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College of Education and Human Development Annual Report 2019-2020

University of Maine College of Education and Human Development

Mary H. Gresham

THE UNIVERSITY OF MAINE

College of Education and Human Development

Leading Educational Excellence

RESEARCH • INNOVATION COLLABORATION • ENGAGEMENT

2019-2020 Annual Report

July 29, 2020

Mary H. Gresham, Interim Dean

EXECUTIVE SUMMARY

The College of Education and Human Development (COEHD) is a professional College that includes three separate academic Schools: Learning and Teaching; Educational Leadership, Higher Education and Human Development, and Kinesiology, Physical Education and Athletic Training. In addition, there are two student service offices: the Advising Center, staffed by professional advisors; and the Office of Academic and Student Services, the office that manages the requirements for teacher certification. Collectively, this College offers programs that prepare teachers, principals, superintendents, and a variety of educational specialists for licensure in the State of Maine. In addition, the COEHD also prepares Athletic Trainers for national certification as healthcare professionals. This college is committed to supporting and enhancing the professions it represents; faculty-led professional development and outreach activities are found in each School.

The COEHD accomplishments this year attest to the excellence of our faculty, programs and students. The quality of our teacher preparation programs is evident in the extraordinary efforts of our student teachers who, in spite of coronavirus, developed creative ways to meet the needs of the students and schools with whom they work. (Pendharkar, 2020 - Appendix A) We have also created online Early College courses for high school students who may be interested in education majors. Our online graduate programs were rated this year as one of the best in the country according to U.S. News and World Report (University of Maine, 2020a - Appendix A)

In exciting new research, faculty are exploring how spatial display technologies (virtual or augmented reality) are creating opportunities for teaching and learning in STEM areas, by showing how students can investigate math and science concepts through body-based explorations, and how visually impaired students can access visualizations through other modalities. One COEHD professor was invited to share her nationally lauded research on hazing at events sponsored by both the Louisiana and California Boards of Regents for Higher Education. Another COEHD professor was awarded the title *UMS Trustee Professor* in recognition of his outstanding research and contributions to academic excellence. (University of Maine, 2020b - Appendix A)

During the year, we created a Master's degree in Athletic Training that meets the new standards of the Commission on Accreditation of Athletic Training Education (CAATE), and we are working with Maine DOE and other UMS campuses to prepare more educational leaders who specialize in rural needs. Outreach efforts and collaborations that support and enhance professionalism are evident in each COEHD School. The new *Try-On Leadership* graduate certificate was designed to encourage more individuals to investigate becoming a school leader.

Goals for the coming year, in addition to realizing the aspirations reflected in UMaine's Strategic Visions and Values, include expanding our research profile. We are also developing greater visibility for the College's outreach and professional contributions to the community, the State, the nation and around the globe.

Our biggest challenges largely result from budget *realignments* that have hindered our ability to add more faculty and staff to assist with implementing innovative curricular ideas and/or for managing new programs.

ACCOMPLISHMENTS AND CHALLENGES

Faculty in the COEHD have varied research interests and are generous about introducing students to their scholarship and research. Throughout this College, student course evaluations of faculty are strong; it is not unusual for faculty to be recognized by student organizations for their caring as well as for their competence as scholars. The stated theme of the COEHD is "Leading educational excellence through research, innovation, collaboration and engagement." It is apparent to any who know COEHD faculty, that this is not just a statement, it defines the culture in this College and the aspirations, expectations and performance of its faculty.

COEHD Selected Strategic Visions and Values **(SVV)**

Deans were asked to choose at least one SVV to work on for their College. In reviewing the Strategic Vision and Values (Appendix B) Framework, in a College-wide meeting on January 24, 2020, the strategic values - *Fostering Learner Success, Discovering and Innovating, and Growing and Advancing Partnerships* - were readily agreed upon. COEHD faculty then agreed to focus on **Goal I**: *We will support and grow Maine's economy through new discoveries and by building a workforce whose members are engaged in their communities and prepared for lifelong success.* Faculty selected three specific objectives under **sub-goal 1.1** to work on over the coming year: *We will welcome and support all learners and engage them in experiential learning.*

It was decided that the College would work on the following three objectives from sub-goal 1.1:

    I. *1.1.1: We will support timely progress to graduation*
    II. *1.1.3: Authentic experience in research, scholarship and/or creative activity will be part of every undergraduate's experience.*
    III. *1.1.6: We will expand production of students with graduate-level credentials to meet workforce needs in Maine and beyond.*

Each School Director worked with faulty in School meetings to refine the details of their plans, formulating action steps and related metrics. The discussions in individual Schools energized faculty and provided a point of departure for moving forward as a College. One School developed strategies for several additional goals under **sub-goal 1.1** and another School considered even more sub-goals. (Appendix B) Each School had begun developing action plans and metrics when the Spring 2020 semester was disrupted by the pandemic. Faculty efforts were redirected toward transitioning their courses to online and remote formats. I am pleased to report that, in COEHD, this transition was managed with very few problems.

1. 1. 3 *...authentic research, scholarship and creative activity*

With respect to this sub-goal on research for undergraduates, the School of Kinesiology, Physical Education and Athletic Training, (KPEAT), has begun to develop a new course in research methods for its undergraduates. The intent is to introduce students to research methods in their first year. (This was also adopted unanimously as a goal for all undergraduates in the entire College at the January 24, 2020 College-wide meeting). Working with Professor Craig Mason, KPEAT will model their course on his graduate research methods course, appropriately modified for the first year student.

KPEAT has faced a number of challenges this year. There are only two tenure track professors, one of whom is the School Director (full professor), and the other (an Assistant Professor) was given responsibility for leading the development of their new Master of Science and Athletic Training program. This year, the Athletic Training Program had to prepare a Self-Study for an upcoming CAATE accreditation review. In addition, two candidates for an Assistant Professor in Athletic Training withdrew: one declined our offer to accept another university; and the other withdrew to accept another offer because of the exceptionally long delays in our hiring process this year. The School also relies heavily on adjuncts to deliver their programs. A new search for an Assistant Professor in Athletic Training has begun. It should be

noted that this School also has remarkable faculty Lecturers - two are in doctoral programs - who are undeniably student-centered, creative, and wholly committed to UMaine, each carrying a 4:4 teaching load.

On research in the <u>School of Learning and Teaching, (SLT)</u>, in addition to the increased interest among faculty to mentor students through individual projects or research initiatives such as the Top Scholars Program, undergraduates must engage in a field experience that supports their learning strategies for assessment, lesson planning, and the teaching of students. These experiences take place in schools and mirror the work being done with students. For example, all students in Literacy courses are involved in experiential "hands on" learning activities, including field placements, with experienced in-service teachers. In addition, the Special Education program provides authentic research internships and mentoring for undergraduate students through projects in the Maine Autism Institute for Education and Research, for example, the Program for the Education and Enrichment of Relationship Skills (PEERS Clinic).

Still, in the SLT there is a dire need for a quantitative research faculty member, and for another in Educational Psychology. As noted earlier, the College faculty voted to have all undergraduates take a course in research methods; and Educational Psychology is a required course. There are two faculty who have quantitative research expertise, one is the School Director and the other is already teaching at the graduate level; both of these faculty have active research awards. There is only one Educational Psychology professor in the College, and he is planning to retire in three more years.

In <u>Educational Leadership, Higher Education and Human Development, (ELHEHD)</u>, *The Katherine Miles Durst Child Development Learning Center* is one of the oldest campus-based nursery schools in the country. It is an inclusive early childhood school serving 35 diverse children, ages three to five. Two ELHEHD graduate students serve as Head Teachers, and undergraduates in Education and Human Development serve as Assistant Teachers. Students in

one Early Childhood course work two hours per week in the Center under the supervision of the Center Coordinator.

UMaine Distinguished Professor, Dr. Sandy Caron, mentored four undergraduate research projects involving 12 seniors who had posters accepted for the Spring symposium (cancelled due to COVID-19). Dr. Daniel Puhlman, through the efforts of the Parenting Relationships Research Lab, mentored three teams of students (graduate/undergraduate/mixed) to present projects at the UMaine Student Symposium (UMSS). Dr. Puhlman is currently mentoring an undergraduate student who was awarded a 2020 Summer Research Fellowship for their project looking at co-parenting in same sex parenting relationships. He has also agreed to take on one of the University of Maine's Top Scholars this coming fall.

In this School, the interdisciplinary program in Peace Studies has no program coordinator and all faculty are adjuncts. While there are very few undergraduate majors, courses in this program are very popular electives at UMaine. Interest in the graduate program is consistent. The dilemma for the College, is the popularity of the program for elective credit, which is substantial.

