

Department of Counseling Annual Report 2014-2015

8/3/2015

Respectfully submitted by Dr. Claire Dandeneau
This report outlines the department's achievement for the
following semesters: Summer 2014, Fall 2014, and Spring 2015.

Department of Counseling Annual Report

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DEPARTMENT OF COUNSELING ACADEMIC YEAR 2014-2015

Department of Counseling Highlights: Our Year in Review

A “Look” at Our 2014-2015 Highlights

Dr. Lara Luetkehans, Dean of the College of Education and Educational Technology, joined the department in celebrating National School Counseling Week.



Our 2014-2015 Achievements

Program Innovations

Doctoral Program Letter of Intent

Under the leadership of Dr. Kim Desmond, the Department submitted its Letter of Intent (LOI) for a Ph.D. in Counselor Education in Supervision. The LOI is in process within the university and should be moving to the State System for approval. Once the approval is given, the department will complete the work of authoring a full program proposal. Initial work on the proposal has begun and the completion date for the full proposal is Spring 2016.

Faculty, Students, Alumni Collaboration, and Community Outreach

Collaboration with Marion Center School District

Dr. Desmond and her Advanced Counseling Techniques class had the privilege of working with IUP Alumna, Sonya Guiffre (MED '05) Elementary School Counselor at Rayne Elementary School in the Marion Center School District, to provide classroom guidance lessons to fourth graders.



JADE Career Counseling Project



Students from Dr. Michelle Bruno's career counseling class did a poster presentation on “**Job interviewing/resumes & stigma issues**” at JADE Wellness Center in Monroeville. Pictured left to right are Kailyn Hall, Kayla Bowman, Seandal Wilkerson, and Sara Louthier.

12th Annual Department School Counselor Professional Development Day (SCPDD).



PSCA Leadership at the 12th Annual SCPDD

Planned by Drs. Carone and Dandeneau and supported by the COE-ET Dean and Enrollment Management and Communications, the Department hosted the 12th Annual SCPDD. This year's event, Understanding and Maximizing Your School Counselor Assessment: Using the New PDE Rubric, was presented in collaboration with the Pennsylvania School Counselors Association (PSCA). The focus was on helping school counselors understand the new PDE evaluation instrument. A total of 118 school counselors attended the event at the Kovalchick Convention and Athletic Complex.

46th Annual Pennsylvania Counseling Association (PCA) Conference

Our department was well represented at the annual conference. We had student volunteers, presenters, and faculty leadership. Dr. Claire Dandeneau, Dr. Bob Witchel, Dr. Holly Branthoover, and students Ashley Coombs, Ashley Duerlein, Sharyn Fiella, Layla Bruzda, Lauren Brubaker, Erin Steineger, Emily Armstrong, and Connie Kramer are acknowledged for presenting.

PCA Public Service Announcement Award

Students at the Penn Center location submitted a video for the Public Service competition for the Pennsylvania Counseling Association and were winners and honored for their video.

It can be viewed on YouTube at <https://www.youtube.com/watch?v=unH7v8-TM58>

5th Annual Chi Sigma Iota Pennsylvania Statewide Conference

Two IUP Counseling Department students and an alumna were among the presenters at the fifth annual Chi Sigma Iota Pennsylvania Statewide Conference held in State College in early April. Cathy Kane, a student in the School Counseling program, and Melissa Habedank, a 2013 graduate of the Clinical Mental Health Counseling program, offered a 50-minute presentation entitled “Professional Development Starts Now.” Erik Messinger, a student in the Clinical Mental Health Counseling program, also presented on “Wellness: A Foundation and Corresponding Research.” Both seminars also included Dr. John McCarthy, professor of Counseling.

American Counseling Association Annual Conference (ACA)

Drs. Lorraine Guth, Laura Marshak, and students Ellen Stewart, and Courtney Williams presented “Social justice: Strategies for making counseling accessible for people with intellectual disabilities.”

American School Counselor Association

Dr. Bruno reminisced at ASCA in Orlando with three IUP alumni, Lisa Maloney MED '97, Erin Rebling MED '11, Jana Hardee MED '99



Alumni Publishing

Sarah Carlisle (MED '13) co-authored a professional article with Dr. Holly Branthoover. The article, Animal Assisted Therapy in Schools, was published in the *Journal of the Pennsylvania Counseling Association*.

