



THE UNIVERSITY OF
MAINE

College of Education and Human Development

Leading Educational Excellence

**RESEARCH • INNOVATION
COLLABORATION • ENGAGEMENT**

Annual Report 2014-2015

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Executive Summary

This report summarizes the activities and accomplishments of the College of Education and Human Development (COEHD) in the 2014-2015 academic year, including reports from the Department of Teacher and Counselor Education; the Department of Educational Leadership, Higher Education, and Human Development; and the Department of Exercise Science and STEM Education.

In this second full year of a departmental structure and during a year of many transitions in leadership, the COEHD has demonstrated itself to be resilient, forward-thinking, and innovative. These points are highlighted best in the College's new 2015-2020 Strategic Plan, an initiative that spanned the entire academic year and incorporated feedback from all stakeholders.

Moving into the 2015-2016 academic year, this new Plan will bring with it a new reorganization that is poised to bring better service to faculty, staff, and students; to better connect the College with external stakeholders; and to better organize our efforts to align with the larger University strategic plan. In sum, ***the purpose of this Plan is to position UMaine's COEHD as the State's Leader in PK-20 Educator Preparation***. Already achieved toward the realization of this goal was our renewed status of state and national accreditation through the rigorous National Council for the Accreditation of Teacher Education (NCATE). In addition, improving partnerships with the State's Department of Education and the Education and Cultural Affairs Legislative Subcommittee have borne out the data that ***more teachers and school administrators in Maine have their undergraduate and graduate degrees from UMaine's COEHD than any other college or university in the State***.

Major Accomplishments and Highlights of 2014-2015:

- Rigorous national and state accreditation gained through NCATE – 1 of only 2 in Maine with this distinction.
- Named 73rd Best Education Graduate School in *US News and World Report*. This ranking places us higher than any other graduate education unit on the campus or in the State.
- Completion of the College's Strategic Plan for 2015-2020.
- Named as an inaugural member of the Sanford Education Collaborative, partnering with local schools, National University's Sanford Education Center, and seven other national universities.
- Re-envisioning of the undergraduate teacher education curriculum to include a new introductory course, a new prevention/intervention course, an integrated assessment and instructional design course, and professional development modules throughout.
- Creation of a unified, undergraduate course prefix (EHD) for all Education-related courses from an existing 22 different prefixes to assist students in finding courses and understanding course progressions more readily.
- The development of a five-year course plan in all program areas, to assist in creating access and efficiency for our students and contributing to a new workload plan for our faculty.
- Vital role in the APRIP process, including a statewide effort to re-envision a System-wide master's degree in Instructional Technology.
- Extensive outreach to Maine communities and populations, including schools, teachers, administrators, coaches, and professionals *in every single county in Maine*.

I. Serving Maine

a. Community Engagement

By its nature, the COEHD symbolizes the epitome of community engagement as our faculty, staff, students, and alumni touch every single corner of the State as we have graduates in, programs serving, or professional connections to virtually every PK-20 school and educational organization in Maine. Table 1 provides merely a few examples of our engagement in Maine communities this past year.

Table 1: *COEHD Community Engagement and Impact 2014-2015*

| Description of Activity | COEHD Personnel | Outreach Impact |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------|
| Penobscot River Educational Partnership (PREP) Delivering professional development to area schools to improve Pk-12 learning | Maddaus, Maurais, Jackson, Kimball, & Artesani | 20 school districts 100+ teachers |
| Maine Autism Institute for Education and Research Improving outcomes for autistic individuals through professional development, education, and research | Rooks-Ellis | 972 educators 52 schools 16 counties |
| Applied Suicide Intervention Training (ASIST) Delivering training to K-12 schools to prevent suicide | Shannonhouse, Lin, Mahoney-O'Neil, Maurais | 160 teachers and administrators |
| Maine ChildLINK with CDC Newborn screening database and information | Tu & Mason | 12,456 newborns |
| Positive Behavior Intervention and Support (PBIS) Intervention systems for schools to improve student outcomes in behavior | Artesani | 9 school districts 27 schools 45 towns in Maine |
| Reading Recovery & the Maine Comprehensive Literacy Partnership Delivering reading instruction and interventions to the neediest Maine children | Rosser & Boody | 26,196 students 30 school districts |
| Literacy Volunteers Provide training to tutors in reading and GED preparation | Jackson | 130 tutors |
| Maine Administrators of Services for Students with Disabilities Workshops to administrators | Jackson | 200+ administrators |
| Courage to Lead Summer Institute Principals explore ways to build community in schools | Educational Leadership Faculty | 20 principals |
| Maine Writing Project Professional development to improve writing outcomes for PK-12 students | Martin | 50+ schools 125+ teachers |
| Maine Youth Fitness Project Increase aerobic fitness & combat childhood obesity | Butterfield, Lehnhard, Mason, & Tu | 19 schools 3,000+ children |
| Athletes' Writing Project Teaching student athletes to write reflectively | Kent | 150 coaches 5000+ athletes |

b. Economic Development

c. Workforce Development

Economic and workforce development are also inherent in the COEHD's mission as it prepares those who will teach and educate today's and tomorrow's workforce in the State.

Recent data from the Maine Department of Education demonstrate the COEHD's leading role in educating Maine's teachers at both the baccalaureate and graduate levels (see Table 2).

