

DELTA STATE UNIVERSITY  
Unit Strategic Plan and Annual Report – Calendar Year 2019-20

  X   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. Merideth Van Namen

**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><b>A. Learning Outcome</b> <i>What should a graduate in the Counselor Education MED major know, value, or be able to do at graduation and beyond?</i></p>	<p><b>B. Data Collection and Analysis</b> <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><b>C. Results of Evaluation</b> <i>What were the findings of the analysis?</i></p>	<p><b>D. Use of Evaluation Results</b> <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><b>MED-COU 01.</b> Counseling students will demonstrate knowledge in the eight CACREP core areas.*  <b>SP – 1.02, 1.03, 1.05, 1.08, 2.03; QEP – 1, 3, 4</b></p>	<p><b>1.</b> The <b>two</b> assessment instruments used in determining acquisition of content knowledge in the program are the <b>CPCE</b> (Counselor Preparation Comprehensive Exam) and the <b>NCE</b> (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 2019 and spring 2020 is 100%. 70% passed on the first try. Last academic year's first time pass rate was 100%.</p> <p>Twelve students took the graduate student administration of the NCE. 58% passed the test. The pass rate for last year was 100%.</p>	<p>All data for courses are kept in a DSU SharePoint site where faculty upload grades on assessment points each semester.</p> <p>To address pass rates, faculty conduct a review session each semester. Students purchase an NCE/CPCE preparation book as a text for the classes.</p> <p>Students are required to take the CPCE in the last semester of the program to graduate. The NCE graduate</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><b>2.</b> 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><b>3.</b> Data from test results are distributed to faculty for review in preparation for a discussion in a faculty meeting (or multiple</p>		<p>administration is optional for students and is provided as a service. Many graduates delay taking the NCE until after graduation. NBCC only sends the scores from students who have taken the exam through the NBCC graduate administration program as opposed to the licensure board exam administration. Therefore, we do not get results from all students who take the exam.</p> <p>According to testing trends over the last three 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>
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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><b>MED-COU 02.</b> Counseling students will be able to apply relationship building skills. Students will form a theoretical orientation while implementing basic therapeutic intervention and forming case conceptualization.</p> <p><b>SP – 1.03, 1.05, 1.08; QEP – 1, 3, 4</b></p>	<p>Counseling students are observed closely in at least <b>five</b> clinical courses (CED 630 <i>Counseling Skills</i>, CED 601 <i>Counseling Theory</i>, CED 604 <i>Pre-Practicum</i>, CED 609 <i>Counseling Practicum</i>, and CED 610 <i>Clinical Mental Health Counseling Internship</i> or CED 619 <i>School Counseling Internship</i>). Documented taped session reviews in CED 630 and CED 604 and site supervisor observations reflected in formal evaluations serve to monitor student progress.</p>	<p>For 2019-2020, all students passed CED 630. One student did not pass CED 601. All students passed 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 5,570 hours of counseling services were provided to DSU students and to communities across the Delta.</p>	<p>Faculty members meet two times per semester to review videos of students applying relationship building skills and implementing basic therapeutic interventions. Faculty members, as well, provide supervision following each counseling session to address issues related to theoretical orientation, case conceptualization, and related issues.</p> <p>Students, following each faculty meeting to review counseling skills videos, are given the opportunity to meet with a faculty member to discuss faculty feedback.</p>

			<p>Following evaluation by faculty members, counseling students not meeting the expected level of performance are provided various forms of remediation by faculty via additional clients, continued supervision throughout the semester, and/or repeating the course for additional experience.</p> <p>Faculty have updated documentation and evaluations. This includes the addition of a required form in the absence of tape review in the CED 609, 610, 619 classes. This form requires either the site supervisor or the university supervisor to observe the student live and give immediate feedback.</p> <p>This multiple evaluation procedure has been determined by program faculty to be an effective process based on the performance of students.</p>
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<p><b>MED-COU 03.</b> 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><b>SP – 1.05, 1.08; QEP – 1, 3</b></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 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 &amp; Mary in Maryland. The faculty implemented it in Spring 2011 and adopted</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. 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 4 students over the academic year. Two students received remediation plans; one student graduated and one has returned to complete.</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 2017 reflecting the changes made in implementing the 2016 CACREP standards. Specific strategies related to this goal include purchase of a specific theory book, enhancement of SMART goals, and more robust case study conceptualizations.</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</p>
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	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.		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 knowledge.
<b>MED-COU 04.</b> 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.  <b>SP – 1.05; QEP – 1, 3, 4</b>	Students are strongly encouraged 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.	Students are observed and/or required to submit documentation of these presentations. 10 students attended the Mississippi Counseling Association annual meeting and volunteered at the meeting. Approximately 12 students joined ACA or ASCA. Due to COVID-19, the Woodall Conference was canceled. Students created virtual presentations that were shared in other classes.	This continues to be an ongoing requirement in the program. Faculty actively recruit students to become members of state and national professional organizations (MCA, ACA).  Students are now strongly encouraged to have faculty sponsors as they submit materials for consideration as presentations for professional conferences.

### Summary Tables

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

CPCE Administration Dates	# of Students Tested	# of Students Passed	Pass Rate %
Spring 2020	11	18	61%
Fall 2019	9	11	82%
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%
2/14	16	7	44%
10/13	3	2	67%
6/13	4	3	75%
3/12	4	0	0%
6/12	4	1	25%



11/12	7	6	86%
10/11	10	9	90%
03/11	5	5	100%
11/10	9	6	66%
03/10	13	12	92%
06/09 (summer 09)	6	4	67%
03/09 (spring 09)	13	4	31%
10/08 (fall 08)	26	19	73%
3/08 (spring 08)	10	5	50%
10/07 (Fall 07)	12	1	8%
3/07 (spring 07)	10	3	30%
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

