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THE UNIVERSITY OF
MAINE

College of Education and Human Development

Leading Educational Excellence

**RESEARCH • INNOVATION
COLLABORATION • ENGAGEMENT**

Annual Report 2015-2016

July 29, 2016

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Executive Summary

This report summarizes the activities and accomplishments of the College of Education and Human Development (COEHD) in the 2015-2016 academic year. 2015-2016 was the third full year in which the COEHD had a departmental structure, and the College continued to refine this structure. As a consequence of on-going discussions by the faculty and staff in the College, the COEHD has proposed a reorganization of its departmental structure, and beginning in the 2016-2017 academic year the existing departments will be replaced with three Schools: Learning and Teaching; Educational Leadership, Higher Education and Human Development; and Kinesiology, Physical Education and Athletic Training.

During the 2015-2016 academic year, the COEHD also continued to develop a new *Strategic Plan for 2015-2020*, which is intended to position it as the State's Leader in PK-20 Educator Preparation. In this regard, it is important to note that more teachers and school administrators in Maine have their undergraduate and graduate degrees from the University of Maine's COEHD than any other college or university in the State. The COEHD is continuing to work closely with both the Maine Department of Education and the Education and Cultural Affairs Legislative Subcommittee, as well as with local school districts throughout the state. At the same time, the College is engaged in increased scholarly activity to enhance our national reputation as a leading land grant research institution.

Major Accomplishments and Highlights of 2015-2016

- The COEHD was named the 93rd Best Education Graduate School in *U.S. News and World Report*.
- Research funding in the COEHD increased from \$3.3 to \$5.2, and the "hit rate" for grants increased significantly.
- Student retention rates remained the best at the University of Maine.
- Student performance on mandatory licensure examinations in all program areas was 100%.
- Income from the Revenue Centers of the COEHD more than doubled during the 2015-2016 academic year.
- After our passing NCATE accreditation, we are moving forward in preparing for the new CAEP accreditation standards.
- The COEHD continues extensive outreach to Maine communities and populations, including schools, teachers, administrators, coaches, and professionals *in all of Maine's 16 Counties*.

I. Serving Maine

a. Community Engagement

The COEHD is the epitome of community engagement, in that it touches every corner of the State through its graduates, programs, and or professional connections with virtually every PK-20 school and educational organization in Maine. Figure 1 provides examples of our engagement in Maine communities this past year, although it is by no means comprehensive.

Figure 1: COEHD Community Engagement and Impact, 2015-2016

Activity	COEHD Personnel
Penobscot River Educational Partnership (PREP)	Maddaus and Artesani
Maine Autism Institute for Education and Research	Rooks-Ellis
Regional Special Education Directors	Rooks-Ellis
Maine ChildLINK with CDC	Tu and Mason
Maine PreK Expansion	Mason and Logue
Family Literacy Center	Bennett-Armistead
Positive Behavior Intervention and Support (PBIS)	Artesani & Pacholoski
University Training Center for Reading Recovery & the Maine Comprehensive Literacy Partnership	Rosser, Boody, Jandreau and Taylor
Maine Education Policy Research Institute (MEPRI)	Fairman, Mason, Tu, Logue, and Artesani
Maine Department of Health	Tu, Mason
Department of Education Pre-K Expansion	Mason, Logue
RISE Center Elementary Physical Science Partnership and Physical Science Professional Development	Shemwell, Pandiscio, Logue, and Martin
Transforming Rural Education Experience (TREE)	Ackerman, Biddle and Mette
Bangor Educational Leadership Academic	Mette
Professional Development for Math Educators in Maine	Pandiscio, Jackson, Mason, and Fairman
Maine Administrators of Services for Students with Disabilities	Jackson
Maine Writing Project	Martin
Maine Roads to Quality	DellaMattera
Literacy Tea (Literacy Volunteers of Maine)	Brown and DellaMattera
Volunteer Scribes Project (Alzheimer's Association)	Cameron
Interagency Coordinating Council	Rooks-Ellis
Maine Adapted Physical Education Task Force	Butterfield
Maine D.O.E. Teacher Ed State Accreditation Review Teams	Mitchell and Mahoney-O'Neil

b. Economic Development

c. Workforce Development

The educational programs housed in the COEHD make a significant contribution to Maine's workforce and its economic vitality. Teacher certification programs in the COEHD graduate more elementary and secondary teachers than all other such programs in Maine combined. The College's graduate programs provide diverse offerings providing advanced educational opportunities to Maine's teachers and other educators. All of the graduate programs in the COEHD are offered online and in the evenings and weekends to accommodate busy, working professionals.

