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THE UNIVERSITY OF  
**MAINE**

# College of Education and Human Development

**Leading Educational Excellence**

**RESEARCH • INNOVATION  
COLLABORATION • ENGAGEMENT**

Annual Report 2017-2018

July 27, 2018

Timothy G. Reagan, Dean

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## Executive Summary

This report summarizes the activities and accomplishments of the College of Education and Human Development (COEHD) during the 2017-2018 academic year. The COEHD continues to be Maine's leader in PK-20 Educator Preparation, and more teachers and school administrators in the state have their undergraduate and graduate degrees from the University of Maine than from any other institution in the State. The COEHD also continues to work closely with the Maine Department of Education and the Education and Cultural Affairs Legislative Subcommittee, as well as with local school districts throughout the state. As a key part of the state's only research and land-grant university, the COEHD takes both its scholarly and outreach activities very seriously. In recent years, the research productivity of the College has increased significantly, and it is gaining a national reputation as a result. This was reflected in the ranking of the COEHD as the 75<sup>th</sup> 'Best Graduate School of Education' by U.S. News and World Report in 2018, a move up a remarkable 26 places. The COEHD conducted two successful national searches and has hired two tenure-track faculty members, one in Special Education and one in Human Development and Family Studies. In addition, we have been able to use internal funds (supplemented in one instance with money from the VPAA for the UM System) to hire four one-year lecturers, one each in educational leadership, human development, instructional technology, and social studies education. Finally, our fundraising efforts have been extremely successful, generating over \$680,000 in the past year alone. The College has identified as its number one fund-raising priority the creation of an Endowed Chair in Reading Recovery and Literacy Education.

### Major Accomplishments and Highlights of 2017-2018

- The COEHD was named the 75<sup>th</sup> 'Best Education Graduate School' in *U.S. News and World Report* (up 26 places from last year).
- The faculty remained very productive with respect to scholarship, publications, and presentations. Some 63 refereed journals and book chapters, and 6 books, were published in 2017-2018. This constitutes a 47% increase over 2015-2016. Faculty presentations at international, national and local conferences have increased from 131 in 2016-2017 to 185 in the past year. This constitutes an overall increase in presentations of 325% since 2015-2016.
- Confirmed student admissions numbers for Fall 2018, although down slightly from Fall 2017, remain over 40% higher than those in Fall 2016.
- The student passing rate on all mandatory licensure examinations in all program areas remains 100%.
- The faculty in the COEHD continue work on a number of major curricular revision projects, some of which are being implemented in Fall 2018 and others which will go into effect in Fall 2019.
- External research funding generated by the College for FY 2018 was \$3,929,719, an increase of about \$170,000 over FY 2017. It should be noted that a number of these grants are multi-year.
- The COEHD continues to support the Reading Recovery program, as well as the University Training Center for Reading Recovery and Comprehensive Literacy. Since 2001, these programs have served over 100,000 students in grades K-3, and have provided support and professional development for over 350 classroom teachers in 142 schools around Maine.
- Total income from the different revenue centers in the COEHD during FY 2018 was approximately \$410,000. All of these Fund 10 accounts are being closed, and E&G accounts are being created.
- Fundraising and outreach to alumni continued to be important goals during the FY 2018 year, and our fundraising income was up significantly during FY 2017, to slightly more than \$685,000.

## **I. Serving Maine**

### **a. Community Engagement**

As a central and core part of its mission, the COEHD is deeply committed to community engagement. In its programs, professional connections, and through its students and alumni, the COEHD touches every corner of Maine and virtually every PK-20 school and educational organization in the state. We prepare teachers, administrators and other educational professionals to service Maine's schools and related youth and family-oriented service agencies. The mission, vision and daily work of the COEHD is, by design, engaged with Maine communities, and its faculty and staff extremely active in schools, agencies and policy-making bodies. Appendix A provides an overview of some of the activities in which our faculty were involved during the 2017-2018 academic year, but is by no means a complete list.

