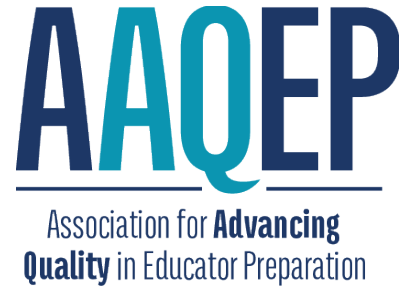# AAQEP Annual Report for 2024

Provider/Program Name:	Hawaii Pacific University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	6/30/2028

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.

Hawaiʻi Pacific University's School of Education develops professional educators and leaders who are reflective practitioners dedicated to the scholarship of teaching, school renewal, and leading positive change. Its degree programs are based on standards-driven, field-based, and inquiry-oriented curricula that employ cutting-edge educational technology to integrate content and pedagogy. Employing an electronic portfolio-based assessment system, university faculty and mentor teachers guide the candidate's progress in achieving professional knowledge, skills, and dispositions.

The School of Education offers the following degree programs:

Bachelor of Arts in Elementary Education (BAEED)

Master of Education in Elementary Education (MEDEE)

Master of Education in Secondary Education (MEDSE)

Licensure only programs

The School of Education degree and licensure programs (Bachelor of Arts in Elementary Education, Master of Education in Elementary Education, and Master of Education in Secondary Education) prepare candidates to become competent, caring, and professional educators through classroom discussions and field experiences. Teacher candidates learn in small classes and enjoy individualized attention by university faculty and mentor teachers. Teacher candidates complete core and field experience courses as well as the capstone clinical practice (student teaching) courses in the State of Hawaii. Masters and Licensure Only programs are now offered online as well as in-seat.

Hawaii Pacific University's School of Education is recognized by the Hawaii Teacher Standards Board (HTSB) as a State Approved Teacher Education Program (SATEP). Approved licensure fields are: Elementary Education (K-6), English (6-12), Math (6-12), Social Studies (6-12), Science (6-12), World Languages (6-12), and TESOL (6-12). As required by the HTSB, teacher candidates must demonstrate content knowledge prior to student teaching by either passing the Praxis exam in the content area or satisfying a credit hour requirement in the content area. Student teaching is required to be completed in the State of Hawaii with 450 hours of clinical practice. Teacher candidates are encouraged to stay and teach within the State of Hawaii, however, the teaching license awarded by the HTSB is transferrable to other states.

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://www.hpu.edu/cps/education/index.html

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 in most recently completed academic year (12 months ending 08/24	**Number of Completers** in most recently completed academic year (12 months ending 08/24
Programs that lead to initial teaching credentials			
Bachelor of Arts in Elementary Education	Elementary Education (K-6)	20	9
Master of Education in Elementary Education	Elementary Education (K-6)	15	8

Master of Education in Secondary Education	English (6-12) Math (6-12) Science (6-12) Social Studies (6-12) World Languages (6-12) TESOL (6-12)	7 4 2 6 1 1	4 2 0 2 1 1
Licensure Only: Alternative Pathway/Option B	Elementary Education (K-6) Secondary Science (6-12) TESOL (6-12)	0	0
Total for programs that lead to initial credentials		56	27
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials		0	0
Programs that lead to credentials for other school professionals or to no specific credential			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		56	27
Unduplicated total of all program candidates and completers		56	27

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 changes were made this school year.

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.
56

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.
27

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
27

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.

2023-24 Completer Data				
Program	Initial Cohort		Completion Rate (100% Time)	Completion Rate (150% Time)
Bachelor of Education in Elementary Education (4-year program)	11		9/11 = 81.81 %	81.81%
Master of Education in Elementary Education (12-month program)	12		8/12 = 67%	67%
Master of Education in Secondary Education (12-month program)	16		10/16 = 62.5%	62.5%
Licensure Only Pathways (1 semester to 12 months)	0		N/A	N/A

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%.

Due to the nature of our programs being so small with cohorts typically ranging from 5-25 students, most Title II pass rates are not reported. Additionally, the Hawaii Teacher Standards Board (HTSB) allows for Content Knowledge to be demonstrated by Content Knowledge Exam and/or satisfactory completion of credit hours in the content area. All teacher candidates are required to satisfy the content knowledge requirement prior to beginning student teaching.