Table 2: *UMaine, UMF, and USM Teacher Education Degrees*

| UMS Institution | Bachelor's Degrees of ME Teachers | Post-Baccalaureate Degrees of ME Teachers |
|----------------------------|----------------------------------------------|------------------------------------------------------|
| University of Maine | 3,178 | 1,251 |
| UMF | 2,767 | 28 |
| USM | 1,688 | 1,220 |

In addition, all of our graduate programs are offered online and in the evenings and weekends to accommodate busy, working professionals.

d. Collaborations with UMS and Sister Campuses

Chosen as one of the initial disciplines in the APRIP process, this experience has been a rewarding venture for the COEHD. Engaged in over 675 hours of meetings with over 45 other UMS faculty and staff, the COEHD is the key player in the State's Education programs, graduating the most teachers and educational professionals as well as supplying many of the faculty members at sister UMS campuses. Indeed, **23 of the 25 programs that are encompassed under the umbrella of Education are housed under the COEHD's roof** (see Education APRIP report). An early example of the potential collaborations in store for Education is that of the M.Ed. in Instructional Technology, which is already on its way to a shared degree program with USM and UMF.

Below are several other ways in which the COEHD works with UMS and other campuses in Maine to best serve students and the State:

- The Higher Education program met with presidents of Maine Community Colleges to discuss potential collaborations between doctoral programs and Maine's community colleges, as well as developed mechanisms for sharing courses with USM's Adult Education graduate program.
- The Maine Leadership and Policy Development Council (MLPDC), a consortium of faculty members from Southern Maine, Farmington, and UMaine, collaborate to promote the implementation of Positive Behavior Intervention and Support in Maine schools.
- The Teacher Education Alliance of Maine (TEAMe), a group of deans, directors, chairs, and educators, meet semi-annually to discuss teacher preparation in Maine.
- Maine State Personnel Development Grant (SPDIG), involves faculty and administrators from five of the UMS campuses to coordinate and set policy regarding professional development and certification in the area of special education.

II. Financial Sustainability

a. Enrollment and Student Credit Hour Production

Since 2010, the COEHD has seen a decline in enrollment and SCHs in most programs with the noted exception of those in Kinesiology and Physical Education (see Figures 1-4). We attribute the majority of this decline to changing policies within school districts to support continued education for their teachers as well as the availability of online programs. To this end, our Strategic Plan addresses building more options for those seeking alternate certification for teaching as well as better promoting our online and distance programs at the master's and PhD levels, in which we have seen steady to even growing enrollment in some areas (see Appendix A).