Stephanie A. McHugh (MED '99) – published a timely article entitled Rethinking Resources: Repurposing Professional School Counselors in The Pennsylvania Administrator: Educational Leadership, May 2015.

Faculty Sabbaticals

Dr. Kim Desmond

Dr. Desmond is in the final summer of her university sabbatical project to develop curriculum and facilitate developmental psychoeducational groups for parents and children. She continues to

communicate with a local school regarding programming to meet the developmental needs of students and parents. She has attained additional training in the diagnosis and treatment of children with mental health and behavioral disorders. In addition, she has conducted an extensive literature review on the topic of building parent-child relationships.

Dr. Lorraine Guth

Dr. Guth was awarded a university sabbatical to work on a project in Malawi, Africa. In the summer 2015, she traveled to Africa to work with Africa University of Guidance, Counselling and Youth Development to provide group work training; collaborate with two primary schools to pilot psychoeducational group lessons; and began research to investigate the growth and challenges regarding counseling in Malawi. She also delivered a keynote presentation at the second international counseling conference. This project will continue until the end of summer 2016.



DR. GUTH AT BIG JOHN'S SCHOOL
IN MALAWI, AFRICA

Selected Faculty Highlights

Dr. Holly Branthoover

- North Atlantic ACES President-Elect

Dr. Michelle Bruno

- President Pennsylvania Counseling Association

Dr. Witchel

- Elected Board of the Association for the Advancement of Gestalt Therapy (AAGT)
- Presentation entitled, *Trauma Counseling using a Somatic Experiencing Model and Gestalt Therapy Interventions*, at the Greater Pittsburgh Counseling Association.



DR. WITCHEL WITH ALUMNI JOAN
McCULLOUGH-CRISSMAN (COMMUNITY
COUNSELING COHORT 5) AND ROBERT MILLER
(COMMUNITY COUNSELING COHORT 8)

Dr. McCarthy



DR. MCCARTHY AT THE SAAKASHVILI
PRESIDENTIAL LIBRARY

- Completed his final year as an International Scholar in the Academic Fellowship Program where he has been working Tbilisi State University in the Republic of Georgia. He offered various lectures during his visit in early October and had the privilege of speaking at the Saakashvili Presidential Library, founded by the former Georgian president.

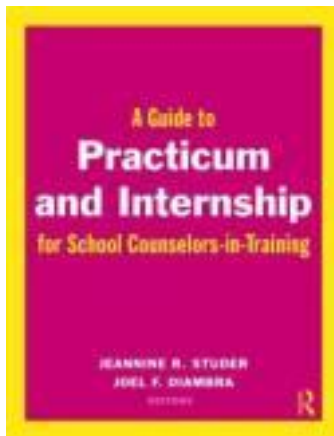
Dr. Marshak

- Authored *Going Solo while Raising Children with Disabilities* that was published by Woodbine House.

Dr. Lorraine Guth

- “Development and Implementation of an International Counseling Outreach Effort in Bhutan: A Group Stage Conceptualization” was published in a special issue of *The Journal for Specialists in Group Work*.

Dr. Sibyl West



- A chapter entitled, “The Foundation Component” was co-authored and published in *A Guide to Practicum and Internship for School Counselors-in-Training* edited by Diambra and Studer.
- An article entitled “Council for the Accreditation of Counseling and Related Educational Programs (CACREP at historically Black Colleges and Universities (HBCUs)” was co-authored and published in *The Journal of Negro Education*.



Personnel Updates

Faculty Promotions

Full Professors: Dr. Nadene L’Amoreaux and Dr. Michelle Bruno were both promoted to the rank of Full Professor.

Associate Professor: Dr. Sibyl West was promoted to Associate professor.

New Faculty

Brittany Pollard Ph.D. who completed her doctoral studies in Counselor Education at the University of Tennessee at Knoxville will be joining our faculty this Fall semester. Brittany was one of four recipients of the Extraordinary Graduate Student Teaching Award, a university-wide award given to graduate students for extraordinary performance in teaching. Dr. Pollard was selected after a national search led by Drs. West and Witchel.

Doctoral Mentoring Program

We continued our successful mentoring program for doctoral students studying Counselor Education and Supervision. This year we had 11 students from five different universities being mentored by Dr. Laura Marshak as they completed their teaching internships for their home institutions.

