



## AAQEP Annual Report for 2025

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, disaggregated by program and license/certificate, for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025**

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic	Number of Completers in most recently completed academic year (September 1,

		year (September 1, 2024 – August 31, 2025)	2024 – August 31, 2025)
<b>Programs that lead to initial teaching credentials</b>			
Bachelor of Science	Early Childhood with Montessori (PK-K)	49	1
Bachelor of Science	Elementary Education (K-6)	80	5
Bachelor of Science	Secondary English Education (6-12)	7	1
Bachelor of Science	Secondary Mathematics Education (6-12)	3	0
Bachelor of Science	Secondary Science Education (6-12)	2	0
Bachelor of Science	Secondary Social Studies Education (6-12)	11	1
Bachelor of Science	Special Education Mild/Moderate (PK-3)	21	0
Bachelor of Science	Special Education Mild/Moderate (K-6)		4
Bachelor of Science	Special Education Mild/Moderate (6-12)		7
Master of Arts	Early Childhood Education (PK-3)	19	4
Master of Arts	Early Childhood with Montessori (PK-K)	3	1
Master of Arts	Elementary Education (K-6)	21	7
Master of Arts	Secondary English Education (6-12)	3	2
Master of Arts	Secondary Mathematics Education (6-12)	4	1
Master of Arts	Secondary Science Education (6-12)	2	2

Master of Arts	Secondary Social Studies Education (6-12)	11	3
Master of Arts	Special Education Mild/Moderate (K-6)	12	3
Master of Arts	Special Education Mild/Moderate (6-12)		1
Total for programs that lead to initial credentials		248	43
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
N/A			
Total for programs that lead to additional/advanced credentials			
<b><i>Programs that lead to P-12 leader credentials</i></b>			
N/A			
Total for programs that lead to P-12 leader credentials			
<b><i>Programs that lead to credentials for specialized professionals or to no specific credential</i></b>			
N/A			
Total for programs that lead to specialized professional or no specific credentials		0	0
TOTAL enrollment and productivity for all programs		248	43
Unduplicated total of all program candidates and completers		248	43

**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
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### 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**

<p><b>A. Total enrollment</b> 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.</p>
<p>248 Students</p>
<p><b>B. Total number of unique completers</b> (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.</p>
<p>43 Students</p>
<p><b>C. Number of recommendations</b> for certificate, license, or endorsement included in Table 1.</p>
<p>43 Students</p>
<p><b>D. Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.</p>
<p><b>Teacher Preparation Bachelor of Science Degrees:</b> The baseline completion time for these programs is four years. During the 2024–2025 academic year, 100% of the ‘traditional’, day undergraduate population completed their degree program within 4-5 years. Students who took longer than four years had a change in major. During the 2024-25 academic year 100% of students who earned their Bachelor of Science degrees in the online FLEX programs finished within 4-6 years. These students can take longer to complete their degrees because they often have full time employment.</p>
<p><b>Teacher Preparation Master of Arts Degrees:</b> The baseline completion time for these programs is 18 months. During the 2024–2025 academic year, 95% of students who earned their Master of Arts degrees finished within the 18-27 months.</p>
<p><b>E. Summary of state license examination results</b>, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.</p>
<p>Not all program completers are required to take licensure exams, as some students fulfill licensure requirements through approved equivalent coursework. Of the 43 program completers, 13 elected to take at least one licensure exam (Praxis).</p> <p>Although 13 students took licensure exams, a total of 17 Praxis exams were completed. This reflects that several students chose to take additional exams beyond those required for licensure: two students completed two different exams, and one student completed three different exams.</p> <p>Across the 17 exams taken, 15 resulted in a passing score, yielding an overall Praxis pass rate of 88%.</p> <p>Exam-level results are itemized below:</p>

- 5002 Elementary Education: Reading/Language Arts Subtest: 1 test taken; 0 passed
- 5003 Elementary Education: Mathematics Subtest: 3 tests taken; 3 passed (100%)
- 5005 Elementary Education: Science Subtest: 3 tests taken; 3 passed (100%)
- 5008 Elementary Education: Mathematics and Science: 1 test taken; 0 passed
- 5024 Education of Young Children: 1 test taken; 1 passed (100%)
- 5038 Secondary Education: English Language Arts: 1 test taken; 1 passed (100%)
- 5165 Secondary Education: Mathematics: 1 test taken; 1 passed (100%)
- 5236 Secondary Education: Biology: 1 test taken; 1 passed (100%)
- 5436 Secondary Education: General Science: 1 test taken; 1 passed (100%)
- 5543 Special Education: Core Knowledge (Mild/Moderate): 4 tests taken; 4 passed (100%)

While the overall Praxis pass rate for exams taken was 88%, all 13 students who took licensure exams successfully completed SATEP requirements and were eligible to receive their teaching licenses..

