

## **Unit Missions**

### **🇺🇸 CEDP Mission Statement**

#### **Mission statement**

##### 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.

#### **Related Items**

*There are no related items.*

**Learning Outcomes**

**BA-PSY 01: LO Learning and Cognition**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

Students will recognize and apply terminology of the major concepts and theories in learning and cognition.

**Data Collection (Evidence)**

Course assessments in PSY 402 Learning and Cognition (a core course) 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.

PSY 402 Learning and Cognition course assessments are conducted through two unit tests, a final exam (FE) and reflection papers (RP). Average proportion scores were recorded for 2011-2012.

PSY 490 (Senior Seminar) Capstone Course Assessment:  
 MFT PSY assessment indicator for Memory and Cognition

**Results of Evaluation**

PSY 402 Learning and Cognition Course Assessment Data

PSY 402 *Learning and Cognition* assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from Spring 2011 to Spring 2014 are reported below:

<b>PSY 402</b>	<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	
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	

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 15 students) for Memory and Cognition = 38 (national average = 43.7). There was a 6 point improvement from 2013 to 2014. In 2013, the national

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

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.

National average is based on 325 institutions and 17,046 students taking the test from September 2010 to June 2013.

Note - Average TOTAL MFT PSY **Scaled** Score:

15 PSY students = 153.6 out of a possible 200. National average is 154.7. DSU students improved 6 points in 2013 and 3.6 points in 2014. Two area assessment indicators on the MFT PSY (i.e., clinical/abnormal and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. The sub-scores from these areas may adversely affect the total MFT PSY score. For students who scored above the 50<sup>th</sup> percentile, the social psychology score was the lowest sub score.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. Nine students scored above the national average of 154.7. The two highest scores were 175 and 174.

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

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

National average is based on 325 institutions and 17,046 students taking the test from September 2010 to June 2013.

**Use of Evaluation Results**

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.

Tests are periodically revised to reflect current course content.

Due to the four-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

The PSY program continued to host writing and plagiarism workshops to address noticeable student writing weaknesses.

**Related Items**

*There are no related items.*

---

**BA-PSY 02: LO Biological Psychology**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

Students will recognize and apply terminology of the major concepts and theories in biological psychology.

**Data Collection (Evidence)**

Course assessments in PSY 409 Biological Psychology (a core course) 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 biological psychology.

PSY 409 Biological Psychology course assessments are conducted through unit tests, a final exam (FE), and reflection papers (RP). Average proportion scores were recorded for 2011-2012.

PSY 490 (Senior Seminar) Capstone Course Assessment:  
MFT PSY assessment indicator for Sensory and Physiology.

**Results of Evaluation**

PSY 409 Biological Psychology Course Assessment Data

PSY 409 *Biological Psychology* assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from Spring 2011 to Spring 2014 are reported below:

<b>PSY 409</b>				
	<u>S11</u>	<u>S12</u>	<u>S13</u>	<u>S14</u>
Quizzes	NA	NA	0.76	0.81
Test 1	0.83	0.8	0.68	0.74
Test 2	0.82	0.85	0.76	0.74
FE	0.77	0.72	0.66	0.74
RP	0.69	0.81	NA	NA
RP	0.71	0.81	NA	NA
Paper	NA	NA	0.72	0.86

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 15 students) for Sensory and Physiology = 55 (national average = 49). There was a 4.53-point improvement from 2013 to 2014.

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

National average is based on 325 institutions and 17,046 students taking the test from September 2010 to June 2013.

Note – Mean MFT PSY Sensory and Physiology student scores increased this year and are 6 points **ABOVE** the national average.

Note - Average TOTAL MFT PSY score:

15 PSY students = 153.6 out of a possible 200. National average is 154.7. DSU students improved 6 points in 2013 and 3.6 points in 2014. Two area assessment indicators on the MFT PSY (i.e., clinical/abnormal and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. The sub-scores from these areas may adversely affect the total MFT PSY score. For students who scored above the 50<sup>th</sup> percentile, the social psychology score was the lowest sub score.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. Nine students scored above the national average of 154.7. The two highest scores were 175 and 174.

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

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

National average is based on 325 institutions and 17,046 students taking the test from September 2010 to June 2013.

**Use of Evaluation Results**

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.

Tests are periodically revised to reflect current course content.

Due to the four-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

The PSY program continued to host writing and plagiarism workshops to address noticeable student writing weaknesses.

PSY 409 Biological Psychology

In order to increase student learning the following were carried out in PSY 409:

Introduced detailed semester writing assignment on topic of interest to students that was pertinent to the content of the course.

Provided systematic feedback to students on papers throughout the semester and assisted them in formulating an outline for their paper.

Introduced detailed rubric in syllabus that listed all expected paper components and the grading scale associated with each component.

**Related Items**

*There are no related items.*

---

**BA-PSY 03: LO Developmental Psychology**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

Students will recognize and apply terminology of the major concepts and theories in developmental psychology.

**Data Collection (Evidence)**

Course assessments in PSY 307 Developmental Psychology (a core course) 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 developmental psychology.

PSY 307 Developmental Psychology course assessments are conducted through four unit tests. Average proportion scores were recorded for 2011-2012.

PSY 490 (Senior Seminar) Capstone Course Assessment:  
MFT PSY assessment indicator for Developmental Psychology.

**Results of Evaluation**

PSY 307 Developmental Psychology Course Assessment Data

PSY 307 course trend data based on four-unit test average:

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)

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

Fall 2013 .79 (N = 27)  
 Spring 2014 .78 (N = 21)

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 15 students) for Developmental = 50 (national average = 51). The scores remained the same from 2013 to 2014. The scores are one point below the national average.

National average is based on 325 institutions and 17,046 students taking the test from September 2010 to June 2013.

Note – Currently, students take PSY 307 as much as four semesters before the MFT. This along with the fact that social psychology is not a core requirement may adversely affect DSU student scores.

Note - Average TOTAL MFT PSY score:

15 PSY students = 153.6 out of a possible 200. National average is 154.7. DSU students improved 6 points in 2013 and 3.6 points in 2014. Two area assessment indicators on the MFT PSY (i.e., clinical/abnormal and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. The sub-scores from these areas may adversely affect the total MFT PSY score. For students who scored above the 50<sup>th</sup> percentile, the social psychology score was the lowest sub score.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. Nine students scored above the national average of 154.7. The two highest scores were 175 and 174.

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

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

National average is based on 325 institutions and 17,046 students taking the test from September 2010 to June 2013.

**Use of Evaluation Results**

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.

Tests are periodically revised to reflect current course content.

Due to the three-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.

The PSY program continued to host writing and plagiarism workshops to address noticeable student writing weaknesses.

PSY 307 Developmental Psychology

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 more real-world scenarios into the discussions, and apply more of the text information to their specific disciplinary interests.

**Related Items**

*There are no related items.*

---

**BA-PSY 04: LO Statistics**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

Students will produce and interpret descriptive and inferential statistics.

**Data Collection (Evidence)**

Course assessments in PSY 331 Statistics (a core course) are used to measure students' abilities to produce and interpret descriptive and inferential statistics.

PSY 331 Statistics course assessments are conducted through six tests and homework assignments. Average proportion scores were recorded for 2011-2012.

**Results of Evaluation**

PSY 331 Statistics Assessment Data

PSY 331 was on a six-test system from Fall 2010 to Fall 2013. In Spring 2014, three tests were given instead of six. Course averages on each assignment are recorded for Fall 2013 and Spring 2014.

Note - 2011-2012 and 2012-2013 data are also reported to provide trend data.



*Delta State University FY2014 Unit Level Report  
Department: Counselor Education and Psychology*

<b>PSY 331</b>				
	<u>2011/2012</u>	<u>2012/2013</u>	<u>F13</u>	<u>S14</u>
Test 1	0.74	0.77	0.77	0.84
Test 2	0.81	0.87	0.80	0.88
Test 3	0.73	0.69	0.84	NA
Test 4	0.73	0.73	0.70	NA
Test 5	0.78	0.76	0.77	NA
Test 6	0.75	0.76	0.80	0.70
Homework	0.84	0.82	0.81	0.77
Quizzes	NA	NA	NA	0.77
Sem. Avg.	0.77	0.78	0.78	0.79

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

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

National average is based on 325 institutions and 17,046 students taking the test from September 2010 to June 2013.

**Use of Evaluation Results**

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.

Tests are periodically revised to reflect current course content.

Due to the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.

The PSY program continued to host writing and plagiarism workshops to address noticeable student writing weaknesses.

**Related Items**

*There are no related items.*

**BA-PSY 05: LO Research Design Writing**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

Students will be able to demonstrate effective research design and scientific writing skills using APA style which culminates in an executable research proposal.

**Data Collection (Evidence)**

Course assessments in PSY 330 Research Methods I (formerly 102) and PSY 332 Research Methods II (formerly 201) (both core courses) 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 areas of research design and writing skills.

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 been fully implemented.

PSY 330 and PSY 331 course assessments are conducted through tests and structured graduated writing assignments. Average proportion scores were recorded for 2011-2012.

PSY 490 Capstone Course Assessment: MFT PSY assessment indicator for Measurement and Methodology was used to measure student learning of research design.

Student research and 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.

**Results of Evaluation**

PSY 330 Research Methods I Assessment Data

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 2014 are reported below:

<b>PSY 330</b>						
	<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

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

PSY 332 Research Methods II Assessment Data

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.

Note - 2011-2012 data are also reported to provide trend data.