Fall 2014: Four doctoral students were from Kent State: Heather Smith (MED '11), Matthew Branfield, Joseph Alexander, and Jason Rydzewski; Serey Brittain-Bright from Auburn University; Aniela Scanlon from Duquesne University, Yanhong Liu from Penn State, and Yihhsing Liu from Syracuse University.

Spring 2015: Six doctoral students were from Kent State: Heather Smith (MED '11), Emily Dennis, Matthew Branfield, Debra London, Tom Newman, and Jason Rydzewski; Serey Brittain-Bright from Auburn University.

News from the Center for Counseling Training and Services (CCTS)

The biggest change in the Center is the expansion of its mission and its name change. The



MONROEVILLE ALUMNUS,
RICHARD KING MA '03
WITH DR. LANDRETH

Center's new name is Center for Creativity and Change. This expands the mission from solely focusing on counselors and mental health issues to a broader focus on change and the creative process involved in change.

On October 17, 87 participants attended the Center for Counselor Training and Services workshop on play therapy entitled, *Healing the Hurting Child: The Necessary Dimensions of Child-Centered Play Therapy*, featuring Dr. Garry Landreth, one of the premier figures in play therapy. Dr. Landreth is a Regents Professor in the Department of Counseling and founder of the Center for Play Therapy at the University of North Texas and a frequent speaker at play therapy conferences around the world.

The newly named Center for Creativity and Change hosted a "Spring Seminar on Counseling" on Friday, May 15, at the IUP Monroeville Graduate and Professional Center. Two presentations were offered by IUP Counseling professors, Drs. John McCarthy and Bob Witchel, on a range of topics, including Gestalt counseling, and creative thinking and problem-solving. This event was attended by 12 counseling professionals.

Key Department Initiatives and Department Data

Enrollment, Recruitment, and Retention Initiatives

The department seeks to maximize enrollment and has an extensive recruitment process. These two areas are discussed followed by a section on student retention data.

Enrollment

Specific data related to our student enrollment is detailed later in this report in the department performance section. It is noteworthy to mention that this year the biggest enrollment strategy that we employed to respond to critical enrollment issues was the decision to dissolve the evening cohort model at Penn Center. The decision was primarily student centered, but the change also allows for more efficient use of instructional resources at the Penn Center site. From a student-centered perspective, the cohort model was limiting the number of credits that students could take in a given semester as it was a fully prescribed program requiring 6 credits in Fall and Spring semesters and 9 credits in the Summer. Given that both of our programs are now 60 credit hours, we had no mechanism for students who wanted to complete the program quicker and also students had very limited flexibility for scheduling classes particularly if they got out of sequence with their cohort. From a departmental efficiency perspective, the highly prescribed nature of the cohort delivery model limited when and how we could deliver classes and we could not combine cohorts' classes to maximize credit hour productivity. We are in the process of developing a new Tri-Semester Schedule that will allow for schedule planning and enrollment management across programs at Penn Center and will also allow for cross planning between both locations, Penn Center and Indiana.

Recruiting

This year's recruiting efforts built upon the efforts that we developed last year. We worked to track applicants through the inquiry process and contact all applicants to facilitate the completion of their application. The following sections detail our efforts.

Information Sessions

We held a total of 14 Information Sessions during 2014-2015; 7 in Indiana conducted by Dr. Dandeneau and 7 in Penn Center conducted by Dr. Witchel. The data shows that our Information Sessions produced an overall 37% admission rate. It is also clear that the Information Sessions at Penn Center are more successful than the ones held in Indiana. Anecdotally, the prospective students in Indiana are often undergraduate students who are early in the process of exploring graduate school options, whereas the Penn Center Information Sessions draw more from young professionals seeking career advancement.

TABLE 1 – INFORMATION SESSION DATA

Program	# of RSVP/Attendees		# of Attendees who completed application		# of Attendees Admitted		% Admitted	
	IN	PC	IN	PC	IN	PC	IN	PC
School Counseling	6	16	2	6	2	6	33%	38%
CMHC	26	42	8	21	6	19	30%	45%
Total	32	58	10	27	8	25	31%	43%

Recruiting Videos

We finally received our recruiting videos from the Center for Media Productions and Research. We now have three videos that we can use to highlight our program for recruiting. Each video showcases one group, either Faculty, Alumni, or Faculty and Alumni together. Our plan for next year is to incorporate these into our website and also will be used in our Information Sessions.

