ANNUAL REPORT
STUDENT AFFAIRS DIVISION

Counseling and Testing Center

Mission:

The mission of the Counseling and Testing Center is to enhance the total educational mission of Delta State University by providing psychological services to the university community through counseling, education, and consultation in order to facilitate personal growth and development.

Functions:

- Help students develop effective problem-solving and decision-making skills in order to make satisfying life choices, and maximize their continued emotional growth.
- Provide necessary testing information, as well as organize and administrate to facilitate a National Testing Center on behalf of the University.
- Provide consultation with professors and liaison for students to ensure compliance with the federally mandated American Disabilities Act.
- Organize and implement a First Year Experience program to engage freshmen in a meaningful way with students, faculty and staff of the DSU community.
- Serve as educational resources on psychological issues for Delta State by acting as supervisors, presenters, facilitators and consultants.

Organizational Chart:

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DSU President
Dr. John Hilpert

Vice President of Student Affairs
Dr. Wayne Blansett

Director of Counseling & Testing
ADA Coordinator
Dr. Richard Houston

Secretary
Ms. Farae Wolfe

Counselor
Ms. Rileyann Smith

Graduate Assistant
Vacant

Work Study
Ms. Matthews

Work Study
Ms. Mooney

Work Study
Ms. House
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Goals for 2004-2005:

• **Goal:** Upgrade and implement on site computer testing for CLEP and MAT.

  **Expected Results:** A 10% increased number of students taking the CLEP and MAT.

  **Evaluation Procedure(s):** A total count will be made for Fall and Spring terms.

  **Actual Result of Evaluation:** CLEP has been implemented, upgraded and count is in progress. MAT is yet to be implemented on computer or totals collected.

  **Use of Evaluation Results:** We will determine if a 10% increase has occurred and determine if additional advertisement is warranted.

• **Goal:** Develop a tracking system for ADA accommodation requests.

  **Expected Results:** Tracking requests will give us the number of ADA students per term and a total of the kinds of requests fulfilled.

  **Evaluation Procedure(s):** The secretary will develop a spreadsheet each term to record the types of ADA requests we fill and correlate those with the number of active files.

  **Actual Results of Evaluation:** Previous records were filled as requested, filed and not counted.

  **Use of Evaluation Results:** The numbers will be used for tracking the number of active ADA students enrolled at Delta State University, the types of accommodations and the length of continuation as Delta State students for school, state and federal reporting as well as grant writing.

• **Goal:** Develop and implement an information sheet for all students requesting Counseling Center appointments.

  **Expected Results:** Data will be generated on the number of students’ requests as well as providing a categorization of student users.

  **Evaluation Procedure(s):** A counseling center database will be developed to track the students’ requests so that data can be used to determine trends and needs.

  **Actual Results of Evaluation:** Results will be analyzed for next year’s annual report.
Use of Evaluation Results: Results will be used to establish trends, particular needs of the students, and seasonal usage. Results will be compared to Graduate Survey results in order to obtain more accurate data regarding quality of service and categories of students using services. The analyses of these results will help identify which groups to increase outreach with and which groups to survey for quality of service delivery. This data may also contribute to identifying the population of students who are more at risk for dropping out of college, experiencing emotional breakdowns, etcetera.

- **Goal:** Develop, print, and distribute emergency procedures flipchart for Delta State University’s faculty and staff.

**Expected Results:** Increase uniform awareness of emergency procedures and contacts for faculty and staff in the event of a campus emergency

**Actual Results of Evaluation:** Each telephone system of Delta State employees will be given a summary flipchart of selected emergency procedures.

**Use of Results:** Individual departments could use the flipcharts for uniform training of Delta State employees in *Unified Delta State Emergency Procedures and Contacts*.

**Major Responsibilities:**

- Individual and Group Counseling
- National Test Center Administration
- American Disabilities Act Coordination
- Freshmen First Year Experience Program Coordination
- Emergency Response Team, Chair

**Activities & Services:**

**Fall Semester 03 – Spring Semester 04**
Counseling appointments - 294
Supervision for Counselor Education Program - 5 students for 15 hours
Supervision of Clinical Observations - 5 hours
Taught 1 Bachelors course for Psychology
Chapter President, Chi Sigma Iota
Athlete referrals - 3

**National Testing**
MCAT - 2 - 30 students
LSAT - 2 - 21 students
MAT - 1 - 6 students
CAAP - 4 - 85 students
Praxis - 5 - 921 students
ACT - 4 - 908 students
ACTR - 4 - 41 students

American Disabilities Act Coordinator
15 formal requests for accommodations, 60 faculty notifications
1 faculty orientation on ADA regulations, 30 attended
4 faculty requested consultations on specific accommodation situations

Delta Discovery Program
Recruited 42 volunteer mentors, tracked and evaluated every section
21 sections of GST-100, 303 freshmen enrolled
13 individual presentations on study skills

Educational/Psychological Consultation
Educational presentations - 12
Off-Campus educational presentations - 7
Residence Hall programs - 9
Extra Committee Projects - 4
Consulted by coaches for 4 different sports teams
Responded to 2 after hour emergency calls

Analysis of University’s Graduation Survey: Looking at the terms Spring 2003 through Fall 2004 and the information gathered by the graduation survey regarding the frequency of use and quality of services, the following percentages were reported by the University’s Department of Institutional Research:

Question: “How often have you used the service?”
Reported: Percentages Results: The survey suggests that approximately 23% of the student population report that they have used the Counseling Center.

