AAQEP Annual Report for 2023

Provider/Program Name:	University of Hawaiʻi 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 Hawaiʻi 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 Hawaiʻi relocated to Mānoa Valley. The college became the University of Hawaiʻi 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 Hawaiʻi, 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 prioritizes 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 Hawaiʻi and is informed by tenets of aloha ʻāina, aʻo, mālama, ʻike Hawaiʻi, and pono, creating our sense of purpose and a sense of place.*

COE Strategic Principles
Principle A: <u>Native Hawaiian Place of Learning and Teaching</u>
Context A: Commit to and actualize a Native Hawaiian place of learning and teaching. Become a Native Hawaiian Place of Learning (Aloha ʻĀina University).

Principle B: <u>Collaboration, Partnerships, and Community</u>
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: <u>Innovate and Inspire</u>
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: <u>Research to Improve Educational Outcomes</u>
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 School of Teacher Education (STE): 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) in secondary and elementary education, leading to initial teacher licensure.

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)
Programs that lead to initial teaching credentials			
Bachelor of Education	Dual: Elementary Education (K-6) & Early Childhood Education (PK-3)	22	10
	Elementary Education (K-6)	82	39

	Dual: Elementary Education (K-6) & TESOL (K-6)	23	16
	Dual: Early Childhood Education (PK-3) & Early Childhood Special Education (PK-3)	27	<5
	English (6-12)	8	1
	Dual: Elementary Education (K-6) & Hawaiian Language Immersion (K-6)	<5	<5
	Chinese (6-12)	<5	<5
	Hawaiian (6-12)	<5	<5
	Japanese (6-12)	<5	<5
	Mathematics (6-12)	<5	<5
	Music (6-12) (K-12)	17	9
	Science (6-12)	5	1
	Social Studies (6-12)	19	12
	Dual: Elementary Education (K-6) & Special Education (K-6)	37	14
	Special Education: Mild Moderate Disabilities (6-12)	<5	<5
	Special Education: Severe Disabilities/ Autism (PK-12)	<5	<5
Bachelor of Science	Health (K-12) & Physical Education (K-12)	9	6
	Health (K-6) & Physical Education (K-6)		

	Health (6-12) & Physical Education (6-12)		
Master of Education in Teaching (NOTE: "Completers" for this program include those who finished student teaching and licensure, but not the master's degree yet.)	Art (6-12)	0	0
	Elementary Education (K-6)	21	10
	Elementary Education (K-6) & Hawaiian Language Immersion (K-12)	<5	<5
	English (6-12)	8	4
	English (6-12) & Special Education: Mild/Moderate (6-12)	6	3
	Hawaiian Language (6-12)	<5	<5
	Hawaiian Language (6-12) & Hawaiian Language Immersion (K-12)	5	1
	Mathematics (6-12)	<5	<5
	Mathematics (6-12) & Special Education: Mild/Moderate (6-12)	<5	<5
	Science (6-12)	10	4
	Science (6-12) & Special Education: Mild/Moderate (6-12)	<5	<5
	Social Studies (6-12)	13	9
	Social Studies (6-12) & Special Education: Mild/Moderate (6-12)	12	7
	Social Studies (6-12) & Hawaiian Language Immersion (K-12)	<5	<5
	Spanish (6-12)	<5	<5

	Chinese (6-12)	<5	<5
	Japanese (6-12)	<5	<5
Post-Baccalaureate Certificate	Art (6-12)	7	6
	Drama/Theater Arts (6-12)	<5	<5
	Elementary Education (K-6)	25	11
	English (6-12)	<5	<5
	Kaiaʻōlelo-Kaiapuni Hawaiʻi (K-12)	<5	<5
	Japanese (6-12)	<5	<5
	Korean (6-12)	<5	<5
	Mathematics (6-12)	<5	<5
	Music (6-12) (K-12)	5	5
	Physical Education (6-12)	6	2
	Health (6-12) & Physical Education (6-12)	<5	<5
	Science 6-12	6	3
	Social Studies 6-12	<5	<5
	Spanish (6-12)	<5	<5
	Special Education: Mild/Moderate (PK-3), (K-6), (6-12)	39	19

	Special Education: Severe Disabilities/Autism (PK-3, K-6, 6-12, K- 12)	24	16
	TESOL (6-12)	<5	<5
Total for programs that lead to initial credentials		495	222
Programs that lead to additional or advanced credentials for already-licensed educators			
Add-a-field licensure programs	Early Childhood Education (PK-K) (PK-3)	<5	<5
	Ethnomathematics (K-6)	<5	<5
	STEM (K-6, 6-12) – MEd in Curriculum Studies	<5	<5
	Teacher Leader (K-12)	<5	<5
	TESOL (K-6, 6-12, K-12) - Graduate Certificate in Multilingual Multicultural Professional Practice (MMPP)	<5	<5
Total for programs that lead to additional/advanced credentials		27	20
Programs that lead to credentials for other school professionals or to no specific credential			
Total for additional programs			
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers			

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.)

No programs were added or discontinued in 2022-23.

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.

522

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.