Inquiries

Inquiries for both of our program this year totaled 388. Each of the inquiries was followed up individually with a personal email from the department and the prospective student was invited to attend an Information Session. Table 2 shows the data regarding inquiries by program. Clearly the bulk of our inquiries are for the Fall semester, but there is still a sizable 29% who inquire with the intent of a Summer start. Additionally, it is noteworthy that 65% of our applicants are for our CMHC program.

TABLE 2 – INQUIRY DATA FROM ONLINE REPORTING

Admit Term	CMHC	SC	LICENSE	NDCRTN	Total
Fall 2015	204	80	8	9	301
Summer 2015	49	28	10	0	87
Total	253	108	18	9	388

Applications/Admissions

Pending applications are monitored weekly and those with missing items are contacted by the department either by email or phone. There were 91 completed applications (DRs) reviewed in Spring and 34 DRs in the Summer. Those applicants were then invited to the subsequent Admissions Workshops in April or July. A total of 43 new students were admitted for Indiana and 34 new students were admitted for the Penn Center location. The overview of admission by program and location is included in Table 3. The data does suggest that there is a high number of “no show” (NS) applicants of those invited to the admissions workshop. This is certainly an area of potential improvement.

TABLE 3 – ADMISSIONS OVERVIEW

	April Post-Workshop Admission				July Post-Workshop Admission			
	IN		PC		IN		PC	
	Admit	Deny/NS	Admit	Deny/NS	Admit	Deny/NS	Admit	Deny/NS
School Counseling	11	0/2	6	0/0	2	0/0	1	0/1
CMHC	26	1/15	18	1/4	7	0/6	9	1/4
Total	37		24		9		10	

Retention

This is an area that we have not routinely tracked or attended to and is an area of growth for the department. The IReports data for this variable is focused on undergraduate retention and difficult to apply at the graduate level. So in order to assess the department’s retention and graduation rates, the departmental student database was queried. For the purpose of analysis, students who were admitted in Summer 2011 and Fall 2011 were tracked – see Table 4. Two issues surfaced from this analysis. First, there is a high rate of non-matriculation in our MED

across both campuses, for Indiana 25% Never Enrolled (NE) and 21% NE at Penn Center. Second, the graduation rate for those students attending at the Penn Center location is substantially lower than those attending in Indiana, MED Indiana is 43% higher and MA is 35% higher in Indiana.

TABLE 4 – MATRICULATION AND GRADUATION DATA

Admit Term 201110 & 201140	Admitted		Never Enrolled (NE)		% NE		Active/InA		Graduated		% Enrolled & Graduated	
	IN	PC	IN	PC	IN	PC	IN	PC	IN	PC	IN	PC
School Counseling	24	19	6	4	25%	21%	1/2	5/1	15	6	83%	40%
CMHC	29	39	1	3	3%	8%	1/0	10/2	27	22	96%	61%

Three Year Department Performance Analysis

Two models are presented to address the department’s performance during the past three years. The first analysis of performance is based upon the Academic Affairs Budget Model. Since this performance budget model is highly focused upon undergraduate variables it does not provide an adequate assessment of the department’s graduate performance. A second performance analysis is presented. It is a detailed review of the department’s credit hour production across time, by semesters and overall.

Departmental Performance Based upon Academic Affairs Budget Model

The Academic Affairs Budget Model utilizes seven factors in assessing departmental performance. Of these seven factors, five are related solely to undergraduate students and thus only two are applicable to our department. This data is generated by credit hour produced by primary program; in our case this is Clinical Mental Health students and School Counseling students and those students in our two non-degree majors in the Licensure and Certification-only tracks. The data for this report was retrieved from IReports by program students.

TABLE 5 – OVERALL DEPARTMENT PRIMARY PROGRAM DATA

Academic Affairs Budget Model Data 2012-2015					
Factors	Description	2012-13	2013-14	2014-15	Average
1	UG Student FTE	0	0	0	0
2	Grad Student FTE ¹	165.83	144	164.79	158.21
3	CH UG	258	0	0	86.00
4	2 nd Yr Ret	n/a	n/a	n/a	n/a
5	4 th Yr Ret	n/a	n/a	n/a	n/a
6	Deg UG	n/a	n/a	n/a	n/a
7	Deg Grad	57	56	23*	45.33*

