I. **Unit Title:** Division of Counselor Education and Psychology

**School or College:** College of Education

**Unit Administrator:** Dr. Matthew R. Buckley (During period of 9/1/06 – 4/15/07, Dr. Scott Hutchens was Interim Chair)
II.a. Educational Program Learning Outcome Assessment Plan (Counselor Education Program)

These are Learner Outcomes identified for the current year. Contents of the table should be very brief. Footnotes may be included for items needing explanation or documentation.

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1.</strong> Counseling students will have a knowledge base in the eight CACREP core areas*</td>
<td>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 every spring semester and students are eligible to sit for the exam while they are in their last semester of coursework in the program. 2. Scores from the CPCE are generated through Center for Credentialing in Education (CCE) an affiliate with the</td>
<td>Data from the last three years indicate that DSU student pass rates are strong and means and standard deviations are at or slightly below national norms (CACREP and non CACREP programs) [see summary tables at end of Educational Program Learning Outcome Assessment Plan (Counselor Education Program) table.</td>
<td>Program faculty review results of the CPCE and the NCE in formal faculty meetings and discuss changes to curriculum within the program and in specific courses. Faculty determined that student acquisition in content areas remains stable and that practical application of student learning (skills, conceptualization, relationship building, theoretical orientation, ethical functioning, etc.) remains strong. While exact correlations between the CPCE and the NCE cannot be drawn from the current DSU data, national data indicates a .9 correlation between passing the CPCE and passing the NCE. Faculty anticipate that program</td>
</tr>
</tbody>
</table>

* CACREP core areas: Counseling, Assessment, Person-Centered Practice, Social Policy, Career Development, Diversity and Social Justice, Educational and Developmental Psychology, and Professional Responsibility.
| Outcome 2. Counseling | 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 | For the fall 06 and spring 07 semesters, documented observations indicated that 10 students self-selected out in CED 630; 6 students self-selected out of the program or were mandated to repeat the course in CED 604; all students | Documented observations indicate that faculty maintain rigor in their assessment of student skill acquisition and that students who fail to meet established benchmarks self-select out of the program, are remediated, or advised out of the |

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.

For the fall 06 and spring 07 semesters, documented observations indicated that 10 students self-selected out in CED 630; 6 students self-selected out of the program or were mandated to repeat the course in CED 604; all students

Documented observations indicate that faculty maintain rigor in their assessment of student skill acquisition and that students who fail to meet established benchmarks self-select out of the program, are remediated, or advised out of the
<table>
<thead>
<tr>
<th><strong>Outcome 3.</strong> Counseling students will have a disposition towards professional and ethical conduct, a sensitivity toward and ability to effectively work with diversity, and an acceptance of the personhood of those with whom they work</th>
<th>monitor student progress</th>
<th>passed CED 609; and all students passed successfully through CED 610 or CED 619. This multiple evaluation procedure is determined by program faculty to be an effective “gate keeping” process</th>
<th>program</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Faculty and site supervisor observations have indicated that many students who self-select or who are advised out of the counseling program are those who also fail to develop the ability to work effectively with diverse populations, or develop professional and ethical conduct</td>
<td>Faculty continue to dialogue about didactic and experiential activities that will enhance the curriculum in student acquisition of knowledge of skills</td>
<td></td>
</tr>
</tbody>
</table>

| **Outcome 4.** Counseling students will have an appreciation for research and presentation at professional conferences and activity in professional organizations | 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 MCA conference | Students are observed and/or required to submit documentation of these presentations; during the 06-07 year 16 students presented or co-presented at MCA and/or the F.E. Woodall Spring Conference | This continues to be an ongoing requirement in the program. Faculty continue to dialogue about how to motivate students to become members of state and national professional organizations (MCA; ACA) |

*Professional Identity
Helping Relationships
Assessment
Summary Tables

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

<table>
<thead>
<tr>
<th>CPCE Administration Dates</th>
<th># of Students Tested</th>
<th># of Students Passed</th>
<th>Pass Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/07 (spring 07) retake</td>
<td>6</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>3/07 (spring 07)</td>
<td>10</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>11/06 (fall 06) retake</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>10/06 (fall 06)</td>
<td>10</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>7/06 (summer 06)</td>
<td>16</td>
<td>11</td>
<td>69%</td>
</tr>
<tr>
<td>4/7/06 (Spring 06) retake</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>3/3/06 (Spring 06)</td>
<td>10</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>10/28/05 (Fall 05)</td>
<td>13</td>
<td>9</td>
<td>69%</td>
</tr>
<tr>
<td>7/16/05 (Summer 05)</td>
<td>6</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>3/11/05 (Spring 05)</td>
<td>3</td>
<td>2</td>
<td>67%</td>
</tr>
</tbody>
</table>

