

Unit Missions

🇺🇸 CEDP Mission Statement

Mission statement

Counseling Program Mission Statement

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

Psychology Program Mission Statement

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

Learning Outcomes

BA-PSY 01: LO Learning and Cognition

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

Course assessments in PSY 402 Learning and Cognition (a core course) and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 Senior Seminar [a core course]) are used to measure student learning in the area of learning and cognition.

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

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

Results of Evaluation

PSY 402 Learning and Cognition Course Assessment Data

PSY 402 Learning and Cognition assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from spring 2011 to spring 2013 are reported below:

PSY 402	<u>S11</u>	<u>F11</u>	<u>S12</u>	<u>F12</u>	<u>S13</u>
Quizzes	NA	NA	NA	0.79	0.81
Test 1	0.82	0.74	0.82	0.87	0.84
Test 2	0.83	0.97	0.83	0.89	0.85
FE	0.83	0.86	0.82	0.74	0.83
RP 1	0.8	0.72	0.81	0.69	0.72
RP 2	NA	0.77	NA	0.72	0.67
RP 3	NA	NA	NA	0.74	0.78
RP 4	NA	NA	NA	0.78	0.86

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 15 students) for Memory and Cognition = 32 (national average = 44). There was a 3-point improvement from 2012 to 2013.

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 Cognition student scores are below the national average.

Delta State University FY2013 Unit Level Report

Department: Counselor Education and Psychology

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 Cognition scores on the MFT PSY. We continue to explore ways to resolve this problem.

Note - Average TOTAL MFT PSY score:

15 PSY students = 150 out of a possible 200. National average is 156. This is a 6-point improvement from 2012. 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.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students who plan on attending graduate school averaged a score of 165.5 on the MFT PSY (above the national average of 156). Two students scored as high as 179 and 172, respectively.

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)
2013	15	150 (156)	32 (44)	51 (49)	49 (52)	54 (55)

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 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 four-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.





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

PSY 402 Learning and Cognition

In order to increase student learning, the topical reflection paper selections were refined.

Delta State University FY2013 Unit Level Report
Department: Counselor Education and Psychology

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

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

Course assessments in PSY 409 Biological Psychology (a core course) and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 Senior Seminar [a core course]) are used to measure student learning in the area of biological psychology.

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

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

Results of Evaluation

PSY 409 Biological Psychology Course Assessment Data

PSY 409 Biological Psychology assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from spring 2011 to spring 2013 are reported below:

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

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 15 students) for Sensory and Physiology = 51 (national average = 49). There was a 6-point improvement from 2012 to 2013.

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 two points ABOVE the national average.

Delta State University FY2013 Unit Level Report
Department: Counselor Education and Psychology

Note - Average TOTAL MFT PSY score:

15 PSY students = 150 out of a possible 200. National average is 156. This is a 6-point improvement from 2012. 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.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students who plan on attending graduate school averaged a score of 165.5 on the MFT PSY (above the national average of 156). Two students scored as high as 179 and 172, respectively.

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)
2013	15	150 (156)	32 (44)	51 (49)	49 (52)	54 (55)

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 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 four-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.

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

PSY 409 Biological Psychology

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

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

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

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Department: Counselor Education and Psychology

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

-  [Rubric for PSY 409 Papers](#)

Related Items

-   **SP1.Ind02: National / Standardized Test Scores**
 -   **SP1.Ind03: Academic and support services**
 -   **SP1.Ind08: Curriculum Development and Revision**
-

BA-PSY 03: LO Developmental Psychology

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

Course assessments in PSY 307 Developmental Psychology (a core course) and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 Senior Seminar [a core course]) are used to measure student learning in the area of developmental psychology.

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

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

Results of Evaluation

PSY 307 Developmental Psychology Course Assessment Data

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

Spring 2011	.83	(N= 27)
Fall 2011	.79	(N = 31)
Spring 2012	.77	(N = 34)
Fall 2012	.80.5	(N = 26)
Spring 2013	.85	(N = 21)

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 15 students) for Developmental = 49 (national average = 52). There was an 11-point improvement from 2012 to 2013.

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 improved dramatically from 2012 to 2013. They are now just three points below the national average.

Note - Average TOTAL MFT PSY score:

15 PSY students = 150 out of a possible 200. National average is 156. This is a 6-point improvement from 2012. 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 are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students who plan on attending graduate school averaged a score of 165.5 on the MFT PSY (above the national average of 156). Two students scored as high as 179 and 172, respectively.

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)
2013	15	150 (156)	32 (44)	51 (49)	49 (52)	54 (55)

National average is based on 167 institutions and 4,603 students taking the test from September 2010 to April 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 three-year MFT PSY trend data and the fact that many students have limited writing skills, faculty have provided more scaffolding in their courses.

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

PSY 307 Developmental Psychology

In response to student performance on unit tests and the MFT assessment indicator, the instructor incorporated more group work and group discussions in the course meetings. Students suggested that more activities be incorporated wherein they could be more active learners. Consequently, these activities are designed to allow students to engage in more peer-to-peer dialogue, incorporate more real-world scenarios into the discussions, and apply more of the text information to their specific disciplinary interests.

Related Items

-  **SP1.Ind02: National / Standardized Test Scores**
-  **SP1.Ind03: Academic and support services**
-  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

Learning Outcome

Students will produce and interpret descriptive and inferential statistics.

Data Collection (Evidence)

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

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

Results of Evaluation

PSY 331 Statistics Assessment Data

PSY 331 has been on a six-test system since fall 2010. Average proportion scores from 2012-2013 are reported below. All tests are strongly correlated with each other. This suggests reliability at minimum. $N = 35$, 2 sections, one taught in each semester. Homework did not predict Tests 3, 5, 6. Homework was scored more leniently, either 8/10 or 10/10 if they did it. Average of .82 is factoring in a lot of zeroes. Note - 2011-2012 data are also report to provide trend data.

PSY 331		
	<u>2011/2012</u>	<u>2012/2013</u>
Test 1	0.74	0.77
Test 2	0.81	0.87
Test 3	0.73	0.69
Test 4	0.73	0.73
Test 5	0.78	0.76
Test 6	0.75	0.76
Homework	0.84	0.82
Sem. Avg.	0.77	0.78

See attached file for additional analyses and interpretation.

-  [PSY 331 Statistics Data Analyses](#)




Use of Evaluation Results

PSY 331 Statistics

In order to improve student learning, additional "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.

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Related Items

-  **SP1.Ind03: Academic and support services**
 -  **SP1.Ind08: Curriculum Development and Revision**
 -  **GE 01: Critical and Creative Thinking**
-

BA-PSY 05: LO Research Design Writing

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

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). However, the spring 2012 pass rate increased to 79% and the fall 2012 pass rate increased to 90%. The pass rate for spring 2013 was 75%.

PSY 330 Research Methods I Assessment Data

PSY 330 assessment trend data (i.e., unit tests, research topic proposal, annotative bibliography [Bib], rough draft [Draft], final literature review [Lit R] and final exam [FE]) for spring 2011 to spring 2013 are reported below:

PSY 330				
	<u>S11</u>	<u>S12</u>	<u>F12</u>	<u>S13</u>
Quizzes	NA	NA	0.77	0.72
Test 1	0.76	0.83	0.78	0.82
Test 2	0.83	0.88	0.76	0.79
Proposal	0.62	0.77	0.85	0.67
Bib	0.74	0.7	0.42	0.7
Draft	0.64	0.84	0.72	0.69

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Lit R	0.73	0.8	0.81	0.82
FE	NA	NA	0.66	0.85

PSY 332 Research Methods II Assessment Data

PSY 332 has been on the four-test system since fall 2006. Average proportion scores from 2012-2013 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, and second draft.

The 2012-2013 tests were not always correlated with each other this year ($n = 17$). The grades for Test 1 did not predict later tests. However, Test 2 and Test 3 did **strongly** predict later tests, which may show that the better students recalibrated. This suggests reliability at minimum.

The tests also **strongly** predicted draft performance (second table). The students performed similarly on these, a suggestion that the class was drawing on the same constructs. One thing that leverages in favor of finding strong correlations is the incredibly wide range of student raw ability. The best student is literally four times as capable as the worst student and outperforms the worst student on every conceivable facet. Note - 2011-2012 data are also report to provide trend data.

PSY 332			
	<u>2011/2012</u>	<u>2012/2013</u>	
Test 1	0.77	0.77	
Test 2	0.7	0.77	
Test 3	0.81	0.87	
Test 4	0.79	0.74	
Talk	0.82	NA	
Bib	0.66	0.77	
Draft 1	0.65	0.74	
Draft 2	0.8	0.83	
Sem. Avg.	0.77	0.79	
Quiz Avg.	NA	0.55	(n = 8)

See attached file for additional analyses and interpretation.

MFT PSY Assessment Data

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

2010: 44 (52 national average)

2011: 49 (52 national average)

2012: 45 (55 national average)

2013: 54 (55 national average)

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

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Note – Mean MFT PSY Measurement and Methodology student scores improved dramatically from 2012 to 2013 and are now just one point below the national average. This is the highest score in the four years of administering the MFT PSY.

Note - Average TOTAL MFT PSY score:

15 PSY students = 150 out of a possible 200. National average is 156. This is a 6-point improvement from 2012. 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.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. It is important to note that DSU students who plan on attending graduate school averaged a score of 165.5 on the MFT PSY (above the national average of 156). Two students scored as high as 179 and 172, respectively.

Student Research and Presentation Production

Psychology students conducted a good number of research projects. Dr. Hutchens' PSY 315 (Social Cognition) students presented three 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 presented a professional research presentation at The Mid-South Psychology Conference in 2012.

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)
2013	15	150 (156)	32 (44)	51 (49)	49 (52)	54 (55)

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

-  [PSY 330 Research Methods Data Analyses](#)

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.

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Tests are periodically revised to reflect current course content.

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

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

PSY 330 Research Methods I

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

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

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

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

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

PSY 332 Research Methods II

The following grading changes were carried out:

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

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

Research Methods Redesign:

The redesign has been ineffective in increasing student pass rates. It was determined that students are taking PSY 330 (Research Methods I) too early in the course sequence to have appropriate knowledge to begin a research paper. Thus, the redesign has been recalibrated again by changing the course sequence of PSY 330 (Research Methods I), 331 (Statistics), and 332 (Research Methods II). Now, students take PSY 331 (Statistics) first, and then take PSY 330 and 332. Pushing PSY 330 back a semester allows students to take other topical psychology courses and learn more about psychology before taking PSY 330.

Note – Around ten years ago PSY 493 (Independent Research) was developed to give students an opportunity to take a course solely devoted to conducting research and writing an APA research paper. The course was productive in the past. However, the intensive nature of the course is not conducive to an enrollment of 10 or more. As a result, due to budget constraints over the last five years, PSY 493 has not been 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.

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-  [Rubric for PSY 330 Literature Review](#)

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 Revisions**
 -   **SP2.Ind02: Retention**
 -   **SP2.Ind03: Graduation Rate**
 -   **GE 01: Critical and Creative Thinking**
-

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

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

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 EDD. Counseling track. This was the candidate's second submission and it was not accepted. There were no submissions in Spring 2012 or Fall of 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 are ongoing.

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

The initiation of the Ed.S. Program may create a better pipeline for more students to enter the Counseling Track of the Ed.D.

Related Items

 **SP2.Ind01: Enrollment**

EDD-COU 02: LO Content Knowledge

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

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 are ongoing.

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

The initiation of the Ed.S. Program may create a better pipeline for more students to enter the Counseling Track of the Ed.D.

Related Items

-  **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: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

Learning Outcome

Advanced Counseling Skills: Demonstrate advanced skills as a counselor in the current place of counseling practice. Advanced skills include additional knowledge and counseling techniques beyond the master's degree.

Data Collection (Evidence)

Advanced counseling practicum and internship are times when students are under DSU faculty supervision. Faculty form collaborative consulting relationships with these students to encourage professional growth and assess the students' application of advanced knowledge and skills in the workplace and in the university classroom.

Results of Evaluation

There were no students in the Advanced Counseling Practicum or Internship Classes for the EDD during the 2012 year.

Use of Evaluation Results

There are evaluative efforts and changes occurring in both the MED and the EDS programs that will impact the EDD experiential classes positively when they are populated.

There were no students in the Advanced Counseling Practicum or Internship Classes for the EDD during the 2012 year. Efforts to recruit more qualified students for the Counseling Track of the Ed.D. Program are ongoing.

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

The initiation of the Ed.S. Program 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**

EDD-COU 04: LO Research and Writing Techniques

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

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

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

Use of Evaluation Results

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



Efforts to recruit qualified students for the Counseling Track of the Ed.D. program are ongoing:



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

The initiation of the Ed.S. Program may create a better pipeline for more students to enter the Counseling Track of the Ed.D.

Related Items

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

  **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: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

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

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

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

Results of Evaluation

In Fall 2012, 10 students were admitted as the first class for the EDS program. They began with 2 core courses. These students all met the pre-requisites and came highly recommended.

Use of Evaluation Results

The program committed to going entirely online and thus have recruited students from across the state. Using students who are working as school counselors, through both asynchronous and synchronous class meetings, we have established a learning environment that includes in-depth instruction as well as peer-supervision. We will continue this model in 2013.

Related Items

 **SP2.Ind01: Enrollment**

EDS-COU 02: LO Content Knowledge

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

Students will demonstrate detailed knowledge of the ASCA school model and the supporting science behind the development of that model. Students will apply the model to their specific school counseling sites and determine the strengths and deficits of their programs. Students will develop a plan for implementation of an enhancement to their program and will acquire consent/cooperation from stakeholders in the school community. This process will be documented in a paper submitted at the end of CED 717 that includes necessary steps and citations from the literature supporting the enhancement.

Results of Evaluation

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

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

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

Use of Evaluation Results

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

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: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

Learning Outcome

Advanced Counseling Skills and program enhancement: Demonstrate advanced skills as a counselor in the current place of counseling practice. Advanced skills include additional knowledge and counseling techniques beyond the master's degree. Implement the enhancement plan created in CED 717 Advanced School Counseling.

Data Collection (Evidence)

Advanced counseling practicum and internship are times when students are under DSU faculty supervision. Faculty form collaborative consulting relationships with these students to encourage professional growth and assess the students' application of advanced knowledge and skills in the workplace and in the university classroom.

In addition, the student will implement the plan created in CED 717 and will document the installation, maintenance and results of the enhancement with suitable evaluation techniques.

Students will receive supervision from DSU faculty who will evaluate advanced skills. In addition, students will complete the paper started in CED 717 showing implementation and results as they have moved their campus counseling program toward the ASCA school counseling model.

Results of Evaluation

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

Use of Evaluation Results


As faculty teach the second portion of the core, they are discovering the changes necessary to clarify program goals and requirements for the incoming students. Primarily, helping students adopt the role of scholar-practitioner will be explained with more depth. The intent is to help these students become better program evaluators.

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

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 04: LO Supervision Skills

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

Students will demonstrate knowledge by passing tests within the class semester. Also students will demonstrate ability by providing tapes of counseling supervision processes (a rubric will be developed).

The instructor of record will be the primary evaluative source for this. However, the entire faculty assist in supervising counselor supervisors and will have evaluative input.

Results of Evaluation

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



Use of Evaluation Results

Students will take the first comprehensives in spring of 2013. At that time, faculty will review results and make changes to improve student learning accordingly.

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**

MED-COU 01: LO CACREP Knowledge Base

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

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 7 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%). However, this year's first time pass rate was significantly lower than in recent years. One explanation is that a culture of taking the test prematurely has developed where students take it without sufficient review and knowing they can take it again. Noting that 97% of students retesting this year passed with their second attempt. It should also be noted that the 75 point cutoff score was significantly closer to the mean on the test forms used this year. This means that as our students passed this year they passed at higher percentiles than students taking earlier test forms.

Due to a problem with communication with CCE only 2 students took the graduate student administration of the NCE. One passed and 1 did not.

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Note - Please see attached file for Summary of CPCE by Content Areas.

Summary Tables
Counselor Preparation Comprehensive Exam (CPCE) Pass Rates

CPCE Administration Dates	# of Students Tested	# of Students Passed	Pass Rate %
3/12	4	0	0%
4/12 Retest	3	3	100%
6/12	4	1	25%
8/12 Retest	4	2	50%
11/12	7	6	86%
12/11 retake	1	0	0%
10/11	10	9	90%
03/11	5	5	100%
11/10 retake	3	3	100%
11/10	9	6	66%
03/10 retake	1	1	100%
03/10	13	12	92%
10/09 (fall 09) retake	3	1	33%
10/09 (fall 09)	7	6	86%
07/09 (summer 09) retake	4	3	75%
06/09 (summer 09)	6	4	67%
04/09 (spring 09) retake	6	1	17%
03/09 (spring 09)	13	4	31%
10/08 (fall 08) retake	4	1	25%
10/08 (fall 08)	26	19	73%
4/08 (spring 08) retake	4	3	75%
3/08 (spring 08)	10	5	50%
11/07 (fall 07) retake	8	3	38%
10/07 (Fall 07)	12	1	8%
3/07 (spring 07) retake	6	3	50%
3/07 (spring 07)	10	3	30%
11/06 (fall 06) retake	5	4	80%
10/06 (fall 06)	10	7	70%

National Counselor Exam (NCE) Pass Rates

NCE Administration	# of Students Tested	# of Students Passed	Pass Rate %
2012	2	1	50%
2011	14	9	64%
2010	19	7	37%
2009	17	NA	NA
2008	10	3	30%

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2007	15	9	60%
2006	9	4	44%
2005	7	6	86%
2004	10	8	80%
2003	8	7	88%

-  [Summary of CPCE by Content Areas](#)

Use of Evaluation Results

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

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

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

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

The low number of students taking the CCE is aberrant in our program and therefore resists evaluation this year. However, a significant problem in the costs of the test will mean that some of our students will delay taking the test for the graduate administration and wait until they are closer to licensure meaning this data point will become even more problematic.

