AAQEP Annual Report for 2024

Provider/Program Name:	University of Hawaiʻi 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 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 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 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: 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 ʻĀina 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).

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 2023-2024

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates Enrolled:** (September 1, 2023 – August 31, 2024)	**Number of Completers:** (September 1, 2023 – August 31, 2024)
Programs that lead to initial teaching credentials			
N/A	N/A	N/A	N/A
Total for programs that lead to initial credentials		0	0
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Education	Early Childhood Education: Generalist PreK-K or PreK-3	7	0

Total for programs that lead to additional/advanced credentials		7	0
Programs that lead to credentials for other school professionals or to no specific credential			
Master of Education	Curriculum Studies	228	107
	Early Childhood Education (Non-Licensure)	21	2
	Educational Administration	44	21
	Educational Foundations	43	9
	Educational Psychology	11	6
	Special Education	52	21
EdD in Professional Educational Practice	Professional Practice	35	2
PhD in Education	Curriculum & Instruction	65	4
	Educational Administration	29	3
	Educational Foundations	16	3
	Exceptionalities	12	0
	Global & International Education	20	1
	Kinesiology	14	3
	Policy Studies	3	0
PhD in Educational Psychology		19	1
Total for additional programs		619	183
TOTAL enrollment and productivity for all programs		626	183
Unduplicated total of all program candidates and completers		626	183

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. **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.
626 (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. **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.
183 (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.
0

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 (%)
Persistence rate reflects graduation and retention rate.

Program	2021 (Fall)	2022 (Spring)	2022 (Fall)	2023 (Spring)	2023 (Fall)	2024 (Spring)
MEd	89.1	*91.1	*92.4	*91.3	94.9	93.7
EdD	93.5	*86.7	90	*100	96.9	84.8
PhD	93.2	*90.7	88.9	*86.8	94.5	93

*updated to the most recent data made available from the Mānoa Institutional Research Office (MIRO)

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. This year we have transitioned from using Tableaux for data visualization to Google Looker Studio. The following collection of Advanced Program Data Tables provide examples of the 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.

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; the EdD program had two completers who did not complete the survey.) Additional items that provide more nuanced feedback on various aspects of each program are linked in the table below. The completer responses were low this past year and we will be working on improving the response rates.

Program	Number of Respondents	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
PhD in Education	N/A	N/A	N/A	N/A	N/A	N/A
PhD in Educational Psychology	1	100%				
Masters Educational Psychology	3	100%	—	—	—	—
Masters Curriculum Studies	3	33%	66%	—	—	—
Masters Completer Early Childhood	2	50%	—	50%	—	—
Masters Educational Administration	8	75%	25%	—	—	—
Masters Educational Foundations	2	50%	50%	—	—	—
Masters Special Education	7	42.86%	57.14%	—	—	—

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 Hawaiʻi 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.

Each program identified advisory group members, including key stakeholders, partners, and employers. The advisory group members were asked to provide feedback on the strengths and areas of need/improvement in our programs, and recommendations for ensuring that our candidates are prepared for professional practice. Each program requested feedback through survey, questionnaire, or focus group during the Spring 2024 semester. There was a protocol provided by COE Dean's office with sample questions to be used with focus groups.

Overall feedback has been positive: employers believe our students receive a rigorous education, our graduates are prepared to demonstrate practical skills that are useful in the workforce, and that we provide our students with experiences in the community to further connect them with the needs of our population. Importantly, employers see a level of cultural competence from our graduates who appreciate and serve diverse populations in Hawai'i. We have gathered some feedback that the large number and variety of programs (including tracks and concentrations) that we offer can be confusing at times. Employers do not always understand how one program differs from another in terms of rigor, scope, sequence, and focus. Various advisory groups suggested additional coursework to emphasize knowledge and skills requisite for their fields. What's more, advisory groups suggested providing additional opportunities for graduate students to practice conference presentations.

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.

Sample of University of Hawaii at Manoa's 2019 Graduates found in Hawaii's Workforce

Major	# of Graduates	1 Year	2 Years
Education, Curriculum Studies	35	57%	60%
Education, Educational Administration	32	94%	91%
Education, Educational Foundations	22	68%	68%
Education, Ethnomathematics	10	80%	80%
Education, Literacy Leader	7	100%	100%
Education, Special Education	28	96%	93%
Education, PhD	12	67%	58%

Though this Hawai'i P20 workforce data dashboard provides a glance at the graduate employment in public schools within the state, it is limited. The P20 organization does not capture data for individuals who leave for/return to the continent for employment, nor does the data reflect those employed in private schools. In addition, no data is available for 2019 graduates beyond year-2, and some of our programs have only the most recent data from graduates in 2018 or earlier.

