their progress.” The faculty advisor shares the score and specific feedback including any candidate concerns presented at faculty meetings scheduled around transition points. When student concerns arise as a result of DAM assessments, a range of faculty responses are used to provide support and guidance to students. Examples include instituting bimonthly advisor meetings, meeting with the entire faculty, development of a remediation/success plan, transitioning a student to a three year program to provide additional time for personal and professional development,
asking a student to participating in counseling support services, requiring a student to sit out for a semester. In the most severe circumstances, students have been asked to leave their graduate program (i.e. gatekeeping). In the past academic year (2013-2014), three students have met with the entire faculty, two students have been asked to move to a three year program, two students are required to meet with their faculty advisor on a bimonthly basis and one student has been removed from the program (n = 52). While the counseling dispositions assessed in the DAM may not be completely appropriate for classroom educators, there are many elements that could be assessed and included in both the initial and advanced teacher preparation programs, such as “openness to learning and experience,” “flexibility,” “acting in a professional manner,” or “receiving feedback in an appropriate manner”

Dispositions are assessed in every program, and UCCS faculty have engaged in numerous discussions at the departmental and college levels about what our expectations are for candidates’ professional dispositions. Dispositions are also written into the College’s Candidate Learning Outcomes (CL0s). UCCSTeach uses a “Fitness to Teach” model, adapted from UTeach that includes specific dispositional benchmarks, including Personal and Professional Requirements, Cultural and Social Attitudes and Behavior, and Emotional Dispositions.

ALP, TELP, and SELP use a traditional evaluation form for dispositions with five attributes: Responsibility, Collaboration, Diversity, Professional Behavior, and Personal Well-Being. The form is administered several times throughout the programs by COE faculty, clinical teachers, and university and site supervisors, and candidates also use it for self-assessment. The Assessment and Accreditation Committee has had several discussions revolving around the differences between attitudinal versus professional behaviors, and consequently, programs are looking at other assessment models that capture the attitudinal focus of dispositions, recognizing that candidates who experience problems at the internship level often do so because of their relationships with others as well as their work habits. The Department of Special Education is actively engaged in discussion with the Department of Counseling and Human Services on adapting DAM for Special Education programs. All initial teacher preparation programs have a sound process for documenting candidate concerns.

The various programmatic approaches to assessing dispositions have led to engaging and insightful discussions in the College. It is anticipated that these conversations will continue to evolve as programs strive to find the best fit for dispositional assessment. While some programs are investigating the use of DAM, they may discover there are better instruments available. However, there is deep value in identifying and exploring the construct and its measurement.

**Recruitment**

The UCCS COE has several recruitment strategies in place to continue its efforts to diversify its candidate base. It is important to note that the university is also seeking to diversify its student body and those initiatives have positively impacted the College’s efforts.
The university offers several scholarships that target specific student groups, including first-generation college, minorities, women, and low SES students. UCCS, which serves the southern half of the state, has partnerships with Pikes Peak, Pueblo, Trinidad State, Lamar, and Otero—junior/community colleges that enroll the state’s poorest and most disadvantaged populations. The campus strives to be the four-year institution of first choice for transfer students in the southern region.

**TABLE 3.1 – Demographics for Southern Colorado Two-year Colleges**

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Lamar</th>
<th>Otero Junior College</th>
<th>Pikes Peak</th>
<th>Pueblo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>916</td>
<td>1,456</td>
<td>15,175</td>
<td>7,432</td>
</tr>
<tr>
<td>Demographics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-resident alien</td>
<td>4%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6%</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2%</td>
<td>2%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>59%</td>
<td>57%</td>
<td>61%</td>
<td>52%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22%</td>
<td>28%</td>
<td>13%</td>
<td>28%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>4%</td>
<td>2%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any aid or scholarship</td>
<td>54%</td>
<td>73%</td>
<td>31%</td>
<td>86%</td>
</tr>
<tr>
<td>Pell grant</td>
<td>37%</td>
<td>56%</td>
<td>28%</td>
<td>80%</td>
</tr>
<tr>
<td>Federal loan</td>
<td>29%</td>
<td>33%</td>
<td>20%</td>
<td>50%</td>
</tr>
</tbody>
</table>

The university also requires a freshmen experience, and several COE faculty lead those classes. One of the offerings, Head of the Class, serves as a recruitment initiative that provides students new to campus opportunities to visit area schools, volunteer and deliver lesson plans.

Faculty in the College have been involved in establishing support for GLBTQ students and employees on campus and a COE faculty member served as the original sponsor and committee chair of PRIDE, a GLBTQ group. The College promotes Culturally Responsive Teaching, Leadership and Counseling through faculty initiatives and a community-level Diversity Summit. In 2014, the College is co-sponsoring the
Multicultural Literacy Festival in collaboration with the Pikes Peak Region’s Black Educators Network.

