

DELTA STATE UNIVERSITY

Unit Strategic Plan and Annual Report – Calendar Year 2015-16

Academic Unit Administrative/Support Unit

I. Unit Title: Division of Counselor Education and Psychology

School/College or University Division: College of Education and Human Sciences

Unit Administrator: Dr. Sally A. Zengaro

Program Mission:

Counseling Program Mission Statement

The faculty and staff of the Delta State University Counselor Education Program through teaching, training, supervision, and experiential activity, develop ethical, competent counselors who are prepared to work in school or community settings. Program faculty seek to foster within students a life-long disposition toward respecting, caring for, and valuing individuals in all stages of development, cultural sensitivity, continued growth and learning, interpersonal openness, and practical application of sound principles and practices in their work as professional counselors.

Psychology Program Mission Statement

The Delta State University Psychology Program consists of committed, knowledgeable, and engaging faculty who represent a diverse selection of the subfields of psychology. The Program emphasizes excellence in instruction by providing a friendly environment, small classes and opportunities for students to develop intellectually, professionally and socially. The Psychology Program encourages significant student-faculty interactions which promote intellectual, cultural, ethical, and social development, allowing students to develop the ability to respect and evaluate the thoughts of others; to develop, assess, and express their own thoughts effectively; and to use the techniques of research and performance associated with the discipline of psychology. Through challenging coursework and one-on-one empirical research opportunities with faculty, students have the opportunity to develop the skills and competence in psychology needed for post baccalaureate careers or graduate school.

II.a. Student Learning Outcomes Assessment Plan / User Outcomes Assessment Plan (*Counselor Education M.Ed. Program*)

Table I: Learner Outcomes identified for the major and for student services and support.

<p>A. Learning Outcome <i>What should a graduate in the <u>Counselor Education M.Ed.</u> major know, value, or be able to do at graduation and beyond?</i></p>	<p>B. Data Collection and Analysis <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</i></p>	<p>C. Results of Evaluation <i>What were the findings of the analysis?</i></p>	<p>D. Use of Evaluation Results <i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</i></p>
<p>MED-COU 01. Counseling students will demonstrate knowledge in the eight CACREP core areas.* SP – 1.02, 1.03, 1.05, 1.08, 2.03; QEP – 1, 3, 4</p>	<p>1. The two assessment instruments used in determining acquisition of content knowledge in the program are the CPCE (Counselor Preparation Comprehensive Exam) and the NCE (National Counselor Exam). The CPCE is offered every semester, and students are eligible to sit for the exam after taking CED 609 <i>Counseling Practicum</i> and the primary core courses. The NCE is offered each spring and fall semester, and students are eligible to</p>	<p>In recent years, the majority of students have passed the CPCE. The percentage of students who passed during fall 2015 and spring 2016 is 43%. The number passing on the retake was 57%. This is a higher percentage than the pass rate of 40% for 2014-15. Historically, the program has had a low first-time pass rate because of a culture of taking the test prematurely without sufficient review to “see what it is like,” knowing they can take it again.</p>	<p>Faculty decided in fall 2014 to move toward more face-to-face courses. While the online format may be attractive to students because of convenience, the faculty were not seeing an increase in exam pass rates. Beginning in Fall 2015, there were fewer online courses, and the first year core courses are now taught on campus. Taskstream was used for collection of assessment data. However, the program will transition to</p>

	<p>sit for the exam while they are in their last semester of coursework in the program or one year of their graduation from the program.</p> <p>2. Scores from the CPCE are generated through the Center for Credentialing in Education (CCE), an affiliate with the National Board of Certified Counselors (NBCC) which generates the scores for the NCE. The CPCE scores are generated each semester, and the NCE scores are generated twice a year in the spring and fall. The CPCE test summary provides descriptive statistical data to compare program results with national results; the NCE also has national data with comparisons with CACREP and non-CACREP programs.</p> <p>3. Data from test results are distributed to faculty for review in preparation for a discussion in a faculty meeting (or multiple</p>	<p>Thirteen students took the graduate student administration of the NCE. Seven passed and six did not for a 54% pass rate. This is a slight decrease from last year's 67% pass rate (where only three took the test with two passing). However, it is higher than the 2013-14 pass rate of 40%.</p>	<p>Supervision Assist for the 2016-17 academic year. Supervision Assist will provide comprehensive access to site placement, supervision, and document uploading. Taskstream was difficult for students to use effectively because students were not able to upload elements each semester for their portfolio. The portfolio had to be uploaded as one document at the end of their counseling coursework. In the meantime, data are kept in spreadsheets.</p> <p>To address pass rates, the faculty have created a Canvas classroom for students to prepare on the CPCE and the NCE. Faculty are also conducting two review sessions per month. Students are asked to purchase an NCE/CPCE preparation book as a text for the classes. Without requiring the test prep book, students reported they did not review for the test.</p>
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	<p>faculty meetings as needed). At these faculty meetings, strategies are developed that will help students perform better on these instruments, including program preparation workshops, professionally prepared test prep materials, and curricular changes within targeted courses.</p>		<p>There are fewer students taking the NCE than in past years, so it is difficult to make programmatic changes based on the performance of small numbers of students. However, a significant problem in the costs of the test means that some of our students will delay taking the test for the graduate administration and wait until they are closer to licensure, and this makes collecting adequate data more difficult.</p>
<p>MED-COU 02. Counseling students will be able to apply relationship building skills. Students will form a theoretical orientation while implementing basic therapeutic intervention, and forming case conceptualization.</p> <p>SP – 1.03, 1.05, 1.08; QEP – 1, 3, 4</p>	<p>Counseling students are observed closely in at least five clinical courses (CED 630 <i>Counseling Skills</i>, CED 601 <i>Counseling Theory</i>, CED 604 <i>Pre-Practicum</i>, CED 609 <i>Counseling Practicum</i>, and CED 610 <i>Clinical Mental Health Counseling Internship</i> or CED 619 <i>School Counseling Internship</i>). Documented taped session reviews in CED 630 and CED 604 and site supervisor observations</p>	<p>For 2015-16, five students did not pass CED 630; all five were dismissed from the program and will need to reapply if they want to continue. Three students did not pass CED 601. One of these students is one who also did not pass CED 630. Two students were required to repeat CED 604 because faculty determined they needed more time to develop their skills; all students passed CED 609; and all students successfully passed CED</p>	<p>Faculty members meet two times per semester to review videos of students applying relationship building skills and implementing basic therapeutic interventions. Faculty members, as well, provide supervision following each counseling session to address issues related to theoretical orientation, case conceptualization, and related issues.</p> <p>Students, following each faculty meeting to review</p>

	<p>reflected in formal evaluations serve to monitor student progress.</p>	<p>610 and CED 619.</p> <p>As a result of these requirements, over 12,000 hours of counseling services were provided to DSU students and to communities across the Delta.</p>	<p>counseling skills videos, are given the opportunity to meet with a faculty member to discuss faculty feedback.</p> <p>Following evaluation by faculty members, counseling students not meeting the expected level of performance are provided various forms of remediation by faculty via additional clients, continued supervision throughout the semester, and/or repeating the course for additional experience.</p> <p>Faculty have updated documentation and evaluations. This includes the addition of a required form in the absence of tape review in the CED 609, 610, 619 classes. This form requires either the site supervisor or the university supervisor to observe the student live and give immediate feedback. This procedure will be revised once Supervision Assist is in place because it will allow</p>
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			<p>an additional means for supplementing review without tapes.</p> <p>This multiple evaluation procedure has been determined by program faculty to be an effective process based on the performance of students.</p>
<p>MED-COU 03. Counseling students will demonstrate professional proficiencies as evaluated by core faculty members through the Professional Proficiencies Rubric. Professional proficiencies include qualities such as ability to establish cooperative relationships with others, ability to accept and implement feedback, ability to deal with conflict effectively, tolerance for differences, and proficiency in written and oral communication.</p> <p>SP – 1.05, 1.08; QEP – 1, 3</p>	<p>As part of the clinical observations (documented taped session reviews and site supervisor observations reflected in formal evaluations), faculty review and discuss student progress in the areas of professional and ethical conduct and an appreciation for diversity; multicultural issues are covered in all coursework with the foundational course as <i>CED 616 Social and Cultural Foundations</i>; experiential and didactic experiences serve to develop a disposition toward appreciating diversity.</p> <p>In addition to the above</p>	<p>Analysis of faculty and site supervisor observations indicated that all interns adequately demonstrated minimal competency in developing and demonstrating the ability to work effectively with diverse populations and exhibiting professional and ethical conduct.</p> <p>The faculty have adopted the Professional Proficiencies Rubric as a regular opportunity to evaluate students in terms of fitness for our program. As a result of this adoption, all students in both the M.Ed. and the Ed.S. program have been evaluated.</p>	<p>Faculty continue to discuss didactic and experiential activities that enhance the curriculum in student acquisition of knowledge of skills. Faculty implemented substantial revisions to the CED curriculum in 2012 reflecting the changes made in implementing the 2009 CACREP standards. Specific strategies related to this goal include intensifying the internship experience with more taped and live observations and creating more awareness in applicants for admission to the program. Where students cannot tape their interactions with clients, live observations are conducted. The didactic portion of the</p>

	<p>observations, in 2010, the counseling faculty decided to pilot a counselor dispositions rubric. This rubric has been court-tested and used for several years at the College of William & Mary in Maryland. The faculty implemented it in Spring 2011 and adopted it in Fall 2011. As a result all CED students undergo evaluation of professional dispositions twice each semester with feedback given to them either by the instructor of CED 604 <i>Counseling Pre-practicum</i> or their advisor.</p>		<p>internship is also being increased.</p> <p>In Spring 2015, the program made program adjustments to move to a cohort model with CED 600, CED 601 and CED 630 as the first semester courses. However, the faculty determined that delaying CED 601 Counseling Theory until after the first semester was better so that students had a better grasp of the profession before studying theory. Therefore, the cohort model of CED 600, CED 630, and CED 635 as the first semester courses will be used going forward. This should make the semester schedule more predictable and keep students on pace with their peers as they progress through the program.</p>
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<p>MED-COU 04. Counseling students will demonstrate an alignment with the counseling profession through proof of membership in a professional organization. Counseling students will demonstrate familiarity with research and present at professional conferences.</p> <p>SP – 1.05; QEP – 1, 3, 4</p>	<p>Students are required as part of their internship experiences (CED 610 or CED 619) to present at a professional conference. Many take the opportunity to present at the F.E. Woodall Annual Spring Conference or the state’s Mississippi Counseling Association (MCA) conference.</p>	<p>Students are observed and/or required to submit documentation of these presentations. This year, there was a large number (34) in CED 609, 610, and 619, so Flashtalks were incorporated this year. They are designed to be brief talks similar to TED talks. In 2016, 28 students presented Flashtalks. In addition, one student presented at the Mississippi Counseling Association annual meeting, and one student conducted an in-service presentation at the agency where she was working.</p>	<p>This continues to be an ongoing requirement in the program. Faculty actively recruit students to become members of state and national professional organizations (MCA, ACA).</p> <p>Students are now required to have faculty sponsors as they submit materials for consideration as presentations for professional conferences.</p> <p>Faculty decided to add poster sessions as an acceptable option during the Woodall Conference in 2013 and Flashtalks in 2016.</p>
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*Professional Identity
 Helping Relationships
 Assessment
 Group Work
 Career Development
 Human Growth and Development
 Social and Cultural Diversity
 Research and Program Evaluation

Summary Tables

Counselor Preparation Comprehensive Exam (CPCE) Pass Rates

CPCE Administration Dates	# of Students Tested	# of Students Passed	Pass Rate %
6/16	6	1	17%
4/16	7	5	71%
4/16	12	6	50%
2/16	10	1	10%
9/15	6	4	67%
6/15	10	7	70%
4/15	9	3	33%
2/15	6	0	0%
11/14	4	2	50%
10/14	7	6	86%
9/14	4	1	25%
3/14 Retest	9	7	78%
2/14	16	7	44%
10/13	3	2	67%
9/13 Retest	3	0	0%
6/13	4	3	75%
4/13	6	1	17%
12/12 Retest	1	0	0%
3/12	4	0	0%
4/12 Retest	3	3	100%
6/12	4	1	25%
8/12 Retest	4	2	50%
11/12	7	6	86%
12/11 retake	1	0	0%
10/11	10	9	90%
03/11	5	5	100%
11/10 retake	3	3	100%
11/10	9	6	66%
03/10 retake	1	1	100%
03/10	13	12	92%

10/09 (fall 09) retake	3	1	33%
10/09 (fall 09)	7	6	86%
07/09 (summer 09) retake	4	3	75%
06/09 (summer 09)	6	4	67%
04/09 (spring 09) retake	6	1	17%
03/09 (spring 09)	13	4	31%
10/08 (fall 08) retake	4	1	25%
10/08 (fall 08)	26	19	73%
4/08 (spring 08) retake	4	3	75%
3/08 (spring 08)	10	5	50%
11/07 (fall 07) retake	8	3	38%
10/07 (Fall 07)	12	1	8%
3/07 (spring 07) retake	6	3	50%
3/07 (spring 07)	10	3	30%
11/06 (fall 06) retake	5	4	80%
10/06 (fall 06)	10	7	70%

Summary of CPCE by Content Areas											
	Huma n Growt h	Social Cultura l	Helping Relation -ships	Group Work	Caree r	Appraisa l	Researc h	Professio nal/Ethics	Total	Number Passed	Numbe r
Fall 2007	9.42	8.25	9.42	8.58	8.58	8.58	9.75	9.50	72.08	1	12
Fall 2007 RT	6.63	6.63	8.13	9.88	8.63	8.25	9.13	11.25	68.50	3	8
Spring 2008	10.90	9.90	10.20	11.10	8.40	9.80	9.90	11.90	82.10	5	10
Spring 2008 RT	10.50	7.50	10.25	8.25	9.00	10.50	11.75	12.00	79.75	2	4
Summer 2008	8.00	7.00	8.33	8.33	5.00	8.67	7.67	9.33	62.33	0	3

Fall 2008	10.38	8.75	11.38	9.79	8.00	11.33	8.88	11.58	80.08	18	24
Fall 2008 RT	10.83	9.67	11.83	8.17	8.17	12.17	7.67	11.50	80.00	2	6
Spring 2009	10.64	8.45	10.55	9.09	8.27	10.73	8.27	10.45	76.45	4	11
Spring 2009 RT	9.63	7.50	11.25	9.00	7.88	10.88	8.13	10.88	75.13	1	8
Summer 2009	10.17	10.67	10.00	11.83	8.83	9.33	10.00	12.50	83.33	4	6
Summer 2009 RT	9.20	9.60	10.20	9.60	6.60	9.80	8.00	12.60	75.60	3	5
Fall 2009	10.00	11.17	9.83	12.00	8.33	9.33	9.83	13.00	83.50	4	6
Fall 2009 RT	9.00	7.33	10.33	8.00	7.67	10.00	8.67	11.33	72.33	1	3
Spring 2010	11.18	9.09	10.73	11.64	10.00	9.45	10.64	13.45	86.18	10	11
Spring 2010 RT	10.00	7.00	9.00	11.00	9.00	10.00	13.00	15.00	84.00	1	1
Fall 2010	9.56	7.78	9.67	10.44	8.44	10.89	8.11	9.89	74.78	5	9
Fall 2010 RT	12.33	8.00	10.67	10.33	10.00	8.67	11.00	11.00	82.00	3	3
Spring 2011	10.00	9.80	11.60	9.60	10.00	9.00	8.00	13.20	81.20	5	5
Fall 2011	10.80	9.50	11.10	9.80	9.80	9.40	10.90	13.50	84.80	9	10
Spring 2012	6.25	7.75	7.25	9.50	6.50	8.75	8.50	7.25	61.75	0	4
Spring 2012 RT	12.33	8.33	9.33	7.33	12.00	9.67	10.33	12.67	82.00	3	3
Summer 2012	9.00	9.50	9.50	11.75	7.50	8.25	9.75	9.00	74.25	1	4
Summer 2012 RT	8.00	9.75	8.25	11.00	9.00	8.00	9.25	10.25	73.50	2	4
Fall 2012	11.71	6.43	9.43	11.00	10.57	10.86	9.29	11.14	80.43	6	7
Spring 2012	9.83	5.17	7.17	9.33	8.83	8.83	7.33	11.67	68.17	1	6
Summer 2013 RT	9.50	7.25	7.25	9.50	9.50	10.25	8.25	8.25	74.00	2	4

