

DELTA STATE UNIVERSITY
Unit Strategic Plan and Annual Report – Calendar Year 2018-19

Academic Unit Administrative/Support Unit

I. Unit Title: Division of Counselor Education and Psychology

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

Unit Administrator: Dr. Sally A. Zengaro

Program Mission:

Counseling Program Mission Statement

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

Psychology Program Mission Statement

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

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

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

<p>A. Learning Outcome <i>What should a graduate in the <u>Counselor Education MED</u> major know, value, or be able to do at graduation and beyond?</i></p>	<p>B. Data Collection and Analysis <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</i></p>	<p>C. Results of Evaluation <i>What were the findings of the analysis?</i></p>	<p>D. Use of Evaluation Results <i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</i></p>
<p>MED-COU 01. Counseling students will demonstrate knowledge in the eight CACREP core areas.* SP – 1.02, 1.03, 1.05, 1.08, 2.03; QEP – 1, 3, 4</p>	<p>1. The two assessment instruments used in determining acquisition of content knowledge in the program are the CPCE (Counselor Preparation Comprehensive Exam) and the NCE (National Counselor Exam). The CPCE is offered every semester, and students are eligible to sit for the exam after taking CED 609 <i>Counseling Practicum</i> and the primary core courses. The NCE is offered each spring and fall semester, and students are eligible to</p>	<p>In recent years, the majority of students have passed the CPCE. The percentage of students who passed during fall 2018 and spring 2019 is 100%. 100% passed on the first try. Last academic year’s first time pass rate was 82% The pass rate has increased from 43% in the 2015-16 academic year and 40% for 2014-15. Six students took the graduate student administration of the NCE. 100% passed the test. The pass rate for last year was</p>	<p>Faculty decided in fall 2014 to move toward more face-to-face courses. While the online format may be attractive to students because of convenience, the faculty were not seeing an increase in exam pass rates. Beginning in Fall 2015, there were fewer online courses, and the first year core courses are now taught on campus. These efforts have paid off with the highest pass rate to date. The program no longer uses Taskstream for collection of</p>

	<p>sit for the exam while they are in their last semester of coursework in the program or one year of their graduation from the program.</p> <p>2. Scores from the CPCE are generated through the Center for Credentialing in Education (CCE), an affiliate with the National Board of Certified Counselors (NBCC) which generates the scores for the NCE. The CPCE scores are generated each semester, and the NCE scores are generated twice a year in the spring and fall. The CPCE test summary provides descriptive statistical data to compare program results with national results; the NCE also has national data with comparisons with CACREP and non-CACREP programs.</p> <p>3. Data from test results are distributed to faculty for review in preparation for a discussion in a faculty meeting (or multiple</p>	<p>67%. This is an increase of 49%.</p>	<p>assessment data. The program transitioned to Supervision Assist during the 2016-17 academic year. Supervision Assist provides comprehensive access to site placement, supervision, and document uploading. Taskstream was difficult for students to use effectively because students were not able to upload elements each semester for their portfolio. The portfolio had to be uploaded as one document at the end of their counseling coursework. Because of this difficulty, some data have been kept in spreadsheets and databases. All data for courses is now kept in a DSU SharePoint site where faculty upload grades on assessment points each semester.</p> <p>To address pass rates, the faculty have created a Canvas classroom for students to prepare on the CPCE and the NCE. Faculty are also conducting review sessions each month.</p>
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	<p>faculty meetings as needed). At these faculty meetings, strategies are developed that will help students perform better on these instruments, including program preparation workshops, professionally prepared test prep materials, and curricular changes within targeted courses.</p>		<p>Students purchase an NCE/CPCE preparation book as a text for the classes. However, a significant problem in the costs of the test means that some of our students delay taking the test and wait until they are closer to licensure, making the collection of adequate data more difficult.</p> <p>According to testing trends over the last two academic years, it appears that aligning syllabi and courses to the new CACREP standards and adding new program indicators have helped improve first time pass rates. Additional helpful changes are the implementation of a cohort model, increased use of case studies, and integrative assessments.</p>
<p>MED-COU 02. Counseling students will be able to apply relationship building skills. Students will form a theoretical orientation while implementing basic</p>	<p>Counseling students are observed closely in at least five clinical courses (CED 630 <i>Counseling Skills</i>, CED 601 <i>Counseling Theory</i>, CED 604 <i>Pre-</i></p>	<p>For 2018-19, one student did not pass CED 630; this student was dismissed from the program. One student did not pass CED 601. One student was</p>	<p>Faculty members meet two times per semester to review videos of students applying relationship building skills and implementing basic therapeutic interventions.</p>

<p>therapeutic intervention, and forming case conceptualization.</p> <p>SP – 1.03, 1.05, 1.08; QEP – 1, 3, 4</p>	<p><i>Practicum, CED 609 Counseling Practicum, and CED 610 Clinical Mental Health Counseling Internship or CED 619 School Counseling Internship).</i></p> <p>Documented taped session reviews in CED 630 and CED 604 and site supervisor observations reflected in formal evaluations serve to monitor student progress.</p>	<p>asked to repeat CED 604; all students passed CED 609; and all students successfully passed CED 610 and CED 619.</p> <p>As a result of these requirements, over 13,000 hours of counseling services were provided to DSU students and to communities across the Delta.</p>	<p>Faculty members, as well, provide supervision following each counseling session to address issues related to theoretical orientation, case conceptualization, and related issues.</p> <p>Students, following each faculty meeting to review counseling skills videos, are given the opportunity to meet with a faculty member to discuss faculty feedback.</p> <p>Following evaluation by faculty members, counseling students not meeting the expected level of performance are provided various forms of remediation by faculty via additional clients, continued supervision throughout the semester, and/or repeating the course for additional experience.</p> <p>Faculty have updated documentation and evaluations. This includes the addition of a required</p>
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			<p>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.</p> <p>This multiple evaluation procedure has been determined by program faculty to be an effective process based on the performance of students.</p>
<p>MED-COU 03. Counseling students will demonstrate professional proficiencies as evaluated by core faculty members through the Professional Proficiencies Rubric. Professional proficiencies include qualities such as ability to establish cooperative relationships with others, ability to accept and implement feedback, ability to deal with conflict effectively, tolerance for differences, and proficiency in written and oral communication.</p>	<p>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 <i>Social and Cultural Foundations</i>; experiential and didactic experiences serve to</p>	<p>Analysis of faculty and site supervisor observations indicated that all interns adequately demonstrated minimal competency in developing and demonstrating the ability to work effectively with diverse populations and exhibiting professional and ethical conduct.</p> <p>The faculty have adopted the Professional Proficiencies Rubric as a regular opportunity to evaluate students in terms of fitness for the program.</p>	<p>Faculty continue to discuss didactic and experiential activities that enhance the curriculum in student acquisition of knowledge of skills. Faculty implemented substantial revisions to the CED curriculum in 2012 reflecting the changes made in implementing the 2009 CACREP standards. Specific strategies related to this goal include intensifying the internship experience with more taped and live observations and creating more awareness in applicants for admission to</p>

<p>SP – 1.05, 1.08; QEP – 1, 3</p>	<p>develop a disposition toward appreciating diversity.</p> <p>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 in Fall 2011. As a result all CED students undergo evaluation of professional dispositions twice each semester with feedback given to them either by the instructor of CED 604 <i>Counseling Pre-practicum</i> or their advisor.</p>	<p>As a result of this adoption, all students in both the MED and the EDS program have been evaluated.</p> <p>As a result of the dispositions review, faculty members met with 7 students over the academic year.</p>	<p>the program. Where students cannot tape their interactions with clients, live observations are conducted. The didactic portion of the internship was also increased.</p> <p>In Spring 2015, the program made program adjustments to move to a cohort model with CED 600, CED 601 and CED 630 as the first semester courses. However, the faculty determined that delaying CED 601 Counseling Theory until after the first semester was better so that students had a better grasp of the profession before studying theory. Therefore, the cohort model of CED 600, CED 630, and CED 635 as the first semester courses is now in place. This has made the semester schedule more predictable, helps keep students on pace with their peers as they progress through the program, and helps with student retention and application of</p>
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			knowledge.
<p>MED-COU 04. Counseling students will demonstrate an alignment with the counseling profession through proof of membership in a professional organization. Counseling students will demonstrate familiarity with research and present at professional conferences.</p> <p>SP – 1.05; QEP – 1, 3, 4</p>	<p>Students are required as part of their internship experiences (CED 610 or CED 619) to present at a professional conference. Many take the opportunity to present at the F.E. Woodall Annual Spring Conference or the state’s Mississippi Counseling Association (MCA) conference.</p>	<p>Students are observed and/or required to submit documentation of these presentations. In 2019, 25 students presented talks at Woodall. In addition, 11 students attended the Mississippi Counseling Association annual meeting and volunteered at the meeting. Approximately 25 students joined ACA or ASCA.</p>	<p>This continues to be an ongoing requirement in the program. Faculty actively recruit students to become members of state and national professional organizations (MCA, ACA).</p> <p>Students are now required to have faculty sponsors as they submit materials for consideration as presentations for professional conferences.</p>

*Professional Identity
 Helping Relationships
 Assessment
 Group Work
 Career Development
 Human Growth and Development
 Social and Cultural Diversity
 Research and Program Evaluation

Summary Tables

Counselor Preparation Comprehensive Exam (CPCE) Pass Rates

CPCE Administration	# of Students	# of Students	Pass Rate %
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Dates	Tested	Passed	
Spring 2019	11	11	100%
Fall 2018	6	6	100%
Summer 2018	5	5	100%
4/18	3	3	100%
2/18	14	11	79%
3/17	9	8	89%
1/17	8	5	63%
11/16	12	3	25%
9/16	10	7	70%
6/16	6	1	17%
4/16	7	5	71%
4/16	12	6	50%
2/16	10	1	10%
9/15	6	4	67%
6/15	10	7	70%
4/15	9	3	33%
2/15	6	0	0%
11/14	4	2	50%
10/14	7	6	86%
9/14	4	1	25%
3/14 Retest	9	7	78%
2/14	16	7	44%
10/13	3	2	67%
9/13 Retest	3	0	0%
6/13	4	3	75%
4/13	6	1	17%
12/12 Retest	1	0	0%
3/12	4	0	0%
4/12 Retest	3	3	100%
6/12	4	1	25%
8/12 Retest	4	2	50%

11/12	7	6	86%
12/11 retake	1	0	0%
10/11	10	9	90%
03/11	5	5	100%
11/10 retake	3	3	100%
11/10	9	6	66%
03/10 retake	1	1	100%
03/10	13	12	92%
10/09 (fall 09) retake	3	1	33%
10/09 (fall 09)	7	6	86%
07/09 (summer 09) retake	4	3	75%
06/09 (summer 09)	6	4	67%
04/09 (spring 09) retake	6	1	17%
03/09 (spring 09)	13	4	31%
10/08 (fall 08) retake	4	1	25%
10/08 (fall 08)	26	19	73%
4/08 (spring 08) retake	4	3	75%
3/08 (spring 08)	10	5	50%
11/07 (fall 07) retake	8	3	38%
10/07 (Fall 07)	12	1	8%
3/07 (spring 07) retake	6	3	50%
3/07 (spring 07)	10	3	30%
11/06 (fall 06) retake	5	4	80%
10/06 (fall 06)	10	7	70%

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

Fall 2007	9.42	8.25	9.42	8.58	8.58	8.58	9.75	9.50	72.08	1	12
Fall 2007 RT	6.63	6.63	8.13	9.88	8.63	8.25	9.13	11.25	68.50	3	8
Spring 2008	10.90	9.90	10.20	11.10	8.40	9.80	9.90	11.90	82.10	5	10
Spring 2008 RT	10.50	7.50	10.25	8.25	9.00	10.50	11.75	12.00	79.75	2	4
Summer 2008	8.00	7.00	8.33	8.33	5.00	8.67	7.67	9.33	62.33	0	3
Fall 2008	10.38	8.75	11.38	9.79	8.00	11.33	8.88	11.58	80.08	18	24
Fall 2008 RT	10.83	9.67	11.83	8.17	8.17	12.17	7.67	11.50	80.00	2	6
Spring 2009	10.64	8.45	10.55	9.09	8.27	10.73	8.27	10.45	76.45	4	11
Spring 2009 RT	9.63	7.50	11.25	9.00	7.88	10.88	8.13	10.88	75.13	1	8
Summer 2009	10.17	10.67	10.00	11.83	8.83	9.33	10.00	12.50	83.33	4	6
Summer 2009 RT	9.20	9.60	10.20	9.60	6.60	9.80	8.00	12.60	75.60	3	5
Fall 2009	10.00	11.17	9.83	12.00	8.33	9.33	9.83	13.00	83.50	4	6
Fall 2009 RT	9.00	7.33	10.33	8.00	7.67	10.00	8.67	11.33	72.33	1	3
Spring 2010	11.18	9.09	10.73	11.64	10.00	9.45	10.64	13.45	86.18	10	11
Spring 2010 RT	10.00	7.00	9.00	11.00	9.00	10.00	13.00	15.00	84.00	1	1
Fall 2010	9.56	7.78	9.67	10.44	8.44	10.89	8.11	9.89	74.78	5	9
Fall 2010 RT	12.33	8.00	10.67	10.33	10.00	8.67	11.00	11.00	82.00	3	3
Spring 2011	10.00	9.80	11.60	9.60	10.00	9.00	8.00	13.20	81.20	5	5
Fall 2011	10.80	9.50	11.10	9.80	9.80	9.40	10.90	13.50	84.80	9	10
Spring 2012	6.25	7.75	7.25	9.50	6.50	8.75	8.50	7.25	61.75	0	4
Spring 2012 RT	12.33	8.33	9.33	7.33	12.00	9.67	10.33	12.67	82.00	3	3

