

Council for the Accreditation of Educator Preparation

Summary of the Case Chaminade University of Honolulu Teacher Education Program¹ April 26, 2016 – April 28, 2016

The Summary of the Case is written by the auditors and approved by the program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was written by Dr. Darren Iwamoto, and was approved by the Division of Education faculty on April 1, 2015.

Introduction:

Chaminade University of Honolulu is a private co-educational university in Honolulu, Hawaii (pop. 1.4 million). Founded in 1955 by the Society of Mary, a Roman Catholic religious order also known as the Marianists, Chaminade is located in the historic Kaimuki district of Honolulu at the base of St. Louis Heights. In its earliest iteration, Chaminade University of Honolulu was known as the Saint Louis Junior College. Its name was changed to Chaminade College in 1957. When graduate programs were added in 1977, Chaminade College changed its name to Chaminade University of Honolulu. Accredited by the Western Association of Schools and Colleges (WASC), Chaminade offers bachelor's degrees in 23 fields of study and five master's degree programs. The school specializes in biology/pre-medicine, business, criminal justice, education, forensic sciences, interior design, nursing, and religious studies.

Chaminade University of Honolulu's mission is to offer its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal

¹ The Chaminade University of Honolulu Division of Education offers options at the undergraduate and graduate levels in Early Childhood Education (PreK-K & PreK-3, Traditional Format, Distance Learning), Early Childhood Education (PreK-K & PreK-3, Traditional Format, Distance Learning), Elementary (K-6)/Special Education Mild/Moderate (K-12) Dual Licensure Program (Traditional Format, Distance Learning), Elementary (K-6)/Special Education Mild/Moderate (K-12) Dual Licensure Program (Traditional Format, Distance Learning), Elementary Education (K-6, Traditional Format, Distance Learning), Elementary Education (K-6; Traditional Format, Distance Learning, Off-Campus), School Counseling, Secondary Education (6-12 English, Distance Learning, Off-Campus), Secondary Education (6-12 English, Traditional Format, Distance Learning), Secondary Education (6-12 Mathematics, Distance Learning, Off-Campus), Secondary Education (6-12 Mathematics, Traditional Format, Distance Learning), Secondary Education (6-12 Science, Distance Learning, Off-Campus), Secondary Education (6-12 Science, Traditional Format, Distance Learning), Secondary Education (6-12 Social Studies, Distance Learning, Off-Campus Options), Secondary Education (6-12 Social Studies, Traditional Format, Distance Learning), Special Education (Mild/Moderate, K-12, Distance Learning), and Special Education (Mild/Moderate, K-12, Distance Learning). The state of Hawaii via the Hawaii Teacher Standards Board (HTSB), at its discretion, offers licensure to program completers in these option areas.

Council for the Accreditation of Educator Preparation

competencies, and a commitment to build a just and peaceful society. The University offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims. The mission of the Education Division is closely aligned to and flows from Chaminade University's mission. The mission of the Education Division is to foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards. The graduate programs prepare professionals to assume a leadership role in education by advancing their educational training and expertise.

Chaminade focuses on the education of the whole person, realizing the importance of both faith and reason, and preparing students for entry into their chosen careers. Chaminade's approach to education is founded in the Marianist education values: 1) Educate for formation in faith; 2) Provide an excellent education; 3) Educate in family spirit; 4) Educate for service, justice and peace; and 5) Educate for adaptation to change. Chaminade's main campus overlooks the south shore of Oahu, with views of Diamond Head, Waikiki, and Downtown Honolulu. Chaminade is located approximately 2 miles outside of Waikiki and 4 miles from Downtown Honolulu.

The campus is undergoing continual transformation, with newly renovated science and communication labs, the addition of the Sullivan Family Library, and the brand new Dr. Lawrence K. W. and Mrs. BoHing Chan Tseu Center for Nursing Education. Construction is currently underway to complete the second phase of renovations in the campus' main building, Clarence T. C. Ching Hall. Chaminade's accelerated evening and online program, the Adult Evening and Online Program (AEOP), offers evening courses for 9 degree programs at satellite locations on local military bases, community colleges, and community centers.