Fall 2013 RT	6.00	10.00	7.67	10.33	8.67	9.00	10.67	7.00	69.33	0	3
Fall 2013 RT	6.00	11.00	9.67	11.67	9.67	9.00	7.67	11.00	75.67	2	3
Spring 2014	7.50	8.25	7.81	10.69	9.06	9.12	8.50	9.50	70.44	6	16
Spring 2014 RT	9.11	9.67	9.89	11.11	9.33	10.22	8.89	10.11	78.33	7	9
Fall 2014	7.54	9.64	9.12	11.16	9.35	9.45	8.35	10.20	75.87	15	28
Spring 2015	7.89	9.78	8.78	9.67	8.78	9.56	8.44	12.78	75.68	22	37
Summer 2015	11.1	8.2	9.7	9.6	7.5	10.4	7.5	10.4	74.4	7	10
Fall 2015	10.83	8.33	11.5	9.5	7.83	9.83	6.5	10.83	75.15	4	6
Fall RT	9.54	8.92	9.46	8.31	7.54	9.15	8.46	8.77	70.15	6	13
Spring 2016	6.6	7.9	8.3	5.5	7.2	7.9	8.7	8.3	60.4	1	10
Spring 2016 RT	8.42	9.08	8.83	8.17	8.67	9.33	9	10.42	71.92	6	12
Spring 2016 RT	8	9.43	9.43	8.29	10.29	9.57	10.29	11.29	76.57	5	7
Summer 2016	8.17	8	9.67	8.33	9	8.67	10	10.17	72	1	6
AVERAGE	9.29	8.61	9.55	9.7	8.65	9.55	9.10	10.89	75.49		

National Counselor Exam (NCE) Pass Rates

NCE Administration	# of Students Tested	# of Students Passed	Pass Rate %
2015	13	7	54%
2014	3	2	67%
2013	5	2	40%
2012	2	1	50%
2011	14	9	64%

2010	19	7	37%
2009	17	NA	NA
2008	10	3	30%
2007	15	9	60%
2006	9	4	44%
2005	7	6	86%
2004	10	8	80%
2003	8	7	88%

II.b. Student Learning Outcomes Assessment Plan / User Outcomes Assessment Plan (Ed.S. Counseling Program – School Counseling track)

Table I: Learner Outcomes identified for the major and for student services and support.

<p>A. Learning Outcome <i>What should a graduate in the <u>Ed.S. Counseling Program – School Counseling track</u> major know, value, or be able to do at graduation and beyond?</i></p>	<p>B. Data Collection and Analysis <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</i></p>	<p>C. Results of Evaluation <i>What were the findings of the analysis?</i></p>	<p>D. Use of Evaluation Results <i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</i></p>
<p>EDS-COU 01. Content and Pedagogical Content Knowledge: Demonstrate mastery of the prior knowledge needed to be successful in Ed.S. program. SP – 2.01</p>	<p>The application process for the Ed.S. in counseling – school track includes:</p> <ol style="list-style-type: none"> 1. Students are currently employed as school counselors and have at least two years’ experience. 2. Students must pass 	<p>In 2015-16, six students were admitted for the Ed.S. program. They began with two core courses. These students met all the prerequisites and came highly recommended. There were eight Ed.S. graduates in 2015-16.</p>	<p>The core courses are entirely online, and thus it has enabled recruitment from across the state. Using students who are working as school counselors, through both asynchronous and synchronous class meetings, students have</p>

	<p>a writing proficiency test and submit a writing sample to be evaluated by the faculty.</p> <p>3. Students must secure at least three letters of recommendation.</p> <p>The CED faculty will decide collectively on students to be admitted to the program based on writing samples and recommendations.</p>		<p>established a learning environment that includes in-depth instruction as well as peer-supervision. Faculty will continue this model in 2016-17.</p>
<p>EDS-COU 02. Program Specific Content: Students will demonstrate detailed knowledge of the ASCA School Counseling model.</p> <p>SP – 1.03, 1.05, 1.06</p>	<p>Students will demonstrate detailed knowledge of the ASCA school model and the supporting science behind the development of that model. Students will apply the model to their specific school counseling sites and determine the strengths and deficits of their programs. Students will develop a plan for implementation of an enhancement to their program and will acquire consent/cooperation from stakeholders in the school community. This process will be documented in a paper submitted at the end of</p>	<p>During 2015-16, students submitted six manuscripts proposing research and program enhancement.</p> <p>Evaluations of research project proposals in both core classes (CED 717 <i>Advanced School Counseling</i> and CED 735 <i>Advanced Counseling Research Methods</i>) showed that all students were successfully viewing program enhancement through the lens of the ASCA Model. In particular, three major</p>	<p>Faculty have noticed research proposals and program enhancements have become more focused with subsequent cohorts.</p> <p>Taskstream and Canvas have been utilized for students to upload papers. This is a better solution for keeping and assessing student data.</p>

	<p>CED 717 <i>Advanced Foundations of School Counseling</i> that includes necessary steps and citations from the literature supporting the enhancement.</p>	<p>course assignments involve using the ASCA model to assess their individual programs.</p>	
<p>EDS-COU 03. Advanced Counseling Skills and program enhancement: Demonstrate advanced skills as a counselor in the current place of counseling practice. Advanced skills include additional knowledge and counseling techniques beyond the master's degree. Implement the enhancement plan created in CED 717 Advanced School Counseling.</p> <p>SP – 1.03, 1.05, 1.06</p>	<p>Advanced counseling practicum and internship are times when students are under DSU faculty supervision. Faculty form collaborative consulting relationships with these students to encourage professional growth and assess the students' application of advanced knowledge and skills in the workplace and in the university classroom. In addition, the student will implement the plan created in CED 717 and will document the installation, maintenance and results of the enhancement with suitable evaluation techniques.</p> <p>Students will receive supervision from DSU faculty who will evaluate advanced skills. In addition, students will complete the paper started in CED 717 showing implementation and results as</p>	<p>The major benchmarks for this goal lie in CED 758 <i>Advanced Counseling Practicum</i> and CED 790 <i>Theories of Counseling Supervision</i>. These classes are part of the second half of the core EDS classes.</p> <p>During 2015-16, students submitted seven manuscripts proposing research and program enhancement. All students passed their counseling practica.</p> <p>Evaluations of examinations and research project proposals in both core classes (CED 717 and CE 735) showed that students were viewing program enhancement through the lens of the ASCA model.</p>	<p>As faculty teach the second portion of the core, they are discovering the changes necessary to clarify program goals and requirements for the incoming students. Primarily, helping students adopt the role of scholar-practitioner will be explained with more depth. The intent is to help these students become better program evaluators.</p> <p>One challenge to be faced is a requirement by MDE upon the local school districts. A new Professional School Counselor evaluation was created and piloted around the state during the school year. Most of the PSCs in the Delta were not trained on the evaluation due to</p>

	they have moved their campus counseling program toward the ASCA school counseling model.		training cancellations because of inclement weather. The evaluation, the M-CAR, is scheduled to go live for the 15/16 year. Most remain untrained. A training is offered in July at a cost per participant of \$50 and will be at the Beau Rivage in Biloxi, making this an unobtainable option for DSU students due to cost of training and associated travel. Faculty have adapted the program to address the M-CAR and to help students understand the process of evaluation, which should help prepare them.
<p>EDS-COU 04. Mastery of Supervision Strategies: Demonstrate knowledge and skills related to performing effective and ethical counselor supervision.</p> <p>SP – 1.03, 1.05, 1.06</p>	Students will demonstrate knowledge by passing tests within the class semester. Also students will demonstrate ability by providing tapes of counseling supervision processes (a rubric will be developed).	Students were not able to tape and submit videos that would ensure HIPAA compliance. They submit case studies in CED 790 and engage in ex-post facto supervision where they see students and then discuss the cases with the	Results of comprehensive exams for the Ed.S. for Fall 2015 and Spring 2016 continue to be excellent. Students have grown in writing ability and in the ability to conceptualize larger programmatic and school issues that impact

	<p>The instructor of record will be the primary evaluative source for this. However, the entire faculty assist in supervising counselor supervisors and will have evaluative input.</p>	<p>faculty member. All students (7) passed the course in 2015-16. All students received 100% on the case studies.</p>	<p>closing the gap on student achievement. They can speak well to their abilities regarding program evaluation and interventions. The Ed.S. program, in its encompassing nature, allows the student to build toward the comprehensive through all four core courses. The comprehensive exam is research/practice based and has worked well as a measure of professional growth.</p>
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II.c. Student Learning Outcomes Assessment Plan / User Outcomes Assessment Plan (*Ed.D.in Professional Studies – Counseling track*)

Table I: Learner Outcomes identified for the major and for student services and support.

<p>A. Learning Outcome <i>What should a graduate in the <u>Ed.D. in Professional Studies – Counseling track</u> major know, value, or be able to do at graduation and beyond?</i></p>	<p>B. Data Collection and Analysis <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</i></p>	<p>C. Results of Evaluation <i>What were the findings of the analysis?</i></p>	<p>D. Use of Evaluation Results <i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</i></p>
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<p>EDD-COU 01. Content and Pedagogical Content Knowledge: Demonstrate mastery of the prior knowledge needed to be successful in the Doctor in Education program.</p> <p>SP – 2.01</p>	<p>1. A Doctoral Admission Portfolio will be used. The portfolio will include a professional resume/vita, writing samples, personal philosophy of education/ theory of teaching and learning, self-evaluation aligned with personal and professional goals, evidence of leadership ability, and a statement of purpose for pursuing doctoral study. A 4-point rubric is used to evaluate the portfolio.</p> <p>2. The portfolio will be submitted within the first six hours in the program.</p> <p>3. Average scores and pass rate percentages will be calculated.</p>	<p>One candidate submitted a portfolio in Summer 2015 for the Ed.D. Counseling track. It was accepted. One student who had been taking coursework while working on her portfolio was denied admission. There was only one more student who continued taking three hours each semester.</p>	<p>With one student, no program changes were made. With one student, no new assessment data were collected or evaluated in order to make necessary changes.</p> <p>Efforts to recruit more qualified students for the Counseling Track of the Ed.D. program resulted in three applicants to the program in 2014-15 who took courses in the spring while working on their portfolios. Two students were subsequently admitted while one was denied admission due to her GRE score. There are no plans to admit anyone else until a cohort forms.</p>
<p>EDD-COU 02. Program Specific Content: Demonstrate mastery of the knowledge associated with content in Counselor Education.</p> <p>SP – 1.03, 1.05, 1.08</p>	<p>1. Comprehensive Examinations: Comps will be taken at the end of the program by all candidates and must be passed in order to register for ELR 888 (<i>Dissertation Seminar</i>). They will be divided into 3</p>	<p>One counseling student took comprehensive exams in this reporting period and passed to become ABD.</p>	<p>Since only one student took comprehensive exams, no program changes were made. Program evaluations will be more appropriate when more students take comps.</p>

	<p>sections: research, curriculum, and supervision and based upon the core program courses and scored by program faculty.</p> <p>2. Results will be compiled and analyzed by program faculty and reported to the Unit Assessment Director and the NCATE Coordinator annually.</p> <p>3. Results will be analyzed by program faculty by section and overall scores and trends are identified.</p>		<p>Efforts to recruit more qualified students for the counseling track of the Ed.D. program have been suspended.</p> <p>Faculty have explored online/hybrid delivery methods for the program in order to better market the program to nontraditional students.</p> <p>The initiation of the Ed.S. program has created a better pipeline for more students to enter the counseling track of the Ed.D.</p>
<p>EDD-COU 03. Advanced Counseling Skills: Demonstrate advanced skills as a counselor in the current place of counseling practice. Advanced skills include additional knowledge and counseling techniques beyond the master's degree.</p> <p>SP – 1.05, 1.08</p>	<p>Advanced counseling practicum and internship are times when students are under DSU faculty supervision. Faculty form collaborative consulting relationships with these students to encourage professional growth and assess the students' application of advanced knowledge and skills in the</p>	<p>There were two students in the Advanced Counseling Practicum and Internship Classes for the Ed.D. during the 2015-16 year.</p>	<p>There are evaluative efforts and changes occurring in both the M.Ed. and the Ed.S. programs that have impacted the Ed.D. experiential classes. However, only one student was enrolled in each course, so program evaluation is difficult to conduct based on one person.</p>

	workplace and in the university classroom.		Two counseling track Ed.D. courses were offered in this reporting period. The courses were offered Spring 2016 and were stacked with other courses to make a full load. No other program changes occurred because of the low number of students.
<p>EDD-COU 04. Mastery of research techniques and academic writing (dissertation): Demonstrate the ability to create a research question relevant to the counseling literature; design the appropriate research methodology; collect and analyze the data; and, report the findings in a manner conducive to enhancing the counseling literature.</p> <p>SP – 1.03, 1.05, 1.06</p>	Students will complete the dissertation. Starting the dissertation process in ELR 888, students will work with faculty to complete a meaningful research project that will contribute to the counseling literature.	Currently, there are three counseling students in various stages of the process. One student awaits comprehensive exams, but has not responded to repeated inquiries about taking comprehensive exams. One expects to defend soon.	<p>Students have been assigned committees and are expected to interact with their chair and committee.</p> <p>Efforts to recruit qualified students for the counseling track of the Ed.D. program have been suspended because of low enrollment in the program.</p>

II.d. Student Learning Outcomes Assessment Plan / User Outcomes Assessment Plan (*Psychology B.A. Program*)

Table I: Learner Outcomes identified for the major and for student services and support.

Note – The Psychology Program Curriculum Committee discontinued the use of the GRE to assess student progress. As of Spring 2010, the Major Field Test in Psychology (MFT PSY) has been used to assess students in PSY 490 (Senior Seminar). The MFT PSY assessment is more accessible (i.e., administered online at DSU) and is a more precise and useful indicator because sub-scores and assessment indicators for different areas of psychology are provided and compared to national data.

