



College of Education

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

2020 CAEP Annual Report Eight Annual Measures



University of Colorado
Colorado Springs



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Eight Annual Measures

1. Impact on P-12 Learning and Development
2. Indicators of Teaching Effectiveness
3. Satisfaction of Employers and Employment Milestones
4. Satisfaction of Completers
5. Graduation Rates



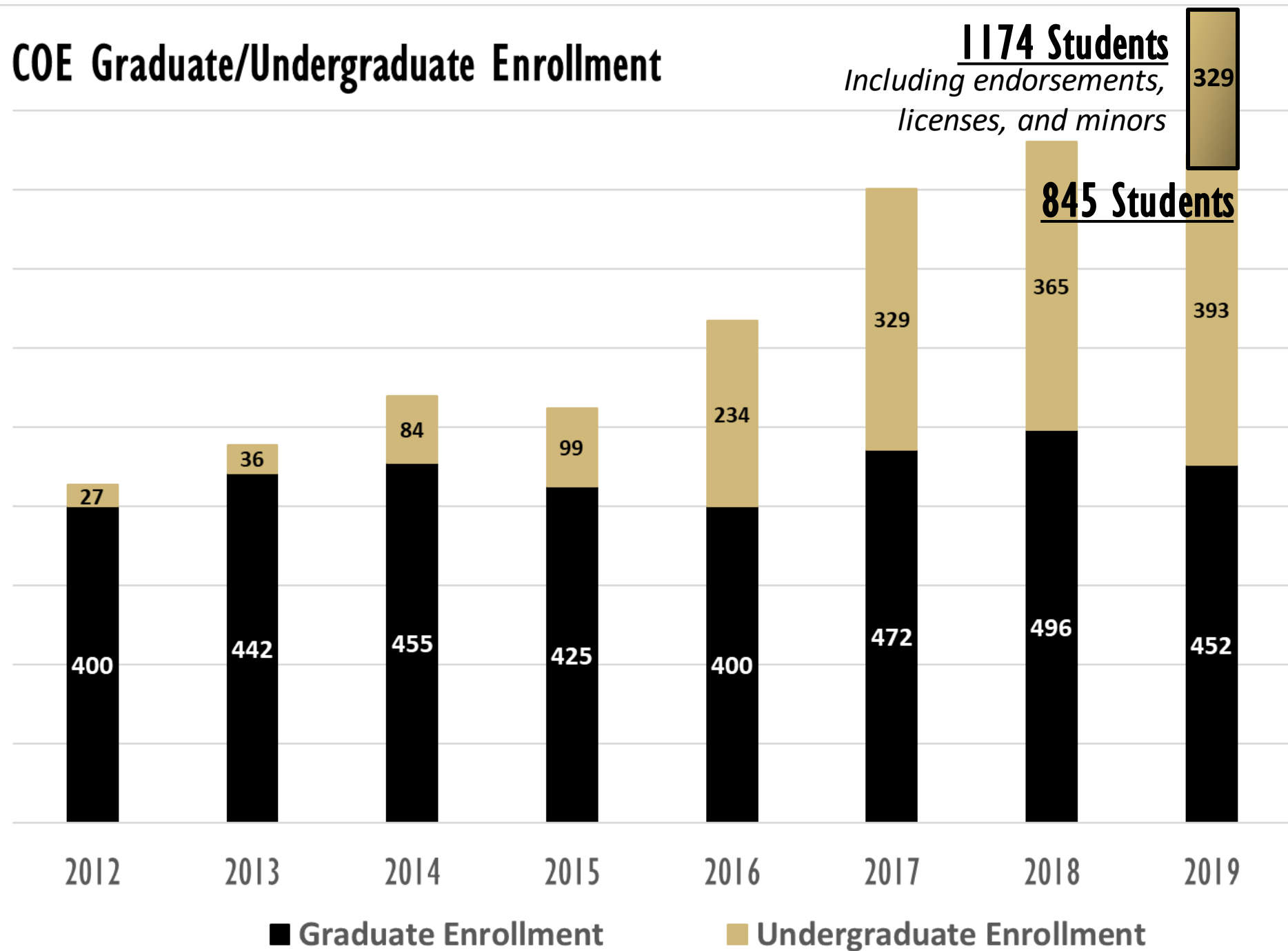
Eight Annual Measures

6. Ability of completers to meet licensing and state requirements; Title II (initial & advanced levels)
7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
8. Student loan default rates and other consumer information (initial & advanced levels)

Enrollment

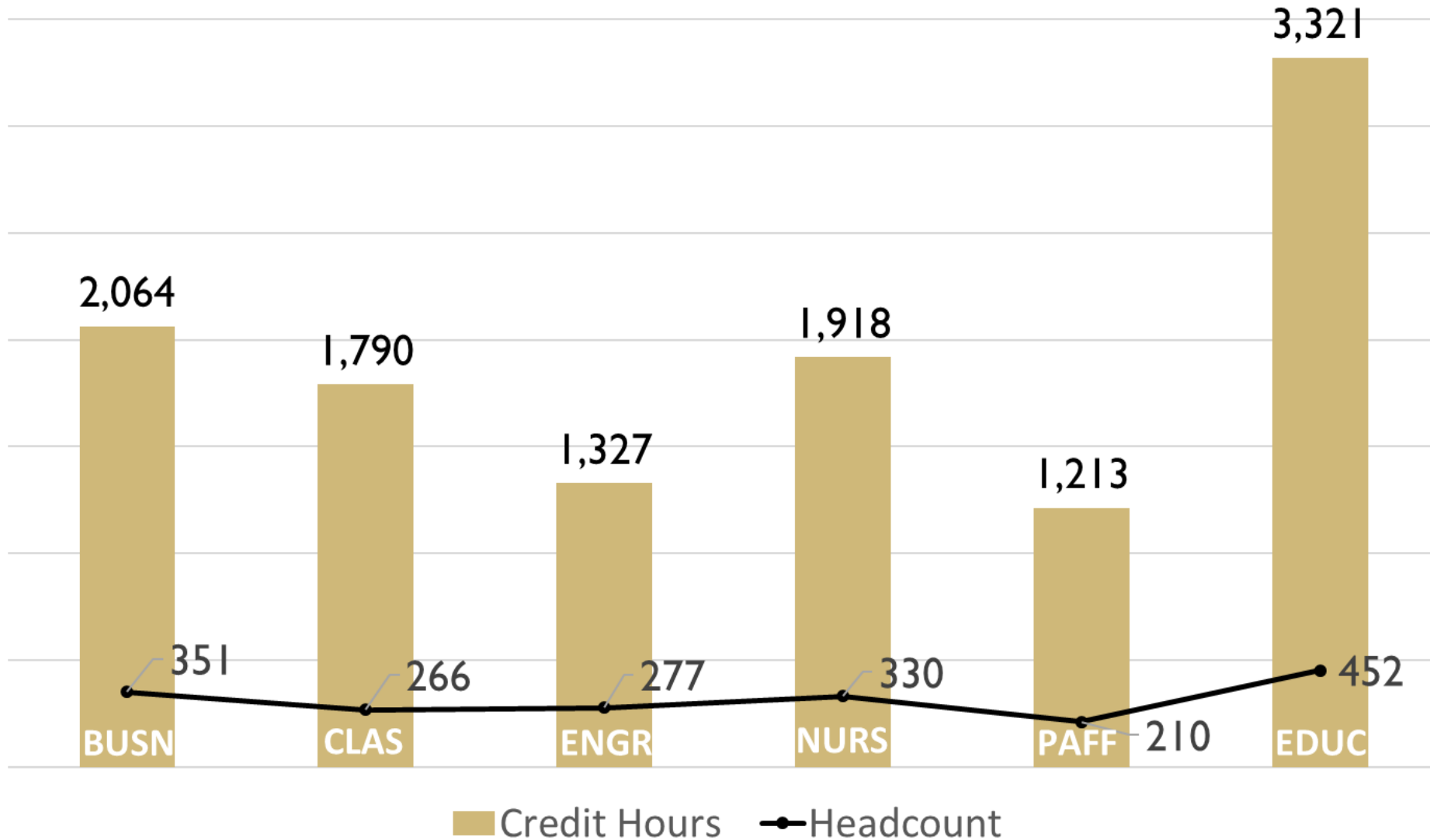
- ❖ Enhance enrollment, retention and graduation (Strategy 2)

COE Graduate/Undergraduate Enrollment



Graduate Student Credit Hours & Headcount

Fall 2019



Completers by Program

2015-2019

Initial Licensure Completers by Program: 2015-2019

Licensure Completers Year	Teacher Education and Licensure Program (TELP)	BI: Inclusive Early Childhood (BI:IECE)*	BA: Inclusive Elementary Education (BA: IELM)	UCCSTeach-Secondary Math & Science	Special Education Generalist	Alternative Licensure Program (ALP)	Total
2018-2019	36	12	46	20	20	17	151
2017-2018	52	13	29	20	14	13	135
2016-2017	42	3	N/A	17	9	7	78
2015-2016	75	5	N/A	15	26	12	133
License	Elementary (K-6) OR Secondary: English, Social Studies, World Languages (7-12)	Early Childhood (Ages 5-8) AND Early Childhood Special Education	Elementary (K-6) AND Culturally & Linguistically Diverse (K-12) AND Special Education Generalist (Ages 5-21)	Math or Science (7-12)	Special Education Generalist (Ages 5-21)	Math (7-12) OR Science (7-12) OR English (7-12) OR Social Studies (7-12) OR World Languages (7-12)	

*Bachelor of Innovation (BI)

Advanced Completers by Program: 2018-19

Total Advanced Program Completers: 2018-19	
Culturally and Linguistically Diverse	13
Reading Teacher	16
Gifted and Talented	3
Principal License	31
Administrator	4
Special Education Director	4
School Counselor	16
Total Advanced Program Endorsements	87

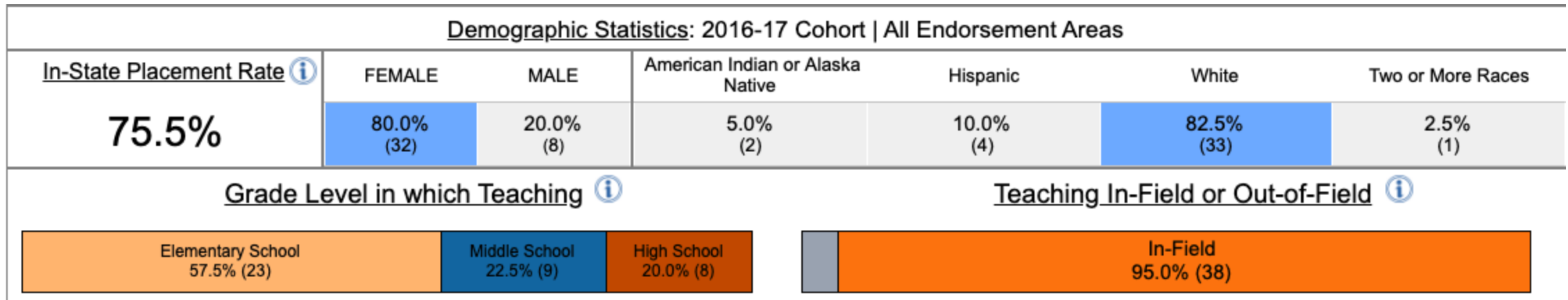
Colorado Educator Preparation Program Report Dashboard

Beginning in the 2019-20 academic year, and as required by a statutory change, C.R.S. 22-2-112(1)(q), an expanded version of the EPP Report featuring an interactive dashboard will be released by the Colorado Department of Education (CDE), in collaboration with CDHE, with additional metrics that track new teachers in Colorado's workforce.

New Teacher Employment: 2016-17 Cohort

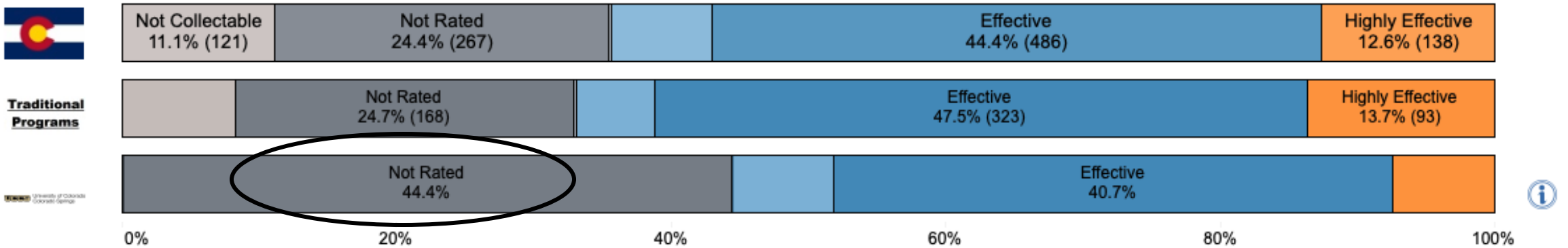
In-State Placement Rate

✓ **75.5%**



New Teacher Performance: 2016-17 Cohort Overall Teacher Effectiveness Rating

2016-17 Cohort Overall Teacher Effectiveness Rating: Original Quality Standard Version

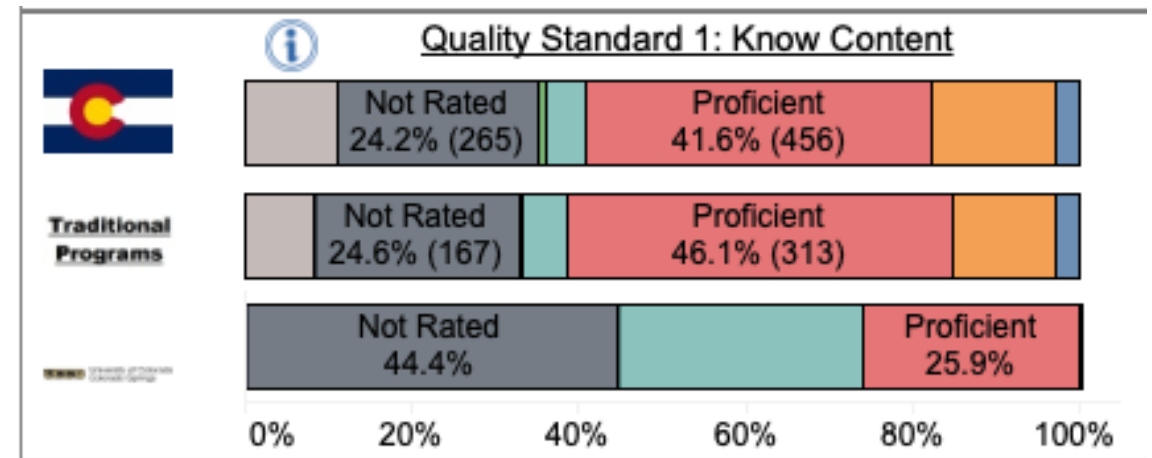


Reasons a teacher may not have an evaluation rating include that: (1) the teacher is new and has not yet been formally evaluated, (2) the teacher is employed by a school with an exemption from evaluation reporting requirements (typically charter and innovation schools), (3) the evaluation was not conducted for another reason, such as ongoing medical leave or other circumstances, (4) the teacher moved to a new school district between the evaluation year and the reporting year and his/her ratings are not accessible to the new district employer, and (5) the evaluation was conducted, but no score is available as a result of a grievance appeal process (relatively rare). These situations describe the "Not Rated" category illustrated in the graphs.

