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# Department of Counseling Annual Report

## DEPARTMENT OF COUNSELING: 2013-2014

### INTRODUCTION

This was an excellent year in the department. We remain productive in our credit hour generation. One of our alumni, Dr. Jeff Samide, was named the 2013 Distinguished Scholar for the College of Education and Educational Technology. All faculty who applied for promotions were either recommended or highly recommended and the one faculty member who was eligible for tenure was granted tenure. On the average, we met three times per month as a department (faculty and staff), via video conference between Indiana and Penn Center.

This end of the year report details department faculty workload, department enrollment and cost analysis, departmental program updates and innovations, departmental recruitment initiatives, department staff and faculty productivity, a departmental budget overview and summary (including each individual cost center), and a final conclusion with department chair reflections. Where appropriate, there is a brief SWOT analysis at the end of a section.

### FACULTY WORKLOAD ANALYSIS

#### Permanent Faculty Workload Analysis

All permanent faculty had full workloads of 9 credits for the Academic Year 2013-2014 based upon the contractual standards for graduate only teaching. There were four AWEs: 1.) one contractual Department Chairperson (without replacement); 2.) one Internship/Practicum coordinator (without replacement); 3.) one CACREP/PDE Coordinator (without replacement); and 4.) one Doctoral Student Mentor (with replacement). In the Summer 2013, 11 of the 12 faculty taught classes and we offered 27 classes (7 faculty taught three; 2 faculty taught two and 2 faculty taught one and 1 temporary taught one).

#### Temporary Faculty Workload Analysis

During the 2013-2014 Academic Year, we hired temporary faculty (doctoral students in Counselor Education PhD programs) to cover our expanded daytime cohorts. In the Fall 2013, we had 5 temporary faculty, 2 at .50FTE and 3 at .25FTE. In Spring 2014, we had four temporaries, two at .50FTE and two at .25FTE.

#### AWE Analysis

Here is a detailed analysis of the cost of our AWEs per semester, calculated at the average salary range.

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Fall 2013 and Spring 2014 Non contractual - AWEs	Salary with benefits	Loss of tuition - w/ average class size (15)		Costs
Internship/Practicum Coordinator Full Professor 3 credits w/o replacement	\$ 16,057.11	\$ 19,305.00		\$ 35,362.11
CACREP/PDE - Full Professor 3 credits w/o replacement	\$ 16,057.11	\$ 19,305.00		\$ 35,362.11
Doctoral Mentor - Full Professor 3 credits w/ replacement	\$ 16,057.11	\$ 19,305.00		\$ 6,804.84
		Instructional Replacement Cost	\$ 10,052.73	
		Tuition Revenue (15 students)	\$ 19,305.00	
		Profit	\$ 9,252.27	
<b>Contractual AWEs</b>				
Department Chairperson - Full Professor (6 cr) w/o replacement	\$ 32,114.22	\$ 38,610.00		\$ 70,724.22
			<b>Total AWE Costs</b>	<b>\$148,253.28</b>

### SWOT Analysis

S: We manage our faculty resources for maximum productivity and also to meet our accreditation standards student to faculty ratio of 10:1.

W: Clearly our AWEs add to our costs and we need to find a way to help offset these costs. Review of all COE-ET AWEs and their costs may result in our inability to provide services as we have in the past. Alternatives may need to be found or developed.

O: We can continue to position ourselves to build on the doctoral mentoring model and share this model with others. There may be ways to utilize these connections to enhance IUP's relationship with other Universities and enhance overall recruiting.

T: Continued decreasing resources to the University, jeopardizes our ability to maintain current staffing.

### ENROLLMENT ANALYSIS & COST ANALYSIS

Our programs operate on a tri-semester basis so summer is an integral part of our enrollment. We have just started to incorporate the winter session into some of our programming. The following sections detail the specifics of our enrollment by semester followed by a summary of our 2013-2014 enrollments. We monitor enrollment in two ways. First, we monitor by the credit hours that students admitted into our program produce. To do this, we query all of the students in the program (by Degree code) and tally their total counseling and non-counseling credit hours – [see example for Fall 2013](#). This gives us an accounting of our credit hour production and total student head count. We also use this information to track trends in enrollment such as the number of credit hours students are taking per semester. Second, we monitor the credit hours that our faculty generate through course enrollment in departmental classes. To do this, we calculate the enrollment in all counseling courses and that gives us all the credit hours that faculty are generating and from that we

extrapolate our tuition revenue with respect to our instructional costs and then from this we calculate our profit margin (Tuition Revenue – Instructional Cost = Profit) for instruction – [see example for Spring 2014](#).

### Summer 2013

We enrolled 126 students with a total credit hour production of 931 (Summer I: 570 and Summer II: 361); 153 of the total credits were in non-counseling courses. This credit hour production is 41 credits higher than our five year summer enrollment average of 889. The total tuition revenue generated was \$411,502.00. Last year we did not calculate our instructional cost for summer so there is no profit analysis. For Summer 2014, we are now monitoring our costs so that we will be able to ascertain our actual cost and thus our profits. Preliminary analysis for Summer 2014, shows an increase in credit hours production of 125 (from 931 in Summer 2013 credit hours to 1056 credit hours in Summer 2014) which corresponds to a \$55,250 increase in tuition revenue.

