



THE UNIVERSITY OF
MAINE

College of Education and Human Development

Leading Educational Excellence

**RESEARCH • INNOVATION
COLLABORATION • ENGAGEMENT**

Annual Report 2013-14

July 25, 2014

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i. Executive Summary

This report summarizes the activities and accomplishments of the College of Education and Human Development (COEHD) in the 2013-2014 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 during the College's first year of operation with departmental structure. Teacher and Counselor Education includes undergraduate programs in Elementary; Secondary; and Early Childhood Education and graduate programs in Curriculum, Assessment, and Instruction; Social Studies; Elementary Education; Secondary Education; Counselor Education; Literacy; and Special Education. Graduate programs in the aforementioned areas include master's and certificate of advanced study degrees. Doctoral degrees include Literacy and Prevention and Intervention.

Educational Leadership, Higher Education, and Human Development includes undergraduate programs in Child Development and Family Relations and graduate programs in Human Development; Educational Leadership; Higher Education; with doctoral degrees and certificates of advanced study in Higher Education and Educational Leadership.

The Department of Exercise Science and STEM education includes undergraduate degrees in Athletic Training; Kinesiology and Physical Education (KPE) and graduate programs in Instructional Technology; KPE; Science in Teaching; Science Education; and doctoral degrees in interdisciplinary studies and STEM Education.

The COEHD is committed to a rich tradition of excellence. It is our goal to maintain its presence as leading innovative thinking in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social, and emotional development. In alignment with the Blue Sky Strategic Plan, the faculty in the COEHD are engaged in promoting effective teaching and learning, identifying critical issues, conducting research, and disseminating findings. The College believes that it is part of our mission to collaborate with external partners and other experts across the University of Maine in order prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision-making in order to meet the increasingly diverse needs of our state and the world in which we live. In true land-grant spirit, the student-centered COEHD continues to offer coursework and professional development in every county throughout the state, thus ensuring that the COEHD is helping fulfill the Blue Sky Vision as we all aspire to be the most distinctively student-centered and community-engaged of the American Research Universities.

Major Accomplishments and Highlights of AY 2013-2014:

- Identified as a signature area in STEM Education and Research
- The establishment of a biomechanics lab in Lengyel Hall, which is a partnership between KPE, Mechanical Engineering, and the Department of Orthopedic Surgery at EMMC

- The National Council on Family renewed the Child Development and Family Relations major as a Certified Family Life Educator program for a period of five years.
- Dr. Stephen Butterfield participated in a joint US-China study related to motor proficiency of Chinese children with intellectual disabilities at the Beijing Sports University
- Updated an Articulation Agreement with Eastern Maine Community College which facilitates a more efficient pathway to enroll in the COEHD
- Established the Maine Autism Institute for Education and Research (MAEIR), a multi-year, state-funded research and professional development institute
- Implemented ASIST (Applied Suicide Intervention Skills Training) to provide service to 115 K-12 school personnel in response to new state mandate
- The Advising Center conducted 1,099 one-on-one advising sessions with students and 1,205 in during the spring semester, bringing the grand total of visits in the Advising Center to 2,304
- The Office of Field Experience and Certification arranged field placements and maintained relationships across the state placing more than 500 students in classroom field experiences and internships
- Dr. Julie Dellamattera and Margo Brown took 14 students to Mexico to teach and support English language education in early childhood classrooms
- Dr. Sandy Caron took 13 students to Europe to learn more about human sexuality public policies in England, Sweden, and the Netherlands during spring/May term 2014
- The Center for Research and Evaluation (CRE) continued to provide research and program evaluation services to schools, agencies, and community organizations, as well as other university or community-based researchers.
- CRE collaborated with Maine CDC helping to develop and maintain ChildLINK informatics system. The system electronically links existing state database systems such as the Newborn Hearing Screen, Electronic Birth Defects Registry, Metabolic Screen, and the Electronic Birth Certificate records. In addition, ChildLINK has recently been expanded to include early screening for autism spectrum disorders, and the team is developing a module for newborn screening of critical congenital heart disease.
- CRE is a co-PI on a \$3.5 million Department of Education grant with SRI International and Worcester Polytechnic Institute (WPI) to study the efficacy of ASSISTments, an online mathematics tutoring system developed by Neil Heffernan and colleagues at WPI. ASSISTments provide real-time scaffolded problem-solving support for students, as well as on-demand cognitive diagnostic reports to teachers. Through this grant, the research team is working with 48 middle schools across Maine. This includes providing professional development for teachers on how to use ASSISTments reports as formative assessment tools that can inform both changes in classroom routines and the use of differentiated instruction based on group- and individual-level student data.
- CRE is working with leading national organizations in order to help families of young children needing hearing tests find experienced providers nationwide. The EHDI-PALS Directory is an online tool designed for families, physicians, and other

professionals to find where to go for newborn hearing tests based on the unique needs of their child. Partners include the American Academy of Audiology, the American Speech-Language-Hearing Association, the Centers for Disease Control & Prevention, the Directors of Speech and Hearing Programs in State Health and Welfare Agencies, the Health Resources and Services Administration, the National Center for Hearing Assessment and Management, and consumers and parents. The system launched one year ago and has been used by thousands of parents and child healthcare providers across the country.

- The establishment of Chi Sigma Iota student chapter in Counselor Education, which is a significant addition to the professional development of graduate students in this program and meaningful milestone toward national accreditation.
- Family Literacy Partnership was created under the leadership of Dr. Susan Bennett-Armistead. This multi-faceted initiative is designed to engage experts in the field of literacy with family members in promoting literacy development in young children.

Examples of the range of our commitment to outreach to meet the needs of the State include the following: regional outreach across Maine to increase teacher expertise in working with students with Autism Spectrum Disorders; on-site professional development and pedagogical research to change the face of science learning and teaching; Reading Recovery and Maine Partnerships in Comprehensive Literacy Programs; Maine Writing Project; Counselor Education field internships and experiences meeting the needs of international students in secondary schools across Maine; Educational Leadership on-site cohorts responsive to district requests for expertise in school leadership and a distance, Polycom-based doctoral program in Higher Education; collaborative partnerships between the College and 19 public school districts employing 1,500 teachers to improve the learning of PreK-12 students through the Penobscot River Partnership (PREP); providing online graduate certificates to improve use of technology in schools as well as courses leading to state endorsement for those who teach Maine's youngest citizens. This is merely a sample of our extensive outreach and responsiveness to the needs of Maine leaders and educators, which is also foundational, serves a unique role for the flagship COEHD, and perfectly aligns with the goals and initiatives of the Blue Sky Project.

I. Serving Maine

a. Community Engagement

Programs and faculty members in COEHD are, by design, highly engaged with Maine communities. Virtually all coursework offered through the College engages faculty with personnel from local and Statewide schools, colleges, universities, and other professional agencies on a regular and frequent basis. In addition to coursework, examples of notable efforts involving community engagement are found in Table 1. These efforts have involved professional development for teachers, school administrators, counselors, parents, higher education administrators, and community members, which in turn impacts many thousands of students and citizens across the entire state.

Table 1: *Community Engagement*

Activity	Faculty Involved
Poverty in Education Conference	Dr. Maddaus, Dr. Robertson, & Dr. Nelligan
Partnership with Mano en Mano, Milbridge Schools and Library	Dr. Logue
Flagship Forum	Dr. Mahoney O'Neil, Dr. Nelligan, Dr. Linn & Dr. Shannonhouse
Applied Suicide Intervention Training	Dr. Shannonhouse & Dr. Lin
Positive Behavior Intervention and Support (PBIS)	Dr. Artesani
Maine Autism Institute for Education and Research	Dr. Rooks-Ellis
Response to Intervention for Math	Dr. Jackson
Collaboration with Regional Special Education Directors	Special Education Faculty
Symposium on Gender in Higher Education	Dr. Allan & Dr. Tillapaugh
University Training Center for Reading Recovery and the Maine Comprehensive Literacy Partnership	Mary Rosser & Marcia Boody
Family Literacy Center	Dr. Bennett-Armistead
Maine Writing Project	Dr. Ken Martin
Literacy Tea	Dr. Bennett-Armistead
Intersections Partnership (MWP and Maine Discovery Museum	Dr. Martin
Town of Orono Community Partner Recognition for work with library and underserved populations	Dr. Logue
Athletic Training coverage at the University and public school events	Dr. Nightingale & Sherrie Weeks
Supporting Schools and Agencies serving people with disabilities	Dr. Reif & Dr. Butterfield
Data-based reports to Maine Department of Education reports on PK-12 education in Maine. These reports have addressed technology, parental engagement in schools and learning, linking early childhood and Maine DOE, data, teaching 21 st century skills in Maine, and teacher evaluation systems	Dr. Fairman & Dr. Mason
Child LINK	Dr. Tu & CRE team
EHDI-PALS	Dr. Mason & CRE team
ASSISTments	Dr. Fairman & CRE team
Department of Education Math Collaborative	Dr. Pandiscio
Support for Learning Center and Science Olympiad	Dr. Capps

Professional Development for teachers of science Maine PSP	Dr. Shemwell & Dr. Capps
Gulf of Maine Research Institute	Dr. Shemwell
Athletic Training Symposium	Sherrie Weeks
Black Bear Sports Medicine Lecture Series	Sherrie Weeks
Maine Youth Fitness Project working with 19 schools (over 3000 children) to increase aerobic performance and reduce obesity. This project has also provided a database for student research and thesis development.	Dr. Lehnhard & Dr. Butterfield
Maine Adapted Physical Education Task Force	Dr. Butterfield
MLTI Teacher Collaborative	Dr. Garthwait
Maine DOE Commissioner's Digital Learning Committee	Dr. Garthwait
National History Day	Dr. Maddaus, Dr. Kristo, & Dr. Nichols

b. Economic Development / c. Workforce Development

Education is arguably the single most important economic driver in any state economy. *The pre-service education programs offered through Teacher and Counselor Education graduate more elementary and secondary teachers than all other such programs in Maine combined.* Further, the graduate programs provide diverse program offerings, which offer advanced educational opportunities to Maine's teachers, administrators, counselors, higher education professionals, and public servants. The specialized areas of study provided by our faculty are unique in 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 future workforce. More specifically, the College addresses critical teacher shortage areas including, special education, math, and the sciences. In addition, the College supports other University departments in the areas of English as a second language (ESL), foreign languages, and higher education professionals.

The Department of Educational Leadership, Higher Education, and Human Development is committed to advancing scientific knowledge and practice in all levels of education, and human development from both a research perspective that advances theories in our respective fields as well as an applied perspective that informs practice in the community. The Department of Educational Leadership, Higher Education, and Human Development is unique in both the University of Maine System and the State. Graduates from our three programs serve the citizens of Maine at nearly all stages of a person's life—from family planning to end-of-life hospice care, pre-school, K-12 leadership, and college administration.

- Our graduates in Educational Leadership are leaders in shaping the educational experiences and policies that serve as guides to educational practice and administration in the State of Maine and beyond.

- Our program in Higher Education is designed to prepare ethical, visionary, and informed institutional leaders for increasingly diverse colleges and universities. Our graduates work in Maine's universities and college and around the world.
- Our graduate program in Human Development and Family Studies is designed to provide advanced training, with special emphasis on child development and family relations. This program is designed for those interested in working in the human development field in such leadership positions as center directors, director of services, program coordinators, case managers, or project managers. Students in our undergraduate Child Development & Family Relations program study the growth and development of individuals in the contexts of schools, communities and families.
- The KPE Area has produced an average of seven masters degrees per year over the past 5 years. Usually one or two are funded. The other graduate students come directly from the work force in such areas as cardiac rehabilitation, nutrition, YMCA work, and public schools. The KPE Area caters to these students by offering classes after usual work hours in the evening and by flexible options for research and internships. Efforts are made to include these experiences in the student's work environment.