Chaminade is one of the most diverse colleges in the U.S, with a high minority population. According to the Office of Institutional Research, Chaminade's student body is 66% Asian/Pacific Islander, 18% Euro American, non-Hispanic, 6% Hispanic, 4% Black, 2% Non-Resident Alien, and 0.7% American Indian/Alaska Native. Additionally, Chaminade University is a Native Hawaiian Serving Institution, offering a Native Hawaiian emphasis of study in the Behavioral Studies Program, Native Hawaiian culture resources, and scholarships for students of Native Hawaiian ancestry. Although Chaminade is a Marianist university, approximately 60% of the student body is not Catholic. 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. Chaminade has undergraduate day students from 33 different states as well as students from American Samoa (33), the Federated States of Micronesia (17), Guam (50), the Northern Mariana Islands (11), Palau (2), and 29

Council for the Accreditation of Educator Preparation

other international students. Chaminade draws students from across the states and has students from Hawaii Island (28), Kauai (33), Lanai (2), Maui (49), Molokai (2), and Oahu (754). Of the 969 undergraduate students who have declared their majors, 29 are in Elementary Education. Of these 29 students, 26 are female and 3 are male. This compares to the overall gender picture at Chaminade where 676 of the declared major students are female and 293 are male. The diversity and acceptance are part of the Chaminade experience.

The Division of Education is one of the six divisions that make-up Chaminade University's academic structure. The other divisions are: Behavioral Sciences, Business, Humanities and Fine Arts, Nursing, and Natural Sciences and Mathematics. The current student enrollment at Chaminade University is 2,766 of which 1,306 students are enrolled in the day undergraduate program.

The Division of Education consists of seven full-time faculty members as well as adjunct faculty members with experience and expertise in selected areas, teaching at both the graduate and undergraduate levels across the degree programs. The program graduated 41 students in 2013-2014 academic year and enrolled 193 students in the current (2014-2015) academic year in the following options:

Table 1
Chaminade University of Honolulu Teacher Education Options

Option Name	Number of completers in academic year 2011-2012	Number of completers in academic year 2012-2013	Number of completers in previous academic year 2013-2014	Number of candidates enrolled in current academic year 2014-2015
Elementary Education	36	27	24	120
Secondary English	5	5	2	18
Secondary Math	12	3	4	12
Secondary Social Studies	6	2	4	10
Secondary Science	2	4	0	14
Special Education	23	20	7	19
TOTAL	84	61	41	193

Program claims:

Faculty presented the following three claims:

- Claim 1.** Chaminade graduates demonstrate professionalism, caring, and ethical behavior in their learning communities (QP1.2 and 1.3; CCT 1.4.2).
- Claim 2.** Chaminade graduates demonstrate knowledge of subject matter and the ability to apply content knowledge in their learning communities (QP1.1 and 1.2; CCT 1.4.1 and 1.4.3).
- Claim 3.** Chaminade graduates plan and assess instruction based upon

Council for the Accreditation of Educator Preparation

knowledge of subject matter, students, the community, and curriculum goals (QP1.1, 1.2, and 1.3; CCT 1.4.1, 1.4.2, and 1.4.3).

Evidence supporting the claims:

For all measures, in part or in whole, unless indicated, faculty analyzed data from a random representative sample of between 14 and 81 respondents in 2011 to 2014 for all three claims and the cross-cutting themes (1.4.1-1.4.3).

Praxis II Content Examination (Claim 2)

These standardized tests that have been developed by the Educational Testing Services (ETS) provide a direct assessment of the content knowledge required by competent teachers. Successful completion of the Praxis II content exam is an Education Division program requirement prior to entering student teaching and mandated by the State of Hawaii as a requirement for licensure. This indicates that the State of Hawaii recognizes the Praxis II exam as a valid and reliable measure of a graduate's competence and qualification to become a licensed teacher. The evidence indicates that teacher education candidates have a high passing rate, with the exception of Praxis II – Math (5161). The average passing score for the Chaminade candidates is higher than the State mean for exam 5161. Overall, this shows that the teacher education candidates have met the minimum standards of their understanding of how to be an effective and knowledgeable teacher as determined by HTSB's minimum passing score. Strengthening the breadth and depth of the candidate's knowledge of their respective subject matter is considered as continuous.