<p>A. Learning Outcome <i>What should a graduate in the</i> <u><i>Psychology</i></u> <u><i>B.A.</i></u> <i>major know, value, or be able to do at graduation and beyond?</i></p>	<p>B. Data Collection and Analysis <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</i></p>	<p>C. Results of Evaluation <i>What were the findings of the analysis?</i></p>	<p>D. Use of Evaluation Results <i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</i></p>
<p>BA-PSY 01. Students will recognize and apply terminology of the major</p>	<p>Course assessments in PSY 402 <i>Learning and Cognition</i> (a core course)</p>	<p><u>PSY 402 Learning and Cognition Course Assessment Data</u> PSY 402 <i>Learning and Cognition</i> assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from Spring 2011 to Spring 2015 are reported below. In Spring 2015, the format was changed from quizzes and tests to frequent reflection papers and a research paper. Those class averages are listed first followed by the assessments from the</p>	<p>Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and</p>

<p>concepts and theories in learning and cognition.</p> <p>SP – 1.02, 1.03, 1.05, 1.08 QEP – 1, 3, 4</p>	<p>and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 Senior Seminar [a core course]) are used to measure student learning in the area of learning and cognition.</p>	previous years.						<p>in specific courses in order to increase student learning.</p> <p>Spring 2015, the assessments for PSY 402 were changed to written papers instead of tests and quizzes.</p> <p>There is ongoing discussion about whether the core is meeting the needs of students. Faculty will propose a change to the curriculum to have core areas instead of courses and require a balance of courses along with any electives.</p>	
	<p>PSY 402 Learning and Cognition course assessments are conducted through reflection papers (RP), student-led discussions, and a term paper. Average scores were recorded.</p>								
		S15 F 15							
		RP 1	75.00	73					
		RP 2	84.38	92					
		RP 3	70.83	78					
		RP 4	87.50	79					
		RP 5	59.38	69					
		RP 6	84.38	77					
		RP 7	78.13	67					
		RP 8	50.00	69					
		RP 9	87.50	92					
		RP 10	81.25	63					
		RP 11	83.85	79					
		RP 12	68.63	90					
		RP 13	79.90	72					
		RP 14	78.92	73					
		RP 15	76.47	73					
		Student-Led Discussion	85.38	79					
		Term Paper	80.00	75					
		<u>S11</u>	<u>F11</u>	<u>S12</u>	<u>F12</u>	<u>S13</u>	<u>S14</u>		
	Quizzes	NA	NA	NA	0.79	0.81	0.74		
	Test 1	0.82	0.74	0.82	0.87	0.84	0.73		

PSY 490 (Senior Seminar) Capstone Course Assessment: MFT PSY assessment indicator for Memory and Cognition	Test 2	0.83	0.97	0.83	0.89	0.85	0.75	
	Test 3	NA	NA	NA	NA	NA	0.73	
	Test 4	NA	NA	NA	NA	NA	0.71	
	FE	0.83	0.86	0.82	0.74	0.83	0.73	
	RP 1	0.8	0.72	0.81	0.69	0.72	0.63	
	Rp 2	NA	0.77	NA	0.72	0.67	NA	
	Rp 3	NA	NA	NA	0.74	0.78	NA	
	Rp 4	NA	NA	NA	0.78	0.86	NA	
	<p><u>MFT PSY Assessment Data</u></p> <p>MFT PSY Assessment Subscale (Mean Percent Correct based on 12 students) for Learning, Memory and Cognition = 56 (national average = 56). This represents no change in the score from 2015 to 2016. In 2013, the national average was 43.7, and DSU students were 6 points below the national average, although there was a 3-point improvement from 2012 to 2013. In 2014, students were 5.7 points below the national average. In 2016, students were even with the national average. In 2015, students were 2.4 points above the national mean. The 2015 and 2016 scores represent an important trend from 2013.</p> <p>National average is based on 221 institutions and 6,302 examinees taking the test from September 2014 to June 2015.</p> <p>Note - Average TOTAL MFT PSY Scaled Score: 12 PSY students = 153 out of a possible 200. The national average is 156 out of 200. DSU students improved .3 points over last year's score. DSU students scored 6 points higher than the national average in 2013 and 3.6 points higher in 2014. The scores have remained relatively stable compared to 2014 when the mean score was 153.6. The MFT was also reconfigured in 2014, making it difficult to compare scores with versions prior to 2014. Two area assessment subscales on the MFT PSY (i.e., measurement/methodology, clinical and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. However, the sub-scores from these areas may adversely affect the total MFT PSY score.</p>							

		Note – Course grade and standardized test (MFT PSY) score distributions indicate that there is a correlation between PSY GPA and MFT PSY scores. However, only four students scored below the national average. Seven students scored above the national average, and one scored at the national average (156). There were two more students who placed at or above the national average than last year, when six students scored above the national average (155 for 2015). The highest score was 174 in 2016 (95 th percentile).																																																																							
BA-PSY 02. Students will recognize and apply terminology of the major concepts and theories in biological psychology. SP – 1.02, 1.03, 1.08	Course assessments in PSY 409 <i>Biological Psychology</i> (a core course) and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 <i>Senior Seminar</i> [a core course]) are used to measure student learning in the area of biological psychology. PSY 409	<p><u>PSY 409 Biological Psychology Course Assessment Data</u></p> <p>PSY 409 <i>Biological Psychology</i> assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from Spring 2011 to Spring 2016 are reported below:</p> <table border="1"> <thead> <tr> <th>PSY 409</th> <th><u>S11</u></th> <th><u>S12</u></th> <th><u>S13</u></th> <th><u>S14</u></th> <th><u>S15</u></th> <th><u>S16</u></th> </tr> </thead> <tbody> <tr> <td>Quizzes</td> <td>NA</td> <td>NA</td> <td>0.76</td> <td>0.81</td> <td>0.89</td> <td>.86</td> </tr> <tr> <td>Test 1</td> <td>0.83</td> <td>0.8</td> <td>0.68</td> <td>0.74</td> <td>0.67</td> <td>.76</td> </tr> <tr> <td>Test 2</td> <td>0.82</td> <td>0.85</td> <td>0.76</td> <td>0.74</td> <td>0.70</td> <td>(Avg)</td> </tr> <tr> <td>Test 3</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>0.65</td> <td></td> </tr> <tr> <td>FE</td> <td>0.77</td> <td>0.72</td> <td>0.66</td> <td>0.74</td> <td>0.69</td> <td></td> </tr> <tr> <td>RP</td> <td>0.69</td> <td>0.81</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>RP</td> <td>0.71</td> <td>0.81</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Paper</td> <td>NA</td> <td>NA</td> <td>0.72</td> <td>0.86</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Mindtap</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>.90</td> </tr> </tbody> </table> <p><u>MFT PSY Assessment Data</u></p> <p>MFT PSY Subscale 2 (Mean Percent Correct based on 12 students) for Perception, Sensation and Physiology = 58 (national average = 55.9). The Subscale average in 2015 was 62. The 2016 score is 2.1 points higher than the national average, although it is somewhat lower than the score averages of 2015.</p>	PSY 409	<u>S11</u>	<u>S12</u>	<u>S13</u>	<u>S14</u>	<u>S15</u>	<u>S16</u>	Quizzes	NA	NA	0.76	0.81	0.89	.86	Test 1	0.83	0.8	0.68	0.74	0.67	.76	Test 2	0.82	0.85	0.76	0.74	0.70	(Avg)	Test 3	NA	NA	NA	NA	0.65		FE	0.77	0.72	0.66	0.74	0.69		RP	0.69	0.81	NA	NA	NA	NA	RP	0.71	0.81	NA	NA	NA	NA	Paper	NA	NA	0.72	0.86	NA	NA	Mindtap						.90	<p>Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.</p> <p>Tests are periodically revised to reflect current course content.</p> <p>Due to the six-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.</p> <p><u>PSY 409 Biological Psychology</u></p>
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	<p><i>Biological Psychology</i> course assessments are conducted through unit tests, a final exam (FE), and reflection papers (RP).</p> <p>PSY 490 (<i>Senior Seminar</i>) Capstone Course Assessment: MFT PSY assessment indicator for Sensory and Physiology.</p>	<p>National average is based on 221 institutions and 6,302 students taking the test from September 2014 to June 2015.</p> <p>Note – Mean MFT PSY Sensory and Physiology student scores are 2.1 points ABOVE the national average.</p> <p>Note - Average TOTAL MFT PSY Scaled Score: 12 PSY students = 153 out of a possible 200. The national average is 156 out of 200. DSU students improved .3 points over last year’s score. DSU students scored 6 points higher than the national average in 2013 and 3.6 points higher in 2014. The scores have remained relatively stable compared to 2014 when the mean score was 153.6. The MFT was also reconfigured in 2014, making it difficult to compare scores with versions prior to 2014. Two area assessment subscales on the MFT PSY (i.e., measurement/methodology, clinical and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. However, the sub-scores from these areas may adversely affect the total MFT PSY score.</p> <p>Note – Course grade and standardized test (MFT PSY) score distributions indicate that there is a correlation between PSY GPA and MFT PSY scores. However, only four students scored below the national average. Seven students scored above the national average, and one scored at the national average (156). There were two more students who placed at or above the national average than last year, when six students scored above the national average (155 for 2015). The highest score in 2016 was 174 (95th percentile).</p>	<p>In order to increase student learning the following were carried out in PSY 409:</p> <p>Provided systematic feedback to students on papers throughout the semester and assisted them in formulating an outline for their paper.</p> <p>Introduced detailed rubric in syllabus that listed all expected paper components and the grading scale associated with each component.</p> <p>Introduced MindTap component with Cengage.</p>															
<p>BA-PSY 03. Students will recognize and apply terminology of the major concepts and theories in</p>	<p>Course assessments in PSY 307 <i>Developmental Psychology</i> (a core course) and a standardized</p>	<p><u>PSY 307 Developmental Psychology Course Assessment Data</u></p> <p>PSY 307 course trend data based on four-unit test average:</p> <table border="0"> <tr> <td>Spring 2011</td> <td>.83</td> <td>(N= 27)</td> </tr> <tr> <td>Fall 2011</td> <td>.79</td> <td>(N = 31)</td> </tr> <tr> <td>Spring 2012</td> <td>.77</td> <td>(N = 34)</td> </tr> <tr> <td>Fall 2012</td> <td>.80.5</td> <td>(N = 26)</td> </tr> <tr> <td>Spring 2013</td> <td>.85</td> <td>(N = 21)</td> </tr> </table>	Spring 2011	.83	(N= 27)	Fall 2011	.79	(N = 31)	Spring 2012	.77	(N = 34)	Fall 2012	.80.5	(N = 26)	Spring 2013	.85	(N = 21)	<p>Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase</p>
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<p>developmental psychology.</p> <p>GE – 5 SP – 1.02, 1.03, 1.05, 1.08</p>	<p>assessment from the Major Field Test in Psychology (given in PSY 490 <i>Senior Seminar</i> [a core course]) are used to measure student learning in the area of developmental psychology.</p> <p>PSY 307 <i>Developmental Psychology</i> course assessments are conducted through four unit tests. Average proportion scores were recorded for 2011-2012.</p> <p>PSY 490 (<i>Senior Seminar</i>)</p>	<p>Fall 2013 .79 (N = 27) Spring 2014 .78 (N = 21) Fall 2014 .73 (N=25) Spring 2015 .77 (N=20) Fall 2015 .71 (N=22) Spring 2016 .75 (N=35)</p> <p><u>MFT PSY Assessment Data</u> MFT PSY Subscale 3 score (Mean Percent Correct based on 12 students) for Developmental = 49 (national average = 56.3). The scores remained the same from 2013 to 2014. The 2015 score was 50 (four points lower than the national average). In 2016, the scores are 7 points lower than the national average and one point lower than in 2015. The scores over the past several years have shown a drop in this area.</p> <p>National average is based on 221 institutions and 6,302 students taking the test from September 2014 to June 2015.</p> <p>Note – Currently, students take PSY 307 as much as three years before taking the MFT. Some students have received credit for PSY 307 by taking CEL 300 at a community college. This along with the fact that social psychology is not a core requirement may adversely affect DSU student scores.</p> <p>Note - Average TOTAL MFT PSY Scaled Score: 12 PSY students = 153 out of a possible 200. The national average is 156 out of 200. DSU students improved .3 points over last year’s score. DSU students scored 6 points higher than the national average in 2013 and 3.6 points higher in 2014. The scores have remained relatively stable compared to 2014 when the mean score was 153.6. The MFT was also reconfigured in 2014, making it difficult to compare scores with versions prior to 2014. For many students, the social/developmental psychology score was the lowest subscore.</p> <p>Note – Course grade and standardized test (MFT PSY) score distributions indicate that there is a correlation between PSY GPA and MFT PSY scores. However, only</p>	<p>student learning.</p> <p>Tests are periodically revised to reflect current course content.</p> <p>Due to the six-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.</p> <p><u>PSY 307 Developmental Psychology</u> In response to student performance on unit tests and the MFT assessment indicator, the instructor incorporated more group work and group discussions in the course meetings. More activities were incorporated that are designed to allow students to engage in more peer-to-peer dialogue, incorporate</p>
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	<p>Capstone Course Assessment: MFT PSY assessment indicator for Developmental Psychology.</p>	<p>four students scored below the national average. Seven students scored above the national average, and one scored at the national average (156). There were two more students who placed at or above the national average than last year, when six students scored above the national average (155 for 2015). The highest score was 174 (95th percentile).</p>	<p>more real-world scenarios into the discussions, and apply more of the text information to their specific disciplinary interests.</p> <p>The faculty are using present scores to evaluate the curriculum and the present required course/elective design where students choose any electives in psychology. Students do not appear to be getting enough exposure to multiple areas in psychology.</p>
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<p>BA-PSY 04. Students will produce and interpret descriptive and inferential statistics.</p> <p>GE – 1 SP – 1.03, 1.08</p> <p>BA-PSY 05. Students will be able to demonstrate effective research design and scientific writing skills</p>	<p>Assessments of students’ abilities to produce and interpret descriptive and inferential statistics are completed in PSY 331 <i>Statistics</i> (a core course) through six tests and homework assignments.</p> <p>Course assessments in PSY 330 <i>Research Methods I</i> (formerly 102) and PSY 332 <i>Research Methods II</i></p>	<p><u>PSY 331 Statistics Assessment Data</u> PSY 331 was on a six-test system from Fall 2010 to Fall 2013. In Spring 2014, three tests were given instead of six. In 2014-15, Homework, Quizzes, Midterm and Final Exam averages are included. Course averages on each assignment are recorded beginning Fall 2011.</p> <p>Note – Previous years are reported to provide trend data.</p> <table border="1" data-bbox="625 483 1507 938"> <thead> <tr> <th>PSY 331</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <td></td> <td><u>2011/2012</u></td> <td><u>2012/2013</u></td> <td><u>F13</u></td> <td><u>S14</u></td> <td><u>2014/15</u></td> <td><u>F15</u></td> <td><u>S16</u></td> </tr> </thead> <tbody> <tr> <td>Test 1</td> <td>0.74</td> <td>0.77</td> <td>0.77</td> <td>0.84</td> <td>0.64</td> <td>0.72</td> <td>0.59</td> </tr> <tr> <td>Test 2</td> <td>0.81</td> <td>0.87</td> <td>0.80</td> <td>0.88</td> <td>NA</td> <td></td> <td></td> </tr> <tr> <td>Test 3</td> <td>0.73</td> <td>0.69</td> <td>0.84</td> <td>NA</td> <td>NA</td> <td></td> <td></td> </tr> <tr> <td>Test 4</td> <td>0.73</td> <td>0.73</td> <td>0.70</td> <td>NA</td> <td>NA</td> <td></td> <td></td> </tr> <tr> <td>Test 5</td> <td>0.78</td> <td>0.76</td> <td>0.77</td> <td>NA</td> <td>NA</td> <td></td> <td></td> </tr> <tr> <td>Test 6</td> <td>0.75</td> <td>0.76</td> <td>0.80</td> <td>0.70</td> <td>0.64</td> <td>0.73</td> <td>0.58</td> </tr> <tr> <td>Homework</td> <td>0.84</td> <td>0.82</td> <td>0.81</td> <td>0.77</td> <td>0.56</td> <td>0.71</td> <td>0.69</td> </tr> <tr> <td>Quizzes</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>0.77</td> <td>0.68</td> <td>0.68</td> <td>0.60</td> </tr> <tr> <td>Sem. Avg.</td> <td>0.77</td> <td>0.78</td> <td>0.78</td> <td>0.79</td> <td>0.70</td> <td>0.73</td> <td>0.68</td> </tr> </tbody> </table> <p><u>Research Methods Redesign</u> Grade distribution data from 2006 to 2009 compared to data from 2010 to Fall 2011 indicated that the redesign was ineffective in increasing student pass rates (pre-redesign 75% pass rate compared to post-redesign 73% pass rate). While the Spring 2012 pass rate increased to 79% and the Fall 2012 pass rate increased to 90%, the pass rate for Spring 2013 and Spring 2014 was 75%. The pass rate was 43% in Fall 2013. For Fall 2013 and Spring 2014, the courses were re-sequenced to put statistics first. The pass rate for PSY 331 for Fall 2013 was 77% and for Spring 2014, 85%. For Fall 2015, the pass rate was 80%. For Spring 2015, the pass rate was 61.3%. The pass rate was initially higher, but it has dropped. Likewise, the course average has dropped over the last two years.</p>	PSY 331									<u>2011/2012</u>	<u>2012/2013</u>	<u>F13</u>	<u>S14</u>	<u>2014/15</u>	<u>F15</u>	<u>S16</u>	Test 1	0.74	0.77	0.77	0.84	0.64	0.72	0.59	Test 2	0.81	0.87	0.80	0.88	NA			Test 3	0.73	0.69	0.84	NA	NA			Test 4	0.73	0.73	0.70	NA	NA			Test 5	0.78	0.76	0.77	NA	NA			Test 6	0.75	0.76	0.80	0.70	0.64	0.73	0.58	Homework	0.84	0.82	0.81	0.77	0.56	0.71	0.69	Quizzes	NA	NA	NA	0.77	0.68	0.68	0.60	Sem. Avg.	0.77	0.78	0.78	0.79	0.70	0.73	0.68	<p><u>PSY 331 Statistics</u> In 2014-15, the instructor included more opportunities to apply statistics to actual research situations. Additional changes: YouTube videos of instructor working out problems; use of R statistical package (previously computer packages were not used in 331); ConcepTest questions every two weeks where students worked independently in class on problems and then in groups (individual classwork was reported as new); collaborative assignments. There was an attempt to modernize the curriculum.</p> <p>In Fall 2015, the instructor was an adjunct; however, scores in the class were comparable to other sections. The pass rate</p>
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<p>using APA style which culminates in an executable research proposal.</p> <p>GE – 1 SP – 1.02, 1.03, 1.05, 1.08, 2.02, 2.03 QEP – 1, 2, 4</p>	<p>(formerly 201) (both core courses) and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 <i>Senior Seminar</i> [a core course]) are used to measure student learning in the areas of research design and writing skills.</p> <p>Detailed assessments in PSY 330 and PSY 332 were implemented in fall 2010. Comparison data was first available in spring 2012 after the redesign had</p>	<p><u>PSY 330 Research Methods I Assessment Data</u></p> <p>PSY 330 assessment trend data (i.e., unit tests, research topic proposal, annotative bibliography [Bib], rough draft [Draft], final literature review [Lit R] and final exam [FE]) for spring 2011 to spring 2015 are reported below. Over 2013-14, the course format was changed, and then it changed again in 2014-15. Both sets are listed for comparison.</p> <p>PSY 330</p> <table border="1"> <thead> <tr> <th></th> <th><u>F14</u></th> <th><u>S15</u></th> <th><u>F15</u></th> <th><u>S16</u></th> </tr> </thead> <tbody> <tr> <td>Quizzes</td> <td>58.5</td> <td>56.7</td> <td>71</td> <td>57.8</td> </tr> <tr> <td>Assn</td> <td>92.25</td> <td>73.6</td> <td>NA</td> <td>74</td> </tr> <tr> <td>Tests</td> <td>NA</td> <td>NA</td> <td>78</td> <td>NA</td> </tr> <tr> <td>Final</td> <td>NA</td> <td>NA</td> <td>78</td> <td>NA</td> </tr> <tr> <td>Paper 1</td> <td>90</td> <td>76.3</td> <td>77.9</td> <td>58</td> </tr> <tr> <td>Paper 2</td> <td>83.64</td> <td>76.6</td> <td>84.9</td> <td>55.7</td> </tr> <tr> <td>Presentation</td> <td>72.5</td> <td>77.8</td> <td>86.4</td> <td>60</td> </tr> <tr> <td>Course</td> <td>79.55</td> <td>73.6</td> <td>NA</td> <td>76</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th><u>S11</u></th> <th><u>S12</u></th> <th><u>F12</u></th> <th><u>S13</u></th> <th><u>F13</u></th> <th><u>S14</u></th> </tr> </thead> <tbody> <tr> <td>Quizzes</td> <td>NA</td> <td>NA</td> <td>0.77</td> <td>0.72</td> <td>0.65</td> <td>0.88</td> </tr> <tr> <td>Test 1</td> <td>0.76</td> <td>0.83</td> <td>0.78</td> <td>0.82</td> <td>0.70</td> <td>0.75</td> </tr> <tr> <td>Test 2</td> <td>0.83</td> <td>0.88</td> <td>0.76</td> <td>0.79</td> <td>0.72</td> <td>0.75</td> </tr> <tr> <td>Proposal</td> <td>0.62</td> <td>0.77</td> <td>0.85</td> <td>0.67</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Bib</td> <td>0.74</td> <td>0.7</td> <td>0.42</td> <td>0.7</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Draft</td> <td>0.64</td> <td>0.84</td> <td>0.72</td> <td>0.69</td> <td>0.44</td> <td>0.60</td> </tr> <tr> <td>Lit R</td> <td>0.73</td> <td>0.8</td> <td>0.81</td> <td>0.82</td> <td>0.50</td> <td>NA</td> </tr> <tr> <td>FE</td> <td>NA</td> <td>NA</td> <td>0.66</td> <td>0.85</td> <td>0.46</td> <td>NA</td> </tr> </tbody> </table> <p><u>PSY 332 Research Methods II Assessment Data</u></p>		<u>F14</u>	<u>S15</u>	<u>F15</u>	<u>S16</u>	Quizzes	58.5	56.7	71	57.8	Assn	92.25	73.6	NA	74	Tests	NA	NA	78	NA	Final	NA	NA	78	NA	Paper 1	90	76.3	77.9	58	Paper 2	83.64	76.6	84.9	55.7	Presentation	72.5	77.8	86.4	60	Course	79.55	73.6	NA	76		<u>S11</u>	<u>S12</u>	<u>F12</u>	<u>S13</u>	<u>F13</u>	<u>S14</u>	Quizzes	NA	NA	0.77	0.72	0.65	0.88	Test 1	0.76	0.83	0.78	0.82	0.70	0.75	Test 2	0.83	0.88	0.76	0.79	0.72	0.75	Proposal	0.62	0.77	0.85	0.67	NA	NA	Bib	0.74	0.7	0.42	0.7	NA	NA	Draft	0.64	0.84	0.72	0.69	0.44	0.60	Lit R	0.73	0.8	0.81	0.82	0.50	NA	FE	NA	NA	0.66	0.85	0.46	NA	<p>was also similar. Since Spring 2014, there has been a noticeable drop in PSY 331 scores from high “C” to low “C” to high “D.” Since this is a core class, there is concern that the class design or teaching methods are not accomplishing the goals of the class. Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning. The course sequence may need to be revisited.</p> <p>Tests are periodically revised to reflect current course content.</p> <p>Due to the fact that many students have limited writing skills, faculty have provided more scaffolding in</p>
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	<p>been fully implemented.</p> <p>PSY 330 and PSY 331 course assessments are conducted through tests and structured graduated writing assignments.</p> <p>PSY 490 <i>Senior Seminar</i> Assessment: MFT PSY assessment indicator for Measurement and Methodology was used to measure student learning of research design.</p> <p>Student research and</p>	<p>PSY 332 has been on the four-test system since fall 2006; however, only two tests were given in Spring 2014. There is an early-semester talk to peers designed to pressure them for the details for their project. There is also an annotated bibliography, first draft, and second draft.</p> <p>Note - 2011-2012 data are also reported to provide trend data.</p> <table border="1" data-bbox="621 446 1585 1169"> <thead> <tr> <th>PSY 332</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <td></td> <th><u>2011/2012</u></th> <th><u>2012/2013</u></th> <th><u>F13</u></th> <th><u>S14</u></th> <th><u>F14</u></th> <th><u>S15</u></th> <th><u>F15</u></th> <th><u>S16</u></th> </tr> </thead> <tbody> <tr> <td>Test 1</td> <td>0.77</td> <td>0.77</td> <td>0.84</td> <td>0.91</td> <td>0.89</td> <td>0.71</td> <td>0.58</td> <td>NA</td> </tr> <tr> <td>Test 2</td> <td>0.70</td> <td>0.77</td> <td>0.71</td> <td>0.75</td> <td>0.91</td> <td>0.64</td> <td>0.69</td> <td>NA</td> </tr> <tr> <td>Test 3</td> <td>0.81</td> <td>0.87</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Test 4</td> <td>0.79</td> <td>0.74</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Talk</td> <td>0.82</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>0.74</td> <td>0.91</td> <td>0.72</td> </tr> <tr> <td>Bib</td> <td>0.66</td> <td>0.77</td> <td>0.71</td> <td>0.62</td> <td>0.80</td> <td>0.66</td> <td>0.74</td> <td>NA</td> </tr> <tr> <td>Project planning</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1.00</td> </tr> <tr> <td>Outline</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0.84</td> </tr> <tr> <td>Draft 1</td> <td>0.65</td> <td>0.74</td> <td>NA</td> <td>0.77</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>0.62</td> </tr> <tr> <td>Draft 2</td> <td>0.8</td> <td>0.83</td> <td>NA</td> <td>0.75</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>RP</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>0.80</td> <td>0.76</td> <td>0.92</td> <td>0.79</td> </tr> <tr> <td>FE</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>0.80</td> <td>0.70</td> <td>0.82</td> <td>NA</td> </tr> <tr> <td>HW</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>0.83</td> <td>0.70</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Sem. Avg.</td> <td>0.77</td> <td>0.79</td> <td>0.78</td> <td>0.81</td> <td>NA</td> <td>NA</td> <td>0.82</td> <td>0.87</td> </tr> <tr> <td>Quiz Avg.</td> <td>NA</td> <td>0.55</td> <td>0.72</td> <td>0.77</td> <td>0.71</td> <td>0.83</td> <td>0.80</td> <td>0.68</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>MFT PSY Assessment Data</u> MFT Assessment Indicators for Measurement and Methodology (Mean Percent Correct) demonstrated an increase in 5 points from 2015 to 2016 and a 9-point improvement from 2010-2016: 2010: 44 (52 national average) 2011: 49 (52 national average)</p>	PSY 332										<u>2011/2012</u>	<u>2012/2013</u>	<u>F13</u>	<u>S14</u>	<u>F14</u>	<u>S15</u>	<u>F15</u>	<u>S16</u>	Test 1	0.77	0.77	0.84	0.91	0.89	0.71	0.58	NA	Test 2	0.70	0.77	0.71	0.75	0.91	0.64	0.69	NA	Test 3	0.81	0.87	NA	NA	NA	NA	NA	NA	Test 4	0.79	0.74	NA	NA	NA	NA	NA	NA	Talk	0.82	NA	NA	NA	NA	0.74	0.91	0.72	Bib	0.66	0.77	0.71	0.62	0.80	0.66	0.74	NA	Project planning								1.00	Outline								0.84	Draft 1	0.65	0.74	NA	0.77	NA	NA	NA	0.62	Draft 2	0.8	0.83	NA	0.75	NA	NA	NA	NA	RP	NA	NA	NA	NA	0.80	0.76	0.92	0.79	FE	NA	NA	NA	NA	0.80	0.70	0.82	NA	HW	NA	NA	NA	NA	0.83	0.70	NA	NA	Sem. Avg.	0.77	0.79	0.78	0.81	NA	NA	0.82	0.87	Quiz Avg.	NA	0.55	0.72	0.77	0.71	0.83	0.80	0.68										<p>their courses.</p> <p><u>PSY 330 Research Methods I</u> In order to increase student learning the following were carried out:</p> <p>Changed topical selections of papers to focus on topic students were interested in studying.</p> <p>Refined the structure of the writing components of the course to make the criteria for evaluation consistent across all assignments.</p> <p>Provided systematic feedback to students on papers throughout the semester.</p> <p>In addition, majors were assigned to PSY 331 before PSY 330. This would give transfer students more time in psychology</p>
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Sem. Avg.	0.77	0.79	0.78	0.81	NA	NA	0.82	0.87																																																																																																																																																													
Quiz Avg.	NA	0.55	0.72	0.77	0.71	0.83	0.80	0.68																																																																																																																																																													

