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## **College of Education and Human Development Annual Report 2018-2019**

University of Maine, College of Education and Human Development

Timothy G. Reagan

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THE UNIVERSITY OF  
**MAINE**

# College of Education and Human Development

**Leading Educational Excellence**

**RESEARCH • INNOVATION  
COLLABORATION • ENGAGEMENT**

Annual Report 2018-2019

June 30, 2019

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 2018-2019 academic year. The COEHD's tripartite mission remains at the core of its many efforts and activities. It continues to be Maine's leader in PK-20 Educator Preparation, and more teachers and school administrators in the state have 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, land-grant and sea-grant university, the COEHD takes both its scholarly and outreach activities extremely seriously. In recent years, the research productivity of the College has increased significantly, and the College has developed a national reputation as a result; the COEHD continues to be ranked among the 'Best Graduate Schools of Education' by U.S. News and World Report. Although the COEHD was not able to conduct any national searches for tenure-track faculty members during 2018-2019, it was able to use internal funds to support a number of one-year lecturers, including individuals in educational leadership, human development, instructional technology, kinesiology, physical education, special education, and social studies education.

### Major Accomplishments and Highlights of 2018-2019

- The COEHD was included as one of the 'Best Education Graduate Schools' in *U.S. News and World Report*.
- In terms of scholarship, publications, and presentations, faculty members in the COEHD produced some 48 refereed journal articles which were published in national and international journals, 16 chapters published in edited books, and 5 books. Faculty members, graduate students, and undergraduate students made nearly 100 presentations at international, national and local conferences, including several keynote addresses.
- Confirmed student admissions numbers for Fall 2019 are higher than in any of the past five years except for 2017, which was the high point for both the College and the University of Maine.
- The student passing rate on all mandatory licensure examinations in all program areas remains 100%.
- The faculty in the COEHD continue work on designing and implementing a number of major curricular revision projects.
- The Reading Recovery program, as well as the University Training Center for Reading Recovery and Comprehensive Literacy, continue to serve students in grades K-3 in many parts of Maine. Since 2001, these programs have served over 100,000 students, and have provided support and professional development for over 350 classroom teachers in 142 schools around Maine.
- Prof. Sandra Caron was named the 2019 University of Maine's Distinguished Maine Professor by the University Alumni Association.

## I. Serving Maine and Beyond

### 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 2018-2019 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 a significant number of elementary and secondary teachers who are employed throughout Maine. 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, 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**

The COEHD is 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 extremely successful 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 collaboration between the COEHD and UMS faculty in MEPRI (the policy arm of the Education Committee of the Maine Legislature), 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 finally work of the faculty in the Athletic Training Program with USM and UMPI in developing a new, collaborative master's degree program in athletic training to replace the current undergraduate majors.

# **II. Financial Sustainability**

## **a. Student Credit Hour Production**

In 2018-2019, 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 Peace and Reconciliation Program in which there was 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, 2014-2019*

School/Department	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
SELHEHD	7,913	7,939	7,878	8,125	7,822
SKPEAT	5,909	6,084	5,132	4,423	4,347
SLT	8,596	7,418	10,102	9,756	9,535
IEI	284	190	173	127	29
Peace Studies	865	729	736	303	480
<b>COEHD TOTAL:</b>	<b>23,587</b>	<b>22,359</b>	<b>23,352</b>	<b>22,431</b>	<b>22,012</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 continue to attract a significant number of out-of-state applicants, which is especially impressive for a college with a strong focus on educating future teachers. In fact, for the Fall 2019 semester, in-state applicants constituted only 40% of the total number of both applications and admissions to the COEHD.

Figure 2: *COEHD Undergraduate Applications, Acceptances and Enrollments, 2014-2019*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019*
<b>Applications</b>	1,032	1,118	1,152	1,290	1,102	1,170
<b>Acceptances</b>	637	659	642	728	797	839
<b>Acceptance Rate</b>	68%	68%	63%	64%	76%	72%
<b>Enrollment</b>	105	119	104	156	143	NA
<b>Yield</b>	16%	18%	16%	21%	18%	NA

\*As of June 21, 2019.