The College is also actively engaged in creating general education courses in the university’s new Compass Curriculum. The courses will be open to non-education majors and provide education-focused electives in the focus areas of Advanced Core, Writing Intensive, Explore, and Sustainability. COE faculty hope to introduce programs to a student audience who would otherwise not have an awareness of their offerings. Three of four departments have had courses approved by a university committee for inclusion in the Compass Curriculum.

While there is always work to do at the college level to improve recruitment efforts with diverse populations, all programs have effective recruitment initiatives in place. TELP and Special Education have been collaborating for years with Colorado Springs District 11, the largest school district in the Pikes Peak region and encompassing a wide range of diverse populations, on career pathways opportunities, including a teacher cadet program that brings high school students interested in teaching to campus, and cadets are allowed to take Educational Psychology during their senior year of high school. D11 also offers a program that encourages high school students to become paraprofessionals after graduation, enabling them to work in that field while pursuing a teaching degree. Special Education is working closely with parent groups and the childcare community with its new Bachelor of Innovation in Inclusive Early Childhood Education degree. and ALP attracts non-traditional students in its alternative certification program.

The principal and superintendent licensing programs in Leadership, Research, and Foundations enroll candidates from across the state. In an effort to increase access and to better meet the specific needs of partner school districts, the College is offering principal preparation cohorts in District 20 (Colorado Springs) and to a consortium of several small, rural schools on the far western side of the state.

The Department of Counseling and Human Services partners with the United States Air Force Academy’s (USAFA) Counseling and Leadership program for Air Officer Commanding candidates.). Through this program, Counseling and Leadership candidates are trained to command cadet squadrons at the United States Air Force Academy in Colorado Springs. While this is not a school counseling program, the College does attract graduate students from the Academy as a result of this partnership. The department also participates in an annual recruiting effort with Colorado State University Pueblo which includes DCHS faculty visiting the university to present on the counseling programs and address questions posed by individual students. This has resulted in attracting diverse students (especially socio-economic diversity).

One of the central goals of the UCCSTeach program is to target students interested in teaching math and science, particularly members of groups that have been underrepresented in those critical areas. Starting in the fall of 2014, the program will pilot recruitment of students from the social science field to become Math educators.
While there is not a recruitment plan separate from the University at this time, this is something the College will be addressing. As the unit’s financial state continues to improve, based on increased enrollments and improved efficiencies, the College will be able to do more in terms of scholarships, recruitment events, and related community initiatives.

**TABLE 3.2 – College of Education Demographics Fall 2013**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race/ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>71.0%</td>
</tr>
<tr>
<td>Male</td>
<td>29.0%</td>
</tr>
<tr>
<td></td>
<td>Native</td>
</tr>
<tr>
<td></td>
<td>2.0%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
</tr>
<tr>
<td></td>
<td>4.0%</td>
</tr>
<tr>
<td></td>
<td>Black</td>
</tr>
<tr>
<td></td>
<td>4.0%</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
<td>11.0%</td>
</tr>
<tr>
<td></td>
<td>International</td>
</tr>
<tr>
<td></td>
<td>0.3%</td>
</tr>
<tr>
<td></td>
<td>Pacific Islander</td>
</tr>
<tr>
<td></td>
<td>0.3%</td>
</tr>
<tr>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>78.0%</td>
</tr>
</tbody>
</table>

**Standard 3: Summary**
The Developmental Assessment Matrix also signals a shift in how the College thinks about dispositions and the intensity of follow-up needed to ensure candidates stay on track in meeting program expectations in an arena that is difficult to assess. Even if the other departments do not adopt DAM, the instrument has certainly generated valuable discussion about how programs assess the traits they expect their candidates to exhibit.

The College has benefitted from the university’s efforts to recruit students from underserved populations. We are at a place where we need to create a recruitment plan specific to the College’s needs that incorporates the excellent initiatives that currently exist.

**STANDARD 3: CANDIDATE QUALITY, RECRUITMENT AND SELECTIVITY**

a. Narrative summary of preliminary findings

Based on review of the SSR, the COE does demonstrate that the recruitment and selection of quality candidates is a continuous and purposeful practice. According to the SSR, in 2012, chairs across the COE collaborated to establish standard admissions criteria to improve the quality of candidates for both its initial and advanced programs. The data submitted as evidence to document the recruitment and selection of quality candidates are the Transitional Point Data and Developmental Assessment Data. In review of the Transition Point Data, admissions criteria for initial programs include:

- GPA of 2.5 or better
- Professional goals statement
• Student interview with department
• Three letters of recommendation
• Background check

For advanced programs, the criteria include:
• Baccalaureate degree from a regional accredited, four-year institution of higher education
• Minimum GPA of 2.75 for undergraduate work and 3.0 for graduate work
• Personal goal statement
• Professional interview with department faculty
• Three letters of recommendation