Figure 1: COEHD Undergrad Student Credit Hours 2010-2015

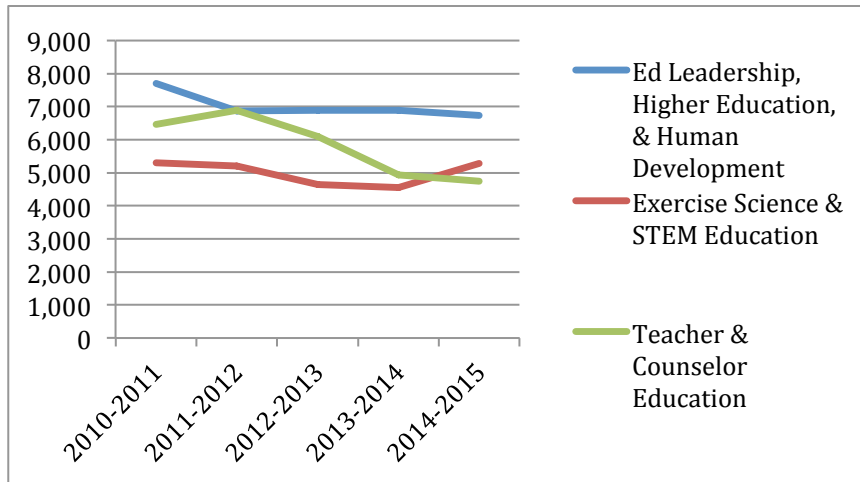


Figure 2: COEHD Undergrad Majors 2010-2014

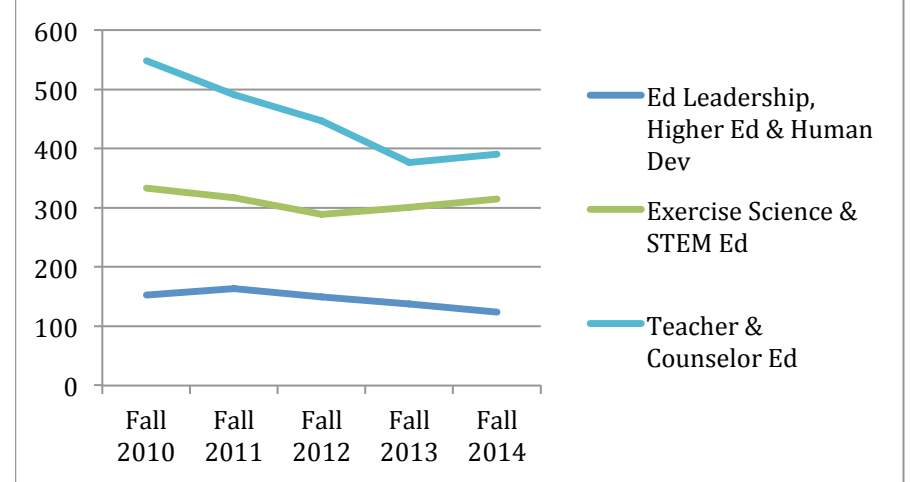


Figure 3: COEHD Graduate Student Credit Hours 2010-2015

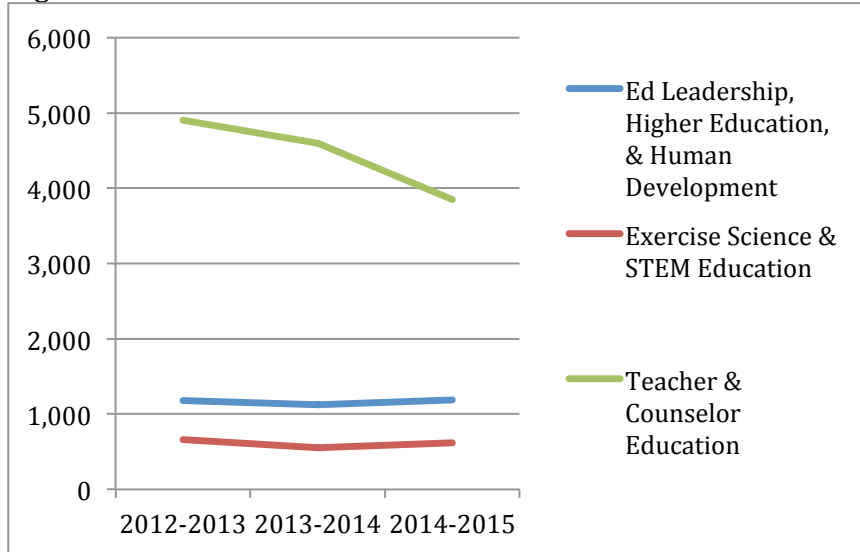
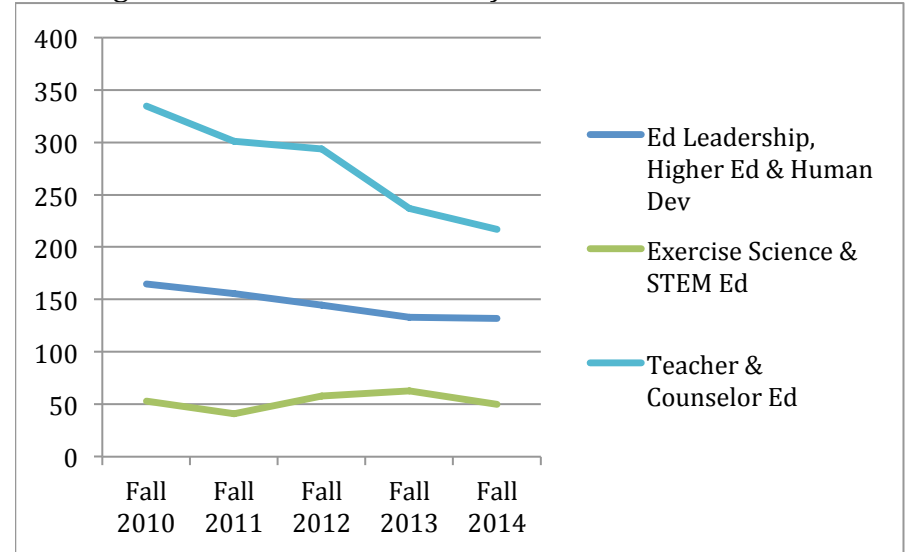


Figure 4: COEHD Graduate Majors 2010-2014



b. Enrollment Collaborations with Enrollment Management

2014-2015 was our first year working with Royall to increase recruitment at the graduate level. For one program, Higher Education, this collaboration realized nearly 1/3 of all admitted and enrolled new master's students for Fall 2015. The COEHD also partnered with the Graduate School to initiate a market analysis through Pulse Marketing related to master's degree interests and needs for teachers in the surrounding region. This report demonstrated that we have high brand recognition, but that we need to do more to market our array of programs to teachers and others in the State.

We look forward to continued innovations such as Royall's efforts in the coming year and our Strategic Plan, which will allow for increased marketing efforts to reach more prospective students at both the undergraduate and graduate levels.

c. Research and Grant Funding

In the 2014-2015 academic year, a total of \$3.3M in external funding was awarded to the COEHD's faculty and staff out of a total of \$12.4M submitted. This **27% return rate** is the highest the College has seen in the past several years. With our new reorganization of the College as part of the Strategic Plan, we anticipate increases in both submissions and awards in tandem with the hiring of a new Coordinator for Grant and Research Development as well as a pre- and post-award professional to assist faculty and staff in garnering even more external funding.

d. Revenue Centers

The major work related to revenue centers in the COEHD in the past year has been around shifting Reading Recovery and the Maine Partnerships in Comprehensive Literacy to a new, sustainable economic model connected through CEUs rather than graduate credits. A large part of the year was spent working with key stakeholders, such as the State's superintendents, the Maine Department of Education, and UMaine's financial experts, to launch this new model. The hope is that this shift will allow this important and highly influential program to continue in a more independent and sustainable fashion.

Other revenue centers in the COEHD include the Durst Child Development Learning Center, the Center for Responsive Training, the Maine Center for Sport and Coaching, the Center for Research and Evaluation, as well as the Maine Writing Project. Excepting the CRE, all COEHD entities saw an increase in revenues beyond projections in FY2015. See Table 3 for more details on each entity, its purpose, and its revenue.

