



AAQEP Annual Report for 2024

Provider/Program Name:	Chaminade University of Honolulu Teacher Preparation Programs
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	Dec 2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The School of Education and Behavioral Sciences at Chaminade University of Honolulu (Chaminade) is one of five academic schools. From its inception, Chaminade has focused on teacher education and preparing teachers for Hawaii’s schools.

Chaminade is named for Father William Joseph Chaminade (1761-1850). In 1817, Father Chaminade founded the Society of Mary (Marianists). The primary purpose of the Marianists was, and is today, educating leaders for a new age. The hallmark of Marianist education is the development of leaders who have a strong professional background, a mature faith, and ethical Sensibility.

Chaminade University offers its students an education in a collaborative learning environment

that prepares them for life, service, and successful careers. Guided by our Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. From Chaminade's mission flows the following Core Commitments, which both amplify and specify the Mission. The core commitments include (1) service and (2) the character of the educational community. Modeling service as well as an inclusive and productive educational community across university activities attracts and fosters students who are prepared for careers like teaching.

Marianist Educational Values

Chaminade University of Honolulu, as members of the Catholic Society of Mary, embraces the idea of education as a mechanism to transform society and has founded many schools and three universities. The Marianist spirit is one of openness, mutual respect, and acceptance.

Although Chaminade is a Marianist university approximately 60% of the student body is not Catholic. In fact, many faiths and cultural backgrounds are represented on campus, including, but not limited to Buddhism and Native Hawaiian spirituality. A healthy dialogue among the faith traditions is appreciated and reflected in the coursework and also in campus life. This diversity and acceptance is part of the Chaminade experience.

The five characteristics of a Marianist Education are:

- Education for the formation in faith
- Provide an integral and quality education
- Educate in the family spirit
- Educate for service, justice, peace and the integrity of creation
- Educate for adaptation and change

Native Hawaiian serving

Chaminade was founded as a place to serve the local native Hawaiian community. Chaminade continues its commitment to the native Hawaiian population and is designated as a Title III Native Hawaiian Serving Institution by the United States Department of Education due to the University's Native Hawaiian enrollment. Chaminade actively seeks opportunities for Native Hawaiian students to achieve their academic potential. In addition, Chaminade recognizes the value of preserving and perpetuating the culture and values of Hawaiian culture, especially values closely mirrored by Marianist philosophy. Native Hawaiian Values. Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

- Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God

- Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
- Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
- Educate for Service, Justice and Peace and Integrity of Creation (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
- Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Chaminade provides on-campus degree programs as well as online undergraduate and graduate programs. Enrollment at the report submission time is 1583 undergraduate and 786 graduate students. There are also more than 100 full-time faculty employed at the institution (including 5 deans and 3 librarians with faculty status).

Chaminade University is located in Honolulu, HI on the island of O'ahu (the gathering place). O'ahu is the island with the greatest population of people in the state of Hawaii and the greatest density of PK-12 schools (primarily urban and suburban) where our pre-service teachers observe, volunteer, work, and complete their student teaching practicum. Many of the schools closest to the university are designated as Title I.

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://chaminade.edu/education-behavioral-sciences/ed-behavioral-accreditations/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/24)	Number of Completers in most recently completed academic year (12 months ending 06/24)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science	Early Childhood with Montessori (PK-K)	30	1
Bachelor of Science	Elementary Education (K-6)	58	8
Bachelor of Science	Secondary English Education (6-12)	6	2
Bachelor of Science	Secondary Mathematics Education (6-12)	2	0
Bachelor of Science	Secondary Science Education (6-12)	2	0
Bachelor of Science	Secondary Social Studies Education (6-12)	3	1
Bachelor of Science	Special Education Mild/Moderate (PK-3)	30	0
Bachelor of Science	Special Education Mild/Moderate (K-6)		7
Bachelor of Science	Special Education Mild/Moderate (6-12)		5
Master of Arts	Early Childhood Education (PK-3)	14	5
Master of Arts	Early Childhood with Montessori (PK-K)	3	2
Master of Arts	Elementary Education (K-6)	18	5
Master of Arts	Secondary English Education (6-12)	6	2
Master of Arts	Secondary Mathematics Education (6-12)	2	0

Master of Arts	Secondary Science Education (6-12)	4	2
Master of Arts	Secondary Social Studies Education (6-12)	8	1
Master of Arts	Special Education Mild/Moderate (K-6)	14	2
Master of Arts	Special Education Mild/Moderate (6-12)		1
Total for programs that lead to initial credentials		202	44
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
N/A			
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>			
N/A			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		202	44
Unduplicated total of all program candidates and completers		202	44

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.)