	<p>presentation production was also recorded. Students incorporate conceptual learning in professional research presentations that require students to present concepts to professionals in the area of psychology.</p>	<p>2012: 45 (55 national average) 2013: 54 (55 national average) 2014: 53 (54 national average) 2015: 48 (54 national average) 2016: 53 (55.2 national average)</p> <p>National average is based on 221 institutions and 6,302 students taking the test from September 2014 to June 2015.</p> <p>Note - Average TOTAL MFT PSY Scaled Score: 12 PSY students = 153 out of a possible 200. The national average is 156 out of 200. DSU students improved .3 points over last year's score. DSU students scored 6 points higher than the national average in 2013 and 3.6 points higher in 2014. The scores have remained relatively stable compared to 2014 when the mean score was 153.6. The MFT was also reconfigured in 2014, making it difficult to compare scores with versions prior to 2014. For many students, the social/developmental psychology score was the lowest subscore.</p> <p>Note – Course grade and standardized test (MFT PSY) score distributions indicate that there is a correlation between PSY GPA and MFT PSY scores. However, only four students out of 12 scored below the national average. Seven students scored above the national average, and one scored at the national average (156). There were two more students who placed at or above the national average than last year, when six students scored above the national average (155 for 2015). The highest score this year was 174 (95th percentile).</p> <p><u>Student Research and Presentation Production</u> Psychology students conducted a good number of research projects. Five students registered for PSY 493 Independent Research. This year, seven undergraduate students attended the Southeast Psychological Association (SEPA) annual meeting and presented their perspectives on the shooting which took place at DSU.</p>	<p>courses before they had to write research proposals. The faculty felt that transfer students in particular did not have enough experience in psychology to be able to carry out research papers their first semester at DSU.</p> <p><u>PSY 332 Research Methods II</u> Several grading changes were carried out in 2014-15 and the fall of 2015:</p> <p>The annotated bibliography was reweighted from .06 to .08 and the weight of the final draft of the paper was increased by .02.</p> <p>Tests were reduced to less than .50 the final grade.</p> <p>In spring 2016, the course was further</p>
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			<p>changed to place more weight on research projects that were carried out and reported on.</p> <p><u>Research Methods</u></p> <p><u>Redesign:</u></p> <p>The redesign has been ineffective in increasing student pass rates. It was determined that students were taking PSY 330 (<i>Research Methods I</i>) too early in the course sequence to have appropriate knowledge to begin a research paper. Thus, the redesign has been recalibrated again by changing the course sequence to PSY 331 (<i>Statistics</i>) first, and then take PSY 330 and 332. Pushing PSY 330 back a semester allows students to take other topical psychology courses and learn more about psychology before taking PSY 330.</p>
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			<p>However, putting PSY 331 Statistics first has not resulted in increased pass rates in this class, and students are receiving the lowest grades historically in statistics now.</p> <p>Note – Around ten years ago PSY 493 (<i>Independent Research</i>) was developed to give students an opportunity to take a course solely devoted to conducting research and writing an APA research paper. The course was productive in the past. However, the intensive nature of the course is not conducive to an enrollment of 10 or more. As a result, due to budget constraints over the last six years, PSY 493 has not been able to be offered as part of a faculty member’s course load. Thus, PSY 493 has only been offered</p>
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			<p>sporadically to a few students over the last five years. We have seen a steady increase in enrollment in PSY 493 since more students are wanting a research-oriented course. There have been five students enrolled in each of the past two academic years in PSY 493.</p> <p>The department started a psychology stats lab with tutoring by graduate students in Spring 2014. While statistics help was specifically advertised, tutors were also available to help with writing and APA style. Increased test and homework grades were in all courses.</p>
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Summary Table

Major Field Test (MFT) in Psychology Assessment Indicators Mean Score

Year	Number of	Overall MFT	Memory and	Sensory and	Developmental	Measurement
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(spring)	Students Tested	Score (national average)	Cognition (national average)	Physiology (national average)	(national average)	and Methodology (national average)
2010	14	152 (155)	44 (48)	38 (38)	43 (46)	44 (52)
2011	20	148 (156)	47 (48)	33 (38)	38 (46)	49 (52)
2012	19	144 (156)	29 (44)	45 (49)	38 (52)	45 (55)
2013	15	150 (156)	32 (44)	51 (49)	49 (52)	54 (55)
2014	15	154 (155)	38 (44)	55 (49)	50 (51)	53 (54)
2015	14	153 (156)	46 (44)	61 (49)	48 (51)	48 (54)
2016	12	153 (156)	43 (46)	57 (54)	45 (50)	53 (55)

National average is based on 221 institutions and 6,302 students taking the test from September 2014 to June 2015.

