



## AAQEP Annual Report for 2023

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 mechanical 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 2022-2023**

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 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
N/A	N/A	N/A	
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	14	2
Total for programs that lead to additional/advanced credentials		14	2
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
Master of Education	Curriculum Studies	284	90
	Early Childhood Education (Non-Licensure)	25	2
	Educational Administration	52	18
	Educational Foundations	27	4
	Educational Psychology	22	14
	Special Education	86	16
EdD in Professional Educational Practice	Professional Practice	52	22
PhD in Education	Curriculum & Instruction	64	8
	Educational Administration	30	2
	Educational Foundations	16	6
	Exceptionalities	16	1
	Global & International Education	17	1
	Kinesiology	12	3
	Policy Studies	5	<5
PhD in Educational Psychology		26	4

Total for additional programs	746	191
TOTAL enrollment and productivity for all programs	748	193
Unduplicated total of all program candidates and completers	748	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.)

None.

### 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. <b>Total enrollment</b> 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.
748
(NOTE: Total enrollment reflects students in graduate programs, pursuing fields that may lead to leadership positions. See UHM-COE Initial Licensure report for those enrolled in teacher preparation programs.)
B. <b>Total number of unique completers</b> (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.
191
(NOTE: Unduplicated count of individuals who earned a degree [MEd, PhD, EdD]).

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

<5

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, Program Level Persistence Rate (%)

Program	2021 (Fall)	2022 (Spring)	2022 (Fall)	2023 (Spring)
MEd	89.1	89	75.8	91.1
EdD	93.5	93.3	90	96.2
PhD	93.2	95.6	88.9	94.1

Persistence rate reflects graduation and retention rate.

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. Unfortunately, our COE Tableau Dashboard is not up to date due to a major transition in personnel this year. However, we have a collection of [Advanced Program Data Tables](#) that provide performance indicators for the assessments in a variety of programs. These assessments show us that all students are performing at or above expectations, with few exceptions: Special Education Final Exam (7 areas scored “Unacceptable”), Issues in Special Education Paper (1 area scored “Unacceptable”), and Curriculum Students Lesson Series (2 areas scored as “Unacceptable”)

The COE administers surveys to all graduating students at the end of their final semester in the program. Based on the responses to the question, “How satisfied are you with the UHM College of Education,” we feel confident that our graduates felt their education was valuable because 100% responded either “Very Satisfied” or “Satisfied.” (NOTE: the [Phd in Education EDUC](#) did not ask this question in their survey; therefore, this item is not included in the table below.) Additional items that provide more nuanced feedback on various aspects of each program are linked in the table below.

Program	Number of Respondents	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
<a href="#">EdD</a>	31	54.84%	45.16%	–	–	–
<a href="#">EDEP Doctoral</a>	<5	–	–	–	–	–
<a href="#">Masters Educational Psychology</a>	7	85.71%	14.29%	–	–	–
<a href="#">Masters Curriculum Studies</a>	46	89.13%	10.87%	–	–	–
<a href="#">Masters Completer Early Childhood</a>	<5	–	–	–	–	–
<a href="#">Masters Educational Administration</a>	6	83.33%	16.67%	–	–	–
<a href="#">Masters Educational Foundations</a>	<5	–	–	–	–	–
<a href="#">Masters Special Education</a>	7	42.86%	57.42%	–	–	–

**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 Hawai'i 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 Hawai'i Teacher Education Coordinating Council (TECC), and program advisory member meetings.

This year, advanced programs began to establish annual advisory group feedback from employers and stakeholders. For example, the PhD program in Education recruited participants from the Hawai'i Department of Education (HIDOE), the Hawai'i Learning Coalition, and several UH Mānoa Administrative offices that employ our graduates. In another example, Education Psychology programs gathered information from participants from Hawai'i P-20, Kamehameha Schools, and the UH Mānoa Department of

Psychology. We learned that our strengths include: a) a recent increase in research projects in HIDOE coming from the COE; b) our graduates demonstrate stronger awareness of the ecosystems and relationships between national, international, and local issues; and c) an increasing number of graduates with advanced degrees are coming through with leadership skills and knowledge in Hawaiian language, which is helpful in meeting the Hawaiian immersion goals in the state. We also learned about areas our participants perceived could be stronger, including: a) an organizational structure that is more streamlined for potential applicants as well as community members who do not understand the diverse range of programs that we offer; b) a need to build researchers and leaders in areas the HIDOE has defined as high needs, including Special Education and Educational Administration, c) stronger support and vetting for novice researchers who sometimes submit research proposals to the HIDOE that have weak designs, d) suggestions to revise dissertation requirements and include the option of 3 scholarly articles; and e) a need to review and update curricula. Each advanced program ran their own advisory focus groups and gathered specific feedback about their completers and their 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 Hawai'i and their median wage. Of COE 2016 graduates, the rates at which they were working in Hawai'i (in any field) at one-year post-graduation and five years post-graduation are:

**University of Hawaii at Manoa's 2018\* Graduates found in Hawaii's Workforce**

Major	# of Graduates	1 Year	2 Years	3 Years
Education, Curriculum Studies	45	93%	93%	91%
Education, Early Childhood Education	15	80%	87%	73%
Education, Educational Administration	21	95%	95%	95%
Education, Educational Foundations	22	68%	68%	Not Available
Education, Psychology, Masters	10	70%	50%	50%
Education, Psychology, Doctorate	6	83%	83%	83%
Education, Special Education	28	96%	93%	Not Available



Education, EdD (2017 graduates)*	25	92%	92%	88%
Education, PhD	12	67%	58%	Not Available

Though this Hawai'i 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 AY22-23 Masters Student Survey, 72 of 144 graduating students responded, for a response rate of 50%. In the “future plans” section of the survey, the respondents had the opportunity to indicate more than one option for future plans (some were both working and teaching, for example.) 58% of responding completers had secured teaching positions in their field and 46% had secured employment in the field of education (non-teaching). An additional 15% planned to seek employment in the field of education. Approximately 21% of completers planned to pursue further education and 11% of completers were enrolled in graduate school of continuing education at time of graduation. 8% of completers were not seeking employment or education at the time of graduation, and 7% were seeking employment outside of the field of education.

In addition, the EdD program asked its graduating cohort, “What are your plans, if any, for future advancement?” Again, respondents had the opportunity to indicate more than one option for future plans. The entire cohort, 31 respondents, included those who were still finishing up their dissertations, revealed that 29% are interested in pursuing positions in higher education, 29% are interested in pursuing leadership positions, and 29% are still unsure. Others mentioned positions related to classroom teaching (10%), educational consulting (9%), and working with HIDOE (10%).

From the AY22-23 Advanced Programs’ Alumni Survey, 82 recent graduates of 890 invited responded, for a response rate of 9.2%. 61 (74%) of the respondents reported that they are currently working within the field of education, 2 (2%) reported that they are not currently working in the field of education but plan to work within education in the future, and 5 (6%) 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 respondents reported the roles in which they are currently working (some of whom indicated more than one role): K-12 Teacher (47%), Vice Principal (20%), Educational Specialist (8%), Principal (7%), Higher Education Faculty (5%), Counselor (5%), “Not currently working” (5%), Early Childhood Educator (3%), Student Services Coordinator (3%), Educational Researcher (3%), and Athletic Trainer (2%).

#### 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**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
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 AY22-23, all program completers met the performance expectation for their thesis, Plan B, or doctoral dissertation. The master’s programs, PhD in Educational Psychology, and PhD in Education program data are available in our <a href="#">Advanced Program Data Tables</a> that provide performance indicators for the assessments in a variety of programs. These assessments show us that all students are performing at or above expectations, with few exceptions when a few candidates score “Unacceptable,” the measures are taken prior to the culminating project.

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 AY22-23, 89.5% of the 86 master’s program completers that responded to the Masters Student Completion Survey strongly agreed they became more knowledgeable in their field as a result of their COE program, and the other 10.5% agreed, and no respondents disagreed. 100% of the 17 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 respondents (3) also reported that their program developed their knowledge within the field. In addition, 65% of the graduate respondents from the EdD program felt their new knowledge was “very important” while the other 35% felt it was “important.”
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.	In AY22-23, 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"> <li>· Become more knowledgeable in their field (96%, 75 of 78, strongly agreed or agreed),</li> <li>· Develop important new skills in their field (90%, 69 of 77, strongly agreed or agreed), and</li> <li>· Develop their professional dispositions (93%, 71 of 76, strongly agreed or agreed).</li> </ul>

		Alumni reported agreement with the extent to how their COE program prepared them in relation to the AAQEP standard 1 and 2 aspects <a href="#">is available in this table.</a>
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 AY22-23, all program completers met the performance expectation for their thesis, Plan B, or doctoral dissertation. The master's programs, PhD in Educational Psychology, and PhD in Education program data are available in our <a href="#">Advanced Program Data Tables</a> that provide performance indicators for the assessments in a variety of programs. These assessments show us that all students are performing at or above expectations, with few exceptions when a few candidates score "Unacceptable," the measures are taken prior to the culminating project