d. One University Initiatives

Faculty members in the COEHD are extensively engaged with faculty from other UMS campuses. Examples include the collaboration between COEHD and University of Maine at Machias on teacher education programs related to rural poverty and meeting teaching shortages in Washington County, the COEHD's shared master's degree program in Instructional

Technology with leadership shared between the University of Maine, UMF and USM, the Maine Leadership and Policy Development Council (MLPDC), which is a UMS-approved consortium of faculty members from USM, UMF and the COEHD to promote the implementation of Positive Behavior Intervention and Support in Maine schools, the participation of the COEHD in the Teacher Education Alliance of Maine (TEAMe), which is a group of deans, directors, chairs, and educators who represent teacher preparation programs at institutions of higher learning from around the state, the role of the COEHD in the Maine State Personnel Development Grant (SPDIG), which involves faculty and administrators from five of the UMS campuses, and finally the collaboration between the COEHD and UMS faculty in MEPRI, the policy arm of the Education Committee of the Maine Legislature, which works to generate the most comprehensive educational research for policymakers.

II. Financial Sustainability

a. Student Credit Hour Production

After a five-year period of declining enrollments, in the 2015-2016 academic year the COEHD saw across-the-board enrollment increases in virtually all areas except graduate student credit hours (see Figure 2). The largest decline with respect to graduate student credit hours was in the Department of Teacher and Counselor Education, and is attributable almost entirely to a change in how the Maine Partnerships in Comprehensive Literacy and Reading Recovery operated during the 2015-2016 academic year. The decline in graduate SCHs in 2015-2016 did not accurately reflect the work of the COEHD, nor the number of students served. This situation has been modified for the 2016-2017 academic year.

Figure 2: *TOTAL COEHD Student Credit Hours, 2011-2016*

Department	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<i>ELHEHD</i>	8,020	8,081	8,024	7,913	7,939
<i>ESSTEM</i>	5,769	5,309	5,108	5,909	6,084
<i>TCE</i>	12,119	11,007	9,541	8,596	7,418
COEHD TOTAL:	25,908	24,397	22,673	22,418	21,441
University of Maine TOTAL:	248,207	247,507	255,687	260,477	260,983

b. Enrollment Collaborations with Enrollment Management

Through a pilot effort with the Office of Admissions, the COEHD participated in recruitment events in Maine and other states to increase the University's presence with potential students, their families, and school counselors. These aggressive strategies, at which the COEHD was highly visible, helped to produce in a significant increase in applications campus-wide and the largest incoming class in University of Maine history projected for Fall 2016. In the coming year, further attention will be given to the model for future collaborations with focused attention to the specific recruitment needs of the COEHD.

c. Research Funding

In the 2015-2016 academic year, the COEHD received \$5,248,505 in external funding (see Figure 3). With respect to new grant activities, faculty and staff in the College were awarded slightly more than \$2 million out of a total of slightly more than \$5 million submitted (an effective return rate on grant submissions of just over 40%). This represents a significant increase in both overall funding and in terms of the return rate for submitted grants over recent years.

