



AAQEP Annual Report for 2021

Provider/Program Name: University of Hawai'i at Mānoa – Advanced Programs

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): June 2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

The University of Hawai'i at Mānoa (UHM) has international recognition among the nation's leading land, sea, and space grant universities. Grounded in the traditional values of our host culture, we strive for excellence in teaching, research, and community engagement, while promoting environmental sustainability and human justice. The UHM was founded in 1907 under the Morrill Act as a land-grant college of agriculture and mechanic arts. In 1912 the newly-named College of Hawai'i relocated to Mānoa Valley. The college became the University of Hawai'i in 1920 with the addition of a College of Arts and Sciences. The Territorial Normal and Training School (now College of Education) joined the University in 1931. The College of Education (COE) serves not only the state of Hawai'i, but a regional and global market. Ours is a diverse and robust college providing educational and community-driven research, policy studies, curriculum development, professional development, educational services, as well as teacher and educational leader preparation programs.

COE Vision - *A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society.*

The College of Education envisions a Native Hawaiian place of learning and teaching sustained by a collaborative community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society, and prioritize the educational well-being of the Native Hawaiian people and others across the Pacific through education. Our vision guides the direction and work of the college in and beyond lāhui Hawai'i and is informed by tenets of aloha 'āina, a'o, mālama, 'ike Hawai'i, and pono, creating our sense of purpose and a sense of place.*

COE Strategic Principles

Principle A: Native Hawaiian Place of Learning and Teaching

Context A: Commit to and actualize a Native Hawaiian place of learning and teaching. Become a Native Hawaiian Place of Learning (Aloha 'Āina University).

Principle B: Collaboration, Partnerships, and Community

Context B: Enrich student, faculty and staff experiences by embedding collaboration and partnerships as fundamental principles in the delivery of high quality programs (internally, locally, and globally).

Principle C: Innovate and Inspire

Context C: Nurture a culture of innovation and continuous improvement, including the use of technology to enhance equity and sustain excellence in teaching and learning. We inspire societal and extrinsic constructive change.

Principle D: Research to Improve Educational Outcomes

Context D: Commit to endeavors that innovate, improve, or influence the knowledge base of diverse learners who can contribute to a just society.

The COE submitted two Quality Assurance Reports (one for Initial Licensure Programs and one for Advanced Programs) and was awarded full accreditation for both through June 2028. This Annual Report includes data on our Advanced Programs. Advanced programs are housed in the Departments of Curriculum Studies, Educational Administration, Educational Foundations, Educational Psychology, and Special Education; one master's level program for non-licensure in the Institute for Teacher Education is also included. Many of our advanced programs offer multiple tracks of study; however, they use common core coursework and key assessments. A list of the program tracks are available [here](#). Two college-wide doctoral programs are included in this report: the Doctor of Philosophy in Education (PhD) and the Doctor of Education (EdD).

*Glossary of Terms:

‘āina: land, resources
 aloha: compassion; loving relationships and reciprocal care
 ‘ike Hawai‘i: Hawaiian culturally rooted insights, perspectives, intuition, knowledge, skills, perceptions, sensory inputs, extra-sensory understandings, emotions, instincts, awareness, etc.
 lāhui: nation, race, tribe, people, nationality
 mālama: to take care of, tend, attend, care for, preserve, protect
 pono: balance, right, harmony

Public Posting URL

Part I of this report is posted at the following web address (accredited members of AAQEP must post at least Part I):

<https://coe.hawaii.edu/accreditation/>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21
Master of Education (MEd)	Curriculum Studies (EDCS)*	160	86
	Early Childhood Education (ECE)*	30	5
	Educational Administration (EDEA)*	52	21
	Educational Foundations (EDEF)*	28	12

	Educational Psychology (EDEP)	23	5
	Special Education (SPED)*	57	44
	Subtotal	350	173
Master of Education in Teaching (MEdT)	MEdT Professional Practice Non-Licensure*	0	0
	Subtotal	0	0
Doctor of Philosophy (PhD)	Education (College-wide EDUC PhD)	159	12
	Educational Psychology (EDEP)	25	3
	Subtotal	184	15
Doctor of Education (EdD)	Professional Educational Practice (College-wide EdD)*	31	5
	Subtotal	31	5
	TOTALS:	565	193

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

The Master of Education in Teaching (MEdT) Post-Professional Non-Licensure Program currently does not have any students; however, the program has not been discontinued. The program may be offered again in the future.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

1. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.			
565			
2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.			
193			
3. Number of recommendations for certificate, license, or endorsement included in Table 1.			
1 (MEd Early Childhood Education add-a-field)			
4. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.			
YEAR-TO-YEAR, DEPARTMENT-LEVEL PERSISTENCE RATE (%)			
	F17	F18	F19
	Cohort	Cohort	Cohort
Total	84.2	85.1	87.9
EDD	96.7	100	100
MED	89.1	90.4	92
MEDT	85.4	92.9	92.2
PHD	90.6	94.5	88.4
	F17	F18	F19
Curriculum Studies	Cohort	Cohort	Cohort
Total	83.6	83.1	88.1
MED	91.2	87	92.7
MEDT	85.4	92.9	92.2

