In response to your request of May 23, 2005 and in preparation for the Western Association of Schools and Colleges (WASC) progress report, the College of Education has prepared an overview of our current and ongoing assessment efforts from 2004-2005. The assessment activities in this report are organized according to the four levels or stages of assessment outlined in the University of Hawai‘i at Mānoa's Handbook on Departmental Assessment on Undergraduate Learning:

- Assessment on Entry
- Assessment Related to General Education or Core Requirements
- Assessment on Graduation
- Follow-up Assessment

These four categories of assessment are also required by the National Council for the Accreditation of Teacher Education (NCATE), the College of Education's national accrediting body. The College of Education received accreditation from this organization in the fall of 2001. Much of the data that follows is excerpted from that report.

These College of Education assessment activities take place throughout the year. The dates of such activities vary according to the activity, the level (initial candidacy or advanced) and various departmental practices. Use of assessment data to modify professional, curricula, and programmatic practices is ongoing.

**ASSESSMENT ON ENTRY**

The College recruits, admits, and retains students or teacher candidates who demonstrate potential for professional success in schools. We use a comprehensive system to assess the qualifications of candidates seeking admission at both the undergraduate and the graduate levels.

**Qualifications of Candidates (Initial & Advanced)**

The College of Education works closely with the University Office of Admissions and Records which has general responsibility for the recruitment of qualified students to the University. Additional recruitment activities conducted by the College include but are not limited to the following: (a) campus-based activities to recruit junior and senior year students from across the university; (b) hosting week-long visits for community college students; (c) meetings with community college counselors and pre-education advisors; (d) participating in high school career day activities; (e) collaborating with other student service campus-based units; (f) disseminating informational materials to different constituent groups (e.g., the Hawai‘i State Department of Education); and (g) providing tuition waivers and scholarships to students which include university-funded tuition waivers, as well as tuition waivers funded through a Memorandum of Agreement with the Hawai‘i State Department of Education to recruit teachers in the field of special education.
The University and the College of Education have established admissions requirements for the undergraduate, post-baccalaureate, and graduate teacher preparation programs. The requirements are specified in the *University of Hawai‘i at Mānoa General 2005-2006 Catalog* on pages 202-204 for undergraduate and post-baccalaureate admissions and pages 202-206 for admissions to each of the Master's of Education and Doctorate in Education degree programs.

Both graduate and undergraduate headcounts have declined since 1992, but since 1997, overall enrollments have remained at around 1,200. Fall 2005 enrollments are up slightly from the previous years due to the statewide programs which service the neighbor islands and the addition of two additional elementary cohorts (50 students).

*The criteria for admission to initial teacher preparation programs include an assessment of academic proficiency (e.g., basic skills proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 grade point average (GPA) on a 4-point scale, and an interview.*

**Undergraduate and Post-baccalaureate Initial Programs**

Admission to the initial teacher preparation programs in the College of Education is competitive; satisfying only minimum admissions requirements does not guarantee acceptance. Applicants, therefore, must strive beyond satisfying minimum requirements. A total of 412 candidates were admitted to the college’s initial teacher preparation programs during the 2004-2005 academic year. The percentage of admitted applicants to the respective programs based on 412 students follows: B.Ed. in Elementary Education (51 percent), B.Ed. and post-baccalaureate programs in Secondary Education (49 percent). The Office of Student Academic Services (OSAS), in collaboration with program faculty members, is responsible for assessing the qualifications of candidates who seek admissions to the Bachelor of Education Degree programs in Elementary Education, Secondary Education, and the Post-baccalaureate Certificate Programs in Secondary Education and Special Education. Admissions criteria for candidates who enroll in the college’s initial teacher preparation programs at the undergraduate and post-baccalaureate levels include an assessment of basic skills in reading, writing, and mathematics as determined by performance on the subsets of the PRAXIS I: Pre Professional Skills Test (PPST). Candidates must attain or exceed the Hawai‘i Teacher Standard Board’s minimum passing score in each of the skills areas. The entry level assessment results of candidates admitted into the undergraduate and post-baccalaureate initial teacher preparation programs during the 2004-2005 academic year indicate that University of Hawai‘i candidates score (a) at or above the national average on the PPST in Reading, Writing and Mathematics and passing only slightly below the national average in Reading and Writing, and (b) well above the qualifying scores required by the Hawai‘i Teacher Standards Board to receive an initial teaching license.

The criteria for admission to the College of Education’s initial teacher preparation programs at the undergraduate and post-baccalaureate levels also include minimum cumulative grade point average of 2.75 in at least 55 credit hours of coursework. Secondary education majors must have a minimum grade point average of 2.75 in their academic major; secondary mathematics and science education majors must maintain a cumulative grade point average of 2.5. Some academic majors require that a percentage of coursework in the content areas be completed prior to admission. The average grade point average for candidates admitted to the
college’s baccalaureate and post-baccalaureate initial teacher preparation programs during the 2004-2005 academic year at the undergraduate level follow: Elementary Education (3.27) and Secondary Education (3.22). The average grade point average for candidates admitted to the college’s initial teacher preparation programs during the 2004-2005 academic year at the post-baccalaureate level follow: Secondary Education (3.30) and Special Education (3.27).

In addition, applicants participate in a personal interview to assess (a) fluency and intelligibility in oral communication; (b) interest, commitment, and motivation in the field of education; and, (c) suitability for the profession. Applicants to the bachelor of education degree program in elementary education are also interviewed by program faculty members to identify candidates’ interest in participating in a particular program cohort (e.g., early childhood and elementary education) and dispositions. The standards applied to the interview process are as follows:

- **Commitment**: expresses commitment to lifelong learning; possesses desire to become an effective classroom teacher;
- **Enthusiasm/disposition**: communicates excitement and enthusiasm for teaching and learning; receptive to diverse ideas;
- **Depth of reflection**: reflects on the value of past experience for future teaching; presents ideas that are substantive and thoughtful;
- **Organization of ideas**: synthesizes ideas in a coherent fashion; communicates ideas clearly and succinctly.