### Fall 2013

We enrolled 181 students with a total credit hour production of 1329; 90 of the total credits were in non-counseling courses. This credit hour production is 52 credits higher than our five year Fall enrollment average of 1276. We had 90 (MA: 55; MED 30; Licensure: 5) students enrolled in Indiana and 91 at Penn Center (MA: 58; MED 30; Licensure: 3). The bulk of the students, 46% took six credit hours, 32% took 9 credits hours; 11% took 12 credit hours and 10% took 3 credit hours. The examination of faculty instructional costs and the revenue with tuition and fees indicated the following:

- \$633,828 in tuition revenue
- \$190,135 in student fee revenue
- \$823,963 total tuition and fee revenue
- \$558,259 in instructional cost (calculated with average faculty salaries)
- \$265,703 in overall profit based solely upon tuition and fee revenue

Total Revenue with Appropriation Earnings At \$1.7/ dollar; \$.35/dollar; .40/dollar		Profit
Total Revenue (with fees)	\$ 823,962	\$ 265,703
Total Revenue with (1.7 Appropriation Multiplier and fees)	\$1,901,470	\$ 1,343,210
Total A Revenue (.35 Appropriation Multiplier and fees)	\$1,045,802	\$ 487,543
Total B (.40 Appropriation Multiplier and fees)	\$1,077,493	\$ 519,234

### Winter 2013

We had 23 students enrolled in the Winter term. They took a total of 69 credits and produced total tuition revenue of \$30,498. No instructional cost versus tuition and fee revenue analysis was completed.

### Spring 2014

We enrolled 151 students with a total credit hour production of 1127; 50 of the total credits were in non-counseling courses. This credit hour production is 16 credits less than our five year Spring enrollment average of 1276. We had 83 (MA: 46; MED 28; Licensure: 9) students enrolled in Indiana and 68 at Penn Center (MA: 40; MED 28; Licensure: 0). The bulk of the students, 47% took six credit hours, 31% took 9 credits hours; 10% took 12 credit hours and 7% took 3 credit hours. At the behest of the Dean, a more detailed and thorough cost benefit analysis was completed for this semester. For this analysis, all per semester costs were calculated

(both instructional and non-instructional) and total revenues were also calculated (using fees and projected multipliers for appropriations revenue). This analysis produced a more accurate assessment of revenue, costs, and profit.

**Spring 2014**  
**Per Semester Revenue versus Per Semester Costs**  
**~ Overall Profit Analysis ~**

<b>Total Revenue with Appropriation Earnings At \$1.7/ dollar; \$.35/dollar; .40/dollar</b>		<b>Total Costs</b>	
Fees/headcount	\$ 151,108.74	Total Costs	\$ 713,333.09
Total Tuition Revenue (with fees)	\$1,089,175.74	Non-Instructional Costs	\$ 218,421.17
Total Tuition Revenue with (1.7 Multiplier and fees)	\$2,683,889.64	Instructional Costs	\$ 494,911.92
Total A Tuition Revenue (w/ .35 Multiplier and fees)	\$1,417,499.19		
Total B Tuition (w/ .40 Multiplier and fees)	\$1,464,402.54		
		Total GA Cost	\$41,363
		Total AWE Cost	\$ 148,253.28
<b>Profit Analysis (Revenue - Total Costs)</b>			
Revenue (tuition with fees) - Total Cost	\$375,842.65		
Revenue (1.7 Multiplier) - Total Cost	\$1,970,556.55		
Revenue A (multiplier and fees) - Total Cost	\$704,166.10		
Revenue B (multiplier and fees) - Total Cost	\$751,069.45		

### Summary of 2013-2014 Enrollment

Our enrollments over this time period were robust and consistent with our five year averages. The Spring headcount enrollment drop (of 30 students) and the 102 credit hour loss was predicted because the two initial daytime cohorts completed their course work (the MED finished most of their courses in Summer 2013 and the MA cohort completed their courses in Fall 2013).

### Enrollment: Possible Issues and Projections for 2014-2015

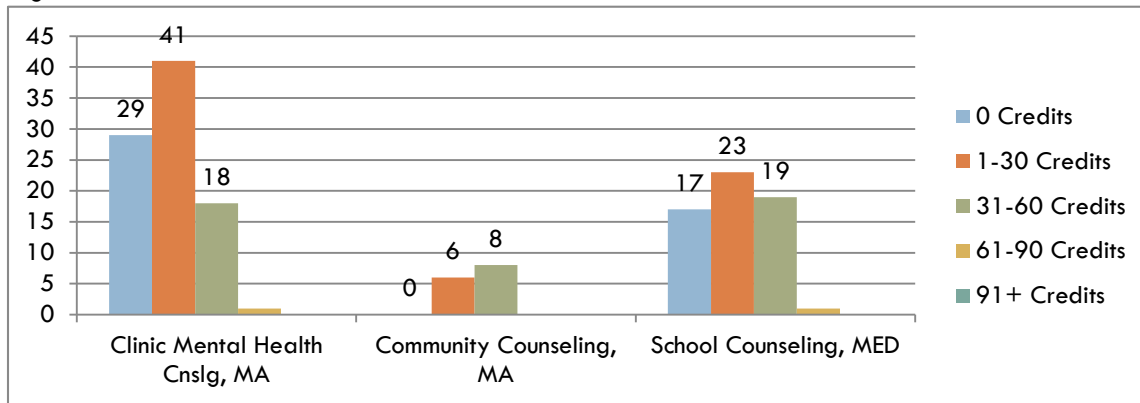
#### Possible Issues

It is important to reiterate the need for attention to the marketing/branding of the Penn Center location. Without a direct marketing effort, we are relying solely on the web-based marketing, our Information Sessions, and alumni/student recruitment. We still firmly believe that there needs to be some type of Pittsburgh marketing/branding of the IUP Penn Center facilities and graduate programs. The presence of graduate programs in the Pittsburgh area needs to be more organized and directly focused for that prime location.