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

A survey sent to completers from AY 2024-25 resulted in 15 responses. Respondents included completers from ten programs and nearly 35% of the population. Based on analysis of survey data from AY 2024-25, program completers shared that overall, they're satisfied with the learning activities provided by the Chaminade Teacher Preparation Programs. Based on results regarding program knowledge and skills, most of the respondents reported that the program experiences met or exceeded their expectations. Based on results about program professional dispositions, most of the respondents also expressed that program experiences met or exceeded expectations. Thirteen of the 15 respondents indicated that they felt adequately prepared by their Chaminade Teacher Preparation Program.

An analysis of program elements that completers found **helpful** includes:

- Instructional Methods Courses (especially Elementary and Secondary Methods). These courses were noted as helping students strengthen **content knowledge** and learn **practical, classroom-ready strategies** for teaching math, science, and other subjects.
- Student Teaching / Practicum Experience. Completers described this as **crucial and transformative**, allowing students to apply what they learned in real classrooms.
- Courses and Support Focused on Professional Growth and Special Topics. Included areas like **classroom management, diverse learners/SPED, assessment, IEP writing**, and the **Seminar/portfolio class**.

An analysis of program **strengths** that completers identified includes:

- Supportive and Caring Faculty. The most consistently mentioned strength is the **dedication, responsiveness, and encouragement** provided by faculty and staff.
- Flexibility and Accessibility of the Program (specifically our Asynchronous / Online / Accelerated models). Students greatly valued the **asynchronous structure** and the ability to **balance coursework with work or other responsibilities**.
- Practical, Relevant, and Community-Oriented Curriculum. Courses were seen as **applicable to real-world teaching**, integrating standards-based instruction, inclusion, and project-based learning. Many noted the program's **connection to community engagement and professional growth**, providing meaningful experiences beyond coursework.

An analysis of **opportunities** for program improvement that completers identified includes:

- Enhanced Practical Training and Classroom Experience. Several participants expressed a desire for **more hands-on opportunities** beyond student teaching, such as increased classroom observations, one-on-one time with supervising teachers, and practice with classroom management tasks (e.g., starting a gradebook, parent communication, grading strategies).
- Stronger Focus on Literacy and Curriculum Adaptation. Respondents recommended **more support in teaching reading and literacy**, including aligning lessons to standards and modifying curriculum to meet diverse student needs. Participants also noted a need for clearer instruction on adapting existing curricula rather than developing lessons from scratch.

- Improved Mentorship, Communication, and Connection in the Online Format. While many praised the flexibility of the asynchronous program, some felt a lack of **personal connection** and suggested **more live interactions** (e.g., optional Zoom meetings).

G. 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. 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 2023-24. During AY 2023-24, we graduated 44 completers from the various teacher preparation programs. Based on the annual report, 110 Chaminade Program Completers secured jobs with the Hawaii DOE in AY 2023-24. 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 2024-25, completers indicate that all 15 survey respondents are currently employed as teachers. In other words, 100% of completers who responded to the survey are employed in the field.

These 15 respondents represent nearly 35% of the population surveyed.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Capacity has not changed this academic year. We had a similar number of teacher candidates and completers as AY 2023-24. We did not lose any faculty during the year.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) 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 (name and description)	Criteria for success	Level or extent of success in meeting the expectation	
Professional Portfolio	<p>The professional portfolio serves as a comprehensive collection of evidence showcasing a student teacher's growth, achievements, and mastery of the 10 Hawaii Teacher Standards Board 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 <b>assessed by university faculty</b> within the different fields.</p> <p>Performance Expectation: It is expected that (1) undergraduate students score 70% (i.e., 35/50) or higher on this task; (2) graduate students score 80% (i.e., 40/50) or higher on this task.</p> <p>The following programs met the expectation for this performance: Elementary BS (Traditional); Elementary BS (FLEX); Elementary MAT; Secondary BS; Secondary MAT; Early Childhood BS; Early Childhood MAT</p>	Program	M(SD)
		Elementary BS (n=3)	47(SD 3.97)
		Elementary BS FLEX (n=3)	42.5(SD 3.00)
		Elementary MAT(n=7)	48.14(SD 3.24)
		Secondary BS (n=2)	40.25 (SD 7.42)
		Secondary MAT (n=8)	44.0 (SD 9.83)
		Special Education BS (n=11)	41 (SD 4.13)
		Special Education MAT (n=4)	47.5 (SD 4.76)
		Early Childhood Education BS	41.5 (SD 0)