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
-----------------------------------	---	--

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 AY22-23, all program completers met the performance expectation for their thesis, Plan B, or doctoral dissertation. The master's programs, PhD in Educational Psychology, and PhD in Education program data are available in our <a href="#">Advanced Program Data Tables</a> that provide performance indicators for the assessments in a variety of programs. These assessments show us that all students are performing at or above expectations, with few exceptions when a few candidates score "Unacceptable," the measures are taken prior to the culminating project.
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 AY22-23, 100% of the 86 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 100%-96% of the 17 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. 100% of the three PhD in Educational Psychology respondents 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.	In AY22-23, 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"> <li>· Become more knowledgeable in their field (96%, 75 of 78, strongly agreed or agreed),</li> <li>· Develop important new skills in their field (90%, 69 of 77, strongly agreed or agreed), and</li> <li>· Develop their professional dispositions (93%, 71 of 76, strongly agreed or agreed).</li> </ul> <p>Alumni reported agreement with the extent to how their COE program prepared them in relation to the AAQEP standard 1 and 2 aspects <a href="#">is available in this table.</a></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.

GOAL #1: Our team was able to complete COE Tableau data dashboards for 2021-22, which was very supportive in terms of completing institutional assessment goals. Unfortunately, due to staff turnover, we have a continuity gap this year, but we are currently bringing the COE Tableau data dashboards up to date for 2023-2024.

GOAL #2: Our goal to further incorporate aspect 2d with a focus on Global and International Education (GIE) into the advanced program assessments has been partially met. We have been holding ongoing discussions among program leaders with respect to the definition of GIE and ways we can provide data while also engaging our candidates in an authentic assessment, such as a conceptual map that would demonstrate multiple aspects of research and education among global factors. Several programs have integrated an item on their program completion surveys. For example, the EdD program included an item regarding the degree to which candidates: “Disseminate research and scholarly work in the international and global realm.” In response, 23% of the 31 respondents indicated they were completely prepared, 52% felt very prepared, 19% felt somewhat prepared, and 6% felt slightly prepared. Other programs include items like this as well.

GOAL #3: Several advanced programs initiated advisory group feedback this year, and collected feedback from key stakeholders in the community. This prompted engagement in data collection, analysis, planning, improvement, and innovation (AAQEP aspect 3c). The remaining programs will begin advisory focus groups this spring.

GOAL #4: To continue to support the state and local educator workforce needs we have launched four new add-a-field programs which now have enrollment. In addition, we hired a recruitment specialist who has been traveling throughout the state to promote the advanced programs and has been analyzing our recruitment and retention data in order to help us identify our institutional priorities. The Special Education Department was awarded \$1.8 million in OSEP funding to recruit and fund 30 MEd students for the Leadership and Research Track. The funding also allows faculty to make program enhancements with the intention of retaining diverse special education teacher leaders.

## 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**

	<b>Standard 1: Program completers perform as professional educators with the capacity to support success for all learners.</b>
<b>Goals for the 2023-24 year</b>	<p>Identifying supports for PhD student success within a 7-year timeline: We began the school year by examining data for the EDUC, PhD in Education program to determine graduation rates and time to completion. Doctoral programs are continuing and expanding upon writing groups for ABD students, especially those at or just past the 7-year timeline.</p> <p>In addition, the advanced programs are working on assessment alignments by ensuring courses are aligned with advanced standards for our institution and profession, and provide students with appropriate learning sequence to meet advanced standards. Programs are also updating key assessments to ensure the quality and value for our students.</p>
<b>Actions</b>	<p>In order to support a shorter timeline to completion, we are currently examining potential updates and changes:</p> <ul style="list-style-type: none"> <li>● Handbook Revisions - clarifying timeline expectations</li> <li>● Professional Seminar - to acculturate new students and establish peer supports within a cohort of new scholars</li> <li>● Individual Progress Report - to maintain stronger communication between the student and advisor</li> <li>● Advisor Orientation - to provide a stronger sense of roles and responsibilities to faculty</li> <li>● Writing Retreats - for those who are feeling isolated in the dissertation writing process and need additional structure to make progress</li> </ul>



