

**Western Illinois University  
Division of Academic Affairs**

**Department of Counselor Education  
(CNED)**

**Consolidated Annual Report, Planning Document and Budget Request**

**YEAR  
2010**

**I. Accomplishments and Productivity for 2010**

- A. Give a brief review of the division's goals and objectives for 2010.

Implemented curricular changes to meet the 2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards for both the School Counseling and Clinical Mental Health Counseling specializations.

Implemented personnel changes to meet the 2009 CACREP Standards for the Clinical Mental Health Counseling specialization.

Completed a successful search for Departmental Chairperson.

- B. List the most important divisional accomplishments for 2010 and document how these accomplishments support the goals and objectives of the University, including specific Strategic Plan accomplishments. List the accomplishments based on the below goal areas. Divisions may indicate "not applicable" or "none" under a goal area as appropriate.

1. Enhanced Learning Culture  
a. Maintain rigor and high academic standards

Beginning Spring 2010, all students enrolled in CN 597 Internship completed the Counselor Preparation Comprehensive Examination (CPCE) to assess students' level of knowledge of counseling. The CPCE covers the eight common core areas required by the CACREP Standards for Preparation. Results from this initial assessment revealed that WIU-QC students ( $M = 90.14$ ) scored above the national mean ( $M = 87.3$ ).

Results of the National Counselor Examination (NCE), completed by our graduating or recently graduated Clinical Mental Health Counseling students revealed a 85.71% pass rate for CACREP and Counselor Work Behavior Areas (NOTE: pass rate is reflective of only 3 examinees failing).

Annual Graduate Student Review was conducted in order to evaluate students' current progress (or lack of progress) in the Department. This includes both academic and personal dispositions.

CNED has the assistance of three 9-month graduate assistants who assist faculty and administration with day to day functioning and special projects that enhance our learning culture.

- b. Prepare for HLC/NCA and NCATE reaccreditation

The changes in the School Counseling specialization to address new CACREP Standards are reflective of expectations of NCATE.

- c. Strengthen academic programs through review and discipline-specific accreditation

The changes implemented in 2010 addressing the new CACREP Standards will be reviewed in 2011 during the Annual CNED Faculty Retreat. Both formal and informal assessments will be used in this review.

The Illinois State Board of Education's requirements for school counselors are continually reviewed in relation to our current course offerings.

- d. Increase course based civic learning and service learning *Not applicable.*
- e. Enhance Centennial Honors College *Not applicable.*
- f. Expand study abroad and multicultural initiatives *Not applicable.*
- g. Continue to explore distance education opportunities for placebound students *Not applicable.*
- h. Support scholarly/professional activity

Faculty were each provided with \$500.00 in travel/professional development funds to present and attend professional conferences/meetings/workshops.

Additionally, CNED utilizes technology available (i.e., laser printer, ipods) for preparing for scholarly activity and communication while conducting professional activity.

- i. Investigate interdisciplinary/collaborative initiatives *Not applicable.*
- j. Integrate technology into the classroom

Faculty worked to integrate additional technology into the classroom during 2010. This technology included the use of Western On-Line to distribute syllabi, augment lessons, and give exams.

- k. Other learning enhancement initiatives

Newly revised admission requirements that reflect both academic and professional dispositions were instituted.

2. Fiscal Responsibility and Accountability

- a. Review departmental budgets

The CNED budget is reviewed and balanced on a regular basis.

- b. Reallocate variance dollars to support University priorities

Variance dollars were used in the hiring of a new assistant professor line that was deemed necessary to meet the new CACREP Standards.

- c. Identify alternative funding sources

Faculty are charged with seeking alternative funding sources appropriate to CNED Mission, Goals, and Objectives. A review of findings are conducted at the Annual CNED Faculty Retreat.

- d. Review academic program costs

The Department Chairperson reviews the academic program costs on a yearly basis.

- e. Other fiscal responsibility and accountability initiatives

CNED oversees the scholarship application process for the Mary Cay Talbott Memorial Scholarship.

3. Partnerships, Community Engagement, and Outreach

- a. Create and support partnerships with University departments, institutions of higher education, and the community

No additional partnerships were created during 2010. The PACERS (AT&T grant, \$387,000.00) received continued support in 2010.

- b. Other partnerships, community engagement, and outreach initiatives

In 2010 the joint funding of assistantships with Rock Island Salvation Army and the Rock Island High School received continued support.