New Teacher Performance: 2016-17 Cohort Teacher Quality Standard Ratings

- **More than half of new teachers were rated partially proficient or proficient in content knowledge.**

*NOTE: Forty-four percent of new teachers were not rated.

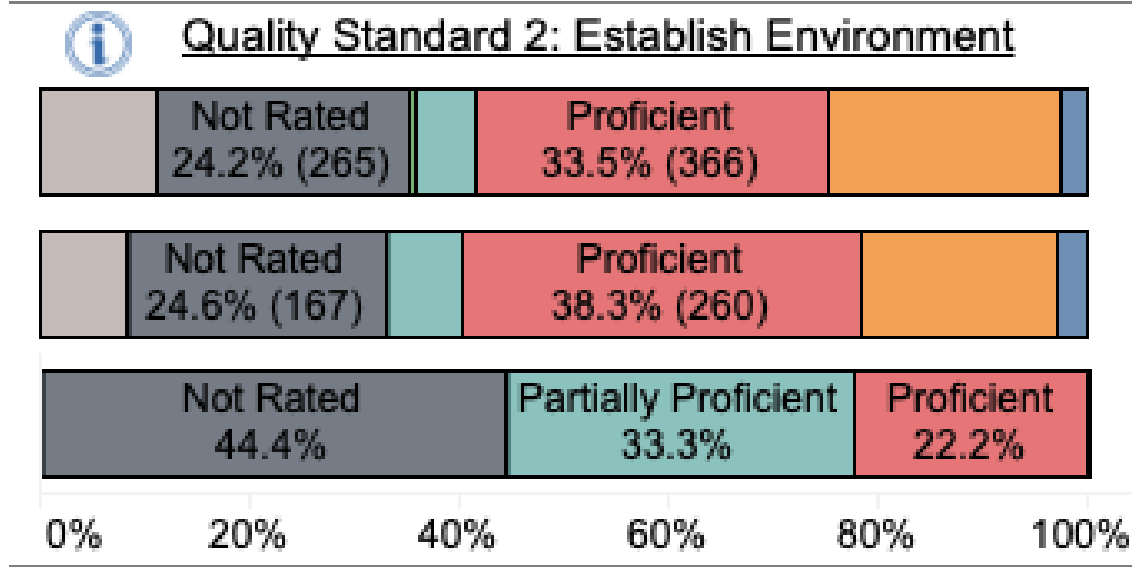


Reasons a teacher may not have an evaluation rating include that: (1) the teacher is new and has not yet been formally evaluated, (2) the teacher is employed by a school with an exemption from evaluation reporting requirements (typically charter and innovation schools), (3) the evaluation was not conducted for another reason, such as ongoing medical leave or other circumstances, (4) the teacher moved to a new school district between the evaluation year and the reporting year and his/her ratings are not accessible to the new district employer, and (5) the evaluation was conducted, but no score is available as a result of a grievance appeal process (relatively rare). These situations describe the "Not Rated" category illustrated in the graphs.

New Teacher Performance: 2016-17 Cohort Teacher Quality Standard Ratings

*NOTE: Forty-four percent of new teachers were not rated.

- **More than half of new teachers were rated partially proficient or proficient in establishing a safe, inclusive, and respectful learning environment for a diverse population of students.**

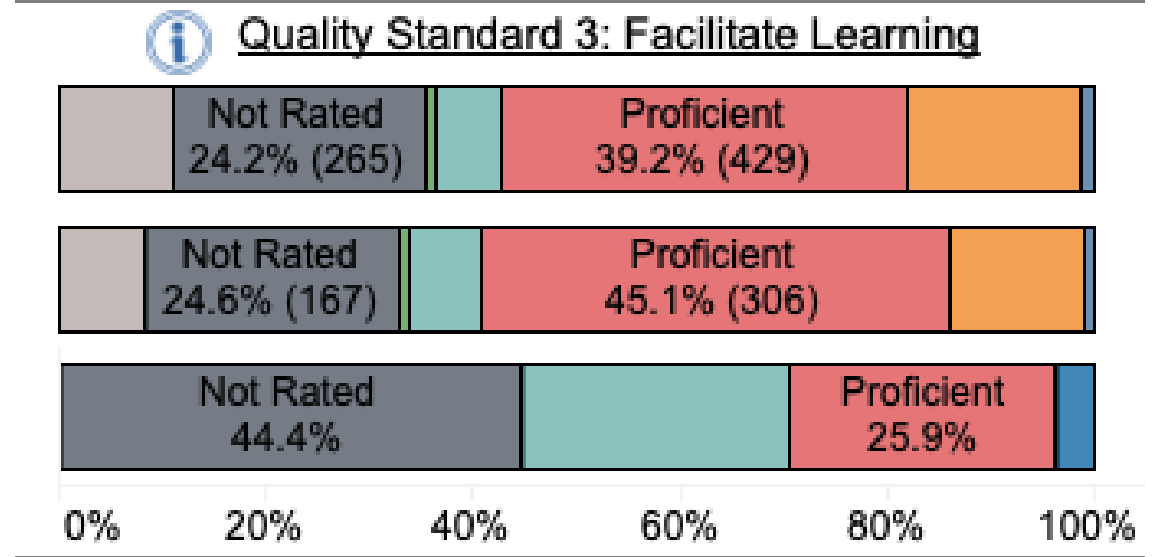


Reasons a teacher may not have an evaluation rating include that: (1) the teacher is new and has not yet been formally evaluated, (2) the teacher is employed by a school with an exemption from evaluation reporting requirements (typically charter and innovation schools), (3) the evaluation was not conducted for another reason, such as ongoing medical leave or other circumstances, (4) the teacher moved to a new school district between the evaluation year and the reporting year and his/her ratings are not accessible to the new district employer, and (5) the evaluation was conducted, but no score is available as a result of a grievance appeal process (relatively rare). These situations describe the "Not Rated" category illustrated in the graphs.

New Teacher Performance: 2016-17 Cohort Teacher Quality Standard Ratings

- **More than half of new teachers were rated exemplary, proficient, or partially proficient in planning and delivering effective instruction and in creating an environment that facilitates learning for their students.**

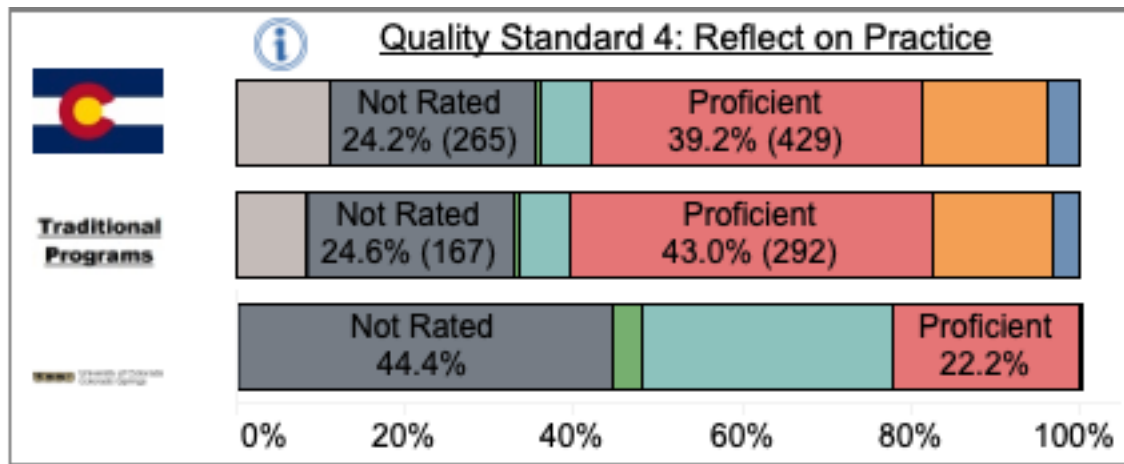
*NOTE: Forty-four percent of new teachers were not rated.



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New Teacher Performance: 2016-17 Cohort Teacher Quality Standard Ratings

*NOTE: Forty-four percent of new teachers were not rated.



- **This standard incorporates analyzing student learning, recognizing professional learning needs, and responding in a dynamic environment.**

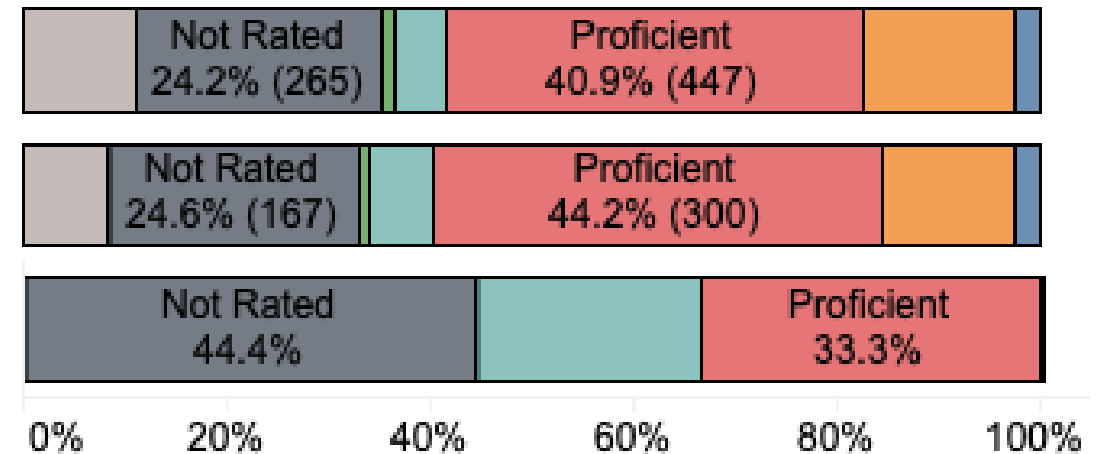
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New Teacher Performance: 2016-17 Cohort Teacher Quality Standard Ratings

- **About one-third of new teachers were rated proficient in leadership in their schools.**

*NOTE: Forty-four percent of new teachers were not rated.

Quality Standard 5: Leadership

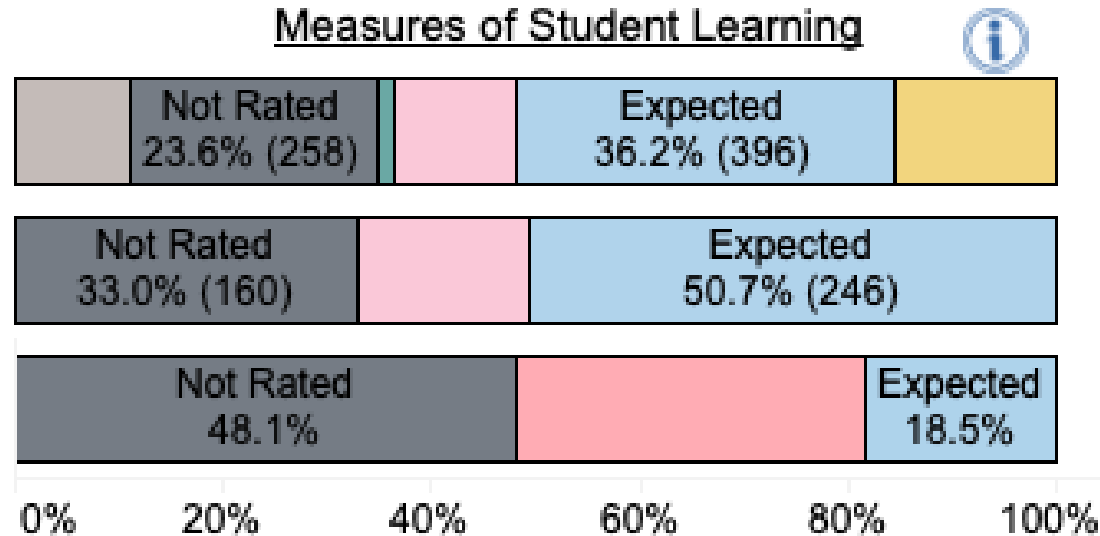


Reasons a teacher may not have an evaluation rating include that: (1) the teacher is new and has not yet been formally evaluated, (2) the teacher is employed by a school with an exemption from evaluation reporting requirements (typically charter and innovation schools), (3) the evaluation was not conducted for another reason, such as ongoing medical leave or other circumstances, (4) the teacher moved to a new school district between the evaluation year and the reporting year and his/her ratings are not accessible to the new district employer, and (5) the evaluation was conducted, but no score is available as a result of a grievance appeal process (relatively rare). These situations describe the "Not Rated" category illustrated in the graphs.

