

Delta State

Academic Affairs/Provost and VPAA

College of Education

Counselor Education and Psychology

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.

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

**Start:** 7/1/2011

**End:** 6/30/2012

**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 Thinking

**Results of Evaluation**

PSY 402 Learning and Cognition Course Assessment Data

PSY 402 Learning and Cognition assessment data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) for fall 2011 and spring 2012 are reported below:

	<u>S11</u>	<u>F11</u>	<u>S12</u>
Test 1	.82	.74	.82
Test 2	.83	.97	.83
FE	.83	.86	.82
RP1	.80	.72	.81
RP2	NA*	.77	NA*

\*not required

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 19 students) for Memory and Thinking = 29 (national average = 44).

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Note – Mean MFT Memory and Thinking student scores are below the national average.

Note – Due to the number of courses transferred to DSU and course scheduling issues, some transfer students take PSY 490 before taking PSY 402. This adversely affects their Memory and Thinking scores on the MFT PSY. We are exploring ways to resolve this problem.

Note - Average TOTAL MFT PSY score: 19 PSY students = 144 out of a possible 200. National average is 156. 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.

**Summary Table**

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

Year (spring)	Number of Students Tested	Overall MFT Score (national average)	Memory and Thinking (national average)	Sensory and Physiology (national average)	Developmental (national average)	Measurement and Methodology (national average)
2010	14	152 (155)	44 (48)	38 (38)	43 (46)	44 (52)
2011	20	148 (156)	47 (48)	33 (38)	38 (46)	49 (52)
2012	19	144 (156)	29 (44)	45 (49)	38 (52)	45 (55)

2011 National average is based on 365 institutions and 36,515 students taking the test from February 2005 to June 2010.

2012 National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students accepted into psychology graduate programs averaged a score of 164 on the MFT PSY (above the national average of 156).

### 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 hosted writing and plagiarism workshops to address noticeable student writing weaknesses.

### PSY 402 Learning and Cognition

In order to increase student learning the following were carried out in PSY 402 Learning and Cognition:

Textbook changed for Spring 2011.

Course is now functionally divided into 2 sections: learning and cognition.

Emphasis in cognition section was altered and placed on information processing stages—pattern recognition, attention, short and long-term memory; Vygotsky, Piaget and Bruner theories (replaced previous 2010 material on language, semantic organization, categorization, problem solving and decision making).

Writing assignments (reflection papers) have been increased from two to four in order to provide students with greater familiarity with original source materials. That is, starting in fall 2012 students are required to complete four reflection papers instead of two.

### Related Items

  **SP1.Ind02: National / Standardized Test Scores**

  **SP1.Ind03: Academic and support services**

  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

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

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### BA-PSY 02: LO Biological Psychology

**Start:** 7/1/2011

**End:** 6/30/2012

#### 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 data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) for spring 2011 and spring 2012 are reported below:

	<u>S11</u>	<u>S12</u>
Test 1	.83	.80
Test 2	.82	.85
FE	.77	.72
RP1	.69	.81
RP2	.71	.81

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 19 students) for Sensory and Physiology = 45 (national average = 49).

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Note – Mean MFT PSY Sensory and Physiology student scores increased this year and are just below the national average.

Note - Average TOTAL MFT PSY score: 19 PSY students = 144 out of a possible 200. National average is 156. 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.

**Summary Table**

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

Year (spring)	Number of Students Tested	Overall MFT Score (national average)	Memory and Thinking (national average)	Sensory and Physiology (national average)	Developmental (national average)	Measurement and Methodology (national average)
2010	14	152 (155)	44 (48)	38 (38)	43 (46)	44 (52)

2011	20	148 (156)	47 (48)	33 (38)	38 (46)	49 (52)
2012	19	144 (156)	29 (44)	45 (49)	38 (52)	45 (55)

2011 National average is based on 365 institutions and 36,515 students taking the test from February 2005 to June 2010.

2012 National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students accepted into psychology graduate programs averaged a score of 164 on the MFT PSY (above the national average of 156).

#### 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 hosted 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 Biological Psychology:

There was a textbook upgrade to current version.

Writing assignments (reflection papers) used to familiarize students with primary resource literature were implemented.

#### Related Items

 [SP1.Ind02: National / Standardized Test Scores](#)

 [SP1.Ind03: Academic and support services](#)

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

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

Start: 7/1/2011

End: 6/30/2012

#### 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)

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 19 students) for Developmental = 38 (national average = 52).

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Note – Mean MFT PSY Developmental student scores are below the national average.

Note - Average TOTAL MFT PSY score: 19 PSY students = 144 out of a possible 200. National average is 156. 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.

**Summary Table**

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

Year (spring)	Number of Students Tested	Overall MFT Score (national average)	Memory and Thinking (national average)	Sensory and Physiology (national average)	Developmental (national average)	Measurement and Methodology (national average)
2010	14	152 (155)	44 (48)	38 (38)	43 (46)	44 (52)
2011	20	148 (156)	47 (48)	33 (38)	38 (46)	49 (52)
2012	19	144 (156)	29 (44)	45 (49)	38 (52)	45 (55)

2011 National average is based on 365 institutions and 36,515 students taking the test from February 2005 to June 2010.

2012 National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students accepted into psychology graduate programs averaged a score of 164 on the MFT PSY (above the national average of 156).

#### **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 hosted 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, more emphasis has been placed on an end-of-semester group presentation project to increase student learning. This assignment requires students to summarize and demonstrate proficiency in the analysis and application of major developmental theories including: Erickson, Piaget, Levinson, Marcia, and Kohlberg.

#### **Related Items**

  **GE 05: Self**

  **SP1.Ind02: National / Standardized Test Scores**

  **SP1.Ind03: Academic and support services**

  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

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

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#### **BA-PSY 04: LO Statistics**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **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

Statistics PSY 331 has been on a six-test system since fall 2010. Average proportion scores from 2011-2012 are reported below. All tests are strongly correlated with each other. This suggests reliability at minimum. N = 89, 5 sections, 2 taught in spring 11. Homework was scored more leniently, either 8/10 points or 10/10 points if they did it. Average of .84 is

factoring in a lot of zeroes. Despite that, homework is a predictor of all tests and semester average. In short, everything correlated with everything.


Test 1 = .74; Test 2 = .81; Test 3 = .73; Test 4 = .73; Test 5 = .78; Test 6 = .75; Homework = .84; semester average = .77.

#### Use of Evaluation Results

##### PSY 331 Statistics

In order to improve student learning, the use of "Screencasting" was implemented. "Screencasting," in which a professor narrates over static or changing content on a screen, was used to demonstrate computer applications of statistics as they are done on SPSS. "Screencasting" allows the professor to demonstrate without affecting a lab setting. While the class itself is chiefly about the concept of statistical processes, computer-approaches therein are an important component.

#### Related Items

 [GE 01: Critical and Creative Thinking](#)

 [SP1.Ind03: Academic and support services](#)

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

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

**Start:** 7/1/2011

**End:** 6/30/2012

##### 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

Research Methods Redesign Grade distribution data from 2006 to 2009 compared to data from 2010 to fall 2011 indicate that the redesign has been ineffective in increasing student pass rates (pre-redesign 75% pass rate compared to post-redesign 73% pass rate).

##### PSY 330 Research Methods I Assessment Data

PSY 330 assessment data (i.e., unit tests, research topic proposal, annotative bibliography [Bib], rough draft [Draft], and



final literature review [Lit R]) for spring 2011 and spring 2012 are reported below:

	<u>S11</u>	<u>S12</u>
Test 1	.76	.83
Test 2	.83	.88
Proposal	.62	.77
Bib	.74	.70
Draft	.64	.84
Lit R	.73	.80

PSY 332 Research Methods II Assessment Data

PSY 332 has been on the four-test system since F06. Average proportion scores from 2011-2012 are reported below. 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, second draft. All tests are correlated with each other which suggests reliability at minimum. N = 37, 3 sections. The talk and bibliography predicted neither draft, suggesting improvement independent of early-semester performance. There was a significant difference between first and second tests,  $t(36) = 2.71, p < .01$ , and between the first and second drafts,  $t(36) = 6.08, p < .001$ . The four draft-related assignments were largely unrelated to tests. We would have preferred that they were.

Test 1 = .77; Test 2 = .70; Test 3 = .81; Test 4 = .79; Talk = .82; Bib = .66; Draft 1 = .65; Draft 2 = .80; semester average = .77.

MFT PSY Assessment Data

MFT Assessment Indicators for Measurement and Methodology (Mean Percent Correct) increased from 2010 to 2011, but decreased in 2012:

- 2010: 44 (52 national average)
- 2011: 49 (52 national average)
- 2012: 45 (55 national average)

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 2012

Note – Mean MFT PSY Measurement and Methodology student scores are just below the national average.

Note - Average TOTAL MFT PSY score: 19 PSY students = 144 out of a possible 200. National average is 156. 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.

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Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students accepted into psychology graduate programs averaged a score of 164 on the MFT PSY (above the national average of 156).

#### Student Research and Presentation Production

Psychology students conducted a good number of research projects. Dr. Hutchens' fall 2011 PSY 315 (Social Cognition) students conducted 5 empirical research projects. Three were presented as professional research presentations in 2012 at The Mid-South Psychology Conference (one student was awarded first place for Best Research Poster). One of Dr. Drury's students also conducted a research project in 2011 and presented it as a professional research presentation at a The Mid-South Psychology Conference in 2012.

#### **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 hosted writing and plagiarism workshops to address noticeable student writing weaknesses.

#### PSY 330 Research Methods I

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

Students were engaged in structured graduated writing assignments based on APA format and style requirements.

Extensive feedback was provided on proposal, annotated bibliographies, and rough draft to facilitate performance on final literature review.

Expanded assigned readings were given to provide more direction to completing the writing assignments

#### PSY 332 Research Methods II

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



Preliminary draft assignments now precede the final draft, which is designed to mimic the exactitude of a proposal in a master's thesis or doctoral dissertation process. They include the heavily edited first draft, the annotated bibliography that is designed to create the structure of a literature review, and the research presentation to peers. This presentation to peers forces students to confront undeveloped portions of research proposals, much in the spirit of an oral proposal in graduate school.

