



AAQEP Annual Report for 2022

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 included 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'ō, 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](#). Three doctoral programs are included in this report: the Doctor of Philosophy (PhD) in Education (PhD), the PhD in Educational Psychology, 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 filing this report must post at least Part I):

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)
<i>Programs that lead to initial teaching credentials</i>			
Total for programs that lead to initial credentials			
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Master of Education	Early Childhood Education: Generalist PreK-K or PreK-3	10	1
Total for programs that lead to additional/advanced credentials		10	1

<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Master of Education	Curriculum Studies	205	24
	Early Childhood Education (Non-Licensure)	30	1
	Educational Administration	69	27
	Educational Foundations	30	14
	Educational Psychology	25	6
	Special Education	82	21
EdD in Professional Educational Practice	Professional Practice	31	0
PhD in Education	Curriculum & Instruction	63	5
	Educational Administration	33	5
	Educational Foundations	17	0
	Exceptionalities	19	3
	Global & International Education	15	0
	Kinesiology	12	0
	Policy Studies	5	1
PhD in Educational Psychology		26	3
Total for additional programs		643	110
TOTAL enrollment and productivity for all programs		653	111
Unduplicated total of all program candidates and completers		653	111

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 campus has added the following advanced program:

- Added Field in Special Education (PBSPED): (1) Mild Moderate (PK-3, K-6, 6-12) and (2) Severe/Profound (PK-3, K-6, 6-12)
- Added Field in STEM (K-6, 6-12) – MEd in Curriculum Studies
- Added Field in TESOL (K-6, 6-12, K-12) - Graduate Certificate in Multilingual Multicultural Professional Practice (MMPP)
- Graduate Certificate in Online Learning and Teaching - Leading to add-a-field in Online Teaching

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

A. 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.																			
653																			
B. 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.																			
111																			
C. Number of recommendations for certificate, license, or endorsement included in Table 1. [Add-a-Field Recommendation]																			
1																			
D. 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.																			
<table border="1"> <thead> <tr> <th colspan="4">YEAR-TO-YEAR, DEPARTMENT-LEVEL PERSISTENCE RATE (%)</th> </tr> <tr> <th></th> <th>F18 Cohort</th> <th>F19 Cohort</th> <th>F20 Cohort</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>85.1</td> <td>87.9</td> <td>84.3</td> </tr> <tr> <td>EDD</td> <td>100</td> <td>100</td> <td>92.3</td> </tr> </tbody> </table>				YEAR-TO-YEAR, DEPARTMENT-LEVEL PERSISTENCE RATE (%)					F18 Cohort	F19 Cohort	F20 Cohort	Total	85.1	87.9	84.3	EDD	100	100	92.3
YEAR-TO-YEAR, DEPARTMENT-LEVEL PERSISTENCE RATE (%)																			
	F18 Cohort	F19 Cohort	F20 Cohort																
Total	85.1	87.9	84.3																
EDD	100	100	92.3																

MED	90.4	92	88
PHD	94.5	88.4	93.8

MEDIAN TIME-TO-DEGREE (YEARS)			
	FY19 Cohort	FY20 Cohort	FY21 Cohort
EDD			3.23
MED	1.97	1.74	1.72
PHD	6.52	4.96	4.86

*Blank cells indicate empty cohorts.

E. 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

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

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. We publicly share our COE assessment and survey results on our Tableau Public profile, [UHM COE Assessment and Accreditation](#), which was newly launched in Summer 2022, and also on our COE [Measuring Our Success webpage](#).

In Fall 2021, the COE initiated our Tableau data dashboard project including the following data dashboards (both public and password-protected versions): assessment data dashboards, survey data dashboards, enrollment and graduation dashboards, and student and faculty demographics dashboards. In Summer 2022, we launched the majority of the dashboards with continuing revisions based on stakeholder feedback. The alumni survey and strategic planning dashboards are still under development.

G. 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. We are working to establish a regular schedule for advisory group feedback for our advanced programs.