Summer 2012	9.00	9.50	9.50	11.75	7.50	8.25	9.75	9.00	74.25	1	4
Summer 2012 RT	8.00	9.75	8.25	11.00	9.00	8.00	9.25	10.25	73.50	2	4
Fall 2012	11.71	6.43	9.43	11.00	10.57	10.86	9.29	11.14	80.43	6	7
Spring 2012	9.83	5.17	7.17	9.33	8.83	8.83	7.33	11.67	68.17	1	6
Summer 2013 RT	9.50	7.25	7.25	9.50	9.50	10.25	8.25	8.25	74.00	2	4
Fall 2013 RT	6.00	10.00	7.67	10.33	8.67	9.00	10.67	7.00	69.33	0	3
Fall 2013 RT	6.00	11.00	9.67	11.67	9.67	9.00	7.67	11.00	75.67	2	3
Spring 2014	7.50	8.25	7.81	10.69	9.06	9.12	8.50	9.50	70.44	6	16
Spring 2014 RT	9.11	9.67	9.89	11.11	9.33	10.22	8.89	10.11	78.33	7	9
Fall 2014	7.54	9.64	9.12	11.16	9.35	9.45	8.35	10.20	75.87	15	28
Spring 2015	7.89	9.78	8.78	9.67	8.78	9.56	8.44	12.78	75.68	22	37
Summary of CPCE by Content Areas											
	Human Growth	Social Cultural	Helping Relationships	Group Work	Career	Appraisal	Research	Professional/Ethics	Total	Number Passed	Number
Fall 2015	10.83	8.33	11.5	9.5	7.83	9.83	6.5	10.83	75.15	4	6
Fall RT	9.54	8.92	9.46	8.31	7.54	9.15	8.46	8.77	70.15	6	13
Spring 2016	6.6	7.9	8.3	5.5	7.2	7.9	8.7	8.3	60.4	1	10
Spring 2016 RT	8.42	9.08	8.83	8.17	8.67	9.33	9	10.42	71.92	6	12
Spring 2016 RT	8	9.43	9.43	8.29	10.29	9.57	10.29	11.29	76.57	5	7

Summer 2016	8.17	8	9.67	8.33	9	8.67	10	10.17	72	1	6
Fall 2016	10.4	9.8	10.8	12	11.2	10	9.3	13.5		10	8
Fall 2016 RT	10.08	6.83	8.25	9.08	9.67	7.83	7.33	10.25		5	8
Spring 2017	10.38	7.25	9.25	10.5	10.62	9	8	11.25		3	12
Spring 2017 RT	11.78	8.22	10.11	11.89	11.33	7.89	9.56	12.22		7	10
Spring 2018	11.64	8.64	11.71	11.21	9.86	11.07	11.29	10.07	85.5	7	7
Spring 2018—No retakes	11.33	8.33	10	11	11	10.67	10	7.67	80	3	3
Summer 2018	10.8	7	9	10.6	11.4	11.4	9.8	11.4	81.4	5	5
Fall 2018	12.86	10.14	13.14	12.85	10.14	12.14	11.42	11.57	94.26	6	6
Spring 2019	10.73	8.55	8.64	10.18	9.18	9.64	11.27	8.91	77.09	11	11
AVERAGE	9.47	8.56	9.61	9.87	8.94	9.51	9.16	10.90	75.88		

National Counselor Exam (NCE) Pass Rates

NCE Administration	# of Students Tested	# of Students Passed	Pass Rate %
2018	6	6	100%
2016	3	2	67%
2015	13	7	54%
2014	3	2	67%
2013	5	2	40%
2012	2	1	50%
2011	14	9	64%
2010	19	7	37%
2009	17	NA	NA
2008	10	3	30%

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

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

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

<p>A. Learning Outcome <i>What should a graduate in the <u>EDS Counseling Program – School Counseling track</u> major know, value, or be able to do at graduation and beyond?</i></p>	<p>B. Data Collection and Analysis <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</i></p>	<p>C. Results of Evaluation <i>What were the findings of the analysis?</i></p>	<p>D. Use of Evaluation Results <i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</i></p>
<p>EDS-COU 01. Content and Pedagogical Content Knowledge: Demonstrate mastery of the prior knowledge needed to be successful in EDS program. SP – 2.01</p>	<p>The application process for the EDS in counseling – school track includes:</p> <ol style="list-style-type: none"> 1. Students are currently employed as school counselors and have at least two years’ experience. 2. Students must pass a writing proficiency test and submit a writing 	<p>In 2018-19, 3 students were admitted for the EDS program. They began with two core courses. These students met all the prerequisites and came highly recommended. There were 9 EDS graduates.</p>	<p>The core courses are entirely online, and thus it has enabled recruitment from across the state. Using students who are working as school counselors, through both asynchronous and synchronous class meetings, students have established a learning environment that includes in-depth instruction as well</p>

	<p>sample to be evaluated by the faculty.</p> <p>3. Students must secure at least three letters of recommendation.</p> <p>The CED faculty will decide collectively on students to be admitted to the program based on writing samples and recommendations.</p>		<p>as peer-supervision. Faculty will continue this model in 2019-20.</p>
<p>EDS-COU 02. Program Specific Content: Students will demonstrate detailed knowledge of the ASCA School Counseling model.</p> <p>SP – 1.03, 1.05, 1.06</p>	<p>Students will demonstrate detailed knowledge of the ASCA school model and the supporting science behind the development of that model. Students will apply the model to their specific school counseling sites and determine the strengths and deficits of their programs. Students will develop a plan for implementation of an enhancement to their program and will acquire consent/cooperation from stakeholders in the school community. This process will be documented in a paper submitted at the end of CED 717 <i>Advanced Foundations of School Counseling</i> that includes</p>	<p>During 2018-19, students submitted eight manuscripts proposing research and program enhancement.</p> <p>Evaluations of research project proposals in both core classes (CED 717 <i>Advanced School Counseling</i> and CED 735 <i>Advanced Counseling Research Methods</i>) showed that all students were successfully viewing program enhancement through the lens of the ASCA Model. In particular, three major course assignments involve using the ASCA</p>	<p>Faculty have noticed research proposals and program enhancements have become more focused with subsequent cohorts.</p> <p>Canvas is utilized for students to upload papers. This is a better solution for keeping and assessing student data.</p>

	necessary steps and citations from the literature supporting the enhancement.	model to assess their individual programs. The course avg. was 94.4% on the research projects.	
<p>EDS-COU 03. Advanced Counseling Skills and program enhancement: Demonstrate advanced skills as a counselor in the current place of counseling practice. Advanced skills include additional knowledge and counseling techniques beyond the master's degree. Implement the enhancement plan created in CED 717 Advanced School Counseling.</p> <p>SP – 1.03, 1.05, 1.06</p>	<p>Advanced counseling practicum and internship are times when students are under DSU faculty supervision. Faculty form collaborative consulting relationships with these students to encourage professional growth and assess the students' application of advanced knowledge and skills in the workplace and in the university classroom. In addition, the student will implement the plan created in CED 717 and will document the installation, maintenance and results of the enhancement with suitable evaluation techniques.</p> <p>Students will receive supervision from DSU faculty who will evaluate advanced skills. In addition, students will complete the paper started in CED 717 showing implementation and results as they have moved their campus counseling program toward the</p>	<p>The major benchmarks for this goal lie in CED 758 <i>Advanced Counseling Practicum</i> and CED 790 <i>Theories of Counseling Supervision</i>. These classes are part of the second half of the core EDS classes.</p> <p>During 2018-19, 8 students were enrolled in CED 758 and CED 790, and all students passed.</p> <p>Evaluations of examinations and research project proposals showed that students were viewing program enhancement through the lens of the ASCA model.</p>	<p>As faculty teach the second portion of the core, they are discovering the changes necessary to clarify program goals and requirements for the incoming students. Primarily, helping students adopt the role of scholar-practitioner will be explained with more depth. The intent is to help these students become better program evaluators.</p> <p>A new Professional School Counselor evaluation was created last year. Most of the PSCs in the Delta were not trained on the evaluation due to training cancellations because of inclement weather. The M-CAR, was first used for the 15/16 year. Faculty have adapted the program to address the M-CAR and to help students understand</p>

	ASCA school counseling model.		the process of evaluation, which should help prepare them.
<p>EDS-COU 04. Mastery of Supervision Strategies: Demonstrate knowledge and skills related to performing effective and ethical counselor supervision.</p> <p>SP – 1.03, 1.05, 1.06</p>	<p>Students will demonstrate knowledge by passing tests within the class semester. Also students will demonstrate ability by ex-post facto case studies.</p> <p>The instructor of record will be the primary evaluative source for this. However, the entire faculty assist in supervising counselor supervisors and will have evaluative input.</p>	<p>Eight students took comprehensive exams and passed.</p> <p>Students submit case studies in CED 790 and engage in ex-post facto supervision where they see students and then discuss the cases with the faculty member. All 8 students passed this class.</p>	<p>Results of comprehensive exams for the EDS for Fall 2017 and Spring 2018 continue to be excellent. Students have grown in writing ability and in the ability to conceptualize larger programmatic and school issues that impact closing the gap on student achievement. They can speak well to their abilities regarding program evaluation and interventions. The EDS program, in its encompassing nature, allows the student to build toward the comprehensive through all four core courses. The comprehensive exam is research/practice based and has worked well as a measure of professional growth.</p>

II.c. Student Learning Outcomes Assessment Plan / User Outcomes Assessment Plan (*EDD in Professional Studies – Counseling track*)

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

<p>A. Learning Outcome <i>What should a graduate in the <u>EDD in Professional Studies – Counseling track</u> major know, value, or be able to do at graduation and beyond?</i></p>	<p>B. Data Collection and Analysis <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</i></p>	<p>C. Results of Evaluation <i>What were the findings of the analysis?</i></p>	<p>D. Use of Evaluation Results <i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</i></p>
<p>EDD-COU 01. Content and Pedagogical Content Knowledge: Demonstrate mastery of the prior knowledge needed to be successful in the Doctor in Education program.</p> <p>SP – 2.01</p>	<p>1. A Doctoral Admission Portfolio will be used. The portfolio will include a professional resume/vita, writing samples, personal philosophy of education/ theory of teaching and learning, self-evaluation aligned with personal and professional goals, evidence of leadership ability, and a statement of purpose for pursuing doctoral study. A 4-point rubric is used to evaluate the portfolio.</p> <p>2. The portfolio will be submitted within the first six hours in the program.</p>	<p>No new students were admitted to the EDD counseling track. Two students are in the program. Both are ABD, with one in the proposing stage and one who has successfully defended her proposal.</p>	<p>Since no new students have been admitted, no program changes were made and no new assessment data were collected or evaluated in order to make necessary changes.</p> <p>There are no plans to admit anyone else until a cohort forms.</p>

	3. Average scores and pass rate percentages will be calculated.		
<p>EDD-COU 02. Program Specific Content: Demonstrate mastery of the knowledge associated with content in Counselor Education.</p> <p>SP – 1.03, 1.05, 1.08</p>	<p>1. Comprehensive Examinations: Comps will be taken at the end of the program by all candidates and must be passed in order to register for ELR 888 (<i>Dissertation Seminar</i>). They will be divided into 3 sections: research, curriculum, and supervision and based upon the core program courses and scored by program faculty.</p> <p>2. Results will be compiled and analyzed by program faculty and reported to the Unit Assessment Director and the NCATE Coordinator annually.</p> <p>3. Results will be analyzed by program faculty by section and overall scores and trends are identified.</p>	One student timed out post comps. Both are ABD, with one in the proposing stage and one who has successfully defended her proposal.	<p>Two students took and passed comprehensive exams, but no program changes have been made because of the low numbers in the program.</p> <p>Efforts to recruit more qualified students for the counseling track of the EDD program have been suspended.</p>
<p>EDD-COU 03. Advanced Counseling Skills: Demonstrate advanced skills as a counselor in the</p>	Advanced counseling practicum and internship are times when students are under DSU faculty	The remaining two students were post coursework in 2018-19.	No other program changes occurred because of the low number of students.

<p>current place of counseling practice. Advanced skills include additional knowledge and counseling techniques beyond the master's degree.</p> <p>SP – 1.05, 1.08</p>	<p>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.</p>		
<p>EDD-COU 04. Mastery of research techniques and academic writing (dissertation): Demonstrate the ability to create a research question relevant to the counseling literature; design the appropriate research methodology; collect and analyze the data; and, report the findings in a manner conducive to enhancing the counseling literature.</p> <p>SP – 1.03, 1.05, 1.06</p>	<p>Students will complete the dissertation. Starting the dissertation process in ELR 888, students will work with faculty to complete a meaningful research project that will contribute to the counseling literature.</p>	<p>Both are ABD, with one in the proposing stage and one who has successfully defended her proposal.</p>	<p>Efforts to recruit qualified students for the counseling track of the EDD program have been suspended because of low enrollment in the program.</p>

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

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

Note – The Psychology Program Curriculum Committee discontinued the use of the MFT to assess student progress upon the recommendation of the external reviewers in Fall 2018. As of Spring 2019, the Major Field Test in Psychology (MFT PSY) has been discontinued to assess students in PSY 490 (Senior Seminar). In this year of transition, the program assessment plan will report on progress in core classes, which will change effective the 2019-20 academic year.

