Delta State University
College of Education
Annual Report
Division of Counselor Education and Psychology
2004-2005
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ANNUAL REPORT

2004-05

I. Unit Title: Counselor Education and Psychology       College: Education
    Unit Administrator: Matthew R. Buckley, Chair

II. Data and Information for Division:

The following tables represent data for the Division of Counselor Education and Psychology
regarding comparison of enrollment by major (II.A), division graduates by major (II.B), and
credit hour production by discipline (II.C).

II.A Comparison of Enrollment by Major

<table>
<thead>
<tr>
<th></th>
<th>2003/04</th>
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<th>2004/05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>CED</td>
<td>45</td>
<td>91</td>
<td>65</td>
</tr>
<tr>
<td>PSY</td>
<td>19</td>
<td>77</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
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<td>150</td>
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II.B Division Graduates by Major

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<tr>
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<th>2003/04</th>
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<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>CED</td>
<td>8</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>PSY</td>
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<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
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II.C Credit Hour Production by Discipline

<table>
<thead>
<tr>
<th>Discipline</th>
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<th>Fall 2004</th>
<th></th>
<th>Spring 2005</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>undergrad</td>
<td>Graduate</td>
<td>undergrad</td>
<td>graduate</td>
<td>Undergrad</td>
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<tr>
<td>CED</td>
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<td>351</td>
<td>0</td>
<td>531</td>
<td>0</td>
<td>561</td>
</tr>
<tr>
<td>PSY</td>
<td>115</td>
<td>0</td>
<td>1550</td>
<td>0</td>
<td>1470</td>
<td>0</td>
</tr>
<tr>
<td>EPY</td>
<td>120</td>
<td>183</td>
<td>243</td>
<td>195</td>
<td>216</td>
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<tr>
<td>Total</td>
<td>235</td>
<td>534</td>
<td>1793</td>
<td>726</td>
<td>1686</td>
<td>912</td>
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</table>

III. Personnel:

The Division currently operates with nine full-time faculty members, four in Psychology, one in
Educational Psychology, four in Counselor Education (including Division Chair), a full-time
counseling lab supervisor, several adjunct faculty, and a secretary.

Full Time Faculty
Dr. Camille Branton, Educational Psychology
Dr. Matthew R. Buckley, Counselor Education  
Dr. Darlene Crone-Todd, Psychology  
Dr. Heidi Eyre, Psychology  
Dr. Scott Hutchens, Psychology  
Dr. Reid Jones, Psychology  
Dr. Scott Rasmus, Counselor Education  
Dr. Shelly Sheperis, Counselor Education  
Dr. Donna Starkey, Counselor Education

Adjunct Faculty  
Dr. Laura Simpson, Counselor Education (to start as an Assistant Professor fall, 05) (DSU)  
Dr. Doug Cole, Psychology (GHEC)  
Dr. Susan Rucker, Educational Psychology (Jackson)  
Ms. Barbara Artman, Educational Psychology (GHEC)  
Ms. Kathy Smith, Educational Psychology (DSU)

Current Full Time Division Staff  
Ms. Kashanta Murphy, MEd., Counseling Lab Director  
Betty Mixon, Senior Secretary

A. Noteworthy activities and accomplishments

The Division of Counselor Education and Psychology has continued to make significant 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. This year particularly, division faculty have put into practice the “student engagement” initiative in significant and innovative ways. The following presents a summary of the division accomplishments for the academic year 2004-2005:

Counselor Education:

- Finalized development of the doctoral track in Counselor Education and Supervision in the Professional Studies degree.  
  - Program faculty have recruited 15 students who will start coursework in Fall, 2005 semester.  
  - Other related tasks include designing doctoral course curriculum, reformatting existing curriculum, developing an interest survey, orientation materials, and a program of study.
- Faculty revised introductory coursework within the program to emphasize counseling skill development and the addition of a pre-practicum skills course.
- The 24th Annual F.E. Woodall Spring Conference for the Helping Professions was well attended and included a first-time site supervisor orientation for internship supervisors.
- Program faculty continue to sponsor a program and practicum/internship orientation for students at the start of each semester.
- Chi Sigma Iota, the honor's society for counselors, continues to function as a vital part of counseling students’ professional development and contributes significant service to the community.
Psychology:

- Development of the CAPSI web-based program (Drs. Crone-Todd and Eyre) used in three psychology courses that emphasizes writing, student-to-student tutoring and leadership and closer collaboration with program faculty.
- Development of online General Psychology course (Dr. Hutchens) and two new online correspondence courses (Dr. Hutchens, General Psychology and Sensation & Perception) to accommodate nontraditional students and distance-learners.
- Psychology faculty have also strengthened collaborative undergraduate research with student, faculty and student and faculty presentations at state and regional conferences receiving awards for student work.
- The Psychology faculty are prolific in their support and development of student research as was evidenced in the "May We Present" research and scholarship showcase in April, 2005, where 10 of the 12 student presentations were from the division and 8 presentations were exclusively from psychology students. Also, students presented 4 research posters.
  - This attention to scholarship was also mirrored by division faculty, especially Psychology faculty who made research presentations themselves.
- The division was also honored to have Dr. Scott Hutchens receive the College of Education Faculty Award for Research and Dr. Reid Jones receive the College of Education Faculty Award for distinction in all three areas of teaching, research, and service.
- A psychology undergraduate research travel fund was created to fund student travel to regional and national conferences. The interest-bearing fund will primarily be funded by royalties from the sales of the Psychology Program's custom General Psychology textbook.
- Dr. Hutchens created a file sharing system using a shared network space to manage and maintain electronic documents (e.g., forms, custom textbook material, General Psychology Participant Pool, and program, recruitment, & advising information.)
- Dr. Hutchens created a General Psychology Participant Pool and course requirements to facilitate undergraduate and faculty research initiatives. As of Fall 2004, General Psychology students now must fulfill a research participation requirement (or a research paper). This large participant pool is managed by a MS Excel spreadsheet Dr. Hutchens created and placed in the program's shared network space.
- Faculty continue to develop and teach selected coursework in an online and Web-based format.
- Psi Chi and the Psychology Club also continue to be viable and important component of program efforts to develop students.
Summary of Division Activities for 2004-05

<table>
<thead>
<tr>
<th>Activity</th>
<th>Counselor Education</th>
<th>Psychology</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total faculty presentations at professional conferences</td>
<td>10</td>
<td>41</td>
<td>51</td>
</tr>
<tr>
<td>Total faculty presentations in workshops or other public forums</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Total faculty submissions for publications (articles, text chapters, books)</td>
<td>13</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Submissions accepted for publication</td>
<td>11</td>
<td>7</td>
<td>18</td>
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<tr>
<td>Total editorial board positions held</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>Total number of professional organization memberships</td>
<td>28</td>
<td>16</td>
<td>42</td>
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<tr>
<td>Total number of professional appointed/elected board positions held</td>
<td>3</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Total number of dissertation committees (members)</td>
<td>1</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Total faculty-mentored student professional paper presentations</td>
<td>3</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>Total number of invited text reviews</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Total number of professional appointed/elected board positions held</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Summary of notable accomplishments (identified as CED – Counselor Education and PSY – Psychology)

1. Teaching

August, 2004 – May, 2005: Online and Web-enhanced courses offered. Online Course offering include PSY 101 and EPY 341 and 601; Web-enhanced courses offerings include PSY 101, 200, 201, 315, and CED 600. **PSY and CED**

August, 2004 – June, 2005: Alternate course offerings. Assessing student needs, faculty developed alternative offerings for selected coursework for graduate and undergraduate programs: CED 618 (weekend intensives for 8 weeks), CED 615 and 621 (interim week intensives), PSY 415 (interim week intensive). **PSY and CED**

August, 2004 – May 2005: Weekly faculty meetings. Both Counselor Education and Psychology programs held weekly meetings to coordinate teaching efforts, assess student progress, review and change curriculum, and discuss student retention and remediation. **CED and PSY**

August, 2004 – May, 2005: Student course evaluations. Evaluations were conducted for every course taught in the division both Fall, 2004 and Spring 2005 semesters. Faculty were generally rated high in all aspects of teaching; being well-prepared, fair, available to students, energetic and enthusiastic, and knowledgeable. **CED and PSY**

August, 2004: Initiation of Survival Skills workshop on APA writing style. (Faculty created supplemental workshops to assist students in their academic and professional development) **CED**
March, 2005: *Internship Field Experience* visit to State Hospital South. (6 community counseling interns took a tour of the institution and interviewed personnel regarding mental health policy, treatment issues and professional development.) CED

April, 2005: *Dr. Matthew R. Buckley* granted tenure. CED

April, 2005: *Dr. Scott Hutchens* granted tenure and promoted to Associate Professor of Psychology. PSY

Fall, 2004 – Spring, 2005: *Drs. Crone-Todd and Eyre* developing CAPSI courses in PSY 101, 201, and 420. (This on-line interactive format is being used in conjunction with the University of Manitoba and has great potential for research in the area of on-line learning modalities and student outcomes. The program assists students in written work, student-to-student tutoring and mentoring, and feedback.) PSY