#### Research Methods Redesign:

Due to the fact that the redesign has been ineffective in increasing student pass rates, the fact PSY 330 and PSY 332 require intense writing and research components, and the fact that many students have limited writing skills, it became apparent that the redesign needed to be recalibrated to narrow the field of possible research topics for student research proposals. The recalibration explored the use of canned research projects (e.g., using CogLab) to ensure that students conduct appropriate, doable projects. By doing so, students were provided with more scaffolding to write a research proposal.

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 for per-head faculty pay.

#### **Related Items**

  **GE 01: Critical and Creative Thinking**

  **SP1.Ind02: National / Standardized Test Scores**

  **SP1.Ind03: Academic and support services**

  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

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

  **SP2.Ind02: Retention**

  **SP2.Ind03: Graduation Rate**

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

**Start:** 7/1/2011

**End:** 6/30/2012

#### **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 Fall 2011 for the Ed.D. counseling track. This was the candidate's second submission and it was not accepted. There were no submissions in Spring 2012.

#### **Use of Evaluation Results**

Because no new Counseling Track students were admitted in this reporting period, no data was collected. Thus, no program changes were made. In the event that students apply and are admitted, assessment data is collected and evaluated in order to make necessary changes.

Efforts to recruit more qualified students for the Counseling Track of the Ed.D. program were initiated:

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**

 [SP2.Ind01: Enrollment](#)

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

**Start:** 7/1/2011

**End:** 6/30/2012

**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 was 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 were initiated:

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**

 [SP1.Ind03: Academic and support services](#)

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

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

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

**Start:** 7/1/2011

**End:** 6/30/2012

**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

This year, one student completed counseling practicum.

Evaluations are on file.

The student exhibited outstanding qualities as a school counselor and received excellent evaluations from her workplace. In addition, she assisted the supervisor in teaching a class and supervising master's level students. Her work was considered developmentally appropriate.

### Use of Evaluation Results

One student completed counseling practicum during this reporting period. Even though the student performed very well, she would have had a richer experience in counseling practicum if she were part of a cohort of peers. Thus, efforts to recruit more qualified students for the Counseling Track of the Ed.D. program were initiated:

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.

Currently enrolled students are in dissertation stages. Except for counseling practicum, no other Counseling Track Ed.D. courses were offered in this reporting period because there were no students taking coursework. Thus, no other program changes occurred. In the event that courses are offered, assessment data will be collected and evaluated in order to make necessary changes to improve student learning.

### Related Items

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

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

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

**Start:** 7/1/2011

**End:** 6/30/2012

#### 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

One student recently completed a dissertation and graduated from the program. In doing so, he demonstrated mastery of research techniques and academic writing. His dissertation was very well written. Currently there are four counseling students in various stages of the process.

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

Three students are working on their dissertations.

#### Use of Evaluation Results


One student completed a dissertation during this reporting period. Even though the student demonstrated mastery of research techniques and academic writing in his dissertation, he would have had a richer experience if he went through the program with a cohort of peers. Thus, efforts to recruit qualified students for the Counseling Track of the Ed.D. program were initiated:


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

 [SP1.Ind03: Academic and support services](#)

 **SP1.Ind05: Diversity -- access to diverse ideas/programs**

 **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

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

**Start:** 7/1/2011

**End:** 6/30/2012

**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**


To date, the faculty have admitted 3 students to the Ed.S. program.

**Use of Evaluation Results**

Faculty are currently exploring 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 in the Counseling track of the Ed.D.

**Related Items**

 **SP2.Ind01: Enrollment**

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

**Start:** 7/1/2011

**End:** 6/30/2012

**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**


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


**Use of Evaluation Results**

None - 1<sup>st</sup> year

**Related Items**

 **SP1.Ind03: Academic and support services**

 **SP1.Ind05: Diversity -- access to diverse ideas/programs**

 **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

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

**Start:** 7/1/2011

**End:** 6/30/2012

**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**

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



**Use of Evaluation Results**

None - 1<sup>st</sup> year

**Related Items**

  SP1.Ind03: Academic and support services

  SP1.Ind05: Diversity -- access to diverse ideas/programs

  SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising

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

**Start:** 7/1/2011

**End:** 6/30/2012

**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**

None - 1<sup>st</sup> year

**Related Items**

  SP1.Ind03: Academic and support services

  SP1.Ind05: Diversity -- access to diverse ideas/programs

  SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising

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

**Start:** 7/1/2011

**End:** 6/30/2012

**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**

Recently, the majority of the students have passed the CPCE. Based on the past 6 years (see summary tables), CPCE pass rates have been on an upward trend. In comparing aggregate data from 2011-2009 to 2008-2006, it is evident that first time pass rates have significantly increased by 30% (2011-2009 = 76%, 2008-2006 = 46%).

Although, the percentage of students passing the CPCE in spring 2011 and fall 2011 was very high. The CED faculty, in consultation with CCE and fellow Mississippi state universities who administer this exam, changed the cut score beginning with the fall 2009 administration. The previous cut score was ½ standard deviation below the mean. The current cut score is 55%.

In 2011, all students passed the CPCE with 13 of 14 students passing it the first time and the remaining student passing it on the second attempt in April of 2012.

NCE pass rates indicate a downward trend from spring 2003 to spring 2010. However, the NCE pass rate in spring 11 increased from 37% in spring 2010 to 64% in spring 2011 indicating the start of an upward trend.

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

CPCE Administration Dates	# of Students Tested	# of Students Passed	Pass Rate %
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%

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

NCE Administration	# of Students Tested	# of Students Passed	Pass Rate %
Spring 11	14	9	64%
Spring 10	19	7	37%
Spring 09	17	NA	NA
Spring 08	10	3	30%
Spring 07	15	9	60%
Spring 06	9	4	44%
Spring 05	7	6	86%
Spring 04	10	8	80%
Spring 03	8	7	88%

#### Use of Evaluation Results

Reviewed courses and adopted new textbooks in counseling theory, group counseling, and research methods.


Added additional on-line exercises to increase student interaction with the material.

To evaluate student learning and integration of material, a comprehensive professional portfolio of the eight core CACREP areas was implemented. To address student needs, many courses have been web enhanced.

#### Related Items

  **SP1.Ind02: National / Standardized Test Scores**

  **SP1.Ind03: Academic and support services**

  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

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

  **SP2.Ind03: Graduation Rate**

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

**Start:** 7/1/2011

**End:** 6/30/2012

### **Learning Outcome**

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 the spring 11 and fall 11 semesters, documented observations indicated that 8 students self-selected out in CED 630; 4 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.

### **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.

### **Related Items**

  **SP1.Ind03: Academic and support services**

  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

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

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## **MED-COU 03: LO Dispositions**

**Start:** 7/1/2011

**End:** 6/30/2012

### **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 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.

Immediate results of this pilot project are that students are demonstrating more awareness of the professional standards by which they are being adjudicated. There is now a concrete reference for students relative to appropriate program behaviors.

#### **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 made substantial revisions to the CED curriculum in 2011-12 to ensure compliance with the revised CACREP standards. Current revisions include updating course syllabi to the new standards and changing the order of courses.

As a result of this implication, there is suitable feedback for students to understand the dispositions required of faculty and students verbalize an understanding that passing coursework is not all that is necessary to successfully complete the program. Faculty will continue to use the rubric and will continue its discussions on how to use the data.

#### **Related Items**

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

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

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

**Start:** 7/1/2011

**End:** 6/30/2012

#### **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 the 2011-2012 year, 7 students presented or co-presented at the MCA conference; and 10 presented or co-presented at the F.E. Woodall Spring Conference (Total = 17).

#### **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.

#### **Related Items**

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

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#### **CEDP 2012\_01: Division Increase Enrollment**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Unit Goal**

Increase enrollment in Counselor Education and Psychology Programs by a minimum of 1% (through expanded/new [Ed.S.] programs and innovative program/course offerings, as well as vigorous recruiting practices) and retain quality students.

#### **Evaluation Procedures**

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

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

Total CED enrollment over the last three years was 171 in 2009-10, 155 in 2010-11, and 170 in 2011-12. Three-year and two-year trend data indicate that CED enrollment decreased 1% from 2009-10 to 2011-12 and increased 9% from 2010-11 to 2011-12. 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. Total PSY enrollment over the last three years was 165 in 2009-10, 204 in 2010-11, and 192 in 2011-12. Three-year and two-year trend data indicate that PSY enrollment increased 14% from 2009-10 to 2011-12 and decreased 6% from 2010-11 to 2011-12. The PSY program will continue to engage in vigorous recruiting practices. The division worked with the DSU Office of Communications and Marketing to develop three different professional brochures (Psychology program, Counselor Education master's program, and education specialist's program). The counseling EDS program was approved in August 2011, an admissions requirement policy was put in place, and advertising was started in spring 2012 with the development of a professional brochure and website announcement. Also, in summer 2012, an electronic announcement about the EDS program (including the brochure) was sent to the Mississippi Counseling Association list serve. All school counselors and clinical mental health counselors in Mississippi receive the list serve. Students will be admitted into the program during the summer of 2012 and start in fall 2012. Also, 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 will be continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges will be launched in 2012. This will involve personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Division faculty attended the recruitment functions listed below. All recruitment functions were productive, except the first one that is listed. Due to the fact that the students were not directed to attend the recruitment fair after the Youth Leadership Conference (instead they were told to load their buses), setup and faculty attendance on a Saturday was a waste of time and effort. However, 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.


1. Division Recruitment, (2011, March 5) Career Services Fair, Annual Statewide Youth Leadership Conference, DSU BPAC, Cleveland, MS
2. Division Recruitment, (2011, August 31) Career Services Majors Fair, Lasso a Major, Cleveland, MS
3. Division Recruitment, (2011, October 1) Career Services, DSU Day College Fair, Cleveland, MS
4. Division Recruitment, (2011, November 8) Bolivar County High School Recruiting Fair, Cleveland, MS
5. Division Recruitment, (2012, March 3) Junior Visit Day, Office of Admissions, Cleveland, MS
6. Division Recruitment, (2011, October 1) Memphis Area College Night Fair, Agicenter, Memphis, TN
7. Division Recruitment, (2011, March) Graduate Studies Social, Cleveland, MS

#### Use of Evaluation Results

Results will be used to evaluate effective methods of recruitment in order to strengthen the Counselor Education and Psychology Programs. The division will work closely with the Graduate Office and Admissions to develop recruitment plans and develop retention plans through advisement and monitoring.

