



THE UNIVERSITY OF  
**MAINE**

# **College of Education and Human Development**

**Leading Educational Excellence**

**RESEARCH • INNOVATION**

**COLLABORATION • ENGAGEMENT**

**Annual Report 2016-2017**

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## Executive Summary

This report summarizes the activities and accomplishments of the College of Education and Human Development (COEHD) during the 2016-2017 academic year. This was the fourth full academic year in which the COEHD operated with a departmental structure, and was a period of significant administrative change. The COEHD completed its *By-Laws*. The organizational structure of the COEHD is operating efficiently, student enrollments are growing, faculty productivity in terms of publications and presentations have increased, and the reputation of the COEHD as a leading New England land grant university is growing. The COEHD conducted three national searches and hired outstanding new faculty members, one in Special Education and two in areas in Curriculum, Assessment and Instruction. The COEHD continues to be Maine's leader in PK-20 Educator Preparation, and more teachers and school administrators in the state have their undergraduate and graduate degrees from the University of Maine's COEHD than from any other college or university in the State. The COEHD is continues to work closely with the Maine Department of Education and the Education and Cultural Affairs Legislative Subcommittee, as well as with local school districts throughout the state.

### Major Accomplishments and Highlights of 2016-2017

- The COEHD was named the 101<sup>st</sup> Best Education Graduate School in *U.S. News and World Report*.
- Publication of faculty articles in refereed journals and as book chapters has increased from 43 to 64 (a 67% increase).
- Faculty national and international presentations have increased from 35 to 118.
- Confirmed student admissions numbers for Fall 2017 have increased by 52%.
- Student retention rates are the second best at the University of Maine, just after the College of Engineering.
- Student performance on mandatory licensure examinations in all program areas was 100%.
- The faculty in the COEHD have begun major curricular revisions and developments that will come to fruition in the 2016-2017 academic year.
- Income from the Revenue Centers of the COEHD for FY 2017, although lower than in the FY 2016 due to changes in graduate enrollment policies related to the MCLP/Reading Recovery program, was still nearly \$135,000 more than in FY 2015.
- The COEHD is moving forward in preparation for the upcoming CAEP accreditation review, and is well on its way to being in full compliance with the new CAEP standards. In addition, we have hired an experienced administrative staff member to provide leadership in this area.
- Fundraising and outreach to alumni has been an important goal during the AY 2016-2017 year, and our fundraising income was up nearly 25%.

## I. Serving Maine

### a. Community Engagement

The COEHD is deeply committed to community engagement. In its programs, professional connections, and through its graduates, the COEHD touches every corner of Maine and virtually every PK-20 school and educational organization in the state. We prepare teachers, administrators and other educational professionals to service Maine's schools and related youth and family-oriented service agencies. The mission, vision and daily work of the COEHD is by design engaged with Maine communities, and its faculty and staff active in schools, agencies and policy-making bodies. The COEHD works closely with the Penobscot River Educational Partnership (PREP) to provide professional development experiences for

area teachers, and also, through the teacher preparation committee of PREP, to inform and constantly revise our educator preparation programs. Courses across programs include observations and field experiences in local schools and draw upon the expertise of area educators to inform coursework and provide supervision. Engagement between our faculty and the community typically involves professional development for teachers, school administrators, counselors, parents, and community members, which in turn impacts many thousands of students across the entire state.

Figure 1: *COEHD Community Engagement and Impact, 2016-2017*

Activity	COEHD Personnel
<b>Athletes for Sexual Responsibility (ASR) and Male Athletes Against Violence (MAAV) Workshops</b>	Caron
<b>Bangor Educational Leadership Academy</b>	Ackerman, Biddle, and Mette
<b>Cobscook Community Learning Center</b>	Maddaus and Mills
<b>Eastern Area Agency of Aging</b>	Nightingale
<b>Exercise is Medicine Leadership Team</b>	McNulty
<b>Interagency Coordinating Council</b>	Rooks-Ellis
<b>Lifespan Family Literacy Center</b>	Bennett-Armistead and Nichols
<b>Literacy Volunteers of Maine</b>	Bennett-Armistead, Brown, and DellaMattera, and Jackson
<b>Maine Autism Institute for Education and Research</b>	Rooks-Ellis and Gladstone
<b>Maine Department of Health</b>	Tu and Mason
<b>Maine History Day</b>	Womac
<b>Maine Legislature Education Committee (MEPRI)</b>	Fairman
<b>Maine Writing Project and Science Around Maine</b>	Martin
<b>Penobscot River Educational Partnership (PREP)</b>	Maddaus, Artesani, Reagan, Logue, and Angelosante
<b>Positive Behavior Intervention and Support (PBIS)</b>	Artesani and Angelosante
<b>Professional Development for Math Educators</b>	Pandiscio, Jackson, Mason, and Fairman
<b>Regional Special Education Directors</b>	Rooks-Ellis
<b>Response to Intervention for Math</b>	Jackson
<b>RISE Center Elementary Physical Science Partnership and Physical Science Partnership Professional Development</b>	Shermwell, Pandiscio, Dimmel, and Hufnagel
<b>Rising Tide Workshops</b>	Allan, Gillon, and Hakkola
<b>TREE (Transforming Rural Experience in Education)</b>	Ackerman, Biddle, and Mette
<b>University of Maine Swim and Gym Program</b>	Jun-hyung Baek
<b>University Training Center for Reading Recovery and the Maine Comprehensive Literacy Partnership</b>	Rosser, Boody, Taylor, and Hogate
<b>Young Authors Camps (6 sites)</b>	Martin

