

Unit Missions



CEDP Mission Statement

Mission statement

Counseling Program Mission Statement

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

Psychology Program Mission Statement

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

Learning Outcomes

BA-PSY 01: LO Learning and Cognition

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

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

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

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

Results of Evaluation

PSY 402 Learning and Cognition Course Assessment Data

PSY 402 *Learning and Cognition* assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from Spring 2011 to Spring 2015 are reported below. In Spring 2015, the format was changed from quizzes and tests to frequent reflection papers and a research paper. Those class averages are listed first followed by the assessments from the previous years.

Spring 15	
Reaction Paper 1	75.00
Reaction Paper 2	84.38
Reaction Paper 3	70.83
Reaction Paper 4	87.50
Reaction Paper 5	59.38
Reaction Paper 6	84.38
Reaction Paper 7	78.13
Reaction Paper 8	50.00
Reaction Paper 9	87.50
Reaction Paper 10	81.25
Reaction Paper 11	83.85
Reaction Paper 12	68.63
Reaction Paper 13	79.90
Reaction Paper 14	78.92
Reaction Paper 15	76.47
Student-Led Discussion	85.38
Term Paper	80.00

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	<u>S11</u>	<u>F11</u>	<u>S12</u>	<u>F12</u>	<u>S13</u>	<u>S14</u>
Quizzes	NA	NA	NA	0.79	0.81	0.74
Test 1	0.82	0.74	0.82	0.87	0.84	0.73
Test 2	0.83	0.97	0.83	0.89	0.85	0.75
Test 3	NA	NA	NA	NA	NA	0.73
Test 4	NA	NA	NA	NA	NA	0.71
FE	0.83	0.86	0.82	0.74	0.83	0.73
RP 1	0.8	0.72	0.81	0.69	0.72	0.63
Rp 2	NA	0.77	NA	0.72	0.67	NA
Rp 3	NA	NA	NA	0.74	0.78	NA
Rp 4	NA	NA	NA	0.78	0.86	NA

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 14 students) for Memory and Cognition = 46 (national average = 43.6). There was an 8-point improvement from 2014 to 2015. In 2013, the national average was 43.7, and DSU students were 6 points below the national average, although there was a 3-point improvement from 2012 to 2013. In 2014, students were 5.7 points below the national average. In 2015, students were 2.4 points **ABOVE** the national mean. The 2015 scores represent an important trend from 2013.

National average is based on 357 institutions and 25,895 students taking the test from September 2010 to June 2014.

Note - Average TOTAL MFT PSY **Scaled** Score: 14 PSY students = 152.7 out of a possible 200. National average is 155. DSU students improved 6 points in 2013 and 3.6 points in 2014. The scores have remained relatively stable compared to 2014 when the mean score was 153.6 (a decrease of .9 points). Three area assessment indicators on the MFT PSY (i.e., measurement/methodology, clinical and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. However, the sub-scores from these areas may adversely affect the total MFT PSY score. For most students who scored above the 50th percentile, the social psychology score was the lowest subscore. For two, the lowest subscore was abnormal/clinical.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. Six students scored above the national average of 155. The two highest scores were 182 (93rd percentile) and 175 (86th percentile).

Use of Evaluation Results

Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.

Spring 2015, the assessments for PSY 402 were changed to written papers instead of tests and quizzes.

There is ongoing discussion about whether the core is meeting the needs of students.

BA-PSY 02: LO Biological Psychology

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

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

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

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

Results of Evaluation

PSY 409 Biological Psychology Course Assessment Data

PSY 409 *Biological Psychology* assessment trend data (i.e., unit tests, a final exam [FE], and reflection papers [RP]) from Spring 2011 to Spring 2015 are reported below:

PSY 409					
	<u>S11</u>	<u>S12</u>	<u>S13</u>	<u>S14</u>	<u>S15</u>
Quizzes	NA	NA	0.76	0.81	0.89
Test 1	0.83	0.8	0.68	0.74	0.67
Test 2	0.82	0.85	0.76	0.74	0.70
Test 3	NA	NA	NA	NA	0.65
FE	0.77	0.72	0.66	0.74	0.69
RP	0.69	0.81	NA	NA	NA
RP	0.71	0.81	NA	NA	NA
Paper	NA	NA	0.72	0.86	NA

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 14 students) for Sensory and Physiology = 61 (national average = 48). There was a 6-point improvement from 2014 to 2015.

National average is based on 357 institutions and 25,895 students taking the test from September 2010 to June 2014.

Note – Mean MFT PSY Sensory and Physiology student scores increased this year and are 13 points **ABOVE** the national average.

Note - Average TOTAL MFT PSY **Scaled** Score: 14 PSY students = 152.7 out of a possible 200. National average is 155. DSU students improved 6 points in 2013, 3.6 points in 2014, and 6 points in

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2015. The scores have remained relatively stable compared to 2014 when the mean score was 153.6 (a decrease of .9 points). Three area assessment indicators on the MFT PSY (i.e., measurement/methodology, clinical and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. However, the sub-scores from these areas may adversely affect the total MFT PSY score. For most students who scored above the 50th percentile, the social psychology score was the lowest sub-score. For two, the lowest sub-score was abnormal/clinical.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. Six students scored above the national average of 155. The two highest scores were 182 (93rd percentile) and 175 (86th percentile).

Use of Evaluation Results

Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.

Tests are periodically revised to reflect current course content.

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

PSY 409 Biological Psychology

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

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

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

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

 BA-PSY 03: LO Developmental Psychology

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

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

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

PSY 490 (Senior Seminar) Capstone Course Assessment:

MFT PSY assessment indicator for Developmental Psychology.

Results of Evaluation

PSY 307 Developmental Psychology Course Assessment Data

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

Spring 2011	.83	(N= 27)
Fall 2011	.79	(N = 31)
Spring 2012	.77	(N = 34)
Fall 2012	.80.5	(N = 26)
Spring 2013	.85	(N = 21)
Fall 2013	.79	(N = 27)
Spring 2014	.78	(N = 21)
Fall 2014	.73	(N=25)
Spring 2015	.77	(N=20)

MFT PSY Assessment Data

MFT PSY Assessment Indicator (Mean Percent Correct based on 15 students) for Developmental = 48 (national average = 50.9). The scores remained the same from 2013 to 2014. The 2015 score is 7 points lower than 2014. However, the scores are only 2.9 points below the national average.

National average is based on 357 institutions and 25,895 students taking the test from September 2010 to June 2014.

Note – Currently, students take PSY 307 as much as four semesters before the MFT. Some students have received credit for PSY 307 by taking CEL 300. This along with the fact that social psychology is not a core requirement may adversely affect DSU student scores.

Note - Average TOTAL MFT PSY **Scaled** Score: 14 PSY students = 152.7 out of a possible 200. National average is 155. DSU students improved 6 points in 2013, 3.6 points in 2014, and 6 points in 2015. The scores have remained relatively stable compared to 2014 when the mean score was 153.6 (a decrease of .9 points). Three area assessment indicators on the MFT PSY (i.e., measurement/methodology, clinical and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. However, the sub-scores from these areas may adversely affect the total MFT PSY score. For most students who scored above the 50th percentile, the social psychology score was the lowest subscore. For two, the lowest subscore was abnormal/clinical.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. Six students scored above the national average of 155. The two highest scores were 182 (93rd percentile) and 175 (86th percentile).

Use of Evaluation Results

Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.

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Tests are periodically revised to reflect current course content.

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

PSY 307 Developmental Psychology

In response to student performance on unit tests and the MFT assessment indicator, the instructor incorporated more group work and group discussions in the course meetings. More activities were incorporated that are designed to allow students to engage in more peer-to-peer dialogue, incorporate more real-world scenarios into the discussions, and apply more of the text information to their specific disciplinary interests.

Students also use publisher-provided online lab experiences to supplement in-class work.

BA-PSY 04: LO Statistics

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

Students will produce and interpret descriptive and inferential statistics.

Data Collection (Evidence)

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

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

Results of Evaluation

PSY 331 Statistics Assessment Data

PSY 331 was on a six-test system from Fall 2010 to Fall 2013. In Spring 2014, three tests were given instead of six. In 2014-15, Homework, Quizzes, Midterm and Final Exam averages are included. Course averages on each assignment are recorded beginning Fall 2011.

Note – Previous years are reported to provide trend data.

PSY 331					
	<u>2011/2012</u>	<u>2012/2013</u>	<u>F13</u>	<u>S14</u>	<u>2014/15</u>
Test 1	0.74	0.77	0.77	0.84	0.64
Test 2	0.81	0.87	0.80	0.88	NA
Test 3	0.73	0.69	0.84	NA	NA
Test 4	0.73	0.73	0.70	NA	NA
Test 5	0.78	0.76	0.77	NA	NA
Test 6	0.75	0.76	0.80	0.70	0.64
Homework	0.84	0.82	0.81	0.77	0.56

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Quizzes	NA	NA	NA	0.77	0.68
Sem. Avg.	0.77	0.78	0.78	0.79	0.70

Research Methods Redesign Grade distribution data from 2006 to 2009 compared to data from 2010 to Fall 2011 indicate that the redesign has been ineffective in increasing student pass rates (pre-redesign 75% pass rate compared to post-redesign 73% pass rate). While the Spring 2012 pass rate increased to 79% and the Fall 2012 pass rate increased to 90%, the pass rate for Spring 2013 and Spring 2014 was 75%. The pass rate was 43% in Fall 2013. For Fall 2013 and Spring 2014, the courses were re-sequenced to put statistics first. The pass rate for PSY 331 for Fall 2013 was 77% and for Spring 2014, 85%.

Use of Evaluation Results

PSY 331 Statistics

In 2014-15, the instructor included more opportunities to apply statistics to actual research situations. Additional changes: YouTube videos of instructor working out problems; use of R statistical package (previously computer packages were not used in 331); ConcepTest questions every two weeks where students worked independently in class on problems and then in groups (individual classwork was reported as new); collaborative assignments. There was an attempt to modernize the curriculum.

Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.

Tests are periodically revised to reflect current course content.

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

BA-PSY 05: LO Research Design Writing

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

Course assessments in PSY 330 Research Methods I (formerly 102) and PSY 332 Research Methods II (formerly 201) (both core courses) and a standardized assessment from the Major Field Test in Psychology (given in PSY 490 Senior Seminar [a core course]) are used to measure student learning in the areas of research design and writing skills.