Figure 3: Overall COEHD Research Funding, 2015-2016

Personnel, Role and Time Allocated	Project Title	Sponsor	FY 2016 Award	Total Award
Bennett-Armistead (5%)	The Maine Elementary Science Partnership	US DOE	34,316	1,744,507
Colannino (PI)	University of Maine Upward Bound Math Science	US DOE	352,770	352,770
Fairman (PI)	MEPRI	Maine Legislative Council	186,611	186,611
Keim (PI)	Maine Educational Talent Search – Target Area I	US DOE	627,424	627,424
Keim (PI)	Maine Educational Opportunity Center	US DOE	836,898	836,898
Logue (5%)	The Maine Elementary Science Partnership	US DOE	34,316	1,744,507
Martin (PI)	Maine Writing Project Intersections Grant	NSF	36,218	72,436
Mason (5%)	Children’s Health Screening, 2015-16	US DHHS	10,679	10,679
Mason (20%, co-PI)	What Shape is the Relationship Between Child Outcomes and Classroom Assessment?	US DHHS	26,919	134,596
Mason (50%, co-PI)	STEM and CDD Creating a Virtual Infrastructure for Engaging Rural Youth in STEM	NSF	999,848	2,235,500
Mason (5%)	Elementary Science Partnership	US DOE	34,316	1,744,507
Mason (PI)	CRE Development Grant	MDOE	99,449	497,244
Mason (PI)	Efficacy Study of Online Math Homework Support (ASSISTments)	SRI International	163,485	653,941
Pandiscio (10%, co-PI)	Maine Elementary Science Partnership	US DOE	68,642	1,744,507
Pandiscio (50%, co-PI)	Mathematics Capstone Course Resources: Preparing Secondary School Teachers	NSF	30,000	60,000
Pandiscio (co-PI)	A Model NSF Teaching Fellowship Program to Improve STEM Teacher Recruitment	NSF	438,778	1,950,033
Rooks-Ellis (PI)	Early Start Denver Model, 2015-16	US DOE	599,652	599,652
Rooks-Ellis (PI)	Maine Autism Institute for Education and Research (MAIER)	US DOE	185,561	185,561

Rooks-Ellis (PI)	Mentoring and Advanced Preparation for Maine's Early Intervention Scholars	US DOE	279,737	1,250,000
Tu (PI)	Children's Health Screening	US DHHS	202,896	202,896
TOTAL:			\$5,248,505	

d. Revenue Centers

Total funding from the different revenue centers in the COEHD during the 2016 FY was in excess of \$1.2 million, which is an all-time high for the College but as noted previously this was due to accounting. See Figure 4 for more details on each entity and its revenue.

Figure 4: COEHD Revenue Centers 2011-2015

Center/Project	FY2011 Revenue	FY2012 Revenue	FY2013 Revenue	FY2014 Revenue	FY2015 Revenue	FY2016 Revenue
Autism Institute	--	--	--	48,467	34,425	23,170
Durst Child Development Learning Center	9,370	8,910	9,100	8,900	9,500	9,000
Maine Partnership in Comprehensive Literacy (MPCL)/Reading Recovery/Center for Responsive Training	834,546	621,815	637,350	621,836	413,025	812,950
Center for Sport & Coaching	37,990	40,481	48,170	64,500	68,625	51,250
Center for Research & Evaluation	122,174	45,620	58,806	39,956	18,350	327,085
Maine Writing Project	36,325	25,740	14,451	12,751	14,585	23,258
TOTAL	\$1,030,945	\$742,566	\$767,877	\$796,410	\$558,510	\$1,246,713

e. Private Giving/Alumni Cultivation

In 2015-2016 the COEHD continued to cultivate relationships with alumni and the community through active participation in events with the University of Maine Foundation, the Alumni Association, and the University of Maine Development Office. Total gifts received by the COEHD in FY 2016 were \$189,681.

f. Initiatives to Increase Fiscal Efficiencies

During the 2015-2016 academic year, the first phase of a College-wide reorganization was implemented, which resulted in an overall reduction of staff. The size of the support staff in the Dean's Office was also reduced. One goal of the COEHD's new *Strategic Plan* will be the further rationalization of staff resources and increased fiscal efficiencies throughout the College.

III. Culture of Excellence

a. Faculty Achievements

In the College, six individuals were recognized for the exemplary contributions to the University during the 2015-2016 academic year: Sandra Caron (Research and Creative Achievement Award) (nominated for the Alumni Association's Distinguished Maine Professor), Susan Bennett-Armistead (Outstanding Teaching Award), Richard Young (Adjunct Teaching Award), John Maddaus (Faculty Service Award), Phyllis Thibodeau (Staff Service Award), and Margo Brown (University of Maine Graduate Faculty Mentor Award).

b. Research and Scholarship Summary

In the past academic year, faculty members in the COEHD were extremely productive in terms of publications, scholarly presentations at conferences, and in service to the profession. Faculty members in the COEHD published 37 journal articles – the largest number in more than five years – as well as six book chapters, five books and one e-book. In addition, COEHD faculty members were visible at a number of scholarly conferences, including making ten presentations at international conferences, 17 at national conferences, and a total of 30 at regional, state and local conferences – reflecting both our commitment to high-level scholarship and to practice at the local and state levels. In addition, faculty members served on the editorial boards and as *ad hoc* reviewers for a number of national and international journals.