	<ul style="list-style-type: none"> <li>• Coordination with Graduate Division - we are working closely to collect data and manage aggressive timelines for students.</li> </ul>
<b>Expected outcomes</b>	We should shorten the time to graduation and decrease the number of those who are on probation because they are working on their dissertations for more than seven years. For example, we anticipate that most, if not all, of current EDEA students at or past the 7-year timeline will complete their dissertations within the next 2.5 years.
<b>Reflections or comments</b>	The diverse programs at the COE can do more to exchange their strengths and struggles on the issue of timeline. We have lost several faculty members due to retirements and death, which was exacerbated by difficulties in hiring new faculty during the COVID-19 pandemic. This resulted in doctoral students in need of new dissertation chairs/advisors. These new relationships in combination with a very aggressive completion timeline may create a challenging context for impacted students and faculty alike. However, since then, we have recently hired several new faculty members and continue to identify hiring priorities for the upcoming academic year.
	<b>Standard 2: Program completers adapt to working in a variety of contexts and grow as professionals.</b>
<b>Goals for the 2023-24 year</b>	Further incorporate aspect 2d into the advanced program assessments. We have begun efforts to review and to reconsider the curricula of all programs and one set of courses partnership. We anticipate this to be a multi-year process that engages internal and external stakeholders.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1) Examine and update our mission, vision and values statements in addition to evaluating our current program learning objectives.</li> <li>2) Collaborate with faculty with expertise in assets-based pedagogy</li> <li>3) Co-construct a shared definition for “Global and International Education”</li> <li>4) Compare the surveys between advanced programs to examine wording and outcomes. Add a survey item for any program that does not yet include one.</li> <li>5) Develop a performance assessment that would provide an authentic perspective on what students know and can do.</li> </ol>
<b>Expected outcomes</b>	More consistent and higher quality assessments to address aspect 2d, and aligned with mission, vision, values, and learning objectives. Faculty will integrate assets-based approaches into coursework; students will learn to apply assets-based approaches when working with students and families.

<b>Reflections or comments</b>	While we have made some headway in this area, there is still much to do to ensure ALL programs are developing measures.
	<b>Standard 3: Quality Program Practices</b>
<b>Goals for the 2023-24 year</b>	This year, we lost our entire leadership team for Assessment, Accreditation and Accountability that include the Associate Dean for Academics, the Director of Assessment, Accreditation and Accountability, and a dedicated graduate assistant who all left our institution over a short period of time, leaving new individuals to fill their shoes. In addition, several departments are struggling with faculty shortages and turnover with office management. While this past year has been a difficult transition, there is a “silver lining” - we are coming to our information systems with fresh eyes and seeing profound ways our work can be streamlined. In the new year, we aspire to create a comprehensive system for collecting, maintaining, and processing data. In addition, we look forward to hiring and organizing the human resources that will support data collection and streamlined reporting systems. We have committed to using data to inform our practices and will continue to use data for decision-making, evaluate efficacy, as well as a means to identify ways to be more effective and efficient.
<b>Actions</b>	<ul style="list-style-type: none"> <li>● Hiring a new Director of Assessment, Accreditation, and Accountability.</li> <li>● Hiring a new Graduate Assistant <ul style="list-style-type: none"> <li>● Hiring APT office managers</li> </ul> </li> <li>● Revising the roles and responsibilities of all those who contribute to Assessment, Accreditation, and Accountability.</li> <li>● Reviewing and proposing new information systems for data collection.</li> </ul>
<b>Expected outcomes</b>	More reliable, efficient, and effective information systems that can be used for a variety of purposes that are not limited to Assessment, Accreditation, and Accountability - for example, recruitment and advising may also easily access and utilize the same data. Operations should receive much higher quality work efforts and results. This should better allow faculty and other student staff members to have greater opportunities to focus on their own job duties. To reduce future issues, some cross-trainings will occur.
<b>Reflections or comments</b>	We have many systems of data collection, but when it comes to reporting enrollment and completer numbers, we have learned that there are problems in retrieving accurate information. Tableau had recently been used to provide a means for representing and summarizing our data; however, when we lost a member of the assessment team who had been responsible for

