

AAQEP Annual Report for 2025

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'o, 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).

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, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled (September 1, 2024 – August 31, 2025)	Number of Completers in most recently (September 1, 2024 – August 31, 2025)
<i>Programs that lead to initial teaching credentials</i>			
N/A	N/A	N/A	N/A
Total for programs that lead to initial credentials		0	0
<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	0
Total for programs that lead to additional/advanced credentials		14	0
<i>Programs that lead to P-12 leader credentials</i>			
N/A	N/A	N/A	N/A
Total for programs that lead to P-12 leader credentials		0	0
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
Master of Education	Curriculum Studies	254	108
	Early Childhood Education (Non-Licensure)	4	4
	Educational Administration	36	14
	Educational Foundations	49	17

	Educational Psychology	12	6
	Special Education	51	22
EdD in Professional Educational Practice	Professional Practice	30	2
PhD in Education	Curriculum & Instruction	71	3
	Educational Administration	22	1
	Transformative Education	21	4
	Exceptionalities	14	1
	Global & International Education	30	1
	Kinesiology	7	2
	Policy Studies	4	1
PhD in Educational Psychology		23	4
Total for programs that lead to specialized professional or no specific credentials		628	190
TOTAL enrollment and productivity for all programs		628	190
Unduplicated total of all program candidates and completers		642	190

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.)

Philosophy for Children — Hawai'i (p4cHI): Graduate Certificate approved 5/8/2024; Implemented fall 2024

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

<p>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.</p>						
642						
<p>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.</p>						
190						
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>						
0						
<p>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.</p>						
<p>Year-to-Year, Program Level Persistence Rate (%) <i>Persistence rate reflects graduation and retention rate.</i></p>						
<i>Program</i>	<i>2022 (Fall)</i>	<i>2023 (Spring)</i>	<i>2023 (Fall)</i>	<i>2024 (Spring)</i>	<i>2024 (Fall)</i>	<i>2025 (Spring)</i>
<i>MEd</i>	*95.6	*93.3	94.9	93.7	95.7	85.4

<i>EdD</i>	90	*96.2	96.9	84.8	96.3	86.2
<i>PhD</i>	*94.1	*91.2	94.5	93	93.8	92.3

*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. 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 very few exceptions.

The COE administers surveys to all graduating students at the end of their final semester in the program. These surveys (linked below) ask completers to rate their satisfaction. Of 125 survey participants, 77% were very satisfied, 16% were satisfied, 6% were neither satisfied nor dissatisfied, and 3% were very dissatisfied.

Program	Number of Respondents	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
PhD in Education	5		3 (60%)	2 (40%)		
PhD in Educational Psychology	3	2 (66%)				1 (33%)
Masters in Educational Psychology	3	3 (100%)				
Masters in Curriculum Studies	86	73 (85%)	9 (10%)	2 (2%)		2 (2%)

Masters in Early Childhood Education	8	6 (75%)	2 (25%)			
Masters in Educational Administration	7	4 (57%)	3 (43%)			
Masters in Educational Foundations	1	1 (100%)				
Masters in Special Education	12	7 (58%)	3 (25%)	2 (17%)		
TOTAL	125	96 (77%)	20 (16%)	6 (5%)		3 (2%)

G. 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.

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 2026 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. 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.

On the AY24-25 Graduate Studies Completer Surveys, 125 of 190 graduating students responded, for a response rate of 66%. This response rate is significantly higher than last year, 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.) The highest number of future intended graduate careers: P-12 classroom teaching, public education, higher education, and education leadership. See table of results below.