2. Scholarship

April, 2005: 24th Annual *F.E. Woodall Spring Conference for the Helping Professions* (over 160 registered attendees; 1 vendor; 18 site supervisors; 25 student and professional presentations; nationally recognized keynote speaker; this event continues to draw attention from all areas of the state and other adjacent states) CED

Fall, 2004 – Spring, 2005: *Faculty / Student Research* (program faculty involved 32 students in research projects that resulted in 32 student presentations including first and third place honors and honorable mentions at the Mid-South Psychology Undergraduate Conference in Memphis, TN; this research activity continues to stimulate a disposition toward research within these students) CED

April, 2005: *Faculty showcase faculty and student research at “May We Present”* (10 of the 12 student presentations were from the division and 8 presentations were exclusively from psychology students.) PSY and CED

April, 2005: Dr. Scott Hutchens is awarded the College of Education’s Scholarship award for excellence in research. PSY

April, 2005: Dr. Reid Jones is awarded the College of Education’s Overall award (Teaching, Scholarship, and Service) PSY

3. Service

April, 2005: *Chi Sigma Iota Yearly Service Project* (community based service project this year consisted of providing school and art supplies to the transitional home here in Cleveland. At the Spring conference $100 of donated supplies were collected.) CED

Fall, 2004: *Dr. Scott Hutchens* facilitator for “COE Meet and Eat: Research and Publication Task Force workshops” PSY
Fall 2004 – Spring, 2005: Dr. Darlene Crone-Todd serves as Chair of the Student Engagement Champion committee and a representative of the College of Education PSY

August, 2004 and January 2005: Initiation of Saturday Program / Internship Orientation (over 100 graduates in attendance with lunch provided by Chi Sigma Iota) CED

October, 2004: Chi Sigma Iota initiation. (5 new members inducted into counseling honors society) CED

November, 2004: Mississippi Counseling Association Annual Conference. (Chi Sigma Iota sponsored 5 students to attend the conference held in Biloxi, MS.) CED

April, 2005: Chi Sigma Iota installation of officers (new officers were installed in the honors organization.) CED

July, 2004: Appointment of Dr. Scott Hutchens as Psychology Program Coordinator PSY

Fall, 2004 – Spring, 2005: Psychology faculty collaborate with publishers Brooks-Cole to create a customized text for PSY 101 courses. (Royalties exceeded a total of $1800 and will be put in an account to fund student travel for presentation of research.) PSY

October, 2004: Psi Chi Induction ceremony (6 new student members inducted) PSY

August, 2004 – May, 2005: Service projects and fundraisers for Psi Chi (these included a bake sale and raffle, garage sale, and T-shirt sale) PSY

April, 2005: Psi Chi Induction ceremony (4 new student members inducted) PSY

Other

September, 2004: Division representation at DSU recruitment day. Cleveland, MS

October, 2004: Division representation at IHL recruitment day. Jackson, MS

May, 2005: Division representation at IHL recruitment day. Jackson, MS

Division staff accomplishments

September, 2004: Kashanta Murphy attends training for clinical supervision through MLPCA.

June 2004 – Betty Mixon represented Delta State Branch of AAUW as well as all 10 Mississippi Branches of AAUW at the 2004 National Conference for College Women Student Leaders in Washington D.C.

September 2004 – Betty Mixon founded and established the Student Organization of Nontraditional Students on the Campus of Delta State. – Began course work in the MBA program.
March 2005 – Betty Mixon presented at and attended the Annual Conference for the Association of Nontraditional Students in Higher Education Organization in August, Ga.

April 2005 – Betty Mixon elected to the Board of Directors of the Association of Nontraditional Students in Higher Education for the 2005-2006 Academic year.

April 2005 – Betty Mixon appointed to the Delta State University Student Government Association as Nontraditional Student Representative.

C. New position(s) requested, with justification

Counselor Education requested an additional faculty member for the counselor education program due to the increase in enrollment and to maintain CACREP prescribed student to faculty ratios. The additional faculty member would also be the required additional member to initiate a doctoral track in counselor education.

The request was granted and Dr. Laura Simpson will start in Fall 2005 as an Assistant Professor of Counselor Education.

D. Recommended change of status

Dr. Scott Hutchens was awarded tenure and promoted from Assistant to Associate Professor.

Dr. Matthew Buckley was awarded tenure.