<b>Spring 2014</b>	<b>7.50</b>	<b>8.25</b>	<b>7.81</b>	<b>10.69</b>	<b>9.06</b>	<b>9.12</b>	<b>8.50</b>	<b>9.50</b>	<b>70.44</b>	<b>6</b>	<b>16</b>
<b>Spring 2014 RT</b>	<b>9.11</b>	<b>9.67</b>	<b>9.89</b>	<b>11.11</b>	<b>9.33</b>	<b>10.22</b>	<b>8.89</b>	<b>10.11</b>	<b>78.33</b>	<b>7</b>	<b>9</b>
<b>Fall 2014</b>	<b>7.54</b>	<b>9.64</b>	<b>9.12</b>	<b>11.16</b>	<b>9.35</b>	<b>9.45</b>	<b>8.35</b>	<b>10.20</b>	<b>75.87</b>	<b>15</b>	<b>28</b>
<b>Spring 2015</b>	<b>7.89</b>	<b>9.78</b>	<b>8.78</b>	<b>9.67</b>	<b>8.78</b>	<b>9.56</b>	<b>8.44</b>	<b>12.78</b>	<b>75.68</b>	<b>22</b>	<b>37</b>
<b>Summary of CPCE by Content Areas</b>											
	<b>Human Growth</b>	<b>Social Cultural</b>	<b>Helping Relationships</b>	<b>Group Work</b>	<b>Career</b>	<b>Appraisal</b>	<b>Research</b>	<b>Professional/Ethics</b>	<b>Total</b>	<b>Number Passed</b>	<b>Number</b>
<b>Fall 2015</b>	<b>10.83</b>	<b>8.33</b>	<b>11.5</b>	<b>9.5</b>	<b>7.83</b>	<b>9.83</b>	<b>6.5</b>	<b>10.83</b>	<b>75.15</b>	<b>4</b>	<b>6</b>
<b>Fall RT</b>	<b>9.54</b>	<b>8.92</b>	<b>9.46</b>	<b>8.31</b>	<b>7.54</b>	<b>9.15</b>	<b>8.46</b>	<b>8.77</b>	<b>70.15</b>	<b>6</b>	<b>13</b>
<b>Spring 2016</b>	<b>6.6</b>	<b>7.9</b>	<b>8.3</b>	<b>5.5</b>	<b>7.2</b>	<b>7.9</b>	<b>8.7</b>	<b>8.3</b>	<b>60.4</b>	<b>1</b>	<b>10</b>
<b>Spring 2016 RT</b>	<b>8.42</b>	<b>9.08</b>	<b>8.83</b>	<b>8.17</b>	<b>8.67</b>	<b>9.33</b>	<b>9</b>	<b>10.42</b>	<b>71.92</b>	<b>6</b>	<b>12</b>
<b>Spring 2016 RT</b>	<b>8</b>	<b>9.43</b>	<b>9.43</b>	<b>8.29</b>	<b>10.29</b>	<b>9.57</b>	<b>10.29</b>	<b>11.29</b>	<b>76.57</b>	<b>5</b>	<b>7</b>
<b>Summer 2016</b>	<b>8.17</b>	<b>8</b>	<b>9.67</b>	<b>8.33</b>	<b>9</b>	<b>8.67</b>	<b>10</b>	<b>10.17</b>	<b>72</b>	<b>1</b>	<b>6</b>
<b>Fall 2016</b>	<b>10.4</b>	<b>9.8</b>	<b>10.8</b>	<b>12</b>	<b>11.2</b>	<b>10</b>	<b>9.3</b>	<b>13.5</b>		<b>10</b>	<b>8</b>
<b>Fall 2016 RT</b>	<b>10.08</b>	<b>6.83</b>	<b>8.25</b>	<b>9.08</b>	<b>9.67</b>	<b>7.83</b>	<b>7.33</b>	<b>10.25</b>		<b>5</b>	<b>8</b>
<b>Spring 2017</b>	<b>10.38</b>	<b>7.25</b>	<b>9.25</b>	<b>10.5</b>	<b>10.62</b>	<b>9</b>	<b>8</b>	<b>11.25</b>		<b>3</b>	<b>12</b>
<b>Spring 2017 RT</b>	<b>11.78</b>	<b>8.22</b>	<b>10.11</b>	<b>11.89</b>	<b>11.33</b>	<b>7.89</b>	<b>9.56</b>	<b>12.22</b>		<b>7</b>	<b>10</b>
<b>Spring 2018</b>	<b>11.64</b>	<b>8.64</b>	<b>11.71</b>	<b>11.21</b>	<b>9.86</b>	<b>11.07</b>	<b>11.29</b>	<b>10.07</b>	<b>85.5</b>	<b>7</b>	<b>7</b>
<b>Spring 2018—No retakes</b>	<b>11.33</b>	<b>8.33</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>10.67</b>	<b>10</b>	<b>7.67</b>	<b>80</b>	<b>3</b>	<b>3</b>

<b>Summer 2018</b>	<b>10.8</b>	<b>7</b>	<b>9</b>	<b>10.6</b>	<b>11.4</b>	<b>11.4</b>	<b>9.8</b>	<b>11.4</b>	<b>81.4</b>	<b>5</b>	<b>5</b>
<b>Fall 2018</b>	<b>12.86</b>	<b>10.14</b>	<b>13.14</b>	<b>12.85</b>	<b>10.14</b>	<b>12.14</b>	<b>11.42</b>	<b>11.57</b>	<b>94.26</b>	<b>6</b>	<b>6</b>
<b>Spring 2019</b>	<b>10.73</b>	<b>8.55</b>	<b>8.64</b>	<b>10.18</b>	<b>9.18</b>	<b>9.64</b>	<b>11.27</b>	<b>8.91</b>	<b>77.09</b>	<b>11</b>	<b>11</b>
Fall 2019	12.56	9.33	10	11.78	12.33	8.33	9	11.33	84.67	9	11
Spring 2020	11.91	9.64	10.64	11.00	10.82	10.91	11.27	8.91	85.09	11	18
<b>Average</b>	<b>11.55</b>	<b>8.57</b>	<b>10.28</b>	<b>11.22</b>	<b>10.74</b>	<b>10.12</b>	<b>10.18</b>	<b>10.37</b>	<b>83.03</b>		

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

<b>NCE Administration</b>	<b># of Students Tested</b>	<b># of Students Passed</b>	<b>Pass Rate %</b>
2019	12	7	58%
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><b>A. Learning Outcome</b> <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>B. Data Collection and Analysis</b> <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><b>C. Results of Evaluation</b> <i>What were the findings of the analysis?</i></p>	<p><b>D. Use of Evaluation Results</b> <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><b>EDS-COU 01.</b> Content and Pedagogical Content Knowledge: Demonstrate mastery of the prior knowledge needed to be successful in EDS program.  <b>SP – 2.01</b></p>	<p>The application process for the EDS in counseling – school track includes:</p> <ol style="list-style-type: none"> <li>1. Students are currently employed as school counselors and have at least two years’ experience.</li> <li>2. Students must pass a writing proficiency test and submit a writing sample to be evaluated by the faculty.</li> <li>3. Students must secure at least three letters of recommendation.</li> </ol> <p>The CED faculty will decide collectively on students to be</p>	<p>In 2019-20, 7 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 3 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 as peer-supervision. Faculty will continue this model in 2020-2021.</p>

	admitted to the program based on writing samples and recommendations.		
<p><b>EDS-COU 02.</b> Program Specific Content: Students will demonstrate detailed knowledge of the ASCA School Counseling model.</p> <p><b>SP – 1.03, 1.05, 1.06</b></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 necessary steps and citations from the literature supporting the enhancement.</p>	<p>During 2019-20, 6 students submitted six manuscripts proposing research and program enhancement.</p> <p>Evaluations of research project proposals in both core classes (CED 717 <i>Advanced School Counseling</i> and CED 735 <i>Advanced Counseling Research Methods</i>) showed that all students were successfully viewing program enhancement through the lens of the ASCA Model. In particular, three major course assignments involve using the ASCA model to assess their individual programs. The course avg. was 96.2% on the research projects.</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>
<p><b>EDS-COU 03.</b> Advanced Counseling Skills and program enhancement: Demonstrate advanced</p>	<p>Advanced counseling practicum and internship are times when students are under DSU faculty supervision.</p>	<p>The major benchmarks for this goal lie in CED 758 <i>Advanced Counseling Practicum</i> and CED 790</p>	<p>As faculty teach the second portion of the core, they are discovering the changes necessary to</p>

<p>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><b>SP – 1.03, 1.05, 1.06</b></p>	<p>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 ASCA school counseling model.</p>	<p><i>Theories of Counseling Supervision.</i> These classes are part of the second half of the core EDS classes. During 2019-20, 3 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>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 two years ago. The Counselor Growth Rubric replaced the M-CAR in 18/19 year. Faculty have adapted the program to address the Counselor Growth Rubric and to help students understand the process of evaluation, which should help prepare them. These new rubrics are components in the Mississippi Professional Growth System for School Counselors.</p>
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<p><b>EDS-COU 04.</b> Mastery of Supervision Strategies: Demonstrate knowledge and skills related to performing effective and ethical counselor supervision.</p> <p><b>SP – 1.03, 1.05, 1.06</b></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>Three students took comprehensive exams and passed.</p> <p>Students submit case studies in CED 790 and engage in peer supervision where they see students and then discuss the cases with the faculty member and their classmates. All three students passed this class.</p>	<p>Results of comprehensive exams for the EDS for Fall 2019 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>
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**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.

