This report outlines the department’s achievements for the following semesters: Summer 2015, Fall 2015, and Spring 2016.
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Department of Counseling Highlights: Our Year in Review

Our 2015-2016 Achievements
Program Innovations
CACREP Reaccreditation Self-Study

Under the leadership of Dr. Kim Desmond, we completed the intensive self-study in preparation of our reaccreditation for CACREP application. The work of this effort to assure affirm our program quality was a highlight of the academic year. The department is looking forward to the upcoming accreditation review and site visit.

Doctoral Program Letter of Intent
The department was granted permission by PASSHE to begin a program proposal for the Doctorate in Counselor Education and Supervision. The goal is to have the doctoral program proposal submitted to the University-Wide Graduate Committee in early Fall 2016. As a recognition of this department milestone, Dr. Edward Nardi was the alumni speaker for graduation. Dr. Nardi was the last graduate from the Counseling Department’s DED which ended in the mid-1990s.

Student Achievement on Professional Exams
Professional exam performance was stellar for this review period. For the Professional School Counselor exam our pass rate was 95.7%. The following two charts are illustrative of their performance relative to the national and state passing rates and performance by exam category.
The results for the students in the Clinical Mental Health Program who took the National Counselor Exam (NCE) were equally impressive for the October 2015 exam. We had a 100% pass rate and our students’ average score was higher than all other categories: Professionals, CACREP and non-CACREP. See the following graph.
Faculty Spotlight, Student Engagement, Alumni Highlights and Collaboration, and Community Outreach

Counseling Today
Departmental Faculty had a national spotlight and were highlighted and recognized in the online publication of “Counseling Today.”

➢ Dr. Bruno was quoted in an article entitled Coming to Terms with Technology
➢ Dr. Marshak was quoted in an article entitled Retaining Family Focus
➢ Emily Dennis, temporary faculty member and part of the doctoral mentoring program, was quoted in an article entitled Taking a Creative Approach to Client Change

Students Engage in Campus Diversity Event
Students in Dr. Guth’s Diversity Issues in Counseling course attended a Tibetan Buddhist Monk event on campus.

Collaboration with Alumni
Drs. Bruno and McCarthy co-authored an article with alumna Connie Kramer


Substance Abuse Mental Health Service Administration Grant
Drs. Pollard, Branthoover, Bruno, Desmond and Dandeneau submitted a $1.5 million dollar grant entitled, Educating Education Preparation Program Faculty in Childhood Trauma, to the Substance Abuse Mental Health Service Administration.
Association of Counselor Education and Supervision 2015 Conference

Dr. Branthoover, Conference Coordinator, orchestrated the largest ACES Conference in its history, as 1,879 counseling professionals and students from throughout the world were in attendance. More than 1,000 educational sessions were offered, and Dr. Branthoover was also asked to serve as the coordinator for the ACES Conference in 2017 in Chicago.

Several department faculty presented:

**Dr. Michelle Bruno** led an education session titled “Teaching Culturally Relevant Skills through Service Learning.” She also co-led a roundtable discussion on “Into the Unknown: First-Generation Counseling Students’ Challenges and Obstacles to Success Post-Graduation.”

**Dr. Lorraine Guth** co-presented “The Journey of Developing Culturally Relevant Counseling Practice” that included a discussion on a project conducted during her sabbatical in Malawi, Africa.

**Dr. Brittany Pollard** co-presented a workshop titled “Grief Has Many Faces: A Case Study on Fusing Culture and Service Learning within Counselor Education.”

**Dr. Kim Desmond** offered a professional presentation on the topic of “Counseling Supervision Initiatives.” She also served as chair of the ACES Supervision Initiative.

**Dr. Sibyl West** co-presented a workshop titled “The Power of Unions to Empower School Counselors and School Counseling Programs in a Time of Corporatization.”

**Association for Specialist in Group Work (ASGW) Award – Dr. Lorraine Guth**

At the American Counseling Association Conference in Montreal, Quebec, Canada she was honored as a newly elected Fellow in the Association for Specialists in Group Work (ASGW). “The election to Fellow status in ASGW is intended to recognize extraordinary efforts of an individual on behalf of the Association, and/or extraordinary professional achievements compatible with and enhancing to the purposes of the Association” (ASGW By-Laws).
Outstanding Researcher for College Education and Educational Technology
Dr. Guth was also selected by Dean Lara Luetkehans (pictured below) as this year’s Outstanding Researcher recipient for the College of Education and Educational Technology. Dr. Guth was selected for this award because of her international counseling outreach and research efforts in several countries including Bhutan and Malawi.