#### Preliminary Projections

As of the writing of this report, our projections for Fall 2014 of continuing and new students seems to be on target. We admitted 65 students in April 2014 and to date, we have a 79% matriculation rate and 20% of the admitted students began taking class in Summer 2014. It should be noted that these students **will not show up as new admits** in the Fall 2014 data because they are registered for Summer so their admit term has been changed from 201440 to 201410. Additionally, after being admitted, 9% withdrew their application and 12% did not register and did not respond to emails concerning their intent to enroll.

Figure 1 FALL 2014 REGISTRATION BY CREDIT HOURS COMPLETED



Once Fall 2014 enrollment is established and we have completed Spring 2015 registration (tentatively scheduled for October 27<sup>th</sup> – dates have not been released yet for their registration – this is an estimate based upon this year’s registration dates), we will have a better command of our on-going student population and how many of the Fall 2014 registrants will be graduating in December or May.

### SWOT Analysis

**S:** We use data to constantly monitor and evaluate our enrollments and our related instructional costs. We excel in understanding the trends of our students’ enrollment and work to be responsive to changes.

**W:** Our students are wanting to fast-track through the 60 credit hour programs. Under our current model at Penn Center, we are not able to easily make this change as the primary mode of student enrollment is part-time, Fall and Spring.

**O:** There is an opportunity to fill the void in doctoral training in Counselor Education in PA. Preliminary conversations have begun in this area.

**T:** The Pennsylvania political climate and the interface/changes in PDE standards has been a drain on our MED program. Additionally, the costs of a 60 credit hour Master’s degree may be prohibitive and not worth the eventual return in earnings.

## PROGRAM UPDATES & INNOVATIONS

### Updates

The PDE change in the School Counselors Educational Specialist certificate to a PK-12 single certificate mandated some minor program/curriculum changes to be in compliance. We had to make curricular modifications and have our program updates submitted to PDE by the end of June. Under Dr. Branthoover’s leadership, we had our entire curriculum changes approved by the Senate before Spring Break and we submitted our program update to PDE on May 6, 2014.

### Innovation

The most recent program innovation is now entering the second cohort implementation. In Fall 2011 we expanded our program with two daytime cohorts, one in CMHC in Penn Center and one MED in Indiana. Previously, we had an evening-only market. This initial initiative to a daytime offering proved successful and we began two additional daytime cohorts in the Fall 2013. We implemented this with a cost saving budget



model by employing doctoral students (hired as Instructors Step 1) from regional and national Counselor Education doctoral programs. These doctoral students need to have a teaching internship as part of their doctoral program. This is a win-win for them and us. We get quality instruction at a substantial savings to support this additional enrollment and they get a paid teaching internship with mentoring from an IUP faculty member. Also, this instructional model allows us to be flexible to address enrollment trends while not committing instructional resources long-term.

## SWOT Analysis

S: Faculty leadership and faculty willingness to respond to changes in PDE and accreditation standards are a tremendous resource for us. Case in point, we do our best to “predicted” PDE changes with foresight and adapted to them within our planned timeline.

W: The responsive efforts can be draining and tiresome.

O: The O-NET data suggests a “bright outlook” for both of our programs. We need to stay abreast of possible opportunities for training clinicians to work with specific populations. There may be a market for specialized certificates. Perhaps we might be able to “package” a series of electives to meet these opportunities. A doctoral program may be an innovation that we might consider.

T: If resources don’t follow efforts, at the College/Division/University level, then innovation and growth are extremely costly.

## RECRUITMENT INITIATIVES

We had many initiatives in the recruiting area this year. It was a yearlong, focused effort. Drs. McCarthy and Dandeneau attended the summer graduate student recruitment workshop presented by Dr. Mack. Following the workshop, they created specific recruitment plans and met weekly to facilitate movement and progress. The following is a descriptive list of recruitment achievements that were accomplished:

### Current Student Survey

This survey focused on both the inquiry and application processes of admissions. The data was analyzed by stage, inquiry or application. In the inquiry phase, we asked a series of questions:

- How did you hear about IUP’s Counseling Department? (Select all that apply) – Quantitative and Qualitative
- What intrigued you after hearing about the program? – Qualitative
- Did you inquire about similar programs at different universities? – Quantitative
- Did you have communication with either the SGSR or the Counseling Department before applying? – Quantitative
- What type? (Select all that apply) – Quantitative
- How much? – Quantitative
- With whom? – Quantitative
- Did you attend an information session? – Quantitative
  - If no, why not? – Qualitative
- Did the information session assist in your decision to apply to IUP? – Quantitative
- What was most helpful from the information session? – Qualitative
- What was least helpful from the information session? – Qualitative
- What information was most helpful in your decision to apply to IUP? – Qualitative

- What information may have been more helpful to you? - Qualitative
- Did the IUP website assist you in any way in regards to acquiring information about the IUP program? – Quantitative
- Is there anything that stood out about the website that was helpful? What? – Quantitative and Qualitative
- What type of information may have been more helpful to be listed on the website? – Qualitative

Some key highlights of this data:

- a) The inquiry survey data matched the focus group data on the what attracts students to our program and also mirror the data on why they apply – CACREP, Location, Costs, Technology, and Faculty
- b) 76% of our applicants compared us to other similar programs
- c) 55% had no contact with either the SGSR or the Department prior to applying
- d) When they did contact us: 45% by phone; 57% by email; and 49% in-person and 38% had 3-5 contacts with us
- e) 65% attended an Information Session and 93% said that the Information Session assisted them in their decision to apply to the program
- f) In the inquiry process they would have liked more information about: Opportunities after graduation; Timeline for completing the program; Online classes; License and Certification requirements.
- g) 93% said that our IUP website assisted them. Themes that we noted. They liked the information pertaining to classes; said that it was easy to access and navigate; gave a good description of programs; had the application information and guidelines; and program requirements. They would have liked more testimonials/first hand accounts from students/graduates and information on Penn Center program times, days, and program schedule.

