

Indiana State University

2004 - 2005 Academic Annual Report

Department of Counseling

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's 5-10 top accomplishments for the 2004-2005 year that will help contribute to this effort?

1. Master's and doctoral students in our programs delivered over 65,500 hours of supervised counseling or consultation services in local, regional, and national communities. In the immediate Wabash Valley area and across Indiana, these services were provided in 29 community agencies, hospitals, and clinics; and in 32 school corporations (in 107 different schools). Services were provided in an additional 9 community service agencies/hospitals/centers outside of the state. 2. Annual reaccreditation reports were filed with, and accepted by, the American Psychological Association (Ph.D. in Counseling Psychology), the American Association of Marriage and Family Therapy (M.S. in Marriage and Family Therapy), and the Council for Accreditation of Counseling and Counseling Related Educational Programs (M.S. in Mental Health Counseling and M.Ed. in School Counseling). 3. The M.S. in Mental Health Counseling and M.Ed. in School Counseling received accreditation for seven years from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). 4. Curriculum updates in the Student Affairs and Higher Education M.S. were approved by Graduate Council. 5. All 6 of our counseling psychology doctoral students who applied for internships through the very competitive APPIC National Matching Service received paid, year-long, predoctoral internship training placements at APA-accredited training sites for 2005-2006. More than 600 students nationwide were unplaced during the national internship match. Ours was a very strong class! 6. In affirmation of our commitment to enhancing multicultural sensitivity and competence, the department created, approved, and published to the webpage a diversity statement. Our statement has been used by other departments in the College as a model in developing their own approaches to enhancing diversity. 7. In response to market demand (state and national need for Ph.D. level counselor educators, the department reactivated the Ph.D. in Counselor Education and admitted a small initial cohort of four students. 8. The department completed two successful tenure-track faculty searches (one counseling psychologist and one counselor educator). The department also hired one Special Purpose faculty member in a three year contracted position (school counselor).

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

IFAR data regarding faculty accomplishments are incomplete. Research and Scholarship data based on faculty FROPA submitted to the department chair include the following: Activity Type Count Books and Monographs 1 Chapters Published/Reviewed 2 Articles Published/Reviewed 6 Creative Works 0 Electronic Media 2 Conference Presentations 37 Art Exhibits or Performances 0 Books and Journals Edited 0 Awards 2 Department faculty also chair 39 Ph.D. committees and serve on an additional 28 doctoral committees. When considered in the context of our supervision intense

applied practice graduate programs, faculty member's overall scholarly productivity is satisfactory. Faculty members are most successful in disseminating knowledge through peer reviewed conference presentations and educational workshops - we are strong educators. We are also particularly effective in involving our students in professional conference presentations (30 this academic year). The primary area in which we could improve is the publication of peer-reviewed scholarly articles.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

Two faculty members applied for and received an ISU IT Mini Grant to purchase web cameras for use with students at a distance enrolled in the Practicum class. Along with a colleague in ELAF, two faculty members applied for a Lumina Foundation grant for \$226,000. The application is still pending. One faculty member and a colleague applied for a Faculty Fellowship to incorporate multicultural experiential learning into the graduate curriculum. This \$10,000 fellowship application is still pending. Grant writing is an area of development for us. Faculty members are beginning to participate in grant writing workshops - two did so this year. One faculty member has negotiated a community service/training contract with Vigo County Division of Family and Children. Department of Counseling faculty excel in the area of on- and off- campus professional service. Off campus, they hold 2 organizational offices, 10 committee memberships/offices, 15 special organization responsibilities, and 9 consultantships. On campus, they hold 3 governing body memberships/offices, serve on 37 standing/administrative/ad-hoc committee memberships, report 3 special responsibilities, and advise 2 student organizations. They have also attended 17 professional development seminars/workshops/conferences beyond those at which they present. The high on-campus service load should be examined in the context of overall university, College of Education, and department expectations/goals.

Best Practices

Describe the progress your unit has made thus far. Were you able to take these steps? What steps or goals have been particularly difficult to achieve and why? What practices, actions, initiatives are you doing that could be considered eminent?

The practices listed above were NOT identified in 2004-2005 - they were identified 2001-2002 and have been addressed in previous reports. Eminent practices, actions, and initiatives include our ongoing accreditation with APA (since 1981) for the Ph.D. in Counseling Psychology; our new accreditation from CACREP (2004-2011) for the School Counselor M.Ed. and the Mental Health Counselor M.S.

Student Credit Hours

What did you learn? What steps will you take during 2004-05 to meet your department's student credit hour target by fall 2005?

The concerns stated in the 2003-1004 comments about SCH generation continue. Members of our all-graduate department appreciate the current Provost's multifaceted approach to faculty workload profiling that includes more than SCH generation as the key performance indicator. We look forward to more information regarding the various aspects of a multifaceted workload profile. The department has received no additional information, in response to our request for a re-evaluation of intensity level, about SCH targets for fall 2005 or our assigned "intensity level." The enhanced recruitment efforts outlined in 2003-2004 resulted in strong enrollment numbers during fall 2005. Our fall 2004 headcount of 160 was 17% higher than fall 2004 and is the highest since 1992. Our

total course SCH production (1177) was up 22% over fall 2004. We expect our ongoing recruitment efforts to be positively influenced by receiving CACREP (Council for the Accreditation of Counseling and Related Educational Programs) accreditation for our school counselor and mental health counselor master's programs. Increased enrollments enhance SCH generation. We admitted a small class into the reactivated Counselor Education Ph.D. and have plans to more aggressively advertise that degree option in the coming year.