<p>A. Learning Outcome <i>What should a graduate in the <u>Psychology B.A.</u> major know, value, or be able to do at graduation and beyond?</i></p>	<p>B. Data Collection and Analysis <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</i></p>	<p>C. Results of Evaluation <i>What were the findings of the analysis?</i></p>	<p>D. Use of Evaluation Results <i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/are being made as a result of the program learning outcome assessment process.</i></p>
<p>BA-PSY 01. Students will recognize and apply terminology of the major concepts and theories in</p>	<p>Course assessments in PSY 402 <i>Learning and Cognition</i> (a core course) are used to measure</p>	<p><u>PSY 402 Learning and Cognition Course Assessment Data</u> PSY 402 <i>Learning and Cognition</i> assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from Spring 2011 to Fall 2017 are reported below. In Spring 2015, the format was changed from quizzes and tests to frequent reflection papers and a research paper. Those class averages are listed first followed by the assessments from the previous years.</p>	<p>Program faculty review results of PSY classes in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in</p>

<p>learning and cognition.</p> <p>SP – 1.02, 1.03, 1.05, 1.08 QEP – 1, 3, 4</p>	<p>student learning in the area of learning and cognition.</p>	<table border="1"> <tr> <td></td> <td>S15</td> <td>F 15</td> <td>F16</td> <td>F17</td> <td>F18</td> <td></td> </tr> <tr> <td>RP 1</td> <td>75.00</td> <td>73</td> <td>73</td> <td>84</td> <td>88</td> <td></td> </tr> <tr> <td>RP 2</td> <td>84.38</td> <td>92</td> <td>73</td> <td>80</td> <td>81</td> <td></td> </tr> <tr> <td>RP 3</td> <td>70.83</td> <td>78</td> <td>71</td> <td>92</td> <td>89</td> <td></td> </tr> <tr> <td>RP 4</td> <td>87.50</td> <td>79</td> <td>73</td> <td>71</td> <td>82</td> <td></td> </tr> <tr> <td>RP 5</td> <td>59.38</td> <td>69</td> <td>73</td> <td>82</td> <td>85</td> <td></td> </tr> <tr> <td>RP 6</td> <td>84.38</td> <td>77</td> <td>71</td> <td>97</td> <td>88</td> <td></td> </tr> <tr> <td>RP 7</td> <td>78.13</td> <td>67</td> <td>80</td> <td>96</td> <td>85</td> <td></td> </tr> <tr> <td>RP 8</td> <td>50.00</td> <td>69</td> <td>91</td> <td>96</td> <td>91</td> <td></td> </tr> <tr> <td>RP 9</td> <td>87.50</td> <td>92</td> <td>83</td> <td>88</td> <td>90</td> <td></td> </tr> <tr> <td>RP 10</td> <td>81.25</td> <td>63</td> <td>88</td> <td>92</td> <td>89</td> <td></td> </tr> <tr> <td>RP 11</td> <td>83.85</td> <td>79</td> <td>81</td> <td>98</td> <td>92</td> <td></td> </tr> <tr> <td>RP 12</td> <td>68.63</td> <td>90</td> <td>93</td> <td>92</td> <td>88</td> <td></td> </tr> <tr> <td>RP 13</td> <td>79.90</td> <td>72</td> <td>91</td> <td>98</td> <td>88</td> <td></td> </tr> <tr> <td>RP 14</td> <td>78.92</td> <td>73</td> <td>90</td> <td>92</td> <td>88</td> <td></td> </tr> <tr> <td>RP 15</td> <td>76.47</td> <td>73</td> <td>--</td> <td>--</td> <td>--</td> <td></td> </tr> <tr> <td>Student-Led Discussion</td> <td>85.38</td> <td>79</td> <td>94</td> <td>85</td> <td>84</td> <td></td> </tr> <tr> <td>Term Paper</td> <td>80.00</td> <td>75</td> <td>68</td> <td>NA</td> <td>NA</td> <td></td> </tr> <tr> <td>Course Avg.</td> <td></td> <td></td> <td></td> <td></td> <td>84</td> <td></td> </tr> </table>							S15	F 15	F16	F17	F18		RP 1	75.00	73	73	84	88		RP 2	84.38	92	73	80	81		RP 3	70.83	78	71	92	89		RP 4	87.50	79	73	71	82		RP 5	59.38	69	73	82	85		RP 6	84.38	77	71	97	88		RP 7	78.13	67	80	96	85		RP 8	50.00	69	91	96	91		RP 9	87.50	92	83	88	90		RP 10	81.25	63	88	92	89		RP 11	83.85	79	81	98	92		RP 12	68.63	90	93	92	88		RP 13	79.90	72	91	98	88		RP 14	78.92	73	90	92	88		RP 15	76.47	73	--	--	--		Student-Led Discussion	85.38	79	94	85	84		Term Paper	80.00	75	68	NA	NA		Course Avg.					84		<p>order to increase student learning.</p> <p>Spring 2015, the assessments for PSY 402 were changed to written papers instead of tests and quizzes.</p> <p>In Fall 2017, the course was changed to have a laboratory component each week. This has been a successful improvement.</p> <p>There was discussion about whether the core is meeting the needs of students. Faculty proposed a change to the curriculum to have core areas instead of courses and require a balance of courses along with electives. This change was recommended by the program external review.</p>
		S15	F 15	F16	F17	F18																																																																																																																																							
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		<p>PSY 402 Learning and Cognition course assessments are conducted through reflection papers (RP), student-led discussions, and a term paper. Average scores were recorded.</p>																																																																																																																																											
		<p>PSY 490 (Senior Seminar) Capstone Course Assessment: Portfolio</p>																																																																																																																																											
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	Quizzes	NA	NA	NA	0.79	0.81	0.74																																																																																																																																						
	Test 1	0.82	0.74	0.82	0.87	0.84	0.73																																																																																																																																						
	Test 2	0.83	0.97	0.83	0.89	0.85	0.75																																																																																																																																						

		Test 3	NA	NA	NA	NA	NA	0.73	One major recommendation of the external reviewers was to abandon the MFT as a method of program assessment. They recommended more program specific evaluations, so this year, the MFT was not given in PSY 490 Senior Seminar. Instead, the grades on the portfolio in 490 were compared to student performance in core classes. Going forward, the assessment plan will also change because the core courses will change, based on recommendations by the external reviewers.
		Test 4	NA	NA	NA	NA	NA	0.71	
		FE	0.83	0.86	0.82	0.74	0.83	0.73	
		RP 1	0.8	0.72	0.81	0.69	0.72	0.63	
		Rp 2	NA	0.77	NA	0.72	0.67	NA	
		Rp 3	NA	NA	NA	0.74	0.78	NA	
		Rp 4	NA	NA	NA	0.78	0.86	NA	
		PSY 490 Senior Seminar:							
			Sp19						
		Portfolio	81						
		Presentatio n	76						
		Course Avg	81						
		Overall, the PSY 402 scores are consistent with data from past years that used the MFT Learning, Memory and Cognition area. Students were trending at about the national average on this subscale of the MFT, with more students scoring above the national avg over the previous two years (7 in 2017 and 12 in 2018). Using portfolio assessment data for the first year from PSY 490 to corroborate PSY 402 data, we see students on average scored a “B” in PSY 490 reflecting that overall, students performed above average in this course, which is consistent with previous assessments.							

<p>BA-PSY 02. Students will recognize and apply terminology of the major concepts and theories in biological psychology.</p> <p>SP – 1.02, 1.03, 1.08</p>	<p>Course assessments in PSY 409 <i>Biological Psychology</i> (a core course) and PSY 490 <i>Senior Seminar</i> [a core course] are used to measure student learning in the area of biological psychology.</p> <p>PSY 409 <i>Biological Psychology</i> course assessments are conducted through unit tests, a final exam (FE), and reflection papers (RP).</p> <p>PSY 490 (<i>Senior Seminar</i>)</p>	<p><u>PSY 409 Biological Psychology Course Assessment Data</u> PSY 409 <i>Biological Psychology</i> assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from Spring 2011 to Spring 2019 are reported below:</p> <table border="1" data-bbox="632 412 1495 1338"> <thead> <tr> <th>PSY 409</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <td></td> <td><u>S11</u></td> <td><u>S12</u></td> <td><u>S13</u></td> <td><u>S14</u></td> <td><u>S15</u></td> <td><u>S16</u></td> <td><u>S17</u></td> <td><u>S18</u></td> <td></td> </tr> </thead> <tbody> <tr> <td>Quizzes</td> <td>NA</td> <td>NA</td> <td>0.76</td> <td>0.81</td> <td>0.89</td> <td>.86</td> <td>.80</td> <td>.88</td> <td></td> </tr> <tr> <td>Test 1</td> <td>0.83</td> <td>0.8</td> <td>0.68</td> <td>0.74</td> <td>0.67</td> <td>.76</td> <td>.71</td> <td>.68</td> <td></td> </tr> <tr> <td>Test 2</td> <td>0.82</td> <td>0.85</td> <td>0.76</td> <td>0.74</td> <td>0.70</td> <td></td> <td>.72</td> <td>.67</td> <td></td> </tr> <tr> <td>Test 3</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>0.65</td> <td></td> <td>NA</td> <td>NA</td> <td></td> </tr> <tr> <td>FE</td> <td>0.77</td> <td>0.72</td> <td>0.66</td> <td>0.74</td> <td>0.69</td> <td></td> <td>.69</td> <td>.72</td> <td></td> </tr> <tr> <td>RP</td> <td>0.69</td> <td>0.81</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td></td> <td>NA</td> <td></td> </tr> <tr> <td>RP</td> <td>0.71</td> <td>0.81</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td></td> <td>NA</td> <td></td> </tr> <tr> <td>Paper</td> <td>NA</td> <td>NA</td> <td>0.72</td> <td>0.86</td> <td>NA</td> <td>NA</td> <td></td> <td>NA</td> <td></td> </tr> <tr> <td>Mindtap</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>.90</td> <td>.93</td> <td>.96</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	PSY 409											<u>S11</u>	<u>S12</u>	<u>S13</u>	<u>S14</u>	<u>S15</u>	<u>S16</u>	<u>S17</u>	<u>S18</u>		Quizzes	NA	NA	0.76	0.81	0.89	.86	.80	.88		Test 1	0.83	0.8	0.68	0.74	0.67	.76	.71	.68		Test 2	0.82	0.85	0.76	0.74	0.70		.72	.67		Test 3	NA	NA	NA	NA	0.65		NA	NA		FE	0.77	0.72	0.66	0.74	0.69		.69	.72		RP	0.69	0.81	NA	NA	NA	NA		NA		RP	0.71	0.81	NA	NA	NA	NA		NA		Paper	NA	NA	0.72	0.86	NA	NA		NA		Mindtap						.90	.93	.96												<p>Program faculty review results of PSY courses in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.</p> <p>Tests are periodically revised to reflect current course content.</p> <p><u>PSY 409 Biological Psychology</u> In order to increase student learning the following were carried out in PSY 409:</p> <p>Provided systematic feedback to students on papers throughout the semester and assisted them in formulating an outline for their paper.</p>
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	Capstone Course Assessment: Portfolio		<p>Introduced detailed rubric in syllabus that listed all expected paper components and the grading scale associated with each component.</p> <p>Course content has been revised to be more applied.</p>																																																			
<p>BA-PSY 03. Students will recognize and apply terminology of the major concepts and theories in developmental psychology.</p> <p>GE – 5 SP – 1.02, 1.03, 1.05, 1.08</p>	<p>Course assessments in PSY 307 <i>Developmental Psychology</i> (a core course) and PSY 490 <i>Senior Seminar</i> are used to measure student learning in the area of developmental psychology.</p> <p>PSY 307 <i>Developmental Psychology</i> course assessments</p>	<p><u>PSY 307 Developmental Psychology Course Assessment Data</u></p> <p>PSY 307 course trend data based on four-unit test average:</p> <table> <tr><td>Spring 2011</td><td>.83</td><td>(N= 27)</td></tr> <tr><td>Fall 2011</td><td>.79</td><td>(N = 31)</td></tr> <tr><td>Spring 2012</td><td>.77</td><td>(N = 34)</td></tr> <tr><td>Fall 2012</td><td>.80.5</td><td>(N = 26)</td></tr> <tr><td>Spring 2013</td><td>.85</td><td>(N = 21)</td></tr> <tr><td>Fall 2013</td><td>.79</td><td>(N = 27)</td></tr> <tr><td>Spring 2014</td><td>.78</td><td>(N = 21)</td></tr> <tr><td>Fall 2014</td><td>.73</td><td>(N=25)</td></tr> <tr><td>Spring 2015</td><td>.77</td><td>(N=20)</td></tr> <tr><td>Fall 2015</td><td>.71</td><td>(N=22)</td></tr> <tr><td>Spring 2016</td><td>.75</td><td>(N=35)</td></tr> <tr><td>Fall 2016</td><td>.66</td><td>(N=30)</td></tr> <tr><td>Spring 2017</td><td>.82</td><td>(N=33)</td></tr> <tr><td>Fall 2017</td><td>.75</td><td>(N=24)</td></tr> <tr><td>Spring 2018</td><td>.72</td><td>(N=25)</td></tr> <tr><td>Fall 2018</td><td>.84</td><td>(N=37)</td></tr> <tr><td>Spring 2019</td><td>.82</td><td>(N=22)</td></tr> </table> <p>PSY 490 Senior Seminar:</p>	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)	Fall 2013	.79	(N = 27)	Spring 2014	.78	(N = 21)	Fall 2014	.73	(N=25)	Spring 2015	.77	(N=20)	Fall 2015	.71	(N=22)	Spring 2016	.75	(N=35)	Fall 2016	.66	(N=30)	Spring 2017	.82	(N=33)	Fall 2017	.75	(N=24)	Spring 2018	.72	(N=25)	Fall 2018	.84	(N=37)	Spring 2019	.82	(N=22)	<p>Program faculty review results of the PSY courses in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.</p> <p>Tests are periodically revised to reflect current course content.</p> <p><u>PSY 307 Developmental Psychology</u> In response to student performance on unit</p>
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	<p>are conducted through four unit tests. Average proportion scores were recorded for 2011-2012.</p> <p>PSY 490 (<i>Senior Seminar</i>) Capstone Course Assessment: Portfolio</p>	<table border="1" data-bbox="630 191 1228 418"> <tr> <td></td> <td>Sp19</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Portfolio</td> <td>81</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Presentatio n</td> <td>76</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Course Avg</td> <td>81</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Overall, the PSY 307 scores are above data from past years that used the MFT Developmental area. Past years used the MFT, and scores were consistently 5-10 points lower than the national average in this area. One problem was that students took PSY 307 up to three years before taking the MFT, so that the scores did not accurately reflect student learning in 307. Using portfolio assessment data for the first year from PSY 490 to corroborate PSY 307 data, we see students on average scored a “B” in PSY 490 reflecting that overall, students performed consistently in both courses.</p>		Sp19					Portfolio	81					Presentatio n	76					Course Avg	81					<p>tests, the instructor incorporated more group work and group discussions in the course meetings. More activities were incorporated that are designed to allow students to engage in more peer-to-peer dialogue, incorporate more real-world scenarios into the discussions, and apply more of the text information to their specific disciplinary interests.</p> <p>This course will not be a core course next academic year, so this area will be assessed through multiple courses.</p>
	Sp19																										
Portfolio	81																										
Presentatio n	76																										
Course Avg	81																										
<p>BA-PSY 04. Students will produce and interpret descriptive and inferential</p>	<p>Assessments of students’ abilities to produce and interpret descriptive and</p>	<p><u>PSY 331 Statistics Assessment Data</u> PSY 331 was on a six-test system from Fall 2010 to Fall 2013. This was returned to in Spring 2017, but abandoned in favor of using online homework for 2017-18. The coursework has been changed over the years to address the high DFW rate for the class. Note – Previous years are reported to provide trend data.</p>	<p><u>PSY 331 Statistics</u> In 2017-18, the instructor included more Aplia online homework. However,</p>																								