According to a report provided by Institutional Research, 67.9% of COEHD majors are employed full-time upon graduation with 77.4% remaining in the State of Maine. Additionally, 19.7% enroll full-time in graduate school.

d. Collaborations with UMS and Sister Campuses

Faculty members from all departments in COEHD interact with faculty from other UMS campuses. This occurs through a wide variety of discipline-specific professional associations and committees. Specific examples of collaborative work includes: Teacher Education Alliance of Maine (TEAMe), which is an alliance of all Teacher Education Programs in the state of Maine, including both state and private institutions; the Maine Leadership and Policy Development Council, which is a UMS-approved consortium of faculty members from Southern Maine, Farmington, and UM to promote the implementation of PBIS in Maine schools. Another example is the Maine State Personnel Development Grant (SPDG), which involves faculty and administrators from five of the UMS campuses. This group works closely with the Maine Department of Education to coordinate and set policy regarding professional development and certification in the area of special education. The Counselor Education program recently established a student organization that is affiliated with the their national accreditation organization. Since USM's chapter has become inactive, their students have joined the UM chapter. They currently have four collaborative projects engaging USM and UM graduate students. John Maddaus, Gail Garthwait, and Vi Thai are part of the MLTI Teacher-Preparation Collaborative. This effort includes UMF and USM, as well as some private colleges. Annette Nelligan served on a conference planning committee with faculty members in Counselor Education from USM, and with faculty from USM and Husson regarding the credential review process for the Maine DOE. Richard Kent collaborates with faculty from UMA in supporting high school writing centers in Maine schools. The College has also engaged in several conversations

with USM and UMF to explore collaborative degrees in Instructional Technology. The Higher Education program has also begun to explore conversations with the Maine Community College System (MCCS) in order to provide a collaborative doctoral program with special emphasis on community colleges.

II. Financial Sustainability

a. Enrollment and Student Credit Hour Production

The last few years have seen a decrease in enrollment across all departments and degree programs with the majority of the decline in SCH generation in Teacher and Counselor Education. (Please see Appendix A). Current data places student credit hours for Teacher and Counselor Education for 2013-2014 at 8,092 (4,424 for undergraduate and 3,668 for graduate). These numbers are part of a five-year declining trend from a high of 12,145 (6,580 for undergraduate and 5,565 for graduate) in 2009-2010. Teacher and Counselor Education is responsible for most of the certification-bearing programs in the COEHD. In addition, faculty members in this unit provide a sizeable amount of professional development locally and throughout the State and have felt the strain of declining full-time faculty positions.

For the Department of Educational Leadership, Higher Education, and Human Development in 2013-2014, SCH were at 8,024 (6,899 for undergraduate and 1,125 for graduate). These numbers are also part of a downward decline from a high of 9,144 (7,980 undergraduate and 1,164 graduate).

The Department of Exercise Science and STEM Education has a current SCH rate of 5,108 (4,454 undergraduate and 554 graduate). This is a downward decline from 2009-2010 where SCH production was 5,957 (5,306 undergraduate and 651 graduate).

This decline in SCH production is proportional to the decline in the number of FTE faculty (tenured or tenure-eligible; T/TE), which has declined from 30.4 in 2009-2010 to 25.5 in 2013-2014 (see Appendix A). In addition, about half (51%) of the full-time equivalent faculty in COEHD are non-T/TE. 74% of the 106 COEHD faculty in 2013-2014 are non-T/TE, which includes full-time lecturers and fixed-length positions as well as the part-time temporary adjunct who is picking up a single class. (Note: In 2003, the figure was 57%.)

b. Enrollment Collaborations with Enrollment Management

The College made two strategic partnerships with Enrollment Management this year to boost student enrollment and to assist with College brand awareness and marketing within the entire State of Maine and beyond. The Division of Enrollment Management, in collaboration with the Division of Marketing and Communications, offered a comprehensive marketing campaign to partner the College with UMaine Black Bear athletics to boost visibility and awareness of programs and opportunities, highlight top undergraduate and graduate program rankings, successfully brand the College as the number one producer of teachers in Maine, and increase inquiries for COEHD programs and services. The comprehensive marketing campaign, which includes television and

radio advertisements as well as signage at Cross Insurance Center and Portland Airport, will be partially subsidized by both divisions.

The Division of Enrollment Management was a key sponsor in the College's annual Flagship Forum, which is an event that brings school counselors to the campus for a day of professional development. The College used this as a branding opportunity by providing College-branded materials as well as providing key information about the College and University to Maine to school counselors who will be providing advice to their students about post-secondary education opportunities. Moving forward, the Flagship Forum will be held biennially and continue to be supported by the Division of Enrollment Management, Academic Affairs, and the COEHD.

The College also engaged in new student program events for 2013-2014:

- 3 Open House Events welcoming a total of 2348 visitors to campus during the fall events. The COEHD faculty from every department, staff, the Advising Center team and administration welcomed approximately 280 prospective students and guests.
- 1 Spring Orientation
- 4 Accepted Student Days welcoming 3534 visitors to campus. The COEHD welcomed approximately 240 guests for a panel discussion in the Buchanan Alumni House, featuring students representing all programs and speaking from the different student perspectives: international, athletics, in-state, out-of-state, study abroad, resident assistants, and Honors.
- 2 New Student Orientations, during the month of June, brought 80 students to campus for the two day events. Approximately, 60 parents participated in a panel discussion and question and answer session.

To address concerns related to declining enrollment, a number of initiatives have been undertaken:

1. The Counselor Education program has moved to a cohort model, so the enrollment of a number of new students was deferred from spring 2014 to fall 2014. Further, this program has made substantial upgrades in terms of program requirements, coursework, and clinical experiences over the past two years as it seeks to attain national accreditation. We believe the vast improvements to the Counselor Education program, along with national accreditation, will distinguish it from other similar programs in Maine and the Northeast.
2. Beginning in fall 2014, the Special Education certification options will be available completely online, which will allow us to attract students from all areas of Maine and beyond state borders.
3. There are 17 undergraduate and graduate programs that fall under curriculum, assessment, and instruction. The program committee that oversees this area is engaged in substantive curriculum revision. Achievements during the past year include, curriculum revisions to the pre-service education programs, raising the candidacy GPA requirement to 2.75 in professional courses, and reducing the number of "specializations" from seventeen to eight, and aligning them with "Maine

DOE Highly Qualified” areas. This committee is also reviewing structure and necessity of each low-enrolled M.Ed. program.

4. The Literacy area has been active in redesigning its programs to maintain their tradition of flexible graduate programs that effectively respond to the needs of Maine educators. They have increased the number of courses and programs available on online and our revising coursework in an effort to meeting the needs of teachers in the important area of literacy instruction.
5. Each program area within Teacher and Counselor Education has established a three-year schedule of classes, which will help ensure predictability of course offerings and contribute to student retention.
6. Department chairs have met with Jubin Kwon, Director of Marketing Communications, on two occasions to begin drafting a marketing plan that addresses departmental and program area needs and concerns around student enrollment. Efforts toward increasing enrollments across programs are being integrated into strategic planning and program prioritization initiatives at the department level. Further, program areas in Teacher and Counselor Education have increased the number of courses available through distance education formats including Blackboard, Adobe Connect, Zoom, and a variety of blended course options.
7. The Higher Education program has implemented an aggressive recruitment campaign, spearheaded by post-doc Dr. Dan Tillapaugh, which includes a robust social media presence, regular webinars for applicants, presence at virtually all student affairs-related national conferences through alumni-staffed tables, and increased collaborations with local colleges and universities to facilitate more graduate assistantships for their full-time students.
8. STEM faculty have coordinated with other departments to explore ways for their students to have ‘viable’ minor tracks in education. Faculty also promoted STEM Education programs at the Maine STEM summit (March 28th). On May 12th, STEM faculty met with with STEM education teachers across Maine to discuss enrollment issues and strategies. Faculty also established a website for the STEM Ph. D. program. Finally, STEM faculty, as part of their NSF capacity building grant, laid a foundation for an NSF Noyce Scholarship proposal providing resources to recruit and fund prospective students to eventually teach in Maine’s high needs schools.

c. Research and Grant Funding

The lifeblood of land grant universities is extramural funding. Differentiated roles allow talented grant writers to devote more time to that endeavor. As presented in Table 2, the 2013-2014 academic year has been a productive one for COEHD faculty. In addition, more information is presented below in section III.a. and III.b. on faculty research.

Table 2: *Grants*

Continuation	Awarded this Year	Total Amount Awarded	Pending	Total Amount Pending
29	14	\$3,318,714	24	\$27,686,486

d. Revenue Centers

The Maine Partnership in Comprehensive Literacy (MPCL) and the University Training Center for Reading Recovery provide graduate coursework and professional development to over 100 schools throughout Maine. During the past year, MPCL and Reading Recovery initiatives by faculty from the Literacy program produced revenues of \$434,275.34 from grants, workshops, professional development fees, and tuition from 1,920 hours of graduate course credits (see Table 3 for complete breakdown of COEHD Revenue Centers).

Table 3: *COEHD Revenue Centers*

Exhibit II. D. Revenue Centers							
Center/Project	Description	FY2014 Projection	FY2014 Revenue	FY2014 Under/Over	FY2013 Revenue	FY2012 Revenue	FY2011 Revenue
HDFS Nursery School	Fees collected from Pre-Kindergarten, Kindergarten, and Nursery School Programs.	\$8,500	\$8,900	\$400	\$9,100	\$8,910	\$9,370
Center for Responsive Training	Tuition and program revenue for courses taught off-site in response to the needs of Maine schools.	\$712,500	\$621,836	(\$90,664)	\$637,350	\$621,815	\$834,546
Maine Center for Sport & Coaching	Online coaching safety and certification courses. A portion of revenue helps fund special initiatives in KPE program.	\$29,500	\$64,500	\$35,000	\$48,170	\$40,481	\$37,990
Center for Hazing Research & Evaluation	This was a new consortium with a fee of \$10,000 per member. At the end of this fiscal year, the program will be transferred to a non-profit entity.	\$70,000	\$22,000	(\$48,000)	\$110,000	\$20,100	\$0
Center for Research & Evaluation	Income generated through research projects and databases built for other universities and businesses.	\$40,000	\$39,956	(\$44)	\$58,806	\$45,620	\$122,714
Maine Writing Project	Workshops and summer camps	\$12,500	\$12,751	\$251	\$14,451	\$25,740	\$26,325

e. Private Giving/Alumni Cultivation

As a result of an extensive alumni survey aimed at engaging alumni, donor cultivation, as well as solicitation visits and two scheduled outreach alumni events, in fiscal year 2014, private giving **increased by 274%** over the previous fiscal year. In fact, FY2014 gifts exceeded the prior two fiscal years of gifts combined (see Table 4). Many of these gifts came from our alumni for the purpose of providing scholarships and other instructional support to our students. Other gifts provided general support of the College's gift account funds for instructional or general purposes, as well as support for the Child Development Learning Center, Human Development and Family Studies, and Upward Bound.

Table 4: *Gifts*

Exhibit ii.e. FY2012 - FY2014 COEHD Total Gifts Including Pledges			
Month	FY2014	FY2013	FY2012
July	\$235,635	\$140	\$660
August	\$125	\$321	\$1,435
September	\$550	\$1,599	\$5,583
October	\$20,113	\$13,505	\$257,211
November	\$46,293	\$3,795	\$24,654
December	\$117,686	\$3,140	\$6,209
January	\$2,864	\$96,786	\$3,834
February	\$112,170	\$4,296	\$4,936
March	\$12,215	\$25,874	\$401
April	\$10,295	\$986	\$1,677
May	\$2,283	\$1,776	\$46,377
June	\$18,821	\$2,242	\$21,999
Total FY	\$579,050	\$154,461	\$374,976
% Change	274.89%	-58.81%	N/A

e. Initiatives to Increase Fiscal Efficiencies

The College has begun to engage in strategic program prioritization in an effort to identify key strengths and streamline degree offerings to better serve our students and the State of Maine. Due to financial constraints and low enrollment, our College made the difficult decision to temporarily suspend enrollment in the Master's of Arts in Teaching and all graduate Instructional Technology degrees. During this process, our College will continue to analyze enrollment trends and to allow faculty within departments to identify and prioritize critical programs. Some factors used to assist in this endeavor include historical enrollment trends, competitive programs within the State and region, and opportunities for across-college and across-university partnerships for long-term success. This year marks the beginning of College's program prioritization; more data will be forthcoming in future annual reports and will lead to a College-wide Strategic Plan.

At a more micro level, a number of efforts have been implemented to increase financial efficiency. These include increased monitoring of course scheduling to maximize course enrollments, enforcing more stringent requirements regarding minimum course enrollments, and providing an increasing number of graduate courses online.

In addition to these academic endeavors, Dean Nichols, along with Senior Development Officer, Martin Novom, have developed a COEHD Philanthropic Action Plan for FY15. In this plan the Dean is scheduled to increase the number of donor cultivation and solicitation activities up to 8-10 a year. The Dean is also scheduled to host two donor cultivation events as part of an informal, flexible advisory board similar to that in NSFA. A final part of the Philanthropic Action Plan is to also host 2-3 outreach events for alumni titled *Conversations with the Dean*.