In the application phase, the highest ranking factor was “Perceived Quality of the Program”, followed by Tuition, Location/Distance (proximity); and Accreditation.

## Current Student Focus Groups

We met with small groups of MA and MED students to discuss the inquiry, application, and admissions workshop stages and processes and get their perceptions. Key words and phrases that surfaced were: Rigorous and challenging equals appealing; Accredited; Cost; Length; Landro; Active and experienced faculty; No GREs; Location; Convenience; Reputation; and Quality.

## Identification of our “Top 10 Feeder Schools”

In order to do target recruiting, we thought that it was important to know where our students were coming from with respect to their undergraduate University and programs. We labelled these our feeder schools. So we analyzed the feeder schools for both locations, Indiana and Penn Center, over the past three years. Once they were identified, we attempted to reach out and make contact with the faculty in those programs. We created specialized “connection brochures” for these programs. Here is an example of a connections brochure for the [IUP Department of Counseling and the University of Pittsburgh – Department of Psychology](#). Contact was made with each of the feeder schools and where possible and feasible individual faculty

connected with their leadership/faculty. In many cases, actual visits were made to faculty meetings or undergraduate professional seminars.

## Recruiting Videos

Dr. McCarthy has been working with the Communications Media department. We have contracted with them to create recruiting videos. These videos will be from alumni, current students, and faculty. They will be available as “stand alone” videos to show to prospective students at Information Sessions and also will be used on our recruiting website – see the section below.

## Recruiting Website Creation

Since we were not selected as one of the departments to undergo a revision of our website, we decided to move forward with redesigning our department website to include “recruiting” pages/section. Toward that end we did the following:

- ✓ Brainstormed possible content with faculty
- ✓ Developed a concept map for the content
- ✓ Consulted with Bruce Dries, Web Editor, in the Office of Communications and Marketing Service and he created a sitemap for us.
- ✓ Directed by Mr. Dries, we created a [PowerPoint](#) that had the new content to be included in the recruiting websites. This included student and alumni testimonials. Additionally, the design was focused to address questions from the perceptive students’ frame of reference; whether it was a traditional or non-traditional student or a MED or MA prospect. We submitted our draft content to him.
- ✓ In collaboration with the Communications Media department, videos are being created to add to the sections of our website.
- ✓ Most recently, we have been contacted by the Consultant from Paskill Stapleton & Lord to review draft content for our website. We are now working with them to incorporate this new content and make the transition to the new University template.

## Revision of Admissions Process and Revision of Letter

Based upon the feedback from our focus groups we made several minor revisions of our admission process. We added an additional contact letter for individuals who applied to the program early in our enrollment process so that we maintained contact until the Admissions Workshop. We also sent a second letter to each applicant with details of the agenda for the admissions workshop. This provided the clarity of the process that our current student suggested as an improvement.

## Revised PowerPoint for Information Sessions

In the recruiting workshop, we learned that our recruiting efforts would be enhanced if we modified our information to focus on the applicant and not the program or the faculty. So we revamped our [Information Session PowerPoint](#), to have a more direct applicant focus. We added slides that focused on “How this impacts you” and “What does this mean to you.” In addition, we highlighted the key issues that we identified from our student survey - CACREP, costs, technology, and faculty.

## Future Surveys

Given our heightened awareness of our recruiting funnels, we decided that there are several questions left unanswered. We are curious about three populations:

1. Those individuals that have a completed application and are invited to attend our Admission Workshop and choose to not attend it;
2. Those individuals that are admitted and never enroll in our program; and
3. Those students who begin the program, but then withdraw.

We are creating a Qualtrics Survey to gather this data in the hopes of understanding why individuals are dropping out of the admissions process, why they are not matriculating into our program once admitted, and why we are not retaining students who are admitted.

## SWOT Analysis

**S:** We are engaged recruiters. We understand that our ability to bring students to our program and subsequently enroll them is our highest priority. Without them, we have programs and no utility. We have always understood that “enrollment is life.” We understand the enrollment funnels and monitor them closely.

**W:** We cannot “brand” the Penn Center location. This has to be a University effort. Without that branding, the benefit of having superb location diminishes. There is a market in that area that can be tapped. Additionally, overall the amount of time and energy need to be put in recruiting is growing and resources to do so are shrinking.

**O:** Our Pittsburgh location remains underutilized. There are many daytime opportunities, not just for us but other programs. There is a tremendous opportunity to implement Dr. Witchel’s IUP-Pittsburgh philosophy.

**T:** Competition for students is increasing. Maintaining a price-point that allows us to be competitive is crucial.

## FACULTY AND STAFF PRODUCTIVITY

Historically, this data has not been routinely gathered in either aggregate or disaggregated form.

### Staff

The two departmental administrative staff (one .5 Clerk Typists III (shared with SAHE) and one .5 clerk typist II) are highly productive and their efforts are highlighted throughout this report. They compile all the budget and enrollment data and do detailed preliminary data analysis. Their skills and abilities and the subsequent performance of their tasks assist the department greatly and allows us to operate highly efficiently and effectively.

