



## AAQEP Annual Report for 2025

Provider/Program Name:	Chaminade University of Honolulu - School Counseling Program
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 31, 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.

Chaminade University of Honolulu’s Master of Science in Counseling Psychology School Counseling program prepares future professional counselors to work within P-12 school settings, focusing on three key developmental areas: 1) academic development, 2) career development, and 3) personal/social development. This mission-driven program is guided by its core values and distinguishing features that include the Marianist Educational Values (Formation in Faith, Excellence in Education, Family Spirit, Service, Justice, & Peace, and Adaptation to Change). As a native Hawaiian-serving institution, this program also incorporates Hawaiian values that align with the Marianist principles (Mana – Formation in Faith, Na`auao - Quality Education, `Ohana – Family Spirit, Aloha – Service and Justice, and Aina – Adaptation). This program also distinguishes itself through an integration of mind, body, and environmental

perspectives, incorporating both Western and Eastern wellness practices, and a focus on natural adaptation to various environmental contexts. The School Counseling program is the program included in the AAQEP review.

**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/about/accreditation-memberships/>

**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**

<b>Degree or Program</b> offered by the institution/organization	<b>Certificate, License, Endorsement, or Other Credential</b> granted by the state	<b>Number of Candidates Enrolled</b> in most recently completed academic year (12 months ending mm/yy)	<b>Number of Completers</b> in most recently completed academic year (12 months ending mm/yy)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Master of Science in Counseling Psychology	Hawaii Teachers Standards Board P-12 & K-12 School Counseling licenses	83 (10/25)	18 (10/25)
Total for programs that lead to initial credentials			18
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
None	0	0	0
Total for programs that lead to additional/advanced credentials		0	0
<b><i>Programs that lead to P-12 leader credentials</i></b>			

Total for programs that lead to P-12 leader credentials		83	18
<b><i>Programs that lead to credentials for specialized professionals or to no specific credential</i></b>			
Total for programs that lead to specialized professional or no specific credentials			
TOTAL enrollment and productivity for all programs		83	18
Unduplicated total of all program candidates and completers		83	18

**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.)

Chaminade has expanded the MSCP School Counseling program’s HTSB K-12 School Counseling license to include preschool and pre-K counseling. This reflects Chaminade University’s commitment to addressing the educational, emotional, cognitive, and social development needs of all students, starting from the earliest stages of development. This also aligns with HTSB’s vision of comprehensive support for students’ well-being and development across all grade levels P-12.

**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. <b>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.
83

**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.

18

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

18

**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.

Our expected time frame is 2.5 years, which includes 100 hours of practicum and 600 hours of school counseling internships.

3 Students completed the program in 2.5 years.

9 Students completed the program in 2 years 9 months. These students started the program in the Fall. Based on course layout and course offering these students will take 33 months or 2 years 9 months to finish. None of these students failed or took a leave of absence.

5 Students completed the program in 3 years. These students started the program in the Summer. Based on course layout and course offering these students will take 36 months or 3 years to complete the program. None of these students failed or took a leave of absence.

1 Student completed the program in 3 years 9 months. This student started the program in the Fall; however took 2 consecutive terms off. Based on course layout and course offerings, this student returned and took 3 terms with 1 course. This allowed the student to take Practicum/Internship A/Internship B by itself.

**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%.

All 18 students passed the Praxis Exam with a passing score. 16 students took the Praxis 5422 (current test being used) and 2 passed the Praxis 5421 with a passing score of 159 and above.

Student 1: 167

Student 2: 161

Student 3: 164

Student 4: 163

Student 5: 161

Student 6: (5421) 169  
Student 7: (5421) 182  
Student 8: 159  
Student 9: 179  
Student 10: 164  
Student 11: 168  
Student 12: 167  
Student 13: 169  
Student 14: 162  
Student 15: 162  
Student 16: 169  
Student 17: 173  
Student 18: 159

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

During the School Counseling candidates' final term in the program, they are given the opportunity to provide feedback on their experience in the MSCP School Counseling program. School Counseling candidates are given a series of Likert scale questions covering the curriculum, fieldwork experience, their assessment of their counseling disposition, and their knowledge of various standards. The MSCP School Counseling candidates are provided the following Likert scale to complete the MSCP program evaluation: (a) Strongly Disagree, (b) Disagree, (c) Uncertain, (d) Agree, and (e) Strongly Agree. A passing score would be Agree and Strongly agree.