The WIU-QC Counseling Association sponsored a spaghetti dinner to raise money to benefit Quad Citians Affirming Diversity.

4. Access and Equity

- a. Increase diversity

Organizations with diverse groups and minority members were targeted during the search process for both faculty and chairperson positions. Additionally, faculty are involved in long-term recruitment efforts in the community, reflection of a pluralistic society.

- b. Increase internationalization Not applicable.

- c. Enhance recruitment and retention activities

The 2010-2011 CNED Marketing Plan has been enacted and recruitment activities are functioning.

The Department's annual student review procedures has been revised and implemented to give more specific feedback to students.

- d. Other access and equity initiatives Not applicable.

5. Student Centered Environment

- a. Review FYE Not applicable.

- b. Review academic advising

All CNED faculty have an academic advising loads as part of their Assignment of Duties. Advisees are assigned based on specialization.

- c. Review all student support services within Academic Affairs (writing and math centers; tutoring) Not applicable.

- d. Enhance communication and information leading to student success

CNED utilized a listserv and a share board to enhance communication and information that can lead to student success.

- e. Other student centered environment initiatives

The Counseling Practice Rooms are maintained to provide students with an adequate facility to record training counseling sessions.

The faculty worked during 2010 to involve students in community activities, research, and professional development.

- B. Indicate measures of productivity by which the unit's successes can be illustrated.

CNED utilizes a variety of measures of productivity. These include:

Enrollment data  
Retention data  
Evaluation of Teaching/Primary Duties – The Instructor Effectiveness Form  
Evaluation of Scholarly/Professional Activities – Quality and Quantity of Activity (see Appendix)  
University/Community Service – Extent and Nature of Leadership provided

- D. Describe how the division used any of the following categories of funds to enhance accomplishments and productivity:

1. Western Illinois University Foundation funds

CNED uses its' donations to the foundation funds provide scholarships to current students.

2. Funds available due to vacant positions or dollars saved through hiring of new personnel at whatever level those funds reside *Not applicable*.

3. Grants, contracts, or local funds

In 2010, the 4-year grant, which is awarded annually, was given \$100,000. These funds went toward program maintenance, 21 mentors, and 2 graduate assistants. Fifty students were provided services and school supplies. Additionally, the mentors and students participated in community service activities. Weekly study sessions were also provided to students. In the Fall of 2010, students were provided with funds to travel to college campuses. Finally, as a benefit of this grant, the Napoleon Hill Foundation implemented a new curriculum that will eventually be presented at the national level.

4. Internal Reallocations: For reallocations over \$20,000, identify the amount, area that was reallocated from, and the priority that funds supported *Not applicable*.

5. Other fund sources *Not applicable*.

- E. Describe the impact the 3.5 percent rescission had on your division in 2010.

CNED is in need of updated technology (i.e., computers, i-phones, networked printers). Additionally, only a limited amount of funds are allocated to faculty for professional development (funds cover approximately 1/3 of one conference).

## II. Budget Enhancement Outcomes for 2010

For each budget enhancement received in 2010 complete an Accountability Report form (Attachment A). Be specific about approved productivity measures. *Not applicable*.

**BUDGET YEAR**  
**Fiscal Year 2012**

**III. Major Objectives and Productivity Measures for FY12**

- A. List the most important goals and objectives the division will pursue in FY12, and how these actions will be measured/assessed.
1. The development of the WIU-QC Counseling Center for Children, Adults, and Families at the new Riverfront Campus is a priority for CNED. The progress toward this goal will be assessed during the Phase II Campus Steering Committee meetings and Labs sub-committee meetings. Additionally, design specifications to meet the needs of the Center will be assessed (Attachment D).
  2. Another priority for CNED is the hiring of new faculty to replace two retiring senior faculty members. This goal will be measured by the approval of two searches and the hiring of two faculty.
  3. The implementation of efforts to expand recruitment of qualified students to CNED is also a priority. Application and acceptance numbers will be used for assessment purposes.
  4. Finally, a priority for CNED would be to permanently increase one of our 9-month graduate assistant positions to a 12-month graduate assistant position. This goal will be measured by the approval of this change (see Attachment C).
- B. Of the objectives identified above, please indicate which are directly related to Strategic Plan action items.
1. Objective 1 directly relates to Strategic Plan Goal 1: Enhanced Learning Culture (Other learning enhancement initiatives), Goal 2: Fiscal Responsibility and Accountability (Identify alternative funding sources), and Goal 3: Partnerships, Community Engagement, and Outreach (Other partnerships, community engagement, and outreach initiatives).
  2. Objective 2 directly relates to Strategic Plan Goal 1: Enhanced Learning Culture (Maintain rigor and high academic standards; Strengthen academic programs through review and discipline-specific accreditation).
  3. Objective 3 directly relates to Strategic Plan Goal 4: Access and Equity (Enhance recruitment and retention activities).
  4. Objective 4 directly relates to Strategic Plan Goal 1: Enhanced Learning Culture (Maintain rigor and high academic standards).
- C. For Strategic Plan action items noted above, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).
1. Objective 1 is slated to be completed in the mid-term (2-4 years).
  2. Objective 2 is slated to be completed in the short-term (next 12 months).
  3. Objective 3 is slated to be completed in the short term (next 12 months) but will also be an ongoing objective.
  4. Objective 4 is slated to be completed in the short term (next 12 months) but will also be an ongoing objective.

