



AAQEP Annual Report for 2023

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.

Hawai'i 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 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/23)	Number of Completers in most recently completed academic year (12 months ending 06/23)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts in Elementary Education	Elementary Education (K-6)	37	12
Master of Education in Elementary Education	Elementary Education (K-6)	11	2
Master of Education in Secondary Education	English (6-12)	4	2
	Math (6-12)	2	0
	Science (6-12)	0	2
	Social Studies (6-12)	2	1
	World Languages (6-12)	0	1
	TESOL (6-12)	0	0
Licensure Only: Alternative Pathway/Option B	Elementary Education (K-6)	0	1
	Secondary Science (6-12)	0	0
	TESOL (6-12)	0	1
Total for programs that lead to initial credentials		56	22
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Total for programs that lead to additional/advanced credentials		0	0

<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
	Total for additional programs	0	0
	TOTAL enrollment and productivity for all programs	56	22
	Unduplicated total of all program candidates and completers	56	22

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.)

In 2022, the HPU School of Education was approved by the Hawaii Teacher Standards Board to offer licensure program in TESOL (6-12). We are offering this licensure pathway as a MED Secondary Education with Concentration in TESOL program.

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.
22
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
22

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 Completer Data				
Program	Initial Cohort		Completion Rate (100% Time)	Completion Rate (150% Time)
Bachelor of Education in Elementary Education (4-year program)	9		0*	78% (7/9)*
Master of Education in Elementary Education (12-month program)	11		18%	82%
Master of Education in Secondary Education (12-month program)	8		75%	N/A
Licensure Only Pathways (1 semester to 12 months)	2		100%	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.

We acknowledge that the data presented below is from the previous year. We will update this data as soon as we are able to retrieve the information.

Only the Traditional Program: Bachelor of Arts in Elementary Education program has sufficient numbers of test takers for Title II reporting of pass rates as provided below for 2021:

Test Code	Exam	# of Takers	# of Passers	Pass Rate
ETS 5002	Elem. Ed. Reading Language Arts	39	34	87%
ETS 5003	Elem. Ed. Math	39	36	92%
ETS 5004	Elem. Ed. Social Studies	39	32	82%
ETS 5005	Elem. Ed. Science	39	33	85%

Below is a table that indicates number of students in each program that complete the content knowledge requirement via content exam and by course credit in the content area for 2021:

Program	# of Completers	Content Area	# Completing Exam	# Completing Coursework
Bachelor of Arts in Elementary Ed.	0*	English Math Social Studies Science	N/A	N/A
Master of Arts in Elementary Ed.	10	English Math Social Studies Science	10 10 10 10	0 0 0 0

Master of Arts in Secondary Ed.	8	English (6-12)	3	1
		Math (6-12)	0	1
		Social Studies (6-12)	1	1
		Science (6-12)	0	0
		World Languages (6-12)	1	0
Licensure Only Pathways	4	Elementary Education (K-6)	2	0
		Science (6-12)	1	0
		TESOL (6-12)		1

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

We acknowledge that the data presented below is from the previous year. We will update this data as soon as we are able to retrieve the information.

According to data from the 2021 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 items are InTASC Standard 6: Assessment, Standard 4: Content Knowledge, and Standard 8: Instructional Strategies, however the average score was still in within a favorable rating. These scores indicate that we need to reexamine the curriculum in the areas of assessment, content knowledge, and instructional strategies.

Summary of Exit Survey

18 completers were requested to complete the survey; six complied. The data below has N = 6.