<table>
<thead>
<tr>
<th>Service</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>0</td>
<td>7</td>
<td>17</td>
<td>76</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>3</td>
<td>16</td>
<td>80</td>
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<tr>
<td>Education</td>
<td>4</td>
<td>4</td>
<td>18</td>
<td>74</td>
</tr>
<tr>
<td>Nursing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>All</td>
<td>1</td>
<td>5</td>
<td>17</td>
<td>77</td>
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</tbody>
</table>

Question: “How would you rate the quality of service you received?”
Reported: Percentages Results: The survey suggests that 83% of surveyed students using the Counseling Center were pleased with their service.

<table>
<thead>
<tr>
<th>Service</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>40</td>
<td>44</td>
<td>16</td>
<td>0</td>
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<td>Education</td>
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<td>31</td>
<td>14</td>
<td>3</td>
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<tr>
<td>Nursing</td>
<td>67</td>
<td>33</td>
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<td>0</td>
</tr>
<tr>
<td>All</td>
<td>45</td>
<td>38</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>
Summary: It appears that the Counseling Center is highly effective in dealing with their students but is only utilized by about one-fourth of the graduating population. This may suggest that many of the Counseling Center users do not make it to graduation and are not surveyed or that graduates do not have as much use of the services available. Anecdotal observation would seem to support this conclusion based on the frequency of use by special populations such as freshmen and American Disabilities Act accommodated. Therefore the Counseling Center intends to track incoming students as indicated in the goals listed above. This method will hopefully be more practical than graduation surveys when accounting for sampling and social desirability biases. For example, the school of nursing reports a 0% usage factor in light of a 67% excellent satisfaction rating. Other records verify that nursing students utilized counseling services during this reporting period, conflicting with the 0% usage data. Perhaps these users never graduated. However, the percentage of excellent service rating reported by the school of nursing is the highest percentage of any of the colleges reported. This discrepancy suggests that users from the school of nursing are responding in a socially desirable manner to avoid appearing a user in need of counseling services. The goal of recording users of counseling services by program and academic status may prove beneficial; however, sampling biases may continue for many students who do not declare a program major or be precisely aware of their academic status. Many students are not utilizing counseling services at graduation times and do not respond as users when questioned.

Analysis of 2003-2004 Goals:

- Goal: Implement a more formalized GST 100 program for freshmen.
  - A web analysis of first year experience courses was undertaken. A breadth of programs ranging from highly structured programs utilizing texts, assignments and testing on a multi-weekly basis to informal groups receiving advertisement of campus resources in an unscheduled manner such as e-mail or mail outs. A decision was made to implement a design change somewhere in between. The weekly scheduled classes would emphasize six mandatory experiences for all sections with the remainder of the class experiences at the discretion of the individual section mentors. No text or testing was mandated. The six emphases were volunteerism, library skills, managing the university environment, campus information technology skills, study skills and registration skills. A group of professional staff were recruited and acted as resource specialists in their respective skills. Twenty-one sections of freshmen were exposed to this more formalized approach to GST 100. At the end of the term through the regular class evaluation process, there was no adverse decline in responses to the questions regarding the student’s intention to return to Delta State next term nor findings that the GST 100 experience was beneficial and helpful in the current term. The administration and mentors
were pleased with the more formal program, and the students responded the same in spite of the changes made.

- **Goal:** Create and upload to the university’s web page a synopsis document of the Delta State University’s Crisis Plan and a clarification of the American Disabilities Act (ADA) Accommodation Plan.
  - The posting of the clarification of the ADA Accommodation Plan was partially accomplished. The ADA process was added to the web page; however, the distinction of the services was interrupted by the loss of Delta State University’s web master and the change of web software.
  - The posting of the synopsis of the Delta State University’s Crisis Plan was also interrupted because of the loss of the University’s web master and the change in software.
  - The solution was for the Director of Counseling to go through training for Front Page software which was the program used to edit individual department’s web pages. The training was attended, and the Counseling Center web page was updated with current information. It was purported that the partnership with Collegis for information technology services would bring additional changes and enhancements in regard to the University’s web site. Since the partnership began in July of 2004, the University’s web site has been further updated with additional changes to be made in future phases. Therefore, the Counseling Center’s web page has been inadvertently supplied with outdated content and rendered inoperable with the change of web editing software. Retraining will be in order once web page design is determined and centralized.

**Office Location:**

The Counseling & Testing Center is located within the O. W. Reily Student Health Center. We can be reached by phone at 662-846-4690 between the hours of 8:00 A.M. and 5:00 P.M. To contact us after hours in an emergency go through the Campus Police at 662-846-4155.