From the AY23-34 Masters Student Survey, 35 of 163 graduating students responded, for a response rate of 21%. This response rate is significantly lower than in prior years, explained by the transition of personnel in the Assessment, Accreditation, and Accountability role and the learning curve for implementing surveys with graduate students. 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.) 28% of responding completers had secured teaching positions in their field and 38% had secured employment in the field of education (non-teaching). An additional 37% planned to seek employment in the field of education. Approximately 22% of completers planned to pursue further education and 16% of completers were enrolled in graduate school of continuing education at time of graduation. 3% of completers were not seeking employment or education at the time of graduation, and 19% were seeking employment outside of the field of education.

In the AY23-24 Advanced Programs' Alumni Survey, 78 respondents who graduated in the past 5 years shared their employment details. 63 (90%) of the respondents reported that they are currently working within the field of education, 2 (3%) reported that they are not currently working in the field of education but plan to work within education in the future, and 5 (7%) reported that they are not currently working in the field of education and/or do not plan to work within the field of education. 55 respondents indicated their primary roles in the field of education - see table below.

UHM COE Alumni Survey - Advanced Programs, 2023

ANSWER CHOICES	RESPONSES	
Athletic Trainer	0.00%	0
Counselor	5.45%	3
Early Childhood Educator	5.45%	3
Educational Researcher	1.82%	1
Educational Specialist	7.27%	4
Higher Education Faculty	1.82%	1
K-12 Teacher	47.27%	26
Librarian	0.00%	0
Principal	9.09%	5
Registrar	0.00%	0
Student Services Coordinator	3.64%	2
Vice Principal	12.73%	7
Not currently working	5.45%	3
TOTAL		55

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation

Final Research Projects (Master's Thesis, Plan B, or Doctoral Dissertation)	Candidates must receive passing scores from two or more faculty members on the program specific rubrics for their final research project.	In AY23-24, all program completers met the performance expectation for their thesis, Plan B, or doctoral dissertation. Program data are available in our [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 when a few candidates score "Unacceptable," the measures are taken prior to the culminating project. With feedback and opportunity to address areas of weakness, all candidates completing during this reporting period had satisfactorily met performance expectations on their final research projects.
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 AY23-24, 72% of the 35 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, 25% agreed, and 3% neither agreed nor disagreed no respondents disagreed). 100% of the 7 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.

| COE Survey of Alumni | Responses in the upper two scale ratings of the agreement ("strongly agree" and "agree") items. | In AY23-24, on the Advanced Programs Alumni Survey, COE alumni reported the extent of their agreement that their most recent COE program helped them to:
· Become more knowledgeable in their field (96%, or 69 of 72, strongly agreed or agreed),
· Develop important new skills in their field (87%, 63 of 72, strongly agreed or agreed), and
· Develop their professional dispositions (89%, 64 of 72, strongly agreed or agreed).
Alumni reported agreement with the extent to how their COE program prepared them in relation to the AAQEP standard 1 and 2 aspects is available in this table. |

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Final Research Projects (Master's Thesis, Plan B, or Doctoral Dissertation)	Candidates must receive passing scores from two or more faculty members on the program specific rubrics for their final research project.	In AY23-24, all program completers met the performance expectation for their thesis, Plan B, or doctoral dissertation. Program data are available in our 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 when a few candidates score "Unacceptable," the measures are taken prior to the culminating project. With feedback and opportunity to address areas of weakness, all candidates completing during this reporting period had satisfactorily met performance expectations on their final research projects.
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 AY23-24, 32 master's program completers that responded to the Masters Student Completion Survey strongly agreed or agreed that their program helped develop their knowledge (97%), skills (94%), and dispositions (100%)in their field. Of the 7 doctoral students that responded to the PhD in Education Program Completion Survey, most reported they either strongly agree or agree that their program developed their knowledge (100%), skills (86%), and dispositions (86%) in their field.

| COE Survey of Alumni | Responses in the upper two scale ratings of the agreement ("strongly agree" and "agree") items. | IIn AY23-24, on the Advanced Programs Alumni Survey, COE alumni reported the extent of their agreement that their most recent COE program helped them to:

· Become more knowledgeable in their field (96%, or 69 of 72, strongly agreed or agreed),

· Develop important new skills in their field (87%, 63 of 72, strongly agreed or agreed), and

· Develop their professional dispositions (89%, 64 of 72, 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.

STANDARD 1: Our first goal on last year's report articulated concern with how many students the PhD program were taking more than 7 years to graduate, primarily due to the independent nature of their research projects once they had completed coursework. We have launched a major organizational shift by forming CERI (the College of Education Research Institute), intended to support all those pursuing a research agenda, from novice to experienced. Over the course of 2023-24, CERI spearheaded multiple initiatives to support both faculty and students in their research endeavors.