To ensure that the COE has an assessment plan in place that allows for the collection of data such as key assessments and signature assignment that monitor progress and the alignment with standards, the Assessment and Accreditation Committee (A&A) created an Assessment System Transition Point Plan that has five common transition points for both initial and advance programs which includes:

• Transition Point 1: Admissions
• Transition Point 2: Completion of Core Courses and Entry into Field Experience
• Transition Point 3: Mid-point of Field Experience
• Transition Point 4: Completion of Field Experience
• Transition Point Five: Post Graduation Success

Dispositional data appears to be assessed for all programs. However, the Department of Counseling and Human Services seems to be the only program that has a systematic process for the collection of dispositional data for counseling students through the Developmental Assessment Matrix (DAM). The SSR does not provide information on how the other programs collect, assess and evaluate dispositional data.

Other programs use the following disposition forms:
• TELP Disposition Form
  o TELP Disposition Data
• ALP Disposition Form
  o ALP Disposition Data
• SPED Disposition Form
• UCCSTeach Fitness to Teach Instrument

In review of assessment of DAM data, the SSR states that a DAM matrix is introduced early in the program and it requires consent from counseling candidates. Professional dispositions are assessed at four of the five transition points for the initial programs. For advanced programs, they are measured at a minimum of two transition points. For both the initial and the advanced level programs, professional disposition data are reviewed by faculty each semester and combined with progress and performance data to determine if a candidate can continue in the program. If concerns are raised as a result of data collected from the DAM assessments, faculty can utilize a range of
responses that include: faculty mentoring, meeting with the faculty of COE, design of a remediation plan, and in some cases dismal from the program.

The SSR states that candidates accepted into all programs of the COE at the initial and advance levels do meet qualitative (interviews and letters of recommendation and quantitative metrics (GPA and GMAT) for entry and retention. Based on review of the evidence, that statement is accurate.

According to the SSR, the COE has several recruitment strategies which include recruitment initiatives, scholarships that target particular specific groups, freshmen experience courses to attract new students, and general education courses to attract non-education majors. COE has also provided support for GLBTO students and promoted multicultural literacy festivals and culturally responsive teaching, leadership and counseling through faculty initiatives. However, no data is provided as to how such efforts impact recruiting overall, but more specifically recruiting of diverse candidates.

The College has not had sufficient resources to conduct extensive recruitment efforts. The current candidate population reflects a similar diversity as the campus and UCCS has just been named a minority-serving university for the state of Colorado. Up until this last year, the College has not had direct admission programs at the undergraduate level. Changes in state regulations (undergraduate education degrees) and the implementation of the BI in Inclusive Early Childhood Education are already yielding a more diverse population. This will continue as the new bachelors programs attract transfer students from the community college system statewide and the College is able to engage in recruiting efforts directly into degree programs.

b. Evidence that is consistent with meeting the standard

Evidence that is consistent with meeting the standard are the interview forms for the Teacher Education Licensure Program, Principal Licensure, Special Education and Counseling. In addition there is an example of a Point Summary for TELP that illustrates how points are assigned to certain admissions criteria. The Electronic Exhibits also included the matrix for DAM assessments associated with professional dispositions.

c. Evidence that is inconsistent with meeting the standard

The SSR did not provide any evidence that appeared to be inconsistent with meeting the standard. However, it did not provide data and information as to why changes were made in 2012 to improve the recruitment and selection of quality candidates for all programs.

Changes occurred as a result of discussions with department chairs about adopting uniform admissions standards. The Assessment and Accreditation Committee also began
to examine admissions and retention data more closely. These conversations informed departmental and programmatic practices.

Furthermore, no information is provided on the signature key assignments used to monitor alignment with standards and dispositions. In addition, while COE provided a rubric for the assessment of the DAM Matrix, the COE did not provide a rubric for the assessing the interview protocol or professional dispositions for other programs.

The Assessment and Accreditation Committee was also the driver in determining key and signature assignments and supporting alignment with standards for all programs. Dispositions have been determined by programs, and while the chairs are working on determining a common instrument and process this semester, this is still under development.

All programs interview candidates before admitting students. They each have interview instruments and processes that interviewers use.

- **TELP Interview instrument**
- **TELP Interview data**
- **UCCSTeach Interview instrument**
- **UCCSTeach Interview data**
- **Principal Licensure Interview instrument**
- **Counseling Interview instrument**

Other programs use the following disposition forms in place of the DAM Matrix:

- **TELP Disposition Form**
  - **TELP Disposition Data**
- **ALP Disposition Form**
  - **ALP Disposition Data**
- **SPED Disposition Form**
- **UCCSTeach Fitness to Teach**

2. **List of onsite tasks to be completed.** Use the following three prompts for each task. Add additional tasks as needed.