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

August, 2004 – May, 2005. Faculty in both Counselor Education and Psychology programs initiated extensive curriculum revisions for their respective programs for revision of the university catalogues, to comply with IHL mandates, and prepare for the doctoral track in counselor education. Courses revised include (Psychology) PSY 102, 305, 308, 315, 320, 390, 402/502, 420/520, 425/525; (Counselor Education) CED 600, 608, 617, 630, 701, 702, 703, 711, 712, 713, 714, 715, 790/890, 809, 810.

V. Division Goals for 2004-2005

Faculty met early in the fall 2004 semester to establish the following goals for the division and the specific programs. Goals were modified based on that discussion. The following is an assessment of Division goals and Specific Program goals (Counselor Education and Psychology) including the institutional goal which was supported by the goal, the expected results, evaluation procedures, actual results, and the use of evaluation results:

Goal 1: Successfully mentor new division faculty members into their teaching, scholarship and service functioning within the university
a. **Institutional Goal which was supported by this goal:** 2. Attract and retain qualified and diverse students, faculty, and staff, and 3. Promote faculty development through a comprehensive program designed to strengthen the faculty in teaching, service, and research.

b. **Expected Results: Outcomes:** Strengthen division, COE and university functioning; improve program development and functioning; enhance creative potential; prevent isolation and burnout.

c. **Evaluation Procedure(s):** Self-report of new faculty members; self-report of mentors and student course evaluations.

d. **Actual Results of Evaluation:** Evaluations indicated that in most respects, new faculty were mentored effectively. This impression resulted from the positive self-reports of both new faculty and mentors, and from positive indications from student evaluations around adjusting as a faculty member.

e. **Use of Evaluation Results:** Results indicate that senior faculty are appropriately aware of the needs of new faculty and do a good job in helping them acclimate to their positions here at DSU.

**Goal 2: Division faculty members will develop electronic or online components of every course taught in the division**

a. **Institutional Goal which was supported by this goal:** Institutional Goal which was supported by this goal: 6. Optimize the effective use of technology in support of the education process.

b. **Expected Results:** Cut copying costs by 25%; help students develop expertise in using learning technologies; help faculty develop expertise in developing and using learning technologies; stay current with trends in higher education.

c. **Evaluation Procedure(s):** change of status of every class to Web-enhanced or On-line course.

d. **Actual Results of Evaluation:** This goal was not fully met, however, courses that were developed included CED600, PSY 101, 200, 201, 315, EPY 341, and 601.

e. **Use of Evaluation Results:** Faculty will continue to implement changes in courses that lend themselves to web-assisted formats.

**Goal 3: Division faculty will develop a division mission statement with specific objectives**

a. **Institutional Goal which was supported by this goal:** 1. Review and update undergraduate and graduate programs to address adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

b. **Expected Results:** Solidify identity and purpose; meet SACS and NCATE accreditation standards

c. **Evaluation Procedure(s):** A completed mission statement for the division.

d. **Actual Results of Evaluation:** A mission statement was not developed this year due to multiple changes in curriculum and academic programs.

e. **Use of Evaluation Results:** Division faculty will develop the mission statement over the 2005-2006 academic year.
Goal 4: Division faculty will develop a comprehensive recruitment program and schedule of recruitment opportunities

a. Institutional Goal which was supported by this goal: 2. Attract and retain qualified and diverse students, faculty, and staff.

b. Expected Results: More intentional, organized, and targeted use of resources for recruitment; increase student numbers in programs.

c. Evaluation Procedure(s): Participation in identified recruiting opportunities and an increase in program applicants.

d. Actual Results of Evaluation: Faculty participated in DSU Career fair, Teacher recruitment day, IHL recruitment fairs (2), DSU Spring Conference, “May We Present” research fair, and in being responsive to inquiries from potential students. There is also a significant increase in student enrollment in both the Psychology and Counselor Education programs.

e. Use of Evaluation Results: Program faculty will continue to engage in recruitment activities.

Goal 5: Division faculty will improve in their research and scholarship activities

a. Institutional Goal which was supported by this goal: 8. Enhance educational experiences at all levels by encouraging student and faculty research and other creative work.

b. Expected Results: More collaborative research opportunities; increase in professional presentations and publications; more active and knowledgeable faculty
c. Evaluation Procedure(s): Number of professional presentations and publications

d. Actual Results of Evaluation: Number of professional presentations and publications indicate that this goal was achieved. See Summary of Division Activities for 2004-05 under III.C.

e. Use of Evaluation Results: Faculty will continue to remain productive in their scholarship activities particularly with an emphasis on turning research into publishable material.