Table 3: COEHD Revenue Centers 2011-2015

| Center/Project | Description | FY2015 Projected Revenue | FY2015 Actual Revenue | FY2014 Revenue | FY2013 Revenue | FY2012 Revenue | FY2011 Revenue |
|-----------------------------------------|-----------------------------------------------------|--------------------------------|-----------------------------|-------------------|-------------------|-------------------|-------------------|
| Durst Child Development Learning Center | Fees from Pre-K programs | \$8000 | \$9500 | \$8900 | \$9100 | \$8910 | \$9370 |
| Center for Responsive Training | Courses taught off-campus for PK-12 ME school needs | \$332,500 | \$413,025 | \$621,836 | \$637,350 | \$621,815 | \$834,546 |
| Center for Sport & Coaching | Online coaching safety and certification | \$32,500 | \$68,625 | \$64,500 | \$48,170 | \$40,481 | \$37,990 |
| Center for Research & Evaluation | External research and database | \$20,000 | \$18,350 | \$39,956 | \$58,806 | \$45,620 | \$122,714 |

| | | | | | | | |
|--------------------|---------------------------|----------|----------|----------|----------|----------|----------|
| | building | | | | | | |
| ME Writing Project | Workshops and summer camp | \$11,405 | \$14,585 | \$12,751 | \$14,451 | \$25,740 | \$26,325 |

e. Private Giving/Alumni Cultivation

Based on unanticipated leadership changes, a dramatic shift related to development for the COEHD was undertaken, led by our now Associate Dean, Dr. Mary Mahoney-O'Neil. Working closely with our development officer, Dr. Mahoney-O'Neil participated in 6 large events hosted by the Alumni Association and the UMaine Foundation, throughout the country, interacting with more than 450 UMaine alum and donors. She met individually with 12 previous donors and established a system for continued contact and recognition of these individuals. In addition to events affiliated with the Alumni Association and Foundation, the COEHD also had the opportunity to join a consortium hosted by the Sanford Education Center. This first meeting with the consortium in February 2015 yielded a \$60,000 gift from Denny Sanford to the COEHD. The COEHD also received an in-kind gift from the Mettler Corporation of modality equipment (estimated at \$35,000) for our Athletic Training facility in the Wes Jordan Center in Lengyel Hall. Table 4 presents the total gifts garnered in the past year.

Table 4: COEHD Gifts 2012-2015

| Fiscal Quarter | FY2015 | FY2014 | FY2013 | FY2012 |
|----------------|------------------|------------------|------------------|------------------|
| Q1 | \$4,143 | \$236,310 | \$2,060 | \$7,678 |
| Q2 | \$96,026 | \$184,092 | \$20,440 | \$288,074 |
| Q3 | \$51,993 | \$127,249 | \$126,956 | \$9,171 |
| Q4 | \$79,833 | \$31,399 | \$5,004 | \$70,053 |
| Total | \$231,995 | \$579,050 | \$154,461 | \$374,976 |

f. Initiatives to Increase Fiscal Efficiencies

As part of the COEHD's Strategic Plan, for FY16 a College-wide reorganization will be put into place that will ultimately create fiscal efficiencies for the University. For example, from a survey of job duties and personnel, it was clear that support staff duties in the departments were not equitable or always efficiently done. In our new reorganization, only one full-time administrative specialist will staff each department with one individual supporting two departments in a half-time capacity. Similarly, in comparing the Dean's Office staff with others on campus, it was apparent that we were administratively heavy in this area.

Finally, though APRIP conversations, we see the potential to collaborate with other campuses to increase our students' access to coursework and to realize efficiencies through utilizing faculty on other campuses for our courses. We look forward to the collaborative model of the M.Ed. in Instructional Technology as one way to increase such efficiencies.

III. Student Culture of Excellence

a. Faculty Achievements (e.g., awards, recognitions, prestigious appointments, etc.)

Our faculty continue to demonstrate their excellence in myriad ways through their impact on the College, the University, the State, and the world. To illustrate, (a) two of our faculty members, Drs. Janet Fairman and Shihfen Tu, were named as Blue Sky Faculty Fellows this year; (b) Dr. Susan Bennett-Armistead was named as the first-ever recipient of the Champion of Literacy Award from Literacy Volunteers of Bangor; (c) postdoctoral fellow, Dr. Dan Tillapaugh was the recipient of the

Maine Association of Student Affairs Professionals Collaboration in Student Affairs Award; (d) Dr. Jim Artesani, along with our new lecturer, Courtney Pacholski, received the 2015 President's Research Impact Award; to name simply a few. In the College itself, five individuals were recognized for their exemplary contributions, including the 2014-2015 winners: (a) Research and Creative Achievement Award to Dr. Bob Milardo, (b) Teaching Award to Dr. Ken Martin, (c) Adjunct Teaching Award to Joan Staffiere, (d) Faculty Service Award to Dr. Mary Ellin Logue, and (e) Staff Service Award to Pam Kimball.

b. Research and Scholarship Summary (e.g. publications, presentations, editorships, exhibits, etc.)

In the past academic year, faculty members in the COEHD produced a total of 101 scholarly publications and 86 scholarly presentations. When considered by the total FTE of our tenure-stream faculty members (25.5), this results in an average of 4 publications per faculty member in the past year as well as over 3 presentations per individual. Taken together, we have seen a dramatic shift in the COEHD over the past two years, with more faculty productivity overall. See Table 5 for a more detailed accounting of faculty scholarly productivity in the five past years.