Related Items

-  **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: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

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 2012 and fall 2012 semesters, documented observations indicated that 6 students self-selected out in CED 630; 3 students self-selected out of the program or were mandated to repeat the course in CED 604; all students passed CED 609; and all students successfully passed CED 610 or CED 619. This multiple evaluation procedure is determined by program faculty to be an effective “gate keeping” process.

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

Use of Evaluation Results

Faculty members meet two times per semester to review videos of students applying relationship building skills and implementing basic therapeutic interventions. Faculty members, as well, provide supervision following each counseling session to address issues related to theoretical orientation, case conceptualization, and related issues.

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

Following evaluation by faculty members, counseling students not meeting the expected level of performance are provided various forms of remediation by faculty via additional clients, continued supervision throughout the semester, and/or repeating the course for additional experience.

Faculty have updated documentation and evaluations. This includes the addition of a required form in the absence of tape review in the CED 609, 610, 619 classes. This form requires either the site supervisor or the university supervisor to observe the student live and give immediate feedback.

Related Items

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

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

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

MED-COU 03: LO Dispositions

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

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.

The faculty has adopted the Professional Proficiencies Rubric as a regular opportunity to evaluate students in terms of fitness for our program. As a result of this adoption, all students in both the MEd and the EdS program have been evaluated.

Use of Evaluation Results

Faculty continue to discuss didactic and experiential activities that enhance the curriculum in student acquisition of knowledge of skills. Faculty have implemented the substantial revisions to the CED curriculum in 2012 reflecting the changes made in 2012 toward the 2009 CACREP standards. Current strategies include incorporating suggestions made by the CACREP Site Visit Team. Specific strategies related to this goal include intensifying the internship experience with more taped and live observations and creating more awareness in applicants for admission to the program.

Related Items

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

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

MED-COU 04: LO Appreciation of Research

Start: 7/1/2012

End: 6/30/2013

Providing Department: Counselor Education and Psychology

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 2012, 10 students presented or co-presented at the F.E. Woodall Spring Conference

Use of Evaluation Results

This continues to be an ongoing requirement in the program. Faculty actively recruit students to become members of state and national professional organizations (MCA, ACA).

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

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

Related Items

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

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Gen Ed Learning Outcomes

 **PSY_101_GE 01: Critical and Creative Thinking Start:** 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

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

Data Collection

Specific Objectives: Solve critical thinking exercises from textbook.

Recognize and describe aspects of the scientific method.

Recognize or describe essential features of descriptive, correlational, and experimental research

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

The competency will be specifically assessed using a uniform multiple-choice quiz in the Blackboard/Canvas course shells for all PSY 101 sections. Each quiz consists of 20 items. Students must obtain a score of 75% or higher to achieve satisfactory attainment (75% is a conventional criteria of competency in a content area).

Results of Evaluation

In the fall of 2012, 168 students took the research methods quiz. Mean percentage scores on the Outcome 01 competency quiz were: fall 2012 = 78% (N=168).

Specifically, 63 students did not score > 75% while 105 did score > 75%.

In the spring of 2013, 110 students took the research methods quiz. This time the average score was spring 2013 = 81% (N=110).

Specifically, 32 students scored < 75% while 78 students scored > 75%.

The average scores in fall 2012 and spring 2013 exceeded the 75% satisfactory attainment criteria.

Data spreadsheet is attached.

-  [PSY 101 General Education Competency Data Fall 12 and Spring 13](#)

Use of Results

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

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

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

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The following changes are being considered:

- 1) In order to increase competency scores and completion rates, the psychology faculty have decided to make the Outcome 01 competency quiz a course requirement rather than a bonus point opportunity. Getting all students to complete the quiz in a timely manner will assist the faculty in assessing their ability to implement Outcome 01.
- 2) Additionally, faculty must adjust their syllabi to give importance to the chapter on research methods in psychology. This chapter encourages critical thinking and use of the scientific method in examining psychological theories and research.
- 3) Faculty are considering designing a standalone module to accompany the quiz instead of relying on textbook information.
- 4) Faculty will encourage student participation in research studies conducted in the department.

Related Items



GE 01: Critical and Creative Thinking

PSY_101_GE 05: Self

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

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

Data Collection

Specific Objectives: Recognize and describe the nature of human beings according to psychodynamic, behavioral, cognitive, or humanistic models.

Understand issues in personal development and apply these to present situations.

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

The competency will be specifically assessed using a uniform multiple-choice quiz in the Blackboard/Canvas course shells for all PSY 101 sections. Each quiz consists of 20 items. Students must obtain a score of 75% or higher to achieve satisfactory attainment (75% is a conventional criteria of competency in a content area).

Results of Evaluation

Mean percentage scores on the Outcome 05 competency quiz were:

Fall 2012 = 80% (N=170)

Spring 2013 = 88% (N=111)

In the fall of 2012, 170 students took the Outcome 05 competency quiz. Of these, 54 students scored < 75% while 116 scored > 75%. In the spring of 2013, 164 took the Outcome 05 competency quiz. Of these, 29 scored < 75% while 82 scored > 75%.

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Department: Counselor Education and Psychology

The average scores in fall 2012 and spring 2013 exceeded the 75% satisfactory attainment criteria.

Data spreadsheet is attached.

-  [PSY 101 General Education Competency Data Fall 12 and Spring 13](#)

Use of Results

A uniform assessment for Outcome 05 in all PSY 101 sections was implemented in fall 2012. The mean percentage scores for fall 2012 and spring 2013 indicate satisfactory attainment of the Outcome 05 competency.

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

Psychology faculty were encouraged to see a 8%-point increase from fall 2012 to spring 2013.

In light of this data, the following changes are being considered to the program:

- 1) In order to increase competency scores and completion rates, the psychology faculty have decided to make the Outcome 05 competency quiz a course requirement rather than a bonus point opportunity. With more students completing the quiz, faculty will be in a better position to evaluate the psychology program.
- 2) Faculty need to adjust their syllabi to make sure that the chapter on development is covered each semester.
- 3) Faculty are considering using a standalone module for this outcome instead of relying on a textbook chapter.
- 4) Faculty are considering using more interactive materials for covering this material, such as videos or research experiences.

Related Items

 **GE 05: Self**

Unit Goals

 **CEDP 2013_01: Division Increase Enrollment**

Start: 7/1/2012

End: 6/30/2013

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

1. Total CED enrollment over the past three years was 155 in 2010-11, 170 in 2011-12, and 182 in 2012-13. Three-year and two-year trend data indicate that CED enrollment increased 15% from 2010-11 to 2012-13 and increased 7% from 2011-12 to 2012-13. In order help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The CED program also implemented a new EDS counseling program which has helped increase enrollment. Even though trend data indicates that enrollment is increasing, the CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education. Total PSY enrollment over the last three years was 204 in 2010-11, 192 in 2011-12, and 151 in 2012-13. Three-year and two-year trend data indicate that PSY enrollment decreased 26% from 2010-11 to 2012-13 and decreased 21% from 2011-12 to 2012-13. As a result of this decreasing enrollment trend, the division has started engaging in more vigorous recruiting practices. In fall 2011, the division implemented an enrollment and retention plan developed by CEAC. This involves academic advisors personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges was launched in 2012. This involved personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. If this proposal is approved and implemented, it will help increase enrollment. Division faculty attended several recruitment functions. All recruitment functions were productive. In particular, the Memphis Area College Night Fair was large and well attended by serious students from the Memphis area. The division plans to attend this fair on an annual basis.

Comparison of Enrollment by Major

	2005 - 2006		
	Summer	Fall	Spring
CED	NA	120	120
PSY	NA	76	76

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Total	NA	196	196
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	2006-2007			2007-2008		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	78	125	120	60	101	101
PSY	28	97	76	30	105	83
Total	106	222	196	90	206	184
	2008-2009			2009-2010		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	55	82	80	46	64	61
PSY	29	84	77	24	71	70
Total	84	166	157	70	135	131
	2010-2011			2011-2012		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	33	64	58	29	75	66
PSY	29	92	83	34	83	75
Total	62	156	141	63	158	141
	2012-2013			2013-2014		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	41	67	74			
PSY	31	69	51			
Total	72	136	125			

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 2013_01: Division Increase Enrollment**

Start: 7/1/2012

End: 6/30/2013

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Delta State University FY2013 Unit Level Report
Department: Counselor Education and Psychology

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Total	106	222	196	90	206	184
	2008-2009			2009-2010		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	55	82	80	46	64	61
PSY	29	84	77	24	71	70
Total	84	166	157	70	135	131
	2010-2011			2011-2012		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	33	64	58	29	75	66
PSY	29	92	83	34	83	75
Total	62	156	141	63	158	141
	2012-2013			2013-2014		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	41	67	74			
PSY	31	69	51			
Total	72	136	125			

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.

 **CEDP 2013_02: Division Increase CHP**

Start: 7/1/2012

End: 6/30/2013

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.

Actual Results of Evaluation

1. CED CHP three-year trend data indicate a 4% increase from 2009 (1563) to 2012 (1635); two-year trend data indicate a 10% increase from 2011 (1467) to 2012 (1635). The increase of CHP in CED is associated with an increase in enrollment. PSY CHP three-year trend data indicate a 12% decrease from 2010 (2961) to 2012 (2610); two-year trend data indicate a 3% decrease from 2011 (2694) to 2012 (2610). The PSY three-year and two-year trend data may be due to the fact that students are taking fewer hours due to the current economic climate. EPY CHP three-year trend data indicate a 17% decrease from 2010 (1134) to 2012 (945); two-year trend data indicate an 8% decrease from 2011 (1032) to 2012 (945). The EPY trend data is related to enrollment in undergraduate and graduate programs outside of the Division. As a result of the PSY decreasing CHP trend, the division has started engaging in more vigorous recruiting practices. In fall 2011, the division implemented an enrollment and retention plan developed by CEAC. This involves academic advisors personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges was launched in 2012. This involved personally contacting school counselors at Mississippi community colleges, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. If this proposal is approved and implemented, it will help increase CHP. Division faculty attended several recruitment functions. All recruitment functions were productive. In particular, the Memphis Area College Night Fair was large and well attended by serious students from the Memphis area. The division plans to attend this fair on an annual basis.

Credit Hour Production (CHP) by Discipline

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


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EPY	45	78	228	93	210	276
Total	381	456	1941	630	1767	870
	Summer 2009		Fall 2009		Spring 2010	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	69	330	213	522	153	450
PSY	261	0	1476	0	1245	0
EPY	36	198	156	165	249	180
Total	366	528	1845	687	1647	630
	Summer 2010		Fall 2010		Spring 2011	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	84	315	159	402	120	354
PSY	273	0	1443	0	1155	0
EPY	54	189	234	228	276	126
Total	411	504	1836	630	1551	480
	Summer 2011		Fall 2011		Spring 2012	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	87	249	135	522	93	465
PSY	222	0	1317	0	1188	0
EPY	30	174	243	183	273	111
Total	339	423	1695	705	1554	576
	Summer 2012		Fall 2012		Spring 2013	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	99	387	162	429	132	585
PSY	141	0	1281	0	1071	0
EPY	81	138	192	150	177	96
Total	321	525	1635	579	1380	681

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. 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 2013_03: Division Increase Graduates**

Start: 7/1/2012

End: 6/30/2013

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.

Actual Results of Evaluation

1. Note – Overall division graduation numbers increased from 2011-2012 (29) to 2012-2013 (38). This is an overall 24% increase. The implementation of the new EDS counseling program resulted in 8 additional CED graduates. CED increased from 12 to 20 (40%) while PSY increased from 17 to 18 (5%). CED three-year trend data indicate a 20% increase from 2010-2011 (16) to 2012-2013 (20). PSY three-year trend data indicate a 28% increase from 2010-2011 (13) to 2012-2013 (18). Trend data indicate that graduate numbers are increasing despite the fact that the division experiences a significant amount of attrition due to the rigor of the psychology and counselor education programs. In order to help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. However, the CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education. The PSY program also continues to host a writing and plagiarism workshop (fall 2012) to address noticeable student writing weaknesses. Also, the PSY research methods and statistics redesign project should help increase graduation rates in the future. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. If this proposal is approved and implemented, it will help increase graduate rates in the future. Division faculty attended several recruitment functions. All recruitment functions were productive. In particular, the Memphis Area College Night Fair was large and well attended by serious students from the Memphis area. The division plans to attend this fair on an annual basis.

Graduates by Major

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
CED	26	30	22	26	24	16	12	20 (12 MED, 8 EDS)
PSY	18	23	26	16	22	13	17	18
Total	44	53	48	42	46	29	29	38

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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. 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**

 **CEDP 2013_04: Division Teacher Observation Mentorship**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

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

Evaluation Procedures

Qualitative assessment outcomes will be discussed with each division faculty member after an in-class observation and annual chair evaluation.

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. In the last two years, two faculty members were granted tenure and promotion.

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 every academic year.

Related Items

-   **SP1.Ind08: Curriculum Development and Revision**
-   **SP3.Ind08: Evaluations**
-   **SP3.Ind09: Professional development**

CEDP 2013_05: Division External Funding

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Division faculty will continue to 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

1. Some 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 International Baxter Foundation grant to create a play therapy training clinic was funded in 2011 and the play therapy training clinic opened in fall 2012. The development of the play therapy training clinic has benefited the community. Moreover, all division faculty and staff applied for and received six 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 \$4,075. The funds were used to purchase an iWork Physiological Teaching Kit (EEG) (\$2,500) and a Diversity Video Series (\$1,575).

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 2013_06: Division Data Integrity

Start: 7/1/2012

End: 6/30/2013

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

1. The Division Data Integrity Committee was formed (Drs. Shuttlesworth, Simmons, and McCormick). The Committee met and developed a draft for division data integrity and procedures (see attached file). Some of the recommendations have already been implemented (i.e., storing

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student files and information in a secure location in a lockable file cabinet). Other recommendations are currently being implemented. This goal will be continued for next year.

-  [Data Integrity Draft](#)

Use of Evaluation Results

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

 **CEDP 2013_07: CED Hire Train Faculty**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Hire, train, and support one new CED faculty to replace faculty departing spring 2012.

Evaluation Procedures

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

Actual Results of Evaluation

One new faculty member began in fall 2012 and has become a strategic faculty member in both the MED program and the EDS and EDD programs.

Use of Evaluation Results

Continue to develop and strengthen the program faculty. Continue to improve all CED faculty in teaching, scholarship, and service. The program needs to look for ways to diversify its faculty.

Related Items

 **SP3.Ind01: Faculty and staff hiring**

 **CEDP 2013_08: CED CACREP Reaccreditation**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Prepare for the CACREP reaccreditation site visit in fall of 2012.

Evaluation Procedures

Addendum accepted; Site visit scheduled and completed with the CACREP board voting for reaccreditation in January of 2012.

Actual Results of Evaluation

Site visit was completed in mid-October. A rejoinder to the site visit was completed in December for the CACREP Board meeting to vote in January. In 2013, the program was notified that both master's degree programs received the maximum years of reaccreditation, eight years.

Use of Evaluation Results

A map to program evaluation was submitted as a continuing program assessment plan for Counselor Education. That plan will be implemented in 2013.

Related Items

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

  **SP4.Ind09: Institutional review process / Accreditations/IE**

 **CEDP 2013_09: CED EDS Student Admission**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Program faculty will admit students to the Ed.S in counseling with school concentration beginning in fall 2012.

Evaluation Procedures

Course curriculum, admissions process, and enrollment

Actual Results of Evaluation

Students were admitted to the EdS program in Fall 2012. They took at least six hours of the core courses and will continue toward the remaining core in Spring of 2013.

Use of Evaluation Results

1. The first students in the program are providing us feedback relative to our communication of program goals and priorities. Also, as the program is fully online the program is learning new ways of teaching through the electronic medium.

Related Items

-  **SP1.Ind08: Curriculum Development and Revision =**
 -  **SP2.Ind01: Enrollment**
 -  **SP2.Ind04: Degrees**
-

 **CEDP 2013_10: CED Scholarship Efforts**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Program faculty will continue to engage in regular discussions about current research and publication efforts including but not limited to: Journal article submissions and potential submissions, conference presentations, book chapters, and involvement of students in scholarly efforts.

Evaluation Procedures

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

Actual Results of Evaluation

There has not been any substantial journal article submissions during this year.

Use of Evaluation Results

The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts. CACREP, a new program, and faculty turnover have required existing faculty to focus on program strengthening and maintenance.

Related Items

-  **SP3.Ind09: Professional development**
-

 **CEDP 2013_11: CED Online Hybrid Course Offerings**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Program faculty will identify at least two courses that are suitable for hybrid or fully online offerings and will have syllabi and peer-review for offerings in coming semesters.

Evaluation Procedures

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

Actual Results of Evaluation

The program saw three courses created online for the MEd program and two courses established for the EdS program. The EdS program has two additional courses created for the EdS program in Spring 2013.