A. Gen Ed Learning Outcomes: **Every unit that has any course in Gen Ed will complete the table with the gen ed outcome and the course information, including content for all four columns for the past year. In Compliance Assist you will create a “new item” for each outcome. Instructions for this item are in the Annual Report Guidelines (and will be similar to those used for creating the Major Learning Outcomes, except for naming)**

Table II: General Education Outcomes (as reported to the Gen Ed Committee and on the latest revised Gen Ed Matrix – attached).

Course	A. Learning Outcome <i>List every GE outcome/competency for any identified GE course(s) for your unit</i> <i>Example included below is for History, which has six courses listed, with two outcomes for each one (12 total outcomes will be needed fr HIS section).</i>	B. Data Collection & Procedures (& benchmarks) <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected.</i>	C. Results of Evaluation <i>What were the findings of the analysis?</i>	D. Use of Evaluation Results <i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning</i>

		<i>3. Explain the procedure to analyze the data.</i>		<i>outcome assessment process.</i>
PSY_101_GE_01 Critical Thinking and Inquiry	Research, analysis, problem solving, and response	<p>Specific Objectives: Solve critical thinking exercises from textbook. Recognize and describe aspects of the scientific method. Recognize or describe essential features of descriptive, correlational, and experimental research</p> <p>Content will be specifically taught in each PSY 101 (<i>General Psychology</i>) course section when covering the research methods chapter (e.g., scientific method, essential features of descriptive, correlational, experimental research).</p> <p>The competency will be specifically assessed using a uniform multiple-choice quiz in the</p>	<p>Mean percentage scores on the Outcome 01 competency quiz were: Fall 2015 = 74% (N = 195) 50 students did not pass the competency quiz with at least 75%. Spring 2016 = 79% (N = 148) 31 students did not pass the quiz with at least a 75%. Fall 2014 = 88% (N = 263) 28 students did not pass the competency quiz with at least a 75%. Spring 2015 = 70% (N = 186) 59 students did not pass the quiz with at least a 75%. Fall 2013 = 82% (N = 188) 32 students did not pass the competency quiz.</p>	<p>A uniform assessment for Outcome 01 in all PSY 101 sections was implemented in Fall 2012. The mean percentage scores for Fall 2015 and Spring 2016 indicate satisfactory attainment of the Outcome 01 competency. 75% of Fall 2015 students and 79% of Spring 2016 students passed the competency quiz. Prior semester averages are given for comparison.</p> <p>Each semester, the Psychology Program Curriculum Committee systematically tracks the assessment process and mastery/ understanding of</p>

		<p>Canvas course shells for all PSY 101 sections. Each quiz consists of 20 items. Students must obtain a score of 75% or higher to achieve satisfactory attainment (75% is a conventional criteria of competency in a content area).</p>	<p>Spring 2014 = 80% (N = 172) 48 students did not pass the competency quiz with at least 75%.</p> <p>Fall 2012 = 78% (N=168) Spring 2013 = 81% (N=110)</p>	<p>the competency.</p> <p>Faculty saw an increase in scores from fall to spring semesters. In 2015-16, there was a 6%-point increase in mastery. Faculty continue to search for ways to increase student participation in the quizzes.</p> <p>In order to increase competency scores and completion rates, the psychology faculty made the Outcome 01 competency quiz a course requirement rather than a bonus point opportunity. A increase in participation as well as scores was seen from the fall to spring semester.</p>
PSY_101_GE_05	An understanding of the	Specific Objectives:	Mean percentage	A uniform

Human Behavior and Culture	nature of individuals, societies, and the global community	<p>Recognize and describe the nature of human beings according to psychodynamic, behavioral, cognitive, or humanistic models. Understand issues in personal development and apply these to present situations.</p> <p>Content will be specifically taught in each PSY 101 course section when covering the human development chapter.</p> <p>The competency will be specifically assessed using a uniform multiple-choice quiz in the Blackboard/Canvas course shells for all PSY 101 sections. Each quiz consists of 20 items. Students must obtain a score of 75% or higher to achieve satisfactory attainment (75% is a</p>	<p>scores on the Outcome 05 competency quiz were: Fall 2015 = 78% (N = 195). 43 students did not achieve at least 75% on the competency quiz. Spring 2016 = 75% (N = 148) 37 students did not achieve at least 75% on the competency quiz. Fall 2014 = 86% (N = 263). 40 students did not achieve at least 75% on the competency quiz. Spring 2015 = 80% (N = 186) 35 students did not achieve at least 75% on the competency quiz. Fall 2013 = 80% (N = 188) 29 students did not pass the competency quiz</p>	<p>assessment for Outcome 05 in all PSY 101 sections was implemented in Fall 2012. The mean percentage scores for Fall 2015 and Spring 2016 indicate satisfactory attainment of the Outcome 05 competency.</p> <p>Each semester, the Psychology Program Curriculum Committee systematically tracks the assessment process and mastery/ understanding of the competency.</p> <p>In order to increase competency scores and completion rates, the psychology faculty have made the Outcome 05 competency quiz a</p>
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		conventional criteria of competency in a content area).	<p>with at least 75%.</p> <p>Spring 2014 = 80% (N = 172) 64 students did not pass the competency quiz with at least 75%.</p> <p>Fall 2012 = 80% (N=170) Spring 2013 = 88% (N=111)</p> <p>The average scores in fall 2013 and spring 2014 exceeded the 75% satisfactory attainment criteria.</p>	course requirement rather than a bonus point opportunity.
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III. Goals

-- For the Current Year (2016)

Division Goals (2016)

CEDP 2016_01: The division, through targeted recruitment and innovative course/program offerings, will increase overall enrollment in the undergraduate and graduate program by 1%. The division will continue to

monitor market demand and trends, and recruit strategically through the university admissions office, the community college system, and interest meetings for targeted populations. Retention efforts will focus on the advisement system, with the practice of contacting advisees to encourage them to register for courses and following up with students who did not register and providing need support. This will involve tracking student enrollment in a semester by semester practice. - Goal modified and continued from previous year.

- 1. Institutional Goal(s) supported by this goal:** SP Goals #1.03, 1.06, 2.01, & 2.02, 2.03, QEP Goal # 1, 2, 3, & 4, and COE Strategic Plan: # 3 Enrollment, Recruitment, and Retention.
- 2. Evaluation Procedure(s):** Review of enrollment from Institutional Research and Planning and retention reports. Track the number and type of productive recruitment efforts.
- 3. Actual Results of the Evaluation:** Total CED enrollment over the past three years is 260 in 2013-14, 279 in 2014-15, and 221 in 2015-16. Three-year trend data indicate that CED enrollment decreased 15% from 2013-14 to 2015-16; however, total CED enrollment has increased 21% since 2012-13, when enrollment was 182. In order help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The CED program has also refined the first two semesters of course work so that students enter with a cohort and take the same classes. The CED program also implemented an EDS counseling program which has helped increase enrollment. Even though trend data indicates that enrollment is increasing, the CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education and as students begin their practica courses. However, even though enrollment for CED appears flat from Fall 2015 to Spring 2016, this does not take into account that 15 graduated in December, so there was an increase of 16 students in from Fall 2015 to Spring 2016, although this is not as large as the December 2013 to January 2014 enrollment increase.

Total PSY enrollment over the last three years was 151 in 2012-13, 173 in 2013-14, 175 in 2014-15, and 172 in 2015-16. Three-year and two-year trend data indicate that PSY enrollment increased 14% from 2012-13 to 2015-16 and decreased 2% from 2013-14 to 2015-16. Because of a past decreasing enrollment trend, the division has engaged in more vigorous recruiting practices. In Fall 2012, the division continued an enrollment and retention plan developed by CEAC. This involves academic advisors personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. The proposal has been approved and implemented; however, no one has signed

up for any courses to date. Also, faculty have been active at all recruitment fairs on and off campus. One past trend to note is that in years when there are larger numbers of graduates, the following years often see a temporary decline in enrollment. In addition to recruiting efforts, faculty began examining curriculum in an effort to identify roadblocks to student success. Faculty have been looking at ways to make the curriculum more applied. A Certificate of Applied Industry has been added to help majors become more employable in the business field. Accomplishing the following goals will help increase enrollment by major: CEDP 2016_01, CEDP 2016_04, CEDP 2016_06, and CEDP 2016_11.

- 4. Uses of Evaluation Results:** Results are used to evaluate effective methods of recruitment in order strengthen the Counselor Education and Psychology Programs. The division works closely with the Graduate Office and Admissions to develop recruitment plans and develop retention plans through advisement and monitoring.

CEDP 2016_02: The Division will continue to implement the recommendations from the Division Data Integrity Committee concerning data integrity policy and process. In doing so, the division will be in compliance with the University’s “Data Integrity” Policy. – Goal modified and continued from previous year.

- 1. Institutional Goal(s) supported by this goal:** SP Goal # 4.10 and COE Strategic Plan: # 1 Quality.
- 2. Evaluation Procedure(s):** Maintain minutes from the Division Data Integrity Committee and agendas/sign-in sheets from training session.
- 3. Actual Results:** The division implemented a policy for managing sensitive data in accordance with the University’s “Data Integrity” Policy and integrity in data collection, analysis, and use. The policy will be maintained each semester. According to the policy, student files are to be kept in a file cabinet in a room off the main office. Advisors are to keep files in the file cabinet.
- 4. Uses of Evaluation Results:** Division capacity will be increased through effective use of data to make data-driven decisions.

Counselor Education Program Goals (2016).

CEDP 2016_03: Continue assessment and planning for ongoing CACREP and CAEP reaccreditation. Specifically, continue to implement and evaluate assessment plan submitted to CACREP after the Fall 2012 site visit.

- 1. Institutional Goal(s) supported by this goal:** SP Goals # 1.08 & 4.09, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
- 2. Evaluation Procedures:** Accreditation was certified by CACREP in spring 2013. Clear concise means of self-study through and ongoing assessment plan for both the MEd Programs and the EdS program.

3. **Actual Results** A review of Taskstream shows that most data have been collected, but students continued to struggle with the uploading of documents. Therefore, data have continued to be collected through both Taskstream and spreadsheets. Complete implementation of Taskstream has been difficult, particularly with the comprehensive assessment of the program portfolio. There is not an option to upload documents to the portfolio as they are completed in the program; students must retain them to the end of the program, and portfolios must be uploaded as one document upon completion of the program. Supervision Assist will assist in the collection of data for the portfolio because it is also a central repository for portfolios in addition to being a central repository for verification of field experiences.
4. **Use of Evaluation Results:** Reports are available for program evaluation by program faculty, DSU administration, and outside stakeholders. Faculty continue to gather data and report in Taskstream, Canvas, and to the Program Coordinator and Division Chair.

CEDP 2016_04: Program faculty matriculate students through the Ed.S. in Counseling with school concentration. Program Enhancement and Evaluation.

1. **Institutional Goal(s) supported by this goal:** SP Goals # 1.08, 2.01, & 2.04, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality and # 3 Enrollment, Recruitment, and Retention.
2. **Evaluation Procedure(s):** Course curriculum, admissions process, and enrollment
3. **Actual Results:** The goal was to continue populating the Ed.S. program with cohorts of 10 to 12 students taking the four core courses. During 2014-15, four students were admitted to courses in the fall, and six were admitted in the spring. In order to maximize faculty efforts, the decision was made to accept students only during fall enrollment. This meant that six continued in Fall 2015, but no new students were admitted in the spring so that the Fall 2016 class would be large enough for faculty to teach without having small loads or stacking classes. The Fall 2016 class is already 50% larger than Fall 2014.
4. **Uses of Results:** Faculty meeting minutes and data collected in databases and on Taskstream reflect discussions to enhancement program enrollment. These discussions resulted in the change to admitting students once a year so that classes would be large enough to sustain the program. Program projects continue to show success in meeting learning objectives in transforming schools.

CEDP 2016_05: Program faculty will continue to engage in regular discussions about current research and publication efforts including but not limited to: Journal article submissions and potential submissions, conference presentations, book chapters, and involvement of students in scholarly efforts. – Goal continued and modified from previous year.

1. **Institutional Goal(s):** SP Goal # 3.09, QEP Goals # 1 & 3, and COE Strategic Plan: # 1 Quality, # 2 Research, and # 5 Identity.
2. **Evaluation Procedures:** Minutes of bi-weekly faculty meetings, presentations, and publication submissions.
3. **Actual Results:** Faculty were involved in 20 publications and presentations. Drs. Beals, Westfall, and Zengaro had a joint presentation at the Southeastern Psychological Association with several psychology students. Dr. Pannel successfully defended her dissertation Spring 2016.
4. **Uses of Results:** The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts.

CEDP 2016_06: Program faculty will review at least two more courses that are suitable for hybrid or fully online offerings and will have syllabi and peer-review for offerings in coming semesters. The program will consider a marketable alternative hybrid program as it continues to grow in online technology.

1. **Institutional Goals:** SP Goals # 1.08, 2.01, & 5.01, QEP Goal # 2, and COE Strategic Plan: # 3 Enrollment, Recruitment, and Retention.
2. **Evaluation Procedures:** Scheduling and review of at least two hybrid or on-line courses.
3. **Actual Results:** Faculty offered two fewer online options Fall 2015 compared with Fall 2014. There was concern among Counselor Education faculty that increased online course offerings would not only represent a major program change for CACREP but also would dilute the quality of the program since faculty would have fewer opportunities to physically see students in their classrooms.
4. **Uses of Results:** While more master's courses will not be moved online, EDS courses are online. Increased recruitment for the EDS will emphasize online options for this degree.

CEDP 2016_07: Program faculty will assist in working with Dr. Mistie Barnes to implement a Play Therapy Community Counseling Center.

1. **Institutional Goal(s) supported by this goal:** SP Goals # 4.03 & 5.06, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
2. **Evaluation Procedure(s):** The number of counseling hours provided to community children and their families in the play therapy counseling center.
3. **Actual Results:** Counseling interns will complete hours sufficient for their community counseling internship requirements which will provide at least 480 hours of direct services to Delta children, families, and individuals. The division did not apply for grant funds to establish a community counseling center; however, counselor education faculty continue to have an increased role in supervising interns in the play therapy center.

4. **Uses of Evaluation Results:** The ongoing establishment of a funded community counseling facility serving the children, and the families of the Delta region.

CEDP 2016_08: Hire, train, and support three new CED faculty to replace faculty departing Fall 2014 and Spring 2015.

1. **Institutional Goal(s) supported by this goal:** SP Goal # 3.01, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
2. **Evaluation Procedure(s):** Course evaluations, in-class chair observations, annual chair evaluations, weekly meetings with program coordinator, and mentorship meetings with division chair.
3. **Actual Results of the Evaluation:** Three new faculty members were hired for Fall 2015. They have become fully integrated and supported members of the program faculty.
4. **Use of Evaluation Results:** Experienced faculty continue to develop and support the newly hired program faculty. New faculty were mentored through the COEHS and the division.