* Incomplete data - does not include Spring 2015 Graduation

¹ See Annualized SFTE by program data in Table 6

TABLE 6 - ANNUALIZED FTE BY PRIMARY PROGRAM IN THE COUNSELING DEPARTMENT

Department of Counseling Annualized Student FTE by Primary Program 2012-2014						
Department	Level	Primary Program	2012	2013	2014	Average
CNSL	GR	Clin Mntl Hlth Cnslg Licensure	0.63	5.63	4.38	3.54
		Counseling Licensure	4.50	0.00	0.00	1.50
		Combined Total*	5.13	5.63	4.38	5.04
		Clinic Mental Health Cnslg, MA	0.25	54.00	96.38	50.21
		Community Counseling, MA	103.75	33.88	8.38	48.67
		Combined Total**	104.00	87.88	104.75	98.88
		School Counseling Cert	1.38	0.13	0.13	0.54
		School Counseling, MED	55.33	50.38	55.54	53.75
CNSL Total			165.83	144.00	164.79	158.21

* Counseling Licensure was phased out and replaced by Clinical Mental Health Counseling Licensure

** Community Counseling, MA was phased out and replaced by Clinical Mental Health Counseling, MA

The data shows that there was a marked decrease in GSFTE in 2013, especially in the CMHC/Community program. The decrease will be explored in more detail in the following credit hours by semesters analysis sections. As for our graduation rate, it appears to be a constant, but with the incomplete data it is impossible to ascertain.

Departmental Performance Based upon Credit Hour Production

Summary data of total credit hour production from IReports shows that over the past three years the COE-ET on the average produces 10.2% of the total credit hours (7.5% of the total undergraduate credit hours and 36.1% of the total graduate credits hours). The department alone produces 9.2% of the total average graduate credit hours. This section provides a narrative overview of the department's credit hour performance over the past three years by semesters, Summer, Fall, and Spring. In order to put the department's productivity in perspective, additional COE-ET data is also presented for the specific semesters. The following three sections provide a brief narrative to overview the individual semester data. The data for these section is also taken from the IReports Annual Credit Hour production data by department by teaching faculty.

Summer Semesters

The Summer data (see Appendix A) show a steady increase in the department's summer enrollment with a 14.7% increase in credit hours from 2012 to 2013 that was followed by another increase of 9.1% from 2013 to 2014. This equates to a 25% overall credit increase across this three year period. This trend is in direct contrast to the COE-ET trend during this same period with a decrease of 20.5% in undergraduate credit hours and a decrease of 21.4% in graduate credit hours.

Based upon the three year average of credit hour production, the department accounts for 16% of the total COE-ET summer credit hours.

Fall Semesters

The Fall data (see Appendix B) also show a steady increase in the department's Fall enrollment with a 19.0% increase in credit hours from 2012 to 2013 that was followed by another increase of 13.1% from 2013 to 2014. This equates to a 35% overall credit increase across this three year period. This trend is in direct contrast to the COE-ET trend during this same period with a decrease of 17.2% in undergraduate credit hours and a consistent graduate credit hour production.

During this time period for Fall semesters, the department produced on the average 24% of the total graduate credits for the COE-ET.