A	B	C	D	E	F	G	H	I	J
	CS	EDD	EDEA	EDEF	EDEP	PHD	RC	SPED	Grand Total
Charter school education	3			1					4
Education administration	22		6			1		1	30
Education consultant	12				2			2	16
Education leadership	33		3		1			1	38
Education research	12	1	1		3		1	2	20
Field not related to education	5				1				6
Higher education	24	1	4		5	4	1	4	43
Kinesiology field	2								2
Not seeking employment or continuing education at this time	4								4
Other (please specify)	4				1			3	8
P-12 classroom teaching	36	2		1				3	42
Private education	4							2	6
Public education	31		1	1		1		5	39
Rehabilitation field							6		6
Special education	12				1	1		11	25
Technology field	8				1				9
Grand Total	212	4	15	3	15	7	8	34	298

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Last year, Advanced programs hired one 1 tenure-line faculty and 1 temporary faculty member. However, we terminated 2 tenure-line faculty, and 2 temporary faculty. (Note: 1 temp faculty was both hired and terminated in AY 24-25.) We are very much advocating for new positions, especially with respect to high needs areas in the workforce. After collecting all recommended positions from all departments, the Dean, in collaboration with department chairs, prioritizes COE position requests to forward to the Provost, and the Provost determines which positions will be allowed to move forward with a search. When faculty numbers are low and enrollment falls below a defined threshold (low enrollment as defined by UH Mānoa), we may temporarily pause a program to assess contributing factors and implement adjustments.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

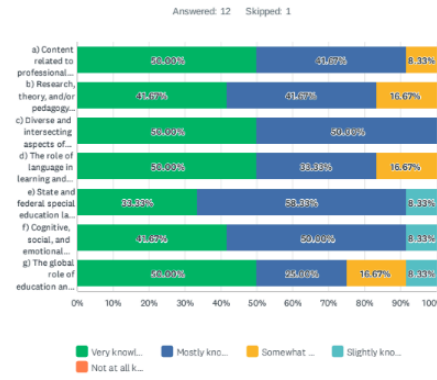
Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures	Criteria for success	Level or extent of success in meeting the expectation
Master's Degree Student Assessments	Candidates must receive passing scores from two or more faculty members on the program specific rubrics for each assessment product.	In AY24-25, all program completers completed assessments that were specific to their programs. For example, programs assessed Early Childhood graduate students through a Capstone Project, Application of Theory & Research, and International Public Policy Brief. Of these, it is clear that our students struggled the most with their practical application of theory and research. Program data for all advanced programs are available in our Advanced Program Data Tables that provide performance indicators for the assessments.
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.	<p>In AY24-25, we realigned all program surveys to ensure that the programs were specifically measuring their Program Learning Outcomes. While there are some items we share across programs, most survey items are now specific to each program. Many of our graduate programs will be pursuing a self-study and review through UH Manoa next year as part of our institution’s WASC accreditation process, which initiated this change. (See individual survey results: PhD in Education, PhD in Educational Psychology, Masters in Educational Psychology, Masters in Educational Administration, Masters in Educational Foundations)</p> <p>However, Masters in Curriculum Studies and Masters in Special Education revised their surveys to align more explicitly with AAQEP standards, as they plan to continue with AAQEP accreditation. See charts below for results in knowledge, skills, and dispositions.</p>

Knowledge

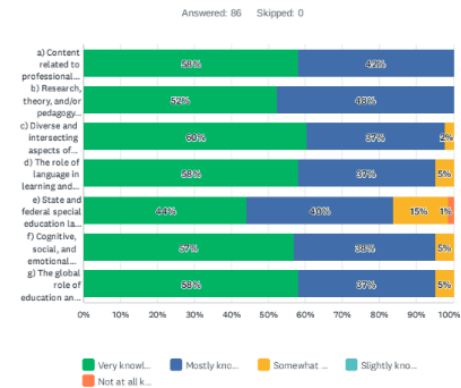
SPED (n=12)

Q14 I. Knowledge: At the end of your COE graduate program, to what extent do you know and understand...



Curriculum Studies (n=86)

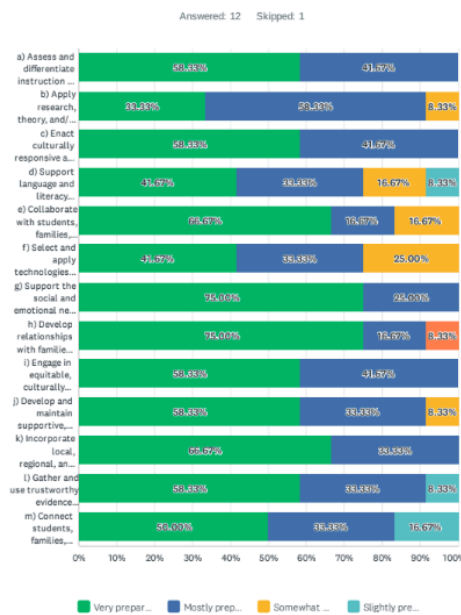
Q15 I. Knowledge: At the end of your COE graduate program, to what extent do you know and understand...