#### 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](#)

#### CEDP 2012\_02: Division Increase CHP

**Start:** 7/1/2011

**End:** 6/30/2012

#### Unit Goal

Increase credit hour production (CHP) in Counselor Education and Psychology Programs by a minimum of 1% (through expanded/new [Ed.S.] programs and innovative program/course offerings, as well as vigorous recruiting practices).

#### Evaluation Procedures

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

#### Actual Results of Evaluation

Review of CHP reports from Institutional Research and Planning indicated the following: CED CHP three-year trend data indicate a 21% decrease from 2009 (1863) to 2011 (1467); two-year trend data indicate a 6% decrease from 2010 (1563) to 2011 (1467). The decrease in CHP in CED is associated with a decrease in enrollment. PSY CHP three-year trend data indicate a 15% decrease from 2009 (3159) to 2011 (2694); two-year trend data indicate a 9% decrease from 2010 (2961) to 2011 (2694). The decrease in PSY CHP in the two-year trend data is due to the fact that fewer courses were offered due to having a vacant faculty position in 2011-2012. Also, it may be the case that students are taking fewer hours due to the current economic climate. EPY CHP three-year trend data indicate a 1% decrease from 2009 (1041) to 2011 (1032); two-year trend data indicate a 9% decrease from 2010 (1134) to 2011 (1032). The division worked with the DSU Office of Communications and Marketing to develop three different professional brochures (Psychology program, Counselor

Education master's program, and education specialist's program). The counseling EDS program was approved in August 2011, an admissions requirement policy was put in place, and advertising was started in spring 2012 with the development of a professional brochure and website announcement. Also, in summer 2012, an electronic announcement about the EDS program (including the brochure) was sent to the Mississippi Counseling Association list serve. All school counselors and clinical mental health counselors in Mississippi receive the list serve. Students will be admitted into the program during the summer of 2012 and start in fall 2012. Also, 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 will be continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges will be launched in 2012. This will involve personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Division faculty attended the recruitment functions listed below. All recruitment functions were productive, except the first one that is listed. Due to the fact that the students were not directed to attend the recruitment fair after the Youth Leadership Conference (instead they were told to load their buses), setup and faculty attendance on a Saturday was a waste of time and effort. However, 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.


1. Division Recruitment, (2011, March 5) Career Services Fair, Annual Statewide Youth Leadership Conference, DSU BPAC, Cleveland, MS
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6. Division Recruitment, (2011, October 1) Memphis Area College Night Fair, Agicenter, Memphis, TN
7. Division Recruitment, (2011, March) Graduate Studies Social, Cleveland, MS

#### Use of Evaluation Results

Results will be used to evaluate effective methods of recruitment in order strengthen the Counselor Education and Psychology Programs. The Division will work closely with Graduate Office and Admissions to develop recruitment plans and develop retention plans through advisement and monitoring. The Division will focus on market analysis and course offerings to ensure strategic delivery of courses.

#### 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](#)

#### CEDP 2012\_03: Division Increase Graduates

**Start:** 7/1/2011  
**End:** 6/30/2012

#### Unit Goal

Increase the number of graduates for Counselor Education and Psychology Programs by a minimum of 1% (through expanded/new [Ed.S.] programs and innovative program/course offerings, as well as vigorous recruiting practices).

#### Evaluation Procedures

Review of graduation numbers reported by Institutional Research and Planning. Track the number and type of productive recruitment efforts.

#### Actual Results of Evaluation

Note – 2011-2012 overall division graduation numbers are the same from the previous 2010-2011 year to the 2011-2012 year (i.e., 29). CED decreased from 16 to 12 (25%) while PSY increased from 13 to 17 (24%). CED three-year trend data indicate a 50% decrease from 2009-2010 (24) to 2011-2012 (12). PSY three-year trend data indicate a 23% decrease from 2009-2010 (22) to 2011-2012 (17). 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 (fall 2010 and 2011) to address noticeable student writing weaknesses. The division worked with the DSU Office of Communications and Marketing to develop three different professional brochures (Psychology program, Counselor Education master's program, and education specialist's program). The counseling EDS program was approved in August 2011, an admissions requirement policy was put in place, and advertising was started in spring 2012 with the development of a professional brochure and website announcement. Also, in summer 2012, an electronic announcement about the EDS program (including the brochure) was sent to the Mississippi Counseling Association list serve. All school counselors and clinical mental health counselors in Mississippi receive the list serve. Students will be admitted into the program during the summer of 2012 and start in fall 2012. Also, 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 will be continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges will be launched in 2012. This will involve personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Division faculty attended the recruitment functions listed below. All recruitment functions were productive, except the first one that is listed. Due to the fact that the students were not directed to attend the recruitment fair after the Youth Leadership Conference (instead they were told to load their buses), setup and faculty attendance on a Saturday was a waste of time and effort. However, 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.

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5. Division Recruitment, (2012, March 3) Junior Visit Day, Office of Admissions, Cleveland, MS
6. Division Recruitment, (2011, October 1) Memphis Area College Night Fair, Agicenter, Memphis, TN
7. Division Recruitment, (2011, March) Graduate Studies Social, Cleveland, MS

#### **Use of Evaluation Results**

Results will be used to evaluate effective methods of recruitment in order strengthen the Counselor Education and Psychology Programs. The Division will work closely with the Graduate Office and Admissions to develop recruitment plans and develop retention plans through advisement and monitoring. Note - Immediate impact on graduation numbers will likely not be seen--as candidates who are not currently on track for graduation may not meet requirements even with enhanced advisement. It will, also, take time (i.e., at least two years) to measure the effect of vigorous recruitment efforts on graduation rates).

#### **Related Items**

 [SP1.Ind03: Academic and support services](#)

 [SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising](#)

 [SP2.Ind03: Graduation Rate](#)

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#### **CEDP 2012\_04: Division Teacher Observation Mentorship**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Unit Goal**

Continue to refine In-Class Chair Observation and Mentorship Program for faculty.

#### **Evaluation Procedures**

Quantitative and qualitative assessment outcomes will be discussed with each division faculty member after an in-class observation. Annual chair evaluations may be used to further assess the success of this goal.

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

All division faculty were observed at least once in the academic year. Subsequently, they met with the chair and received detailed feedback/recommendations about their teaching and classroom management skills. Faculty were encouraged to use the feedback/recommendations to increase their teaching effectiveness as they progressed toward tenure and promotion. This should ensure teaching quality and rigor and ultimately lead to more faculty obtaining tenure and promotion. One faculty member was recently granted tenure and promoted to Associate Professor of Psychology. Note – CEAC agreed to use a uniform evaluation form.

#### **Use of Evaluation Results**

The Chair In-Class Observation and Mentorship Program will continue to be used to develop and strengthen the division faculty and promote effective and innovative teaching. Division faculty will be observed in 2012-2013.

#### **Related Items**

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

 [SP3.Ind08: Evaluations](#)

 [SP3.Ind09: Professional development](#)

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#### **CEDP 2012\_05: Division External Funding**

**Start:** 7/1/2011

**End:** 6/30/2012

#### **Unit Goal**

Division faculty will examine external funding sources to supplement program initiatives.

**Evaluation Procedures**

Number of grant-writing workshops attended by faculty and number of faculty in attendance; meetings with the DSU grant office; number of grant applications.

**Actual Results of Evaluation**

The division had a successful year obtaining external funding. Division faculty met with Robin Boyles in the DSU Grant Office to seek information about applying for discipline-related grants several times throughout the year. The Counselor Education Program faculty and division chair (Drs. Barnes and McNichols spearheaded the effort) met several times to brainstorm and reapplied for an International Baxter Foundation grant to create a play therapy training clinic. The proposal was funded at \$70,038 for one year. The development of the play therapy training clinic will benefit the community. Also, Dr. Beals applied for funding through the Scholarships for Disadvantaged Students (#HRSA-11-074) program. The project title was Increasing Counselor Education Retention through Scholarships and was funded at \$117,583. Moreover, three division faculty and staff (i.e., Dr. Hutchens, Dr. Drury, and Ms. Calvin) individually applied for and received five funded awards for professional development from the Dulce Fund supported by Dr. Leila Wynn and the Bryce Griffis President's Endowment Fund. The combined amount funded was \$1,300. The funds will be used to purchase two classroom whiteboards and counseling laboratory equipment (DVD recorder and headphones).

**Use of Evaluation Results**

The Division will continue to seek additional funds from potential grants and other funding sources.

**Related Items**

 [SP4.Ind03: External resources](#)

**CEDP 2012\_06: Division Data Integrity**

**Start:** 7/1/2011

**End:** 6/30/2012

**Unit Goal**

The Division will research what needs to be done for it to be in compliance with the University's "Data Integrity" Policy and provide the appropriate procedures and training for data entry and use in order to insure that the data are good, secure, and used appropriately.

**Evaluation Procedures**

Provide training for all personnel who enter, collect, and analyze data. Provide confidentiality training for all who have access to confidential information. Maintain training session agendas and sign-in sheets.

**Actual Results of Evaluation**

Faculty participated in data entry training. However, more training needs to take place. This goal will be continued for next year.

**Use of Evaluation Results**

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

**Related Items**

There are no related items.

**CEDP 2012\_07: CED CACREP Reaccreditation**

**Start:** 7/1/2011

**End:** 6/30/2012

**Unit Goal**

Prepare the CACREP reaccreditation Self-Study to be submitted by June 30, 2011 and prepare to respond to any addendum required by CACREP. Prepare for the site visit in fall 2012.

**Evaluation Procedures**

Self-Study accepted and addendum submitted and accepted with site visit scheduled.

**Actual Results of Evaluation**

The Self-Study was submitted in June 2011 and the program received a request for Addendum due on April 16<sup>th</sup> 2012. The program has submitted the Addendum to CACREP and waits for a site visit to be scheduled during the fall of 2012.