N/A

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.

202 students
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.
44 students
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
44 students
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.
<p>Teacher Preparation Bachelor of Science Degrees: The baseline completion time for these programs is four years. During the 2023–2024 academic year, 83% of students who earned their Bachelor of Science degrees finished within 4-6 years.</p> <p>Teacher Preparation Master of Arts Degrees: The baseline completion time for these programs is 18 months. During the 2023–2024 academic year, 95% of students who earned their Master of Arts degrees finished within the 18-27 months.</p>
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%.
<p>All students are not required to complete license exams. There are options to complete equivalent coursework in lieu of license exams. Fourteen of the forty-four completers took a license exam (i.e., Praxis). We have included the results from the fourteen completers who did take a licensure exam(Praxis).</p> <p>5003 (Elementary Education: Mathematics Subtest): 2 took and both passed 100%</p> <p>5005 (Science): 1 took and passed 100%</p> <p>5024 (Education of Young Children): 5 took and all 5 passed 100%</p> <p>5038 (English Language Arts): 2 took and both passed 100%</p> <p>5081 (Social Studies): 1 student took twice and didn't pass either time</p> <p>5543 (Special Education: 3 took and all 3 passed 100%</p> <p>Overall pass rate is 93% (13 of 14)</p>

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

Based on analysis of survey data from AY 2023-24, program completers shared that overall, they're satisfied with the learning activities provided by the Chaminade Teacher Preparation Programs. Based on results about program knowledge and skills, the 14 of 44 completers expressed that program experiences met or exceeded expectations. Based on results about program professional dispositions the same completers also expressed that program experiences met or exceeded expectations.

A summary of the write-in responses about the **most helpful elements** of the teacher preparation programs highlight

- Cultural and contextual learning
- Student Teaching Practicum, including the mentorship provided by the cooperating teacher
- Program Faculty and specific courses
- Professional develop/experiential learning experience (in addition to student teaching)

A summary of the write-in responses about the **program strengths** of the teacher preparation programs highlight

- Exceptional Faculty; including willingness to be flexible and personalized support
- Accessibility of online program coursework
- Student teaching practicum
- Relevant and practical curriculum
- Commitment to excellence; including faculty support as well as an emphasis on ethics and professionalism

A summary of the write-in responses about the **opportunities for improvement** of the teacher preparation programs highlight

- Increased preparation for the first-year experience
- Expanded opportunities to work with students prior to student teaching
- Increase exposure to various state-adopted K-12 curriculum
- Provided more opportunities and examples of differentiation and classroom management strategies
- Make the expectation and responsibilities for student teachers more clear.

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

As noted in our QAR We still have difficulty collecting information from principals/employers about the success rates/satisfaction of our completers. The foundation of this difficulty is based on a mandate executed by the statewide department of education that explains that teacher preparation program providers are not allowed to solicit information (i.e., surveys) from principals/employers.

During progress/check-in meetings with Field Services, Principals have shared that teacher candidates were able to quickly adapt to school culture/norms and build positive relationships with the students on their campuses. They also spoke of teacher candidates being very receptive to feedback provided to them by their CT to improve their practice (in areas including classroom management and differentiating instruction). Principals hope that future teacher candidates will initiate more regular communication with school administration and other teachers, besides their CT.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The annual report provided by the Hawaii Department of Education (HIDOE) has not yet published the employment rates that would align with the most recent academic year. However, the [HIDOE Employment Report](#) (link provided) for the previous academic year indicates that 58 teachers who completed their degrees with Chaminade University of Honolulu were hired for the AY 2022-23. During AY 2022-23, we graduated 48 completers from the various teacher preparation programs. Fifty-eight jobs secured by 48 completers results in a 120% employment rate. Our interpretation of these data is that nearly all completers are securing teaching jobs with the HIDOE even if they do not take jobs immediately after graduation. These findings align with self-reported survey responses (below)

Analysis of self-reported survey response data from 2023-24, completers indicates that 11 of the 14 survey respondents are currently employed as teachers and two are employed as substitutes for the Hawaii Department of Education. In other words 93% of completers who responded to the survey are employed in the field. One completer indicated they were not currently employed.