While the College has increased private giving, our FY14 College Appeal Totals were significantly lower than other colleges'. It is our goal for FY15 to see a significant increase in annual giving (see Table 5).

Table 5: *Colleges' Annual Giving Appeal Totals*

Engineering Appeal Totals	\$79,889.00
NSFA Appeal Totals	\$59,937.35
LAS Appeal Totals	\$37,880.00
COEHD Appeal Totals	\$28,624.00
Business Appeal Totals	\$18,670.00
Honors Appeal Totals	\$7,735.00

II. Culture of Excellence

A critical mission of the University of Maine is faculty achievement, which is most generally manifested in scholarship, grants, awards, and honors. In terms of scholarship, this has been a productive year for COEHD faculty. Faculty have published and presented in a wide range of venues from local to international (see Tables 6 & 7).

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

Our faculty and staff have also been granted prestigious awards and recognitions in the past academic year, as can be seen in Table 6.

Table 6: *Faculty and Staff Awards*

Faculty/Staff Member	Award
William Nichols	Texas A&M College of Education and Human Development Outstanding Alumni Award
Chris Nightingale	Mike Linkovich Postgraduate Research Award (w/\$1000.00)
Chris Nightingale	John Nash Award for Best Multidisciplinary Abstract/American Chiropractic Board of Sports Physicians
Craig Mason	John Nash Award; Testimonial from President of American Speech-Hearing Language Association to President Ferguson for helping families across the country.
Stephen A. Butterfield	John Nash Award
Shihfen Tu	John Nash Award

Stephen A. Butterfield	Appointed to the Associate Editors Board of <i>Perceptual and Motor Skills</i>
Craig Mason	Vice Chair, Friends for the National Center for Birth Defects and Developmental Disabilities (2013-2014)
Glenn Reif	Editorial Board, PE Central.com; Chair, Physical Education Cue Section
Steve Elmer	Named Center for Undergraduate Research, fellow.
Steve Elmer	Research featured in Wall Street Journal Article
Dan Capps	Named to the Editorial Board of the Journal of Science Teaching
Dan Capps	Named Co-Chair, National Association for the International of Science Education
Karen Keim	COEHD Outstanding Service Award
Rich Kent	COEHD Outstanding Research Award
Gary Schilmoeller	COEHD Outstanding Teaching Award
Mary Ellin Logue	Town of Orono Community Partner Recognition for work with the Library and underserved populations
Janice Bacon	Classified Employee of the Year Award
Mary Mahoney-O'Neil	Maine Development Foundation Leadership Maine - 2013/2014
William Nichols	Maine Development Foundation Leadership Maine - 2013/2014

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

The following tables indicate a very productive year in faculty research and scholarship.

Table 7: *Research and Scholarship AY 2013-2014*

Publications

Abstracts	Articles (PR)	Book Chapters	Books	Proceedings	Technical Reports	Submitted
5	45	15	9	7	24	37

Conference Presentations

International	National	Regional	State	Local	Other/Special
18	34	17	17	8	15

Conferences Attended

International	National	Regional	State	Local	Other/Special
3	20	6	14	16	

When compared to last academic year, faculty scholarship and research is up in almost all categories, most notably in refereed articles (45 vs. 17; see Table 8).

Table 8: *Research and Scholarship AY 2012-2013*

Type of Publication	Number Published
Refereed Journal Articles Published	17
Refereed Journal Articles Submitted	18
Refereed Journal Articles Accepted	12
Books Published/Accepted	6
Books Submitted	1
Book Chapters Published/Accepted	7
Technical Reports Published	23
Presentations	89
Proceedings Published	13

IV. Student Engagement, Student Success

a. Student Research, Scholarship, or Creative Activities

Graduate students conduct much of the student research in our departments. For example, from Teacher and Counselor Education, students are engaged in research projects that involve public schools, including research in the area of Positive Behavior Intervention and Support, classroom management, and peer tutoring. Teacher and Counselor Education graduate students also present at state, regional, and national conferences.

In KPE and STEM, seven of Dr. Elmer's undergraduate students won Center for Undergraduate Research fellowships. Also, Darien Lewis and Jess Skeffington-Ward completed Honors theses. Finally, Dagmar Ralphs presented her research at the National Conference on Undergraduate Research and Aaron Runner presented his thesis at the Society of Health and Physical Educators in St. Louis. Aaron was named Outstanding Graduate Student from the KPE Area.

In Higher Education, doctoral students presented at several national conferences, including the American Educational Research Association and the Association for the Study of Higher Education.

b. Student Awards and Student Accomplishments

Outstanding Student Awards were presented to Chloe Lucy from Elementary Education and Brooke Johnson from Secondary Education. The Dean's Award was given to Angela Bowen, Elementary Education. Samantha Dunton was awarded the Rising Senior Award; Samantha is also a 2014 recipient of the prestigious Summer Undergraduate Research Assistantship with the Maine Physical Sciences Partnership. In addition, Outstanding Graduate Student Awards were presented to Carl Lamb, Brandon McLaughlin, Charles McKay, and Amelia Plain in Counselor Education, and Cassandra Robinson in Special

Education. Haley Pierce was recognized as the Outstanding Student in Early Childhood Education and Megan Williams was celebrated as the Outstanding Student in Family Relations.

There were also many student accomplishments in Exercise Science and STEM Education. Since the department raised standards in Exercise Science and Teaching options several years ago, the department has observed a steady increase in student quality. This year Meghan Bradica was named top International Student for the College. Kelton Cullenberg and Kayla Jones won awards as the Outstanding Exercise Science Student and the Outstanding Student in the College, respectively. Cullenberg was also named the America East's Man of the Year and Scholar-Athlete of the Year. Brylie Walker won a competitive internship at Harvard and Chloe Tinkler received a scholarship to study for her masters in physical education pedagogy at Springfield College. Jacob Cross was recognized as the Outstanding Student in Athletic Training and Geena Lucas was recognized as the Outstanding Student in KPE Teaching/Coaching. Several students were accepted into doctoral and master's programs in physical and occupational therapy. Three of our students (Marcus Wasilewski, Kelton Cullenberg, & Holly Stewart) won the highly prestigious Dean Smith Award as the top student-athletes on campus. In addition, Holly Stewart was named to the Canadian National Field Hockey Team. Jeff Falvey, Human Development has completed his term as President of the Graduate Student Government. In addition, he was a speaker at this year's graduation ceremonies and will be attending Suffolk Law School beginning in September with an interest in Family Law.

In Higher Education, Daniela Veliz, recent Ph.D., won the American Educational Research Association's Poster of the Year award in 2014 and Stuart Swain, also recent Ph.D., was a finalist for the AERA Dissertation of the Year Award.

c. Student Performance on National Boards and Exams

One hundred percent of the students in elementary and secondary education passed the Praxis II exam this past year. More than half of these students exceeded the passing score by 20 or more points, another 18% passed by at least 10 points beyond the threshold 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; however, students in French and Social Studies fared less well. Faculty members from the Curriculum, Assessment, and Instruction program have begun collaborations with these departments to address this concern. Ninety percent (90%) of Athletic Training students passed the Board of Certification (BOC) Athletic Trainers' Certification exam (national average is 50%).

d. Retention and Graduation Initiatives

The Advising Center has remained a centralized and visible support for students and continues to advise our students in the teacher certification majors; Elementary Education, Secondary Education, Early Childhood, and Kinesiology and Physical Education – Teaching/Coaching Programs. Currently the center is the assigned academic advisor for 466 students, which has grown from 266 assigned advisees during the 2012-2013 academic year. To accommodate this growth the College created a new position of Student

Support Specialist and assigned the center a third graduate assistant. For staffing the Advising Center now has two full time staff members and three graduate assistants. The Advising Center maintains a constant open door policy, which fosters the relationships between students and advisors and creates a sense of belonging within the College. Advising practices are grounded in college student development theory and assure the needs of the individual student are met. Total one-on-one advising sessions totaled 2,304 (fall 2013 & spring 2014 combined) or an average of 4.9 on-site meetings per student for the academic year. The visits are categorized by: Registration, Teacher Candidacy, General Advising, and Other.

For preparation of entry into professional teaching the Advising Center offered a total of 22 Teacher Candidacy eFolio workshops throughout the fall and spring semesters. The workshops were open to all teacher candidates and were marketed through FirstClass, Facebook, video monitors, bulletin boards, and individual advising appointments. Four workshops provided an introduction to Teacher Candidacy and the eFolio, eight workshops were specific to the field experience, four workshops to assist with putting the finishing touches on their reports prior to submitting, and six workshops introduced students to the technical aspects of creating the eFolio and other computer related skills needed. Participation in the 22 group workshops totaled 210 participants for the year.

The Department of Exercise Science and STEM Education – KPE has also taken steps to increase enrollment and maintain retention. At the annual Maine Association of Health, Physical Education, Recreation, and Dance (MAHPERD) conference in Rockland, we host an alumni social. We count heavily on our alumni to refer students and support our program. Also, KPE faculty members have worked hard to connect with students. The Athletic Training Student Organization keeps students engaged in pre-professional activities including conference attendance and fundraising activities. Every year KPE faculty escort several students to the MAHPERD conference where they participate in special activities for students. Many students participate as session presiders or even presenters. Dr. Elmer escorted seven students to the New England chapter of the American College of Sports Medicine Conference. These connections allow students to develop personally and professionally. We now have student led organizations in a) athletic training, and b) exercise science. These opportunities, we believe, is a key to retention.

In Higher Education, our Facebook group is active on a daily basis, engaging current students, prospective students, and alumni with one another around job and internship opportunities, networking, and problem solving in professional settings.

e. Degrees Granted

Much like SCH generation and full-time faculty FTE in the past five years, the number of majors in COEHD has also steadily declined 2,182 (2009) to 1,712 (2013) with the most stability in Exercise Science and STEM Education. Undergraduate majors in COEHD have remained relatively stable, with a slight decrease 1032 (Fall 2009) to 828 (Fall 2013). Graduate majors have also declined from 1,150 (in 2009) to 893 (2013) (see Appendix B for break down by degree).

With a decline in majors degree conferral has also steadily declined from 484 (2009-2010) to 372 (2013-2014) with the biggest decline in undergraduate education. The department of Educational Leadership, Higher Education, and Human Development along with the department of Exercise Science and STEM Education are trending upward. The Department of Teacher and Counselor Education is showing significant decreases in bachelor and master's degrees conferred with a slight increase in doctorate degrees (see Appendix B).

V. Preserving – Restoring Infrastructure

a. Renovation or Construction Projects Completed

The College continues to make renovations to update our out-of-date facilities. A storage area in Lengyel Hall was renovated to establish a biomechanics lab as a partnership with Mechanical Engineering and Eastern Maine Medical Center. Also, the floor in Lengyel Gym was resurfaced. This will make a critical difference in the delivery of our skills and methods classes. The Child Development and Learning Center in Merrill Hall installed a new two-way glass system for more efficient classroom observations. Glass wall partitions were installed in the Dean's office and in the Undergraduate Academic Services office to comply with FERPA/confidentiality regulations and to create a more secure environment for student records. Several offices in Shibles were moved and painted to create more cohesive, unified space for our expanding Advising Center, the Counselor Education faculty, and to accommodate departmental changes. The Dean's office also received repairs to fix water damage and fresh paint.

b. Renovation/Construction Projects Planned for Coming Year

The College will continue to make moves and renovations to improve the Advising Center and Undergraduate Student Services, to include file security, increasing confidentiality, and improving efficiency between the two groups. The Child Development Learning Center will also continue to renovate based on an installation of CCTV system to improve security and classroom observation opportunities. Shibles Hall will renovate a conference room (159) with paint, new flooring, new furniture, and technology improvements to create a multi-purpose area for meetings and seminars. Lengel Gym is in the process of converting the former computer lab to graduate student offices and an advising center. Anticipated date of completion is fall, 2014.

VI. Summary of Anticipated Challenges

Much like all other units, a lack of funding continues to impede many of our goals and initiatives in the COEHD. For example, dwindling T/TE faculty lines have impeded not only our ability to increase student enrollment and student retention but also in many of our outreach efforts. The challenge that we face in continuing our strong commitment to engagement and responsiveness to the educational and service needs of the State is maintaining an effective funding model through our delivery of service and needs-oriented distance courses. Changes in funding and decreases in our budget bring into question our ability to sustain longstanding service-oriented courses. If continued decreases to our funding continue it will put long-established endeavors, as well as those that are new and

responsive to current and critical State needs, in jeopardy. Continued budget cuts and reduction of faculty lines will hinder the COEHD in maintaining and sustaining our long-standing tradition and history of excellence and responsiveness of our faculty and staff in serving the critical and timely needs of the State and fulfilling our commitment and obligation to the Blue Sky Project.