Finally, all applicants are required to provide a writing sample (i.e., essay) in which they document active involvement as paid employees or volunteers in field experiences with school-age children and youth at the age or grade level of interest.

Each of the four criteria (GPA, PPST/BBT scores, experience in the field, and the qualities sought in the interview) are assessed by a member of the OSAS staff and recorded on the Admissions Criteria Ranking Sheet. Applicants are rank ordered for admissions according to the stated criteria.

The College of Education also has an approved plan whereby promising applicants whose GPA is below the required 2.75, but above 2.5, may be admitted in the teacher preparation program. The plan allows a case by case assessment of the candidates’ strengths as a basis for offsetting deficiencies. A total of 11 candidates whose GPA is below the required 2.75 were admitted to the College during the 2004-2005 academic year. The number and percent for each program is as follows: B.Ed. in Elementary Education (N=6 of 261 [2.29 percent]), B.Ed. and post-baccalaureate programs in Secondary Education (N=11 of 151 [7.28 percent]).

Admissions criteria are delineated in the *University of Hawai‘i at Mānoa 2005-2006 Catalog*, as well as materials published by the College’s Office of Student Academic Affairs (OSAS) and the various preparation programs.

Candidates who are admitted to the initial teacher preparation programs at the undergraduate and post-baccalaureate levels are subject to ongoing assessment and appraisal of their performance. Candidates must maintain a cumulative 2.0 GPA to continue in the program.
in good standing or be subject to academic probation. In addition, they must maintain a 2.75 GPA prior to participating in student teaching. A candidate who is admitted to the program and fails to maintain the above standards is advised regarding the need to reestablish compliance with the standards within a two-semester time period or face dismissal from the program.

Graduate Initial Level Programs – M. Ed. in Special Education

Admissions criteria for candidates who enroll in the college’s initial teacher preparation programs at the graduate level vary by program. The initial preparation program in special education (M.Ed. in Special Education) requires a minimum undergraduate and post-baccalaureate grade point average (GPA) of 3.0 or better (on a 4.0 scale) and combined verbal and quantitative scores of at least 900 on the Graduate Record Exam (GRE) as an indication of competence in basic skills. Candidates must also submit a written statement of professional goals and objectives, letters of recommendation, participate in an interview, where applicable, and complete prerequisite courses.

In the fall of 2004, 70 students were enrolled in the M.Ed. in Special Education, slightly down from 73 in 2003.

The criteria for admission to the initial teacher preparation program in special education at the graduate level are delineated in the Department of Special Education Student Handbook, the Department’s Web Page, and the University of Hawai‘i at Mānoa 2005-2006 Catalog (pages 221-223).

The entry level assessment results for candidates admitted to the initial teacher preparation program in special education during the 2004-2005 academic year indicate the following aggregate scores for 112 candidates on the GRE: Verbal (455), Quantitative (485), Writing (4.05). The mean grade point average (GPA) for students admitted during the 2004-2005 academic year was 3.27.

Candidates who are admitted to the initial teacher preparation programs at the graduate level in special education (M.Ed.) are subject to ongoing assessment and appraisal of their performance. Candidates must meet the following standards to continue in the program in good standing: (a) maintain a 3.0 grade point average (on a 4.0 scale) and (b) earn a minimum letter grade of “B” to receive credit for field experiences.

A candidate who is admitted to the M.Ed. program in special education and fails to maintain any of the above standards must reestablish compliance within one semester or face dismissal from the program. The Department of Special Education abides by the Graduate Division policy outlined in the University of Hawai‘i at Mānoa 2005-2006 Catalog (pages 33-35). A candidate who fails to earn a minimum grade of “B” in the field experience must repeat the field experience during the following semester (or year if an internship is repeated) and earn a minimum grade of “B;” failure to earn a grade of “B” results in dismissal from the program. A candidate may retake a section of field experience only one time. See the Department of Special Education Graduate Student Handbook for more information.
The above requirements clarify the criteria necessary to enter and continue in the initial teacher preparation programs at the graduate level in special education. The Department of Special Education, however, abides by the Graduate Division policy outlined in the University of Hawai‘i at Mānoa 2005-2006 Catalog (pages 32-33) whereby promising applicants whose GPA is below the required 3.0 may be admitted to and retained in the teacher preparation program. The plan allows programs to accept a candidate on a conditional basis; the candidate must enroll in 12 semester credit hours of 600 level course work and earn minimum grades of “B.” The candidates’ admission status then changes from “conditional” to “regular” status.

Graduate Initial Level Programs – Master of Education in Teaching Program (M.Ed.T.)

The initial preparation program which culminates in the Master of Education in Teaching Degree (M.Ed.T.) includes an assessment of candidates’ basic skills as determined by their performance on the reading, writing, and mathematics subsets of the PRAXIS I: Pre Professional Skills Test (PPST) as well as their academic content area knowledge as determined by their performance on the PRAXIS II subsets. Candidates must attain or surpass the Hawai‘i Teacher Standards Board minimum passing score in each of these skills and content area subsets. PRAXIS test results for all candidates enrolled at the University of Hawai‘i at Mānoa have been collected and cannot be disaggregated for candidates in the M.Ed.T. program. Additional criteria include (a) completion of a bachelor’s degree in a non-education academic content area, (b) minimum undergraduate and post-baccalaureate grade point average (GPA) of 3.0 (on a 4.0 scale), (c) academic background appropriate to the level and subject of proposed teaching license, (d) ability to write clearly in Standard English, (e) motivation and suitability to enter the profession, (f) unique strengths or abilities to contribute to the program and profession, and (g) a personal or group interview.