<p>statistics.</p> <p>GE – 1 SP – 1.03, 1.08</p>	<p>inferential statistics are completed in PSY 331 <i>Statistics</i> (a core course) through six tests and homework assignments.</p>	<table border="1"> <thead> <tr> <th>PSY 331</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th></th> <th><u>F13</u></th> <th><u>S14</u></th> <th><u>2014/15</u></th> <th><u>F15</u></th> <th><u>S16</u></th> <th><u>F16</u></th> <th><u>S17</u></th> <th><u>F17</u></th> <th><u>S18</u></th> <th><u>F18</u></th> <th><u>S19</u></th> </tr> </thead> <tbody> <tr> <td>Test 1</td> <td>0.77</td> <td>0.84</td> <td>0.64</td> <td>0.72</td> <td>0.59</td> <td>.66</td> <td>.80</td> <td>.75</td> <td>.63</td> <td>.70</td> <td>.90</td> </tr> <tr> <td>Test 2</td> <td>0.80</td> <td>0.88</td> <td>NA</td> <td></td> <td></td> <td>.65</td> <td>.82</td> <td>.73</td> <td>.64</td> <td>.72</td> <td>.81</td> </tr> <tr> <td>Test 3</td> <td>0.84</td> <td>NA</td> <td>NA</td> <td></td> <td></td> <td></td> <td>.69</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Test 4</td> <td>0.70</td> <td>NA</td> <td>NA</td> <td></td> <td></td> <td></td> <td>.77</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Test 5</td> <td>0.77</td> <td>NA</td> <td>NA</td> <td></td> <td></td> <td></td> <td>.67</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Test 6</td> <td>0.80</td> <td>0.70</td> <td>0.64</td> <td>0.73</td> <td>0.58</td> <td></td> <td>.69</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Home work</td> <td>0.81</td> <td>0.77</td> <td>0.56</td> <td>0.71</td> <td>0.69</td> <td>.72</td> <td>.83</td> <td>.81</td> <td>.63</td> <td>.64</td> <td>.80</td> </tr> <tr> <td>Quizzes</td> <td>NA</td> <td>0.77</td> <td>0.68</td> <td>0.68</td> <td>0.60</td> <td>.62</td> <td>.75</td> <td>.73</td> <td>.58</td> <td></td> <td>.91</td> </tr> <tr> <td>Sem. Avg.</td> <td>0.78</td> <td>0.79</td> <td>0.70</td> <td>0.73</td> <td>0.68</td> <td>.67</td> <td>.81</td> <td>.73</td> <td>.66</td> <td>.76</td> <td>.81</td> </tr> </tbody> </table>	PSY 331													<u>F13</u>	<u>S14</u>	<u>2014/15</u>	<u>F15</u>	<u>S16</u>	<u>F16</u>	<u>S17</u>	<u>F17</u>	<u>S18</u>	<u>F18</u>	<u>S19</u>	Test 1	0.77	0.84	0.64	0.72	0.59	.66	.80	.75	.63	.70	.90	Test 2	0.80	0.88	NA			.65	.82	.73	.64	.72	.81	Test 3	0.84	NA	NA				.69					Test 4	0.70	NA	NA				.77					Test 5	0.77	NA	NA				.67					Test 6	0.80	0.70	0.64	0.73	0.58		.69					Home work	0.81	0.77	0.56	0.71	0.69	.72	.83	.81	.63	.64	.80	Quizzes	NA	0.77	0.68	0.68	0.60	.62	.75	.73	.58		.91	Sem. Avg.	0.78	0.79	0.70	0.73	0.68	.67	.81	.73	.66	.76	.81	<p>those changes were not productive or fruitful. The DFW rate was much higher than in previous years. Changes for PSY 331 in 2018-19 were to move the course online for one semester. The attempts to modernize the curriculum appear successful because of the increased pass rate. The pass rate for Fall 2018 was 89%. The pass rate for Spring 2019 was 87%.</p>
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<p>BA-PSY 05. Students will be able to demonstrate effective research design and scientific writing skills using APA style which culminates in an executable research proposal.</p>	<p>Course assessments in PSY 330 <i>Research Methods I</i> and PSY 332 <i>Research Methods II</i> (both core courses) and PSY 490 <i>Senior Seminar</i> [a core course] are used to</p>	<p><u>Research Methods Redesign</u> For 2018-19, students were advised to take PSY 331 before PSY 330. In Fall 2018, the course was online. However, the pass rate rose to 89%. In Spring 2019, the course returned to face-to-face, and the pass rate stayed consistently was 87%. Both courses utilized a supplemental instructor. The classes also had tutoring available in the Psychology Lab.</p> <p>While the Spring 2014 pass rate increased to 79%, the pass rate since Fall 2015 has frequently been below 70%. The pass rate was 43% in Fall 2013. For Fall 2013 and Spring 2014, the courses were re-sequenced to put statistics first. The pass rate for PSY 331 for Fall 2013 was 77% and for Spring 2014, 85%. For Fall 2015, the pass rate was 80%. The pass rate was initially higher, but it has dropped and been inconsistent. Likewise,</p>	<p>Since Spring 2014, there was been a noticeable drop in PSY 331 scores from high “C” to low “C” to high “D.” However, the course average is now above 70% for 2018-19. The course appears to now have an appropriate</p>																																																																																																																																				

<p>GE – 1 SP – 1.02, 1.03, 1.05, 1.08, 2.02, 2.03 QEP – 1, 2, 4</p>	<p>measure student learning in the areas of research design and writing skills.</p> <p>Detailed assessments in PSY 330 and PSY 332 were implemented in fall 2010. Comparison data was first available in spring 2012 after the redesign had been fully implemented.</p> <p>PSY 330 and PSY 331 course assessments are conducted through tests and structured graduated writing assignments.</p>	<p>the course average has dropped over the last two years, except for Spring 2017. In Fall 2017, the DFW rate was 59%, and the pass rate was 41%.</p> <p><u>PSY 330 Research Methods I Assessment Data</u> PSY 330 assessment trend data (i.e., unit tests, research topic proposal, annotative bibliography [Bib], rough draft [Draft], final literature review [Lit R] and final exam [FE]) for spring 2011 to spring 2015 are reported below. Over 2013-14, the course format was changed, and then it changed again in 2014-15. Both sets are listed for comparison.</p> <p>PSY 330</p> <table border="1" data-bbox="621 597 1583 987"> <thead> <tr> <th></th> <th><u>F14</u></th> <th><u>S15</u></th> <th><u>F15</u></th> <th><u>S16</u></th> <th><u>F16</u></th> </tr> </thead> <tbody> <tr> <td>Quizzes</td> <td>58.5</td> <td>56.7</td> <td>71</td> <td>57.8</td> <td>NA</td> </tr> <tr> <td>Assn</td> <td>92.25</td> <td>73.6</td> <td>NA</td> <td>74</td> <td>81</td> </tr> <tr> <td>Tests</td> <td>NA</td> <td>NA</td> <td>78</td> <td>NA</td> <td>73</td> </tr> <tr> <td>Final</td> <td>NA</td> <td>NA</td> <td>78</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Paper 1</td> <td>90</td> <td>76.3</td> <td>77.9</td> <td>58</td> <td>NA</td> </tr> <tr> <td>Paper 2</td> <td>83.64</td> <td>76.6</td> <td>84.9</td> <td>55.7</td> <td>NA</td> </tr> <tr> <td>Presentation</td> <td>72.5</td> <td>77.8</td> <td>86.4</td> <td>60</td> <td>NA</td> </tr> <tr> <td>Course</td> <td>79.55</td> <td>73.6</td> <td>NA</td> <td>76</td> <td>77</td> </tr> </tbody> </table> <table border="1" data-bbox="621 1058 1562 1391"> <thead> <tr> <th></th> <th><u>F12</u></th> <th><u>S13</u></th> <th><u>F13</u></th> <th><u>S14</u></th> <th><u>S17</u></th> <th><u>F17</u></th> <th><u>S18</u></th> <th><u>F18</u></th> <th><u>SP19</u></th> </tr> </thead> <tbody> <tr> <td>Quizzes</td> <td>0.77</td> <td>0.72</td> <td>0.65</td> <td>0.88</td> <td>.76</td> <td>.73</td> <td>.83</td> <td></td> <td></td> </tr> <tr> <td>Test 1</td> <td>0.78</td> <td>0.82</td> <td>0.70</td> <td>0.75</td> <td>.83</td> <td>.74</td> <td>.78</td> <td></td> <td></td> </tr> <tr> <td>Test 2</td> <td>0.76</td> <td>0.79</td> <td>0.72</td> <td>0.75</td> <td>.86</td> <td>.70</td> <td>.82</td> <td></td> <td></td> </tr> <tr> <td>Proposal</td> <td>0.85</td> <td>0.67</td> <td>NA</td> <td>NA</td> <td>.84</td> <td>.75</td> <td>1.00</td> <td></td> <td></td> </tr> <tr> <td>Bib</td> <td>0.42</td> <td>0.7</td> <td>NA</td> <td>NA</td> <td>.66</td> <td>.79</td> <td>.74</td> <td></td> <td></td> </tr> <tr> <td>Draft</td> <td>0.72</td> <td>0.69</td> <td>0.44</td> <td>0.60</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		<u>F14</u>	<u>S15</u>	<u>F15</u>	<u>S16</u>	<u>F16</u>	Quizzes	58.5	56.7	71	57.8	NA	Assn	92.25	73.6	NA	74	81	Tests	NA	NA	78	NA	73	Final	NA	NA	78	NA	NA	Paper 1	90	76.3	77.9	58	NA	Paper 2	83.64	76.6	84.9	55.7	NA	Presentation	72.5	77.8	86.4	60	NA	Course	79.55	73.6	NA	76	77		<u>F12</u>	<u>S13</u>	<u>F13</u>	<u>S14</u>	<u>S17</u>	<u>F17</u>	<u>S18</u>	<u>F18</u>	<u>SP19</u>	Quizzes	0.77	0.72	0.65	0.88	.76	.73	.83			Test 1	0.78	0.82	0.70	0.75	.83	.74	.78			Test 2	0.76	0.79	0.72	0.75	.86	.70	.82			Proposal	0.85	0.67	NA	NA	.84	.75	1.00			Bib	0.42	0.7	NA	NA	.66	.79	.74			Draft	0.72	0.69	0.44	0.60						<p><u>PSY 330 Research Methods I</u> With 2013-14, instructors began rotating in their assignments of PSY 330, 331, and 332. Therefore, a consistent approach has not been used over the past two academic years. One professor continued the methods of the past several years, while others included more practical research experience. Because of a lack of consistency, it is difficult to determine trends in student performance. However, the semester average has remained in the 80% range.</p> <p><u>PSY 332 Research Methods II</u> Several grading</p>
	<u>F14</u>	<u>S15</u>	<u>F15</u>	<u>S16</u>	<u>F16</u>																																																																																																																										
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<p>PSY 490 <i>Senior Seminar</i> Assessment: Portfolio</p> <p>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.</p>	Lit R	0.81	0.82	0.50	NA	.67	.72	.73			<p>changes have occurred in PSY 332. In spring 2016, the course was changed to place more weight on research projects that were carried out and reported on.</p> <p><u>Research Methods Redesign:</u> The redesign has been ineffective in increasing student pass rates. However, it is agreed that students should have PSY 331 Statistics before PSY 330 or PSY 332 Research Methods.</p> <p>The semester average is consistently above 80% for this class since 2016-17.</p> <p>Note –PSY 493 (<i>Independent Research</i>) was developed to give students an opportunity to take a</p>	
	FE	0.66	0.85	0.46	NA	.71	.67	.77				
	Presentati on					.81		.77				
	Mindtap					.83		.81				
	Avg.					.72	.75	.79				
	<p><u>PSY 332 Research Methods II Assessment Data</u> PSY 332 has been on the four-test system since fall 2006; however, only two tests were given in Spring 2014. There is an early-semester talk to peers designed to pressure them for the details for their project. There is also an annotated bibliography, first draft, and second draft.</p> <p>Note – Previous years are also reported to provide trend data.</p>											
	PSY 332	F18	S19									
	Test 1	.74	.69									
	Test 2	.73	.58									
	Test 3											
	Test 4											
	Talk											
	Bib											
	Project planning	.75	.85									
	Outline											
	Draft 1											
	Draft 2											
	RP	.82	.93									
	FE	.60	.56									
	HW											
Sem.	.87	.83										
Avg.												