Another challenge is in regard to the significant duplication of education programs across the UMS and Maine private colleges, which is occurring in the broader context of a State with a declining and aging population base. The challenge of the COEHD programs in addressing these concerns is to clearly articulate the mission and goals of our departments, and to prioritize a reasonable number of accredited programs that are sustainable, and consistent with the UMaine mission. Second, although it is clear that the entire UMS is struggling with recent budget challenges, the decline in full-time T/TE faculty resources are especially acute and have occurred over the past decade. Most notably, the 17 programs listed under the area of Curriculum, Assessment, and Instruction now have only one tenured faculty member assigned specifically to that area. The graduate program in Special Education has four faculty members, but one is the department chair, one is substantially committed to external grants, and a third has begun partial retirement, leaving one full-time clinical faculty member who primarily services the undergraduate certification programs. Further, Counselor Education, traditionally our largest graduate program, cannot attain national accreditation without an additional faculty member. It is also important to note that the majority of programs that fall under NCATE accreditation guidelines reside in Teacher and Counselor Education. We believe we are well prepared for our upcoming review in fall 2014; however, we have begun revisions to align our programs and assessments with the requirements of The Council for the Accreditation of Educator Preparation (CAEP), our new accrediting agency. COEHD is in a grave position regarding our ability to maintain accreditation standards and offer quality programs befitting the Flagship campus.

In addition, and as stated in previous annual reports, the state of our declining facilities is another challenge that hinders the recruitment of faculty and students alike. While a new building has been discussed, it seems unlikely that this will occur in the near future. Our only plan is to continue to renovate our existing spaces with limited resources. Adding to these challenges, we continue to experience delays in the renovations to the child-learning center, and the completion of the infant/toddler room. The renovations were to be completed this past year; however, proper bidding protocols were not followed and the process had to be restarted. The issues with the bidding arose outside the department and college and thus were beyond our control.

VII. Summary of New Initiatives

Short-term College Goals

At this time, we are currently engaged in strategic planning and program prioritization. Refined departmental and programmatic goals with action and evaluation plans will be critical outcomes of this process. The following items summarize this process:

1. Complete the program prioritization process and needs assessment within the broader framework of strategic planning. Outcomes:
 - a. Departmental Strategic Plans that are aligned with the Blue Sky Plan.
 - b. Program Area Strategic Plans that align with the Department Strategic Plan
 - c. Refine a model of program prioritization based on internal and external demands, professional standards, faculty strengths and interests, and available resources.
2. Collaborate with Marketing and Communications and Enrollment Management to create a departmental marketing and student recruitment plan that is also responsive to needs of individual program areas.
3. Continue program evaluations and revisions, and ensure that each program revision contains specific goals, addresses sustainability, and includes an evaluation plan.
4. Establish specific, measurable program qualities and traits that will allow us to distinguish departments and programs in terms of excellence and relevance.
5. Further establish and clarify departmental policies and procedures to maximize faculty and staff efficiency and productivity.
6. Increase in research activities, particularly at the undergraduate level.
7. Continue to attract and retain excellent undergraduate and graduate students.
8. Establish a web presence that reflects the departments, programs, and achievements.
9. Expand the Center for Exercise and Sports Science by collaborating with Cooperative Extension.
10. Increase peer-reviewed research and external funding.
11. Establish collaborations within UMS.

Long-term College Goals

1. Create a cohesive departmental structure that promotes faculty productivity, collaboration, and professional satisfaction across teaching, research, and service.
2. Establish an efficient and robust system of data collection and analysis that support effective and informed long- and short-term decision-making.
3. Develop a sustainability plan that allows for the maintenance of effective programs as well as promoting new, innovative initiatives.
4. Become a national leader in our programs.
5. Maintain a culture of excellence in teaching, research, and service.

VIII: Student Learning Outcomes

As part of our extremely rigorous accreditation process with the National Council for the Accreditation of Teacher Education (NCATE; soon to be CAEP or the Council for the Accreditation of Educator Preparation), the COEHD is quite experienced at the assessment and measurement of student learning outcomes. Having had a College-wide implementation of the Tk20 assessment platform in preparation for our 7-year NCATE site visit in the fall of 2014 and the lengthy preparation for this visit in regard to standard alignment and documentation of improvement since our last visit, we feel well-positioned

to benchmark student learning in our programs. Similarly, our two Counselor Education faculty have worked diligently this past year to gain CACREP accreditation, or the Council for Accreditation of Counseling and Related Educational Programs, for which similar documentation of student learning is required. Similarly, beyond CACREP and NCATE, other programs accredited under NEASC continue their work, as well as accreditation for Athletic Trainers. In this way, the COEHD is unique in that so many different accrediting bodies serve our programs. Please see attached Appendix C for Forms E1A, E1B, and S3 that further detail our student learning outcomes.

IX: Summary of Program Reviews:

The 2013-2014 AY was very busy in preparation for the November 2014 site visit by NCATE as well as deep in preparation for the transition to CAEP that is currently underway. The State of Maine has also updated its teacher education standards to reflect alignment with InTASC or the Interstate Teacher Assessment and Support Consortium, which is also connected to the nationwide movement to align with Common Core Standards. All of these changes have necessitated an immense undertaking by our Teacher Education faculty to align, connect, and revise our courses, student learning outcomes, and student teacher experiences.

Other programs have continued their national-affiliation status during this time, including Child Development and Family Relations Major, which was renewed by the National Council on Family as a Certified Family Life Educator program for a period of five years.

Appendix A

Student Credit Hour Production

University of Maine College of Education & Human Development Student Credit Hours (SCHs) By Academic Unit																	
Undergraduate																	
	All SCHs					SCHS Offered via DLL											
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014							
Ed Leadership, Higher Education, & Human Development	7,980	7,713	6,863	6,897	6,899	2,307	2,346	2,190	2,112	2,196							
Exercise Science & STEM Education	5,306	5,296	5,211	4,649	4,554	213	210	201	132	96							
Teacher & Counselor Education	6,580	5,685	5,992	5,444	4,424	285	192	126	0	0							
Other Courses	751	773	900	656	518	0	0	0	0	0							
College Total	20,617	19,467	18,966	17,646	16,395	2,805	2,748	2,517	2,244	2,292							
UMaine Total	241,361	233,691	227,325	227,406	236,712	34,108	33,372	30,924	29,958	32,013							
Graduate																	
	All SCHs					SCHS Offered via DLL											
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014							
Ed Leadership, Higher Education, & Human Development	1,164	1,326	1,157	1,184	1,125	255	193	114	195	273							
Exercise Science & STEM Education	651	573	558	660	554	469	486	225	495	378							
Teacher & Counselor Education	5,565	4,610	4,285	3,849	3,668	1,229	852	480	444	345							
Other Courses	1,019	1,040	942	1,058	931	123	112	111	141	123							
College Total	8,399	7,549	6,942	6,751	6,278	2,076	1,643	930	1,275	1,119							
UMaine Total	21,930	21,578	20,882	20,101	18,975	4,041	3,641	2,751	3,154	3,080							
Total																	
	All SCHs					SCHS Offered via DLL											
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014							
Ed Leadership, Higher Education, & Human Development	9,144	9,039	8,020	8,081	8,024	2,562	2,539	2,304	2,307	2,469							
Exercise Science & STEM Education	5,957	5,869	5,769	5,309	5,108	682	696	426	627	474							
Teacher & Counselor Education	12,145	10,295	10,277	9,293	8,092	1,514	1,044	606	444	345							
Other Courses	1,770	1,813	1,842	1,714	1,449	123	112	111	141	123							
College Total	29,016	27,016	25,908	24,397	22,673	4,881	4,391	3,447	3,519	3,411							
UMaine Total	263,291	255,269	248,207	247,507	255,687	38,149	37,013	33,675	33,112	35,093							
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 EDB 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 EDB course. Similarly, all courses having a prefix of EDB are considered to be offered by the Department of Teacher & Counselor Education (the EHD unit where EDB courses reside) even if an instructor from another EHD unit taught a EDB course. SCHs generated by multidisciplinary courses are attributed to the academic unit of the instructor teaching the course.																	
2. In previous years, SCHs for Honors courses were similarly attributed to the academic unit of the instructor teaching the course. In consultation with the Honors College, and to better capture Honors College instructional activity, Honors SCHs are now credited to the Honors College – with the exception of HON 498 and HON 499, where, when possible, the home unit of the advisor																	
(UMaine Office of Institutional Research, 6.17.14)																	
Education & Human Development: Student Credit Hours Taught per FTE Tenured/Tenure-Eligible Faculty																	
	FTE faculty: tenured/tenure-eligible (T/TE) only						SCHs taught by T/TE faculty						SCHs per FTE T/TE faculty				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13		AY08-09	AY09-10	AY10-11	AY11-12	AY12-13		AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
UMaine (five colleges combined)	441.1	429.0	416.5	405.9	384.8	Undergraduate	107,582	105,008	99,434	93,065	92,252	243.9	244.8	238.8	229.3	239.8	
						Graduate	11,147	10,849	11,132	11,304	9,954	25.3	25.3	26.7	27.8	25.9	
						Total	118,729	115,857	110,567	104,369	102,207	269.2	270.1	265.5	257.1	265.6	
EHD	33.4	31.4	26.9	25.9	24.9	Undergraduate	8,600	8,104	7,896	6,896	6,799	257.9	258.5	294.1	266.8	273.6	
						Graduate	2,285	2,044	1,986	1,982	1,691	68.5	65.2	73.2	76.7	68.0	
						Total	10,885	10,147	9,882	8,878	8,490	326.4	323.7	367.3	343.4	341.6	
Notes:																	
1. Student credit hours include those generated by all non-DLL courses taught by tenured/tenure-eligible faculty in the unit, regardless of the unit offering the courses. For example, if an Education professor taught a course offered by the Department of Psychology, the corresponding student credit hours would be reported for the College of Education and Human Development.																	
2. DLL student credit hours include those generated by online, CED, and University Section Project courses.																	
(UMaine Office of Institutional Research, 6-18-13)																	

AY12-13 SCHs taught by T/TE faculty (including non-DLL overload)	AY12-13 SCHs per FTE T/TE faculty (including non-DLL overload)	% Difference (compared with cols. L and Q)
93,831	243.9	1.7%
10,153	26.4	2.0%
103,985	270.2	1.7%
7,195	289.5	5.8%
1,735	69.8	2.6%
8,930	359.4	5.2%

Education & Human Development: Student Credit Hours Taught per FTE Tenured/Tenure-Eligible Faculty																
	FTE faculty: tenured/tenure-eligible (T/TE) only						SCHs taught by T/TE faculty					SCHs per FTE T/TE faculty				
	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14		AY09-10	AY10-11	AY11-12	AY12-13	AY13-14	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14
UMaine (five colleges combined)	429.0	416.0	406.7	385.3	383.0	Undergraduate	105,508	99,434	93,065	92,471	90,927	245.9	239.1	228.9	240.0	237.4
						Graduate	10,849	11,132	11,304	10,236	9,055	25.3	26.8	27.8	26.6	23.6
						Total	116,357	110,567	104,369	102,707	99,981	271.2	265.8	256.7	266.6	261.1
EHD	30.4	25.9	25.9	24.9	25.5	Undergraduate	8,104	7,896	6,896	6,799	6,344	266.6	304.9	266.8	273.6	249.0
						Graduate	2,044	1,966	1,982	1,691	1,230	67.2	75.9	76.7	68.0	48.3
						Total	10,147	9,862	8,878	8,490	7,573	333.8	380.8	343.4	341.6	297.2
Ed. Leadership, Higher Education, & Human Development	11.0	10.0	10.0	9.0	9.0	Undergraduate	5,179	5,415	4,421	4,551	4,306	470.8	541.5	442.1	505.7	478.4
						Graduate	797	883	793	714	419	72.4	88.3	79.3	79.3	46.6
						Total	5,976	6,298	5,214	5,265	4,725	543.2	629.8	521.4	585.0	524.9
Exercise Science & STEM Education	10.4	7.4	8.4	8.4	9.4	Undergraduate	2,269	1,995	1,983	1,586	1,701	218.1	269.6	236.1	188.8	181.9
						Graduate	402	317	308	348	326	38.7	42.8	36.7	41.4	34.8
						Total	2,671	2,312	2,291	1,934	2,027	256.8	312.4	272.7	230.2	216.7
Teacher & Counselor Education	9.0	8.5	7.5	7.5	7.1	Undergraduate	656	486	492	662	337	72.9	57.2	65.6	88.3	47.3
						Graduate	845	766	881	629	485	93.9	90.1	117.5	83.9	68.0
						Total	1,501	1,252	1,373	1,291	822	166.8	147.3	183.0	172.1	115.3
Notes.																
1. Student credit hours include those generated by all non-DLL courses taught by tenured/tenure-eligible faculty in the college or academic unit, regardless of the unit offering the courses. For example, if a Teacher & Counselor Education professor taught a course offered by another unit, the corresponding student credit hours would be reported for the Department of Teacher & Counselor Education (and included in the College of Education and Human Development total).																
2. DLL student credit hours include those generated by online, CED, and University Section Project courses and—for AY12-13 and AY13-14 only—reported as overload on the course verification forms distributed to the academic units.																
(UMaine Office of Institutional Research, 6.17.14)																