**Use of Evaluation Results**

The program will continually use the CACREP standards to improve and adjust to better serve and generate high quality professional counselors. The Addendum efforts created substantial changes in the CED program. These efforts that will be reflected in the 2012 goals.

**Related Items**

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

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

**CEDP 2012\_08: CED EDS Curriculum**

**Start:** 7/1/2011  
**End:** 6/30/2012

**Unit Goal**

Program faculty will clarify the curriculum, create the necessary course work, and create the necessary documentation for the Ed.S. in School Counseling awaiting approval by the Mississippi Department of Education in July of 2011. Assuming its approval, beginning fall of 2011 the program faculty will submit the finalized curriculum and admissions requirements to the College of Education's CEAC committee, the dean, and Academic Council for final approval with the intension of commencing classes to serve this program in spring of 2012.

**Evaluation Procedures**

Course curriculum, admissions process and enrollment.

**Actual Results of Evaluation**

The Ed.S. program was not ready as planned for the spring 2012. However, all approvals have been obtained, courses and syllabi are ready and an admissions procedure is now ready to admit up to 15 students in the fall of 2012.

**Use of Evaluation Results**

The Ed.S degree program will admit its first students in fall of 2012.

**Related Items**

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

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind04: Degrees](#)

**CEDP 2012\_09: CED Scholarship Efforts**

**Start:** 7/1/2011  
**End:** 6/30/2012

**Unit Goal**

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**

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

**Actual Results of Evaluation**

Faculty presented at state, regional, and/or national conferences this year. Dr. McNichols had a publication in the Journal of Professional Counseling. While publications remain few, the regular research discussions at program meetings have made the faculty members more aware of actively pursuing publication opportunities: 1) Drs. McNichols and Witt are working on an article entitled "Economic implications for counseling in the Mississippi Delta; 2) Dr. Beals is working on an article reporting research on counselor awareness and compliance of the ethical mandate for counselors to leave "professional wills;" and 3) Dr. Barnes will complete IRB approval for data collection to be a regular part of the Play Therapy Training Center in order to publish from that data.

**Use of Evaluation Results**

The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts.

**Related Items**

 [SP3.Ind09: Professional development](#)

**CEDP 2012\_10: CED Admissions Qualified Students**

**Start:** 7/1/2011  
**End:** 6/30/2012

**Unit Goal**

Program faculty in conjunction with the Division Chair, the Dean, and the Dean of Graduate Studies will seek to design and implement more effective admissions criteria in an effort to attract the most highly qualified graduate students in the immediate area and beyond.

**Evaluation Procedures**

Minutes of bi-weekly faculty meetings. Curricular adjustments. Admissions process review with subsequent adjustments.

**Actual Results of Evaluation**

The faculty collaborated and chose to use a non-invasive strategy to implement changes. The faculty decided to require the Verbal Proficiency Test Score to be in evidence before admissions to the program. This required no changes in policies; however, it was discussed with the Dean of the College of Education and the Dean of Graduate Studies.

**Use of Evaluation Results**

The program now requires a Verbal Proficiency Test score to be evident before admitting students to the Masters in



Counseling Program. This has been implemented effective spring 2012 and the results will be monitored and reported in future annual reports.

**Related Items**

  **SP1.Ind02: National / Standardized Test Scores**

  **SP2.Ind02: Retention**

  **SP2.Ind03: Graduation Rate**

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**CEDP 2012\_11: CED Online Hybrid Course Offerings**

**Start:** 7/1/2011

**End:** 6/30/2012

**Unit Goal**

Program faculty will identify at least two courses that are suitable for hybrid or full on-line offering and will have syllabi and faculty review for offer in spring of 2012.

**Evaluation Procedures**

Scheduling and Review of at least two hybrid or on-line classes.

**Actual Results of Evaluation**

The program has established processes to develop courses and course syllabi in a collaborative way to ensure that student needs and CACREP and/or NCATE standards are met as current and new courses are updated to incorporate technological resources. As a result, at least four courses will be available in 2012 as hybrid and online courses: 1) CED 606 Career Development and Placement; 2) CED 620 Human Growth and Development; 3) CED 711 Crisis Intervention; and, 4) CED 718 Counseling and Spirituality.

**Use of Evaluation Results**

The creation of procedures to use as the faculty serves its function as a curriculum committee should empower and streamline efforts to create updated, high-quality courses across the curriculum. The faculty will continue to use these methods and will identify a minimum of two courses to move toward on-line and hybrid offerings.

**Related Items**

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

  **SP2.Ind01: Enrollment**

  **SP5.Ind01: Distance Education Offerings**

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**CEDP 2012\_12: CED Student Orientation Program**

**Start:** 7/1/2011

**End:** 6/30/2012

**Unit Goal**

Modify the fall and spring new student orientation program from three hours to a day-long orientation and include a workshop on writing and anti-plagiarism.

**Evaluation Procedures**

Retention and graduation data



**Actual Results of Evaluation**

Students were given 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. Noticeable weaknesses in student writing and communication skills were addressed as the students entered the program. A total of 40 students completed the orientation in fall of 2011. The program retained 62% of those students. This is a shift up. Three students chose to leave the program and not begin classes based on this thorough informed consent process. Faculty report that students better understand expectations and seem better motivated.

**Use of Evaluation Results**

The day-long orientation will be continued in future semesters and refined based on student and faculty feedback.

**Related Items**

  **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

  **SP2.Ind02: Retention**

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**CEDP 2012\_13: PSY Research Methods Redesign**

**Start:** 7/1/2011  
**End:** 6/30/2012

**Unit Goal**

Continue the process of assessing the redesign of PSY 102 (Psychological Tools) and PSY 201 (Research Methods).

**Evaluation Procedures**

Grade distributions of PSY 332 (formerly PSY 201) in fall 2011 and spring 2012 as compared to previous semesters; chair and student evaluations; higher graduation rates.

**Actual Results of Evaluation**

The redesign of PSY 102 (Psychological Tools) and PSY 201 (Research Methods) took place in spring 2010 and was partially implemented in fall 2010 with PSY 330 (Research Methods I) PSY 331 (Statistics) in spring 2011 and PSY 332 (Research Methods II) in fall 2011. Grade distribution data from 2006 to 2009 compared to data from 2010 to fall 2011 indicate that the redesign has been ineffective in increasing student pass rates (pre-redesign 75% pass rate compared to post-redesign 73% pass rate). Also, due to the fact that PSY 330 and PSY 332 require intense writing and research components and the fact that many students have limited writing skills, it has become apparent that the redesign needs to be recalibrated to narrow the field of possible research topics for student research proposals. The recalibration will also explore the use of canned research projects (e.g., using CogLab) to ensure that students conduct appropriate, doable projects. By doing so, students will be provided with more scaffolding needed to write a research proposal.

**Use of Evaluation Results**

Results will be used to modify the curriculum and PSY program in the future.

**Related Items**

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

 [SP2.Ind02: Retention](#)

 [SP2.Ind03: Graduation Rate](#)

**CEDP 2012\_14: PSY Online Course Offerings**

**Start:** 7/1/2011  
**End:** 6/30/2012

**Unit Goal**

Encourage faculty to increase the number of online course offerings.

**Evaluation Procedures**

Number of online courses offered, enrollment, and CHP.

**Actual Results of Evaluation**

There were two more online courses offered this year than last year. Total PSY enrollment over the last three years was 165 in 2009-10, 204 in 2010-11, and 192 in 2011-12. This three-year and two-year trend data indicate that PSY enrollment increased 14% from 2009-10 to 2011-12 and decreased 6% from 2010-11 to 2011-12. PSY CHP three-year trend data indicate a 15% decrease from 2009 (3159) to 2011 (2694); two-year trend data indicate a 9% decrease from 2010 (2961) to 2011 (2694). The decrease in PSY CHP in the two-year trend data is due to the fact that fewer courses were offered due to having a vacant faculty position in 2011-2012.

**Use of Evaluation Results**

Results will be used to consider offering more online courses in order to make it more convenient for nontraditional students and distance students to take psychology courses. As a result, enrollment and CHP may increase slightly.

**Related Items**

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

 [SP2.Ind01: Enrollment](#)

 [SP5.Ind01: Distance Education Offerings](#)

**CEDP 2012\_15: PSY Faculty Development**

**Start:** 7/1/2011  
**End:** 6/30/2012

**Unit Goal**

Continue to attend the Southeastern Conference on the Teaching of Psychology as a faculty retreat (faculty teaching development).

**Evaluation Procedures**

A report will be sent to the Provost's Office as a follow-up to the requested funds from the Kent and Janice Wyatt faculty development funds received. Faculty will also improve in their teaching as measured by annual chair evaluations and in-class chair observations.

#### Actual Results of Evaluation

Three psychology faculty attended the conference. Dr. Scott Hutchens was invited by the conference chair, Dr. Bill Hill, to speak on the challenges of teaching the psychology of human sexuality online, and he and two other faculty also presented a poster. The conference was very beneficial (faculty follow-up reports were filed in the Provost's Office). As measured by annual chair evaluations, the three faculty gained experience and developed professionally as a result of attending the conference. New teaching techniques to engage students were learned, shared, and implemented (effective uses of clickers and screencasting). By implementing these teaching techniques, the faculty will become more effective teachers.

#### Use of Evaluation Results

Results will be used to consider attending a similar conference as a group again.

#### Related Items

 [SP3.Ind09: Professional development](#)

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#### CEDP 2012\_16: PSY Scholarship Efforts

**Start:** 7/1/2011

**End:** 6/30/2012

#### 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

Minutes of faculty meetings, presentations, and publication submissions.