		(n=1)																					
		Early Childhood Education MAT (n=5)	41.6 (SD 3.5 )																				
Student Teaching Evaluation	<p>The Final Student Teaching Evaluation is a comprehensive assessment <b>conducted by the supervising teacher</b> to evaluate a student teacher's overall performance and competency across the 10 Hawaii Teacher Standards Board 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; Secondary BS; Secondary MAT; 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: Elementary MAT</p> <p>*The number of Elementary BS FLEX students for this measure is not the same for this indicator because one student previously completed their Student Teaching Fieldwork during a prior term.</p>	<table border="1"> <thead> <tr> <th>Program</th> <th># met expectation/total</th> </tr> </thead> <tbody> <tr> <td>Elementary BS (n=3)</td> <td>3/3</td> </tr> <tr> <td>Elementary BS FLEX (n=2)</td> <td>2/2*</td> </tr> <tr> <td>Elementary MAT(n=7)</td> <td>6/7</td> </tr> <tr> <td>Secondary BS (n=2)</td> <td>2/2</td> </tr> <tr> <td>Secondary MAT (n=8)</td> <td>8/8</td> </tr> <tr> <td>Special Education BS (n=10)</td> <td>10/10</td> </tr> <tr> <td>Special Education MAT (n=4)</td> <td>4/4</td> </tr> <tr> <td>Early Childhood Education BS (n=1)</td> <td>1/1</td> </tr> <tr> <td>Early Childhood</td> <td>5/5</td> </tr> </tbody> </table>	Program	# met expectation/total	Elementary BS (n=3)	3/3	Elementary BS FLEX (n=2)	2/2*	Elementary MAT(n=7)	6/7	Secondary BS (n=2)	2/2	Secondary MAT (n=8)	8/8	Special Education BS (n=10)	10/10	Special Education MAT (n=4)	4/4	Early Childhood Education BS (n=1)	1/1	Early Childhood	5/5	
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Early Childhood Education BS (n=1)	1/1																						
Early Childhood	5/5																						

		Education MAT (n=5)	
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

Provider-selected measures (name and description)	Criteria for success	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><b>Self-Assessment</b> - Accurately identify strengths and areas for growth in alignment with professional teaching standards (e.g., Hawaii Teaching Standards Board Teacher Performance Standards).</p> <p>Utilize feedback from mentors, supervisors, and peers to inform their self-assessment.</p> <p><b>Goal Setting</b> - 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><b>Reflective Practices</b> - 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"> <li>A self-assessment aligned with professional standards.</li> </ul>	<p>Performance Expectation: It is expected that all teacher candidates across all programs complete a self-reflection at the end of their preparation program. Self-reflection must also include goals for professional development.</p> <table border="1" data-bbox="1339 756 1881 1401"> <thead> <tr> <th>Program</th> <th># met expectation/total</th> </tr> </thead> <tbody> <tr> <td>Elementary BS (n=3)</td> <td>3/3</td> </tr> <tr> <td>Elementary BS FLEX (n=3)</td> <td>3/3</td> </tr> <tr> <td>Elementary MAT(n=7)</td> <td>6/7</td> </tr> <tr> <td>Secondary BS (n=2)</td> <td>2/2</td> </tr> <tr> <td>Secondary MAT (n=8)</td> <td>8/8</td> </tr> <tr> <td>Special Education</td> <td>10/10</td> </tr> </tbody> </table>		Program	# met expectation/total	Elementary BS (n=3)	3/3	Elementary BS FLEX (n=3)	3/3	Elementary MAT(n=7)	6/7	Secondary BS (n=2)	2/2	Secondary MAT (n=8)	8/8	Special Education	10/10
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<ul style="list-style-type: none"> <li>• Specific professional growth goals.</li> <li>• Weekly meeting forms completed by the teacher candidate (during student teaching practicum) with the support and input of mentor/ cooperating teacher.</li> <li>• ECE students create a professional learning network product for planning their ongoing professional development (i.e., AMS, NAEYC, MACTE)</li> </ul>	BS (n=10)	
	Special Education MAT (n=4)	4/4
	Early Childhood Education BS (n=)	1/1
	Early Childhood Education MAT (n=)	5/5

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

We completed the second 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 students interested in teaching early childhood. Currently, 68 scholars remain enrolled in the program. Our first Mu'o scholars graduated in the Spring of 2025. Here's an [Instagram post](#) (link provided) showing recognition of these initial graduates by Lt. Governor Sylvia Luke

This year (AY 25-26), we accepted 72 additional scholars who were admitted to Early Childhood, Elementary, and Secondary programs.

## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dale Fryxell, Ph.D. Dean School of Education and Behavioral Sciences	Katrina Roseler, Ph.D. Director of Teacher Education Programs

Date sent to AAQEP:	19 Dec 2025
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