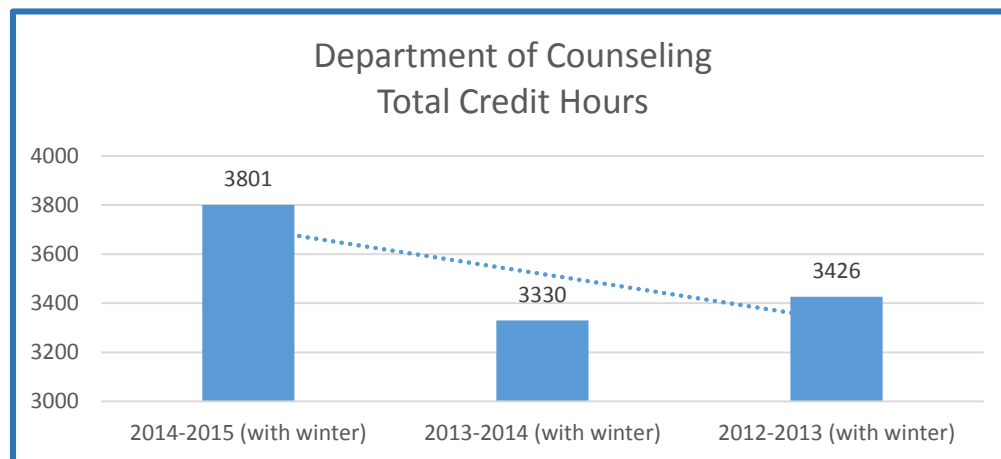
Spring Semesters

The Spring data (see Appendix C) show both a decrease and an increase in the department's Spring credit hour production with a 14.1% decrease in credit hours from Spring 2013 to Spring 2014 that was followed by an 20.9% increase from Spring 2014 to Spring 2015. This equates to a 3.8% overall credit increase across this three year period. This trend is in direct contrast to the COE-ET trend during this same period with a decrease of 21.7% in undergraduate credit hours and a 4.7% decrease in graduate credit hour production.

Annual Credit Hour Performance

Reviewing the annual credit hour data for the department for the past three years (see Figure 2), it is noted that there is a 2.8% drop in production in 2013-2014. The bulk of that decrease is accounted for by the graduation of most of the students in the two