Detailed assessments in PSY 330 and PSY 332 were implemented in fall 2010. Comparison data was first available in spring 2012 after the redesign had been fully implemented.

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

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

Student research and presentation production was also recorded. Students incorporate conceptual learning in professional research presentations that require students to present concepts to professionals in the area of psychology.

Results of Evaluation

PSY 330 Research Methods I Assessment Data

PSY 330 assessment trend data (i.e., unit tests, research topic proposal, annotative bibliography [Bib], rough draft [Draft], final literature review [Lit R] and final exam [FE]) for spring 2011 to spring 2015 are reported below. Over 2013-14, the course format was changed, and then it changed again in 2014-15. Both sets are listed for comparison.

PSY 330

	<u>F14</u>	<u>S15</u>
Quizzes	58.5	56.7
Assn	92.25	73.6
Paper 1	90	76.3
Paper 2	83.64	76.6
Presentation	72.5	77.8
Course	79.55	73.6

	<u>S11</u>	<u>S12</u>	<u>F12</u>	<u>S13</u>	<u>F13</u>	<u>S14</u>
Quizzes	NA	NA	0.77	0.72	0.65	0.88
Test 1	0.76	0.83	0.78	0.82	0.70	0.75
Test 2	0.83	0.88	0.76	0.79	0.72	0.75
Proposal	0.62	0.77	0.85	0.67	NA	NA
Bib	0.74	0.7	0.42	0.7	NA	NA
Draft	0.64	0.84	0.72	0.69	0.44	0.60
Lit R	0.73	0.8	0.81	0.82	0.50	NA
FE	NA	NA	0.66	0.85	0.46	NA

PSY 332 Research Methods II Assessment Data

PSY 332 has been on the four-test system since fall 2006; however, only two tests were given in Spring 2014. There is an early-semester talk to peers designed to pressure them for the details for their project. There is also an annotated bibliography, first draft, and second draft.

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

PSY 332						
	<u>2011/2012</u>	<u>2012/2013</u>	<u>F13</u>	<u>S14</u>	<u>F14</u>	<u>S15</u>
Test 1	0.77	0.77	0.84	0.91	0.89	0.71
Test 2	0.70	0.77	0.71	0.75	0.91	0.64
Test 3	0.81	0.87	NA	NA	NA	NA
Test 4	0.79	0.74	NA	NA	NA	NA

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Talk	0.82	NA	NA	NA	NA	0.74
Bib	0.66	0.77	0.71	0.62	0.80	0.66
Draft 1	0.65	0.74	NA	0.77	NA	NA
Draft 2	0.8	0.83	NA	0.75	NA	NA
RP	NA	NA	NA	NA	0.80	0.76
FE	NA	NA	NA	NA	0.80	0.70
HW	NA	NA	NA	NA	0.83	0.70
Sem. Avg.	0.77	0.79	0.78	0.81	NA	NA
Quiz Avg.	NA	0.55	0.72	0.77	0.71	0.83

MFT PSY Assessment Data

MFT Assessment Indicators for Measurement and Methodology (Mean Percent Correct) demonstrated a decrease in 5 points from 2014 to 2015 but a 4-point improvement from 2010-2015:

- 2010: 44 (52 national average)
- 2011: 49 (52 national average)
- 2012: 45 (55 national average)
- 2013: 54 (55 national average)
- 2014: 53 (54 national average)
- 2015: 48 (54 national average)

National average is based on 357 institutions and 25,895 students taking the test from September 2010 to June 2014.

Note - Average TOTAL MFT PSY **Scaled** Score: 14 PSY students = 152.7 out of a possible 200. National average is 155. DSU students improved 6 points in 2013, 3.6 points in 2014, and 6 points in 2015. The scores have remained relatively stable compared to 2014 when the mean score was 153.6 (with 2015 showing a decrease of only .9 points). Three area assessment indicators on the MFT PSY (i.e., measurement/methodology, clinical and social psychology) are not required core courses at DSU, so they have been excluded from evaluation. However, the sub-scores from these areas may adversely affect the total MFT PSY score. For most students who scored above the 50th percentile, the social psychology score was the lowest subscore. For two, the lowest subscore was abnormal/clinical.

Note – Course grade and standardized test (MFT PSY) score distributions indicate that there are two different populations of DSU psychology students: Those who are capable of and plan on attending graduate school and those who plan on starting a post-baccalaureate career. Six students scored above the national average of 155. The two highest scores were 182 (93rd percentile) and 175 (86th percentile).

Note – Although the Clinical/Abnormal score is not analyzed because it is not part of the core, it should be noted that the Mean MFT PSY Clinical/Abnormal student score is 65, which is 2.8 points above the national average of 62.2.

Student Research and Presentation Production

Psychology students conducted a good number of research projects. Five students registered for PSY 493 Independent Research.

Use of Evaluation Results

Program faculty review results of the MFT PSY in formal faculty meetings and discuss changes to curriculum within the program and in specific courses in order to increase student learning.

Tests are periodically revised to reflect current course content.

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

PSY 330 Research Methods I

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

Changed topical selections of papers to focus on topic students were interested in studying.

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

Provided systematic feedback to students on papers throughout the semester.

In addition, majors were assigned to PSY 331 before PSY 330. This would give transfer students more time in psychology courses before they had to write research proposals. The faculty felt that transfer students in particular did not have enough experience in psychology to be able to carry out research papers their first semester at DSU.

PSY 332 Research Methods II

The following grading changes were carried out:

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

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

Research Methods Redesign:

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

Note – Around ten years ago PSY 493 (*Independent Research*) was developed to give students an opportunity to take a course solely devoted to conducting research and writing an APA research paper. The course was productive in the past. However, the intensive nature of the course is not conducive to an enrollment of 10 or more. As a result, due to budget constraints over the last five years, PSY 493 has not been able to be offered as part of a faculty member's course load. Thus, PSY 493 has only been offered sporadically to a few students over the last five years. We have seen a steady increase in enrollment in PSY 493 this past year since more students are wanting a research-oriented course.

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The department started a psychology stats lab with tutoring by graduate students in Spring 2014. While statistics help was specifically advertised, tutors were also available to help with writing and APA style. Increased test and homework grades were in all courses.

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

Year (spring)	Number of Students Tested	Overall MFT Score (national average)	Memory and Cognition (national average)	Sensory and Physiology (national average)	Developmental (national average)	Measurement and Methodology (national average)
2010	14	152 (155)	44 (48)	38 (38)	43 (46)	44 (52)
2011	20	148 (156)	47 (48)	33 (38)	38 (46)	49 (52)
2012	19	144 (156)	29 (44)	45 (49)	38 (52)	45 (55)
2013	15	150 (156)	32 (44)	51 (49)	49 (52)	54 (55)
2014	15	154 (155)	38 (44)	55 (49)	50 (51)	53 (54)
2015	14	153 (156)	46 (44)	61 (49)	48 (51)	48 (54)

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

 EDD-COU 01: LO Mastery of Prior Knowledge

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

1. A Doctoral Admission Portfolio will be used. The portfolio will include a professional resume/vita, writing samples, personal philosophy of education/theory of teaching and learning, self-evaluation aligned with personal and professional goals, evidence of leadership ability, and a statement of purpose for pursuing doctoral study. A 4-point rubric is used to evaluate the portfolio.
2. The portfolio will be submitted within the first six hours in the program.
3. Average scores and pass rate percentages will be calculated.

Results of Evaluation

One candidate submitted a portfolio in Spring 2015 for the Ed.D. Counseling track. It was accepted. There was only one more student who continued taking three hours each semester.

Use of Evaluation Results

With one student, no program changes were made. With one student, no new assessment data were collected or evaluated in order to make necessary changes.

Efforts to recruit more qualified students for the Counseling Track of the Ed.D. program are ongoing and have resulted in three applicants to the program in 2014-15 who took courses in the spring while working on their portfolios.

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

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

1. Comprehensive Examinations: Comps will be taken at the end of the program by all candidates and must be passed in order to register for ELR 888 (Dissertation Seminar). They will be divided into 3 sections: research, curriculum, and supervision and based upon the core program courses and scored by program faculty.
2. Results will be compiled and analyzed by program faculty and reported to the Unit Assessment Director and the NCATE Coordinator annually.
3. Results will be analyzed by program faculty by section and overall scores and trends are identified.

Results of Evaluation

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

Use of Evaluation Results

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

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

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

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

EDD-COU 03: LO Advanced Counseling Skills

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

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

Results of Evaluation

There were no students in the Advanced Counseling Practicum or Internship Classes for the Ed.D. during the 2014-15 year.

Use of Evaluation Results

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

There were no students in the Advanced Counseling Practicum or Internship Classes for the Ed.D. during the 2014-15 year. Efforts to recruit more qualified students for the counseling track of the Ed.D. program are ongoing.

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

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

Two counseling track Ed.D. courses were offered in this reporting period. One course was stacked because it had two students taking it. The other course offered Spring 2015 had seven students. Thus, no other program changes occurred because of the low number of students.

EDD-COU 04: LO Research and Writing Techniques

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

Mastery of research techniques and academic writing (dissertation):

Demonstrate the ability to create a research question relevant to the counseling literature; design the appropriate research methodology; collect and analyze the data; and, report the findings in a manner conducive to enhancing the counseling literature.

Data Collection (Evidence)

Students will complete the dissertation. Starting the dissertation process in ELR 888 students will work with faculty to complete a meaningful research project that will contribute to the counseling literature.

Results of Evaluation

Currently, there are four counseling students in various stages of the process. One student awaits comprehensive exams, but has not responded to repeated inquiries about taking comprehensive exams.

Use of Evaluation Results

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

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

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

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

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

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

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

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

Results of Evaluation

In 2014-15, nine students were admitted for the Ed.S. program. They began with two core courses. These students met all the prerequisites and came highly recommended. There were 11 graduates in 2014-15.

Use of Evaluation Results

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 2014.

EDS-COU 02: LO Content Knowledge

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

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

Results of Evaluation

During 2014-15, students submitted nine manuscripts proposing research and program enhancement.

Evaluations of examinations and research project proposals in both core classes (CED 717 and CED 735 *Advanced Counseling Research Methods*) showed that students were viewing program enhancement through the lens of the ASCA Model. All students passed the assignments with an average of 98.8%.

Use of Evaluation Results

Faculty have noticed research proposals and program enhancements have become more focused with subsequent cohorts.