Use of Evaluation Results

1. Feedback from current students in the newly developed classes showed evidence that appropriate learning environments were created and students in both the MEd and EdS programs are asking for

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more courses to be taught this way. The program faculty has entered a discussion about creating a hybrid/online MEd in counseling program

Related Items

-   **SP1.Ind08: Curriculum Development and Revision**
-   **SP2.Ind01: Enrollment**
-   **SP5.Ind01: Distance Education Offerings**
-   **SP5: Improve the quality of life for all constituents**

 **CEDP 2013_12: CED Play Therapy Center**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

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

Evaluation Procedures

The number of community children and their families seen in the play therapy counseling center.

Actual Results of Evaluation

Two students completed their practicum and one-half of their internships in the play therapy lab. The grant paid tuition and stipends for these two interns who completed at least 480 hours of direct services to over 30 Delta children and their communities.

Use of Evaluation Results

The need for an ongoing establishment of a community counseling facility serving the children and the families of the Delta region has been established by this important play therapy clinic. An important piece of information relative to this effort is the inappropriateness of the space for a community counseling lab. The program will interact with University officials in an effort to find more appropriate space and funding for a community counseling lab.

Related Items

-   **SP4.Ind03: External resources**
-   **SP5.Ind06: Community Outreach**
-   **SP5: Improve the quality of life for all constituents**

 **CEDP 2013_13: PSY Hire Train Faculty**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Hire, train, and support a new PSY faculty member to replace faculty member who departed in spring 2011.

Evaluation Procedures

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

Actual Results of Evaluation

One new faculty member began in fall 2012 (Dr. Zengaro). She has been fully integrated into our program as evidenced by responses and evaluations from students, faculty, and staff.

Use of Evaluation Results

Continue to develop and strengthen the program faculty. Continue to improve all division faculty in teaching, scholarship, and service.

Related Items

  **SP3.Ind01: Faculty and staff hiring**

 **CEDP 2013_14: PSY Research Methods Redesign**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Continue the process of assessing the redesign of PSY 102 (Psychological Tools) and PSY 201 (Research Methods). The redesign needs to be recalibrated and more comparative data are needed.

Evaluation Procedures

Grade distributions of PSY 332 (formerly PSY 201) in fall 2012, spring 2013, fall 2013, spring 2014, and fall 2014 as compared to previous semesters.

Actual Results of Evaluation

1. 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). However, the spring 2012 pass rate increased to 79% and the fall 2012 pass rate increased to 90%. The pass rate for spring 2013 was 75%. 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, the redesign was recalibrated to narrow the field of possible research topics for student research proposals. By doing so, students were provided with more scaffolding needed to write a

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research proposal. Since this was largely ineffective, the redesign has been recalibrated by changing the course sequence of PSY 330, 331, and 332. PSY 331 (Statistics) will be offered at the beginning of the sequence in order to allow students to take more topical psychology courses to learn more about psychology before being required to initiate a research proposal in PSY 330 (Research Methods I)

Use of Evaluation Results

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

Related Items

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

 **CEDP 2013_15: PSY Online Course Offerings**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Encourage faculty to increase the number of online course offerings.

Evaluation Procedures

Number of online courses offered

Actual Results of Evaluation

There were three additional online courses (i.e., EPY 341, PSY 101, PSY 425) offered this year than last year.

Use of Evaluation Results

1. 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.

Related Items

-   **SP1.Ind08: Curriculum Development and Revision**
-   **SP2.Ind01: Enrollment**
-   **SP5.Ind01: Distance Education Offerings**
-   **SP5: Improve the quality of life for all constituents**

 **CEDP 2013_16: PSY Scholarship Efforts**

Start: 7/1/2012

End: 6/30/2013

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 an idea to secure funding to purchase an iWork Physiology Teaching Kit (EEG) in order to enrich the learning environment and increase in engagement in psychology classes. In a collaborative effort, the psychology faculty will use the kit to teach course material and collect data on the scholarship of teaching and learning. Collaborative presentations and publications should result from this effort. 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**

 **CEDP 2013_17: PSY Quality Online Hybrid Courses**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Continue to peer-review all online and hybrid courses using the Quality Matters rubric.

Evaluation Procedures

Quality Matters rubric (www.qualitymatters.org) will be used to peer-review all online and hybrid courses.

Actual Results of Evaluation

The *Quality Matters* rubric (www.qualitymatters.org) has continued to be 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 continue to modify online and hybrid curriculum in the future.

Related Items

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

 **SP3.Ind08: Evaluations**

 **SP3.Ind09: Professional development**

 **SP5.Ind01: Distance Education Offerings**

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

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Section IV.a
Brief Description
Narrative

Counseling Program Mission Statement

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

Psychology Program Mission Statement

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

Section IV.b
Comparative data

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

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Comparison of Enrollment by Major

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

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	2012-2013			2013-2014		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	41	67	74			
PSY	31	69	51			
Total	72	136	125			

Note – Total CED enrollment over the past three years was 155 in 2010-11, 170 in 2011-12, and 182 in 2012-13. Three-year and two-year trend data indicate that CED enrollment increased 15% from 2010-11 to 2012-13 and increased 7% from 2011-12 to 2012-13. In order help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The CED program also implemented a new EDS counseling program which has helped increase enrollment. Even though trend data indicates that enrollment is increasing, the CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education. Total PSY enrollment over the last three years was 204 in 2010-11, 192 in 2011-12, and 151 in 2012-13. Three-year and two-year trend data indicate that PSY enrollment decreased 26% from 2010-11 to 2012-13 and decreased 21% from 2011-12 to 2012-13. As a result of this decreasing enrollment trend, the division has started engaging in more vigorous recruiting practices. In fall 2011, the division implemented an enrollment and retention plan developed by CEAC. This involves academic advisors personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges was launched in 2012. This involved personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. If this proposal is approved and implemented, it will help increase enrollment. Accomplishing the following goals will help increase enrollment by major: CEDP 2014_01, CEDP 2014_05, CEDP 2014_07, and CEDP 2014_09.

Credit Hour Production (CHP) by Discipline

Discipline	Summer 2007		Fall 2007		Spring 2008	
	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	72	375	177	570	156	567
PSY	264	3	1407	9	1422	0
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Discipline	Summer 2010		Fall 2010		Spring 2011	
	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
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Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
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	Summer 2012		Fall 2012		Spring 2013	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	99	387	162	429	132	585
PSY	141	0	1281	0	1071	0
EPY	81	138	192	150	177	96
Total	321	525	1635	579	1380	681

Note – CED CHP three-year trend data indicate a 4% increase from 2009 (1563) to 2012 (1635); two-year trend data indicate a 10% increase from 2011 (1467) to 2012 (1635). The increase of CHP in CED is associated with an increase in enrollment. PSY CHP three-year trend data indicate a 12% decrease from 2010 (2961) to 2012 (2610); two-year trend data indicate a 3% decrease from 2011 (2694) to 2012 (2610). The PSY three-year and two-year trend data may be due to the fact that students are taking fewer hours due to the current economic climate. EPY CHP three-year trend data indicate a 17% decrease from 2010 (1134) to 2012 (945); two-year trend data indicate an 8% decrease from 2011 (1032) to 2012 (945). The EPY trend data is related to enrollment in undergraduate and graduate programs outside of the Division. As a result of the PSY decreasing CHP trend, the division has started engaging in more vigorous recruiting practices. In fall 2011, the division implemented an enrollment and retention plan developed by CEAC. This involves academic advisors personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Moreover, another CEAC enrollment plan to better recruit students from community colleges was launched in 2012. This involved personally contacting school counselors at Mississippi community college, making personal connections, and providing the counselor with recruitment materials (i.e., the professional brochures). Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. If this proposal is approved and implemented, it will help increase CHP. Accomplishing the following goals will help increase CHP: CEDP 2014_01, CEDP 2014_05, CEDP 2014_07, and CEDP 2014_09.

Division Graduates by Major

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
CED	26	30	22	26	24	16	12	20 (12 MED, 8 EDS)
PSY	18	23	26	16	22	13	17	18
Total	44	53	48	42	46	29	29	38

Note – Overall division graduation numbers increased from 2011-2012 (29) to 2012-2013 (38). This is an overall 24% increase. The implementation of the new EDS counseling program resulted in 8 additional CED graduates. CED increased from 12 to 20 (40%) while PSY increased from 17 to 18 (5%). CED three-year trend data indicate a 20% increase from 2010-2011 (16) to 2012-2013 (20). PSY three-year trend data indicate a 28% increase from 2010-2011 (13) to 2012-2013 (18). Trend data indicate that graduate numbers are increasing despite the fact that the division experiences a significant amount of attrition due to the rigor of the psychology and counselor education programs. In order to help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. However,

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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 2012) to address noticeable student writing weaknesses. Also, the PSY research methods and statistics redesign project should help increase graduation rates in the future. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. If this proposal is approved and implemented, it will help increase graduate rates in the future. Accomplishing the following goals will help increase graduation rates: CEDP 2014_01, CEDP 2014_05, CEDP 2014_07, and CEDP 2014_09.

[Trend data for Counselor Education and Psychology for 2009-2013](#)

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 and 2013 search and interview processes for counselor education faculty and one counseling laboratory director. However, several minority candidates declined interviews due to insufficient salary. Ms. Jemecia Calvin (African American female) accepted the counseling laboratory director position that started in August 2010 and Ms. Chaiqua Harris accepted a faculty position that started in spring 2013. CACREP standards dictate that the Counselor Education Program continues to adequately and comprehensively address diversity issues throughout the curriculum. 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

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.

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

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

Section IV.e
Grants, Contracts, Partnerships, Other Accomplishments
Narrative

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

Beals, G., Barnes, M.D., McCormick, J., McNichols, C., & Witt, K. (September 2012). Diversity Video Procurement. Dulce Fund. Awarded \$1,575 for the period of September 2012 – April 2013.

Drury, S. (2012, September). Faculty Development – iWorx Physiological Teaching Kit (EEG). Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2012 – April 2013.

Hutchens, S. A. (2012, September). Faculty Development – iWorx Physiological Teaching Kit (EEG). Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2012 – April 2013.

Shuttlesworth, D. (2012, September). Faculty Development – iWorx Physiological Teaching Kit (EEG). Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2012 – April 2013.

Simmons, T. (2012, September). Faculty Development – iWorx Physiological Teaching Kit (EEG). Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2012 – April 2013.

Zengaro, S. (2012, September). Faculty Development – iWorx Physiological Teaching Kit (EEG). Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2012 – April 2013.

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Section IV.f
Service Learning Data

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

Narrative

- Internships – Counselor Education Program Faculty
 - CED students served at least 12,000 hours as interns in clinical mental health and school settings in 2012.
 - Over 180 counselors, social workers, teachers attended. The conference is held on the first Wednesday of April each year and has been named in memorial to Fred Woodall, who served as faculty and program coordinator for Counselor Education for many years.
 - 35 EDS and MA graduate student volunteers X average of 6 hours = 210 total hours
 - Student volunteer job duties
 - Conference preparation committee (create booklets & bags), set-up committee members, conference greeters, session moderators, post conference clean up committee, solicitors for door prizes, decorating committee, registration table workers, CSI sales workers, and banquet hosts
 - Accomplishments
 - With approximately 180 participants, the Woodall Conference set a new record of success. Attendees provided positive feedback before, during, and after the conference. Evaluations were on average marked for excellence. The student volunteers assisted in making the conference a seamless effort.
- PSY 425 Service Learning in Psychology – Dr. Scott Hutchens - Psychology Program
 - 13 PSY students served a total of 780 hours volunteering in the Delta community in fall 2012.
- The 32nd Annual F.E. Woodall Spring Conference for the Helping Professionals was held at DSU. The keynote speaker was the president of the American Counseling Association, Dr. Bradley Erford. – Counselor Education Program Faculty

Section IV.g
Strategic Plan Data

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

Narrative

Strategic Plan Data (see Appendix C of the Guidelines)

Division-Relevant DSU Strategic Plan Goal Indicators	Division Tracking Status
1.1 Senior-level competency measures	Currently doing – Section II – MFT PSY Currently doing – Section II – CPCE and NCE
1.4b Service learning	Currently doing – Section IV Service Learning Data
1.5 Percentage of academic programs measuring QEP goals	Currently doing – Section III
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.

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.

Narrative

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

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

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Narrative

V. Personnel:

Current full-time division faculty and staff

Ms. Mistie Barnes, Counselor Education

Dr. George Beals, Counselor Education

Ms. Jemecia Calvin, Counseling Lab Director – Resigned August 2012

Dr. Scott Drury, Psychology

Ms. Chaiqua Harris, Counselor Education – Started January 2013

Mr. John Hawkins, Counselor Education – Terminal Contract, May 2012

Dr. Scott Hutchens, Psychology

Dr. Christine McNichols, Counselor Education – Resigned December 2012

Dr. Duane Shuttlesworth, Psychology

Dr. Temika Simmons, Psychology

Mrs. Becky Steed, Senior Secretary

Dr. Karl Witt, Counselor Education – Resigned December 2012

Dr. Sally Zengaro, Psychology – Started August 2012

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

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

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Counselor Education:

- October 2012 - The Counselor Education Program had a successful CACREP reaccreditation site visit.
- November 2012 - The Counselor Education Program submitted an extensive rejoinder in response to the CACREP accreditation report.
- January 14, 2013 - The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has again granted accreditation to two master's degrees in the Division of Counselor Education and Psychology at Delta State University. First accredited as a Master's in Community Counseling in April of 1991, DSU's renamed Clinical Mental Health Counseling degree (M.Ed.) has been accredited again until October 2020. DSU's Master's in School Counseling (M.Ed) has also been accredited until October 2020. The School Counseling Program was first accredited in April of 1997.

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

- Dr. Barnes and Dr. McNichols submitted and were awarded an International Baxter Foundation grant.
 - Barnes, M. D. & McNichols, C. (Submitted June 24, 2011; Awarded December 2011) *Play Therapy Training Clinic*. International Baxter Foundation. Awarded amount was \$70,038 for the period of January 2012 – December 2013.
 - Over 150 counselors, social workers, teachers, and other helping professionals attended the 31st Annual F.E. Woodall Spring Conference for the Helping Professions. The conference is held on the first Wednesday of April each year and has been named in memorial to Fred Woodall, who served as faculty and program coordinator for Counselor Education for many years. The event offered up to 6.5 continuing education hours for helping professionals and included a keynote address by the ACA president.
 - Over 180 counselors, social workers, teachers attended. The conference is held on the first Wednesday of April each year and has been named in memorial to Fred Woodall, who served as faculty and program coordinator for Counselor Education for many years.
 - 35 EDS and MA graduate student volunteers X average of 6 hours = 210 total hours
 - Student volunteer job duties
 - Conference preparation committee (create booklets & bags), set-up committee members, conference greeters, session moderators, post conference clean up committee, solicitors for door prizes, decorating committee, registration table workers, CSI sales workers, and banquet hosts
- Accomplishments
 - With approximately 180 participants, the Woodall Conference set a new record of success. Attendees provided positive feedback before, during, and after the conference. Evaluations were on average marked for excellence. The student volunteers assisted in making the conference a seamless effort.
- Fall 2011-Spring 2012 – The Counselor Education Program developed and submitted a substantial addendum for CACREP reaccreditation.
- 4/12 – the 31st Annual F.E. Woodall Spring Conference for the Helping Professions was held at DSU. The keynote speaker was the president of the American Counseling Association.
- 4/12 and 12/12 – Chi Sigma Iota Honorary Society had two initiations.
- 4/13 - the 32nd Annual F.E. Woodall Spring Conference for the Helping Professions was held at DSU. The keynote speaker was the president of the American Counseling Association, Dr. Bradley Erford.
- **Dr. Mistie Barnes – Counselor Education Faculty**
 - **Book Reviews**

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Barnes, M. D. (2012, August 7). [Review of the article Psychiatric effects of military deployment on children and families: The use of play therapy for assessment and treatment, by T. James & J. Countryman]. Mining report – August 2012. Retrieved from <http://www.a4pt.org/download.cfm?ID=30008>

Barnes, M. D. (2012, August 7). [Review of the article School-based group interventions for children exposed to domestic violence, by E.H. Thompson & S. Trice-Black]. Mining report – August 2012. Retrieved from <http://www.a4pt.org/download.cfm?ID=30008>

Barnes, M. D. (2012, May 1). [Review of the article Cutting edge developments in psychology: Virtual reality applications. Interview with leading experts, by D. David]. Mining report – May 2012: With special technology items. Retrieved from <http://www.a4pt.org/download.cfm?ID=29896>

Barnes, M. D. (2012, May 1). [Review of the article Development of the Indigenous Child-Initiated Pretend Play Assessment: Selection of play materials and administration, by A. Dender & K. Stagnitti]. Mining report – May 2012: With special technology items. Retrieved from <http://www.a4pt.org/download.cfm?ID=29896>

Barnes, M. D. (2012, May 1). [Review of the article Growing play therapy up: Extending child-centered play therapy to highly aggressive teenage boys, by J.L. Cochran, D.J. Fauth, N.H. Cochran, S.L. Spurgeon, & L.M. Pierce]. Mining report – May 2012: With special technology items. Retrieved from <http://www.a4pt.org/download.cfm?ID=29896>

○ Online Continuing Education Offerings

Barnes, M. D. (2005-2012). Play therapy & other creative interventions for working with children, adolescents, & families (online program). Eau Claire, WI: PESI, LLC.

Barnes, M.D. (2005-2012). *Play therapy & other creative interventions for working with children, adolescents, & families*. Eau Claire, WI: PESI, LLC.