### National Counselor Exam (NCE) Pass Rates

<table>
<thead>
<tr>
<th>NCE Administration</th>
<th># of Students Tested</th>
<th># of Students Passed</th>
<th>Pass Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 05</td>
<td>15</td>
<td>unavailable</td>
<td>unavailable</td>
</tr>
<tr>
<td>Spring 06</td>
<td>9</td>
<td>4</td>
<td>44%</td>
</tr>
<tr>
<td>Spring 05</td>
<td>7</td>
<td>6</td>
<td>86%</td>
</tr>
<tr>
<td>Spring 04</td>
<td>10</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Spring 03</td>
<td>8</td>
<td>7</td>
<td>88%</td>
</tr>
</tbody>
</table>
### II.b. Educational Program Learning Outcome Assessment Plan (Psychology Program)

Learner Outcomes identified for the **current** year.

<table>
<thead>
<tr>
<th>A. Learning Outcome</th>
<th>B. Data Collection and Analysis</th>
<th>C. Results of Evaluation</th>
<th>D. Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What should a graduate in the Psychology major know, value, or be able to do at graduation and beyond?</strong></td>
<td><strong>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome?</strong>&lt;br&gt;2. Describe how the data from these tools and/or methods will be/have been collected.&lt;br&gt;3. Explain the procedure to analyze the data.</td>
<td><strong>What were the findings of the analysis?</strong></td>
<td><strong>1. List any specific recommendations.</strong>&lt;br&gt;<strong>2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</strong></td>
</tr>
<tr>
<td>Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology, including the areas of learning, cognition, development, biological psychology, research methods, and statistics.</td>
<td>Assessment in PSY courses via tests, papers, &amp; assignments&lt;br&gt;PSY 490 (Senior Seminar) Capstone Course Assessment (1) GRE PSY subject test (2) Chapter tests over PSY subject areas (3) Journal article presentations &amp; discussions which are graded based on content, clarity, and presentation.</td>
<td>Average GRE PSY scores:&lt;br&gt;Unselected PSY students = 486&lt;br&gt;<em>Highly selected national students = 500&lt;br&gt;(</em> students planning on attending PSY graduate school)</td>
<td>Faculty agreed to offer more deep learning, hands-on activities in PSY courses (i.e., in-class demonstrations, simulations, and experiments) Tests are periodically revised to reflect current course content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note - PSY students are a little below the national average. But ALL PSY students take the GRE in PSY 490, not just the ones planning on attending graduate school (this brings down the average). Based on this comparison, the average PSY student has a high knowledge base in psychology.</td>
<td>Recommendations – Track differences in performance between PSY students who plan on attending graduate school and those who plan on starting a</td>
</tr>
</tbody>
</table>

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Average GRE PSY scores:

- Unselected PSY students = 486
- *Highly selected national students = 500* (*students planning on attending PSY graduate school*)

Note - PSY students are a little below the national average. But ALL PSY students take the GRE in PSY 490, not just the ones planning on attending graduate school (this brings down the average).