Table 5: *COEHD Scholarly Productivity – Publications 2010-2015*

| | Abstracts | Articles | Chapters | Books | Proceedings | Reports | Submitted |
|-----------|------------------|-----------------|-----------------|--------------|--------------------|----------------|------------------|
| 2014-2015 | 2 | 32 | 12 | 5 | 0 | 7 | 24 |
| 2013-2014 | 4 | 33 | 7 | 10 | 7 | 7 | 44 |
| 2012-2013 | 4 | 30 | 4 | 6 | 13 | 7 | 28 |
| 2011-2012 | 2 | 35 | 7 | 2 | 4 | 1 | 24 |
| 2010-2011 | 0 | 28 | 4 | 8 | 0 | 1 | 21 |

IV. Student Engagement, Student Success

a. Student Research, Scholarship, or Creative Activities

With our vibrant graduate programs in the COEHD, it is perhaps not surprising that the bulk of the scholarship conducted by students is from our graduate population. For example, with graduate students, our faculty co-authored 22 different journal articles and co-presented 25 times in 2014-2015. Little to no commensurate activity has occurred at the undergraduate level, which we aspire to change in the upcoming academic year through anticipated shifts in curriculum and incentives to faculty to mentor undergraduates in research activities as part of our Strategic Plan.

b. Student Awards and Student Accomplishments

Taken together, our students exemplify the mission and vision of the COEHD as they are directly connected to our vital stakeholders throughout the State and nation: their awards and accomplishments are also ours. Below are highlighted simply a few of our amazing students' accomplishments:

- Courtney Pacholski, Special Education, 2015 President's Research Impact Award and Provost's Innovative/Creative Teaching Award
- Alicia Valente, KPE, national champion for Athletic Training knowledge competition

- Holly Stewart, KPE, America East Woman of the Year
- Eve and Joanie L'Abbe, KPE, both received early acceptance to medical school
- History of Higher Education Ph.D. students (HED 580) worked to write chapters for inclusion in the updated version of the *History of the University of Maine*
- Yarissa Ortiz-Vidal, Higher Education, second place oral presentation in UMaine's Grad Expo
- Leana Zona, Higher Education, Richard F. Stevens Outstanding Graduate Student Award at the National Association of Student Personnel Administrators (NASPA) Region I
- Kyle McAuliffe, Higher Education, Outstanding Graduate Student Award from the Maine Association of Student Affairs Professionals (MASAP)

b. Student Performance on National Boards and Exams

As with previous years, our students performed admirably on state and national boards and exams. On the primary exam used across our programs, PRAXIS II, 100% of the students in elementary and secondary education passed. More than half of these students exceeded the passing score by 20 or more points and another 20% passed by at least 10 points beyond the cutoff score. All graduate students in special education achieved passing scores on related Praxis tests as well. Graduate students in English, mathematics, and science also achieved a 100% pass rate. In Athletic Training, 7 of 8 students (87.5%) passed the national licensure exam, well above the national pass rate of 70%.

c. Retention and Graduation Initiatives

The COEHD maintains a centralized and visible support for all of our undergraduate students with retention and graduation attainment always our focus. The Advising Center serves all of our undergraduate students with specific attention to Teacher Education and KPE. **A total of 2,308 one-on-one advising sessions** were completed in the center during the 2014-2015 academic year, or **an average of 4.7 on-site meetings per student**. Continuous improvement is the primary goal when serving our students and identifying ways to engage our students and promote strong academic performance, strong citizenship within the UMaine community and beyond is our mission. Every first-year student in the COEHD takes EHD 100, a one-credit introductory course, the first semester on campus. The fall of 2015 will be the first year that a residential floor will be dedicated to students in the COEHD. The fourth floor of Gannett Hall will be the only floor on the campus comprised of residents representing one college. This residential floor will have dedicated professional development, community development, and community service opportunities for our students. September 2015 will also bring the opening of the **TeachLive** avatar simulation learning center in 207 Shibles Hall, heralding the most progressive teacher education learning opportunities to our students (at this time UMaine is the only TeachLive site in Northern New England and only one of two in all of New England); certainly, an incredible tool for recruitment. Lastly, focusing on recruitment, retention, and graduation attainment we have begun a rigorous development of internships within KPE and Teacher Education focusing on national and international opportunities.

d. Degrees Granted

As shown in Table 6, along with enrollment, overall degrees conferred in the COEHD have declined with the exception of our post-baccalaureate certificates as well as our Certificates of Advanced Study (CAS). The conferral of the PhD in the College, with some further analysis, demonstrates a relatively constant state over time. These numbers demonstrate the need to continue our recruitment and retention efforts described above.

Table 6: COEHD Degrees Granted 2010-2015

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------------------------|------------|------------|------------|------------|------------|
| Bachelor's | 223 | 233 | 254 | 197 | 187 |
| Post-Bacc Certificate | 0 | 2 | 13 | 10 | 26 |
| Master's | 139 | 152 | 116 | 130 | 85 |
| Certificate of Advanced Study | 27 | 43 | 25 | 25 | 32 |
| Doctorate | 8 | 10 | 6 | 10 | 4 |
| Total Degrees | 397 | 440 | 414 | 372 | 334 |

V. Preserving – Restoring Infrastructure

a. Renovation or Construction Projects Completed

In Merrill Hall the second floor women's bathroom was painted. Room 119/120 Merrill were combined, painted, and furnished to create an Infant/Toddler room. An attached observation room/children's book library area in 119A was also renovated. Cameras were added to room 111, or the Child Development Learning Center, to feed to computers located in 112 Merrill. The new phone system was also installed.