<b>PSY 332</b>				
	<u>2011/2012</u>	<u>2012/2013</u>	<u>F13</u>	<u>S14</u>
Test 1	0.77	0.77	.84	0.91
Test 2	0.7	0.77	.71	0.75
Test 3	0.81	0.87	NA	NA
Test 4	0.79	0.74	NA	NA
Talk	0.82	NA	NA	NA
Bib	0.66	0.77	0.71	0.62
Draft 1	0.65	0.74	NA	0.77
Draft 2	0.8	0.83	NA	0.75
Sem. Avg.	0.77	0.79	0.78	0.81
Quiz Avg.	NA	0.55	0.72	0.77

MFT PSY Assessment Data

MFT Assessment Indicators for Measurement and Methodology (Mean Percent Correct) demonstrated a 9-point improvement from 2012 to 2013 and a 9-point improvement from 2010-2014:

- 2010: 44 (52 national average)
- 2011: 49 (52 national average)
- 2012: 45 (55 national average)
- 2013: 54 (55 national average)
- 2014: 53 (54 national average)

National average is based on 325 institutions and 17,046 students taking the test from September 2010 to June 2013.

Note – Mean MFT PSY Measurement and Methodology student scores improved dramatically from 2012 to 2014 and are now just one point below the national average.

Note - Average TOTAL MFT PSY score:

15 PSY students = 153.6 out of a possible 200. National average is 154.7. DSU students improved 6 points in 2013 and 3.6 points in 2014. Two area assessment indicators on the MFT PSY (i.e., clinical/abnormal and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. The sub-scores from these areas may adversely affect the total MFT PSY score. For students who scored above the 50<sup>th</sup> percentile, the social psychology score was the lowest sub score.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. Nine students scored above the national average of 154.7. The two highest scores were 175 and 174.

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

Note – Although the Clinical/Abnormal score is not analyzed because it is not part of the core, it should be noted that the Mean MFT PSY Clinical/Abnormal student score is 64, which is two points above the national average.

Student Research and Presentation Production

Psychology students conducted a good number of research projects. Eight students presented research at The Mid-South Psychology Conference in 2014. One student presented at the Woodall Conference in 2014.

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

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

National average is based on 325 institutions and 17,046 students taking the test from September 2010 to June 2013.

**Use of Evaluation Results**

PSY 330 Research Methods I

In order to increase student learning the following were carried out:

Changed topical selections of papers to focus on topic students were interested in studying (false memories and attention).

Refined the structure of the writing components of the course to make the criteria for evaluation consistent across all assignments.

Provided systematic feedback to students on papers throughout the semester and assisted them in formulating an outline for their paper.

Introduced a detailed rubric in syllabus that listed all expected components of student paper preparations (this rubric is attached).

In addition, majors were assigned to PSY 331 before PSY 330. This would give transfer students more time in psychology courses before they had to write research proposals. The faculty felt that transfer

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

students in particular did not have enough experience in psychology to be able to carry out research papers their first semester at DSU.

**PSY 332 Research Methods II**

The following grading changes were carried out:

The annotated bibliography was re-weighted from .06 to .08 and the weight of the final draft of the paper was increased by .02.

Tests were reduced to less than .50 the final grade.

**Research Methods Redesign:**

The redesign has been ineffective in increasing student pass rates. It was determined that students are taking PSY 330 (*Research Methods 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 of PSY 330 (*Research Methods I*), 331 (*Statistics*), and 332 (*Research Methods II*). Now, students take PSY 331 (*Statistics*) 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.

Note – Around ten years ago PSY 493 (*Independent Research*) 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 five 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 sporadically to a few students over the last five years.

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.

**Related Items**

*There are no related items.*

---

**EDD-COU 01: LO Mastery of Prior Knowledge**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

Content and Pedagogical Content Knowledge: Demonstrate mastery of the prior knowledge needed to be successful in the Doctor in Education program.

**Data Collection (Evidence)**

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.

2. The portfolio will be submitted within the first six hours in the program.
3. Average scores and pass rate percentages will be calculated.

### **Results of Evaluation**

One candidate submitted a portfolio in 2013 for the Ed.D. counseling track. It was accepted, and the student continues with coursework, but takes only three hours per semester.

### **Use of Evaluation Results**

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.

Efforts to recruit more qualified students for the Counseling Track of the Ed.D. program are ongoing and have resulted in three applicants to the program in 2014.

Faculty have explored online/hybrid delivery methods for the program in order to better market the program to nontraditional students.

The initiation of the Ed.S. program has created a better pipeline for more students to enter the counseling track of the Ed.D. One of the new applicants is an Ed.S. graduate.

### **Related Items**

*There are no related items.*

---

## **EDD-COU 02: LO Content Knowledge**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Learning Outcome**

Program Specific Content: Demonstrate mastery of the knowledge associated with content in Counselor Education.

### **Data Collection (Evidence)**

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 (Dissertation Seminar). They will be divided into 3 sections: research, curriculum, and supervision and based upon the core program courses and scored by program faculty.
2. Results will be compiled and analyzed by program faculty and reported to the Unit Assessment Director and the NCATE Coordinator annually.
3. Results will be analyzed by program faculty by section and overall scores and trends are identified.

### **Results of Evaluation**

There were no counseling track students taking comprehensive exams in this reporting period.

### **Use of Evaluation Results**

Because there were no counseling track students taking comprehensive exams in this reporting period, no data were collected. Thus, no program changes were made. In the event that students take comprehensive exams, assessment data will be collected and evaluated in order to make necessary changes.

Efforts to recruit more qualified students for the counseling track of the Ed.D. program are ongoing.

Faculty have explored online/hybrid delivery methods for the program in order to better market the program to nontraditional students.

The initiation of the Ed.S. program has created a better pipeline for more students to enter the counseling track of the Ed.D.

### **Related Items**

*There are no related items.*

---

## **EDD-COU 03: LO Advanced Counseling Skills**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Learning Outcome**

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.

### **Data Collection (Evidence)**

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.

### **Results of Evaluation**

There were no students in the Advanced Counseling Practicum or Internship Classes for the Ed.D. during the 2013 year.

### **Use of Evaluation Results**

There are evaluative efforts and changes occurring in both the M.Ed. and the Ed.S. programs that will impact the Ed.D. experiential classes positively when they are populated.

There were no students in the Advanced Counseling Practicum or Internship Classes for the Ed.D. during the 2013 year. Efforts to recruit more qualified students for the counseling track of the Ed.D. program are ongoing.

Faculty have explored online/hybrid delivery methods for the program in order to better market the program to nontraditional students.

The initiation of the Ed.S. program has created a better pipeline for more students to enter the counseling track of the Ed.D.

On counseling track Ed.D. course was offered in this reporting period because there was one student taking coursework. This course was stacked because it had only one student taking it. Thus, no other program changes occurred. Assessment data will be collected and evaluated in order to make necessary changes to improve student learning.

**Related Items**

*There are no related items.*

---

**EDD-COU 04: LO Research and Writing Techniques**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

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.

**Data Collection (Evidence)**

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.

**Results of Evaluation**

Currently there are three counseling students in various stages of the process.

One student awaits comprehensive exams, but has not responded to taking comprehensive exams twice.

**Use of Evaluation Results**

Currently, there has been no significant progress toward completion. Students have been assigned committees and are expected to interact with their chair and committee.

Efforts to recruit qualified students for the counseling track of the Ed.D. program are ongoing:

Faculty have explored online/hybrid delivery methods for the program in order to better market the program to nontraditional students.

The initiation of the Ed.S. program may create a better pipeline for more students to enter the counseling track of the Ed.D.

**Related Items**

*There are no related items.*



## **EDS-COU 01: LO Mastery of Prior Knowledge**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Learning Outcome**

Content and Pedagogical Content Knowledge: Demonstrate mastery of the prior knowledge needed to be successful in Ed.S. program.

### **Data Collection (Evidence)**

The application process for the Ed.S. in counseling – school track includes:

1. Students are currently employed as school counselors and have at least two years' experience.
2. Students must pass a writing proficiency test and submit a writing sample to be evaluated by the faculty.
3. Students must secure at least 3 letters of recommendation.

The CED faculty will decide collectively on students to be admitted to the program based on writing samples and recommendations.

### **Results of Evaluation**

In Spring 2013, seven students were admitted as the second class for the Ed.S. program. They began with two core courses. These students met all the prerequisites and came highly recommended. Eight students graduated in Spring 2013. Five graduated in Fall 2013.

### **Use of Evaluation Results**

The program committed to going entirely online and thus have recruited students from across the state. Using students who are working as school counselors, through both asynchronous and synchronous class meetings, we have established a learning environment that includes in-depth instruction as well as peer-supervision. We will continue this model in 2014.

### **Related Items**

*There are no related items.*

---

## **EDS-COU 02: LO Content Knowledge**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Learning Outcome**

Program Specific Content: Students will demonstrate detailed knowledge of the ASCA School Counseling model.

### **Data Collection (Evidence)**

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 CED 717 that includes necessary steps and citations from the literature supporting the enhancement.

### **Results of Evaluation**

At the end of Fall 2012, the first class submitted nine manuscripts proposing research and program enhancement.

One student chose to take an incomplete due to family problems.

Evaluations of examinations and research project proposals in both core classes (CED 717 and CED 735 *Advanced Counseling Research Methods*) showed that students were viewing program enhancement through the lens of the ASCA Model.