f. Goal 6: Division faculty will incorporate “student engagement” strategies in their respective teaching styles

a. Institutional Goal which was supported by this goal: 10. Increase student retention and graduation rates by providing a support program which includes, but is not limited to, the following attributes: a comprehensive support program of advising and other services to enhance student development; increased financial support to students through scholarships, assistantships, grants, and loans; a developmental studies program for underprepared students; and, opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional schools.

b. Expected Results: Increase in student engagement; improvement in student academic performance; enhance retention of program students; better prepare students for professional functioning
c. Evaluation Procedure(s): Student course evaluations, and student self-report.

d. Actual Results of Evaluation: Student course evaluations indicate both qualitatively and quantitatively that faculty largely and actively engaging them in active and relevant learning. Student self-reports in the evaluation instruments and anecdotally indicate that faculty are open and sensitive to student needs. Dr. Cronc-Todd and Eyre have initiated the CAPSI program to assist students in gaining immediate feedback to their course assignments. Preliminary assessment of this is promising.
e. **Use of Evaluation Results:** Faculty will continue to monitor the use and results of CAPSI and continue in their efforts to engage students actively in their learning.

**Counselor Education Program Goals for 2004-2005**

**Goal 1: Finalize development of a doctoral track in Counselor Education**

a. **Institutional Goal which was supported by this goal:** 1. Review and update undergraduate and graduate programs to address adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

b. **Expected Results:** Strengthen counselor education, mental health supervision and administration within the Mississippi Delta; offer advanced graduate study opportunities; strengthen existing doctoral program.

c. **Evaluation Procedure(s):** Start date of doctoral track.

d. **Actual Results of Evaluation:** The doctoral track will be initiated in Fall, 05. There are 15 students enrolled in the track, so recruiting efforts have been very successful.

e. **Use of Evaluation Results:** Improvements will continue to be made to the program.

**Goal 2: Develop Specialist track in School Counseling**

a. **Institutional Goal which was supported by this goal:** 1. Review and update undergraduate and graduate programs to address adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

b. **Expected Results:** Offer advanced training for school counseling graduates; improve school counselor salaries.

c. **Evaluation Procedure(s):** This goal was revised and changed to a long-term goal due to IHL restrictions in approving new programs.

d. **Actual Results of Evaluation:** Deferred

e. **Use of Evaluation Results:** Deferred

**Goal 3: Change “Community Counseling” Program to “Mental Health Counseling”**

a. **Institutional Goal which was supported by this goal:** 1. Review and update undergraduate and graduate programs to address adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

b. **Expected Results:** Improve credibility for program graduates; stay current with direction of profession.

c. **Evaluation Procedure(s):** Transition of community counseling program to mental health.

d. **Actual Results of Evaluation:** This goal was not met this year due to the primary focus being to firmly establish the doctoral track in counselor education.

e. **Use of Evaluation Results:** This will be set as a goal for the 2005-2006 academic year.
Goal 4: Develop alternate course scheduling for graduate courses
a. Institutional Goal which was supported by this goal: 5. Accommodate non-traditional students and the general public by offering a comprehensive program of continuing education, including off-campus classes, independent study courses, non-credit courses, conferences, and workshops.
b. Expected Results: Improve scheduling flexibility and course accessibility for students; increase ability to offer essential courses; prepare for increase teaching load in doctoral program.
c. Evaluation Procedure(s): Number of courses with alternative scheduling (week intensives, weekend intensives, etc.).
d. Actual Results of Evaluation: The courses developed with alternative scheduling are as follows: CED 601, CED 606, CED 615, CED 618 (2 sections), and CED 621; PSY 415.
e. Use of Evaluation Results: Course evaluations were extremely positive and faculty will look at offering more courses in an alternative format.

Goal 5: Initiate research component in the Practicum course
a. Institutional Goal which was supported by this goal: 8. Enhance educational experiences at all levels by encouraging student and faculty research and other creative work.
b. Expected Results: Improve training and counseling outcomes in the counseling lab; increase faculty expertise in the use of the OQ-45 and orientation to assessment; increase faculty scholarship.
c. Evaluation Procedure(s): Implementation of OQ-45 in practicum lab and collection and analysis of data; Student increased appreciation, use, and interpretation of the OQ-45.
d. Actual Results of Evaluation: Students collected assessment data with the OQ-45 and used in their counseling interviews with clients.
e. Use of Evaluation Results: Will continue to collect data and instruct in the use of assessment instruments in a clinical setting.