New Teacher Performance: 2016-17 Cohort Teacher Quality Standard Ratings

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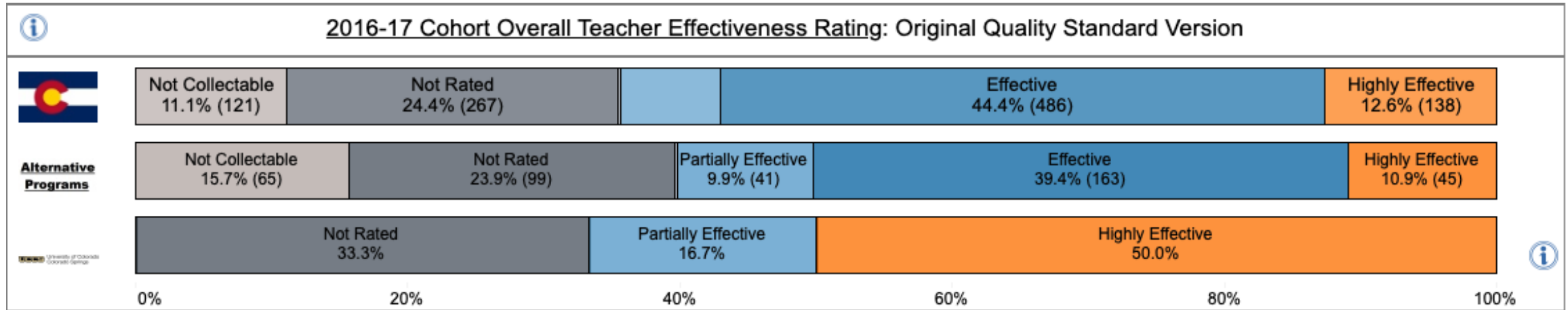
- **Teachers take responsibility for academic growth, as measured using multiple indicators of student learning.**



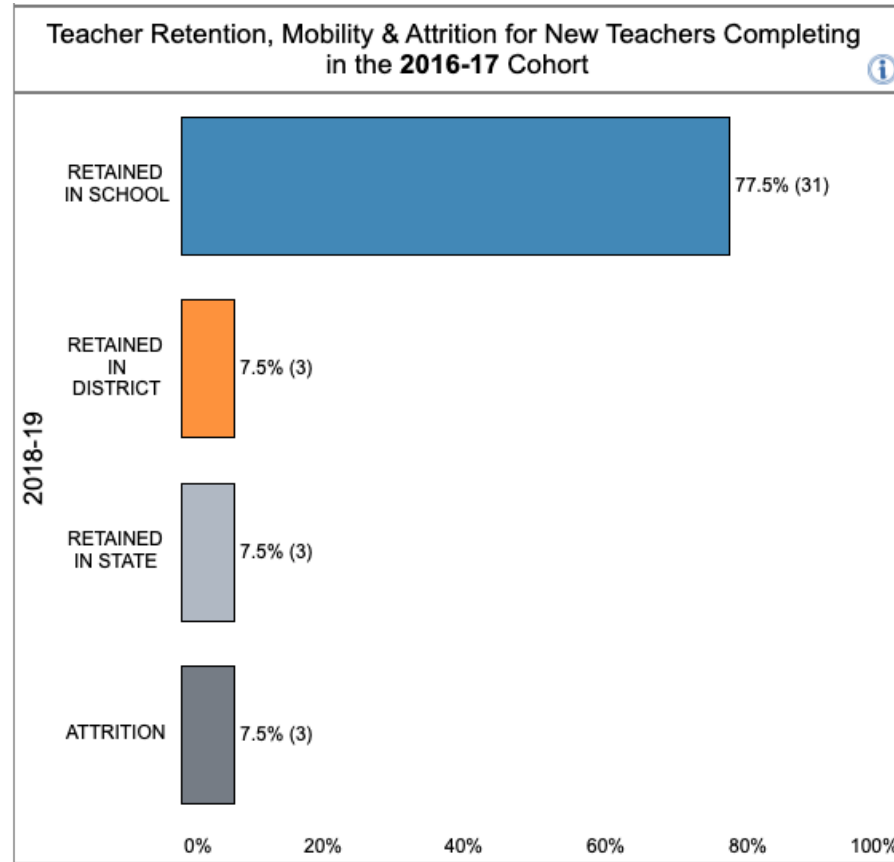
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New Teacher Performance: Completing in the 2016-17 Cohort Alternative Licensure Program (ALP) Overall Teacher Effectiveness Rating

- Although 33.3% of ALP Teachers were not rated, 50% were rated Highly Effective and 16.7% were rated Partially Effective

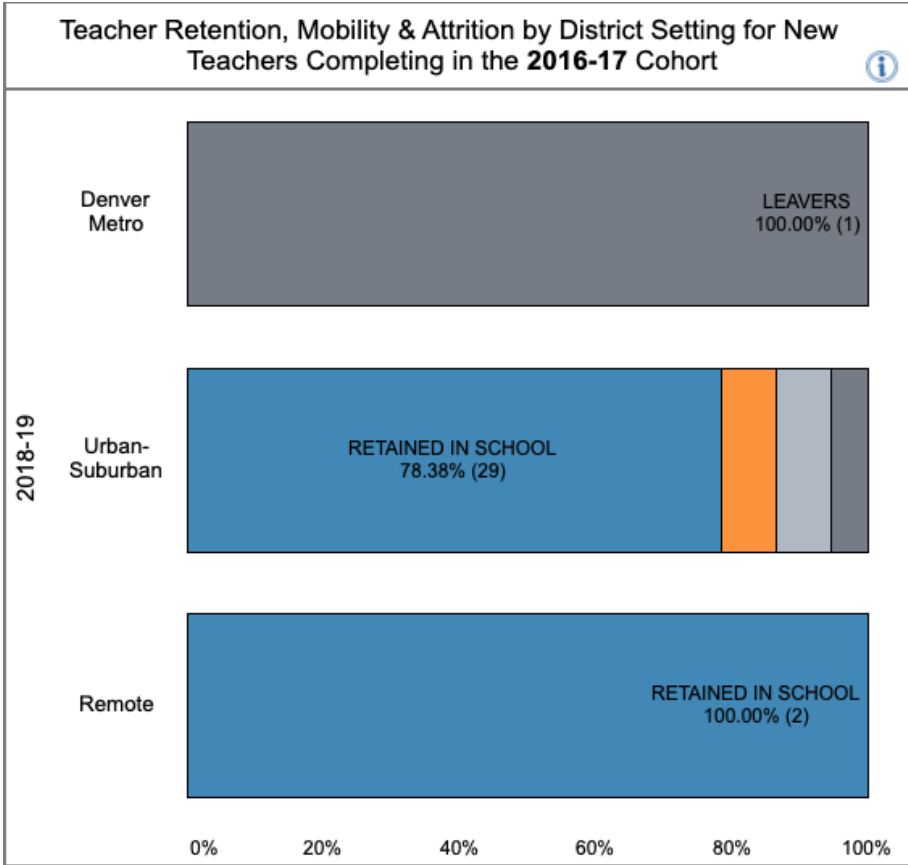


Reasons a teacher may not have an evaluation rating include that: (1) the teacher is new and has not yet been formally evaluated, (2) the teacher is employed by a school with an exemption from evaluation reporting requirements (typically charter and innovation schools), (3) the evaluation was not conducted for another reason, such as ongoing medical leave or other circumstances, (4) the teacher moved to a new school district between the evaluation year and the reporting year and his/her ratings are not accessible to the new district employer, and (5) the evaluation was conducted, but no score is available as a result of a grievance appeal process (relatively rare). These situations describe the "Not Rated" category illustrated in the graphs.



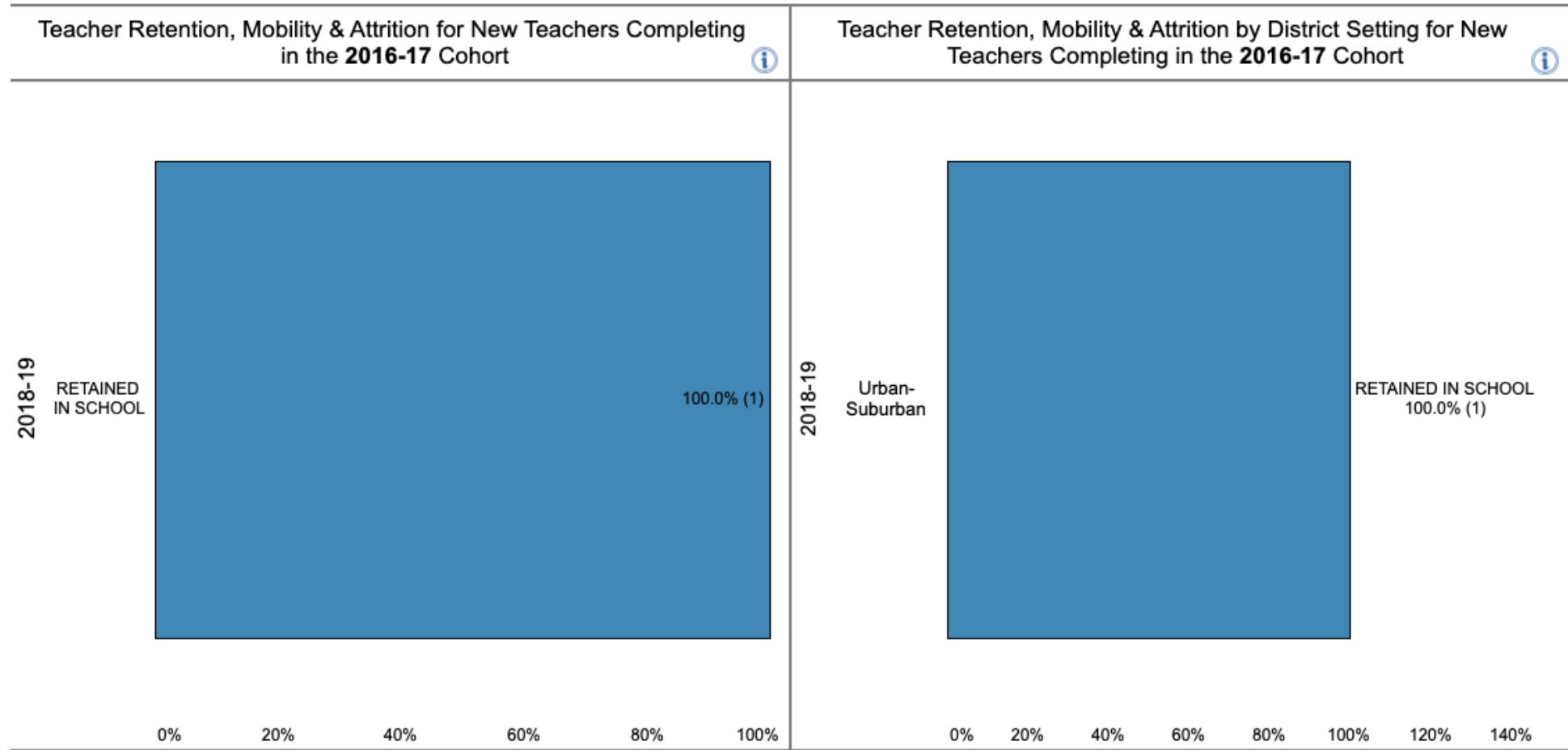
New Teacher Retention: Completing in the 2016-17 Cohort All Endorsement Areas

Most new teachers were retained in the school (78%). The vast majority (92%) were retained in the school, district, or the state.

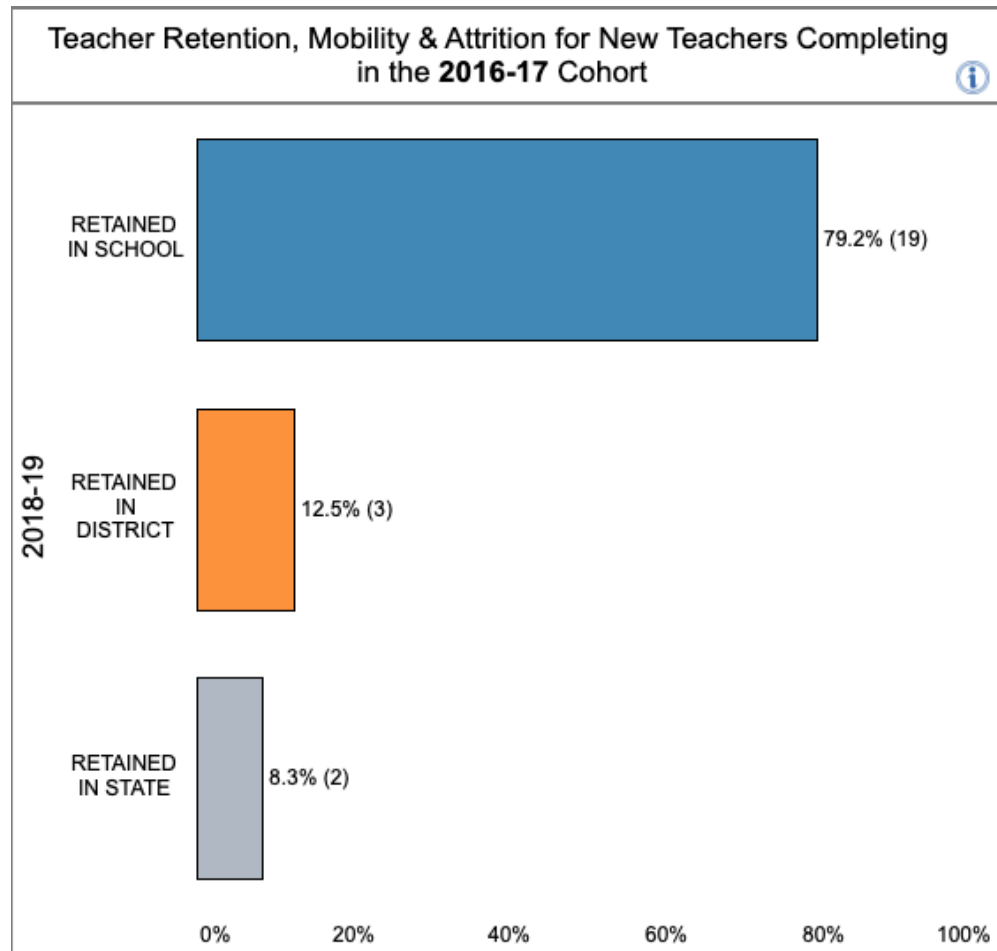


New Teacher Retention: Completing in the 2016-17 Cohort
All Endorsement Areas
All new teachers employed in remote areas were retained.