Taskstream has been utilized for students to upload papers. This is a better solution for keeping and assessing student data. Last year was focused on designing Taskstream for data collection and assessment, and 2014-15 focused on the implementation of it.

EDS-COU 03: LO Advanced Counseling Skills

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

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

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

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

Results of Evaluation

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

During 2014-15, students submitted nine manuscripts proposing research and program enhancement. All students passed this assignment with an average of 96%.

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

Use of Evaluation Results

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

One challenge to be faced is a requirement by MDE upon the local school districts. A new Professional School Counselor evaluation was created and piloted around the state during the school year. Most of the PSCs in the Delta were not trained on the evaluation due to training cancellations because of inclement weather. The evaluation, the M-CAR, is scheduled to go live for the 15/16 year. Most remain untrained. A training is offered in July at a cost per participant of \$50 and will be at the Beau Rivage in Biloxi, making this an unobtainable option for DSU students due to cost of training and associated travel. Faculty have adapted the program to address the M-CAR and to try to help students understand the process of evaluation, so that should help prepare them.

EDS-COU 04: LO Supervision Skills

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

Data Collection (Evidence)

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

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

Results of Evaluation

Students were not able to tape and submit videos that would ensure HIPAA compliance. They submit case studies in CED 790 and engage in ex-post facto supervision where they see students and then discuss the cases with the faculty member. All students (13) passed the course in 2014-15. All students received 100% on the case studies.

Use of Evaluation Results

Results of the comprehensive exams for the EdS for Fall 2014 and Spring 2015 completers 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.

MED-COU 01: LO CACREP Knowledge Base

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

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

*Professional Identity

Helping Relationships

Assessment

Group Work

Career Development

Human Growth and Development

Social and Cultural Diversity

Research and Program Evaluation

Data Collection (Evidence)

1. The **two** assessment instruments used in determining acquisition of content knowledge in the program are the **CPCE** (Counselor Preparation Comprehensive Exam) and the **NCE** (National Counselor Exam). The CPCE is offered every semester, and students are eligible to sit for the exam after taking CED 609. The NCE is offered each spring and fall semester, and students are eligible to sit for the exam while they are in their last semester of coursework in the program or within six months of their graduation from the program.
2. Scores from the CPCE are generated through the Center for Credentialing in Education (CCE), an affiliate with the National Board of Certified Counselors (NBCC) which generates the scores for the NCE. The CPCE scores are generated each semester, and the NCE scores are generated twice a year in the spring and fall. The CPCE test summary provides descriptive statistical data to compare program results with national results; the NCE also has national data with comparisons with CACREP and non-CACREP programs.
3. Data from test results are distributed to faculty for review in preparation for a discussion in a faculty meeting (or multiple faculty meetings as needed). At these faculty meetings, strategies are developed that will help students perform better on these instruments, including program preparation workshops, professionally prepared test prep materials, and curricular changes within targeted courses.

Results of Evaluation

In recent years, the majority of students have passed the CPCE. The percentage of students who passed during fall 2014 and spring 2015 is 40%. The first time pass rate was 39%. However, this is a higher percentage than the first-time pass rate for 2012-13, which was 29% although lower than the first-time pass rate of 2013-14 of 47%. One explanation for the low first-time pass rate is that a culture of taking the test prematurely has developed where students take it without sufficient review and knowing they can take it again. Another explanation is a premature move toward more online coursework. It should be noted that only 17% of the test takers (4) did not pass with their second attempt.

Three students took the graduate student administration of the NCE. Two passed and one did not for a 67% pass rate. This is an increase from last year’s 40% pass rate.

Summary Tables

Counselor Preparation Comprehensive Exam (CPCE) Pass Rates

CPCE Administration Dates	# of Students Tested	# of Students Passed	Pass Rate %
4/15	9	3	33%
2/15	6	0	0%
11/14	4	2	50%
10/14	7	6	86%
9/14	4	1	25%
3/14 Retest	9	7	78%
2/14	16	7	44%
10/13	3	2	67%
9/13 Retest	3	0	0%
6/13	4	3	75%
4/13	6	1	17%
12/12 Retest	1	0	0%

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

Summary of CPCE by Content Areas											
	Hu man Gro wth	Socia l Cult ural	Helpi ng Relat ion- ships	Gro up Wo rk	Car eer	Appr aisal	Resea rch	Professiona l/Ethics	Tota l	Num ber Passe d	Num ber
Fall 2007	9.42	8.25	9.42	8.58	8.58	8.58	9.75	9.50	72.0 8	1	12
Fall 2007 RT	6.63	6.63	8.13	9.88	8.63	8.25	9.13	11.25	68.5 0	3	8
Spring 2008	10.9 0	9.90	10.20	11.1 0	8.40	9.80	9.90	11.90	82.1 0	5	10

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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

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Summer 2012 RT	8.00	9.75	8.25	11.00	9.00	8.00	9.25	10.25	73.50	2	4
Fall 2012	11.71	6.43	9.43	11.00	10.57	10.86	9.29	11.14	80.43	6	7
Spring 2012	9.83	5.17	7.17	9.33	8.83	8.83	7.33	11.67	68.17	1	6
Summer 2013 RT	9.50	7.25	7.25	9.50	9.50	10.25	8.25	8.25	74.00	2	4
Fall 2013 RT	6.00	10.00	7.67	10.33	8.67	9.00	10.67	7.00	69.33	0	3
Fall 2013 RT	6.00	11.00	9.67	11.67	9.67	9.00	7.67	11.00	75.67	2	3
Spring 2014	7.50	8.25	7.81	10.69	9.06	9.12	8.50	9.50	70.44	6	16
Spring 2014 RT	9.11	9.67	9.89	11.11	9.33	10.22	8.89	10.11	78.33	7	9
Fall 2014	7.54	9.64	9.12	11.16	9.35	9.45	8.35	10.20	75.87	15	28
Spring 2015	7.89	9.78	8.78	9.67	8.78	9.56	8.44	12.78	75.68	22	37
AVERAGE	9.37	8.63	9.55	10.01	8.73	9.62	9.20	11.08	76.36		

National Counselor Exam (NCE) Pass Rates

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

Use of Evaluation Results

In contrast to the move toward online courses, faculty decided in Fall 2014 to move toward more face-to-face courses. While the online format may be attractive to students because of convenience, the faculty are not seeing an increase in pass rates. Beginning in Fall 2015, there will be fewer online courses. Canvas will be used to supplement on-campus instruction.

Taskstream is now being used for collection of assessment data. With the end of program portfolio now in Taskstream, students have an opportunity to review as they are collecting artifacts for their portfolios. To address pass rates, the faculty have created a Canvas classroom for students to prepare on the CPCE and the NCE. Faculty are also conducting two review sessions per month.

In Spring 2012, the faculty added a review component into the practicum and internship classes to help students self-assess their strengths and weaknesses relative to the counseling knowledge base and create preparation strategies for the CPCE. Students are now asked to purchase an NCE/CPCE preparation book as a text for the classes. Without requiring the test prep book, students reported they did not review for the test.

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

MED-COU 02: LO Counseling Skills

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

Counseling students will be able to apply relationship building skills. Students will form a theoretical orientation while implementing basic therapeutic intervention, and forming case conceptualization.

Data Collection (Evidence)

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

Results of Evaluation

For 2014-15, all students passed CED 630; one student left the program in Fall 2014 in CED 601 (a DSU recruiter who left because of work/time conflicts); one student was required to repeat CED 604 because faculty determined she needed more time to develop her skills; all students passed CED 609; and all students successfully passed CED 619. One student did not receive credit for CED 610 in Fall 2014 because she did not accumulate the required number of hours at her site. She repeated the course in Spring 2015, passed the course, and graduated. This multiple evaluation procedure is determined by program faculty to be an effective process.

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


Use of Evaluation Results

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

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

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

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

 **MED-COU 03: LO Dispositions**

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

Counseling students will demonstrate professional proficiencies as evaluated by core faculty members through the Professional Proficiencies Rubric. Professional proficiencies include qualities such as ability to establish cooperative relationships with others, ability to accept and implement feedback, ability to deal with conflict effectively, tolerance for differences, and proficiency in written and oral communication.

Data Collection (Evidence)

As part of the clinical observations (documented taped session reviews and site supervisor observations reflected in formal evaluations), faculty review and discuss student progress in the areas of professional and ethical conduct and an appreciation for diversity; multicultural issues are covered in all coursework with the foundational course as CED 616; experiential and didactic experiences serve to develop a disposition toward appreciating diversity.

In addition to the above observations, in 2010, the counseling faculty decided to pilot a counselor dispositions rubric. This rubric has been court-tested and used for several years at the College of William & Mary in Maryland.

The faculty implemented it in spring 2011 and adopted it policy in fall 2011. As a result, all 60 CED students undergo evaluation of professional dispositions twice each semester with feedback given to them either by the instructor of CED 604 Counseling Pre-practicum or their advisor.

Results of Evaluation

Analysis of faculty and site supervisor observations indicated that all interns adequately demonstrated minimal competency in developing and demonstrating the ability to work effectively with diverse populations and exhibiting professional and ethical conduct.

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

Use of Evaluation Results

Faculty continue to discuss didactic and experiential activities that enhance the curriculum in student acquisition of knowledge of skills. Faculty implemented substantial revisions to the CED curriculum in 2012 reflecting the changes made in implementing the 2009 CACREP standards. Specific strategies related to this goal include intensifying the internship experience with more taped and live observations and creating more awareness in applicants for admission to the program. Where students cannot tape their interactions with clients, live observations are conducted. The didactic portion of the internship is also being increased.

In Fall 2013, faculty adjusted required entry level courses for students admitted in Spring 2014. Spring enrollments are lower in number; therefore, rather than offer CED 600 *Introduction to Counseling*, CED 601, and CED 630 as in the fall semester, Jan. admissions took CED 600, CED 630, and CED 620 *Human Growth and Development*. This did not work as well for Spring 2014, so Spring 2015 returned to the traditional format of CED 600, CED 601 and CED 630. This provides the best entry into the program.

MED-COU 04: LO Appreciation of Research

Start: 7/1/2014

End: 6/30/2015

Providing Department: Counselor Education and Psychology

Learning Outcome

Counseling students will demonstrate an alignment with the counseling profession through proof of membership in a professional organization. Counseling students will demonstrate familiarity with research and present at professional conferences.