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	
<p>Professional Portfolio</p>	<p>The professional portfolio serves as a comprehensive collection of evidence showcasing a student teacher's growth, achievements, and mastery of the 10 inTASC Standards (adapted by Hawaii Teacher Standards Board as the Hawaii Teacher Performance Standards). This dynamic portfolio integrates artifacts and justifications to illustrate competencies in teaching practices, professional responsibilities, and personal reflections. This Performance Indicator is assessed by university faculty within the different fields.</p> <p>Performance Expectation: It is expected that (1) undergraduate students score 70% or higher on this task; (2) graduate students score 80% or higher on this task.</p> <p>The following programs met the expectation for this performance: Elementary BS; Secondary BS; Secondary MAT; Early Childhood BS; Early Childhood MAT</p> <p>The following programs did not meet the expectations for this performance: Elementary MAT</p>	Program	M(SD)
		Elementary BS (n=8)	40(SD 9.5)
		Elementary MAT(n=5)	39.5(SD 12.5)
		Secondary BS (n=2)	36.5 (SD 2.12)
		Secondary MAT (n=6)	41.5 (SD 11.3)
		Special Education BS (n=12)	44.4 (SD 9.8)
		Special Education MAT (n=3)	44.0 (SD 5.2)
		Early Childhood Education BS (n=1)	42.5 (SD 0)
		Early Childhood Education MAT (n=8)	41.25 (SD 4.55)

<p>Student Teaching Evaluation</p>	<p>The Final Student Teaching Evaluation is a comprehensive assessment conducted by the supervising teacher to evaluate a student teacher's overall performance and competency across the 10 InTASC Standards (adapted by Hawaii Teacher Standards Board as the Hawaii Teacher Performance Standards). This evaluation synthesizes observable evidence gathered throughout the student teaching experience to provide a holistic appraisal of the candidate's readiness to enter the teaching profession.</p> <p>Performance Expectation: It is expected that all teacher candidates across all programs receive a rank of meets (scored as a 3) across all 10 areas of assessment.</p> <p>The following programs met the expectation for this performance: Elementary BS; Elementary MAT; Secondary BS; Special Education BS; Special Education MAT; Early Childhood BS; Early Childhood MAT</p> <p>The following programs did not meet the expectation for the performance: Secondary MAT</p>	<table border="1"> <thead> <tr> <th data-bbox="1138 215 1509 277">Program</th> <th data-bbox="1509 215 1881 277"># met expectation/total</th> </tr> </thead> <tbody> <tr> <td data-bbox="1138 277 1509 342">Elementary BS (n=8)</td> <td data-bbox="1509 277 1881 342">8/8</td> </tr> <tr> <td data-bbox="1138 342 1509 407">Elementary MAT(n=5)</td> <td data-bbox="1509 342 1881 407">5/5</td> </tr> <tr> <td data-bbox="1138 407 1509 472">Secondary BS (n=2)</td> <td data-bbox="1509 407 1881 472">2/2</td> </tr> <tr> <td data-bbox="1138 472 1509 537">Secondary MAT (n=6)</td> <td data-bbox="1509 472 1881 537">5/6</td> </tr> <tr> <td data-bbox="1138 537 1509 630">Special Education BS (n=12)</td> <td data-bbox="1509 537 1881 630">12/12</td> </tr> <tr> <td data-bbox="1138 630 1509 727">Special Education MAT (n=3)</td> <td data-bbox="1509 630 1881 727">3/3</td> </tr> <tr> <td data-bbox="1138 727 1509 824">Early Childhood Education BS (n=1)</td> <td data-bbox="1509 727 1881 824">1/1</td> </tr> <tr> <td data-bbox="1138 824 1509 922">Early Childhood Education MAT (n=7)</td> <td data-bbox="1509 824 1881 922">7/7</td> </tr> </tbody> </table>	Program	# met expectation/total	Elementary BS (n=8)	8/8	Elementary MAT(n=5)	5/5	Secondary BS (n=2)	2/2	Secondary MAT (n=6)	5/6	Special Education BS (n=12)	12/12	Special Education MAT (n=3)	3/3	Early Childhood Education BS (n=1)	1/1	Early Childhood Education MAT (n=7)	7/7
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Special Education BS (n=12)	12/12																			
Special Education MAT (n=3)	3/3																			
Early Childhood Education BS (n=1)	1/1																			
Early Childhood Education MAT (n=7)	7/7																			