Fortino, J. & Barnes, M. D. (2012). *Play therapy with the sexually acting out child*. Retrieved from <http://www.prolibraries.com/apt/?select=session&sessionID=15>
(from Association from Play Therapy International Conference)

○ Guest Interviews/Newspaper Articles

Barnes, M. D., Mental Health Expert (2012, December 31). Depression goes with holidays. *The Greenwood Commonwealth*, p A1, A9. Online Edition Retrieved from http://www.gwcommonwealth.com/news/top_stories/article_922e2000-5388-11e2-b0b6-001a4bcf887a.html

○ Professional Presentations

Fortino, J. & Barnes, M. D. (October 12, 2012). *Play therapy with the sexually acting out child*. Annual Association for Play Therapy International Conference. Cleveland, OH (3 hours).

Barnes, M. D. (September 8, 2012). *Creative interventions in family therapy*. Association for Creativity in Counseling. Memphis, TN.

Barnes, M. D. (April 11, 2012). *Integrating play and creative interventions into family therapy*. F.E. Woodall Spring Conference for the Helping Professions, Delta State University. Cleveland, MS.

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Barnes, M. D. (January 14, 2012). *Writing papers in APA style (6th Ed) and avoiding plagiarism*. Delta State University. Cleveland, MS.

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

Barnes, M. D. (April, 2012). Table set-up for the Woodall Spring Conference for the Helping Professions to promote play therapy at Delta State University. Cleveland, MS.

Barnes, M. D. (2012, September). Table set-up for the Delta Wellness Fair to promote the Delta State Play Therapy Training Institute. Cleveland, MS.

○ **Grants Awarded**

Beals, G., Barnes, M.D., McCormick, J., McNichols, C., & Witt, K. (September 2012). Diversity Video Procurement. Dulce Fund. Awarded \$1,575 for the period of September 2012 – April 2013.

○ **Awards**

Gold Branch Award (2012, October) – presented to the branches who have exceeded the standards of excellence in training, promotion, and support of play therapy. Cleveland, OH.

○ **Other Noteworthy Activities and Accomplishments**

- Director, Delta State Play Therapy Training Institute
- Guest Speaker, Cleveland School Counselors (2 meetings)
- Member, SACS Compliance Certification Team
- Member, SACS Compliance Certification Team: Resources and Services Committee, Delta State University
- Chair, Faculty Search Committee (2 searches), Counselor Education Program
- Member, Faculty Search Committee Member, Counselor Education Program
- President-Elect for the Mississippi Association for Play Therapy
- Chair, Dissertation Committee for doctoral student
- Member, Dissertation Committee for three doctoral students
 - Sha Terria Warren, Allison Malone, Elois Nicholson
 - Member, Mississippi Licensed Professional Counselor Association (MLPCA)
 - Member, CACREP Advisory Committee: College of Psychology and Behavioral Sciences, Argosy University, Sarasota Florida
- Jackson, Kashanta. (2012). *The Relationship Between Counseling Services and Retention Rates Among Freshman Students at a Mississippi Community College*
 - 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

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- Member, Association for Creativity in Counseling
- Member, Mississippi Licensed Professional Counselor Association
 - Membership Committee: Mississippi Licensed Professional Counselor Association
- Member, Delta Counselor Association
- Member, Association for Counselor Education and Supervision
- Member, Southern Association for Counselor Education and Supervision
- Member, Mississippi Association for Counselor Education and Supervision
- Member, Chi Sigma Iota
- Member, Delta P³ Model Committee (NCATE Standards Committee), DSU, College of Education
- Member, Counselor Education Curriculum Program Committee
- Member, Council for Accreditation of Counseling and Related Educational Programs (CACREP) DSU Reaccreditation Committee

- Member, F. E. Woodall Spring Conference Committee
- Member, Bolivar County Child Abuse Multi-Disciplinary Task Force (2011-Present)
- Clinical Editor, Association for Play Therapy Mining Reports
- Editorial Board Member, The Practitioner Scholar: Journal of Counseling and Professional Psychology
- Guest Journal Reviewer, for APA Journal: International Journal of Play Therapy
- Reviewer, Ed.D. candidate portfolios
- Clinical Supervisor, DSU Counseling Lab CED 604
- Academic Advisor

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

- **Professional Presentations**

Beals, G., Ethridge, L., & Frazier, W. (November, 2012). *An interactive discussion of current and rising ethical issues for counselors*. 3 hour Preconference Workshop on behalf of the Mississippi Licensed Professional Counselor Association for Mississippi Counseling Association, Biloxi, MS.

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

Beals, G. (December, 2012). Two-day workshop: *Family systems and structural family counseling*. Mississippi Healthy Homes, Mississippi Department of Human Services and Grace Christian Counseling Center, Vicksburg, MS.

Beals, G. (December, 2012). Day-long session: *The supervisory relationship issues and cultural diversity in supervision*. For the Mississippi Licensed Professional Counselor Association Counselor Supervision Training. Hattiesburg, MS.

- George Beals provided a CPCE/NCE survival workshop in each long semester of 2012 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 Awarded**

Beals, G., Barnes, M.D., McCormick, J., McNichols, C., & Witt, K. (September 2012). Diversity Video Procurement. Dulce Fund. Awarded \$1,575 for the period of September 2012 – April 2013.

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○ **Other Noteworthy Activities and Accomplishments**

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

- Member, Mississippi Counseling Association and Divisions
 - Licensed Professional Counselors
 - Spiritual, Ethical, and Religious Values in Counseling
 - Current President, Counselor Education and Supervision
 - Delta Region Counseling
- Member, American Counseling Association and Divisions
 - Association for Counselor Education and Supervision
 - Association for Gay, Lesbian, Bisexual Issues in Counseling
 - Association for Spiritual, Ethical, and Religious Values in Counseling
 - Association for Specialist in Group Work
 - Counselors for Social Justice
 - Association for Assessment in Counseling and Education
- Member, American Mental Health Counselors Association
- Member, EMDR International Association
 - Member, EMDRIA Research Committee
- Member, American Society for Clinical Hypnosis
- Member, The Association for the Development of the Person-Centered Approach

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

○ **Professional Presentations**

McCormick, J.M. (November 8, 2012). *Thin Slices – The Importance of First Impressions with Your Students and Clients*. Presented at the 62nd Annual Mississippi Counselors Conference, Biloxi, MS.

○ **Grants Awarded**

Beals, G., Barnes, M.D., McCormick, J., McNichols, C., & Witt, K. (September 2012). Diversity Video Procurement. Dulce Fund. Awarded \$1,575 for the period of September 2012 – April 2013.

○ **Other Noteworthy Activities and Accomplishments**

- Chair, Dissertation Committee for doctoral student

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

 - Member, Bologna Performing Arts Center Special Programs
 - Member, DSU Union Student Organizations
 - Adult Leader, Mayor's Youth Council (in planning stages)
 - Academic Advisor

• **Dr. Christine McNichols – Counselor Education Faculty**

○ **Professional Presentations**

McNichols, C., & Witt, K. J. (2012, April). *Understanding the culture of poverty: Implications for counseling*. Presented at the annual F.E. Woodall Spring Conference for the Helping Professions, Cleveland, Mississippi.

○ **Grants Awarded**

Beals, G., Barnes, M.D., McCormick, J., McNichols, C., & Witt, K. (September 2012). Diversity Video Procurement. Dulce Fund. Awarded \$1,575 for the period of September 2012 – April 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- 2012)
- 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

• Faculty Advisor, Chi Sigma Iota Counseling Honor Society

- Academic Advisor

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- **Dr. Karl Witt - Counselor Education Faculty**
 - **Professional Presentations**

Witt, K. J. (2013, February). *Online group supervision: Student, site supervisor, and instructor perceptions and experiences compared to face-to-face supervision*. Presented at the annual conference of the Texas Association for Counselor Education and Supervision, Austin, Texas.

McNichols, C., & Witt, K. J. (2012, April). *Understanding the culture of poverty: Implications for counseling*. Presented at the annual F.E. Woodall Spring Conference for the Helping Professions, Cleveland, Mississippi.

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

Witt, K. J. (2012, January). *Technology in counseling workshop*. Presented at the Spring 2012 Delta State University new student orientation.

- **Grants Awarded**

Beals, G., Barnes, M.D., McCormick, J., McNichols, C., & Witt, K. (September 2012). Diversity Video Procurement. Dulce Fund. Awarded \$1,575 for the period of September 2012 – April 2013.

- **Other Noteworthy Activities and Accomplishments**

- Member Jack Winton Gunn Award Selection Committee (2012)
- 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, F. E. Woodall 2012 Annual Conference
- Reviewer for Ed.D. candidate portfolios (Fall 2012)
- Academic Advisor

Psychology:

- Faculty continue to develop and teach selected coursework in an online and hybrid format.
- Division Chair and Psychology faculty developed, organized, and conducted a psychology major orientation in the beginning of Fall 2012.
- Program faculty continue to develop and maintain collaborative undergraduate research experiences with students, faculty and student and faculty presentations at state and regional conferences.
- Several Psychology faculty volunteered and graded Writing Proficiency Exams.
- Psi Chi and the Psychology Club continue to be viable and important component of program efforts to develop students.
- 2012 Psychology Club hosted a *Plagiarism Workshop*.
- *Faculty / Student Research* - Program faculty involved numerous students in research projects.
- Psychology Club hosted a forum on Graduate Schools (Nov. 2012)
- Dr. Drury and Dr. Simmons organized and hosted the Spring 2012 *Psi Chi Induction Ceremony*.
- **Dr. Scott Drury – Psychology Faculty**
 - **First-Author Publications**

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Drury, S., Hutchens, S. A., Shuttlesworth, D., & White, C. (2012). Philip G. Zimbardo on his career and the Stanford Prison Experiment's 40th anniversary. *History of Psychology, 15*(2), 161-170. [APA PsychNet Citation]. Available also in the 'Online First' publication of the *History of Psychology* journal published in October of 2011.

○ **Professional Presentations**

Holston, S. N., & Drury, S. (2012). *Effect of author's photo on argument evaluation*. Paper presented at the 15th annual Mid South Psychology Conference, Memphis, TN.

Hutchens, S. A., & Drury, S. (2012). *Student perceptions of Student Response System technology in General Psychology*. Paper presented at the 58th annual Southeastern Psychology Association Conference, New Orleans, LA.

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

- "Screencasting" Workshop for peers (2012, Spring)
- Plagiarism Workshop for Psychology Majors (2012, Spring). Presented by Drs. Drury and Shuttlesworth
 - 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. (2012, September). Faculty Development – iWorx Physiological Teaching Kit (EEG). Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2012 – April 2013.

○ **Other Noteworthy Activities and Accomplishments**

- Chair, Dissertation Committee – Brock Puckett
- Chair, Dissertation Committee – Aretha Hargrove-Edwards
- Chair, Dissertation Committee – Jennifer McBride
- Chair, Dissertation Committee – Tina Woods-Garrett
- Member (Statistics and Design person), Dissertation Committee – Harbin
- Member (Statistics and Design person), Dissertation Committee – Thomas
- Chair, Division Tenure and Promotion Committee
 - Reviewed Shuttlesworth's and Barnes' portfolios.
 - Co-Advisor, Psi Chi
 - Member, Faculty Merit Pay Appeals Committee (March, 2010 – Present)
 - QEP "Cultural Awareness Committee"
 - Member, NCATE Standards Committee
 - Member, Psychology Curriculum Program Committee
 - Member, General Psychology Textbook Committee
 - Member, Association of Psychological Science
 - Division Recruiter
 - Member, Psychology Faculty Search Committee
 - Member, Ad hoc Committee on Research Methods Redesign
 - Member, Southeastern Psychological Association
 - Reviewer for Ed.D. candidate portfolios (Spring 2011-2012)
 - Division Recruiter, (2012, October) Memphis Area College Night Fair, Agicenter, Memphis, TN
 - Faculty Mentor for Undergraduate Research
 - Academic Advisor
- **Dr. Duane Shuttlesworth - Psychology Faculty**

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○ **Co-Author Publications**

Drury, S., Hutchens, S. A., Shuttlesworth, D., & White, C. (2012). Philip G. Zimbardo on his career and the Stanford Prison Experiment's 40th anniversary. *History of Psychology, 15*(2), 161-170. [APA PsychNet Citation]. Available also in the 'Online First' publication of the *History of Psychology* journal published in October of 2011.

Wang, Y., & Shuttlesworth, D. (2012). Through a Cultural Lens—Exploring Two Asian-Chinese Professor's Experiences in the United States: A Case Study. *Delta Journal of Education, 2*(2), 129-142.

○ **Professional Presentations**

Shuttlesworth, D. (2012, February) *Teaching APA style and format*. Poster presentation at the 24th Southeastern Conference on the Teaching of Psychology, Atlanta, GA.

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

- Workshop presentation on 'Teacher Research' for the 'No Child Left Behind' Reading Institute at Mississippi Valley State University (2/2012)
- Workshop presentation on 'Survey Research for Teachers' for the 'No Child Left Behind' Reading Institute at Mississippi Valley State University (11/2012)
- Plagiarism Workshop for Psychology Majors (2012, Spring). Presented by Drs. Drury and Shuttlesworth
 - 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**

Shuttlesworth, D. (2012, September). Faculty Development – iWorx Physiological Teaching Kit (EEG). Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2012 – April 2013.

○ **Other Noteworthy Activities and Accomplishments**

- Faculty Senator
 - Chair, Committee on University Standing Committees
 - Faculty Senate Executive Committee
- Member, Graduate Council (Faculty Senate Representative)
- Editor, Delta Journal of Education
- Chair, COE Faculty Activity Review Committee
- Advisor, Psychology Club
- Member, General Education Committee
- Member, Honors Program Faculty Advisory Committee (Resigned due to other responsibilities in October of 2012.)
- Member, Research Committee
- Member, Psychology Faculty Search Committee
- Member, Psychology Program Textbook Committee
- Member, Psychology Program Curriculum Committee
- Member, Ad hoc Committee on Research Methods Redesign
- Member, American Psychological Association
- Member, Southeastern Psychological Association
- Member, Society for the Teaching of Psychology
- Member, Mid-South Education Research Association

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- Division Recruiter, various fairs

- Academic Advisor

Dr. Temika Simmons - Psychology Faculty

- **Publication in Conference Proceedings**

Simmons, T. (2012). *Hip Hop Studies: A Pedagogical Pathway to Teaching Racial Identity in Rural Mississippi*. Presentation made at the 11th Annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education. Georgia Southern University, Savannah, GA.

- **Professional Presentations**

Simmons, T. (2012). *Hip Hop Studies: A Pedagogical Pathway to Teaching Racial Identity in Rural Mississippi*. Presentation made at the 11th Annual Southeastern Conference on Cross-Cultural Issues in Counseling and Education. Georgia Southern University, Savannah, GA.

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

Simmons, T., & Zengaro, S. (2012). *Praxis Workshop: Review of the PLT*. Presentation made for secondary education majors in the College of Education Faculty. Delta State University, Cleveland, MS.

Zengaro, S. & Simmons, T. (2012). *Updates in Child Development*. Presentation made at the Annual College of Education Faculty Retreat. Delta State University, Cleveland, MS.

Simmons, T., Thompson, M., & Whyte, A. (2012). *Hip Hop and Politics*. Panel Presentation made at the Annual Delta Music Institute's Hip Hop Conference. Delta State University, Cleveland, MS.

Simmons, T. (2012). *Dreamworlds 3: An Analysis of Sut Jhally's View of Women in Media*. Film showing and Discussion Presentation made at the Annual Delta Music Institute's Hip Hop Conference. Delta State University, Cleveland, MS.

Simmons, T. (2011). Keynote address delivered at the *What is Right about the Mississippi Delta* symposium. Delta State University, Cleveland, MS.

- **Grants Awarded**

Simmons, T. (2012, September). Faculty Development – iWorx Physiological Teaching Kit (EEG). Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2012 – April 2013.

- **Other Noteworthy Activities and Accomplishments**

- Chair, Dissertation Committee – Linda Sanders
- Chair, Dissertation Committee - Reteeshia Brown
- Chair, Dissertation Committee – LaShanda Colbert Vance
- Member, Dissertation Committee – Kashanta Jackson
- Member, Dissertation Committee – LaSandra Young
- Co-Chair, College of Education Diversity Committee
- Member, Faculty and Staff Benefits Committee
- Member, Attendance and Grievance Appeals Committee
- Member, DSU Textbook Committee

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- Member, College of Education Textbook Liaison
- Member, Quality Enhancement Plan (QEP) Planning Team
- Co-Advisor, Psi Chi
- Division Recruiter
- Academic Advisor
- Member, (2011-2016) Board of Education for the Southern Union Conference of SDA
- Executive Committee Member (2011-2016) Southern Union Conference of SDA
- Chair of the Planning Committee, Jackson, MS Constituency School of SDA
- Reviewer, Journals for the Association for Rural Education Policy and Practice, Jackson State University
- Evaluator, DSU Department of Biology NSF Grant Proposal
- Faculty Advisor, DMI Annual Hip Hop Conference, Delta State University
- Member, Psychology Faculty Search Committee
- Member, Psychology Program Textbook Committee
- Member, Psychology Program Curriculum Committee
- **Dr. Sally Zengaro - Psychology Faculty**
 - **Publications in Conference Proceedings**

Zengaro, S., Ali, M., & Zengaro, F. (2012). Sense of coherence and lived experiences: Purpose, hope and meaning of life in Muslim college students. *Mid-South Education Research Association Proceedings*. (39). Retrieved from <http://dtm10.cep.msstate.edu/2012/Proceed12.pdf>

Zengaro, F., Ali, M., & Zengaro, S. (2012). Personal meaning through experience: An ethnographic study. *Mid-South Education Research Association Proceedings* (40). Retrieved from <http://dtm10.cep.msstate.edu/2012/Proceed12.pdf>

- **Professional Presentations**

Zengaro, S., Ali, M., & Zengaro, F. (2012, November). *Sense of coherence and lived experiences: Purpose, hope and meaning of life in Muslim college students*. Paper presented at the meeting of the Mid-South Education Research Association, Louisville, KY.

