



AAQEP Annual Report for 2022

Provider/Program Name:	University of Hawai'i at Mānoa – Initial Licensure 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 Initial Licensure Programs. Licensure programs are housed in (a) the Institute for Teacher Education (ITE): Elementary, Secondary, and Master of Education in Teaching (MEdT); (b) the Department of Kinesiology and Rehabilitation Science (KRS); and (c) the Department of Special Education (SPED). Several programs are offered as a collaborative effort between these departments. The COE offers the Bachelor of Education (BEd), Bachelor of Science (BS), Post-Baccalaureate Certificate in Teacher Education (PBCTE) in Elementary Education, PBCTE in Secondary Education, Post-Baccalaureate Certificate in Special Education (PBSPED), the Master of Education in Early Childhood Education – Initial Licensure (MEd ECE), and the Master of Education in Teaching (MEdT) leading to initial teacher licensure. The licensure fields offered within each program are included in Section 2, Table 1.

***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>			
Master of Education	Early Childhood Education: Generalist PreK-K or PreK-3	8	1
Bachelor of Education in Elementary Education	Dual: Elementary Education (K-6) & Early Childhood Education (PK-3)	33	10
	Dual: Elementary Education (K-6) & Special Education (K-6)	51	17

	Dual: Early Childhood Education (PK-3) & Special Education (PK-3)	49	31
	Dual: Elementary Education (K-6) & TESOL (6-12)	43	18
	Dual: Hawaiian Language Immersion (K-6) & Elementary Education	5	0
	Elementary Education(K-6)	120	43
	Subtotal	301	119
Bachelor of Education in Secondary Education	English (6-12)	8	7
	Japanese (6-12)	2	0
	Mathematics (6-12)	13	10
	Science 6-12	4	2
	Social Studies 6-12	17	4
	Subtotal	44	23
Bachelor of Science in Kinesiology and Rehabilitation Science	Health and Physical Education (K-6, 6-12, K-12)	14	4
Post-Baccalaureate Certificate in Teacher Education - Elementary	Elementary Education (K-6)	15	1
Post-Baccalaureate Certificate in Teacher Education - Secondary	Art (6-12)	7	2
	Chinese (6-12)	1	1
	Drama/Theater Arts (6-12)	1	1
	English (6-12)	5	4
	French (6-12)	1	0
	Kaia'ōlelo-Kaiapuni Hawai'i (K-12)	4	3
	Korean (6-12)	2	1
	Physical Education (K-6, 6-12, K-12)	9	4
	Science 6-12	6	3

	Social Studies 6-12	11	5
	TESOL (6-12)	4	3
	Subtotal	51	27
Post-Baccalaureate Certificate in Teacher Education – Special Education	Special Education: Mild/Moderate (6-12)	46	23
	Special Education: Severe Disabilities/Autism (PK-3, K-6, 6-12, K-12)	40	19
	Subtotal	86	42
Master of Education in Teaching	Elementary Education	27	10
	Secondary Ed, Art	3	0
	Secondary Ed, English	15	6
	Secondary Ed, General Science	10	3
	Secondary Ed, Hawaiian	3	0
	Secondary Ed, Mathematics	4	2
	Secondary Ed, Social Studies	29	9
	Special Education: Mild/Moderate	12	0
	Hawaiian Language Immersion Ed	6	1
	Subtotal	109	31
Total for programs that lead to initial credentials		628	248
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials			
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs			

TOTAL enrollment and productivity for all programs	628	328
Unduplicated total of all program candidates and completers	610	247

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 initial programs:

- BEd in Special Education: (1) Mild Moderate Disabilities – Secondary Education and (2) Severe Disabilities/ Autism – PK – 12
- Early Childhood Education Initial Licensure track within existing MEd in Early Childhood Education program

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.
610
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.
247
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
328

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.