InTASC Standard	Average	Median	Mode	Standard Deviation
1) Learner Development	3.83	4.00	4	0.37
2) Learning Differences	3.33	3.50	4	0.75

3) Learning Environments	3.67	4.00	4	0.47
4) Content Knowledge	3.50	3.50	3, 4	0.50
5) Application of Content	3.67	4.00	4	0.47
6) Assessment	3.33	3.00	3	0.47
7) Planning Instruction	3.50	4.00	4	0.76
8) Instructional Strategies	3.50	3.50	3, 4	0.50
9) Professional Learning and Ethical Practice	3.83	4.00	4	0.37
10) Leadership and Collaboration	3.67	4.00	4	0.47

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 2022-2023 academic year. We will work on collecting this data during this 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, 13 out of the 22 completers in 2022 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	<p>One of the core indicators of achievement of program targets is the teaching evaluation. In all of 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:</p> <ul style="list-style-type: none"> ● 2b: Establishing a Culture for Learning ● 2d: Managing Student Behavior ● 3b: Using Questioning and Discussion Techniques ● 3c: Engaging Students in Learning ● 3d: Using Assessment in Instruction <p>The rubric identifies 4 levels of performance:</p> <ul style="list-style-type: none"> ● Unsatisfactory (1 point) ● Basic (2 points) ● Proficient (3 points) ● Distinguished (4 points) 	<p>Score Distribution for BEDEE</p> <table border="1" data-bbox="1230 402 1514 1380"> <thead> <tr> <th data-bbox="1230 402 1373 505"><i>Student ID</i></th> <th data-bbox="1373 402 1514 505"><i>Average Score</i></th> </tr> </thead> <tbody> <tr><td>1</td><td>2.9</td></tr> <tr><td>2</td><td>2.9</td></tr> <tr><td>3</td><td>3.0</td></tr> <tr><td>4</td><td>3.0</td></tr> <tr><td>5</td><td>3.0</td></tr> <tr><td>6</td><td>3.1</td></tr> <tr><td>7</td><td>3.2</td></tr> <tr><td>8</td><td>3.3</td></tr> <tr><td>9</td><td>3.3</td></tr> <tr><td>10</td><td>3.4</td></tr> <tr><td>11</td><td>3.5</td></tr> <tr><td>12</td><td>3.5</td></tr> <tr> <td>Mean</td> <td>3.19</td> </tr> </tbody> </table>		<i>Student ID</i>	<i>Average Score</i>	1	2.9	2	2.9	3	3.0	4	3.0	5	3.0	6	3.1	7	3.2	8	3.3	9	3.3	10	3.4	11	3.5	12	3.5	Mean	3.19
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We assigned points to each level of performance (see list above). 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 and/or difficulties the school), 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 similar to those by the university instructors.

The data at right are from program completers between July 1, 2022, through June 30, 2023. They include data from the Bachelor of Education in Elementary Education (BEDEE), Master of Education in Elementary Education (MEDEE) and Master of Education in Secondary Education (MEDSE). There was a total of 12 BEDEE completers, 4 MEDEE completers, and 6 MEDSE completers.

The data show that:

Median	3.16
Mode	3.0
Std. Dev.	0.20

Score Distribution for MEDEE

<i>Student ID</i>	<i>Average Score</i>
1	3.0
2	3.4
Mean	3.19
Median	3.19
Mode	N/A
Standard Deviation	0.21