Quiz Avg.											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 seven years, PSY 493 has not been offered as part of a faculty member’s course load. PSY 493 has been offered sporadically to a few students over the last years. The division has seen a steady increase in enrollment in PSY 493 since more students are wanting a research-oriented course. In 2016-17, there were 11 students. Three presented posters at
PSY 332											
	F13	S14	F14	S15	F15	S16	F16	S17	F17	S18	
Test 1	0.84	0.91	0.89	0.71	0.58	NA	.75	.75	.75	.66	
Test 2	0.71	0.75	0.91	0.64	0.69	NA	.94		.65	.58	
Test 3	NA	NA	NA	NA	NA	NA	.58				
Test 4	NA	NA	NA	NA	NA	NA	.48				
Talk	NA	NA	NA	0.74	0.91	0.72	.78	.86		.85	
Bib	0.71	0.62	0.80	0.66	0.74	NA		.80			
Project planning						1.00	.65	.89	.84	.94	
Outline						0.84	.75	.81		.94	
Draft 1	NA	0.77	NA	NA	NA	0.62	.65	.92	.83	1.00	
Draft 2	NA	0.75	NA	NA	NA	NA	.85	.69		.72	
RP	NA	NA	0.80	0.76	0.92	0.79	.90	.86		.84	
FE	NA	NA	0.80	0.70	0.82	NA			.81		
HW	NA	NA	0.83	0.70	NA	NA			.96		
Sem. Avg.	0.78	0.81	NA	NA	0.82	0.87	.80	.82	.85	.81	
Quiz Avg.	0.72	0.77	0.71	0.83	0.80	0.68	.69	.75	.76		
<p><u>Student Research and Presentation Production</u> Psychology students conducted a number of research projects in their upper-level courses, contributing to a signature experience in research for psychology majors. In addition, 5 students registered for PSY 493 Independent Research. PSY 499 Honors Thesis was offered for the first time, and one student completed the thesis course in Fall 2018. Seven psychology majors were accepted into the McNair Scholars in 2018, and three were accepted for Spring 2019.</p>											

		<p>Students completed a number of research projects in PSY 332, PSY 490, PSY 499 and PSY 493. There were a total of 207 visits to the psychology lab were documented over the academic year as students worked on research or participated in research, which was an increase over 2017-18, when only 122 visits were made to the psychology lab.</p> <p><u>PSY 490 Senior Seminar</u></p> <table border="1" data-bbox="625 483 1228 711"> <tr> <td></td> <td>Sp19</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Portfolio</td> <td>81</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Presentatio n</td> <td>76</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Course Avg</td> <td>81</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Overall, the PSY 330, 331, and 332 scores were compared in past years to the MFT Measurement and Methodology area. Past years used the MFT, and scores were consistently near but lower than the national average in this area. Using portfolio assessment data for the first year from PSY 490 to corroborate PSY 330, 331, and 332 data, we see students on average scored a “B” in PSY 490 reflecting that overall, students performed consistently in all courses.</p>		Sp19					Portfolio	81					Presentatio n	76					Course Avg	81					<p>SEPA 2017. In 2017-18, there were 5 students enrolled in the class. In 2018-19, five were enrolled in the class.</p> <p>The department started a psychology stats lab with tutoring by graduate students in Spring 2014. While statistics help was specifically advertised, tutors were also available to help with writing and APA style.</p>
	Sp19																										
Portfolio	81																										
Presentatio n	76																										
Course Avg	81																										

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

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

Course	<p>A. Learning Outcome <i>List every GE outcome/competency for any identified GE course(s) for your unit</i></p> <p><i>Example included below is for History, which has six courses listed, with two outcomes for each one (12 total outcomes will be needed fr HIS section).</i></p>	<p>B. Data Collection & Procedures (& benchmarks)</p> <p><i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3. Explain the procedure to analyze the data.</i></p>	<p>C. Results of Evaluation <i>What were the findings of the analysis?</i></p>	<p>D. Use of Evaluation Results</p> <p><i>1. List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</i></p>
<p>PSY_101_GE_02 Understand and use qualitative and quantitative methods for analysis and problem solving</p>	<p>Research, analysis, problem solving, and response</p>	<p>Specific Objectives: Solve critical thinking exercises from textbook. Recognize and describe aspects of the scientific method. Recognize or describe essential features of descriptive, correlational, and experimental research</p> <p>Content will be specifically taught in each PSY 101 (<i>General Psychology</i>) course section when covering the research methods chapter (e.g., scientific method,</p>	<p>Mean percentage scores on the Outcome 02 competency quiz were: Fall 2018 = 78% (N = 100) 29 students did not pass the competency quiz with at least 75%. Spring 2019 = 91% (N = 99) 13 students did not pass the competency quiz with at least 75%. Other years are given for comparison. Fall 2017 = 82% (N</p>	<p>A uniform assessment for Outcome 01 in all PSY 101 sections was implemented in Fall 2012. The mean percentage scores for Fall 2018 and Spring 2019 indicate satisfactory attainment of the Outcome 02 competency. 78% of Fall 2018 students and 91% of Spring 2019 students passed the competency quiz with a score of at least 75%. This is trending upward</p>

		<p>essential features of descriptive, correlational, experimental research).</p> <p>The competency will be specifically assessed using a uniform multiple-choice quiz in the Canvas course shells for all PSY 101 sections. Each quiz consists of 20 items. Students must obtain a score of 75% or higher to achieve satisfactory attainment (75% is a conventional criteria of competency in a content area).</p>	<p>= 154) 34 students did not pass the competency quiz with at least 75%. Spring 2018 = 77% (N = 131) 35 students did not pass the competency quiz with at least 75%. Fall 2016 = 82% (N = 196) 33 students did not pass the competency quiz with at least 75%. Spring 2017 = 78% (N = 134) 24 students did not pass the competency quiz with at least 75%. Fall 2015 = 74% (N = 195) 50 students did not pass the competency quiz with at least 75%. Spring 2016 = 79% (N = 148) 31 students did not pass the quiz with at least a 75%.</p>	<p>since the beginning of the administration of the quizzes. Prior semester averages are given for comparison.</p> <p>Each semester, the Psychology Program Curriculum Committee systematically tracks the assessment process and mastery/ understanding of the competency.</p>
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			<p>Fall 2014 = 88% (N = 263) 28 students did not pass the competency quiz with at least a 75%. Spring 2015 = 70% (N = 186) 59 students did not pass the quiz with at least a 75%.</p> <p>Fall 2013 = 82% (N = 188) 32 students did not pass the competency quiz. Spring 2014 = 80% (N = 172) 48 students did not pass the competency quiz with at least 75%.</p> <p>Fall 2012 = 78% (N=168) Spring 2013 = 81% (N=110)</p> <p>.</p>	
PSY_101_GE_06	Demonstrate an	Specific Objectives:	Mean percentage	A uniform

<p>Human Behavior and Social Structures</p>	<p>understanding of human behaviors and social structures</p>	<p>Recognize and describe the nature of human beings according to psychodynamic, behavioral, cognitive, or humanistic models. Understand issues in personal development and apply these to present situations.</p> <p>Content will be specifically taught in each PSY 101 course section when covering the human development chapter.</p> <p>The competency will be specifically assessed using a uniform multiple-choice quiz in the Blackboard/Canvas course shells for all PSY 101 sections. Each quiz consists of 20 items. Students must obtain a score of 75% or higher to achieve satisfactory attainment (75% is a</p>	<p>scores on the Outcome 06 competency quiz were: Fall 2018 = 86% (N = 101) 15 students did not achieve at least 75% on the competency quiz. Spring 2019 = 89% (N = 99) 9 students did not achieve at least 75% on the competency quiz.</p> <p>Other semesters are given for comparison: Fall 2017 = 78% (N = 154) 45 students did not achieve at least 75% on the competency quiz. Spring 2018 = 77% (N = 131) 29 students did not achieve at least 75% on the competency quiz.</p> <p>Fall 2016 = 78% (N = 196) 43 students did not achieve at</p>	<p>assessment for Outcome 06 in all PSY 101 sections was implemented in Fall 2012. 86% of students in Fall 2018 and 89% of students in Spring 2019 achieved passing scores. The mean percentage scores for Fall 2018 and Spring 2019 indicate satisfactory attainment of the Outcome 06 competency.</p> <p>Each semester, the Psychology Program Curriculum Committee systematically tracks the assessment process and mastery/ understanding of the competency.</p>
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		conventional criteria of competency in a content area).	<p>least 75% on the competency quiz. Spring 2017 = 75% (N = 134) 27 students did not achieve at least 75% on the competency quiz.</p> <p>Fall 2015 = 78% (N = 195). 43 students did not achieve at least 75% on the competency quiz. Spring 2016 = 75% (N = 148) 37 students did not achieve at least 75% on the competency quiz.</p> <p>Fall 2014 = 86% (N = 263). 40 students did not achieve at least 75% on the competency quiz. Spring 2015 = 80% (N = 186) 35 students did not achieve at least 75% on the competency quiz.</p>	
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			<p>Fall 2013 = 80% (N = 188) 29 students did not pass the competency quiz with at least 75%.</p> <p>Spring 2014 = 80% (N = 172) 64 students did not pass the competency quiz with at least 75%.</p> <p>Fall 2012 = 80% (N=170) Spring 2013 = 88% (N=111)</p> <p>The average scores in fall 2013 and spring 2014 exceeded the 75% satisfactory attainment criteria.</p>	
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III. Goals

-- For the Current Year (2019)

Division Goals (2019)

CEDP 2019_01: The division, through targeted recruitment and innovative course/program offerings, will increase overall enrollment in the undergraduate and graduate program by 1%. The division will continue to monitor market demand and trends, and recruit strategically through the university admissions office, the community college system, and interest meetings for targeted populations. Retention efforts will focus on the advisement system, with the practice of contacting advisees to encourage them to register for courses and following up with students who did not register and providing need support. This will involve tracking student enrollment in a semester by semester practice. - Goal modified and continued from previous year.

- 1. Institutional Goal(s) supported by this goal:** SP Goals #1.03, 1.06, 2.01, & 2.02, 2.03, QEP Goal # 1, 2, 3, & 4, and COE Strategic Plan: # 3 Enrollment, Recruitment, and Retention.
- 2. Evaluation Procedure(s):** Review of enrollment from Institutional Research and Planning and retention reports. Track the number and type of productive recruitment efforts.
- 3. Actual Results of the Evaluation:** Total CED enrollment over the past three years is 221 in 2015-16, 202 in 2016-17, and 188 in 2017-18. Three-year trend data indicate that CED enrollment decreased 15% from 2015-16 to 2017-18; however, total CED enrollment has remained relatively stable since 2012-13, when enrollment was 182 (although current enrollment is still 3% greater than it was in 2012-13). There was a year of unprecedented enrollment in 2013-14, which mirrored a cycle in 2007-08. However, enrollment remains greater than the greatest dip in enrollment in 2010-11, when it was 155. Enrollment has stabilized to the level of the preceding five years. In order help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The CED program has also refined the first two semesters of course work so that students enter with a cohort and take the same classes. The CED program also implemented an EDS counseling program which has helped increase enrollment. Even though trend data indicates that enrollment is increasing, the CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education and as students begin their practica courses

Total PSY enrollment over the last three years was 172 in 2015-16, 180 in 2016-17, and 179 in 2017-18. Three-year trend data indicate that PSY enrollment has increased 4% since 2015-16 and 19% from 2012-13 to 2017-18. There was a 2% decrease in enrollment from 2014-15 to 2015-16, but overall the department has been increasing in

enrollment. Because of a past decreasing enrollment trend, the division has engaged in more vigorous recruiting practices. In Fall 2012, the division continued an enrollment and retention plan developed by CEAC. This involves academic advisors personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. The proposal was approved and implemented; however, no one has signed up for any courses to date. One core course will be online for Fall 2018, but no one has contacted the department from Holmes about enrollment. Also, faculty have been active at all recruitment fairs on and off campus. One past trend to note is that in years when there are larger numbers of graduates, the following years often see a temporary decline in enrollment. However, the Psychology program has had two of its largest graduation years, but numbers of enrolled students have remained relatively stable. In addition to recruiting efforts, faculty began examining curriculum in an effort to identify roadblocks to student success. Faculty have been looking at ways to make the curriculum more applied. A Certificate of Applied Industry has been added to help majors become more employable in the business field. The Psychology Department added a Sport Psychology minor and voted to reduce the number of credit hours for graduation to 120. Accomplishing the following goals will help increase enrollment by major: CEDP 2019_01, CEDP 2019_03, CEDP 2019_04, CEDP 2019_06, CEDP 2019_07, and CEDP 2019_08.

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

CEDP 2019_02: The Division will continue to implement the recommendations from the Division Data Integrity Committee concerning data integrity policy and process. In doing so, the division will be in compliance with the University’s “Data Integrity” Policy. – Goal modified and continued from previous year.

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

CEDP 2019_03: Program faculty will continue to engage in regular discussions about current research and publication efforts including but not limited to: Journal article submissions and potential submissions, conference presentations, book chapters, and involvement of students in scholarly efforts. – Goal continued and modified from previous year.

- 1. Institutional Goal(s):** SP Goal # 3.09, QEP Goals # 1 & 3, and COE Strategic Plan: # 1 Quality, # 2 Research, and # 5 Identity.
- 2. Evaluation Procedures:** Minutes of bi-weekly faculty meetings, presentations, and publication submissions.
- 3. Actual Results:** Faculty were involved in 55 publications and presentations. This is a 53% increase in research productivity over 2017-18.
- 4. Uses of Results:** The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts.

Counselor Education Program Goals (2019).

CEDP 2019_04: Continue assessment and planning for ongoing CACREP and CAEP reaccreditation. Specifically, continue to implement and evaluate assessment plan submitted to CACREP after the Fall 2012 site visit.

- 1. Institutional Goal(s) supported by this goal:** SP Goals # 1.08 & 4.09, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
- 2. Evaluation Procedures:** Accreditation was certified by CACREP in Spring 2013. Clear concise means of self-study through and ongoing assessment plan for both the MEd Programs and the EdS program.
- 3. Actual Results:** The Self-Study was completed over the 2018-19 year. The website was updated to reflect new standards requiring the posting of certain program data, information, and program outcomes. The division employed the services of Brandon Wilde and submitted drafts to Brandon for feedback. The final draft was ready for mailing to CACREP on 5/28/2019.
- 4. Use of Evaluation Results:** Reports are available for program evaluation by program faculty, DSU administration, and outside stakeholders. Faculty continue to gather data and report in Supervision Assist, Canvas, and to the Program Coordinator and Division Chair.

CEDP 2019_05: Program faculty matriculate students through the EDS in Counseling with school concentration. Program Enhancement and Evaluation.

- 1. Institutional Goal(s) supported by this goal:** SP Goals # 1.08, 2.01, & 2.04, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality and # 3 Enrollment, Recruitment, and Retention.

2. **Evaluation Procedure(s):** Course curriculum, admissions process, and enrollment
3. **Actual Results:** The goal was to continue populating the EDS program with cohorts of 8-10 students taking the four core courses. In order to maximize faculty efforts, the decision was made to accept students only during fall enrollment. The Fall 2016 class had 10 students and was 150% larger than Fall 2014. Students were not accepted for a Fall 2017 cohort because of numbers. Eight students were admitted in Spring 2018. Eight students continued in coursework in Fall 2018. However, only three students were admitted in Spring 2019.
4. **Uses of Results:** Faculty meeting minutes and data collected in databases, Canvas, and Supervision Assist reflect discussions to enhancement program enrollment. These discussions resulted in the change to admitting students once a year so that classes would be large enough to sustain the program. Program projects continue to show success in meeting learning objectives in transforming schools.

Psychology Program Goals (2019)

PSY 2019_06: Continue the process of assessing the psychology curriculum, research and applied courses.– Goal modified and continued from previous year.