New Teacher Retention: Completing in the 2016-17 Cohort Early Childhood Education (Ages 0-8)



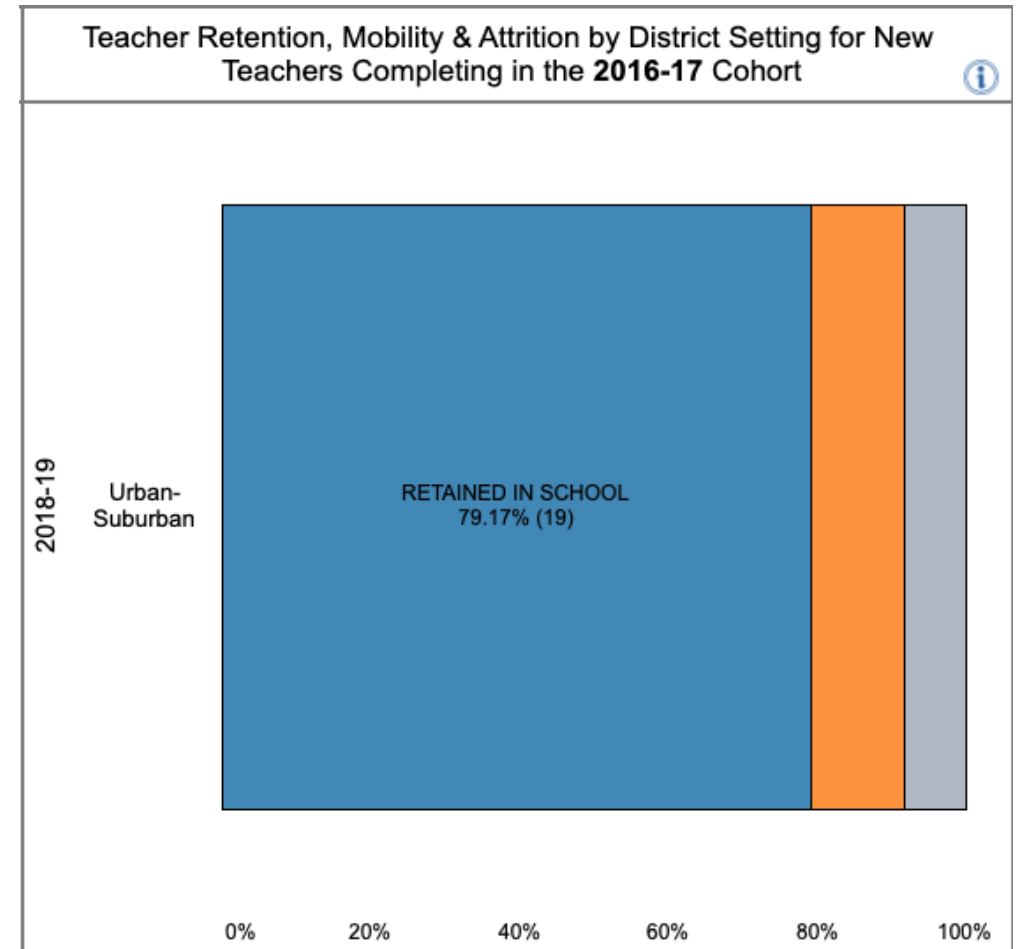
New Teacher Retention: Completing in the 2016-17 Cohort Elementary Education (K-6)



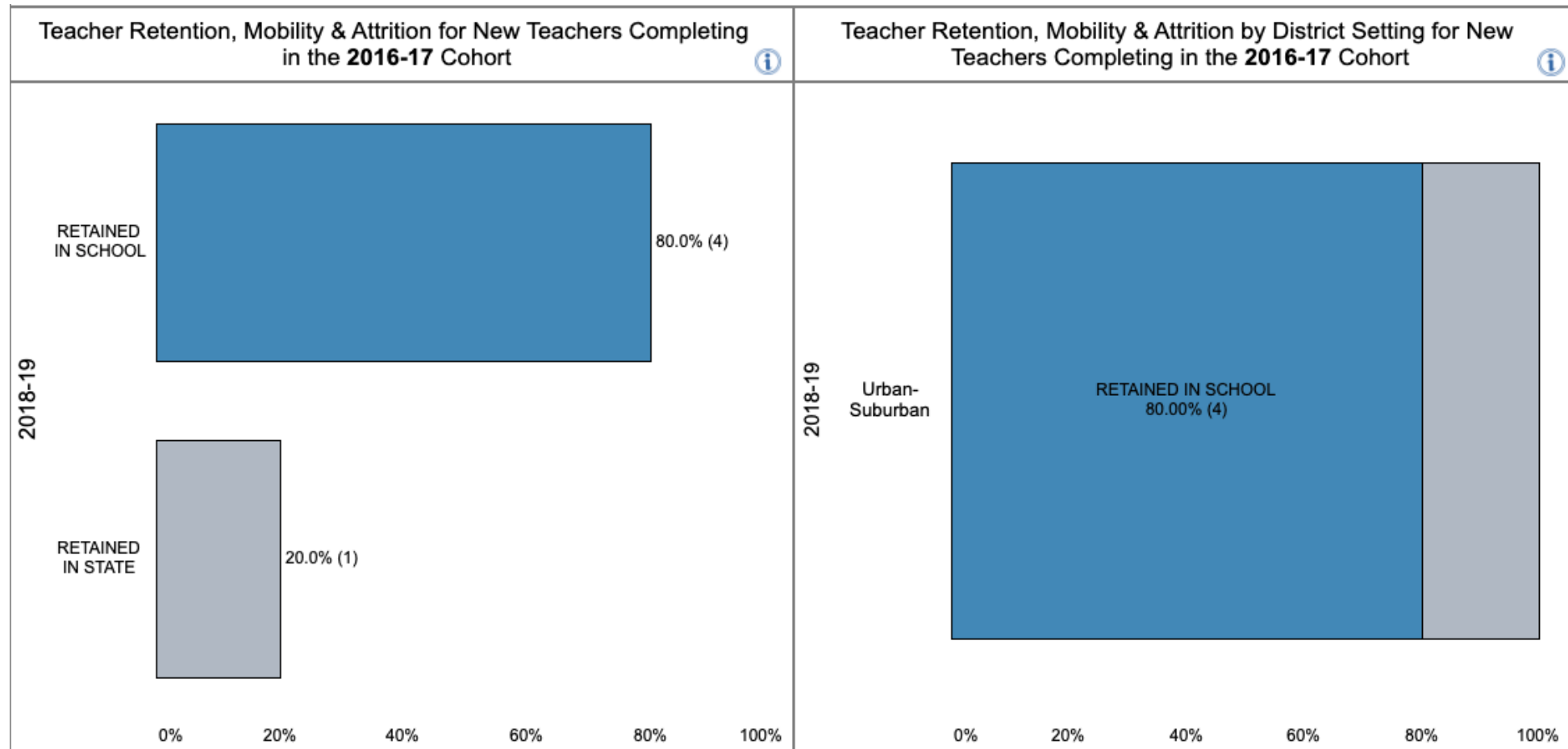
- **All new elementary education teachers were retained in the school, district, or in the state.**

New Teacher Retention: Completing in the 2016-17 Cohort Elementary Education (K-6)

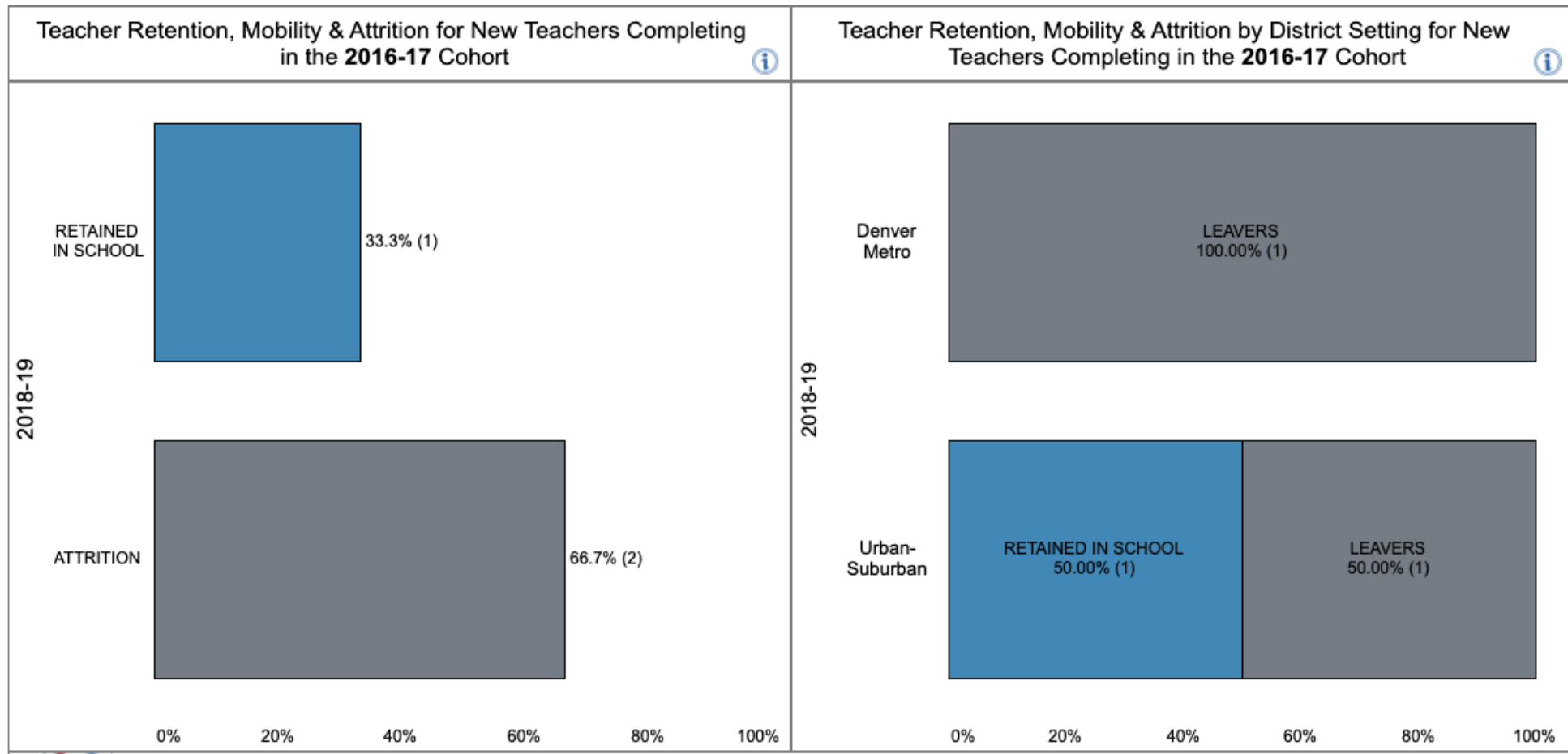
- **All new UCCS elementary teachers were employed in urban-suburban district settings.**
- **Most (79%) were retained in the school where they were employed.**



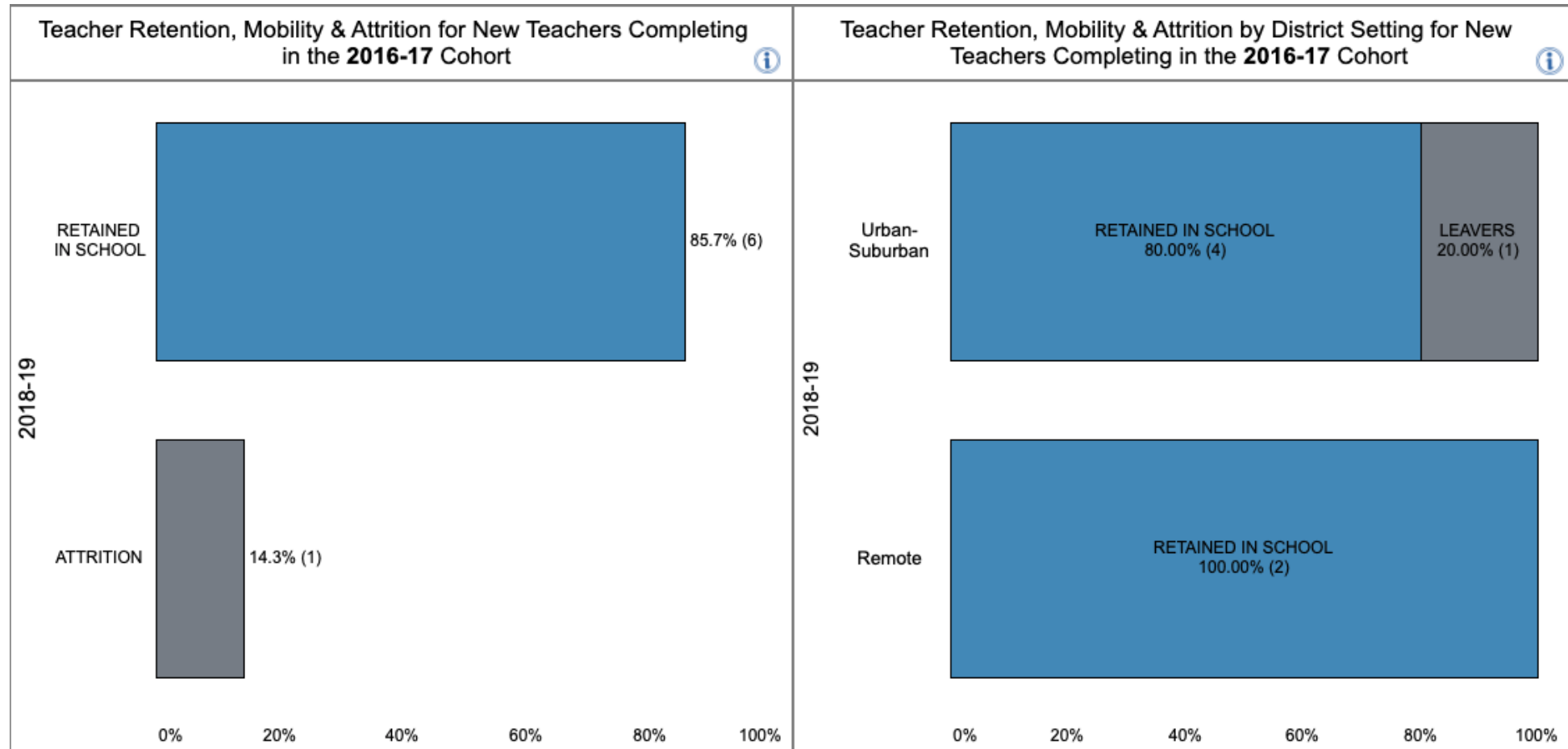
New Teacher Retention: Completing in the 2016-17 Cohort English Language Arts (7-12)