For 2023-24, due to the size of our Program, the Title II Pass Rates are not tabulated for less than 10 candidates. We anticipate increasing the number of enrolled students next year, in essence having more accurate data to reflect.

Below is a table that indicates the number of students in each program that complete the content knowledge requirement via content exam and by course credit in the content area for 2023:

Program	# of Completers	Content Area	# Completing Exam	# Completing Coursework
Bachelor of Arts in Elementary Ed.	9	English Math Social Studies Science	5 9 7 9	4 0 2 0
Master of Arts in Elementary Ed.	8	English Math Social Studies Science	5 7 4 6	3 1 4 2
Master of Arts in Secondary Ed.	10	English (6-12) Math (6-12) Social Studies (6-12) Science (6-12) World Languages (6-12) TESOL (6-12)	0 1 0 0 1 0	4 1 2 0 0 1
Licensure Only Pathways	0	Elementary Education (K-6) Science (6-12) TESOL (6-12)	0 0	0 0 0

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

According to data from the 2024 Exit Survey data from last year's graduates, completers reported relatively high degrees of self-confidence in preparation of the InTASC standards. The lowest scoring item was InTASC Standard 10: Leadership and Collaboration in which one of the 9 respondents scored a 2 in a Likert scale of 4, with all others scoring either a 3 or 4. In all other Standards, all respondents scored 3 or 4, with a majority scoring the maximum score.

Summary of Exit Survey
15 completers were requested to complete the survey; 9 complied. The data below has N = 9.

	InTASC Standard	N	Average	Median	Mode	Standard Deviation
1	Learner Development	9	3.7	4	4	0.47
2	Learning Differences	9	3.8	4	4	0.42
3	Learning Environments	9	3.9	4	4	0.31
4	Content Knowledge	9	3.9	4	4	0.31
5	Application of Content	9	3.8	4	4	0.42
6	Assessment	9	3.8	4	4	0.42
7	Planning Instruction	9	3.7	4	4	0.47
8	Instructional Strategies	9	3.9	4	4	0.31
9	Professional Learning and Ethical Practice	9	3.8	4	4	0.42
10	Leadership and Collaboration	9	3.6	4	4	0.68

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

Unfortunately, we do not have Principal Survey data from the 2023-2024 academic year. We are in the process of working on collecting this data during the current year.

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.
According to our data, 19 out of the 27 completers in 2023 are currently employed. Unfortunately, we were unable to collect data from some of our completers, so it is likely that this number is an underestimate. As noted below in our action items and in our 2020 QAR, a weakness of our program has been the collection of data from completers and alumni.

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
Student Teaching Evaluations	One of the core indicators of achievement of program targets is the teaching evaluation. In all our programs, we perform 4 teaching evaluations for each teacher candidate (2 by the mentor teacher, 2 by the university instructor). We use a rubric based on the Charlotte Danielson Framework that examines the following 5 components of instruction: • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning	**Score Distribution for BAEED** | *Student ID*	*Average Score*
---	---
1	2.8
2	2.9
3	3.1
4	3.3
5	3.3
6	3.3
7	3.4
8	3.5
9	3.6
Mean	3.2
Median	3.3
Mode	3.3	

Std. Dev.	0.24	

- 3d: Using Assessment in Instruction

The rubric identifies 4 levels of performance:

- Unsatisfactory (1 point)
- Basic (2 points)
- Proficient (3 points)
- Distinguished (4 points)

We assigned points to each level of performance. As a guideline, for a student to pass a teaching evaluation, we require them to get an overall average score of 2.5 or above, which roughly indicates that the student teacher is performing more at the proficient level rather than the basic level. However, depending on contextual factors (e.g. pre-existing problems with classroom culture and/or issues at the internship site), a lower score would be acceptable after the examiner establishes that the lower score is more attributable to the context rather than the student's instructional ability and readiness. Generally, the scores by the mentor teachers' evaluations are like those by the university instructors.