Based on this comparison, the average PSY student has a high knowledge base in psychology.
<table>
<thead>
<tr>
<th>Students will apply basic research methods in psychology, including research design, data analysis, and interpretation.</th>
<th>Assessment in various PSY courses (200, 201, 315, 402, 404, 493) through tests, creation of surveys (validity, reliability), research proposals, and research projects.</th>
<th>Mean chapter test and journal article presentation/discussion scores are high (i.e., 77% and 86%, respectively).</th>
<th>post-baccalaureate career and try to improve scores for both groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 490 Capstone Course Assessment</td>
<td>(1) GRE PSY subject test (2) Chapter tests over PSY subject areas (3) Journal article presentations &amp; discussions which are graded based on content, clarity, and presentation.</td>
<td>Average GRE PSY scores: Unselected PSY students = 486 (Research and PSY are so closely integrated that in order to do well on one a student would need to do well on the other. Thus, GRE PSY is a good measurement of research methods.) Mean chapter test and journal article presentation/discussion scores are high (i.e., 77% and 86%, respectively).</td>
<td>Faculty agreed to have a research component in certain courses which are conducive to having a research component (i.e., class size and subject matter).</td>
</tr>
<tr>
<td>Student research and presentation production (Students are required to incorporate conceptual learning in professional research presentations that require students to present concepts to professionals in the area of PSY.)</td>
<td>PSY students produced a large number of research projects (12 professional research presentations in 2006-2007).</td>
<td>Offer and maintain student research opportunities.</td>
<td>PSY 493 (Independent Research) was developed in order that students could take a course solely devoted to conducting research and writing an APA research paper.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommendations – Since the majority of undergraduate research projects are carried out voluntarily, increase research opportunities in course which are conducive to having a research component.</td>
<td></td>
</tr>
</tbody>
</table>
| Students will use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. | Assessment in PSY courses through tests, papers, assignments, & discussions | PSY 490 Capstone Course Assessment  
- (1) GRE PSY subject test  
- (2) GRE test (Verbal/Quantitative)  
- (3) GRE Analytical Writing  
- (4) Chapter tests over PSY subject areas  
- (5) Journal article presentations & discussions which are graded based on content, clarity, and presentation. | Average scores in PSY 490:  
- 486 GRE PSY  
- 420 GRE Verbal  
- 366 GRE Quantitative  
- 3.00 GRE Analytical Writing I  
  (note – 3.00 is required for acceptance into DSU graduate school.)  
- 2.80 GRE Analytical Writing II  
  (note – the GRE is used as an assessment of students’ progress through the program, rather than a measurement for pre-existing standards or goals.)  
Mean chapter test and journal article presentation/discussion scores are high (i.e., 77% and 86%, respectively). | Tests are periodically adjusted to assess critical and creative thinking and skeptical inquiry.  
Recommendation - Implementation of more deep learning, hands-on activities in PSY courses (i.e., in-class demonstrations, simulations, and experiments).  
Recommendation - Implementation of more service learning activities. |

| Students will demonstrate application of psychological principles to personal, social, and organizational issues. | Assessment in PSY courses through application test questions, papers, and discussions | PSY 490 Capstone Course Assessment  
- (1) Application chapter test questions  
- (2) Journal article discussions which are graded based on content, clarity, and presentation. | Mean chapter test and journal article presentation/discussion scores are high (i.e., 77% and 86%, respectively). | A Service learning course (PSY 425) was developed to be offered in the summer and fall.  
Recommendation - Implementation of more service learning activities. |
Students will be able to use writing, oral communication, and interpersonal communication skills in various formats (e.g., essays, correspondence, technical papers, APA style empirically-based reports, literature reviews, theoretical papers, group discussion, debate, lecture, professional presentation) and for various purposes related to psychology (e.g., informing, defending, explaining, persuading, arguing, teaching).

| Assessment in PSY courses through application writing intensive assignments, essay tests, papers, and oral research presentations |
| PSY 490 Capstone Course Assessment |
| (1) Journal article discussions & presentations which are graded based on content, clarity, and presentation. |
| (2) GRE Analytical Writing test |
| Student research and presentation production |

| Mean chapter test and journal article presentation/discussion are high (i.e., 75% and 85%, respectively). |
| 3.00 GRE Analytical Writing I (Note – 3.00 is required for acceptance in to DSU graduate school.) |
| 2.80 GRE Analytical Writing II |
| PSY students produced a large number of research projects (12 professional research presentations in 2006-2007). |

| Faculty agreed to offer more writing intensive assignments and presentation/discussion activities in PSY courses. |
| PSY 493 (Independent Research) was developed in order that students could take a course solely devoted to conducting research and writing an APA research paper. |
| Recommendations – Since the majority of undergraduate research projects are carried out voluntarily, increase research opportunities in course which are conducive to having a research component and require students to present their findings in those courses. |

**Division/Department Goals for the Current Year**

This is a report on progress towards goals for the current year. These are operational goals for the unit that are NOT tied directly to student learning outcomes which are reported in the table above. An example might be the implementation of a development campaign in conjunction with the DSU Foundation to raise monies for faculty research and travel.

**Division Goal#1: Division faculty will develop plans for and initiate a retreat for division/faculty development**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.

2. **Actual Results of Evaluation:** A retreat was scheduled and conducted with the Psychology program, but not with the Counselor Education program. This was due in large part to the Chair serving as Interim Dean for the COE during this academic year.

3. **Evaluation Procedure(s):** Will develop agenda, location, and prioritize list of topics and host the event.
4. **Use of Evaluation Results:** The retreat did not take place this current year and will be a goal for the coming 2007 – 2008 academic year.