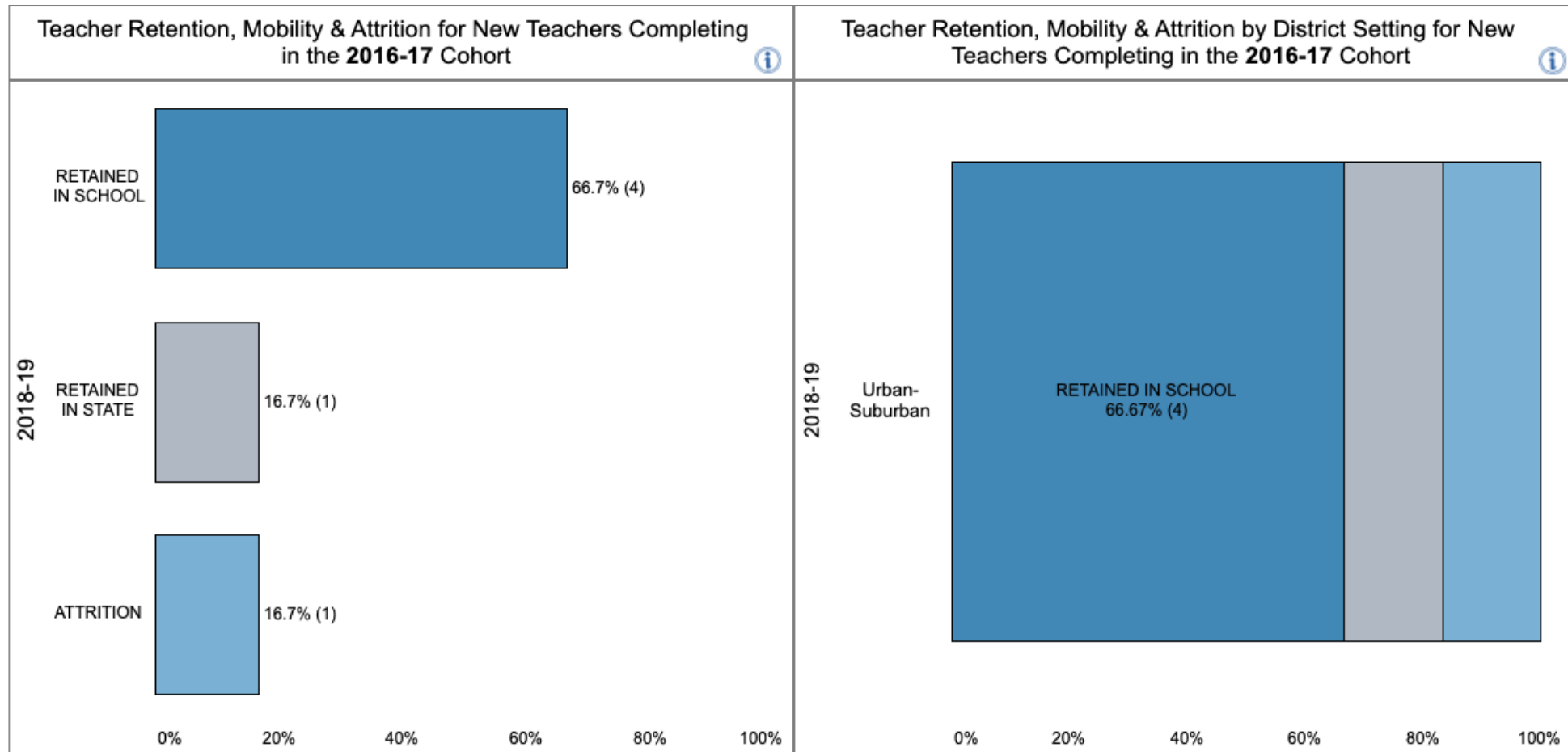
New Teacher Retention: Completing in the 2016-17 Cohort Mathematics Secondary (7-12)

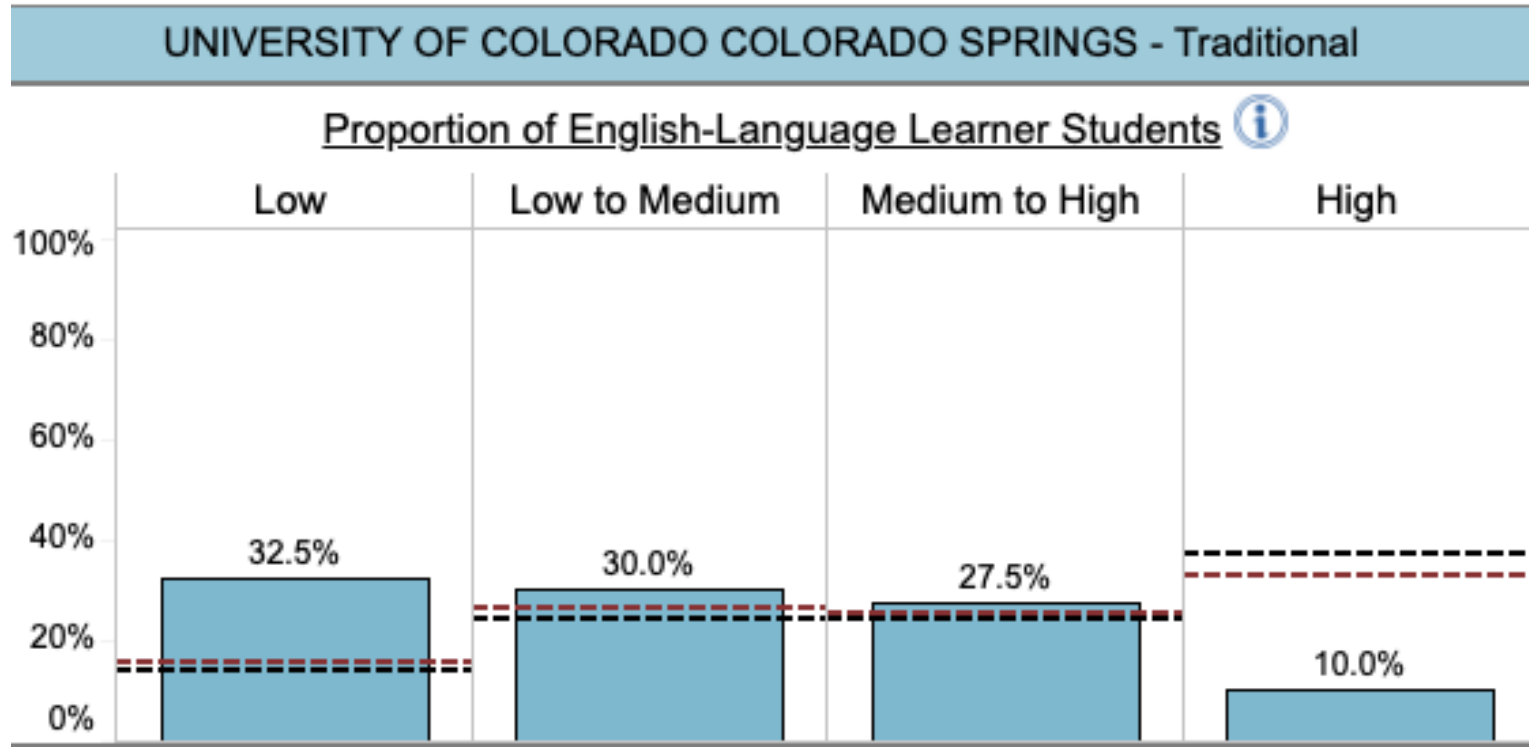


New Teacher Retention: Completing in the 2016-17 Cohort Science (7-12)



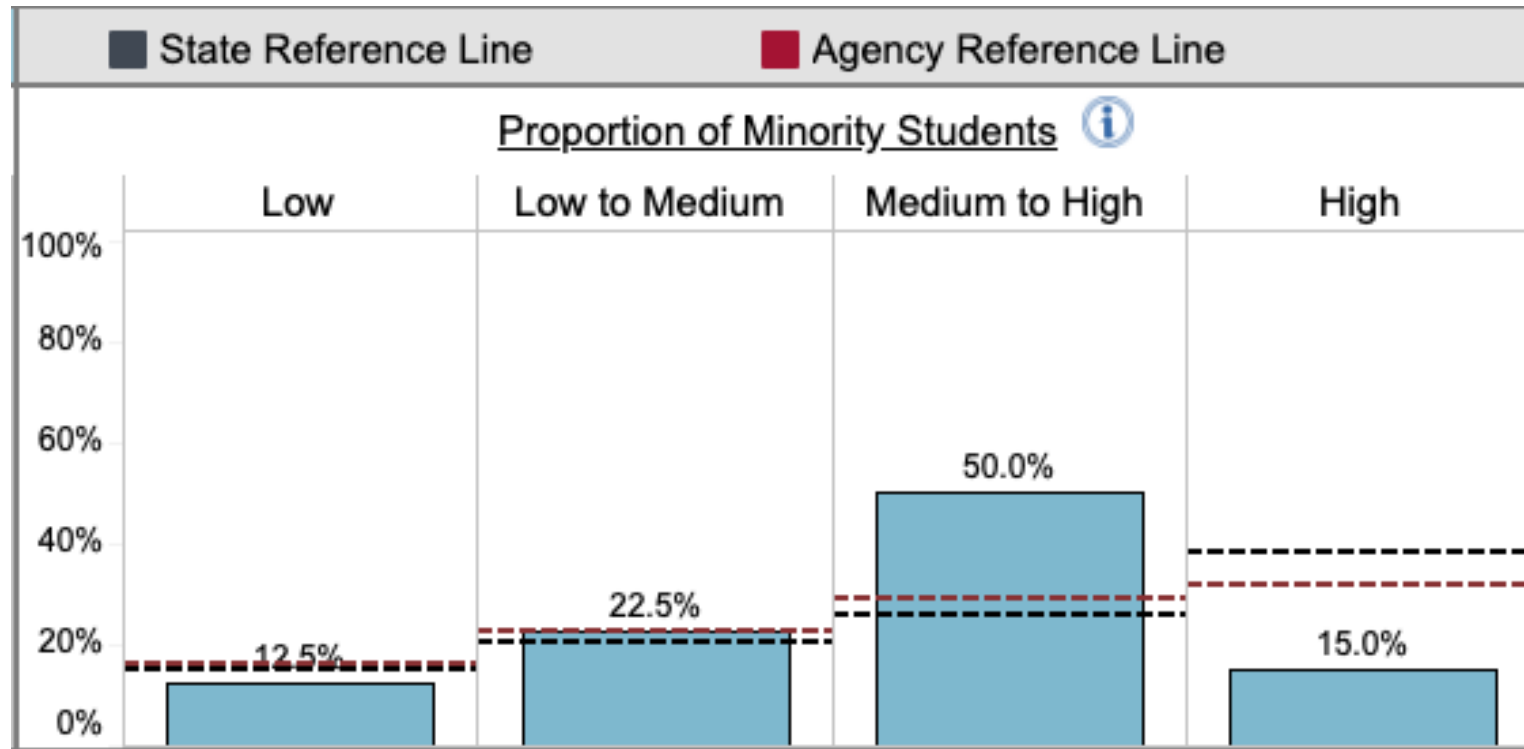
New Teacher Retention: Completing in the 2016-17 Cohort Alternative Licensure All Endorsement Areas





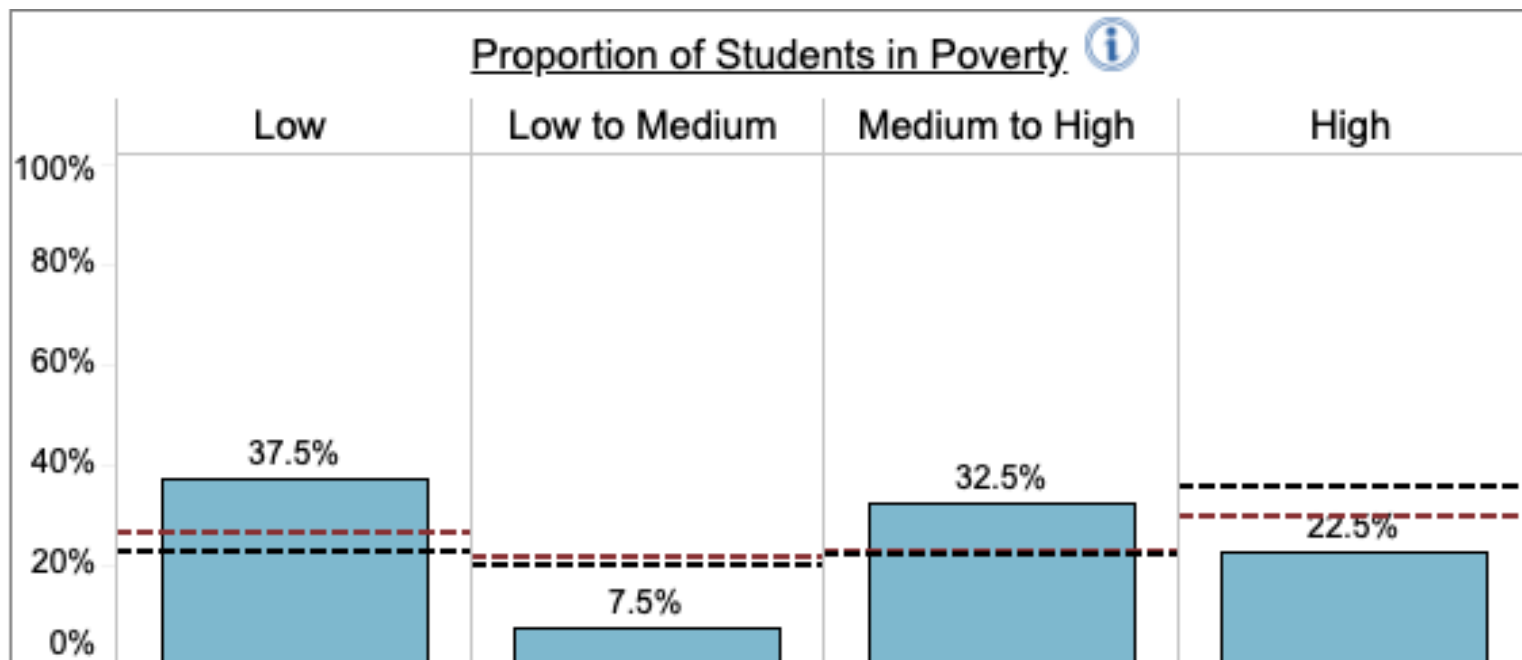
New Teacher Retention: Context of Employment
 Completing in the 2016-17 Cohort
 All Endorsement Areas

UCCS provides a similar percentage of new teachers to schools with medium to high percentages of ELLs as the agency type (traditional programs) and statewide.