#### IV. Technology Goals and Objectives

- A. List the most important technological goals and objectives the division will pursue in FY12, and how these will be measured/assessed.
1. A technology priority for CNED is the procurement of a new LaserJet Printer (HP Color LaserJet Enterprise CP4525dn) that meets the needs and demands of our Department. Whether or not this technology is secured will be the measure (see Attachment C).
  2. Another technology priority for CNED is the procurement of three (3) HTC EVO 4G Androids for the Chairperson and traveling faculty. Whether or not this technology is secured will be the measure (see Attachment C).
- B. Describe how these objectives build upon goals in divisional and/or institutional strategic plans.
1. Objective 1 directly relates to Strategic Plan Goal 1: Enhanced Learning Culture (Support scholarly/professional activity).
  2. Objective 2 directly relates to Strategic Plan Goal 1: Enhanced Learning Culture (Support scholarly/professional activity).
- B. For each technology item, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).
1. Objective 1 is slated to be completed in the short-term (next 12 months) given appropriate funding.
  2. Objective 2 is slated to be completed in the short-term (next 12 months) given appropriate funding.

#### V. Internal Reallocations and Reorganizations

- A. What are planned FY12 reallocations or reorganizations, including the movement of positions, the upgrade of positions, the creation of new positions, or the reallocation of personnel or operating funds?

CNED needs to reallocate two retiring senior faculty positions to new faculty hires within CNED.

- B. How do these reallocations and reorganizations further Strategic Plan goals and objectives?

The above reallocation would permit the maintenance of rigor and high academic standards and the strength of the academic program through review and discipline-specific accreditation related to Strategic Plan Goal 1: Enhanced Learning Culture.

- C. Describe how all reallocations, permanent and temporary, will affect the unit's standard performance measures.

This reallocation will allow CNED to continue providing quality service to students. Additionally, this reallocation will maintain CACREP-accreditation requirements for student to faculty ratios.

- D. How are you planning to find new funds?

- a. Describe divisional strategies to seek additional resources (e.g., grants, Foundation)

The WIU-QC Counseling Center for Children, Adults, and Families can generate a modest revenue stream through a sliding-fee schedule.

- b. Provide an explanation of how additional resources would be used to enhance divisional objectives

See Major Objectives and Productivity Measures for FY12.

- c. Summarize long-term external funding goals which extend beyond FY12 **Not applicable.**
- d. Develop indicators/benchmarks to track attainment of goals **Not applicable.**
- E. What is the current status of the long-term funding goals established last year? **Not applicable.**

**VI. Western Illinois University Quad Cities **Not applicable.****

- A. Briefly describe programs or course offerings in the Quad Cities and the current success of those programs in terms of majors, minors, enrollment/SCH production, and completability.
- B. How many faculty do you currently have located in the Quad Cities? How many Macomb-based faculty deliver courses in the Quad Cities? How many adjuncts did you use last year to teach in the Quad Cities? Will you be requesting additional faculty/staff next year (explain)?
- C. Will you be asking for new programs or offerings in the Quad Cities next year? Will you be offering fewer programs or courses next year (if so, explain why)?
- D. Summarize your short-term (2-4 years) and long-term (5 years or more) plans for Quad Cities in your unit (if applicable).
- E. Explain additional resources (grants, foundation, etc.) derived from or located in the Quad Cities.