1. **Institutional Goal(s) supported by this goal:** SP Goals # 1.08, 2.02, & 2.03, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
2. **Evaluation Procedure(s):** Grade distributions of PSY 332 in fall 2015, spring 2016, fall 2016, spring 2017, fall 2017, and spring 2018 as compared to previous semesters.
3. **Actual Results:** The PSY program recommended using Statistics at the beginning of the sequence. The redesign implemented in fall 2010 was recalibrated fall 2014. It was predicted that it would be a year and a half until representative comparative data are available. It would appear that this sequence will be the best for student success. The overall grades in the last course in the sequence (PSY 332) have increased and remained stable as low to mid 80%. The grades in PSY 331 have stopped the decline from 79% in 2013-14 to 69% in 2017-18. The grades in PSY 330 have increased in the 80% range over the past academic year.
4. **Uses of Evaluation Results:** The Psychology Curriculum Committee is continuing to examine ways to improve performance in these classes since they are a required core to other courses.

CEDP 2019_07: Hire, train, and support two new PSY faculty to replace faculty members departing after 2017-18.

1. **Institutional Goal(s) supported by this goal:** SP Goal # 3.01, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.

2. **Evaluation Procedure(s):** Course evaluations, in-class chair observations, annual chair evaluations, weekly meetings with program coordinator, and mentorship meetings with division chair.
3. **Actual Results of the Evaluation:** Two new faculty members began in Fall 2018 and were fully integrated and supported member of the program faculty. Both had division mentors and are contributing to the success of the division.
4. **Use of Evaluation Results:** Continue to develop and strengthen the program faculty. Continue to improve all PSY faculty in teaching, scholarship, and service.

CEDP 2019_08: Continue assessment and planning for external review PSY visit. Specifically, prepare for and host a successful external review site visit.

5. **Institutional Goal(s) supported by this goal:** SP Goals # 1.08 & 4.09, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
6. **Evaluation Procedures:** Clear concise means of self-study and external review through the self-study document and site visit.
7. **Expected Results** A complete review of the PSY program that shows adequate data collection and analysis of available data toward an enhanced learning environment. Several recommendations were made: 1) Change title from Social Cognition to Social Psychology, 3) Discontinue the use of the MFT in Psychology for program evaluation, 4) Include APA program skills assessment in evaluation plan, 5) Maintain an active subject pool of participants, 6) Align curriculum with 5 pillars of psychology education instead of core courses, 7) Offer careers class more frequently, 8) Offer Honors Thesis as an alternative integrating experience in place of Senior Seminar, 9) Revise Senior Seminar so that it isn't preparation for the MFT, 10) develop more internship opportunities, 11) Move toward a two-semester sequence of statistics and research methods, 12) Offer a neuroscience concentration. However, it was noted that a judicious plan should be formalized without trying to accomplish everything in the report.
8. **Uses of Evaluation Results:** The faculty submitted changes to Academic Council for immediate revision of program curriculum. The assessment plan is being revised based on new required courses.

For Coming Year(s) (2020)

Division Goals (2020)

CEDP 2020_01: The division, through targeted recruitment and innovative course/program offerings, will increase overall enrollment in the undergraduate and graduate program by 1%. The division will continue to

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

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

CEDP 2020_02: The Division will continue to implement the recommendations from the Division Data Integrity Committee concerning data integrity policy and process. In doing so, the division will be in compliance with the University’s “Data Integrity” Policy. – Goal continued from previous year.

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

CEDP 2020_03: Division faculty will continue to engage in regular discussions about current research and publication efforts including but not limited to: Journal article submissions and potential submissions, conference presentations, book chapters, and involvement of students in scholarly efforts. – Goal continued from previous year.

- 1. Institutional Goal(s):** SP Goal # 3.09, QEP Goals # 1 & 3, and COE Strategic Plan: # 1 Quality, # 2 Research, and # 5 Identity.
- 2. Evaluation Procedures:** Minutes of bi-weekly faculty meetings, presentations, and publication submissions.

3. **Expected Results:** There will be an increase in submissions of journal articles and presentations. There will be evidence of student involvement in faculty scholarship.
4. **Anticipated/Intended Uses of Results:** The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts.

Counselor Education Program Goals (2020).

CEDP 2020_04: Continue assessment and planning for ongoing CACREP and CAEP reaccreditation. Specifically, prepare and submit the self-study in preparation for the 2020 site visit. – Goal modified and continued from previous year.

1. **Institutional Goal(s) supported by this goal:** SP Goals # 1.08 & 4.09, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
2. **Evaluation Procedures:** Accreditation was certified by CACREP in spring 2013. Clear concise means of self-study through an ongoing assessment plan for both the MED Programs and the EDS program.
3. **Expected Results** A complete review of syllabi and Supervision Assist that shows adequate data collection. Analysis of available data toward an enhanced learning environment. Supervision Assist is also a central repository for student work in addition to being a central repository for verification of field experiences.
4. **Anticipated/Intended Use of Evaluation Results:** Reports are available for program evaluation by program faculty, DSU administration, and outside stakeholders. Faculty will continue to gather data and report in Supervision Assist, Canvas, and to the Program Coordinator and Division Chair.

CEDP 2020_05: Program faculty matriculate students through the EDS in Counseling with school concentration. Program Enhancement and Evaluation.

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

Psychology Program Goals (2020)

CEDP 2020_06: Continue the process of assessing the psychology curriculum, research and applied courses.– Goal modified and continued from previous year.

- 1. Institutional Goal(s) supported by this goal:** SP Goals # 1.08, 2.02, & 2.03, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
- 2. Evaluation Procedure(s):** Grade distributions of PSY 332 in fall 2016, spring 2017, fall 2017, spring 2018, fall 2018, and spring 2019 as compared to previous semesters. Scores on the MFT.
- 3. Expected Results:** The PSY program and curriculum will become stronger and more organized. Students will find it easier to matriculate through the curriculum.
- 4. Anticipated/Intended Uses of Evaluation Results:** Results will be used to modify the curriculum and psychology program in the future.

CEDP 2019_07: Continue implementation of changes recommends from external review PSY visit. Specifically, implement changes not addressed in 2018-19.

- 9. Institutional Goal(s) supported by this goal:** SP Goals # 1.08 & 4.09, QEP Goals # 1 & 4, and COE Strategic Plan: # 1 Quality.
- 10. Evaluation Procedures:** Clear concise means of self-study and external review through the self-study document and site visit.
- 11. Expected Results** A complete review of the PSY program that shows adequate data collection and analysis of available data toward an enhanced learning environment.
- 12. Anticipated/ Intended Uses of Evaluation Results:** Reports available for program evaluation by program faculty, DSU administration, and outside stakeholders. Continued growth toward program enhancement and data to guide program improvements for enhanced student learning.

IV. Data and Information for Department:

Brief Description and/or Narrative of programmatic scope:

Counselor Education Program

The Counselor Education graduate program offers a Master of Education degree in Counseling with two tracks: School Counseling and Clinical Mental Health Counseling. An EDS. in Counseling with a School Counseling concentration and EDD degree in Professional Studies with an area of concentration in Counseling are also offered. The Counselor Education graduate program emphasizes excellence in instruction by providing a friendly environment, small classes

and opportunities for students to develop intellectually, professionally and socially. Faculty provide a rich experiential base with an exposure to a wide variety of client populations and creative teaching environments. Students develop competence in all essential aspects of professional counseling and specialization in their particular fields of interest.

Psychology Program

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

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

Comparison of Enrollment by Major

	2005 - 2006					
	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
	2012-2013			2013-2014		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	41	67	74	62	92	106
PSY	31	69	51	18	79	76
Total	72	136	125	80	171	182
	2014-2015			2015-2016		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	63	92	92	56	82	83
PSY	15	80	76	22	74	76
Total	78	172	168	78	156	159
	2016-2017			2017-2018		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	50	79	73	56	63	69
PSY	16	89	77	19	83	80
Total	66	168	150	75	146	149

Note—Total CED enrollment over the past three years was 247 in 2014-15, 221 in 2015-16, 202 in 2016-17, and 188 in 2017-18. Three-year and one-year trend data indicate that CED enrollment decreased 24% from 2014-15 to 2017-18 and decreased 7% by from 2016-17 to 2017-18. However, the present enrollment represents a 3% increase from 2012-13. Although the present trend is a slow decrease over the past five years, it is an increase over the 2010-2011 enrollment when enrollment was at a record low of 155. In order help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The CED program also implemented an EDS school counseling program which initially helped increase enrollment. CED program faculty changed to a cohort design for the master’s and EDS so that first-year students take the same classes. This helps create a cohort atmosphere among students, makes the semester schedule more predictable for faculty and administration, and has helped with retention.

The CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education. The program began using personal interviews in the admissions process, and this change has led to fewer students enrolling who were not serious about a career as a licensed professional counselor. Therefore, while overall enrollment has dropped, the students who enroll are more likely to persist to graduation. The numbers of students dropping out of the program has decreased since 2012-13.

Note—Total PSY enrollment over the last three years was 171 in 2014-15, 172 in 2015-16, 182 in 2016-17, and 182 in 2017-18. Three-year and five-year trend data indicate that PSY enrollment has steadily increased. There is a 6% increase from 2014-15 to 2017-18, a 21% increase from 2012-13 to 2017-18. In Fall 2012, 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. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. The proposal was approved and implemented; however, no one has signed up for any courses to date. One core psychology course will go online in 2018-19 Also, faculty have been active at all recruitment fairs on and off campus. Faculty reviewed the curriculum for possible roadblocks in student progress as well as updating it to include applied courses. Faculty created a certificate in Applied Psychology of Industry and a sport psychology minor. One past trend to note is that in years when there are larger numbers of graduates, the following years often see a temporary decline in enrollment. However, this has not happened over the past two academic years. Accomplishing the following goals will help increase enrollment by major: CEDP 2019_01, CEDP 2019_03, CEDP 2019_04, , CEDP 2019_05, CEDP 2019_06, CEDP 2019_07, and CEDP 2019_08.

Credit Hour Production (CHP) by Discipline

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

EPY	45	78	228	93	210	276
Total	381	456	1941	630	1767	870
	Summer 2009		Fall 2009		Spring 2010	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	69	330	213	522	153	450
PSY	261	0	1476	0	1245	0
EPY	36	198	156	165	249	180
Total	366	528	1845	687	1647	630
	Summer 2010		Fall 2010		Spring 2011	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	84	315	159	402	120	354
PSY	273	0	1443	0	1155	0
EPY	54	189	234	228	276	126
Total	411	504	1836	630	1551	480
	Summer 2011		Fall 2011		Spring 2012	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	87	249	135	522	93	465
PSY	222	0	1317	0	1188	0
EPY	30	174	243	183	273	111
Total	339	423	1695	705	1554	576
	Summer 2012		Fall 2012		Spring 2013	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	99	387	162	429	132	585
PSY	141	0	1281	0	1071	0
EPY	81	138	192	150	177	96
Total	321	525	1635	579	1380	681
	Summer 2013		Fall 2013		Spring 2014	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	93	540	204	705	168	801
PSY	138	0	1272	0	1174	0
EPY	36	186	201	60	174	84
Total	267	726	1677	765	1516	885

	Summer 2014		Fall 2014		Spring 2015	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	69*	477	141*	630	108*	669
PSY	69	0	1398	0	1245	0
EPY	42	84	204	114	219	78
Total	180	561	1743	744	1572	747
	Summer 2015		Fall 2015		Spring 2016	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	72*	483	150*	618	102*	609
PSY	147	0	1171	0	1139	0
EPY	72	90	180	72	180	48
Total	291	573	1501	690	1421	657
	Summer 2016		Fall 2016		Spring 2017	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	45*	444	156*	552	99*	546
PSY	108	21	1233	0	1165	0
EPY	39	57	156	36	153	30
Total	192	552	1545	588	1417	576
	Summer 2017		Fall 2017		Spring 2018	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	36*	489	141*	498	132*	624
PSY	78	27	1135	0	1101	25
EPY	51	147	204	78	204	51
Total	165	663	1480	576	1437	700

*Data associated with remedial course CED 098/099 Academic Support Labs, CED 400 Introduction to the Counseling Profession, and CED 481 Bereavement in Children and Adolescents.

Note—CED CHP three-year trend data indicate a decrease (8%) from 2014-15 (1776) to 2017-18 (1920); one-year trend data indicate a 4% increase from 2016-17 (1842) to 2017-18 (1920). CED CHP is influenced by enrollment in CED 098/099 that is not part of the division, and CED undergraduate CHP has decreased 10% from 2016-17. The division began offering CED 400 Introduction to the Counseling Profession, paid for by the HRSA Behavioral Health grant, which has steadily increased CHP. PSY CHP trend data indicated a decrease of 13% from 2014-15 (2712) to

2017-18 (2366); however, as predicted, the elimination of PSY 101 General Psychology as a required course has meant a decline in PSY CHP. There are also more students entering DSU with Dual Credit in Psychology, so they do not enroll in PSY 101. Finally, shortly after the beginning of 2017-18, one faculty member left the division and was not replaced, and therefore, fewer PSY 101 sections were offered. The one-year trend data indicate a decrease of 6% from 2016-17 (2527) to 2017-18 (2366). The PSY three-year trend data reflects relatively stable CHP, where the reduction in general education requirements and required PSY 101 General Psychology is offset by an increase in PSY course offerings and the creation of PSY 592 Psychology of Blues and HipHop for the Blues Certificate program and PSY 592 Sport Psychology. The increase in PSY CHP has been handled with increased reliance on adjunct professors and overloads. In 2012-13, the Division lost a tenure-track line which was not filled when a Division professor and chair took a job out of state. Having fewer tenure-track lines has impeded the Division's ability to offer the same number of PSY 101 sections and psychology electives. EPY CHP three-year trend data indicate a 1% decrease from 2013-14 (741) to 2017-18 (735); this enrollment is subject to the fluctuations in enrollment in graduate and undergraduate education courses. One-year trend data indicate a 56% increase from 2016-17 (471) to 2017-18 (735). EPY trend data are related to enrollment in undergraduate and graduate programs outside of the Division since these are service courses for other programs. As a result of previous PSY decreasing CHP trend, the division engaged in more vigorous recruiting practices. In fall 2012, the division implemented an enrollment and retention plan developed by CEAC that has been continued every semester. The division added a new certificate for psychology majors (CEDP2016_11), has added a sport psychology minor (CEDP 2017_08), and continues to look for ways to increase applied courses for students. Accomplishing the following goals will help increase enrollment by major: CEDP 2018_01, CEDP 2018_03, CEDP 2018_04, CEDP 2016_06, CEDP 2018_07, and CEDP 2018_08.