Zengaro, F., Ali, M., & Zengaro, S. (2012, November). *Personal meaning through experience: An ethnographic study*. Paper presented at the meeting of the Mid-South Education Research Association, Louisville, KY.

Ali, M., Zengaro, S., & Zengaro, F. (2012, October). *Naturalistic research: How qualitative methodology guides empirical research*. Paper presented at the Tennessee Board of Regents Qualitative Research Conference, Clarksville, TN.

Zengaro, S., Zengaro, F., Song, C., & Zhang, J. (2012, August). *A Cross-Cultural Investigation of the Acceptance of Sports Aggression*. Poster presented at the meeting of the American Psychological Association, Orlando, FL.

Zengaro, F., Song, C., Zengaro, S., & Zhang, J. (2012, August). *Attitudes toward the Acceptance of Sports Aggression among Chinese Adolescents*. Paper presented at the meeting of the American Psychological Association, Orlando, FL.

Zengaro, S. (2012, May). Using a Multiple-Source Model to Predict Adolescent Ethical Attitudes. A. Iran-Nejad (Chair), *Toward understanding the multiple sources and systems of moral behavior*. Symposium presented at the meeting of the Association for Psychological Science, Chicago, IL

Zengaro, F., Ali, M., & Zengaro, S. (2012, February). *Case Study of Two Somali Refugee Students: Lived Stories and their Struggle for an Education*. Paper presented at the National Association of African American Studies, Baton Rouge, LA.

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

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Simmons, T., & Zengaro, S. (2012). *Praxis Workshop: Review of the PLT*. Presentation made for secondary education majors in the College of Education Faculty. Delta State University, Cleveland, MS.

Zengaro, S. & Simmons, T. (2012). *Updates in Child Development*. Presentation made at the Annual College of Education Faculty Retreat. Delta State University, Cleveland, MS.

- **Research Awards**
 - 2012 College of Education M. Ray Loree Most Outstanding Dissertation Award, The University of Alabama
 - 2011-12 University of Alabama Outstanding Dissertation Award, The University of Alabama
- **Grants Awarded**

Zengaro, S. (2012, September). Faculty Development – iWorx Physiological Teaching Kit (EEG). Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2012 – April 2013. Submitted but Not Funded - American Psychological Association, Early Career Research Award \$7500

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

Section V.b

Staff (Accomplishments)

Narrative

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

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- Division Recruiter, College Fair
- **Becky Steed – Senior Secretary**
 - **Noteworthy Activities and Accomplishments**
 - Supervised work-study students
 - Helped prepare for the annual F. E. Woodall Spring Conference

Section V.c
Administrators (accomplishments)
Narrative

- **Dr. Scott Hutchens – Division Chair and Psychology Faculty**
 - - **First Author Publications**

Hutchens, S. A., & Hutchens, E. L. (2012). From elementary to college: Effective Use of Student Response Systems. Online Publication: *International Society for Technology in Education Conference (ISTE)*. http://www.isteconference.org/2012/uploads/KEY_70148947/Hutchens2012ISTEPaper6222012_RP.pdf

- **Co-Author Publications**

Drury, S., Hutchens, S. A., Shuttlesworth, D., & White, C. (2012). Philip G. Zimbardo on his career and the Stanford Prison Experiment's 40th anniversary. *History of Psychology*, 15(2), 161-170. [APA PsychNet Citation]. Available also in the 'Online First' publication of the *History of Psychology* journal published in October of 2011.

- **Professional Presentations**

Hutchens, S. A., & Drury, S. (2012, February 18). *Student perceptions of student response system technology in General Psychology*. Paper presented at 58th Southeastern Psychological Association annual meeting, New Orleans, LA. *Nominated as a finalist for *The Outstanding Paper Award for Professional Member (Award is funded through the American Psychological Association Science Directorate)*

Hutchens, S. A., & Hutchens, E. L. (June 25, 2012). *From elementary to college: Effective use of student response systems*. Paper presented at the International Society for Technology in Education Conference, San Diego, CA.

- **Faculty-Mentored Undergraduate Published Abstracts for Professional Presentations**

Holston, S. Glass, M., Ingvaldstad, J., & Hutchens, S. A. (2012, February 25). *Occupation candidacy as a function of facial piercings and gender*. Presented at the Mid-South Psychology Conference, Memphis, TN, 5.

Turner, L., Taylor, P., & Hutchens, S. A. (2012, February 25). *An investigation of impression formation as a function of interracial relationships*. Presented at the Mid-South Psychology Conference, Memphis, TN, 24

Washington, D., Chandler, H., & Hutchens, S. A. (2012, February 25). *Attribution of blame in an argument scenario as a function of race and gender*. Presented at the Mid-South Psychology Conference, Memphis, TN, 25. * **First Place for Best Research Project**

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- **Research Awards**
 - *First Place for Best Research Project*

Washington, D., Chandler, H., & Hutchens, S. A. (2012, February 25). *Attribution of blame in an argument scenario as a function of race and gender*. Presented at the Mid-South Psychology Conference, Memphis, TN, 25.

- **Faculty Presentations in Workshops or Other Public Forums**
 - Student Response System (Clicker) Workshop for peers (2012, Spring)▪
- **Grants Awarded**

Hutchens, S. A. (2012, September). Faculty Development – iWorx Physiological Teaching Kit (EEG). Submitted to the Dulce Fund supported by Dr. Leila Wynn. Awarded \$500 for the period of October 2012 – April 2013.

- **Other Noteworthy Activities and Accomplishments.**
 - Research paper presentation nominated as a finalist for The Outstanding Paper Award for Professional Member at the Southeastern Psychological Association Annual Meeting in New Orleans, LA.
 - Dr. Hutchens' undergraduates presented three original research papers at the 2012 Mid-South Psychology Conference (Memphis, TN)
 - Division Chair, Counselor Education and Psychology
 - Coordinator, Psychology Program
 - Chair, Psychology Program Curriculum Committee
 - Chair, Psychology Faculty Search Committee
 - Chair, COE Online Course Committee
 - Chair, Dissertation Committee – Dee Chamblis
 - Chair, Dissertation Committee – Joseph McKee
 - Member, University Hybrid Course Taskforce
 - Member, DSU MAD Committee
 - Member, DSU Intellectual Property Committee
 - Member, DSU Graduate Council
 - Member, CEAC
 - Member, CEAC Subcommittee – Tenure/Promotion Rubric Revisions
 - Member, DSU NCATE Standard IV Diversity Committee
 - Member, DSU Web Enhancement Steering Committee
 - Member, DSU Research Committee
 - Member, DSU Tenure and Promotion Committee
 - Member, Psychology Program Textbook Committee
 - Member, Counselor Education Faculty Search Committee
 - Member, Southeastern Psychological Association
 - Member, Society for the Teaching of Psychology
 - Reviewer, DSU COE Doctoral Admission Application Portfolios
- Division Recruiter, various fairs
- Faculty Mentor for Undergraduate Research
 - Academic Advisor
 - Summer Freshmen Orientations
 - Transfer Orientations
 - Pre-registration and open registration advisor

Section V.d

Position(s) requested/replaced with justification

Narrative

Two vacant positions will be filled for year 2013-2014:

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

A search is currently ongoing for the other Counselor Education position to replace to replace Dr. Christine McNichols as Assistant Professor of Counselor Education (position #1020). Note - The position has been changed to a 12-month Assistant/Associate Professor and Coordinator and Assessment Director of Counselor Education. If this position is filled from within the program, a new search for an Assistant Professor of Counselor Education 9-month faculty position will be initiated.

Section V.e

Recommended Change(s) of Status

Narrative

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

Section VI.a

Changes Made in the Past Year

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.

Specific changes were:

- **Counselor Education Program**

- CACREP Site Visit Completed and accreditation awarded.
- Master's Program made changes to meet 2009 CACREP Standards
 - Proposal for curriculum changes to the school counseling master's program to bring it in alignment with the 2009 CACREP Standards (Proposal was submitted to MDE in summer 2011 and approved in late spring 2012. Changes will go into effect in the 2012-2013 academic year)
 - Addition of CED 620 (Human Growth and Development) to the list of required core courses
 - Removal of EPY 601 (Psychology of Learning), CUR 609 (Historical Foundations of Educational Thought and Curriculum Development), and CSP 616 (Behavioral and Instruction Management) from the list of required course courses.
 - Addition of two additional counseling electives
 - Electives to choose from are CED 622, 714, 715, 713, 718, and 770.
- Course change proposals (submitted in spring 2012)
 - Cross list CED 801 (Advanced Counseling Theory) as CED 801/701
 - Change CED 622 (Play Therapy) to CED 722
- Developed portfolio assessment for the counseling master's program.

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- Developed Ed.S. student handbook.
- Developed a play therapy training center.
- Barnes, M. D. & McNichols, C. (Submitted June 24, 2011; Awarded December 2011) *Play Therapy Training Clinic*. International Baxter Foundation. Awarded amount was \$70,038 for the period of January 2012 – December 2013.
 - Enforced university admissions requirement policy of passing the CAAP test.
- **Psychology Program**
 - The research methods redesign (PSY 330, PSY 331, and 332) was recalibrated.
 - Narrowed field of possible research projects.
 - Explored the use of *canned* research projects to ensure that students conduct appropriate *doable* projects.

Section VI.b
Recommended Changes for the Coming Year

Narrative

- **Counselor Education Program**
 - Develop assessments according to NCATE standards for the new Ed.S. counseling program.
 - Syllabi
 - Assignments
 - Rubrics
 - Create at least three more hybrid/online classes. Continued development of portfolio assessment for the counseling master's program.
 - Instructions
 - Rubrics
 - TaskStream
 - Hire a 12-month program coordinator and assessment director.
 - Program Evaluation of the first full year and graduates of the Ed.S. school counseling track
- **Psychology Program**
 - Continued recalibration or research methods redesign (PSY 330, 331, and 332)
 - Explore the use of *canned* research projects to ensure that students conduct appropriate *doable* projects.
 - Change the sequence of PSY 330, 331, 332 to PSY 331, 330, 332. That is, PSY 331 (statistics) will be taken before PSY 330 in order to allow students be exposed to more psychology topical courses before having to beginning a research proposal in PSY 330.

APA Style and Format 25%

- Proper title page and pagination
- Abstract, Key Words, Body
- In-text referencing*
- References*

		Score
		%
	2.5%	_____
	2.5%	_____
	10.0%	_____
	10.0%	_____
Total		0

Paper Content 65%

- Purpose of literature review
- Proper use of terminology
- Spelling
- Paragraphing/Use of Headers
- Grammatical construction
- Clarity and precision in writing
- Proper Use of References In text*
- Sensitization/Integration
- Content of presentation

		Score
		%
	5.0%	_____
	5.0%	_____
	2.5%	_____
	2.5%	_____
	5.0%	_____
	5.0%	_____
	10.0%	_____
	10.0%	_____
	25.0%	_____
Total		0

Electronic Submission of Paper and References 10%

- Paper
- References

		Score
		%
	2.5%	_____
	2.5%	_____
Total		0

***Reference usage: 0-5 references used: Maximum 2.5%**

- 5-10 references used: Maximum 5.0%,
- 10-15 references used: Maximum 7.5%
- 15+ references used: 10%.

You may use up to five references one time in your paper; all other references must be used multiple times.

All other references must be used multiple times.

Loss of Points: Specific point losses incurred by the commission of these errors:

		%	Penalty
Failure to meet with instructor 3 times	Fixed	-10%	_____
Late submission (per day)	Fixed	-10%	_____ Days = _____
Sum		0.00%	_____
TOTAL FOR PAPER	100%		0

Correlations

		Hw	T1	T2	T3	T4	T5	T6	AVG
Hw	Pearson Correlation	1.000	.336*	.455**	.175	.407**	.241	.158	.492**
	Sig. (1-tailed)		.024	.003	.158	.008	.082	.182	.001
	N	35.000	35	35	35	35	35	35	35
T1	Pearson Correlation	.336*	1.000	.414**	.669**	.588**	.554**	.316*	.718**
	Sig. (1-tailed)	.024		.007	.000	.000	.000	.032	.000
	N	35	35.000	35	35	35	35	35	35
T2	Pearson Correlation	.455**	.414**	1.000	.689**	.665**	.596**	.553**	.798**
	Sig. (1-tailed)	.003	.007		.000	.000	.000	.000	.000
	N	35	35	35.000	35	35	35	35	35
T3	Pearson Correlation	.175	.669**	.689**	1.000	.693**	.672**	.534**	.834**
	Sig. (1-tailed)	.158	.000	.000		.000	.000	.000	.000
	N	35	35	35	35.000	35	35	35	35
T4	Pearson Correlation	.407**	.588**	.665**	.693**	1.000	.785**	.649**	.901**
	Sig. (1-tailed)	.008	.000	.000	.000		.000	.000	.000
	N	35	35	35	35	35.000	35	35	35
T5	Pearson Correlation	.241	.554**	.596**	.672**	.785**	1.000	.754**	.871**
	Sig. (1-tailed)	.082	.000	.000	.000	.000		.000	.000
	N	35	35	35	35	35	35.000	35	35
T6	Pearson Correlation	.158	.316*	.553**	.534**	.649**	.754**	1.000	.746**
	Sig. (1-tailed)	.182	.032	.000	.000	.000	.000		.000
	N	35	35	35	35	35	35	35.000	35
AVG	Pearson Correlation	.492**	.718**	.798**	.834**	.901**	.871**	.746**	1.000
	Sig. (1-tailed)	.001	.000	.000	.000	.000	.000	.000	
	N	35	35	35	35	35	35	35	35.000

*. Correlation is significant at the 0.05 level (1-tailed).

** Correlation is significant at the 0.01 level (1-tailed).

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	T1 - T2	-.10003	.14499	.02451	-.14983	-.05022	-4.081	34	.000
Pair 2	T1 - T3	.07573	.13903	.02350	.02797	.12348	3.222	34	.003
Pair 3	T1 - T4	.03593	.15897	.02687	-.01868	.09053	1.337	34	.190
Pair 4	T1 - T5	.01140	.15329	.02591	-.04126	.06406	.440	34	.663
Pair 5	T1 - T6	.01249	.16996	.02873	-.04589	.07087	.435	34	.666
Pair 6	T2 - T3	.17575	.13487	.02280	.12943	.22208	7.710	34	.000
Pair 7	T2 - T4	.13596	.14487	.02449	.08619	.18572	5.552	34	.000
Pair 8	T2 - T5	.11143	.14391	.02432	.06199	.16086	4.581	34	.000
Pair 9	T2 - T6	.11252	.13299	.02248	.06683	.15820	5.005	34	.000
Pair 10	T3 - T4	-.03980	.14909	.02520	-.09101	.01142	-1.579	34	.124
Pair 11	T3 - T5	-.06433	.14730	.02490	-.11492	-.01373	-2.584	34	.014
Pair 12	T3 - T6	-.06324	.16536	.02795	-.12004	-.00643	-2.262	34	.030
Pair 13	T4 - T5	-.02453	.12270	.02074	-.06668	.01762	-1.183	34	.245
Pair 14	T4 - T6	-.02344	.14959	.02529	-.07482	.02795	-.927	34	.361
Pair 15	T5 - T6	.00109	.11773	.01990	-.03935	.04153	.055	34	.957

With respect to statistically significant test performance improvement, Test 2 represented an aberration above. It was very high, .87, because the material is very direct and the test covers very little. Statistical

significance above most often represents a significant decrease from T2 or an artifact from the unusually low Test 3 scores. Essentially there is no improvement to report from one test to another. Students lock into a pattern early.

Correlations

		T1	T2	T3	T4
T1	Pearson Correlation	1.000	.479	.466	.294
	Sig. (2-tailed)		.052	.060	.252
	N	17.000	17	17	17
T2	Pearson Correlation	.479	1.000	.659**	.685**
	Sig. (2-tailed)	.052		.004	.002
	N	17	17.000	17	17
T3	Pearson Correlation	.466	.659**	1.000	.845**
	Sig. (2-tailed)	.060	.004		.000
	N	17	17	17.000	17
T4	Pearson Correlation	.294	.685**	.845**	1.000
	Sig. (2-tailed)	.252	.002	.000	
	N	17	17	17	17.000

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		T1	T2	T3	T4	AB	Meth	dr1	dr2	avg
T1	Pearson Correlation	1.000	.479	.466	.294	.293	.683**	.637**	.742**	.735**
	Sig. (2-tailed)		.052	.060	.252	.254	.003	.006	.001	.001
	N	17.000	17	17	17	17	17	17	17	17
T2	Pearson Correlation	.479	1.000	.659**	.685**	.090	.347	.774**	.717**	.775**
	Sig. (2-tailed)	.052		.004	.002	.730	.172	.000	.001	.000
	N	17	17.000	17	17	17	17	17	17	17
T3	Pearson Correlation	.466	.659**	1.000	.845**	.098	.160	.496*	.791**	.711**
	Sig. (2-tailed)	.060	.004		.000	.708	.539	.043	.000	.001
	N	17	17	17.000	17	17	17	17	17	17
T4	Pearson Correlation	.294	.685**	.845**	1.000	.068	.127	.512*	.704**	.688**
	Sig. (2-tailed)	.252	.002	.000		.794	.627	.036	.002	.002
	N	17	17	17	17.000	17	17	17	17	17

In spring 2013, the instructor experimented with pop quizzes ($n = 8$). They did not predict test grades.