Score Distribution for MEDEE

Student ID	Average Score
1	2.8
2	2.8
3	2.9
4	3.1
5	3.2
Mean	2.9
Median	2.9
Mode	2.8
Standard Deviation	0.15

Score Distribution for MEDSE

Student ID	Average Score
1	2.7
2	2.9
3	3.0
4	3.1
5	3.1
Mean	3.0
Median	3.0
Mode	3.1
Standard Deviation	0.16

The data at right are from program completers between **July 1, 2023, through June 30, 2024.** They include data from the Bachelor of Arts in Elementary Education (BAEED), Master of Education in Elementary Education (MEDEE) and Master of Education in Secondary Education (MEDSE).

There was a total of 9 BAEED completers, 5 MEDEE completers, and 5 MEDSE completers. (This is because some candidates did not officially get their licensure/degrees conferred until after the academic year. We followed the guideline dates for the HTSB report this year to get a more accurate reflection of completers.)

The data show that:
1. Everybody received a passing score (2.5 or better)

The average is in the range of 2.9 – 3.2, which corresponds to a proficient level of teaching, which is considered moderately beyond expectations for student teachers that receive clinical training for 1-2 semesters.

Content Knowledge	Teacher candidates can demonstrate their content knowledge via the following means: 1. Praxis Content Knowledge Test 2. Alternative test accepted by the Hawaii Teacher Standards Board (HTSB) 3. College Coursework The BAEED and MEDEE completers demonstrated their content knowledge via a combination of college course work and the Praxis Content Knowledge tests for Elementary Education (Test 5002 – Reading & Langauge Arts / Test 5003 – Mathematics / Test 5004 – Social Studies / Test 5005 – Science). The data at right shows the distribution of the margin beyond the passing score (averaged over the subject areas taken by each candidate). The MEDEE completers demonstrated their content knowledge via a combination of college course work and the Praxis Content Knowledge tests for Elementary Education (Test 5002 – Reading & Langauge Arts / Test 5003 – Mathematics / Test 5004 – Social Studies / Test 5005 – Science). The data at right shows the distribution of the margin beyond the passing score (averaged over the subject areas taken by each candidate). With 11 out of 13 students getting a margin of 5 or better, it can be concluded that these	**BAEED Praxis Score Margin Distribution** | Student ID	Average Margin
1	31
2	17
3	14
4	12
5	11
6	10
7	6
8	4
9	3 | **MEDEE Praxis Score Margin Distribution** | Student ID	Average Margin
1	40
2	30
3	26
4	18 | **MEDSE – Evidence of Content Knowledge**
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completers generally possess adequate levels of content knowledge.

All 5 MEDSE completers satisfied the content knowledge requirement with college credits.

Student ID	Subject	Credential
1	Math	College Credits
2	Math	College Credits
3	English	College Credits
4	English	College Credits
5	Social Studies	College Credits

Professionalism Survey

Mentor teachers are surveyed twice during the semester regarding the professionalism of student teachers assigned to them. BAEED candidates received 4 evaluations over 2 semesters, while MEDEE and MEDSE candidates received 2 evaluations over a single semester. The areas of professionalism examined are:

- Punctuality
- Engagement
- Preparedness
- Collaboration
- Communication

Mentor teachers are requested to evaluate students on a 10-point scale based on a rubric provided with the survey, with 10 points being very professional, whereas 0 corresponds to unprofessional.

The scores themselves as well as the overall trend were examined for each student, and they were categorized as follows:

Distribution of Performance Level for the Professionalism Evaluations

	High	Medium	Low
BAEED	5	1	3
MEDEE	2	2	0
MEDSE	4	1	0
Combined	11	4	3

Same as the above, shown in percentage of total in program.

	High	Medium	Low
BAEED	56%	11%	33%
MEDEE	50%	50%	0%
MEDSE	80%	20%	0%
Combined	61%	22%	17%

1. **Perfect** – All evaluations had all perfect scores.
2. **Increased to Perfect** – Ended up with perfect evaluations
3. **Increased to 90% Range** – Ended up with 9s and 10s.
4. **90% Range** – The scores were 9s and 10s throughout.
5. **Increased to 80% Range** – Started low, ended up with an average score of around 8
6. **80% Range** – The scores were mostly 8s and 9s throughout.
7. **Decreased to 80%s or below** – Scores had a decreasing trend, ending up in the 80% range or below.