Additional SVV-Related -Accomplishments and Challenges

Although the College did not choose to focus on **Goal 2**, concerning the provision of *accessible... affordable, education, research and service through processes that ensure effectiveness,...and quality*, it is the case that the COEHD, through numerous partnerships with, and memberships in, professional organizations, has many active partnerships of necessity. For example: the Penobscot River Educational Partnership (PREP); Penquis Superintendents; University Training Center for Reading Recovery and the Maine Partnership for Comprehensive Literacy; hundreds of PK12 schools, community organizations; Maine Autism Institute for Education and Research; Gulf of Maine Research Institute; Maine Educational Opportunity Center, and the Maine Department of Health and Human Services, are just a few of the more

than 600 partnerships in this College. Indeed, through COEHD's external relationships, UMaine expertise is shared throughout the State, the nation and around the globe.

These relationships have a positive impact on the reputation and quality of UMaine's College of Education. Degree production in the COEHD has grown steadily over the last five years (Degrees Conferred by Academic Unit - Appendix Ia) as have student perceptions of how well they are prepared for their jobs (EHD Life after UMaine - Appendix Ib). As first year students and as seniors, when compared to UMaine overall, COEHD students report higher rates than UMaine overall of having experienced "internships, co-op, field experience, student teaching or clinical placements" that are supported by these collaborations. (2017 NSSE-Appendix Ic).

The COEHD also boasts the second highest enrollment of Masters students at UMaine. **(**Fall 2020 Enrollment - Appendix Id). This College alone generates 34% of *all* graduate credit hours at the University of Maine and has increased by 41% over the past five years, (COEHD Student Credit Hours by Academic Unit - Appendix Ie). The School of Learning and Teaching that houses our teacher preparation program, has realized a 12.5% growth over the last five years. (Appendix Ie) Taken together, this growth indicates increasing confidence in our ability to prepare teachers and leaders in our profession.

Each year COEHD graduates are well represented as Teachers of the Year of various counties in Maine. In 2019, COEHD alum, Adam Parvanta, was awarded the Prestigious National Milken Educator Award, "...an award to recognize early to midcareer educators for their achievements and the promise of what they are likely to accomplish in the future." (Appendix If)

The support provided by our Academic Advising Center cannot be overlooked. COEHD's professional advisors find creative ways to meet students where they are at, and then skillfully guide them through their undergraduate years. Our pass rates on state and national licensure exams were 100% this year, not unusual for our programs. (Appendix II) Our

Advising Center began an outreach campaign in early March, 2020 to help increase the enrollment of first year students at UMaine. With only two professional advisors, and two graduate assistants, this Center logged 2,925 appointments from both in-person visits between September 1, 2019 and March 13, 2020, and zoom appointments between March 13, 2020 and May 29, 2020. This Center created UMaine's first video and zoom sessions that reached out to prospective first year students starting a trend across the university. Our Advising Center had registered 93% incoming first year students, 93% of sophomores, 86% of juniors and 85% of seniors by May 8, 2020. We also credit the work of this Center with the following outcomes: 91% of our Spring 2020 students were retained to Fall 2020; 92% of our out-of-state students were retained from Spring 2020 to Fall 2020. During this year, 93 new teacher candidates completed their programs successfully.

The Office of Academic and Student Services is responsible for arranging field experiences and student teaching placements required for certification for COEHD teacher preparation programs. In addition, this office assists CLAS students in Music and Art Education (for student teaching only). This office presents workshops and orientations to help prepare students to go into the field. Although the pandemic disrupted the in-person offerings for Spring 2020, both workshops and orientations were successfully converted to a zoom format. Student placements were also successfully converted to remote instruction and, with the assistance of their cooperating teachers, allowed all to meet their certification requirements. Superintendents at a recent Penquis meeting, unanimously agreed to welcome our student teachers back this year, even in a remote format. Over this past year, this office worked with over 100 PK-12 schools, had over 483 field placements and worked directly with 388 students to place them in field experience settings. With the help of 11 adjunct faculty who are experts in their areas, this office delivers seminars for the required 100-hour practicum course and provides supervision for our student teachers in the field. Eight COEHD alumni were recognized as 2020 Maine County Teachers of the Year. (University of Maine, 2020, May 15, Appendix A)

This professional College seamlessly blends both theoretical and applied concepts for the preparation of students entering the professions we represent. Clearly, **Goal 2** - Provide... *accessible and affordable education, research, and service through processes that ensure effectiveness, efficiency and quality* - is another goal that this College can include among its contributions to this strategic vision. The need for teachers in Maine is critical. The various programs in the COEHD are making major contributions to address this need. Teachers of Special Education (**2.1.3**) are at a premium; COEHD has a 4+1 program with UM Machias, and will soon launch another with UM Augusta to prepare more professionals in that field. Through these 4+1 programs, students will complete the M.Ed. in Special Education at UMaine.

In Fall 2020, the COEHD will pilot an accelerated teacher preparation program in collaboration with the Superintendent of Bucksport, ME, to prepare teachers faster with more authentic classroom experience. (**2.1.1** and **1.1.1**). This accelerated option will include a supervised, paid, one year residency in the student's fourth year.

The COEHD has much to celebrate about *curricular innovations* and addressing *pressing societal problems.* (**1.2.1**) The School of Learning and Teaching continues to introduce curricular innovations in various programs. A total of 11 new courses have been created and five courses were modified. During this year, continuing to expand offerings to fill industry gaps, the Instructional Technology program received System approval to offer two new graduate certificate programs: *Computational Thinking for Educators* and *Library & Media Specialist*. SLT STEM Ed faculty collaborated with the RiSE Center to develop a *STEM Teacher Leadership* graduate certificate. They also developed a new graduate certificate and concentration in STEM Education within the Curriculum, Assessment & Instruction (CA&I) program.

The Immersive Mathematics in Rendered Environments (IMRE) Lab, led by Assistant Professor Justin Dimmel, is on the cutting edge of exploring how virtual and augmented reality can be used for STEM education. The lab has designed virtual, three-dimensional worlds that

allow students to step inside of mathematical figures and explore them from new perspectives. Dr. Dimmel has presented his research at NIH sponsored research conferences and at universities in the U.S. and abroad.

The School of KPEAT is in the middle of redesigning its teacher preparation curriculum so that it is inclusive of Health as well as Physical Education. The current name (Teaching/Coaching) will be changed to Health and Physical Education. This redesign will prepare our students to be licensed by the state in both of these teaching areas, making graduates a more attractive hire in public schools.

KPEAT is collaborating with colleagues within the COEHD to offer a new undergraduate degree in Health Sciences. The curriculum will provide a strong foundation in science, social science, public policy and research. Graduates of this program will be qualified for jobs in public health fields in both urban and rural areas. We expect the creation of this new degree will also help with student recruitment.

In several cases, faculty research and scholarship addresses two SVV's simultaneously. Consider how innovation and creative efforts, (**1.2.1**) also address diversity and the desire to be a *welcoming, inclusive community* (**3.1.1**), as described in the following examples. SLT Literacy faculty, Dee Nichols and Susan Bennett-Armistead, were among the founding organizers of the Penobscot County Jail/Literacy Volunteers project *What Now? What's Next?* Programming and data collection have been ongoing (until the COVID-19 shutdown) for three years. The project focused on providing literacy and life skills support to incarcerated women. Data collection is complete and the analysis and writing phase will resume this fall.

Special Education faculty member, Assistant Professor Sara Flanagan, has been partnering with public schools on the use of a graphic organizer for students who have difficulty with written expression. Data collected prior to the COVID-19 outbreak suggests that students experienced immediate improvements in written expression using the tool. She hopes to resume the data collection this fall if schools reopen. In a separate study, Dr. Flanagan and a colleague

surveyed special education teachers in Maine and Florida. Preliminary results suggest that teachers may spend insufficient time teaching writing, due, in part, to their own lack of confidence in their own writing and related teaching skills. Tools such as the graphic organizer also may help these teachers.

Using *Early Start Maine,* an early intervention model provided to children from birth to three years with autism, Special Education Assistant Professor Deborah Rooks-Ellis and colleagues found significant improvements in both repetitive behaviors and social reciprocity. In addition, as the director of the Maine Autism Institute for Education and Research (MAIER), Dr. Rooks-Ellis created professional development opportunities for educators and related service providers across Maine. This year, MAIER served over 1000 educators in 10 events and distributed over 500 copies of *Maine Parent Guides to Autism*.