Correlations

		T1	T2	T3	T4	qavg
T1	Pearson Correlation	1.000	.283	.055	-.322	.188
	Sig. (2-tailed)		.496	.898	.437	.656
	N	8.000	8	8	8	8
T2	Pearson Correlation	.283	1.000	.586	.647	.436
	Sig. (2-tailed)	.496		.127	.083	.281
	N	8	8.000	8	8	8
T3	Pearson Correlation	.055	.586	1.000	.667	-.190
	Sig. (2-tailed)	.898	.127		.071	.652
	N	8	8	8.000	8	8
T4	Pearson Correlation	-.322	.647	.667	1.000	-.022
	Sig. (2-tailed)	.437	.083	.071		.958
	N	8	8	8	8.000	8
qavg	Pearson Correlation	.188	.436	-.190	-.022	1.000
	Sig. (2-tailed)	.656	.281	.652	.958	
	N	8	8	8	8	8.000

Performance on the annotated bibliography and the methods assignments did not predict draft performance this year. On the other hand, the argument could be made that the students, based on very low grades and some scolding, rallied beyond what their early tepid performance might have predicted.

Correlations

		AB	Meth	dr1	dr2
AB	Pearson Correlation	1.000	.066	.237	.398
	Sig. (2-tailed)		.800	.360	.113
	N	17.000	17	17	17
Meth	Pearson Correlation	.066	1.000	.341	.433
	Sig. (2-tailed)	.800		.180	.082
	N	17	17.000	17	17

As can be seen in the descriptive data and is always expected, grades were better on the second draft than the first, $t(16) = 4.49, p < .001$.

Student: _____

APA Style and Format 25%

	Maximum	Score
Proper title page and pagination	2.5	_____
Abstract, Key Words, Body	2.5	_____
In-text referencing*	10.0	_____
References*	10.0	_____
Total	25	0

Paper Content 75%

	Maximum	Score
Purpose of literature review	5.0	_____
Proper use of terminology	5.0	_____
Spelling	2.5	_____
Paragraphing/Use of Headers	2.5	_____
Grammatical construction	10.0	_____
Clarity and precision in writing	5.0	_____
Proper Use of References In text*	10.0	_____
Sensitization/Integration	5.0	_____
Content of presentation	20.0	_____
Total	65	0

*Discussion of references in text is clear, concise and appropriate

Electronic Submission of Paper and References 10%

	Maximum	Score
Paper	2.5	_____
References	2.5	_____
Total	5	0

***Reference usage: 0-5 references used: Maximum 2.5%**

5-10 references used: Maximum 5.0%,

10-15 references used: Maximum 7.5%

15+ references used: 10%.

You may use up to five references one time in your paper; all other references must be used multiple times.

Loss of Points: Specific point losses incurred by the commission of these errors:

	%	Penalty	Days
Failure to meet with instructor 3 times	-10%	_____	0
Late submission (per day)	-10%	0	0
Sum		0.00	
TOTAL FOR PAPER	100%	0.00	

Summary of CPCE by content areas											
	Human Growth	Social Cultural	Helping Relationships	Group Work	Career	Appraisal	Research	Professional/Ethics	Total	Number passed	Number
Fall 2007	9.42	8.25	9.42	8.58	8.58	8.58	9.75	9.50	72.08	1	12
Fall 2007 RT	6.63	6.63	8.13	9.88	8.63	8.25	9.13	11.25	68.50	3	8
Spring 2008	10.90	9.90	10.20	11.10	8.40	9.80	9.90	11.90	82.10	5	10
Spring 2008 RT	10.50	7.50	10.25	8.25	9.00	10.50	11.75	12.00	79.75	2	4
Summer 2008	8.00	7.00	8.33	8.33	5.00	8.67	7.67	9.33	62.33	0	3
Fall 2008	10.38	8.75	11.38	9.79	8.00	11.33	8.88	11.58	80.08	18	24
FA 2008 RT	10.83	9.67	11.83	8.17	8.17	12.17	7.67	11.50	80.00	2	6
Spring 2009	10.64	8.45	10.55	9.09	8.27	10.73	8.27	10.45	76.45	4	11
Spring 2009 RT	9.63	7.50	11.25	9.00	7.88	10.88	8.13	10.88	75.13	1	8
Summer 2009	10.17	10.67	10.00	11.83	8.83	9.33	10.00	12.50	83.33	4	6
Sum 2009 RT	9.20	9.60	10.20	9.60	6.60	9.80	8.00	12.60	75.60	3	5
Fall 2009	10.00	11.17	9.83	12.00	8.33	9.33	9.83	13.00	83.50	4	6
Fall 2009 RT	9.00	7.33	10.33	8.00	7.67	10.00	8.67	11.33	72.33	1	3
Spring 2010	11.18	9.09	10.73	11.64	10.00	9.45	10.64	13.45	86.18	10	11
Spring 2010	10.00	7.00	9.00	11.00	9.00	10.00	13.00	15.00	84.00	1	1
Fall 2010	9.56	7.78	9.67	10.44	8.44	10.89	8.11	9.89	74.78	5	9
Fall 2010 RT	12.33	8.00	10.67	10.33	10.00	8.67	11.00	11.00	82.00	3	3
Spring 2011	10.00	9.80	11.60	9.60	10.00	9.00	8.00	13.20	81.20	5	5
Fall 2011	10.80	9.50	11.10	9.80	9.80	9.40	10.90	13.50	84.80	9	10
Spring 2012	6.25	7.75	7.25	9.50	6.50	8.75	8.50	7.25	61.75	0	4
Spring 2012 RT	12.33	8.33	9.33	7.33	12.00	9.67	10.33	12.67	82.00	3	3
Summer 2012	9.00	9.50	9.50	11.75	7.50	8.25	9.75	9.00	74.25	1	4
Summer 2012 RT	8.00	9.75	8.25	11.00	9.00	8.00	9.25	10.25	73.50	2	4
Fall 2012	11.71	6.43	9.43	11.00	10.57	10.86	9.29	11.14	80.43	6	7
AVERAGE	9.85	8.56	9.93	9.88	8.59	9.68	9.43	11.42	77.34		

Course Section #	Last Name	First Name	Student 900#	Research Methods Quiz	Development Quiz	
Fall 2012 PSY 101-01 Shuttleswoi Ballard		Cody	900492725			Note - 20 is max grade
Fall 2012 PSY 101-01 Shuttleswoi Clark		Wendy	900020087	9	12	
Fall 2012 PSY 101-01 Shuttleswoi Eaton		Natasha	900052729			
Fall 2012 PSY 101-01 Shuttleswoi Fulgham		Steven	900440266	18	20	
Fall 2012 PSY 101-01 Shuttleswoi Garfield		Ciera	900080247			
Fall 2012 PSY 101-01 Shuttleswoi Griffin		Haley	900078015	8	14	
Fall 2012 PSY 101-01 Shuttleswoi Grittman		Anna	900061369	11	16	
Fall 2012 PSY 101-01 Shuttleswoi Hale		Timothy	900047698			
Fall 2012 PSY 101-01 Shuttleswoi Hayes		Lindsay	900030921			
Fall 2012 PSY 101-01 Shuttleswoi Head		Joel	900057964	14	11	
Fall 2012 PSY 101-01 Shuttleswoi Holland		Michael	900073714	13	12	
Fall 2012 PSY 101-01 Shuttleswoi Holland		Taylor	900063661	17	14	
Fall 2012 PSY 101-01 Shuttleswoi Hood		Allison	900032147	7	11	
Fall 2012 PSY 101-01 Shuttleswoi Hurd		Stacia	900056060	4	6	
Fall 2012 PSY 101-01 Shuttleswoi Isler		Brittany	900027929	13	16	
Fall 2012 PSY 101-01 Shuttleswoi Jackson		Anne Barton	900065843			
Fall 2012 PSY 101-01 Shuttleswoi James		Cordeja	900078565			
Fall 2012 PSY 101-01 Shuttleswoi Janoush		Mary	900077615	5	13	
Fall 2012 PSY 101-01 Shuttleswoi Johnson		Truman	900078411			
Fall 2012 PSY 101-01 Shuttleswoi Jones		Roy	900085457			
Fall 2012 PSY 101-01 Shuttleswoi Laurenzi		Michelle	900067559	8	12	
Fall 2012 PSY 101-01 Shuttleswoi Marlow		Devin	900063105	9	11	
Fall 2012 PSY 101-01 Shuttleswoi Mosley		Alton	900036584			
Fall 2012 PSY 101-01 Shuttleswoi Mosow		Emily	900467765	19	19	
Fall 2012 PSY 101-01 Shuttleswoi Rachal		James	900083200	6	13	
Fall 2012 PSY 101-01 Shuttleswoi Riggins		Matthew	900070311	8	5	
Fall 2012 PSY 101-01 Shuttleswoi Scott		Larrika	900086023			
Fall 2012 PSY 101-01 Shuttleswoi Shuttlesworth		Duane	900498190			
Fall 2012 PSY 101-01 Shuttleswoi Storey		Brittney	900067987	8	15	
Fall 2012 PSY 101-01 Shuttleswoi Storey		Sonya	900419089	12	14	
Fall 2012 PSY 101-01 Shuttleswoi White		Kourtney	900069495			
Fall 2012 PSY 101-01 Shuttleswoi Williams		Janelle	900364660	15	13	
Fall 2012 PSY 101-01 Shuttleswoi Wright		Phillip	900468885	7	10	
Fall 2012 PSY 101-05 Hutchens	Allen	Serci	900065718	20	20	
Fall 2012 PSY 101-05 Hutchens	Allmon	Christine	900048573			
Fall 2012 PSY 101-05 Hutchens	Baker	Donesha	900056152	20	20	
Fall 2012 PSY 101-05 Hutchens	Ball	Rhandi	900062407			
Fall 2012 PSY 101-05 Hutchens	Bishop	Amanda	900025816	16	16	
Fall 2012 PSY 101-05 Hutchens	Burkhalter	Sarah	900057944	20	20	
Fall 2012 PSY 101-05 Hutchens	Ceja	Jose	900041011	20	20	
Fall 2012 PSY 101-05 Hutchens	Clayton	Marvin	900068398	12	20	
Fall 2012 PSY 101-05 Hutchens	Cortes	David	900076025	7	6	
Fall 2012 PSY 101-05 Hutchens	Dale	Allison	900074383	10	15	
Fall 2012 PSY 101-05 Hutchens	Deck	Derek	900408068	20	20	
Fall 2012 PSY 101-05 Hutchens	Duke	Harold	900079036	20	20	
Fall 2012 PSY 101-05 Hutchens	Ferguson	Jacob	900077822	20	20	
Fall 2012 PSY 101-05 Hutchens	Griffith	William	900063946	8	13	
Fall 2012 PSY 101-05 Hutchens	Holland	Stephen	900069267			
Fall 2012 PSY 101-05 Hutchens	Howe	Carolyn	900060391	17	20	
Fall 2012 PSY 101-05 Hutchens	Huddleston	Garth	900066129			
Fall 2012 PSY 101-05 Hutchens	Koehler	Sarah	900501294	20	20	
Fall 2012 PSY 101-05 Hutchens	Meredith	Jared	900065952	20	20	
Fall 2012 PSY 101-05 Hutchens	Milligan	Stephen	900061556	17	15	
Fall 2012 PSY 101-05 Hutchens	Neal	Avis	900056279	20	20	
Fall 2012 PSY 101-05 Hutchens	Nester	Jonathan	900081200	20	20	
Fall 2012 PSY 101-05 Hutchens	Pearson	Parker	900074117	20	20	
Fall 2012 PSY 101-05 Hutchens	Peterson	Latrell	900080123	20	20	
Fall 2012 PSY 101-05 Hutchens	Rahman	Ahmed	900080299	20	20	
Fall 2012 PSY 101-05 Hutchens	Swaine	Matthew	900075193	20	20	
Fall 2012 PSY 101-05 Hutchens	Taylor	Lamoyne	900036420	13	18	
Fall 2012 PSY 101-05 Hutchens	Ware	Marquatte	900065748			
Fall 2012 PSY 101-05 Hutchens	Watkins	Andrew	900057677	15	19	
Fall 2012 PSY 101-05 Hutchens	Watkins	Gared	900055546	20	20	
Fall 2012 PSY 101-05 Hutchens	Wieneke	Miranda	900075397	17	17	
Fall 2012 PSY 101-05 Hutchens	Williams	Derrius	900079469			
Fall 2012 PSY 101-05 Hutchens	Wyant	Mary	900077549	20	20	
Fall 2012 PSY 101-06 Zengaro	Allen	Kajta	900066041	20	20	
Fall 2012 PSY 101-06 Zengaro	Barber	Asia	900070560	20	20	
Fall 2012 PSY 101-06 Zengaro	Barnes	Justin	900066656			

Course Section #	Last Name	First Name	Student 900#	Research Methods Quiz	Development Quiz
Fall 2012 PSY 101-06 Zengaro	Beicker	Chance	900047632	20	20
Fall 2012 PSY 101-06 Zengaro	Brown	Jalyn	900077566	17	18
Fall 2012 PSY 101-06 Zengaro	Burgin	Marshall	900080964	20	20
Fall 2012 PSY 101-06 Zengaro	Campbell	Ian	900045531	20	20
Fall 2012 PSY 101-06 Zengaro	Cox	Liam	900080552	19	20
Fall 2012 PSY 101-06 Zengaro	Edwards	William	900037203		
Fall 2012 PSY 101-06 Zengaro	Fink	Galen	900077273	20	20
Fall 2012 PSY 101-06 Zengaro	Galvan	Corey	900074511	18	18
Fall 2012 PSY 101-06 Zengaro	Goins	Jamison	900079913		
Fall 2012 PSY 101-06 Zengaro	Green	Rachel	900066293	20	20
Fall 2012 PSY 101-06 Zengaro	Harrick	Declan	900083048	20	20
Fall 2012 PSY 101-06 Zengaro	Jones	Jamal	900039387	20	20
Fall 2012 PSY 101-06 Zengaro	Jones	KeAundrea	900078649	9	
Fall 2012 PSY 101-06 Zengaro	King	Kadjiah	900082881	20	20
Fall 2012 PSY 101-06 Zengaro	Lee	John	900046603	17	17
Fall 2012 PSY 101-06 Zengaro	Madgen	Jack	900082988	20	20
Fall 2012 PSY 101-06 Zengaro	Manuel	Roneishia	900070376	7	11
Fall 2012 PSY 101-06 Zengaro	Mevers	Joseph	900059742	12	14
Fall 2012 PSY 101-06 Zengaro	Moor	Hannah	900064042	20	20
Fall 2012 PSY 101-06 Zengaro	Moorer	Matthew	900051461	13	20
Fall 2012 PSY 101-06 Zengaro	Morris	Randy	900048805	19	11
Fall 2012 PSY 101-06 Zengaro	Nicholson	Harrison	900063610		
Fall 2012 PSY 101-06 Zengaro	O'Donoghue	Sarah	900081402	20	20
Fall 2012 PSY 101-06 Zengaro	Osborne	Casey	900079915	12	
Fall 2012 PSY 101-06 Zengaro	Palasini	Joshua	900077289	10	12
Fall 2012 PSY 101-06 Zengaro	Penn	La Tia	900085751	13	14
Fall 2012 PSY 101-06 Zengaro	Rowe	Brice	900085953	17	16
Fall 2012 PSY 101-06 Zengaro	Severns	Breck	900073917	20	20
Fall 2012 PSY 101-06 Zengaro	Sibley	Kyle	900445848	19	19
Fall 2012 PSY 101-06 Zengaro	Stewart	Paul	900079694	20	20
Fall 2012 PSY 101-06 Zengaro	Tally	Kassidy	900074214	20	20
Fall 2012 PSY 101-06 Zengaro	Thomas	Cameron	900085269	20	16
Fall 2012 PSY 101-06 Zengaro	Walker	Myrtis	900075620	20	20
Fall 2012 PSY 101-06 Zengaro	Whyte	Calley	900078426	20	20
Fall 2012 PSY 101-06 Zengaro	Zinca	Vlad	900072069	20	20
Fall 2012 PSY 101-07 Zengaro	Bernard	Courtney	900074474		
Fall 2012 PSY 101-07 Zengaro	Bosworth	Nicholas	900081584	20	20
Fall 2012 PSY 101-07 Zengaro	Brown	Cory	900075341	20	20
Fall 2012 PSY 101-07 Zengaro	Carithers	Amber	900078028	11	20
Fall 2012 PSY 101-07 Zengaro	Davidson	Eric	900083192	20	20
Fall 2012 PSY 101-07 Zengaro	Diffey	John	900071335	20	20
Fall 2012 PSY 101-07 Zengaro	Dotson	Megan	900067506		
Fall 2012 PSY 101-07 Zengaro	Dubois	Diedre	900067628	20	20
Fall 2012 PSY 101-07 Zengaro	Hardman	William	900086112		
Fall 2012 PSY 101-07 Zengaro	Henry	Fred	900047743		20
Fall 2012 PSY 101-07 Zengaro	Hopper	Emily	900068000	20	20
Fall 2012 PSY 101-07 Zengaro	Johnson	Jeremy	900491009		
Fall 2012 PSY 101-07 Zengaro	Johnson	Nakita	900085489		
Fall 2012 PSY 101-07 Zengaro	Johnson	Pre'Shia	900079415	20	20
Fall 2012 PSY 101-07 Zengaro	Jones	Laquandria	900047721	17	19
Fall 2012 PSY 101-07 Zengaro	Kirklen	Khadejah	900065862	20	20
Fall 2012 PSY 101-07 Zengaro	Martin	Charity	900079693	18	20
Fall 2012 PSY 101-07 Zengaro	Moody	Miraca	900079173	20	20
Fall 2012 PSY 101-07 Zengaro	Norquist	John	900069384		
Fall 2012 PSY 101-07 Zengaro	Owensby	Isaac	900073767		
Fall 2012 PSY 101-07 Zengaro	Parker	Morgan	900061372		
Fall 2012 PSY 101-07 Zengaro	Rollins	Brittany	900056434	20	20
Fall 2012 PSY 101-07 Zengaro	Ruckes	Rebecca	900073591	20	20
Fall 2012 PSY 101-07 Zengaro	Sedory	Megan	900074941	20	20
Fall 2012 PSY 101-07 Zengaro	Spivey	Tony	900075554	20	20
Fall 2012 PSY 101-07 Zengaro	Tollison	Roger	900085364	20	20
Fall 2012 PSY 101-07 Zengaro	Turner	Aaron	900085758		
Fall 2012 PSY 101-07 Zengaro	Varner	Frances	900086097	20	20
Fall 2012 PSY 101-07 Zengaro	Vinson	Mary	900080004	20	20
Fall 2012 PSY 101-07 Zengaro	Weeks	William	900086111	17	17
Fall 2012 PSY 101-03 Drury	Anthony	Hayden	900075945	15	12
Fall 2012 PSY 101-03 Drury	Bailey	Derek	900060248		
Fall 2012 PSY 101-03 Drury	Bateman	Sarah	900069104		
Fall 2012 PSY 101-03 Drury	Bellipanni	Elizabeth	900073924	14	8