Student Teaching Disposition Assessment (Claim 1; CCT 1.4.1-1.4.3)

The Student Teaching Disposition Assessment is an assessment used to assess the candidates' level of professional and personal competence, and disposition in the school setting. Categories rated as Needs Remediation results in a review conducted by the Field Services Director and a KSD referral is submitted to the Dean of Education. Categories rated as Unacceptable results in an immediate referral to the Dean of Education. Approximately midway through the candidate's student teaching experience, the Cooperating Teacher (CT) will complete this assessment and review his or her findings with the student teacher, University Supervisor (US), and the Field Services Director. Based on the analyzed data, student teachers have performed consistently between the Acceptable and Exemplary range. Student teachers have excelled in professionalism, taking initiative, and preparation. In the acceptable range, areas that could be improved upon are the candidates' oral and written communication skills, and their ability to reflect on their own teaching and learning.

Portfolio (Claim 2, and 3; CCT 1.4.1-1.4.3)

Council for the Accreditation of Educator Preparation

The Portfolio is a performance-based assessment organized around the ten InTASC/HTSB performance standards. It contains documentation of the essential skills and dispositions required by these standards. Contents of the Portfolio also document the candidates' reflective practice as a developing teacher. At the conclusion of the candidate's seminar course, each candidate is required to submit an exit portfolio that provides evidence of their demonstration of competency in the InTASC and HTSB teacher performance standards. The evidence indicates that the teacher candidates' ratings in the Content Knowledge & Instructional Practice sub-category and overall of the Portfolio Rubric meets expectations. Candidates have demonstrated knowledge of their respective content matter and are prepared to apply that knowledge in their classrooms. This provides evidence that graduates are able to apply content knowledge to their teaching practice. Areas that need improvement are InTASC Standards 9 and 10, Professional Learning and Ethical Practice and Leadership and Collaboration. In summary, this provides evidence that the graduates are able to plan and assess instruction based upon knowledge of subject matter, their students, the community, and curriculum goals.

Student Teacher Final Evaluation (Claim 1, 2, and 3; CCT 1.4.1-1.4.3)

The Education Division utilizes the InTASC standards as the framework for the clinical (i.e., professional) instruction that is required of all teacher candidates in the program. All candidates are required to complete a minimum of 450-hour student teaching experience (HTSB NBI: 09-77). Student teaching provides an opportunity for the teacher candidate to perform, under supervision, a variety of teaching activities that a professional teacher is expected to perform. The evidence indicates that the teacher candidates' ratings in the Professional Responsibility sub-category are high. Cooperating teachers rate the student teachers as Meets (also known as Above Average) or Exceeds (also known as Outstanding). The evidence indicates that the teacher candidates' ratings in the Content Knowledge & Instructional Practice sub-category are high. Cooperating teachers rate the student teachers as Meets or Exceeds. This provides evidence that declarative and procedural knowledge is high as the candidates are able to apply their respective content knowledge to their teaching practice. The evidence also indicates that the teacher candidates' ratings are high. Cooperating teachers consistently rate the student teachers as Meets or Exceeds. This provides evidence that the graduates are able to plan and assess instruction based upon knowledge of subject matter, their students, the community, and curriculum goals.

Graduate Follow-Up Survey (Claim 1, and 3; CCT 1.4.1-1.4.3)

The Graduate Follow-Up Survey is an important component of the Education Division's continuous quality improvement process as it seeks feedback pertaining to the graduate's self-reported performance as a new teacher. In 2014, the Graduate Follow-Up Survey was completely revised

Council for the Accreditation of Educator Preparation

to better align with the revised InTASC standards and the new data requirements required by TEAC and CAEP. The evidence indicates that the teacher candidates' ratings in the Professional Responsibility sub-category are in the range of Meets Expectations to Exceeds Expectations. Graduates felt prepared to meet the professional responsibilities required of them as a new teacher. This provides evidence that graduates are able to apply professional and ethical concepts to their teaching experience. In addition, the feedback for question 19 fell between the range of Agree and Strongly Agree. This provides evidence that the graduates are able to plan and assess instruction based upon knowledge of subject matter, their students, the community, and curriculum goals.