**Division Goal #2: The Division will develop and launch a comprehensive Website**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Actual Results of Evaluation:** The goal was largely accomplished; the division website was updated with new program information, faculty bios, photographs, policy and procedures, and other essential documents that faculty can refer students to.

3. **Evaluation Procedure(s):** an examination of the website. Two members of the division (Hutchens and Buckley) have undergone training in “Site builder” and have worked on the website. Buckley worked on updating portions of the COE website as well during this year.

   **Use of Evaluation Results:** Will continue to update and maintain the division website.

**Counselor Education Program Goals for 2006-2007**

**CED Goal 1: Develop a “Brown bag” helping professionals get-together each month**

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Actual Results of Evaluation:** This goal was not accomplished. The supervisor luncheon in connection with the spring conference brought together colleagues which is a strong indicator of the success of this initiative.

3. **Evaluation Procedure(s):** Will develop a committee, an invitation list, issue invitations, and begin holding the luncheons.

4. **Use of Evaluation Results:** This event will be revisited as a possible goal for the 2007 – 2008 academic year.

**CED Goal 2: Initiate research in the counseling lab around involving “clients” in feedback sessions with interns**

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
2. **Actual Results of Evaluation:** This goal was not accomplished. Other priorities outweighed the implementation of this goal (i.e., Interim Dean, change in leadership within the program and division)

3. **Evaluation Procedure(s):** Whether the research took place or is taking place. Faculty will discuss the interest in implementing this goal in 2007 – 2008.

4. **Use of Evaluation Results:** These results will be used to stimulate research within the doctoral program.

**CED Goal 3: Refurbish the counseling lab with state of the art recording equipment**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Actual Results of Evaluation:** This refurbishment will occur during Summer 2007 and be in place for Fall 2007 semester. The program was able to successfully pass a one time lab fee for students using the counseling laboratory which will assist in maintaining the new lab.

3. **Evaluation Procedure(s):** Accomplishment of the remodel and updating of recording technology.

4. **Use of Evaluation Results:** Faculty will utilize updated lab.

**Psychology Program Goals for 2006 - 2007**

**PSY Program Goal #1: REBUILD THE PSYCHOLOGY PROGRAM** (Mentor and train new faculty to become more effective teachers, researchers, and transition into the role of “faculty member;” mentor and train new faculty to academically advise students (online system, curriculum, degree requirements, graduate check list, and so on), mentor and train faculty to understand DSU & Division policy and procedures (travel approval requests, IRB proposals, research grant proposals, and so on); help new faculty develop research programs and labs; encourage new faculty to participate in faculty-mentored undergraduate research with PSY students; encourage and help faculty become active in student activities (Psi Chi and Psychology Club); and foster collegiality among faculty)

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty, faculty and student research productivity
3. **Actual Results of Evaluation:** With 4 out of 5 faculty positions being new, there were growing pains. Some of the new faculty member’s teaching evaluations were lower than usual. The high faculty and student research productivity enjoyed by the PSY program decreased due to new faculty “learning the ropes” and the program being in transition. No faculty are leaving this year.
4. **Use of Evaluation Results:** The results will be used to help shape a rebuilding program in the future. 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.

**PSY Program Goal # 2 Review and Implement Recommendations from the PSY Program External Review**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty
3. **Actual Results of Evaluation:** Several courses were revised, one course was deleted, two online courses were added, PSY 102 is being considered to be revised, student recruitment material were revised, the Program adopted APA goals, syllabi were revised to look uniform and include course goals (based on program goals), learning objectives, and specific objectives.
4. **Use of Evaluation Results:** Results will be used to modify the curriculum and PSY program in the future.

**PSY Program Goal # 3 Attend a PSY Teaching Conference as a Group (Faculty Development)**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors
3. **Actual Results of Evaluation:** Attending the conference eased the transition for new faculty. As a result of attending the conference, the PSY faculty will become more effective teachers. New teaching techniques to engage students were learned, shared, and implemented. Collegiality was fostered among PSY faculty.
4. **Use of Evaluation Results:** Program faculty determined that the conference was very effective and increase collegiality. Thus, the faculty would like to attend the conference as a yearly retreat.
PSY Program Goal # 4 Develop and Host a Teaching Symposium at DSU’s ROMEA Conference as a Group (Faculty Research Development)

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Evaluation Procedure(s):** Peer evaluation of the symposium.

3. **Actual Results of Evaluation:** The transition for new faculty was facilitated. New teaching techniques to engage students were learned, shared, and implemented. Collegiality was fostered among PSY faculty. Collaboration and research productivity was facilitated.