Dr. Pollard publishes article

Alumni in the News

Dr. Lisa Maloney - MED ‘97
PSCA News - 11/02/2015

Dr. Lisa Maloney Selected as Pennsylvania’s Representative in the 2016 ASCA School Counselor of the Year Program
The Pennsylvania School Counselors Association (ASCA [sic PSCA]) is pleased to announce that Dr. Lisa Maloney has been selected as the Pennsylvania representative for the 2016 ASCA School Counselor of the Year program (#scoy16). Dr. Maloney is a school counselor at West Hempfield Elementary School, Hempfield Area School District in Westmoreland County. The ASCA School Counselor of the Year program honors the professionals who devote their careers to serving as advocates for the nation’s students, helping them achieve success in school and in life.

Dr. Maloney was the PSCA 2014-2015 Elementary School Counselor of the Year and her nomination for ASCA SCOY 2016 was submitted by PSCA. State representatives were selected based on several criteria, including: school counseling innovations, effective school counseling programs, leadership and advocacy skills and contributions to student advancement.

“School counselors make significant contributions to the overall well-being of students and their success,” said Richard Wong, Ed.D., executive director, American School Counselor Association. “They have unique qualifications and skills that allow them to address students’ academic achievement, career development and social/emotional needs.”

Dr. Maloney will travel to Washington, D.C., in January 2016 to be honored in a ceremony at the White House and to be formally recognized at a black-tie gala at historic Union Station.

Rachel Dillon-Machen ’07 MED

Wins 2015 Yale Educator Award featured in Pittsburgh Post-Gazette Article

Faculty Sabbaticals

Dr. Lorraine Guth

Dr. Guth was awarded a university sabbatical to work on a project in Malawi, Africa. During summer 2016, Dr. Lorraine J. Guth continued her sabbatical project engaging with leaders in Malawi to further professionalize counseling in the schools. In collaboration with Africa University of Guidance, Counselling, and Youth Development, she has been working with several primary schools to pilot group counseling curriculum that she co-constructed. She recently sent some much needed group counseling supplies to these schools thanks to the PASSHE Faculty Professional Development Council grant funding. She also co-authored two manuscripts about this important international service and research effort that were submitted for publication.
Personnel Updates
Temporary Hires
Our alumni serve as an outstanding pool of professional resources to teach for the department. We are thrilled when we can have them bring their expertise back to the department. They serve as excellent role models for our current students. In the Fall 2015 semester, we were fortunate to have Dr. Lisa Maloney, who is a ’97 graduate of our MED in Elementary School Counseling program taught our Introduction to Professional School Counseling Course. Dr. Maloney completed her doctoral work at Duquesne University in May 2015.

Doctoral Mentoring Program
We continued our successful mentoring program for doctoral students studying Counselor Education and Supervision. This year we had 5 students from three different universities being mentored by Dr. Laura Marshak as they completed their teaching internships for their home institutions. As part of their mentoring, Dr. Marshak meets with them weekly to provide personalized supervision of their teaching.

Kent State: Emily Dennis, Jason Rydzewski
Duquesne University: Monica Pattrillo, Aniela (Nellie) Scanlon
Carlow University: Jennifer Pfeuffer (IUP Community Counseling Alumna ’07)

Collectively, they taught 13 class across both Fall 2015 and Spring 2016 semesters. They gained experience teaching CACREP content classes (COUN 639 – Group Counseling; COUN 672 - Counseling and Consulting within Systems; COUN 682 - Counseling Students/ Clients with Disabilities; COUN 634 - Assessment Procedures for Clinical Mental Health Counselors) and CACREP clinical practicums (CHMC – Individual and group practicums and School Counseling – Elementary and Secondary practicums) and field experiences.

Center for Creativity and Change
The Center offered two excellent workshops for counseling professionals in the Fall and Spring semesters.

On October 2, the Center for Creativity and Change hosted a workshop titled Individual Counseling and Group Work in Reality Therapy, featuring Dr. Robert Wubbolding.

Dr. Wubbolding, one of the premier authors and practitioners in Reality Therapy, is Professor Emeritus of Counseling at Xavier University and a faculty associate at John Hopkins University. An internationally known teacher, author and practitioner of Reality Therapy, Dr. Wubbolding’s contributions to the theory and practice include the ideas of “Positive Symptoms,” “The Cycle of...
Counseling,” and “5 Levels of Commitment.” He has written extensively on Reality Therapy, including the books *Employee Motivation*, *A Set of Directions for Putting and Keeping Yourself Together*, *Reality Therapy for the 21st Century*, and *Reality Therapy: Theories of Psychotherapy Series*.