## b. Economic and Workforce Development

Educational programs, such as those housed in the COEHD, make a significant contribution to Maine's workforce and its economic vitality. The preservice education programs offered in the COEHD graduate more elementary and secondary teachers than all other such programs in Maine combined. The diverse range of graduate programs in the COEHD offer advanced educational opportunities to Maine's teachers and administrators, as well as in Higher Education and a number of other fields. Many programs have increased their offerings using distance technology, which supports program completion for working professionals across the state and beyond. The specialized areas of study provided by the COEHD are unique in terms of both the breadth and depth of expertise that remain in high demand across our state.

The teachers produced through our programs help address the critical demand for teachers, who in turn, provide the educational foundation to Maine's youth. We continue to address critical teacher shortage areas, including, special education, math, and the sciences.

### **c. One University Initiatives**

Faculty members in the COEHD are extensively engaged with faculty from other UMS campuses. Examples include the collaboration between COEHD and UMM on teacher education programs related to rural poverty and meeting teaching shortages, the master's degree program in Instructional Technology shared between the University of Maine, UMF and USM, the Maine Leadership and Policy Development Council, which is a consortium of faculty members from USM, UMF and the COEHD to promote the implementation of Positive Behavior Intervention and Support in Maine schools, our participation in the Teacher Education Alliance of Maine, the role of the COEHD in the Maine State Personnel Development Grant, the collaboration between the COEHD and UMS faculty in MEPRI, the policy arm of the Education Committee of the Maine Legislature, our collaboration with USM in the master's degree program in Rehabilitative Counseling, collaboration with faculty from UMA to support high school writing centers in Maine, and finally, the collaboration of our Educational Leadership program with UMM to recruit students from underrepresented backgrounds and regions into the program through regional recruitment strategies, as well as offering courses that are co-taught and partnered with regional programming components (UMM) and local school districts.

## **II. Financial Sustainability**

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

In 2015-2016, after a five-year period of declining enrollments, there was an almost across-the-board enrollment increase in COEHD student credit hour production (see Figure 2). This enrollment growth continued in 2016-2017.

Figure 2: *TOTAL COEHD Student Credit Hours, 2012-2017*

Department	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
SELHEHD	8,081	8,024	7,913	7,939	7,878
SKPEAT	5,309	5,108	5,909	6,084	5,132
SLT	11,007	9,541	8,596	7,418	10,102
<b>COEHD TOTAL:</b>	<b>24,397</b>	<b>22,673</b>	<b>22,418</b>	<b>21,441</b>	<b>23,112</b>

### **b. Enrollment Collaborations with Enrollment Management**

Working with the Office of Admissions, the COEHD participated in recruitment events in Maine and other states to recruit potential students. These aggressive strategies helped to produce in a significant increase in applications campus-wide and the largest incoming class in University of Maine history projected for Fall 2017. Further, the incoming class for the COEHD is currently at 170 (plus an additional 46 transfer students), a 52% increase over 206-2017. In the coming year, further attention will be given to the model for future collaborations with focused attention to the specific recruitment needs of the COEHD.

### c. Research Funding

In the 2016-2017 academic year, the COEHD received \$3,350,612 in external research funding (see Figure 3). Although this appears to be a decrease from the amount reported in 2015-2016 (\$5,248,505), this is due to misreporting in the prior year – some grants outside of the COEHD that involved COEHD faculty members were erroneously included in our totals.