### Faculty

For faculty, this information has typically been shared as part of the faculty performance review process (annual tenure track reviews and five year post-tenure reviews). In order to include information in this section for this year, faculty were surveyed and asked to submit their current vita and the data herein was extracted from them. For the purpose of this report, faculty productivity is defined in two ways, in their professional scholarship activities and also in their service activities. A few highlights of the faculty accomplishments are presented and the aggregated data is compiled by broad categories. [A full report of faculty productivity can be viewed, see Faculty Productivity: for 2013 – 2014 Annual Report.](#)

### Professional Activities and Scholarship

Collectively we were very productive this past year. Our publications include (faculty in bold; students/alumni underlined):

1. **Bruno, M.** (2013). Student Styles Questionnaire (SSQ). In E. A. Whitfield, Feller, R.W. & C. Wood (Eds.). *A counselor's guide to career assessment instruments (6<sup>th</sup> ed.)*. Alexandria, VA: National Career Development Association.
2. Ockerman, M., Kramer, C., & **Bruno, M.** (in press). *From the School Yard to Cyber Space: A Pilot Study of Bullying Behaviors Amongst Middle School Students*. Research In Middle Education Online.
3. **Desmond, K.J., L'Amoreaux, N.,** & Stahl, S. (2013). Creative approaches and techniques for supervision in counselor education. In B. Page, M. Jencius, & C. Smith (Eds.), *Elements of Supervision: Teachings, reflections, and resources*. Kent, OH: Counseling Press.com (ISBN 978162847633).
4. **Guth, L. J.,** McAuliffe, G., Michalak, M. (2014). Counselors abroad: Outcomes of an international counseling institute in Ireland. *The Professional Counselor, 4*, 28-34.
5. **Guth, L. J., Dandeneau, C. J.,** & Lukehart, K. L. (2014). It's ok to be me. In J. DeLucia-Waack, S. Korta, K. Maertin, E. Martin, F. Colvin, & L. Zawadski (eds.), *School counselors share their favorite classroom guidance activities: A guide to choosing, planning, conducting, and processing* (pp. 286-290). Alexandria, VA: Association for Specialists in Group Work.
6. Lukehart, K. L. & **Guth, L. J.** (2014). Diversity rocks. In J. DeLucia-Waack, S. Korta, K. Maertin, E. Martin, F. Colvin, & L. Zawadski (Eds.), *School counselors share their favorite classroom guidance activities: A guide to choosing, planning, conducting, and processing* (pp. 304-307). Alexandria, VA: Association for Specialists in Group Work.
7. **L'Amoreaux, N. & Desmond, K. J.** (2013). Using the discrimination model for supervision in counselor education. In B. Page, M. Jencius, & C. Smith (Eds.), *Elements of Supervision: Teachings, reflections, and resources*. Kent, OH: Counseling Press.com. (ISBN 978162847633).
8. **L'Amoreaux, N.** (2013). Ethical issues in clinical supervision. In B. Page, M. Jencius, & C. Smith (Eds.), *Elements of Supervision: Teachings, reflections, and resources*. Kent, OH: Counseling Press.com. (ISBN 978162847633).

An aggregate summary of the faculty's work in this area follows:

Type of Scholarship	Quantity
Conference Presentations: International/National/Regional/State Level/Local	35
Scholarly Publications	8
Scholarly Contributions	2
Professional Writing	1
Books	1
Book Reviews	1
Grants and Awards	3

Webinars	2
Speeches	5

**Service**

In addition to their professional scholarly activities, the department faculty are actively engaged in countless service activities as well. Their efforts in service to the department are too numerous to list, but their energy to support the collective is Herculean. Their willingness to engage in activities that support the department’s work and our students/alumni is awe inspiring. They extend their service activities beyond the department to the University, the COE-ET, the profession, and the community. Our professional service includes:

1. Consultant, CIP-Solutions, Inc., Pittsburgh, PA, 2004 – present – Dr. Branthoover
2. Program Evaluator, Armstrong/Indiana Drug and Alcohol Commission, 2012 – present – Dr. Bruno
3. President Elect, North Atlantic Regional Association of ACES, 2013 – 2014 – Dr. Branthoover
4. Membership Chair, Pennsylvania Counseling Association, 2011 – present – Dr. Branthoover
5. President Elect, Pennsylvania Counseling Association, 2013 – present – Dr. Bruno
6. Secretary, Pennsylvania Counseling Association, Spring 2008 – Spring 2013. – Dr. Bruno
7. Professional Development Chair, Pennsylvania Counseling Association, Fall 2006 – present – Dr. Bruno
8. Professional Development Chairperson, Pennsylvania Counseling Association, Summer 2008 – present – Dr. Bruno
9. Consultant, Canyon Heads, Ligonier, PA, Fall 2013 – Fall 2014. – Dr. Dandeneau
10. American Counseling Association – Professional Standards Committee – Dr. Desmond
11. United States Department of Education – Grant Reviewer – Dr. Desmond
12. Counselor Audio Source – Contributing Editor – Dr. Desmond
13. CACREP onsite team member – Dr. Desmond
14. CACREP team member/team leader – Dr. L’Amoreaux
15. *Journal of Counselor Education and Supervision* – Ad-hoc Reviewer – Dr. West
16. *Professional Issues in Counseling (PIIC)* – Editorial Board Member – Dr. West

A collective/aggregated list of all service activities during this review period follow:

Type of Service	Quantity
University Service	13
College of Education and Educational Technology Service	14
Professional Service	18
Community Service	4
Miscellaneous Service	2

**SWOT Analysis**

S: The departmental culture supports and encourages professional activities and scholarship and there is also a high value in service. We utilize some of the Summer Incentive funds and some of our SGSR-ESF funds to support faculty needs and efforts in this area.

W: We have had limited energy/success with faculty seeking external grants. This is definitely an area for growth. Support for these efforts is very contingent on supplemental funds and if those funds decrease it will be a challenge to continue to support this level of professional activities/scholarship and service.

O: External funding streams and possible external contracts could be explored.