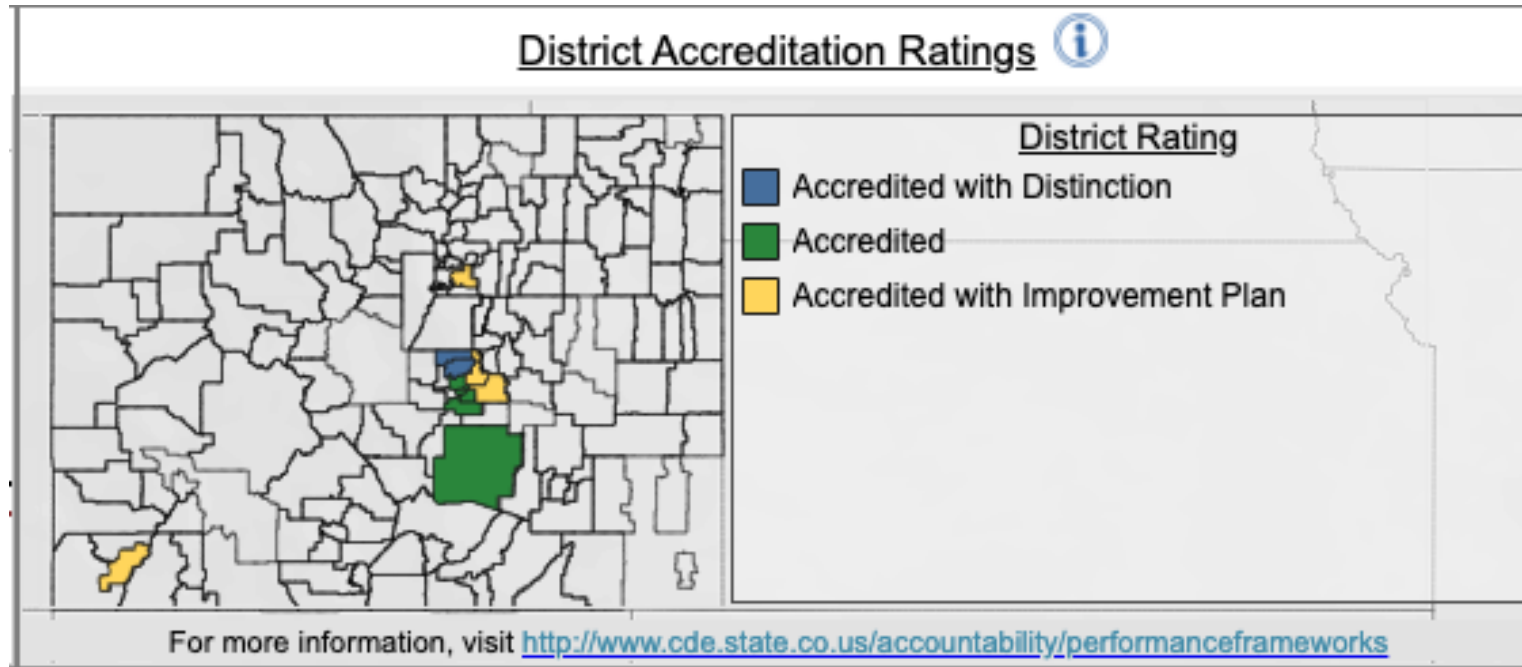
New Teacher Retention: Context of Employment
 Completing in the 2016-17 Cohort
 All Endorsement Areas

UCCS provides a larger percentage (50%) of new teachers to schools with medium to high percentages of minority students than all traditional programs in the state (29%) and on-average statewide (26%).



New Teacher Retention: Context of Employment
 Completing in the 2016-17 Cohort
 All Endorsement Areas

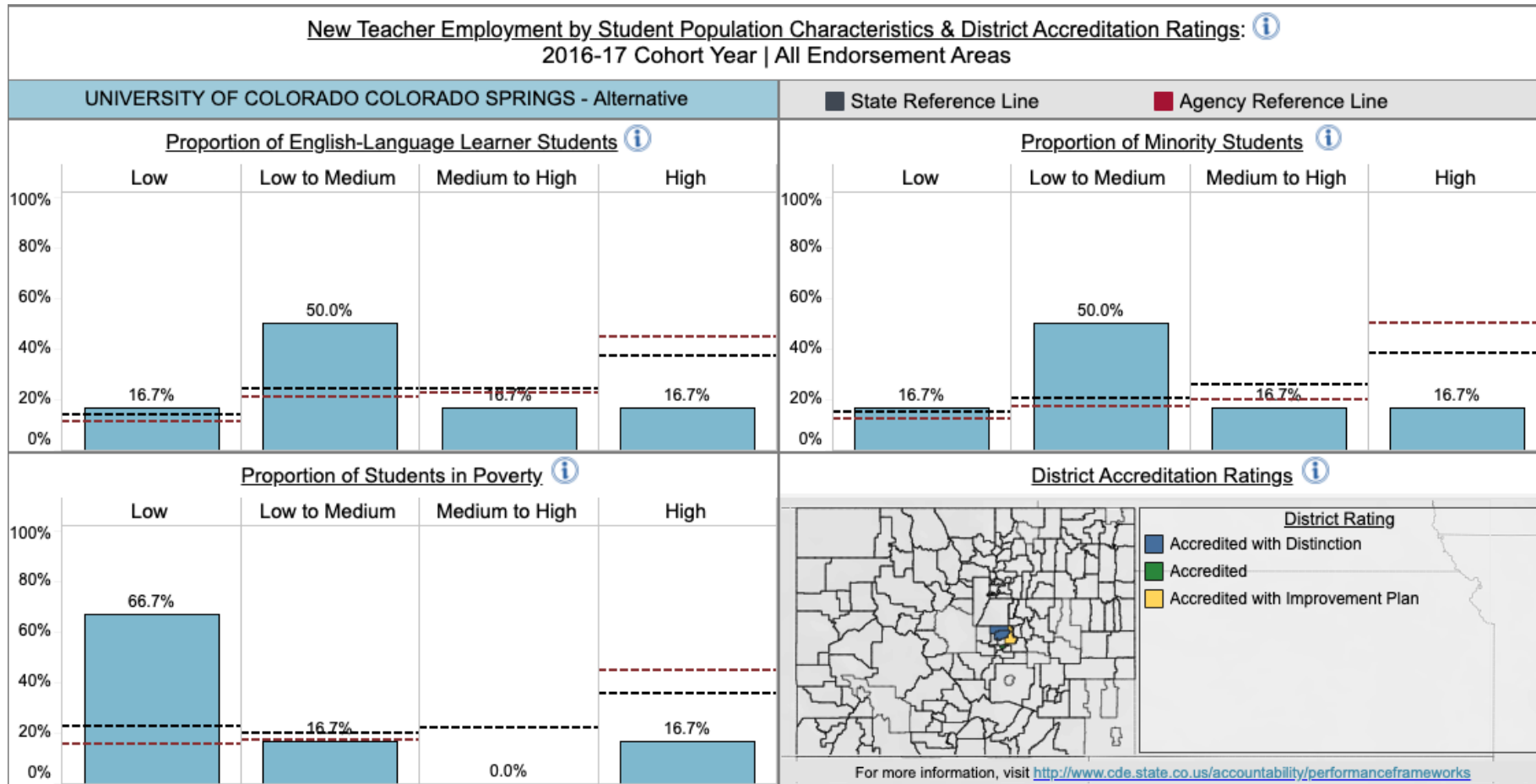
UCCS provides a larger percentage (32%) of new teachers to schools with medium to high percentages of minority students than all traditional programs in the state (22%) and on-average statewide (22%).



New Teacher Retention: Context of Employment
 Completing in the 2016-17 Cohort
 All Endorsement Areas

This map shows where new teachers were employed throughout the state of Colorado.

New Teacher Retention: Context of Employment Completing in the 2016-17 Cohort Alternative Licensure Program



**Eight Annual
Measures: 3**

Skyfactor Benchworks

Employer Survey



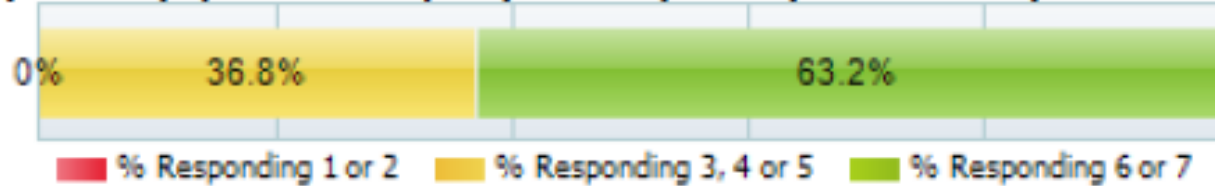
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2019 Employer Survey

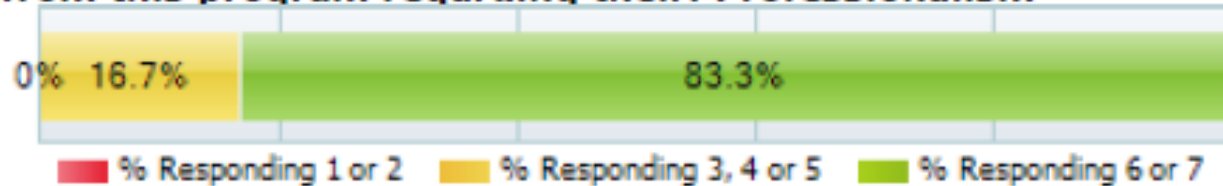
Q001. General Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Analytical skills



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	3	15.8%
(5)	4	21.1%
(6)	8	42.1%
(7) Extremely	4	21.1%

% Resp = 100.0%
N = 19
Mean = 5.68
Std Dev = 0.98

Q007. Employee Traits - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Professionalism

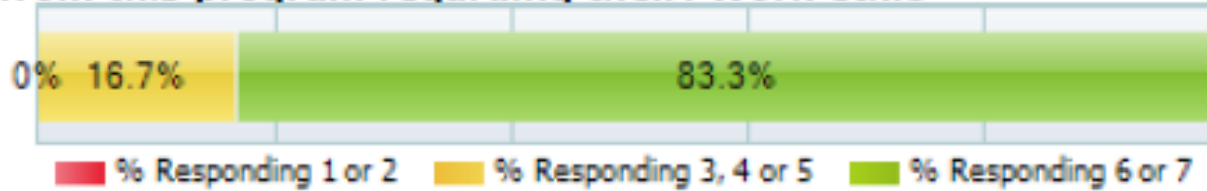


	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	0	0.0%
(5)	3	16.7%
(6)	6	33.3%
(7) Extremely	9	50.0%

% Resp = 94.7%
N = 18
Mean = 6.33
Std Dev = 0.75

2019 Employer Survey

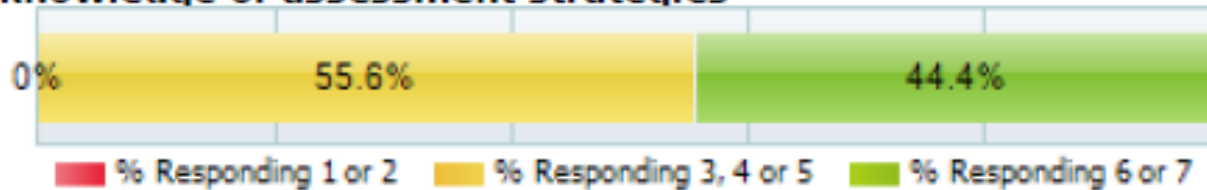
Q008. Employee Traits - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their: Work ethic



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	0	0.0%
(5)	3	16.7%
(6)	5	27.8%
(7) Extremely	10	55.6%

% Resp = 94.7%
N = 18
Mean = 6.39
Std Dev = 0.76

Q009. Learning Outcomes - To what degree are you satisfied with recent graduates (i.e., graduated five or fewer years ago) from this program regarding their ability to: Apply knowledge of assessment strategies



	N	% of Total
(1) Not at all	0	0.0%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	3	16.7%
(5)	7	38.9%
(6)	5	27.8%
(7) Extremely	3	16.7%