Figure 3: *Overall COEHD Research Funding, 2016-2017*

Personnel	Grant Title	Sponsor	FY 2017 Award
Artesani	Positive Behavior Intervention and Supports	US DOE	\$3,146
Colannino	University of Maine Upward Bound Math Science	US DOE	\$305,945
Fairman	MEPRI	Maine Legislative Council	\$124,999
Fairman	CRE State Personnel Development Grant (SCR-SPDG)	US DOE	\$28,321
Fairman	Evaluation Set-up for the Maine Department of Education's "Foundations of Math"	MDOE	\$4,151
Keim	Maine Educational Target Search – Target Area 1	US DOE	\$533,280
Keim	Maine Educational Opportunity Center	US DOE	\$701,027
Martin	National Writing Project	US DOE	\$15,000
Martin	NWP Summer Writing Camp	US DOE	\$20,000
Mason	Children's Health Screening 20116-17	US DHHS	\$21,635
Mason	CDC IPA	US DHHS	\$11,369
Mason	CRE-State Personnel Development Grant (CRE-SPDG)	US DOE	\$84,964
Pacholski and Angelosante	Positive Behavior Intervention and Supports Project	US DOE	\$59,765
Rooks-Ellis	Early Start Denver Model 2015-16	US DOE	\$485,545
Rooks-Ellis	Maine Autism Institute for Education and Research (MAIER)	US DOE	\$156,713
Rooks-Ellis	Mentoring and Advanced Prep. For Maine's Early Intervention Scholars	US DOE	\$250,000

Rooks-Ellis	CRE-State Personnel Development Grant (CRE-SPDG)	US DOE	\$28,321
Tu	Children's Health Screening/Surveillance/ Tracking 2016-2017	US DHHS	\$411,056
Rosser and Taylor	Reading Recovery Teacher Education	Cole Foundation	\$105,375
<b>TOTAL:</b>			<b>\$3,350,612</b>

#### d. Revenue Centers

Total income from the different revenue centers in the COEHD during FY 2017 was approximately \$700,000 (see Figure 4). This is significantly lower than FY 2016, but is higher than in FY 2015. The explanation is due to two factors: first, the decisions related to charging graduate tuition for the MPCL/Reading Recovery programs, and second, the closing of the Center for Research and Evaluation.

Figure 4: *COEHD Revenue Centers 2012-2017*

Center/Project	FY2012 Revenue	FY2013 Revenue	FY2014 Revenue	FY2015 Revenue	FY2016 Revenue	FY2017 Revenue
Autism Institute	--	--	\$48,467	\$34,425	\$23,170	\$28,880
Durst Child Development Learning Center	\$8,910	\$9,100	\$8,900	\$9,500	\$9,000	\$9,466
Maine Partnership in Comprehensive Literacy (MPCL)/Reading Recovery/Center for Responsive Training	\$621,815	\$637,350	\$621,836	\$413,025	\$812,950	\$249,609
Center for Sport & Coaching	\$40,481	\$48,170	\$64,500	\$68,625	\$51,250	\$91,375
Center for Research & Evaluation	\$45,620	\$58,806	\$39,956	\$18,350	\$327,085	\$28,825
Maine Writing Project	\$25,740	\$14,451	\$12,751	\$14,585	\$23,258	\$22,070
<b>TOTAL</b>	<b>\$742,566</b>	<b>\$767,877</b>	<b>\$796,410</b>	<b>\$558,510</b>	<b>\$1,246,713</b>	<b>\$690,145</b>

#### e. Private Giving/Alumni Cultivation

During the 2016-2017 academic year, the COEHD worked closely with the University of Maine Foundation, the Alumni Association, and the University of Maine Development Office, and was able to raise approximately 20% more than in the previous year. One important initiative in this regard was the creation of the Robert “Bob” Cobb Endowment, in honor of the former dean of the COEHD, which raised almost \$20,000.

Figure 5: *COEHD Private Giving Totals*

	2015-2016	2016-2017
Donations	\$189,681	\$231,442
Pledges	\$10,059	\$5,270
<b>TOTAL:</b>	<b>\$199,740</b>	<b>\$236,712</b>

## **f. Initiatives to Increase Fiscal Efficiencies**

During the 2016-2017 academic year, the second phase of the COEHD reorganization plan was implemented, which resulted in a further reduction in staff. The full-time position of CAEP coordinator was reduced to a .5 position, and the post of Administrative Coordinator in the Dean's Office is being eliminated. The COEHD is now operating with a minimal support staff; any further reductions will have serious implications for our ability to operate efficiently and effectively.