## c. Research Funding

In FY 2019, the COEHD generated \$1,111,275 in external research funding (see Figure 3). This figure is substantially lower than the figure reported in last year's Annual Report, which was \$3,929,719. Much of this reduction is the result of more careful reporting guidelines, which reduced the amount of double-counting of research income, as well as clearing up external funding provided to support specific College initiatives that should not have been counted as external research funding in the past.

Figure 3: *Overall COEHD Research Funding, FY 2019*

Personnel	Grant Title	Sponsor	FY 2018 Award
Biddle	Meeting Children Where They Are: Supporting the Expansion of Trauma-Informed Schooling in Rural America	AERA	\$4,968
Dimmel	Geometer's Planetarium II:M Exploring the Connections Between Geometry and Astronomy in an Immersive Virtual Environment	NASA	\$24,960

Dimmel	How Do Scale and Dimension Affect Students' Perceptions of Geometric Design?	Spencer Foundation	\$49,217
Dimmel (Co-PI)	A Remote Multimodal Learning Environment to Increase Graphical Information Access for Blind and Visually Impaired Students	NSF	\$747,894
Fairman	Maine Education Policy Research Institute (MEPRI) FY 2019	Maine State Legislature	\$125,000
Fairman	Math4ME 2019	US DOE	\$48,292
Mason	IPA – Mason FY 2019	US DHHS	\$25,417
Mason	The Efficacy of From Here to There: A Dynamic Technology for Improving Algebraic Understanding	US DOE	\$131,540
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	\$202,117
Tu	CDC Children's Health Screening/Surveillance/Tracking 2018 Extension	ME DHHS	\$174,975
<b>TOTAL:</b>			<b>\$1,111,275</b>

#### d. Revenue Centers

The various revenue centers in the COEHD have been eliminated, and E&G accounts have been created to replace them.

#### e. Private Giving/Alumni Cultivation

During FY 2019, the COEHD worked closely with the University of Maine Foundation, the Alumni Association, and the University of Maine Development Office to raise nearly \$850,000, an increase of more than \$150,000 over FY 2017, and almost half a million dollars over FY 2016 (see Figure 5). Working with its 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.

Figure 5: COEHD Private Giving Totals, FY 2016-FY 2019

	FY 2016	FY 2017	FY 2018	FY 2019
Donations	\$356,193	\$250,495	\$419,762	\$812,053
Pledges	\$10,559	\$5,871	\$267,128	\$31,270
<b>TOTAL:</b>	<b>\$366,752</b>	<b>\$256,366</b>	<b>\$686,890</b>	<b>\$843,323</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. Perhaps the greatest indicator of efforts to increase financial efficiency in the COEHD has been the growing trend to higher Lecturers (both one-year and potentially continuing) rather than tenure-track faculty members when new positions become available. This is very much a mixed blessing, since on the one hand it is slightly cheaper to hire Lecturers than tenure-track Assistant Professors, and involves the hiring of individuals who will carry 4-4 teaching loads (unlike tenure-track faculty members, who typically carry 2-2 loads). On the other hand, in the COEHD there is no expectation that Lecturers will be engaged in research beyond keeping up-to-date in their fields of study.

### 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, a number of faculty members were recognized for their exemplary contributions to the College and the University during the 2018-2019 academic year: Richard Ackerman (Excellence in Teaching Award), Renate Klein (Excellence in Adjunct Teaching Award), Shihfen Tu (Excellence in Research and Creative Achievement Award), and Deborah Rooks-Ellis (Excellence in Faculty Service and Engagement Award). Elizabeth Allan and Susan Bennett-Armistead both received the Graduate School's Faculty Mentor Impact Award, and Elizabeth Hufnagel received the Graduate Student Government Faculty Mentor Award. Janice Bacon received the Staff Service Award in the COEHD. Finally, Prof. Sandra Caron was named the 2019 University of Maine's Distinguished Maine Professor by the University Alumni Association.

#### 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 have been minor declines in productivity in a particular area, but in these instances, they have been offset by increased productivity in other areas. In addition to publications and presentations, faculty members in the COEHD have played increasingly active and important roles in professional organizations, as well as in providing editorial and related support in their disciplines.