Course Section #	Last Name	First Name	Student 900#	Research Methods Quiz	Development Quiz
Fall 2012 PSY 101-03 Drury	Brumfield	Kristofer	900079394		
Fall 2012 PSY 101-03 Drury	Carter	Ambria	900062206	15	20
Fall 2012 PSY 101-03 Drury	Cotta	Tais	900077471		
Fall 2012 PSY 101-03 Drury	Davis	Porsha	900039785		
Fall 2012 PSY 101-03 Drury	Drake	Mary	900017680	8	17
Fall 2012 PSY 101-03 Drury	Drury	Gregory	900498233		
Fall 2012 PSY 101-03 Drury	Granger	Andrew	900065669		
Fall 2012 PSY 101-03 Drury	Hay	Nathan	900038764		
Fall 2012 PSY 101-03 Drury	Henderson	Cessley	900073711	12	19
Fall 2012 PSY 101-03 Drury	Hodnett	Lucky	900055341	13	17
Fall 2012 PSY 101-03 Drury	Holloway	Sarah	900073956		
Fall 2012 PSY 101-03 Drury	Hood	Jessica	900069270	11	14
Fall 2012 PSY 101-03 Drury	Isler	Laquavis	900073314		
Fall 2012 PSY 101-03 Drury	Jackson	Antonio	900066556		
Fall 2012 PSY 101-03 Drury	Jarrin	Donald	900071012	6	7
Fall 2012 PSY 101-03 Drury	Johnson	Archeckia	900082605		
Fall 2012 PSY 101-03 Drury	Johnson	Keith	900064411	7	6
Fall 2012 PSY 101-03 Drury	Jones	Kenny	900058166		
Fall 2012 PSY 101-03 Drury	Kimber	Aronechia	900063981	17	17
Fall 2012 PSY 101-03 Drury	Kimbriel	Mary	900063982	12	10
Fall 2012 PSY 101-03 Drury	Kovarcik	Georgia	900060860	16	14
Fall 2012 PSY 101-03 Drury	Lambert	Jennifer	900079209		
Fall 2012 PSY 101-03 Drury	Lamensdorf	Patricia	900074514		
Fall 2012 PSY 101-03 Drury	McCollough	Christian	900068973		
Fall 2012 PSY 101-03 Drury	Moore	Kaitlin	900067247		
Fall 2012 PSY 101-03 Drury	Morris	Randy	900048805		
Fall 2012 PSY 101-03 Drury	Napier Jameson	Rebekah	900067155	13	13
Fall 2012 PSY 101-03 Drury	Pearson	Brittany	900073020	14	17
Fall 2012 PSY 101-03 Drury	Rhodes	Chelsey	900077387	11	9
Fall 2012 PSY 101-03 Drury	Rich	Kelsey	900075214		11
Fall 2012 PSY 101-03 Drury	Robertson	Amanda	900075200		
Fall 2012 PSY 101-03 Drury	Shannon	Daniel	900049294		
Fall 2012 PSY 101-03 Drury	Simmons	Khadijah	900074894	9	12
Fall 2012 PSY 101-03 Drury	Smith	Thomas	900080159		
Fall 2012 PSY 101-03 Drury	Stauffer	Sherman	900059015	15	15
Fall 2012 PSY 101-03 Drury	Tabor	Destiny	900074105	7	5
Fall 2012 PSY 101-03 Drury	Todd	Brandy	900062960		
Fall 2012 PSY 101-03 Drury	Tucker	Erin	900077171	14	15
Fall 2012 PSY 101-03 Drury	Wainscott	Erin	900068690	4	1
Fall 2012 PSY 101-03 Drury	Warren	Amber	900078014	8	8
Fall 2012 PSY 101-03 Drury	Watkins	Andrew	900057677		
Fall 2012 PSY 101-03 Drury	Wilhelm	Cherlyn	900064442	13	11
Fall 2012 PSY 101-03 Drury	Willis	John	900072839		
Fall 2012 PSY 101-03 Drury	Winford	Briunnah	900064351	7	7
Fall 2012 PSY 101-04 Drury	Anderson	Bryce	900078018		
Fall 2012 PSY 101-04 Drury	Arthur	Stephanie	900076780	14	13
Fall 2012 PSY 101-04 Drury	Austin	Kimberly	900057982	10	12
Fall 2012 PSY 101-04 Drury	Bolton	Marlandria	900075188	11	
Fall 2012 PSY 101-04 Drury	Brisby	Brandi	900078091		
Fall 2012 PSY 101-04 Drury	Burnwatt	Jonathan	900063836	11	7
Fall 2012 PSY 101-04 Drury	Butler	Latonia	900070258		
Fall 2012 PSY 101-04 Drury	Caradonna	Andrew	900074094		
Fall 2012 PSY 101-04 Drury	Champion	Mary	900074231		
Fall 2012 PSY 101-04 Drury	Coston	Marquis	900075610		9
Fall 2012 PSY 101-04 Drury	Crim	Nathaniel	900075194		
Fall 2012 PSY 101-04 Drury	Depreeuw	Clement	900075336		
Fall 2012 PSY 101-04 Drury	Doss	Dylan	900070586		
Fall 2012 PSY 101-04 Drury	Dugas	Danielle	900078912	11	11
Fall 2012 PSY 101-04 Drury	Dunne	Trent	900079661	12	10
Fall 2012 PSY 101-04 Drury	Edwards	Tyler	900077428	12	15
Fall 2012 PSY 101-04 Drury	Harris	Courtlyn	900078149		
Fall 2012 PSY 101-04 Drury	Henry	Kenisha	900063287	16	10
Fall 2012 PSY 101-04 Drury	Holloway	Sarah	900073956		
Fall 2012 PSY 101-04 Drury	Johnson	Audrianna	900075482		
Fall 2012 PSY 101-04 Drury	Jones	Aaliyah	900078174	10	5
Fall 2012 PSY 101-04 Drury	Kelly	Giles	900068479	10	11
Fall 2012 PSY 101-04 Drury	Lambert	Jennifer	900079209	18	20
Fall 2012 PSY 101-04 Drury	Liddell	Haley	900059655	6	7
Fall 2012 PSY 101-04 Drury	Lidge	Gwendolyn	900081296	20	20

Course Section #	Last Name	First Name	Student 900#	Research Methods Quiz	Development Quiz
Fall 2012 PSY 101-04 Drury	Marquez	Jammie	900041449	20	20
Fall 2012 PSY 101-04 Drury	Mayfield	Khadijah	900074172	18	6
Fall 2012 PSY 101-04 Drury	McPherson	Patrick	900051579		
Fall 2012 PSY 101-04 Drury	Melendrez	John	900070445		
Fall 2012 PSY 101-04 Drury	Moore	Kaitlin	900067247	9	11
Fall 2012 PSY 101-04 Drury	Page	Lauren	900079090	12	
Fall 2012 PSY 101-04 Drury	Roberts	Christopher	900079607	5	4
Fall 2012 PSY 101-04 Drury	Robertson	Amanda	900075200		
Fall 2012 PSY 101-04 Drury	Sanders	Wesley	900079914	13	12
Fall 2012 PSY 101-04 Drury	Scott	Trenton	900064289		
Fall 2012 PSY 101-04 Drury	Smith	Dennis	900077548		
Fall 2012 PSY 101-04 Drury	Smith	Zelvin	900082785		
Fall 2012 PSY 101-04 Drury	Ware	Dekoven	900079550		
Fall 2012 PSY 101-04 Drury	Watkins	Allison	900063913	5	11
Fall 2012 PSY 101-04 Drury	White	Kourtney	900069495		
Fall 2012 PSY 101-04 Drury	Whites	Ashby	900073595	4	7
Fall 2012 PSY 101-04 Drury	Wooten	Ashlea	900071670		
Fall 2012 PSY 101-02 Simmons	Aguzzi	Chase	900071658		
Fall 2012 PSY 101-02 Simmons	Calcote	Frenesha	900063838	16	20
Fall 2012 PSY 101-02 Simmons	Carmichael	Brian	900078671	16	19
Fall 2012 PSY 101-02 Simmons	Christopher	Kyle	900038091	17	18
Fall 2012 PSY 101-02 Simmons	Coghlan	Megan	900068675	17	19
Fall 2012 PSY 101-02 Simmons	Cole	Haley	900078105		16
Fall 2012 PSY 101-02 Simmons	Cole	Tara	900078106	17	19
Fall 2012 PSY 101-02 Simmons	Corley	Memrie	900074931	19	19
Fall 2012 PSY 101-02 Simmons	Corona	Zacary	900085658	19	16
Fall 2012 PSY 101-02 Simmons	Do Rego	Hyacine	900077201	16	
Fall 2012 PSY 101-02 Simmons	Ely	Monica	900081204	17	19
Fall 2012 PSY 101-02 Simmons	Freelon	Richard	900038618	16	19
Fall 2012 PSY 101-02 Simmons	Guion	Miranda	900056599	18	17
Fall 2012 PSY 101-02 Simmons	Gundry	Shawnee	900081071	17	19
Fall 2012 PSY 101-02 Simmons	Haar	Robert	900062365	17	17
Fall 2012 PSY 101-02 Simmons	Herman	Brandon	900491080		
Fall 2012 PSY 101-02 Simmons	Hodnett	Timothy	900079122		
Fall 2012 PSY 101-02 Simmons	Hunter	Jakedra	900077848	16	19
Fall 2012 PSY 101-02 Simmons	Jackson	Shalarrius	900082568	16	19
Fall 2012 PSY 101-02 Simmons	Jones	Raven	900079017		
Fall 2012 PSY 101-02 Simmons	Love	Cathea	900074265	19	18
Fall 2012 PSY 101-02 Simmons	Mcallister	Michael	900083128	80	18
Fall 2012 PSY 101-02 Simmons	Miller	Andrew	900071900	16	17
Fall 2012 PSY 101-02 Simmons	Moorman	Jonathan	900046680		
Fall 2012 PSY 101-02 Simmons	Morganfield	Ollisea	900066521	18	20
Fall 2012 PSY 101-02 Simmons	Myers	Hannah	900074110	20	20
Fall 2012 PSY 101-02 Simmons	O'Reilly	Olivia	900065910		19
Fall 2012 PSY 101-02 Simmons	Ramirez	Ashley	900063044		
Fall 2012 PSY 101-02 Simmons	Smith	Jonathon	900055035		
Fall 2012 PSY 101-02 Simmons	Tomlinson	Joshua	900074668		
Fall 2012 PSY 101-02 Simmons	Veenstra	Justin	900077805	17	17
Fall 2012 PSY 101-02 Simmons	Wayne	Lesley	900073958		18
Fall 2012 PSY 101-02 Simmons	Wells	Brittany	900075329		
Fall 2012 PSY 101-02 Simmons	Williams	Codi	900075878	17	18
Fall 2012 PSY 101-02 Simmons	Willis	Shaquitia	900019378	16	17
Fall 2012 PSY 101-02 Simmons	Wilson	LaPetra	900063482		18
			AVG	15.67261905	16.11176
			%AVG	78%	0.8
			Number	168	170
Spring 2013 PSY 101-04 Drury	Balducci	Charles	900066704	7	9
Spring 2013 PSY 101-04 Drury	Barrett	Matthew	900070799	14	11
Spring 2013 PSY 101-04 Drury	Bennett	Brian	900499292		
Spring 2013 PSY 101-04 Drury	Bobo	Ashley	900024215	3	5
Spring 2013 PSY 101-04 Drury	Brown	Ashley	900055178	7	10
Spring 2013 PSY 101-04 Drury	Calhoun	Markita	900085372	17	17
Spring 2013 PSY 101-04 Drury	Capell	Hunter	900071363	8	10
Spring 2013 PSY 101-04 Drury	Carroll	Christine	900081311		
Spring 2013 PSY 101-04 Drury	Crouch	Dylan	900077565	14	13
Spring 2013 PSY 101-04 Drury	Densford	Tyler	900074483	13	12
Spring 2013 PSY 101-04 Drury	Diaby	Mohamed	900067436	15	16
Spring 2013 PSY 101-04 Drury	Foy	Timothy	900078917	6	7

Course Section #	Last Name	First Name	Student 900#	Research Methods Quiz	Development Quiz
Spring 2013 PSY 101-04 Drury	Hennebach	Karl-Richard	900085019	16	20
Spring 2013 PSY 101-04 Drury	Hester	Joshua	900077271	16	14
Spring 2013 PSY 101-04 Drury	Howze	Timothy	900079213	17	16
Spring 2013 PSY 101-04 Drury	Jackson	Dandrick	900072989	20	19
Spring 2013 PSY 101-04 Drury	King	Kenneth	900078187		
Spring 2013 PSY 101-04 Drury	LaPlante	Megan	900078025	12	16
Spring 2013 PSY 101-04 Drury	Lawson	Sophia	900090676		
Spring 2013 PSY 101-04 Drury	Marter	Patrick	900065879		
Spring 2013 PSY 101-04 Drury	Mason	Luke	900077639	11	14
Spring 2013 PSY 101-04 Drury	McMorrough	Lori	900048108	10	14
Spring 2013 PSY 101-04 Drury	Miller	Ar'Keba	900063211	14	14
Spring 2013 PSY 101-04 Drury	Morton	Garrison	900055436	10	10
Spring 2013 PSY 101-04 Drury	Murchison	Kayla	900047762	11	11
Spring 2013 PSY 101-04 Drury	Peacock	Kathryn	900060036	14	13
Spring 2013 PSY 101-04 Drury	Peck	Stephanie	900063384	6	10
Spring 2013 PSY 101-04 Drury	Perkins	David	900066220	9	13
Spring 2013 PSY 101-04 Drury	Quinn	Dixie	900064072	16	20
Spring 2013 PSY 101-04 Drury	Reeves	Joshua	900046276	6	10
Spring 2013 PSY 101-04 Drury	Sanderford	Mary	900074373	12	10
Spring 2013 PSY 101-04 Drury	Schmaltz	Jonathan	900079102	5	4
Spring 2013 PSY 101-04 Drury	Starnes	Amanda	900025821	13	10
Spring 2013 PSY 101-04 Drury	Tipper	Melia	900079347	17	16
Spring 2013 PSY 101-04 Drury	Villarreal	Jesse	900069490	10	11
Spring 2013 PSY 101-04 Drury	Warren	Trenton	900056946	20	19
Spring 2013 PSY 101-04 Drury	Watson	Antoine	900082925		
Spring 2013 PSY 101-04 Drury	Weaver	Cody	900066362		
Spring 2013 PSY 101-02 Shuttles Baymon	Jabari		900090604		
Spring 2013 PSY 101-02 Shuttles Belton	Amaani		900073925	20	20
Spring 2013 PSY 101-02 Shuttles Boyette	Artavia		900048265	18	18
Spring 2013 PSY 101-02 Shuttles Clark	Kayla		900061356	20	19
Spring 2013 PSY 101-02 Shuttles Cockrell	Marquitos		900461922	18	20
Spring 2013 PSY 101-02 Shuttles Cross	Amelda		900086553	17	16
Spring 2013 PSY 101-02 Shuttles Densford	Trey		900073534	20	20
Spring 2013 PSY 101-02 Shuttles Johnson	Tamara		900076332		
Spring 2013 PSY 101-02 Shuttles Lambert	Jaxon		900081271	20	20
Spring 2013 PSY 101-02 Shuttles Pitts	April		900070402		
Spring 2013 PSY 101-02 Shuttles Rajaonary	Sebastien		900064447	15	20
Spring 2013 PSY 101-02 Shuttles Robertson	Amanda		900075200		
Spring 2013 PSY 101-02 Shuttles Santos	Milton		900025634	20	20
Spring 2013 PSY 101-02 Shuttles Schlatter	Zachary		900048152	18	20
Spring 2013 PSY 101-02 Shuttles Smitherman	Richard		900052965	16	19
Spring 2013 PSY 101-02 Shuttles Ward	Nekya		900062931		
Spring 2013 PSY 101-02 Shuttles Wendt	William		900053399		
Spring 2013 PSY 101-03 Simmon: Adu-Amankwah	Kofi		900081364	20	20
Spring 2013 PSY 101-03 Simmon: Basco	Ezekiel		900074875	17	18
Spring 2013 PSY 101-03 Simmon: Bass	Lataurus		900492358		
Spring 2013 PSY 101-03 Simmon: Bell	Lauren		900055164	20	20
Spring 2013 PSY 101-03 Simmon: Bennett	Conner		900076728	17	16
Spring 2013 PSY 101-03 Simmon: Bennett	Kenesha		900055165		11
Spring 2013 PSY 101-03 Simmon: Bodin	Anna		900078997	20	20
Spring 2013 PSY 101-03 Simmon: Branch	Kashundra		900080451	17	18
Spring 2013 PSY 101-03 Simmon: Busby	Katie		900074457	18	19
Spring 2013 PSY 101-03 Simmon: Collins	Jordan-Maurlyse		900071828		
Spring 2013 PSY 101-03 Simmon: Cosey	Freddy		900066076	9	11
Spring 2013 PSY 101-03 Simmon: Crippen	Taylor		900067081	18	17
Spring 2013 PSY 101-03 Simmon: Dutes	Isaac		900079910	18	20
Spring 2013 PSY 101-03 Simmon: Everett	Jasmine		900052433	18	18
Spring 2013 PSY 101-03 Simmon: Haggard	Jamal		900065827		15
Spring 2013 PSY 101-03 Simmon: Hairston	Mariah		900069118	19	20
Spring 2013 PSY 101-03 Simmon: Hall	Satoria		900050629	11	17
Spring 2013 PSY 101-03 Simmon: Hanshaw	Zachary		900085568	18	18
Spring 2013 PSY 101-03 Simmon: Heathcock	Megan		900066119	16	20
Spring 2013 PSY 101-03 Simmon: Henry	Erice		900055336	16	
Spring 2013 PSY 101-03 Simmon: Hudson	Brenton		900060838	16	19
Spring 2013 PSY 101-03 Simmon: Keys	Kashianna		900066155	9	
Spring 2013 PSY 101-03 Simmon: Montgomery	Eric		900040072	17	20
Spring 2013 PSY 101-03 Simmon: Musselwhite	Calli		900074109	20	20
Spring 2013 PSY 101-03 Simmon: Norman	Asianna		900067603		13
Spring 2013 PSY 101-03 Simmon: Poellnitz	Marlee		900071162	16	16