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

Chaminade is in the process of setting up an advisory board meeting, which will include DOE Administrators, School Site Supervisors, on site School Counselors, and Chaminade Intern Students. These advisory board meetings occur annually. DOE administrators are looking for school counselors who have a love for students, are proactive, flexible, visible, and have a mindset of an administrator. Principals can support counselors by being direct with what they expect from students, understanding the role of the counselor has changed, and building trusting relationships with counselors. Concerns have been raised about the heavy workload of counselors, the need for data and evidence-based practices, and the importance of soft skills in working with families and staff. There is a need for more direct communication and mentoring between counselors, administrators, and instructors, as well as increased practicum hours for counselors. Confidentiality is a concern in collecting data and surveying counselors, and school counselors need to understand how to interpret academic test results. Overall, the feedback about our School Counseling

graduates have been positive and DOE administrators are very supportive and encouraged by our program's completers.

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.

According to the Hawaii State Department of Education, Office of Talent Management, Teacher Recruitment section, 17 completers of the program are currently working in the state of Hawaii. One completer moved out of state. See below:

- Student 1: Farrington High
- Student 2: Kea'au Elementary
- Student 3: Moved out of State
- Student 4: Radford High
- Student 5: Roosevelt High
- Student 6: Makalapa Elementary
- Student 7: Ka'u High/Pahala Elementary
- Student 8: University Lab School
- Student 9: Nimitz Elementary
- Student 10: Moanalua High
- Student 11: Kawananakoa Middle
- Student 12: Maui High
- Student 13: Kalaheo High
- Student 14: Kahakai Elementary
- Student 15: Lunalilo Elementary
- Student 16: Iliahi Elementary
- Student 17: Lanai High & Elementary
- Student 18: McKinley High

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.

As student enrollment expands, additional full-time faculty and adjunct instructors have been hired to ensure that instructional quality remains strong and that course sections are adequately staffed. This increase in personnel has also enhanced the program's ability to maintain effective administrative oversight and conduct ongoing quality assurance monitoring. Overall, the expanded staffing capacity now aligns well with the current size and needs of the program, supporting both high-quality instruction and efficient program operations.

#### 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
MSCP School Counseling Portfolio	The portfolio is a performance-based assessment organized around and aligned with the HTSB School Counseling 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 School Counselor. The Portfolio is a collection of materials and reflections providing a record of the School Counseling candidate’s course work and school based experiences. It encourages the candidate’s active involvement in monitoring and reflecting on their development as a School Counselor. Quality school counseling is both a performance-based profession and an on-going learning process. A significant part of this	All 18-program completers met expectations on the School Counseling Portfolio project, scoring 2 and 3 (acceptable & target) on the portfolio-scoring rubric.

	<p>learning process is the ability to reflect on attitudes, skills, and ideas and to be willing to change and update these ideas through continued learning. The portfolio is evidence of the candidate's ability to impact student learning. This is a requirement for the clinical-phase of the School Counseling program. The portfolio is worked on throughout the clinical phase of the program. The School Counseling e-portfolio scoring rubric is divided into 3 sections:  Unacceptable – 1  Acceptable – 2  Target - 3</p>	
<p>Comprehensive School Counseling Guidance Program</p>	<p>Action research, unlike traditional research, places action at the center of research. Its primary goal is to solve a problem that will lead to improvement in individual or organizational practice. For this project, the candidate engages in the exploration of action research theory and its practical application as related to school counseling. This project provides a foundation for the candidate to become an active inquirer within the context of the school counseling field. The candidate will explore evidence-based techniques and strategies that guide the decision-making process as it pertains to the development</p>	<p>All 18-program completers met expectations on the Comprehensive School Counseling Guidance Program project, scoring 3 &amp; 4 (proficient and exemplary) on the guidance program rubric.</p>