Figure 7: COEHD Faculty and Student Publications, 2015-2019

Publications	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019
Refereed Journal Articles	37	54	46	48
Book Chapters	6	10	17	16
Books	6	0	6	5

Figure 8: *COEHD Faculty and Student Scholarly Presentations, 2015-2019*

<b>Presentations</b>	<b>AY 2015-2016</b>	<b>AY 2016-2017</b>	<b>AY 2017-2018</b>	<b>AY 2018-2019</b>
Keynotes	0	2	8	5
International	10	2	28	27
National	17	112	80	28
Regional/Local	30	15	69	31
<b>TOTAL</b>	<b>57</b>	<b>131</b>	<b>185</b>	<b>91</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. The School of Kinesiology, Physical Education and Athletic Training is working collaboratively with the USM and the UMPI to develop a collaborative master's degree in Athletic Training, which will replace the undergraduate programs on all three campuses. It has also recently created a new program in Outdoor Leadership. The School of Educational Leadership, Higher Education and Human Development has launched a revised Ed.D. program in Educational Leadership, and is working on developing several other new programs at the present time. Finally, the School of Learning and Teaching continues to work on a multi-year effort to redesign the undergraduate teacher education program. In addition, the revitalized M.A.T. program is currently operating very successfully, as is on-line master's degree in Curriculum, Assessment and Instruction. Finally, across the COEHD a number of programs are at different stages of development for the UMaine Gold initiative are housed in the School of Learning and Teaching.

## 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 research activity at the undergraduate level remains an area of concern in the College, but we are making progress in addressing this problem area. During 2018-2019, undergraduate students in the COEHD attended a number of scholarly 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 very proud of our undergraduate and graduate students, who exemplify the mission and vision of the COEHD as they engage in research and connect to vital stakeholders throughout the state and nation. More than 75 undergraduate students were recognized for academic excellence at the end of the 2018-2019 academic year. Graduate students received a wide variety of different awards from the College, the University of Maine, and a number of different professional organizations and societies. During the 2018-2019 academic year, the COEHD was able to award over 100 scholarships to undergraduate and graduate students, and will be providing at least that number for the upcoming academic year.

### 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 2017 semester indicates that the COEHD's first year retention rate has remained at 76%, which is lower than those of the College of Engineering, the College of Natural Sciences, Forestry and Agriculture, and the Maine Business School, but higher than that of the College of Liberal Arts and Sciences (see Figure 9). The College's 4-year graduate rate has increased significantly (see Figure 10).

Figure 9: COEHD Retention Rate (Still Enrolled or Graduated), Compared with Other Colleges, Fall 2012-2017

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
COEHD	76%	70%	66%	69%	60%
College of Engineering	87%	76%	78%	70%	71%
College of Natural Sciences, Forestry and Agriculture	85%	69%	68%	62%	66%
Maine Business School	78%	66%	60%	67%	61%
College of Liberal Arts and Sciences	70%	57%	55%	51%	49%
<b>University of Maine</b>	<b>75%</b>	<b>68%</b>	<b>63%</b>	<b>60%</b>	<b>62%</b>

Figure 10: COEHD Graduation Rate, Compared with Other Colleges, Fall 2017

	4-Year Graduation Rate	5-Year Graduation Rate	6-Year Graduation Rate
COEHD	51%	56%	61%
College of Engineering	48%	67%	73%
College of Natural Sciences, Forestry and Agriculture	45%	60%	64%
Maine Business School	51%	59%	60%
College of Liberal Arts and Sciences	29%	43%	50%
<b>University of Maine</b>	<b>40%</b>	<b>54%</b>	<b>60%</b>

## e. Degrees Granted

In the 2018-2019 academic year, the COEHD awarded a total of 313 degrees at all levels. This total was significantly lower than the previous year at every level; it is most concerning with respect to students receiving Bachelor's degrees and Master's degrees (see Figure 11).

Figure 11: *COEHD Degrees Granted 2015-2019*

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Bachelor's	187	175	219	212	184
Post-Baccalaureate Certificate	26	17	20	37	28
Master's	85	95	110	105	86
Certificate of Advanced Study	32	22	32	22	10
Doctorate	4	6	7	6	5
<b>Total Degrees</b>	<b>334</b>	<b>315</b>	<b>388</b>	<b>382</b>	<b>313</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, in Shibles Hall, four faculty offices were painted: Rooms 128, 144, 314 and 331. In addition, renovations were made to Room 212 for the use of our STEM educators (new cabinets, a dishwasher and an ice machine were installed).