Data Collection (Evidence)

Students are required as part of their internship experiences (CED 610 or 619) to present at a professional conference. Many take the opportunity to present at the F.E. Woodall Annual Spring Conference or the state's Mississippi Counseling Association (MCA) conference.

Results of Evaluation

Students are observed and/or required to submit documentation of these presentations. In 2014, four students presented papers, and 23 students presented posters at the Woodall Conference. In 2015, nine students had professional presentations at Woodall.

Use of Evaluation Results

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

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

Faculty decided to add poster sessions as an acceptable option during the Woodall Conference in 2013.

Gen Ed Learning Outcomes



PSY_101_GE 01: Critical and Creative Thinking

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

Specific Objectives: Solve critical thinking exercises from textbook.

Recognize and describe aspects of the scientific method.

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

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

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

Results of Evaluation

Mean percentage scores on the Outcome 01 competency quiz were:

Fall 2014 = 88% (N = 263) 28 students did not pass the competency quiz with at least a 75%.

Spring 2015 = 70% (N = 186) 59 students did not pass the quiz with at least a 75%. However, of the 151 students who passed the quiz with at least 75%, their score average was 95%.

Fall 2013 = 82% (N = 188)

32 students did not pass the competency quiz.

Spring 2014 = 80% (N = 172)

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

Fall 2012 = 78% (N=168)

Spring 2013 = 81% (N=110)

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

Use of Results

A uniform assessment for Outcome 01 in all PSY 101 sections was implemented in Fall 2012. The mean percentage scores for Fall 2014 and Spring 2015 indicate satisfactory attainment of the Outcome 01 competency. Fifty-nine students (N=186) did not pass the competency quiz in Spring 2015. However, of the 151 students who passed the quiz with at least 75%, their score average was 95%.

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

Psychology faculty were encouraged to see a 3%-point increase from Fall 2012 to Fall 2013. This increase from fall to spring semester has not continued. Thirty-two percent of the students in the spring semester did not pass the competency quiz. There are several possible reasons, and one may be that

with the changing of the General Education courses and with PSY 101 no longer being required, students were not sufficiently motivated to take and pass the quiz.

In order to increase competency scores and completion rates, the psychology faculty made the Outcome 01 competency quiz a course requirement rather than a bonus point opportunity, and increases were seen until Spring 2015.



PSY_101_GE 05: Self

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

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

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

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

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

Results of Evaluation

Mean percentage scores on the Outcome 05 competency quiz were:

Fall 2014 = 86% (N = 263). 40 students did not achieve at least 75% on the competency quiz.

Spring 2015 = 80% (N = 186) 35 students did not achieve at least 75% on the competency quiz.

Fall 2013 = 80% (N = 188)

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

Spring 2014 = 80% (N = 172)

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

Fall 2012 = 80% (N=170)

Spring 2013 = 88% (N=111)

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

Use of Results

A uniform assessment for Outcome 05 in all PSY 101 sections was implemented in Fall 2012. The mean percentage scores for Fall 2014 and Spring 2015 indicate satisfactory attainment of the Outcome 05 competency. However, the increased number of students who are not passing is being addressed by tying the competency quizzes to the course average.

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

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

Unit Goals



CEDP 2015_01: Division Enrollment and Retention

Start: 7/1/2014

End: 6/30/2015

Unit Goal

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

Evaluation Procedures

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

Actual Results of Evaluation

1. Total CED enrollment over the past three years 182 in 2012-13, 260 in 2013-14, and 279 in 2014-15. Three-year and two-year trend data indicate that CED enrollment increased 53% from 2012-13 to 2014-15 and increased 7% from 2012-13 to 2013-14. In order help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a workshop on writing and plagiarism in order to address noticeable weaknesses in student writing. The orientation also gives students a clear program description in the spirit of thorough informed consent in order for the students to gain a better understanding of the nature of the program and expectations concerning rigor. The CED program also implemented 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. However, even though enrollment for CED appears flat from Fall 2014 to Spring 2015, this does not take into account that 12 graduated in December, so there was a slight increase in 2014-15 although it is not as large as the December 2013 to January 2014 enrollment increase.











Total PSY enrollment over the last three years was 151 in 2012-13, 173 in 2013-14, and 175 in 2014-15. Three-year and two-year trend data indicate that PSY enrollment increased 15% from 2012-13 to 2014-15 and increased 1% from 2013-14 to 2014-15. Because of a past decreasing enrollment trend, the division has engaged in more vigorous recruiting practices. In Fall 2012, the division continued an enrollment and retention plan developed by CEAC. This involves academic advisors personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. The proposal has been approved and implemented; however, no one has signed up for any courses to date. Also, faculty have been active at all recruitment fairs on and off campus. One past trend to note is that in years when there are larger numbers of graduates, the following years often see a temporary

decline in enrollment. Accomplishing the following goals will help increase enrollment by major: CEDP 2016_01, CEDP 2016_04, CEDP 2016_06, and CEDP 2016_11.

Use of Evaluation Results

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

Related Items

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

 **CEDP 2015_02: Division Data Integrity**

Start: 7/1/2014

End: 6/30/2015

Unit Goal

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

Evaluation Procedures

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

Actual Results of Evaluation

1. 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.

Use of Evaluation Results

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

Related Items

-   **SP4.Ind10: Data Integrity**



CEDP 2015_03: CED faculty training and support

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Hire, train, and support two new CED faculty to replace faculty departing 2014.

Evaluation Procedures

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

Actual Results of Evaluation

One faculty member was hired 2013-14 to replace a faculty member who resigned. Another faculty member resigned during the summer of 2014 before the 2014-15 academic year. Another faculty member resigned in December effective May 2015. The Program Coordinator resigned effective June 30, 2015. A search was conducted for all positions, and three people were offered the positions beginning Fall 2015. Two have accepted as of June 30. In spite of the frequent turnover, the program is still able to maintain CHP and graduation rates.

Use of Evaluation Results

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

Related Items



SP1.Ind08: Curriculum Development and Revision



SP4.Ind09: Institutional review process / Accreditations/IE



CEDP 2015_04: CED Reaccreditation

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Continue assessment and planning for ongoing CACREP and NCATE reaccreditation.

Specifically, implement and evaluate assessment plan submitted to CACREP after the Fall 2012 site visit.

Evaluation Procedures

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

Actual Results of Evaluation

A complete review of syllabi and implementation of appropriate databases and Taskstream showed adequate data collection took place. The division uses the data for analysis of available data toward an enhanced learning environment. Review of syllabi is ongoing.

Use 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 migration to hybrid/online environment.

Related Items

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

 **CEDP 2015_05: CED EDS program enhancement and evaluation**

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Program faculty matriculate students through the Ed.S. in Counseling with school concentration.

Evaluation Procedures

Course curriculum, admissions process, and enrollment

Actual Results of Evaluation

Eleven students graduated from the Ed.S. program in 2014-15. The now populated Ed.S. program will continue with cohorts of 10 to 12 students taking the four core courses. Program faculty in concert with other counselor education faculty will evaluate program outcomes and teaching methods in order to enhance student learning and practicum experiences.

Use of Evaluation Results

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

Related Items

-   **SP3.Ind09: Professional development**

 **CEDP 2015_06: CED Program faculty research**

Start: 7/1/2014

End: 6/30/2015

Unit Goal

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

Evaluation Procedures

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

Actual Results of Evaluation









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

Collectively faculty reported 3 conference presentations (which include collaborative efforts) and 8 workshops (which include collaborative efforts).

Use of Evaluation Results

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

Related Items

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



CEDP 2015_07: CED Hybrid and online offerings

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Program faculty will identify at least three more courses that are suitable for hybrid or fully online offerings and will have syllabi and peer-review for offerings in coming semesters. The program will consider a marketable alternative hybrid program as it continues to grow in online technology.

Evaluation Procedures

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

Actual Results of Evaluation

Spring 2015, eight courses were offered online or hybrid. Program minutes reflect discussions, decisions, and progress toward implementing more and more online facilitation.

Use of Evaluation Results

Online or hybrid courses are an achievable goal with the possibility of creating more interest in the program in the future. However, it was noted with the CPCE exam results of the past year that students may not be achieving as well. Before increasing the amount of courses offered online, the program needs to evaluate the quality of the online/hybrid courses.



CEDP 2015_08: CED Play Therapy Clinic

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Program faculty will assist in working with Dr. Mistie Barnes to implement a Play Therapy Community Counseling Center using grant funds from the Baxter International Corporation and USDA. – Goal modified and continued from previous year.

Evaluation Procedures

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

Actual Results of Evaluation

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

Use of Evaluation Results

The Play Therapy Training Institute provided the ongoing establishment of a funded community counseling facility serving the children, and the families of the Delta region. However, the division does not have adequate licensed faculty members to offer a Community Counseling Clinic. Efforts have been directed to sustain the Play Therapy Training Institute.

Related Items



SP1.Ind08: Curriculum Development and Revision



SP2.Ind02: Retention



SP2.Ind03: Graduation Rate



CEDP 2015_09: PSY Research Methods Redesign

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Continue the process of assessing the Research Methods Redesign. The redesign needs to be recalibrated by changing the course sequence of PSY 330, 331, and 332. PSY 331 (Statistics) will be offered at the beginning of the sequence in order to allow students to take more topical psychology courses to learn more about psychology before being required to initiate a research proposal in PSY 330 (Research Methods I). – Goal modified and continued from previous year.

Evaluation Procedures

Grade distributions of PSY 332 in fall 2013, spring 2014, fall 2014, spring 2015, as compared to previous semesters.

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Actual Results of Evaluation

PSY 332						
	<u>2011/2012</u>	<u>2012/2013</u>	<u>F13</u>	<u>S14</u>	<u>F14</u>	<u>S15</u>
Test 1	0.77	0.77	0.84	0.91	0.89	0.71
Test 2	0.70	0.77	0.71	0.75	0.91	0.64
Test 3	0.81	0.87	NA	NA	NA	NA
Test 4	0.79	0.74	NA	NA	NA	NA
Talk	0.82	NA	NA	NA	NA	0.74
Bib	0.66	0.77	0.71	0.62	0.80	0.66
Draft 1	0.65	0.74	NA	0.77	NA	NA
Draft 2	0.8	0.83	NA	0.75	NA	NA
RP	NA	NA	NA	NA	0.80	0.76
FE	NA	NA	NA	NA	0.80	0.70
HW	NA	NA	NA	NA	0.83	0.70
Sem. Avg.	0.77	0.79	0.78	0.81	NA	NA
Quiz Avg.	NA	0.55	0.72	0.77	0.71	0.83

Use of Evaluation Results

PSY 330 should better prepare students to succeed in PSY 332 resulting in higher PSY 332 grades (and fewer failing). Results are used to modify the curriculum and psychology program in the future. One problem is that the same assessment measures have not been used, making it difficult to compare progress across several years. However, it would appear that students continue to find the PSY 330, 331, 332 sequence difficult to maneuver.