A. Learning	B. Data Collection	C. Results of	D. Use of
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<p style="text-align: center;"><b>Outcome</b></p> <p><i>What should a graduate in the</i></p> <p style="text-align: center;"><u><b>EDD in Professional Studies – Counseling track</b></u></p> <p><i>major know, value, or be able to do at graduation and beyond?</i></p>	<p style="text-align: center;"><b>and Analysis</b></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 style="text-align: center;"><b>Evaluation</b></p> <p><i>What were the findings of the analysis?</i></p>	<p style="text-align: center;"><b>Evaluation Results</b></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><b>EDD-COU 01.</b> Content and Pedagogical Content Knowledge: Demonstrate mastery of the prior knowledge needed to be successful in the Doctor in Education program.</p> <p><b>SP – 2.01</b></p>	<p>1. A Doctoral Admission Portfolio will be used. The portfolio will include a professional resume/vita, writing samples, personal philosophy of education/ theory of teaching and learning, self-evaluation aligned with personal and professional goals, evidence of leadership ability, and a statement of purpose for pursuing doctoral study. A 4-point rubric is used to evaluate the portfolio.</p> <p>2. The portfolio will be submitted within the first six hours in the program.</p> <p>3. Average scores and pass rate percentages will be calculated.</p>	<p>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>Due to the changes in the counseling field requiring counselor educators to have CACREP accredited degrees, there are no plans to admit to the counseling track of the EdD or to seek accreditation for this program.</p>

<p><b>EDD-COU 02.</b> Program Specific Content: Demonstrate mastery of the knowledge associated with content in Counselor Education.</p> <p><b>SP – 1.03, 1.05, 1.08</b></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>	<p>No students have taken comprehensive exams in the past two years.</p>	<p>Efforts to recruit more qualified students for the counseling track of the EDD program have been suspended.</p>
<p><b>EDD-COU 03.</b> Advanced Counseling Skills: Demonstrate advanced skills as a counselor in the current place of counseling practice. Advanced skills include additional knowledge and counseling</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</p>	<p>The remaining one student is post coursework in 2019-20.</p>	<p>Efforts to recruit more qualified students for the counseling track of the EDD program have been suspended.</p>

<p>techniques beyond the master's degree.</p> <p><b>SP – 1.05, 1.08</b></p>	<p>professional growth and assess the students' application of advanced knowledge and skills in the workplace and in the university classroom.</p>		
<p><b>EDD-COU 04.</b> 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><b>SP – 1.03, 1.05, 1.06</b></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>One student graduated in Fall 2019. The remaining student is expected to propose her dissertation in Fall 2020.</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) was discontinued to assess students in PSY 490 (Senior Seminar). In this year of transition, the program assessment plan began reporting on progress in core classes, which became effective in the 2019-20 academic year.

<p><b>A. Learning Outcome</b> <i>What should a graduate in the</i>  <u>Psychology B.A.</u>  <i>major know, value, or be able to do at graduation and beyond?</i></p>	<p><b>B. Data Collection and Analysis</b> <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><b>C. Results of Evaluation</b> <i>What were the findings of the analysis?</i></p>	<p><b>D. Use of Evaluation Results</b> <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><b>BA-PSY 01. Graduates will have a comprehensive working knowledge base of psychology concepts, principles, and applications as measured by their academic grades, and the capstone project.</b>  <b>SP – 1.02, 1.03, 1.05,</b></p>	<p>Throughout the semester in each core class where the PLO is reinforced or mastered, through targeted assignments or portions of assignments across specific courses. These courses include PSY 302, PSY 330, PSY 331, PSY 342, PSY 402, and PSY 490. Each instructor, in consultation with the curriculum</p>	<p>Average of 86.36% across all students on the targeted activities; 80% of students scored an average of 80% or higher across the targeted activities.</p> <p>PLO 1 was assessed in PSY 302 through the final exam , with an average of 91.46%, SD = 21.14%</p> <p>PLO 1 was assessed in PSY 330 through Homework and assignments , with an average of 83.87%, SD = 19.65%</p>	<p>Data provided to psychology faculty serving on the curriculum committee. In the averages indicate that in terms of core knowledge, students are performing at an above average level.</p>

**Commented [JW1]:** I'll add this in for each PLO in the highlighted area.

<p><b>1.08 QEP – 1, 3, 4</b></p>	<p>committee, allocates a percentage of course activity to the PLO, weaving it through assessments, activities, and interactions. At the end of each semester, the data is reported to the Psychology Curriculum Chair / Program Coordinator.</p>	<p>PLO 1 was assessed in PSY 331 through In-class assignments, with an average of 89.45%, SD = 8.4%</p> <p>PLO 1 was assessed in PSY 342 through Exams, with an average of 84.14%, SD = 10.7%</p> <p>PLO 1 was assessed in PSY 402 through Reflection Papers and Quizzes, with an average of 87.64%, SD = 26.24%</p> <p>PLO 1 was assessed in PSY 490 through a portion of the portfolio and the reflection papers, with an average of 84.86%, SD = 18.26%</p>	
<p><b>BA-PSY 02.</b> <b>Graduates will be able to use scientific inquiry and critical thought to create and critique a research design through the research methods and statistics coursework.</b> <b>SP – 1.02, 1.03, 1.08</b></p>	<p>Throughout the semester in each core class where the PLO is reinforced or mastered through targeted assignments or portions of assignments. These courses include PSY 302, PSY 330, PSY 331, PSY 342, PSY 402, and PSY 490. Each instructor, in consultation with the curriculum committee, allocates a percentage of course activity to the PLO, weaving it through assessments, activities, and interactions. At the end of each semester, the data is reported to the Psychology</p>	<p>Average of 77.54% across all students on the targeted activities; 59% of students scored an average of 80% or higher across the targeted activities.</p> <p>PLO 2 was assessed in PSY 302 through pop quizzes, with an average of 62.52%, SD = 28.09%</p> <p>PLO 2 was assessed in PSY 330 through article reviews, with an average of 77.84%, SD = 21.88%</p> <p>PLO 2 was assessed in PSY 331 through homework assignments, with an average of 84.92%, SD = 11.28%</p> <p>PLO 2 was assessed in PSY 342 through application assignments, with an average of 85.52%, SD = 17.32%</p> <p>PLO 2 was assessed in PSY 402 through a portion of Lab Reports, Article Summaries, and a Final Project, with an average of 75.51%, SD = 29%</p> <p>PLO 2 was assessed in PSY 490 through an equal</p>	<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>In review, the averages indicate that faculty are providing an average to slightly below average level of mastery to this PLO. This is likely because scientific</p>

	Curriculum Chair / Program Coordinator.	portion of the portfolio, with an average of 81.82%, SD = 18%	inquiry and critical thought are areas that take many different methods of reinforcement and engagement to “grow” within a student. The Curriculum Committee will be looking at ways to strengthen this during our meetings in 2020-21.
<b>BA-PSY</b> <b>03. Graduates will be able to form interpersonal relationships in a collaborative setting to advance their work through comprehensive group projects and research experiences.</b> <b>GE – 5</b> <b>SP – 1.02, 1.03, 1.05, 1.08</b>	Throughout the semester in each core class where the PLO is reinforced or mastered (See grid), through targeted assignments or portions of assignments. These courses include PSY 302, PSY 330, PSY 331, PSY 342, PSY 402, and PSY 490. Each instructor, in consultation with the curriculum committee, allocates a percentage of course activity to the PLO, weaving it through assessments, activities, and interactions. At the end of each semester, the data is reported to the Psychology	Average of 83.70% across all students on the targeted activities; 78% of students scored an average of 80% or higher across the targeted activities. PLO 3 was assessed in PSY 330 through selected group based assignments, with an average of 78.41%, SD = 35.27% PLO 3 was assessed in PSY 331 through group quizzes, with an average of 86.14%, SD = 28.2% PLO 3 was assessed in PSY 342 through group presentations, with an average of 95.94%, SD = 6.65% PLO 3 was assessed in PSY 402 through a portion of Lab Reports, with an average of 84.41%, SD = 28.5% PLO 3 was assessed in PSY 490 through the major work product, with an average of 75.67%, SD = 26.83%	In review, the averages indicate that we are providing an average level of mastery to this PLO. Group collaboration is essential in psychology, so as a group we will brainstorm ways that we might increase across and within our courses during the 2020-21 year.