Score Distribution for MEDSE

<i>Student ID</i>	<i>Average Score</i>
1	2.6
2	2.7

	<p>1. Everybody received a passing score (2.5 or better)</p> <p>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.</p>	<table border="1"> <tr><td>3</td><td>2.9</td></tr> <tr><td>4</td><td>2.9</td></tr> <tr><td>5</td><td>3.3</td></tr> <tr><td>6</td><td>3.4</td></tr> <tr><td>Mean</td><td>2.98</td></tr> <tr><td>Median</td><td>2.89</td></tr> <tr><td>Mode</td><td>2.9</td></tr> <tr><td>Standard Deviation</td><td>0.28</td></tr> </table>		3	2.9	4	2.9	5	3.3	6	3.4	Mean	2.98	Median	2.89	Mode	2.9	Standard Deviation	0.28			
3	2.9																					
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Mean	2.98																					
Median	2.89																					
Mode	2.9																					
Standard Deviation	0.28																					
Content Knowledge	<p>Teacher candidates can demonstrate their content knowledge via the following means:</p> <ol style="list-style-type: none"> 1. Praxis Content Knowledge Test 2. Alternative test accepted by the Hawaii Teacher Standards Board (HTSB) 3. College Coursework <p>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 & Language Arts / Test 5003 – Mathematics / Test 5004 – Social Studies / Test 5005 – Science). The data at right shows the distribution of the margin beyond the</p>	<p>MEDEE Praxis Score Margin Distribution</p> <table border="1"> <thead> <tr> <th>Student ID</th> <th>Average Margin</th> </tr> </thead> <tbody> <tr><td>1</td><td>13.3</td></tr> <tr><td>2</td><td>8.0</td></tr> <tr><td>3</td><td>6.0</td></tr> <tr><td>4</td><td>4.3</td></tr> </tbody> </table> <p>MEDSE – Evidence of Content Knowledge</p> <table border="1"> <thead> <tr> <th>Student ID</th> <th>Subject</th> <th>Margin / Credential</th> </tr> </thead> <tbody> <tr><td>1</td><td>Algebra I (5162)</td><td>5</td></tr> <tr><td>2</td><td>World Languages: Spanish</td><td>ACTFL</td></tr> </tbody> </table>		Student ID	Average Margin	1	13.3	2	8.0	3	6.0	4	4.3	Student ID	Subject	Margin / Credential	1	Algebra I (5162)	5	2	World Languages: Spanish	ACTFL
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2	World Languages: Spanish	ACTFL																				

	<p>passing score (averaged over the subject areas taken by each candidate). With 3 out of 4 students getting a margin of 5 or better, it can be concluded that the MEDEE completers generally possess adequate levels of content knowledge.</p> <p>Of the 6 MEDSE completers, one demonstrated their content knowledge with the Praxis content knowledge, and one used the American Council on the Teaching of Foreign Languages (ACTFL) test. The remaining 4 completers satisfied the content knowledge requirement with college credits.</p>	<table border="1"> <tr> <td>3</td> <td>English Language Arts: Content Knowledge (5038)</td> <td>CW</td> </tr> <tr> <td>4</td> <td>English Language Arts: Content Knowledge (5038)</td> <td>CW</td> </tr> <tr> <td>5</td> <td>Social Studies: Content Knowledge (5081)</td> <td>CW</td> </tr> <tr> <td>6</td> <td>Social Studies: Content Knowledge (5081)</td> <td>CW</td> </tr> </table>	3	English Language Arts: Content Knowledge (5038)	CW	4	English Language Arts: Content Knowledge (5038)	CW	5	Social Studies: Content Knowledge (5081)	CW	6	Social Studies: Content Knowledge (5081)	CW																																								
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Exit Survey																																																						
Professionalism Survey	<p>Mentor teachers are surveyed twice during the semester regarding the professionalism of student teachers assigned to them. The areas of professionalism examined are:</p> <ul style="list-style-type: none"> ● Punctuality ● Engagement ● Preparedness ● Collaboration ● Communication <p>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.</p>	<p>Score Distribution for BEDEE</p> <table border="1"> <thead> <tr> <th>Student ID</th> <th>Survey 1 Average</th> <th>Survey 2 Average</th> <th>Change</th> </tr> </thead> <tbody> <tr><td>1</td><td>10</td><td>10</td><td>0</td></tr> <tr><td>2</td><td>10</td><td>10</td><td>0</td></tr> <tr><td>3</td><td>8.8</td><td>9.2</td><td>0.4</td></tr> <tr><td>4</td><td>8.6</td><td>9.6</td><td>1</td></tr> <tr><td>5</td><td>8.6</td><td>9.2</td><td>0.6</td></tr> <tr><td>6</td><td>8.4</td><td>10</td><td>1.6</td></tr> <tr><td>7</td><td>8.2</td><td>9.4</td><td>1.2</td></tr> <tr><td>8</td><td>10</td><td></td><td></td></tr> <tr><td>9</td><td>9.2</td><td></td><td></td></tr> <tr><td>10</td><td>9</td><td></td><td></td></tr> <tr><td>11</td><td>7.8</td><td></td><td></td></tr> <tr><td>12</td><td></td><td>9.8</td><td></td></tr> </tbody> </table>	Student ID	Survey 1 Average	Survey 2 Average	Change	1	10	10	0	2	10	10	0	3	8.8	9.2	0.4	4	8.6	9.6	1	5	8.6	9.2	0.6	6	8.4	10	1.6	7	8.2	9.4	1.2	8	10			9	9.2			10	9			11	7.8			12		9.8	
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The data at right are of program completers between July 1, 2022, through June 30, 2023. The empty cells shaded in orange are those for which we did not get a response from the mentor teacher. (We urge mentor teachers to complete the evaluations, but some do not.)