### **b. Economic Development**

Educational programs, such as those housed in the COEHD, make a significant contribution to Maine's economic vitality. The teachers produced through our programs help address the critical demand for teachers, who in turn, provide the educational foundation to Maine's youth. Virtually all of the programs offered in the COEHD both directly and indirectly impact the economic future of Maine.

### **c. Workforce Development**

Workforce development is an important ingredient of economic stability. The preservice teacher education programs offered in the COEHD graduate more elementary and secondary teachers than all other such programs in Maine combined. The diverse range of graduate programs in the COEHD offer advanced educational opportunities to Maine's teachers and administrators, as well as in human development and family studies, higher education, athletic training and a number of other fields. The specialized areas of study provided by the COEHD are unique in terms of both the breadth and depth of expertise that remain in high demand across our state. The teachers produced through our programs help address the critical demand for teachers, who in turn, provide the educational foundation to Maine's youth. We continue to address critical teacher shortage areas, including, special education, math, and the sciences.

### **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 UMM on teacher education programs related to rural poverty and meeting teaching shortages, the master's degree program in Instructional Technology shared between the University of Maine, UMF and USM, the Maine Leadership and Policy Development Council, which is a consortium of faculty members from USM, UMF and the COEHD to promote the implementation of Positive Behavior Intervention and Support in Maine schools, our participation in the Teacher Education Alliance of Maine, the role of the COEHD in the Maine State Personnel Development Grant, the collaboration between the COEHD and UMS faculty in MEPRI (the policy arm of the Education Committee of the Maine Legislature), our collaboration with USM in the master's degree program in Rehabilitative Counseling, the collaboration with faculty from UMA to support high school writing centers in Maine, the collaboration of our Educational Leadership program with UMM to recruit students from underrepresented backgrounds and regions into the program through regional recruitment strategies, and the on-going collaborative effort with USM and UMPI to develop a master's degree program in athletic training.

## II. Financial Sustainability

### a. Student Credit Hour Production

In 2017-2018, total student credit hours in the COEHD declined very slightly, reflecting small decreases in several undergraduate program areas. Graduate student credit hours were also down slightly, except in the School of Learning and Teaching, in which there was substantial growth as a result of new program developments. Aggregate data for the COEHD is provided in Figure 1; specific data for undergraduate and graduate enrollment is provided in Appendices B and C. The development of several new programs, and revision of a number of existing programs, is expected to result in an increase in student credit hour production in the next two to three years.

Figure 1: *TOTAL COEHD Student Credit Hours, 2013-2018*

School/Department	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SELHEHD	8,024	7,913	7,939	7,878	8,125
SKPEAT	5,108	5,909	6,084	5,132	4,423
SLT	9,541	8,596	7,418	10,102	9,756
COEHD Other	1,454	1,169	919	909	430
IEI	--	--	--	--	127
<b>COEHD TOTAL:</b>	<b>24,127</b>	<b>23,587</b>	<b>22,359</b>	<b>23,352</b>	<b>22,431</b>

### b. Enrollment Collaborations with Enrollment Management

Working with the Office of Admissions, the COEHD actively participated in recruitment events in Maine and several other states. These strategies continued to attract significant numbers of out-of-state students, which is especially impressive for a college with a strong focus on educating future teachers. As is true of the University more generally, the exceptional growth in new student numbers that was experienced in the 2017-2018 academic year seems to have leveled off for the upcoming Fall semester.

Figure 2: *COEHD Undergraduate Applications, Acceptances and Enrollments, 2013-2018*

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018*
<b>Applications</b>	888	1,032	1,118	1,152	1,290	1,102
<b>Acceptances</b>	499	637	659	642	728	797
<b>Acceptance Rate</b>	64%	68%	68%	63%	64%	72%
<b>Enrollment</b>	131	105	119	104	156	152
<b>Yield</b>	26%	16%	18%	16%	21%	19%

\*This data is incomplete at the present time.

### c. Research Funding

In FY 2018, the COEHD generated \$3,929,719 in external research funding (see Figure 3). This is an increase of about \$170,000 over the \$3,359,963 generated in FY 2017. It should be noted that a number of these grants are multi-year.