### **Use of Evaluation Results**

Previously, faculty noticed that research proposals and program enhancement tended to be too broad and lacked substantial definition. Syllabi changes and efforts to clarify program goals to students have been implemented for successive students and continue to be refined.

Faculty have now noticed research proposals and program enhancements have become more focused with the second and third cohorts of 2013.

### **Related Items**

*There are no related items.*

---

## **EDS-COU 03: LO Advanced Counseling Skills**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Learning Outcome**

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.

### **Data Collection (Evidence)**

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.

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 they have moved their campus counseling program toward the ASCA school counseling model.

**Results of Evaluation**

The major benchmarks for this goal lie in CED 758 *Advanced School Counseling* and CED 790 *Theories of Counseling Supervision*. These classes are part of the second half of the core EDS classes and were completed in Spring 2013.

At the end of Fall 2013, this second class submitted seven manuscripts proposing research and program enhancement.

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.

**Use of Evaluation Results**

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.

In addition, the supervision class will not only teach principles of counseling supervision, but also will facilitate the adoption of peer supervision habits by providing a synchronous online peer supervision experience. This was begun and refined in 2013.

**Related Items**

*There are no related items.*

---

** EDS-COU 04: LO Supervision Skills**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

Mastery of Supervision Strategies: Demonstrate knowledge and skills related to performing effective and ethical counselor supervision.

**Data Collection (Evidence)**

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).

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.

**Results of Evaluation**

Since this is a new program, no students have advanced to this stage in the process yet.

### **Use of Evaluation Results**

Students took the first comprehensives in Spring 2013. At that time, faculty reviewed results, and they are excellent. The 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.

### **Related Items**

*There are no related items.*

---

## **MED-COU 01: LO CACREP Knowledge Base**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Learning Outcome**

Counseling students will demonstrate knowledge in the eight CACREP core areas.\*

\*Professional Identity

Helping Relationships

Assessment

Group Work

Career Development

Human Growth and Development

Social and Cultural Diversity

Research and Program Evaluation

### **Data Collection (Evidence)**

- 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. The NCE is offered each spring and fall semester, and students are eligible to sit for the exam while they are in their last semester of coursework in the program or within six months of their graduation from the program.
- 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.
- 3.** Data from test results are distributed to faculty for review in preparation for a discussion in a faculty meeting (or multiple 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.

### **Results of Evaluation**

In recent years, the majority of students have passed the CPCE. The percentage of students who passed during fall 2013 and spring 2014 is 76%. The first time pass rate was 47%. However, this is a higher percentage than the first time pass rate for 2012-2013, which was 29%. One explanation for the low first-time pass rate is that a culture of taking the test prematurely has developed where students take it without sufficient review and

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

knowing they can take it again. It should be noted that 58% of students retesting this year passed with their second attempt.

Five students took the graduate student administration of the NCE. Two passed and three did not for a 40% pass rate.

**Counselor Preparation Comprehensive Exam (CPCE) Pass Rates**

<b>CPCE Administration Dates</b>	<b># of Students Tested</b>	<b># of Students Passed</b>	<b>Pass Rate %</b>
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%

*Delta State University FY2014 Unit Level Report  
Department: Counselor Education and Psychology*

Summary of CPCE by Content Areas											
	Human Growth	Social Cultural	Helping Relationships	Group Work	Career	Appraisal	Research	Professional/Ethics	Total	Number Passed	Number
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

*Delta State University FY2014 Unit Level Report  
Department: Counselor Education and Psychology*

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
AVERAGE	9.48	8.56	9.59	9.99	8.71	9.62	9.26	11.06	76.40		

**National Counselor Exam (NCE) Pass Rates**

NCE Administration	# of Students Tested	# of Students Passed	Pass Rate %
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%

**Use of Evaluation Results**

Continued to review courses to adopt better materials and teaching strategies resulting in the continued effort to add additional on-line course interaction as both primary and supplemental teaching methods.

Have continued to add additional online exercises to increase student interaction with the material.

Have begun reviewing the portfolios and the portfolio concept toward modifying its effectiveness in program evaluation and student learning. Feedback from students suggests that more guidance must be taken.

Beginning in Spring 2012, the faculty added a review component into the practicum and internship classes to help students self-assess their strengths and weaknesses relative to the counseling knowledge base and create preparation strategies for the CPCE.

There are fewer students taking the NCE than in past years, so it is difficult to make programmatic changes based on the performance of two or three students. However, a significant problem in the costs of the test will mean that some of our students will delay taking the test for the graduate administration and wait until they are closer to licensure meaning this data point will become even more problematic.

**Related Items**

*There are no related items.*

**MED-COU 02: LO Counseling Skills**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

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.

**Data Collection (Evidence)**

Counseling students are observed closely in at least **five** clinical courses (CED 630, 601, 604, 609, and 610 or 619). Documented taped session reviews in 630 and 604 and site supervisor observations reflected in formal evaluations serve to monitor student progress.

**Results of Evaluation**

For Spring 2013 and Fall 2013, documented observations indicated that two students self-selected out in CED 630; no students self-selected out of the program or were mandated to repeat the course in CED 604; all students passed CED 609; and all students successfully passed CED 610 or CED 619. This multiple evaluation procedure is determined by program faculty to be an effective “gate keeping” process.

As a result of these requirements, over 12,000 hours of counseling services were provided to DSU students and to communities across the Delta.

**Use of Evaluation Results**

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.

Students, following each faculty meeting to review counseling skills videos, are given the opportunity to meet with a faculty member to discuss faculty feedback.

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.

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.

**Related Items**

*There are no related items.*

---

** MED-COU 03: LO Dispositions**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

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



**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

deal with conflict effectively, tolerance for differences, and proficiency in written and oral communication.

**Data Collection (Evidence)**

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 CED 616; experiential and didactic experiences serve to develop a disposition toward appreciating diversity.

In addition to the above 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 policy in fall 2011. As a result, all 60 CED students undergo evaluation of professional dispositions twice each semester with feedback given to them either by the instructor of CED 604 Counseling Pre-practicum or their advisor.

**Results of Evaluation**

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.

The faculty has 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.

**Use of Evaluation Results**

Faculty continue to discuss didactic and experiential activities that enhance the curriculum in student acquisition of knowledge of skills. Faculty have implemented the substantial revisions to the CED curriculum in 2012 reflecting the changes made in 2012 toward implementing the 2009 CACREP standards. Current strategies include incorporating suggestions made by the CACREP Site Visit Team. 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.

In Fall 2013, faculty adjusted required entry level courses for students admitted in Spring 2014. Spring enrollments are lower in number; therefore, rather than offer CED 600 *Introduction to Counseling*, CED 601, and CED 630 as we have in the fall semester, we now sequence Jan. admissions to take CED 600, CED 630, and CED 620 *Human Growth and Development* to help with classes that have had low spring enrollment.

**Related Items**

*There are no related items.*

## **MED-COU 04: LO Appreciation of Research**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Learning Outcome**

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.

### **Data Collection (Evidence)**

Students are required as part of their internship experiences (CED 610 or 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.

### **Results of Evaluation**

Students are observed and/or required to submit documentation of these presentations; during 2013, 10 students presented or co-presented at the F.E. Woodall Spring Conference. In 2014, four students presented papers, and 23 students presented posters at the Woodall Conference. Two students presented a paper at the MCA.

### **Use of Evaluation Results**

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).

Students are now required to have faculty sponsors as they submit materials for consideration as presentations for professional conferences.

After the 2012 conference, faculty decided to add poster sessions as an acceptable option during the Woodall Conference beginning in 2013.

### **Related Items**

*There are no related items.*

## **Gen Ed Learning Outcomes**

### **PSY\_101\_GE 01: Critical and Creative Thinking**

**Start:** 7/1/2013

**End:** 6/30/2014

#### **Gen Ed learning outcome (competency)**

Outcome 01 (Critical and Creative Thinking): Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change

#### **Data Collection**

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

Content will be specifically taught in each PSY 101 course section when covering the research methods chapter (e.g., scientific method, essential features of descriptive, correlational, experimental research).

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 conventional criteria of competency in a content area).

#### **Results of Evaluation**

Mean percentage scores on the Outcome 01 competency quiz were:

Fall 2013 = 82% (N = 188)

32 students did not pass the competency quiz.

Spring 2014 = 80% (N = 172)

48 students did not pass the competency quiz with at least 75%.

Fall 2012 = 78% (N=168 )

Spring 2013 = 81% (N=110)

The average scores in Fall 2013 and Spring 2014 exceeded the 75% satisfactory attainment criteria.

#### **Use of Results**

A uniform assessment for Outcome 01 in all PSY 101 sections was implemented in Fall 2012. The mean percentage scores for Fall 2013 and Spring 2014 indicate satisfactory attainment of the Outcome 01 competency.

Each semester, the Psychology Program Curriculum Committee systematically tracks the assessment process and mastery/understanding of the competency.

Psychology faculty were encouraged to see a 3%-point increase from Fall 2012 to Fall 2013.

In order to increase competency scores and completion rates, the psychology faculty have made the Outcome 01 competency quiz a course requirement rather than a bonus point opportunity.

#### **Related Items**

*There are no related items.*

 **PSY\_101\_GE 05: Self**

**Start:** 7/1/2013

**End:** 6/30/2014

**Gen Ed learning outcome (competency)**

Outcome 05 Self – Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health

**Data Collection**

Specific Objectives: 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.

Content will be specifically taught in each PSY 101 course section when covering the human development chapter.

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 conventional criteria of competency in a content area).