## **III. Culture of Excellence**

### **a. Faculty Mentoring and Professional Development**

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

### **b. Faculty Achievements**

In the COEHD, five faculty members individuals were recognized for the exemplary contributions to the college and the university during the 2016-2017 academic year: Sandra Caron (nominated for the Distinguished Maine Professor Award), Craig Mason (Excellence in Teaching Award), Margo Brown (Excellence in Adjunct Teaching Award), William Dee Nichols (Excellence in Research and Creative Achievement Award), Elizabeth Allan (Excellence in Faculty Service and Engagement Award *and* the Robert Cobb Distinguished Faculty Member Award), and Catharine Biddle (Mark R. Shibles Award).

### **c. Research and Scholarship Summary**

One of the COEHD's priorities during 2016-2017 was to increase faculty scholarship. Toward this end, a small number of graduate assistantships were made available to support faculty research, and additional monies were allocated to encourage both faculty and graduate student participation at national and international conferences. During 2016-2017, the number of refereed journal articles published has increased from 37 to 54, and book chapters have increased from 6 to 10. Although not included in this year's data, the number of articles accepted for publication and under review has also increased dramatically. In addition, faculty members served on the editorial boards and as reviewers for a number of academic journals. Faculty presentations at national conferences also increased substantially during the year, from 27 last year to 116 in the current academic year. In addition, a large number of collaborative presentations were made by faculty with other faculty, and with faculty and graduate students.

Figure 6: *COEHD Faculty and Student Publications and Presentations, 2015-2017*

Publications	AY 2015-2016	AY 2016-2017
Refereed Journal Articles	37	54
Book Chapters	6	10

<b>Books</b>	6	--
<b>Presentations</b>	<b>AY 2015-2016</b>	<b>AY 2016-2017</b>
<b>Keynotes</b>	--	2
<b>International</b>	10	2
<b>National</b>	17	112
<b>Regional/Local</b>	30	15

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

The COEHD has begun working toward several major curricular changes. At the undergraduate level, a Task Force is redesigning both the elementary and secondary education programs. In addition, we have been collaborating with the education program faculty at UMM to develop an on-line undergraduate special education concentration. We are working with Native American Studies to design a course to prepare classroom teachers to teach about Native American cultures in Maine. The faculty in the M.S. in Instructional Technology Program are developing a CAS in Instructional Technology, and the School of Learning and Teaching is actively working to revise the M.Ed./M.S. in Curriculum, Assessment and Instruction. At the doctoral level, the Educational Leadership program is developing an Ed.D. program for educational practitioners, and we are in the initial stages of designing a new Ph.D. program in Measurement and Evaluation. Finally, for the upcoming academic year, the COEHD will be adding the Peace and Reconciliation Studies Program to its responsibilities.

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

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

The vast majority of student research in the COEHD is concentrated at the graduate level. Increasing student scholarly activity at the undergraduate level remains an area of concern in the COEHD, and a number of changes in our undergraduate curricula have been introduced in order to promote undergraduate student scholarship. During 2015-2016, COEHD students attended a variety of conferences, and made presentations at many of these conferences. Funds were set aside to assist and promote student research and travel, but this remains an area in which additional effort is required.

#### **b. Student Awards**

The faculty and staff of the COEHD are exceptionally proud of our students, who exemplify the mission and vision of the COEHD as they are directly connected to our vital stakeholders throughout the state and nation. ‘Outstanding Student Awards’ were presented to Maude Meeker, Jake Osborne, Adam Grey, Lexis LaChance, Delaney Woodford, Jessica A. Scott, Charity Robbins, Matthew Murray, and Fred Maddocks. The COEHD has awarded 52 scholarships for the upcoming academic year, and has an additional 5 to 10 scholarships that will be awarded later in the summer.

#### **c. Student Performance on National Boards and Exams**

The students in programs in the COEHD continue to perform at outstanding levels on state and national boards and exams. On the PRAXIS II examination (the primary examination used across our teacher certification programs), 100% of the students in elementary and secondary education programs passed. All graduate students in special education achieved passing scores on related Praxis tests as well. Graduate certification students in English, mathematics and science also achieved 100% pass rates, as did Counselor Education students and Athletic Training students.

#### **d. Retention and Graduation Initiatives**

The COEHD holds the second highest retention rate across campus.

#### **e. Degrees Granted**

In the 2016-2017 academic year, the COEHD awarded a total of 380 degrees at all levels. This total indicates increases in every degree category, and is also the highest number of graduates the COEHD has produced since 2012-2013 (see Figure 7).