Enrollment in the M.Ed.T. program was stable for fall 2004 and fall 2005 with 21 students.

The entry level assessment results of candidates admitted to the initial preparation program in teacher education (M.Ed.T.) during the 2004-2005 academic year indicate that a total of candidates were admitted to the program with a mean GPA of 3.36.

Candidates who are admitted to the initial teacher preparation programs at the graduate level in teaching (M.Ed.T.) are subject to ongoing assessment and appraisal of their performance. Students must maintain a 3.0 grade point average (on a 4.0 scale) to continue in the program in good standing.

A candidate who is admitted to the M.Ed.T. program and fails to maintain any of the above standards must reestablish compliance within one semester prior to dismissal from the program. Candidates also have the option to take a one-year leave of absence from the program and join another cohort upon their return. In addition, candidates may need to fulfill contractual internship requirements with the public schools.

The M.Ed.T. program abides by the Graduate Division policy outlined in the University of Hawai‘i at Mānoa 2005-2006 Catalog (pages 32-33) whereby promising applicants whose GPA is below the required 3.00 may be admitted to and retained in the teacher preparation...
program. The plan allows programs to accept a candidate on a conditional basis; the candidate must enroll in 12 semester credit hours of 600 level course work and earn minimum grades of “B.” In addition, a candidate may also be required to obtain additional experiences with children and youth (e.g., volunteer or substitute experience). The candidates’ admission status then changes from “conditional” to “regular” status.
The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university.

The admissions criteria for the college’s advanced post-baccalaureate and graduate programs are delineated in the following table:

**College of Education Admissions Requirements**  
*Post Baccalaureate and Graduate (Initial and Advanced) Programs*

<table>
<thead>
<tr>
<th>Programs</th>
<th>GPA</th>
<th>Reference Letters</th>
<th>Test Scores</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Diploma in Education</td>
<td>2.7</td>
<td>1.0</td>
<td></td>
<td>Current Employment and 1 Year Teaching Experience</td>
</tr>
<tr>
<td><strong>Master of Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCG</td>
<td>2.7</td>
<td>3.0</td>
<td>GRE (V,Q,A)- No Minimum 600 TOEFL</td>
<td>Professional Objectives</td>
</tr>
<tr>
<td>EDEA</td>
<td>3.0</td>
<td>3.0</td>
<td>600 TOEFL</td>
<td>2 Years Teaching Experience (K-12 program)</td>
</tr>
<tr>
<td>EDEF</td>
<td>2.7</td>
<td></td>
<td>580 TOEFL</td>
<td></td>
</tr>
<tr>
<td>EDEP</td>
<td>2.7</td>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETEC</td>
<td>3.0</td>
<td>3.0</td>
<td>650 TOEFL</td>
<td>ETEC 414, ETEC 442</td>
</tr>
<tr>
<td>SPED</td>
<td>3.0</td>
<td>3.0</td>
<td>GRE (V,Q)-900 Minimum 580 TOEFL</td>
<td>SPED 404, SPED 461/462,485</td>
</tr>
<tr>
<td>Teaching (MEdT)</td>
<td>2.75</td>
<td>3.0</td>
<td>PRAXIS (PPST) &amp; PRAXIS II Content Area</td>
<td>Secondary Degree in Content Area; Experience With Children; Professional Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Passing Scores</td>
<td></td>
</tr>
<tr>
<td>TECS - Elem.</td>
<td>3.0</td>
<td>3.0</td>
<td>560 TOEFL</td>
<td></td>
</tr>
<tr>
<td>TECS - Sec.</td>
<td>3.0</td>
<td>3.0</td>
<td>560 TOEFL</td>
<td></td>
</tr>
<tr>
<td><strong>Master of Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KLS</td>
<td>3.0</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Doctor of Philosophy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>3.0</td>
<td>3.0</td>
<td>GRE (V,Q,A and Writing Test)- No</td>
<td>Writing Sample</td>
</tr>
<tr>
<td></td>
<td>Minimum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GRE-No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competency</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INITIAL AND ADVANCED POST-BACCALAUREATE AND
GRADUATE PROGRAMS

The admission procedures for post-baccalaureate initial preparation and advanced programs ensure that candidates have attained appropriate depth and breadth in both general and content studies.

Post-baccalaureate and Graduate Level Initial Preparation Programs

Candidates who enter the post-baccalaureate and graduate level initial teacher preparation programs are required to have a broad-based general education background in the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences; theoretical and practical knowledge; and a bachelor’s degree from a regionally accredited institution. Assurances of the depth and breadth in the general education and content fields are met through the assessment of candidates’ qualifications and their ability to meet the admission requirements which include:

- Undergraduate degree in the content area or equivalencies (i.e., sufficient coursework to pass the PRAXIS II content area examinations) from a regionally accredited institution, with a minimum GPA of 2.75 and 3.0 for the Post-baccalaureate Certificate in secondary Education (PBCSE) and masters degree programs (M.Ed.T. and M.Ed. in Special Education) respectively;
- Transcripts of all previous college courses;
- Letters of recommendation;
- Writing sample;
- Interview with College of Education faculty, if applicable; and
- Minimum combined verbal and quantitative GRE scores of at least 900 for the M.Ed. in Special Education.

Many students are also required to take the Praxis content exams in their particular area of expertise. Exceptions to this are elementary education, special education and art.