Psychology Program Goals (2016)

PSY 2016_09: Continue the process of assessing the Research Methods Redesign. The redesign will be recalibrated by changing the course sequence of PSY 330, 331, and 332. PSY 331 (Statistics) will be offered at the beginning of the sequence in order to allow students to take more topical psychology courses to learn more about psychology before being required to initiate a research proposal in PSY 330 (Research Methods I). – Goal modified and continued from previous year.

1. **Institutional Goal(s) supported by this goal:** SP Goals # 1.08, 2.02, & 2.03, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
2. **Evaluation Procedure(s):** Grade distributions of PSY 332 in fall 2013, spring 2014, fall 2014, spring 2015, and fall 2015 spring 2016 as compared to previous semesters.
3. **Actual Results:** The PSY program recommended using Statistics at the beginning of the sequence. The redesign implemented in fall 2010 was recalibrated fall 2014. It was predicted that it will be a year and a half until representative comparative data are available. However, at the moment, there does not appear to be a clear pathway for student success. The overall grades in the last course in the sequence (PSY 332) have increased as well as have the scores on the Methodology portion of the MFT (an increase of nine points in six years). However, the grades on both PSY 330 and PSY 331 have declined over the past three years. The grades in PSY 331 have gone from 79% in 2013-14 to 0.68 in 2015-16. The grades in PSY 330 have decreased from 80% to 76% from 2014-15 to 2015-16.

4. **Uses of Evaluation Results:** The Psychology Curriculum Committee is continuing to examine ways to improve performance in these classes since they are a required core to other courses.

PSY 2016_10: PSY Program faculty will engage in regular discussions about current research and publication efforts, including but not limited to: Journal article submissions and potential submissions, conference presentations, book chapters, and involvement of students in scholarly efforts. – Goal continued from previous year.

1. **Institutional Goal(s):** SP Goal # 3.09, QEP Goals # 1 & 3, and COE Strategic Plan: # 1 Quality, # 2 Research, and # 5 Identity.
2. **Evaluation Procedures:** Minutes of faculty meetings, presentations, and publication submissions.
3. **Actual Results:** Psychology faculty had a total of 12 presentations and publications for the academic year.
4. **Uses of Results:** The program continues to encourage student participation in research through courses and independent research.

PSY 2016_11: Implement one new certificate or concentration for students majoring in psychology.

5. **Institutional Goal(s) supported by this goal:** SP Goals # 1.08, 2.01, & 5.01, QEP Goal # 2, and COE Strategic Plan: # 3 Enrollment, Recruitment, and Retention.
6. **Evaluation Procedure(s):** New certificate appears in course catalog.
7. **Results of the Evaluation:** The psychology presented and received approval for the certificate in Applied Psychology of Industry.
8. **Use of Evaluation Results:** Faculty continue to examine career paths for students receiving a B.A. in psychology.

For Coming Year(s) (2017)

Division Goals (2017)

CEDP 2017_01: The division, through targeted recruitment and innovative course/program offerings, will increase overall enrollment in the undergraduate and graduate program by 1%. The division will continue to monitor market demand and trends, and recruit strategically through the university admissions office, the community college system, and interest meetings for targeted populations. Retention efforts will focus on the advisement system, with the practice of contacting advisees to encourage them to register for courses and following up with students who did not register and providing need support. This will involve tracking student enrollment in a semester by semester practice. - Goal modified and continued from previous year.

1. **Institutional Goal(s) supported by this goal:** SP Goals #1.03, 1.06, 2.01, & 2.02, 2.03, QEP Goal # 1, 2, 3, & 4, and COE Strategic Plan: # 3 Enrollment, Recruitment, and Retention.
2. **Evaluation Procedure(s):** Review of enrollment from Institutional Research and Planning and retention reports. Track the number and type of productive recruitment efforts.
3. **Expected Results:** Enrollment and retention will increase.
4. **Anticipated/Intended Uses of Evaluation Results:** Results will be used to evaluate effective methods of recruitment in order strengthen the Counselor Education and Psychology Programs. The division will work closely with the Graduate Office and Admissions to develop recruitment plans and develop retention plans through advisement and monitoring.

CEDP 2017_02: The Division will continue to implement the recommendations from the Division Data Integrity Committee concerning data integrity policy and process. In doing so, the division will be in compliance with the University’s “Data Integrity” Policy. – Goal modified and continued from previous year.

1. **Institutional Goal(s) supported by this goal:** SP Goal # 4.10 and COE Strategic Plan: # 1 Quality.
2. **Evaluation Procedure(s):** Maintain minutes from the Division Data Integrity Committee and agendas/sign-in sheets from training session.
3. **Expected Results:** The division will be in compliance with the University’s “Data Integrity” Policy and integrity in data collection, analysis, and use will increase and be maintained.
4. **Anticipated/Intended Uses of Evaluation Results:** Division capacity will be increased through effective use of data to make date-driven decisions.

Counselor Education Program Goals (2017).

CEDP 2017_03: Continue assessment and planning for ongoing CACREP and CAEP reaccreditation. Specifically, continue to implement and evaluate assessment plan submitted to CACREP after the Fall 2012 site visit.

1. **Institutional Goal(s) supported by this goal:** SP Goals # 1.08 & 4.09, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
2. **Evaluation Procedures:** Accreditation was certified by CACREP in spring 2013. Clear concise means of self-study through and ongoing assessment plan for both the M.Ed. Programs and the Ed.S. program.
3. **Expected Results** A complete review of syllabi and implementation of appropriate databases, TaskStream, and Supervision Assist that shows adequate data collection. Analysis of available data toward an enhanced learning environment. Supervision Assist will assist in the collection of data for the portfolio because it is also a central repository for portfolios in addition to being a central repository for verification of field experiences.

4. **Anticipated/Intended Use of Evaluation Results:** Reports are available for program evaluation by program faculty, DSU administration, and outside stakeholders. Faculty will continue to gather data and report in Taskstream, Canvas, and to the Program Coordinator and Division Chair.

CEDP 2017_04: Program faculty matriculate students through the Ed.S. in Counseling with school concentration. Program Enhancement and Evaluation.

1. **Institutional Goal(s) supported by this goal:** SP Goals # 1.08, 2.01, & 2.04, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality and # 3 Enrollment, Recruitment, and Retention.
2. **Evaluation Procedure(s):** Course curriculum, admissions process, and enrollment
3. **Expected Results:** The goal was to continue populating the Ed.S. program with cohorts of 8 to 10 students taking the four core courses. Program faculty in concert with other counselor education faculty will evaluate program outcomes and teaching methods in order to enhance student learning and practicum experiences.
4. **Anticipated/Intended Uses of Results:** Faculty meeting minutes and data collected in databases and on Taskstream will reflect discussion to enhancement program enrollment. Program projects will continue to show success in meeting learning objectives in transforming schools.

CEDP 2017_05: Program faculty will continue to engage in regular discussions about current research and publication efforts including but not limited to: Journal article submissions and potential submissions, conference presentations, book chapters, and involvement of students in scholarly efforts. – Goal continued and modified from previous year.

1. **Institutional Goal(s):** SP Goal # 3.09, QEP Goals # 1 & 3, and COE Strategic Plan: # 1 Quality, # 2 Research, and # 5 Identity.
2. **Evaluation Procedures:** Minutes of bi-weekly faculty meetings, presentations, and publication submissions.
3. **Expected Results:** There will be an increase in submissions of journal articles and presentations. There will be evidence of student involvement in faculty scholarship.
4. **Anticipated/Intended Uses of Results:** The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts.

Psychology Program Goals (2017)

CEDP 2017_06: Continue the process of assessing the Research Methods Redesign. The redesign will be recalibrated by changing the course sequence of PSY 330, 331, and 332. PSY 331 (Statistics) will be offered at the beginning of the sequence in order to allow students to take more topical psychology courses to learn more

about psychology before being required to initiate a research proposal in PSY 330 (Research Methods I). – Goal modified and continued from previous year.

- 1. Institutional Goal(s) supported by this goal:** SP Goals # 1.08, 2.02, & 2.03, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
- 2. Evaluation Procedure(s):** Grade distributions of PSY 332 in fall 2013, spring 2014, fall 2014, spring 2015, and fall 2015 spring 2016 as compared to previous semesters.
- 3. Expected Results:** The PSY program and curriculum will become stronger and more organized. The redesign implemented in fall 2010 was recalibrated fall 2014. Since the three courses have a prerequisite sequence, it will be a year and a half until representative comparative data are available.
- 4. Anticipated/Intended Uses of Evaluation Results:** Results will be used to modify the curriculum and psychology program in the future.

CEDP 2017_07: PSY Program faculty will engage in regular discussions about current research and publication efforts, including but not limited to: Journal article submissions and potential submissions, conference presentations, book chapters, and involvement of students in scholarly efforts. – Goal continued from previous year.

- 1. Institutional Goal(s):** SP Goal # 3.09, QEP Goals # 1 & 3, and COE Strategic Plan: # 1 Quality, # 2 Research, and # 5 Identity.
- 2. Evaluation Procedures:** Minutes of faculty meetings, presentations, and publication submissions.
- 3. Expected Results:** There will be an increase in submissions of journal articles and presentations. There will be evidence of students engaging in faculty-mentored research.
- 4. Anticipated/Intended Uses of Results:** The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts.

PSY 2017_8: Implement academic and career pathways for students majoring in psychology.

- 1. Institutional Goal(s) supported by this goal:** SP Goals # 1.08, 2.01, & 5.01, QEP Goal # 2, and COE Strategic Plan: # 3 Enrollment, Recruitment, and Retention.
- 2. Evaluation Procedure(s):** Course evaluations, in-class chair observations, annual chair evaluations, weekly meetings with program coordinator, and mentorship meetings with division chair.
- 3. Expected Results of the Evaluation:** One new faculty member will begin in fall 2014 and become fully integrated and supported member of the program faculty.
- 4. Anticipated/Intended Use of Evaluation Results:** Continue to develop and strengthen the program faculty. Continue to improve all PSY faculty in teaching, scholarship, and service.

IV. Data and Information for Department:

Brief Description and/or Narrative of programmatic scope:

Counselor Education Program

The Counselor Education graduate program offers a Master of Education degree in Counseling with two tracks: School Counseling and Clinical Mental Health Counseling. An Ed.S. in Counseling with a School Counseling concentration and Ed.D. degree in Professional Studies with an area of concentration in Counseling are also offered. The Counselor Education graduate program emphasizes excellence in instruction by providing a friendly environment, small classes and opportunities for students to develop intellectually, professionally and socially. Faculty provide a rich experiential base with an exposure to a wide variety of client populations and creative teaching environments. Students develop competence in all essential aspects of professional counseling and specialization in their particular fields of interest.

Psychology Program

The Psychology undergraduate program offers a Bachelor of Arts degree in Psychology. The Psychology undergraduate program consists of committed, knowledgeable, and engaging faculty who represent a diverse selection of the subfields of psychology. Through course work and one-on-one research opportunities with faculty, students have the opportunity to develop the skills and competence in psychology needed for graduate school or post baccalaureate employment.

Comparative Data (enrollment, CHP, majors, graduation rates, etc.). Add all Strategic Plan indicators as applicable to your unit (identify them with SP goal numbers).

Comparison of Enrollment by Major

	2005 - 2006			2007-2008		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	NA	120	120	60	101	101
PSY	NA	76	76			
Total	NA	196	196			
	2006-2007			2007-2008		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	78	125	120	60	101	101

PSY	28	97	76	30	105	83
Total	106	222	196	90	206	184
	2008-2009			2009-2010		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	55	82	80	46	64	61
PSY	29	84	77	24	71	70
Total	84	166	157	70	135	131
	2010-2011			2011-2012		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	33	64	58	29	75	66
PSY	29	92	83	34	83	75
Total	62	156	141	63	158	141
	2012-2013			2013-2014		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	41	67	74	62	92	106
PSY	31	69	51	18	79	76
Total	72	136	125	80	171	182
	2014-2015			2015-2016		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	63	92	92	56	82	83
PSY	15	80	76	22	74	76
Total	78	172	168	78	156	159

Note—Total CED enrollment over the past three years was 260 in 2013-14, 247 in 2014-15, and 221 in 2015-16. Three-year and one-year trend data indicate that CED enrollment decreased 15% from 2013-14 to 2015-16 and decreased 11% by from 2014-15 to 2015-16. However, the present enrollment represents a 21% increase from 2012-13. There has been sustained increased enrollment since 2012-13, although the present trend is a slow decrease. In order help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The CED program also implemented an EDS counseling program which has helped increase enrollment. CED program faculty changed to a cohort design for the master's and Ed.S. so that first-year students take

the same classes. This helps create a cohort atmosphere among students and makes the semester schedule more predictable for faculty and administration. The CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education. However, even though enrollment for CED appears flat from Fall 2015 to Spring 2016, this does not take into account that 15 graduated in December, so there was an increase of 16 students in from Fall 2015 to Spring 2016, although this is not as large as the December 2013 to January 2014 enrollment increase.

Note—Total PSY enrollment over the last three years was 173 in 2013-14, 171 in 2014-15, 172 in 2015-16. Three-year and two-year trend data indicate that PSY enrollment has remained steady. There is less than a 1% decrease in enrollment from 2013-14 and a .6% increase from 2014-15 to 2015-16. Because of a sharp enrollment decline from 2011-12 to 2012-13, the division has engaged in more vigorous recruiting practices. In Fall 2012, the division continued an enrollment and retention plan developed by CEAC. This involves academic advisors personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. The proposal has been approved and implemented; however, no one has signed up for any courses to date. Also, faculty have been active at all recruitment fairs on and off campus. Faculty are reviewing the curriculum for possible roadblocks in student progress as well as updating it to include applied courses. One past trend to note is that in years when there are larger numbers of graduates, the following years often see a temporary decline in enrollment. Accomplishing the following goals will help increase enrollment by major: CEDP 2016_01, CEDP 2016_04, CEDP 2016_06, and CEDP 2016_11.

Credit Hour Production (CHP) by Discipline

	Summer 2007		Fall 2007		Spring 2008	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	72	375	177	570	156	567
PSY	264	3	1407	9	1422	0
EPY	72	150	204	153	246	138
Total	408	528	1788	732	1824	705
	Summer 2008		Fall 2008		Spring 2009	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	75	378	135	537	135	594
PSY	261	0	1578	0	1422	0
EPY	45	78	228	93	210	276

Total	381	456	1941	630	1767	870
	Summer 2009		Fall 2009		Spring 2010	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	69	330	213	522	153	450
PSY	261	0	1476	0	1245	0
EPY	36	198	156	165	249	180
Total	366	528	1845	687	1647	630
	Summer 2010		Fall 2010		Spring 2011	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	84	315	159	402	120	354
PSY	273	0	1443	0	1155	0
EPY	54	189	234	228	276	126
Total	411	504	1836	630	1551	480
	Summer 2011		Fall 2011		Spring 2012	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	87	249	135	522	93	465
PSY	222	0	1317	0	1188	0
EPY	30	174	243	183	273	111
Total	339	423	1695	705	1554	576
	Summer 2012		Fall 2012		Spring 2013	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	99	387	162	429	132	585
PSY	141	0	1281	0	1071	0
EPY	81	138	192	150	177	96
Total	321	525	1635	579	1380	681
	Summer 2013		Fall 2013		Spring 2014	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	93	540	204	705	168	801
PSY	138	0	1272	0	1174	0
EPY	36	186	201	60	174	84
Total	267	726	1677	765	1516	885
	Summer 2014		Fall 2014		Spring 2015	

Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	69*	477	141*	630	108*	669
PSY	69	0	1398	0	1245	0
EPY	42	84	204	114	219	78
Total	180	561	1743	744	1572	747
	Summer	2015	Fall 2015		Spring	2016
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	72*	483	150*	618	102*	609
PSY	147	0	1171	72	1139	0
EPY	72	90	180	0	180	48
Total	291	573	1501	690	1421	657

*Data associated with remedial course CED 098 Academic Support Labs, CED 400 Introduction to the Counseling Profession, and CED 481 Bereavement in Children and Adolescents.