Skills

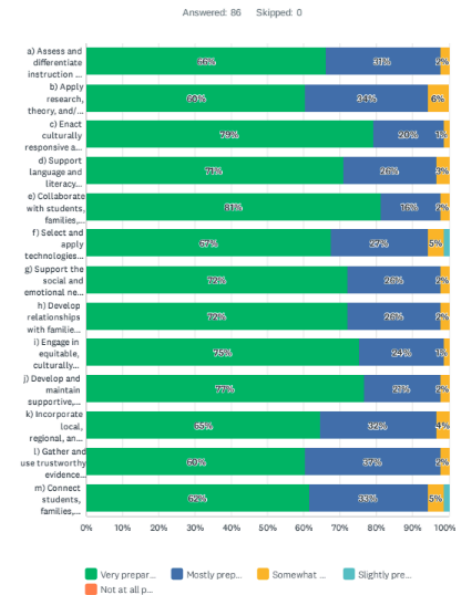
SPED (n=12)

Q15 II. Skills: At the end of your COE graduate program, to what extent are you prepared to be able to...

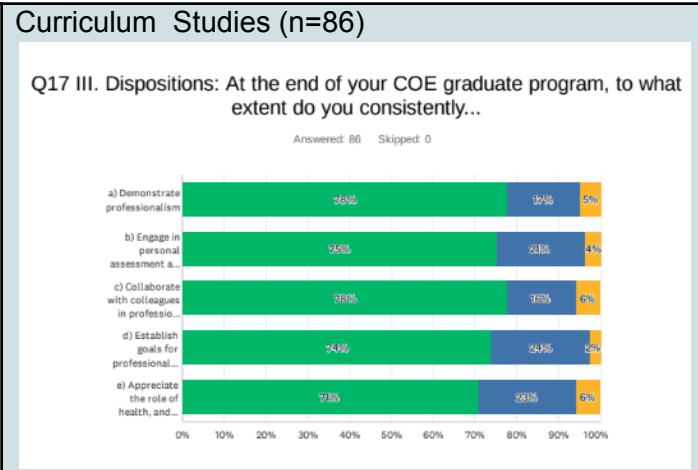
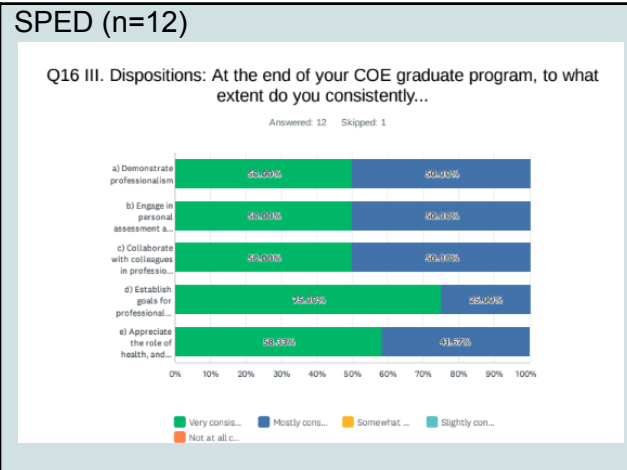


Curriculum Studies (n=86)

Q16 II. Skills: At the end of your COE graduate program, to what extent are you prepared to be able to...



Dispositions



COE Survey of Alumni

Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.

In AY24-25, we also revised the Advanced Programs Alumni Survey to reflect the AAQEP specific items that apply for Curriculum Instruction and Special Education. The following [Alumni Survey](#) captures the results of respondents.