Education & Human Development: Course Credit Hours Taught per FTE Tenured/Tenure-Eligible Faculty																
	FTE faculty: tenured/tenure-eligible (T/TE) only						CCHs taught by T/TE faculty					CCHs per FTE T/TE faculty				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13		AY08-09	AY09-10	AY10-11	AY11-12	AY12-13	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
UMaine (five colleges combined)	441.1	429.0	416.5	405.9	384.8	Undergraduate	4,086	4,056	4,307	4,172	3,726	9.3	9.5	10.3	10.3	9.7
						Graduate	2,273	1,996	2,360	2,437	2,226	5.2	4.7	5.7	6.0	5.8
						Total	6,358	6,052	6,666	6,608	5,951	14.4	14.1	16.0	16.3	15.5
EHD	33.4	31.4	26.9	25.9	24.9	Undergraduate	338	270	282	280	235	10.1	8.6	10.5	10.8	9.5
						Graduate	428	337	354	375	324	12.8	10.7	13.2	14.5	13.1
						Total	765	607	636	655	559	22.9	19.4	23.7	25.4	22.5
Notes.																
1. Course credit hours include those generated by all non-DLL courses taught by tenured/tenure-eligible faculty in the unit, regardless of the unit offering the courses. For example, if an Education professor taught a course offered by the Department of Psychology, the corresponding course credit hours would be reported for the College of Education and Human Development.																
2. DLL course credit hours include those generated by online, CED, and University Section Project courses.																
(UMaine Office of Institutional Research, 6-18-13)																

AY12-13 CCHs taught by T/TE faculty (including non-DLL overload)	AY12-13 CCHs per FTE T/TE faculty (including non-DLL overload)	% Difference (compared with cols. L and Q)
3,817	9.9	2.4%
2,251	5.8	1.1%
6,067	15.8	1.9%
253	10.2	7.7%
330	13.3	1.6%
582	23.4	4.1%

Education & Human Development: Course Credit Hours Taught per FTE Tenured/Tenure-Eligible Faculty																
	FTE faculty: tenured/tenure-eligible (T/TE) only						CCHs taught by T/TE faculty					CCHs per FTE T/TE faculty				
	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14		AY09-10	AY10-11	AY11-12	AY12-13	AY13-14	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14
UMaine (five colleges combined)	429.0	416.0	406.7	385.3	383.0	Undergraduate	4,056	4,307	4,171	3,769	3,921	9.5	10.4	10.3	9.8	10.2
						Graduate	1,996	2,360	2,437	2,341	2,325	4.7	5.7	6.0	6.1	6.1
						Total	6,052	6,666	6,608	6,110	6,245	14.1	16.0	16.3	15.9	16.3
EHD	30.4	25.9	25.9	24.9	25.5	Undergraduate	270	282	280	235	242	8.9	10.9	10.8	9.5	9.5
						Graduate	337	354	375	324	296	11.1	13.7	14.5	13.1	11.6
						Total	607	636	655	559	539	20.0	24.6	25.4	22.5	21.1
Ed. Leadership, Higher Education, & Human Development	11.0	10.0	10.0	9.0	9.0	Undergraduate	131	141	140	119	114	11.9	14.1	14.0	13.2	12.7
						Graduate	145	148	142	126	102	13.2	14.8	14.2	14.0	11.3
						Total	275	289	282	245	216	25.0	28.9	28.2	27.2	24.0
Exercise Science & STEM Education	10.4	7.4	8.4	8.4	9.4	Undergraduate	107	104	96	74	99	10.2	14.0	11.4	8.8	10.6
						Graduate	67	53	77	76	70	6.4	7.1	9.2	9.0	7.5
						Total	174	158	173	150	169	16.7	21.1	20.6	17.8	18.1
Teacher & Counselor Education	9.0	8.5	7.5	7.5	7.1	Undergraduate	33	38	44	42	29	3.7	4.5	5.9	5.6	4.1
						Graduate	125	153	156	123	124	13.9	17.9	20.8	16.4	17.4
						Total	158	191	200	165	153	17.5	22.4	26.7	22.0	21.5
Notes.																
1. Course credit hours include those generated by all non-DLL courses taught by tenured/tenure-eligible faculty in the college or academic unit, regardless of the unit offering the courses. For example, if a Teacher & Counselor Education professor taught a course offered by another unit, the corresponding course credit hours would be reported for the Department of Teacher & Counselor Education (and included in the College of Education and Human Development total).																
2. DLL course credit hours include those generated by online, CED, and University Section Project courses and—for AY12-13 and AY13-14 only—reported as overload on the course verification forms distributed to the academic units.																
(UMaine Office of Institutional Research, 6.17.14)																

Education & Human Development: Course Sections Taught per FTE Tenured/Tenure-Eligible Faculty																
	FTE faculty: tenured/tenure-eligible (T/TE) only						Course sections taught by T/TE faculty					Course sections per FTE T/TE faculty				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13		AY08-09	AY09-10	AY10-11	AY11-12	AY12-13	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
UMaine (five colleges combined)	441.1	429.0	416.5	405.9	384.8	Undergraduate	1,551	1,599	1,570	1,511	1,467	3.5	3.7	3.8	3.7	3.8
						Graduate	795	763	797	824	776	1.8	1.8	1.9	2.0	2.0
						Total	2,346	2,362	2,368	2,334	2,243	5.3	5.5	5.7	5.8	5.8
EHD	33.4	31.4	26.9	25.9	24.9	Undergraduate	110	100	92	90	81	3.3	3.2	3.4	3.5	3.3
						Graduate	162	133	120	140	118	4.9	4.2	4.5	5.4	4.7
						Total	272	232	212	230	199	8.2	7.4	7.9	8.9	8.0
Notes.																
1. Course sections include all non-DLL courses taught by tenured/tenure-eligible faculty in the unit, regardless of the unit offering the courses. For example, if an Education professor taught a course offered by the Department of Psychology , the corresponding course section would be reported for the College of Education and Human Development.																
2. DLL course sections include online, CED, and University Section Project courses.																
(UMaine Office of Institutional Research, 6-18-13)																

AY12-13 Course sections taught by T/TE faculty (including non-DLL overload)	AY12-13 Course sections per FTE T/TE faculty (including non-DLL overload)	% Difference (compared with cols. L and Q)
1,495	3.9	1.9%
786	2.0	1.3%
2,281	5.9	1.7%
87	3.5	7.4%
120	4.8	1.7%
207	8.3	4.0%

Education & Human Development: Course Sections Taught per FTE Tenured/Tenure-Eligible Faculty																
	FTE faculty: tenured/tenure-eligible (T/TE) only						Course sections taught by T/TE faculty					Course sections per FTE T/TE faculty				
	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14		AY09-10	AY10-11	AY11-12	AY12-13	AY13-14	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14
UMaine (five colleges combined)	429.0	416.0	406.7	385.3	383.0	Undergraduate	1,599	1,570	1,511	1,476	1,431	3.7	3.8	3.7	3.8	3.7
						Graduate	764	797	824	782	746	1.8	1.9	2.0	2.0	1.9
						Total	2,363	2,368	2,334	2,257	2,177	5.5	5.7	5.7	5.9	5.7
EHD	30.4	25.9	25.9	24.9	25.5	Undergraduate	100	92	90	81	80	3.3	3.6	3.5	3.3	3.1
						Graduate	133	120	140	118	102	4.4	4.6	5.4	4.7	4.0
						Total	232	212	230	199	181	7.6	8.2	8.9	8.0	7.1
Ed. Leadership, Higher Education, & Human Development	11.0	10.0	10.0	9.0	9.0	Undergraduate	40	39	38	33	31	3.6	3.9	3.8	3.7	3.5
						Graduate	54	53	58	47	40	4.9	5.3	5.8	5.2	4.5
						Total	94	92	96	80	72	8.5	9.2	9.6	8.9	8.0
Exercise Science & STEM Education	10.4	7.4	8.4	8.4	9.4	Undergraduate	48	42	41	34	40	4.6	5.7	4.9	4.0	4.3
						Graduate	27	20	26	25	24	2.6	2.7	3.1	3.0	2.5
						Total	75	62	67	59	64	7.2	8.4	8.0	7.0	6.8
Teacher & Counselor Education	9.0	8.5	7.5	7.5	7.1	Undergraduate	12	11	11	14	8	1.3	1.3	1.5	1.9	1.2
						Graduate	52	47	56	46	38	5.8	5.5	7.5	6.1	5.3
						Total	64	58	67	60	46	7.1	6.8	9.0	7.9	6.5
Notes:																
1. Course sections include all non-DLL courses taught by tenured/tenure-eligible faculty in the college or academic unit, regardless of the unit offering the courses. For example, if a Teacher & Counselor Education professor taught a course offered by another unit, the corresponding course section would be reported for the Department of Teacher & Counselor Education (and included in the College of Education and Human Development total).																
2. DLL course sections include those generated by online, CED, and University Section Project courses and—for AY12-13 and AY13-14 only—reported as overload on the course verification forms distributed to the academic units.																
(UMaine Office of Institutional Research, 6.17.14)																

Appendix B: Majors and Degrees Granted

College of Education & Human Development: Majors															
	Fall 2009			Fall 2010			Fall 2011			Fall 2012			Fall 2013		
	UG	G	Total	UG	G	Total	UG	G	Total	UG	G	Total	UG	G	Total
Ed Leadership, Higher Ed., & Human Development															
Child Development/Family Relations	178	0	178	153	0	153	164	0	164	150	0	150	138	0	138
Early Childhood Teacher	-	-	0	-	-	0	-	-	0	0	3	3	0	4	4
Educational Leadership	0	89	89	0	103	103	0	99	99	0	87	87	0	81	81
Higher Education	0	18	18	0	20	20	0	25	25	0	20	20	-	-	0
Individualized Program (EDX)*	0	3	3	0	4	4	0	1	1	0	1	1	0	0	0
Education PhD (Higher Ed Leadership/Ed Leadership)	-	-	0	-	-	0	-	-	0	0	19	19	0	22	22
Student Development In Higher Education	-	-	0	-	-	0	-	-	0	-	-	0	0	14	14
Higher Educational Leadership	0	21	21	0	18	18	0	17	17	0	4	4	0	3	3
Human Development	0	13	13	0	18	18	0	13	13	0	11	11	0	9	9
Interdisciplinary Studies (PhD)*	0	0	0	0	2	2	0	1	1	0	0	0	0	0	0
Total	178	144	322	153	165	318	164	156	320	150	145	295	138	133	271
Exercise Science & STEM Education															
Athletic Training	61	0	61	70	0	70	70	0	70	67	0	67	74	0	74
Classroom Technology Integrationist	-	-	0	-	-	0	-	-	0	0	8	8	0	8	8
Ecology & Environmental Sciences*	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Instructional Technology	0	19	19	0	24	24	0	20	20	0	26	26	0	23	23
Individualized Program (EDX)*	0	8	8	0	7	7	0	4	4	0	3	3	0	3	3
Individualized Program (IND)*	0	1	1	0	0	0	0	0	0	0	0	0	-	-	0
Science Education	0	6	6	0	6	6	0	4	4	0	4	4	0	3	3
Educational Technology Coordinator	-	-	0	-	-	0	-	-	0	0	2	2	0	3	3
Interdisciplinary Studies (PhD)*	0	2	2	0	1	1	0	0	0	0	0	0	0	1	1
Kinesiology & Physical Education	251	16	267	263	14	277	247	12	259	222	14	236	227	19	246
Master of Science in Teaching*	0	1	1	0	1	1	0	0	0	0	1	1	0	3	3
Total	312	53	365	333	53	386	317	41	358	289	58	347	301	63	364
Teacher & Counselor Education															
Counselor Education	0	115	115	0	98	98	0	88	88	0	73	73	0	54	54
Secondary Education - CAI	0	3	3	0	7	7	0	8	8	0	11	11	0	6	6
Elementary Education - CAI	0	15	15	0	21	21	0	16	16	0	21	21	0	19	19
Elementary Education	329	12	341	322	14	336	284	3	287	255	2	257	216	0	216
Education Data Specialist	-	-	0	-	18	18	-	10	10	-	10	10	0	3	3
Secondary Education	213	12	225	225	13	238	207	12	219	191	15	206	160	11	171
Individualized Program (EDX)*	0	36	36	0	19	19	0	16	16	0	9	9	0	3	3
Education PhD (Literacy/Prevention & Intervention/Counselor Education)	-	-	0	-	-	0	-	-	0	0	26	26	0	23	23
Social Studies Education	0	2	2	0	1	1	0	1	1	0	2	2	0	3	3
Interdisciplinary Studies (PhD)*	0	2	2	0	2	2	0	3	3	0	3	3	0	3	3
Literacy Education	0	114	114	0	79	79	0	81	81	0	48	48	0	58	58
Response to Intervention for Behavior	-	-	0	-	-	0	-	-	0	0	5	5	0	6	6
Special Education	0	72	72	0	63	63	0	63	63	0	69	69	0	48	48
Teaching Certificate	0	0	0	1	0	1	0	0	0	1	0	1	-	-	0
Total	542	383	925	548	335	883	491	301	792	447	294	741	376	237	613
Other															
Non-Degree	0	570	570	0	499	499	0	504	504	0	400	400	0	468	468
Undeclared	6	0	6	5	0	5	2	0	2	3	0	3	11	0	11
Visiting Student	0	0	0	0	0	0	0	0	0	1	0	1	2	0	2
Total	6	570	576	5	499	504	2	504	506	4	400	404	13	468	481
Total Majors (duplicated)	1,038	1,150	2,188	1,039	1,052	2,091	974	1,002	1,976	890	897	1,787	828	901	1,729
Total Headcount (unduplicated)	1,032	1,150	2,182	1,030	1,052	2,082	964	1,002	1,966	879	894	1,773	819	893	1,712