	F17	F18	F19
Collegewide - Education	Cohort	Cohort	Cohort
PHD	89.9	93.8	90.7
	F17	F18	F19
Educational Administration	Cohort	Cohort	Cohort
MED	83.7	88.5	88.6
	F17	F18	F19
Educational Foundations	Cohort	Cohort	Cohort
Total	90.4	92.9	90.1
EDD	96.7	100	100
MED	81.8	89.3	83.7
	F17	F18	F19
Educational Psychology	Cohort	Cohort	Cohort
Total	96.4	97.9	88.4
MED	95.5	100	77.8
PHD	97	96.6	96
	F17	F18	F19
Special Education	Cohort	Cohort	Cohort
MED	91.1	92.1	95.2
MEDIAN TIME-TO-DEGREE (YEARS)			
	FY18	FY19	FY20
Summary	Cohort	Cohort	Cohort
EDD	3.21		
MED	1.93	1.97	1.74
MEDT	1.72	1.72	1.74
PHD	6.15	6.52	4.96
	FY18	FY19	FY20
Curriculum Studies	Cohort	Cohort	Cohort
MED	1.72	1.97	0.99
MEDT	1.72	1.72	1.74

	FY18	FY19	FY20
Collegewide - Education	Cohort	Cohort	Cohort
PHD	6.32	8.02	5.32
Educational Administration	FY18	FY19	FY20
	Cohort	Cohort	Cohort
MED	2.31	1.72	1.35
Educational Foundations	FY18	FY19	FY20
	Cohort	Cohort	Cohort
EDD	3.21		
MED	1.72	2.02	1.22
Educational Psychology	FY18	FY19	FY20
	Cohort	Cohort	Cohort
MED	1.84	1.72	2.84
PHD	5.52	6.32	4.73
Special Education	FY18	FY19	FY20
	Cohort	Cohort	Cohort
MED	1.93	2.14	1.95

5. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

N/A

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

In early Fall 2021, the COE initiated a Tableau data dashboard project which will include the following data dashboards (both public and password-protected versions): assessment data dashboard, survey data dashboard, student and faculty demographics dashboard, and a strategic planning dashboard. The dashboards are currently being developed by a core team of four COE faculty and staff members in the Dean's Office with an expected date of launching the dashboards of Spring 2022. We will include more detailed data and analysis utilizing our new dashboards in the 2022 AAQEP Annual Report.

All of the COE advanced programs administer final research projects (Thesis, Plan B, or Dissertation), in addition to program specific assessments, which align to AAQEP standards 1 and 2. The COE administers surveys to all graduating students at the

end of their final semester in the program. We also administer alumni surveys to our graduates; in AY2021-22, we are increasing the alumni survey administration frequency to be an annual survey. We publicly share our COE survey results from program completers and alumni on our COE [Measuring Our Success webpage](#).

7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Evidence from employers of program completers is gathered through the Hawaii Data Exchange Partnership (DXP) workforce and salary data dashboards (results discussed in #8 below) and through feedback gathered in meetings and data sharing with our partners including the COE Advisory Council, the Hawaii Teacher Education Coordinating Council (TECC), and program advisory member meetings. New evidence and analysis will be included in next year's annual report.

8. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The COE investigates employment rates and salary data for program completers through the DXP data dashboards. These data allow us to see how many COE graduates are found working in Hawaii and their median wage. Of COE 2015 graduates, 67% were working in Hawaii (in any field), with 58% working in the field of education five years after graduation. Overall, Education graduates were more likely to be found working five years after graduation (67%) compared to non-Education graduates (49%). The data shows that 80% of all COE completers were found working (in any field) 1 year from completion. This proportion drops to 67% at the 5-year mark. Though this system provides a glance at where our candidates are employed after completion, it is limited. For instance, data is not available for students who were employed by the federal government, were self-employed, or who were working out of state. This year, we added an item to all of our program completion surveys asking our graduates about their employment and/or continuing education plans. We also have added an employment and/or continuing education item to our alumni surveys. The data from these will be available after this academic year, in Fall 2022.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Final Research Projects (Master’s Thesis, Plan B, or Doctoral Dissertation)	Candidates must receive passing scores from two or more faculty members on the program specific rubrics for their final research project.	Detailed data will be included in next year’s annual report, including links to our new data dashboard.
COE Program Completion Surveys	Responses in the upper two scale ratings of the satisfaction (“very satisfied” and “satisfied”) and agreement (“strongly agree” and “agree”) items.	In AY20-21, 98% of the 124 master’s program completers that responded to the Masters Student Completion Survey strongly agreed or agreed that they became more knowledgeable in their field as a result of their COE program. 91% of the 21 doctoral students that responded to the doctoral completion surveys reported being very satisfied or satisfied with the quality of their program. More detailed data will be included in next year’s annual report, including links to our new data dashboard.
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.	Will report AY20-21 data in Fall 2022 Annual Report.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
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Final Research Projects (Master's Thesis, Plan B, or Doctoral Dissertation)	Candidates must receive passing scores from two or more faculty members on the program specific rubrics for their final research project.	Detailed data will be included in next year's annual report, including links to our new data dashboard.
COE Program Completion Surveys	Responses in the upper two scale ratings of the satisfaction ("very satisfied" and "satisfied") and agreement ("strongly agree" and "agree") items.	In AY20-21, 98% of the 124 master's program completers that responded to the Masters Student Completion Survey strongly agreed or agreed that they became more knowledgeable in their field as a result of their COE program. 91% of the 21 doctoral students that responded to the doctoral completion surveys reported being very satisfied or satisfied with the quality of their program. More detailed data will be included in next year's annual report, including links to our new data dashboard.
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement ("strongly agree" and "agree") items.	Will report AY20-21 data in Fall 2022 Annual Report.