Dr. Wubbolding discussed reality therapy, choice theory, working with difficult clients, techniques for increasing group cohesion, ways to address conflicts in groups, and self-evaluation with clients. The workshop was attended by over 50 people, including students, alumni, and professionals. The event was held at the Greensburg Garden and Civic Center.

On February 26, the Center for Creativity and Change also hosted a workshop titled Creativity and the Creative Arts in Counseling, featuring Dr. Sam Gladding, a professor in the Department of Counseling at Wake Forest University and a former American Counseling Association (ACA) President. Dr. Gladding discussed how the history for creativity and the creative arts have been used in counseling and counseling related activities, such as promoting wellness. Dr. Gladding demonstrated how the visual arts can be used in counseling throughout the life span and how music can be used in counseling and the promotion of mental health throughout the life span. He also gave an opportunity for participants to practice several creative arts techniques. The workshop was attended by 48 participants, including students, Counseling alumni, and 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

Our biggest enrollment initiative this year was to move forward with recruiting a new daytime cohort for the CMHC Program in the Pittsburgh area (Penn Center). We were able to recruit and enroll 8 students in the program during our Spring admission cycle. Unfortunately, the spring momentum did not carry into the summer and we were not successful in getting sufficient applicants to add to the original 8 admitted. So, the decision was made to cancel the daytime cohort and try to move all the enrolled students to an evening program at either Penn Center or Indiana. We were successful and all 8 students chose to stay with their program.

Last year, we moved to a non-cohort model for both of our programs offered at Penn Center. We are continuing to monitor the effects of that change on the demand and credit hour production of the Penn Center program. We have noticed an increase in our graduation rates at the Penn Center location and it is most likely that the change in delivery mode has influenced this retention outcome.
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 increased our recruiting outreach and held a total of 20 Information Sessions during 2015-2016 – 6 more than the previous year; 10 in Indiana conducted by Dr. Dandeneau and 10 in Penn Center conducted by Dr. Witchel. The data shows that our Information Sessions produced an overall 49% (up from 37% last year) admission rate. It is clear that we also increased our yield of completed applications. This is most likely due to the increased efforts we put in to communicating with them post-information session attendance.

TABLE 1A – INFORMATION SESSION DATA FOR 2015-2016

<table>
<thead>
<tr>
<th>Program</th>
<th>IN # of Attendees</th>
<th>PC # of Attendees</th>
<th>IN # of Attendees who completed application</th>
<th>PC % Completed</th>
<th>IN # of Attendees Admitted</th>
<th>PC % Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counseling</td>
<td>18</td>
<td>14</td>
<td>14</td>
<td>6</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>CMHC</td>
<td>28</td>
<td>28</td>
<td>12</td>
<td>16</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>42</td>
<td>26</td>
<td>22</td>
<td>20</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>IN # of Attendees</th>
<th>PC # of Attendees</th>
<th>IN # of Attendees who completed application</th>
<th>PC % Completed</th>
<th>IN # of Attendees Admitted</th>
<th>PC % Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counseling</td>
<td>6</td>
<td>16</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>CMHC</td>
<td>26</td>
<td>42</td>
<td>8</td>
<td>21</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>58</td>
<td>10</td>
<td>27</td>
<td>8</td>
<td>25</td>
</tr>
</tbody>
</table>

Inquiries
Inquiries for both of our programs this year totaled 316. 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 28% who inquire with the intent of a Summer start. Additionally, it is noteworthy that 63% of our applicants are for our CMHC program.

TABLE 2 – INQUIRY DATA FROM ONLINE REPORTING

<table>
<thead>
<tr>
<th>Admit Term</th>
<th>CMHC (last year)</th>
<th>SC</th>
<th>LICENSE</th>
<th>NDCRTN</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>148 (-56)</td>
<td>62 (-18)</td>
<td>11 (+3)</td>
<td>7 (-2)</td>
<td>228 (-73)</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>52 (+3)</td>
<td>30 (+2)</td>
<td>4 (-6)</td>
<td>2 (+2)</td>
<td>88 (+1)</td>
</tr>
<tr>
<td>Total</td>
<td>200 (-53)</td>
<td>92 (-16)</td>
<td>15 (-3)</td>
<td>9 (even)</td>
<td>316 (-72)</td>
</tr>
</tbody>
</table>
Applications/Admissions
Pending applications are monitored weekly and those with missing items are contacted by the department either by email or phone. There were 83 (-8) completed applications (DRs) reviewed in Spring and 30 (-4) DRs in the Summer. Those applicants were then invited to the subsequent Admissions Workshops in April or July. A total of 37 (-6) new students were admitted for Indiana and 37 (+3) new students were admitted for the Penn Center location. The overview of admission by program and location is included in Table 3.