In Lengyel 123, a dividing wall was installed to make it into two separate rooms. Room 121 serves as the Kinesiology and Physical Education Peer Advising Center and 123 serves as office space for six graduate assistants.

b. Renovation/Construction Projects Planned for Coming Year

The COEHD is looking forward to some exciting new construction projects and needed updates to our facilities. By the beginning of the 2015-2016 academic year we anticipate having a newly renovated and technologically advanced conference room in Shibles 159, an updated and renovated Shibles 207 that will house our new TeachLivE technology, as well as general updates to classrooms and facilities throughout Shibles, Merrill, and Lengyel. In addition, we are excited to be giving the outside of Shibles a "face lift" with some new paint in Summer 2015.

VI. Summary of Anticipated Challenges

As with other Colleges and Units on campus, the uncertainties associated with the "One University" model in tandem with the uncertain future of funding for the campus certainly play a role in the day-to-day climate of the COEHD. At the same time, we remain optimistic that we can carve out a vital niche with the other UMS campuses to collaborate and find synergy in myriad areas. Similarly, with the addition of our solid Strategic Plan to guide us, decisions related to fiscal allocations are expected to be more focused. We expect to continue losing faculty members to retirements and our Strategic Plan will assist us in making decisions surrounding new line requests and program building.

VII. Summary of New Initiatives

2014-2015 was a transformational year for the COEHD and will serve as a historic turning point for the future of the College moving forward. Through the completion of a year-long strategic planning effort, the COEHD will forward four major goals. It is important to note that many of these activities were already well underway before the completion of the academic year, speaking to the enthusiasm and momentum surrounding these changes.

Goal 1: Enrich and Enhance the Student Experience, includes a focus on recruiting more students from underrepresented backgrounds, bolstering faculty involvement in recruitment, enhancing STEM education efforts, initiating an alternate certification route for teacher candidates, promoting the new living-learning community, expanding Academ-e opportunities, enhancing the Advising Center's roles in retention, focused hiring for full-time teaching faculty to support teaching efforts, increasing donor activities to support student scholarships, creating a professional development network for alumni and current students, diversifying field experiences, enhancing opportunities for mentor teachers, and reinvigorating the doctoral programs in the College.

Goal 2: Promote the College's Efforts, includes the hiring of a communications coordinator, developing a media toolkit for faculty and staff, and creating a budget to support marketing. In addition, more focus will be given to showcasing faculty and staff accomplishments, developing an annual event with donors, expanding awards ceremony each year, creating a research-focused webpage, and the creation of a COEHD magazine.

Goal 3: Engage with Local Schools, the State, and the World, includes prioritizing such engagement, increasing staffing to support and reward it, creating a liaison position to interact with the State and Legislature, initiating a plan to attend statewide meetings and have tangible representation at relevant events and with relevant stakeholders.

Goal 4: Increase Capacity for Scholarly Productivity, includes implementing a new long-term plan to support grant and research development in the College, increasing interactions with ORSP, providing flexibility for scholarship by devising new faculty workloads, prioritizing faculty lines with a 2-2 teaching load, implementing monthly seminars for scholarship discussion, creating "Signature" areas for the College, increasing undergraduate scholarship opportunities, and hosting statewide symposia on relevant topics to Maine's education.

VIII: Student Learning Outcomes

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

| 2014-2015 List each degree program: | (1) Have formal learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? | (4) Who interprets the evidence? What is the process? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence. | (6) Date of most recent program review |
|-----------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. Kinesiology and Physical Education: Teacher Certification | Yes | COEHD Assessment Plan 2014-2017 | Course embedded assessments, individual portfolios, candidacy application, on--- going student teaching assessment, Praxis 1 and 2. | See assessment plan for programs 1---16 included in the College NEASC self study, pp. 9--- 13. | In all programs, findings from reviewing assessment data are used to inform curricula and program decisions/actions. | Currently in progress |
| 2. Kinesiology and Physical Education: Exercise science | Yes | COEHD Assessment Plan 2014-2017 | Course embedded assessments with specific attention to assignments in KPE 426, 490 and internship performance. | KPE Faculty meet at least once a year to examine student data. Also see attached self--- study for further information. | Most recently, faculty used this data to make the curriculum more in line with graduate schools in professional studies such as physical therapy, chiropractic, nursing, and medicine. | Annuals are conducted to ensure the curriculum is in line with current developments in the field |

| | | | | | | |
|------------------------------------------------------------------------------------------|-------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 3. Athletic Training | Yes | COEHD Assessment Plan 2014-2017 | Progressively more complex embedded course assessments throughout the program; supervisor reviews during clinical assignments; mock BOC exam prior to graduation. | Student evaluation data is collected twice/semester; the director and program faculty examine results across students and courses. | This data includes the mock BOC exam and graduates completing a board exam. This information is used to determine program strengths and weaknesses. | CAATE in 2005; annual reports; recertification in 2010. |
| 4. Kinesiology and Physical Education: Master of Education/Science | In progress | To be determined | Currently under review: Course embedded assessments; subjective evaluation by internship site coordinator; comprehensive written and oral exam; OR thesis defense. | Faculty use data to determine student progress toward degree and to evaluate the overall program effectiveness. | See preceding column. | NOTE: The KPE masters program is no longer NCATE affiliated. Faculty are currently considering other professional affiliations. |
| 5. Child Development and Family Relations, B.S.: Early Childhood Education concentration | Yes | COEHD Assessment Plan 2014-2017 | See assessment plan on pages 9---13 of the COEHD NEASC Self Study report for programs 1---16. Descriptions of data/evidence are provided for each program below. Course embedded assessments, capstone portfolio, | See assessment plan for programs 1---16 included in the College of Education and Human Development NEASC Self---Study, pages 9---13. | We are designing a course that aligns curriculum planning and assessment. | NCATE in 2005 and 2007 and 2014, Internal annual program review in Spring, 2008 and Following years. |