242

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

303

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	Initial Cohort Enrollment	Graduated in 100% time	Graduated in 150% time	Graduation Rate 100% time	Graduation Rate 150% time
Bachelor's Degrees (time to graduation = 2 years)					
2021	132	109	To be determined (4 off track, expected graduation, F '23)	83%	Anticipated: 86%

2020	151*	132	7	87%	92%
2019	133	106	7	80%	85%
Post-Baccalaureate Degrees (time to graduation = 3 semesters)					
2021	65	48	To be determined (3 + 4 expected graduation, F '23)	74%	Anticipated: 85%
2020	93	64	3	69%	72%
2019	69**	47	5	68%	75%
Master's Education in Teaching Degree (time to graduation = 2 years)					
2021	46	37	2	80%	85%
2020	49	36	3	73%	80%
2019	46	40	1	87%	89%

* The Dual Early Childhood Program only enrolls on even years, therefore, enrollment numbers are larger every other year.

** Elementary PCERT began in 2020, with three candidates and has grown since then.

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 Hawaiʻi has options for teacher candidates to meet the 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 (Hawaiʻi 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. With respect to the elementary requirement, candidates passed a minimum of 9-credit hours in English Language Arts, Social Studies, and Science. In some cases, a candidate would take just one of the elementary subtests in PRAXIS because they were missing credit hours in one subject area. In other cases, a candidate would take two or more of the elementary subtests. In AY22-23, of our initial licensure program completers, 164 individuals took at least one licensure exam for content knowledge verification. The following table represents our most current Title II report data for AY22-23.

Test Number	Test Name	Number of Test Takers	Number Passed	Pass Rate
1012	OPI Korean	<5	<5	--
5002	ELEM ED MULTI SUBJ READING LANG ARTS	18	14	78%
5003	ELEM ED MULTI SUBJ MATHEMATICS	28	21	75%
5004	ELEM ED MULTI SUBJ SOCIAL STUDIES	5	4	80%
5005	ELEM ED MUTI SUBJ SCIENCES	22	17	77%
5024	EDUCATION OF YOUNG CHILDREN	11	10	91%
5038	ENGLISH LANGUAGE ARTS: CK	<5	<5	--
5081	SOCIAL STUDIES CONTENT KNOWLEDGE	<5	<5	--
5091	PHYSICAL ED CONTENT KNOWLEDGE	<5	<5	--
5134	ART CONTENT KNOWLEDGE	<5	<5	--
5165	MATHEMATICS	<5	<5	--
5362	ENGLISH TO SPEAKERS OF OTHER LANGUAGES	24	--	--
5435	GENERAL SCI CONTENT KNOWLEDGE	<5	<5	--

5543	SE CK AND MILD TO MODERATE APPL	52	49	94%
5545	SE CK AND SEVERE TO PROF APPL	27	--	--
5712	CORE ACADEMIC SKILLS FOR ED: READING	5	4	80%
5713	CORE ACADEMIC SKILLS FOR EDUCATORS: READING	5	--	--
5722	CORE ACADEMIC SKILLS FOR ED: WRITING	10	5	50%
5723	CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING	10	7	70%
5732	CORE ACADEMIC SKILLS FOR ED: MATH	5	4	80%
5733	CORE ACADEMIC SKILLS FOR EDUCATORS: MATH	<5	<5	--

When candidates take the Praxis exam and do not pass, they can meet basic skills or content knowledge requirements through a different option in NBI 12-29Rev; therefore, the large majority of the time, they do not retake the licensure exam.

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

In AY22-23, 199 program completers responded to the Survey of Program Completers at the end of their student teaching experience; however, several respondents skipped items in the survey. As a result, the response rate ranges from 87% - 78%, which is an improvement over last year's response rate. Overall, 89% of respondents felt they were very prepared, or mostly prepared to join the profession. Some of the areas that were weak in relation to other items on the survey include the extent to which program completers felt they were:
- prepared to integrate Hawaiian history, culture, and language into their teaching practices (54% very or mostly prepared);
- teach students who have disabilities (58% very or mostly prepared);
- teach students who do not speak English as their first language (55% very or mostly prepared);
- teach students who are gifted and talented (65% very or mostly prepared);

The figures below illustrate program completer responses to relevant prompts about the quality of our teacher preparation programs.

Q8 At the end of your COE teacher education program, to what extent are you prepared to...

Answered: 187 Skipped: 12
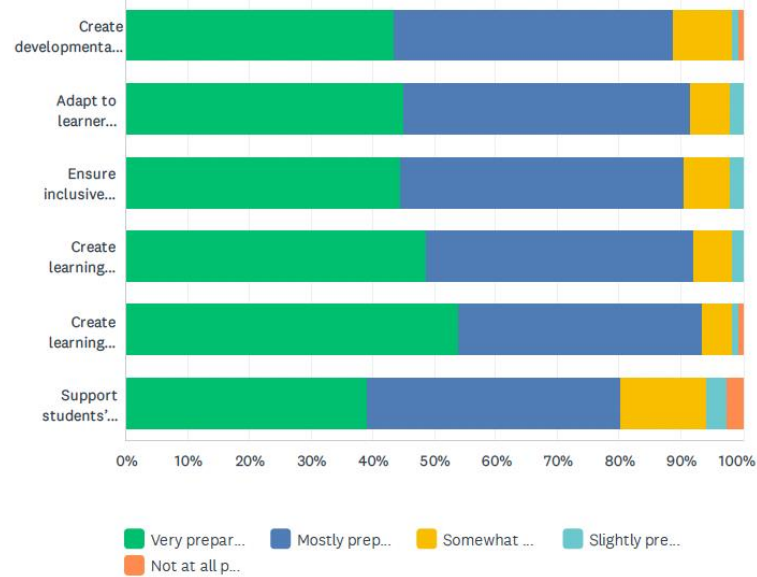
	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Create developmentally/age appropriate learning experiences?	43.32% 81	45.45% 85	9.63% 18	1.07% 2	0.53% 1	187
Adapt to learner diversity and individual differences?	44.92% 84	46.52% 87	6.42% 12	2.14% 4	0.00% 0	187
Ensure inclusive learning environments that enable each learner to meet high standards?	44.39% 83	45.99% 86	7.49% 14	2.14% 4	0.00% 0	187
Create learning environments that support individual learning?	48.66% 91	43.32% 81	6.42% 12	1.60% 3	0.00% 0	187
Create learning environments that support collaborative learning?	53.76% 100	39.78% 74	4.84% 9	1.08% 2	0.54% 1	186
Support students' growth in international and global perspectives?	39.04% 73	41.18% 77	13.90% 26	3.21% 6	2.67% 5	187