Advanced Programs

Candidates who enter the advanced programs are required to have attained appropriate depth and breadth in both general and content studies. Admission criteria also include an assessment of academic proficiency (e.g., Graduate Record Exam, GPA), recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college or university. Admission to the graduate programs in the College of Education necessitate that applicants meet all standards for admission prescribed by the Graduate Division which includes a bachelor’s degree from a regionally accredited college or university. The Graduate Division ensures, through assessment of candidates’ transcripts, that the standards of the degree are equivalent in the distribution of academic subject matter and scholarship achievement requirements maintained by the University of Hawai‘i at Mānoa. An applicant must also have a GPA of 3.0 on a four-point scale or the equivalent in the last four semesters or approximately 60 semester credit hours of undergraduate courses and in all post-baccalaureate
course work. A more complete description of graduate admission standards is found in the 
*University of Hawai‘i at Mānoa 2005-2006 Catalog* (pages 24-28).

Graduate programs within the College of Education also maintain additional
requirements specific to the individual programs; some programs require the successful
completion of a number of years as licensed teachers. See page 6 of this document for the table
that specifies College of education admissions criteria for initial and advanced post-
baccalaureate and graduate programs. A more complete description of graduate admission
standards for the each of the masters and doctoral degree programs offered by the College is in
the *University of Hawai‘i at Mānoa 2005-2006 Catalog* (pages 200-233). The published criteria
for graduate admissions are also found in the individual department and program handbooks and
brochures.

**Admission decisions are monitored by the unit to ensure that the admissions criteria are applied.**

**Initial Level Post-baccalaureate and Graduate Preparation Programs**

The Office of Student Academic Services (OSAS) implements and monitors the
College’s admissions policies and procedures for the undergraduate and post-baccalaureate
initial teacher preparation programs. OSAS faculty specialists work collaboratively with program
faculty to assess and update admissions requirements and procedures as well as academic
requirements. An initial assessment of a candidate’s qualifications is conducted by OSAS
specialists; the assessment is based on the candidate’s ability to meet the College’s admissions
criteria. The University Admissions and Records Office helps to determine the validity of
transcripts for transfer students.

Candidates who are denied admission to the College of Education may request
reconsideration of their application by the Assistant Dean for Student Academic Services.
Exceptional cases are reviewed by a committee comprised of the assistant dean and faculty
members who teach in the initial teacher education programs. Failure to meet one admissions
criterion does not automatically exclude an applicant; however, the applicant must demonstrate
evidence of other outstanding qualifications to offset any deficiency.

Faculty members who teach in the respective graduate initial teacher preparation
programs (i.e., Master of Education in Teaching Degree Program [M.Ed.T.] and Master of
Education [M.Ed.] in Special Education) implement and monitor the admissions policies and
procedures for their respective programs. The policies follow those of the Graduate Division at
the University of Hawai‘i at Mānoa as outlined in the *University of Hawai‘i at Mānoa 2005-
2006 Catalog* (pages 33-37).

**Advanced Programs**

Faculty members who teach in the respective advanced preparation programs at the post-
baccalaureate, masters, and doctoral levels implement and monitor the admissions policies and
procedures for their respective programs. The policies follow those of the Graduate Division at
the University of Hawai‘i at Mānoa as outlined in the University of Hawai‘i at Mānoa 2005-2006 Catalog (pages 25-39).
The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.

Graduate Initial Teacher Preparation Programs

Many of the recruitment efforts discussed above regarding undergraduate and post-baccalaureate students also apply to graduate initial teacher preparation programs. Graduate students are also recruited through flyers, personal contact, and faculty members’ interactions with local school personnel. College of Education faculty members are a visible presence in Hawai‘i State Department of Education public schools as a result of the field-based nature of the initial teacher preparation programs. Therefore, they have additional opportunities to recruit local teachers for the advanced masters and doctoral level programs. In addition, faculty members and graduate student teams participate in the annual University of Hawai‘i at Mānoa Graduate Career Fair which is targeted at recruiting students who are members of underrepresented populations into graduate education. Interested students are provided with written materials regarding the graduate level initial teacher preparation and advanced programs.

All programs have constructed websites to promote their programs and to provide easy access to information for interested students. A College of Education poster listing the websites and telephone numbers for all programs has been disseminated for use within the College, at community colleges, and schools throughout the state.

Beyond these college-wide efforts, specific recruitment and retention activities within the Master of Education in Teaching Degree Program (M.Ed.T.) include:

- Group meetings of science and mathematics undergraduates with Department of Education personnel, program faculty, and members of OSAS.
- Tuition waivers for qualified students in shortage areas, such as science and mathematics.

Specific recruitment and retention activities within the Master of Education (M.Ed.) in Special Education:

Memorandum of Agreement with the Hawai‘i State Department of Education that provides tuition waivers for candidates who commit to teach within the field of special education for five years

- Periodic personnel preparation grants awarded from the US Department of Education Office of Special Education Programs
- Ongoing advisement of candidates to monitor progress in the program
- A Student Support Committee that reviews faculty advisor, practicum supervisor, and/or candidate concerns regarding program progress and provides the candidate with a plan to remedy concerns. See the Department of Special Education Student Handbook.
- In addition, the Department of Special Education has received leadership training grant awards from the US Department of Education - Office of Special Education Programs to prepare personnel under the Exceptionalities specialization of the Ph.D. in Education. Most recently, the Department is the recipient of a four year leadership grant which is
designed to (a) increase the number of higher education personnel who are prepared in the field of multicultural special education with an Asian and Pacific Island focus; (b) increase the number of higher education personnel who represent cultural groups indicative of the Pacific Basin Region; and (c) strengthen state, regional, and national resources in terms of multicultural special education preparation and scholarship. Grant funding ended on June 30, 2000.

**Advanced Programs**

Specific recruitment and retention activities within the masters and doctoral degree programs include the following:

- Graduate Chairs and other faculty prepare booths and participate in the annual University of Hawai‘i at Mānoa Graduate Career Fair.
- Recruit from relevant undergraduate classes (e.g., psychology, human resources, educational technology).
- Program listings in national directories (e.g., educational technology, higher education).
- Monthly information sessions, tutoring sessions, and seminars to support theses and proposal writing.
- Advertisements in the Hawai‘i State Teachers Association (HSTA) newsletter, *Improving Quality*.
- Visits to neighbor islands; use of Skybridge to reach Lāna‘i and Moloka‘i.
- Use of email to teachers and administrative staff in independent schools.