The first 4 categories will be designated "High" performance, categories 5 and 6 will be designated "Moderate" performance, and category 7 will be designated "Low" performance. The tables at right show the distribution of the professionalism evaluations for each program.

There is room for improvement in the development of professional dispositions in students. We currently do not have any systematic mechanisms to provide feedback to students about professionalism issues. Also, the data collection instrument may be a bit too casual, resulting in mentor teachers to give high scores early on due to a "honeymoon"

stage of mentor-student relationships, but then give harsher scores later on when the mentor teachers had more time to observe the teacher candidates and feel more open to give critical feedback. At present, this data collection instrument is effective in providing us with an early-warning system, but it is not well designed to serve as an educational tool for the candidates. This is an area we would like to improve upon in the coming years.	

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
Embedded Assessment for InTASC Standard 2: Culture-Based Sail Plan	The Culture-Based Sail Plan is an assessment that is aligned with AAQEP Standard 2b: Engage in culturally responsive practices with diverse learners and do so in diverse cultural and socioeconomic community contexts. The score for this assessment is a measure of our completers' achievement of this standard. The data are shown in the next column. Our interpretation of the results is that, by and large, students demonstrate solid achievement of instructional planning for diverse students using culturally responsive approaches. We examined the situation of the 2 candidates who received a less-than-perfect score, and both were overwhelmed with the course work on top of their teaching internships and things taking place	**BAEED** All candidates received a perfect score. **MEDEE** Two of the three MEDEE completers submitted this assessment, and two received a perfect score while the other received a 90%. **MEDSE** Two of the three MEDSE completers submitted this assessment, and two received a perfect score while the other received a 91%.

	in their personal lives. Their lower scores are most likely due to compromises they made to make deadline rather than anything reflective of their abilities in planning instruction for diverse learners.	
Embedded Assessment for InTASC Standard 3: Context for Learning / Classroom Community Plan	These assessments are aligned with AAQEP Standard 2a: Understanding and engaging local school and cultural communities and communicate and foster relationships with families / guardians / caregivers in a variety of communities. The data shown in the next column indicates that all but one students received a perfect score. The one instance of an MEDEE completer who scored 93% is explainable for the same reason as given for the Culture-Based Sail Plan above. The candidate was overwhelmed with too much to do and probably decided to compromise on the quality of the work to meet the deadline. The lower score is not reflective of the candidate's true ability regarding planning and creating an effective classroom community.	**BEDEE** All completers received a perfect score. **MEDEE** All but one completer received a perfect score. **MEDSE** All completers received a perfect score.
Teaching Evaluation – Component 2b: Establishing a Culture for Learning / Component 2d: Managing Student Behavior / Component 3c: Engaging Students in Learning	These three components of the teaching evaluation are aligned with AAQEP Standard 2c: Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts. The data at right are subcomponents of average teaching evaluation scores. The components are aligned with AAQEP standard 2c. As a measure of achievement, we use 2.5 as a dividing line since this	**BAEED** | Completer ID	2b: Establishing a Culture for Learning	2d: Managing Student Behavior	3c: Engaging Students in Learning
---	---	---	---
1	3.9	3.8	3.5
2	3.8	3.6	3.5
3	3.6	3.6	3.5
4	3.5	3.5	3.4	

numerical value corresponds to the situation in which a score greater than this indicates more proficient or higher level of performance than basic or below. All candidates scored at or above the cut-off point of 2.5 out of 4.

5	3.5	3.3	3.4
6	3.4	3.3	3.3
7	3.3	3.3	3.2
8	3.2	2.9	3.0
9	2.9	2.7	2.8

MEDEE

Completer ID	2b: Establishing a Culture for Learning	2d: Managing Student Behavior	3c: Engaging Students in Learning
1	3.3	3.3	3.3
2	3.1	3.2	3.1
3	3.1	2.9	3.0
4	3.0	2.6	3.0
5	3.0	2.5	2.8

MEDSE

Completer ID	2b: Establishing a Culture for Learning	2d: Managing Student Behavior	3c: Engaging Students in Learning
1	3.3	3.3	3.3
2	3.2	3.3	3.2
3	3.1	3.0	3.2
4	2.9	3.0	2.8
5	2.9	3.0	2.6