## Q9 At the end of your COE teacher education program, to what extent are you prepared to...

Answered: 184   Skipped: 15
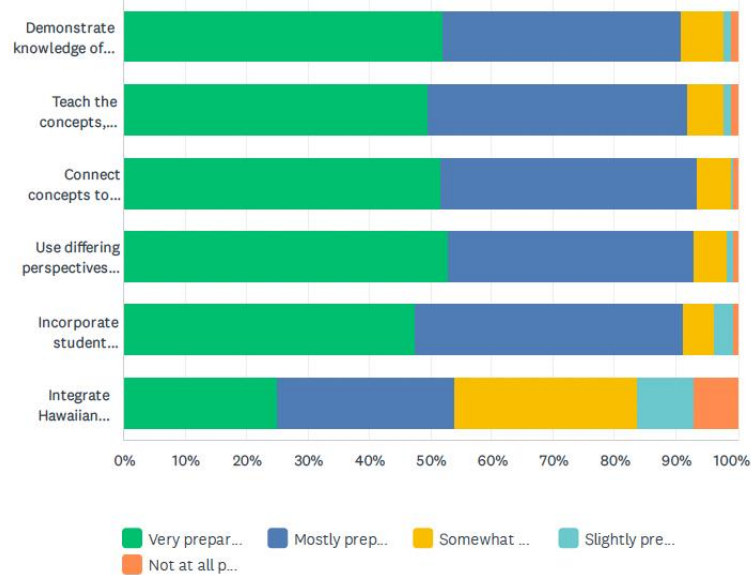
	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Demonstrate knowledge of the content in your field?	51.91% 95	38.80% 71	7.10% 13	1.09% 2	1.09% 2	183
Teach the concepts, knowledge, and skills of your field in ways that enable students to learn?	49.46% 91	42.39% 78	5.98% 11	1.09% 2	1.09% 2	184
Connect concepts to engage students in learning?	51.63% 95	41.85% 77	5.43% 10	0.54% 1	0.54% 1	184
Use differing perspectives to engage students in learning?	52.72% 97	40.22% 74	5.43% 10	1.09% 2	0.54% 1	184
Incorporate student standards, such as the Common Core Standards, into your teaching practice?	47.54% 87	43.72% 80	4.92% 9	3.28% 6	0.55% 1	183
Integrate Hawaiian language, history, and culture into your teaching practice?	25.00% 46	28.80% 53	29.89% 55	9.24% 17	7.07% 13	184

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# Q10 At the end of your COE teacher education program, to what extent are you prepared to...

Answered: 180 Skipped: 19
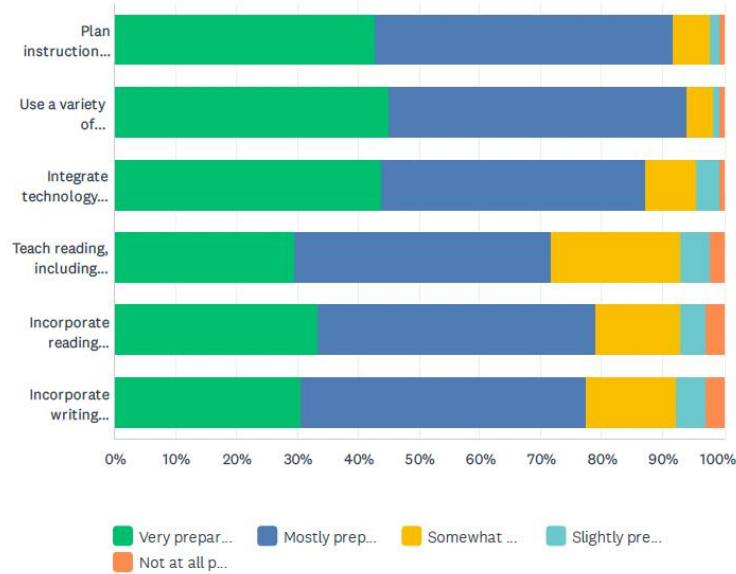
	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Plan instruction that supports every student in meeting learning goals?	42.78% 77	48.89% 88	6.11% 11	1.67% 3	0.56% 1	180
Use a variety of instructional strategies to engage all learners?	45.00% 81	48.89% 88	4.44% 8	1.11% 2	0.56% 1	180
Integrate technology effectively into curricula and instruction?	43.82% 78	43.26% 77	8.43% 15	3.93% 7	0.56% 1	178
Teach reading, including working with students who have reading difficulties?	29.44% 53	42.22% 76	21.11% 38	5.00% 9	2.22% 4	180
Incorporate reading strategies across your curriculum?	33.33% 60	45.56% 82	13.89% 25	4.44% 8	2.78% 5	180
Incorporate writing strategies across your curriculum?	30.56% 55	46.67% 84	15.00% 27	5.00% 9	2.78% 5	180

Q11 At the end of your COE teacher education program, to what extent are you prepared to...