- Individual Development Plan (IDP) - The new director of CERI has been collaborating with PhD programs to hold workshops between faculty and advisees to engage in an IDP Process. An Individual Development Plan (IDP) for graduate students is a personalized document that outlines their academic and professional goals, identifying necessary skills and knowledge to achieve them, and mapping out a strategy to develop those skills through coursework, research experiences,

mentorship, and other development opportunities, essentially serving as a roadmap to guide their progress throughout their graduate studies and beyond.
- CERI Conversations: CERI Conversations provide a forum for faculty/staff and students to share their research and scholarly activities. For example, a recent event entitled *Kanaka ʻŌiwi Methodologies: Moʻolelo and Metaphor* included a panel presentation and was well attended by more than 80 participants.
- Graduate Student Research Symposium: The COE Senate Student Faculty Relations Committee in collaboration with COEDSA (College of Education Doctoral Student Association), COEMSA (College of Education Masters Student Association), and the College of Education Research Institute (CERI) hosted an opportunity for graduate students from across the college to present and receive constructive feedback. The Symposium provided the opportunity for our students to develop scholarly skills, to share their work, and to learn about the work being done by their peers

STANDARD #2: Each advanced program made a commitment to collect evidence with respect to 2d: Global and international education. Program surveys include a new item, and the thesis and dissertation assessments also include an item to help us gather a baseline assessment for how our researchers are making connections between local, regional, and international dynamics as related to their research questions. In addition, we have developed a website landing page entitled "Global Education" to welcome international students from all over the world, and foster our commitment to the global community of learners, educators, practitioners, and researchers. We highlight our diverse offerings of degree and certificate programs in globally relevant areas of study such as educational philosophy, policy studies, curriculum development, administration, learning technology, kinesiology and rehabilitation science, as well as educator preparation and professional development.

STANDARD #3: While we were unable to hire an external Director of Assessment, Accreditation and Accountability, we were able to place an internal faculty member at the helm. Our current Director of AAA is uniquely positioned as she has a strong knowledge base for both undergraduate and graduate programs in the College of Education. Her direct involvement with programs has resulted in important discussions with faculty that have prompted reflection and response with a unified approach to continuous improvement. We were also successful in hiring an Assistant to support data collection, reporting, and visualization. As a result, we are beginning to stabilize while making progress on data displays via Google Looker Studio. We are gaining ground in developing 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.

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: Program completers perform as professional educators with the capacity to support success for all learners.
Goals for the 2024-25 year	Align program completer surveys and alumni surveys with standards and aspects in AAQEP 2025 Expectations Framework. Unify surveys so that we are able to aggregate and disaggregate data more easily.
Actions	1. Harness buy-in from program assessment coordinators, chairs and faculty to commit to the process of unifying and revamping surveys. 2. Interpret the aspects to ensure they are relevant to the program goals and student needs. 3. Draft survey instruments 4. Revise surveys based on faculty and stakeholder feedback. 5. Review and revise administration of the survey (e.g. when is it distributed, who distributes, how often is the reminder sent, how long is the collection period open, etc.)
Expected outcomes	Aggregate data will tell us valuable information about our unit as a whole, whereas disaggregated data will support decision making at the program level. The alignment of the survey items to the AAQEP aspects will support content validity. Improved administration of the survey will increase the response rate, thus providing us with higher quality data.
Reflections or comments	This process is particularly difficult because not all aspects apply to all learning objectives articulated by the programs. This process will require care and time to work through the connections between the evaluation items and the program curriculum and instruction.

	Standard 2: Program completers adapt to working in a variety of contexts and grow as professionals.
Goals for the 2024-25 year	We would like to weave together the AAQEP expectation to foster global and international connections in education with our contextual obligation as a Native Hawaiian Place of Learning. After the UH Mānoa campus approved the current strategic plan [Mānoa 2025: Our Kuleana to Hawai'i and the World](), the Native Hawaiian Place of Learning (NHPoL) Advancement Office began working on our strategy to support the plan's three goals specific to becoming a Native Hawaiian Place of Learning. One of the three goals is that, *"100% of schools and colleges and other similar nonacademic units will have a five-year strategic plan to address each of the four Native Hawaiian place of learning strategic focus areas relevant to their particular units" (p. 19)* by the end of the strategic plan period. The first guiding principle in our own COE strategic plan states that we will commit to actualizing a Native Hawaiian place of learning and teaching.
Actions	Representative COE faculty members will participate in a five-day professional development opportunity as part of [Cohort Kaulua](). Our time together will be a deep dive into the Native Hawaiian principles outlined in the UH Mānoa Strategic Plan. Following the five-day engagement, the COE faculty who attended will revisit our strategic plan and discuss how our experience impacts our intentions, with possible shifts to our assessments, curriculum, and/or college environment.
Expected outcomes	More consistent and higher quality integration of the Hawaiian Place of Learning concepts, values, and practices with aspect 2d, and aligned with mission, vision, values, and learning objectives.
Reflections or comments	COE faculty are at different points of understanding for what a Hawaiian Place of Learning means and also at different points of readiness to receive and apply information. This requires concerted efforts to make available opportunities to engage with each other (internally) and others (externally) for insight and support in this area. This is an area of growth that requires a lifelong commitment as there is no end point. We continue to work towards deeper understanding as individuals and as a group with purposeful reflection of this vital aspect in our programs.
	Standard 3: Quality Program Practices
Goals for the 2024-25 year	Conduct an Assessment Symposium for all COE faculty (3c, 3d). The Assessment Symposium will bring UHM-COE faculty members together to reflect on their personal assessment practices, collectively move their programs forward with quality assessment practices, and learn about new developments in assessment and accreditation that impact the College of Education as a unit.