	<p>and implementation of a guidance program. This project prepares the candidate to conduct an action research study by having the candidate develop a clear and measurable action research question, conduct a needs assessment and an effective review of related literature, develop a plan for data collection, identify sources of analysis, define an action plan to complete the action research study, and document their learning through reflection and feedback. The Comprehensive School Counseling Guidance Program rubric is divided into four sections:</p> <p>1 – Unacceptable – Missing key phases; limited sources and insight.  2 – Developing - Covers most phases; limited connection to problem.  3 – Proficient – All phases addressed with relevant data and sources.  4 – Exemplary – Thorough well supported review with clear synthesis and implication.</p>	
<p>Supervisor's Evaluation of the School Counseling Student</p>	<p>The MSCP program utilizes the HTSB School Counseling Performance Standards and the ASCA Performance Standards as the framework for the clinical (i.e.,</p>	<p>Students must get a passing recommendation from their Site Supervisor(s) in order for them to go to the next level or enter into the profession. If the student does not get a passing recommendation from their</p>

	<p>professional) instruction that is required of all School Counseling candidates in the program. All candidates are required to complete:</p> <ol style="list-style-type: none"> <li>1) a 100-hour, supervised practicum (Practicum: Psy 646) in School Counseling. The practicum provides for the development of counseling skills under supervision; and</li> <li>2) one 600- hour supervised internship in two phases (Internship A: Psy 671 (School) and Internship B: Psy 672 (School)). The internship provides an opportunity for students to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. Candidates will demonstrate an integrative understanding and application of clinical skills and competencies in both the classroom and professional setting. The Site Supervisor assesses the integrative understanding and application of clinical skills and competencies for the professional setting. The Site Supervisor's Evaluation of Candidate is an assessment used to assess the candidates' level of professional and personal competence in the school setting.</li> </ol>	<p>Site Supervisor(s), specifically question 16 on appendix K, then the student will not pass the course. The student will not progress to the next level or enter into the profession. C is a failing grade, and the course will need to be taken again. The supervisor's evaluation comprises approximately 50% of a student's grade. Evaluations that consist of "acceptable" rating or higher will be awarded full points. Each rating of "Below Expectations" will result in a loss of 20 points; each rating of "Far Below Expectations" will result in a loss of 40 points. Ratings from all supervisors will count towards the determination of a student's score.</p> <p>All 18 candidates received 4 and 5 ratings on the 1-5 Likert Scale of the Supervisor's Evaluation of the Counseling Student form. Based on this data it appears that students are performing well in the area of conducting themselves in a professional manner with students and respecting the rights of others.</p>

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-selected measures (name and description)</b>	<b>Criteria for success</b>	<b>Level or extent of success in meeting the expectation</b>
Counselor Fitness Assessment	<p>The counselor fitness assessment is used by faculty to assess their students' disposition (soft skills) with the goal of identifying red flags early so faculty advisors have the time to coach these students as preparation for their eventual entry into the clinical experience portion of the program. This tool is used as a means of self-evaluation and also as an assessment tool. The comparison between the self-evaluation and external evaluations are invaluable in the training process. The plan is to increase the contact time between candidates and their respective faculty advisor. The Counselor Fitness Assessment began being used in AY 21-22. It was piloted in our two benchmark courses, PSY 603 Introduction to Counseling Skills and PSY 611 Group Processes. It is also used in our clinical courses Practicum and Internship courses, where students are evaluated on their professional and personal skills.</p>	<p>Understanding the difference between technical skills (hard skills) and personal approach (soft skills) is especially important for those entering the helping professions. Our school counseling candidates are assessed on their interpersonal abilities and skills that reveal how they manage themselves and their emotions and interact with others in a positive manner. The Counselor Fitness Assessment measures the following counseling dispositions and behaviors:</p> <ol style="list-style-type: none"> <li>1. Humility &amp; Openness</li> <li>2. Reflexivity</li> <li>3. Psychological Flexibility &amp; Adaptability</li> <li>4. Emotional Stability &amp; Self Control</li> <li>5. Self-awareness, Self-monitoring, Self-care</li> <li>6. Empathy</li> </ol> <p>This assessment is meant to show growth and development along the candidate's school journey. Candidates must receive a cumulative average score of 3.0 or greater before</p>