Answered: 180   Skipped: 19
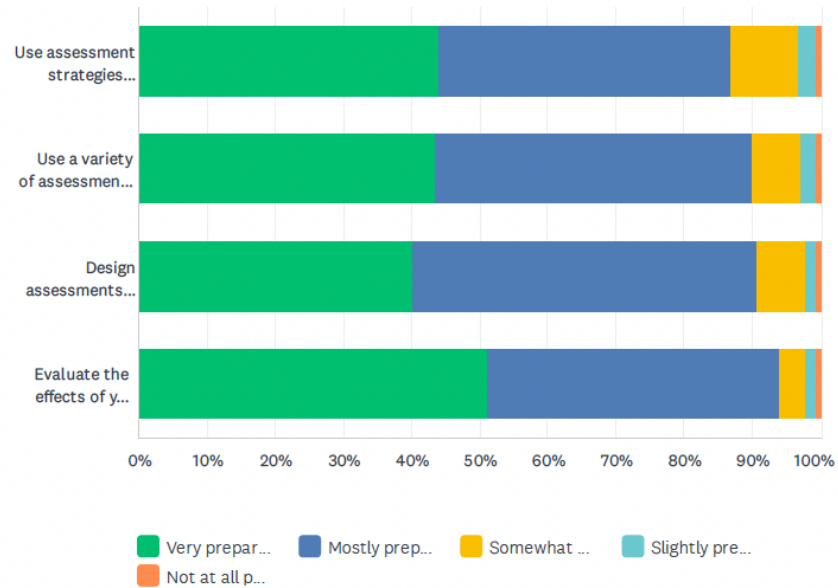
	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Use assessment strategies appropriate to your students' needs?	43.89% 79	42.78% 77	10.00% 18	2.78% 5	0.56% 1	180
Use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records) to determine students' strengths and instructional needs?	43.33% 78	46.67% 84	7.22% 13	2.22% 4	0.56% 1	180
Design assessments that match student learning objectives?	40.00% 72	50.56% 91	7.22% 13	1.67% 3	0.56% 1	180
Evaluate the effects of your teaching and modify plans accordingly?	51.11% 92	42.78% 77	3.89% 7	1.67% 3	0.56% 1	180

# Q12 At the end of your COE teacher education program, to what extent are you prepared to teach students who...

Answered: 180   Skipped: 19
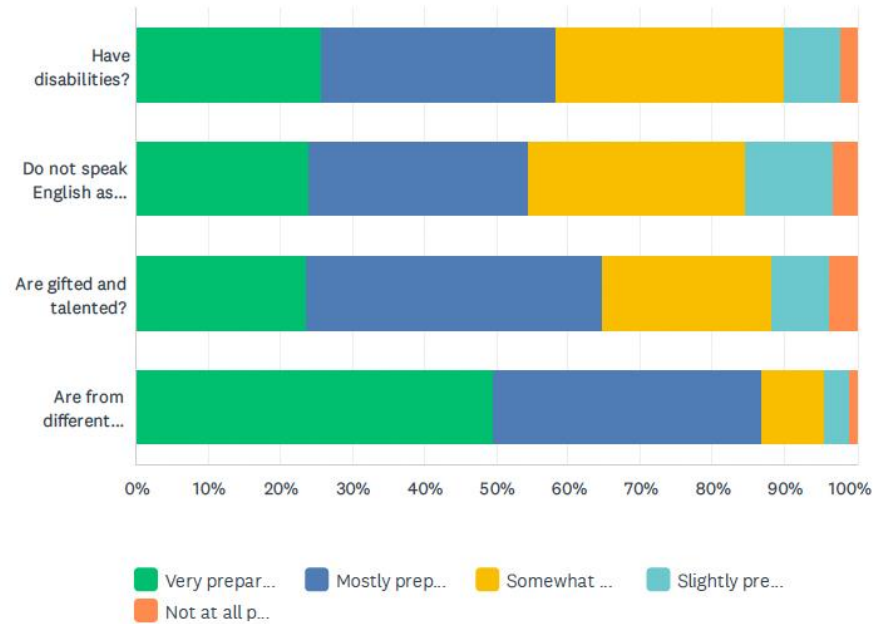
	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Have disabilities?	25.56% 46	32.78% 59	31.67% 57	7.78% 14	2.22% 4	180
Do not speak English as their first language?	23.89% 43	30.56% 55	30.00% 54	12.22% 22	3.33% 6	180
Are gifted and talented?	23.60% 42	41.01% 73	23.60% 42	7.87% 14	3.93% 7	178
Are from different cultures?	49.44% 89	37.22% 67	8.89% 16	3.33% 6	1.11% 2	180

Q13 At the end of your COE teacher education program, to what extent are you prepared to...