Related Items

  **SP3.Ind09: Professional development**

 **CEDP 2015_10: PSY Research agenda**

Start: 7/1/2014

End: 6/30/2015

Unit Goal

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

Evaluation Procedures

Minutes of faculty meetings, presentations, and publication submissions.

Actual Results of Evaluation

Faculty members presented at 6 conferences. Three presentations were included in conference proceedings. There were three additional publications.

Use of Evaluation Results

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

Related Items

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

Section IV.a

Brief Description

Narrative

Counselor Education Program

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

Psychology Program

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

Section IV.b

Comparative data

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

Narrative

Comparison of Enrollment by Major

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

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Total	62	156	141	63	158	141
	2012-2013			2013-2014		
	Summer	Fall	Spring	Summer	Fall	Spring
CED	41	67	74	62	92	106
PSY	31	69	51	18	79	76
Total	72	136	125	80	171	182
	2014-2015					
	Summer	Fall	Spring	Summer	Fall	Spring
CED	63	92	92			
PSY	15	80	76			
Total	78	172	168			

Note—Total CED enrollment over the past three years was 182 in 2012-13, 260 in 2013-14, and 247 in 2014-15. Three-year and one-year trend data indicate that CED enrollment increased 36% from 2012-13 to 2014-15 and decreased 2% by from 2013-14 to 2014-15. 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 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. However, even though enrollment for CED appears flat from Fall 2014 to Spring 2015, this does not take into account that 12 graduated in December, so there was a slight increase in 2014-15 although it is not as large as the December 2013 to January 2014 enrollment increase. In addition, Summer 2014, the program was informed one faculty member would not be returning. That faculty member did not teach any summer courses, so fewer majors were accommodated with summer classes in 2014. Note—Total PSY enrollment over the last three years was 151 in 2012-13, 173 in 2013-14, and 171 in 2014-15. Three-year and two-year trend data indicate that PSY enrollment increased 13% from 2012-13 to 2014-15 and decreased 1% from 2013-14 to 2014-15. Because of a past decreasing enrollment trend, the division has engaged in more vigorous recruiting practices. In Fall 2012, the division continued an enrollment and retention plan developed by CEAC. This involves academic advisors personally contacting all advisees for early registration and then following up with advisees who do not sign up for advising. The practice is continued every semester. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. The proposal has been approved and implemented; however, no one has signed up for any courses to date. Also, faculty have been active at all recruitment fairs on and off campus. One past trend to note is that in years when there are larger numbers of graduates, the following years often see a temporary decline in enrollment. Accomplishing the following goals will help increase enrollment by major: CEDP 2016_01, CEDP 2016_04, CEDP 2016_06, and CEDP 2016_11.

Credit Hour Production (CHP) by Discipline

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

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Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	75	378	135	537	135	594
PSY	261	0	1578	0	1422	0
EPY	45	78	228	93	210	276
Total	381	456	1941	630	1767	870
Summer 2009		Fall 2009		Spring 2010		
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	69	330	213	522	153	450
PSY	261	0	1476	0	1245	0
EPY	36	198	156	165	249	180
Total	366	528	1845	687	1647	630
Summer 2010		Fall 2010		Spring 2011		
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	84	315	159	402	120	354
PSY	273	0	1443	0	1155	0
EPY	54	189	234	228	276	126
Total	411	504	1836	630	1551	480
Summer 2011		Fall 2011		Spring 2012		
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	87	249	135	522	93	465
PSY	222	0	1317	0	1188	0
EPY	30	174	243	183	273	111
Total	339	423	1695	705	1554	576
Summer 2012		Fall 2012		Spring 2013		
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	99	387	162	429	132	585
PSY	141	0	1281	0	1071	0
EPY	81	138	192	150	177	96
Total	321	525	1635	579	1380	681
Summer 2013		Fall 2013		Spring 2014		
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	93	540	204	705	168	801
PSY	138	0	1272	0	1174	0
EPY	36	186	201	60	174	84
Total	267	726	1677	765	1516	885
Summer 2014		Fall 2014		Spring 2015		
Discipline	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
CED	69*	477	141*	630	108*	666
PSY	69	0	1398	0	1245	0
EPY	42	84	204	114	219	78
Total	180	561	1743	744	1572	747

*Data associated with remedial course CED 098 Academic Support Labs.

Note—CED CHP three-year trend data indicate a 17% increase from 2012-13 (1794) to 2014-15 (2094); one-year trend data indicate a 17% decrease from 2013-14 (2511) to 2014-15 (2082). An unusually large enrollment

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increase occurred in 2013-14 (106 students in spring 2014). However, omitting that figure, CED CHP has been steadily increasing as has enrollment. PSY CHP three-year trend data indicate a 9% increase from 2012-13 (2493) to 2014-15 (2712); one-year trend data indicate a 5% increase from 2013-14 (2584) to 2014-15 (2712). The PSY three-year trend data reflects an increase in CHP. However, in spite of losing one professor position over summer 2013 that was never replaced, there has been an increase in PSY CHP over the last two years. To accomplish this, the division has had to rely on more adjunct professors and overloads to handle the increase. One additional note is that with the elimination of PSY 101 as part of the General Education Requirements, the PSY CHP will experience a decrease next academic year. EPY CHP three-year trend data indicate an 11% decrease from 2012-13 (834) to 2014-15 (741); this is a smaller decrease than last year's three-year trend of 17%, reflecting a more stable enrollment in graduate and undergraduate education courses. One-year trend data indicate no decrease from 2013-14 (741) to 2013-14 (741). The EPY trend data is 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 2011, the division implemented an enrollment and retention plan developed by CEAC that has been continued every semester. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. The proposal was approved and implemented; however, it has not contributed to the increased CHP because no one has signed up to take the courses. Accomplishing the following goals will help increase enrollment by major: CEDP 2016_01, CEDP 2016_04, CEDP 2016_06, and CEDP 2016_11.

Division Graduates by Major

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
CED	26	30	22	26	24	16	12	20 (12 M.Ed., 8 Ed.S.)	29 (18 M.Ed., 11 Ed.S.)	31 (15 M.Ed., 16 Ed.S.)
PSY	18	23	26	16	22	13	17	18	10	15
Total	44	53	48	42	46	29	29	38	39	46

Note – Overall division graduation numbers increased from 2013-2014 (39) to 2014-2015 (46). This is an overall 18% increase. The implementation of the EDS counseling program resulted in 16 additional CED graduates. EDS graduates increased by five in 2014-2015. CED graduates increased from 29 to 31 (7%) while PSY increased from 10 to 15 (50%). CED three-year trend data indicate a 55% increase from 2012-2013 (20) to 2014-2015 (31). PSY three-year trend data indicate a 17% decrease from 2012-2013 (18) to 2014-2015 (15). Trend data indicate that graduate numbers are increasing despite the fact that the division experiences a significant amount of attrition due to the rigor of the psychology and counselor education programs. In order to help increase retention, the CED program increased the fall and spring new student orientation from three hours to a day-long orientation and included a 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. 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, the PSY research methods and statistics redesign project may help increase graduation rates in the future. Additionally, the Psychology program created and submitted a proposal to develop a 2+2 Online Degree Program with Holmes Community College. The proposal was approved and implemented; however, no students registered for the class. Accomplishing the following goals will help increase enrollment by major: CEDP 2016_01, CEDP 2016_04, CEDP 2016_06, and CEDP 2016_11.

Section IV.c

Diversity Compliance Initiatives and Progress

Narrative

Both the Counselor Education and Psychology programs continue to infuse diversity and a multicultural orientation within its students throughout the curriculum. Students have rich experiences in practicum, internship and service coursework to incorporate principles learned within didactic portions of their programs. The division has been intentional about developing diversity within the faculty. The division actively recruited candidates from diverse backgrounds. However, several minority candidates declined interviews due to insufficient salary. Ms. Catherine Vincent (white Hispanic female) accepted the counseling laboratory director position that started in August 2012. CACREP standards dictate that the Counselor Education Program continues to adequately and comprehensively address diversity issues throughout the curriculum.

As of spring 2014, students in PSY 307 Developmental Psychology are being assessed with a Diversity Quiz in Canvas that correlates with a chapter on heredity and environment where issues of race, culture, and ethnicity are typically addressed. PSY 307 is a required core course for psychology majors, and therefore, the division can make sure majors have studied issues related to diversity. In spring 2014, 16 out of 21 students passed the quiz with an average score of 97%. The pass rate was 76%. Five students did not take the quiz. In fall 2014, 23 out of 24 passed with an average score of 90%. The pass rate was 96%. In spring 2015, 16 out of 20 students passed the quiz with at least 75% for a pass rate of 80%. Three students did not take the quiz. The average score of the 16 who passed was 92%.

Section IV.d

Economic Development Initiatives and Progress

Narrative

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

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

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

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

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Narrative

Awarded Grants

Barnes, M.D. (September 2013). Improving Mental Health Training and Services throughout the Delta Region. Delta Health Care Services Grant – USDA. \$200,463. September 23, 2013 – September 23, 2014. The grant period was extended through May 2015.

Barnes, M.D. (September 2014). Play Therapy Training Institute Promotion. Dulce Fund. Awarded \$500 for the period of September 2014 – April 2015.

Pickens, B. (October 2014). HRSA Behavioral Health Workforce Grant. \$1.3 Million over 3 year period. PI on grant proposal and grant manager.

Zengaro, S. (September 2014). iWorks Instructional Material. Dulce Fund. Awarded \$100.