Note. Students with multiple majors are counted in each major.
* Major is credited to the department of the advisor.

(UMaine Office of Institutional Research, 7.15.14)

Retention Rates: Teacher & Counselor Education														
		Cohort												
		Fall '00	Fall '01	Fall '02	Fall '03	Fall '04	Fall '05	Fall '06	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
AFTER 1 YEAR	Dismissed	4%	1%	7%	7%	8%	14%	0%	3%	3%	0%	9%	0%	5%
	Withdrawn	9%	13%	13%	18%	12%	18%	13%	10%	28%	14%	9%	20%	23%
	Still Enrolled, Same Unit	76%	77%	67%	61%	76%	57%	83%	83%	65%	71%	65%	72%	64%
	Still Enrolled, Same College	0%	1%	2%	5%	0%	4%	3%	3%	5%	5%	13%	0%	0%
	Still Enrolled, Diff. College	11%	7%	11%	9%	4%	7%	3%	0%	0%	10%	4%	8%	9%
	Total Still Enrolled (First-Year Retention Rate)	87%	86%	80%	75%	80%	68%	88%	86%	70%	86%	83%	80%	73%
AFTER 2 YEARS	Still Enrolled, Same Unit	63%	58%	49%	43%	68%	43%	68%	66%	55%	71%	57%	60%	
	Still Enrolled, Same College	3%	4%	2%	5%	0%	7%	3%	3%	8%	5%	13%	0%	
	Still Enrolled, Diff. College	15%	14%	13%	20%	4%	18%	8%	7%	5%	10%	9%	16%	
	Total Still Enrolled	80%	77%	64%	68%	72%	68%	78%	76%	68%	86%	78%	76%	
AFTER 3 YEARS	Still Enrolled, Same Unit	57%	49%	40%	32%	68%	39%	63%	59%	50%	62%	52%		
	Still Enrolled, Same College	1%	9%	7%	7%	4%	7%	5%	3%	5%	5%	4%		
	Still Enrolled, Diff. College	17%	12%	16%	20%	4%	25%	10%	7%	8%	10%	17%		
	Total Still Enrolled	76%	70%	62%	59%	76%	71%	78%	69%	63%	76%	74%		
AFTER 4 YEARS	Still Enrolled, Same Unit	12%	16%	4%	7%	12%	7%	5%	7%	18%	10%			
	Still Enrolled, Same College	5%	1%	0%	5%	0%	0%	0%	0%	0%	5%			
	Still Enrolled, Diff. College	12%	6%	7%	11%	8%	7%	3%	10%	3%	5%			
	Total Still Enrolled	29%	23%	11%	23%	20%	14%	8%	17%	20%	19%			
Cohort Size		75	69	45	44	25	28	40	29	40	21	23	25	22

Retention Rates: Exercise Science & STEM Education														
		Cohort												
		Fall '00	Fall '01	Fall '02	Fall '03	Fall '04	Fall '05	Fall '06	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
AFTER 1 YEAR	Dismissed	5%	11%	7%	9%	6%	2%	5%	5%	1%	1%	3%	4%	3%
	Withdrawn	6%	6%	16%	8%	16%	11%	14%	19%	15%	10%	17%	25%	18%
	Still Enrolled, Same Unit	75%	70%	62%	71%	54%	69%	71%	57%	71%	73%	61%	54%	64%
	Still Enrolled, Same College	3%	3%	0%	1%	8%	7%	3%	7%	2%	4%	0%	4%	3%
	Still Enrolled, Diff. College	11%	10%	15%	10%	16%	11%	6%	12%	11%	11%	20%	12%	14%
	Total Still Enrolled (First-Year Retention Rate)	89%	83%	76%	83%	78%	87%	81%	76%	84%	89%	80%	71%	80%
AFTER 2 YEARS	Still Enrolled, Same Unit	49%	46%	47%	56%	48%	54%	56%	29%	55%	56%	43%	34%	
	Still Enrolled, Same College	8%	6%	0%	5%	12%	9%	1%	9%	4%	4%	5%	3%	
	Still Enrolled, Diff. College	15%	24%	20%	12%	16%	17%	10%	24%	15%	17%	22%	15%	
	Total Still Enrolled	72%	76%	67%	73%	76%	80%	68%	63%	74%	77%	71%	51%	
AFTER 3 YEARS	Still Enrolled, Same Unit	42%	40%	40%	49%	44%	48%	44%	29%	51%	54%	41%		
	Still Enrolled, Same College	9%	8%	4%	4%	12%	11%	3%	9%	4%	4%	4%		
	Still Enrolled, Diff. College	17%	24%	24%	12%	14%	13%	12%	21%	20%	15%	22%		
	Total Still Enrolled	68%	71%	67%	65%	70%	72%	58%	60%	74%	73%	67%		
AFTER 4 YEARS	Still Enrolled, Same Unit	20%	22%	9%	14%	0%	15%	16%	5%	14%	13%			
	Still Enrolled, Same College	3%	3%	0%	1%	6%	0%	1%	4%	1%	1%			
	Still Enrolled, Diff. College	9%	11%	15%	9%	6%	7%	8%	8%	6%	11%			
	Total Still Enrolled	32%	37%	24%	25%	12%	22%	25%	17%	21%	25%			
	Cohort Size	65	63	55	77	50	54	77	75	85	71	76	68	80

Retention Rates: Educational Leadership, Higher Education, & Human Development														
		Cohort												
		Fall '00	Fall '01	Fall '02	Fall '03	Fall '04	Fall '05	Fall '06	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12
AFTER 1 YEAR	Dismissed	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	9%	0%
	Withdrawn	0%	0%	0%	14%	0%	0%	0%	17%	11%	25%	8%	45%	25%
	Still Enrolled, Same Unit	67%	100%	80%	43%	100%	83%	100%	83%	89%	75%	77%	36%	42%
	Still Enrolled, Same College	33%	0%	20%	14%	0%	0%	0%	0%	0%	0%	8%	9%	8%
	Still Enrolled, Diff. College	0%	0%	0%	29%	0%	17%	0%	0%	0%	0%	8%	0%	25%
	Total Still Enrolled (First-Year Retention Rate)	100%	100%	100%	86%	100%	100%	100%	83%	89%	75%	92%	45%	75%
AFTER 2 YEARS	Still Enrolled, Same Unit	33%	0%	60%	29%	67%	67%	100%	67%	67%	75%	62%	36%	
	Still Enrolled, Same College	33%	0%	20%	0%	0%	17%	0%	0%	0%	0%	8%	18%	
	Still Enrolled, Diff. College	33%	100%	0%	14%	33%	0%	0%	0%	0%	0%	23%	0%	
	Total Still Enrolled	100%	100%	80%	43%	100%	83%	100%	67%	67%	75%	92%	55%	
AFTER 3 YEARS	Still Enrolled, Same Unit	33%	0%	60%	29%	67%	67%	100%	50%	67%	63%	54%		
	Still Enrolled, Same College	33%	0%	20%	0%	0%	17%	0%	0%	0%	0%	8%		
	Still Enrolled, Diff. College	33%	100%	0%	14%	0%	0%	0%	0%	0%	0%	31%		
	Total Still Enrolled	100%	100%	80%	43%	67%	83%	100%	50%	67%	63%	92%		
AFTER 4 YEARS	Still Enrolled, Same Unit	0%	0%	20%	14%	0%	33%	25%	33%	33%	13%			
	Still Enrolled, Same College	0%	0%	20%	0%	0%	0%	0%	0%	0%	0%			
	Still Enrolled, Diff. College	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%			
	Total Still Enrolled	0%	100%	40%	14%	0%	33%	25%	33%	33%	13%			
	Cohort Size	3	1	5	7	3	6	4	6	9	8	13	11	12

Graduation Rates: Education Leadership, Higher Education, & Human Development										
		Cohort								
		Fall '00	Fall '01	Fall '02	Fall '03	Fall '04	Fall '05	Fall '06	Fall '07	Fall '08
	Cohort Size	3	1	5	7	3	6	4	6	9
AFTER 4 YEARS	Graduated in 4 yrs, Same Unit	33%	0%	40%	14%	67%	33%	75%	33%	50%
	Graduated in 4 yrs, Same College	33%	0%	0%	0%	0%	17%	0%	0%	0%
	Graduated in 4 yrs, Different College	33%	0%	0%	14%	0%	0%	0%	0%	0%
	Total Four Year Grad Rate	100%	0%	40%	29%	67%	50%	75%	33%	50%
AFTER 5 YEARS	Graduated in 5 yrs, Same Unit	0%	100%	20%	14%	0%	33%	0%	17%	33%
	Graduated in 5 yrs, Same College	0%	0%	20%	0%	0%	0%	0%	0%	0%
	Graduated in 5 yrs, Different College	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Total 5-yr Grad Rate, Same Unit	33%	100%	60%	29%	67%	75%	50%	67%	
AFTER 6 YEARS	Total 5-yr Grad Rate, Same College	33%	0%	20%	0%	0%	17%	0%	0%	0%
	Total 5-yr Grad Rate, Different College	33%	0%	0%	14%	0%	0%	0%	0%	0%
	Total Five Year Grad Rate	100%	100%	80%	43%	67%	83%	75%	50%	67%
	Graduated in 6 yrs, Same Unit	0%	0%	0%	0%	0%	0%	25%	17%	
AFTER 6 YEARS	Graduated in 6 yrs, Same College	0%	0%	0%	0%	0%	0%	0%	0%	
	Graduated in 6 yrs, Different College	0%	0%	0%	0%	0%	0%	0%	0%	
	Total 6-yr Grad Rate -- Same Unit	33%	100%	60%	29%	67%	100%	67%		
	Total 6-yr Grad Rate -- Same College	33%	0%	20%	0%	0%	17%	0%	0%	
AFTER 6 YEARS	Total 6-yr Grad Rate -- Different College	33%	0%	0%	14%	0%	0%	0%	0%	
	Total Six Year Grad Rate	100%	100%	80%	43%	67%	83%	100%	67%	
	Did Not Graduate Within Six Years	0%	0%	20%	57%	33%	17%	0%	33%	
Graduation Rates: Teacher & Counselor Education										
		Cohort								
		Fall '00	Fall '01	Fall '02	Fall '03	Fall '04	Fall '05	Fall '06	Fall '07	Fall '08
	Cohort Size	75	69	45	44	25	28	40	29	40
AFTER 4 YEARS	Graduated in 4 yrs, Same Unit	43%	33%	36%	23%	52%	32%	55%	52%	48%
	Graduated in 4 yrs, Same College	1%	9%	4%	9%	4%	4%	5%	3%	5%
	Graduated in 4 yrs, Different College	9%	6%	7%	7%	0%	14%	5%	0%	3%
	Total Four Year Grad Rate	53%	48%	47%	39%	56%	50%	65%	55%	52%
AFTER 5 YEARS	Graduated in 5 yrs, Same Unit	9%	9%	2%	2%	8%	4%	8%	3%	10%
	Graduated in 5 yrs, Same College	1%	1%	0%	5%	0%	0%	0%	0%	0%
	Graduated in 5 yrs, Different College	3%	4%	4%	7%	4%	7%	0%	3%	5%
	Total 5-yr Grad Rate, Same Unit	52%	42%	38%	25%	60%	36%	63%	55%	38%
AFTER 5 YEARS	Total 5-yr Grad Rate, Same College	3%	10%	4%	14%	4%	4%	5%	3%	5%
	Total 5-yr Grad Rate, Different College	12%	10%	11%	14%	4%	21%	5%	3%	8%
	Total Five Year Grad Rate	67%	62%	53%	52%	68%	61%	73%	62%	50%
	Graduated in 6 yrs, Same Unit	0%	4%	2%	2%	0%	0%	0%	3%	
AFTER 6 YEARS	Graduated in 6 yrs, Same College	1%	0%	0%	0%	0%	0%	0%	0%	
	Graduated in 6 yrs, Different College	3%	0%	0%	5%	0%	0%	0%	3%	
	Total 6-yr Grad Rate -- Same Unit	52%	46%	40%	27%	60%	36%	63%	59%	
	Total 6-yr Grad Rate -- Same College	4%	10%	4%	14%	4%	4%	5%	3%	
AFTER 6 YEARS	Total 6-yr Grad Rate -- Different College	15%	10%	11%	18%	4%	21%	5%	7%	
	Total Six Year Grad Rate	71%	67%	56%	59%	68%	61%	73%	69%	
	Did Not Graduate Within Six Years	29%	33%	44%	41%	32%	39%	28%	31%	