Answered: 179   Skipped: 20
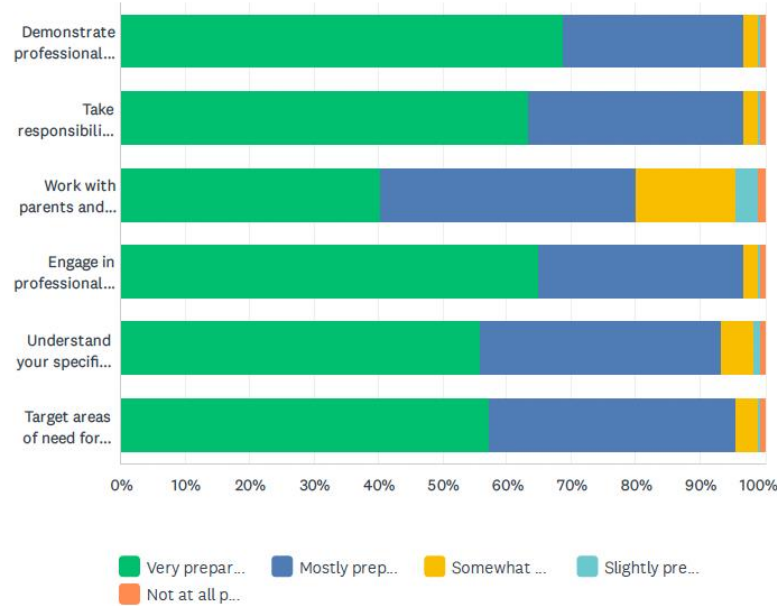
	VERY PREPARED	MOSTLY PREPARED	SOMEWHAT PREPARED	SLIGHTLY PREPARED	NOT AT ALL PREPARED	TOTAL
Demonstrate professionalism as a new teacher?	68.72% 123	27.93% 50	2.23% 4	0.56% 1	0.56% 1	179
Take responsibility for student learning and success?	63.13% 113	33.52% 60	2.23% 4	0.56% 1	0.56% 1	179
Work with parents and families to better support student learning?	40.22% 72	39.66% 71	15.64% 28	3.35% 6	1.12% 2	179
Engage in professional reflection to become a stronger teacher?	64.80% 116	31.84% 57	2.23% 4	0.56% 1	0.56% 1	179
Understand your specific strengths as a new teacher?	55.87% 100	37.43% 67	5.03% 9	1.12% 2	0.56% 1	179
Target areas of need for your own professional growth?	57.30% 102	38.20% 68	3.37% 6	0.56% 1	0.56% 1	178

In addition to the Program Completer Surveys, the Hawaiʻi Teacher Standards Board (HTSB) administered a survey to all applicants for new or renewal teacher licenses in Hawaiʻi to learn more about their preparedness and satisfaction with their preparation program. The following data provided by HTSB confirms perceptions that completers shared with us on the survey that was administered by the UHM College of Education.

Reporting Period:		July 1, 2022 to June 30, 2023			
NOTE: cancelled application survey information not included					Response
Hawaii EPP	Question	Answer		Count	Percentage
University of Hawaii-Manoa	How many years of full time contracted teaching experience have you completed?	None		158	60%
		Currently in my first year of teaching		51	19%
		1-3.		40	15%
		4-5.		0	0%
		6-8.		2	1%
		More than 8		11	4%
		Total:		262	100%
University of Hawaii-Manoa	How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all		0	0%
		I only received the basics		3	1%
		I feel prepared but still have a lot to learn		83	32%
		Well prepared		105	40%
		Extremely well prepared		71	27%
		Total:		262	100%
University of Hawaii-Manoa	What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators		24	3%
		Integration of Hawaiian Language, History, and Culture into the curriculum		87	12%
		Student standards		46	6%
		Teaching reading/working with students with reading difficulties		88	12%
		Working with students with disabilities		79	11%
		Participating in an IEP		131	18%
		Working with limited English proficient students		88	12%
		Integrating technology into the curriculum		61	8%
		More early observation experiences		56	8%
		Longer student teaching experience		46	6%
		None of the above		34	5%
		Total:		740	100%

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

Evidence from employers of program completers are gathered through the HIDOE Employment Report and feedback gathered through meetings and data sharing with our partners including the COE Teacher Education Committees (TECs), the Hawaiʻi Data Exchange Partnership (DXP), the Hawaiʻi Teacher Education Coordinating Council (TECC), and the Hawaiʻi Teacher Standards Board (HTSB). In AY 2022-23, 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 support 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 Hawaiʻi Department of Education (HIDOE) annually publishes an employment report that they make publicly available on their website, however, the HIDOE 2022-2023 Employment Report has not been published yet. According to the 2021-2022 Employment Report, 195 of 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 Hawaiʻi 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).

Recently, we conducted an internal review of statewide, public school employment by comparing names of our program completers with names of HIDOE teachers from 2018-2021. This inquiry revealed: of 920 graduates, 740 became DOE teachers (80%) across 208 public schools (81% of all DOE schools). In addition, we learned that in AY 2022-23, 611 of these same graduates continue to serve as teachers in our local public schools.

AY22-23 Survey for Student Teachers also provided insights regarding employment. Seventy-three (73) respondents were full-time employees during student teaching, either as emergency hires or through OJT (on-the-job-training). We also learned about their employment intentions upon graduation; notably, 53% of respondents had already secured employment, and another 37% were seeking employment in the field of education.

Q19 Which of the following BEST describes your status after graduation? Select all that apply.