**VII. New Academic Degree/Option/Certificate Development Requests **Not applicable.****

- A. Complete a Request for New Academic Degree/Option/Certificate Development form (Attachment B) for each new degree, option, or certificate program to be submitted through the University curricular approval process in FY12, including enrollment projections and required resource requirements. Attach a copy of the feasibility study approved by the Provost.

**VIII. New Operating Resources Not Included in VII**

- A. Complete an FY12 Budget Request form (Attachment C) for each new operating fund request not associated with new academic degree/certificate development requests identified in VII above. Also, please include any previous unfunded requests which remain as priorities.

**IX. Facilities Requests**

- A. Complete an FY12 Budget Request form (Attachment D) for each facility enhancement request over \$100,000.

**X. Summary—New Fund Requests**

- A. Identify, in priority order, requests for additional funding in a **spreadsheet** (Attachment E). Include all funds requested for new academic programs (VII), operating (VIII), and facilities (IX).
- B. On this spreadsheet, please be sure to indicate whether you are seeking one-time or continuous funding. If you are seeking continuous funding, identify whether it is for a period of years or a permanent base increase.

**XI. Scholarly/Professional Activities**

A. Provide the total number of scholarly/professional activities in your area for the following categories:

(see Appendix)

a. Book publications	0
b. Chapter/monograph/refereed article publications	3
c. Creative activities	
creative activities	9
international	0
d. Conference presentations	
conference presentations	6
international	1

**ATTACHMENT A** Accountability Report for Program Support — 2010 [Not applicable.](#)

**ATTACHMENT B** Request for New Academic Degree/Option/Certificate Development — FY12 [Not applicable.](#)

**ATTACHMENT C** Budget Request — New Operating/Base Resources — FY12 [See attached.](#)

**ATTACHMENT D** Budget Request — Facilities over \$100,000 — FY12 [See attached.](#)

**ATTACHMENT E** Summary — New Fund Requests — FY12 [See attached.](#)



## ATTACHMENT C

### Western Illinois University

#### Budget Request — New Operating/Base Resources — FY12

*Note: Use Attachment B for new academic degrees/certificates.*

I. Unit submitting request: **CNED** Priority Number \_\_\_\_\_

II. Provide a short title of the initiative/project proposed for incremental funding.

HP Color LaserJet Enterprise CP4525dn is needed to replace an antiquated LaserJet. The current LaserJet is no longer repairable; no parts are available for this aged model. This is a one-time purchase of \$1,600.

Three Sprint HTC EVO 4G devices to replace antiquated ipods that are no longer able to be updated. The initial purchase of \$200/each (\$600 total) does required some ongoing costs at \$3,600/FY in charges.

III. Provide a short description of the initiative/project proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Both are directly related to Strategic Plan Goal 1: Enhanced Learning Culture (Support scholarly/professional activity). Efficient and working equipment and communication are necessary to the learning culture.

IV. Describe the specific accomplishments and increases in productivity expected from this initiative/project and how results will be measured or evaluated.

Faculty will be able to more proficiently and professionally process documents, presentations, etc. Further, the chairperson and traveling faculty will be better able to communicate with the home Department.

V. Provide a listing of all incremental funds requested by the following categories:

*(Double-click to edit Microsoft Office Excel worksheet.)*

Fund Type	FY2012* Increase to Base	FY2012* One-Time Request	FY2013* Increase to Base
Personnel Services			
Faculty-Tenure Track	0	0	0
Faculty-Non Tenure Track	0	0	0
Graduate Assistants	2,825	0	0
Administrative	0	0	0
Other	0	0	0
Equipment & Instructional Materials	3,600	2,200	0
Library Materials	0	0	0
Contractual Services	0	0	0
Other Operating Funds	0	0	0
<b>SUBTOTALS</b>	<b>6,425</b>	<b>2,200</b>	<b>0</b>
<b>TOTAL NEW FUNDING REQUIRED</b>	<b>8,625</b>		

\* Please indicate if new positions are to be hired in FY2012 or FY2013. Also, indicate if the FY2012 request is for one-time funding or a continuous increase to the base.

Grad Assistants (\$2,825) and Equip & Instructional Materials (\$3,600) FY 2012 are continuous increases to base.