<table>
<thead>
<tr>
<th></th>
<th>April 2016 Post-Workshop Admission</th>
<th>July 2016 Post-Workshop Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IN Admit</td>
<td>Deny/No show</td>
</tr>
<tr>
<td>School Counseling</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>CMHC</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>12</td>
</tr>
</tbody>
</table>

Retention
This is the second year that we have officially tracked our retention rates. 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 2012 and Fall 2014 were tracked – see Table 4. Two issues surfaced from this analysis. First, there is a high rate of non-matriculation in our Indiana programs, for School Counseling 46% NE and for Clinical Mental Health 32% NE and there is an increase in non-matriculation across both campuses. Second, the graduation rate for those students attending at the Penn Center location is substantially lower than those attending in Indiana, MED Indiana is 21% higher (down from 43% for last year) and MA is 16% higher in Indiana (down from 35% last year). It should be noted that the gap is closing in this respect. It is likely that this is correlated to the increased flexibility in scheduling in the new non-cohort model.

<table>
<thead>
<tr>
<th>Admit Term 201210 &amp; 201240</th>
<th>Admitted</th>
<th>Never Enrolled (NE)</th>
<th>% NE</th>
<th>Active/Active not taking classes</th>
<th>Graduated</th>
<th>% Enrolled &amp; Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IN</td>
<td>PC</td>
<td>IN</td>
<td>PC</td>
<td>IN</td>
<td>PC</td>
</tr>
<tr>
<td>School Counseling</td>
<td>13</td>
<td>19</td>
<td>6</td>
<td>2</td>
<td>46%</td>
<td>11%</td>
</tr>
<tr>
<td>CMHC</td>
<td>28</td>
<td>17</td>
<td>9</td>
<td>1</td>
<td>32%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Three Year Department Performance Analysis

Departmental Performance Based upon Annualized SFTE and Graduation Rates

In reflecting upon our SFTE over the past several years, it is important to note that many of the changes can be attributed to a direct correlation to the number of daytime cohorts we were operating. In 2013-2014, we began two daytime CMHC cohorts with one in Indiana and one in Penn Center. In Fall 2014-2015, we continued those two cohorts and they subsequently graduated. Then in the Fall of 2015-2016 we recruited for two replacement cohorts and were only able to secure enrollment for one in Indiana. Our graduation rate also tracks with our cohorts enrollment.

<table>
<thead>
<tr>
<th>Department of Counseling</th>
<th>Annualized Student FTE by Primary Program</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Level Program</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>CNSL GR Clinic Mntl Hlth Cnslg Licensure</td>
<td>5.63</td>
<td>4.38</td>
<td>3.63</td>
<td>3.54</td>
<td></td>
</tr>
<tr>
<td>Counseling Licensure</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.50</td>
<td></td>
</tr>
<tr>
<td>Combined Total*</td>
<td>5.63</td>
<td>4.38</td>
<td>3.63</td>
<td>5.04</td>
<td></td>
</tr>
<tr>
<td>Clinic Mental Health Cnslg, MA</td>
<td>54.00</td>
<td>96.38</td>
<td>104.13</td>
<td>50.21</td>
<td></td>
</tr>
<tr>
<td>Community Counseling, MA</td>
<td>33.88</td>
<td>8.38</td>
<td>0.00</td>
<td>48.67</td>
<td></td>
</tr>
<tr>
<td>Combined Total**</td>
<td>87.88</td>
<td>104.75</td>
<td>104.13</td>
<td>98.88</td>
<td></td>
</tr>
<tr>
<td>School Counseling Cert</td>
<td>0.13</td>
<td>0.13</td>
<td>0.13</td>
<td>0.54</td>
<td></td>
</tr>
<tr>
<td>School Counseling, MED</td>
<td>50.38</td>
<td>55.54</td>
<td>50.79</td>
<td>53.75</td>
<td></td>
</tr>
<tr>
<td>CNSL Total</td>
<td>144.00</td>
<td>164.79</td>
<td>158.68</td>
<td>158.21</td>
<td></td>
</tr>
</tbody>
</table>