We define a “successful outcome” using the final criteria:

- Both survey scores are perfect (10 out of 10)
- The change in score (from first to second) is positive.

For the purpose of determining the percentage of successful outcomes, we exclude those cases in which responses are missing. Using this metric, we find the following:

- The BEDEE program has 100% success rate
- The MEDEE program has 0% success rate
- The MEDSE program has 40% success rate

Score Distribution for MEDEE

Student ID	Average Score 1	Average Score 2	Change
1	8.4	7.6	-0.8
2			

Score Distribution for MEDSE

Student ID	Average Score 1	Average Score 2	Change
1	10	10	0
2	9.8	9.6	-0.2
3	9.8	9.6	-0.2
4	8.6	9.6	1
5	8.4	6.4	-2
6	10		

	<p>The data show a clear gap between the outcomes for the undergraduate and graduate programs. We believe this is due to the difference in intensity of the programs: undergraduates spend 2 semesters doing their teaching internships compared to graduate students, who perform the same amount of work and internship hours in 1 semester. The less intense undergraduate program allows for greater opportunities to support the teacher candidates while providing more time for the candidates to prepare and reflect on their practice. Our 1-year master's program is still relatively new and this data is an indication that we need to provide greater support for the master's students.</p>	
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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
<p>Embedded Assessment for InTASC Standard 2: Culture-Based Sail Plan</p>	<p>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.</p>	<p>BEDEE Out of the 12 undergraduate completers, 11 completed this assessment, and all received perfect scores. One student did not take this assessment due to being on a different track.</p> <p>MEDEE</p>

	<p>Our interpretation of the results is that, by and large, students demonstrate solid achievement of instructional planning for diverse students using culturally responsive approaches. Those who received less than perfect scores were above 90%, indicating that they missed perfect scores for relatively minor issues.</p>	<p>Two MEDEE completers submitted this assessment, and one received a perfect score while the other received a 91%.</p> <p>MEDSE Six MEDSE completers submitted this assessment, and three received a perfect score while the remaining scores were 94%, 98%, and 98%.</p>
<p>Embedded Assessment for InTASC Standard 3: Context for Learning / Classroom Community Plan</p>	<p>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.</p> <p>The assessment “Context for Learning” was performed up to Academic Year 2020-21 and required students to perform research about the demographics of the school and the surrounding community and compile a report on the findings. Starting in Academic year 2021-22, this assessment was changed to the Classroom Community Plan. The purpose of the task is equivalent to the earlier one, but the format of the report was changed to include artifacts from the school community and classroom.</p> <p>The data shown in the next column indicates that most students received perfect or near-perfect scores. The one instance of an MEDSE completer who scored 83% is due to lack of time to complete all required sections of the task. This completer was an otherwise highly effective teacher candidate, which suggests</p>	<p>BEDEE Out of the 12 undergraduate completers, 11 completed this assessment. Six received perfect scores, while the remaining five received the following scores: 95%, 95%, 95%, 97%, and 98%. One student did not take this assessment due to being on a different track.</p> <p>MEDEE Two MEDEE completers submitted this assessment, and both received perfect scores.</p> <p>MEDSE Six MEDSE completers submitted this assessment, and five received a perfect score while one received an 83%.</p>