Note—CED CHP three-year trend data indicate a 5% decrease from 2013-14 (1794) to 2015-16 (1710); one-year trend data indicate an 18% decrease from 2014-15 (2082) to 2015-16 (1710). An unusually large enrollment increase occurred in 2013-14 (106 students in spring 2014). Omitting that figure, CED CHP has been steadily increasing as has enrollment. PSY CHP trend data indicated an increase from 2012-13 (2493) to 2014-15 (2712); however, as predicted, the elimination of PSY 101 General Psychology as a required course has meant a decline in PSY CHP. The one-year trend data indicate a 7% decrease from 2014-15 to 2015-16. In comparison, there was a 5% increase from 2013-14 (2584) to 2014-15 (2712). The PSY three-year trend data reflects a decrease in CHP, largely due to the reduction in general education requirements. In addition, over the previous two years, the increase in PSY CHP was handled with increased reliance on adjunct professors and overloads. In 2012-13, the division lost a tenure-track line which was not filled when a division professor and chair took a job out of state. Having fewer tenure-track lines has impeded the division's ability to offer the same number of PSY 101 sections and psychology electives. EPY CHP three-year trend data indicate a 23% decrease from 2013-14 (741) to 2015-16 (541); this enrollment is subject to the fluctuations in enrollment in graduate and undergraduate education courses. One-year trend data indicate a 23% decrease from 2014-15 (741) to 2015-16 (541). The EPY trend data is related to enrollment in undergraduate and graduate programs outside of the Division since these are service courses for other programs. As a result of previous PSY decreasing CHP trend, the division engaged in more vigorous recruiting practices. In fall 2012, the division implemented an enrollment and retention plan developed by CEAC that has been continued every semester. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. The

proposal was approved and implemented; however, it has not contributed to the increased CHP because no one has signed up to take the courses. The division added a new certificate for psychology majors (CEDP2016_11) and continues to look for ways to increase applied offerings for students. Accomplishing the following goals will help increase enrollment by major: CEDP 2016_01, CEDP 2016_04, CEDP 2016_06, and CEDP 2016_11.

Division Graduates by Major

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-16
CED	26	30	22	26	24	16	12	20 (12 M.Ed., 8 Ed.S.)	29 (18 M.Ed., 11 Ed.S.)	31 (15 M.Ed., 16 Ed.S.)	33 (25 M.Ed., 8 Ed.S.)
PSY	18	23	26	16	22	13	17	18	10	15	16
Total	44	53	48	42	46	29	29	38	39	46	49

Note – Overall division graduation numbers increased from 2014-2015 (46) to 2015-16 (49). This is an overall 7% increase. The implementation of the EDS counseling program resulted in 8 additional CED graduates. EDS graduates decreased by eight in 2015-2016, reflecting decreased enrollment in the program. CED graduates increased from 31 to 33 (6%) while PSY increased from 15 to 16 (7%). CED three-year trend data indicate a 14% increase from 2013-14 (29) to 2015-2016 (33). PSY three-year trend data indicate a 60% increase from 2013-14 (10) to 2015-2016 (16). Trend data indicate that graduate numbers are increasing despite the fact that the division experiences a significant amount of attrition due to the rigor of the psychology and counselor education programs. In order to help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a discussion on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The program has also moved to a cohort format for the first year. However, the CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education. The PSY program also continues to address noticeable student writing weaknesses and began a psychology lab to address student weaknesses in writing and statistics. Also, the PSY research methods and statistics redesign project may help increase graduation rates in the future. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. The proposal was approved and implemented; however, no students registered for the class. A certificate of Applied Psychology of Industry was added to increase applied options for

students. Accomplishing the following goals will help increase enrollment by major: CEDP 2016_01, CEDP 2016_04, CEDP 2016_06, and CEDP 2016_11.

Diversity Compliance Initiatives and Progress:

Both the Counselor Education and Psychology programs continue to infuse diversity and a multicultural orientation within its students throughout the curriculum. Students have rich experiences in practicum, internship and service coursework to incorporate principles learned within didactic portions of their programs. The division has been intentional about developing diversity within the faculty. The division actively recruited candidates from diverse backgrounds. However, several minority candidates declined interviews due to insufficient salary. Ms. Catherine Vincent (white Hispanic female) accepted the counseling laboratory director position that started in August 2012. CACREP standards dictate that the Counselor Education program continue to adequately and comprehensively address diversity issues throughout the curriculum.

Economic Development Initiatives and/or Impact:

The Division of Counselor Education and Psychology is involved in economic development as it prepares students for careers in the helping professions and further graduate training. Currently, informal partnerships exist between Region I, Region V, and Region VI Community Mental Health Centers and the CED graduate program to offer advanced training for bachelor's level mental health workers within these agencies. As of last year, the majority of employed professionals within these Mental Health Centers are DSU Counselor Education program graduates. Anecdotal reports indicate that agency administration boast of the program being high quality. Master's level clinicians have substantial salary increases and with licensure, which is typically obtained by CED graduates two years beyond their degree (LPC – Licensed Professional Counselor), are able to remain competitive with other mental health professionals in the state. Assessments of employers of program graduates indicate that employers are extremely favorable toward the quality of graduates from this program.

School and Clinical Mental Health Counselor Education interns provide an invaluable contribution though their service in numerous K-12 schools (as school counseling interns) and mental health agencies (as clinical mental health counseling interns) as counselors as they practice skills and procedures learned during their formal training. Often, interns are hired into positions right out of their internship experiences. This service has a direct economic impact on the region because of the labor (largely at no cost) provided to school and agency recipients and for the value added to these institutions from well-trained employees.

The doctoral track in Counselor Education has been operational for several years, and currently there are five students at various stages of study.

Both the Counselor Education and Psychology programs greatly enhance the literacy and communication skills of students in the written and spoken forms of communication. Critical thinking through rigorous research practices is also a skill and disposition students possess when exiting CED and PSY programs.

Grants, Contracts, Partnerships and Other Accomplishments:

Awarded Grants

Pickens, B., & Beals, G. (October 2015). HRSA Behavioral Health Workforce Grant. Year Two. \$1.3 Million over three year period. Pickens served as PI on grant proposal and grant manager for Year One. Beals took over as PI January 2016.

Zengaro, S. (September 2015). Video Camera and Accessories. Dulce Fund. Awarded \$300.

Service Learning Data (list projects, number of students involved, total service learning hours, accomplishments, etc.):

- Internships – Counselor Education Program Faculty
 - 59 CED students served at least 12,000 hours as interns in clinical mental health and school settings in 2015-16.
- The 35th Annual F.E. Woodall Spring Conference for the Helping Professionals was held at DSU. The keynote speaker was the president of the American Counseling Association, Dr. Thelma Duffey. Dr. Duffey held a workshop free to Woodall participants on April 15.
 - Over 270 counselors, social workers, teachers attended with a combined attendance of 400 on both days. There were 35 sessions. The conference was held on the April 14-15, 2016, and has been named in memorial to Fred Woodall, who served as faculty and program coordinator for Counselor Education for many years.
 - Students conducted Flashtalks, and 28 students participated in these talks.
 - 34 graduate student volunteers X average of 6 hours = 200+ total hours

- Student volunteer job duties
 - Conference preparation committee (create booklets & bags), set-up committee members, conference greeters, session moderators, post conference clean up committee, solicitors for door prizes, decorating committee, registration table workers, CSI sales workers, and banquet hosts
- Accomplishments
 - With approximately 400 conference and workshop participants, the Woodall Conference set a new record of success. Attendees provided positive feedback before, during, and after the conference. Evaluations were on average marked for excellence. The student volunteers assisted in making the conference a seamless effort.
- DSU Helping Professions Training Series
 - Funded by HRSA grant.
 - Current Issues in Counseling Workshop (Oct. 2015) – Reported on professional development activities faculty participated in through the HRSA grant. Free to public.
 - 1 workshop presented free to the public with CEs offered to counseling professionals on creativity in counseling offering a total of 6 NBCC CE credits. 134 were in attendance.
 - 2 supervisor trainings offered free by DSU faculty granting 32 hours of Board Qualified Supervisor training to licensed counselors in July 2015. Over 60 in attendance
 - 4 supervisor trainings offered free by DSU faculty granting 36 hours of Board Qualified Supervisor training to licensed counselors in June 2016. Over 40 in attendance

Strategic Plan Data (see Appendix C of the Guidelines)

Division-Relevant DSU Strategic Plan Goal Indicators	Division Tracking Status
1.1 Senior-level competency measures	Currently doing – Section II – MFT PSY Currently doing – Section II – CPCE and NCE
1.4b Service learning	Currently doing – Section IV Service Learning Data
1.5 Percentage of academic programs measuring QEP goals	Currently doing – Section III, although the present QEP is being redesigned to include fewer courses.
2.1 Increase enrollment	Currently doing – Section III & IV
2.2 Increase year to year retention	Currently doing but need to track better
2.4 Increase grad rate	Currently doing – Section III & IV
3.11 Number of professional development activities by FT faculty	Currently doing – Section IV Personnel

3.12 Number of scholarly contributions by FT faculty	Currently doing – Section V
3.13 Number of service activities by FT faculty	Currently doing – Section V
4.4 Grants submitted	Currently doing – Section IV
4.5 Grants received	Currently doing – Section IV
4.11 Use of website (measured by hits down to the second or third tier)	Would like to track in the future.
5.1 Online course offerings (#)	Currently doing – Section III

Committees Reporting to the Unit (Committee records archived in program coordinators’ computers and shared drive):

There are a few standing committees that regularly report to the division chair and are accountable to academic programs. These committees include the *Counselor Education Curriculum Committee* and the *Psychology Curriculum Committee* which review curricula, render decisions regarding course content and pedagogy, and submit course changes for program, division chair, CEAC and Academic Council review and ratification. The *Counselor Education Retention Committee* is convened in cases where students may not be progressing in an acceptable manner or demonstrate that dispositions are not in harmony with the values of the counseling profession. The *Spring Conference Planning Committee* is convened each year for the purpose of planning and executing the spring conference and meets in conjunction with faculty meetings which are held at least twice monthly. Chi Sigma Iota and Psi Chi, both student honor societies and advised by respective program faculty, each have student governed committees that oversee their work. All committees except the student honor committees keep minutes of their meetings which can be found in the division office and are housed electronically within the program coordinators’ computers and a shared drive.

V. Personnel:

Current full-time division faculty and staff

- Dr. Mistie Barnes, Counselor Education
- Dr. George Beals, Counselor Education
- Dr. Stephanie Bell, Counselor Education
- Dr. Mary Bess Pannel, Counselor Education
- Dr. Bryon Pickens, Counselor Education
- Dr. Duane Shuttlesworth, Psychology
- Dr. Temika Simmons, Psychology
- Dr. Jon Westfall, Psychology
- Dr. Sally Zengaro, Psychology

Ms. Catherine Vincent, Counseling Lab Director
Mrs. Becky Steed, Senior Secretary

Noteworthy Activities and Accomplishments (administrators, faculty, staff):

The Division of Counselor Education and Psychology has undergone significant transitions regarding personnel. But, during these changes, the Division has continued to make progress in strengthening existing pedagogy and developing resourceful approaches to teaching, research and scholarship, and service. Division faculty and staff are professionally active and dedicated to serving students and colleagues. The following presents highlights of division accomplishments and activities for the year:

Counselor Education:

- 4/16 The 35th Annual F.E. Woodall Spring Conference for the Helping Professionals was held at DSU. The keynote speaker was the president of the American Counseling Association, Dr. Thelma Duffey. Dr. Duffey held a workshop free to Woodall participants on April 15, 2016.
 - Over 270 counselors, social workers, teachers attended with a combined attendance of 400 on both days. There were 35 sessions. The conference was held on the April 14-15, 2016, and has been named in memorial to Fred Woodall, who served as faculty and program coordinator for Counselor Education for many years.
 - Students conducted Flashtalks, and 28 students participated in these talks.
 - 34 graduate student volunteers X average of 6 hours = 200+ total hours
 - Student volunteer job duties
 - Conference preparation committee (create booklets & bags), set-up committee members, conference greeters, session moderators, post conference clean up committee, solicitors for door prizes, decorating committee, registration table workers, CSI sales workers, and banquet hosts
 - Accomplishments
 - With approximately 400 conference and workshop participants, the Woodall Conference set a new record of success. Attendees provided positive feedback before, during, and after the conference. Evaluations were on average marked for excellence. The student volunteers assisted in making the conference a seamless effort.
- DSU Helping Professions Training Series
 - Funded by HRSA grant.
 - 1 workshop presented free to the public with CEs offered to counseling professionals on creativity in counseling offering a total of 6 NBCC CE credits. 134 were in attendance.

- 2 supervisor trainings offered free by DSU faculty granting 32 hours of Board Qualified Supervisor training to licensed counselors in July 2015. Over 60 in attendance
- 4 supervisor trainings offered free by DSU faculty granting 36 hours of Board Qualified Supervisor training to licensed counselors in June 2016. Over 40 in attendance
- Counseling services to DSU students, faculty, and staff in September 2015 after the campus shooting.

- **Dr. Mistie Barnes – Counselor Education Faculty**

- **Professional Presentations**

Barnes, M.D. (June 2016). *Legal and ethical concepts in supervision*. DSU Helping Professions Training Series/HRSA. Cleveland, MS

- **Other Noteworthy Activities and Accomplishments**

- Attended 32nd Annual Association for Play Therapy Conference in Atlanta, GA, October 2015
- Director, Delta State Play Therapy Training Institute
- Dissertation Committee Member: Sha Terria Warren, Allison Malone, Elois Nicholson
- President, Mississippi Association for Play Therapy
- Coordinator, Mississippi Association for Play Therapy Annual Conference
- Member, Mississippi Licensed Professional Counselor Association (MLPCA)
- CACREP Advisory Committee: College of Psychology and Behavioral Sciences, Argosy University, Sarasota Florida (Member)
- Member, Association of Play Therapy, Inc.
 - Mining Report Contributors Committee: Association for Play Therapy
 - Ethics & Practices Special Task Force: Association for Play Therapy
 - Public Awareness Task Force: Association for Play Therapy
 - Registration & Continuing Education Committee: Association for Play Therapy
- Member, Memphis Area Association for Play Therapy, Inc.
- Member, American Counseling Association
- Member, Mississippi Counseling Association
- Member, Association for Creativity in Counseling
- Member, Delta Counselor Association

- Member, Association for Counselor Education and Supervision
 - Member, Southern Association for Counselor Education and Supervision
 - Member, Mississippi Association for Counselor Education and Supervision
 - Member, Chi Sigma Iota
 - Member, Counselor Education Curriculum Program Committee
 - Member, F. E. Woodall Spring Conference Committee
 - Member, Bolivar County Child Abuse Multi-Disciplinary Task Force (2011-Present)
 - Editorial Board Member, The Practitioner Scholar: Journal of Counseling and Professional Psychology
 - Guest Journal Reviewer, for APA Journal: International Journal of Play Therapy
 - Clinical Supervisor, DSU Counseling Lab CED 604
 - Academic Advisor
 - Provided counseling services to DSU students after shooting tragedy (September 2015)
 - 2nd Annual Kent Wyatt Distinguished Lecture – Recognition of Service
- **Dr. George Beals – Counselor Education Faculty**
 - **Professional Presentations**

Beals, G. (November, 2015). Remembering the basics: Rediscovering the Rogers’ core conditions. Paper presented at the annual meeting of the Mississippi Counseling Association, Biloxi, MS.

Zengaro, S., Beals, G., Westfall, J., & Zengaro, F. (2016, March). *When violence hits home: Perspectives on a campus shooting*. Symposium conducted at the meeting for the Southeastern Psychological Association, New Orleans, LA.

