

2017 EPP Annual Report

CAEP ID:	31563	AACTE SID:	
Institution:	Chaminade University of Honolulu		
EPP:	School Counseling Program		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure 23

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.) 0

Total number of program completers 23

**2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.*

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Candidate performance data on all primary assessment tools as noted in the Inquiry Brief.:
http://www.chaminade.edu/sites/default/files/document/2017/mscp_2015-2016_caep_data_report.pdf

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Section 7. Accreditation Pathway

Inquiry Brief. Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief ¹		Not available and not in the Brief		Reason
	Relied on	Not Relied on	For future use	Not for future use	
Grades					
Candidate grades and grade point averages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Grades were found to be unreliable for program assessment purposes.
Scores on standardized tests					
Candidate scores on standardized license or board examinations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Praxis II content examination. Assessing Claim 1
Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	The GRE is not an admission requirement for the MSCP program.
Standardized scores and gains of the completers' own students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	This is not applicable to the typical role of a school counselor. In addition, this type of information is not available to our program.
Ratings					
Ratings of portfolios of academic and clinical accomplishments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	This has just been revised and newly implemented.
Third-party rating of program's students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Assessing Claim 1; Ethics sub-category assessing Claim 2; Cross-Cultural sub-category assessing Claim 3
Ratings of in-service, clinical, and PDS teaching	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The Site Supervisor's Evaluation of the School Counseling Candidate is relied on for: Assessing Claim 1; Ethics sub-category assessing Claim 2; Cross-Cultural sub-category assessing Claim 3
Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples					Assessment tool was just finalized after piloting this past academic

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	year.
Rates					
Rates of completion of courses and program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	This information does not directly link to our program's claims.
Completers' career retention rates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
Completers' job placement rates	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
Rates of completers' professional advanced study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
Rates of completers' leadership roles	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
Rates of graduates' professional service activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
Case studies and alumni competence					
Evaluations of completers by their own pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Due to low reliability and validity of this type of data, we do not plan on using this for program assessment.
Completer self-assessment of their accomplishments	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	We are in the process of revising our graduate survey with the intent that the revised survey will capture this information.
Third-party professional recognition of completers (e.g., NBPTS)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	This information is used internally in considering outstanding graduates for commencement, but not used for program assessment.
Employers' evaluations of the program's completers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Due to changes in Hawaii DOE's policy with regards to outside surveys, we are having conversations with them to obtain this information in another manner. At this time, we cannot collect this data.
Completers' authoring of textbooks, curriculum materials, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	This information does not directly link to our program claims.
Case studies of completers' own students' learning and accomplishment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	This information will be captured in the revised ePortfolio signature assignment.

¹: Assessment results related to TEAC *Quality Principle I* that the program faculty uses elsewhere must be included in the *Brief*. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the *Brief*. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the *Brief*.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

 2015-2015 Data Report

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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