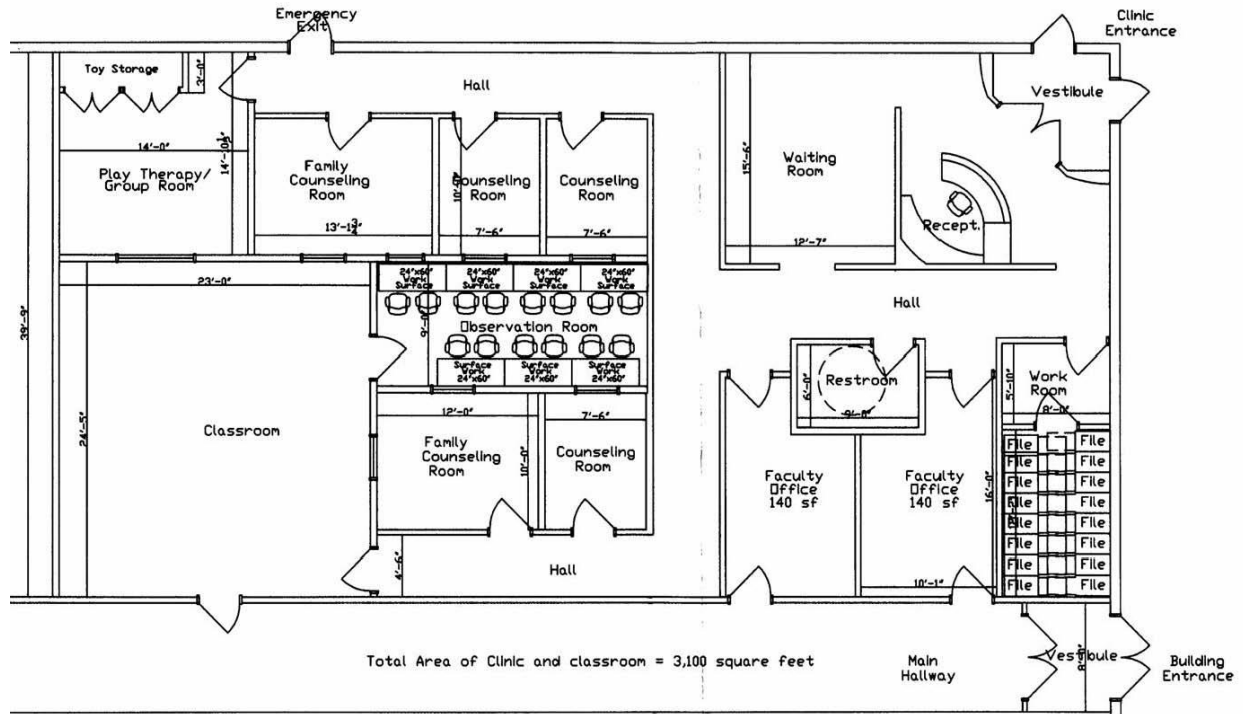
VI. Will the initiative/project be supplemented by other funds? \_\_\_ Yes \_\_x\_\_ No  
If yes, please describe:

## ATTACHMENT D

### Western Illinois University Budget Request — Facilities Over \$100,000 — FY12

- I. Unit submitting request: **Counselor Education** Priority Number \_\_\_\_\_
- II. Provide a description of the facility request and how it relates to the University’s goals, mission statement, or Strategic Plan.

The WIU-QC Counseling Center for Children, Adults, and Families will provide a clinical laboratory teaching space for CNED and its’ students. The Center will not only provide a training facility for practicum and internship students, but will also provide direct service delivery based upon a sliding fee scale to members of the community. A tentative schematic of the Center is below.



- III. Describe the specific accomplishments and increases in productivity expected from the proposed facility enhancement and how results will be measured or evaluated.

The lack of a teaching/clinical laboratory has severely limited CNED curriculum for the past two decades. While CNED has delivered in the Quad Cities for more than 20 years, the curriculum was initially structured to accommodate the lack of a lab space. This accommodation is no longer viable and this limitation was cited in the most recent CACREP-accredited report (April 2, 2009).

- IV. Please include cost estimates if they are available. **TBD.**

## ATTACHMENT E

### Western Illinois University Summary — New Requests — FY12

Unit: **CNED**

*List all funding requests in priority order. (Double-click tables to edit Microsoft Office Excel worksheets.)*

#### New Academic Degree/Option/Certificate Development

Priority Number	Title of New Program	1st Year Funding Requirements
1		0
2		0
3		0
4		0
5		0
6		0
<b>TOTALS</b>		<b>0</b>