- **Other Noteworthy Activities and Accomplishments**
 - Graduate Program Coordinator and Director of Assessment
 - Member, Counselor Education Curriculum Program Committee
 - Member, F. E. Woodall Spring Conference Committee
 - Member, Diversity Committee
 - Member, Graduate Program Committee
 - Member, Grievance Committee

- Member, DSU Institutional Review Board
- Member, four dissertation committees, chairing three
- Member, DSU Research Committee
- Member, Chi Sigma Iota
- Member, Mississippi Counseling Association and Divisions
 - Licensed Professional Counselors
 - Spiritual, Ethical, and Religious Values in Counseling
 - Current President, Counselor Education and Supervision
 - Delta Region Counseling
- Member, American Counseling Association and Divisions
 - Association for Counselor Education and Supervision
 - Association for Gay, Lesbian, Bisexual Issues in Counseling
 - Association for Spiritual, Ethical, and Religious Values in Counseling
 - Association for Specialist in Group Work
 - Counselors for Social Justice
 - Association for Assessment in Counseling and Education
- Academic Advisor
- Fall 2015—Safe Space Training for faculty and staff
- Provided Workshops to Nutrition and Dietetics Students on reducing test anxiety
- Presentation to Student Success Services on relaxation techniques
- Organized “Distressed Students” Workshop to DSU Faculty
- Provided counseling services to DSU students after shooting tragedy (September 2015)
- 2nd Annual Kent Wyatt Distinguished Lecture – Recognition of Service

- **Dr. Stephanie Bell – Counselor Education Faculty**

- **Professional Presentations**

Bell, S. C. (2015). *The relationship between the effects of rape, PTSD, complex trauma, and post-attack victim-perpetrator interaction in female college students*. Doctoral dissertation. The University of Mississippi, University, Mississippi.

Bell, S. C. (2015). *The relationship between the effects of acquaintance rape, PTSD, and complex trauma in female college students*. Presented at The International Society of Traumatic Stress Studies Annual Conference. New Orleans, LA. (Peer reviewed)

Bell, S. C., & Stoltz, K. S. (2015). *Using the Career Construction Interview (CCI) as a Transitioning Tool for New Doctoral Students in Counselor Education*. Presenting at the Association for Counselor Educators and Supervisors Conference. Philadelphia, PA. (Peer reviewed)

- **Other Noteworthy Activities and Accomplishments**

- Provided counseling services to DSU students after shooting tragedy (September 2015)
- 2nd Annual Kent Wyatt Distinguished Lecture – Recognition of Service
- Served on the enrollment task force group for strategic visioning (monthly meetings).
- Provided volunteer counseling at the Delta State Counseling and Assessment Center in Fall 2015 (approximately 8 hours per week).
- Conducted presentation to faculty on “Distressed Students”
- Editorial board, *Delta Journal of Education*.
- Reviewer for proposals for the Woodall Conference for the Helping Professions.
- Reviewer for proposals for the Southern Association for Counselor Education and Supervision (SACES) conference
- Member, Counselor Education Curriculum Program Committee
- Member, F. E. Woodall Spring Conference Committee

- **Dr. Mary Bess Pannel – Counselor Education Faculty**

- **Publication**

Pannel, M. B. (2016). *An exploration and comparison of internalized behaviors and peer relationships in dual enrolled and non-dual enrolled students*. Doctoral dissertation. Mississippi State University, Starkville, Mississippi.

- **Other Noteworthy Activities and Accomplishments**

- Provided counseling services to DSU students after shooting tragedy (September 2015)
- 2nd Annual Kent Wyatt Distinguished Lecture – Recognition of Service

- Member, COEHS Strategic Vision Committee
 - Represented the department at the Career Discovery Day
 - Represented the department at the Bolivar County College Fair
 - Member, Counselor Education Curriculum Program Committee
 - Member, F. E. Woodall Spring Conference Committee
- **Dr. Bryon Pickens - Counselor Education Faculty**
 - **Other Noteworthy Activities and Accomplishments**
 - Member, Counselor Education Curriculum Committee
 - Chair, Counselor Education Research Committee
 - Member, Student Grievance Committee
 - Member, Environment and Safety Committee
 - Member, University Research Committee
 - Director, HRSA Behavioral Health Workforce Grant
 - Coordinator, DSU Helping Professions Training Series
 - Member, Dissertation Committee (student: Kelly Hale)
 - Member, Dissertation Committee (student: Jason McKellar)
 - Faculty Representative, Chi Sigma Iota Honor Society in Counseling
 - Provided counseling services to DSU students after shooting tragedy (September 2015)
 - 2nd Annual Kent Wyatt Distinguished Lecture – Recognition of Service

Psychology:

- Faculty continue to develop and teach selected coursework in an online and hybrid format.
- Division Chair and Psychology faculty conducted a psychology major orientation in Fall 2015.
- Program faculty continue to develop and maintain collaborative undergraduate research experiences with students, with joint presentations at state and regional conferences.
- Psi Chi and the Psychology Club continue to be viable and important component of program efforts to develop students.
- *Faculty / Student Research* - Program faculty involved numerous students in research projects. Five students registered for PSY 493 Independent Research.
- Dr. Westfall and Dr. Simmons organized and hosted the Spring 2016 *Psi Chi Induction Ceremony*.

- **Dr. Duane Shuttlesworth - Psychology Faculty**

- **Publications**

Wang, Y., Shuttlesworth, D., & Craven, J. (2015). On beginning to use the English Language Arts Standards of the CCSS: What Mississippi Delta teachers say. *Journal of Reading Education, 40*(3), 33-40.

- **Professional Presentations**

Wang, Y., Ahanonu, C., & Shuttlesworth, D. (2015, October). Self-appraisal and behavioral indices of motivation of graduate students in the Mississippi Delta. Paper presented at the 2015 Annual Meeting of the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE), Charleston, SC.

- **Other Noteworthy Activities and Accomplishments**

- Editor, Delta Journal of Education
 - Advisor, Psychology Club
 - Member, Post-Tenure Review Committee, College of Education and Human Sciences
 - Member, Tenure Appeals Review Committee
 - Member, Writing Across the Curriculum Committee
 - Member, General Education Committee
 - Member, Research Committee
 - Member, Counselor Education and Psychology Tenure Review Committee
 - Member, Psychology Program Textbook Committee
 - Member, Psychology Program Curriculum Committee
 - Member, American Psychological Association
 - Member, Southeastern Psychological Association
 - Member, Society for the Teaching of Psychology
 - Member, Mid-South Education Research Association
 - Member, Dissertation Committee for two doctoral students
 - Chair, Dissertation Committee
 - Division Recruiter, various fairs
 - Academic Advisor

- **Dr. Temika Simmons - Psychology Faculty**

- **Other Noteworthy Activities and Accomplishments**
 - Psychology Program Coordinator
 - Faculty Senator
 - Chair, Search Committee for Vice President of Student Affairs
 - Member, Winning the Race Planning Committee
 - Member, Selection Committee for DSU Student Hall of Fame
 - Member, DSU Diversity Committee
 - Member, DSU Student Organizations Committee
 - Co-Advisor, Psi Chi
 - Faculty Advisor, God's Anointed Voices, Delta State University
 - Advisor, African American Student Council
 - Member, Psychology Faculty Search Committee
 - Member, Psychology Program Textbook Committee
 - Member, Psychology Program Curriculum Committee
 - Advisor, DSU Chapter of Mississippi Association of Educators
 - Division Recruiter
 - Academic Advisor
 - Member, (2011-2016) Board of Education for the Southern Union Conference of SDA
 - Executive Committee Member (2011-2016) Southern Union Conference of SDA
 - Member, American Civil Liberties Union of Mississippi
 - Member, Progressive Art and Civic Club of Greenville, MS
 - Member, National Association of Colored Women's Clubs
 - School Board Chairman, E.E. Rogers SDA Academy, Jackson, MS

- **Dr. Jon Westfall – Psychology Faculty**

- **Publications**

Altman, W. S., Stein, L. & Westfall, J. E. (2016). *Essays from E-xcellence in Teaching* (Vol. 15). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/ebooks/eit2015/index.php>. ISBN: 978-1-941804-42-1.

- **Professional Presentations**

Knoll, M. A. Z., Johnson, E. J., Westfall, J. E., & Appelt, K. C. (2015, June). Checklists as choice architecture: What

you don't know (or think about) can hurt you. Poster presented at the 6th annual Boulder Summer Conference on Consumer Financial Decision Making, Boulder, CO.

Zengaro, S., Beals, G., Westfall, J., & Zengaro, F. (2016, March). *When violence hits home: Perspectives on a campus shooting*. Symposium conducted at the meeting for the Southeastern Psychological Association, New Orleans, LA.

- **Other Noteworthy Activities and Accomplishments.**
 - Consultant on grant from TIAA-CREF to study social security claiming behavior.
 - Co-PI on NSF ADVANCE Grant proposal submitted in January 2016
 - Coordinator, First Year Seminar Program
 - Member, Editorial board of the Journal of Behavioral Decision Making (JBDM).
 - Reviewer, Computers in Human Behavior (CHB)
 - Research Fund awarded for travel to present at conference

 - Wyatt Faculty Development Fund awarded for travel.
 - Internet Editor, Society for the Teaching of Psychology
 - Member, Webmaster Team, Society for Judgment and Decision Making
 - Member, Attendance and Academic Grievance Committee
 - Member, Research Committee
 - Member, Safety and Environment Committee
 - Member, Psychology Curriculum Committee
 - Member, Distance Education Committee
 - Member, Academic Advising Committee
 - Member, Southeastern Psychological Association
 - Member, Society for the Teaching of Psychology
 - Web Administrator, Division of Counselor Education and Psychology
 - Division Recruiter, various fairs, including DSU nights in Memphis and Jackson
 - Faculty Mentor for Undergraduate Research
 - Advisor, Psi Chi Honor Society
 - Academic Advisor

- **Dr. Sally Zengaro - Psychology Faculty**

- **Peer-reviewed publications:**

- Zengaro, F., **Zengaro, S.**, Belcher, D. (2015). Moving beyond "busy, happy, and good" in physical education teaching. *Delta Journal of Education*, 5(1), 20-38.
- Zengaro, F., Ali, M., & **Zengaro, S.** (2016). Academic and community identities: A study of Kurdish and Somali refugee high school students. *Journal of Research Initiatives*, 2(1).

- **Peer-reviewed presentations:**

- Ali, M., Zengaro, F., & **Zengaro, S.** (2015, November). *Responses to critical thinking technique, engage and connect to class activities: A qualitative investigation*. Paper presented at the meeting for the Mid-South Educational Research Association, Lafayette, LA.
- Ali, M., **Zengaro, S.**, & Zengaro, F. (2015, March). *Do students' responses to critical thinking technique, engage and connect to class activities: A qualitative perspective*. Poster presented at the Center for Innovation in Research and Teaching, Grand Canyon University, Phoenix, AZ
- Zengaro, S.**, Beals, G., Westfall, J., & Zengaro, F. (2016, March). *When violence hits home: Perspectives on a campus shooting*. Symposium conducted at the meeting for the Southeastern Psychological Association, New Orleans, LA.
- Zengaro, S.**, & Zengaro, F. (2015, March). An integrating perspective on the moral development of youth through sports: Embodied cognition. In **S. Zengaro** & F. Zengaro (Chairs), *Bridging the gap in moral understanding, learning, and biological development*. Symposium conducted at the meeting for the Southeastern Psychological Association, Hilton Head, SC.
- Zengaro, S.**, Zengaro, F., & Ali, M. (2015, November). *Social isolation and technology: Implications for psychological development*. Paper presented at the meeting for the Mid-South Educational Research Association, Lafayette, LA.

- **Grants**

- Zengaro, S. (September 2015). Research Digital Video Camera. Dulce Fund. Awarded \$250.
- Zengaro, S. (January 2016). Kent and Janice Wyatt Faculty Development Fund for travel to attend Southeast Psychological Association (SEPA) annual meeting.

Zengaro, S. (January 2016). National Science Foundation. ADVANCE: Increasing the Advancement and Participation of Women in Academic and Science and Engineering Careers. "Creating Institutional Change for the Advancement of Women in Higher Education in the Delta." \$2,821,697 Submitted Jan. 2016. Notice of Funding has not been received.

- **Other Noteworthy Activities and Accomplishments**
 - Chair, Dissertation Committee Barbie Boschert
 - Member, College of Education Administrative Council
 - Member, DSU Honors Program Faculty Advisory Committee
 - Reviewer, Proposals for annual meeting of Mid-South (MSERA) and SEPA (Southeast Psychological Association)
 - Reviewer, International Journal of Educational Psychology
 - Member, Mid-South Education Research Association
 - Member, American Psychological Association
 - Member, Division 15 (Educational Psychology) APA
 - Member, DSU Research Committee
 - Member, Psychology Program Textbook Committee
 - Member, Psychology Program Curriculum Committee
 - Division Recruiter at all campus fairs
 - Academic Advisor, 20 students primary advisor, secondary advisor to 220 students in Psychology and Family and Consumer Sciences
- **Becky Steed – Senior Secretary**
 - **Noteworthy Activities and Accomplishments**
 - Supervised work-study students, graduate assistants, and tutors in the psychology lab.
 - Helped prepare for the annual F. E. Woodall Spring Conference
 - Helped conduct orientations for work-study and GAs.
- **Mrs. Catherine Bishop Vincent – Counseling Laboratory Director**
 - **Noteworthy Activities and Accomplishments**
 - Chair/Coordinator, 2016 F. E. Woodall Spring Conference Committee
 - Presenter, DSU Helping Professions Training Series, Mississippi Licensed Professional Counselor Supervision Training. Cleveland, MS. All day session.

- Member, Counselor Education Curriculum Program Committee
- Member, Mississippi Counseling Association
- Member, Mississippi Association for Counselor Education and Supervision
- Member, Chi Sigma Iota
- Division Recruiter, College Fairs

New Position(s) Requested, with Justification:

Three vacant positions were filled for year 2015-2016:

Dr. Stephanie Bell was hired to replace Dr. George Beals as Assistant Professor of Counselor Education (position #1019).

Dr. Mary Bess Pannel was hired to replace Dr. Chaiqua Harris as Assistant Professor of Counselor Education (position #173).

Dr. George Beals was hired to replace Dr. Juawice McCormick as Assistant Professor of Counselor Education and Graduate Program Coordinator (position #1120).

One grant-funded position was added for 2015-2016:

Mr. Robert McKinney was hired as a part-time Grant Coordinator for the HRSA grant.

Recommended Change(s) of Status:

Temika Simmons received tenure in psychology.

IV. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes Made in the Past Year:

Faculty in both Counselor Education and Psychology programs continue to review and refine course curriculum. Psychology Program and curriculum changes continue to occur with the research methods redesign and the assimilation of one new faculty member. These changes continue to evolve and will continue to maintain high standards of teaching and research for the program.

Specific changes were:

- **Counselor Education Program**
 - One new course was added to the catalog.
 - CED 723 Advanced Play Therapy was added.
- **Psychology Program**
 - The division created the in-house certificate of Applied Psychology of Industry. It is not a stand-alone credential, but it is designed to help majors better position themselves for careers in business.
 - A course fee of \$25 was added to PSY 409 Biological Psychology to allow for the purchasing of sheep's brains for dissecting.

Recommended changes for the coming year(s):

- **Counselor Education Program**
 - Develop assessments according to CAEP standards for the new Ed.S. counseling program.
 - Syllabi
 - Assignments
 - Rubrics
 - Implement Supervision Assist for portfolio assessment for the counseling master's program.
 - Offer Certificate in Play Therapy.
- **Psychology Program**
 - Undergo external program review.
 - Create career pathways for students.
 - Update curriculum with core areas instead of individual core courses.
 - Create courses for Applied Behavioral Analysis certification.