Psychology Program Goals for 2004-2005

Goal 1: Increase number of program majors
a. Institutional Goal which was supported by this goal: 2. Attract and retain qualified and diverse students, faculty, and staff.
b. Expected Results: Stronger, more competitive, productive, and visible program.
c. Evaluation Procedure(s): Number of majors.
d. Actual Results of Evaluation: The number of majors actually dropped slightly despite strong recruiting efforts on the part of program faculty.
e. Use of Evaluation Results: Program faculty will continue in recruiting efforts. Faculty recognize that student recruitment and retention are long term goals and will look closely to identify variables that contribute to a decrease in majors.

Goal 2: Develop and revise psychology curriculum
a. Institutional Goal which was supported by this goal: 1. Review and update undergraduate and graduate programs to address adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure
requirements, enter the work force, and/or continue advanced study in graduate or professional school.
b. **Expected Results:** Capitalize on the strength of the faculty to become a stronger program; increase flexibility of program electives; improve education of students; improve student graduate school preparation; improve student career preparation; align curriculum with program mission
c. **Evaluation Procedure(s):** Number of courses revised.
d. **Actual Results of Evaluation:** 9 courses were revised including (Psychology) PSY 102, 305, 308, 315, 320, 390, 402/502, 420/520, 425/525
e. **Use of Evaluation Results:** Faculty will continue to monitor how changes impact student learning through test scores and student course evaluations.

**Goal 3: Create PSY 101 Research Participant Pool**
a. **Institutional Goal which was supported by this goal:** 8. Enhance educational experiences at all levels by encouraging student and faculty research and other creative work.
b. **Expected Results:** Create consistent availability of participants that will increase the ease and the amount of faculty/student research; increase ability for better random sampling (more precise approximation to population)
c. **Evaluation Procedure(s):** number of research participants and participant feedback...
d. **Actual Results of Evaluation:** Dr. Scott Hutchens developed a file on a shared network space (I-Drive) that facilitated students signing up for research participant opportunities. Students were required as part of PSY101 to participate as a subject in these opportunities. 464 students participated in these activities.
e. **Use of Evaluation Results:** Program faculty determined that this goal was successfully met and will continue with the research pool next year.

**Goal 4: Develop Student Advising Organization**
a. **Institutional Goal which was supported by this goal:** 10. Increase student retention and graduation rates by providing a support program which includes, but is not limited to, the following attributes: a comprehensive support program of advising and other services to enhance student development; increased financial support to students through scholarships, assistantships, grants, and loans; a developmental studies program for underprepared students; and, opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional schools.
b. **Expected Results:** Faculty will have equal number of advisees, the advisement process will be more organized, advisement errors will be reduced, increased organization
c. **Evaluation Procedure(s):** equal advisees for program faculty; a more unified process for advising
d. **Actual Results of Evaluation:** faculty developed an equitable distribution of advisees and the process established under the direction of Dr. Scott Hutchens was successful.
e. **Use of Evaluation Results:** Faculty determined that this was a good start and will continue to strengthen the advising process.

**Goal 5: Strengthen Program Organization**
a. **Institutional Goal which was supported by this goal:** 1. Review and update undergraduate and graduate programs to address adequately basic skills, knowledge, and competencies
necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

b. **Expected Results:** Increased organization, increased availability of essential material, more efficient and productive program

c. **Evaluation Procedure(s):** new faculty oriented to program; faculty meetings; organization of process and procedures

d. **Actual Results of Evaluation:** New faculty have been oriented, faculty meetings are being held on a regular basis, and organization has improved.

e. **Use of Evaluation Results:** Faculty will continue to work toward improving program organization.

**Goal 6: Strengthen Student Organizations**

a. **Institutional Goal which was supported by this goal:** 9. Provide a rich campus life with a variety of cultural and extracurricular activities and other opportunities for personal development.

b. **Expected Results:** Interpersonal experience in program, increased student interaction, more cohesive student body, increased student activity, increased student service, and stronger, more competitive, visible program

c. **Evaluation Procedure(s):** increase in number of students in Psi Chi and in Psychology Club

d. **Actual Results of Evaluation:** The number of students has increased in both Psi Chi (15) and Psychology Club (20)

e. **Use of Evaluation Results:** Recruiting efforts for these organizations will continue to be implemented with students taking the bulk of responsibility for increasing membership.

**Goal 7: Develop Psychology Faculty (and other COE Faculty) Research Collaboration (Long-Term Goal)**

a. **Institutional Goal which was supported by this goal:** 8. Enhance educational experiences at all levels by encouraging student and faculty research and other creative work.

b. **Expected Results:** Increased research activities, publications, presentations, collaboration, productivity, and stronger program

c. **Evaluation Procedure(s):** increase in presentations/publications between faculty and colleagues and faculty and students

d. **Actual Results of Evaluation:** A significant increase was noted in the number of professional presentations and publications as presented in the table: Summary of Division Activities for 2004-05

e. **Use of Evaluation Results:** Faculty determined this to be a worthy and productive endeavor and will continue to maintain collaborative efforts with other faculty and students.