H. 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 [Hawaii P20 data dashboards](#). These data allow us to see how many COE graduates are found working in Hawaii and their median wage. Of COE 2016 graduates, the rates at which they were working in Hawaii (in any field) at one year post-graduation and five years post-graduation are:

University of Hawaii at Manoa's 2016* Graduates found in Hawaii's Workforce

Major	# of Graduates	1 Year	5 Years
Education, Curriculum Studies	86	95%	88%
Education, Early Childhood Education (2018 grads)*	15	80%	73% (3 Years)*
Education, Educational Administration	27	85%	70%
Education, Educational Foundations	26	92%	81%
Education, Educational Psychology (2017 grads)*	9	67%	67% (4 Years)*
Education, Special Education	9	89%	78%
Education, EdD (2017 grads)*	25	92%	80% (4 Years)*
Education, PhD	20	80%	80%

Though this Hawaii P20 workforce data dashboard 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.

From the AY21-22 Masters Student Survey, 96 of 252 graduating students responded, for a response rate of 38%. In the newly piloted "future plans" section of the survey, 52% of responding completers had secured teaching positions in their field and 20% had secured employment in the field of education (non-teaching). An additional 25% planned to seek employment in the field of education. Approximately 12% of completers planned to pursue further education and 1% of completers were enrolled in graduate school or continuing education at time of graduation. 2% of completers were not seeking employment or education at the time of graduation.

From the 2022 Advanced Programs' Alumni Survey, 251 of 1040 recent graduates from AY17-18 to AY21-22 responded, for a response rate of 24%. 231 (92%) of the respondents reported that they are currently working within the field of education, 10 (4%)

reported that they are not currently working in the field of education but plan to work within education in the future, and 10 (4%) reported that they are not currently working in the field of education and/or do not plan to work within the field of education. The reported primary role in which they are currently working was: K-12 Teacher (71; 39%), Educational Specialist (29; 16%), Professor (17; 9%), Counselor (13; 7%), Early Childhood Educator (9; 5%), Student Services Coordinator (8; 4%), Vice Principal (8; 4%), Librarian (6; 3%), “Not currently working” (6; 3%), Educational Researcher (5; 3%), and Principal (5; 3%).

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.	In AY21-22, all program completers met the performance expectation for their thesis, Plan B, or doctoral dissertation. The master’s program and PhD in Educational Psychology program data are available in our Tableau Advanced Programs Assessment Dashboard . The data for the PhD in Education will be integrated into the dashboard for next year’s report and are available in table form here .

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 AY21-22, 97% of the 88 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. 92% of the 26 doctoral students that responded to the PhD in Education Program Completion Survey reported that they developed in-depth knowledge in their areas of specialization as a result of their doctoral program. The PhD in Educational Psychology respondent also reported that their program developed their knowledge within the field.
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.	In AY21-22, on the Advanced Programs Alumni Survey, COE alumni reported the extent of their agreement that their most recent COE program helped them to: <ul style="list-style-type: none"> • Become more knowledgeable in their field (94%, 225 of 239, strongly agreed or agreed), • Develop important new skills in their field (91%, 216 of 238, strongly agreed or agreed), and • Develop their professional dispositions (93%, 224 of 240, strongly agreed or agreed). Alumni reported agreement with the extent to how their COE program prepared them in relation to the AAQEP standard 1 and 2 aspects is available in this table .

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
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.	In AY21-22, all program completers met the performance expectation for their thesis, Plan B, or doctoral dissertation. The master’s program and PhD in Educational Psychology program data are available in our Tableau Advanced Programs Assessment Dashboard . The data for the PhD in Education will be integrated into the dashboard for next year’s report and are available in table form here .
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 AY21-22, between 84% - 98% of the 88 master’s program completers that responded to the Masters Student Completion Survey strongly agreed or agreed that their program helped develop their knowledge, skills, and dispositions in their field. Between 85% - 97% of the 26 doctoral students that responded to the PhD in Education Program Completion Survey reported that their program developed their knowledge, skills, and dispositions in their field. The PhD in Educational Psychology respondent also reported that their program developed their knowledge, skills, and dispositions within the field.