Graduation Rates: Exercise Science & STEM Education

		Cohort									
		Fall '00	Fall '01	Fall '02	Fall '03	Fall '04	Fall '05	Fall '06	Fall '07	Fall '08	Fall '09
	Cohort Size	65	63	55	77	50	54	77	75	85	71
AFTER 4 YEARS	Graduated in 4 yrs, Same Unit	22%	17%	29%	35%	40%	35%	30%	21%	36%	35%
	Graduated in 4 yrs, Same College	5%	3%	0%	4%	6%	9%	3%	7%	2%	3%
	Graduated in 4 yrs, Different College	9%	13%	11%	4%	10%	6%	4%	12%	13%	6%
	Total Four Year Grad Rate	35%	33%	40%	43%	56%	50%	36%	40%	52%	44%
	Graduated in 5 yrs, Same Unit	18%	17%	9%	8%	6%	7%	10%	5%	12%	
	Graduated in 5 yrs, Same College	2%	2%	0%	0%	4%	0%	1%	3%	1%	
	Graduated in 5 yrs, Different College	6%	5%	4%	1%	4%	2%	6%	4%	6%	
AFTER 5 YEARS	Total 5-yr Grad Rate, Same Unit	40%	35%	38%	43%	46%	43%	40%	27%	48%	
	Total 5-yr Grad Rate, Same College	6%	5%	0%	4%	10%	9%	4%	9%	4%	
	Total 5-yr Grad Rate, Different College	15%	17%	15%	5%	14%	7%	10%	16%	19%	
	Total Five Year Grad Rate	62%	57%	53%	52%	70%	59%	55%	52%	71%	
	Graduated in 6 yrs, Same Unit	0%	3%	0%	0%	0%	4%	3%	0%		
	Graduated in 6 yrs, Same College	0%	0%	0%	0%	0%	0%	0%	0%		
	Graduated in 6 yrs, Different College	2%	5%	7%	4%	2%	4%	1%	1%		
AFTER 6 YEARS	Total 6-yr Grad Rate -- Same Unit	40%	38%	38%	43%	46%	46%	43%	27%		
	Total 6-yr Grad Rate -- Same College	6%	5%	0%	4%	10%	9%	4%	9%		
	Total 6-yr Grad Rate -- Different College	17%	22%	22%	9%	16%	11%	12%	17%		
	Total Six Year Grad Rate	63%	65%	60%	56%	72%	67%	58%	53%		
	Did Not Graduate Within Six Years	37%	35%	40%	44%	28%	33%	42%	47%		

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

Academic Unit	Degree	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Educational Leadership & Higher Education	Child Development/Family Relations					
	Bachelor's	72	59	54	63	57
	Education PhD (Higher Ed Leadership)					
	Doctorate	0	0	1	2	2
	Educational Leadership					
	Master's	18	5	33	4	24
	Certificate of Advanced Study	21	9	10	4	10
	Doctorate	2	2	3	0	0
	Higher Educational Leadership					
	Doctorate	0	0	1	0	1
	Human Development					
	Master's	6	3	9	6	4
	Individualized Program*					
	Master's	2	0	0	1	0
	Certificate of Advanced Study	1	0	1	1	1
	Doctorate	0	1	1	0	0
	Interdisciplinary Studies (PhD)*					
	Doctorate	0	1	1	0	0
	Student Development In Higher Education					
	Master's	10	7	10	10	5
	Certificate of Advanced Study	0	1	1	2	1
Exercise Science & STEM Education	Academic Unit Totals					
	Bachelor's	72	59	54	63	57
	Master's	36	15	52	21	33
	Certificate of Advanced Study	22	10	12	7	12
	Doctorate	2	4	7	2	3
	Total	132	88	125	93	105
	Athletic Training					
	Bachelor's	5	5	9	10	4
	Classroom Technology Integrationist					
	Post-Baccalaureate Certificate	0	0	1	8	3
	Individualized Program*					
	Master's	2	0	0	0	0
	Certificate of Advanced Study	0	2	2	2	1
	Doctorate	1	0	0	1	1
	Instructional Technology					
	Master's	5	4	7	5	8
	Interdisciplinary Studies (PhD)					
	Doctorate	1	0	0	0	0
	Kinesiology & Physical Education					
	Bachelor's	47	57	61	51	69
	Master's	8	6	7	6	9
	Master of Science in Teaching					
	Master's	0	0	0	1	0
Exercise Science & STEM Education	Science Education					
	Master's	4	2	2	2	0
	Certificate of Advanced Study	0	0	0	1	0
	Academic Unit Totals					
	Bachelor's	52	62	70	61	73
	Post-Baccalaureate Certificate	0	0	1	8	3
	Master's	19	12	16	14	17
	Certificate of Advanced Study	0	2	2	3	1
	Doctorate	2	0	0	1	1
	Total	73	76	89	87	95

Teaching & Counselor Education	Counselor Education					
	Master's	24	28	19	28	14
	Certificate of Advanced Study	4	2	7	1	2
	Doctorate	1	3	0	1	0
	Education Data Specialist Certificate					
	Post-Baccalaureate Certificate	0	0	1	4	2
	Education PhD (Literacy/Prevention & Intervention/Counselor Education)					
	Doctorate	0	0	1	1	4
	Elementary Education - CAI					
	Master's	2	11	3	5	5
	Elementary Education					
	Bachelor's	75	67	77	90	37
	Master's	11	10	1	0	0
	Individualized Program*					
	Master's	17	8	6	1	4
	Certificate of Advanced Study	3	5	6	1	0
	Doctorate	1	0	0	0	1
	Interdisciplinary Studies (PhD)					
	Doctorate	1	1	0	0	1
	Literacy Education					
	Master's	52	20	18	13	14
	Certificate of Advanced Study	3	7	14	11	7
	Doctorate	2	0	2	1	0
	Response to Intervention for Behavior					
	Post-Baccalaureate Certificate	0	0	0	1	5
	Secondary Education					
	Bachelor's	41	35	32	40	30
	Master's	12	11	9	13	10
	Secondary Education - CAI					
	Master's	2	3	3	2	3
	Certificate of Advanced Study	0	0	0	1	1
	Social Studies Education					
	Master's	1	1	0	0	2
	Certificate of Advanced Study	1	0	0	0	0
	Special Education					
	Master's	24	20	25	19	28
	Certificate of Advanced Study	2	1	2	1	2
	Academic Unit Totals					
	Bachelor's	116	102	109	130	67
	Post-Baccalaureate Certificate	0	0	1	5	7
	Master's	145	112	84	81	80
	Certificate of Advanced Study	13	15	29	15	12
	Doctorate	5	4	3	3	6
	Total	279	233	226	234	172
College Totals	Bachelor's	240	223	233	254	197
	Post-Baccalaureate Certificate	0	0	2	13	10
	Master's	200	139	152	116	130
	Certificate of Advanced Study	35	27	43	25	25
	Doctorate	9	8	10	6	10
	Total Degrees	484	397	440	414	372

* 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 2013, December 2013, and May 2014).
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, 7.15.14)

Education & Human Development: Degrees Conferred per FTE Tenured/Tenure-Eligible (T/TE) Faculty																	
	FTE faculty (T/TE only)						Degrees Conferred						Degrees per FTE T/TE faculty				
	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13		AY08-09	AY09-10	AY10-11	AY11-12	AY12-13		AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
UMaine (five colleges combined)	441.1	429.8	416.5	405.9	384.8	Bachelor	1,596	1,753	1,810	1,857	1,651	3.6	4.1	4.3	4.6	4.3	
						Post Bacc. Cert.	0	0	2	4	27	0.0	0.0	0.0	0.0	0.1	
						Master	399	447	416	438	399	0.9	1.0	1.0	1.1	1.0	
						CAS	16	36	28	45	26	0.0	0.1	0.1	0.1	0.1	
						Doctorate	59	52	55	65	47	0.1	0.1	0.1	0.2	0.1	
						Total	2,070	2,288	2,311	2,409	2,150	4.7	5.3	5.5	5.9	5.6	
EHD	33.4	31.4	26.9	25.9	24.9	Bachelor	208	240	223	233	254	6.2	7.7	8.3	9.0	10.2	
						Post Bacc. Cert.	0	0	0	2	13	0.0	0.0	0.0	0.1	0.5	
						Master	169	200	139	152	116	5.1	6.4	5.2	5.9	4.7	
						CAS	16	35	27	43	25	0.5	1.1	1.0	1.7	1.0	
						Doctorate	7	9	8	10	6	0.2	0.3	0.3	0.4	0.2	
						Total	400	484	397	440	414	12.0	15.4	14.8	17.0	16.7	

Notes:

1. Degrees are reported for August, December, and the following May in a given academic year (e.g., August 2012, December 2012, and May 2013).

2. UMaine totals do not include the following degrees/certificates: Bachelor of University Studies, Master of Liberal Studies, Master of Global Policy, and Certificate in Innovation Engineering.