T: Historically, faculty have also utilized Senate research funds to supplement their professional activities. Funds in this area seem to be decreasing and are more competitive.

## DEPARTMENT UNMET NEEDS

Overall, the department is able to manage its needs within our allocated budgets. Admittedly, the incentive summer funds are a boon/windfall and allow us to provide extra resources for faculty and staff. Perhaps the greatest unmet need is the general marketing of the Pittsburgh location. The branding of IUP is strong, but we continue to stress that there is need to brand IUP at that Pittsburgh location. A marketing campaign that focuses on this would greatly assist our local departmental marketing efforts and the “cyber-marketing” campaign.

## BUDGET OVERVIEW

The department has six different budgets that support our efforts: 1.) Personnel; 2.) Operating; 3.) ESF; 4.) SGSR-ESF; 5.) M&R; and 6.) the Department Foundation account. We also contribute funds to a combined CEACSA budget for joint expenses. Each of these budgets will be discussed in detail in the following sections.

### Cost Centers

#### 1. Personnel (Cost Center: 4004245101)

All personnel, with the exception of the part-time clerical assistant, are funded out of this cost center. Original budget for personnel expenditures for the department total \$1,733,318.83. Historically, we have not managed or monitored this budget/cost center as all expenditures and cost from this budget are outside departmental control.

#### 2. Operating (Cost Center: 4005245101) - credit card

The initial operating budget for the department for 2013-2014 was \$10,107. This is a decrease of \$2,357 over our five year average. Summer Incentive earnings of \$12,737.47 were added to this budget to bring our total operating budget to \$22,844.47. Figuring a minus deficit from 2012-2013 of \$422 that gives a total operating budget of \$22,422. Of our summer incentive earnings, \$8,700 was allocated directly to faculty to support their efforts. The funds were used for professional travel, professional development expenses, and other miscellaneous professional or office expenditures. Summary of additional expenditures in this budget follow.

#### TRANSFERS:

Student Employment – Transfer \$1,200 of UE, \$1,990 of Federal Work Study, and \$300 of operating to the CEACSA account.

Center of Media Production – Transfer \$1,000 for recruiting video production.

#### EXPENDITURES BY ACCOUNT

Acct #	SAP - 4005245101 - COUNSELING 2013-14	Debit Total	Balance
605100	POSTAGE/FREIGHT	486.63	
605110	POSTAGE	16.95	
606100	TELEPHONE (VOICEMAIL)	426.15	
606110	LOCAL TELEPHONE	967.02	
606115	LONG DISTANCE	138.38	
606140	SSHEnet	303.96	
608100	SUBSCRIPTIONS	0.00	
609100	MEMBERSHIPS/DUES	63.00	
615110	TRAINING/DEVELOPMENT TRAVEL	2,997.41	
615120	ADMINISTRATIVE TRAVEL	1,631.00	
625100	PROFESSIONAL SERVICE	19.99	
615130	COMPUTING & DATA	0.00	
630200	CONTRACATED SERVICE	458.70	
635100	INSURANCE	146.00	
650110	RENTAL/OPERATING	1,259.00	
660100	OFFICE SUPPLIES	527.36	
660115	SUPPLIES - CR / PCARD	1,267.23	
660130	FURNITURE	1,385.06	
660300	EDUCATIONAL SUPPLIES	39.00	
665110	CONTRACTOR FOOD	465.50	
690120	ROYALTIES, FEES	468.00	
820100	PRINTING/DUPLICATING	67.46	
820200	POSTAGE CHARGEBACK	26.45	
	<b>TOTAL DEBIT</b>	13,160.25	
	<b>BALANCE</b>		7,961.76

As of June 30, 2014, the anticipated ending balance in this account is 0.00.

**3. ESF (Cost Center: 4006245101) - credit card**

REQUEST

The 2013-2014 ESF request for the department was for a total of \$27,189.

<i>ESF Request Planning Document for the Department of Counseling 2013-2014</i>	
<b>Key Areas:</b>	
<i>A. Clinical Facilities</i>	<b>\$ 1,200.00</b>
<i>B. Classroom Teaching</i>	<b>\$ -</b>
<i>C. Instructional/Teaching Resources</i>	<b>\$ 9,200.00</b>
<i>D. Students Access and Utilization</i>	<b>\$ -</b>
<i>E. Faculty Professional Development</i>	<b>\$ 2,000.00</b>
<i>F. Departmental Administration</i>	<b>\$ 850.00</b>
<i>G. External Technology Usage</i>	<b>\$ -</b>
<i>H. Support for Administrative Staff - Personnel</i>	<b>\$ 13,939.00</b>



**Total \$ 27,189.00**

**ALLOCATION**

The ESF funding was allocated for personnel and non-personnel expenditures.

**Personnel**

The department's part-time clerical support staff (Item H), Kelly Montanti's position, was fully funded by the 2013-2014 ESF allocation.

**Non-Personnel**

The 2013-2014 non-personnel allocation to our ESF cost center was \$13,250. This was \$2,860 above our five year average ESF funding. The ESF funds were internally distributed into six categories:

1. Digital Clinical Training Facility – \$1,000
2. Assessments - \$3,000
3. Instructional Travel - \$1,500
4. Instructional Resources - \$1,500
5. Shared Office Equipment (copier & fax) - \$1,800
6. Instructional Supplies - \$1,600

As of June 30, 2014, the ending balance in this account is \$7.00

**4. SGSR-ESF (Cost Center: 4006245304) - credit card**

The initial allocation to our SGSR-ESF account was \$5,224. This was \$38.56 below our five year average for SGSR-ESF funding. These SGSR-ESF funds were internally distributed into three categories:

1. Faculty Professional Development - \$4,200 (\$350/faculty)
2. Graduate Student Professional Development and Graduate School Travel Funds - \$624 plus \$1,475 from the SGSR
3. Graduate Student Orientation & Commencement -\$400.