SLT programs continue to revise courses to ensure that all content is accessible to all students. For example, working with colleagues last summer, Jane Wellman-Little reworked two Literacy courses in children's and young adult literature, to be *world* literature courses. This redesign created a pair of courses that have a great emphasis on representing diverse authors and experiences. This same work is being undertaken this year with a children's literature course as it is being revamped to be a pre-candidacy general education course. Another example is Sarah Howorth's partnership with KidsPeace to provide training to implement a social-behavioral intervention for individuals with autism spectrum disorder.

Dr. Julie DellaMattera, Director of ELHEHD, has been collaborating with faculty and undergrads in the Honors College to edit and update a six-part training program on Attachment Theory for caregivers of trauma-affected children. In June, she went with two students and two other Honors College faculty members to see the pilot training in Sierra Leone, Africa. Since then, she has been meeting with Helping Children Worldwide, 1MillionHome, Agape Children's Ministry (Kenya), Helping Haitian Angels (Haiti), and Cherish Uganda (Uganda) to expand the training to other countries.

Higher Education's Dr. Elizabeth Allan is the PI for the *Hazing Prevention Consortium,* a three year research-to-practice initiative with Brown University, Duke University, Georgia Tech, University of Missouri, University of Pennsylvania, Stanford University, Washington and Lee University, Dartmouth College, MIT, Tufts University, and the University of North Carolina at Chapel Hill.

Finally, on *cross-campus partnerships to expand opportunities* **(2.1.3),** and *sustainability – higher education emphasis* **(2.2.1***), the COEHD offers the following initiatives. Faculty in Educational Leadership are *aligning research and resources* by collaborating with UMPI faculty in the Rural Educational Leadership program to provide differentiated learning and development opportunities to best serve the needs of rural principals throughout the state. This program has become the second largest graduate program in the COEHD and, through partnerships throughout the state, hopes to continue to expand sustainable development of programs offered, particularly in M.Ed cohorts that address issues of inequity, needs of rural communities, and in Ed.D programs that address problems of practice through community laboratories and the production of scholarly-practitioners.

Dr. Ian Mette's "Try On Leadership" is an innovative new certificate that allows students to see what it would be like to be a school leader. The UMaine Graduate School fielded over 200 expressions of interest in this certificate before it was formally approved.

SUMMARY AND GOALS FOR THE COMING YEAR

Acknowledging the retention and steady growth in COEHD's undergraduate programs and degrees awarded, high pass rates and the national recognition and growth of our graduate programs, all of which have been noted in the previous pages of this report, I submit that the COEHD has, through the combined efforts of its faculty and staff, made significant progress in fostering learner success. COEHD has also made important contributions to operationalizing UMaine's SVVs. Moreover, the noteworthy accomplishments of COEHD faculty through their research and scholarship that is highly respected among national and international peers, and the

partnerships and innovations that can be attributed to this College, may be subsumed under an overarching purpose to have a positive impact in our profession and in the world. This College has a demonstrable commitment to inclusion; it is evident in the focus of creative activity, in research and in the professional accomplishments of the COEHD faculty and staff.

This is not to say that the aspirations and goals described in the selected strategic goals of the College and its Schools have been fully realized, but in the coming year, there is a sincere pledge to embrace and refine these goals in order to improve learning outcomes and instruction for all of our students. Metrics and action steps for the selected goals need to be completed in the next year, and some of the goals may be revised as they are further analyzed in this way. We will continue to be challenged by constrained resources and by the need to find a common ground between and among newer and senior faculty who may have been brought to the College under different administrations with differing priorities. Still the "SVV" exercise has had the good effect of bringing faculty together to work toward common goals on which they have agreed.

The College needs to be able to replace faculty positions that have been lost or eliminated in previous administrations. We are committed to the excellence that must be found at a flagship university, but resource constraints are both problematic and frustrating. Our research needs to grow and we need to be able to better market our successful programs and research.

In next year's Annual Report *cum* Progress on Selected Strategic goals, I am hopeful that the enthusiasm generated by the discussions this year will carry over to the next. There is no doubt that the "new normal" created by the pandemic disruption of 2020 has created challenges for higher education that will last for years to come. I believe that UMaine and the College of Education and Human Development have the talent to master those challenges.

Appendix A
Media Citations

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Additional College Faculty Research in the Media

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Appendix B
STRATEGIC VISION and VALUES
A Strategic Framework for the University's Future

Vision
The University of Maine transforms lives through research, teaching and public service.

Values
Fostering Learner Success
The university is committed to fostering learning for all. We provide access and opportunity in and out of the classroom to prepare students for career success and civic engagement. Our faculty and staff support lifelong learning through excellence in teaching and co-curricular activity. Our inclusive community welcomes all learners and strives to sustain an enriching environment in which they can flourish and succeed.

Discovering and Innovating
As Maine's land grant and sea grant research university, we discover and produce new knowledge to serve the state, the nation and the world. Innovation, creativity and discovery are fundamental to who we are and what we do: They help us serve the people of Maine and people everywhere. We train the next generation of leaders to solve problems and promote solutions for the challenges we all face.

Growing and Advancing Partnerships
We collaborate with many partners to advance the cultural, economic and civic interests of communities throughout Maine and the world. As a public flagship university, we are stewards responsible for the resources entrusted to us. Through our engaged partnerships, we seek to make a difference in the arts, science, industry, commerce, and state and local government for the present and future betterment of all.

Goals

Goal 1: We will support and grow Maine's economy through new discoveries and by building a workforce whose members are engaged in their communities and prepared for lifelong success.

1.1   We will welcome and support all learners and engage them in experiential learning.
    1.1.1   We will support timely progress to graduation
    1.1.2   Our curricula will prepare undergraduate and graduate students for success by aligning tailored academic pathways with the skills needed to thrive in a range of career contexts.
    1.1.3   Authentic experience in research, scholarship and/or creative activity will be part of every undergraduate's experience.
    1.1.4   We will offer a range of educational programs to our diverse learners, including noncredit, professional development programs, badges and other microcredentials.
    1.1.5   We will ensure access for qualified learners and reduce student debt.
    1.1.6   We will expand production of students with graduate-level credentials to meet workforce needs in Maine and beyond.
1.2   We will create new knowledge and apply innovative research and scholarship to enrich lives.
    1.2.1   We will mobilize our expertise and resources to create new knowledge and to solve pressing societal problems through research, development and engagement.
    1.2.2   We will move new products from concept to commercialization, growing economic sectors and creating new markets in Maine and beyond
    1.2.3   We will produce graduates prepared to contribute to the knowledge, innovation and creative economy.
    1.2.4   We will grow and diversify the doctoral education and research enterprise at UMaine, in partnership with stakeholders and collaborators, including other UMS campuses.
Goal 2: We will continue to provide accessible and affordable education, research and service through processes that ensure effectiveness, efficiency and quality.

2.1 **We will grow and advance partnerships to catalyze the cultural, economic and civic future of Maine and beyond.**
    2.1.1   We will collaborate with stakeholders, taking advantage of individual and collective strengths to address needs, innovate for the future and bring about positive change.
    2.1.2   We will build UMaine's reputation as an easily accessible and highly desirable partner to apply creativity and innovation to solve problems for Maine businesses, K-12 education, industry and the state.
    2.1.3   We will align research and academic resources in cross-campus partnerships to expand opportunities for students and communities throughout Maine.

2.2 **We will optimize management of our infrastructure and enhance it to support the realization of our vision.**
    2.2.1   We will be a national leader in sustainability in higher education.
    2.2.2   We will manage our "footprint" to maximize the efficiency of space utilization
    2.2.3   We will develop a budgeting process that is responsive and transparent, aligns resources with strategic priorities, and creates incentive/reward structures that support advancement toward university goals.

2.3 **We will communicate effectively with all stakeholders.**
    2.3.1   We will develop an organizational structure that supports coordinated communication with internal and external stakeholders.
    2.3.2   We will develop processes for coordinating marketing strategies.
    2.3.3   We will work with the University of Maine System to develop coordinated government relations strategies.

Goal 3: The university will be a rewarding place to live, learn and work by sustaining an environment that is diverse and inclusive, and fosters the personal development of all its stakeholders.

3.1 **We will be recognized as a great place to work in Maine.**
    3.1.1   We will be a welcoming and inclusive community where every viewpoint and every person is respected and diversity is embraced.
    3.1.2   We will ensure that all employees have opportunities for professional development.
    3.1.3   We will ensure that our policies and practices support work-life balance, and foster and facilitate a **diverse workforce.**

3.2 **Students will form a lifelong relationship with the University.**
    3.2.1   We will ensure that all students have opportunities to engage in the life of the University outside of the classroom.
    3.2.2   We will sustain a culture in which supportive interactions between faculty/staff and students are the norm.