Knowledge

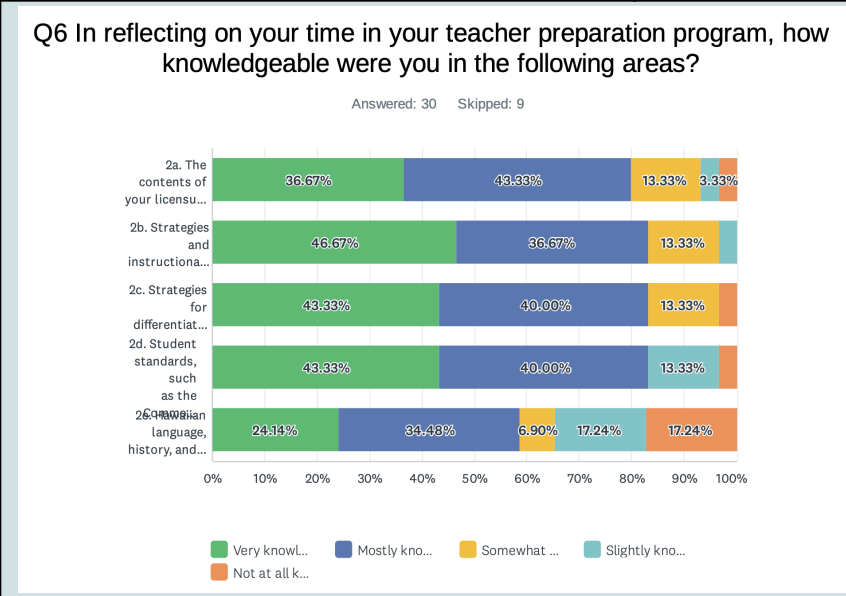
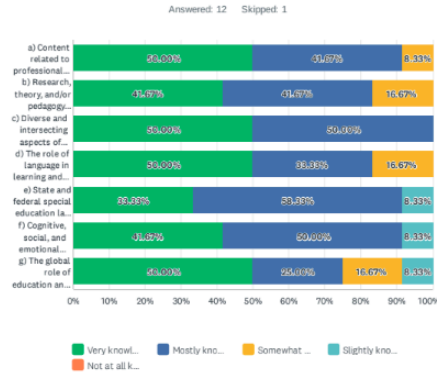


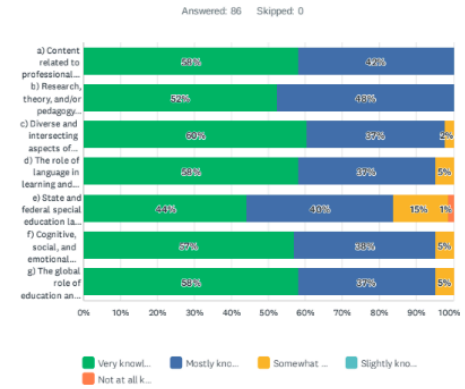
Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures	Criteria for success	Level or extent of success in meeting the expectation
Master's Degree Student Assessments	Candidates must receive passing scores from two or more faculty members on the program specific rubrics for each assessment product.	In AY24-25, all program completers completed assessments that were specific to their programs. For example, programs assessed Early Childhood graduate students through a Capstone Project, Application of Theory & Research, and International Public Policy Brief. Of these, it is clear that our students struggled the most with their practical application of theory and research. Program data for all advanced programs are available in our Advanced Program Data Tables that provide performance indicators for the assessments.
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Knowledge	SPED (n=12)	Curriculum Studies (n=86)

Q14 I. Knowledge: At the end of your COE graduate program, to what extent do you know and understand...



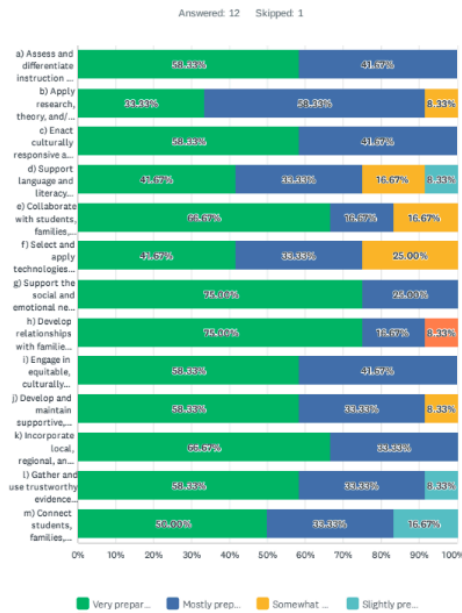
Q15 I. Knowledge: At the end of your COE graduate program, to what extent do you know and understand...