Answered: 177   Skipped: 22
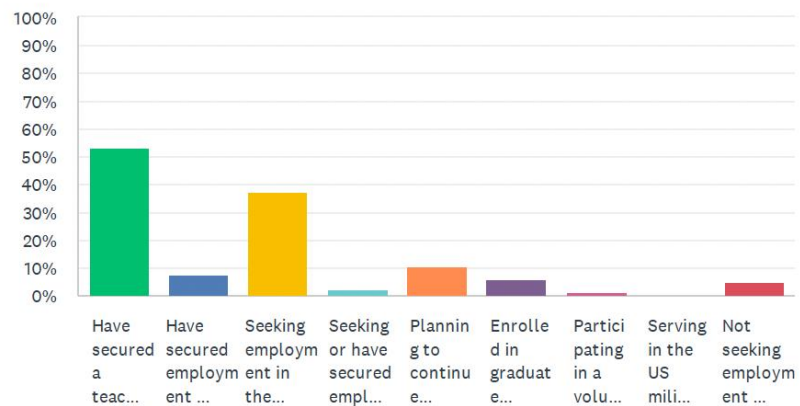
ANSWER CHOICES	RESPONSES	
Have secured a teaching position in my field	53.11%	94
Have secured employment in the field of education (not teaching in my licensure field)	7.34%	13
Seeking employment in the field of education	37.29%	66
Seeking or have secured employment in a field other than education	2.26%	4
Planning to continue education but not yet accepted or enrolled	10.73%	19
Enrolled in graduate school or continuing education	5.65%	10
Participating in a volunteer or service program (e.g. Peace Corps, AmeriCorps)	1.13%	2
Serving in the US military	0.56%	1
Not seeking employment or continuing education at this time	4.52%	8
Total Respondents: 177		

We also administered an Alumni Survey to learn more about where our graduates are working. Out of 198 respondents, 76% replied that they are working in the field of education, and 19% suggested that they intend to find work in the field of education. 5% reported that they have left the field. Of the respondents, 75% were teachers, and 8% were educational assistants. When asked about their future plans, a majority suggested they would like to continue in the position they currently work in. One teacher wrote their future goal is "To continue to grow my pedagogy and assist children according to the way that they learn. To develop life-long learners and have them enjoy learning."

Finally, the Hawai'i Data eXchange Partnership (DXP) is a partnership of five state agencies committed to cross-agency data sharing in order to improve education and workforce outcomes in the state. DXP is managed by the Hawaii P-20 Partnerships for Education. Partners include: Hawai'i State Department of Education, University of Hawai'i, Hawai'i Department of Labor & Industrial Relations, Hawai'i State Department of Health, Hawai'i Department of Human Services. According to the DXP's University of Hawai'i Graduates in the Workforce Dashboard, the following 2016 graduates who majored in licensure degrees at the College of Education are present in the workforce:

Degree (Graduation Year, 2016)	Year 1	Year 2	Year 3	Year 4	Year 5
Dual Certification in Elementary and Special Education (n=41)	73%	68%	71%	68%	66%
Dual Certification in Elementary and Early Childhood (n=16)	81%	75%	75%	63%	69%
Elementary Education (n=95)	71%	67%	65%	65%	61%
KRS, Exercise and Health Science (n=7)	86%	86%	86%	86%	86%
Secondary Education (n=25)	96%	92%	92%	88%	84%
*Special Education Bachelor/PCERT (n=34) (Graduation Year 2017)	94%	88%	85%	85%	Not Available
*Special Education Master's (n=20) (Graduation Year 2017)	85%	85%	80%	75%	Not Available
*MEdT (n=38)	91%	91%	91%	82%	76%

*Often, graduates from PCERT, MA, and MEdT programs accept positions in HIDOE classrooms prior to graduating. They overlap work with clinical practice via on-the-job training (OJT).

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 AY22-23, 100% of the 178 teacher candidates who took Assessment A met the expectation with a score of Basic or higher: Unsatisfactory (0%), Basic (12%), Proficient (85%), Distinguished (3%).
Assessment B: Student Teaching Evaluation	Overall score of Basic or higher (BEd & PBCTE Elementary and Secondary) Overall score of Proficient or higher (Health & Physical Education, MEdT, and SPED)	In AY22-23, 100% of the 179 teacher candidates who took Assessment B had a score of Basic or higher; and 98% had a score of Proficient or higher: Unsatisfactory (0%), Basic (2%), Proficient (82%), Distinguished (16%).
Assessment C: Candidate Effect on P12 Learning	Overall score of Basic or higher (BEd & PBCTE Elementary and Secondary) Overall score of Proficient or higher (Health & Physical Education, MEdT, and SPED)	In AY22-23, 100% of the 189 teacher candidates who took Assessment C had a score of Basic or higher; and 97% had a score of Proficient or higher: Unsatisfactory (0%), Basic (3%), Proficient (78%), Distinguished (19%).

Assessment D: Professional Dispositions	Overall score of Meets Expectations or higher	Assessment D is scored every semester, thus, each teacher candidate has multiple scores. In AY22-23, 98% of the 678 administrations of Assessment D had an overall score of Meets Expectations or higher: Needs Improvement (2%), Meets Expectations (85%), Exceeds Expectations (13%).
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 AY22-23, 89% of 180 respondents on the COE Survey of Student Teachers felt Mostly or Very Prepared as a result of their teacher education program.
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 AY22-23, 89% of 115 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.
COE Survey of Alumni	Responses in the upper two scale ratings of the agreement ("strongly agree" and "agree") items.	In AY22-23, on the Initial Programs Alumni Survey, COE alumni reported the extent of their agreement that their most recent COE program helped them to become: a) A more knowledgeable teacher: 95% of 201 respondents strongly agreed or agreed b) A more effective teacher: 93% of 201 respondents strongly agreed or agreed c) A more caring teacher: 86% of 201 respondents strongly agreed or agreed