#### Actual Results of Evaluation

Faculty presented at various professional conferences this year. While publications remain few, the regular research discussions at program meetings have made the faculty members more aware of actively pursuing publication opportunities. These discussions led to a collaborative effort to conduct a research project generated by Dr. Drury to (i.e., interview world renowned social psychologist, Dr. Zimbardo, reading the 40<sup>th</sup> anniversary of the Stanford Prison Experiment). The interview was recently published in the APA journal the History of Psychology. Dr. Drury and Dr. Hutchens have also continued to involve undergraduate psychology majors in faculty-mentored research. Dr. Hutchens' fall 2011 PSY 315 (Social Cognition) students conducted 5 empirical research projects. Three were presented as professional research presentations in 2012 at The Mid-South Psychology Conference (one student was awarded first place for Best Research Poster). One of Dr. Drury's students also conducted a research project in 2011 and presented it as a professional research presentation at The Mid-South Psychology Conference in 2012.

#### Use of Evaluation Results

The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts.

#### Related Items

 [SP3.Ind09: Professional development](#)

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#### CEDP 2012\_17: PSY Quality Online Hybrid Courses

**Start:** 7/1/2011

**End:** 6/30/2012

#### Unit Goal

Peer-review all online and hybrid courses using the Quality Matters rubric.

#### Evaluation Procedures

*Quality Matters* rubric ([www.qualitymatters.org](http://www.qualitymatters.org)) used to peer-review all online and hybrid courses.

#### Actual Results of Evaluation

The Quality Matters rubric ([www.qualitymatters.org](http://www.qualitymatters.org)) was used to peer-review all online and hybrid courses. This process has become standard practice. Faculty were given recommendations for improvement and course redesign. One major recommendation given to all faculty was to use the "Learning Module" tool in Blackboard to organize course materials, assessments, assignments, and discussions. As a result, the PSY online/hybrid curriculum has become stronger and more organized.

#### Use of Evaluation Results

Results will be used to modify online and hybrid curriculum in the future.

#### Related Items

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

 [SP3.Ind08: Evaluations](#)

 [SP3.Ind09: Professional development](#)



## Section IV.a

### Brief Description

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

##### Counselor Education Program

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

##### Psychology Program

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

## Section IV.b

### Comparative data

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

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

#### Comparison of Enrollment by Major

2005 - 2006				2006-2007			2007-2008		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
CED	NA	120	120	78	125	120	60	101	101
PSY	NA	76	76	28	97	76	30	105	83
Total	NA	196	196	106	222	196	90	206	184
				2008-2009			2009-2010		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
CED	55	82	80	55	82	80	46	64	61
PSY	29	84	77	29	84	77	24	71	70
Total	84	166	157	84	166	157	70	135	131
				2010-2011			2011-2012		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
CED	33	64	58	33	64	58	29	75	66
PSY	29	92	83	29	92	83	34	83	75
Total	62	156	141	62	156	141	63	158	141

Note – Total CED enrollment over the last three years was 171 in 2009-10, 155 in 2010-11, and 170 in 2011-12. Three-year and two-year trend data indicate that CED enrollment decreased 1% from 2009-10 to 2011-12 and increased 9% from 2010-11 to 2011-12. 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. However, 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 165 in 2009-10, 204 in 2010-11, and 192 in 2011-12. Three-year and two-year trend data indicate that PSY enrollment increased 14% from 2009-10 to 2011-12 and decreased 6% from 2010-11 to 2011-12. 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 will be continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges will be launched in 2012. This will involve personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Accomplishing Division Goal #1, Counselor Education Program Goals #3 and #5, and Psychology Program Goal #3 will help increase enrollment by major.

#### Credit Hour Production (CHP) by Discipline

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	Summer 2007		Fall 2007		Spring 2008	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	72	375	177	570	156	567
PSY	264	3	1407	9	1422	0
EPY	72	150	204	153	246	138
Total	408	528	1788	732	1824	705
	Summer 2008		Fall 2008		Spring 2009	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	75	378	135	537	135	594
PSY	261	0	1578	0	1422	0
EPY	45	78	228	93	210	276
Total	381	456	1941	630	1767	870
	Summer 2009		Fall 2009		Spring 2010	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	69	330	213	522	153	450
PSY	261	0	1476	0	1245	0
EPY	36	198	156	165	249	180
Total	366	528	1845	687	1647	630
	Summer 2010		Fall 2010		Spring 2011	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	84	315	159	402	120	354
PSY	273	0	1443	0	1155	0
EPY	54	189	234	228	276	126
Total	411	504	1836	630	1551	480
	Summer 2011		Fall 2011		Spring 2012	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	87	249	135	522	93	465
PSY	222	0	1317	0	1188	0
EPY	30	174	243	183	273	111
Total	339	423	1695	705	1554	576

Note – CED CHP three-year trend data indicate a 21% decrease from 2009 (1863) to 2011 (1467); two-year trend data indicate a 6% decrease from 2010 (1563) to 2011 (1467). The decrease in CHP in CED is associated with a decrease in enrollment. PSY CHP three-year trend data indicate a 15% decrease from 2009 (3159) to 2011 (2694); two-year trend data indicate a 9% decrease from 2010 (2961) to 2011 (2694). The decrease in PSY CHP in the two-year trend data is due to the fact that fewer courses were offered due to having a vacant faculty position in 2011-2012. Also, it may be the case that students are taking fewer hours due to the current economic climate. EPY CHP three-year trend data indicate a 1% decrease from 2009 (1041) to 2011 (1032); two-year trend data indicate a 9% decrease from 2010 (1134) to 2011 (1032). 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 will be continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges will be launched in 2012. This will involve personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Division CHP may increase in the future with the accomplishment of Division Goal #2, Counselor Education Program Goals #3 and #5, and Psychology Program Goal #3.

#### Division Graduates by Major

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
CED	26	30	22	26	24	16	12
PSY	18	23	26	16	22	13	17
Total	44	53	48	42	46	29	29

Note – 2011-2012 overall division graduation numbers are the same from the previous 2010-2011 year to the 2011-2012 year (i.e., 29). CED decreased from 16 to 12 (25%) while PSY increased from 13 to 17 (24%). CED three-year trend data indicate a 50% decrease from 2009-2010 (24) to 2011-2012 (12). PSY three-year trend data indicate a 23% decrease from 2009-2010 (22) to 2011-2012 (17). 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 (fall 2010 and 2011).

to address noticeable student writing weaknesses. Also, the PSY research methods and statistics redesign project should help increase graduation rates in the future. Accomplishing Division Goal #3, Counselor Education Program Goals #3 and #5, and Psychology Program Goals #3 will help increase the number of graduates by major.

#### Placement Information on Graduates

##### Counselor Education:

Dec. 2013:

##### **EdS all School Counselors, all employed**

Djuantia Garvin—JFK High School, Mound Bayou, MS

Aaris King—Greenville PSD

LaJada Robinson—Greenville PSD

Carletta Taylor—Greenville PSD

##### Master's:

Regina Chess—School Counselor, Clarksdale PSD

Brandon Ftizpatrick—Clinical MH—Sunflower Landing Residential Tx Center, Dublin, MS

LaShundra Harris—School Counselor—Coahoma County SD

Denetrice McDonald—School Counselor—Coahoma County SD

Kimberly Stevenson—Clinical MH—Communicare, Oxford, MS

Vanessa Washington—Clinical MH—Communicare, Oxford, MS

##### August 2013:

EdS

Valerie Seal, School Counselor, East Flora Elementary, Flora, MS

##### May 2013:

EdS—all School Counselors, all employed

##### **Cassandra Benner: relocated to Florida, employed there**

Leona Bishop: Jackson PS

Dwyla Harris: Tunica PSD

Jennifer Jackson: Greenville PSD

Aneika Smith-Shaw High School

Virginia Tardy—Bolivar Co. Schools

Amy Trammell—Yazoo County Schools

##### Master's :

Angela Ables-Clinical MH-Region VI Mental Health

Chandra Brown—School Counseling—Coahoma County Schools

Katherine Failing—School Counseling—Indianola Academy

Martinese Hamilton—Clinical Mental Health—Sunflower Landing Residential Tx Center, Dublin, MS

Latoshia Lewis—School Counseling—East Side High School

December 2012

EdS

Tina Buckley—School Counseling—Cleveland High School

##### Master's

BethAnne Simmons—Clinical—employed in Texas

Kimberly Davis-Clinical-Employed with a Regional Mental Health Center - Delta/Region 6

Natoya Davis-Clinical - Employed with a Regional Mental Health Center

Kanesha Dudley-Clinical - Employed with a Regional Mental Health Center

Miriam Jackson-Clinical- Employed with a private agency

Katherine Olivi-School Counseling - transitioning back to MS

Constance Powell-Clinical- Employed with a Mental Health Center in Memphis

##### Psychology:

Lee McKovsky: Accepted into doctoral program in clinical psychology at the University of West Virginia

Jessica Sanders: Received her Masters of Science in Psychology degree from Walden University and is currently enrolled in graduate study in the Counselor Education program at DSU

Brandon Fitzpatrick: Received his Master degree in Counselor Psychology at DSU Fall 2013

Jeffrey Dotson: Accepted into Master's Program Freed-Hardeman University

##### Students who graduated in Psychology who went on to study in the Counselor Education program at DSU:

Ashton Miller

Arlena Moore

Chiquaisha Done

Bryan Wright

Kimberly Capers

Renita Hogan



Madison Roberts  
Camila Moore  
Lakeita Cary  
Taquilla Smith  
Lakeisha Bass  
**Cleveland Phinese**  
Keisha Livingston

## 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 spring 2010 search and interview process for three counselor education faculty and one counseling laboratory director. However, several minority candidates declined interviews due to insufficient salary. Ms. Jemecia Calvin (African American female) accepted the counseling laboratory director position that started in August 2010. CACREP standards dictate that the Counselor Education Program continues to adequately and comprehensively address diversity issues throughout the curriculum. In the spring 2012 faculty search, the Psychology program offered a psychology faculty position to a Chinese female, but she declined the offer due to insufficient salary. Also, an African American male interviewed on campus but later withdrew his name from consideration for similar reasons.

## 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 6 students at various stages of study. One student graduated from the program in fall 2011. It is anticipated to have other graduates from the program within a year. Their progress will be tracked. Graduates are trained as counselor educators and clinical supervisors within community, K-12 and higher education settings.

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

##### Awarded Grants

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.

Beals, G. (Awarded August 2011 ). *Increasing Counselor Education Retention through Scholarships*. Scholarships for Disadvantaged Students (#HRSA-11-074). Awarded amount was \$117,583.