Skills

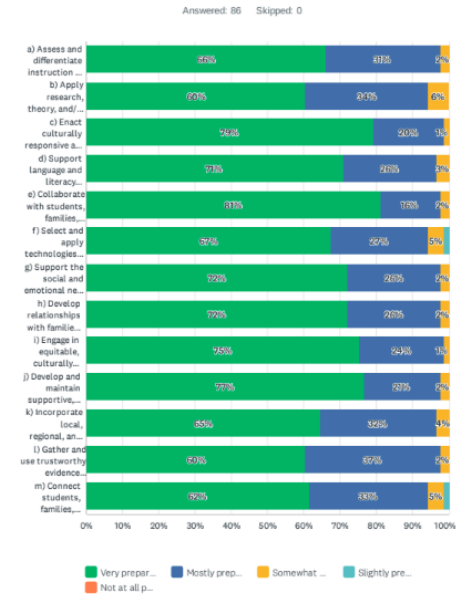
SPED (n=12)

Q15 II. Skills: At the end of your COE graduate program, to what extent are you prepared to be able to...

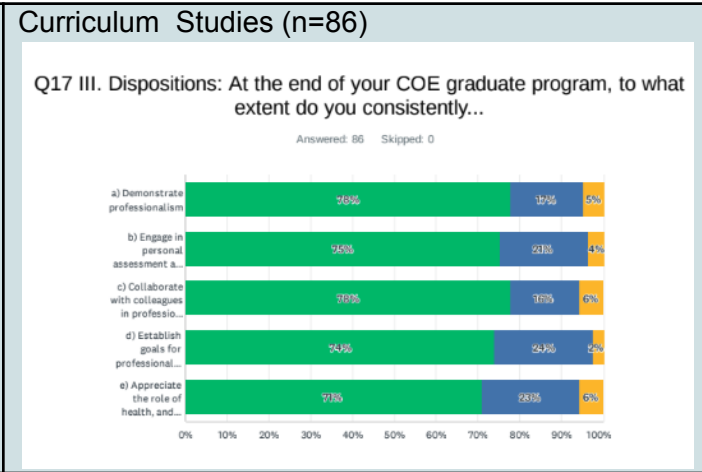
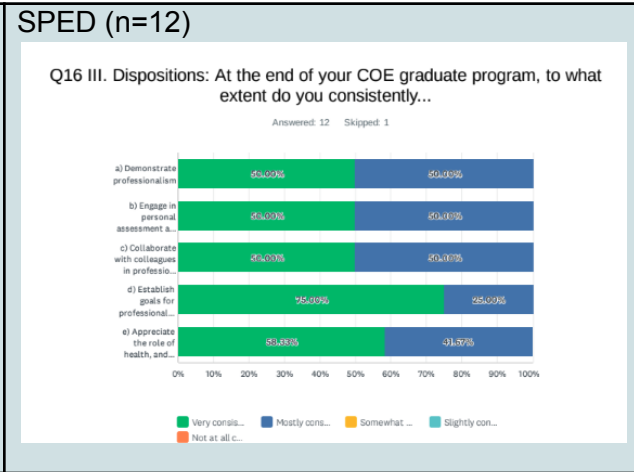


Curriculum Studies (n=86)

Q16 II. Skills: At the end of your COE graduate program, to what extent are you prepared to be able to...