	Curriculum Chair / Program Coordinator.		
<p><b>BA-PSY</b>  <b>04. Graduates will be able to effectively write APA style research reports and term papers through multiple writing exercises throughout the program.</b>  <b>GE – 1</b>  <b>SP – 1.02, 1.03, 1.05, 1.08, 2.02, 2.03</b>  <b>QEP – 1, 2, 4</b></p>	<p>Throughout the semester in each core class where the PLO is reinforced or mastered (See grid), through targeted assignments or portions of assignments. These courses include PSY 302, PSY 330, PSY 331, PSY 342, PSY 402, and PSY 490. Each instructor, in consultation with the curriculum committee, allocates a percentage of course activity to the PLO, weaving it through assessments, activities, and interactions. At the end of each semester, the data is reported to the Psychology Curriculum Chair / Program Coordinator.</p>	<p>Average of 79.27% across all students on the targeted activities; 62% of students scored an average of 80% or higher across the targeted activities.          PLO 4 was assessed in PSY 302 through participation, with an average of 67.28%, SD=23.81%          PLO 4 was assessed in PSY 330 through a final paper, with an average of 77.84%, SD=21.88%           PLO 4 was assessed in PSY 331 through Application Assignments, with an average of 85.45%, SD = 25.17%           PLO 4 was assessed in PSY 342 through a final project, with an average of 87.84%, SD = 19.27%           PLO 4 was assessed in PSY 402 through a portion of lab reports and the final project, with an average of 75.69%, SD = 29.82 %           PLO 4 was assessed in PSY 490 through an equal portion of the portfolio, with an average of 81.82%, SD = 18%</p>	<p>Data provided to psychology faculty serving on the curriculum committee. In review, the averages indicate an average to below average level of mastery to this PLO. Faculty will discuss ways to incorporate writing in a more targeted fashion, rather than simply increasing its level. A focus will be on reinforcing APA style writing in the assignments. This will be a topic of discussion in the curriculum committee.</p>
<p><b>BA-PSY</b>  <b>05. Graduates will continually evaluate professional</b></p>	<p>Throughout the semester in each core class where the PLO is reinforced or mastered (See grid), through targeted assignments or portions of</p>	<p>Average of 81.79% across all students on the targeted activities; 69% of students scored an average of 80% or higher across the targeted activities.</p>	<p>Data provided to psychology faculty serving on the curriculum</p>

<p><b>development goals and skills through regular discussion in class as well as through written exercises focused on professional development.</b></p> <p>GE – 1  SP – 1.02, 1.03, 1.05, 1.08, 2.02, 2.03  QEP – 1, 2, 4</p>	<p>assignments. These courses include PSY 302, PSY 330, PSY 331, PSY 342, PSY 402, and PSY 490. Each instructor, in consultation with the curriculum committee, allocates a percentage of course activity to the PLO, weaving it through assessments, activities, and interactions. At the end of each semester, the data is reported to the Psychology Curriculum Chair / Program Coordinator.</p>	<p>PLO 5 was assessed in PSY 302 through presentations, with an average of 70.56%, SD = 25.44%</p> <p>PLO 5 was assessed in PSY 330 through selected self-directed assignments, with an average of 80.91%, SD = 24.44%</p> <p>PLO 5 was assessed in PSY 331 through the Midterm and Final exam, with an average of 87.55%, SD = 15.96%</p> <p>PLO 5 was assessed in PSY 342 through the Discussion Posts / Participation, with an average of 91.56%, SD = 26.29%</p> <p>PLO 5 was assessed in PSY 402 through the final project and presentation, with an average of 81.2%, SD = 31.16%</p> <p>PLO 5 was assessed in PSY 490 through an equal portion of the portfolio, with an average of 81.82%, SD = 18%</p>	<p>committee. In review, the averages indicate an average to below average level of mastery. This PLO is one of the more nebulous for students, as professional development is not something that is typically talked about until someone enters the work world. However, faculty will identify ways to reinforce professional development is an ongoing activity. Faculty will discuss these methods in Curriculum Committee in 2020-21.</p>
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- 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 for HIS section).</i></p>	<p>B. Data Collection &amp; Procedures (&amp; 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_06 Human Behavior and Social Structures</p>	<p>Demonstrate an understanding of human behaviors and social structures</p>	<p>Specific Objectives: Recognize and describe the nature of human beings according to psychodynamic, behavioral, cognitive, or humanistic models. Understand issues in personal development and apply these to present situations.</p> <p>Content will be specifically taught in each PSY 101 course section when covering the human development chapter.</p>	<p>Mean percentage scores on the Outcome 06 competency quiz were: Fall 2019 (First semester with new quiz / assessment) = 62% (N = 38; missing data due to new reporting system) 17 students did not achieve at least 75% on the competency quiz. Spring 2020 = 91.9% (N = 99) 8 students did not achieve at least 75% on the</p>	<p>A uniform assessment for Outcome 06 in all PSY 101 sections was implemented in Fall 2012. In Fall 2019 we overhauled the quiz system to account for new curricular pieces in General Psychology (updated text book). Reporting issues plagued Fall 2019, with proper data available for 38 students. 62% of students in Fall 2019 received passing scores.</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 conventional criteria of competency in a content area).</p>	<p>competency quiz.</p> <p>Other semesters are given for comparison:  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>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 least 75% on the competency quiz.</p>	<p>However, in Spring 2020, when reporting issues had been cleared, 91.9% received a passing score, with sufficient N (99) to verify that Competency was achieved.</p> <p>Each semester, the Psychology Program Curriculum Committee systematically tracks the assessment process and mastery/ understanding of the competency. Additionally after the reporting issues in Fall 2018, we've instituted new reporting guidelines and templates to ensure data is reported accurately and in a timely fashion.</p>
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		<p>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.</p> <p>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.</p> <p>Spring 2015 = 80% (N = 186) 35 students did not achieve at least 75% on the competency quiz.</p> <p>Fall 2013 = 80% (N = 188)</p>
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			<p>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 (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. Results:** CED credit hour production increased by 7% in graduate courses from AY 19 (498) to AY 20 (534). However, enrollment of majors decreased slightly from 66 majors in AY 2019 to 63 majors in AY 2020. 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 in the past three years averaging 64 majors each year. In order help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The CED program has also refined the first two semesters of course work so that students enter with a cohort and take the same classes. The CED program also implemented an EDS counseling program which has helped increase enrollment. Even though trend data indicates that enrollment is increasing, the CED program will continue to have some attrition due to the gate-keeping function inherent in the ethics of counselor education and as students begin their practica courses. However, it is important to note the potential influence of COVID-19 on enrollment for Spring 2020 and Fall 2020 as attribution and/or low recruitment may have been influenced by the pandemic.
- 4. 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, as well as the COEHS Recruitment and Retention Coordinator to develop recruitment plans and

develop retention plans through advisement and monitoring. Due to the pandemic, more virtual recruiting efforts will be needed.