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>2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection</p>	<p>At the end of their teacher preparation program, students should demonstrate the following competencies for 2e:</p> <p>Self-Assessment - Accurately identify strengths and areas for growth in alignment with professional teaching standards (e.g., InTASC Standards). Utilize feedback from mentors, supervisors, and peers to inform their self-assessment.</p> <p>Goal Setting - Establish clear, actionable, and measurable professional growth goals that address identified areas for development, such as classroom management, differentiated instruction, or assessment practices. Ensure goals reflect a commitment to continuous learning, adaptability, and responsiveness to diverse student needs.</p> <p>Reflective Practices - Engage in meaningful reflection on teaching experiences to evaluate the effectiveness of their instructional practices. Document reflections and use them to inform future instructional strategies and professional goals.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • A self-assessment aligned with professional standards. • Specific professional growth goals. • Weekly meeting forms completed by the teacher candidate (during student teaching practicum) with the support and input of mentor/ cooperating teacher. 	<p>Performance Expectation: It is expected that all teacher candidates across all programs complete a self-reflection at the end of their preparation program. The self reflection must also include goals for professional development.</p> <table border="1" data-bbox="1234 532 1879 1239"> <thead> <tr> <th data-bbox="1234 532 1556 597">Program</th> <th data-bbox="1556 532 1879 597"># met expectation/total</th> </tr> </thead> <tbody> <tr> <td data-bbox="1234 597 1556 662">Elementary BS (n=8)</td> <td data-bbox="1556 597 1879 662">8/8</td> </tr> <tr> <td data-bbox="1234 662 1556 727">Elementary MAT(n=5)</td> <td data-bbox="1556 662 1879 727">5/5</td> </tr> <tr> <td data-bbox="1234 727 1556 792">Secondary BS (n=2)</td> <td data-bbox="1556 727 1879 792">2/2</td> </tr> <tr> <td data-bbox="1234 792 1556 857">Secondary MAT (n=6)</td> <td data-bbox="1556 792 1879 857">6/6</td> </tr> <tr> <td data-bbox="1234 857 1556 954">Special Education BS (n=12)</td> <td data-bbox="1556 857 1879 954">12/12</td> </tr> <tr> <td data-bbox="1234 954 1556 1052">Special Education MAT (n=3)</td> <td data-bbox="1556 954 1879 1052">3/3</td> </tr> <tr> <td data-bbox="1234 1052 1556 1149">Early Childhood Education BS (n=1)</td> <td data-bbox="1556 1052 1879 1149">1/1</td> </tr> <tr> <td data-bbox="1234 1149 1556 1239">Early Childhood Education MAT (n=7)</td> <td data-bbox="1556 1149 1879 1239">7/7</td> </tr> </tbody> </table>	Program	# met expectation/total	Elementary BS (n=8)	8/8	Elementary MAT(n=5)	5/5	Secondary BS (n=2)	2/2	Secondary MAT (n=6)	6/6	Special Education BS (n=12)	12/12	Special Education MAT (n=3)	3/3	Early Childhood Education BS (n=1)	1/1	Early Childhood Education MAT (n=7)	7/7
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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.

Our PK-K Montessori certification program received 5 year accreditation from MACTE.

We completed the first year of the Mu'o scholarship with funding from Kamehameha Schools. The funds paid for students to work toward degrees in education with priority given to Native Hawaiian students interested in teaching early childhood. Currently 31 scholars remain enrolled in the program. A few are planned to graduate in Spring of 2025.

This year (AY 24-25) we have accepted additional scholars who are registered in Early Childhood, Elementary and Secondary programs.