**ASSESSMENT RELATED TO GENERAL EDUCATION OR CORE REQUIREMENTS**

The College of Education admits students at the upper division and graduate levels for both initial and advanced professional preparation. Therefore, we conduct little assessment related to the general education core requirements beyond assuring that students have met those requirements prior to being admitted. The admission process includes advising processes that address the core requirements and admittance procedures that require that students have met core requirements.

However, a large part of our program involves the monitoring of students' progress as they move through our programs. Below is a description of those activities.

**Monitoring and Advising the Progress of Candidates (Initial & Advanced)**

The unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs.

The College of Education has established systematic procedures to monitor the progress of candidates from the time of initial application through program completion. Faculty advisors play a major role in monitoring and advising candidates as they progress through their chosen fields of study at both the initial and advanced program levels. University course activities and assessments, test scores, interviews, writing samples, as well as performance assessment data
collected from candidates’ field experience, practica, student teaching, and internship activities are of critical importance in monitoring progress.

**The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines.**

**Initial Level Undergraduate, Post-Baccalaureate, and Graduate Programs**

The coursework and clinical experiences in the College's teacher preparation programs include a wide variety of performance-based assessments. Authentic assessment occurs in coursework, field experiences, practica, and student teaching. There is a well-planned sequence of field experiences for each respective teacher preparation program. Students begin early in their programs and continue through program completion with increasing levels of responsibility. The following are example descriptions of the field experience activities for each respective teacher preparation program at the undergraduate, post-baccalaureate, and graduate levels.

**Field Experiences.** Candidates in all teacher preparation programs engage in field experiences early in their program. In all practica, candidates observe during the initial weeks of the semester and are encouraged strongly to interact with the students and to assist the teacher with instructional and related classroom responsibilities.

The Hawai’i Teacher Performance Standards provide the primary criteria for assessment, and candidates are introduced to the standards in their introductory coursework. The standards serve as benchmarks for the candidates to consider as they shadow the host teacher. As candidates move into the second semester of field experience, they are expected to demonstrate more initiative and progress from observation to more focused participation in classroom activities and instruction. Candidates are required to enroll in methods coursework concurrently with field experiences which provides the opportunity to reflect on the standards and their classroom experiences with University faculty. Three-way conferences are held with the candidate, the host teacher, and the university faculty to assess the candidate's early performance and provide both written and verbal feedback to the candidate. Candidates receive both mid-term and final evaluation from the university faculty member based on the Hawai’i State Teacher Standards. (Evaluation forms for the field experience are included in the Field Handbooks for each program. Field experience courses include ITE 317 for elementary education, ITE 402 for secondary education, SPED 400 for the dual preparation elementary, secondary, and postbaccalaureate programs, SPED 626 for the special education Master's degree, and ITE 602 and 604 for the Master's degree in Teaching).

**Student Teaching.** The final field experience requires that candidates demonstrate mastery of performance competencies throughout one full semester of student teaching. Candidates progress from delivering specific units to assuming full responsibility for all classroom instruction and related activities. The Hawai’i State Teacher Standards serve as the criteria against which candidate performance is assessed, and an increasingly higher level of performance is expected. (Evaluation forms for the student teaching experience are included in the Field Handbooks for each program. Student teaching courses include ITE 390C/391 for elementary education, ITE 390/391S and SPED 390/391 for the dual preparation elementary, secondary, and postbaccalaureate programs, SPED 626 for the special education Master's degree, and ITE 602 and 604 for the Master's degree in Teaching).
postbaccalaureate programs, SPED 627/628 for the special education Master's degree, and ITE 612/613 for the Master's degree in Teaching).

Advanced Programs

Applicants to the College’s advanced programs must meet the admissions requirements specified by the College for the Professional Diploma in Education program, as well as the Graduate Division for the masters and doctoral degree programs, as discussed earlier. Once admitted, candidates demonstrate satisfactory progress through ongoing authentic assessment processes which may include, but are not limited to the following, where applicable: academic achievement (GPA); professional and personal development; demonstration of competencies in practica and internships; successful completion of comprehensive examinations, masters’ theses, projects, or doctoral dissertations.

In the advanced programs, candidates must successfully complete their coursework and examinations and be moved to candidacy prior to moving forward on their culminating project (masters’ theses, projects, or doctoral dissertations). This is monitored by a series of Student Progress Forms submitted to the Graduate Division by the graduate chair of the field of study. The requirements and procedures for master's and doctoral degrees are outlined in the *University of Hawai‘i at Mānoa 2005-2006 Catalog* (pages 33-39).

Culminating projects within the advanced programs are expected to demonstrate the candidate's mastery of the program objectives. The advanced program handbooks for respective master's and doctoral degree programs in the NCATE exhibit provide detailed description specific to each of the programs.

Assessment of a candidate’s progress is based on multiple data sources that include grade point average (GPA), observations, the use of various instructional strategies and technologies, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, and research and concept papers), and recommendations from the appropriate professionals in schools.