As of June 30, 2014, the anticipated ending balance in this account is \$0.26.

**5. M&R (Cost Center: 4005245301)**

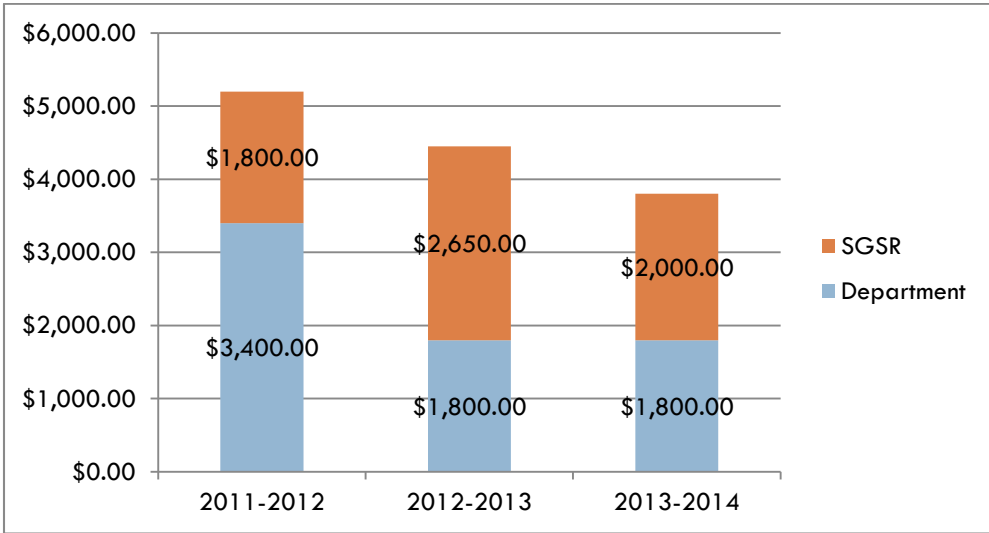
**REQUEST**

The department submitted a request for the following M&R funds:

Initiative	Brief Description	Amount
Communications (postage, and telephone)	Cost of our communications (both letter and phone) with inquiries, pending applicants, admitted students, and alumni.	\$1,800.00
Supplies/Paper	Cost of our supplies.	\$750.00
Printing*	Creating and printing "feeder schools" information sheets	\$250.00
Food	These funds support all of our food for recruiting events. This includes food for our admission workshops, for our alumni board meetings, for our focus groups, and for department thank you events at "Feeder Schools."	\$1,750.00
PR trinkets	Post-it pads and note cards with the department name and phone number for distribution at all department events.	\$1,500.00
	<b>Total Funding Request</b>	<b>\$6,050.00</b>

On October 21, 2013, the department was allocated \$3,800 in the following categories: Communications - \$1,300 (to be transferred to the department); Supplies - \$500 (to be transferred to the department); Printing - \$250 (held at the SGSR and requiring their approval); Food - \$1,000 (held at the SGSR and requiring their approval); and PR - \$750 (held at the SGSR and requiring their approval).

FIGURE 2 - THREE YEAR DISTRIBUTION OF M&R FUNDS



The annual M&R funds allocated to the department has been decreasing. This year's allocation was \$630 less than our five year average. The amount that was transferred to the department this year was \$1,800, with a small carryover from last year, we started with \$1,981.70.

Account	SAP - 4005245301 - COUNSELING M&R 2013-2014	Total	Credit	Balance
	<b>ORIGINAL BUDGET (Communications-\$1,300 and Supplies-\$500)</b>		1,800.00	
	Carry over from 2012-13		166.97	
	FY12/13 Oper C/P 7.5% Return		14.73	
	<b>TOTAL</b>			1,981.70

Department of Counseling Annual Report

Expenditures				
605100	POSTAGE	18.47		
615120	TRAVEL	46.88		
660100	OFFICE SUPPLIES	999.27		
660115	SUPPLIES - CR/PCARD	475.74		
665110	CONTRACTED FOOD	124.45		
820100	PRINTING/DUPLICATING	233.34		
820200	POSTAGE CHARGEBACK	0.08		
	<b>TOTAL DEBIT</b>			1,898.23
	<b>BALANCE as of June 3, 2014</b>			83.47

As of June 30, 2014, the anticipated ending balance in this account is \$-7.00.

**6. Department Foundation (Organization: 245301; Fund: 224450)**

The Foundation account began with a balance of \$2,106.13 and we had \$900 in contributions. We had expenditures total \$353.48. Our projected ending balance for June 30 is \$2652.65.

**7. CEACSA - combined account (Cost Center: 4005245302)**

Both Counseling and SAHE contribute to this combined account for joint spending needs. Both SAHE and Counseling transferred funds totaling \$3,000 to this account (with a -\$200 debit). This is an initial operating balance of 2,802.30. Federal (FWS) and State (UE) Work Study monies are all transferred to this account and managed. SAHE, ACE, and Counseling transferred all our FWS funds to this account, total \$5,970. The department ONLY hires student workers with federal work study funds. This year was a minor exception, as one of our student workers, a senior, had miscalculated her available federal funds. Rather than dismiss her, we carried her with our transferred UE funds (totaling \$1,190). We have historically carried a negative balance in our FWS funds and we anticipate that this year as well. The approximate amount of the deficit at the end of the fiscal year in FWS will be \$1,000.