(UMaine Office of Institutional Research, 7-12-13)

College of Education & Human Development: Degrees Conferred per FTE Tenured/Tenure-Eligible (T/TE) Faculty																
	FTE faculty (T/TE only)						Degrees Conferred					Degrees per FTE T/TE faculty				
	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14		AY09-10	AY10-11	AY11-12	AY12-13	AY13-14	AY09-10	AY10-11	AY11-12	AY12-13	AY13-14
UMaine (five colleges combined)	429.0	416.0	406.7	385.3	383.0	Bachelor	1,753	1,810	1,857	1,651	1,619	4.1	4.4	4.6	4.3	4.2
						Post Bacc. Cert.	0	2	3	27	12	0.0	0.0	0.0	0.1	0.0
						Master	447	417	441	406	394	1.0	1.0	1.1	1.1	1.0
						CAS	36	28	45	26	25	0.1	0.1	0.1	0.1	0.1
						Doctorate	52	55	65	47	77	0.1	0.1	0.2	0.1	0.2
						Total	2,288	2,312	2,411	2,157	2,127	5.3	5.6	5.9	5.6	5.6
EHD	30.4	25.9	25.9	24.9	25.5	Bachelor	240	223	233	254	197	7.9	8.6	9.0	10.2	7.7
						Post Bacc. Cert.	0	0	2	13	10	0.0	0.0	0.1	0.5	0.4
						Master	200	139	152	116	130	6.6	5.4	5.9	4.7	5.1
						CAS	35	27	43	25	25	1.2	1.0	1.7	1.0	1.0
						Doctorate	9	8	10	6	10	0.3	0.3	0.4	0.2	0.4
						Total	484	397	440	414	372	15.9	15.3	17.0	16.7	14.6
Ed. Leadership, Higher Education, & Human Development	11.0	10.0	10.0	9.0	9.0	Bachelor	72	59	54	63	57	6.5	5.9	5.4	7.0	6.3
						Post Bacc. Cert.	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
						Master	36	15	52	21	33	3.3	1.5	5.2	2.3	3.7
						CAS	22	10	12	7	12	2.0	1.0	1.2	0.8	1.3
						Doctorate	2	4	7	2	3	0.2	0.4	0.7	0.2	0.3
						Total	132	88	125	93	105	12.0	8.8	12.5	10.3	11.7
Exercise Science & STEM Education	10.4	7.4	8.4	8.4	9.4	Bachelor	52	62	70	61	73	5.0	8.4	8.3	7.3	7.8
						Post Bacc. Cert.	0	0	1	8	3	0.0	0.0	0.1	1.0	0.3
						Master	19	12	16	14	17	1.8	1.6	1.9	1.7	1.8
						CAS	0	2	2	3	1	0.0	0.3	0.2	0.4	0.1
						Doctorate	2	0	0	1	1	0.2	0.0	0.0	0.1	0.1
						Total	73	76	89	87	95	7.0	10.3	10.6	10.4	10.2
Teacher & Counselor Education	9.0	8.5	7.5	7.5	7.1	Bachelor	116	102	109	130	67	12.9	12.0	14.5	17.3	9.4
						Post Bacc. Cert.	0	0	1	5	7	0.0	0.0	0.1	0.7	1.0
						Master	145	112	84	81	80	16.1	13.2	11.2	10.8	11.2
						CAS	13	15	29	15	12	1.4	1.8	3.9	2.0	1.7
						Doctorate	5	4	3	3	6	0.6	0.5	0.4	0.4	0.8
						Total	279	233	226	234	172	31.0	27.4	30.1	31.2	24.1
Notes: 1. Degrees are reported for August, December, and the following May in a given academic year (e.g., August 2013, December 2013, and May 2014). 2. UMaine totals do not include the following degrees/certificates: Bachelor of University Studies, Master of Liberal Studies, and Certificate in Innovation Engineering. (UMaine Office of Institutional Research, 7-15-14)																

Exhibit ii. C. College of Education and Human Development Extramural Research Funding FY2014

Name	Title	Sponsor	Sponsor Amt.	UM Total	Total Amt.	Sponsor Indirect
Artesani, J.	Maine Institute for Autism Education and Research	US Dept. of Education	\$15,452	\$2,066	\$17,518	\$2,066
Bennett-Armistead, V.	The Maine Elementary Science Partnership: Professional Development for PreK-5	US Dept. of Education	\$26,529	\$3,732	\$30,261	\$3,732
Bennett-Armistead, V.	Literacy to Go: Delivering Early Literacy through Maine Libraries	Institute of Museum and Library Sciences	\$49,922	\$38,553	\$88,475	\$0
Colannino, R.	University of Maine Upward Bound Math Science 2012-2017	US Dept. of Education	\$281,499	\$50,249	\$331,748	\$16,209
Colannino, R.	Upward Bound Math-Science Program 2008-2013 YR5	ME Dept. of Education	\$6,999	\$1,876	\$8,875	\$0
Doore, B.	Engineering Innovation Solutions to Storm Water Problems	National Science Foundation	\$73,532	\$0	\$73,532	\$17,166
Fairman, J.	An Efficacy Study of Online Mathematics Homework Support- Mod2	US Dept. of Education	\$96,517	\$0	\$96,517	\$25,703
Fairman, J.	MEPRI 2013-2014	Maine State Legislature	\$76,869	\$41,073	\$117,942	\$10,831
Gardner, S.	A Rising Tide: Advancing Women and Leadership at the University of Maine Yr3	National Science Foundation	\$62,500	\$0	\$62,500	\$20,363
Gardner, S.	A Rising Tide: Advancing Women and Leadership at the University of Maine Yr4	National Science Foundation	\$143,352	\$0	\$143,352	\$46,419
Gardner, S.	A Rising Tide: Advancing Women and Leadership at the University of Maine Yr5	National Science Foundation	\$100,000	\$29,508	\$129,508	\$27,889
Logue, M.	The Maine Elementary Science Partnership: Professional Development for PreK-5	US Dept of Education	\$26,529	\$3,732	\$30,261	\$3,732
Mason, C.	Educare Implementation Study	Educare of Central Maine	\$9,090	\$1,603	\$10,693	\$1,602
Mason, C.	SPDG-Web	US Dept of Education	\$146,120	\$30,126	\$176,246	\$13,405
Mason, C.	The Maine Elementary Science Partnership: Professional Development for PreK-5	US Dept of Education	\$26,529	\$3,732	\$30,261	\$3,732
Mason, C.	CDC i-EHDI (IPA Assignment for Quansheng)	US Dept of Health & Human Services	\$20,759	\$6,809	\$27,568	\$0
Mason, C.	An Efficacy Study of Online Mathematics Homework Support-Mod2	US Dept of Education	\$96,517	\$0	\$96,517	\$25,703
Mason, C.	MEPRI 2013-2014	Maine State Legislature	\$37,861	\$20,230	\$58,091	\$5,334
Megquier, D.	TANF MCACG 2013-14	US Dept of Education	\$30,773	\$10,094	\$40,867	\$0
Megquier, D.	Maine Educational Talent Search Project - Target Area 1 2011-2016 +\$	US Dept of Education	\$483,569	\$111,043	\$594,612	\$35,819
Megquier, D.	Maine Educational Opportunity Center Project 2011-2016 +\$	US Dept of Education	\$645,013	\$148,115	\$793,128	\$47,778

Pandiscio, E.	The Maine Elementary Science Partnership: Professional Development for PreK-5	US Dept of Education	\$53,058	\$7,465	\$60,523	\$7,465
Rooks-Ellis, D.	Maine Institute for Autism Education and Research	US Dept of Education	\$139,072	\$18,592	\$157,664	\$18,592
Rooks-Ellis, D.	Early Childhood Opportunities Scholars (EChOS) Yr 4	US Dept of Education	\$15,000	\$2,178	\$17,178	\$389
Rosser, M.	ARRA Investing in Innovation Yr 4	US Dept of Education	\$99,389	\$10,200	\$109,589	\$7,310
Shemwell, J.	Building Rural STEM Educator Capacity through Partnership: Preparation for the	National Science Foundation	\$45,000	\$0	\$45,000	\$10,866
Zeph, L.	Maine Collaboration for New Hampshire Leadership Education Yr 3	US Dept of Health & Human	\$112,038	\$8,505	\$120,543	\$2,744
Zeph, L.	Early Childhood Opportunities Scholars (EChOS) Yr 4	US Dept of Education	\$270,000	\$39,200	\$309,200	\$7,000
Zeph, L.	Family Centered Transition Planning for Young Adults with Autism Disorders Yr 3	US Dept. of Education	\$78,000	\$0	\$78,000	\$16,095
Zeph, L.	UCEDD Core Grant 2013-2018	US Dept of Health & Human	\$535,215	\$359,382	\$894,597	\$0
Total FY2014	COLLEGE SUBTOTALS:	# OF AWARDS 17.17	\$3,802,702	\$948,063	\$4,750,765	\$377,946
Total FY2013		# OF AWARDS 22.35	\$3,889,729	\$951,356	\$4,841,085	\$360,537
Total FY2012		# OF AWARDS 21.12	\$3,698,719	\$965,552	\$4,664,271	\$17,323
Total FY2011		# OF AWARDS 32.62	\$4,952,929	\$729,197	\$5,682,126	\$479,874

Appendix C: Student Learning Outcomes

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

2013-2014 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	http://umaine.tk20.com	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	See URL above	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	Annuals are conducted to ensure the curriculum is in line with current developments in the field

					medicine.	
3. Athletic Training	Yes	See URL above	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, go to: http://efolio.umeed.edu/~thart/learningoutcomes/ for program learning outcomes and matrices for programs 1-24.	See URL in column 1, program 1. Also for programs 1-4 see Guidelines for Teacher Candidacy and the Student Teacher Handbook and course syllabi.	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, 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 See URL above.	See column 1, program 1 and course syllabi	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 See URL above.	See column 1, program 1 and course syllabi	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 See URL above.	See column 1, program 1 and course syllabi	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.

			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 See URL above.	See column 1, program 1 and course syllabi	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 See URL above.	See column 1, program 1 and course syllabi	Course embedded assessments, program of study approval, practicum performance, recommendation for graduation, survey of	See assessment plan for programs 1-16 included in the College of Education and Human Development NEASC Self-Study, pages 9-		NCATE in 2005 and 2007, Internal annual program review in Spring, 2008 and subsequent years.

			graduates	13.		
11. Education with a concentration in PK-12 Educational Leadership, Ph.D/Ed.D.	Yes See URL above.	See column 1, program 1 and course syllabi	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	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.	Spring 2014

13. Secondary Education	Yes	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.	Spring 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	Tk-20	Praxis 1 & 2 scores	Curriculum, Assessment, and	Data and resulting program changes	Spring 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.</p>	
16. M. Ed. in Social Studies	Yes	<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>Curriculum, Assessment, and Instruction Program Area</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>Meeting held with faculty from the History department to discuss program revisions.</p> <p>Planning underway</p>	Spring 2014

					to address concerns related to Praxis scores.	
17. Literacy Education	Yes	<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>	Spring 2014
18. Special Education	Yes	<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>	Spring 2014

Form E1A is completed for all degree programs. For accredited programs, Form E1B is also completed.

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)	2007 (Focused standard 4 visit) March 2008 (NCATE full approval)	Standard 4 (diversity) met. Received full NCATE approval Areas for improvement: There is not a system to assure that candidates in advanced programs for teachers complete field experiences in diverse settings. Advanced candidate interaction with racially diverse faculty is limited in some programs.	Praxis I, Praxis II	2013, full review
NCATE and Maine state approval .	2005 (full review) July 2006 (state approval, NCATE approval of standards 1,2,3,5, and 6)	Received Maine state approval in July, 2006. NCATE approved standards 1,2,3,5,and 6 in July 2006. Standard 4 (diversity) was not met. Areas for improvement: Standard 4 – The unit does not ensure that candidates have field experiences with diverse students. Candidates have limited opportunities to interact with racially diverse faculty and candidates. Standard 1 – Three programs do not have assessment data. Standard 2 – Comprehensive data for only one semester was available. The unit has not determined that key assessments are predictors of candidate success. The Ed. Leadership program assessments do not reveal if candidates are meeting unit proficiencies. Standard 3 – In some programs experiences are not extensive nor sufficiently monitored. Standard 6 – Collaboration between College of Liberal Arts and Sciences and unit faculty is not systematic.	Praxis I, Praxis II	2012, full review

NAEYC (National Association for the Education of Young Children) Accreditation	December 2013	none	Annual report addressing 10 standards	December 2014
State of Maine Department of Health and Human Services Nursery School License	July 2013	none	Annual application, fire marshal visit, and observation	July 2014
CFLE (Certified Family Life Educator) through NCFR (National Council of Family Relations)	2014	none	5-year report	2019
CAATE (Commission on Accreditation for Athletic Training Education)	2005, (full review and approval)	Met accreditation Areas for improvement: Program is understaffed. Program director is overloaded. Health and safety of personnel associated with educational activities of the students not adequately safeguarded. Insufficient data regarding program graduates. Admission procedures are not clear.	The National Board Exam is required to work as an athletic trainer following graduation from this accredited program.	2010, full review

*record results of key performance indicators in form S3.

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates*						
1	Praxis II	100% (161/161)	100% (158/158)	100% (108/108)	100%	100%
2						
3						
4		*Note: 2013-2014 data is incomplete as August 2014 graduates is not included. ** This data include Art Education and Music Education graduates who were recommended for Initial Teacher Certification/Licensure with the Maine Department of Education.				
5						
National Licensure Passage Rates*						
	Board of Certification Athletic Trainers Certification Exam					
1		100% (10/10)	87.5% (7/8)	100% (3/3)	100%	100%
2						
3						
4						
5						
Job Placement Rates**						
1						
2						
3						
4						
5						
6						
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take

the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

******For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a

b

c

d

e