Initial Level Undergraduate, Post-Baccalaureate, and Graduate Programs

Candidates’ continuation in the initial preparation programs at the undergraduate, post-baccalaureate, and graduate levels necessitates their demonstration of knowledge and proficiency, as evidenced by the successful completion of assignments in professional education and field experience courses. A wide variety of assessment strategies is the basis for evaluating candidates’ learning. Examples include but are not limited to the following: lesson and unit plans, case studies, role play and simulations, small and large group activities, reflective journals, students’ presentations and demonstrations, research projects, micro-teaching, portfolios, technology applications, observations, and field experiences. Instructional faculty and mentor teachers in the cooperating schools also evaluate candidates during and at the conclusion of their respective field experience, practica, and student teaching activities. These strategies are described in course syllabi as well as field handbooks for the respective initial teacher preparation programs. Continuation in the undergraduate and post-baccalaureate initial preparation programs necessitates that candidates maintain a 2.0 GPA in addition to the multiple
assessments included in course work and field experiences. Continuation in the graduate level initial preparation programs (M.Ed.T. and M.Ed. in Special Education) necessitates that candidates maintain a 3.0 GPA in addition to the multiple assessments included in course work and field experiences.

The final assessment of the initial level candidates occurs when they have completed all program requirements successfully as demonstrated by performance on the multiple assessments discussed above, passed the exit level PRAXIS II content area and pedagogy examinations, and are eligible for an initial teaching license from the Hawai‘i State Department of Education. The PRAXIS II tests in content knowledge and pedagogy are taken upon completion of the college’s teacher preparation programs and serve as outcome measures on student performance. The PRAXIS II test results are available through the Office of Student Academic Services (OSAS).

**Advanced Programs**

A wide variety of assessment strategies are the basis for evaluating candidates’ learning; examples include but are not limited to the following: class discussions, case studies, role play and simulations, small and large group activities, students’ presentations and demonstrations, research projects, portfolios, observations in internships and field experiences, technology applications, as well as comprehensive examinations, theses, and dissertations, where applicable. These strategies are described in course syllabi for the respective advanced level preparation programs.

Continuation in the advanced level programs (M.Ed. and Ph.D.) necessitates that candidates maintain a 3.0 GPA in addition to the multiple assessments included in course work, practica, and internships. The final assessment of the advanced candidates occurs when they have completed all program requirements successfully as demonstrated by performance on the multiple assessments discussed above.

Candidates in the Master of Education degree in Counselor Education must also pass the exit level PRAXIS II content area examinations prior to eligibility for an appropriate license from the Hawai‘i State Department of Education.

**Assessment data are systematically used to assist candidates who are not making satisfactory progress.**

**Initial and Advanced Level Programs**

At the undergraduate level, satisfactory progress toward the degree is monitored by the UH Office of Admissions and Records, which in turn alerts the COE Office of Student Academic Services if the cumulative GPA of a candidate falls below 2.0, if the candidate earns a grade of C or lower, and if the candidate receives an incomplete. The Office of Student Academic Services then works with the program coordinators and the candidate to ensure that the candidate understands the requirements for program completion and receives the needed support. At the graduate level, the Graduate Division communicates directly with the Graduate Chair of the program (initial and advanced) if a candidate's GPA falls below 3.0. College of Education faculty focus on candidates’ learning and are committed to facilitating their successful program
completion; they rely on assessment data gathered from the strategies discussed above as a basis for improving candidates’ performance. Faculty members often meet with candidates informally to discuss their progress in the program and to develop action plans, if necessary, and to assist them. Concerns about the progress of individual candidates can also be triggered by the mentor teacher or the university faculty member who are observing and assessing the candidate's performance. Programs have established means to address candidates who are not making satisfactory progress which are described in their respective Field Handbooks in the NCATE exhibit room. In all cases, the faculty member(s), the mentor teacher, and the candidate meet to discuss the concerns.

The following recommendations may be made, where applicable: (a) repeat a course or field experience the following semester, (b) seek personal or professional counseling through the University of Hawai‘i Student Development and Counseling Center, and/or, (c) terminate the program or transfer to another program.

The ability of candidates to create meaningful learning experiences that are based on their general, content, professional, and pedagogical knowledge is assessed.

Initial Preparation Programs at the Undergraduate, Post-baccalaureate, and Graduate Levels

The professional level courses require the production of plans, simulations, case studies, and other work which prepare candidates for decision making, as well as developing and implementing lesson plans and learning activities that integrate general, content, professional, and pedagogical knowledge. Candidates engage in and complete assignments that evidence their abilities to create meaningful learning experiences for children and youth. They demonstrate competence in the ability to plan and deliver instructional and assessment strategies in conjunction with field experiences, practica, and student teaching at which time they are evaluated by faculty member peers, faculty members, and mentor teachers, among others. Mentor teachers and university supervisors provide ongoing feedback regarding the candidate’s ability to create meaningful learning experiences. In addition, student teachers and/or interns participate in self-assessments and maintain reflective journals.

Advanced Programs

Candidates in the advanced programs are expected to utilize the general, content, professional, and pedagogical knowledge which are intrinsic to the graduate programs. Advanced level candidates, many of whom have professional experiences as teachers, counselors, administrators or other school personnel combine their knowledge of theories, research, and course content to facilitate the successful learning of their students. Course assignments, projects, practica, and internships require them to integrate knowledge drawn from general education, various academic disciplines, as well as the education profession. Advanced level candidates demonstrate their ability to create meaningful learning and assessment strategies through the development of class projects; conducting literature reviews relative to course content; maintaining reflective journals; writing proposals; and, completing assignments in their own classrooms, if applicable.
Criteria consistent with the conceptual framework(s) of programs are used to determine eligibility for student teaching and other professional internships.

Candidates in the initial preparation programs at the undergraduate, post-baccalaureate, and graduate levels, as well as the advanced programs, are expected to understand and articulate the characteristics of the conceptual framework (i.e., collaboration, inclusion, dynamics, inquiry, and reflection). Their ability to demonstrate and model behaviors and skills associated with the characteristics and embrace the dispositions in the field are evaluated prior to their assignment to student teaching. The assessments that occur systematically during their progress through the program are consistent with the expectations of the College’s conceptual framework which requires candidates to (a) engage in inquiry and know about research and scholarship in their fields as a basis for integrating theory and practice, (b) cultivate reflective practices that facilitate authentic assessment and evaluation practices necessary to inform individual and program renewal, and (c) collaborate with others on behalf of students in their classes. Many course assignments and their corresponding assessments engage candidates in collaborative activities in which they are assessed on the process as well as the final product of their collaborative endeavors. Consistency of course work, field experiences, and assessment with the conceptual framework is demonstrated in course syllabi and the curricular alignment matrices for the respective programs.