	managing and updating Tableau, that system remains to be updated. We look forward to updating our Tableau reports and incorporating it as a key reporting element of our new information system.
	<b>Standard 4: Program practices strengthen the P-20 education system in light of local needs and in keeping with the program’s mission.</b>
<b>Goals for the 2023-24 year</b>	Our new Recruitment Specialist has outlined the following goals: <ol style="list-style-type: none"> <li>1. Develop application supports to increase applicant pool</li> <li>2. Update department/program supports to streamline application process</li> <li>3. Establish strong first point of contact for potential applicants</li> <li>4. Develop marketing, recruitment, and outreach efforts to reach new audiences</li> </ol>
<b>Actions</b>	<p><b>Application Supports</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase Application Starts: <b>(COE) 550 and Statewide (150)</b></li> <li><input type="checkbox"/> Increase Avg. Application Completion Rates from 66% to <b>75%</b></li> </ul> <p><b>Department/Program Content Update Supports</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Website</li> <li><input type="checkbox"/> Pilot Live Chat feature</li> <li><input type="checkbox"/> Hubspot, including automated workflows</li> <li><input type="checkbox"/> Inquiry Form</li> <li><input type="checkbox"/> Welcome Letter</li> <li><input type="checkbox"/> Statewide Info Sessions</li> <li><input type="checkbox"/> How to apply</li> <li><input type="checkbox"/> Application Support</li> </ul> <p><b>Establish First Point of Contact</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support prospects in determining which program is best - exploring all COE options</li> <li><input type="checkbox"/> Hand off to OSAS or Dept for individualized advising &amp; eligibility confirmation</li> </ul> <p><b>Marketing &amp; Recruitment Outreach</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend Wide Variety of Events</li> <li><input type="checkbox"/> Build Social Media Campaign</li> </ul>

	<input type="checkbox"/> Host info sessions across all islands <input type="checkbox"/> Connect with each H.S. Academy <input type="checkbox"/> Pilot Apprenticeship Program (Maui)
<b>Expected outcomes</b>	By focusing on recruitment, aligning our program targets with the Hawai'i Department of Education needs, and striving towards program accessibility across the state of Hawai'i, COE is better positioned to responsively support efforts to address the teacher shortage in our state.
<b>Reflections or comments</b>	<p>Our new Recruitment Specialist has outlined the following goals:</p> <ol style="list-style-type: none"> <li>1. Develop application supports to increase applicant pool</li> <li>2. Update department/program supports to streamline application process</li> <li>3. Establish strong first point of contact for potential applicants</li> <li>4. Develop marketing, recruitment, and outreach efforts to reach new audiences</li> </ol>

## 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.

This past year, one of the most important developments for our initial teacher licensure programs was the integration of the School of Teacher Education (STE) and the merger of three separate programs. While these three programs in STE are currently initial licensure programs, STE leadership has indicated a desire to develop a PhD in Teaching. Prior to this, the new school needs to get firmly grounded with its mission and vision as well as its leadership structure. While many are excited to

build a PhD within STE, it would require a great deal of time to: a) design a quality program with course offerings that are either sustainable or can be cross listed with other courses currently being offered; b) attain approvals through the college, university and state,

In addition, programs that are currently in existence, and considering ways to support Native Hawaiian and Indigenous scholars in a highly intentional manner. For example, the Curriculum and Instruction track of the PhD in Education program is piloting a cohort called 'Aloha 'Āina, which is defined as a recognition, commitment, and practice sustaining the ea – or life breath – between people and our natural environments that resulted in nearly 100 generations of sustainable care for Hawai'i. We recognize that it is because of the aloha 'āina practiced by Native Hawaiians over many centuries that we can enjoy the Hawai'i we have today. The PhD in Education-Aloha 'Āina Education and Leadership cohort focuses on Aloha 'Āina (Love for 'āina, lāhui, and people – Hawaiian-national conscience) as a foundation for relationships, education, leadership, well-being, ownership, research, and the re-nationalization of lāhui Hawai'i. The purpose of the program is to critically engage educators and education leaders with Aloha 'Āina in various educational contexts to help them understand, articulate, and respond to their kuleana to 'āina, lāhui, and kānaka maoli. While the first cohort is small (5 new students) we hope to grow. The Educational Foundations track of the PhD in Education program has proposed pilot EDEF PhD cohort on Sovereignty & Emancipatory Research in 'Ōiwi (Native Hawaiian) and Indigenous Peoples and Nations will focus the theories and practices relating to 'Ōiwi and Indigenous education. The cohort is proposed as a pilot for the first two to three years at which time EDEF faculty will determine whether to standardize it as part of the EDEF program. The pilot is proposed to begin in the Fall 2024. Both of these endeavors will depend on faculty who are fluent in Hawaiian culture and history, with a strong sense of the language.

Finally, the EDUC program is working on a substantive change to allow us the flexibility to provide more than 50% of the coursework online. Once this change is approved, we will be able to develop and advertise particular cohorts that might include students from across the Pacific.

## 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)
Dr. Glenn Nochi, Director of Assessment, Accreditation and Accountability	Dr. <a href="#">Nathan Murata</a> , Dean

Date sent to AAQEP:	December 29, 2023
---------------------	-------------------