Dispositions

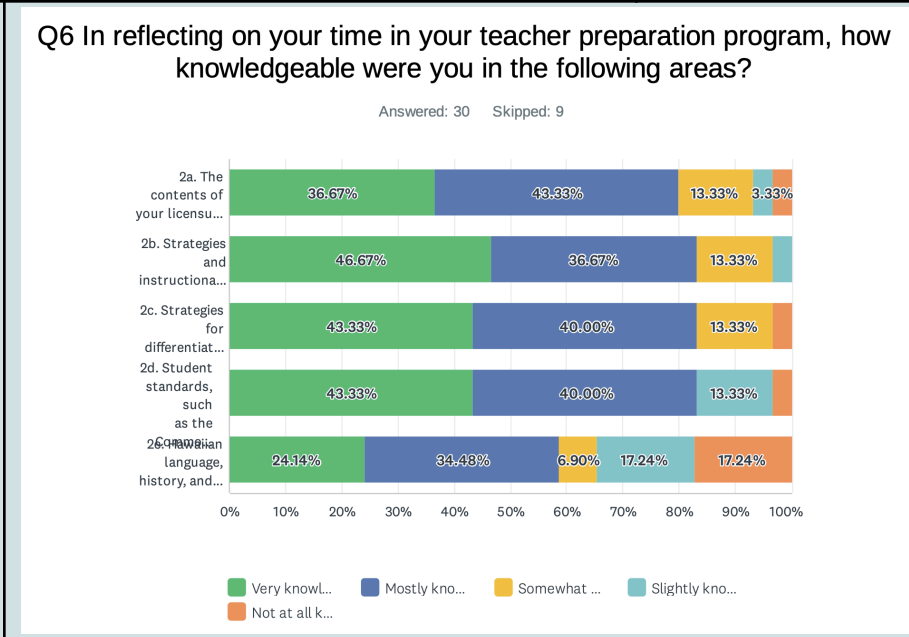


COE Survey of Alumni

Responses in the upper two scale ratings of the agreement (“strongly agree” and “agree”) items.

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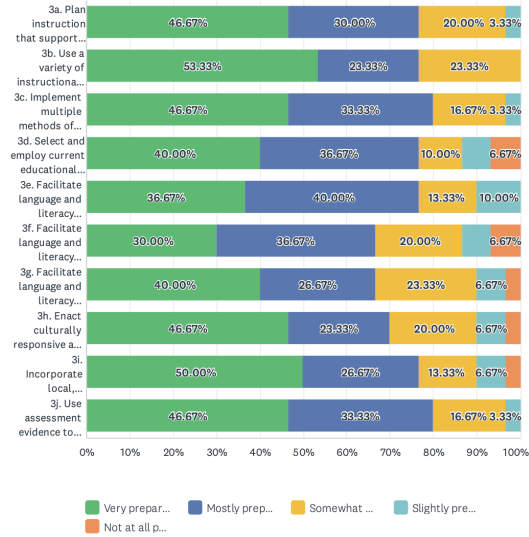
Knowledge



Skills

Q7 In reflecting on your time in your teacher preparation program, to what extent were you prepared to...

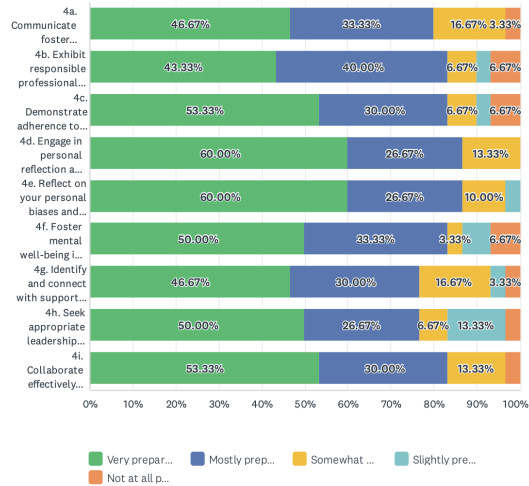
Answered: 30 Skipped: 9



Dispositions

Q8 In reflecting on your time in your teacher preparation program, to what extent were you prepared to...

Answered: 30 Skipped: 9




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.

