



Chaminade University

O F H O N O L U L U

EXECUTIVE SUMMARY

Overview

The Chaminade Education Division is thankful to the Hawai'i Teacher Standards Board for the opportunity to carefully review the status of diversity in our programs as well as our unit assessment system. Careful review of our curriculum, and the policies and practices for field experiences, solidifies our commitment to provide diverse experiences for our students through specific courses, assignments, and targeted field placements. With respect to assessment, we have a clear picture of the overall unit assessment from professional society, state, and institutional standards; through program learning outcomes based on standards; course learning outcomes based on the program outcomes; signature assignments that address course outcomes; a data collection system which aggregates signature assignment results; and reports including disaggregated data which culminate in data-driven programmatic decisions involving all stakeholders. State Approved Teacher Education (SATE) Standard 2 (Assessment System and Unit Evaluation) and Standard 4 (Diversity) will continue to be addressed as we progress with the program review process.

Key Standard 2 Actions

- Faculty attended National Council for the Accreditation of Teacher Education (NCATE) and other Specialized Professional Associations (SPA) sessions on accreditation and unit assessment.
- Subsequent program changes clearly delineate initial licensure programs from advanced degree programs, and courses are modified based on new program and course learning outcomes to provide a route to certification that includes measureable candidate decision points.
- Sample reports based on disaggregated data are now available for review by committees.
- PRAXIS and LiveText data are being disaggregated and reviewed to make informed decisions at the candidate, course, programmatic, and unit levels.

Standard 2 Future Steps

- Personnel from the Education Division will attend the Teacher Education Accreditation Council (TEAC) workshops in Hawaii (September 7-8) and Crystal City, VA (September 8-10) as well as future SPA sessions to affirm that our assessment system is adequately designed to collect the needed information that will support continuous program improvement.
- Courses will continue to be reviewed for alignment with professional, state, and institutional standards and further development of signature assignments with accompanying rubrics, in order to provide data for program improvement decisions.

- The unit assessment system will continue to be modified so that unit-level, course-level, instructor-level, and student-level data reporting is available for review by all stakeholders.

Key Standard 4 Actions

- Faculty reviewed all initial licensure program coursework and amended the curriculum to assure full coverage of diversity topics.
- The Faculty Curriculum and Assessment Committee adopted a new Program Learning Outcome (PLO) that specifically addresses diversity.
- The disposition self-assessment form is modified to better reflect diversity.
- There is updated documentation on field experiences to ensure diverse placements.

Standard 4 Future Steps

- Continue to review courses and programs to ensure full coverage of diversity experiences.
- Further integrate diversity PLO 6 into courses, including ED 100 (undergraduate programs) and ED 600 (graduate programs).
- Track data from knowledge/skill/disposition self-assessments to make programmatic decisions related to diversity.
- Track placements and review data to ensure diverse placement assignments