Calvin, J. (2011, September). Faculty Development – Counseling Laboratory Equipment (DVD recorder and headphones). Submitted to the Bryce Griffis President's Endowment Fund. Awarded \$300 for the period of October 2011 – April 2012.

Drury, S. (2011, September). Faculty Development – Classroom Whiteboard. Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2011 – April 2012.

Hutchens, S. A. (2011, September). Faculty Development – Classroom Whiteboard. Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2011 – April 2012.

## 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
  - CED students have served at least 10,800 hours as interns in clinical mental health and school settings in 2011.
  
- Annual F. E. Woodall Spring Conference for Helping Professionals – Counselor Education Program
  - 20 graduate student volunteers X average of 4 hours = 80 total hours
  
  - Student volunteer job duties
    - Conference hospitality/greeter, content session moderators, set-up committee members, post conference clean up committee, goodie bag stuffers, business solicitors for door prizes and giveaways, decorating committee, registration table, t-shirt sells, banquet hosts and food services, making gift bags, and helping to print and package programs.
  - Accomplishments
    - The Woodall Conference was a success. Over 150 professionals attended the conference. The attendees verbalized and completed written evaluations expressing their positive experience at the conference. The students helped to make the overall conference a success and run smoothly.
  
- Day at the Capitol – Counselor Education Program
  - 6 students X 8 hours = 48 total hours
  - Students also participated in both chambers of the Mississippi Legislature as counselors from all over the state were introduced as representatives of the Mississippi Counseling Association and the Mississippi Licensed Professional Counselor Association.

## 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

Division-Relevant DSU Strategic Plan Goal Indicators	Division Tracking Status
1.1 Senior-level competency measures	Currently doing – Section II – MFT PSY Currently doing – Section II – CPCE and NCE
1.4b Service learning	Currently doing – Section IV Service Learning Data
1.5 Percentage of academic programs measuring QEP goals	Currently doing – Section III
2.1 Increase enrollment	Currently doing – Section III & IV
2.2 Increase year to year retention	Currently doing but need to track better
2.4 Increase grad rate	Currently doing – Section III & IV
3.11 Number of professional development activities by FT faculty	Currently doing – Section IV Personnel
3.12 Number of scholarly contributions by FT faculty	Currently doing – Section V
3.13 Number of service activities by FT faculty	Currently doing – Section V
4.4 Grants submitted	Currently doing – Section IV
4.5 Grants received	Currently doing – Section IV
4.11 Use of website (measured by hits down to the second or third tier)	Would like to track in the future.
5.1 Online course offerings (#)	Currently doing – Section III

## 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

- **Dr. Mistie Barnes – Counselor Education Faculty**
  - **First Author Publication**
    - Barnes, M. D. (2011, Spring). Anger thermometer. In Lowenstein, L. (Ed.). *Assessment and treatment activities for children, adolescents, and families, volume 3: Practitioners share their most effective techniques*. Toronto, Canada: Champion Press.
  - **Online Publication**
    - Barnes, M. D. (2005-2012). Play therapy & other creative interventions for working with children, adolescents, & families (online program). Eau Claire, WI: PESI, LLC.
  - **Professional Presentations**
    - Barnes, M. D. & Fortino, J. (2011, October 13). *Someone Else's House: LIVING in the Adoption and Foster Care System*. Annual Association for Play Therapy International Conference. Sacramento, CA (Peer-Reviewed)
    - Barnes, M. D. & Fortino, J. (2011, October 12). *The Sexually Acting Out Child: Behaviors, Development, and Interventions*. Annual Association for Play Therapy International Conference. Sacramento, CA. (Peer-Reviewed)
    - Barnes, M. D. (2011, July 7). *Play Interventions*. MCA Leadership Training, Mississippi Counseling Association, Vicksburg, MS. (Invited)
    - Barnes, M. D. (2011, April 6). *Play Therapy 102: How Do I Get Started?* F.E. Woodall Spring Conference for the Helping Professions, Delta State University. Cleveland, MS. (Peer-Reviewed)
    - Barnes, M. D. (2011, April 6). *Play Therapy 101: What Is It?* F.E. Woodall Spring Conference for the Helping Professions, Delta State University. Cleveland, MS. (Peer-Reviewed)
  - **Faculty Presentations in Workshops or Other Public Forums**
    - Barnes, M.D. (2011, September 3). *Writing papers in APA style (6<sup>th</sup> Ed) and avoiding plagiarism*. Delta State University. Cleveland, MS.
    - McNichols, C. & Barnes, M.D. (2011, February 12). *Academic Writing*. Delta State University. Cleveland, MS. (3 hours)
    - Barnes, M.D. (2011, March 7). *Play Therapy, Trauma, and Abuse*. Robert E. Smith School of Nursing, Delta State University. Cleveland, MS
    - Table set-up for the Woodall Spring Conference for the Helping Professions to promote play therapy at Delta State University.
  - **Grants Awarde**
    - Barnes, M. D. & McNichols, C. (Submitted June 24, 2011; Awarded December 2011) *Play Therapy Training Clinic*. International Baxter Foundation. The awarded amount was \$70,038 for the period of January 2012 – December 2013.
  - **Award**
    - Gold Branch Award (2011, October) – presented to the branches who have exceeded the standards of excellence in training, promotion, and support of play therapy. Sacramento, CA.
  - **Other Noteworthy Activities and Accomplishments**
    - President-Elect for the Mississippi Association for Play Therapy
    - Chair, Dissertation Committee for doctoral student
    - Member, Mississippi Licensed Professional Counselor Association (MLPCA)
    - 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, 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
    - 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, Counselor Education Ed.S. Degree Planning Committee
  - Member, Bolivar County Child Abuse Multi-Disciplinary Task Force (2011-Present)
  - Reviewer, Association for 2011 Play Therapy International Annual Conference Program Proposals
  - Guest Journal Reviewer, for APA Journal: International Journal of Play Therapy
  - Reviewer for Ed.D. candidate portfolios (Spring 2011-2012)
  - Academic Advisor
- **Dr. George Beals – Counselor Education Faculty**
    - **Professional Presentations**
      - Beals, G., Ethridge, L., & Frazier, W. (2011, November). *An interactive discussion of models of ethical decision making*. Mississippi Counseling Association, Biloxi, MS.
      - Hawkins, J. & Beals, G. (2011, November). *Ethical counselor supervision using the Internal Family Systems Model and Interpersonal Process Recall*. Mississippi Counseling Association, Biloxi, MS
      - Beals, G., Fipps, N., Lewis, L., Marshall, K., & Simmons, B. (2011, November). *Psychopharmacology Primer for School Counselors*. Mississippi Counseling Association, Biloxi, MS.
    - **Invited Presentation**
      - Beals, G. (2011). *The supervisory relationship issues and cultural diversity in supervision*. For the Mississippi Licensed Professional Counselor Association Counselor Supervision Training. Hattiesburg, MS (All day session)
    - **Faculty Presentations in Workshops or Other Public Forums**
      - George Beals provided a CPCE/NCE survival workshop in each long semester of 2011 to help students prepare for the exam.
      - Workshop: Provided test familiarization, study strategies, and test taking skills for CED master's comprehensive exams and the National Board Counselor Certification Exam.
    - **Grants Awarde**
      - Beals, G. (Awarded August 2011). *Increasing Counselor Education Retention through Scholarships. Scholarships for Disadvantaged Students (#HRSA-11-074)*. Awarded amount was \$117,583.
    - **Other Noteworthy Activities and Accomplishments**
      - Program Coordinator for DSU Counselor Education Programs
      - Editorial Board Member for The Journal of Counseling Research and Practice
      - Team member for a CACREP site visit
      - Member, EMDRIA Research Committee
      - 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, DSU Institutional Review Board
      - Member, DSU Research Committee
      - Division Recruiter, (2011, March 5) Career Services Fair, Annual Statewide Youth Leadership Conference, DSU BPAC, Cleveland, MS
      - Academic Advisor
- **Mr. John Hawkins – Counselor Education Faculty**
    - **Professional Presentations**
      - Hawkins, J. (2011, November). *Adlerian approaches to chronic health problems requiring major lifestyle changes*. Mississippi Counseling Association. Biloxi, MS
      - Hawkins, J. & Beals, G. (2011, November). *Ethical counselor supervision using the Internal Family Systems Model and Interpersonal Process Recall*. Mississippi Counseling Association, Biloxi, MS.
    - **Other Noteworthy Activities and Accomplishments**
      - Member, Counselor Education Curriculum Program Committee
      - Member, F. E. Woodall Spring Conference Committee
      - Member, Counselor Education Ed.S. Degree Planning Committee
      - Member, American Psychological Association
      - Member, Mississippi Counseling Association
      - Member, College of Education Online Course Committee
      - Member, College of Education NCATE Standards Governance Committee
      - Academic Advisor
- **Dr. Christine McNichols – Counselor Education Faculty**

