The University of Minnesota College of Education and Human Development is one of the only colleges in the country that combines education and human development. When our college formed in 2006, some people initially questioned the logic of bringing together such an array of academic disciplines. What could teacher education, child development, educational psychology, family social science, social work, kinesiology, and leadership development possibly have in common? The answer is quite simple: our teaching, research, and outreach improves lives across the lifespan.

It would be impossible to list all that’s been accomplished in our college in the last year, but here are a few highlights:

• We were awarded two National Institutes of Health grants to conduct research aimed at earlier detection of autism, which could lead to earlier intervention and better outcomes for children and their families. At the same time, we are improving access to autism intervention services via technology through our Telehealth Lab.

• We received expanded funding from the Minnesota Legislature so we can provide additional continuing education for school administrators; and we received new legislative funding so we can provide continuing education for the state’s child welfare workers.

• We premiered a documentary film that addresses the underappreciated and underfunded work of direct support professionals to draw attention to the looming crisis for our disability and elder communities.

• We were awarded grants from the National Institutes of Health and National Science Foundation to develop new therapies and medical device prototypes to improve motor function for people with dystonia or those suffering from stroke or Parkinson’s disease.

All of our work is driven by our belief in the inherent value of each person and our desire to improve lives through our research, scholarship, and service.

The mission of the University of Minnesota College of Education and Human Development is to contribute to a just and sustainable future through engagement with the local and global communities to enhance human learning and development at all stages of the life span.

The college will advance research, teaching, and community engagement to increase opportunities for all individuals to have a successful start in life and to foster healthy human development, and will provide programs that meet the demands of the 21st century.

GOAL 7: Path Toward Financial Sustainability

Positive O&M Operating Balance

Total Reserves and Unobligated Reserves are at a 10-year High
Undergraduate Students
Total enrollment: 2,451
First generation enrollment: 39.9%
International experience/ study abroad: 223 in 37 countries

Graduate Domestic graduate students of color: 32.0%
Comparison U of M: 23.7%
Our 91 undergraduate international students come from 14 countries.
Declared disabilities/ accommodations: 206
Graduate Domestic graduate students of color: 21.8%
Comparison U of M: 15.9%
Our 222 graduate international students come from 45 countries.
Declared disabilities/ accommodations: 85

New High School First Year Retention
CEHD: 88.4%
U of M: 92.8%
CEHD students of color: 88.8%
U of M students of color: 92.9%

Graduate Students
Total enrollment: 2,150
Programs: 74
International experience/ study abroad: 32 students in 19 countries

Graduation
Doctoral degrees time to degree: 5.7 years
Masters degrees time to degree: 1.7 years
New high school student four-year graduation rate: 64.9%

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<th>Fiscal Year</th>
<th>College External Sales Revenue</th>
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GOAL 1
Transformative Student Experience

GOAL 2
Diversity, Inclusion, and Equity

Undergraduate Diversity
Domestic undergraduate students of color: 32.0%
Comparison U of M: 23.7%
Our 91 undergraduate international students come from 14 countries.
Declared disabilities/ accommodations: 206

Graduate Diversity
Domestic graduate students of color: 21.8%
Comparison U of M: 15.9%
Our 222 graduate international students come from 45 countries.
Declared disabilities/ accommodations: 85

Graduate Students SERU' Highlights
"Knowing what I know now, I would still choose to enroll at the University of Minnesota."
"Opportunities for research experiences or to produce creative products."

GOAL 3
Groundbreaking Research

Proposal Submissions Up from Previous Year

Sponsored Projects Expenditures

Sponsored Projects Expenditures

GOAL 4
Engagement

Undergraduate Students SERU’ Highlights
"To what extent are you satisfied with the following aspects of your graduate/ professional program?"
"Quality of instruction: CEHD: 87.9%, satisfied U of M: 86.0% satisfied"

Employees'
1 SERU: Student Experience in the Research University   2 The employee engagement survey is conducted every two years.

GOAL 5
Culture of Innovation

College External Sales Revenue

TREKS FY 2019: 25 teacher educators, 54 area participants.
TETI FY 2018 (plet): 115 teacher educators, 313 teacher candidates tech-prepared
TETI FY 2019: 13 program areas

GOAL 6
Global Engagement

Global Engagement

Learning Abroad Scholarships
Undergraduate: 43 students, 7 graduate students
Global Signature Grant, 15 faculty
CEHD Global Teacher Education Program
35 teaching teachers and students from South Korea