% Resp = 94.7%
N = 18
Mean = 5.44
Std Dev = 0.96

**Eight Annual
Measures: 4**

Skyfactor Benchworks

Exit Survey



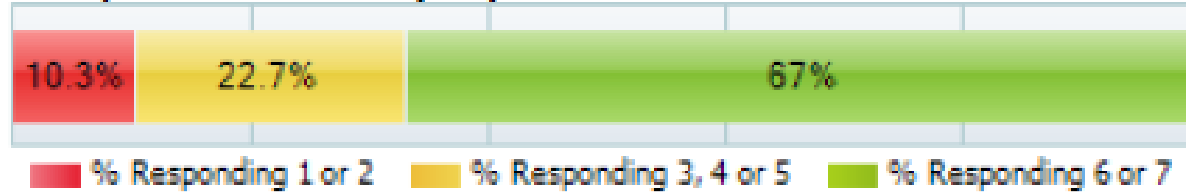
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2019 Exit Survey

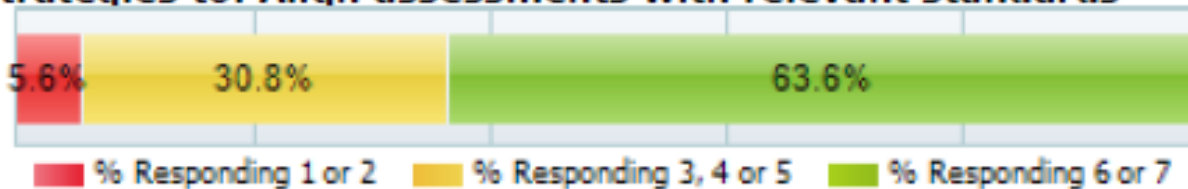
Q028. Student Teaching - How satisfied were you with the: Quality of the learning experience



	N	% of Total
(1) Very dissatisfied	5	5.2%
(2)	5	5.2%
(3)	4	4.1%
(4) Neutral	8	8.3%
(5)	10	10.3%
(6)	14	14.4%
(7) Very satisfied	51	52.6%

% Resp = 88.2%
N = 97
Mean = 5.67
Std Dev = 1.83

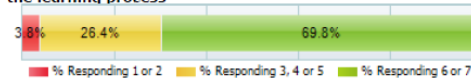
Q035. Assessment - Did the teacher education program enhance your ability to apply knowledge of assessment strategies to: Align assessments with relevant standards



	N	% of Total
(1) Not at all	3	2.8%
(2)	3	2.8%
(3)	5	4.7%
(4) Moderately	13	12.2%
(5)	15	14.0%
(6)	30	28.0%
(7) Extremely	38	35.5%

% Resp = 97.3%
N = 107
Mean = 5.58
Std Dev = 1.54

Q039. Classroom Management - Did the teacher education program enhance your ability to create a productive classroom environment which: Actively engages students in the learning process

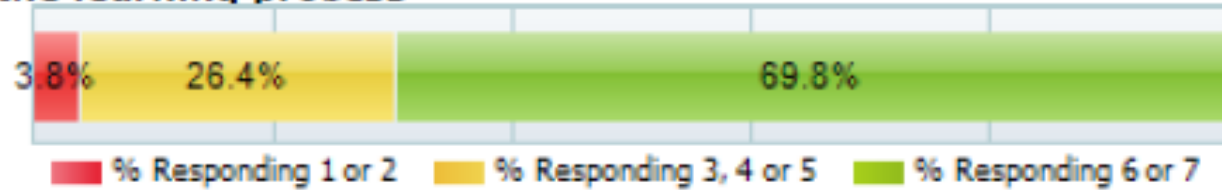


	N	% of Total
(1) Not at all	4	3.8%
(2)	0	0.0%
(3)	1	0.9%
(4) Moderately	14	13.2%
(5)	13	12.3%
(6)	32	30.2%
(7) Extremely	42	39.6%

% Resp = 96.4%
N = 106
Mean = 5.79
Std Dev = 1.43

2019 Exit Survey

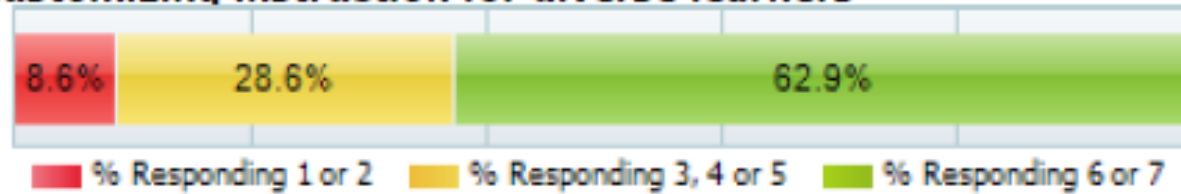
Q039. Classroom Management - Did the teacher education program enhance your ability to create a productive classroom environment which: Actively engages students in the learning process



	N	% of Total
(1) Not at all	4	3.8%
(2)	0	0.0%
(3)	1	0.9%
(4) Moderately	14	13.2%
(5)	13	12.3%
(6)	32	30.2%
(7) Extremely	42	39.6%

% Resp = 96.4%
N = 106
Mean = 5.79
Std Dev = 1.43

Q047. Diversity - Did the teacher education program enhance your ability to reflect the value of diversity in teaching by: Customizing instruction for diverse learners



	N	% of Total
(1) Not at all	3	2.9%
(2)	6	5.7%
(3)	4	3.8%
(4) Moderately	9	8.6%
(5)	17	16.2%
(6)	28	26.7%
(7) Extremely	38	36.2%

% Resp = 95.5%
N = 105
Mean = 5.54
Std Dev = 1.62

**Eight Annual
Measures: 4**

Skyfactor Benchworks

Alumni Survey



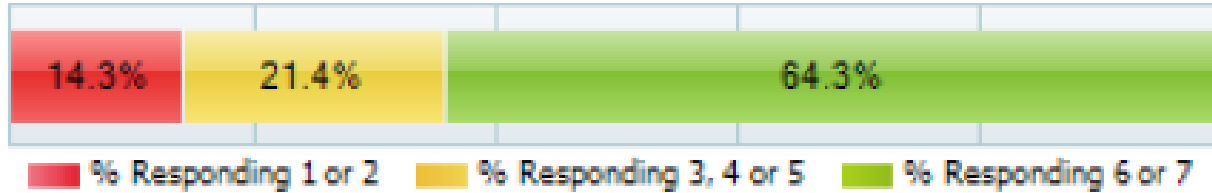
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2019 Alumni Survey

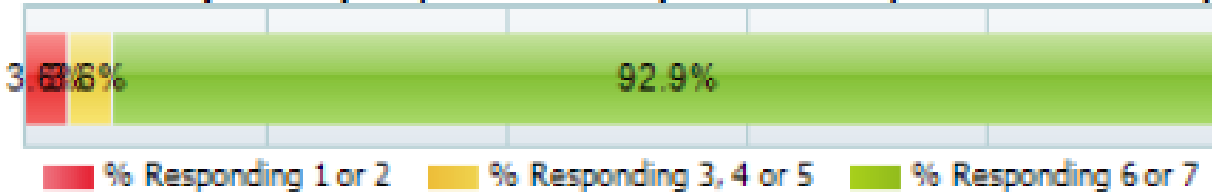
Q012. Career Success - To what extent did the teacher education program: Provide teaching skills necessary to succeed



	N	% of Total
(1) Not at all	4	14.3%
(2)	0	0.0%
(3)	0	0.0%
(4) Moderately	3	10.7%
(5)	3	10.7%
(6)	7	25.0%
(7) Extremely	11	39.3%

% Resp = 100.0%
N = 28
Mean = 5.36
Std Dev = 2.02

Q014. Career Choice - How satisfied are you with your: Choice of teaching level (i.e., elementary education, middle school)

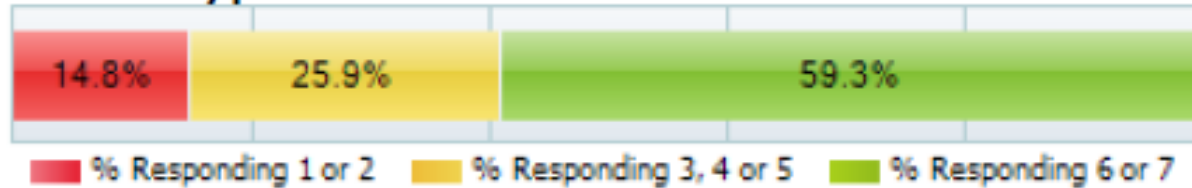


	N	% of Total
(1) Very dissatisfied	1	3.6%
(2) Moderately dissatisfied	0	0.0%
(3) Slightly dissatisfied	0	0.0%
(4) Neutral	1	3.6%
(5) Slightly satisfied	0	0.0%
(6) Moderately satisfied	4	14.3%
(7) Very satisfied	22	78.6%

% Resp = 100.0%
N = 28
Mean = 6.54
Std Dev = 1.24

2019 Alumni Survey

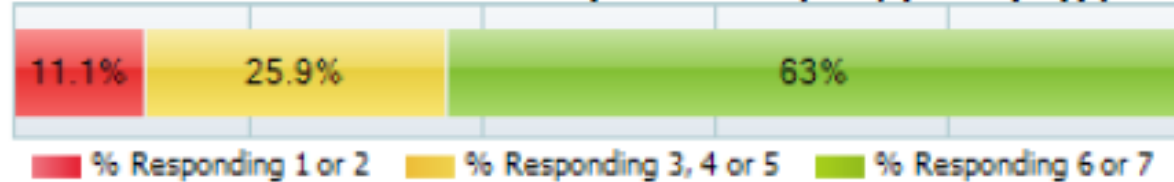
Q057. Classroom Management - How well did the teacher education program enhance your ability to create a productive classroom environment which: Actively engages students in the learning process



	N	% of Total
(1) Not at all	3	11.1%
(2)	1	3.7%
(3)	2	7.4%
(4) Moderately	1	3.7%
(5)	4	14.8%
(6)	8	29.6%
(7) Extremely	8	29.6%

% Resp = 96.4%
N = 27
Mean = 5.15
Std Dev = 1.98

Q063. Content - How well did the teacher education program enhance your ability to exhibit a mastery of relevant content related to: Theories of teaching methods (i.e., pedagogy)

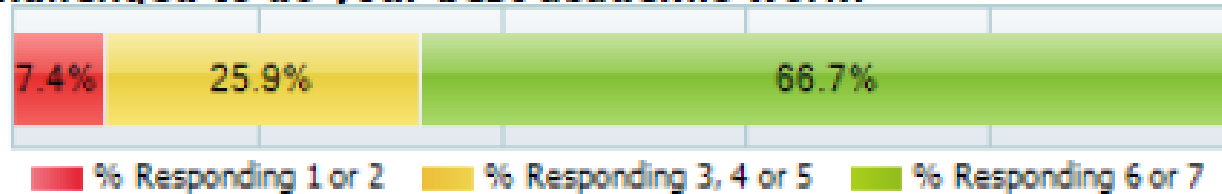


	N	% of Total
(1) Not at all	1	3.7%
(2)	2	7.4%
(3)	0	0.0%
(4) Moderately	4	14.8%
(5)	3	11.1%
(6)	7	25.9%
(7) Extremely	10	37.0%

% Resp = 96.4%
N = 27
Mean = 5.48
Std Dev = 1.71

2019 Alumni Survey

Q093. Overall Evaluation - Regarding your experience in the teacher education program, to what degree: Were you challenged to do your best academic work?



	N	% of Total
(1) Not at all	1	3.7%
(2)	1	3.7%
(3)	2	7.4%
(4) Moderately	3	11.1%
(5)	2	7.4%
(6)	3	11.1%
(7) Extremely	15	55.6%

% Resp = 96.4%
N = 27
Mean = 5.70
Std Dev = 1.78

**Eight Annual
Measures: 2, 6, 7**

EdTPA and Praxis Pass Rate Data

What is edTPA?

- **A performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.**
- **A subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.**
- **Developed by the Stanford Center for Assessment, Learning, and Equity (SCALE).**
- **Builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.**
- **The design and review teams have included hundreds of university faculty, national subject-matter organization representatives (e.g., NCTM, NCTE, NSTA, etc.), and K–12 teachers.**

How does edTPA work?

- **Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience.**
- **edTPA requires aspiring teachers to**
 - **demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs;**
 - **engage real students in ambitious learning;**
 - **analyze whether their students are learning, and**
 - **adjust their instruction to become more effective.**
- **Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators.**

edTPA at UCCS

- **The University of Colorado Colorado Springs (UCCS) College of Education has administered the edTPA since 2013 -2014.**
- **This is not a high-stakes test in Colorado since it is not required for licensure. It is, however, one of the only options for finding reliable and valid data about how teacher candidates are performing in the classroom.**
- **Our teacher candidates' work is scored locally as well as nationally. We have altered our courses in response to edTPA scores in response to lower scores in teacher feedback and the use of academic language.**

EdTPA Average Scores

2018-2019

Test Name	Average Test Score	Average Rubric Score
Secondary Math	35.27	2.35
Secondary History/Social Studies	44.71	2.98
Secondary Science	38	2.53
Secondary English Language Arts	46.69	3.11
Elementary Education: Literacy with Mathematics Task 4	49.85	2.78
World Language	30	2.31

2017-2018

Test Name	Average Test Score	Average Rubric Score
Secondary Math	40.33	2.68
Secondary History/Social Studies	41.26	2.76
Secondary Science	35.5	2.36
Secondary English Language Arts	48.67	3.23
Elementary Education: Literacy with Mathematics Task 4	51.73	2.87
World Language	30	2.3

2016-2017

Test Name	Average Test Score	Average Rubric Score
Secondary Math	32.67	2.2
Secondary History/Social Studies	38.14	2.6
Secondary Science	39.8	2.66
Secondary English Language Arts	47.43	3.14
Elementary Education: Literacy with Mathematics Task 4	55.07	3.06

Summary of Praxis II Exam Pass Rates: 2015-2019

Group	Number Taking Tests	Number Passing Tests	Pass Rate*
Traditional			
All program completers			
2018-19	122	112	92%
2017-18	132	131	99%
2016-17	62	61	98%
Alternative			
2018-19	8	*	*
2017-18	4	*	*
Combined	12	11	92%

*Pass rates not reported if the number taking tests is less than 10.