| | | | | | | |
|---------------------------------------------------------------------|------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| | | | candidacy portfolio, ongoing student teaching assessment, Praxis 1 and 11. | | | |
| 6. Child Development and Family Relations, B.S. | Yes | COEHD Assessment Plan 2014-2017 | Course embedded assessments with specific emphasis on CHF 200, 201 and 423. Faculty examine student progress and discuss program implications at the end of the academic year. | Program faculty meet regularly during the academic year and at their May meeting they focus on faculty feedback on student progress and student evaluations of courses. See attached self-study for further information. | In CHF 422: Field Placement in Early Childhood Education we changed the credits from 6 to 3 and added the option to take the class 2 times. This allows students to more easily fit this course into their schedules and spend 150 hours in two different early childhood programs further expanding their opportunities to see and work in varied programs. | Internal review in fall 2007 and subsequent years. |
| 7. Human Development, M.S. | Yes | COEHD Assessment Plan 2014-2017 | Course embedded assessments, Internship evaluations, portfolio and symposium performance. | Faculty assess student's performance in individual courses, the capstone portfolio and the final symposium presentation. | | The program was redesigned by the Human Development faculty in 2007. |
| 8. Student Development in Higher Education, M.Ed., M.A./M.S., C.A.S | Yes, with update in progress | In progress | Course embedded assessments, program of study approval, | Program faculty meet on a monthly basis as well as at the culmination of | | Internal review in fall 2007 and subsequent years. |

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| | | | successful completion of capstone course, recommendation for graduation. Faculty regularly meet to discuss student progress and program implications. Survey of graduates | each semester to: review assessments results, address the results of the assessments, and make additions and changes to the existing program and curricula. See attached self-study for further information. | | |
| 9. Higher Education, Ph.D./Ed.D. | Yes, with update in progress | In progress | Course embedded assessments, successful completion of comprehensive exams, dissertation proposal, dissertation and dissertation defense. Faculty meet on a monthly basis to address the results of assessments. | Program faculty meet on a monthly basis as well as at the culmination of each semester to: review assessments results, address the results of the assessments, and make corresponding additions and changes to the existing program and curricula. See attached self-study for further information. | | Internal review in 2007/ 2008 and in subsequent years. |
| 10. Educational Leadership, M.Ed, C.A.S. | Yes, with update in progress | In progress | Course embedded assessments, program of study approval, practicum performance, recommendation for graduation, survey of graduates | See assessment plan for programs 1--16 included in the College of Education and Human Development NEASC Self-Study, pages 9--13 | | NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and subsequent years. |

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| 11. Education with a concentration in PK---12 Educational Leadership, Ph.D/Ed.D. | Yes, with update in progress | In progress | Course embedded assessments, successful completion of comprehensive exams, dissertation proposal, dissertation and dissertation defense. Faculty meet on a regular basis to discuss and address the results of assessments. | Program faculty meet bi---monthly and at the end of each semester to: review assessments results, address the results of the assessments, and make additions and changes to the existing program and curricula. See attached self---study for further information. | | Internal review in 2007/2008 and in subsequent years. |
| 12. Elementary Education | Yes, with update in progress | Tk---20 Course syllabi At---a---glance charts NCATE Report | Praxis 1 & 2 scores Candidate proficiency ratings Field placement surveys Portfolio ratings | Curriculum, Assessment, and Instruction Program Area Bi---annual program meetings See COEHD Assessment Handbook | Data and resulting program changes are summarized in annual program report. Program areas of specialization revised. Minimum candidacy GPA revised. Core course requirements revised. Technology course added. Shift to InTASC Standards begun. | Fall 2014 |

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|-------------------------------|------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 13. Secondary Education | Yes, with update in progress | Tk--20 Course syllabi At---a---glance charts NCATE Report | Praxis 1 & 2 scores Candidate proficiency ratings Field placement surveys Portfolio ratings | Curriculum, Assessment, and Instruction Program Area Bi---annual program meetings See COEHD Assessment Handbook | Data and resulting program changes are summarized in annual program report. Minimum candidacy GPA revised. Core course requirements revised. Technology course added. Shift to InTASC Standards begun. | Fall 2014 |
| 14. Counselor Education | Yes | Tk--20 Course syllabi At---a---glance charts NCATE Report | Praxis 1 & 2 scores Candidate proficiency ratings Mentor teacher surveys Portfolio ratings | Counselor Education Program Faculty Bi---annual program meetings See COEHD Assessment Handbook | Data and resulting program changes are summarized in annual program report. M.Ed. in School Counseling increased to 60 credit hours. Major revisions to course content and syllabi based to align with CACREP standards. Substantial revisions to field placements to align with CACREP standards. | Spring 2014 |
| 15. Curriculum, Assessment, & | Yes, with update in progress | Tk--20 | Praxis 1 & 2 scores | Curriculum, Assessment, and | Data and resulting program changes | Fall 2014 |