#### New Operating/Base Resources Not Associated with New Degree/Option/Certificate Development

Priority Number	Title of Funding Request	Continous Funding (Beginning FY2012)	One-Time Funding (FY2012 only)	Continous Funding (Beginning FY2013)
1	HP Color LaserJet Enterprise CP4525dn	0	1,600	0
2	Supplement for a 12-month GA position	2,825	0	0
3	Sprint HTC EVO 4G (or similar)	3,600	600	0
4		0	0	0
5		0	0	0
6		0	0	0
<b>TOTALS</b>		<b>6,425</b>	<b>2,200</b>	<b>0</b>

#### Facilities over \$100,000

Priority Number	Title of Funding Request	Continous Funding (FY2012 only)	One-Time Funding
1	WIU-QC Counseling Center for Children, Adults, and Families	TBD	TBD
2		0	0
3		0	0
4		0	0
5		0	0
6		0	0
<b>TOTALS</b>		<b>0</b>	<b>0</b>

## Appendix

### Evaluation of Scholarly/Professional Activities – Quality and Quantity of Activity

#### Chapter/Monograph/Refereed Article Publications

- Binkley, E. E., & Parmanand, S. P. (2010). Members' experience of using music in a small group setting: A phenomenological study. *American Counseling Association Vistas*, 57, 1-10.
- Harrawood, L. K., Parmanand, S. P., Wilde, B. J. (2011). Experiencing emotion across a semester-long family role-play and reflecting team: Implications for Counselor Development. *The Family Journal*.  
DOI:10.1177/1066480710397122
- O’Ryan, L. W., & McFarland, W. P. (2010). A phenomenological exploration of the experiences of gay and lesbian couples. *Journal of Counseling and Development*, 88, 71-89.

#### Creative Activities

- Hamann, E., & McFarland, W. (July, 2010). *Three counseling approaches: One adolescent client*. Moline, Illinois.
- McFarland, W. (October, 2010). *Domestic violence between same-sex partners*. Family Resources, Davenport, IA.
- McFarland, W. (September, 2010). *Reality therapy for school counselors*. School Counselor Academy, Quad Cities.
- O’Ryan, L. (December 2010). *Narrative therapy for school counselors*. ICA Blackhawk Chapter – School Counselors Academy, Hampton, IL.
- O’Ryan, L. (March, 2010). *Aging and spirituality*. St. Edwards Church, Davenport ,IA.
- O’Ryan, L. (September, 2010). Conceptualized and co-chaired a Career info fair. Careers with the aging population. Lisle, IL.
- O’Ryan, L. (July, 2010). Organized and directed workshop. Summer celebration of membership: Live strong- Live long. IAADA. St Charles, IL.
- O’Ryan, L. (May, 2010). Chair of thesis. A counselor’s lived experience of stigmatization related to the diagnosis of a family member: A preliminary phenomenological exploration.
- O’Ryan, L. (April, 2010). Chair of thesis. Heidegger and Boss’s daseinsanalysis and integration with Taoism: A comparative and counseling perspective.

#### Conference Presentations

- Alexander-Albritton, C. (2010). Wellness reflections: Are you fostering personal wellness? *North Central Association for Counselor Education and Supervision Regional Conference*, Itasca, IL.
- Alexander-Albritton, C., Nikels, H., O’Ryan, L., & McFarland, W. (2010). Gatekeeping, retention, and professional dispositions: Strategies for success. *North Central Association for Counselor Education and Supervision Regional Conference*. Itasca, Illinois.
- Nikels, H., Duncan, K., Alexander-Albritton, C., & O’Ryan, L. (2010). How can we help: Getting yourself (and students) involved with local agencies. *North Central Association for Counselor Education and Supervision Regional Conference*, Itasca, IL.
- Parmanand, S. (2010). Faculty perception of selection criteria for counseling students. *North Central Association for Counselor Education and Supervision Conference*. Itasca, IL.

Parmanand, S., Binkley, E., & McCaughan, A. (2010). Use of technology-based supervision in the development of basic counseling skills. *North Central Association for Counselor Education and Supervision Conference*. Itasca, IL.

Parmanand, S., Binkley, E., Wilde, B., McCaughan, A., & Kleist, D. (accepted proposal to be presented March 2011). Learning through Landro-based supervision: A preliminary grounded theory. *American Counseling Association Conference*. New Orleans, LA.

International Conference Presentations

O’Ryan, L. W., & Glazier, J. (October, 2010). Second life as a pedagogical tool: Comparing the learning styles and perceptions of counselor education. *2nd Virtual Conference on Counseling*.

02.18.2011