**Results of Evaluation**

Mean percentage scores on the Outcome 05 competency quiz were:

Fall 2013 = 80% (N = 188)

29 students did not pass the competency quiz with at least 75%.

Spring 2014 = 80% (N = 172)

64 students did not pass the competency quiz with at least 75%.

Fall 2012 = 80% (N=170 )

Spring 2013 = 88% (N=111)

The average scores in fall 2013 and spring 2014 exceeded the 75% satisfactory attainment criteria.

**Use of Results**

A uniform assessment for Outcome 05 in all PSY 101 sections was implemented in Fall 2012. The mean percentage scores for Fall 2013 and Spring 2014 indicate satisfactory attainment of the Outcome 05 competency. However, the increased number of students who are not passing is being addressed by tying the competency quizzes to the course average.

Each semester, the Psychology Program Curriculum Committee systematically tracks the assessment process and mastery/ understanding of the competency.

In order to increase competency scores and completion rates, the psychology faculty have made the Outcome 05 competency quiz a course requirement rather than a bonus point opportunity.

**Related Items**

*There are no related items.*

## **Unit Goals**

### **CEDP 2014\_01: Division Enrollment and Retention**

**Start:** 7/1/2013

**End:** 6/30/2014

#### **Unit Goal**

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.

#### **Evaluation Procedures**

Review of enrollment from Institutional Research and Planning and retention reports. Track the number and type of productive recruitment efforts.




#### **Actual Results of Evaluation**

Total CED enrollment over the past three years was 170 in 2011-12, 182 in 2012-13, and 260 in 2013-14. Three-year and two-year trend data indicate that CED enrollment increased 7% from 2011-12 to 2012-13 and increased 43% from 2012-13 to 2013-14. Enrollment increased 53% since 2011-12 to 2013-14. 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 a new Ed.S. 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. Total PSY enrollment over the last three years was 192 in 2011-12, 151 in 2012-13, and 173 in 2013-14. Three-year and two-year trend data indicate that PSY enrollment decreased 21% from 2011-12 to 2012-13; however, enrollment increased 15% from 2012-13 to 2013-14. As a result of this decreasing enrollment trend in 2012-13, the division engaged in more vigorous recruiting practices. In Fall 2011, the division implemented 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. Moreover, another CEAC enrollment plan to better recruit students from community colleges was launched in 2012. This involved personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. This proposal has been approved and implemented. Data will be collected on its effectiveness in increasing enrollment in 2014-15. Division faculty attended several recruitment functions. All recruitment functions were productive. In particular, the Memphis Area College Night Fair was large and well attended by serious students from the Memphis area. The division plans to attend this fair on an annual basis.

### **Use 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. The increase in enrollment suggests that the plans implemented last year are working.

### **Related Items**

- ▶  **SP1.Ind03: Academic and support services**
- ▶  **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**
- ▶  **SP2.Ind01: Enrollment**
- ▶  **SP2.Ind02: Retention**
- ▶  **SP2.Ind03: Graduation Rate**

## **CEDP 2014\_02: Division Data Integrity**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

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.

### **Evaluation Procedures**

Maintain minutes from the Division Data Integrity Committee and agendas/sign-in sheets from training session.


### **Actual Results of Evaluation**

The division implemented the policy for managing sensitive data recommended by the Division Data Integrity Committee 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.

### **Use of Evaluation Results**

Division capacity will be increased through effective use of data to make data-driven decisions.

### **Related Items**

- ▶  **SP4.Ind10: Data Integrity**

## **CEDP 2014\_03: CED Hire Train Faculty**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

Hire, train, and support two new CED faculty to replace faculty departing Fall 2012.

### **Evaluation Procedures**

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

Course evaluations, in-class chair observations, annual chair evaluations, weekly meetings with program coordinator, and mentorship meetings with division chair.

**Actual Results of Evaluation**

One new faculty member began in Spring 2013 and became a fully integrated and supported member of the program faculty. Another faculty member began in Fall 2013 who has also become a fully integrated and supported member of the program faculty.

**Use of Evaluation Results**

The division has continued to develop and strengthen the program faculty through the hiring of two new faculty members. This has helped improve all CED faculty in teaching, scholarship, and service.

**Related Items**

 [SP3.Ind01: Faculty and staff hiring](#)

---

 **CEDP 2014\_04: CED Reaccreditation**

**Start:** 7/1/2013

**End:** 6/30/2014

**Unit Goal**

Continue assessment and planning for ongoing CACREP and NCATE reaccreditation. Specifically, implement and evaluate assessment plan submitted to CACREP after the Fall 2012 site visit.

**Evaluation Procedures**

Accreditation was certified by CACREP in Spring 2013. The faculty developed clear concise means of self-study through an ongoing assessment plan for both the MEd Programs and the EdS program.

**Actual Results of Evaluation**

A complete review of syllabi and implementation of appropriate databases and TaskStream that show adequate data collection is taking place. The division uses the data for analysis of available data toward an enhanced learning environment.

**Use of Evaluation Results**

Reports are now available for program evaluation by program faculty, DSU administration, and outside stakeholders. This leads to continued growth toward program enhancement and data to guide program migration to hybrid/online environment.

**Related Items**

 [SP1.Ind08: Curriculum Development and Revision](#)

 [SP4.Ind09: Institutional review process / Accreditations/IE](#)

---

## **CEDP 2014\_05: CED EDS Program Enhancement and Evaluation**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

Program faculty matriculate students through the Ed.S. in Counseling with school concentration beginning. Program Enhancement and Evaluation

### **Evaluation Procedures**

Course curriculum, admissions process, and enrollment

### **Actual Results of Evaluation**

Eleven students graduated from the Ed.S. program in 2013-14. The now populated Ed.S. program will continue with cohorts of 10 to 12 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.

### **Use of Evaluation Results**

Faculty meeting minutes and data collected in databases and on Taskstream are evidence of a self-reflective process for this degree program. Uses include program enhancement and recruitment of the best candidates for admission to the program.

### **Related Items**

  **SP1.Ind08: Curriculum Development and Revision**

  **SP2.Ind01: Enrollment**

  **SP2.Ind04: Degrees**

## **CEDP 2014\_06: CED Scholarship Efforts**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

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.

### **Evaluation Procedures**

Minutes of bi-weekly faculty meetings, presentations, and publication submissions.

### **Actual Results of Evaluation**

The faculty have formed a research group to conduct and disseminate research findings. The research group meets weekly. Through the group, there will be an increase in submissions of journal articles and presentations. There will be evidence of student involvement in faculty scholarship.

Collectively faculty reported 13 conference presentations (which include collaborative efforts), and 7 workshops (which include collaborative efforts).



### **Use of Evaluation Results**

The research group engages in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts.

### **Related Items**

  **SP3.Ind09: Professional development**

---

## **CEDP 2014\_07: CED Online Hybrid Course Offerings**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

Program faculty will identify at least three 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. **P**

### **Evaluation Procedures**

Scheduling and review of at least three hybrid or on-line courses.

### **Actual Results of Evaluation**

Spring 2014, nine courses were offered online or hybrid. Program minutes reflect discussions, decisions, and progress toward implementing more and more online facilitation.

### **Use of Evaluation Results**

The continuation and enhancement of procedures to ensure that the faculty serves its function as a curriculum committee empowering and streamlining efforts to create updated, high-quality courses across the curriculum. Online or hybrid courses are an achievable goal that should create more interest in the program in the future. High quality student recruitment is a critical outcome of this goal.

### **Related Items**

  **SP1.Ind08: Curriculum Development and Revision**

  **SP2.Ind01: Enrollment**

  **SP5.Ind01: Distance Education Offerings**

  **SP5: Improve the quality of life for all constituents**

---

## **CEDP 2014\_08: CED Play Therapy Community Counseling Center**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

Program faculty will assist in working with Dr. Mistie Barnes to implement a Play Therapy Community Counseling Center using grant funds from the Baxter International Corporation.

### **Evaluation Procedures**

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

The number of counseling hours provided to community children and their families in the play therapy counseling center.

**Actual Results of Evaluation**

Two play therapy interns completed hours sufficient for their community counseling internship requirements which provided over 480 hours of direct services to Delta children, families, and individuals.

**Use of Evaluation Results**

The Play Therapy Training Institute provided the ongoing establishment of a funded community counseling facility serving the children, and the families of the Delta region.

**Related Items**

  **SP4.Ind03: External resources**

  **SP5.Ind06: Community Outreach**

  **SP5: Improve the quality of life for all constituents**

 **CEDP 2014\_09: PSY Research Methods Redesign**

**Start:** 7/1/2013

**End:** 6/30/2014

**Unit Goal**

Continue the process of assessing the Research Methods Redesign. The redesign needs to 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).

**Evaluation Procedures**

Grade distributions of PSY 332 (formerly PSY 201) in fall 2013, spring 2014, fall 2014, spring 2015, and fall 2015 as compared to previous semesters.

**Actual Results of Evaluation**

<b>PSY 332</b>				
	<u>2011/2012</u>	<u>2012/2013</u>	<u>F13</u>	<u>S14</u>
Test 1	0.77	0.77	.84	0.91
Test 2	0.7	0.77	.71	0.75
Test 3	0.81	0.87	NA	NA
Test 4	0.79	0.74	NA	NA
Talk	0.82	NA	NA	NA
Bib	0.66	0.77	0.71	0.62
Draft 1	0.65	0.74	NA	0.77
Draft 2	0.8	0.83	NA	0.75
Sem. Avg.	0.77	0.79	0.78	0.81

*Delta State University FY2014 Unit Level Report*  
*Department: Counselor Education and Psychology*

Quiz Avg.	NA	0.55	0.72	0.77
-----------	----	------	------	------

**Use of Evaluation Results**

PSY 330 (formerly PSY 102) should better prepare students to succeed in PSY 332 resulting in higher PSY 332 grades (and fewer failing). The redesign was implemented in fall 2010 and is now going to be recalibrated.