		<p>entering PSY 646 and an average score of 4.0 or greater by the end of PSY 672. All 18 candidates scored 4 or 5 (meets or exceeds) on their Counselor Fitness Assessment. These scores indicate that these candidates feel they have the ability to build rapport, establish trust, actively listen, show empathy, and create a safe and supportive environment, which are all essential elements for successful counseling sessions and positive student outcomes. Essentially, these counselor dispositions allow our candidates to connect with students on a human level and facilitate meaningful therapeutic change.</p>
<p>School Counseling Program Evaluation</p>	<p>During the School Counseling candidate's final term in the program, they are given the opportunity to provide feedback of their experience in the MSCP School Counseling program. School Counseling candidates are given a series of Likert Scale questions covering the curriculum, fieldwork experience, their assessment of their counseling disposition, and their knowledge of various standards. The MSCP School Counseling candidates are provided the following Likert scale to complete the MSCP program evaluation:</p>	<p>The data suggests a strong overall satisfaction, with 65% of our students rating the program as Excellent; 24% as Good; and 11% as Average. The School Counseling program shows strength in developing core counseling competencies, with students indicating positive outcomes in academic development, learning skills, postsecondary preparation, and understanding the relationship between academics and workplace success. Professional standards alignment is strong, showing high familiarity with AAQEP standards and</p>

	<p>(a) Strongly Disagree, (b) Disagree, (c) Uncertain, (d) Agree, and (e) Strongly Agree. A passing score would be Agree and Strongly agree.</p>	<p>ASCA ethical Guidelines. Data provides evidence that the program excels in developing students' interpersonal skills and counseling competencies, with participants expressing high confidence in both Individual and group counseling abilities.</p> <p>However, there are opportunities for enhancement in specific areas, notably in stress management training, where 20% of respondents expressed uncertainty.</p> <p>The data indicates strong program advocacy among participants, with 89% stating they would strongly recommend the program to others. Overall, the findings suggest a highly effective program that successfully prepares counseling professionals, with a few targeted areas that could benefit from additional focus or refinement.</p>
<p>MSCP Core and School Counseling Comprehensive Exam</p>	<p>Before the candidate's last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program's Core curriculum. This examination, as of 2018, is a 150-item multiple-choice exam. This assessment tool is considered a valid and reliable source of data. Prior to</p>	<p>All 18 students passed the Core and School Counseling Comprehensive Exam. Passing both of these assessments indicate that significant cumulative candidate learning is occurring. The evidence supports the claim that school counseling</p>

	<p>the candidate’s last term in the MSCP program, they are assessed on their declarative knowledge of the MSCP program’s School Counseling curriculum. This examination is a 50-item multiple-choice exam. This assessment tool is considered to be a valid and reliable source of data as well.</p>	<p>candidates/graduates have command of the professional knowledge required.</p>
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## 5. Notes on Progress, Accomplishment, and Innovation

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

The Master of Science in Counseling Psychology (MSCP) program at Chaminade University of Honolulu has a strong history of preparing school counselors for K-12 educational settings through a robust curriculum that aligns with Hawaii Teacher Standards Board (HTSB) School Counseling and the American School Counseling Association (ASCA) standards. Recent stakeholder feedback has emphasized the importance of early intervention in a child’s emotional and behavioral development, particularly during preschool and pre-K years. Interventions during these years can mitigate the long-term effects of childhood trauma, family stressors, and/or emotional and developmental delays. Chaminade has expanded the MSCP School Counseling program’s HTSB K-12 School Counseling license to P-12. This aligns with HTSB’s vision of comprehensive support for students’ well-being and development across all grade levels P-12. A “Substantive Change Notification” form has been submitted to AAQEP and Sungti Hsu, Chief Relationship Officer on 12/19/24 with appropriate documentation from the Hawaii Teacher Standard Board. HTSB approved the expansion of Chaminade University’s School Counseling Licensure field to include preschool. While this process began in December 2024, it continues into 2025 as we incorporate preschool content into our classes and prepare our candidates for P-12 licensure.