In addition, candidates must maintain the status of good standing in their respective programs prior to participation in student teaching or internships. Candidates in the initial teacher preparation programs meet with faculty advisors and apply for student teaching through OSAS. The application process verifies completion of program requirements and the status of good standing in their teacher preparation programs. A copy of the application and the requirements for eligibility are found in the field experience or student teaching handbooks.

Candidates in the advanced programs apply for internships through their faculty advisors. Requirements for eligibility are particular to the objectives of each of the advanced programs. These requirements are included in the department notebooks for each of the advanced programs.

Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.

A number of documents provide information about institutional requirements and policies related to the initial preparation programs at the undergraduate, post-baccalaureate, and graduate levels as well the advanced programs. These documents include but are not limited to the following:

- University of Hawai‘i at Mānoa 2005-2006 Catalog which provides a complete description of all programs offered by the College of Education, as well as the availability of tutoring, social, and psychological counseling services.
- Program brochures which indicate program and initial teacher license requirements.
- Department, program, and/or student handbooks which describe the professional sequence and specific requirements for program completion.
The information is also available on the individual department websites. In addition, program advisors and coordinators often refer candidates to the available tutoring and/or counseling services, when appropriate. Employment opportunities are posted on the Office of Student Academic Services (OSAS) bulletin board and others throughout the college. In addition, faculty often provide candidates in their classes with information regarding the availability of professional education positions.

**ASSESSMENT ON GRADUATION**

The College of Education ensures that students are competent to begin their professional role in schools through assessment activities prior to completion of the program and/or recommendation for licensure. This includes the establishment of exit criteria/outcomes for each professional education program, at both the initial and advanced levels. The data used for these purposes includes portfolios, interviews, videotaped and observed performances in schools, as well as standardized tests and course grades.

The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.

**Initial Preparation Programs at the Undergraduate, Post-baccalaureate, and Graduate Levels**

Each initial preparation program has established outcomes that relate to the *State of Hawai‘i Teacher Performance and Licensing Standards*, as well as the standards of various professional organizations such as the Council for Exceptional Children (CEC). The *State of Hawai‘i Teacher Performance and Licensing Standards* specify ten outcomes of an effective teacher; each outcome has specified performance criteria against which candidates are evaluated.

The established outcomes are published in the individual program, field experience, and/or student teaching handbooks as well as program brochures. Students demonstrate competence at specified benchmarks throughout their initial preparation programs and during the culminating student teaching/internship experience.

**Advanced Programs**

Program objectives for the advanced programs are also published in the individual program handbooks and brochures, where available. Examples of criteria that demonstrate attainment of the objectives may include but are not limited to oral examinations, comprehensive examinations, and/or portfolio assessments. In addition, candidates enrolled in the M.Ed. program in Counselor Education must demonstrate outcomes established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Similarly, candidates enrolled in the M.Ed. program in Rehabilitation Counselor Education must demonstrate outcomes established by the National Council on Rehabilitation Education (CORE). The M.S. in Athletic Training is accredited by the Commission on Accreditation of Allied Health Education Programs.
A candidate’s mastery of a program’s stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.
Initial Preparation Programs at the Undergraduate, Post-baccalaureate, and Graduate Levels

Candidates in the initial preparation programs are assessed through the use of multiple measures which may include professional portfolios, videotaped and observed performance in classroom settings, as well as satisfactory performance in culminating student teaching, practica, and/or internship experiences, course grades, and standardized assessments. Candidates must pass the PRAXIS Principles of Learning and Teaching and subject/content area examinations prior to eligibility for an initial teaching license from the Hawai‘i Teacher Standards Board. The results of the PRAXIS tests in content knowledge and pedagogy, taken upon completion of the college’s initial teacher preparation programs, are discussed above. In addition, exit interviews with mentor teachers and university supervisors provide candidates with the opportunity to reflect upon their experiences and provide programmatic feedback.

Student teaching and/or internship evaluations are conducted by university faculty and cooperating/mentor teachers at the conclusion of the students’ participation in the initial teacher preparation programs.

Advanced Programs

Candidates in the advanced programs are also assessed through the use of multiple assessment measures which may include a culminating experience, (e.g., successful completion of comprehensive examination; successful defense of a masters’ thesis or project or a doctoral dissertation), interviews and evaluation in field, practica, and/or internship experiences, standardized tests (e.g., PRAXIS is required for students who complete the M.Ed. in Counselor Education), as well as course grades and maintaining a 3.0 grade point average. The results of the PRAXIS tests in School Guidance and Counseling taken upon program completion are discussed.

FOLLOW-UP ASSESSMENT

Principal and Mentor Teacher Evaluations

Each year the College conducts a survey of the principals and mentor teachers to determine the extent to which COE graduates meet the expectations for teachers as defined by the Hawai‘i Teacher Standards.

Student Evaluations

Each academic year, the College of Education evaluates the undergraduate Teacher Education Program through a survey which is distributed to students in their final semester of study. The purpose is to determine the extent to which students perceive that specific program areas contribute to their professional growth.