Results are used to modify the curriculum and psychology program in the future.

**Related Items**

-   **SP1.Ind08: Curriculum Development and Revision**
-   **SP2.Ind02: Retention**
-   **SP2.Ind03: Graduation Rate**

---

 **CEDP 2014\_10: PSY Scholarship Efforts**

**Start:** 7/1/2013

**End:** 6/30/2014

**Unit Goal**

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.

**Evaluation Procedures**

1. Minutes of faculty meetings, presentations, and publication submissions.

**Actual Results of Evaluation**

Faculty members presented at 12 conferences. One presentation was included in conference proceedings. There was one more publication.

**Use of Evaluation Results**

The program engages in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts. Presentations need to be leveraged into publications.

**Related Items**

-   **SP3.Ind09: Professional development**

**Section IV.a  
 Brief Description  
 Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

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.

**Section IV.b  
 Comparative data**

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

Credit Hour Production						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
<b>Counselor Education (CED)</b>	93	540	204	705	168	801
<b>Educational Psychology (EPY)</b>	36	186	201	60	174	84
<b>Psychology (PSY)</b>	138	0	1272	0	1174	0
<b>Total</b>	<b>267</b>	<b>726</b>	<b>1677</b>	<b>765</b>	<b>1516</b>	<b>885</b>

Note – CED CHP three-year trend data indicate a 4% increase from 2011-12 (1551) to 2013-14 (2511); one-year trend data indicate a 40% increase from 2012-13 (1794) to 2013-14 (2511). The increase of CHP in CED is associated with an increase in enrollment. PSY CHP three-year trend data indicate a 5% decrease from 2011-12 (2727) to 2013-14 (2584); one-year trend data indicate a 4% increase from 2012-13 (2493) to 2013-14 (2584). The PSY three-year trend data may be due to the fact that students are taking fewer hours due to the current economic climate. However, in spite of losing one professor over Summer 2013, there was an increase in PSY CHP over 2013-14. EPY CHP three-year trend data indicate a 27% decrease from 2011-12 (1014) to 2013-14 (741); one-year trend data indicate an 11% decrease from 2012-13 (834) to 2013-14 (741). The EPY trend data is related to enrollment in undergraduate and graduate programs outside of the Division. As a result of the PSY decreasing CHP trend, the division has

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

started engaging in more vigorous recruiting practices. In Fall 2011, the division implemented 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. Moreover, another CEAC enrollment plan to better recruit students from community colleges was launched in 2012. This involved personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. If this proposal is approved and implemented, it will help increase CHP. Accomplishing the following goals will help increase enrollment by major: CEDP 2015\_01, CEDP 2015\_05, CEDP 2015\_07, and CEDP 2015\_09.

Enrollment by Major						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
<b>Counseling</b>	0	62	0	92	0	106
<b>Psychology</b>	18	0	79	0	76	0
<b>Total</b>	18	62	79	92	76	106

Note – Total CED enrollment over the past three years was 170 in 2011-12, 182 in 2012-13, and 260 in 2013-14. Three-year and two-year trend data indicate that CED enrollment increased 53% from 2011-12 to 2013-14 and increased 43% from 2012-13 to 2013-14. 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 a new 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. Total PSY enrollment over the last three years was 192 in 2011-12, 151 in 2012-13, 173 in 2013-14. Three-year and two-year trend data indicate that PSY enrollment decreased 10% from 2011-12 to 2013-14 and increased 15% from 2012-13 to 2013-14. As a result of this decreasing enrollment trend, the division has started engaging in more vigorous recruiting practices. In Fall 2011, the division implemented 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. Moreover, another CEAC enrollment plan to better recruit students from community colleges was launched in 2012. This involved personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). 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, and this should help increase enrollment. One reason for the decrease in enrollment may be tied to the increase in graduates. 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 2015\_01, CEDP 2015\_05, CEDP 2015\_07, and CEDP 2015\_09.

2013-14 Graduates	
<b>Counseling</b>	
<b>MEd</b>	<b>18</b>
<b>EdS</b>	<b>11</b>
<b>Psychology</b>	
<b>BA</b>	<b>10</b>

***Delta State University FY2014 Unit Level Report***  
***Department: Counselor Education and Psychology***

Note – Overall division graduation numbers increased from 2012-2013 (38) to 2013-2014 (39). This is an overall 3% increase. The implementation of the new EDS counseling program resulted in 11 additional CED graduates. CED increased from 20 to 29 (45%) while PSY decreased from 18 to 10 (44%). CED three-year trend data indicate a 142% increase from 2011-2012 (12) to 2013-2014 (29). PSY three-year trend data indicate a 41% decrease from 2011-2012 (17) to 2013-2014 (10). 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 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. 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 host a writing and plagiarism workshop to address noticeable student writing weaknesses and began a psychology/stats lab to address student weaknesses. Also, the PSY research methods and statistics redesign project should 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 has been approved and implemented, and it should help increase graduate rates in the future. Accomplishing the following goals will help increase enrollment by major: CEDP 2015\_01, CEDP 2015\_05, CEDP 2015\_07, and CEDP 2015\_09.

**Course Evaluations**

Note – Overall means on student evaluations of instruction show that the division rated consistently above the COEHS mean and the university mean on all questions during Spring 2014. In looking back at data from Fall 2011, the division was consistently at or near the mean on all questions, with no consistency in variation. In looking at some of the most important indicators, #13 The faculty member adequately explained confusing and/or complex material, the division average went from 4.4 Fall 2011 to 4.45 in Spring 2014, which is above the University mean of 4.3 in Spring 2014. On #14, The faculty member encouraged students to ask questions, the division average went from 4.53 in Fall 2011 to 4.57 in Spring 2014, which is above the University mean of 4.45 in Spring 2014. On #24, The faculty member was fair in interactions with students, the division went from 4.51 Fall 2011 to 4.57 in Spring 2014, which is above the University mean of 4.4 in Spring 2014. Finally on #26, The faculty member's assignments encouraged my critical thinking ability, the division average went from 4.43 in Fall 2011 to 4.57 in Spring 2014, which is above the University mean of 4.39 in Spring 2014. While there were periodic variations in average scores, there is no consistency with the variation between means.

**Grade Distributions and Grade Inflation**

Note – Grades that are over 50% A's or 80% A's and B's are considered to be inflated, and those courses are triggered for review. The following grade distributions show the three-year trend for grades in courses in the Counselor Education and Psychology programs. The Psychology program does not show grade inflation according to the grade trigger percentage. According to the number of A's, the Counselor Education program does give proportionately higher A's. Part of this is the nature of the graduate program where students are expected to produce higher quality work. Many of the CED courses are skills courses where students must demonstrate competency in those skills in order to progress through the program. The percentage of A's in Counselor Education is down from 2012-13. One thing that may have affected these grades is that two professors left mid-year, who may have not been as accurate in their grading at the end of the fall term. One new professor began in Spring 2013. The turnover for the Counselor Education department has perhaps affected grading temporarily as the new professors got accustomed to students and their workload. While the percentages of A's and A's and B's in EPY courses is not reported for 2013-14, those courses were below the trigger percentages in 2011-12 and 2012-13. Psychology classes remain below the grade inflation trigger percentages for the division.

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

2013-14

Fall 2013	Spring 2014
CEY (64%) (14%) = 78%	(60%) (16%) = 76%
PSY (30%) (31%) = 61%	(28%) (31%) = 59%

12-13

Fall 2012	Spring 2013
CEY (74%) (7%) = 81%	(67%) (12%) = 79%
EPY (32%) (46%) = 78%	(40%) (38%) = 78%
PSY (28%) (26%) = 54%	(23%) (25%) = 48%

11-12

Fall 2011	Spring 2012
CEY (40%) (29%) = 69%	(52%) (23%) = 75%
EPY (34%) (32%) = 66%	(32%) (30%) = 62%
PSY (23%) (26%) = 49%	(22%) (29%) = 51%

**Graduation Survey**

Note – In the Graduation Survey for 2013-14, the division had 12 graduates from Counselor Education and Psychology who completed the survey. In the COEHS, we received more excellent ratings than did the university as a whole. In addition, We received more excellent ratings on the overall quality of the department (59.4%) than did the university as a whole (54.7%). In the quality of instruction in the major, we received 63.4% excellent ratings compared to 53.5% in the university as a whole. This trend is encouraging in that it shows our graduates as a whole are positive about the education they receive from the division and the college.

[Trend Data 2010-14 Counselor Education & Psychology](#)

**Sources**

 [Trend Data 2010-14 Counselor Education & Psychology](#)

**Section IV.c**

**Diversity Compliance Initiatives and Progress**

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

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 during the 2013 search and interview processes for counselor education faculty and one counseling laboratory director. However, several minority candidates declined interviews due to insufficient salary. Ms. Catherine Vincent (white female) accepted the counseling laboratory director position that started in August 2012 and Ms. Chaiqua Harris (African American female) accepted a faculty position that started in Spring 2013. CACREP standards dictate that the Counselor Education Program continues to adequately and comprehensively address diversity issues throughout the curriculum.