Process

The Strategic Vision and Values Framework is a living document that will serve to guide the University over the next five years. Two parallel sets of processes will ensure that the University pursues its goals in ways that are consonant with its vision and values.

The University's vision, values and goals will serve as the foundation for strategic decision-making. Units will be expected to develop goals within the framework and budget decisions will align with the goals. Units will specify what actions they will take to support advancement toward the goals, articulate the metrics that will be used to measure progress and report on these metrics annually.

In addition to the framework serving as a guide to strategic thinking within the University's formal structure, a parallel process will be implemented whereby there will be periodic calls for proposals for new ideas for strategies and actions that support advancement toward the goals. In this way, the University will be responsive to changing contexts, and poised to capitalize on opportunities while remaining true to its vision and values.

SVVs – Educational Leadership, Higher Education, and Human Development

1.1.1 We will support timely progress to graduation.

Objective	Action Steps (w Time)	Metrics
Schedule and offer courses so graduate students can graduate in as little as 2 years .	• Ensure that courses are offered to ensure graduation in 2 years • Ensure all students have a POS • Set up regular advising meetings with each student	1. Completed 2-year course schedule 2. Check all student files and be sure each student has a POS 3. Set schedule for the month and number of required meetings
Create a culture of support	• Program specific orientation for first and second year students • One doctoral meeting per semester for Grad students • One-on-one advising to all our students	1. Conduct an annual orientation survey with our students to better understand how to meet their needs in order to be successful in our program. 2. Track retention and graduation rates.
Schedule and offer courses so undergrad students can graduate in 4 years	• Ensure core courses are offered on a rotational basis so that students can meet program requirements in 4 semesters	1. Review course rotation 2. Continue to look for highly qualified adjuncts

1.1.3 Authentic experiences in research, scholarship, and/or creative activity will be a part of every undergraduate's experience

Students learn about and use research to make research-based decisions	• methods courses that allow students to use research to make research-based decisions	1. Employ action research projects using root cause analysis to improve functioning of schools 2. Program requires students apply their research skills in a variety of ways. Collect grades from class projects to monitor.
Students engage in varied field experiences and directed research projects	Offer varied field experiences and directed research courses	1. Track credits for field experience courses 2. Track credits for directed research courses 3. Track location of field experiences 4. Track grades for final project in these courses

1.1.6 We will expand production of students with graduate-level credentials to meet workforce needs in Maine and beyond.

We will double the amount of EdD students from 2018 to 2020	• Could consider breaking into the Portland market for our MEd and EdS programs • We could market our EdD program to target a rural cohort throughout New England	1. Track enrollments
Formalize the certificate process to provide more coherence while also documenting student efforts to build competence in various aspects of professionalism.	• The HEd faculty have developed a Student Development in Higher Education Professional Development Certificate	1. Track number of students receiving the Certificate

SVVs - ELHEHD cont'd

Focus efforts on our 4+1 program for students which allows them to graduate sooner	• Recruit for the 4+1 program • Let our CHF majors know about this opportunity in earlier level courses	1. Track numbers of new 4+1 students

SVVs – School of Kinesiology, Physical Education and Athletic Training

1.1.3 Authentic experiences in research, scholarship, and/or creative activity will be a part of every undergraduate's experience

Objective	Action Steps	Metrics
First year students study the role research plays in an academic discipline. Begin to apply sound research methods to problem solving.	EHD 100 will become a 3 credit course exposing/engaging first year students in research methods/practices	1. Practice/apply research design to answer questions posed in class. 2. Complete a brief, peer-review based, review of literature.
Engage second, third and fourth year students in a variety of research-related tasks	Written assignments and problem solving tasks throughout the curriculum will include reviews of the applicable scientific literature Students will be given opportunities to be involved in faculty research projects	1. Written assignments will be graded based on comprehensiveness and clarity. 2. Data will be collected on the number of students participating in faculty research projects, and the extent of their participation

SVVs – School of Learning and Teaching

1.1 We will welcome and support all learners and engage them in experiential learning.

SVV Objective	Action Steps	Measures of Progress	Notes/exp
1.1.1 We will support timely progress to graduation.	a) Increase the number of graduate students with a formal two-year or more Program of Study (POS). b) Determine the exact number of students enrolled and the average time to graduation for each program in order to monitor progress to graduation. c) Require all programs to have a 3-year course scheduling plan designed to help students finish the course sequence on time.	a) Within one year 75% of graduate students should have a two-year Program of Study on file. Increase compliance rate to 90% within two years. b) By Jan 1, 2021, all programs will report to the Director the exact number of students enrolled and the estimated number of students who will graduate each semester. c) By Aug 30, 2020, all programs will have a 3-year course scheduling plan on file in the Director's Office.	

SVVs - SLT cont'd

1.1.2 Our curricula will prepare undergraduate and graduate students for success by aligning tailored academic pathways with the skills needed to thrive in a range of career contexts.	a) Increase engagement in extracurricular community events. b) All coursework will be tied to practical applications.	a) By April 30, 2021, a system for tracking the number of extracurricular community events attended by students will be developed and implemented. b) Starting Fall 2020, all syllabi will include a statement documenting the connection between coursework and its practical applications.	
1.1.3 Authentic experience in research, scholarship and/or creative activity will be part of every undergraduate's experience.	a) Increase student exposure to faculty research and promote student engagement in a wide breadth of possible research in the School. Create a culture of research – "*a buffet of ideas for them to choose from*". b) Support undergrad and grad student professional inquiry through experiential learning.	a) By Fall 2020, explore the possibility of incorporating research experience in required courses for undergrad students. b1) By April 1, 2021, conduct a survey to identify where research is already occurring. b2) Starting AY2021, increase the number of students applying for CUGR fellowships annually. b3) Starting AY2021, increase the number of students presenting at the Student Symposium each year.	
1.1.4 We will offer a range of educational programs to our diverse learners, including noncredit, professional development programs, badges and other microcredentials.	a) Increase student attendance at events and college-related experiences. b) Increase the number of non-degree and non-traditional students who take SLT methods courses. c) Create a website portal for professional development opportunities for school teachers and other non-degree students.	a) By April 30, 2021, determine the feasibility of creating a "micro-credential" related to participation in events. b1) By Dec 31, 2020, document the number of non-degree and non-traditional students historically enrolled in SLT methods courses. b2) By April 30, 2021 develop a plan for increasing the number of non-degree and non-traditional students enrolled in SLT methods courses. c) By September 30, 2020, create a website portal for professional development opportunities.	

SVVs – SLT cont'd

1.1.5 We will ensure access for qualified learners and reduce student debt.	a) Provide financial assistance to students in need while they student teach.	a) In partnership with the UMaine Foundation, establish a scholarship fund that helps cover expenses associated with student teaching by June 30, 2020.	

1.1.6 We will expand production of students with graduate-level credentials to meet workforce needs in Maine and beyond.	a) Increase the number of students enrolled in Special Education.
	
	b) Increase the number of students enrolled in the two new Instructional Technology graduate certificates: *Library and Media Specialist* and *Computational Thinking for Educators*.
	
	c) Create a 9-12 credit graduate certificate in *Adult Literacy*.
	
	d) Create CA&I graduate certificates in the following areas:
	    Literacy Education
	    STEM Education
	    Teacher Leadership
		a) and b) Collaborate with the Grad School on marketing and open houses to promote both programs, with formal promotion plans in place by Dec 31, 2020.
		
		c) By Fall 2022, officially launch a 9-12 credit graduate certificate in *Adult Literacy*.
		
		d) By Fall 2022, formally offer CA&I graduate certificates in Literacy Education, STEM Education, and Teacher Leadership[2]
			[1] DLL has the enrollment statistics for online programs.
			
			[2] The Teacher Leadership concentration is currently under development. A seed grant application has been submitted by faculty to help develop this concentration.