Division Graduates by Major

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-18
CED	26	30	22	26	24	16	12	20 (12 MED, 8 EDS)	29 (18 MED, 11 EDS)	31 (15 MED, 16 EDS)	33 (25 MED, 8 EDS)	21 (25 MED, 3 EDS)	27 (21 MED, 6 EDS)
PSY	18	23	26	16	22	13	17	18	10	15	16	18	24
Total	44	53	48	42	46	29	29	38	39	46	49	42	51

Note – Overall division graduation numbers increased from 2016-17 (42) to 2017-18 (51). This is an overall 21% increase in one year and an 11% increase over three years . There were more EDS graduates, which is most likely due

to the cohort effect. EDS graduates increased by 3 (100%) in 2017-18 but decreased by 63% since 2014-15. CED graduates increased from 21 to 27 (29%) while PSY increased from 18 to 24 (33.3%). CED three-year trend data indicate a 13% decrease from 2014-15 (31) to 2017-18 (27). PSY three-year trend data indicate a 60% increase from 2014-15 (15) to 2017-18 (24). Trend data indicate that since 2013-14, graduate numbers are remaining somewhat stable despite the fact that the division experiences a significant amount of attrition due to the rigor of the psychology and counselor education programs. In order to help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a discussion on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The program has also moved to a cohort format for the first year. However, the CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education. The PSY program also continues to address noticeable student writing weaknesses and began a psychology lab to address student weaknesses in writing and statistics. Also, efforts to redesign the curriculum to address roadblocks to success and an increased focus on applied aspects of psychology may help increase graduation rates in the future. A certificate of Applied Psychology of Industry was added to increase applied options for students, and a new sport psychology minor was implemented. Accomplishing the following goals will help increase enrollment by major: CEDP 2020_01, CEDP 2020_03, CEDP 2020_04, CEDP 2020_06, and CEDP 2020_07.

Diversity Compliance Initiatives and Progress:

Both the Counselor Education and Psychology programs continue to infuse diversity and a multicultural orientation within its students throughout the curriculum. Students have rich experiences in practicum, internship and service coursework to incorporate principles learned within didactic portions of their programs. The division has been intentional about developing diversity within the faculty. The division actively recruited candidates from diverse backgrounds. Two female minority candidates accepted positions in CED. Dr. Natasha Barnes (African American female) and Dr. Catherine Vincent (white Hispanic female) were hired in 2017-18. Dr. Andres Garcia-Penagos (Hispanic male) was hired 2018-19. CACREP standards dictate that the Counselor Education program continue to adequately and comprehensively address diversity issues throughout the curriculum.

Economic Development Initiatives and/or Impact:

The Division of Counselor Education and Psychology is involved in economic development as it prepares students for careers in the helping professions and further graduate training. Currently, informal partnerships exist between Region

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

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

The doctoral track in Counselor Education has been operational for several years; however, it has not admitted new students because of low numbers of applicants. Currently, there are two students who are post-comps. One student graduated last year.

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

Grants, Contracts, Partnerships and Other Accomplishments:

Awarded Grants

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

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

- Internships – Counselor Education Program Faculty
 - 31 CED students served at least 13,000 hours as interns in clinical mental health and school settings in 2018-19.
- The 38th Annual F.E. Woodall Spring Conference for the Helping Professionals was held at DSU. The keynote speaker was Dr. Franc Hudspeth.
 - Over 300 counselors, social workers, teachers attended. There were 38 sessions.
 - 25 students participated in presentations.
 - Approximately 50 graduate student volunteers X average of 6 hours = 300+ 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
- DSU Helping Professions Training Series
 - Funded by HRSA grant.
Two workshops with 125 participants with 882 CE hours provided

Strategic Plan Data (see Appendix C of the Guidelines)

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

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

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

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

V. Personnel:

Current full-time division faculty and staff

- Dr. Natasha Barnes, Counselor Education
- Dr. George Beals, Counselor Education
- Dr. Stephanie Bell, Counselor Education
- Dr. Mary Bess Pannel, Counselor Education
- Dr. Cat Vincent, Counselor Education
- Dr. Jacqueline Goldman, Psychology
- Dr. Andres Garcia Penagos, Psychology
- Dr. Jon Westfall, Psychology
- Dr. Sally Zengaro, Psychology

Ms. Charlotte Brunetti-McClain, Counseling Lab Director
Mrs. Becky Steed, Senior Secretary

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

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

Counselor Education:

- Internships – Counselor Education Program Faculty
 - 36 CED students served at least 13,000 hours as interns in clinical mental health and school settings in 2018-19.
- The 38th Annual F.E. Woodall Spring Conference for the Helping Professionals was held at DSU. The keynote speaker was Dr. Edward Hudspeth.
 - Over 300 counselors, social workers, teachers attended. There were 38 sessions.
 - 25 students participated in presentations.
 - Approximately 50 graduate student volunteers X average of 6 hours = 300+ 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
- DSU Helping Professions Training Series
 - Funded by HRSA grant.
Two workshops with 134 participants with 882 CE hours provided
- **Dr. Natasha Barnes – Counselor Education Faculty**

RESEARCH / PUBLICATIONS

Barnes, N., & Adika S. (2018). *Using the structural family counseling theory to resolve depression in military families.* Military & Government Counseling Association (under review)

Barnes, N. (2018). Put Your Career Counseling Hat On. NCDCA Career Convergence Web Magazine (under review)

Barnes, N. (2019). Inspirations to Aspirations: Innovative Strategies for Working with Youth in Low-Income Communities. National Career Development Association. Houston, TX (accepted)

Barnes, N. (2019). Promoting wellness in the treatment of military spouses using the Indivisible Self Model of Wellness. International Association of Marriage and Family Counseling. New Orleans, LA (accepted)

Barnes, N. (2019). Effective practices for managing mental health issues in military families. American Counseling Association. New Orleans, LA (accepted)

Vincent C. & **Barnes, N. (2018).** Is wellness part of your counselor identity. Mississippi Counseling Association. New Orleans, LA

Barnes, N. (2018). *Career development in adolescents: Illustrating activism through metaphor.* Southern Association of Counselor Education & Supervision. Myrtle Beach, SC (accepted)

Barnes, N. (2018). Brats' lives matter: Activism for mental health issues of children in military families. Southern Association of Counselor Education & Supervision. Myrtle Beach, SC (accepted)

○ **Other Noteworthy Activities and Accomplishments**

Award

- **DSU's Excellence in Diversity and Inclusion Award (2/21/2019)**

Program Committee Membership

- Woodall Spring Conference for the Helping Professions Planning Committee
- CACREP Self-Study and Re-Accreditation Committee
- Counselor Education Curriculum Committee

University Committees Membership

- Academic Advising Committee
- Centennial Fund Committee (Member)
- CAEP committee

- Winning the Race Committee
- Academic Advising Committee

Professional Affiliations (Current)

- Mississippi Counseling Association
 - MCA Delta Region President
- MGCA Secretary – weekly duties

Hosted/Co-Sponsored Trainings/Workshops

- Co-Hosted at Woodall
- Co-Hosted at HRSA Workshop

Other

- Supervisor: Clinical Supervision of students enrolled in CED 604.
- Reviewer: 2018 Woodall Spring Conference for the Helping Professions Program Proposals.
- Mentor: McNair Research Scholars mentor; Mentor for 2 Counselor Education
- Participant: Participated in multiple career/high school fairs on the DSU campus.
- Coordination of MCA’s Counselors’ Day at the Capitol for DSU Counselor Education Students
- Coordination of Chi-Sigma Iota Homecoming Parade Admission
- Coordination of tokens of appreciation to DSU student veterans for Christmas

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

Bell, S. & Beals, G. (October, 2018). *Exploring the benefits and challenges of implementing a developmental cohort model*. Southern Association of Counselor Education and Supervision. Myrtle Beach, SC.

Beals, G. (June, 2018). *Discovering the Enneagram: Finding your numbers for counselors*. For the Delta State University’s Helping Professions Training Series. Cleveland, MS. All day session.

Beals, G. & Kelly, R. (March, 2018). *The Interior Scavenger Hunt: An introduction to the Enneagram for ourselves and our clients*. F.E. Woodhall Conference for the Helping Professions. Cleveland, MS.

Beals, G. (March, 2018). *Aspirational ethics in the age of technology*. F.E. Woodhall Conference for the Helping Professions. Cleveland, MS.

○ **Other Noteworthy Activities and Accomplishments**

- Graduate Program Coordinator and Director of Assessment
- Faculty Senate member
- Member, Counselor Education Curriculum Program Committee
- Member, CACREP Self-Study and Re-Accreditation Committee
- Member, F. E. Woodall Spring Conference Committee
- Member, Diversity Committee
- Member, Graduate Program Task Force Committee
- Member, Grievance Committee
- Member, DSU Institutional Review Board
- Member, three dissertation committees, chairing two
- Member, DSU Research Committee
- Member, Chi Sigma Iota
- Member, Mississippi Counseling Association and Divisions
 - Licensed Professional Counselors
 - Spiritual, Ethical, and Religious Values in Counseling
 - Current President, Counselor Education and Supervision
 - Delta Region Counseling
- Member, American Counseling Association and Divisions
 - Association for Counselor Education and Supervision
 - Association for Gay, Lesbian, Bisexual Issues in Counseling
 - Association for Spiritual, Ethical, and Religious Values in Counseling
 - Association for Specialist in Group Work
 - Counselors for Social Justice
 - Association for Assessment in Counseling and Education
- Academic Advisor
- Safe Space Training for faculty and staff
- Provided Workshops to Nutrition and Dietetics Students on reducing test anxiety
- Presentation to Student Success Services on relaxation techniques

- Site reviewer for CACREP
- University naming committee - 1 meeting
- Graduate Programs Task Force - 8 meetings including subcommittee work
- Counselor Education Curriculum Committee
- CACREP Self-study
- CACREP Liaison
- National Board of Certified Counselors Liaison
- 10 students received a \$10,000 stipend remaining from the HRSA grant. Two HRSA workshops were coordinated with 125 in attendance.
- **Dr. Stephanie Bell – Counselor Education Faculty**

Publication:

- Pickens, B, Mckinney, R., & **Bell, S.C.** (in-press). A hierarchal model of coping in the college student population. *Journal of Interdisciplinary Studies*.
- Stoltz, K. B., **Bell, S. C.**, & Mazahreh, L. G. (in press). Selecting and Understanding Career Assessments. In K. B. Stoltz, & S. R. Barclay (Eds.). *A comprehensive guide to career assessment* (7th ed.). Broken Arrow, OK: National Career Development Association.
- Stoltz, K. B., **Bell, S. C.**, & Eckhardt, A. (2020). Professional and career development for counselor education: Strategies for an effective job search. In Adekson, M. O. *Handbook of counseling and counselor education*. New York, NY: Routledge Publishing

Peer Reviewed Presentations:

- **Bell, S. C.**, & Beals, G. R. (2018, October). *Exploring the Benefits and Challenges of Implementing a Developmental Cohort Model*. Presented at The Southern Association for Counselor Educators and Supervisors Conference, Myrtle Beach, SC.
- **Bell, S. C.**, & Stoltz, K., B. (2018, October). *A Model of Credibility & Consistency in Qualitative Assessments for Counselor Education and Practice*. Presented at The Southern Association for Counselor Educators and Supervisors Conference, Myrtle Beach, SC

DSU Presentation:

- **Bell, S.C., & Beals, G.R. (2018).** *Intervening with Distressed Students*. Presentation to the opening session for College of Education and Human Sciences Faculty at Delta State University.

- **Other Noteworthy Activities and Accomplishments**

- Reviewer for proposals for the Woodall Conference for the Helping Professions.
- Reviewer for proposals for the Association for Counselor Education and Supervision (ACES) conference
- Member, Counselor Education Curriculum Program Committee
- Member, CACREP Self-Study and Re-Accreditation Committee
- Member, F. E. Woodall Spring Conference Committee
- Methodologist, three dissertation committees
- Gender Studies Group member
- DSU Graduate Council member
- Chair – COEHS Research and Grant Funds Review Committee
- Served as a new faculty mentor in the division.
- Served as a reviewer for Springer publications textbook.

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

- **Presentations**

Student Research Collaboration – Peer Reviewed presentations

Pannel, M. & CED 619 School Counseling internship students. (April, 2018). Life skills, career, and college readiness: Exposure through a developmental lens. Annual F.E. Woodall Conference for the Helping Professions, Cleveland, MS.

Slay, J., & **Pannel, M.B.** (2018). Promoting the Impact of School Counselors: Addressing Student ACT Scores. DSU Academic Research Showcase, February, 2018

Peer Reviewed presentations

Pannel, M. (November, 2018). Creative strategies for advocating and marketing data-driven school counseling practices. Mississippi Counseling Association annual conference, Biloxi, MS.

Myrolie, R., Marsh, A., & **Pannel, M.** (September, 2018). Understanding and advocating for the connection between mental health and nutrition. Association for Creativity in Counseling National Conference, Clearwater, FL.

Pannel, M., Myrolie, R., & Marsh, A (September, 2018). Collaboration between school counselors and school personnel in understanding the impact of health and wellness for student academic achievement. Association for Creativity in Counseling National Conference, Clearwater, FL.

Whitaker, R., Cory, J., **Pannel, M.,** & Proctor, J. (April, 2018). Building Allies & Understanding: TGNC Competencies and Alliances in K-12 Settings. Annual F. E. Woodall Conference for the Helping Professions, Cleveland, MS.

Myrolie, R., **Pannel, M.,** & Whitaker, R. (April, 2018). Professional school personnel’s understanding of school nutrition and the connection with social and emotional wellness of their K-12 environment. Annual F. E. Woodall Conference for the Helping Professions, Cleveland, MS.

Speaking Engagement Initiations

Pannel, M. (April, 2018). *What’s your passion?* Psychology Club, Delta State University, Cleveland, MS.

Pannel, M. (March, 2018). *All is love, even math.* Professional Development Teacher Workshop. Indianola Academy, Indianola, MS.

2018 Association of Creativity in Counseling Professional Grant

- I am currently working with other school counselor educators on research targeting and promoting the role of school counselors in making the connection of nutrition, mental health, and academic success. We received a grant from the Association of Creativity in Counseling to assist with the development and implementation of the research project.