As of Spring 2014, students in PSY 307 Developmental Psychology are being assessed with a Diversity Quiz in Canvas that correlates with a chapter on heredity and environment where issues of race, culture, and ethnicity are typically addressed. PSY 307 is a required core course for psychology majors, and therefore, the division can make sure majors have studied issues related to diversity. In Spring 2014, 16 out of 21 students passed the quiz with an average score of 97%. Five students did not take the quiz.

**Section IV.d**  
**Economic Development Initiatives and Progress**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

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 this 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 three 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.

**Section IV.e**  
**Grants, Contracts, Partnerships, Other Accomplishments**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

Barnes, M. D. & McNichols, C. (Submitted June 24, 2011; Awarded December 2011) *Play Therapy Training Clinic*. International Baxter Foundation. Awarded amount was \$70,038 for the period of January 2012 – December 2013.

Barnes, M.D. (September 2013). Improving Mental Health Training and Services throughout the Delta Region. Delta Health Care Services Grant – USDA. \$200,463. September 23, 2013 – September 23, 2014.

Barnes, M.D. (September 2013). Play Therapy Presentation Board. Dulce Fund. Awarded \$435 for the period of September 2013 – April 2014.

Barnes, M.D & Harris, C. (September 2013). Faculty Instructional Tools. Dulce Fund. Awarded \$495 for the period of September 2013 – April 2014.



**Section IV.f  
 Service Learning Data**

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

- Internships – Counselor Education Program Faculty
  - CED students served at least 12,000 hours as interns in clinical mental health and school settings in 2012.
  - Over 200 counselors, social workers, teachers attended. The conference is held on the first Wednesday of April each year and has been named in memorial to Fred Woodall, who served as faculty and program coordinator for Counselor Education for many years.
  - 35 Ed.S. and M.Ed. graduate student volunteers X average of 6 hours = 210 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 200 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.
- The 33<sup>rd</sup> 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. Cirecie West-Olatunji. – Counselor Education Program Faculty

**Section IV.g  
 Strategic Plan Data**

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

**Strategic Plan Data (see Appendix C of the Guidelines)**

<b>Division-Relevant DSU Strategic Plan Goal Indicators</b>	<b>Division Tracking Status</b>
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
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

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

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

**Section IV.h**  
**Committees Reporting To Unit**

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit’s goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit’s annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

**Judgment**

- Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

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.

## **Section V.a**

### **Faculty (Accomplishments)**

Noteworthy activities and accomplishments

#### **Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

#### **Narrative**

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:**

- January 14, 2013 - The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has again granted accreditation to two master's degrees in the Division of Counselor Education and Psychology at Delta State University. First accredited as a Master's in Community Counseling in April of 1991, DSU's renamed Clinical Mental Health Counseling degree (M.Ed.) has been accredited again until October 2020. DSU's Master's in School Counseling (M.Ed) has also been accredited until October 2020. The School Counseling Program was first accredited in April of 1997.

Delta State University's Counseling Program, which is housed in the College of Education and Human Sciences, holds a statewide and regional reputation for excellence and looks forward to continuing its tradition of training new counselors as an accredited program for the next eight years.

- Dr. Barnes and Dr. McNichols submitted and were awarded an International Baxter Foundation grant.
  - Barnes, M. D. & McNichols, C. (Submitted June 24, 2011; Awarded December 2011) *Play Therapy Training Clinic*. International Baxter Foundation. Awarded amount was \$70,038 for the period of January 2012 – December 2013.
  - Over 180 counselors, social workers, teachers attended. The conference is held on the first Wednesday of April each year and has been named in memorial to Fred Woodall, who served as faculty and program coordinator for Counselor Education for many years.
  - 35 Ed.S. and M.Ed. graduate student volunteers X average of 6 hours = 210 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 180 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.
- Over 200 counselors, social workers, teachers attended. The conference is held on the first Wednesday of April each year and has been named in memorial to Fred Woodall, who served as faculty and program coordinator for Counselor Education for many years.
- 35 Ed.S. and M.Ed. graduate student volunteers X average of 6 hours = 210 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

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

door prizes, decorating committee, registration table workers, CSI sales workers, and banquet hosts

- Accomplishments
    - With approximately 200 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.
  - 4/13 - the 32<sup>nd</sup> 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. Bradley Erford.
  - 4/14 - the 33<sup>rd</sup> 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. Cirecie West-Olatunji.
- 
- **Dr. Mistie Barnes – Counselor Education Faculty**
    - **Professional Presentations**

Barnes, M.D., Stevenson, K., & Washington, V. (2013, November). *Creative interventions with teens and pre-teens (Part II)*. Paper presented at the annual meeting of the Mississippi Counseling Association, Biloxi, MS.

Barnes, M.D., Stevenson, K., & Washington, V. (2013, November). *Creative interventions with teens and pre-teens (Part I)*. Paper presented at the annual meeting of the Mississippi Counseling Association, Biloxi, MS.

Barnes, M.D., Stevenson, K., & Washington, V. (2013, April ). *Creative interventions with tweens and teens*. Paper presented at the annual meeting of the F.E. Woodall Spring Conference for the Helping Professions, Cleveland, MS.

Barnes, M.D. (2013, April). *The ethics of working with children*. Paper presented at the annual meeting of the F.E. Woodall Spring Conference for the Helping Professions, Cleveland, MS.

- **Faculty Presentations in Workshops or Other Public Forums**

Barnes, M. D. (2013). Table set-up for the "Year of Service" Careers 101 Fair to promote play therapy at Delta State University. Cleveland, MS.

Barnes, M. D. (2013, April). Table set-up for the College of Education and Human Sciences Open House to promote play therapy at Delta State University. Cleveland, MS.

Barnes, M. D. (2013, April). Table set-up for the Woodall Spring Conference for the Helping Professions to promote play therapy at Delta State University. Cleveland, MS.

Barnes, M. D. (2013, June). Table set-up for the "Let's Play" Play Therapy Conference to promote play therapy at Delta State University. Cleveland, MS.

Barnes, M. D. (2013, September). Table set-up for the Delta Wellness Fair to promote the Delta State Play Therapy Training Institute. Cleveland, MS.

***Delta State University FY2014 Unit Level Report***  
***Department: Counselor Education and Psychology***

○ **Grants Awarded**

Barnes, M.D. and Department of Counselor Education (July 2012-June 2013). Play Therapy Training Center and Clinic. Baxter Foundation. \$70,038 for the period of July 2012 – June 2013.

Barnes, M.D. (September 2013). Improving Mental Health Training and Services throughout the Delta Region. Delta Health Care Services Grant – USDA. \$200,463. September 23, 2013 – September 23, 2014.

Barnes, M.D. (September 2013). Play Therapy Presentation Board. Dulce Fund. Awarded \$435 for the period of September 2013 – April 2014.

○ **Other Noteworthy Activities and Accomplishments**

- Director, Delta State Play Therapy Training Institute
- Guest Speaker, Cleveland School Counselors (2 meetings)
- Member, SACS Compliance Certification Team
- Member, SACS Compliance Certification Team: Resources and Services Committee, Delta State University
- Chair, Faculty Search Committee (2 searches), Counselor Education Program
- Member, Faculty Search Committee Member, Counselor Education Program
- President-Elect for the Mississippi Association for Play Therapy
- Chair, Dissertation Committee for doctoral student
- Member, Dissertation Committee for three doctoral students
  - Sha Terria Warren, Allison Malone, Elois Nicholson
  - Member, Mississippi Licensed Professional Counselor Association (MLPCA)
  - Member, CACREP Advisory Committee: College of Psychology and Behavioral Sciences, Argosy University, Sarasota Florida
    - Member, Association of Play Therapy, Inc.
      - Mining Report Contributors Committee: Association for Play Therapy
      - Ethics & Practices Special Task Force: Association for Play Therapy
      - Registration & Continuing Education Committee: Association for Play Therapy
      - Conference Program Planning Committee: Association for Play Therapy
    - Member, Mississippi Association for Play Therapy, Inc.
    - Member, Memphis Area Association for Play Therapy, Inc.
    - Member, American Counseling Association
    - Member, Mississippi Counseling Association
    - Member, Association for Creativity in Counseling
    - Member, Mississippi Licensed Professional Counselor Association
      - Membership Committee: Mississippi Licensed Professional Counselor Association
    - 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, Delta P<sup>3</sup> Model Committee (NCATE Standards Committee), DSU, College of Education
    - Member, Counselor Education Curriculum Program Committee
    - Member, Council for Accreditation of Counseling and Related Educational Programs (CACREP) DSU Reaccreditation Committee
    - Member, F. E. Woodall Spring Conference Committee
    - Member, Bolivar County Child Abuse Multi-Disciplinary Task Force (2011-Present)
    - Clinical Editor, Association for Play Therapy Mining Reports
    - Editorial Board Member, The Practitioner Scholar: Journal of Counseling and Professional Psychology
    - Guest Journal Reviewer, for APA Journal: International Journal of Play Therapy
    - Reviewer, Ed.D. candidate portfolios

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

- Clinical Supervisor, DSU Counseling Lab CED 604
- Academic Advisor

- **Dr. George Beals – Counselor Education Faculty**
  - **Professional Presentations**

Beals, G., McCormick, J., & Witt, K. J. (2013, October). *Enhancing active professional counselors in school settings: Going beyond a 60-hour school counseling program*. Presented at the biannual conference of the Association for Counselor Education and Supervision, Denver, Colorado.