YEAR-TO-YEAR, DEPARTMENT-LEVEL PERSISTENCE RATE (%)			
	F18 Cohort	F19 Cohort	F20 Cohort
Total	85.1	87.9	84.3
BED	80	85.5	79.7
BS	78.5	84.6	79.7
MEDT	92.9	91.4	84.7

MEDIAN TIME-TO-DEGREE (YEARS)			
	FY19 Cohort	FY20 Cohort	FY21 Cohort
BED	3.67	3.67	3.67
BS	4	3.67	3.67
MEDT	1.72	1.74	1.72

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%.

The State of Hawaii has options for teacher candidates to meet the basic skills and content knowledge requirements in their field, including thirty (30) semester credit hours in the license field from an accredited institution of higher education or passing a licensure test in their license field (Hawaii Teacher Standards Board [NBI 12-29Rev](#)). The majority of the COE program completers utilize the 30 semester credit hours option, which is verified through transcript analysis. In AY20-21 (the most recent Title II reporting period available), of our 192 licensure program completers, 91 took a licensure exam for either basic skills or content knowledge verification. Our most current Title II report data for AY20-21 data showed that 82 of the 91 passed the assessment (90% pass rate). If a student chooses to take the Praxis exam and does not pass, they can meet basic skills or content knowledge requirements through a different option in NBI 12-29Rev; therefore, the majority of candidates do not retake the licensure exam.

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

The COE shared assessments administered in all of the initial licensure programs are Assessment A Candidate Ability to Plan Instruction (before student teaching), Assessment B Student Teaching Evaluation (during student teaching), Assessment C Candidate Effect on P12 Learning (during student teaching), and Assessment D Professional Dispositions (every semester). The results for these assessments are reported in section 4 below. In AY21-22, 77% of the 88 completers that responded to the Survey of Student Teachers reported feeling very or mostly prepared as a result of their teacher education program. 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.

In addition, the Hawaii Teacher Standards Board administers a survey to all applicants for new or renewal teacher licenses in Hawaii that asks about their preparedness and satisfaction with their preparation program. The HTSB provides monthly reports of the survey responses from the prior month. We are currently working with the HTSB to receive an aggregate annual report of the survey results for COE completers.

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

The COE was able to access Hawaii Department of Education (HIDOE) Educator Effectiveness (EES) data until AY16-17 through a collaboration with the Hawaii Data Exchange Partnership (within the Hawaii P-20 office). However, due to changes in the EES system to now only include a subset of teachers and fewer required elements, Hawaii P-20 no longer believes it is a beneficial use of their staff time to compile preparation program reports of EES data. We reported on the last available COE EES data in our QAR. Additional sources of evidence from employers of program completers are gathered through the HIDOE Employment Report (results discussed in #8 below) and feedback gathered through meetings and data sharing with our partners including the COE Advisory Council, the COE Teacher Education Committees (TECs), the Hawaii Data Exchange Partnership (DXP), the Hawaii Teacher Education Coordinating Council (TECC), and the Hawaii Teacher Standards Board. In AY2021-22, we gathered input through our TECs to identify strengths and weaknesses of current program offerings in relation to workforce needs, and are currently working on potential program changes/improvements including recruitment opportunities, entry options, curriculum, and program supports based on the input from our stakeholders.

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 for program completers from several sources. The Hawaii Department of Education (HIDOE) annually publishes an employment report that they make publicly available on their website. The [HIDOE 2021-2022 Employment Report](#) reported that in School Year 2021-22, 195 of their newly employed teachers had completed a UHM COE teacher education program. The COE completers accounted for 52% of the newly hired teachers in the HIDOE who completed a Hawaii preparation program (in-state state approved teacher education program (SATEP) college degree: 195 of 377), and accounted for 15.9% of the total new hires (total 1,228: 377 in-state SATEP; 512 out-of-state SATEP; 339 without SATEP). We also are able to access workforce and salary data, though, 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, Elementary Education	95	71%	61%
Education, Elem & Special Education	41	73%	66%
Education, Elem & Early Childhood Education	16	81%	69%
Education, Secondary Education	25	96%	84%
Education, Special Education	23	100%	87%
Education, Health & Physical Education* (2017 grads)*	7	86%	86% (4 Years)*

From the AY21-22 Survey for Student Teachers, 97 of 199 licensure completers responded, for a response rate of 49%. In the newly piloted “future plans” section of the survey, 50% of responding completers planned to seek employment in the field of education and 24% had already secured teaching positions. About 17% of completers planned to pursue further education and 8% of completers were already enrolled in higher education at time of graduation. Another 6% of students had secured employment or service positions, and 3% were not seeking employment or education at this time.