4. **Use of Evaluation Results:** The symposium was well attended (over 30 people) and was a success. The PSY faculty plan on hosting a similar symposium in fall 2007.

IV. Data and information for department: (include narrative of programmatic scope; data)

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

### II.A Comparison of Enrollment by Major

<table>
<thead>
<tr>
<th></th>
<th>2005/06</th>
<th>2006/07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>CED</td>
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</tr>
<tr>
<td>PSY</td>
<td>76</td>
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<tr>
<td>Total</td>
<td>196</td>
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### II.B Division Graduates by Major

<table>
<thead>
<tr>
<th></th>
<th>2005/06</th>
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</tr>
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<tbody>
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<td>Spring</td>
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<td>CED</td>
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<tr>
<td>Total</td>
<td>18</td>
<td>19</td>
</tr>
</tbody>
</table>
## II.C Credit Hour Production by Discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Spring 2006</th>
<th>Summer 2006</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>undergrad</td>
<td>graduate</td>
<td>undergrad</td>
</tr>
<tr>
<td>CED</td>
<td>192</td>
<td>642</td>
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</tr>
<tr>
<td>PSY</td>
<td>1359</td>
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</tr>
<tr>
<td>EPY</td>
<td>234</td>
<td>168</td>
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</tr>
<tr>
<td>Total</td>
<td>1785</td>
<td>810</td>
<td>264</td>
</tr>
</tbody>
</table>

## V. Personnel:
- Current full-time division faculty:
  - Dr. Matthew R. Buckley, Counselor Education
  - Ms. Tiffany Culver, Psychology
  - Dr. Scott Drury, Psychology
  - Dr. LeAnne Forquer, Psychology
  - Dr. Scott Hutchens, Psychology
  - Dr. Scott Rasmus, Counselor Education
  - Dr. Shelly Sheperis, Counselor Education (resigned as of 5/15/07)
  - Dr. Duane Shuttlesworth, Psychology
  - Dr. Laura Simpson, Counselor Education
  - Dr. Donna Starkey, Counselor Education

  - Ms. Shari Hospodor, Senior Secretary
  - Ms. Kashanta Murphy, MEd., Counseling Lab Director

## Noteworthy activities and accomplishments:

The Division of Counselor Education and Psychology has undergone some significant transitions regarding personnel but during these changes, 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. The following presents a summary of the division accomplishments for the academic year 2006-2007:

### Counselor Education:
- 8/06 – Two faculty members (Simpson and Starkey) presented at the 1st Annual Alzheimer’s Conference in Philadelphia, MS. on Group Work Interventions and on Spirituality and Self-care.
• 8/06 – Three faculty members (Buckley, Simpson, and Starkey) served in a “Nurturing the Nurturers” retreat on the Mississippi Gulf Coast designed to support the first responders to the Katrina disaster. This initiative was developed by the Mississippi Licensed Professional Counselor’s Association (MLPCA) and supported by over 25 LPCs in the state.

• 9/07 – Drs. Starkey, Simpson and Rasmus presented at the ROMEA conference.

• 9/07 – Faculty developed a new listserv for all counselor education students to post essential information in a more timely and efficient fashion.

• 9/1/06 – 4/15/07 – The Counselor Education Program experienced a significant change in leadership this year with the Chair (Buckley) serving as Interim Dean of the College and the Coordinator of the Psychology Program (Hutchens) serving as the Interim Chair. Dr. Scott Rasmus also served successfully as the Interim Counselor Education Program Coordinator. Despite this change the program maintained strong productivity.

• 10/06 and 3/07 – Chi Sigma Iota initiated 21 new student members under the advisement of Dr. Laura Simpson.

• 11/06 – Faculty and 16 students attended the Mississippi Counseling Association’s (MCA) annual conference in Philadelphia, MS. Most of the 16 students co-presented with faculty (Rasmus, Sheperis, Simpson, and Starkey). Both Drs. Simpson and Starkey served as Pre-registration and Registration coordinators (respectively) which included processing over 900 attendees at the conference. They incorporated innovations in the registration process that will help streamline future conferences. Other noteworthy accomplishments during the conference included:
  o Dr. Donna Starkey received the MCA Research Award
  o Deidre Byas (an alum from December, 2006) was elected as president of the MCA Graduate Student Association.

• 11/06 – Dr. Starkey took 12 Community Counseling Interns to tour the State Hospital in Whitfield, MS.