SUMMARY AND FUTURE PLANS

The College of Education (COE) is working hard to improve their assessment procedures by aligning them with the College of Education conceptual framework and collecting evidence.
Each department and program is at the tail end of refining their assessment plans and will collect data/evidence in fall 2005. The data will be used to make improvements to the curricula, courses, data collection process, and assessment plans. Evidence includes, paper portfolios, electronic portfolios, tests administered in classes, course papers, observations, video/audio tapes, journal reflections, student evaluations, faculty evaluations, mentor teacher evaluations, as well as other data items.

In addition, the COE also collects assessment data for the departments and programs. These include surveys to current masters and doctoral students, reports from focus groups with administrators and mentor teachers, surveys to employers/principals, surveys to graduates of teacher preparation programs, surveys to current undergraduate students, and student teaching surveys.

The Associate Dean for Academic Affairs/NCATE Coordinator has been working closely with all the departments relative to developing their assessment plans which align to the COE conceptual framework, collect data at multiple points of their programs, utilize a variety of assessment data and use the data to improve their programs. The next NCATE site visit is spring 2007 which means that the programs must have their assessment plans in place by fall 2005, collect evidence in fall 2005, and use the data to make improvements for spring 2006 and fall 2006.
The College of Education (COE) has a comprehensive assessment plan which includes data collected by the programs, the departments/units and the college. In addition, programs use assessment data for their national accreditations and state accreditations. The following programs are nationally accredited:

<table>
<thead>
<tr>
<th>Program</th>
<th>Accreditation Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>National Council for Accreditation for Teacher Education</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>Rehabilitation Counseling</td>
<td>Council for Rehabilitation Counseling</td>
</tr>
<tr>
<td>School Counseling</td>
<td>Council for Accreditation on Counseling and Related Educational Programs</td>
</tr>
<tr>
<td>Community Services Counseling</td>
<td>Council for Accreditation on Counseling and Related Educational Programs</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>American Council on the Teaching of Foreign Languages</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>Association for Educational Communications and Technology</td>
</tr>
<tr>
<td>Special Education Programs</td>
<td>Council for Exceptional Children</td>
</tr>
<tr>
<td>Reading</td>
<td>International Reading Association</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>National Association for Education of Young Children</td>
</tr>
<tr>
<td>Social Studies</td>
<td>National Council for Social Studies</td>
</tr>
<tr>
<td>English and Language Arts</td>
<td>National Council for Teachers of English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>National Council for Teachers of Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>National Science Teachers Association</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>Teachers of English to Speakers of Other Languages</td>
</tr>
</tbody>
</table>

The following programs do not have national accrediting boards so they are approved by the Hawai‘i Teacher Standards Board:

- Art Education
- Hawaiian Immersion
- Agriculture
- Office Education
- Marketing
- Technology Education
Family and Consumer Science
Trades and Industry
Each accreditation board requires a detailed assessment plan which includes data collected at different points of the students’ programs and how the data was used to improve the courses, curricula, and programs. In addition, national test scores such as the PRAXIS are used to improve programs. COE students and graduates score higher than the mean for the majority of PRAXIS tests.

The College of Education Dean’s office collects data regularly on the doctoral students, masters students, students at the end of student teaching, alumni of teacher preparation programs, mentor teachers assessment of pre-service programs, and principals assessment of alumni who have been in the field for three years. The data is presented to the faculty of the various programs and we discuss ways of improving the programs based on the results. Programs have made changes in advising, curricula (adding or deleting courses), requirements of field experiences, including aspects in courses and so on.

A summary of the results of the surveys conducted by the College are included in the appendices. Results of individuals programs are available upon request.

The assessment plans for the following departments, programs and units are included in the appendices:

- Department of Counselor Education (CE)
- Department of Curriculum Studies (CS)
- Department of Educational Administration (EDEA)
- Department of Educational Foundations (EDEF)
- Department of Educational Psychology (EDEP)
- Department of Educational Technology (ETEC)
- Department of Kinesiology and Leisure Science (KLS)
- Department of Special Education (SPED)
- Institute for Teacher Education (Elementary and Secondary) (ITE)
- Masters of Education in Teaching (MEdT)
- Doctor of Philosophy in Education (PhD)
- Professional Diploma in Education (PDE)

Each program’s assessment plan includes a matrix of when data is collected and what kinds of data are collected. Most programs have at least five points (Entry, Middle, Late, Exit, Post) when data is collected. Each program’s plan is aligned with the COE conceptual framework and includes knowledge, skills and dispositions important to the specialization. All programs have data for the entry, exit and post grids, but are in the process of collecting data for the middle (performance) areas of the matrix. Rubrics have been developed to measure the various knowledge, skills, and dispositions.

Student Learning Objectives (SLO) are published in the Student Handbooks of the various programs, course syllabi, and on the web pages. SLOs are discussed in the new student orientations and in the classes. In addition, SLOs are included on the templates for the electronic portfolios for elementary education, secondary education and special education. SLOs are directed related to objectives and requirements of the courses.
The products include dispositions, self-assessments, course grades (gpa), course presentations, Plan A/B papers, focus groups, e-portfolios, projects, field experiences, exit assessment on knowledge, skills, dispositions, employer assessment, sport proficiency, reflective journals, mentor teacher evaluation, professional portfolio (hard copy), standardized test scores, and presentations. Many of the programs use their professional organizational standards (e.g. Educational Administration National Standards, Graduate Programs in Education, Council for Exceptional Children) as the basis of their assessment plans. All students and graduates are included in all phases of each unit’s assessment system.

Summaries of data that is collected at the College level are presented to the Dean’s Council, College of Education Advisory Council, and the entire faculty. Comprehensive data for each program is presented to each unit’s faculty. Faculty have used this and other data collected by the unit to make modifications including adding courses, deleting courses, modifying course content, changing procedures, developing new courses, adding specializations, and so forth.

Other products for doctoral students include qualifying examinations, comprehensive written examinations, presentations at local, national, and international conferences, and publications. Also included are the dissertation proposal defense and final defense of the dissertation.