Figure 3: Overall COEHD Research Funding, FY 2018

Personnel	Grant Title	Sponsor	FY 2018 Award
Angelosante and Artesani	EMBRACE-FEDES Grant: PBIS Regional Professional Development Cohort	Maine DOE	\$246,767
Bennett-Armistead	2018-2019 NWP SEED Summer Camp Grant	National Writing Project	\$7,500
Colannino	University of Maine Upward Bound Math and Science	US DOE	\$313,594
Colannino	CLASSICS	US DOE	\$263,938
Dimmel	Geometer's Planetarium	NASA	\$10,000
Fairman	Maine Education Policy Research Institute (MEPRI) FY 2018	Maine State Legislature	\$125,000
Keim	Maine Educational Target Search – Target Area 1	US DOE	\$546,612
Keim	Maine Educational Opportunity Center	US DOE	\$718,553
Mason	IPA – Mason FY 2018	US DHHS	\$22,817
Mason	EHDI-PALS / NCHAM Partnership	US DHHS	\$30,000
Mason	The Efficacy of From Here to There: A Dynamic Technology for Improving Algebraic Understanding	US DOE	\$399,974
Pacholski	Positive Behavior Intervention & Support Project, 2017-18	US DOE	\$63,520
Rooks-Ellis	Mentoring for Maine's Special Educators	ME DOE	\$135,676
Rooks-Ellis	Mentoring and Advanced Preparation for Maine's Early Intervention Scholars (MAP-ME)	US DOE	\$250,000
Rooks-Ellis	Maine Autism Institute for Education and Research	US DOE	\$174,172
Rooks-Ellis	ESDM model (2018)	ME DOE	\$504,096
Rosser and Taylor	Reading Recover Teacher Education Grant	Cole Foundation	\$109,500
Sezen-Barrie	MADE CLEAR (Maryland Delaware Climate Change Education and Assessment Research)	NSF	\$8,000
<b>TOTAL:</b>			<b>\$3,929,719</b>



#### d. Revenue Centers

Total income from the different revenue centers in the COEHD during FY 2018 was approximately \$410,000 (see Figure 4). These ‘Fund 10’ accounts are being closed, and E&G accounts are being created to replace them effective July 1, 2018.

Figure 4: COEHD Revenue Centers, FY 2013-2018

Center/Project	FY 2013 Revenue	FY 2014 Revenue	FY 2015 Revenue	FY 2016 Revenue	FY 2017 Revenue	FY 2018 Revenue
Center for Sport & Coaching	\$48,170	\$64,500	\$68,625	\$51,250	\$91,375	\$33,175
Center for Research & Evaluation	\$58,806	\$39,956	\$18,350	\$327,085	\$28,825	\$33,775
Durst Child Development Learning Center	\$9,100	\$8,900	\$9,500	\$9,000	\$9,466	\$9,200
Maine Autism Institute for Education and Research	--	\$48,467	\$34,425	\$23,170	\$28,880	\$26,655
Maine Partnership in Comprehensive Literacy (MPCL)/Reading Recovery/Center for Responsive Training	\$637,350	\$621,836	\$413,025	\$812,950	\$249,609	\$303,500
Maine Writing Project	\$14,451	\$12,751	\$14,585	\$23,258	\$22,070	\$5,000
<b>TOTAL</b>	<b>\$767,877</b>	<b>\$796,410</b>	<b>\$558,510</b>	<b>\$1,246,713</b>	<b>\$430,225</b>	<b>\$411,305</b>

#### e. Private Giving/Alumni Cultivation

During FY 2018, the COEHD worked closely with the University of Maine Foundation, the Alumni Association, and the University of Maine Development Office to raise approximately \$320,000 more than in FY 2016, and more than \$430,000 more than in FY 2017 (see Figure 5). Working with its new Development Officer, Paige Holmes, the COEHD has identified as its number one priority the need for an Endowed Chair in Reading Recovery and Literacy Education, and initial contacts with selected donors have already begun to be made. It is our hope that the full funding for this position will be obtained perhaps as early as the end of FY 2019.