* 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
Department of Counseling Graduation Rate 2013-2015

<table>
<thead>
<tr>
<th>Department</th>
<th>Level</th>
<th>Program</th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNSL</td>
<td>GR</td>
<td>Clinic Mental Health Cnslg, MA</td>
<td>44</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Counseling, MA</td>
<td>0</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Counseling, MED</td>
<td>21</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CNSL Total</td>
<td>65</td>
<td>41</td>
<td>56</td>
</tr>
</tbody>
</table>

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 9.72% (down from 10.2%) of the total credit hours (7.05% down from 7.5% of the total undergraduate credit hours and 35.07% down from 36.1% of the total graduate credits hours). The department alone produces 9.59% (up from 9.2%) of the total University 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 sections is also taken from the IReports Annual Credit Hour production data by department by teaching faculty.

Summer Semesters

The Summer data (see Appendix A) shows a steady increase in the department’s summer enrollment with a 9.2% increase in credit hours from Summer 2013 to 2014 that was followed by another increase of 9.1% from 2014 to 2015. This equates to a 16.7% overall credit increase across this three year period. Based upon the three year average of credit hour production, the department accounts for 19% of the total COE-ET summer credit hours.

Fall Semesters

The Fall data (see Appendix B) shows an increase in the department’s Fall enrollment with a 13.1% increase in credit hours from Fall 2013 to Fall 2014 that was followed by a decrease of 14.3% from Fall 2014 to Fall 2015. This decrease was the result of not being able to replace the Penn Center daytime cohort. During this time period for Fall semesters, the department produced on the average 27% of the total graduate credits for the COE-ET for the past three years.

Spring Semesters

The Spring data (see Appendix C) shows both an increase and a decrease in the department’s Spring credit hour production with an 20.9% increase in credit hours from Spring 2014 to Spring 2015 that was followed by a decrease of 15.0% from Spring 2015 to Spring 2016. During this time period for Spring semesters, the department produced on the average 27% of the total graduate credits for the COE-ET for the past three years.
Annual Credit Hour Performance
Reviewing the annual credit hour data for the department for the past three years (see Figure 1), it is noted that there is a 14.1% increase in production from 2013-2014 to 2014-2015. Then from 2014-2015 to 2015-2016 there was a subsequent decrease of 8.29% in credit hour production. Our three year average credit hour production is 3,539. This represents an increase of 20 credit from last year’s three year average.

FIGURE 1 THREE YEAR CREDIT HOUR PRODUCTION

Chair’s Reflections & Conclusion
In reflection, the 2015-2016 year was once again a successful year for us. This was highlighted this year by the completion of an extensive CACREP self-study for reaccreditation. Dr. Desmond did a superb job of designing and writing the self-study which included substantial documentation of our individual and collective efforts to meet or exceed CACREP professional quality standards.

In addition to the CACREP self-study and extensive faculty achievements, we have maintained our program quality and robust enrollments, especially showing steady increases in Summer semesters. We have also kept an eye on the future by investing in the continued growth of the department through the doctoral program Letter of Intent. 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. All in all it was productive year and we maintain great pride in our individual and collective achievements.
Appendices
Appendix A - Summer Semesters

Department of Counseling
Summer credit hours (with trendline)

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1092</td>
<td>1023</td>
<td>936</td>
<td></td>
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</table>

COE-ET
Summer Undergrad and Graduate Credit Hours

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3589</td>
<td>3470</td>
<td>3538</td>
<td></td>
</tr>
<tr>
<td>2045</td>
<td>1821</td>
<td>1962</td>
<td></td>
</tr>
</tbody>
</table>

Summer % of Total Credit Hours by Department Based upon 3 year average

<table>
<thead>
<tr>
<th>Department</th>
<th>2012-2013 to 2015-2016</th>
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Appendix B - Fall Semesters

Department of Counseling
Total Fall credit hours (with trendline)

COE-ET
Fall Undegrad and Grad Credit Hours
(with trendline)

Fall COE-ET Graduate Credits by Department
Based upon 3 year average
2012-2013 to 2015-2016
Appendix C - Spring Semesters

Department of Counseling
Spring credit hours (with trendline)

COE-ET
Spring Undergrad and Grad Credit Hours

Spring COE-ET Graduate Credits by Department
Based upon 3 year average
2012-2013 to 2015-2016