• 12/1/06 – 6/1/07 – Intersession courses were expanded to include 2 required and 2 elective courses during the spring intersession which include 3 new course offerings for Summer 07 (CED 770: Psychopharmacology, CED 770: Spirituality in Counseling, and CED 626: Play Therapy) and a total of 3 intersession courses were offered during the winter (CED 715: Marriage and Family Counseling, CED 703: Psychodiagnostics in Counseling, and CED 716: Substance Abuse Counseling). Additionally, selected coursework is offered during the year in an intensive format and a traditional format with students being able to choose the format that best suits their needs.

• 10/06 – Three Counselor Education faculty attended and presented at the Southern Association of Counselor Education and Supervision (SACES) conference in Orlando, FL.

• 2/07 – Chi Sigma Iota, the honor’s society for counselors, initiated a service project providing knit caps for the local hospital postnatal care unit for newborns CSI continues to function as a vital part of counseling students’ professional development and contributes significant service to the community.

• 3/8/07 – The 26th Annual F.E. Woodall Spring Conference for the Helping Professions was well-attended (192 registered participants) and included the site supervisor orientation for internship supervisors.
  o Program faculty held the 2nd Annual Counselor Education Awards Banquet in conjunction with Spring Conference with over 60 in attendance; a great success.
• 3/07 – Dr. Rasmus as part of the CED 770: Special Topics in Counseling course (doctoral program) led students in developing a grant for the Play Therapy Room ($12,000), developing original research that was presented at the 3rd Annual Research and Scholarship Symposium, and developed an article with all students as co-authors for publication.
• 3/07 – Program faculty developed a comprehensive exam for doctoral students in Counselor Education.
• 8/06 and 1/07 – Program faculty continue to sponsor a program and practicum/internship orientation for students at the start of each semester.
• 9/06 and 2/07 – Program faculty continued to provide workshops for the Survival Skills Workshop series. In 2005 – 2006 these offerings were expanded to all doctoral students in “APA writing style” and the development of writing skills in the College of Education, and in 2006 – 2007 these workshops were provided for and attended by students throughout the university.
• Program faculty made significant inroads into state leadership within the Mississippi Counseling Association (MCA) with a faculty member (Buckley) as the president-elect of the Mississippi Association of Counselor Educators and Supervisors (MACES) and three others (Sheperis, Simpson, and Starkey) as officers in Mississippi Licensed Professional Counselors Association (MLPCA).
• 4/07 – Program faculty participated in presenting original research at the 3rd Annual Research and Scholarship Symposium including paper and poster presentations.

Psychology:
• Psychology program underwent an unprecedented transition (4 new faculty members) successfully.
• Psychology program faculty reviewed and revised their program and curriculum based on the results of an external review (as mandated by IHL) by Dr. Bill Hill for the psychology program. Dr. Hill expressed praise for program faculty and general components of the program.
• Drs. Drury and Forquer applied for and received DSU Research Committee Major Research Grant funds to develop their research programs at DSU.
• Development of two new online courses (Dr. Hutchens).
• All new psychology hires were trained in use WebCT and are now using WebCT for all of their courses.
• All psychology courses are now web-assisted, hybrid, or online.
• Program faculty continue to develop and maintain collaborative undergraduate research experiences with students, faculty and student and faculty presentations at state and regional conferences receiving awards for student work.
• Psychology undergraduates are developing a mental health resource directory for the Delta (Dr. Jones).
• Dr. Scott Hutchens received an Award for Innovative Excellence in Teaching, Learning, and Technology at the 18th International Conference on College Teaching and Learning.
• The psychology undergraduate research travel fund was continued to fund student travel to regional and national conferences through the royalties generated from the sales of the Psychology Program’s custom General Psychology textbook.
• Faculty continue to develop and teach selected coursework in an online and web-based format.
Faculty revised all curriculum syllabi and incorporated APA guidelines and learning objectives for undergraduate psychology programs in response to SACS accreditation and the external review.

All psychology faculty hosted a Teaching Effectiveness symposium at ROMEA and presented original research.

All psychology faculty attended the Southeastern Conference on the Teaching of Psychology and presented original research.

Psychology undergraduates presented original research at the Southeastern Psychological Association (New Orleans), Mid-South Psychology Conference (placed 2nd) (Memphis), and the Mississippi Academy of Sciences (placed 1st).

Dr. Hutchens presented original research at the Southeastern Psychological Association (New Orleans), the International Conference on College Teaching and Learning (Ponte Vedra Beach, FL), and the DSU Research Showcase.