Actions	1. Plan agenda for a full day event with the theme: [Equity and Justice in Assessment](#). 2. Recruit facilitators and participants. 3. Hold the symposium. 4. Collect evidence of effectiveness.

Expected outcomes	1. **Knowledge.** COE Participants will…
	    a. Understand the role that assessment can play in either reinforcing or disrupting social norms and injustices;
	    b. Know culturally responsive and equity-minded assessment practices;
	    c. Know AAQEP's new accreditation standards/aspects and connect them to equity minded practices.
	
	 2. **Skills**. COE Participants will…
	    a. Reflect on personal background and biases as they relate to assessment. How do our positions influence assessment choices that might limit the potential of future professionals?
	    b. Connect personal assessment practices with program objectives and unit outcomes.
	    c. Collaborate with others to draw upon multiple perspectives when framing equitable assessment
	
	 3. **Dispositions.** COE Participants will…
	    a. Value the role that equitable assessment plays in developing effective professionals;
	    b. Value the role that equitable assessment plays in the continuous improvement of the unit;
	    c. Commit to program assessment plans that support the shared goals of the unit.

Reflections or comments	Planning is underway, and symposium will take place on January 17, 2025
	Standard 4: Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.
Goals for the 2024-25 year	We will map out opportunities for advanced preparation by taking a closer look at our graduate courses and programs to create multiple goal posts. We will work towards defining incremental pathways utilizing existing coursework to culminate in graduate certificates or add-a-field specializations for licensure, which may ultimately lead to Masters and PhD degrees. We would like to take an intentional design approach to mapping out pathways to increase opportunities for (a) meaningful articulation through our programs, (b) professional development, (c) specialization and

	acquisition of expertise, and (d) preparation for leadership roles, which will ultimately contribute to the educational workforce in the state of Hawai'i.
Actions	Initiate the exploratory phase to: 1. Collect feedback from program faculty on the aims and goals of this idea. 2. Identify key educator needs in our community, align the needs with our programs, and chart out existing coursework that may lead to micro-credentials, certifications, and degrees. 3. Develop a range of professional development opportunities to nurture advanced educators who may become mentor supports for novice educators in our schools.
Expected outcomes	1. Mapping of existing programs and courses to maximize meaningful opportunities for educators in our communities. 2. Clear pathways to promote efficient and incremental course and program offerings which align with an individual's professional goals and that reflect the needs of our state for advanced preparation.
Reflections or comments	This is a seed of an idea at the moment, so our first step is critical to explore the needs of our stakeholders.

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 College of Education (COE) has existed in its current location since 1929, before the establishment of the University of Hawai'i at Mānoa (UHM) campus. Now, almost 100 years later, we are preparing to move to a building centrally located on

McCarthy Mall, which is considered prime campus real estate. The new building, currently in its design phase, has been described as a showcase building and is slated to consist of five floors, with two floors of classrooms, two floors of office-collaboration space for a college, school, or unit, and one floor of office space for another UH Mānoa unit. The state Legislature has provided $70 million in funding for the building that will include flexible learning and office spaces that support modern methods of online delivery, collaboration and advising. If construction stays the course of its current timeline, we will be relocating the College of Education in 2027. Barriers that we have been addressing include, but are not limited to: insufficient office space for COE faculty who work with sensitive or restricted data, insufficient parking for faculty who work within the community and typically drive to schools throughout the day; insufficient storage for content area specialists who teach with extensive materials (e.g. Science and Art).

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).

The COE is developing our understanding of the changes within the 2025 AAQEP standards and associated aspects. We are realigning our assessments and working with survey items to more closely reflect the intentions of the new standards. We are expecting to be accountable for aligning our Quality Assurance Reports with these standards in 2028.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Jamie Simpson Steele, Director of Assessment, Accreditation, and Accountability	Nathan Murata, Dean

Date sent to AAQEP:	December 27, 2024