Beals, G. (2013, April). *The Ethical Imperative of Leadership for Counselors*. Paper presented at the 32nd Annual F.E. Woodall Spring Conference for the Helping Professions. Cleveland, MS.

The Ethical Imperative of Leadership for Counselors. Mississippi Counselor Association, Jackson, MS.

- **Faculty Presentations in Workshops or Other Public Forums**

Beals, G. (2013, June). Counselor Supervision Training: Enhancing the Supervisory Relationship and Multicultural Concerns in Supervision. Invited day long workshop for the Mississippi Association of Licensed Professional Counselors.

Beals, G. (2013, December). Counselor Supervision Training: Enhancing the Supervisory Relationship and Multicultural Concerns in Supervision. Invited day long workshop for the Mississippi Association of Licensed Professional Counselors.

- **Other Noteworthy Activities and Accomplishments**

- Graduate Education Program Council
- Member, NCATE Faculty Standards Committee
- Member, NCATE Graduate Programs Committee
- Member, Counselor Education Curriculum Program Committee
- Member, Council for Accreditation of Counseling and Related Educational Programs (CACREP) DSU Reaccreditation Committee
- Member, F. E. Woodall Spring Conference Committee
- Member, Counselor Education Ed.S. Degree Planning Committee
- Member, Counselor Education Ed.S. Assessment Plan Committee
- Member, DSU Institutional Review Board
- Member, DSU Research Committee
- Member, Chi Sigma Iota
- Advisor, Gay Straight Alliance
- Academic Advisor
  - 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
  - Member, American Mental Health Counselors Association

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

- Member, EMDR International Association
  - Member, EMDRIA Research Committee
- Member, American Society for Clinical Hypnosis
- Member, The Association for the Development of the Person-Centered Approach
- **Dr. Chaiqua Harris – Counselor Education Faculty**
  - **Professional Presentations**

Harris, C. (2013, April). *The factors that impact the adolescence: academic self-efficacy, ethnic identity, sex, and socioeconomic status*. Presented at the 32<sup>nd</sup> Annual F.E. Woodall Conference for the Helping Professions. Cleveland, MS.

- **Grants Awarded**

Barnes, M.D & Harris, C. (September 2013). Faculty Instructional Tools. Dulce Fund. Awarded \$495 for the period of September 2013 – April 2014.

**Dr. Juawice McCormick – Counselor Education Faculty**

- **Professional Presentations**

Beals, G., McCormick, J., & Witt, K. J. (2013, October). *Enhancing active professional counselors in school settings: Going beyond a 60-hour school counseling program*. Presented at the biannual conference of the Association for Counselor Education and Supervision, Denver, Colorado.

McCormick, J.(2013, November). *Graduate Students: Resources for Success as you begin your counseling career*. Presented at the annual conference of the Mississippi Counseling Association, Jackson, MS

McCormick, J.(2013, November). *An update on LPC rules and the law, Part 1*. Presented at the annual conference of the Mississippi Counseling Association, Jackson, MS

McCormick, J.(2013, November). *An update on LPC rules and the law, Part 2*. Presented at the annual conference of the Mississippi Counseling Association, Jackson, MS

McCormick, J.(2013, April). *Mississippi School Counselors: Roundtable Discussion of Issues Faced Today-Identity and Self-Efficacy*. Presented at the 32<sup>nd</sup> Annual F.E. Woodall Spring Conference for the Helping Professions. Cleveland, MS.

- **Grants Awarded**

Received Wyatt Faculty Development Funds for travel to Denver, CO to present at annual meeting of the Association for Counselor Education & Supervision

- **Other Noteworthy Activities and Accomplishments**

- Director of Assessment and Graduate Program Coordinator
- Chair, Dissertation Committee for doctoral student
  - A. Walker
  - Member, Dissertation Committee for four doctoral students
    - L. Fitts, M. Puckett, S. Robinson, and M. Spencer
  - Member, Data Integrity Committee, Division of Counselor Education and Psychology
  - Guest Editor, Delta Journal of Education
  - Member, Delta Region of the Mississippi Counseling Association
  - Member, Mississippi Counseling Association
    - Selected as Emerging Leader for MCA and was invited to attend training in Vicksburg.
  - Guest Lecture, Personality Types lecture in FCS 447 Professional Development course
  - Division Recruiter, College Fairs (Memphis Agricenter College Fair and DSU Majors Fair)
    - Member, Counselor Education Ed.S. Degree Planning Committee
    - Member, Counselor Education Ed.S. Assessment Plan Committee
    - Member, Counselor Education Curriculum Program Committee

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

- Member, Council for Accreditation of Counseling and Related Educational Programs (CACREP) DSU Reaccreditation Committee
- Member, F. E. Woodall Spring Conference Committee
- Member, Bologna Performing Arts Center Special Programs
- Member, DSU Union Student Organizations
- Adult Leader, Mayor's Youth Council (in planning stages)
- Academic Advisor

**Dr. Bryon Pickens - Counselor Education Faculty**

○ **Professional Presentations**

Pickens, B. (2014, April). *Practical Applications for Positive Psychology: Results of a Pilot*. Presented at the 33<sup>rd</sup> Annual F.E. Woodall Conference for the Helping Professions. Cleveland, MS.

**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 2013.
- Program faculty continue to develop and maintain collaborative undergraduate research experiences with students, faculty and student and faculty presentations at state and regional conferences.
- Several Psychology faculty volunteered and graded Writing Proficiency Exams.
- 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.
- Dr. Drury and Dr. Simmons organized and hosted the Spring 2013 *Psi Chi Induction Ceremony*.
- 
- **Dr. Scott Drury – Psychology Faculty**
  - **Professional Presentations**

Drury, S. (2013, March). *Considering the attendance-grade relation by fall/spring semester*. Paper presented at the 25<sup>th</sup> annual meeting of the Southeastern Teaching of Psychology Conference, Atlanta, GA.

Hutchens, S. A., Culver, T. F., & Drury, S. (2014). *Academic self-efficacy, entitlement, and study habits: Are there regional differences?* Paper presented at the 26<sup>th</sup> annual meeting of the Southeastern Teaching of Psychology Conference, Atlanta, GA.

○ **Other Noteworthy Activities and Accomplishments**

- Chair, Dissertation Committee – Brock Puckett
- Chair, Dissertation Committee – Aretha Hargrove-Edwards
- Chair, Dissertation Committee – Jennifer McBride
- Chair, Dissertation Committee – Tina Woods-Garrett
- Member (Statistics and Design person), Dissertation Committee – Harbin
- Member (Statistics and Design person), Dissertation Committee – Thomas
- Chair, Division Tenure and Promotion Committee
  - Reviewed Shuttlesworth's and Barnes' portfolios.
  - Co-Advisor, Psi Chi
  - Member, Faculty Merit Pay Appeals Committee (March, 2010 – Present)
  - QEP "Cultural Awareness Committee"
  - Member, NCATE Standards Committee
  - Member, Psychology Curriculum Program Committee
  - Member, General Psychology Textbook Committee
  - Member, Association of Psychological Science
  - Division Recruiter
    - Member, Psychology Faculty Search Committee



***Delta State University FY2014 Unit Level Report***  
***Department: Counselor Education and Psychology***

- Member, Ad hoc Committee on Research Methods Redesign
- Member, Southeastern Psychological Association
- Reviewer for Ed.D. candidate portfolios (Spring 2011-2012)
- Division Recruiter, (2012, October) Memphis Area College Night Fair, Agicenter, Memphis, TN
- Faculty Mentor for Undergraduate Research
- Academic Advisor

**Other Noteworthy Activities and Accomplishments.**

- Honored by Dean Griffin and Delta State University at the annual Higher Education Appreciation Day, Working for Academic Excellence (HEADWAE) meeting in Jackson
- Coordinator, Psychology Program
- Chair, Psychology Program Curriculum Committee
- Chair, Psychology Faculty Search Committee
- Chair, COE Online Course Committee
- Chair, Dissertation Committee – Dee Chamblis
- Chair, Dissertation Committee – Joseph McKee
- Member, University Hybrid Course Taskforce
- Member, DSU MAD Committee
- Member, DSU Intellectual Property Committee
- Member, DSU Graduate Council
- Member, CEAC
- Member, CEAC Subcommittee – Tenure/Promotion Rubric Revisions
- Member, DSU NCATE Standard IV Diversity Committee
- Member, DSU Web Enhancement Steering Committee
- Member, DSU Research Committee
- Member, DSU Tenure and Promotion Committee
- Member, Psychology Program Textbook Committee
- Member, Counselor Education Faculty Search Committee
- Member, Southeastern Psychological Association
- Member, Society for the Teaching of Psychology
- Reviewer, DSU COE Doctoral Admission Application Portfolios
- Division Recruiter, various fairs
- Faculty Mentor for Undergraduate Research
  - Academic Advisor
    - Summer Freshmen Orientations
    - Transfer Orientations
    - Pre-registration and open registration advisor

**Dr. Duane Shuttlesworth - Psychology Faculty**

- **Other Noteworthy Activities and Accomplishments**
  - Faculty Senator
    - Chair, Committee on University Standing Committees
    - Faculty Senate Executive Committee
  - Member, Graduate Council (Faculty Senate Representative)
  - Editor, Delta Journal of Education
  - Chair, COE Faculty Activity Review Committee
  - Advisor, Psychology Club
  - Member, General Education Committee
  - Member, Honors Program Faculty Advisory Committee (Resigned due to other responsibilities in October of 2012.)
  - Member, Research Committee
  - Member, Psychology Faculty Search Committee

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

- Member, Psychology Program Textbook Committee
- Member, Psychology Program Curriculum Committee
- Member, Ad hoc Committee on Research Methods Redesign
- Member, American Psychological Association
- Member, Southeastern Psychological Association
- Member, Society for the Teaching of Psychology
- Member, Mid-South Education Research Association
- Division Recruiter, various fairs
- Academic Advisor

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

Zengaro, S., Zengaro, F., Ali, M., & **Simmons, T.** (2013, November). *Using Critical Incidents and Reflections to Evaluate Student Engagement*. Paper presented at the Annual Meeting for the Mid-South Educational Research Association (MSERA) Pensacola, FL.