Figure 5: COEHD Private Giving Totals, FY 2016-FY 2018

	FY 2016	FY 2017	FY 2018
Donations	\$356,193	\$250,495	\$419,762
Pledges	\$10,559	\$5,871	\$267,128
<b>TOTAL:</b>	<b>\$366,752</b>	<b>\$256,366</b>	<b>\$686,890</b>

#### f. Initiatives to Increase Fiscal Efficiency

In recent years, the size of the support staff in the COEHD has been repeatedly reduced in order to allow funding to be used to hire new faculty members. Furthermore, wherever possible, staff who retired were either not replaced or were replaced with part-time individuals. As a result, the College is now operating

with minimal support staff, a situation which is imposing severe limitations on our ability to efficiently and effectively accomplish our mission. With respect to ordering supplies, the College makes an active effort to utilize recycled (and hence cheaper) options whenever possible. Finally, especially for classroom instructional purposes, a great deal of photocopying has been eliminated by the more effective use of alternative electronic technologies.

### III. Culture of Excellence

#### a. Faculty Mentoring and Professional Development

With the growing numbers of new faculty members in the COEHD, the provision of effective and supportive faculty mentoring has become essential. New faculty members are assigned a senior faculty mentor by the School Director, and that relationship normally continues for several years. Each year, the mentor and mentee develop a plan for the upcoming year, which is then reviewed at the end of the year. With respect to professional development, all faculty members are provided with funds to use for their own professional development, and additional opportunities are available at national and international conferences, in the Schools and at the College and University levels.

#### b. Faculty Achievements

In the COEHD, six faculty members were recognized for their exemplary contributions to the College and the University during the 2017-2018 academic year: Julie DellaMattera (Excellence in Teaching Award), Phil Pratt (Excellence in Adjunct Teaching Award), Elizabeth Allan (Excellence in Research and Creative Achievement Award), Shihfen Tu (Excellence in Faculty Service and Engagement Award), Deborah Rooks-Ellis (Mark R. Shibles Award), and Craig Mason (Robert A. Cobb Distinguished Faculty Member Award). Erin Straine received the Excellence in Staff Service and Engagement Award, and Catharine received the Graduate Faculty Mentoring Award for the COEHD from the UMaine Graduate Student Government

#### c. Research and Scholarship Summary

One of the COEHD’s priorities over the past two years has been to increase faculty scholarship. Since the 2015-2016 academic year, overall scholarly productivity has increased in virtually every category, as can be seen in Figures 7 and 8. In a few cases, there has been a decline in productivity from 2016-2017 to 2017-2018 (e.g., refereed journal articles, presentations at national scholarly conferences), but in every instance, these have been more than offset by increased productivity in other areas (e.g., book chapters, books, keynote and plenary presentations, and international conferences).

Figure 7: *COEHD Faculty and Student Publications, 2015-2018*

<b>Publications</b>	<b>AY 2015-2016</b>	<b>AY 2016-2017</b>	<b>AY 2017-2018</b>
Refereed Journal Articles	37	54	46
Book Chapters	6	10	17
Books	6	--	6

Figure 8: *COEHD Faculty and Student Scholarly Presentations, 2015-2018*

<b>Presentations</b>	<b>AY 2015-2016</b>	<b>AY 2016-2017</b>	<b>AY 2017-2018</b>
Keynotes	--	2	8
International	10	2	28
National	17	112	80
Regional/Local	30	15	69
<b>TOTAL</b>	<b>57</b>	<b>131</b>	<b>185</b>

#### **d. Curricular Innovations**

The faculty in the COEHD continues to engage in extensive curriculum innovation, development and reform work in a number of different areas. In the School of Learning and Teaching, the multi-year effort to redesign the undergraduate teacher education program is making excellent progress, and should be ready for implementation by Fall 2019. One important element of this reform is that all core courses in the teacher education program have faculty leaders responsible for ensuring on-going curricular revision and improvement. In addition, the revitalized M.A.T. program began operating during the Summer 2018, and the on-line master’s degree in Curriculum, Assessment and Instruction has also undergone a major curricular revision. Finally, three of the six approved programs for the UMaine Gold initiative are housed in the School of Learning and Teaching. The School of Kinesiology, Physical Education and Athletic Training is working collaboratively with the USM and the UMPI in the development of a master’s degree in athletic training, which will replace the undergraduate programs on all three campuses. Finally, the School of Educational Leadership, Higher Education and Human Development has launched a revised Ed.D. program in Educational Leadership.