	<p>that this task could have been perceived as non-essential. This could be indicating that we can improve outcomes by increasing the relevance of the task or by making it more authentic.</p>																																																																
<p>Teaching Evaluation – Component 2b: Establishing a Culture for Learning / Component 2d: Managing Student Behavior / Component 3c: Engaging Students in Learning</p>	<p>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.</p> <p>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 2.75 as a dividing line since this 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. Of the 12 BEDEE completers, all scored above this cut-off point. The same went with the MEDEE completers: both had scores above this cut-off point. The result for MEDSE completers was somewhat lower. For the most part, the scores were higher than 2.75, but a couple of completers scored below this in the area of “2d: Managing Student Behavior”. In both instances, the completers performed student teaching in unusually difficult classrooms. Our interactions with the mentor teacher in each classroom revealed contextual factors that indicated that the lower scores were due more to external factors rather than to the</p>	<p>BEDEE</p> <table border="1" data-bbox="1337 375 1822 1081"> <thead> <tr> <th data-bbox="1337 375 1465 553">Completer ID</th> <th data-bbox="1465 375 1604 553">2b: Establishing a Culture for Learning</th> <th data-bbox="1604 375 1717 553">2d: Managing Student Behavior</th> <th data-bbox="1717 375 1822 553">3c: Engaging Students in Learning</th> </tr> </thead> <tbody> <tr><td>1</td><td>3.7</td><td>3.8</td><td>3.6</td></tr> <tr><td>2</td><td>3.6</td><td>3.7</td><td>3.5</td></tr> <tr><td>3</td><td>3.5</td><td>3.5</td><td>3.4</td></tr> <tr><td>4</td><td>3.4</td><td>3.4</td><td>3.4</td></tr> <tr><td>5</td><td>3.4</td><td>3.3</td><td>3.2</td></tr> <tr><td>6</td><td>3.4</td><td>3.2</td><td>3.2</td></tr> <tr><td>7</td><td>3.3</td><td>3.1</td><td>3.1</td></tr> <tr><td>8</td><td>3.3</td><td>3.1</td><td>3.1</td></tr> <tr><td>9</td><td>3.2</td><td>3.0</td><td>3.1</td></tr> <tr><td>10</td><td>3.2</td><td>3.0</td><td>3.0</td></tr> <tr><td>11</td><td>3.1</td><td>2.9</td><td>2.9</td></tr> <tr><td>12</td><td>3.1</td><td>2.8</td><td>2.8</td></tr> </tbody> </table> <p>MEDEE</p> <table border="1" data-bbox="1337 1182 1822 1404"> <thead> <tr> <th data-bbox="1337 1182 1465 1360">Completer ID</th> <th data-bbox="1465 1182 1604 1360">2b: Establishing a Culture for Learning</th> <th data-bbox="1604 1182 1717 1360">2d: Managing Student Behavior</th> <th data-bbox="1717 1182 1822 1360">3c: Engaging Students in Learning</th> </tr> </thead> <tbody> <tr><td>1</td><td>3.4</td><td>3.7</td><td>3.4</td></tr> </tbody> </table>				Completer ID	2b: Establishing a Culture for Learning	2d: Managing Student Behavior	3c: Engaging Students in Learning	1	3.7	3.8	3.6	2	3.6	3.7	3.5	3	3.5	3.5	3.4	4	3.4	3.4	3.4	5	3.4	3.3	3.2	6	3.4	3.2	3.2	7	3.3	3.1	3.1	8	3.3	3.1	3.1	9	3.2	3.0	3.1	10	3.2	3.0	3.0	11	3.1	2.9	2.9	12	3.1	2.8	2.8	Completer ID	2b: Establishing a Culture for Learning	2d: Managing Student Behavior	3c: Engaging Students in Learning	1	3.4	3.7	3.4
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Embedded Assessment for INTASC Standard 9: Professional Development Plan / 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 Professional Development Plan was used through the end of Academic Year 2020-21; starting in Academic Year 2021-22, this assessment was changed to the Educational Research Project, in which candidates performed educational research based on their experiences in the classroom. One of the conditions 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	<p>BEDEE Out of the 12 undergraduate completers, 11 completed this assessment. Six received perfect scores, while the remaining five received the following scores: 83%, 89%, 89%, 94%, and 94%. One student did not take this assessment due to being on a different track.</p> <p>MEDEE Of the 2 MEDEE completers, both received perfect scores.</p> <p>MEDSE Of the 6 MEDSE completers, 5 received a perfect score while one received 89%.</p>																																				