The MSCP program at Chaminade University of Honolulu is steadily increasing its student enrollment. Because of this, more faculty are being hired to assist with teaching loads. Chaminade’s MSCP program wants to ensure that students get an optimal education that aims to improve student outcomes by creating a supportive environment where students can succeed.



## Part II: Self-Assessment and Continuous Growth

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

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

<b>Standard 1</b>	
<b>Standard 1f. Select and employ current educational technology tools and systems to support learning.</b>	
<b>Goals for the 2025-26 year</b>	Develop a new online logging system to track school counseling practicum/internship hours in alignment with the requirements of HTSB.
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Develop an online logging system for students to use</li> <li>• Internship Instructors to teach students how to use it</li> <li>• Pilot the online system</li> <li>• Analyze feedback data as to its effectiveness.</li> </ul>
<b>Expected outcomes</b>	After analyzing feedback from instructors, supervisors, and students, it will be determined that this system, is a more streamlined way to collect data and determine future outcomes.
<b>Reflections or comments</b>	
<b>Standard 2</b>	
<b>Standard 2f. Exhibit responsible professional conduct and engage in individual and collaborative goal-setting, learning, and professional growth</b>	
<b>Goals for the 2025-26 year</b>	Revise MSCP academic advising model to be more proactive

<b>Actions</b>	<ul style="list-style-type: none"> <li>• Specific faculty will be assigned to follow up with each student to ensure they are on the correct academic trajectory for graduation.</li> <li>• Students will be addressed holistically.</li> <li>• Specific faculty will be chosen to focus on high need students, so they receive the support they need to be successful in the program.</li> </ul>
<b>Expected outcomes</b>	Students will be more academically successful and supported in the program.
<b>Reflections or comments</b>	
<b>Standard 3</b>	
<b>Goals for the 2025-26 year</b>	
<b>Actions</b>	
<b>Expected outcomes</b>	
<b>Reflections or comments</b>	
<b>Standard 4</b>	
<b>Standard 4c. Supports completers' entry into and/or continuation in their professional role and informs them of pathways to career advancement.</b>	
<b>Goals for the 2025-26 year</b>	<ul style="list-style-type: none"> <li>• Continue to hold annual "town hall" meetings to discuss pathways to career advancement with all MSCP students.</li> <li>• Academic advisors to communicate clearly with advisees what options are available to them.</li> </ul>
<b>Actions</b>	
<b>Expected outcomes</b>	
<b>Reflections or comments</b>	

### **Update on Activities to Investigate Data Quality**

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Monthly meetings with School Counseling MSCP faculty/staff.

### **7. Evidence Related to AAQEP-Identified Concerns or Conditions**

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

### **8. Anticipated Growth and Development**

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

A new program development for Chaminade’s MSCP program is implementing the dual licensure pathway for School Counseling concentration students. School Counseling Internship A and Internship B students will receive 1 hour of group supervision by a licensed mental health professional. Starting in academic year 2026-2027, the ratio will be 10 School Counseling students to 1 licensed mental health professional. The group supervision is considered part of the engagement hours for their respective Internship A and Internship B classes. School Counseling students will not be required to complete the mental health concentration portfolio. Their concentration-specific comprehensive exam will be their School Counseling portfolio.

## 9. Regulatory Changes

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

N/A
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## 10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Silvia Koch Clinical Director, MSCP Chaminade University	Dr. Dale Fryxell Dean, School of Education & Behavioral Sciences Chaminade University

Date sent to AAQEP:	December 16, 2025
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