Appendix Ia

College of Education and Human Development
Degrees Conferred, by Academic Unit and Major

Academic Unit	Degree	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Child Development/Family Relations					
	Bachelor's	53	59	59	58	77
	Early Childhood Teacher					
	Post-Baccalaureate Certificate	3	1	3	1	3
	Education PhD (Higher Ed Leadership)					
	Doctorate	1	2	1	2	1
	Educational Leadership					
	Master's	9	13	5	2	22
	Education Specialist	7	15	7	0	5
	Doctorate	1	2	3	1	2
	Higher Educational Leadership					
	Doctorate	0	0	0	0	0
School of Ed. Leadership, Higher Ed., & Human Development	Human Development					
	Master's	4	6	4	6	4
	Individualized Program*					
	Master's	1	0	0	0	0
	Education Specialist	0	0	0	0	0
	Student Development In Higher Education					
	Master's	14	11	9	9	20
	Education Specialist	0	0	0	0	1
	Academic Unit Totals					
	Bachelor's	53	59	59	58	77
	Post-Baccalaureate Certificate	3	1	3	1	3
	Master's	28	30	18	17	46
	Education Specialist	7	15	7	0	6
	Doctorate	2	4	4	3	3
	Total	**93**	**109**	**91**	**79**	**135**
	Athletic Training					
	Bachelor's	5	3	7	5	6
School of Kinesiology, Physical Education, & Athletic Training	Kinesiology & Physical Education					
	Bachelor's	46	78	70	53	64
	Master's	7	6	3	6	3
	Academic Unit Totals					
	Bachelor's	51	81	77	58	70
	Master's	7	6	3	6	3
	Total	**58**	**87**	**80**	**64**	**73**
	Autism Spectrum Disorders					
	Post-Baccalaureate Certificate	4	3	12	5	9
	Classroom Technology Integrationist					
	Post-Baccalaureate Certificate	6	7	7	8	10
	Counselor Education					
	Master's	8	14	7	0	0
	Education Specialist	3	2	4	1	0
	Doctorate	0	0	0	0	0
	Education Data Specialist					
	Post-Baccalaureate Certificate	0	0	0	0	0
	Education PhD (Literacy/Prevention & Intervention/Counselor Education)					
	Doctorate	2	2	2	2	1
	Educational Technology Coordinator					
	Post-Baccalaureate Certificate	3	0	0	0	0
	Elementary Education - CAI					
	Master's	13	9	7	6	6
	Education Specialist	1	0	1	0	2
	Elementary Education					
	Bachelor's	41	54	47	43	45
	English as a Second Language					
	Post-Baccalaureate Certificate	--	3	1	0	0
	Individualized Program*					
	Master's	2	1	1	2	4

Appendix Ia

College of Education and Human Development
Degrees Conferred, by Academic Unit and Major

Academic Unit	Degree	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Education Specialist	1	4	2	0	2
	Doctorate	0	0	0	0	1
	Instructional Design					
	Post-Baccalaureate Certificate	--	--	2	3	5
	Instructional Technology					
	Master's	6	5	8	8	8
	Interdisciplinary Studies (PhD)					
School of Learning &	Doctorate	1	0	0	0	0
Teaching	Literacy Education					
	Master's	13	18	23	21	19
	Education Specialist	7	6	7	6	8
	Doctorate	1	1	0	0	0
	Master of Science in Teaching*					
	Master's	1	0	2	0	3
	Response to Intervention for Behavior					
	Post-Baccalaureate Certificate	0	5	11	11	7
	Science Education					
	Master's	2	0	0	0	0
	Secondary Education					
	Bachelor's	30	25	29	25	20
	Master's	1	0	0	1	3
	Secondary Education - CAI					
	Master's	6	4	6	5	5
	Education Specialist	0	1	0	2	0
	Social Studies Education					
	Master's	0	0	1	0	0
	Special Education					
	Master's	8	23	29	20	52
	Education Specialist	3	4	1	1	1
	Teacher-Consultant in Writing					
	Post-Baccalaureate Certificate	1	1	1	0	0
	Academic Unit Totals					
	Bachelor's	71	79	76	68	65
	Post-Baccalaureate Certificate	14	19	34	27	31
	Master's	60	74	84	63	96
	Education Specialist	15	17	15	10	14
	Doctorate	4	3	2	2	2
	Total	**164**	**192**	**211**	**170**	**208**
	Bachelor's	175	219	212	184	212
	Post-Baccalaureate Certificate	17	20	37	28	34
College Totals	Master's	95	110	105	86	146
	Education Specialist	22	32	22	10	19
	Doctorate	6	7	6	5	5
	Total Degrees	**315**	**388**	**382**	**313**	**416**

* Degree is credited to the academic unit of the advisor.

Notes.
1. Degrees are reported for August, December, and the following May in a given academic year (e.g., August 2019, December 2019, and May 2020).
2. In cases where students receive dual degrees (i.e., the additional 30 credit hours is completed to receive two separate degrees) or one degree with multiple majors, the degrees are counted multiple times.

(UMaine Office of Institutional Research and Assessment, 7.16.20)rev7.20.20

Appendix Ib

Life After UMaine: College of Education and Human Development

	Employed or Graduate School			Perception of Job Preparedness					Perception of Preparation for Graduate School				
	Total Respondents (n=)	Employed FT	Grad School FT	Responses (n=)	How well did your UMaine experience prepare you for your job?				Responses (n=)	How well did your UMaine experience prepare you for graduate school?			
Graduating Year					Very well	Moderately	Minimally	Not Certain		Very	Moderately	Minimally	Not Certain
2013-2014	53	76%	19%	30	37%	60%	3%	0%	14	36%	57%	0%	7%
2014-2015	53	77%	16%	36	47%	50%	3%	0%	12	58%	25%	8%	8%
2015-2016	44	68%	20%	34	38%	44%	15%	3%	13	39%	46%	15%	0%
2016-2017	38	68%	27%	23	44%	44%	9%	4%	11	73%	27%	0%	0%
2017-2018	49	59%	25%	24	58%	29%	8%	4%	14	43%	36%	14%	7%
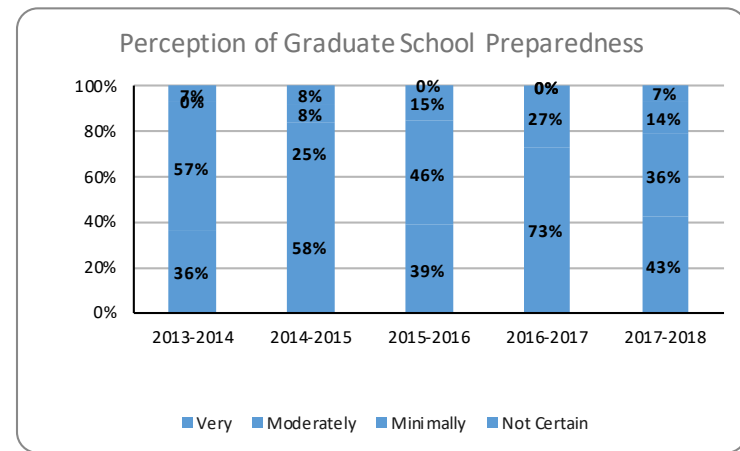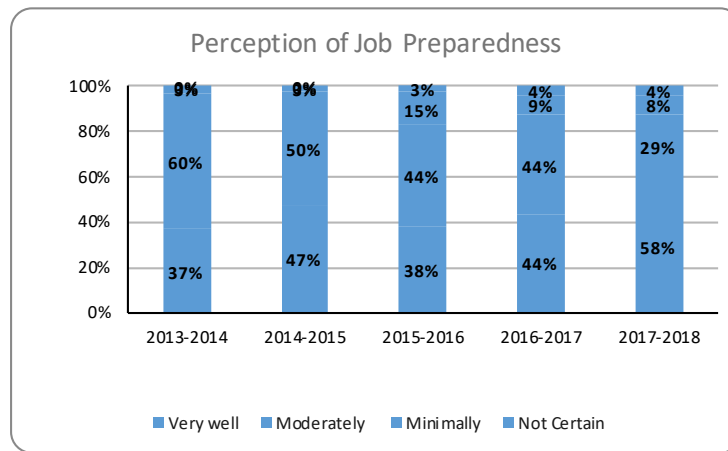
(UMaine Office of Institutional Research and Assessment, 5.15.20)

Appendix Ic

NSSE 2017 Survey Summary: College of Education and Human Development
(UMaine Response Rates: 24% FY, 25% SR)