Section IV.f

Service Learning Data

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

Narrative

- Internships – Counselor Education Program Faculty
 - CED students served at least 12,000 hours as interns in clinical mental health and school settings in 2014.
- The 34th Annual F.E. Woodall Spring Conference for the Helping Professionals was held at DSU. The keynote speaker was the president of the American Counseling Association, Dr. Robert Smith. For the first time, two present or former ACA presidents were in attendance and presented a joint session on couple and family counseling.
 - Over 270 counselors, social workers, teachers attended from 6 different states. There were 40 sessions. The conference is held on the first Wednesday of April each year and has been named in memorial to Fred Woodall, who served as faculty and program coordinator for Counselor Education for many years.
 - 8 students conducted presentations.
 - 50 Ed.S. and M.Ed. graduate student volunteers worked at the conference with an average of 6 hours for 300 total hours.
 - Student volunteer job duties are listed below:
 - Conference preparation committee (create booklets & bags), set-up committee members, conference greeters, session moderators, post conference clean up committee, solicitors for door prizes, decorating committee, registration table workers, CSI sales workers, and banquet hosts
 - Accomplishments are listed below:
 - With approximately 270 participants, the Woodall Conference set a new record of success. Attendees provided positive feedback before, during, and after the conference. Evaluations were on average marked for excellence. The student volunteers assisted in making the conference a seamless effort.
- DSU Helping Professions Training Series was begun by faculty.
 - The training series is funded by a federal HRSA grant.

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- Two workshops were presented free to the public with CEs offered to counseling professionals on co-occurring disorders and non-suicidal self-injury offering a total of 18 NBCC CE credits. There were over 60 in attendance at each workshop.
- Two supervisor trainings were offered free by DSU faculty granting 32 hours of Board Qualified Supervisor training to licensed counselors. There were over 60 in attendance.

Section IV.g
Strategic Plan Data

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

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

Section IV.h
Committees Reporting To Unit

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

Narrative

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

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profession. The *Spring Conference Planning Committee* is convened each year for the purpose of planning and executing the spring conference and meets in conjunction with faculty meetings which are held at least twice monthly. Chi Sigma Iota and Psi Chi, both student honor societies and advised by respective program faculty, each have student governed committees that oversee their work. All committees except the student honor committees keep minutes of their meetings which can be found in the division office and are housed electronically within the program coordinators' computers and a shared drive.

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Narrative

Current full-time division faculty and staff

Dr. Mistie Barnes, Counselor Education

Dr. George Beals, Counselor Education, terminal contract ended May 2015

Ms. Catherine Vincent, Counseling Lab Director

Dr. Juawice McCormick, Counselor Education, terminal contract ended June 2015

Dr. Bryon Pickens, Counselor Education

Dr. Duane Shuttlesworth, Psychology

Dr. Temika Simmons, Psychology

Dr. Jon Westfall, Psychology

Mrs. Becky Steed, Senior Secretary

Dr. Sally Zengaro, Psychology

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

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

Counselor Education:

- 4/15 The 34th Annual F.E. Woodall Spring Conference for the Helping Professionals was held at DSU. The keynote speaker was the president of the American Counseling Association, Dr. Robert Smith. For the first time, two present or former ACA presidents were in attendance and presented a joint session on couple and family counseling. – Counselor Education Program Faculty
- Over 270 counselors, social workers, teachers attended from 6 different states. There were 40 sessions. The conference is held on the first Wednesday of April each year and has been named in memorial to Fred Woodall, who served as faculty and program coordinator for Counselor Education for many years.
- Eight students conducted presentations.
- Fifty Ed.S. and M.Ed. graduate student volunteers X average of 6 hours = 300 total hours
- Student volunteer job duties
 - Conference preparation committee (create booklets & bags), set-up committee members, conference greeters, session moderators, post conference clean up committee, solicitors for door prizes, decorating committee, registration table workers, CSI sales workers, and banquet hosts
- Accomplishments
 - With approximately 270 participants, the Woodall Conference set a new record of success. Attendees provided positive feedback before, during, and after the conference. Evaluations were

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on average marked for excellence. The student volunteers assisted in making the conference a seamless effort.

- DSU Helping Professions Training Series began.
 - Workshops were funded by HRSA grant.
 - Two workshops were presented free to the public with CEs offered to counseling professionals on co-occurring disorders and non-suicidal self-injury offering a total of 18 NBCC CE credits. Over 60 in attendance.
 - Two supervisor trainings were offered free by DSU faculty granting 32 hours of Board Qualified Supervisor training to licensed counselors. Over 60 attended.

- **Dr. Mistie Barnes – Counselor Education Faculty**
 - **Professional Presentations**
 - Barnes, M.D., Deweese, M.K., & McMath, A. (April 9, 2014). What’s in your family play therapy toolbox? F.E. Woodall Spring Conference for the Helping Professions. Delta State University. Cleveland, MS.
 - **Faculty Presentations in Workshops or Other Public Forums**
 - Barnes, M.D. (March 21, 2014). *Keep calm and play*. Delta State University and Region I Mental Health. Dublin, MS.
 - Barnes, M.D. (April 10, 2014). *Healing child abuse through play therapy*. Bolivar Country Exchange Club. Cleveland, MS.
 - Barnes, M.D. (May 5, 2014). *Play therapy & other creative interventions for children, teens, and families*. PESI Healthcare. St. Cloud, MN.
 - Barnes, M.D. (May 6, 2014). *Play therapy & other creative interventions for children, teens, and families*. PESI Healthcare. Roseville, MN.
 - Barnes, M.D. (May 7, 2014). *Play therapy & other creative interventions for children, teens, and families*. PESI Healthcare. Bloomington, MN.
 - Barnes, M.D. (May 14, 2014). *Play therapy: Effectively diagnose and assess through play*. PESI Healthcare. Lafayette, LA.
 - Barnes, M.D. (May 15, 2014). *Play therapy: Effectively diagnose and assess through play*. PESI Healthcare. Baton Rouge, LA.
 - Barnes, M.D. (May 16, 2014). *Play therapy: Effectively diagnose and assess through play*. PESI Healthcare. New Orleans, LA.
 - Barnes, M.D. (December 8, 2014). *The play therapy toolbox: Creative interventions for children, adolescents, & families*. PESI Healthcare. San Jose, CA.
 - Barnes, M.D. (December 9, 2014). *The play therapy toolbox: Creative interventions for children, adolescents, & families*. PESI Healthcare. Palo Alto, CA.
 - Barnes, M.D. (December 10, 2014). *The play therapy toolbox: Creative interventions for children, adolescents, & families*. PESI Healthcare. San Francisco, CA.
 - **Grants Awarded**
 - Barnes, M.D. (September 2013). Improving Mental Health Training and Services throughout the Delta Region. Delta Health Care Services Grant – USDA. \$200,463. September 23, 2013 – May 31, 2015.
 - Barnes, M.D. (September 2014). Play Therapy Training Institute Promotion. Dulce Fund. Awarded \$500 for the period of September 2014 – April 2015.
 - **Other Noteworthy Activities and Accomplishments**
 - Director, Delta State Play Therapy Training Institute
 - Association for Play Therapy “Professional Education and Training” Key Award
 - Member, Faculty Search Committee (3 searches), Counselor Education Program
 - Dissertation Committee Member: Sha Terria Warren, Allison Malone, Elois Nicholson

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- President for the Mississippi Association for Play Therapy
- Member, Mississippi Licensed Professional Counselor Association (MLPCA)
- CACREP Advisory Committee: College of Psychology and Behavioral Sciences, Argosy University, Sarasota Florida (Member)
- Member, Association of Play Therapy, Inc.
 - Mining Report Contributors Committee: Association for Play Therapy
 - Ethics & Practices Special Task Force: Association for Play Therapy
 - Public Awareness Task Force: Association for Play Therapy
 - Registration & Continuing Education Committee: Association for Play Therapy
- Member, Memphis Area Association for Play Therapy, Inc.
- Member, American Counseling Association
- Member, Mississippi Counseling Association
- Member, Association for Creativity in Counseling
- Member, Delta Counselor Association
- Member, Association for Counselor Education and Supervision
- Member, Southern Association for Counselor Education and Supervision
- Member, Mississippi Association for Counselor Education and Supervision
- Member, Chi Sigma Iota
- Member, Counselor Education Curriculum Program Committee
- Member, F. E. Woodall Spring Conference Committee
- Member, Bolivar County Child Abuse Multi-Disciplinary Task Force (2011-Present)
- Editorial Board Member, The Practitioner Scholar: Journal of Counseling and Professional Psychology
- Guest Journal Reviewer, for APA Journal: International Journal of Play Therapy
- Clinical Supervisor, DSU Counseling Lab CED 604 Academic Advisor
- **Dr. George Beals – Counselor Education Faculty**
 - **Professional Presentations**
 - Beals, G. (June, 2014). The supervisory relationship issues and cultural diversity in supervision. For the Mississippi Licensed Professional Counselor Association Counselor Supervision Training. Hattiesburg, MS. All day session.
 - Beals, G. (2015, April). The Empty Chair Clearing Process for Supervision. F.E Woodhall Conference for the Helping Professions, Cleveland, MS.
 - Beals, G. (June, 2015). Mississippi Licensed Professional Counselor Supervision Training. Cleveland, MS. All day session.
 - Pickens, B., McCormick, J., Beals, G., McKinney, R., Vincent, C., Harris, C., & Barnes, M. (2014, October). Counseling Student self-efficacy in the pre-practicum lab experience. Paper presented at the annual meeting of the Southern Association of Counselor Education and Supervision, Birmingham, AL.
 - **Other Noteworthy Activities and Accomplishments**
 - Member, Counselor Education Curriculum Program Committee
 - Member, F. E. Woodall Spring Conference Committee
 - Member, DSU Institutional Review Board
 - Member, DSU Research Committee
 - Member, Chi Sigma Iota
 - Member, Mississippi Counseling Association and Divisions
 - Licensed Professional Counselors
 - Spiritual, Ethical, and Religious Values in Counseling
 - Current President, Counselor Education and Supervision