	<p>educators, reflect on their strengths and weaknesses, and (as part of their conclusion) comment on ways to improve their effectiveness as a classroom teacher.</p> <p>The BEDEE students performed the older assessment: Professional Development Plan. The scores were good to adequate; examining the work with scores in the 80% range suggest that the task was viewed by some students as non-essential and they did not put in the effort required to get a perfect score. We believe that changing this to the educational research project will improve this situation.</p> <p>The MEDEE and MEDSE cohorts performed the new assessment: Educational Research Project. All but one of the completers received a perfect score. In the one case that was less than perfect (89%), the completer faced personal difficulties that interfered with his performance in the program. Thus, as of this year, there is no evidence to suggest that this assessment is ineffective. We will continue to examine new data in coming years to see if there is room for improvement.</p>	
<p>Professionalism Evaluation item 5: Collaboration</p>	<p>This assessment is aligned with AAQEP Standard 2f: Collaborate with colleagues to support professional learning.</p> <p>The result is shown in the next column. For the most part, students in both programs score high for collaboration. Those that</p>	<p>BEDEE Of the 12 completers, 6 had perfect scores for collaboration, 2 had a score in the 90% range, and 3 had a score in the 80% range, while one scored in the 70% range.</p> <p>MEDEE</p>

	<p>scored below ten can be divided into two categories: those that performed adequately and had room for improvement, and those that had problematic behavior relating to collaboration. Here is a list of causes for less than perfect scores that we can identify:</p> <ul style="list-style-type: none"> • Personal issues interfering with performance as a student teacher • Shyness <p>Regarding the first cause, we will continue to find ways to improve teacher candidates' overall well-being during our programs and provide timely support for them. Relating to the second cause, there is always a fraction of teacher candidates (perhaps typically about a quarter) that self-identify as shy or show characteristics of shyness and/or introversion. We will look into ways to help shy candidates systematically build self confidence so that they are better able to collaborate as student teachers.</p>	<p>Of the 2 completers, one had this evaluation completed (the other completer's mentor teacher did not complete this evaluation). The collaboration score for the one student who had this evaluation performed was 85%.</p> <p>MEDSE Of the 6 MEDSE completers, 4 received a perfect score, while 1 received 95%, and 1 received 75%.</p>
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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.

During the 2022-2023 academic year, the Hawaii Pacific University School of Education has been a year of leadership transition. The previous Director of the School of Education has moved to solely full-time faculty while the Dean of the College of Professionalism, 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 have taken on extra responsibilities to maintain the department.

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.

The Master of Education in Secondary Education was approved by the HTSB to license teacher candidates in TESOL grades 6-12 this past Spring 2022. 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 hopeful to see interest in AY 2024-2025.

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 are working 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 a number of students to other majors, so we hope that having earlier contact will help us retain students. Second, we are restarting a cohort of students specifically for military affiliated students that will be taught completely on the Hickam AFB. The military affiliated student has particular needs that differ from our traditional student, so we hope this program attracts more students in this demographic.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2023-24 year	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 2023-2024 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 2023-24 year	Support students' growth in international and global perspectives

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 2024-20225
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 2023-24 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 2023-24 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 are working 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 a number of students to other majors, so we hope that having earlier contact will help us retain students. Second, we are restarting a cohort of students specifically for military affiliated students that will be taught completely on the Hickam AFB. The military affiliated student has particular needs that differ from our traditional student, so we hope this program attracts more students in this demographic.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

n/a

10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)

Dean/Lead Administrator (Name, Title)

Dr. Roger Kiyomura, Assistant Professor of Education

Mani Sehgal, Dean, College of Professional Studies

Date sent to AAQEP:

12/30/2023