**Goal 8: Create Fund Raising Program (Alumni) & Research Grants (Long-Term Goal)**

a. **Institutional Goal which was supported by this goal:** 14. Expand the pursuit of external funding for instruction, public service, research, student financial assistance, and other needs.

b. **Expected Results:** Increased funds to strengthen research endeavors, participate in important conferences, and enhance teaching

c. **Evaluation Procedure(s):** number of funding sources and amount of money raised
d. **Actual Results of Evaluation:** while external funding sources were not developed, faculty collaborated with a publisher to create a hybrid, customized textbook for the PSY 101 courses. The proceeds were used to develop a fund to assist undergraduate Psychology students in their research activities.

e. **Use of Evaluation Results:** Faculty will continue to work to develop outside funding sources.

**Goal 9: Develop Annual Undergraduate Research Conference (Long-Term Goal)**

a. **Institutional Goal which was supported by this goal:** 8. Enhance educational experiences at all levels by encouraging student and faculty research and other creative work, and 9. Provide a rich campus life with a variety of cultural and extracurricular activities and other opportunities for personal development.

b. **Expected Results:** Good outlet for student research, great experience for students, increased communication with community colleges/universities, increased recruitment, and stronger, more competitive, and visible program.

c. **Evaluation Procedure(s):** Establishment of an undergraduate conference.

d. **Actual Results of Evaluation:** Although an undergraduate conference was not developed and implemented this year, undergraduate students in collaboration with faculty had numerous opportunities to present research; namely at the regional professional conferences, the “May we present” research forum, and the spring conference sponsored by the Counselor Education program.

e. **Use of Evaluation Results:** This will continue as a long term goal for the Psychology program.

**VI. Educational Program Learning Outcome Assessment Plan**

The information requested for this section of the year-end report was gathered and reported in the QEP Report for the **Division of Counselor Education & Psychology** that was submitted on 4/26/05 by Matthew Buckley.

<table>
<thead>
<tr>
<th>Unit Goal</th>
<th>A. Specific Learning Outcome to be Measured</th>
<th>B. Specific Means of Measuring the Outcome</th>
<th>Associated QEP Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 - Improvement in students’ understanding of statistics in psychology</td>
<td>Time spent studying</td>
<td>Self-report of time spent studying and record of attending tutoring sessions run by student mentors</td>
<td>Relates to goals #1 &amp; #2. Peer-mentored tutoring will increase the rate of student-student interaction (#1) and will also reinforce communication skills between students (#2).</td>
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<tr>
<td></td>
<td>Rate of homework completion</td>
<td>The number of homework assignments completed on time</td>
<td>Relates to goal #4. Feedback is provided on homework assignments, which includes relationship to future achievement.</td>
</tr>
<tr>
<td>#2 - Increase students' appreciation and knowledge of psychology as a research-based discipline.</td>
<td>Performance</td>
<td>Scores on all exams and assignments during the term.</td>
<td>Relates to goal #4. Feedback is provided on exams, which includes relationship to future achievement.</td>
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<tr>
<td>Self-Knowledge</td>
<td>Answers to reflective questions on questionnaire.</td>
<td>Participation in experiments as part of introductory research pool will provide student-student and student-instructor/researcher interaction (goal #1), as well as information about career opportunities (goal #4).</td>
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<tr>
<td>Basic knowledge of Research Methods in psychology</td>
<td>Answers to research experience evaluation questions</td>
<td>Involvement in research projects by student will increase student-student, faculty-student interaction (#1); increased communication will be required for papers and presentations (#3); use of computer-based tools will be required for various activities in research (#2); and feedback on performance and long-term relationship to career objectives will occur (#4).</td>
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<tr>
<td>Student involvement as researchers on a voluntary or course-credit basis.</td>
<td>Performance in course</td>
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<tr>
<td>Graduate studies applications</td>
<td>Papers completed, presented, or published by students.</td>
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<tr>
<td>Graduate school admissions</td>
<td>Number of new members in Psi Chi and Psychology Club</td>
<td>Relates specifically to goal #4.</td>
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</table>