- o **Other Noteworthy Activities and Accomplishments**

- Represented the department at the Career Discovery Day
- Represented the department at the Bolivar County College Fair

- Member, Counselor Education Curriculum Program Committee
 - Member, CACREP Self-Study and Re-Accreditation Committee
 - Member, F. E. Woodall Spring Conference Committee
 - Faculty Advisor, Chi Sigma Iota Honor Society
 - Doctoral Dissertation Committee Member (2 committees)
 - Mississippi Counselor Association
 - Social Media, Chair, 2016-present
 - Delta Region Past-President, 2018
 - Delta Region President, 2016-2017
 - Mississippi Association of Counselor Educators and Supervisors
 - President, 2018
 - Chapter Faculty Advisor, Chi Sigma Iota, Delta State University, 2016-present.
 - Assisted CSI members in organizing a university outreach project of volunteering at Indianola Health and Rehabilitation Center
 - Organized toy drive for children in the Mississippi Children’s Hospital
 - Organized and conducted the Chi Sigma Iota (CSI) honor society induction ceremony (December 2018) as Chapter Faculty Advisor
 - Coordinated weekly CSI meetings
 - Delta State University Okra Scholars Mentor, Spring 2017 - present, competitive selection.
 - Chair, Counselor Education Assistant Professor Search Committee, Fall 2017.
 - Proxy, Faculty Senate, 2017-present, elected position.
 - Member, Environment & Safety Committee, 2017-present.
 - Member, Distance Education Committee, 2017-present, elected position.
 - Counseling Laboratory Supervisor, 2015-present
- **Dr. Cat Vincent - Counselor Education Faculty**

Presentations:

- Vincent, C. (March 2019). *Teacher Self-Care and Wellness*. Invited presentation for American Association of University Women. Delta State University chapter in Cleveland, MS.

- Vincent, C. (February 2019). *The art of counselor self-care*. Invited presentation for Mississippi Delta Community College's Counselor's Day in Moorhead, MS.
- Vincent, C. (February 2019). *Women's issues: Wellness and lifestyle*. Invited presentation for the Indianola DAR in Indianola, MS.
- Vincent, C. (January 2019). *Roles and models of supervision*. Invited workshop for the Mississippi Licensed Professional Counseling Association at Mississippi College.
- Vincent, C. (December 2018). *Coping with grief and loss in the holidays*. Invited presentation for St. Stephen's Episcopal Church in Indianola, MS.

Peer-Reviewed Presentations:

- Vincent, C., Barnes, N., & Hendrix, T. (November 2018). *Is wellness part of your counselor identity?* Peer reviewed content session for the Mississippi Counseling Association in Biloxi, MS.
- Vincent, C. (October 2018). *Wellness in rural counselor education and supervision*. Peer reviewed content session for Southeastern Association for Counselor Educators and Supervisors (SACES) 2018 Conference in Myrtle Beach, SC.
- Vincent, C. & Vincent, J. (September 2018). *Photo in therapy: Improve your process*. Peer reviewed roundtable session for the Association for Creativity in Counseling's 2017 Conference in Clearwater, FL.
- Smith, W. D. & Vincent, C. (September 2018). *From twerk to work: A millennial's guide to creative counseling*. Peer reviewed conference session for the Association for Creativity in Counseling's 2017 Conference in Clearwater, FL.
- Vincent, C., Dickerson, K., Marshall, T., Jones, A., Williams, H., Marques, J., Hancock, M., Kwan, R., Potter, D., and Adika, S. (April 2018). *Flashtalks - creativity in therapy*. Peer reviewed presentation for the F. E. Woodall Spring Conference for the Helping Professions in Cleveland, MS.
- **Other Noteworthy Activities and Accomplishments**

- Member, Counselor Education Curriculum Committee
- Member, Winning the Race Executive Committee
- Co-chair, Winning the Race – Faculty Engagement Sub-Committee
- Woodall Conference Committee member
- Graduate Appeals Committee: no meetings needed yet.
- DSU Summer Taskforce

Psychology:

- Faculty continue to develop and teach selected coursework in an online and hybrid format.
- Division Chair and Psychology faculty conducted a psychology major orientation in Fall 2018.
- Program faculty continue to develop and maintain collaborative undergraduate research experiences with students.
- Psi Chi and the Psychology Club continue to be viable and important component of program efforts to develop students.
- *Faculty / Student Research* - Program faculty involved numerous students in research projects. Five students registered for PSY 493 Independent Research. Faculty had 20 research-based publications and presentations.
- **Dr. Andres Garcia-Penagos - Psychology Faculty**

Garcia Penagos, A. (2019, May). Shared attention in a three-alternative choice task. Paper presented at the Annual Meeting of the Association for Behavioral Analysis International. Chicago, IL.

- **Other Noteworthy Activities and Accomplishments**

- Chair, Library Committee
- Member, Research Committee
- Member, International Faculty and Staff Association
- Member, Psychology Program Textbook Committee
- Member, Psychology Program Curriculum Committee
- Academic Advisor
- **Dr. Jacqueline Goldman - Psychology Faculty**

Publications:

- Heddy, B. C., Nelson, K. G., Husman, J., Cheng, K. C., **Goldman, J. A.** & Chancey, J. B. (in press). Exploring the predictive relationship between perceived instrumentality, interest, and transformative experiences in online engineering courses. *Educational Psychology*.
- **Goldman, J. A.**, Laird, S., & Heddy, B.C. (2018). Motivation in response to monetized education: A new conception of Dewey and Self-Determination Theory. *Education and Culture*, 34 (2), 35-40.
- Beers, C. D., **Goldman, J. A.** (2018). Launching motivation for mindfulness: Introducing mindfulness to early childhood preservice teachers. *Early Child Development and Care*, 188, 1512-1518.

Presentations:

- **Goldman, J. A.**, & Heddy, B. C. (January, 2019). *Teaching for transformative experience in psychology*. Session presented at the annual meeting of the National Institute on the Teaching of Psychology. St. Pete Beach, FL.
- Hamilton, N. J., Heddy, B. C., **Goldman, J. A.**, & Chancey, J. B. (January, 2019). *Transforming the online experience*. Poster presented at the annual meeting of Hawaii International Conference on Education, Honolulu, HI.
- **Goldman, J. A.**, Heddy, B. C., Pugh, K. J., Wilson, L., & Cavazos, J. (April, 2018). *Examining first-generation college students' emotions and values in response to transformative experience*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- **Goldman, J. A.**, Laird, S., & Heddy, B.C. (April, 2018). *A Dialogue between Dewey and self-determination theory: Motivation in response to monetized education*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- **Goldman, J. A.**, Heddy, B. C., Chancey, J. B., & Ge, X. (April, 2018). *Using SEM to explore the predictive relationship between transformative experience, interest, and emotions in middle school engineering*. Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, New York City, NY.
- Heddy, B. C., **Goldman, J. A.**, Ge, X., & Chancey, J. (April, 2018). *Exploring the relationships between transformative experience, emotions, and interest in middle school engineering courses*. Paper presented at the annual meeting of the National Consortium for Instruction and Cognition, New York City, NY.

- **Other Noteworthy Activities and Accomplishments**

- Psychology Program Curriculum Committee

- Member, Writing Across the Curriculum Committee
 - Member, Psychology Program Textbook Committee
 - Member, Okra Out Front Committee
 - Advisor, Psychology Club
 - Reviewer, APA Conference Proposals
 - Methodologist, Dissertation Committee
 - Academic Advisor
- **Dr. Jon Westfall – Psychology Faculty**
 - **Publications**
 - Altman, W. S., Stein, L. & **Westfall, J. E.** (2018). *Essays from E-xcellence in Teaching* (Vol. 18). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/ebooks/eit2018/index.php>. ISBN: 978-1-941804-53-7
 - **Westfall, J. E.** & Hudgins, H. R. (2018). Calling You Out: Confrontation and Punishment of Social Norm Violations in the Deep South. Presented at the 39th Annual Meeting of the Society for Judgment and Decision Making, New Orleans, LA. November 2018.
 - **Westfall, J. E.** & Hudgins, H. R. (2018). Predicting Academic Performance by Student’s Study Skills in Rural Mississippi. Presented at the 8th National Russian Conference on Environmental Psychology. September, 2018.
 - Vandenbroucke, L., Weeda, W., Lee, N. C., Baeyens, D., **Westfall, J. E.**, Figner, B., & Huizinga, M. (2018). *Heterogeneity in cognitive and socio-emotional functioning in adolescents with on-track and delayed school progression*. *Front. Psychol.* 9:1572. doi: 10.3389/fpsyg.2018.01572
 - **Westfall, J. E.**, & Hudgins, H. R. (2018). *Predicting Academic Performance by Student's Study Skills in Rural Mississippi*. *Psychology and Education*, 55(2), 15-23.
 - **Other Noteworthy Activities and Accomplishments.**
 - **DSU HEADWAE faculty honoree recognized at MS State Capitol**
 - Internet Editor for the Society for the Teaching of Psychology (STP)
 - Developed and evaluated an online training component for CRM Advise, allowing faculty to self-train on the system at their own pace.

- Chair, Psychology Curriculum Committee
- Chair, Safety & Environment Committee
- Chair, Attendance & Grade Grievance Committee
- Member, Academic Advising Committee
- Member, Search committees for positions within the Okra Scholars unit
- Chair, Search committee Counselor Education & Psychology division
- Chair, College of Education and Human Sciences Centennial Fund Committee
- Attended 4 recruiting events.
- Attended all freshman orientation sessions in Summer 2017
- Advised transfer students at 3 transfer orientations in Summer 2017
- Served as the Web Administrator for the Division of Counselor Education and Psychology, and the Division of Family & Consumer Sciences

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

- **Publications**

Zengaro, S., Iran-Nejad, A., Schumacker, R., & Zengaro, F. (2017). Understanding adolescent attitudes toward sports aggression: An integrated perspective. *Research in the Schools, 24*(2), 11-22.

The above article was in press all of last year, so it was not considered with publications for 2017-18. It was published Nov. 2018, even though the date of the publication is 2017.

Zengaro, F., & **Zengaro, S.** (2019). Sports as intuitive experiences: A biofunctional embodied sports performance. *MAHPERD Journal 6*(1), 21-26.

Zengaro, F., Zengaro, S., & Mohamed, A. (In review). Social isolation and technology: Implications for psychosocial development: A theoretical paper. Submitted to the *Journal of Research Initiatives*.

- **Presentations:**

Zengaro, S., & Zengaro, F. (2018, November). *Moral development and sports participation in adolescents: A cross-sectional study*. Paper presented at the meeting of the Mid-South Educational Research Association, Pensacola, FL.

Zengaro, S., & Zengaro, F. (2018, March). *Moral development and sports participation in university athletes*. Paper presented at the meeting of the Southeastern Psychological Association, Charleston, SC.

- **Other Noteworthy Activities and Accomplishments**
 - Methodologist, Dissertation Committee Annette Riddle
 - Member, College of Education Administrative Council
 - Member, DSU Honors Program Faculty Advisory Committee
 - Reviewer, Proposals for annual meeting of MSERA (Mid-South Educational Research Association) and SEPA (Southeast Psychological Association)
 - Reviewer, International Journal of Educational Psychology
 - Reviewer, Frontiers in Psychology (journal)
 - Member, Mid-South Education Research Association
 - Member, American Psychological Association
 - Member, Division 15 (Educational Psychology) APA
 - Member, Division 2 (Society for the Teaching of Psychology) APA
 - Member, DSU Research Committee
 - Member, Writing Across the Curriculum Committee
 - Member, Library Committee
 - Member, CTL Advisory Committee
 - Member, Student Hall of Fame Committee
 - Member, Psychology Program Textbook Committee
 - Member, Psychology Program Curriculum Committee
 - Division Recruiter at all campus fairs
 - Academic Advisor, 20 students primary advisor, secondary advisor to 220 students in Psychology and Family and Consumer Sciences
- **Becky Steed – Senior Secretary**
 - **Noteworthy Activities and Accomplishments**
 - Supervised work-study students, graduate assistants, and tutors in the psychology lab.
 - Helped prepare for the annual F. E. Woodall Spring Conference
 - Helped conduct orientations for work-study and GAs
 - Worked in secretarial support for the HRSA grant
- **Mrs. Charlotte Brunetti-McClain – Counseling Laboratory Director**
 - **Noteworthy Activities and Accomplishments**
 - Member, Counselor Education Curriculum Program Committee

- Member, Mississippi Counseling Association
- Member, Mississippi Association for Counselor Education and Supervision

Recommended Change(s) of Status:

Duane Shuttlesworth received status change to Professor Emeritus.

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

Changes Made in the Past Year:

Faculty in both Counselor Education and Psychology programs continue to review and refine course curriculum. Psychology Program and curriculum changes continue to occur with the efforts to emphasize the applied nature of psychology and eliminate roadblocks to graduation. 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**
 - Admissions requirements were changed to include an interview, three letters of recommendation, and essay.
 - Change the MED in counseling to reflect that students must pass CED 609, CED 610, and CED 619 with a “B” or higher.
 - Change CED 600 Introduction to Counseling to Introduction to Counseling and Professional Ethics.
 - Remove prerequisites and co-requisites from CED 630 Counseling Skills.
 - Remove prerequisites from CED 609 Counseling Practicum.
 - Change CED 735 from Advanced Counseling Research Methods to School Counseling Program Evaluation.

- **Psychology Program**
 - Change PSY 142 to PSY 342 Ethics and Professional Issues.
 - Require PSY 342 Ethics and Professional Issues.

- Require PSY 302 Abnormal Psychology.
- Designate PSY 307 Developmental Psychology as an elective course for the major and not a required course.
- Designate PSY 332 Research Methods II as an elective course for the major and not a required course.
- Designate PSY 409 Biological Psychology as an elective course for the major and not a required course.
- Require coursework in 7 “pillars” of psychology and 6 hours of psychology electives. The pillars are Fundamentals, Research, Development, Cognitive, Biological, Sociocultural, and Applied.

Recommended changes for the coming year(s):

- **Counselor Education Program**
 - CACREP site visit in 2020.
- **Psychology Program**
 - Implement recommendations for assessment and curriculum.
 - Continue offering signature experiences in research.
 - Improve program advertising of graduate school admissions and faculty awards.