Course Section #	Last Name	First Name	Student 900#	Research Methods Quiz	Development Quiz
Spring 2013 PSY 101-03 Simmon: Prince		Michael	900067255	19	20
Spring 2013 PSY 101-03 Simmon: Pytyck		Mackenzie	900078381	20	20
Spring 2013 PSY 101-03 Simmon: Shumate		Kelsey	900079035	20	20
Spring 2013 PSY 101-03 Simmon: Stevens		Eric	900078938	75	100
Spring 2013 PSY 101-03 Simmon: Taylor		Austin	900056663	15	13
Spring 2013 PSY 101-03 Simmon: Taylor		Mary	900069148	19	20
Spring 2013 PSY 101-03 Simmon: Trotter		Keshia	900074247	17	17
Spring 2013 PSY 101-03 Simmon: Truesdale		Rondreas	900079547	20	20
Spring 2013 PSY 101-03 Simmon: Upshur		Amanda	900071274	18	18
Spring 2013 PSY 101-03 Simmon: Wood		Anna	900073540	12	14
Spring 2013 PSY 101-03 Simmon: Wooley		Liana	900046608	19	20
Spring 2013 PSY 101-01 Simmon: Bell		Sheketa	900068845	18	18
Spring 2013 PSY 101-01 Simmon: Bodin		Emily	900079023	19	20
Spring 2013 PSY 101-01 Simmon: Brown		Caitlin	900071362	19	20
Spring 2013 PSY 101-01 Simmon: Callow		Seth	900068674	17	19
Spring 2013 PSY 101-01 Simmon: Carey		Jarrica	900077467	20	20
Spring 2013 PSY 101-01 Simmon: Chaney		Juquecia	900078735	13	17
Spring 2013 PSY 101-01 Simmon: Clerk		Sabrina	900028493	13	13
Spring 2013 PSY 101-01 Simmon: Clifton		Markevien	900065795	17	18
Spring 2013 PSY 101-01 Simmon: Cox		Sarah	900073674	17	20
Spring 2013 PSY 101-01 Simmon: Dallas		Michael	900073967	15	17
Spring 2013 PSY 101-01 Simmon: Davis		Joycelyn	900055652	20	29
Spring 2013 PSY 101-01 Simmon: Eason		Mary	900075649	17	20
Spring 2013 PSY 101-01 Simmon: Fitzpatrick		Robert	900077437	16	17
Spring 2013 PSY 101-01 Simmon: Fuller		Rachel	900071851	16	16
Spring 2013 PSY 101-01 Simmon: Griffin		Haley	900078015	18	20
Spring 2013 PSY 101-01 Simmon: Griffin		Quashae	900075552	20	20
Spring 2013 PSY 101-01 Simmon: Huskey		Brittany	900068301	18	20
Spring 2013 PSY 101-01 Simmon: Ireland		Joseph	900069744	20	20
Spring 2013 PSY 101-01 Simmon: Jamison		Maylandria	900085011	15	13
Spring 2013 PSY 101-01 Simmon: Jones		Lapasacious	900064755	20	20
Spring 2013 PSY 101-01 Simmon: Longenecker		Brent	900078425	16	20
Spring 2013 PSY 101-01 Simmon: Meeks		Courtney	900075570	20	20
Spring 2013 PSY 101-01 Simmon: Pigg		Brent	900063376	17	19
Spring 2013 PSY 101-01 Simmon: Sinclair		Chelsea	900066244	12	17
Spring 2013 PSY 101-01 Simmon: Sipes		Shelby	900081395	15	20
Spring 2013 PSY 101-01 Simmon: Smith		Maya	900063585	19	20
Spring 2013 PSY 101-01 Simmon: Talley		Chelsea	900056661	16	16
Spring 2013 PSY 101-01 Simmon: Taylor		John'Na	900074676	12	17
Spring 2013 PSY 101-01 Simmon: Ward		Megan	900065978	20	20
Spring 2013 PSY 101-01 Simmon: Washington		Lachina	900066035	16	20
Spring 2013 PSY 101-01 Simmon: Weems		Michael	900082143	15	18
Spring 2013 PSY 101-01 Simmon: Williams		Demariyea	900078829	15	17
Spring 2013 PSY 101-01 Simmon: Williams		Eric	900069735	17	19
Spring 2013 PSY 101-01 Simmon: Willis		Terrence	900065996	19	20
Spring 2013 PSY 101-01 Simmon: Wilson		Tarreka	900080574	16	17
Spring 2013 PSY 101-01 Simmon: York		Jarvis	900085343	17	18
			AVG	16.22727273	17.55856
			%AVG	81%	88%
			Number	110	111

To: Scott Hutchens

From: Duane Shuttlesworth

Re: Report of the Data Integrity Committee of the Division of Counselor Education and Psychology

Members: Duane Shuttlesworth (Chair), Juawice McCormick and Temika Simmons

Date: 5/1/2013

Recommended Data Integrity Policy and Procedures

Division of Counselor Education and Psychology

May 1, 2013

Definitions:

Data Users: Members of the administration, faculty and staff who have access to University data in order to perform their assigned duties or to fulfill their role in the University Community

Data users for purposes of this document include the following:

Chair of the Division of Counselor Education and Psychology

Members of the faculty

Staff (senior secretary)

Data Element: A singular item of information. Examples are first name, last name, social security number, date of birth, 900 numbers, pin numbers, grades on quizzes, tests and papers.

Data Values: An instance of a data element. Data values are found in Student advising files:

Student name, address, contact information and date of birth

Student 900 number and Pin numbers

Faculty personnel files:

Access to personal information

Evaluative reports

Faculty Offices, Computers

Information stored on faculty computers

Tests and test keys

Student tests, papers and other assignments

Maintained Unreturned Student Tests, Papers and Related Documents

Plagiarized documents

The following policy and procedure recommendations pertain to these four primary areas:

DATA INTEGRITY POLICY AND PROCEDURES

Division of Counselor Education and Psychology

Student Files and Student Information

Access to student files (folders) should be limited to faculty and administrative staff only.

Student advising files should be located in a secure location in a lockable file cabinet.

The location of the files should allow easy and ready access by faculty, but also maintain the security of the files.

The senior secretary will maintain a key to secure the location, and a key for the filing cabinet in which these files are stored. The Division Chair and Program Coordinators also should have keys to allow access.

The senior secretary should open the file at the start of business and secure the file at the end of business each day while classes are in session and provide access at other times upon request of the faculty.

Faculty who remove a student's advising folder from the secure location for advising and other student consultations are responsible for these files.

Faculty may remove files for a limited time only (for advising or other conversations with students) without signing the file out.

Files removed by the faculty for more than one day shall record their actions on a sign-out/sign-in sheet noting the student file number, data and time out, and date and time returned.

Information contained in student advising folders is confidential.

Faculty and staff recognize that the information maintained in the student advising folders is confidential and not to be shared with any individual other than the student, other faculty and administrative staff as required during the course of business.

Confidential information includes the following: Student name, student date of birth, student contact phone and email information, student 900 number, student pin numbers, student academic transcript, course schedules, and other relevant information included in the file while the student participates in the program.

Student Pin Numbers: Student pin numbers are required for registration purposes.

Undergraduate and residential graduate students

Pin numbers are accessible only by faculty advisors, the Program Coordinator and Division Chair.

Students must meet with their advisor to acquire their pin number. No phone, email or other means of distribution may occur.

Faculty other than the student's assigned advisor may disclose the pin number, but only after notifying the assigned advisor, obtain permission in writing and provide notice to the Division Chair that they have done so.

Advisors provide pin numbers to their advisees.

Students who prefer to see faculty other than their assigned advisor must submit a form requesting the reassignment of advisor prior to securing their pin number.

The form is the 'Change of Advisor Request Form'

Maintenance of Student Advising Folders

The student's faculty advisor is responsible for maintaining up to date and appropriate documents in the student's advising folder.

Advising folders for active students are maintained as currently active files.

The file system contains only Active (currently enrolled) student files.

An 'active student' is defined as any student who has enrolled for at least one semester as a major in the program

Students classified as inactive for a period of two years will have their files removed from the active files.

An inactive student is defined as any student who has not enrolled for four continuous semesters over a two year period.

Discard inactive files after seven years of inactivity.

Faculty Personnel Files

Faculty personnel files are confidential and accessible for administrative purposes only.

Access to faculty personnel files is limited to the Division Chair only.

The files are held in a secure location and maintained in a lockable file cabinet

Keys to both the location and file cabinet are the responsibility of the Division Chair and the Dean's Office.

Personnel files removed by the Division Chair or Dean's Office from the secure location for administrative purposes must be documented with the following information:

The name of the person removing the file

The time and date of the removal

The purpose of the removal

The time and date of the return of the file

Faculty Offices, Computers, and Administrative Access

Offices

Faculty should lock their offices when not present.

Faculty should not allow students to stay in their offices while they are not there.

Computers

Faculty should not share passwords

Faculty need to change passwords every six-months.

There is no student use of faculty computers

Students not allowed use of faculty computers

Students should not insert flash drives into faculty computers

There is no staff access to faculty computers

Tests

Faculty developed tests are confidential and may only be viewed by faculty and administrative staff

Tests may only be prepared by faculty and authorized administrative staff

Test key integrity is the responsibility of the faculty.

Tests may not be graded by unauthorized personnel, including student assistants or work study students.

Graded tests are returned to the students according to the policy of each instructor.

Test grades are not posted in public view, nor shared with others (parents, students, friends, etc.) so as to maintain the confidentiality of the student's grades.

Confidentiality of Communications

Communications among faculty, faculty and administration, regarding students is confidential and not shared in any form.

Email and written communications regarding students are confidential

Email among faculty members pertaining to program duties, classes, and other

Sensitive information obtained through University related duties and roles is confidential.

Student Test, Papers, and Grades

Student grades are confidential and shared only with the student

Any document (quiz, test, paper) containing a student name and grade is confidential and shared only with the student.

Posting of grades in public view violates the confidentiality of the student.

Discussion of student grades with someone other than the student violates the principle of confidentiality of the grade.

Grading of quizzes, tests and papers does not violate the student's confidentiality.

Maintaining Unreturned Tests and Papers

A student unreturned test and paper archive is established.

A secure room and lockable file cabinets shall be used to store unreturned student tests and papers for a period of two years.

Organized by semester and course, unreturned tests and papers are accessible upon request

The senior secretary is charged with maintaining access to this room during normal operating hours.

They are not to be kept in the faculty's offices beyond one semester following the semester in which the course was completed.

Students may request the return of their work products in writing. And acknowledge receipt of the requested documents by signing the sign-out log maintained with this archive.

Plagiarized documents require special handling.

Documents containing plagiarized material which have resulted in an academic dishonestly claim are maintained for a minimum period of five years in the student test and paper archive along with all documentation pertaining to the claim and its resolution or ultimate conclusion.

Credit Hour Production							
	<i>Summer</i>		<i>Fall</i>		<i>Spring</i>		<i>Total</i>
	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>	
<i>CED</i>							
<i>AY 2013</i>	99	387	162	429	132	585	1794
<i>AY 2012</i>	87	249	135	522	93	465	1551
<i>AY 2011</i>	84	315	159	402	120	354	1434
<i>AY 2010</i>	69	330	213	522	153	450	1737
<i>AY 2009</i>	69	330	213	522	153	450	1737
<i>EPY</i>							
<i>AY 2013</i>	81	138	192	150	177	96	834
<i>AY 2012</i>	30	174	243	183	273	111	1014
<i>AY 2011</i>	54	189	234	228	276	126	1107
<i>AY 2010</i>	36	198	156	165	249	180	984
<i>AY 2009</i>	45	78	228	93	210	276	930
<i>PSY</i>							
<i>AY 2013</i>	141	0	1281	0	1071	0	2493
<i>AY 2012</i>	222	0	1,317	0	1,188	0	2727
<i>AY 2011</i>	273	0	1443	0	1155	0	2871
<i>AY 2010</i>	261	0	1,476	0	1,245	0	2982
<i>AY 2009</i>	261	0	1,578	0	1,422	0	3261
<i>AY Totals</i>							
<i>AY 2013</i>	321	525	1635	579	1380	681	5121
<i>AY 2012</i>	339	423	1695	705	1554	576	5292
<i>AY 2011</i>	411	504	1836	630	1551	480	5412
<i>AY 2010</i>	366	528	1845	687	1647	630	5703
<i>AY 2009</i>	375	408	2019	615	1785	726	5928

Enrollment by Major						
	<i>Summer</i>		<i>Fall</i>		<i>Spring</i>	
	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>
<i>Counseling</i>						
<i>AY 2013</i>	0	41	0	67	0	74
<i>AY 2012</i>	0	29	0	75	0	66
<i>AY 2011</i>	0	33	0	64	0	58
<i>AY 2010</i>	0	46	0	64	0	61
<i>AY 2009</i>	0	55	0	82	0	80
<i>Psychology</i>						
<i>AY 2013</i>	31	0	69	0	51	0
<i>AY 2012</i>	34	0	83	0	75	0
<i>AY 2011</i>	29	0	92	0	83	0
<i>AY 2010</i>	24	0	71	0	70	0
<i>AY 2009</i>	29	0	84	0	77	0
<i>AY Totals</i>						
<i>AY 2013</i>	31	41	69	67	51	74
<i>AY 2012</i>	34	29	83	75	75	66
<i>AY 2011</i>	29	33	92	64	83	58
<i>AY 2010</i>	24	46	71	64	70	61
<i>AY 2009</i>	29	55	84	82	77	80

Graduates				
	<i>Counseling</i>		<i>Psy</i>	<i>Total</i>
	<i>Med</i>	<i>EdS</i>	<i>BA</i>	
<i>AY 2013</i>	12	8	18	38
<i>AY 2012</i>	12	0	17	29
<i>AY 2011</i>	16	0	13	29
<i>AY 2010</i>	24	0	22	46
<i>AY 2009</i>	26	0	16	42

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
FCS							
AY 2013	281	0	1275	6	1431	6	2999
AY 2012	410	0	1,326	0	1,518	18	3272
AY 2011	297	0	1387	0	1495	0	3179
AY 2010	270	0	1,434	0	1,656	0	3360
AY 2009	315	0	1,879	0	1,648	0	3842
AY Totals							
AY 2013	281	0	1275	6	1431	6	2999
AY 2012	410	0	1,326	0	1,518	18	3272
AY 2011	297	0	1387	0	1495	0	3179
AY 2010	270	0	1,434	0	1,656	0	3360
AY 2009	315	0	1,879	0	1,648	0	3842

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Family and Consumer Sciences						
AY 2013	64	0	98	0	94	0
AY 2012	56	0	104	0	95	0
AY 2011	67	0	122	0	105	0
AY 2010	63	0	136	0	135	0
AY 2009	67	0	161	0	135	0
AY Totals						
AY 2013	64	0	98	0	94	0
AY 2012	56	0	104	0	95	0
AY 2011	67	0	122	0	105	0
AY 2010	63	0	136	0	135	0
AY 2009	67	0	161	0	135	0

Graduates		
FCS	BS	Total
AY 2013	23	23
AY 2012	22	22
AY 2011	34	34
AY 2010	19	19
AY 2009	47	47