*Standard 3 Task 1* Identified the key assessments and signature assignments that not only assess standards, but dispositions as well, for all programs.

- Rubric for interview protocol

All programs interview candidates before admitting students. They each have interview instruments and processes that interviewers use.

- **TELP Interview instrument**
- **TELP Interview data**
- **UCCSTeach Interview instrument**
- **UCCSTeach Interview data**
Faculty score sheets from interviews

These are 2 examples of completed TELP Interview forms
- Elementary
- Secondary

Faculty Assessments of Student Dispositions for all programs

- TELP Disposition Form
  - TELP Disposition Data
- ALP Disposition Form
  - ALP Disposition Data
- SPED Disposition Form
- UCCSTeach Fitness to Teach
- Counseling DAM Matrix

Information on recruitment initiatives

The COE has multiple entry points for recruiting qualified candidates into its programs, including Troops to Teachers, Para to Teachers, Teacher Cadets, Mountain Lion Experience Program, Freshman Seminar and frequent contact with Pikes Peak Community College. High school juniors and seniors in the Teacher Cadet program take TED 4520: Educational Psychology for three undergraduate credits. The Teacher Cadet representative reported that of the approximately eight high school students who recently participated in Teacher Cadets, half of them entered teacher preparation at UCCS. The Teacher Cadet program could potentially serve as a stronger recruiting tool, especially for ethnic minority candidates.

Teacher Cadet information:
- Teacher Cadet overview
- Becoming a Teacher Cadet flyer
- Teacher Cadet letter
- Teacher Cadet UCCS Day schedule

Gateway Program Syllabus (GPS 1000): Head of the Class

Another strength of the unit is the Para to Teacher Preparation Program (PTPP), a partnership between UCCS, Mountain West Troops to Teachers and four local high-need education agencies whose purpose is to attract qualified paraprofessionals into the teaching profession in high needs subject areas.

At UCCS, transfer students are allowed to transfer up to 90 hours of credit towards a bachelor’s degree, which encourages transfers into the university. Early interest in the
BI program seems to support the belief that transfer students from Pikes Peak Community College are substantially more diverse than the current population of the College.

a. Excerpt from SSR to be clarified or confirmed

In the SSR, the COE states that, “all programs have effective recruitment initiatives in place.” However in the last paragraph on p. 50 it reads, “While there is not a recruitment plan separate from the University at this time, this is something that the College will be addressing.” More clarification needs to be provided on what it means on recruitment initiatives and how such initiatives actual differ from a recruitment plan.

While individual programs have undertaken initiatives, it is recognized that the College could use a better plan and more consistent strategies for recruitment. UCCS has made a concerted effort to recruit minority students from the southern region of Colorado, and those enrollments impact COE. One area where the College has seen tremendous growth is in the enrollment for international students. In the past two years, our enrollment has jumped from 8 to 18 students. We have developed orientation courses to help these students be more successful. See the syllabi for both courses:

- CURR 5009 Syllabus: Succeeding at UCCS
- CURR 5010 Syllabus: P-20 Education in the USA

b. Questions for EPP concerning additional evidence, data, and/or interviews, including follow up on response to 1.c.

According the assessment of the DAM data, Professionalism/Personal Growth appears to be an area of concern for counseling students. While the SSR identifies how the EPP has addressed this concern with candidates, there are no data on the impact that such actions have had on improving this area of concern. Does the unit have any data on the impact that faculty and EPP intervention has had to improve this area of concern?

While the Counseling program doesn’t track changes in Readiness, it does track if candidates are ready so the focus is on preparedness. The department has developed an employer survey in spring, 2014 as a means of collecting data related to candidate readiness and professionalism.

If the other programs are considering the use of DAM for the assessment of dispositions, how are dispositions assessed and used in the preparation of effective teachers?

Currently, other programs use the following forms

- TELP Disposition Form
  - TELP Disposition Data
- ALP Disposition Form
  - ALP Disposition Data
- SPED Disposition Form
- UCCSTeach Fitness to Teach

In addition to Dispositions, TELP has a process in place that allows clinical supervisors an opportunity to alert the Director of Teacher Ed of any concerns that might arise during fieldwork experiences. This is in addition to their Disposition ratings, as it allows us to address any issues immediately.

- TELP Student Concerns form with Examples
- SPED Student Feedback Form Examples
- UCCSTeach Student Feedback Form Examples
- ALP Concern Form

3. Preliminary recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement: While SSR states that the unit uses assessments to monitor alignment with standards, the EPP does not identify a systematic process of the assessment of dispositions across all degree programs. In addition, the EPP does not identify at what transition points are certain dispositions assessed.

Rationale: SSR provides extensive information on the DAM Assessment that is used to assess dispositions for the candidates in Counseling. No further, data are provided on how dispositions are assessed for all other degree programs.

Stipulation: None
Rationale: None