Budget

Identify and describe any collaborative efforts that have been undertaken by your department with other academic or administrative units to maximize resources to meet departmental goals. Please also consider collaborative opportunities with external partners.

Maintain regular communication and consultation with the Departments of Educational and School Psychology (COE) and Psychology (CAS) to coordinate course offerings to optimize SCH generation and utilize adjunct resources economically. Collaborated with VP Ramey in the Division of Student Affairs to involve Student Affairs staff members as instructors in appropriate sections of SAHE courses (e.g., practicum, fieldwork, internship) and to serve as professional mentors and supervisors for SAHE students. SAHE program collaborated with the Division of Student Affairs in joint recruitment efforts that combine admission to the SAHE program with assistantships in Student Life. Secured an additional externally funded doctoral level assistantship and increased the external contribution to fee waivers for each of our existing external doctoral assistantship sites.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

The department offers the SAHE M.S. in a web-based distance education format. It is a labor intense program for SAHE faculty members. Current and recent distance students were contacted regarding their degree intentions and program faculty initiated a plan for regular contact with participants. For now, program faculty will continue the offering. A cost-benefit analysis of this program would aid decision-making regarding continuing this distance offering. The School Counselor faculty planed to explore (during 2004-2005) the feasibility of developing online, asynchronous, professional development modules to market to practicing school counselors. The loss of both full time SC program faculty at mid-year required that this possibility be placed on hold.

Assessment

For each program in the department, provide one or two examples of how the program is using assessment and evaluation (student outcomes, program review, and/or accreditation) to enhance student learning and program strength this year.

The School Counselor M.Ed. and Mental Health Counselor M.S. Programs conducted a CACREP-accreditation self-study in preparation for an initial accreditation site visit last summer. In July 2004 we received word that both programs were accredited for a full 7 years - a major accomplishment for an initial accreditation award. The School Counselor program developed an assessment structure that meets NCATE and IPSB requirements. The APA-accredited Ph.D. program in Counseling Psychology files an annual report with the Committee on Accreditation that includes progress reports on selected student and program outcome aspects of the program. The program committee for the newly reactivated Ph.D. program in Counselor Education has been reviewing and revising the curriculum in conjunction with feedback from the first cohort of part-time students. The Student Affairs in Higher Education faculty have adjusted required reading in core courses as a result of responses received from recent graduates who are now practicing in the field.

Ongoing curriculum revision activities were affirmed by our graduates. Last year, due to the loss of faculty in the Marriage and Family Therapy specialty area and recent low enrollments, the department made the difficult decision to suspend admissions into the AAMFT-accredited MFT program. The final four second year MFT students will complete the program in August. The department does not anticipate admitting students into this major until faculty and program resources can adequately support it. AAMFT accreditation will end with the graduation of these students.

Strategic Initiatives

Development Activities

What steps have you taken to support development activities in your department? How can your efforts be supported?

On the occasion of the retirement of J. Laurence Passmore, the department worked closely with the COE development officer in an alumni giving effort to grow the endowment of the Passmore Endowed Family Scholarship fund. Our efforts were quite successful. The SAHE program has established a dedicated foundation account that will serve as a fund to support the professional development (e.g., professional conference attendance/presentation) of SAHE graduate students. Department programs maintain e-mail lists to facilitate contact with program alumni. In addition, the SAHE program publishes an on-line newsletter.

Experiential Learning

Please provide examples of experiential learning in which your department was engaged in 2004-2005.

Faculty led research teams involving master's and doctoral students. Supervised clinical practica, field work, and internship training in appropriate professional practice settings (e.g., clinics, mental health centers, hospitals, universities/colleges [teaching and clinical service provision], counseling centers, schools, correctional facilities) are required for each student. Community engagement and experiential learning are ongoing aspects of our applied practice graduate programs. Our community partners are many and include, among others: RHIT, SMWC, IVYTech, Depauw University, Union Hospital Family Practice Residency and Midwest Center for Rural Health, Hamilton Center, Inc., school corporations state-wide, Vigo County Division of Family and Children, FSA Counseling Behavioral Health, Gibault Inc., Cummins Behavioral Health System Inc., local state correctional facilities, Upward Bound Program, ISU Student Counseling Center, ISU Student Affairs Division. These partnerships involve the provision of clinical, counseling, assessment, program evaluation, and/or consultation services to meet needs identified by, or in collaboration with, the partner agency. These community efforts directly benefit the public by meeting the service provision needs of our partners while meeting the supervised training needs of our students. Each of our graduate students is engaged in a supervised applied practice setting for one-and-a-half to three full academic years, depending on their major.

Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

Experiential learning and community engagement are critical components of our applied practice professional preparation programs. Without them, our graduates would be ill prepared for their roles

as professional counselors, therapists, psychologists, or student affairs practitioners. Supervised experiential learning is also a requirement for professional licensure in each of our clinical practice specialty areas. We will continue to build partnerships within the community to provide quality experiential and community engagement activities for our students. Our department is also committed to maintaining and attaining appropriate accreditations for our professional practice programs. Accredited programs contribute to ISU's recognition, regionally and nationally, as an eminent university. Faculty will continue to engage the local, state, and national professional counseling communities through their teaching, scholarship, and service activities.