Dr. Forquer presented original research at the Association of Psychological Science (Washington DC) and the DSU Research Showcase.

Psi Chi and the Psychology Club also continue to be viable and important component of program efforts to develop students.

Dr. Hutchens continued as the Editor for the *Delta Education Journal* and developed protocols for transforming it into a refereed journal. The journal has begun to receive submissions from professionals within other institutions in the state.

Dr. Hutchens served as the Interim Chair for the Division.

Dr. Hutchens assumed primary leadership in mentoring and training 4 new psychology hires:

- Scott Drury from Luther University, Decorah, Iowa
- LeAnne Forquer from Central Michigan University, Mt. Pleasant, Michigan
- Tiffany Culver from Mississippi State University, Starkville, Mississippi
- Duane Shuttlesworth from Union College, Barbourville, Kentucky

Fall, 2006 – Spring, 2007: *Faculty / Student Research* (program faculty involved 24 students in research projects that resulted in 12 student presentations including Dr. Jones’ students winning first place for best research paper at the Mississippi Academy of Sciences and Dr. Hutchens’ students placing second place in a research competition at the Mid-South Psychology Undergraduate Conference in Memphis, TN; this research activity continues to stimulate a disposition toward research within these students).

Fall, 2006 – Spring, 2007: *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.)

Fall, 2006 – Spring, 2007: *Multiple service projects and fundraisers for Psi Chi and Psychology Club* (these included a bake sale and raffle, garage sale, and T-shirt sale among others)

Fall 2006: *Teaching Effectiveness Symposium at ROMEA* (hosted by all psychology faculty, organized by Dr. Scott Hutchens)

November, 2006: *Psi Chi Induction ceremony* (4 new student members inducted)

December, 2006: *Development of PSY 314: Psychology of Human Sexuality* (offered as an online winter and spring intersession course by Dr. Scott Hutchens)

Fall 2006: *DSU Research Committee Major Research Grant* (Dr. LeAnne Forquer [new faculty member] applied for and received a $1,200 grant to develop her sleep research program at DSU.)
- Fall 2006: DSU Research Committee Major Research Grant (Dr. Scott Drury [new faculty member] applied for and received a $1,368 grant to develop his cognitive research program at DSU.)
- March, 2007: Southeastern Psychological Association Conference. (Psi Chi sponsored 5 students to attend the conference held in New Orleans, LA, organized by Dr. Scott Hutchens.)
- March, 2007: Psychology Retreat (All psychology attended and presented posters at the Southeastern Conference on the Teaching of Psychology in Atlanta, retreat organized by Dr. Scott Hutchens.)
- April, 2007: Psi Chi Induction ceremony (8 new student members inducted.)
- April, 2007: Dr. Scott Hutchens receives Award for Innovative Excellence in Teaching, Learning, and Technology at the 18th International Conference on College Teaching and Learning
- May, 2007: Dr. Scott Hutchens receives the 2007 Kossman Outstanding Teacher Award, the highest recognition for a faculty member at Delta State University.

### Summary of Division Scholarly and Professional Service Activities for 2006-2007

<table>
<thead>
<tr>
<th>Activity</th>
<th>*Counselor Education</th>
<th>*Psychology</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Total faculty presentations at professional conferences</td>
<td>25</td>
<td>22</td>
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<tr>
<td>Total faculty presentations in workshops or other public forums</td>
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<td>Total faculty submissions for publications (articles, text chapters, books)</td>
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<tr>
<td>Submissions accepted for publication</td>
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<td>Total editorial board positions held</td>
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<tr>
<td>Total number of professional organization memberships</td>
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<td>Total number of dissertation committees (members)</td>
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<tr>
<td>Total faculty-mentored student professional paper presentations</td>
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<td>Total number of invited text reviews</td>
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<tr>
<td>Total number of professional appointed/elected board positions held</td>
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<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Total number of professional conferences attended</td>
<td>21</td>
<td>8</td>
<td>29</td>
</tr>
</tbody>
</table>

*Counselor Education: (5 faculty) / Psychology: (5 faculty)*
New position(s) requested, with justification:

No new positions are requested for year 06-07, but the following positions have been filled in the Psychology Program:

Scott Drury from Luther University, Decorah, Iowa to replace Heidi Eyre (position #132)
LeAnne Forquer from Central Michigan University, Mt. Pleasant, Michigan to replace Darlene Crone-Todd (position #179)
Tiffany Culver from Mississippi State University, Starkville, Mississippi to replace the former Camille Branton (position #782)
Duane Shuttlesworth from Union College, Barbourville, Kentucky to replace Reid Jones (position #810)

Shelly Sheperis (position #1019) resigned as of 5/15/07; it is anticipated that this position will be filled in 2008.