c. Curricular Innovations

Program changes during the 2015-2016 academic year included the addition of programs in teaching English as a Second Language, revision of the Master of Arts in Teaching program and collaboration with several departments in CLAS in exploring the possibility of a 4+1 degree for teacher certification. In addition, four themes (writing, differentiated instruction and diversity, research and technology integration) are being woven into course syllabi and assessment instruments in teacher education courses.

IV. Student Engagement, Student Success

a. Student Research, Scholarship, and Creative Activities

The vast majority of student research in the COEHD is concentrated at the graduate level. Increasing student scholarly activity at the undergraduate level remains an area in which the College needs to focus, and a number of changes in our undergraduate curricula have been introduced in order to promote undergraduate student scholarship. During 2015-2016, COEHD students attended a variety of state, regional, national and international conferences, and made presentations at many of these conferences. Students also offered professional development workshops, wrote scholarly articles and book chapters, and received a number of awards from national associations.

b. Student Awards

The faculty and staff of the COEHD are exceptionally proud of our students, who exemplify the mission and vision of the COEHD as they are directly connected to our vital stakeholders throughout the state and nation. ‘Outstanding Student Awards’ were presented to Morgan Robinson, Melissa Thompson, Kara Capossela, Morgan Kinney, Joseph Flanagan, Joshua Stanhope, Matthew Dunning, Chris Rowley, Erika Marsters, Kathryn Ventrella, Samantha Pelletier, Nicholas Stahl, Katie Delcourt, and Yusen Zhai. Ashley Blanchard took second place at the Undergraduate and Graduate Research Symposium. David Kerschner was the recipient of the University of Maine’s Trustee Tuition Scholarship, Jennifer Osolinski and Brittany Zorn received awards for Social Justice in Higher Education, Olivia White and Aleeza Stearns received a \$2,500 grant to create mini-ending libraries and to conduct a book walk on campus, and Amanda Cupps and Chandra Peloquin both received the Dean’s Award, which is a celebration of academic excellence and courage.

c. Student Performance on National Boards and Exams

The students in programs in the COEHD continue to perform at outstanding levels on state and national boards and exams. On the PRAXIS II examination (the primary examination used across our teacher certification programs), 100% of the students in elementary and secondary education programs passed; for more than half of the students tested, reading scores exceeded the passing score by 20 points. All graduate students in special education achieved passing scores on related Praxis tests as well. Graduate certification students in English, mathematics and science also achieved 100% pass rates. All four of the Counselor Education Students who completed the National Counselor Examination in October passed with higher than national scores. Finally, all Athletic Training students who took the national certification exam passed the exam on their first attempt exceeding the 2015-2016 national average of 82.71%.

d. Retention and Graduation Initiatives

The COEHD proudly holds the highest retention rate across campus. Very intentional advising, engaging and mentoring our students is our strategy. This past year we offered the first Living Learning Community on the campus, dedicated to students to in one college.

e. Degrees Granted

As shown in Figure 5, overall degrees conferred in the COEHD have continued to decline. These numbers indicate a serious challenge for the College, and clearly demonstrate the need to continue our recruitment and retention efforts as described above. In addition, during the 2016-2017 academic year we will be reevaluating the College’s overall curriculum in light of our *Strategic Plan*, and will be exploring possible programmatic developments to increase our student enrollments.

Figure 5: COEHD Degrees Granted 2011-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Bachelor's	233	254	197	187	175
Post-Baccalaureate Certificate	2	13	10	26	17
Master's	152	116	130	85	95
Certificate of Advanced Study	43	25	25	32	22
Doctorate	10	6	10	4	6
Total Degrees	440	414	372	334	315

V. Preserving – Restoring Infrastructure

The COEHD occupies space in four separate buildings: Chadbourne Hall, Lengyel Hall, Merrill Hall, and Shibles Hall.

a. Renovation or Construction Projects Completed

In the 2015-2016 academic year, renovation and construction projects were completed in both Chadbourne Hall and Merrill Hall.

b. Renovation/Construction Projects Planned for Coming Year

In the 2015-2016 academic year, renovation and construction projects are planned for Lengyel Hall, Merrill Hall and Shibles Hall.