- **First-Author Publication**
  - McNichols, C. (2011). Creating a found poem: Narrative supervision. In Degges-White, S. & Davis, N. L. (Eds.). *Integrating the Expressive Arts into Counseling Practice: Theory-Based Interventions*. New York, NY: Springer.
- **Co-Author Publication**
  - Oliver, M., Flamez, B., & McNichols, C. (2011). Postmodern applications within Latino/a Cultures. *Journal of Professional Counseling: Practice, Theory, and Research* 38(3), 33-48.
- **Professional Presentations**
  - McNichols, C. (2011, November). Storytelling therapy: An introduction to the Narrative approach. Mississippi Counseling Association Annual Conference. Biloxi, Mississippi.
  - McNichols, C. (2011, April). The power of words: Using poetry in group therapy. Delta State University 30<sup>th</sup> Annual F.E. Woodall Spring Conference. Cleveland, MS.
  - Witt, K. J., Calvin, J., & McNichols, C. (2011, January). Every move you make: Supervision support from intro to graduate. Texas Association of Counselor Education and Supervision Mid-Winter Conference. Austin, Texas.
  - McNichols, C. (2011, January). Using poetry in counselor training and supervision. Texas Association of Counselor Education and Supervision Mid-Winter Conference. Austin, Texas.
- **Faculty Presentations in Workshops or Other Public Forums**
  - McNichols, C. & Barnes, M.D. (2011, February 12). *Academic Writing*. Delta State University. Cleveland, MS. (3 hours)
  - McNichols, C. (2011). Spring writing workshop: Basics and structure. Delta State University College of Education Counseling Department Orientation.
  - McNichols, C. (2011). Writing workshop: Basics and structure. Delta State University College of Education Counseling Department Fall Orientation.
- **Grants Awarde**
  - Barnes, M. D. & McNichols, C. (Submitted June 24, 2011; Awarded December 2011) *Play Therapy Training Clinic*. International Baxter Foundation. Requested amount is \$70,038 for the period of January 2012 – December 2013.
- **Other Noteworthy Activities and Accomplishments**
  - Member, Counselor Education Curriculum Program Committee
  - Member, Council for Accreditation of Counseling and Related Educational Programs (CACREP) DSU Reaccreditation Committee
  - Healthy Campus/Community Initiative Stress Committee (Summer 2011- present)
  - Member, F. E. Woodall Spring Conference Committee
  - Member, Counselor Education Ed.S. Degree Planning Committee
  - Chair, Dissertation Committee - Chasity Magyar
  - Member, Dissertation Committee - Aretha Hargrove Edwards
  - Member, NCATE Standards Committee - Field Experiences
  - Mississippi Counseling Association Annual Conference Facilitator (Fall 2011)
  - Faculty Advisor, Chi Sigma Iota Counseling Honor Society
  - Academic Advisor
- **Dr. Karl Witt - Counselor Education Faculty**
  - **Professional Presentations**
    - Witt, K. J. (2011, November). *Counseling at a distance: An avatar-based approach*. Presented at the annual conference of the Mississippi Counseling Association, Biloxi, Mississippi.
    - Witt, K. J. (2011, October). *Counseling via avatar: Professional practice in virtual worlds*. A research poster session presented at the biannual conference of the Association for Counselor Education and Supervision, Nashville, Tennessee
    - Witt, K., Calvin, J., & McNichols, C. (2011, January). *Every move you make: Supervision support from intro to graduate*. Presented at the annual conference of the Texas Association of Counselor Education and Supervision, Austin, Texas.
  - **Faculty Presentations in Workshops or Other Public Forums**
    - Witt, K. J. (2011, July). *Legal testimony*. Guest lecture for Marriage and Family Counselin
    - Witt, K. J. (2011, September). *Technology in counseling workshop*. Presented at the Fall 2011 Delta State University new student orientation.
  - **Other Noteworthy Activities and Accomplishments**
    - Member, NCATE Standards Field Experiences 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
    - Chair, Counselor Education New Faculty Search Committee
    - Facilitator, Mississippi Counseling Association 2011 Annual Conference
    - Facilitator, F. E. Woodall 2011 Annual Conference
    - Reviewer for Ed.D. candidate portfolios (Fall 2011)

- Division Recruiter, (2011, October) Career Services Fair, *DSU Day*, Cleveland, MS
- Division Recruiter, (2011, March) Graduate Studies Social, Cleveland, MS
- Textbook Reviewer (research methods, human growth and development, counseling consultation)
- Academic Advisor
- **Dr. Scott Drury – Psychology Faculty**
  - **First-Author Publication**
    - Drury, S., Hutchens, S. A., Shuttlesworth, D. E., & White, C. L. (2011, December 12). Philip G. Zimbardo on his career and The Stanford Prison Experiment's 40<sup>th</sup> Anniversary. *History of Psychology*. doi: 10.1037/a0025884
  - **Professional Presentations**
    - Drury, S., & Guidry, A. (2011). *Warm imagery engenders warmth as well as warm objects*. Paper presented at the 57<sup>th</sup> annual Southeastern Psychology Association Conference, Jacksonville, FL
    - Drury, S., Hutchens, S. A., Simmons, T. M., & Shuttlesworth, D. E. (2011). *i-Phone, i-Pad, i-POD (Professors on Demand): Infusing realistic expectations in the Millennial student*. Paper presented at the 23<sup>rd</sup> annual meeting of the Southeastern Teaching of Psychology Conference, Atlanta, GA.
  - **Faculty Presentations in Workshops or Other Public Forums**
    - Workshop on Plagiarism for Psychology Majors (2011, Spring). Presented by Drs. Drury, Shuttlesworth, and Simmons.
      - A workshop for psychology students to assist them in understanding how to avoid plagiarism. The importance of original writing, methods of citation, techniques for summarizing articles, technology for determining plagiarism and delineation of what is considered original ideology were discussed.
  - **Grants Awarded**
    - Drury, S. (2011, September). Faculty Development – Classroom Whiteboard. Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2011 – April 2012.
  - **Award**
    - 2011 College of Education Outstanding Faculty Award
  - **Other Noteworthy Activities and Accomplishments**
    - Chair, Dissertation Committee – Tina Buckley
    - Chair, Dissertation Committee – Aretha Hargrove-Edwards
    - Chair, Dissertation Committee – Jennifer McBride
    - Chair, Dissertation Committee – Tina Woods-Garrett
    - Member (Statistics and Design person), Dissertation Committee – Kashanta Jackson
    - Co-Advisor, Psi Chi
    - Member, Faculty Merit Pay Appeals Committee (March, 2010 – March 2012)
    - Member, NCATE Standards Committee
    - Member, Psychology Curriculum Program Committee
    - Member, General Psychology Textbook Committee
    - Member, Association of Psychological Science
    - Division Recruiter, (2011, November 8) Bolivar County High School Recruiting Fair, Cleveland, MS
    - Member, Ad hoc Committee on Research Methods Redesign
    - Member, Southeastern Psychological Association
    - Reviewer for Ed.D. candidate portfolios (Spring 2011-2012)
    - Division Recruiter, (2011, October 1) Memphis Area College Night Fair, Agicenter, Memphis, TN
    - Faculty Mentor for Undergraduate Research
    - Academic Advisor

#### Dr. Duane Shuttlesworth - Psychology Faculty

- **Co-Author Publication**
  - Drury, S., Hutchens, S. A., Shuttlesworth, D. E., & White, C. L. (2011, December 12). Philip G. Zimbardo on his career and The Stanford Prison Experiment's 40<sup>th</sup> Anniversary. *History of Psychology*. doi: 10.1037/a0025884
- **Professional Presentation**
  - Drury, S., Hutchens, S. A., Simmons, T. M., & Shuttlesworth, D. E. (2011). *i-Phone, i-Pad, i-POD (Professors on Demand): Infusing realistic expectations in the Millennial student*. Paper presented at the 23<sup>rd</sup> annual meeting of the Southeastern Teaching of Psychology Conference, Atlanta, GA.
- **Faculty Presentations in Workshops or Other Public Forums**
  - "So you want to go to graduate school" Workshop (2011, Spring). Presented to the Psychology Club and Psi Chi and current students.
  - Plagiarism Workshop for Psychology Majors (2011, Spring). Presented by Drs. Drury, Shuttlesworth, and Simmons
    - A workshop for psychology students to assist them in understanding how to avoid plagiarism. The importance of original writing, methods of citation, techniques for summarizing articles, technology for determining plagiarism and delineation of what is considered original ideology were discussed.
- **Other Noteworthy Activities and Accomplishments**
  - Faculty Senator
    - Technology Committee

- Faculty Senate Executive Committee
- Member, Graduate Council (Faculty Senate Representative)
- Editor, Delta Journal of Education
- Chair, Dissertation Committee
- Chair, COE Faculty Activity Review Committee
- Advisor, Psychology Club
- Member, General Education Committee
- Member, Honors Program Faculty Advisory Committee
- Member, Task Force on Faculty Grievances (appointed by Provost)
- Member, Research Committee
- 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
- Division Recruiter, (2011, November 8) Bolivar County High School Recruiting Fair, Cleveland, MS
- Division Recruiter, (2011, March 5) Career Services Fair, Annual Statewide Youth Leadership Conference, DSU BPAC, Cleveland, MS
- Invited Reviewer, The American Journal of Psychology
- Academic Advisor
- **Dr. Temika Simmons - Psychology Faculty**
  - **Professional Presentations**
    - Simmons, T. (2011). Keynote address delivered at the *What is Right about the Mississippi Delta* symposium. Delta State University, Cleveland, MS.
    - Simmons, T. (2011). *Hop Studies: A Pedagogical Pathway to Teaching Racial Identity and Social Consciousness*. Presentation made at the 2011 Urban Education Conference. Jackson State University, Jackson, MS.
    - Simmons, T. (2011). *The 9<sup>th</sup> Grade Bleed: Utilizing the Talent Development Approach to Education to Better Understand Student Attrition and other Academic Failures in Mississippi's Middle & High Schools*. Paper Presented at the 20<sup>th</sup> annual National Evaluation Institute's Consortium for Research on Educational Accountability & Teacher Evaluation (CREATE) Conference. University of Mississippi, Oxford, MS.
    - Simmons, T. (2011). *Black Masculinity & Hip Hop: Intersections of Music, Voice, Culture, and Struggle*. Panel Moderator for Panel Presentation made at the Delta Music Institute's Annual Hip Hop Conference. Delta State University, Cleveland, MS.
    - Simmons, T. (2011). *From Graduate Student to Faculty*. Invited Presentation made at the annual Preparing Future Faculty Summer Institute. Howard University, Washington, DC.
    - Drury, S., Hutchens, S., Shuttlesworth, D., and Simmons, T. (2011). *iPhone, iPad, iP.O.D. (Professors on Demand): Infusing Realistic Expectations in the Millennial Student*. Poster presented at the 23rd Annual Southeastern Conference on the Teaching of Psychology, Atlanta, GA
    - Simmons, T. (2011). *The Preparing Future Faculty (PFF) Program: Examining Relationships and Regressions Among Professional Identity, Career Expectations, and Teaching Efficacy*. 41st Annual Meeting of the Council of Historically Black Graduate Schools, Huntsville, AL.
  - **Faculty Presentations in Workshops or Other Public Forums**
    - 2011 Workshop Presenter, *Professional and Competent Practices in Home Health Services*, New Outlooks Adult Day Services, Inc., Morton, MS.
    - 2011 Workshop Presenter, *Social Networking*, South Mississippi Women's Retreat, Lake Tiak O'Khata Resort, Louisville, MS
    - Presentation of Ntozake Shange's 1975 stage play *For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf* at the Mississippi Community Theatre Festival in Biloxi, MS where the theatre team received top honors being named the overall festival winner, best production, best costumes, best direction, best actress, and three cast members (including Dr. Simmons) being named to the Allstar Cast.
    - Plagiarism Workshop for Psychology Majors (Spring, 2011). Presented by Drs. Drury, Shuttlesworth, and Simmons.
      - A workshop for psychology students to assist them in understanding how to avoid plagiarism. The importance of original writing, methods of citation, techniques for summarizing articles, technology for determining plagiarism and delineation of what is considered original ideology were discussed.
  - **Other Noteworthy Activities and Accomplishments**
    - 2011 Dissertation Award, Preparing Future Faculty Program (PFF): Examining Relationships and Regressions among Professional Identity, Career Expectations and Teaching Efficacy Preparing to Navigate the Academic Job Market. Council of Historically Black Graduate Schools, Huntsville, AL.
    - Chair, Dissertation Committee - Reteeshia Brown
    - Chair, Dissertation Committee - LaShanda Colbert Vance
    - Co-Chair, College of Education Diversity Committee
    - Member, Faculty and Staff Benefits Committee