Standards 1: Well-Being Modules. In the 2026 spring semester, all programs will implement instruction around the topic of well-being and collect assessment data. But HOW they choose to do that is up to each program. Our AAA office developed a tool to support faculty with both instruction AND assessment. [Instructor Guide to Educator Well-Being Modules](#)

Standard 2: Completer and Alumni Survey Revisions. We were able to align our new survey items explicitly with AAQEP standards and aspects. This will allow us to more directly learn how our graduates experience the various components of our programs. Three major themes around within their qualitative responses:

COE GRADUATE PROGRAMS HELPED GRADUATES WITH...

 <h3>Growth</h3> <p>to become more confident, capable, and professionally prepared.</p>	<p>"The professors made the biggest difference—they provided exceptional support that made advancing through the program feel seamless."</p>	<p>"The guidance from my program advisor, the support of my committee, and the timely feedback I received all made a meaningful difference in my experience."</p>
 <h3>Wisdom</h3> <p>to gain deeper knowledge and shape learning around personal interests.</p>	<p>"My Plan A experience was the most rewarding part of the program. I deeply appreciated the guidance and support from my committee, and I gained valuable learning as I was able to shape a major project around my own interests."</p>	<p>"The support I received from my professors and dissertation chair made a significant difference, and the flexibility to choose my own classes allowed me to tailor the program to my interests while meeting requirements."</p>
 <h3>Support</h3> <p>to feel seen, guided, and uplifted throughout the graduate journey.</p>	<p>"The guidance and direction from our professors truly stood out—they consistently went above and beyond to support everyone in the program."</p>	<p>"The availability and helpfulness of professors and committee members, the close peer support within my cohort, and the frequent, clear communication throughout the program made my experience especially positive."</p>

Standard 3. We are experimenting with ways to take on 3c: Uses instructional practices and resources within programs that are evidence-based and regularly evaluated for effectiveness

Assessment Symposium Last year we launched our first which we are repeating in 2026. This gathering emphasizes that assessment, accreditation, and accountability are a “kākou thing” (we are in it together). 60 participants gathered to learn from and work with each other.

Charrettes: Faculty from across the COE select one assessment from a course and engage in a feedback protocol with others. The purpose is to amplify UHM’s equity minded recommendations through high quality, student centered assessment practice. We ran our first Charrette this past fall.

Mānoa Program Assessment Reports indicate how we devised program learning outcomes, how we assessed our students according to those outcomes, student results of those assessments, and subsequent faculty action in response to the results. We received a recognition of Hōpoe (Excellent) on many of our advanced reports. We also asked for reviewer feedback and were given ideas to strengthen our systems.

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 and recent activities related to investigating data quality. Table 5 may focus 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 2025-26 year	1f. Select and employ current educational technology tools and systems to support learning Artificial Intelligence (AI) tools have become widely available for everyday use. These tools focus on content creation (text, images, etc.) and have the capacity to expedite existing processes and make possible new ones. Within higher education, they have the potential to foster student learning and advance many aspects of research. While there are many benefits from the responsible use of AI, there are notable risks and limitations that should be taken into consideration when using these technologies.
Actions	Faculty attend AI workshops to support their understanding about what AI does, how it might benefit a novice researcher, and how it might threaten the experience of integrity for the novice researcher. Then course instructors will begin to use " AI Tools UH Guidance and Best Practices for Faculty and Staff " and determine how to guide our own students' learning, but also how to help them guide their future students' learning.
Expected outcomes	Faculty will become more intentional about the use of AI tools in their classrooms based on our AI Tool Decision Guide . Faculty will prepare their students to consider how to incorporate and limit the use of AI in their classrooms.
Reflections or comments	UHM is building robust opportunities to engage with AI (https://www.hawaii.edu/its/ai/index.html) however faculty feel their time is limited. We need to consider ways focus and motivate this work!
Standard 2	
Goals for the 2025-26 year	2g: Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma

	Complete and Implement Well Being Modules. While all programs are required to teach and assess well-being, this is not considered a shared assessment. Instead, programs may choose to continue working with Mental Health Hawaii or other instruction supports, however, they will need to develop assessments to accompany these instructional endeavors. The COE will also be providing Well-Being Modules that include interviews with professionals, students, teachers, and teacher candidates in Hawaii: Instructor Guide to Educator Well-Being Modules
Actions	Complete and implement an instructional module that includes evidence of learning regarding mental well being, and pilot with special education teacher preparation cohorts. Conduct focus groups and iterate as needed.
Expected outcomes	Programs will adopt the modules and begin to pilot the embedded assessments.
Reflections or comments	We are committed to supporting candidates as they address this new aspect, and integrating the assessment with curriculum and instruction in a way that is meaningful for each educational context.
Standard 3	
Goals for the 2025-26 year	e. Develops and maintains an effective assessment system, with input from the community, that uses trustworthy data to plan for and evaluate improvements and innovations Assessment, Accreditation and Accountability Website Redesign. While we do have a number of pages on the COE website related to our AAA work, they do not include many parts of our assessment systems - like the assessments themselves and the data dashboards we have developed.
Actions	<ol style="list-style-type: none"> 1. Meet with TDP to recruit the resources and information 2. Design a model 3. Program the model 4. Test and iterate
Expected outcomes	We plan to engage in a thorough re-boot of our website for the following purposes/outcomes: <ol style="list-style-type: none"> 1) To ensure transparent communication of our assessments and assessment results to the public, including employers, present students, and future students. 2) To provide faculty with easy access to all assessments and tutorials related to assessment work so that they can readily find and use the tools that have been developed. 3) To provide a systematic way for faculty to request data and report a glitch in the system

	4) To be able to readily access data dashboards which can guide them in making decisions in course and program improvement
Reflections or comments	

Standard 4	
Goals for the 2025-26 year	Strengthen stakeholder relationships and the flow of information from community partners. We have had trouble attaining relevant and up to date data to have a better understanding of how our graduates are doing in the professions.
Actions	<p>Meet with Stephen Schatz, Executive Director of Hawaii P-20 Partners for Education to discuss workforce needs and collecting downstream data on our candidates.</p> <p>Meet with Sean Bacon, Kerry Tom, Sean Arai and other HIDOE Personnel from Office of Talent management to discuss workforce needs and collecting downstream data on our candidates.</p>
Expected outcomes	With strengthened partnerships, we hope to be able to analyze data from our graduates (e.g. workforce, performance, placements, etc.) This will allow us to reflect on our contributions in teacher education, celebrate where appropriate, and focus on areas to improve.
Reflections or comments	When we connect with stakeholders, it's usually our students, alumni, school based personnel such as mentor teachers and principals. Although I have reached out on several occasions, a meeting with P-20 and HIDOE is more difficult to arrange. Forging strong relationships and networks is essential.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

In AY24-25, we realigned all program surveys to ensure that the programs were specifically measuring their Program Learning Outcomes. While there are some items we share across programs, most survey items are now specific to each program, based on their values, missions, teaching contexts, and self-articulated learning outcomes. Many of our graduate programs will be pursuing a self-study and review through UH Manoa next year as part of our institution's WASC accreditation process, which initiated this change. However, [Masters in Curriculum Studies](#) and [Masters in Special Education](#) revised their surveys to align more explicitly with AAQEP standards, as they plan to continue with AAQEP accreditation.

In addition, all programs revisited their assessment maps to ensure students have ample instruction prior to being assessed, and also to ensure assessments are squarely aligned with program learning outcomes, with no gaps.

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). If 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.

New Location: 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).

New Associate Dean: Next school year, we expect to welcome a new Associate Dean of Research. We have not had anyone serving in this position for over 10 years. This position will serve as one of three executives in the COE Dean's Office. Our new colleague will work in tandem with others to effectively provide research, administrative, and academic leadership in the College. This position will coordinate and ensure effective leadership of research programs funded by the State and Federal agencies, private foundations, and government organizations.

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. COE faculty engaged in a one-week long professional development to prepare to meet this goal as "[Cohor Kaulua](#)." Next, a hui of representatives will now work with our COE strategic plan, our incubating School of Hawaiian Education, and our Native Hawaiian faculty to further strengthen our commitment and identity as a Native Hawaiian Place of Learning.

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)
Jamie Simpson Steele, Director of Assessment, Accreditation, and Accountability	Nathan Murata, Dean

Date sent to AAQEP:	December 25, 2025
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