Office student workers staff our main department office and provide clerical assistance and support for the office and all faculty (permanent and temporary)/GA needs for both SAHE and Counseling. For this year, we had three different student workers. To date (June 4, 2014), they have worked a combined 971.50 hours (UE = 276.75 hrs and FWS=694.75 hrs) for 24 pay periods. We staff them in the office so that we have an average of 20 hours of student work study support per week (Average = 40.48 hours per two week pay period; with a pay period range of 12.50 hours during the winter break and 62.50 hours during Spring Break to support the office while the departmental secretary was on vacation.

**Budget Summary**

All budget accounts were managed and monitored throughout the year. In mid-March, we do a preliminary budget analysis. Given this analysis and our budget projects, if necessary, we redistribute and reallocate funds as appropriate. We monitored the budget in greater detail and with heightened scrutiny at year end to ensure that the ending balances were minimal and that there would be no sizeable carryover.

It should be noted that because of the many levels and steps and the detailed processing with the credit cards, we have to manage two shadow additional systems; one with the credit card company and one for the internal reports for credit card purchase. The amount of time and energy that is devoted to managing these budget layers has been steadily increasing.

## Unmet Budget Needs

There were no unmet budget needs. In fact, the infusion of the Summer Incentive funds helps us ensure that faculty and staff needs are more than adequately addressed and that faculty professional scholarship is supported. We could do a much better job at managing our resources across time if these supplemental resources were allocated earlier in the Academic Year. In the past three years, we have not received these funds until early-mid February; giving us only 2.5 months to allocate, distribute, and spend.

## SWOT Analysis

**S:** We are good stewards of our resources and manage them efficiently and effectively. We manage our resources to the penny.

**W:** Financial resources do not always follow effort or need. It seems like we are constantly being asked to do more with less.

**O:** Not sure where there are opportunities to enhance our financial resources. It is unclear how to gain additional resources. For example, even if we increase revenue, i.e. increase summer credit hour production, we are not guaranteed a proportional increase in allocation because the funds for distribution are based upon the overall performance of the Colleges and the departments. So, a local increase does not correspond to a direct increase in departmental allocation.

**T:** The overall decrease in state appropriations to the University, Division and College. This combined with corresponding local budget cuts are huge threats to maintaining and growing resources.

## CHAIR REFLECTIONS & CONCLUSION

In reflection, the 2013-2014 year was quite successful for the department. We maintained our robust enrollments and worked to expand out recruiting efforts. We managed our budgets wisely and efficiently. We also were highly cognizant and attentive to our instructional and overall costs. We remain incentivized by the Summer profits funds that are distributed to us and renewed our efforts with a goal to increase Summer 2014 credit hour production. Goal success seems most likely as preliminary analysis shows that we are already 125 credit hours above last year. Simply, the impact of this year's Summer Incentive allocation was tremendous because it increased our operating budget by 123%. We are appreciative of the financial support that follows our collective efforts. This year the interface with the Dean's office remained strong, with regular meetings and impromptu ones to address departmental needs as they arose.

## Chair Reflections and Recommendations:

A few recommendations for enhancement:

- A. Often the COE-ET chairs meetings are used for information sharing and we have little time to actually work together to problem solve or be creative. When we did have opportunities to do this, it felt very productive and collaborative. It would be good to have additional meetings, perhaps one extra a month to focus purely on these types of issues.
- B. The Graduate Council, which is made up of a subset of COE-ET leaders, doctoral and masters coordinators, could stand to have its charge reevaluated to enhance the utility of the group and its influence on graduate student enrollment.
- C. Continue the tradition of the Dean meeting with departments/faculty; maybe even one – beginning and end of the year. This helps faculty stay connected to the larger group and feel connected to the Dean and gives opportunities to a relationship that fosters trust and community dialogue.

## Potential Department Goals 2014-2015

Thinking to the future, it is important to identify possible goals for the next academic year. Our practice has been to develop these goals in our retreat. This will occur in early Fall 2014. So, the possible goals presented here are only preliminary and are absent a collective discussion.

1. Maintaining our faculty complement at 12 is a key goal and we hope to be able to have a successful search and replace Dr. Wilkinson.
2. CACREP reaccreditation: this is an essential goal with a defined target date to write the program self-study by the end of the Spring 2015 semester. There are many sub-tasks for this goal. Dr. Desmond will be taking the lead on this initiative and will be working closely with the department chair.
3. Build upon our recruiting momentum from 2013-2014 and implement the new website design and include the testimonials and videos.
4. We need to explore the modification of our part-time programs at Penn Center. The data suggests that prospective students want to go full-time. We may be able to expand with minimal faculty complement. Should we change the program this way, there is an estimated increase in credit hour production – 6 cohorts each taking an additional 3 credit hour class per semester.
5. There is faculty energy around the development of a doctoral program. It is hoped that we might gain administrative support and be able to make a decision to move forward and begin curriculum development.

## Conclusion

The most genuine and authentic measure of our success this year, came to us in the voice of our students. This year we celebrated the graduate of the program's first CMHC daytime cohort in Penn Center in December. As is our tradition, we honored them with a departmental ceremony. The students in the cohort asked if they could play a video at ceremony. They had gotten together and produced a heartfelt parody of their experiences with program and our faculty. They concluded with a segment entitled, "Graduate School has taught me ...." Their unsolicited feedback is the perfect qualitative assessment to affirm the impact of our efforts this past year. The 2.5 minute video can be viewed [by clicking here](#).

**"Graduate School has given me the professional competence that I never thought I was capable of having."**

**"Graduate school has taught me the importance of finding and using your voice, being yourself and then helping others to do the same."**

**~ Quotes from the 1<sup>st</sup> Cohort Graduation Video ~**