**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. Results:** The division remained in compliance with the University's "Data Integrity" Policy and integrity in data collection, analysis, and use were increase and be maintained. Additionally, a data management system was developed by the CED faculty in order to improve their quality of data and systematic use of data. Data are also now housed in Sharepoint, an electronic system for viewing and using data. This was set up with the university's
- 4. Uses of Evaluation Results:** Division capacity was increased through effective use of data to make date-driven decisions. Data and minutes are all accessible to faculty, the chair, and the Dean.

**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. Results:** The CED/PSY faculty and staff engaged in 23 presentations and/or scholarly publications in 2019-2020. They also engaged in five other creative and field-related speaking engagements including university held conferences and meetings.
- 4. Uses of Results:** The program will engage in the refinement of the support system in order to facilitate individual and collaborative scholarship efforts. The faculty will focus on presenting and publishing in peer-reviewed journals and/or conferences.

### **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. Results** The CACREP Site Visit was held in Spring 2020 and addendum to address six standards was submitted late spring. The addendum contained an established data management system and faculty began developing rubrics to aid in the assessment management and data analyses. The program was granted a full, 8 year accreditation in late summer 2020. 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. Results:** Three students were admitted to the EDS program in Spring 2019 and they graduated in December 2019. Six new EDS students were admitted in January 2020 and are scheduled to graduate in Fall 2020. Program faculty in concert with other counselor education faculty evaluated program outcomes and teaching methods in order to enhance student learning and practicum experiences.
- 4. 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 2020\_06: Continue implementation of changes recommends from external review PSY visit. Specifically, implement changes not addressed in 2018-19.**

- 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:** Clear concise means of self-study and external review through the self-study document and site visit.
- 3. Results** A complete review of the PSY program shows adequate data collection and analysis of available data toward an enhanced learning environment. Program learning outcomes were revised and implemented in 2019-2020. Data are collected across multiple courses to ensure students are adequately progressing toward PLOs.
- 4. 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. A focus on student research presentations and publications will be emphasized in the future.

### Division Goals (2021)

**CEDP 2021\_01: The division, through targeted recruitment and innovative course/program offerings, will increase overall enrollment in the undergraduate and graduate program by 1%. The division will continue to monitor market demand and trends, and recruit strategically through the university admissions office, the community college system, and interest meetings for targeted populations. Retention efforts will focus on the advisement system, with the practice of contacting advisees to encourage them to register for courses and following up with students who did not register and providing need support. This will involve tracking student enrollment in a semester by semester practice. - Goal modified and continued from previous year.**



1. **Institutional Goal(s) supported by this goal:** SP Goals #1.03, 1.06, 2.01, & 2.02, 2.03, QEP Goal # 1, 2, 3, & 4, and COE Strategic Plan: # 3 Enrollment, Recruitment, and Retention.
2. **Evaluation Procedure(s):** Review of enrollment from Institutional Research and Planning and retention reports. Track the number and type of productive recruitment efforts.
3. **Expected Results of the Evaluation:** An increase in enrollment and retention across the CED and PSY programs
4. **Uses of Evaluation Results:** Results are used to evaluate effective methods of recruitment, course offerings, and additional program improvements in order to 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 2021\_02: The Division will continue to implement the recommendations from the Division Data Integrity Committee concerning data integrity policy and process. In doing so, the division will be in compliance with the University's "Data Integrity" Policy. – Goal modified and continued from previous year.**

1. **Institutional Goal(s) supported by this goal:** SP Goal # 4.10 and COE Strategic Plan: # 1 Quality.
2. **Evaluation Procedure(s):** Maintain minutes from the Division Data Integrity Committee and agendas/sign-in sheets from training session.
3. **Expected Results:** The division 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 2021\_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. **Expected Results:** Faculty were involved in increased publications and presentations. This is increase in research productivity should be based on peer-reviewed scholarship.
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 (2021).**

**CEDP 2021\_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.**

- 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:** 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.
- 7. Expected Results:** The Self-Study was completed over the 2018-19 year and the Division received 8 year accreditation in summer 2020. The website was updated to reflect new standards requiring the posting of certain program data, information, and program outcomes. The division will work toward fully developing and implementing a quality data management system with assessments.
- 8. 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.

### **Psychology Program Goals (2021)**

**PSY 2021\_05: 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. Expected Results:** The chair will review online courses and work with the coordinator to report grades for each term in the 2020-2021 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.

#### 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
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	Summer	Fall	Spring
<b>CED</b>	NA	120	120
<b>PSY</b>	NA	76	76
<b>Total</b>	NA	196	196

	2006-2007			2007-2008		
	Summer	Fall	Spring	Summer	Fall	Spring
<b>CED</b>	78	125	120	60	101	101
<b>PSY</b>	28	97	76	30	105	83
<b>Total</b>	106	222	196	90	206	184
	2008-2009			2009-2010		
	Summer	Fall	Spring	Summer	Fall	Spring
<b>CED</b>	55	82	80	46	64	61
<b>PSY</b>	29	84	77	24	71	70
<b>Total</b>	84	166	157	70	135	131
	2010-2011			2011-2012		
	Summer	Fall	Spring	Summer	Fall	Spring
<b>CED</b>	33	64	58	29	75	66
<b>PSY</b>	29	92	83	34	83	75
<b>Total</b>	62	156	141	63	158	141
	2012-2013			2013-2014		
	Summer	Fall	Spring	Summer	Fall	Spring
<b>CED</b>	41	67	74	62	92	106
<b>PSY</b>	31	69	51	18	79	76
<b>Total</b>	72	136	125	80	171	182
	2014-2015			2015-2016		
	Summer	Fall	Spring	Summer	Fall	Spring
<b>CED</b>	63	92	92	56	82	83
<b>PSY</b>	15	80	76	22	74	76
<b>Total</b>	78	172	168	78	156	159
	2016-2017			2017-2018		

	Summer	Fall	Spring	Summer	Fall	Spring
<b>CED</b>	50	79	73	56	63	69
<b>PSY</b>	16	89	77	19	83	80
<b>Total</b>	66	168	150	75	146	149
	2018-2019			2019-2020		
	Summer	Fall	Spring	Summer	Fall	Spring
<b>CED</b>	48	66	64	41	63	66
<b>PSY</b>	20	89	84	13	78	81
<b>Total</b>	68	155	148	54	141	147

Total CED enrollment over previous years was 247 in 2014-15, 221 in 2015-16, 202 in 2016-17, and 188 in 2017-18, 178 in 2018-2019, and 170 in 2019-2020. 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. 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, 193 in 2018-2019, and 172 in 2019-2020. Three-year and five-year trend data indicate that PSY enrollment increased over a two-year period, but saw a slight decrease in AY2020. 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. One core psychology course went online in 2018-19 and summer offerings for electives have been added. 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. Spring and Summer 2020 may have had a slight decline in enrollment and increase in attrition due to the COVID 19 pandemic. 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
<b>CED</b>	72	375	177	570	156	567
<b>PSY</b>	264	3	1407	9	1422	0
<b>EPY</b>	72	150	204	153	246	138
<b>Total</b>	408	528	1788	732	1824	705
	Summer 2008		Fall 2008		Spring 2009	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
<b>CED</b>	75	378	135	537	135	594
<b>PSY</b>	261	0	1578	0	1422	0
<b>EPY</b>	45	78	228	93	210	276
<b>Total</b>	381	456	1941	630	1767	870
	Summer 2009		Fall 2009		Spring 2010	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
<b>CED</b>	69	330	213	522	153	450
<b>PSY</b>	261	0	1476	0	1245	0
<b>EPY</b>	36	198	156	165	249	180
<b>Total</b>	366	528	1845	687	1647	630
	Summer 2010		Fall 2010		Spring 2011	
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
<b>CED</b>	84	315	159	402	120	354