Item Category	Item Description	First-Years EHD Respondents	First-Years EHD Mean	First-Years UMaine Respondents	First-Years UMaine Mean	Seniors EHD Respondents	Seniors EHD Mean	Seniors UMaine Respondents	Seniors UMaine Mean
3. During the current school year, about how often have you done the following? (1 = Never, 4 = Very Often)	Talked about career plans with a faculty member	36	2.5	516	2.2	42	2.7	419	2.5
	Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	36	1.7	517	1.7	42	1.7	416	2.0
	Discussed course topics, ideas, or concepts with a faculty member outside of class	36	1.9	514	1.8	42	2.0	415	2.2
	Discussed your academic performance with a faculty member	34	2.2	514	2.0	42	2.3	417	2.2
11. Which of the following have you done or do you plan to do before you graduate? (% who responded done or in progress)	Internship, co-op, field experience, student teaching, or clinical placement	30	20%	422	9%	34	77%	371	56%
	Formal leadership role in a student organization or group	30	13%	420	9%	34	24%	369	48%
	Learning community or some other formal program where groups of students take two or more classes together	29	21%	417	7%	33	24%	366	21%
	Study abroad program	30	3%	421	1%	34	9%	369	11%
	Work with a faculty member on a research project	30	0%	417	5%	34	18%	370	40%
	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	30	3%	419	2%	33	67%	366	76%
13. Indicate the quality of your interactions with the following people at your institution. (1 = Poor, 7 = Excellent)	Quality of interactions with students	30	5.8	416	5.3	33	5.7	361	5.4
	Quality of interactions with academic advisors	30	5.8	408	5.0	33	5.1	364	4.9
	Quality of interactions with faculty	29	5.3	412	5.1	33	5.1	366	5.3
	Quality of interactions with student services staff	28	5.3	384	5.0	26	4.9	316	4.8
	Quality of interactions with other administrative staff and offices	30	4.9	397	4.8	33	4.6	349	4.6
15. About how many hours do you spend in a typical 7-day week doing the following? (Means are estimated number of hours per week)	Hours per week: Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	26	2.2	381	2.4	29	1.9	342	2.4

(UMaine Office of Institutional Research and Assessment, 6.23.20)

Appendix Id

UMaine Fall 2020 Enrollment as of July 26, 2020

		Fall Enrollment					Spring-to-Fall Retention					
Degree	Class Level	Fall 20 Enrollment as of 7.26	Fall 19 Enrollment as of 7.28	Difference	% Difference		Spring 20 Class Level	Spring 20 Enrolled	Fall 20 Retained as of 7.26	Retention Rate	Spring 19 Enrolled	Fall 19 Retained as of 7.28	Retention Rate
Undergraduate	New FYR	2,099	2,087	12	1%		New FYR	1,918	1,594	83%	2,001	1,571	79%
Undergraduate	Cont. FYR	222	223	-1	0%		Cont. FYR	169	107	63%	199	118	59%
Undergraduate	SO	1,874	1,895	-21	-1%		SO	1,470	1,212	82%	1,504	1,180	78%
Undergraduate	JR	1,909	1,831	78	4%		JR	1,859	1,626	87%	1,897	1,676	88%
Undergraduate	SR	2,229	2,224	5	0%		SR	1,394	1,131	81%	1,452	1,134	78%
Total Undergraduate Degree-Seeking		**8,333**	**8,260**	**73**	**1%**		**Total**	**6,810**	**5,670**	**83%**	**7,053**	**5,679**	**81%**
Undergraduate	Early College	169	183	-14	-8%								
Undergraduate	Other Nondegree	83	105	-22	-21%								
Total Undergraduate		**8,585**	**8,548**	**37**	**0%**								
Graduate	Postbacc Cert	109	73	36	49%		Postbacc Cert	116	60	52%	56	24	43%
Graduate	EDS/CAS	50	44	6	14%		EDS/CAS	57	37	65%	30	16	53%
Graduate	Masters	1,132	917	215	23%		Masters	853	633	74%	824	552	67%
Graduate	Doctoral	325	249	76	31%		Doctoral	391	252	64%	391	194	50%
Total Graduate Degree-Seeking		**1,616**	**1,283**	**333**	**26%**		**Total**	**1,417**	**982**	**69%**	**1,301**	**786**	**60%**
Graduate	Nondegree	45	92	-47	-51%								
Total Graduate		**1,661**	**1,375**	**286**	**21%**								
UMaine Total		**10,246**	**9,923**	**323**	**3%**								

Fall 2020 Graduate Enrollment (As of July 26, 2020)

		Fall Enrollment					Spring-to-Fall Retention**					
		Fall 20	Fall 19					Fall 20		Fall 19		
	Current	Enrollment as	Enrollment as		%	Spring Degree	Spring 20	Enrollment	Retention	Spring 19	Enrollment as	Retention
College	Degree*	of 7.19	of 7.21	Difference	Difference	(Adjusted)*	Enrolled	as of 7.19	Rate	Enrolled	of 7.21	Rate
Education & Human Development	Postbacc Cert	37	30	7	23%	Postbacc Cert	36	10	28%	25	8	32%
Education & Human Development	EDS/CAS	48	43	5	12%	EDS/CAS	56	36	64%	28	15	54%
Education & Human Development	Masters	281	319	-38	-12%	Masters	273	194	71%	280	201	72%
Education & Human Development	Doctoral	45	27	18	67%	Doctoral	51	26	51%	57	25	44%
Total Education & Human Development		**411**	**419**	**-8**	**-2%**		**416**	**266**	**64%**	**390**	**249**	**64%**
Engineering	Postbacc Cert	7	7	0	0%	Postbacc Cert	6	4	67%	7	5	71%
Engineering	Masters	43	34	9	26%	Masters	35	24	69%	49	20	41%
Engineering	Doctoral	22	18	4	22%	Doctoral	38	18	47%	41	15	37%
Total Engineering		**72**	**59**	**13**	**22%**		**79**	**46**	**58%**	**97**	**40**	**41%**
Liberal Arts & Sciences	Postbacc Cert	24	14	10	71%	Postbacc Cert	30	17	57%	13	5	38%
Liberal Arts & Sciences	Masters	109	70	39	56%	Masters	75	59	79%	62	32	52%
Liberal Arts & Sciences	Doctoral	115	85	30	35%	Doctoral	111	92	83%	119	60	50%
Liberal Arts & Sciences		**248**	**169**	**79**	**47%**		**216**	**168**	**78%**	**194**	**97**	**50%**
Maine Business School	Postbacc Cert	26	21	5	24%	Postbacc Cert	29	22	76%	9	6	67%
Maine Business School	Masters	266	94	172	183%	Masters	94	81	86%	66	58	88%
Maine Business School	Doctoral	0	0	0	-	Doctoral	-	-	-	0	0	-
Maine Business School		**292**	**115**	**177**	**154%**		**123**	**103**	**84%**	**75**	**64**	**85%**
Natural Sciences, Forestry, & Agriculture	Postbacc Cert	11	1	10	1000%	Postbacc Cert	8	7	88%	2	0	0%
Natural Sciences, Forestry, & Agriculture	EDS/CAS	2	1	1	100%	EDS/CAS	1	1	100%	2	1	50%
Natural Sciences, Forestry, & Agriculture	Masters	332	312	20	6%	Masters	270	204	76%	270	193	71%
Natural Sciences, Forestry, & Agriculture	Doctoral	99	79	20	25%	Doctoral	127	80	63%	124	62	50%
Natural Sciences, Forestry, & Agriculture		**444**	**393**	**51**	**13%**		**406**	**292**	**72%**	**398**	**256**	**64%**
Other Graduate Programs	Postbacc Cert	4	0	4	-	Postbacc Cert	7	0	0%	0	0	-
Other Graduate Programs	EDS/CAS	0	0	0	-	EDS/CAS	-	-	-	0	0	-
Other Graduate Programs	Masters	101	88	13	15%	Masters	106	71	67%	97	48	49%
Other Graduate Programs	Doctoral	44	40	4	10%	Doctoral	64	36	56%	50	32	64%
Total Other Graduate Programs		**149**	**128**	**21**	**16%**		**177**	**107**	**60%**	**147**	**80**	**54%**
Total Degree-Seeking		**1,616**	**1,283**	**333**	**26%**		**1,417**	**982**	**69%**	**1,301**	**786**	**60%**
Nondegree		45	92	-47	-51%							
Total		**1,661**	**1,375**	**286**	**21%**							

Fall 2020 Graduate Enrollment: IN-STATE (As of July 26, 2020)