VI. Summary of Anticipated Challenges

There are a number of significant challenges that the COEHD is facing as it moves forward in achieving its mission as the flagship college of education in the University of Maine system. Although some of the challenges that we face are resource-driven, others involve both internal organizational matters and broader, system-wide challenges. Specific challenges include:

- There is a significant amount of duplication of education programs across the University of Maine system and the private colleges in the state. The COEHD is positioned to assume a leading role in the planning and implementation of programs developing through the System Office's *One University* initiative.
- Although the COEHD was successful in its recent re-accreditation process, the replacement of NCATE with the Council for the Accreditation of Educator Preparation (CAEP) creates new standards and the need for a revised assessment system with more rigorous requirements. A great deal of work lies ahead as assessments are calibrated, procedures for identifying and

supporting students put in place, and systems to measure teacher effectiveness in the internship and early years of teaching are established.

- We recognize and embrace the importance of doctoral education at The University of Maine, the flagship institution in the State. Our efforts in building competitive doctoral programs depend on the combination of successful grant writing and the hiring of additional faculty members in key areas.
- Limited faculty resources within virtually all of the programs in the COEHD are especially challenging as the number of tenure-track faculty has declined over the past decade. Although a number of new faculty members have been hired during that past two years, there is a serious, continuing need to increase the number of faculty in a number of programs if they are to function adequately, especially at the doctoral level.

VII. Summary of New Initiatives

With the arrival of a new dean, the COEHD will utilize the 2016-2017 academic year as an opportunity to clarify its mission and to address a number of major challenges that face us.

Goal 1: Completion and Implementation of *Strategic Plan*

The completion and implementation of the COEHD's *Strategic Plan* will play a key role in the articulation of the mission of the College, which in term will assist us in the determination of where our limited resources can best be utilized.

Goal 2: Increase Capacity for Scholarly Productivity

Scholarship in the college needs to continue to be increased as we add new faculty and as our mission becomes clearer. Increased scholarly productivity will be measured in terms of publications, grants and faculty service to journals and professional organizations. Among our targeted areas for research are autism, literacy, rural education (especially in high poverty areas), and special education. Additional faculty members are required for us to move forward in many of these areas.

Goal 3: Increase Involvement and Engagement with Local School Districts and the State

One of the great strengths of the COEHD historically has been its close ties to local school districts, the Department of Education, and the Maine Legislature. These ties are essential to the fulfillment of our core mission; unfortunately, limited resources in recent years have impeded our ability to meet the demands placed on us. This is an area of serious concern.

Goal 4: Enhance the Student Experience

This includes a focus on recruiting more students from underrepresented backgrounds, bolstering faculty involvement in recruitment, enhancing STEM education efforts, initiating an alternate certification route for teacher candidates, promoting the new living-learning community, expanding academic and research opportunities, enhancing the Advising Center's roles in retention, focused hiring for full-time teaching faculty to support teaching efforts, increasing donor activities to support student scholarships, diversifying field experiences, enhancing opportunities for mentor teachers, and reinvigorating the doctoral programs in the College.

Goal 5: Improve Alumni Relations and Giving

There is a serious need for the COEHD to create a professional development network for alumni, and to develop new and more effective ways of reaching out to potential donors. We are already working with the University of Maine Foundation in this regard, and are planning several outreach activities for the 2016-2017 academic year.

VIII. Licensure Passage and Job Placement Rates

See Section IV: "Student Engagement, Student Success," (c) Student Performance on National Boards and Exams.

Appendix A: COEHD Student Majors 2010-2015

COEHD Majors 2010-2015

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	UG	G								
<i>Educational Leadership, Higher Education and Human Development</i>	164	156	150	145	138	133	124	132	179	119
<i>Exercise Science and STEM Education</i>	317	41	289	58	301	63	315	50	311	54
<i>Teacher and Counselor Education</i>	491	301	447	294	376	237	391	217	357	185
TOTAL:	972	498	886	497	815	433	830	399	847	358
COMBINED TOTAL:	1470		1383		1248		1229		1205	