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- Delta Region Counseling
 - Member, American Counseling Association and Divisions
 - Association for Counselor Education and Supervision
 - Association for Gay, Lesbian, Bisexual Issues in Counseling
 - Association for Spiritual, Ethical, and Religious Values in Counseling
 - Association for Specialist in Group Work
 - Counselors for Social Justice
 - Association for Assessment in Counseling and Education
 - Member, American Mental Health Counselors Association
 - Member, EMDR International Association
 - Member, EMDRIA Research Committee
 - Member, American Society for Clinical Hypnosis
 - Member, The Association for the Development of the Person-Centered Approach
 - Advisor, Gay Straight Alliance
 - Academic Advisor
- **Dr. Juawice McCormick – Counselor Education Faculty**
 - **Professional Presentations**
 - McCormick, J. (2014, October) Q & A on Counseling Licensure. Paper presented at the Annual Meeting of the Delta Chapter of the Mississippi Counseling Association. Cleveland, MS.
 - McCormick, J. (2014, November). Supervision & ethics for board qualified supervisors. Paper presented at the Annual Meeting of the Mississippi Counseling Association. Jackson, MS
 - McCormick, J. (2014, November). Mississippi LPC board questions & answers. Paper presented at the Annual Meeting of the Mississippi Counseling Association. Jackson, MS.
 - Pickens, B., McCormick, J., Beals, G., McKinney, R., Vincent, C., Harris, C., & Barnes, M. (2014, October). Counseling Student self-efficacy in the pre-practicum lab experience. Paper presented at the annual meeting of the Southern Association of Counselor Education and Supervision, Birmingham, AL.
 - Zengaro, F., Zengaro, S., & McCormick, J. (2014, October). Using VoiceThread in Canvas to Connect with Students & Improving Learning Outcomes. Paper presented at the meeting of the Office of Instructional Technology A Teacher-To-Teacher Talk. Cleveland, MS.
 - **Other Noteworthy Activities and Accomplishments**
 - Vice-Chair, Miss. Board of Examiners for Licensed Professional Counselors
 - Representative Miss. Licensure Board Annual meeting of State Counseling Licensure Boards
 - Director of Assessment and Graduate Program Coordinator
 - Chair, Dissertation Committee for doctoral student A. Walker
 - Member, Dissertation Committee for four doctoral students L. Fitts, M. Puckett, S. Robinson, and M. Spencer
 - Member, Data Integrity Committee, Division of Counselor Education and Psychology
 - Guest Editor, Delta Journal of Education
 - Member, Delta Region of the Mississippi Counseling Association
 - Member, Mississippi Counseling Association
 - Selected as Emerging Leader for MCA and was invited to attend training in Vicksburg.

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- Member, Conference Program Proposal Review Committee, SACES
- Member, Conference Program Proposal Review Committee, ACES
- Guest Lecture, Personality Types lecture in FCS 447 Professional Development course
- Division Recruiter, College Fairs (Memphis Agricenter College Fair and DSU Majors Fair)
 - Member, Writing Across the Curriculum Committee
 - Faculty Attendance and Grievance Committee
 - Catalog Committee
 - Library Committee
 - COEHS Assessment Committee
 - COEHS Graduate Education Program Committee
 - Member, DSU Union Student Organizations
 - Adult Leader, Mayor's Youth Council (in planning stages)
 - Academic Advisor
- **Dr. Bryon Pickens - Counselor Education Faculty**
 - **Professional Presentations**
 - Pickens, B., McCormick, J., Beals, G., McKinney, R., Vincent, C., Harris, C., & Barnes, M. (2014, October). *Counseling Student self-efficacy in the pre-practicum lab experience*. Paper presented at the annual meeting of the Southern Association of Counselor Education and Supervision, Birmingham, AL.
 - **Grants Awarded**
 - Pickens, B. (October 2014). HRSA Behavioral Health Workforce Grant. \$1.3 Million over 3-year period.
 - **Other Noteworthy Activities and Accomplishments**
 - Member, Counselor Education Curriculum Committee
 - Chair, Counselor Education Research Committee
 - Member, Student Grievance Committee
 - Member, Environment and Safety Committee
 - Member, University Research Committee
 - Director, HRSA Behavioral Health Workforce Grant
 - Coordinator, DSU Helping Professions Training Series
 - Member, Dissertation Committee (student: Kelly Hale)
 - Member, Dissertation Committee (student: Jason McKellar)
 - Faculty Representative, Chi Sigma Iota Honor Society in Counseling

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Psychology:

- Faculty continue to develop and teach selected coursework in an online and hybrid format.
- Division Chair and Psychology faculty conducted a psychology major orientation in Fall 2014.
- Program faculty continue to develop and maintain collaborative undergraduate research experiences with students, faculty and student and faculty presentations at state and regional conferences.
- Psi Chi and the Psychology Club continue to be viable and important component of program efforts to develop students.
- *Faculty / Student Research* - Program faculty involved numerous students in research projects. Five students registered for PSY 493 Independent Research.
- Dr. Westfall and Dr. Simmons organized and hosted the Spring 2015 *Psi Chi Induction Ceremony*.

- **Dr. Duane Shuttlesworth - Psychology Faculty**
 - **Publications**
 - Wang, Y., Shuttlesworth, D., & Craven, J. (In press). On beginning to use the English Language Arts Standards of the CCSS: What Mississippi Delta teachers say. *Journal of Reading Education*.
 - **Professional Presentations**
 - Wang, Y., Shuttlesworth, D., & Craven, J. (2014, October). *On beginning to use the English Language Arts Framework Standards of the Common Core State Standards: What Mississippi Delta teachers say*. Paper presented at the annual meeting of the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE), Williamsburg, VA.
 - Wang, Y., & Shuttlesworth, D. (2014, November). *The Impact of Professional Development on Mississippi Delta Teachers' Implementation of the English Language Arts Standards of the CCSS*. Paper presented at the annual meeting of the Mid-South Educational Research Association. Knoxville, TN.
 - **Other Noteworthy Activities and Accomplishments**
 - Editor, Delta Journal of Education
 - Advisor, Psychology Club
 - Member, Post-Tenure Review Committee, College of Education and Human Sciences
 - Member, General Education Committee
 - Member, Research Committee
 - Member, Psychology Faculty Search Committee
 - Member, Psychology Program Textbook Committee
 - Member, Psychology Program Curriculum Committee
 - Member, American Psychological Association
 - Member, Southeastern Psychological Association
 - Member, Society for the Teaching of Psychology
 - Member, Mid-South Education Research Association
 - Division Recruiter, various fairs
 - Academic Advisor

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

- **Grants Awarded**

- U.S. Department of Education “First in the World” grant - \$1,660,957

- **Other Noteworthy Activities and Accomplishments**

- Delta State University IHL Diversity Award for Excellence
- Chair, Dissertation Committee – Linda Sanders
- Chair, Dissertation Committee - Reteeshia Brown
- Chair, Dissertation Committee – LaShanda Colbert Vance
- Member, Dissertation Committee – Kashanta Jackson
- Member, Dissertation Committee – LaSandra Young
- Member, Faculty Senate
- Co-Chair, College of Education Diversity Committee
- Member, Faculty and Staff Benefits Committee
- Member, Attendance and Grievance Appeals Committee
- Member, DSU Textbook Committee
- Member, College of Education Textbook Liaison
- Member, Quality Enhancement Plan (QEP) Planning Team
- Co-Advisor, Psi Chi
- Member, (2011-2016) Board of Education for the Southern Union Conference of SDA
- Executive Committee Member (2011-2016) Southern Union Conference of SDA
- Chair of the Planning Committee, Jackson, MS Constituency School of SDA
- Reviewer, Journals for the Association for Rural Education Policy and Practice, Jackson State University
- Evaluator, DSU Department of Biology NSF Grant Proposal
- Faculty Advisor, DMI Annual Hip Hop Conference, Delta State University
- Member, Psychology Faculty Search Committee
- Member, Psychology Program Textbook Committee
- Member, Psychology Program Curriculum Committee
- Division Recruiter
- Academic Advisor

- **Dr. Jon Westfall – Psychology Faculty**

- **Publications**

- Knoll, M. A. Z., Appelt, K. C., Johnson, E. J., & Westfall, J. E. (In press). Time to retire: Why Americans claim **benefits early and how to encourage delay**. *Behavioral Science and Policy*.

- **Professional Presentations**

- Westfall, J. E., (2014, November). *Exploring the role of music in intertemporal choice*. Poster presented at the annual meeting of the Society for Judgment and Decision Making, Long Beach, CA.

- **Other Noteworthy Activities and Accomplishments.**

- Grant / panel reviewer for the National Science Foundation Graduate Research Fellowship program.
- Judge at the 34th annual meeting of the Society for Judgment and Decision Making poster competition.
- Member, Editorial board of the Journal of Behavioral Decision Making (JBDM).
- Reviewer, Computers in Human Behavior (CHB)
- Research Fund awarded for travel to present at conference

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- Wyatt Faculty Development Fund awarded for travel.
 - New Faculty Orientation Library Fund Award (For purchase of library materials)
 - Member, Attendance and Academic Grievance Committee
 - Member, Research Committee
 - Member, Safety and Environment Committee
 - Member, Psychology Program Curriculum Committee
 - Member, Psychology Program Textbook Committee
 - Member, Counselor Education Faculty Search Committee
 - Member, Southeastern Psychological Association
 - Member, Society for the Teaching of Psychology
 - Division Recruiter, various fairs, including DSU nights in Memphis and Jackson
 - Faculty Mentor for Undergraduate Research
 - Advisor, Psi Chi Honor Society
 - Academic Advisor
-
- **Dr. Sally Zengaro - Psychology Faculty**
 - **Publication**
 - Zengaro, F., Zengaro, S., & Belcher, D. (2015). Moving beyond “busy, happy, and good” in physical education teaching. *Delta Journal of Education*, 5, 20-38.
 - **Professional Presentations**
 - Zengaro, S., & Zengaro, F. (2015, March). Bridging the Gap in Moral Understanding, Learning, and Biological Development. In Zengaro, F., & Zengaro, S. (Chairs), Biological Understanding. Symposium accepted at the Southeastern Psychological Association 61st Annual Meeting, Hilton Head, SC.
 - Zengaro, F., Ali, M., & Zengaro, S. (2014, November). *Sense of coherence and faith: Mediating life events in Muslim university students*. Paper presented at the annual meeting for the Mid-South Educational Research Association, Knoxville, TN.
 - Zengaro, F., & Zengaro, S. (2014, November). *Introducing VoiceThread in asynchronous courses challenges and opportunities: A Mixed-Method Investigation*. Paper presented at the annual meeting for the Mid-South Educational Research Association, Knoxville, TN.
 - Zengaro, F., Zengaro, S., & McCormick, J. (2014, October). *Using VoiceThread in Canvas to Connect with Students & Improving Learning Outcomes*. Paper presented at the meeting of the Office of Instructional Technology A Teacher-To-Teacher Talk. Cleveland, MS.
 - **Faculty Presentations in Workshops or Other Public Forums**
 - Simmons, T., & Zengaro, S. (2014-15). *Praxis Workshop: Review of the PLT*. Presentation made for secondary education majors in the College of Education Faculty. Delta State University, Cleveland, MS.
 - **Grants**
 - Zengaro, S. (September 2014). iWorks Instructional Material. Dulce Fund. Awarded \$100.
 - Zengaro, S. (January 2015). Kent and Janice Wyatt Faculty Development Fund for travel to attend Southeast Psychological Association (SEPA) annual meeting.
 - Other Noteworthy Activities and Accomplishments
 - Chair, Dissertation Committee Barbie Boschert
 - Member, CEAC
 - Member, DSU Honors Program Faculty Advisory Committee
 - Member, DSU Research Committee
 - Member, Psychology Program Textbook Committee