<b>PSY</b>	273	0	1443	0	1155	0
<b>EPY</b>	54	189	234	228	276	126
<b>Total</b>	411	504	1836	630	1551	480
	<b>Summer 2011</b>		<b>Fall 2011</b>		<b>Spring 2012</b>	
<b>Discipline</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>
<b>CED</b>	87	249	135	522	93	465
<b>PSY</b>	222	0	1317	0	1188	0
<b>EPY</b>	30	174	243	183	273	111
<b>Total</b>	339	423	1695	705	1554	576
	<b>Summer 2012</b>		<b>Fall 2012</b>		<b>Spring 2013</b>	
<b>Discipline</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>
<b>CED</b>	99	387	162	429	132	585
<b>PSY</b>	141	0	1281	0	1071	0
<b>EPY</b>	81	138	192	150	177	96
<b>Total</b>	321	525	1635	579	1380	681
	<b>Summer 2013</b>		<b>Fall 2013</b>		<b>Spring 2014</b>	
<b>Discipline</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>
<b>CED</b>	93	540	204	705	168	801
<b>PSY</b>	138	0	1272	0	1174	0
<b>EPY</b>	36	186	201	60	174	84
<b>Total</b>	267	726	1677	765	1516	885
	<b>Summer 2014</b>		<b>Fall 2014</b>		<b>Spring 2015</b>	
<b>Discipline</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>
<b>CED</b>	69*	477	141*	630	108*	669
<b>PSY</b>	69	0	1398	0	1245	0
<b>EPY</b>	42	84	204	114	219	78
<b>Total</b>	180	561	1743	744	1572	747
	<b>Summer 2015</b>		<b>Fall 2015</b>		<b>Spring 2016</b>	
<b>Discipline</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>
<b>CED</b>	72*	483	150*	618	102*	609
<b>PSY</b>	147	0	1171	0	1139	0
<b>EPY</b>	72	90	180	72	180	48

<b>Total</b>	291	573	1501	690	1421	657
	<b>Summer 2016</b>		<b>Fall 2016</b>		<b>Spring 2017</b>	
<b>Discipline</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>
<b>CED</b>	45*	444	156*	552	99*	546
<b>PSY</b>	108	21	1233	0	1165	0
<b>EPY</b>	39	57	156	36	153	30
<b>Total</b>	192	552	1545	588	1417	576
	<b>Summer 2017</b>		<b>Fall 2017</b>		<b>Spring 2018</b>	
<b>Discipline</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>
<b>CED</b>	36*	489	141*	498	132*	624
<b>PSY</b>	78	27	1135	0	1101	25
<b>EPY</b>	51	147	204	78	204	51
<b>Total</b>	165	663	1480	576	1437	700
	<b>Summer 2018</b>		<b>Fall 2018</b>		<b>Spring 2019</b>	
<b>Discipline</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>
<b>CED</b>	0	375	162*	498	129*	486
<b>PSY</b>	102	0	1206	0	1170	3
<b>EPY</b>	36	171	177	75	186	42
<b>Total</b>	138	546	1545	573	1485	531
	<b>Summer 2019</b>		<b>Fall 2019</b>		<b>Spring 2020</b>	
<b>Discipline</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>	<b>Undergrad</b>	<b>Graduate</b>
<b>CED</b>	0	309	156*	534	120*	513
<b>PSY</b>	81	30	1147	6	1129	9
<b>EPY</b>	39	135	207	69	177	33
<b>Total</b>	120	474	1510	609	1326	555

\*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.

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). There was a 7% increase from AY 2019 to AY 2020 in graduate CED CHP, but there has been a 13% decrease over a five-year trend from AY 2016 to AY 20 in graduate



CED CHP. CHP is influenced by enrollment in CED 098/099 that is not part of the division. 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 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. The one-year trend data indicate a decrease of 6% from 2016-17 (2527) to 2017-18 (2366), and a 5% decrease from 2018-2019 (1206) to 2019-2020 (1147). 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.

EPY CHP three-year trend data indicate a 1% decrease from 2013-14 (741) to 2017-18 (735); there was a 15% increase from 2015-2016 to 2019-2020 and a 17% increase from 2018-2019 to 2019-2020. 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. Additionally, the COEHS Recruitment and Retention plan has been implemented since 2018 with a portion of the plan specific to targeting educators. This has likely attributed to the increase in EPY CHP. 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	2017-2018	2018-2019	2019-2020
<b>CED</b>	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)	36 (19 MED, 9 EDS)	26 (22 MED, 4 EDS)
<b>PSY</b>	18	23	26	16	22	13	17	18	10	15	16	18	24	36	15

<b>Total</b>	44	53	48	42	46	29	29	38	39	46	49	42	51	64	41
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Overall division graduation numbers increased from 2016-17 (42) to 2017-18 (51) and 2018-2019 (64). This is an overall 36% decrease in one year and an 16% decrease over five years. There were more EDS graduates, which is most likely due to the cohort effect. EDS graduates increased by 3 (100%) in 2017-18 and again in 2018-2019 but decreased by 2019-2020. CED graduates decreased from 36 to 26 from AY 2019 to AY 2020 while PSY decreased drastically from 36 to 15 from AY 2019 to AY 2020. 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. In Fall 2019, CED faculty infused all syllabi with Culturally Responsive Teaching Practices. CACREP standards and the Mississippi Department of Education program reviews dictate that the Counselor Education program continue to adequately and comprehensively address diversity issues throughout the curriculum. In

addition, a PSY faculty member, Dr. Jackie Goldman, leads the university's Safe Space training in order to assist all faculty, staff, and students in becoming more aware of the LGBTQ+ community.

### **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. 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 through 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 in 2019.

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**

Goldman, J. (2019). Delta State University Safe Space Program. The LGBTQ Fund of Mississippi. \$3,500.

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

- Internships – Counselor Education Program Faculty
  - 42 CED students served at least 22,800 hours as interns in clinical mental health and school settings in 2019-20
- Although initial planning occurred, the 39<sup>th</sup> Annual F.E. Woodall Spring Conference for the Helping Professionals was unable to be held at DSU due to the COVID-19 pandemic.
- CED faculty advisor, Dr. Mary Bess Pannel, worked with Chi Sigma Iota students with the organization of community outreach project – “Shoe Boxes” – Operation Christmas Child (2019, November). Approximately 10 CED students assisted with this project.
- CED faculty advisor, Dr. Mary Bess Pannel, worked with Chi Sigma Iota students on the community outreach project - “Toy Drive” – UMMC and Children’s of Mississippi Hospital (2019, January). Approximately 10 CED students assisted with this project.