- **Faculty Presentations in Workshops or Other Public Forums**

Simmons, T., & Zengaro, S. (2013). *Praxis Workshop: Review of the PLT*. Presentation made for secondary education majors in the College of Education Faculty. Delta State University, Cleveland, MS.

**Simmons, T.** (2013, September). *Coping with Stress: Part II*. Presentation made for the Latasha Norman Center's Best Practice Series. Jackson State University, Jackson, MS.

**Simmons, T.** (2013, June). *Coping with Stress: Part I*. Presentation made for the Latasha Norman Center's Best Practice Series. Jackson State University, Jackson, MS.

**Simmons, T., & Zengaro, S.** (2013, April). *Praxis Workshop: Review of the PLT*. Presentation made for secondary education majors in the College of Education Faculty. Delta State University, Cleveland, MS.

**Simmons, T.** (2013, April). Keynote address delivered at the *What is Right about the Mississippi Delta* symposium. Delta State University, Cleveland, MS.

- **Other Noteworthy Activities and Accomplishments**

- Chair, Dissertation Committee – Linda Sanders
- Chair, Dissertation Committee - Reteeshia Brown
- Chair, Dissertation Committee – LaShanda Colbert Vance
- Member, Dissertation Committee – Kashanta Jackson
- Member, Dissertation Committee – LaSandra Young
- Co-Chair, College of Education Diversity Committee
- Member, Faculty and Staff Benefits Committee
- Member, Attendance and Grievance Appeals Committee
- Member, DSU Textbook Committee
- Member, College of Education Textbook Liaison
- Member, Quality Enhancement Plan (QEP) Planning Team
- Co-Advisor, Psi Chi
- 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
  - Chair of the Planning Committee, Jackson, MS Constituency School of SDA
  - Reviewer, Journals for the Association for Rural Education Policy and Practice, Jackson State University

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

- Evaluator, DSU Department of Biology NSF Grant Proposal
- Faculty Advisor, DMI Annual Hip Hop Conference, Delta State University
- Member, Psychology Faculty Search Committee
- Member, Psychology Program Textbook Committee
- Member, Psychology Program Curriculum Committee

**Section V.b**  
**Staff (Accomplishments)**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

- **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
- **Catherine Bishop Vincent – Counseling Laboratory Director**
  - **Noteworthy Activities and Accomplishments**
    - Chair/Coordinator, 2013 F. E. Woodall Spring Conference Committee
    - Member, Counselor Education Curriculum Program Committee
    - Member, Council for Accreditation of Counseling and Related Educational Programs (CACREP) DSU Reaccreditation Committee
    - Member, Mississippi Counseling Association
    - Member, Mississippi Association for Counselor Education and Supervision
    - Member, Chi Sigma Iota
    - Division Recruiter, College Fairs

**Section V.c**  
**Administrators (accomplishments)**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

- **Dr. Sally Zengaro - Psychology Faculty, Interim Division Chair**
  - **Publication**

Iran-Nejad, A., & **Zengaro, S.** (2013) Opportunity prioritization, biofunctional simultaneity, and psychological mutual exclusion. *Behavioral and Brain Sciences*, 36, 696-697.

- **Professional Presentations**

Zengaro, F., **Zengaro, S.**, & McCormick, J. (2014, April). Voice Thread Application: Practical Teaching Points in Synchronous and Asynchronous Courses. Proposal submitted at the 2014 Technology in Teaching Symposium Delta State University, Cleveland, MS.

Zengaro, F., **Zengaro, S.**, & Ali, M. (2014, April). Using Critical Incidents and Reflections to Evaluate Online and on-Ground Students' Responses. Proposal submitted at the 2014 Technology in Teaching Symposium Delta State University, Cleveland, MS.

Zengaro, F., & **Zengaro, S.** (2014, March). Voice Thread as a pedagogical tool in asynchronous courses. Paper accepted at the 7<sup>th</sup> Annual SoTL Commons Conference Coastal Georgia Center, Savannah, GA.

**Delta State University FY2014 Unit Level Report**  
**Department: Counselor Education and Psychology**

**Zengaro, S.,** Zengaro, F., Ali, M., & Simmons, T. (2013, November). Using Critical Incidents and Reflections to Evaluate Student Engagement. Paper presented at the Annual Meeting for the Mid-South Educational Research Association, Pensacola, FL.

**Zengaro, S.,** & Zengaro, F. (2013, November). Using First-Person Education to Promote Critical Thinking in College Classrooms. Symposium conducted at the Annual Meeting for the Mid-South Educational Research Association, Pensacola, FL.

Ali, M., Zengaro, F., & **Zengaro, S.** (2013, March). Sense of coherence in lived experiences in a group of college students. Innovative Professor Conference Austin Peay State University, Tennessee.

o **Faculty Presentations in Workshops or Other Public Forums**

Simmons, T., & Zengaro, S. (2013). *Praxis Workshop: Review of the PLT*. Presentation made for secondary education majors in the College of Education Faculty. Delta State University, Cleveland, MS.

o **Other Noteworthy Activities and Accomplishments**

- Chair, Dissertation Committee
- Member, DSU Honors Program Faculty Advisory Committee
- Reviewer, Proposals for annual meeting of MSERA
- Member, Mid-South Education Research Association
- Member, American Psychological Association
  - o Member, Division 15 (Educational Psychology) APA
  - o Member, DSU Research Committee
  - o Academic Advisor
    - Member, Psychology Program Textbook Committee
    - Member, Psychology Program Curriculum Committee
    - Division Recruiter

**Section V.d**

**Position(s) requested/replaced with justification**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

Two vacant positions were filled for year 2013-2014:

Dr. Chaiqua Harris (Mississippi State University) was hired in Spring 2013 to replace Dr. Karl Witt as Assistant Professor of Counselor Education (position #173)

Dr. Bryon Pickens was hired in August 2013 to replace Dr. Christine McNichols as Assistant Professor of Counselor Education (position #1020).

One position was advertised in April 2014 to replace Dr. Scott Drury as Assistant Professor of Psychology (position #132).

**Section V.e**

**Recommended Change(s) of Status**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

Duane Shuttlesworth was granted tenure and promoted from the rank of Associate Professor to Professor of Psychology effective during the 2013-2014 contract year.

## **Section VI.a**

### **Changes Made in the Past Year**

#### **Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

#### **Narrative**

##### **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**
  - CACREP Site Visit Completed and accreditation awarded.
  - Master's Program made changes to meet 2009 CACREP Standards
    - Proposal for curriculum changes to the school counseling master's program to bring it in alignment with the 2009 CACREP Standards (Proposal was submitted to MDE in summer 2011 and approved in late spring 2012. Changes will go into effect in the 2012-2013 academic year)
      - Addition of CED 620 (Human Growth and Development) to the list of required core courses
      - Removal of EPY 601 (Psychology of Learning), CUR 609 (Historical Foundations of Educational Thought and Curriculum Development), and CSP 616 (Behavioral and Instruction Management) from the list of required course courses.
      - Addition of two additional counseling electives
        - Electives to choose from are CED 622, 714, 715, 713, 718, and 770.
    - Course change proposals (submitted in spring 2012)
      - Cross list CED 801 (Advanced Counseling Theory) as CED 801/701
      - Change CED 622 (Play Therapy) to CED 722
    - Developed portfolio assessment for the counseling master's program.
    - Developed Ed.S. student handbook.
    - Developed a play therapy training center.
  - Barnes, M. D. & McNichols, C. (Submitted June 24, 2011; Awarded December 2011) *Play Therapy Training Clinic*. International Baxter Foundation. Awarded amount was \$70,038 for the period of January 2012 – December 2013.
    - Enforced university admissions requirement policy of passing the CAAP test.
    - Hired a 12-month program coordinator and assessment director.
  
- **Psychology Program**
  - The research methods redesign (PSY 330, PSY 331, and 332) was recalibrated.
    - Narrowed field of possible research projects.
    - Explored the use of *canned* research projects to ensure that students conduct appropriate *doable* projects.

**Section VI.b**  
**Recommended Changes for the Coming Year**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

• **Counselor Education Program**

- Develop assessments according to NCATE standards for the new Ed.S. counseling program.
  - Syllabi
  - Assignments
  - Rubrics
- Create at least three more hybrid/online classes. Continued development of portfolio assessment for the counseling master's program.
  - Instructions
  - Rubrics
  - TaskStream
- Program Evaluation of the first full year and graduates of the Ed.S. school counseling track

• **Psychology Program**

- Continued recalibration or research methods redesign (PSY 330, 331, and 332)
  - Explore the use of *canned* research projects to ensure that students conduct appropriate *doable* projects.
  - Change the sequence of PSY 330, 331, 332 to PSY 331, 330, 332. That is, PSY 331 (statistics) will be taken before PSY 330 in order to allow students be exposed to more psychology topical courses before having to beginning a research proposal in PSY 330.