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- Member, Psychology Program Curriculum Committee
- Division Recruiter at all fairs including Memphis Agricenter and Jackson DSU night
- Reviewer, Proposals for annual meeting of MSERA and SEPA (Southeast Psychological Association)
- Reviewer, International Journal of Educational Psychology
- Member, Mid-South Education Research Association
- Member, American Psychological Association
- Member, Division 15 (Educational Psychology) APA
- Academic Advisor

Section V.b

Staff (Accomplishments)

Narrative

- **Catherine Bishop Vincent – Counseling Laboratory Director**
 - **Noteworthy Activities and Accomplishments**
 - Chair/Coordinator, 2015 F. E. Woodall Spring Conference Committee
 - Member, Counselor Education Curriculum Program Committee
 - Member, Council for Accreditation of Counseling and Related Educational Programs (CACREP) DSU Reaccreditation Committee
 - Member, Mississippi Counseling Association
 - Member, Mississippi Association for Counselor Education and Supervision
 - Member, Chi Sigma Iota
 - Division Recruiter, College Fairs
- **Becky Steed – Senior Secretary**
 - **Noteworthy Activities and Accomplishments**
 - Supervised work-study students, graduate assistants, and tutors in the psychology lab.
 - Helped conduct work-study and GA orientations.
 - Helped prepare for the annual F. E. Woodall Spring Conference

Section V.c

Administrators (accomplishments)

Narrative

- **Dr. Sally Zengaro - Psychology Faculty**
 - **Publication**
 - Zengaro, F., Zengaro, S., & Belcher, D. (2015). Moving beyond “busy, happy, and good” in physical education teaching. *Delta Journal of Education*, 5, 20-38.
 - **Professional Presentations**
 - Zengaro, S., & Zengaro, F. (2015, March). Bridging the Gap in Moral Understanding, Learning, and Biological Development. In Zengaro, F., & Zengaro, S. (Chairs), Biological Understanding. Symposium accepted at the Southeastern Psychological Association 61st Annual Meeting, Hilton Head, SC.
 - Zengaro, F., Ali, M., & Zengaro, S. (2014, November). *Sense of coherence and faith: Mediating life events in Muslim university students*. Paper presented at the annual meeting for the Mid-South Educational Research Association, Knoxville, TN.
 - Zengaro, F., & Zengaro, S. (2014, November). *Introducing VoiceThread in asynchronous courses challenges and opportunities: A Mixed-Method Investigation*. Paper presented at the annual meeting for the Mid-South Educational Research Association, Knoxville, TN.
 - Zengaro, F., Zengaro, S., & McCormick, J. (2014, October). *Using VoiceThread in Canvas to Connect with Students & Improving Learning Outcomes*. Paper presented at the meeting of the Office of Instructional Technology A Teacher-To-Teacher Talk. Cleveland, MS.
 - **Faculty Presentations in Workshops or Other Public Forums**
 - Simmons, T., & Zengaro, S. (2014-15). *Praxis Workshop: Review of the PLT*. Presentation made for secondary education majors in the College of Education Faculty. Delta State University, Cleveland, MS.
 - **Grants**
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 - Zengaro, S. (January 2015). Kent and Janice Wyatt Faculty Development Fund for travel to attend Southeast Psychological Association (SEPA) annual meeting.
 - **Other Noteworthy Activities and Accomplishments**
 - Chair, Dissertation Committee Barbie Boschert
 - Member, CEAC
 - Member, DSU Honors Program Faculty Advisory Committee
 - Member, DSU Research Committee
 - Reviewer, Proposals for annual meeting of MSERA and SEPA (Southeast Psychological Association)
 - Reviewer, International Journal of Educational Psychology
 - Member, Mid-South Education Research Association
 - Member, American Psychological Association
 - Member, Division 15 (Educational Psychology) APA
 - Member, Psychology Program Textbook Committee
 - Member, Psychology Program Curriculum Committee
 - Division Recruiter at all fairs including Memphis Agricenter and Jackson DSU night
 - Academic Advisor

Section V.d

Position(s) requested/replaced with justification

Narrative

One vacant position was filled for year 2014-2015:

Dr. Jon Westfall was hired to replace Dr. Scott Drury as Assistant Professor of Psychology (position #132).

Section V.e

Recommended Change(s) of Status

Narrative

Dr. Temika Simmons became the Psychology Program Coordinator and received a one-course reduction per year.

Section VI.a

Changes Made in the Past Year

Narrative

Changes made in the past year:

- **Counselor Education Program**

- Two undergraduate counseling courses were added.
 - One is CED 400 Introduction to Counseling.
 - The other is for Child Life Specialists: CED 431 Bereavement in Children and Adolescents.
- CED 631 Bereavement in Children and Adolescents will be dual-listed with CED 431.
- Two courses had name changes.
 - CED 722 became Introduction to Play Therapy since the division now offers Advanced Play Therapy.
 - CED 704 Psychopharmacology. This is not a new course but had been offered as a 770 Special Topics course.
 - CED 602 had the co-requisite dropped.
- Prerequisites were added to several courses so that they would be taken later in the degree plan.
 - CED 722 had the prerequisite of CED 630 added.
 - CED 703 had the two prerequisites added.
 - CED 712 had the prerequisite of CED 620.
 - CED 718 had the prerequisite of CED 600 Introduction to Counseling added.
- CED 714 had a course title change to reflect new changes in diagnostic criteria.

- **Psychology Program**

- Changes to the general education curriculum required changes to the psychology major. The major follows the new general education curriculum. In addition, PHI 201 and PSY 101 are still required by majors. We replaced the 6 hours reduced in the general education curriculum with 6 hours of general electives.
- We added a new elective for majors, PSY 142, which will introduce career paths for majors.
- We removed the special degree requirement of an upper-level philosophy course for majors. This was decided since psychology offers an alternative course PSY 406 History of Psychology. In addition, the selection of offerings no longer seemed pertinent for psychology majors.

The research methods redesign (PSY 330, PSY 331, and 332) was changed, and the prerequisite of 330 for 331 was removed. It was determined that 331 should be taken first so that students would have more exposure to psychology courses before beginning research methods.

Section VI.b

Recommended Changes for the Coming Year

Narrative

Counselor Education Program

- Develop assessments according to CAEP standards for the new Ed.S. counseling program.
 - Syllabi
 - Assignments
 - Rubrics
- Create at least two more hybrid/online classes. Continued development of portfolio assessment for the counseling master's program.
 - Instructions
 - Rubrics
 - Taskstream
- Improve Program Evaluation of graduates of the Ed.S. school counseling track.
- Offer Certificate in Play Therapy.
- **Psychology Program**
 - Create an in-house certificate of Applied Psychology of Industry.
 - Update curriculum with core areas instead of individual core courses.

To: Dr. Sally Zengaro, Chair; Division of Counselor Education and Psychology

From: Office Institutional Research & Planning

Date: July 24, 2015

Subject: Academic Year Report Information for the Division of Counselor Education and Psychology

The following information contains Summer 2014, Fall 2014, and Spring 2015 credit hours produced, enrollment, and graduates for academic year 2014/15. If you need additional information, or have any questions regarding this information, please contact IRP at x4052.

CREDIT HOUR PRODUCTION						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
CED	69	477	141	630	108	669
EPY	42	84	204	114	219	78
PSY	69	0	1398	0	1245	0
Total	180	561	1743	744	1572	747

ENROLLMENT BY MAJOR						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
Counseling	0	63	0	92	0	92
Psychology	15	0	80	0	76	0
Total	15	63	80	92	76	92

2014/15 Graduates	
Counseling	
MEd	15
EdS	16
Psychology	
BA	15

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
CED							
AY 2015	69	477	141	630	108	669	2094
AY 2014	93	540	204	705	168	801	2511
AY 2013	99	387	162	429	132	585	1794
AY 2012	87	249	135	522	93	465	1551
AY 2011	84	315	159	402	120	354	1434
EPY							
AY 2015	42	84	204	114	219	78	741
AY 2014	36	186	201	60	174	84	741
AY 2013	81	138	192	150	177	96	834
AY 2012	30	174	243	183	273	111	1014
AY 2011	54	189	234	228	276	126	1107
PSY							
AY 2015	69	0	1398	0	1245	0	2712
AY 2014	138	0	1272	0	1174	0	2584
AY 2013	141	0	1281	0	1071	0	2493
AY 2012	222	0	1,317	0	1,188	0	2727
AY 2011	273	0	1443	0	1155	0	2871
AY Totals							
AY 2015	180	561	1743	744	1572	747	5547
AY 2014	267	726	1677	765	1516	885	5836
AY 2013	321	525	1635	579	1380	681	5121
AY 2012	339	423	1695	705	1554	576	5292
AY 2011	411	504	1836	630	1551	480	5412

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Counseling						
AY 2015	0	63	0	92	0	92
AY 2014	0	62	0	92	0	106
AY 2013	0	41	0	67	0	74
AY 2012	0	29	0	75	0	66
AY 2011	0	33	0	64	0	58
Psychology						
AY 2015	15	0	80	0	76	0
AY 2014	18	0	79	0	76	0
AY 2013	31	0	69	0	51	0
AY 2012	34	0	83	0	75	0
AY 2011	29	0	92	0	83	0
AY Totals						
AY 2015	15	63	80	92	76	92
AY 2014	18	62	79	92	76	106
AY 2013	31	41	69	67	51	74
AY 2012	34	29	83	75	75	66
AY 2011	29	33	92	64	83	58

Graduates				
	Counseling		Psy	Total
	Med	EdS	BA	
AY 2015	15	16	15	46
AY 2014	18	11	10	39
AY 2013	12	8	18	38
AY 2012	12	0	17	29
AY 2011	16	0	13	29