COE Survey of Alumni	Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.	<p>In AY21-22, on the Advanced Programs Alumni Survey, COE alumni reported the extent of their agreement that their most recent COE program helped them to:</p> <ul style="list-style-type: none"> • Become more knowledgeable in their field (94%, 225 of 239, strongly agreed or agreed), • Develop important new skills in their field (91%, 216 of 238, strongly agreed or agreed), and • Develop their professional dispositions (93%, 224 of 240, strongly agreed or agreed). <p>Alumni reported agreement with the extent to how their COE program prepared them in relation to the AAQEP standard 1 and 2 aspects is available in this table.</p>
----------------------	---	--

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The COE is currently engaged in a college wide effort to address the teacher shortage in the State of Hawaii. In response to a request from the President of the UHM, the COE created an [action plan and report](#) in Fall 2021 on how the COE is addressing the state’s teacher shortage and proposals for future initiatives. While the dynamics of the teacher shortage are complex and require a collaborative effort of both the HIDOE and teacher preparation programs, we are working to address the problem through an enrollment management funnel utilizing four strategies: marketing, recruitment, program support and retention, and student support.

An accomplishment in terms of improving faculty, staff, and stakeholder access to, and engagement with, COE assessment, accreditation, and accountability data was the successful creation and launch of our new COE Tableau

Data Dashboards in AY2021-22. We created an array of password-protected and public dashboards (also discussed in sections 3F and 4 above). The public versions of the dashboards are available on our Tableau Public profile, [UHM COE Assessment and Accreditation](#). We are currently integrating the public dashboards into our COE website.

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 improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2022-23 year	Continue developing and refining the COE Tableau data dashboards to aid in the analysis, stakeholder engagement with, and dissemination of COE assessment and survey data for continuous improvement.
Actions	Continued work on the COE Tableau dashboard project. Continue to monitor candidate performance from entry through program completion.
Expected outcomes	Improved understanding of candidate and completer learning and performance. Improved faculty and stakeholder engagement with and analysis of assessment and survey data.
Reflections or comments	

	Standard 2
Goals for the 2022-23 year	Further incorporate aspect 2d into the advanced program assessments.
Actions	Program assessment coordinators have been asked to lead their program's efforts in developing a plan for the improved incorporation of aspect 2d into their program curricula and assessments.
Expected outcomes	Revisions to advanced program assessments to more clearly integrate AAQEP aspect 2d.
Reflections or comments	
	Standard 3
Goals for the 2022-23 year	Advanced programs establish a regular schedule for advisory group feedback and engagement in data collection, analysis, planning, improvement, and innovation (AAQEP aspect 3c).
Actions	Program assessment coordinators will be asked in Spring 2023 to lead their program in identifying key employers of their graduates and potential program advisory members, and to lead the forming of an official advisory group for their program.
Expected outcomes	Each advanced program will have an advisory group that meets at least once per year.
Reflections or comments	
	Standard 4
Goals for the 2022-23 year	Continue to seek to support the state and local educator workforce needs: In AY2021-22, we added four new add-a-field programs to help support the teacher workforce needs within Hawaii.
Actions	Continue to monitor the workforce needs in Hawaii and seek to add programs, when possible, that will meet these needs.
Expected outcomes	Increased numbers of completers with add-a-field licenses.
Reflections or comments	

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). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

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.

A primary goal for the College of Education (COE) is to continue to efficiently deliver programs that will address the needs in the State of Hawai'i. Budgetary constraints have had an effect on our meeting the timeline as outlined in the COE strategic plan; however, we have continued to make progress in the redesign of the Institute for Teacher Education (ITE) to the School of Teacher Education (STE). Allocation of incoming resources has directly affected our planning in regards to staffing (e.g., support staff and faculty positions); however, we don't anticipate that significant impacts will occur to teacher licensure programs. We are cognizant of the areas of high need statewide, and we will continue to dedicate efforts toward addressing those areas. A priority is to extend our reach and continue to address the need in our State by providing opportunities that (a) capitalize on statewide recruitment strategies, (b) provide access and programming through the strategic use of technological tools, (c) target strengthening programs that directly address high-needs areas, and (d) promote collaboration with partners to address the retention of professionals in the field.

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:	12/29/2022
---------------------	------------