Figure 7: COEHD Degrees Granted 2012-2017

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Bachelor's	254	197	187	175	214
Post-Baccalaureate Certificate	13	10	26	17	18
Master's	116	130	85	95	109
Certificate of Advanced Study	25	25	32	22	32
Doctorate	6	10	4	6	7
<b>Total Degrees</b>	<b>414</b>	<b>372</b>	<b>334</b>	<b>315</b>	<b>380</b>

### **V. Preserving – Restoring Infrastructure**

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

#### **a. Renovation or Construction Projects Completed**

In the 2016-2017 academic year, there are three capital projects in Lengyel, Merrill and Shibles Halls that are continuing from the previous academic year. Three faculty offices have been renovated in Shibles Hall.

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

N/A

### **VI. Summary of Anticipated Challenges**

There are a number of significant challenges that the COEHD is facing as it moves forward in achieving its mission as the flagship college of education in the University of Maine system. Specific challenges include:

- There is a significant amount of duplication of education programs across the University of Maine system and the private colleges in the state. The COEHD is positioned to assume a leading role in the planning and implementation of programs developing through the System Office's *One University* initiative.

- Although the COEHD was successful in its recent re-accreditation process, the replacement of NCATE with the Council for the Accreditation of Educator Preparation (CAEP) creates new standards and the need for a revised assessment system with more rigorous requirements. A great deal of work lies ahead as assessments are calibrated, procedures for identifying and supporting students put in place, and systems to measure teacher effectiveness in the internship and early years of teaching are established.
- We recognize and embrace the importance of doctoral education at The University of Maine, the flagship institution in the State. Our efforts in building competitive doctoral programs depend on the combination of successful grant writing and the hiring of additional faculty members in key areas.
- Limited faculty resources within many of the programs in the COEHD are especially challenging. There is a serious, continuing need to increase the number of faculty members in several key areas (Special Education, Social Studies Education/Multicultural Education, Quantitative Research, and Higher Education in particular).

## **VII. Summary of New Initiatives**

**Goal 1: Scholarly Productivity**

The centrality of scholarship in the COEHD needs to continue to be emphasized. Increased scholarly productivity will be measured in terms of publications, presentations, grants and faculty service to the profession. In addition, we need to work to increase undergraduate research activity.

**Goal 2: Enhance the Student Experience**

This includes a focus on recruiting more students from underrepresented backgrounds, bolstering faculty involvement in recruitment, expanding academic and research opportunities, enhancing the Advising Center's roles in retention, increasing donor activities to support student scholarships, diversifying field experiences, enhancing opportunities for mentor teachers, and reinvigorating our doctoral programs.

**Goal 3: Improve Alumni Relations and Giving**

Continue to develop more effective ways of reaching out to potential donors, and work to increase alumni giving during the upcoming year.

**Goal 4: Increase Involvement and Engagement with Local School Districts and the State**

One of the great strengths of the COEHD historically has been its close ties to local school districts, the Department of Education, and the Maine Legislature. These ties are essential to the fulfillment of our core mission, and we need to work to maintain these connections.

**Goal 5: Internationalize and Diversify the College**

The COEHD needs to work to better incorporate issues of globalization and diversity in its curricula, outreach and recruitment of both students and faculty.

**Goal 6: Develop Program Review Process**

Apart from periodic (and very serious) accreditation visits, the program areas in the COEHD do not undergo any other periodic review process. During 2017-2018, we will design a process for both internal and external program review, and will be ready to pilot the first program review during the 2018-2019 academic year.

## **VIII. Licensure Passage and Job Placement Rates**

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

## Appendix A: COEHD Student Majors 2013-2016

### COEHD Majors 2013-2016

	Fall 2013		Fall 2014		Fall 2015		Fall 2016*	
	UG	G	UG	G	UG	G	UG	G
<b>SELHEHD</b>	138	133	124	132	179	119	185	133
<b>SKPEAT</b>	301	63	315	50	311	54	320	14
<b>SLT</b>	376	237	391	217	357	185	337	281**
<b>TOTAL:</b>	<b>815</b>	<b>433</b>	<b>830</b>	<b>399</b>	<b>847</b>	<b>358</b>	<b>842</b>	<b>428</b>
<b>COMBINED</b>	<b>1248</b>		<b>1229</b>		<b>1205</b>		<b>1270</b>	
<b>TOTAL:</b>								

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

\*\*These are full-time students. Accounting for part-time students, SLT serves an additional 263 students, bringing their graduate student total to 544, and the COEHD's combined total to 1533.