From the 2022 Initial Programs' Alumni Survey, 198 of 1184 recent graduates from AY17-18 to AY21-22 responded, for a response rate of 17%. 150 (76%) of the respondents reported that they are currently working within the field of education, 38 (19%) reported that they are not currently working in the field of education but plan to work within education in the future, and 10 (5%) 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: Teacher (141; 77%), “Not currently working” (32; 18%), Educational Assistant (8; 4%), and Administrator (1; 0.5%).

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
Assessment A Candidate Ability to Plan Instruction	Overall score of Basic or higher	In AY21-22, 98% of the 157 teacher candidates who took Assessment A met the expectation with a score of Basic or higher: Unsatisfactory (2%), Basic (23%), Proficient (66%), Distinguished (9%). Link to new Assessment A Data Dashboard
Assessment B Student Teaching Evaluation	Overall score of Basic or higher (<i>BEd & PBCTE Elementary and Secondary</i>) Overall score of Proficient or higher (<i>Health & Physical Education, MEdT, and SPED</i>)	In AY21-22, 99.6% of the 225 teacher candidates who took Assessment B had a score of Basic or higher; and 91% had a score of Proficient or higher: Unsatisfactory (0.30%), Basic (9%), Proficient (66%), Distinguished (25%). Link to new Assessment B Data Dashboard
Assessment C Candidate Effect on P12 Learning	Overall score of Basic or higher (<i>BEd & PBCTE Elementary and Secondary</i>) Overall score of Proficient or higher (<i>Health & Physical Education, MEdT, and SPED</i>)	In AY21-22, 99.9% of the 218 teacher candidates who took Assessment C had a score of Basic or higher; and 92% had a score of Proficient or higher: Unsatisfactory (0.1%), Basic (8%), Proficient (72%), Distinguished (20%). Link to new Assessment C Data Dashboard

Assessment D Professional Dispositions	Overall score of Meets Expectations or higher	As Assessment D is scored every semester, each teacher candidate has multiple scores. In AY21-22, 96% of the 458 administrations of Assessment D had an overall score of Meets Expectations or higher: Needs Improvement (4%), Meets Expectations (73%), Exceeds Expectations (24%). Link to new Assessment D Data Dashboard
COE Survey of Student Teachers	Responses in the upper two scale ratings of the preparedness (“very prepared” and “mostly prepared”) and agreement (“strongly agree” and “agree”) items.	In AY21-22, 77% of respondents on the COE Survey of Student Teachers felt Mostly or Very Prepared as a result of their teacher education program. Link to new Survey of Student Teachers Data Dashboard
COE Survey of Mentor Teachers	Responses in the upper two scale ratings of the preparedness (“very prepared” and “mostly prepared”) and agreement (“strongly agree” and “agree”) items.	In AY21-22, 81% of respondents on the COE Survey of Mentor Teachers felt that their teacher candidate was Mostly or Very Prepared as a result of their teacher education program. Link to new Mentor Teacher Survey Data Dashboard
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.	In AY21-22, on the Initial Programs Alumni Survey, COE alumni reported the extent of their agreement that their most recent COE program helped them to become: <ul style="list-style-type: none"> • a more knowledgeable teacher (95%, 185 of 194, strongly agreed or agreed),