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

No infrastructure projects are planned for 2019-2020.

## 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 need to be addressed 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 teachers and administrators in the public education sector, and especially in rural settings, 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 has become increasingly difficult, 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.
- The School of Learning and Teaching continues to have a serious and continuing need for a faculty member able to teach a range of courses in educational psychology, learning theories, and quantitative methods courses.
- An area in which the faculty of the COEHD, and of the School of Learning and Teaching in particular, are committed to expanding is that of indigenous/Native American education. In order to develop this area, it is essential that faculty resources be increased to allow for the appointment of a mid-career faculty member with both a strong academic background and strong ties to both local and national indigenous communities. This is an area in which the COEHD could easily become a national and international leader if the necessary resources could be found.
- Another area in which the faculty of the COEHD, and in both the School of Educational Leadership, Higher Education and Human Development and the School of Learning and Teaching are interested in expanding is in the area of rural education. Again, this would require at least one additional faculty member in the College with such a focus. This is an area in which the COEHD could easily become a national and international leader if the necessary resources could be found.
- 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, accreditation efforts, 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**

- Goal 1:** Increase National and International Scholarly Visibility of the College
- Goal 2:** Increase Undergraduate Participation in Research Activities
- Goal 3:** Increase Undergraduate and Graduate Student Recruitment Efforts
- Goal 4:** Increase Undergraduate Student Retention Efforts
- Goal 5:** Complete the Revision of the Teacher Education Curriculum
- Goal 6:** Develop Additional UMaine Gold Programs
- Goal 7:** Improve Alumni Relations and Giving
- Goal 8:** Increase Involvement and Engagement with Local School Districts
- Goal 9:** Increase Involvement and Engagement with the Department of Education
- Goal 10:** Increase Efforts to Diversify the College
- Goal 11:** Increase Efforts to Internationalize the College
- Goal 12:** Maintain On-Going Progress Toward CAEP Accreditation
- Goal 13:** 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, and Appendix E: DataFirst Report.

## **IX. Summary of Program Reviews**

None conducted during 2018-2019 academic year.

## Appendix A: *COEHD Community Engagement and Impact, 2018-2019*

Activity	COEHD Personnel
Athletes for Sexual Responsibility (ASR) and Male Athletes Against Violence (MAAV) Workshops	Caron
Bangor Educational Leadership Academy	Ackerman, Biddle and Mette
Commission on Athletic Training Education Conference	Kazukiko Yangi
Expand Your Horizons Conference Planning Committee	Hufnagel
First Annual Peace Studies Conference	Mitchell
Guest Expert on Hazing on NPR	Allan
KidsFirst in Portland, Maine	Puhlman
Libra Professor in Local Public Schools	SLT Faculty
Lifespan Family Literacy Center	Bennett-Armistead and Nichols
Literacy Volunteers	Bennett-Armistead, Jackson and Wellman-Little
MAHPERD Board of Directors	Nightingale
MAHPERD Professional Development Conference	Kaye-Schiess
Maine Athletic Trainers Association Conference	Kazuhhiko Yanagi
Maine Autism Institute for Education and Research	Rooks-Ellis
Maine Department of Education, Educator Talent Committee	Tu
Maine Department of Health and Human Services	Masson and Tu
Maine Discovery Museum Board Member	Bennett-Armistead
Maine Hello! Volunteer	Jacobs, McNulty and Kaye-Schiess
Maine High School Athletic Training Workshop	Weeks
Maine Inter-Agency Coordinating Council	Rooks-Ellis
Maine Legislature, Education and Cultural Affairs Committee (MEPRI)	Fairman, Mason, Mills and Tu
Maine Legislature, Public Testimony, Education and Cultural Affairs Committee (MEPRI)	Fairman, Logue, Rooks-Ellis, and Smith
Maine REACH Wabanaki Group	Hakkola
Maine State Literacy Team	Bennett-Armistead
March Against Domestic Violence	Kaye-Schiess
NATA Foundation, District One Representative on the Scholarship Review Committee	Nightingale
National Athletic Trainers' Clinical Symposia	Kazuhiko Yanagi
National Education for Woman in Leadership Diversity Day Facilitator	Hakkola
National History Day in Maine	Tu
New Mexico Department of Health and Human Services and Utah Department of Health and Human Services: Newborn Hearing Loss to Follow-Up Study	Mason and Tu