College	Current Degree*	Fall Enrollment					Spring-to-Fall Retention**						
		Fall 20 Enrollment as of 7.19	Fall 19 Enrollment as of 7.21	Difference	% Difference		Spring Degree (Adjusted)*	Spring 20 Enrolled	Fall 20 Enrollment as of 7.19	Retention Rate	Spring 19 Enrolled	Fall 19 Enrollment as of 7.21	Retention Rate
Education & Human Development	Postbacc Cert	32	28	4	14%		Postbacc Cert	32	10	31%	25	8	32%
Education & Human Development	EDS/CAS	45	42	3	7%		EDS/CAS	56	36	64%	28	15	54%
Education & Human Development	Masters	240	279	-39	-14%		Masters	252	174	69%	250	178	71%
Education & Human Development	Doctoral	43	26	17	65%		Doctoral	49	24	49%	55	25	45%
Total Education & Human Development		**360**	**375**	**-15**	**-4%**			**389**	**244**	**63%**	**358**	**226**	**63%**
Engineering	Postbacc Cert	0	2	-2	-100%		Postbacc Cert	0	0	-	2	2	100%
Engineering	Masters	29	24	5	21%		Masters	18	14	78%	27	12	44%
Engineering	Doctoral	5	5	0	0%		Doctoral	11	3	27%	12	4	33%
Total Engineering		**34**	**31**	**3**	**10%**			**29**	**17**	**59%**	**41**	**18**	**44%**
Liberal Arts & Sciences	Postbacc Cert	14	9	5	56%		Postbacc Cert	21	10	48%	10	4	40%
Liberal Arts & Sciences	Masters	74	42	32	76%		Masters	53	43	81%	41	20	49%
Liberal Arts & Sciences	Doctoral	24	21	3	14%		Doctoral	25	17	68%	27	14	52%
Liberal Arts & Sciences		**112**	**72**	**40**	**56%**			**99**	**70**	**71%**	**78**	**38**	**49%**
Maine Business School	Postbacc Cert	18	15	3	20%		Postbacc Cert	25	18	72%	8	6	75%
Maine Business School	Masters	205	69	136	197%		Masters	72	60	83%	49	42	86%
Maine Business School	Doctoral	0	0	0	-		Doctoral	-	-	-	0	0	-
Maine Business School		**223**	**84**	**139**	**165%**			**97**	**78**	**80%**	**57**	**48**	**84%**
Natural Sciences, Forestry, & Agriculture	Postbacc Cert	7	1	6	600%		Postbacc Cert	6	6	100%	2	0	0%
Natural Sciences, Forestry, & Agriculture	EDS/CAS	2	1	1	100%		EDS/CAS	1	1	100%	2	1	50%
Natural Sciences, Forestry, & Agriculture	Masters	225	218	7	3%		Masters	171	130	76%	179	130	73%
Natural Sciences, Forestry, & Agriculture	Doctoral	24	20	4	20%		Doctoral	34	20	59%	37	17	46%
Natural Sciences, Forestry, & Agriculture		**258**	**240**	**18**	**8%**			**212**	**157**	**74%**	**220**	**148**	**67%**
Other Graduate Programs	Postbacc Cert	3	0	3	-		Postbacc Cert	3	0	0%	0	0	-
Other Graduate Programs	EDS/CAS	0	0	0	-		EDS/CAS	0	0	-	0	0	-
Other Graduate Programs	Masters	67	54	13	24%		Masters	71	48	68%	69	35	51%
Other Graduate Programs	Doctoral	24	24	0	0%		Doctoral	41	22	54%	32	18	56%
Total Other Graduate Programs		**94**	**78**	**16**	**21%**			**115**	**70**	**61%**	**101**	**53**	**52%**
Total Degree-Seeking		**1081**	**880**	**201**	**23%**			**941**	**636**	**68%**	**855**	**531**	**62%**
Nondegree		44	88	-44	-50%								
Total		**1,125**	**968**	**157**	**16%**								

Fall 2020 Graduate Enrollment: OUT-OF-STATE (As of July 26, 2020)

College	Current Degree*	Fall 20 Enrollment as of 7.19	Fall 19 Enrollment as of 7.21	Difference	% Difference		Spring Degree (Adjusted)*	Spring 20 Enrolled	Fall 20 Enrollment as of 7.19	Retention Rate	Spring 19 Enrolled	Fall 19 Enrollment as of 7.21	Retention Rate
		Fall Enrollment					**Spring-to-Fall Retention****						
Education & Human Development	Postbacc Cert	5	2	3	150%		Postbacc Cert	4	0	0%	0	0	-
Education & Human Development	EDS/CAS	3	1	2	200%		EDS/CAS	-	-	-	0	0	-
Education & Human Development	Masters	41	40	1	3%		Masters	21	20	95%	30	23	77%
Education & Human Development	Doctoral	2	1	1	100%		Doctoral	2	2	100%	2	0	0%
Total Education & Human Development		**51**	**44**	**7**	**16%**			**27**	**22**	**81%**	**32**	**23**	**72%**
Engineering	Postbacc Cert	7	5	2	40%		Postbacc Cert	6	4	67%	5	3	60%
Engineering	Masters	14	10	4	40%		Masters	17	10	59%	22	8	36%
Engineering	Doctoral	17	13	4	31%		Doctoral	27	15	56%	29	11	38%
Total Engineering		**38**	**28**	**10**	**36%**			**50**	**29**	**58%**	**56**	**22**	**39%**
Liberal Arts & Sciences	Postbacc Cert	10	5	5	100%		Postbacc Cert	9	7	78%	3	1	33%
Liberal Arts & Sciences	Masters	35	28	7	25%		Masters	22	16	73%	21	12	57%
Liberal Arts & Sciences	Doctoral	91	64	27	42%		Doctoral	86	75	87%	92	46	50%
Liberal Arts & Sciences		**136**	**97**	**39**	**40%**			**117**	**98**	**84%**	**116**	**59**	**51%**
Maine Business School	Postbacc Cert	8	6	2	33%		Postbacc Cert	4	4	100%	1	0	0%
Maine Business School	Masters	61	25	36	144%		Masters	22	21	95%	17	16	94%
Maine Business School	Doctoral	0	0	0	-		Doctoral	-	-	-	0	0	-
Maine Business School		**69**	**31**	**38**	**123%**			**26**	**25**	**96%**	**18**	**16**	**89%**
Natural Sciences, Forestry, & Agriculture	Postbacc Cert	4	0	4	-		Postbacc Cert	2	1	50%	0	0	-
Natural Sciences, Forestry, & Agriculture	EDS/CAS	0	0	0	-		EDS/CAS	-	-	-	0	0	-
Natural Sciences, Forestry, & Agriculture	Masters	107	94	13	14%		Masters	99	74	75%	91	63	69%
Natural Sciences, Forestry, & Agriculture	Doctoral	75	59	16	27%		Doctoral	93	60	65%	87	45	52%
Natural Sciences, Forestry, & Agriculture		**186**	**153**	**33**	**22%**			**194**	**135**	**70%**	**178**	**108**	**61%**
Other Graduate Programs	Postbacc Cert	1	0	1	-		Postbacc Cert	4	0	0%	0	0	-
Other Graduate Programs	EDS/CAS	0	0	0	-		EDS/CAS	-	-	-	0	0	-
Other Graduate Programs	Masters	34	34	0	0%		Masters	35	23	66%	28	13	46%
Other Graduate Programs	Doctoral	20	16	4	25%		Doctoral	23	14	61%	18	14	78%
Total Other Graduate Programs		**55**	**50**	**5**	**10%**			**62**	**37**	**60%**	**46**	**27**	**59%**
Total Degree-Seeking		**535**	**403**	**132**	**33%**			**476**	**346**	**73%**	**446**	**255**	**57%**
Nondegree		1	4	-3	-75%								
Total		**536**	**407**	**129**	**32%**								

*Current degree represents the current degree being pursued. The Spring 20 degree represents the degree of the student as of the spring census. Students are counted only in the college associated with their primary major. Spring degrees represent the degree of students as of the spring census date (February 15). Students who graduated in May or August (2019) or have applied to graduate (2020) are excluded.

** Spring-to-fall retention represents the percentage of students enrolled as of the spring census who have enrolled for fall.