full-time daytime cohorts in December 2014. This cohort graduation resulted in a 14.1% decrease in Spring 2014 credit hours (see above section) which accounts for the decline in the annual credit hour production for 2013-2014 and the GSFTE 2013-14 in the Academic Affairs Budget Model.

FIGURE 1 THREE YEAR CREDIT HOUR PRODUCTION



Department & Program Priorities for AY 16: Aligned to University Strategic Plan

In our initial department meetings in the Fall, we will engage in activities and discussions to develop our Department and Program priorities that align to the University Strategic Plan, the COE-ET 2015-2016 goals and create targeted departmental goals for 2015-2016. These goals will be submitted by October 1st.

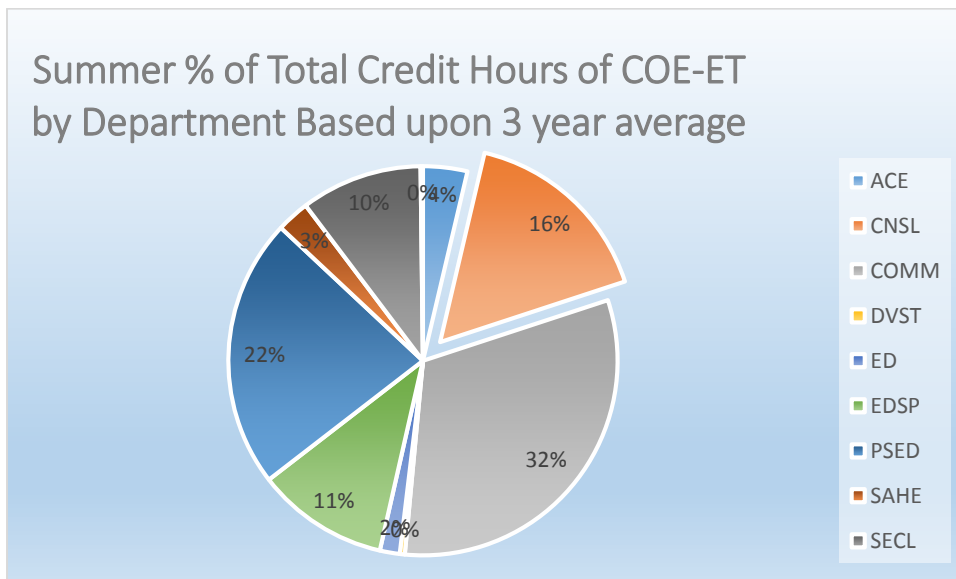
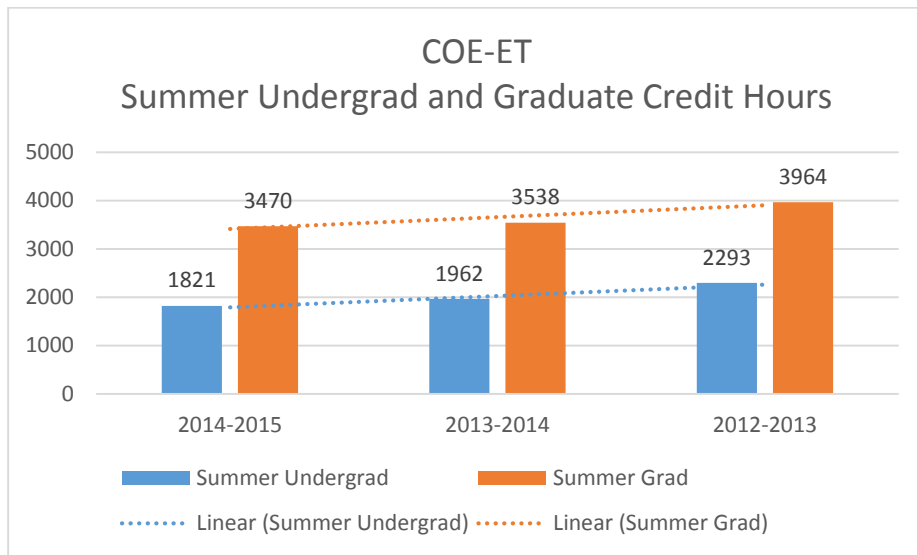
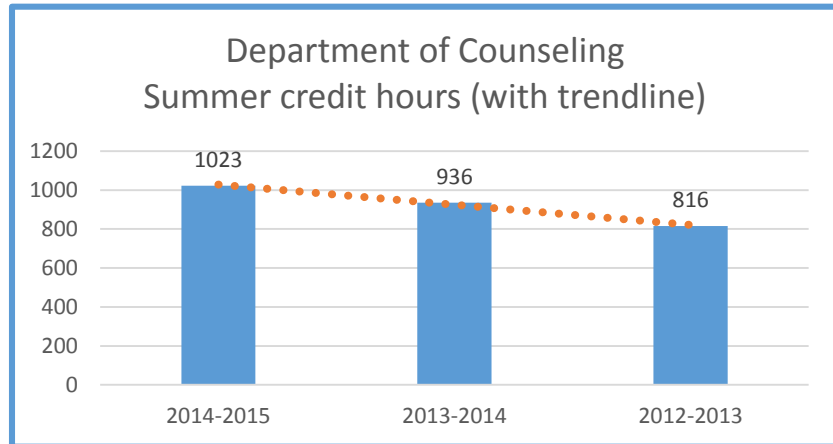
Chair's Reflections & Conclusion