Embedded Assessment for InTASC Standard 9: Educational Research Project	This assessment is aligned with AAQEP standard 2e: Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection. The research projects were based on candidates' experiences in the classroom. One of the requirements of the research project is to choose a topic that examines how to improve outcomes from classroom instruction. In the process of performing research, students examine their goals as educators, reflect on their strengths and weaknesses, and (as part of their conclusion) comment on ways to improve their effectiveness as a classroom teacher. For the most part, students received a 90% or higher for their research projects. The one candidate who got an 89% might have struggled with the research language and concepts, but not with the ability to think critically about their own professional practice and set goals for continual improvements.	**BAEED** **Out of the 9 completers, 8 received a perfect score, and the remaining student received an 89%.** **MEDEE** **Of the 3 completers, all received a 90% or higher.** **MEDSE** **Of the 5 completers, all received a 90% or higher.**
Professionalism Evaluation item 5: Collaboration	This assessment is aligned with AAQEP Standard 2f: Collaborate with colleagues to support professional learning. We used the "Collaboration" item in the professionalism survey discussed above to obtain data in this area. For the most part, teacher candidates did better with the Collaboration item in the professionalism survey compared to the other items. More than 3 quarters of	**Distribution of Performance Level for the Professionalism Evaluations** |	High	Medium	Low
---	---	---	---
BAEED	8	0	1
MEDEE	3	1	0
MEDSE	3	2	0
Combined	14	3	1	 **Same as the above, shown in percentage of total in program.**

students scored at a high level of performance for Collaboration. Of the 3 candidates who scored at a medium level, two dropped to an 80% range, whereas one increased to an 80% range. The case of the increase can be seen as a positive development with room for further improvements, whereas the two cases that dropped to the 80% range can be seen as due to relatively minor issues that should have been addressed early in the internship process. Because they were not addressed, the issues lingered, and the mentor teachers felt more open to bringing them up later in the internship. The one case of low performance was due to the candidates' idiosyncrasies that became increasingly an issue toward the end of the internship. Given the fact that the candidate is in his early 20s, this is something that is developing and, given more practice and suitable guidance, things should even out. We believe that we need improved procedures so that these surveys are structured to provide feedback to the candidates so that they become aware of professionalism issues and they can work on improving it.

	High	Medium	Low
BAEED	89%	0%	11%
MEDEE	75%	25%	0%
MEDSE	60%	40%	0%
Combined	78%	17%	5%

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.

At the start of the 2024-25 academic year, our very own Dr. Eugene Guillian earned an NSF NOYCE Grant, which will provide scholarships and stipends for students interested in earning a degree/license in a STEM related field. This will specifically be targeted at students that would like to be math or science teachers. The length of the grant is for 5 years (with extension possibilities).
Dr. Kathryn Vaughn our FT SOE faculty member earned the HPU Teacher of Year award in May 2024.
We are very proud of our exceptional faculty!

During the 2023-2024 academic year, the Hawaii Pacific University School of Education has been in a year of leadership transition. The previous Director of the School of Education has since retired, while the Dean of the College of Professional Studies, in which the SOE is housed, has taken on the Directorship responsibilities. Without bringing on additional faculty, it has been a transitional year in which all faculty and the dean have taken on extra responsibilities to maintain the department. The dynamic stayed the same for the 2024-25 academic year, with the previous director retiring.

The Hawaii Teacher Standards Board (HTSB) has adopted a standard that requires Educator Preparation Programs to include training in the Model Code of Ethics for Educators (MCEE). We have embedded MCEE content and training into our curricula at several points within our programs with hopes that the perspective of the MCEE can run throughout the teacher candidates as they develop their skills as teachers. Teacher candidates are first introduced to the MCEE in the Foundations of Education and Introduction to Teaching courses in the beginnings of their programs. They then are further trained with a MCEE workshop during their student teaching clinical practice so they can apply the MCEE to their experiences first hand in the classroom. Future curriculum examination will be done by faculty to determine how we can also integrate the MCEE into other courses in the program.