### **IV. Student Engagement, Student Success**

#### **a. Student Research, Scholarship, and Creative Activities**

The vast majority of student research in the COEHD continues to take place at the graduate level. Increasing student scholarly activity at the undergraduate level remains an area of serious concern in the College, and a number of changes in our undergraduate curricula have already been introduced in order to promote undergraduate student scholarship. During 2017-2018, students attended a variety of conferences, and made presentations at many of these conferences. An important component of the revised undergraduate teacher education program will be the inclusion of a specific inquiry course and an increased emphasis on inquiry and research throughout the program. Finally, the funding set aside to assist and promote student research and travel has been significantly increased by the Dean’s Office.

#### **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 vital stakeholders throughout the state and nation. ‘Outstanding Student Awards’ were presented to Stacy Beal, Rebecca Blodgett, Josie Champagne, Sierra Colson, Tomohiro Ebihara, David Glasberg, Teresa McGuire, Amelia Reinhardt, and Rachel Sirois. The COEHD has awarded 60 scholarships for the upcoming academic year, and has an additional 20 to 22 scholarships (including 12 from the Cole Family Foundation) that will be awarded later in the summer.

### 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. One hundred percent of the students in elementary and secondary education teacher certification programs passed the Praxis II exam this past year, as did all students in special education. One hundred percent of the students who took the BOC examination in Athletic Training passed the exam. See Appendix E.

### d. Retention and Graduation Initiatives

The data up through the Fall 2016 semester indicates that the COEHD's first year retention rate is 76%, which is slightly lower than those of the College of Engineering, the College of Natural Sciences, Forestry and Agriculture, and the Maine Business School, but significantly higher than that of the College of Liberal Arts and Sciences (see Figure 9). This same general picture is true for 4-year, 5-year and 6-year graduation rates (see Figure 10).

Figure 9: COEHD Retention Rate, Compared with Other Colleges, Fall 2012-2016

	First Year	Second Year	Third Year	Fourth Year*	Fifth Year*
COEHD	76%	76%	70%	59%	61%
College of Engineering	83%	79%	72%	72%	74%
College of Natural Sciences, Forestry and Agriculture	80%	72%	65%	64%	66%
Maine Business School	78%	69%	70%	62%	62%
College of Liberal Arts and Sciences	67%	59%	55%	51%	52%
<b>University of Maine, Orono</b>	<b>75%</b>	<b>68%</b>	<b>63%</b>	<b>60%</b>	<b>62%</b>

\*Still enrolled or graduated.

Figure 10: COEHD Graduation Rate, Compared with Other Colleges, Fall 2011-2013

	4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate
COEHD	40%	56%	52%
College of Engineering	50%	69%	68%
College of Natural Sciences, Forestry and Agriculture	45%	62%	61%
Maine Business School	44%	59%	75%
College of Liberal Arts and Sciences	27%	47%	49%
<b>University of Maine</b>	<b>38%</b>	<b>57%</b>	<b>58%</b>

## e. Degrees Granted

In the 2017-2018 academic year, the COEHD awarded a total of 370 degrees at all levels. This total, although slightly lower than the previous year, was nevertheless higher than any other year since 2013-2014, when the College graduated 372 students (see Figure 11).

Figure 11: *COEHD Degrees Granted 2013-2018*

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Bachelor's	197	187	175	219	202
Post-Baccalaureate Certificate	10	26	17	20	37
Master's	130	85	95	110	107
Certificate of Advanced Study	25	32	22	32	18
Doctorate	10	4	6	7	6
<b>Total Degrees</b>	<b>372</b>	<b>334</b>	<b>315</b>	<b>388</b>	<b>370</b>

## V. Preserving – Restoring Infrastructure

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

### a. Renovation or Construction Projects Completed

In FY 2018, the COEHD completed two existing capital projects: the creation of a handicap accessible bathroom in Merrill Hall, and the renovation of a classroom in Lengyel Hall to create office space for graduate assistants and an advising center. In Shibles Hall, three faculty offices were painted: Rooms 114, 144 and 301. One faculty office, Room 306, was painted and abated/retilled.