		<ul style="list-style-type: none"> • a more effective teacher (93%, 180 of 194, strongly agreed or agreed), and • a more caring teacher (86%, 166 of 193, 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> <p>We are currently developing an Alumni Survey Tableau Dashboard, which will be available in next year's Annual Report.</p>
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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
Assessment A Candidate Ability to Plan Instruction	Overall score of Basic or higher	In AY21-22, 98% of the 157 teacher candidates who took Assessment A met the expectation with a score of Basic or higher: Unsatisfactory (2%), Basic (23%), Proficient (66%), Distinguished (9%). Link to new Assessment A Data Dashboard
Assessment B Student Teaching Evaluation	Overall score of Basic or higher (<i>BEd & PBCTE Elementary and Secondary</i>) Overall score of Proficient or higher (<i>Health & Physical Education, MEdT, and SPED</i>)	In AY21-22, 99.6% of the 225 teacher candidates who took Assessment B had a score of Basic or higher; and 91% had a score of Proficient or higher: Unsatisfactory (0.30%), Basic (9%), Proficient (66%), Distinguished (25%).

		Link to new Assessment B Data Dashboard
Assessment D Professional Dispositions	Overall score of Meets Expectations or higher	As Assessment D is scored every semester, each teacher candidate has multiple scores. In AY21-22, 96% of the 458 administrations of Assessment D had an overall score of Meets Expectations or higher: Needs Improvement (4%), Meets Expectations (73%), Exceeds Expectations (24%). Link to new Assessment D Data Dashboard
COE Survey of Student Teachers	Responses in the upper two scale ratings of the preparedness (“very prepared” and “mostly prepared”) and agreement (“strongly agree” and “agree”) items.	In AY21-22, 77% of respondents on the COE Survey of Student Teachers felt Mostly or Very Prepared as a result of their teacher education program. Link to new Survey of Student Teachers Data Dashboard
COE Survey of Mentor Teachers	Responses in the upper two scale ratings of the preparedness (“very prepared” and “mostly prepared”) and agreement (“strongly agree” and “agree”) items.	In AY21-22, 81% of respondents on the COE Survey of Mentor Teachers felt that their teacher candidate was Mostly or Very Prepared as a result of their teacher education program. Link to new Mentor Teacher Survey Data Dashboard
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.	In AY21-22, on the Initial Programs Alumni Survey, COE alumni reported the extent of their agreement that their most recent COE program helped them to become:

		<ul style="list-style-type: none"> • a more knowledgeable teacher (95%, 185 of 194, strongly agreed or agreed), • a more effective teacher (93%, 180 of 194, strongly agreed or agreed), and • a more caring teacher (86%, 166 of 193, 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> <p>We are currently developing an Alumni Survey Tableau Dashboard, which will be available in next year's Annual Report.</p>
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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	Incorporate aspect 2d and the revised Danielson framework into the COE shared assessments or an additional assessment.
Actions	Work with the HIDOE to determine how they will be revising their Educator Effectiveness System (EES) based on the newly revised Danielson framework. A COE committee comprised of representatives from all teacher education programs will be formed to brainstorm and develop a plan for the incorporation of aspect 2d, the revised Danielson framework, and any other desired revisions to the COE shared assessments.
Expected outcomes	Revised COE shared assessments for the initial preparation programs.
Reflections or comments	
	Standard 3
Goals for the 2022-23 year	Develop an improved centralized Plan of Assistance (POA) recording system to track delivered supports and student outcomes
Actions	Work with the COE student information system (SIS) database manager to develop an POA recording system within our SIS database.
Expected outcomes	Improved ability of the COE to track and analyze supports offered and outcomes of students who were placed on a POA during their COE initial preparation program.
Reflections or comments	
	Standard 4
Goals for the 2022-23 year	Address the teacher shortage in the state of Hawaii. We are also currently in the process of getting approval for a Masters in School Counseling program through the Hawaii Teacher Standards Board.
Actions	Track COE progress on the college-wide plan to address the teacher shortage problem through an enrollment management funnel utilizing four strategies: marketing, recruitment, program support and retention, and student support. Continue approval process steps for Masters in School Counseling program.
Expected outcomes	Increased enrollment and retention of teacher candidates.

	Receive approval for and open admissions for new Masters in School Counseling program.
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
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