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

<b>Division-Relevant DSU Strategic Plan Goal Indicators</b>	<b>Division Tracking Status</b>
1.1 Senior-level competency measures	Currently doing – Section II – MFT PSY Currently doing – Section II – CPCE and NCE
1.4b Service learning	Currently doing – Section IV Service Learning Data
1.5 Percentage of academic programs measuring QEP goals	Currently doing – Section III, 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. **Two new committees the department reports to includes the COEHS Curriculum Committee, which reviews all curriculum changes for the college, and the COEHS Accreditation Committee, which reviews all program work that undergoes accreditation review.**

**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:

**Dr. Natasha Barnes**

• **Presentations/Publications**

- Barnes, N., Dickerson, K., & S. Adika. (2020). Promoting occupational wellness in military spouses. Georgia Career Development Association. Atlanta, GA
- Barnes, N. (2019). Career development in youth: Illustrating activism through metaphors. Mississippi Counseling Association. Biloxi, MS
- Barnes, N. (2019). Inspirations to aspirations: Innovative strategies for working with youth in low-income communities. National Career Development Association. Houston, TX
- Barnes, N. (2019). Effective practices for managing mental health issues in military families. American Counseling Association. New Orleans, LA
- 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

• **Student Presentations**

- Carney, J. & Barnes, N. (2019). Resiliency among student veterans and non-veteran students in the Mississippi Delta. Delta State University McNair Scholar Program. Cleveland, MS

• **Other Noteworthy Accomplishments**

- 2019 Veterans Walk in the DSU Homecoming Parade
- Member, DSU Title IX Committee
- Co-Chair, DSU Winning the Race Conference
- Member, COEHS Centennial Fund Committee
- Faculty Assistant, Chi Sigma Iota
- Member, CACREP Committee

- Member, American Counseling Association
- Member, Association for Counselor Education and Supervision
- Member, Southern Association of Counselor Educaiton and Supervision
- Secretary, Military and Government Counseling Association
- Member, National Career Development Association - Veterans Committee Member
- Member, International Association for Marriage and Family Counseling
- Member, American Mental Health Counselors Association
- Mississippi Counseling Association –Delta Area Region Treasurer – 2019-2020
- **Honors and Awards**
  - IHL Excellence in Diversity and Inclusion Award – Delta State University - 2019
  -

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

- **Other Noteworthy Activities and Accomplishments**
  - Co-led Students volunteering at MCA,
  - Graduate Program Coordinator and Director of Assessment
  - Member, Counselor Education Curriculum Program Committee
  - Member, Counselor Education Assessment 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, University Safety Committee
  - Member, College of Education and Human Sciences Advisory Council (CEAC)
  - Member, Chi Sigma Iota
  - Member and Advisor to the Board, 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 (President Elect)

- 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
- Site reviewer for CACREP
- CACREP Liaison
- National Board of Certified Counselors Liaison

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

- **Publications:**

- Stoltz, K. B., Bell, S. C., & Mazahreh, L. G. (2020). 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.
- Pickens, B, Mckinney, R., & **Bell, S.C.** (2020). A hierarchal model of coping in the college student population. *Journal of Interdisciplinary Studies*.
- 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

- **Other Noteworthy Activities and Accomplishments**

- Member, American Counseling Association,
- Member, Association for Counselor Educators and Supervisors,
- Member, Southern Association for Counselor Educators and Supervisors
- Member, American Mental Health Counseling Association
- Member, Counselor Education Curriculum Program Committee
- Chair of CED Assessment and Accreditation Committee
- Member, CACREP Self-Study and Re-Accreditation Committee
- Member, F. E. Woodall Spring Conference Committee
- Methodologist, one dissertation committee



- DSU Graduate Council member
- Chair – COEHS Research and Grant Funds Review Committee

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

- **Presentations and Speaking Engagements**

- Pannel, M. (2020, February). Advocacy: Giving voice to mental illness. Mississippi Delta Community College Counselors’ Retreat. Greenville, MS.
- Pannel, M. (2020, February). Ethics and professional issues in school counseling. Ethics and Professional Issues Course (J. Goldman), Counselor Education and Psychology Department. Delta State University, Cleveland, MS.
- Myrolie, R., Pannel, M., Harris, C., & Marsh, A. (2019, May). Making a connection – Pilot study of the nutrition-mental health connection. Mississippi Public Broadcasting, Jackson, MS.
- Pannel, M. (2019, November). Logistics of maintaining professional and personal balance [Conference session]. Delta Psychology Educators Conference, Cleveland, MS.
- Pannel, M. (2019, March). Making the connection of nutrition, mental health, and academic success [Conference session]. Winning the Race Conference-Faculty Forum, Cleveland, MS.

- **Student Research Collaboration**

- Hendrix, T., & Pannel, M. (2019, November). Being resourceful counselors through effective collaboration [Conference session]. Mississippi Counseling Association annual conference, Biloxi, MS.
- Myrolie, R., Pannel, M., Harris, C., Marsh, A., & Burns, K. (2019, April). Making a connection – Pilot study of the nutrition-mental health connection [Conference session]. Annual F. E. Woodall Conference for the Helping Professions, Cleveland, MS.

- **Peer Reviewed presentations**

- Vincent, C., Ervin, L., & Pannel, M. (2019, November). Applying the SCAMPER Model to wellness in counseling [Conference session]. Mississippi Counseling Association annual conference, Biloxi, MS.

- **Other Noteworthy Activities and Accomplishments**
  - 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
  - President-elect, Mississippi Counseling Association
  - Mississippi Association of Counselor Educators and Supervisors
  - Chapter Faculty Advisor, Chi Sigma Iota, Delta State University, 2016-present.
  - Proxy, Faculty Senate, 2017-present, elected position.
  - Member, Environment & Safety Committee, 2017-present.
  - Member, DSU Merit Pay Appeals Committee, 2017-present
  - Member, Distance Education Committee, 2017-present, elected position.
  - Counseling Laboratory Supervisor, 2015-present
  - DSU Connected Educator nominee- Fall 2019

**Dr. Cat Vincent - Counselor Education Faculty**

- **Noteworthy Activities and Accomplishments**
  - Activities:
    - Dr.'s Vincent, Beals, and Pannel took 12 students to “MCA Counselor’s Day at the Capitol” in January 2020 and met with MS House of Representatives, Abe Hudson.
  - Memberships:
    - Member, Counselor Education Curriculum Committee
    - Member, Winning the Race Executive Committee
    - Co-chair, Winning the Race – Faculty Engagement Sub-Committee
    - Woodall Conference Committee member
    - Member, DSU Summer Enrollment Task Force Committee
    - Member, DSU Graduate Appeals Committee
    - Member, CACREP Re-Accreditation Committee
    - Board of Directors-President (Delta Area Region), Mississippi Counseling Association
    - Board member, Chi Sigma Iota-Delta Sigma Upsilon Chapter
    - Member, Mississippi Association for Counselor Education and Supervision
    - Member, Southeastern Association for Counselor Education and Supervision

- Member, International Association of Marriage & Family Counselors
- **Presentations:**
  - Vincent, C. (December 2019). Creative applications of wellness in supervision. Peer reviewed education session for the National Association for Creativity in Counseling's 2019 Conference in Clearwater, FL.
  - Vincent, C., Pannel, M., & Earvin, L. (November 2019). Applying the SCAMPER model to wellness in counseling. Peer reviewed education presentation for the Mississippi Counseling Association in Biloxi, MS.
- **Honors:**
  - 2019-2020 COEHS Outstanding Faculty Award in Service

**Psychology:**

- Faculty continue to develop and teach selected coursework in an online and hybrid format.
- Psychology faculty conducted a new Delta Psychology Educator Conference in Fall 2019.
- Psi Chi and the Psychology Club continue to be viable and important component of program efforts to develop students.