In the spring of 2022, the Master of Education in Secondary Education was approved by the HTSB to license teacher candidates in TESOL grades 6-12. We welcome this additional concentration to help support the growing English Language Learner population in Hawaii. HPU has an existing TESOL program, and we have partnered with the TESOL faculty to support their students in becoming licensed TESOL teachers. The State of Hawaii Department of Education (HIDOE) has also recently made a push to require all licensed teachers to be ELL trained via a 6-credit requirement, so we also hope to provide more support to teachers that are needing to fulfill this new requirement. Unfortunately, there was not time to adequately promote and recruit for this new program, so we did not receive any new students in this area. We are hoping to receive a marketing campaign set soon and see interest in AY 2024-2025.

We are currently in the process of two new initiatives to help increase our retention and increase enrollment in our Bachelor of Education in Elementary Education program. We are continuing to work on restructuring our current degree plan to move up foundational courses to first year students at HPU. Currently, students do not take Education courses until the 4th semester, which is during their second year at HPU. During this early time, we noticed that we lose several students to other majors (or other retention issues), so we hope that having earlier contact will help us retain students. We are also in the beginning stages of working on a SPED concentration for our Master's students. We are thankful for the support and guidance we have received from the Hawaii Teachers Standards Board for us to pursue this new concentration as we hope this attracts more students.

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 2024-25 year	Continue to improve results in the area of Teacher Instructional Observation Rubric Component 3d: Assessment.
Actions	Greater emphasis and focus on the area of Assessment has been provided in the Introduction to Teaching courses where the topic of Assessment is introduced. Also, during the Clinical Practice Seminar, student-teachers engage in greater discourse on the topic of Assessment and the expectations of the Teacher Instructional Observation Rubric in the area of Assessment.
Expected outcomes	We expect the scores in the **2024-2025** cohort to improve in the area of Assessment
Reflections or comments	Although assessment is thoroughly covered in the TEP, often the lessons observed for evaluation do not contain adequate assessment due to the nature of the lesson. We will encourage student-teachers to choose lessons to be observed that will contain the appropriate demonstration of knowledge in assessment so we can better evaluate the student-teacher.
	Standard 2
Goals for the 2024-25 year	Continue to support students' growth in international and global perspectives. This will include incorporating and embracing the latest AI technologies to support that growth.

Actions	Create workgroup to focus on integrating international and global perspectives in the curriculum.
Expected outcomes	Workgroup will determine next steps to implement in AY 2024-2025
Reflections or comments	Our program is strong on preparing students in the area of culturally responsive teaching in the context of Hawaiian culture, but our effort at preparing students to teach about international and global perspectives could be more systematic.
Standard 3	
Goals for the 2024-25 year	We have a robust and strong relationship with multiple stakeholders. However, we identified the need for more focused and systematic input from them. We intend to implement an advisory committee formed of select stakeholders in the near future.
Actions	Define the role and purpose of an Advisory Committee with external stakeholders
Expected outcomes	AY 2024-2025, select members of the Advisory Committee with external stakeholders and meet bi-annually.
Reflections or comments	The goal of the Advisory Committee will be to help the TEP be aligned with external stakeholders.
Standard 4	
Goals for the 2024-25 year	Implement a consistent process to collect and store alumni information
Actions	Determine the best way to house the alumni data. Coordinate with the University Relations department to gather data that they already have. Systematically send out Alumni surveys.
Expected outcomes	An improved database of completers will allow us to perform longitudinal studies about our completers' performance in the profession and provide the SOE valuable feedback.
Reflections or comments	Due to the nature that many of our completers are from out of state and international, it becomes increasingly difficult to track alumni information, especially teaching information.

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.

We are currently in the process of two new initiatives to help increase our retention and also increase enrollment in our Bachelor of Education in Elementary Education program. First, we continue to work on restructuring our current degree plan to move up foundational courses to first year students at HPU. Currently, they do not take Education courses until the 4th semester, which is during their second year at HPU. During this early time, we noticed that we lose several students to other majors (or retention issues if they do not feel a connection to the Ed Program), so we hope that having earlier contact will help us retain students. We anticipate having the new degree plan completed this coming year.

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)
Mani Sehgal, Dean, College of Professional Studies	Mani Sehgal, Dean, College of Professional Studies

Date sent to AAQEP:	December 31st, 2024