School Administrator Follow-Up Survey (Claim 1, 2, and 3; CCT 1.4.1-1.4.3)

The School Administrator Follow-Up Survey is an essential component of the Education Division's continuous quality improvement process as it seeks feedback pertaining to the graduates' performance as new teachers. The evidence indicates that the teacher candidates' ratings in the Professional Responsibility sub-category fall within the Meets Expectations to Exceeds Expectations range. The data indicate that an area that needs improvement is adapting teaching methods for students with special needs. Overall, School Administrators felt that the graduates were prepared to meet the professional responsibilities required of them as a new teacher. This provides evidence that the graduates are able to apply professional and ethical concepts to their teaching experience. The evidence indicates that the teacher candidates' ratings in the Content Knowledge & Instructional Practice sub-category fall within the Meets Expectations to Exceeds Expectations range. This provides evidence that the graduates are able to apply knowledge of their respective subject matter to their teaching practice. In addition, the feedback for question 22 falls between the Agree and Strongly Agree range. This provides evidence that the graduates are able to plan and assess instruction based upon knowledge of subject matter, their students, the community, and curriculum goals.

Grade Point Average (Claim 1, 2, and 3; CCT 1.4.1-1.4.3)

GPA is considered a valid measurement of student learning and competency. The evidence indicates that the teacher candidate's ability to perform in their subject area courses is high. Candidates have demonstrated knowledge of their respective content matter. For undergraduate education courses, it is a common practice for professors to coach the candidates to mastery. Overall, this provides evidence that the graduates have the content knowledge required of them to effectively perform as a new teacher.

Internal audit:

The faculty performed an internal audit of all programs by reviewing records from

Council for the Accreditation of Educator Preparation

a random sample of half of all completers from each program. In instances where the total number of completers was an odd number, the sample size was increased to include an additional candidate. The sample was developed to reflect candidates' program area and level and undergraduate/graduate status. The faculty then reviewed the candidate files for completion of program requirements for admission, field placement, advising, etc. In completing the candidate audit, faculty found that the Chaminade Education Division has many of its systems and procedures in place but is still in the process of building and refining some areas. The faculty found that some data were not available for all candidates and made suggestions for improvements. For example, the record of 32% of the random sample's field placement, 100% of the advising documentation (e.g., program changes, add/drop form requests), and 31% of the academic advisor's screening for eligibility for clinical practice was not located in the Chaminade Education shared drive, the Chaminade datatel system. As the faculty and staff of the Education Division continue to overtly address the national accreditation standards and practices, the division will continually improve the services that it provides. The faculty also probed capacity components of the program, including the curriculum, faculty, facilities, technology, fiscal and administrative support, and student support services. For all of these targets, the faculty found the quality control system to be working as designed, with improvements identified and recommended by the faculty.

Plans for program improvement:

Based on their self-study, the faculty has formulated a number of areas for improvement, some of which they have already begun to implement:

1. Clearly defined and communicated procedure and expectations regarding the completion and submittal of the Student Teaching Disposition Assessment;
2. Regular monitoring of Student Teaching Disposition Assessments, timely follow up and regular analysis of data to inform Division's decision making;
3. Administer the same version of the Student Teacher Evaluation form to establish reliability of the data over time;
4. Finalize the Graduate Follow-Up Survey and administer the same version of the Survey to establish reliability of the data over time;
5. Finalize the School Administrator Follow-Up Survey and administer the same version of the Survey to establish reliability of the data over time among the private schools surveyed;
6. Secure an agreement with the HIDEOE to enable HIDEOE school administrators to provide feedback on teachers who have completed Chaminade's SATEP;
7. Establish a system for the regular collection and analysis of the Graduate and School Administrator surveys to inform the Division's continuous improvement efforts;
8. Improve Quality Control in courses across Education Programs;
9. Identify how the Division will be able to collect definitive data to assess the degree to which teacher candidates have achieved the "learning how to learn" cross-cutting theme;
10. Conduct on-going "temperature checks" of program quality throughout the

Council for the Accreditation of Educator Preparation

- year and regularly monitor achievement of action steps;
11. Establish a formal system to regularly review/evaluate program/courses to ensure that program learning outcomes are met and overtly address the InTASC standards;
 12. Identify specific ways to improve teacher candidates' ability to reflect on their teaching practices;
 13. Identify specific ways to improve teacher candidates' ability to adapt their teaching methods for students with special needs and implement within designated courses; and
 14. Develop and implement strategies to improve teacher candidates' content knowledge in mathematics, science and social studies in preparation for the PRAXIS II.

Statement regarding commitment and capacity:

The faculty concluded that Chaminade is committed to the teacher preparation program and that there is sufficient capacity to offer a quality program.