In reflection, the 2014-2015 year was once again a successful year for us. This was highlighted this year by the achievement of all of our faculty who applied for and were successfully promoted and the faculty member who sought tenure who was also successful and granted tenure. This speaks volumes about both faculty engagement, faculty quality, and the overall culture of the department. Even when only reviewed in selected highlight form and not in their totality, the faculty's scholarship, service, mentorship, community outreach, and leadership is quite impressive.

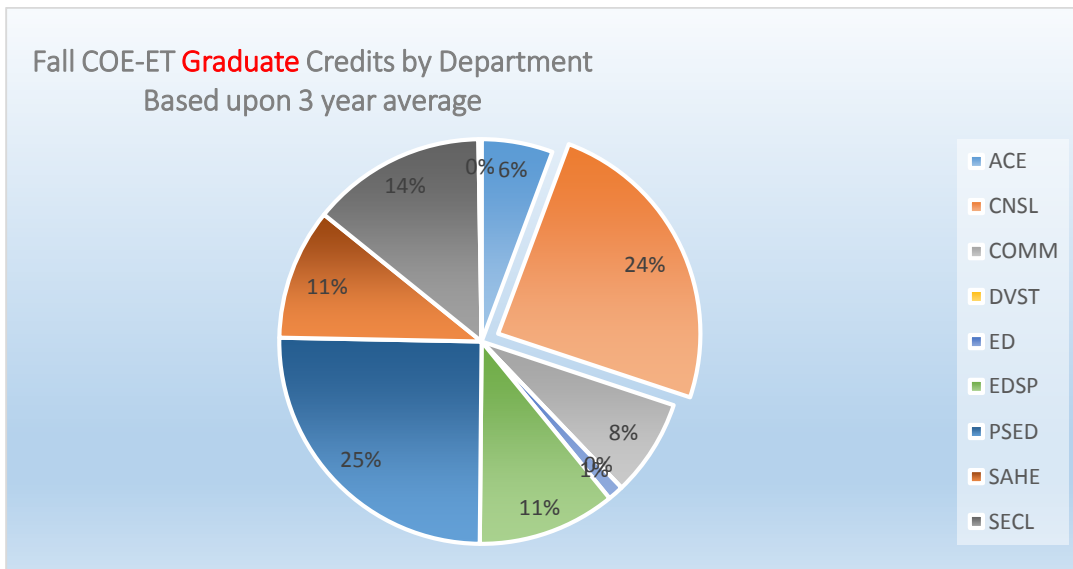
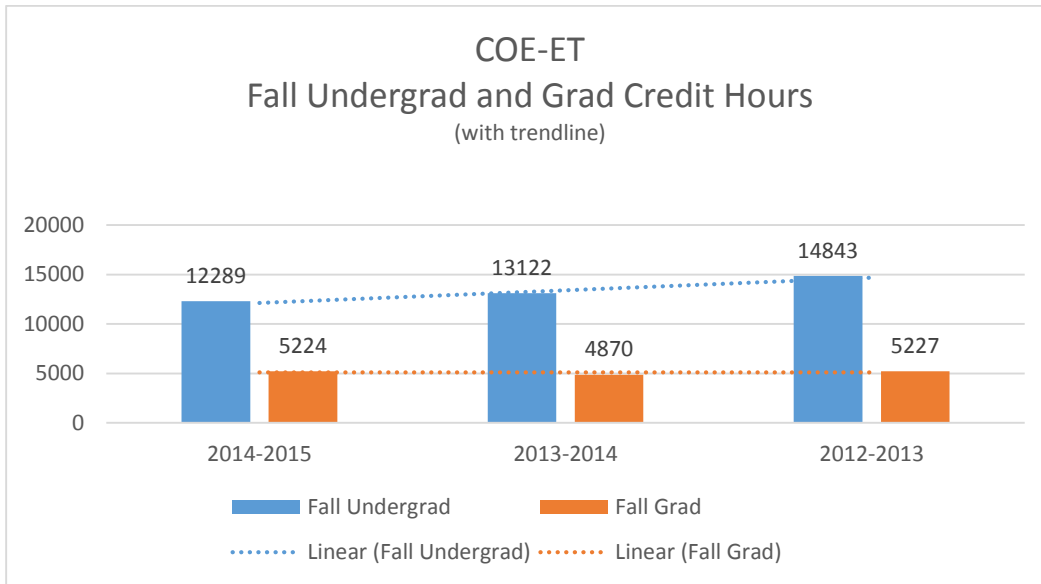
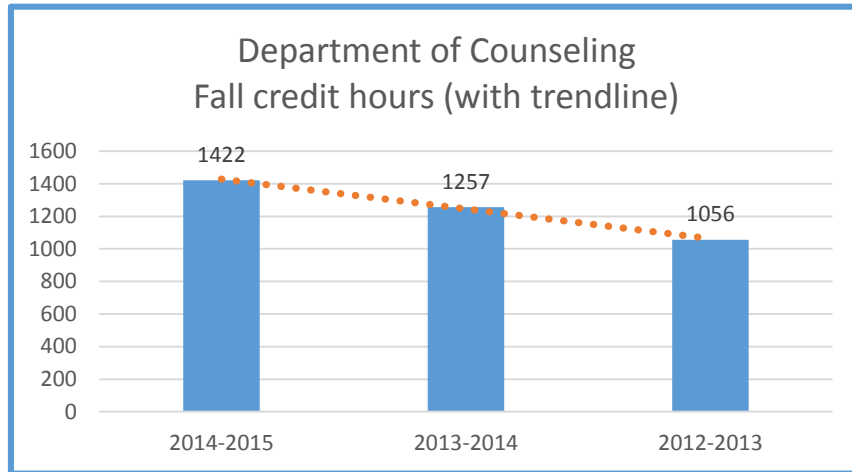
In addition to the faculty achievements, we have maintained our program quality and robust enrollments, especially showing steady increases in Summer 2014 and Fall 2014 semesters. Preliminary credit hour analysis for Summer 2015 show that we are maintaining our trend with projected increase of 69 credit hours (6.75%) over last summer. It should be acknowledged that we requested and subsequently were allocated summer incentive funds produced from our collective efforts. We are grateful for those additional resources and we used them to support faculty needs and initiatives. We continually monitor and collectively evaluate our capacity and this process led to us making a purposeful change in program delivery to increase enrollment and retention at the Penn Center location. All in all it was productive year and we maintain great pride in our individual and collective achievements.

Appendices

Appendix A - Summer Semesters



Appendix B - Fall Semesters



Appendix C - Spring Semesters