### b. Renovation/Construction Projects Planned for Coming Year

In FY 2019, we are planning on having three faculty offices painted: Rooms 128, 314 and 331.

## VI. Summary of Anticipated Challenges

The COEHD is facing a number of significant challenges in the next several years. Some of these challenges are shared with other schools and colleges of education in Maine and across the country, others are shared with other parts of the University of Maine, and finally, some are unique. Specific matters that we are working to address 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 well positioned to assume a leading role in the planning and implementation of programs developing through the System Office's *One University* initiative, and as a result of our extremely close working relationship with the Department of Education.
- There are growing shortages of both teachers and administrators in the public education sector, both in Maine and nationally. These shortages are especially serious in early childhood education, foreign language education, STEM content areas, and educational

administration. Attracting students for teacher and administrator preparation programs is almost certainly going to become increasingly difficult in the years ahead, and current recruitment practices are unlikely to be sufficient to meet this challenge.

- Our faculty resources, especially in some of the critical shortage areas facing public schools, are inadequate. This is especially true in the areas of early childhood education, educational administration and special education. We are also at a crisis point with respect to a faculty shortage in the School of Kinesiology, Physical Education and Athletic Training.
- Not only are our faculty resources inadequate in attempting to achieve our mission, but the staff complement in the College is also unacceptably small. This is increasingly becoming a restricting factor in the development of new programs, the preparation, submission and implementation of research and training grants, and other important aspects of the activities of the COEHD.
- As a key part of the only research university in Maine, and the flagship of the University of Maine System, the role of the COEHD in graduate education is especially important. It is essential that our existing doctoral programs be strengthened, and that new programs designed to meet the needs of the state are developed. While our efforts in building competitive doctoral programs depend on a combination of successful grant writing and the hiring of additional faculty members in key areas, they also require additional institutional resources.
- With the replacement of NCATE with the Council for the Accreditation of Educator Preparation (CAEP) as the national accreditation body for teacher education programs, the COEHD not only faces new standards and the need for a revised assessment system with more rigorous requirements, but is also dealing with something of a paradigm shift in the ways in which accreditation is conceptualized. A great deal of work continues to lie ahead of us 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.

## VII. Summary of New Initiatives

- |                 |   |
|-----------------|---|
| <b>Goal 1:</b>  | Continue to Increase National and International Scholarly Visibility of the College |
| <b>Goal 2:</b>  | Increase Undergraduate Participation in Research Activities                         |
| <b>Goal 3:</b>  | Work to Improve Student Recruitment and Retention Efforts                           |
| <b>Goal 4:</b>  | Complete the Revision of the Teacher Education Curriculum                           |
| <b>Goal 5:</b>  | Implement Three Approved UMaine Gold Programs                                       |
| <b>Goal 6:</b>  | Continue Improve Alumni Relations and Giving  |
| <b>Goal 7:</b>  | Increase Involvement and Engagement with Local School Districts and the State       |
| <b>Goal 8:</b>  | Increase Efforts to Internationalize and Diversify the College                      |
| <b>Goal 9:</b>  | Maintain On-Going Progress Toward CAEP Accreditation                                |
| <b>Goal 10:</b> | Revisit COEHD Strategic Plan  |