**Dr. Andres Garcia-Penagos - Psychology Faculty**

- **Scholarship**
  - Garcia-Penagos, A. (2020a). Behaviorism and E4 Cognition. Consensus and Controversies. Invited talk to the Centro de Estudios e Investigaciones en Comportamiento, Universidad de Guadalajara. March 10, 2020.
  - Garcia-Penagos, A. (2020b). Social influences in insensitivity to experimental contingencies. Invited talk to the Centro de Estudios e Investigaciones en Comportamiento, Universidad de Guadalajara. March 10, 2020.
- **Other Noteworthy Activities and Accomplishments**
  - Chair, Library Committee
  - Member, Research Committee
  - Member, Faculty Senate
  - Member, Attendance and Grievance Appeals Committee

- Member, International Faculty and Staff Association
- Member, Psychology Program Textbook Committee
- Member, Psychology Program Curriculum Committee
- President of DSU's International Faculty and Staff Association
- Member, Association for Behavior Analysis International
- Member, Southeastern Psychological Association
- Member, Society for the Quantitative Analysis of Behavior
- Academic Advisor
- ACUE completer

#### **Dr. Jacqueline Goldman - Psychology Faculty**

- **Publications and Presentations:**

- 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*.
- Ugh, K. J., Bergstrom, C. M., Wilson, L., Geiger, S., Goldman, J. A., Heddy, B. C., Cropp, S., & Kriescher, D. (2019). Transformative experience: A critical review and investigation of individual factors. In Spector, J., Lockee, B., & Childress, M. (Eds.), *Learning, design, and technology. An international compendium of theory, research, practice, and policy*. Cham, CH: Springer.
- Goldman, J. & Heddy, B.C. (2019). Transformative experience, task values, & academic achievement of first-generation college students. Paper presented at the annual meeting of the American Psychological Association. Chicago, IL.

- **Other Noteworthy Activities and Accomplishments**

- DSU Safe Space Coordinator
- DSU Faculty Senate Proxy for Counselor Education and Psychology Department
- Psychology Program Curriculum Committee
- Member, Writing Across the Curriculum Committee
- Member, Psychology Program Textbook Committee
- Member, Okra Out Front Committee
- Member, Jack Gunn Award Committee
- Member, American Psychological Association

- Member, Society for the Teaching of Psychology
- Member, Educational Psychology (APA Division 15)
- Member, Psi Chi
- Advisor, Psychology Club
- Reviewer, APA Conference Proposals
- Methodologist, Dissertation Committees
  - Jenna Wright
  - Larry Morgan
  - Chris Cox
  - Eric Williams
  - Janie Magee
- Academic Advisor
- **Awards**
  - Connected Educator Award Nominee Fall 2019

**Dr. Jon Westfall – Psychology Faculty**

- **Publications and Presentations**
  - Westfall, J. E. (2019). An introduction to computer data security for practitioners. Presented at the 38th Annual F. E. Woodall Spring Conference for the Helping Professions, Cleveland, MS. April 2019.
  - Westfall, J. E. (2019). Bringing Psychological Research to Life: Collecting, Analyzing, and Displaying Data in the Classroom in Real Time. Presented at the 1st Annual Delta Psychology Educators Conference, Cleveland, MS, November 2019.
  - Stein, L., Ciarocco, N. J. & Westfall, J. E. (2020). Essays from E-xcellence in Teaching (Vol. 19). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/ebooks/eit2019/index.php>. ISBN: 978-1-941804-56-8
- **Other Noteworthy Activities and Accomplishments.**
  - Assumed faculty senate presidency (April 2020),
  - Chaired General Education Committee through establishment of baseline evaluation policies and procedures
  - Internet Editor for the Society for the Teaching of Psychology (STP)

- Chair, Psychology Curriculum Committee
  - Chair, General Education Committee
  - Chair, Attendance & Grade Grievance Committee
  - Member, Distance Education Committee
  - Chair, College of Education and Human Sciences Centennial Fund Committee
  - Member, American Psychological Association
  - Member, Society for the Teaching of Psychology
  - Member, Southeastern Psychology Society
  - Member, Society for Judgment and Decision Making
  - Delivered 5 professional development presentations to colleagues and students focused on technology use in the classroom.
  - Signed book contract with Apress Inc. for a textbook on the R programming language.
- **Honors and Promotions**
    - Received tenure and promoted to Associate Professor of Psychology

**Dr. Sally Zengaro - Psychology Faculty**

- **Grants**
  - S. Zengaro & J. Westfall. STP Conference Speaker Grant, Division 2, American Psychological Association, Received Nov. 2019, Delta Psychology Educators Conference. \$1500
- **Publications and Presentations**
  - Zengaro, S., Zengaro, F., & Ali, M. (in press). Academic support for ELL and immigrant adolescents: Connecting home, school, and communities. In G. Onchwari & S. Keengwe (Eds), Handbook of Research on Bridging Family-Teacher Relationships for ELL and Immigrant Students.
  - Zengaro, F., Zengaro, S., & Ali, M. (2019). Social isolation and technology: Implications for psychosocial development. *Journal of Research Initiatives*, 4(3), Article 6.
  - Zengaro, F., & Zengaro, S. (2019). Sports as intuitive experiences: Biofunctional embodied sports performance. *MAHPERD Journal*, 6(1), 21-26.
  - Zengaro, F., & Zengaro, S. (2019, November). It happens on Friday nights: A case study of Marc, a high school football coach. Paper presented at the meeting of the Mid-South Educational Research Association, New Orleans, LA.
  - Zengaro, S., & Zengaro, F. (2019, October). Assessing student learning: Using writing prompts as summative evaluations. Paper presented at the meeting of the International Society for Exploring Teaching and Learning, Charlotte, NC.

- Zengaro, S., Zengaro, F., & Alvarez, J. (2020, April). Using stroboscopic visual training to enhance sports performance. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans, LA. (conference canceled)

- **Other Noteworthy Activities and Accomplishments**

- Member, ESETL (International Society for Exploring Teaching and Learning)
- 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, 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
- Dissertation committees:
  - Methodologist- Annette Riddle
  - Chair- Janie Magee
  - Methodologist- Adrienne White
- **Awards:**
  - Nominated as a 2019 DSU Connected Educator
  - Appointed to Mentor, Society for the Teaching of Psychology, Division 2 of the American Psychological Association

**Becky Steed – Senior Secretary**

- **Noteworthy Activities and Accomplishments**
  - Supervised work-study students, graduate assistants, and tutors in the psychology lab.
  - Helped conduct orientations for work-study and GAs

**Mrs. Charlotte Brunetti-McCain – 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
- Member, National Board of Certified Counselors (NBCC)
- Member, Association for Play Therapy (APT)
- Member, Mississippi Licensed Professional Counseling Association

**Recommended Change(s) of Status:**

Dr. Jon Westfall was promoted to Associate Professor of Psychology

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

**Changes Made in the Past Year:**

Faculty in both Counselor Education and Psychology programs continue to review and refine course curriculum. Psychology Program and curriculum changes continue to occur with the 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:

**Counseling:** Data management system was developed for implementation in Fall 2020.

**Psychology:** PSY 592: Special Topics in Psychology was given a course description and specified number of credit hours (3). PSY 315 was renamed from Social Cognition to Social Psychology. After consulting with subject matter experts at our last external review, and reviewing the curriculums of psychology programs nationwide, we have found that the material our students need to be proficient in the area of Social Psychology is present within our curriculum. However, our course title “Social Cognition” did not convey the breadth of the material on transcripts or to prospective students. The more appropriate title of the course therefore should be “Social Psychology”.

**Recommended changes for the coming year(s):**

- **Counselor Education Program**
  - Continue revising and developing rubrics for assessments to report data annually.