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

One of the priorities and commitments of the COE is to its identity as a Native Hawaiian Place of Learning. The COE Faculty Senate is currently working, in collaboration with our Ainahou Native Hawaiian Council, to develop and offer a series of professional development opportunities for faculty and staff to develop a stronger shared understanding of what it means to be and best practices for a Native Hawaiian Place of Learning.

In addition, the COE's newly initiated Tableau data dashboard project will improve our ability to engage in in-depth analysis of COE data for continuous improvement. The data dashboards will be available in publicly viewable formats and also password-protected versions that department chairs and program assessment coordinators will be able to access and utilize. The dashboards include an assessment data dashboard, survey data dashboard, student and faculty demographics dashboard, and a strategic planning dashboard. They are currently being developed by a core team of four COE faculty and staff members in the Dean's Office with an expected date of launching the dashboards of Spring 2022.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs may post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing growth and improvement processes in relation to each AAQEP standard.

Table 5. Provider Self-Assessment and Continuous Improvement

Std.	Strengths, Needs, and Goals/Opportunities by Standard		Priorities to Be Addressed	Action Plan/ Steps to Be Taken	Steps Taken/ Outcomes (Reflection)
1	Strength	COE advanced program completers are prepared to fill their target professional roles effectively.		Continue to monitor candidate performance from entry through program completion	In Fall 2021, initiated new COE Tableau data dashboard project to aid in the analysis and dissemination of COE data for continuous improvement.
	Need				
	Goal				
2	Strength	COE advanced program completers are equipped to work in diverse contexts, have done so successfully, and are growing as professionals		Continue to monitor program completer competence and growth.	In Fall 2021, initiated new COE Tableau data dashboard project to aid in the analysis and dissemination of COE data for continuous improvement.
	Need	Increase the frequency of the administration of COE alumni surveys.		Starting in AY21-22, the COE Alumni Survey will be administered on an annual basis.	Annual administration of the alumni survey will commence this academic year.

	Goal	Strengthen the alignment of aspect 2d into program curricula and assessments.		In spring 2022, program assessment coordinators will be asked to brainstorm and assist in developing a plan for the improved incorporation of aspect 2d into their program curricula and assessments.	In progress.
3	Strength	COE advanced programs have the capacity both internally and with partners to ensure that completers are prepared and succeed professionally			
	Need				
	Goal				
4	Strength	Our programs are engaged in strengthening the educational system in conjunction with stakeholders and in keeping with our institutional mission.			
	Need				
	Goal	We are aware that candidates who are Native Hawaiian and Filipino are underrepresented populations in our College, in the HDOE as teachers and administrators, and in higher education. Even though we have		In Fall 2021, initiated new COE Tableau data dashboard project to aid in the analysis and dissemination of COE data for continuous improvement. These	In progress.

		<p>implemented numerous supports and processes to address these inequalities, we have room for growth. The COE, and our partners, strive to address these shortages and support our graduates in their professional roles following graduation.</p>		<p>dashboards include student and faculty demographics data to closely track our progress on addressing underrepresentation issues.</p> <p>In addition, the COE is developing a series of professional development opportunities for faculty and staff to develop a stronger shared understanding of what it means to be and best practices for a Native Hawaiian Place of Learning.</p>	
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Overall Comments in Response to Evidence

Optional explanation or elaboration on the findings noted in the final column of Table 5.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted).

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

An overriding factor for all future plans is the current pandemic and its economic impact on Hawaii, which may result in our operating within a reduced budget for the next several years. At present the University is engaging in discussions with each unit on implementing potential cost-saving measures, as yet to be determined. In anticipation of the impending budgetary restrictions, the COE may not be able to fully implement the initiatives outlined in our COE Strategic Plan or the planned changes to the programs. Instead, the impacts may in fact result in department reorganizations; reduction of limited term faculty; and/or merging, reducing or eliminating some programs. We do not, at present, know the impact on the advanced programs. This may limit or impede the planned program changes and new programs in planning. We will continue to operate as efficiently as possible within the availability of funds. The COE has received input from the campus administration that we should continue our focus on addressing the workforce needs of Hawai'i. Therefore, we plan to move forward with offering our advanced programs, and planning for additional areas in which there remain educator shortages.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Jessica L. W. Miranda, Director of Assessment, Accreditation, and Accountability	Nathan M. Murata, Dean

Date sent to AAQEP:

12/30/2021