## 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 Community Engagement and Impact, 2017-2018*

Activity	COEHD Personnel
<i>Ad hoc</i> Early Childhood Education Committee, Maine Department of Education	Logue
Athletes for Sexual Responsibility (ASR) and Male Athletes Against Violence (MAAV) Workshops	Caron
Bangor Educational Leadership Academy	Ackerman, Biddle, and Mette
Co-Facilitator, Diversity Workshop for the Maine National Education for Women Leadership Training Program	Hakkola
Curriculum Development Department of Education Public PreK Open-Source, Evidence-Based Curriculum	Logue
Interagency Coordinating Council	Rooks-Ellis
Facilitated Retreats for New England School Leaders at the Kennedy Center Learning Center in Nobleboro, Maine	Ackerman
First Annual Peace Studies Conference	Mitchell
Guest Expert on Hazing on NPR	Allan
Libra Professor in Local Public Schools	SLT Faculty
Lifespan Family Literacy Center	Bennett-Armistead and Nichols
Literacy Volunteers	Bennett-Armistead and Jackson
Maine Autism Institute for Education and Research	Rooks-Ellis
Maine Department of Education Development of New Social Studies Standards	Womac
Maine Department of Health and Human Services	Masson and Tu
Maine Legislature Education Committee (MEPRI)	Fairman
Maine Youth Fish and Game Association Family Ice Fishing Event	Jesse Kaye-Schiess
Northern New England Athletic Trainers' Conference	Kazuhiko Yanagi
Penobscot River Educational Partnership (PREP)	Angelosante, Buchanan, Jackson, Logue, and Mills
Positive Behavior Intervention and Support (PBIS)	Angelosante and Artesani
Professional Development for Math Educators in Maine	Fairman, Jackson, Mason, and Pandiscio
Public Testimony, Education Committee of the Maine State Legislature	Fairman, Logue, Rooks-Ellis, and Smith
Response to Intervention for Math	Jackson
Regional Special Education Directors	Rooks Ellis
RISE Center Elementary Physical Science Partnership and Physical Science Partnership	Dimmel, Fairman, Hufnagel, Logue, Pandiscio, and Sezen-Barrie
Secondary School Writing Centers Association	Kent
SHARE Workshops	Caron
Teacher Leadership Program (TLP), partnership with EDL & RSU #34	Mette
TREE (Transforming Rural Experience in Education) Steering	Ackerman, Biddle, and Mette

Committee	
UMaine Swim and Gym Program	Jun-Hyung Baek
University Training Center for Reading Recovery and the Maine Comprehensive Literacy Partnership	Hogate, Rosser, and Taylor
Volunteering, Eastern Area Agency on Aging and the Volunteer Scribes Project through the Alzheimer's Association	Cameron
Young Authors Camps (6 sites)	Bennett-Armistead and Nezol



**Appendix B: Total COEHD Undergraduate Student Credit Hours, 2013-2018**

School/Department	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SELHEHD	6,899	9,728	6,930	6,883	6,890
SKPEAT	4,554	5,289	5,642	4,745	4,306
SLT	4,942	4,745	4,820	5,826	5,551
COEHD Other	1,409	1,151	868	848	430
IEI	--	--	--	--	127
<b>COEHD TOTAL:</b>	<b>17,804</b>	<b>17,913</b>	<b>18,260</b>	<b>18,302</b>	<b>17,607</b>

**Appendix C: Total COEHD Graduate Student Credit Hours, 2013-2018**

School/Department	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SELHEHD	1,125	1,185	1,009	995	932
SKPEAT	554	620	442	153	117
SLT	4,599	3,851	2,598	3,841	4,205
COEHD Other	45	18	51	61	0
<b>COEHD TOTAL:</b>	<b>6,323</b>	<b>5,674</b>	<b>4,100</b>	<b>5,050</b>	<b>5,254</b>

**Appendix D: COEHD Undergraduate Student Majors, 2014-2017**

	Fall 2014		Fall 2015		Fall 2016*		Fall 2017	
	UG	G	UG	G	UG	G	UG	G
SELHEHD	124	132	179	119	185	133	176	109
SKPEAT	315	18	311	17	320	14	328	11
SLT	391	249	357	226	331	281	336	288
Other EDH	11	435	17	111	6	263	9	341
<b>TOTAL:</b>	<b>841</b>	<b>834</b>	<b>864</b>	<b>473</b>	<b>842</b>	<b>691</b>	<b>849</b>	<b>749</b>
<b>COMBINED TOTAL MAJORS:</b>	<b>1,675</b>		<b>1,337</b>		<b>1,533</b>		<b>1,598</b>	

\*The COEHD was reorganized at the end of the 2015-2016 academic year, and several programs moved from SKPEAT to SLT.

**Appendix E: *DataFirst Report***