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 AY22-23, 100% of the 178 teacher candidates who took Assessment A met the expectation with a score of Basic or higher: Unsatisfactory (0%), Basic (12%), Proficient (85%), Distinguished (3%).
Assessment B: Student Teaching Evaluation	Overall score of Basic or higher *(BEd & PBCTE Elementary and Secondary)* Overall score of Proficient or higher *(Health & Physical Education, MEdT, and SPED)*	In AY22-23, 100% of the 179 teacher candidates who took Assessment B had a score of Basic or higher; and 98% had a score of Proficient or higher: Unsatisfactory (0%), Basic (2%), Proficient (82%), Distinguished (16%).
Assessment D: Professional Dispositions	Overall score of Meets Expectations or higher	Assessment D is scored every semester, thus, each teacher candidate has multiple scores. In AY22-23, 98% of the 678 administrations of Assessment D had an overall score of Meets Expectations or higher: Needs Improvement (2%), Meets Expectations (85%), Exceeds Expectations (13%).
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 AY22-23, 89% of 180 respondents on the COE Survey of Student Teachers felt Mostly or Very Prepared as a result of their teacher education program.
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 AY22-23, 89% of 115 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.

COE Survey of Alumni	Responses in the upper two scale ratings of the agreement ("strongly agree" and "agree") items.	In AY22-23, on the Initial Programs Alumni Survey, 80 COE alumni respondents who graduated within the last five years reported the extent of their agreement that their most recent COE program helped them to become:
		  a) A more knowledgeable teacher: 90% of 71 respondents strongly agreed or agreed
		  b) A more effective teacher: 85% of 71 respondents strongly agreed or agreed
		  c) A more caring teacher: 80% of 71 respondents 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.

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.

This past year, one of the most important developments for our initial teacher licensure programs was the reorganization of the School of Teacher Education (STE). The merger of three separate programs, including Elementary and Early Childhood, Secondary, and MEdT, is intended to promote consistency and efficiency with shared policies, practices, and procedures. STE continues to engage their faculty in refining the unit's strategic plan to maximize resources and promote quality across programs. STE comes with a new leadership structure. The Director of STE is Jon Yoshioka and the Associate Director is Lori Fulton. Integral to this transition are Cohort Coordinator Leah Muccio (Elementary and Early Education), Program Liaison Stephanie Furuta

(MEdT), and Partnership and Placement Coordinator, Aaron Levine (Secondary). The leadership structure may further develop as the unit continues to implement full reorganization this year. We have developed a vision and mission for STE:

Vision: Ke Alaula o ka Naʻauao: A leading professional community of educators with kuleana to Hawaiʻi and the world

Mission: Aʻo aku, Aʻo mai: Teaching and learning to inspire a bright, compassionate, and innovative society – one educator at a time.

We have reviewed current support systems for teacher candidates across teacher preparation programs, which were not yet fully aligned. The new Comprehensive Candidate Support System has been designed by representatives from all teacher preparation programs to meet the needs of all teacher candidates. It features a tiered approach to supporting candidates who seem to need extra care, but also address those who need extra guidance for meeting expectations. Integrated into the plan are guidelines for best practices, a Malama Plan of Care, a Plan of Action, and guidelines for a Dismissal Appeal Committee. While various COE teacher preparation programs may have utilized parts of these components in the past, they were neither uniformly understood or implemented. By creating a shared system, we will be able to collect stronger data about the struggles and successes of our teacher candidates.

Finally, we have been able to begin addressing our state's teacher shortage by creating and filling a Recruitment Specialist position. Dr. Janet Kim has been working closely with data to determine conversion rates so that our college can make more data-driven decisions with Recruitment Priorities. She has also been actively recruiting at the university level (such as the Discover Mānoa Open House), college level (such as our statewide information sessions), HIDOE level (such as the Academy Leadership Collaborative) and community level. She has designed a robust agenda for prioritizing recruitment efforts as a means for mitigating the teacher shortage.

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 2023-24 year	This year we are working toward robust quality on the shared assessments used throughout teacher licensure programs. We have had ample opportunities to apply these assessments, and now seek to incorporate practitioner wisdom from the field. The goals of the major revision efforts include: 1. Incorporating what faculty and stakeholders have learned from prior implementation; 2. Alignment with COE mission, objectives, and values across teacher preparation programs; 3. Tuning for quality and credibility of data that we value and can take action on; 4. Tuning to ensure fair and equitable language and approach (culturally responsive, equitable outcomes, bias mitigation) 5. Addressing areas that "need improvement" based on HTSB and AAQEP review; 6. Gathering input from internal and external stakeholders; 7. Incorporating updates to AAQEP Expectations Framework; 8. Incorporating updates to the Charlotte Danielson Framework.

Actions	1. Attend AAQEP's Ensuring Data Quality and Equity Workshop;
	2. Collect feedback from faculty on:
	   • Assessment A
	   • Assessment B
	   • Assessment C
	   • Assessment D

	3. Conduct a review for each instrument, using the AAQEP Instrument Review Worksheet; 4. Assemble a work group comprised of representatives from each initial teacher licensure program; 5. Make revisions, re-align rubrics, and set expectations for performance; 6. Provide drafts of revised assessments to faculty for feedback and pilot implementation; 7. Hold stakeholder focus groups for additional feedback; 8. Create training modules to support consistent use of the assessments;
Expected outcomes	Through these revisions, we intend to support the quality and trustworthiness of the four shared assessments. The expected outcomes are: 1. Candidates to be able to perform their best work while engaging in authentic practice; 2. Faculty will trust the outcomes and rely on the data when making program decisions; 3. Stakeholders will provide connections between preparation and the profession.
Reflections or comments	This process is well underway, and has been generally well-received by the faculty. We look forward to continually refining these instruments over the next 6 months so that when our data collection cycle begins in Fall 2024, we are thoroughly prepared with a cohesive, consistent assessment system that has broad buy-in from faculty and stakeholders.
	Standard 2
Goals for the 2023-24 year	This year we are working to increase the quality of the shared assessments used throughout teacher licensure programs. We have had ample opportunities to apply these assessments, and now seek to incorporate practitioner wisdom from the field. The goals of the major revision efforts include: 1. Incorporating what faculty and stakeholders have learned from prior implementation; 2. Alignment with COE mission, objectives, and values across teacher preparation programs; 3. Tuning for quality and credibility of data that we value and can take action on; 4. Tuning to ensure fair and equitable language and approach (culturally responsive, equitable outcomes, bias mitigation) 5. Addressing areas that "need improvement" based on HTSB and AAQEP review;