**Eight Annual
Measures: 3**

Partnership Breakfast



University of Colorado
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2019 Partnership Breakfast Feedback*

Prompt	Please rate the educational content of this event	Please rate your level of interest in the topic
Mean Score**	4.5	4.9
Highlights	<ul style="list-style-type: none"> • Students sharing experience in professional year • Opportunity to network • Residency model exciting 	<ul style="list-style-type: none"> • Mixture of roles at tables-UCCS and partners • Ideas for helping meet the financial burden of UCCS students
Recommendations	<ul style="list-style-type: none"> • More semi-structured time for small group conversations • Mini work session/follow up with partners 	<ul style="list-style-type: none"> • Describe residency model (how different?) • Share research on residency model • Table work sessions as follow up

*2020 Partnership Breakfast was cancelled due to COVID-19

**Scale of 1-5 (5 being highest rating)

**Eight Annual
Measures: 1,2**



Focus Groups

Spring 2020



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Focus Group Interview Summary: Spring 2020

Overall, participants felt that incoming teachers were well prepared to be effective educators as evidenced by their

- growth mindset and ability to receive feedback from colleagues,
- their ability to build relationships with students, and
- measures of students' achievement and growth.

General areas for improvement within the program include

- providing more in-depth instruction to prepare teachers to address students with special needs, especially extreme behaviors and especially those with special needs and gifted abilities;
- preparing future teachers for the emotional and professional reality of their first year of teaching;
- exposing future teachers to a greater variety of classroom environments and grade levels as well as observation skills during student teaching; and
- enhancing opportunities for all parties to collaborate, including student teachers, lead teachers, coaches, principals, superintendents, paraprofessionals, and special education specialists.

**Eight Annual
Measures: 8**

Financial Burden Survey

Source: Bank Street Prepared to Teach



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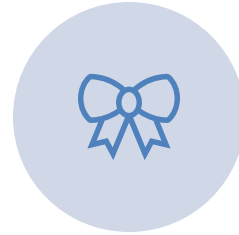
Financial Burden Survey



SENT TO 20
INSTITUTIONS IN 7
STATES ACROSS THE
UNITED STATES AND 7
INSTITUTIONS IN
COLORADO



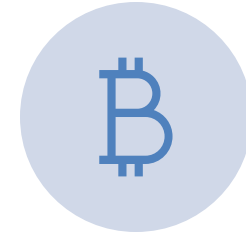
UCCS – INCLUSIVE EARLY
CHILDHOOD, INCLUSIVE
ELEMENTARY, AND
ELEMENTARY TEACHER
EDUCATION STUDENTS
(N = 53)



BANK STREET GAVE \$10
GIFT CARD TO ALL
COCORE PARTICIPANTS



CDHE – OPENED
OPPORTUNITY UP TO ALL
EDUCATION PREP
PROGRAMS (EPPS)



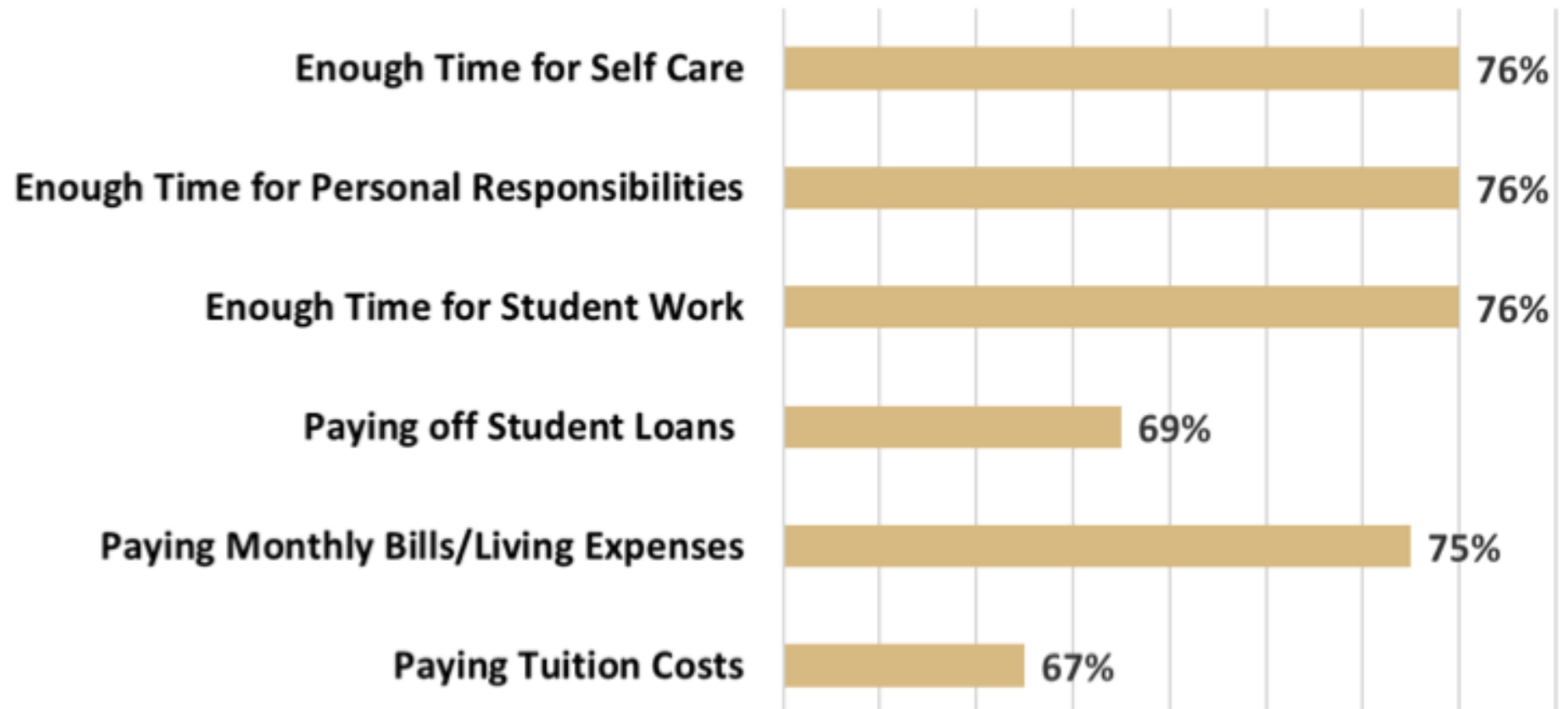
CDHE – PROVIDED 4,
\$100.00 GIFT CARDS FOR
A RAFFLE IN WHICH ALL
COLORADO
PARTICIPANTS WERE
ELIGIBLE

Bank Street Financial Burden Survey

Preliminary Results:

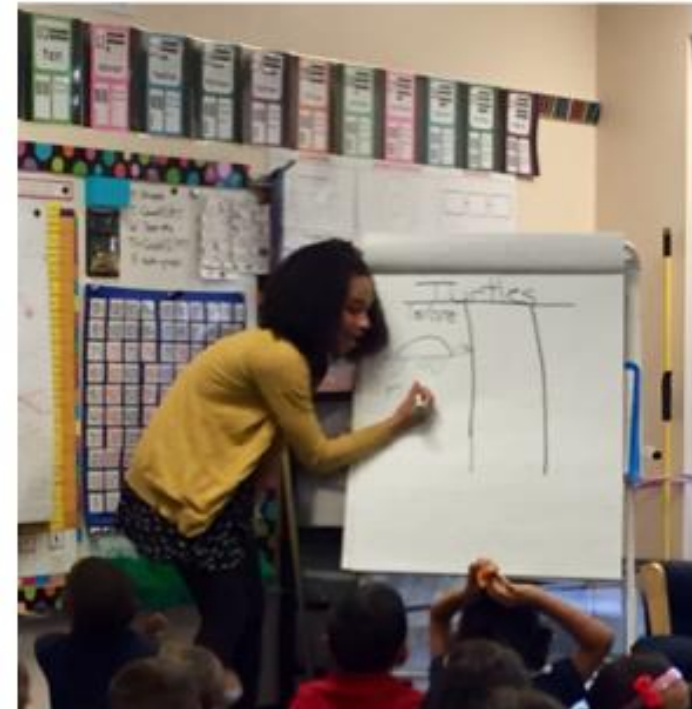
83% of responders said that they worry very frequently or frequently about their current financial situation.

What do Teacher-Prep Students Worry About?



Sources of Financial Support for Teacher Candidates to Pay Tuition

- Federal Work Study (11.11%)
- Other university-related work (11.11%)
- Employment outside of University-connected Work (51.11%)
- Loans (from any source) (53.33%)
- Personal Savings (51.11%)
- Credit Cards (35.56%)



Loans Used to Pay Tuition/Living Expenses 2019-2020

- **Personal Federal Loans: (59.46%)**
 - Mean: \$12,048
 - Min: \$2000
 - Max: \$40,000
- **Personal Private Loans: (18.22%)**
 - Mean: \$6,700
 - Min: \$1000
 - Max: \$15,000
- **Loans others took out to support me: (16.22%)**
 - Mean: \$3,100
 - Min: \$400
 - Max: \$6,000



Employment and Hours per Week that Teacher Candidates Work

Employment:

- 67 % of teacher candidates have employment outside of the university
- 19 % of teacher candidates have university-based employment
- 14% of teacher candidates have Federal work-study
- 25% of the responding teacher candidates reported working more than one job

Hours Worked Per Week:

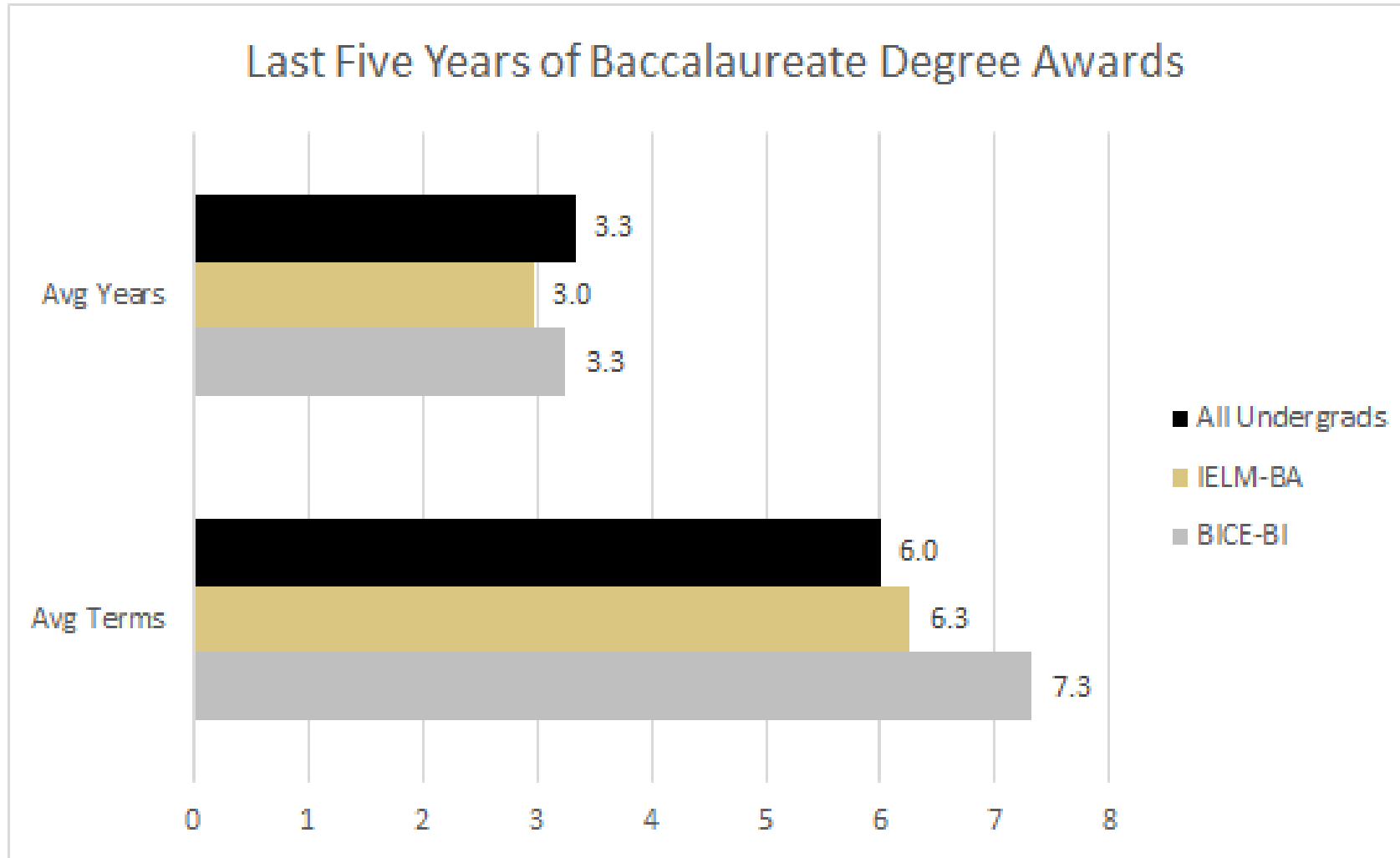
- 30 + hours (21.74%)
- 20 – 29 hours (43.48%)
- 13 – 19 hours (26.09%)
- Less than 5 hours (8.7%)



Graduation Rates

Source: UCCS Office of
Institutional Research

Undergraduate Time to Degree



Student Loan Default Rates

Student loan default rates and other
consumer information
(initial & advanced levels)

Student Loan Default Rates



School Default Rates
FY 2016, 2015, and 2014

[RETURN TO RESULTS](#)

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2016	FY2015	FY2014
004509	UNIVERSITY OF COLORADO COLORADO SPRINGS 1420 AUSTIN BLUFFS PARKWAY COLORADO SPRINGS CO 80918-3735	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	5.1	6.9	5.5
					No. in Default	131	179	131
					No. in Repay	2,528	2,584	2,355
					Enrollment figures	15,823	14,881	13,832
					Percentage Calculation	15.9	17.3	17

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2016 CDR Year will use 2014-2015 enrollment).

Current Date : 11/17/2019



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