Northern New England Athletic Trainers' Conference	Kazuhiko Yanagi
Occupational Medicine Query Committee	Weeks
Penobscot River Educational Partnership (PREP)	Angelosante, Artesani, Buchanan, Kaye-Schiess, Nichols, Nightingale and Tu
Pine Tree Society Board of Directors	Mason
Positive Behavior Intervention and Support (PBIS)	Angelosante, Artesani and Doctoral Students
Professional Development for Math Educators in Maine	Fairman, Jackson, Mason, and Pandiscio
Regional Special Education Directors	Rooks-Ellis
RISE Center Elementary Physical Science Partnership and Physical Science Partnership	Dimmel, Fairman, Hufnagel, Pandiscio, and Sezen-Barrie
San Antonio Texas: From Here to There – Improving Algebraic Understanding	Mason and Tu
Secondary School Writing Centers Association	Kent
Sexual Health and Reproduction Education (SHARE) Workshops	Caron
SHAPE America Conference	McNulty
TREE (Transforming Rural Experience in Education) Steering Committee	Ackerman, Biddle and Mette
United States CDC National Data Partnership	Mason
UMaine Swim and Gym Program	Jun-Hyung Baek
University Training Center for Reading Recovery and the Maine Comprehensive Literacy Partnership	Hogate, Rosser and Taylor
Volunteer Scribes Project through the Alzheimer's Association (Eastern Area Agency on Aging)	Cameron and students
Young Authors Camps, Maine Writing Project	Bennett-Armistead and Nezol
2018 Presidential Awards for Excellence in Mathematics and Science Teaching, State Selection Committee Panelist	Mills



## Appendix B: *Total Undergraduate Student Credit Hours, 2014-2019*

School/Department	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<i>SELHEHD</i>	9,728	6,930	6,883	6,890	6,204
<i>SKPEAT</i>	5,289	5,642	4,745	4,306	4,203
<i>SLT</i>	4,745	4,820	5,826	5,551	5,276
<i>IEI</i>	284	190	173	127	29
<i>Peace Studies</i>	867	678	675	303	456
<b>COEHD TOTAL:</b>	<b>17,913</b>	<b>18,259</b>	<b>18,302</b>	<b>17,177</b>	<b>16,167</b>

## Appendix C: *Total Graduate Student Credit Hours, 2014-2019*

School/Department	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<i>SELHEHD</i>	1,185	1,009	995	932	1,418
<i>SKPEAT</i>	620	442	153	117	144
<i>SLT</i>	3,851	2,598	3,841	4,205	4,259
<i>Peace Studies</i>	18	51	61	0	24
<b>COEHD TOTAL:</b>	<b>5,674</b>	<b>4,100</b>	<b>5,050</b>	<b>5,254</b>	<b>5,845</b>

## Appendix D: *Undergraduate and Graduate Student Majors, 2014-2018*

	Fall 2014		Fall 2015		Fall 2016*		Fall 2017		Fall 2018	
	UG	G	UG	G	UG	G	UG	G	UG	G
<b>SELHEHD</b>	124	132	179	119	185	133	176	109	166	137
<b>SKPEAT</b>	315	18	311	17	320	14	328	11	311	12
<b>SLT</b>	391	249	357	226	331	281	336	288	311	350
<b>Other EDH</b>	46	435	45	117	48	264	30	341	40	322
<b>TOTAL:</b>	<b>868</b>	<b>824</b>	<b>879</b>	<b>466</b>	<b>871</b>	<b>685</b>	<b>860</b>	<b>737</b>	<b>807</b>	<b>808</b>
<b>COMBINED TOTAL MAJORS:*</b>	<b>1,692</b>		<b>1,345</b>		<b>1,556</b>		<b>1,597</b>		<b>1,615</b>	

\*Total Headcount (Unduplicated).

**Appendix E: *DataFirst Report***