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<tr>
<th>#3 - Increase student interest and membership in Psi Chi and Psychology Club</th>
<th>Increase in student professional development in extra curricular and service activities</th>
<th>Number of new members in Psi Chi and Psychology Club</th>
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<tbody>
<tr>
<td>Increase attendance at professional conferences.</td>
<td>Number of student applicants for the scholarship</td>
<td>Relates specifically to goal #4. Students will take advantage of in-house scholarship opportunities and use them for professional development. This will also address</td>
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<td>Increase student incentive to be actively involved in</td>
<td>Number of students awarded the scholarship</td>
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<tr>
<th>#4 - Chi Sigma Iota will develop scholarship funding for graduate students seeking to attend Mississippi Counseling</th>
<th>Performance</th>
<th>Number of student applicants for the scholarship</th>
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<tr>
<td>Association’s annual conference.</td>
<td>research.</td>
<td>improvement in student professional development, communication, and collaboration with program faculty.</td>
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</table>

**C & D. Data Collection and Analysis and Results of Evaluation**

**Outcome for Goal #1:**

- Most students in both Fall 2004 and Spring 2005 have been attending tutoring. Dr. Crone-Todd has data which demonstrate a correlation between homework completion and tutoring, and that homework completion is related to exam performance.

- Dr. Crone-Todd’s subjective statement is that the number of homework assignments has increased; however, she will not have these data in until the end of term.

- Scores are clearly linked to homework completion, and homework completion is clearly linked to exam performance.

**Outcome for Goal #2:**

- *Answers to reflective questions on questionnaire.* Senior Seminar students surveyed regarding ways to improve Freshman Year, Junior Year, and Overall Program. Research rated high.

- *Answers to research experience evaluation questions.* Two modal responses of all students: 1) “It was Fun!”; and 2) “Now I’m not afraid of doing or reporting research.”

- *Performance in course.* Students’ papers include presentations from all PSY 315 students and poster presentations from almost all PSY 420 and PSY 201 students at “May we Present” regarding their social cognition research (315), self-modification projects (420), and their research proposals (201). Two PSY 406 students also presented posters at “May we Present”

- Subjectively, we would say that the performance this term has increased. More data to follow.

- *Papers completed, presented, or published by students.* Crone-Todd has four papers/posters from independent research being presented by students at upcoming conferences. In addition, we are working on a manuscript for publication.

- Dr. Hutchens’ undergraduates enrolled in PSY 315 and PSY 492 have presented 13 papers at 3 conferences (8 separate papers – 5 were presented twice). Two papers were awarded 1st and 3rd place in a regional research competition. Three manuscripts for student publications are in process.
• Dr. Jones' students have presented 15 papers in 04-05 (10 separate papers - 5 were presented twice).

• Student involvement as researchers on a voluntary or course-credit basis. A General Psychology (PSY 101) was created in Fall 2004 to facilitate research (faculty & student) and involve students in research.

• Subjectively, PSY 101 students have reported that they like volunteering to participate in experiments and they have learned more about psychology by doing so. Objective data is in the process of being collected.

• The creation of an Independent Research course (PSY 492) in the Spring of 2004 has been a great success! Many students have completed research projects and presented their findings at conferences. Subjectively, PSY 492 students appreciate the course as a means to further develop their research, design, statistical, writing, and communication skills.

• Graduate school admissions. 13 of 20 graduates (65%) were accepted into graduate programs during 04-05

Outcome for Goal #3:

• Psi Chi has 15 dues paid members for 2004-2005

• 10 students were inducted into Psi Chi during Fall & Spring induction banquets.

• Psychology Club has 20 dues paid members for 2004-2005

• 4 students participated in the Psi Chi annual research conference trip (SEPA). Students reported that attending and presenting at SEPA was a “great learning experience” and that they were able to “learn more about psychology and make graduate school contacts.”

• 9 Students attended the Psychology Club “Getting into Graduate School” Workshop

• 8 students participated in Psi Chi fundraising activities

• 12 Students participated in Psychology Club fundraising activities

Outcome for Goal #4:

• 5 students applied for and received partial scholarships to attend the Mississippi Counseling Association conference in Biloxi, MS in November 2004.
E. Use of Evaluation Results

Numerous changes have been made in the curriculum and program process already described in this report.

F. Assessment Team Members

The members of the assessment team are as follows:

Psychology
Dr. Camille Branton, Educational Psychology
Dr. Darlene Crone-Todd, Psychology
Dr. Heidi Eyre, Psychology
Dr. Scott Hutchens, Psychology
Dr. Reid Jones, Psychology

Counselor Education
Dr. Matthew R. Buckley, Counselor Education
Dr. Scott Rasmus, Counselor Education
Dr. Shelly Sheperis, Counselor Education
Dr. Donna Starkey, Counselor Education