	6. Gathering input from internal and external stakeholders; 7. Incorporating updates to AAQEP Expectations Framework; 8. Incorporating updates to the Charlotte Danielson Framework.

Actions	1. Collect feedback from faculty on:
	   • Assessment A
	   • Assessment B
	   • Assessment D
	
	2. Conduct an instrument review for each, using the AAQEP Instrument Review Worksheet
	3. Assemble a work group comprised on representatives from each initial teacher licensure program
	4. Make revisions, re-align rubrics, and set standards
	5. Provide drafts of revised assessments to faculty for feedback and pilot implementation
	6. Hold stakeholder focus groups for additional feedback
	7. Create training modules to support the use of the assessments

Expected outcomes	Through these revisions, we intend to support the quality and trustworthiness of the four shared assessments. The expected outcomes are: 1. Candidates to be able to perform their best work while engaging in authentic practice; 2. Faculty will trust the outcomes and rely on the data when making program decisions; 3. Stakeholders will provide connections between preparation and the profession.
Reflections or comments	This process is well underway, and has been generally well-received by the faculty. We look forward to continually refining these instruments over the next 6 months so that when our data collection cycle begins in Fall 2024, we are thoroughly prepared!
	Standard 3
Goals for the 2023-24 year	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. While this 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.
Actions	- Hiring a new Director of Assessment, Accreditation, and Accountability. - Hiring a new Graduate Assistant - Revising the roles and responsibilities of all those who contribute to Assessment, Accreditation, and Accountability. - Reviewing and proposing new information systems for data collection.
Expected outcomes	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, establishing information systems where data also can be easily accessed and used for recruitment and advising purposes.
Reflections or comments	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 from multiple sources. 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.
	Standard 4
Goals for the 2023-24 year	Our new Recruitment Specialist has outlined the following goals: 1. Develop application supports to increase applicant pool 2. Update department/program supports to streamline application process 3. Establish strong first point of contact for potential applicants 4. Develop marketing, recruitment, and outreach efforts to reach new audiences
Actions	**Application Supports**

	❏ Increase Application Starts: **(COE) 550 and Statewide (150)**
	❏ Increase Avg. Application Completion Rates from 66% to **75%**
	Department/Program Content Update Supports
	    ❏ Website
	    ❏ Pilot Live Chat feature
	    ❏ Hubspot, including automated workflows
	    ❏ Inquiry Form
	    ❏ Welcome Letter
	    ❏ Statewide Info Sessions
	    ❏ How to apply
	    ❏ Application Support
	Establish First Point of Contact
	    ❏ Support prospects in determining which program is best - exploring all COE options
	    ❏ Hand off to the Office of Student Academic Services or specific department for individualized advising & eligibility confirmation
	Marketing & Recruitment Outreach
	    ❏ Attend Wide Variety of Events
	    ❏ Build Social Media Campaign
	    ❏ Host info sessions across all islands
	    ❏ Connect with each H.S. Academy
	    ❏ Pilot Apprenticeship Program (Maui)

Expected outcomes	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.
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.

The UHM College of Education is supporting the state's plan to expand access to **early childhood education.** In 2017, Act 202 transitioned the State's Early Learning Advisory Board (ELAB) from its advisory capacity to a governing board. The resulting Early Learning Board (ELB) has the broadened scope of coordinating the State's early childhood development and education system, making policy recommendations to improve that system. The cross-agency and cross-sector membership of the ELB provides a unique opportunity to holistically address the developmental and educational needs of Hawaiʻi's young children. With this shift, comes a demand for high quality educators to support the expansion of early learning educational environments. The COE is striving to ensure new candidates across the state have options and efficient pathways to pursue their goals, including robust programs that culminate with BEd, PCERT, MEd, and MEdT degrees with PK-3 certification. This requires coordinating our two BEd programs in early childhood so that they have alternating year intakes. Additionally, a proposal for an add-a-field in early childhood is currently under review with the UHM Office of Vice Provost for Academic Excellence (OVPAE). Once approved through UHM, approval from the Hawaiʻi Teacher Standards Board (HTSB) will be sought. Subsequently, we will also be pursuing approval for the PCERT in Early Childhood.

We also continue to pursue the development of our new counseling program. The Board of Regents has approved the proposal to develop this program, and a team is working on materials to submit to the HTSB for our School Counseling program. We have plans to submit the School Counseling track for HTSB for approval in Spring 2024.

The new COLT program (Certificate of Online Learning and Teaching) has been approved through HTSB, but we were unable to develop or recruit due to faculty shortage (two Learning and Technology faculty members passed away last year). COLT is now back on under construction with a recently hired faculty member. This program leverages computer science education and its integration with teacher education.

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. Nathan Murata, Dean

Date sent to AAQEP:	December 29, 2023