(UMaine Office of Institutional Research and Assessment, 7.28.20)

Appendix Ie

University of Maine
College of Education & Human Development
Student Credit Hours (SCHs) By Academic Unit

Undergraduate										
	All SCHs					SCHs Offered via DLL				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School of Ed Leadership, Higher Education, & Human Development	6,930	6,883	6,890	6,204	5,972	2,244	2,580	3,156	2,730	2,736
School of Kinesiology, Physical Education, & Athletic Training	5,642	4,745	4,306	4,203	4,302	357	366	453	378	495
School of Learning & Teaching	4,820	5,826	5,551	5,276	5,424	159	435	732	531	729
EHD Other	678	675	303	456	519	648	633	303	453	519
Peace Studies	678	675	303	456	519	648	633	303	453	519
College Total	18,070	18,129	17,050	16,139	16,217	3,408	4,014	4,644	4,092	4,479
UMaine Total	243,767	248,061	251,363	250,752	249,450	34,030	34,346	35,417	36,602	38,849

Graduate										
	All SCHs					SCHs Offered via DLL				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School of Ed Leadership, Higher Education, & Human Development	1,009	995	932	1,418	1,391	332	394	501	610	841
School of Kinesiology, Physical Education, & Athletic Training	442	153	117	144	165	343	135	117	144	165
School of Learning & Teaching	2,598	3,841	4,205	4,259	4,157	1,518	1,995	2,244	2,463	2,661
EHD Other	51	61	0	24	60	42	51	0	24	60
Peace Studies	51	61	0	24	60	42	51	0	24	60
College Total	4,100	5,050	5,254	5,845	5,773	2,235	2,575	2,862	3,241	3,727
UMaine Total	17,216	18,518	18,778	19,880	20,734	4,465	5,268	5,938	6,754	8,050

Total										
	All SCHs					SCHs Offered via DLL				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School of Ed Leadership, Higher Education, & Human Development	7,939	7,878	7,822	7,622	7,363	2,576	2,974	3,657	3,340	3,577
School of Kinesiology, Physical Education, & Athletic Training	6,084	4,898	4,423	4,347	4,467	700	501	570	522	660
School of Learning & Teaching	7,418	9,667	9,756	9,535	9,581	1,677	2,430	2,976	2,994	3,390
EHD Other	729	736	303	480	579	690	684	303	477	579
Peace Studies	729	736	303	480	579	690	684	303	477	579
College Total	22,170	23,179	22,304	21,984	21,990	5,643	6,589	7,506	7,333	8,206
UMaine Total	260,983	266,579	270,141	270,632	270,184	38,495	39,614	41,355	43,356	46,899

Notes:

1. These tables report student credit hours (SCHs) offered by the college or academic unit, regardless of the instructor's home unit. For example, all courses having an EHD prefix are considered to be offered by the College of Education & Human Development (EHD), even if an instructor from the College of Liberal Arts & Sciences taught an EHD course. Similarly, all courses having a prefix of EHD are considered to be offered by the Department of Teacher & Counselor Education (the EHD unit where EHD courses reside) even if an instructor from another EHD unit taught an EHD course. SCHs generated by multidisciplinary courses are attributed to the academic unit of the instructor teaching the course.

2. Honors SCHs are credited to the Honors College – with the exception of HON 498 and HON 499 in 2015-2016 through 2018-2019, where, when possible, the home unit of the advisor is credited. Beginning in 2019-2020 HON 498 and HON 499 credit hours are attributed to the Honors College.

3. Courses offered via DLL include distance (e.g., online, videoconferencing, and video streaming) and CED course sections.

4. SCHs for cross-listed courses are reported in the unit of the instructor teaching the course. If the instructor's academic unit is not the unit offering the course, the SCHs are reported in the unit of the course with the highest enrollment.

5. Each year comprises fall and spring semesters.

(UMaine Office of Institutional Research and Assessment, 6.17.20)

The 'Oscars of Teaching': Gorham teacher wins national Milken award

By Rachel OhmStaff
Writer

October 30, 2019

GORHAM — Gorham High School technology teacher Adam Parvanta had no idea he was about to be surprised with a national award and $25,000 Wednesday morning as he was helping students arrange video cameras in the school gymnasium.

The staff at the school told Parvanta the setup was in preparation for a visit from Maine Education Commissioner Pender Makin, but they didn't fill him in on the reason for her visit – that he was about to be given a Milken Educator Award for teaching excellence.

The awards, given annually to 40 teachers around the country, recognize early to mid-career educators for their achievements and the promise of what they are likely to accomplish in the future. They also come with an unrestricted cash prize.

"My first reaction was I didn't even know if I was awake," said Parvanta, who has been teaching for about 10 years, the last seven in the Gorham School District. "Everyone started screaming. I heard my name and was like, 'Oh, that's definitely me.' "

Milken Educator Awards Senior Vice President Dr. Jane Foley, Makin and other officials and educators, including past Milken recipients from Maine, were on hand Wednesday along with a gymnasium packed with cheering students and colleagues to congratulate Parvanta.

"Adam is able to celebrate every individual in our school and the school as a whole in a way that builds confidence for people," said Gorham High School Principal Brian Jandreau.

"I've seen kids go from being very shy kids to being the most confident kids who are able to communicate in the digital world to share their message. That's the hallmark of a good educator – someone who can take a student and give them the confidence and the skills to be confident individuals who can share their voice."

The crowd reacts after Gorham High School teacher Adam Parvanta was named a Milken Educator Award winner Wednesday during a surprise assembly at the school. *Ben McCanna/Staff Photographer* Buy this Photo

Gorham High School teacher Adam Parvanta reacts after being named a Milken Educator Award winner during a surprise assembly at the school Wednesday. Parvanta, a technology mentor, is the first winner in Maine since 2015. *Ben McCanna/Staff Photographer* Buy this Photo

Parvanta teaches digital media and video to students at the high school and also works on digital storytelling projects district-wide as a technology integrator.

He uses video to capture events ranging from sports to theater productions and has worked with seniors to create "resume" videos to submit with their college applications. He also helps students and teachers incorporate technology into the classroom through multimedia slideshows and infographics.

"He's always been a great teacher and very easy to talk to," said Griffin Loranger, a junior. "I love any class I have with him."

Parvanta said he will likely spend the award money on new video equipment for the high school since a lot of what is currently used is his own personal equipment.

"I want (the students) to have experience with more and better equipment because hopefully it will spark some interest and maybe put them in a career field where they could use that full-time," he said.

The Milken Educator Awards, hailed by Teacher magazine as the "Oscars of Teaching," were established over 30 years ago and are based on research that shows teacher quality is

the driving in-school factor behind student growth and achievement.

The last Maine educator to be recognized was Saco Middle School teacher Michaela Lamarre, who received the award in 2015.

The Milken Award is the latest in recent accolades for the Gorham School Department. Earlier this month, Gorham Middle School teacher Heather Whitaker was named the 2020 Maine Teacher of the Year.

On Wednesday the Maine School Management Association also named Assistant Superintendent Chris Record the 2020 Assistant Superintendent of the Year.

Appendix II
Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
		(FY 2017)		(FY 2018)		(FY 2019)		(FY 2020)	

? State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Praxis II - Education	79	79	82	82	84	84	66	66
2									
3									
4									
5									

? National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	BOC: Athletic Training	3	3	6	4	3	3	1	1
2									
3									
4									
5									

? Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Employed as Athletic Trainers						7	6	7	2
2	Teacher survey respondents						respondents	# with jobs	respondents	# with jobs
3							26	21	32	20
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

? Completion Rates

1						
2						
3						
4						
5						

? Placement Rates

1						
2						
3						
4						
5						

Please enter any explanatory notes in the box below

Appendix III
Summary of Program Reviews for 2019-2020

Reviews in Process: (List each program currently under review and outline which step in the process the reviews are located (e.g., self-study, external review, final report).

CAEP/MDOE
All of the following programs are under review by the Council for the Accreditation of Educator Preparation (CAEP) and the Maine Department of Education (MDOE). A self-study has been completed for CAEP, and we are awaiting our Formative Feedback Report from the site-visit team. The self-study for the MDOE will be submitted by August 31, 2020. The MDOE will conduct its site-visit in conjunction with the CAEP site review from December 13-16, which is scheduled for December 13-16, 2020.

- Elementary Education
- Secondary Education
- Teaching and Coaching (KPE)

- Early Childhood Education
- Master of Arts in Teaching (MAT)
- Master of Science in Teaching (MST)

CAATE
Self-study completed

Reviews Completed in the Past Year: (List each review completed and a summary of the results (e.g., is program meeting goals, key strengths, key issues that need to be addressed): NA

Summary of Actions Taken/Planned: (List the actions taken in response to the feedback given in the review process and any actions or strategies planned. Please include the targeted date for each action): No feedback has been received yet.

Summary of Enrollments in reviewed programs for the past 5 years:

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CAEP/MDOE					
Elementary Education	202	198	201	192	197
Secondary Education	155	133	135	119	124
Teaching and Coaching (KPE)	51	48	33	26	36
Early Childhood Education	44	52	48	40	41
Master of Arts in Teaching (MAT)				10	14
CAATE					
Athletic Training	55	59	68	45	48

Reviews due in 2020-2021:
CAEP and the MDOE: Spring 2021
CAATE: Spring 2021