- Member, Attendance and Grievance Appeals Committee
- Member, DSU Textbook Committee
- Member, Quality Enhancement Plan (QEP) Planning Team
- Co-Advisor, Psi Chi
- Division Recruiter, (2011, November 8) Bolivar County High School Recruiting Fair, Cleveland, MS
- 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
- Planning Committee Member, Greenville, MS Constituency School of SDA
- Essay Judge (2011-2012) Mississippi Worker's Center Annual Black History Program, Greenville, MS
- Participant (2011-2012) Fannie Lou Hamer Roundtable, Leland, MS
- Faculty Advisor, DMI Annual Hip Hop Conference, Delta State University

- **Dr. Jules Troyer - Psychology Faculty (*Spring 2011 accomplishments before resigning*)**

- **First-Author Publication**

- Troyer, J. A. (2011). Levels of consciousness: Reframing our understanding of individual differences in learning. *Procedia-Social Behavioral Sciences; International Conference on Education and Educational Psychology, Cyprus*, ISBN: 1877-0428. Retrieved from [http://www.icepsy.org/content.asp?Units\\_id=7](http://www.icepsy.org/content.asp?Units_id=7)

## Section V.b

### Staff (Accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

- **Ms. Jemecia Calvin – Counseling Laboratory Director**
  - **Professional Presentations**  
Witt, K. J., Calvin, J., & McNichols, C. (2011, January). Every move you make: Supervision support from intro to graduate. Texas Association of Counselor Education and Supervision Mid-Winter Conference, Austin, Texas.
  - **Noteworthy Activities and Accomplishments**
    - Chair/Coordinator, 2011 & 2012 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, Counselor Education Ed.S. Degree Planning Committee
- Mississippi Counseling Association Emerging Leader 2011-2012 (selected individuals identified and groomed for leadership roles in professional organizations).
- Appointed Chair, 2011-2012 Mississippi Counseling Association Awards Committee (Conducted meetings in Brandon, MS; selected individuals who would be recognized during conference; presented awards during MCA Conference 11/2011)
- Moderator, 2011 Mississippi Counseling Association Conference
- Division Recruiter, College Fair
- **Grants Awarded**  
Calvin, J. (2011, September). Faculty Development – Counseling Laboratory Equipment (DVD recorder and headphones). Submitted to the Bryce Griffis President's Endowment Fund. Awarded \$300 for the period of October 2011 – April 2012.
- **Becky Steed – Senior Secretary**
  - **Noteworthy Activities and Accomplishments**
    - Helped prepare for the F.E. Woodall Spring Conference
    - Supervised work-study students

## Section V.c

### Administrators (accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

- **Dr. Scott Hutchens – Division Chair and Psychology Faculty**
  - **Co-Author Publications**
    - Drury, S., Hutchens, S. A., Shuttlesworth, D. E., & White, C. L. (2011, December 12). Philip G. Zimbardo on his career and The Stanford Prison Experiment's 40<sup>th</sup> Anniversary. *History of Psychology*. doi: 10.1037/a0025884 (online publication)
    - Later published in hardcopy journal in 2012:
      - Drury, S., Hutchens, S. A., Shuttlesworth, D. E., & White, C. L. (2012). Philip G. Zimbardo on his career and The Stanford Prison Experiment's 40<sup>th</sup> Anniversary. *History of Psychology*. 15 (2), 161-170. doi: 10.1037/a0025884
      - Griffin, L. L., Colbert, T., Haynes, J., Hutchens, S. A., Waddell, J., & Hawkins, J. (2011). Leadership for a healthy campus/community initiative. *Academic Chairpersons Conference*. Paper published on CD <http://www.dce.k-state.edu/conf/academicchairpersons/28th/>
  - **Professional Presentations**
    - Griffin, L. L., Colbert, T., Haynes, J., Hutchens, S. A., & Waddell, J. (2011, February 11). *Leadership for a healthy campus/community initiative*. Paper presented at the 28<sup>th</sup> Annual Academic Chairpersons Conference, Orlando, FL.
    - Drury, S., Hutchens, S. A., Shuttlesworth, D., & Simmons, T. (2011, February 26). *i Phone, i Pad, i POD (Professors on Demand): Infusing realistic expectations in the Millennial student*. Poster presented at the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
    - Hutchens, S. A. (2011, February 25). *Teaching human sexuality online to Millennial students*. Invited paper presented at the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.  
\*Personally invited by conference chair, Dr. William Hill.
  - **Grants Awarde**
    - Hutchens, S. A. (2011, September). Faculty Development – Classroom Whiteboard. Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2011 – April 2012.
  - **Other Noteworthy Activities and Accomplishments.**
    - Dr. Hutchens' undergraduates conducted five empirical research projects in PSY 315 (Social Cognition). Three of the projects were presented at the 2012 Mid-South Psychology Conference (Memphis, TN). One project won first place for Best Research Poster.
    - Division Chair, Counselor Education and Psychology
    - Coordinator, Psychology Program
    - Chair, Psychology Program Curriculum Committee
    - Chair, College of Education Online Course Committee
    - Chair, DSU Online Course Evaluation Committee
    - Chair, Psychology Faculty Search Committee
    - Chair, Dissertation Committee – Dee Chamblis
    - Chair, Dissertation Committee – Joseph McKee
    - Member, DSU MAD Committee
    - Member, DSU Intellectual Property Committee
    - Member, DSU Graduate Council
    - Member, COE Annual Faculty Evaluation Taskforce
    - Member of COE Ewing Building Advisory Committee
      - Subcommittee for Technology Needs
    - 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, Teacher Education and Leadership Tenure/Promotion 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, (2011, March 5) Career Services Fair, Annual Statewide Youth Leadership

- Conference, DSU BPAC, Cleveland, MS
- Division Recruiter, (2011, November 8) Bolivar County High School Recruiting Fair, Cleveland, MS
  - Division Recruiter, (2011, August 31) Career Services Majors Fair, *Lasso a Major*, Cleveland, MS
  - Division Recruiter, (2011, October 1) Career Services, DSU Day College Fair, Cleveland, MS
  - Division Recruiter, (2012, March 3) Junior Visit Day, Office of Admissions, Cleveland, MS
  - Faculty Mentor for Undergraduate Research
  - Academic Advisor
    - Summer Freshmen Orientations
    - Transfer Orientations
    - Pre-registration and open registration advisor



## Section V.d

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

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

Two vacant positions will be filled for year 2012-2013:

Dr. Juawice McCormick (Mississippi State University) will be hired in fall 2012 to replace Mr. John Hawkins as Assistant Professor of Counselor Education (position #1019)

Dr. Sally Zengaro (University of Alabama) will be hired in fall 2012 to replace Dr. Julie Troyer as Assistant Professor of Psychology (position #782)

## Section V.e

### Recommended Change(s) of Status

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

Scott Drury was granted tenure and promoted from the rank of Assistant Professor to Associate Professor of Psychology.

## Section VI.a

### Changes Made in the Past Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

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. The Counselor Education Program will assimilate one new faculty member, continue to review the program within the frame of the new 2009 CACREP standards, and continue to plan for changes accordingly as it prepares for its 2012 site visit.

Specific changes were:

- **Counselor Education Program**
  - CACREP Self-Study was developed and submitted to CACREP in July 2011.
  - New Ed.S. Counseling Program with a School Counseling track
    - Program approved by MDE in August 2011.
    - Developed admissions requirement policy
  - Master's Program changes to meet 2009 CACREP Standards
    - Better aligned courses with CACREP 2009 Standards by developing a CACREP Standards course matrix.
    - Modified master's student handbook
    - Changed evaluation standards for site-supervisors and self-evaluation for field-based experiences.
  - In an attempt to spread assessment of fees across CED students' program in a manner that aligns expenses with the courses they are associated with, new course fees for CED 602, 604, 606, 609, 610, 619, and 622 were proposed and approved. They went into effect in fall 2011.
  - New course
    - CED 718: Counseling and Spirituality

## Section VI.b

### Recommended Changes for the Coming Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

- **Counselor Education Program**

- Master's Program 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
- Revisit prerequisite and co-requisite course requirements.
- Develop portfolio assessment for the counseling master's program.
  - Instructions
  - Rubrics
- Develop assessments according to NCATE standards for the new Ed.S. counseling program.
  - Syllabi
  - Assignments
  - Rubrics
- Develop Ed.S. student handbook.
- Develop 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.
- Enforce university admissions requirement policy of passing the CAAP test.

- **Psychology Program**

- Recalibration or research methods redesign (PSY 330 and 332)
  - Narrow field of possible research projects.
  - Explore the use of *canned* research projects to ensure that students conduct appropriate *doable* projects.