| | | | | | | |
|--------------------------------------------------------|--|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Instruction: Elementary & Secondary Education | | <p>Course syllabi</p> <p>At-a-glance charts</p> <p>NCATE Report</p> | <p>Candidate proficiency ratings</p> <p>Mentor teacher surveys</p> <p>Portfolio ratings</p> | <p>Instruction Program Area</p> <p>Bi-annual program meetings</p> <p>See COEHD Assessment Handbook</p> | <p>are summarized in annual program report.</p> <p>EDA 521 Evaluation of Assessment was revised.</p> <p>New practicum course, <i>EDU 587 Action Research in PreK-12 schools</i> added.</p> <p>Some course titles and numbers changed to enhance data collection in TK-20.</p> <p>Course content modified to fit online delivery format.</p> <p>Shift to InTASC Standards begun. to address concerns related to Praxis scores.</p> | |
|--------------------------------------------------------|--|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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|------------------------|------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 17. Literacy Education | Yes, with update in progress | <p>Tk--20</p> <p>Course syllabi</p> <p>At---a---glance charts</p> <p>NCATE Report</p> | <p>Praxis 1 & 2 scores</p> <p>Candidate proficiency ratings</p> <p>Mentor teacher surveys</p> | <p>Literacy Education Program Faculty</p> <p>Bi---annual program meetings</p> <p>See COEHD Assessment Handbook</p> | <p>Data and resulting program changes are summarized in annual program report.</p> <p>Transition assessment points revised.</p> <p>Early literacy program was discontinued due to low enrollment.</p> <p>Number of type of NCATE assessment revised.</p> | Fall 2014 |
| 18. Special Education | Yes, with update in progress | <p>Tk--20</p> <p>Course syllabi</p> <p>At---a---glance charts</p> <p>NCATE Report</p> | <p>Praxis 1 & 2 scores</p> <p>Candidate proficiency ratings</p> <p>Mentor teacher surveys</p> <p>Portfolio ratings</p> | <p>Special Education Program Faculty</p> <p>Bi---annual program meetings</p> <p>See COEHD Assessment Handbook</p> | <p>Data and resulting program changes are summarized in annual program report.</p> <p>Certificate in Autism Spectrum Disorders approved.</p> <p>Requirements of Low and High Incidence program were revised.</p> <p>All courses are now available in distance education formats.</p> | Fall 2014 |

OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

| (1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name) | (2) Date of most recent accreditation action by each listed agency. | (3) Summary ("bullet points) of key issues for continuing accreditation identified in accreditation action letter or report | (4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)* | (6) Date and nature of next scheduled review. |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| NCATE (National Council for Accreditation of Teacher Education) and Maine State Board of Education approval | 2014 | Areas for Improvement include a more focused communication plan with CLAS. CAEP (new accrediting body) will expect to see progress in each annual report. | Praxis I, Praxis II | 2020, full review |

IX: Summary of Program Reviews

N/A

Appendix A: COEHD Student Credit Hours 2010-2015 & Majors 2010-2014

| Undergraduate | | | | | | | | | | |
|------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|----------------------|-----------|-----------|-----------|-----------|
| | All SCHs | | | | | SCHs Offered via DLL | | | | |
| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| Ed Leadership, Higher Education, & Human Development | 7,713 | 6,863 | 6,897 | 6,899 | 6,728 | 2,346 | 2,190 | 2,112 | 2,196 | 2,010 |
| Exercise Science & STEM Education | 5,296 | 5,211 | 4,649 | 4,554 | 5,289 | 210 | 201 | 132 | 96 | 111 |
| Teacher & Counselor Education | 6,458 | 6,892 | 6,100 | 4,942 | 4,745 | 192 | 126 | 0 | 0 | 0 |
| College Total | 19,467 | 18,966 | 17,646 | 16,395 | 16,762 | 2,748 | 2,517 | 2,244 | 2,292 | 2,121 |
| UMaine Total | 233,691 | 227,325 | 227,406 | 236,712 | 242,062 | 33,372 | 30,924 | 29,958 | 32,013 | 33,824 |

| Graduate | | | | | | | | | | |
|------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|----------------------|-----------|-----------|-----------|-----------|
| | All SCHs | | | | | SCHs Offered via DLL | | | | |
| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| Ed Leadership, Higher Education, & Human Development | 1,326 | 1,157 | 1,184 | 1,125 | 1,185 | 193 | 114 | 195 | 273 | 156 |
| Exercise Science & STEM Education | 573 | 558 | 660 | 554 | 620 | 486 | 225 | 495 | 378 | 368 |
| Teacher & Counselor Education | 5,650 | 5,227 | 4,907 | 4,599 | 3,851 | 964 | 591 | 585 | 468 | 519 |
| College Total | 7,549 | 6,942 | 6,751 | 6,278 | 5,656 | 1,643 | 930 | 1,275 | 1,119 | 1,043 |
| UMaine Total | 21,578 | 20,882 | 20,101 | 18,975 | 18,415 | 3,641 | 2,751 | 3,154 | 3,080 | 3,286 |

COEHD Majors 2010-2014

| | Fall 2010 | | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | |
|------------------------------------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| | UG | G | UG | G | UG | G | UG | G | UG | G |
| Ed Leadership, Higher Ed., & Human Development | 153 | 165 | 164 | 156 | 150 | 145 | 138 | 133 | 124 | 132 |
| Exercise Science & STEM Education | 333 | 53 | 317 | 41 | 289 | 58 | 301 | 63 | 315 | 50 |
| Teacher & Counselor Education | 548 | 335 | 491 | 301 | 447 | 294 | 376 | 237 | 391 | 217 |