Recommended change of status

Reid Jones is now Professor Emeritus of Psychology.

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

Changes made in the past year: August, 2006 – May, 2007. Faculty in both Counselor Education and Psychology programs initiated extensive updating of course syllabi in compliance with SACS and NCATE accreditation standards which included inclusion of the Delta Education Model (COE conceptual framework), statements of policy on accommodation of disabilities, the use of technology, and diversity, and most importantly, specific course-related student learning outcomes and how each outcome is linked to specific student activities and how each is assessed. Faculty included rubrics for papers and projects. Faculty also participated in providing data for assessment points for the school counseling program and for development of the NCATE documents room.

Recommended changes for the coming year(s): Program and curriculum changes are occurring as a result of the external review conducted on the Psychology program and with the assimilation of four new faculty members. These changes continue to evolve, but the program is under the capable leadership of Dr. Scott Hutchens as program coordinator and will continue to maintain high standards of teaching and research for the program.

VII. Division/Department Goals for Coming Year

This is a statement of goals for the coming year. These are operational goals for the unit that are NOT tied directly to student learning outcomes.
Division Goals (2007-2008)

*Division Goal#1: Division faculty will examine external funding sources to supplement program initiatives.*

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** Increased funding sources and increase in funding.

3. **Evaluation Procedure(s):** Faculty will look into developing an institute for working with behaviorally disruptive children and adolescents for the summer 2008 semester to service needs in the community and train students (CED).

4. **Use of Evaluation Results:** This initiative will be fully funded and assessed. Other potential initiatives (in CED and PSY) will be developed based on success of external funding efforts.

Counselor Education Program Goals (2007-2008)

*CED Program Goal #1: Refurbish and develop a state of the art counseling lab for the counseling program.*

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** This refurbishment will occur during Summer 2007 and be in place for Fall 2007 semester. The program was able to successfully pass a one time lab fee for students using the counseling laboratory which will assist in maintaining the new lab.

3. **Evaluation Procedure(s):** Accomplishment of the remodel and updating of recording technology

4. **Use of Evaluation Results:** Faculty will utilize updated lab to enhance supervision of counseling students and interns.

*CED Program Goal #2: Prepare School Counseling Program for a new School Counseling Program Coordinator.*

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Expected Results:** The School Counseling Program will be organized in such a way that there will be detailed protocols for an incoming coordinator. Targeted recruitment will occur to get the best candidate in for the position.

3. **Evaluation Procedure(s):** Program faculty will develop and assess protocols.

4. **Use of Evaluation Results:** The results will be used to help hire and retain a new faculty member.

**CED Program Goal #3:** Faculty will incorporate more web-based components into the program curriculum and on division website.

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** The doctoral program track in Counselor Education will be incorporated onto the website. Key manuals, policy and other essential materials will be posted on website. Students, faculty, and staff will make greater use of the website.

3. **Evaluation Procedure(s):** Faculty will incorporate into each meeting a specific agenda item around the website; assignments will be made, followed through and checked off the task list.

4. **Use of Evaluation Results:** The results will be used to help develop the website.

**CED Program Goal #4:** Faculty will examine new CACREP standards and project and propose changes in the program based on these standards.

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.

2. **Expected Results:** The Counselor Education program will be proactive and responsive to changes within CACREP standards.

3. **Evaluation Procedure(s):** Faculty will incorporate into each meeting a specific agenda item around the changes in CACREP standards and responses needed from the program. CACREP standards are targeted to be implemented in 2008.

4. **Use of Evaluation Results:** The results will be used to make the program current and in line with new accreditation standards to prepare for reaccreditation in 2012.

**CED Program Goal #5:** Program faculty will conduct a feasibility study for implementing a summer Day Treatment institute.

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Expected Results:** Organization and implementation of a summer training institute and day treatment program that will be interdisciplinary in nature and focus participants on working with youth with disruptive behavioral problems. This will also add to meeting the Division Goal#1 of developing a revenue producing program.

3. **Evaluation Procedure(s):** Checkpoints will be established during the year to monitor progress.

4. **Use of Evaluation Results:** Faculty will develop the institute.

**Psychology Program Goals (2007-2008)**

**PSY Program Goal # 1: Continue to develop the psychology program** (Mentor and train new faculty to become more effective teachers, researchers, and transition into the role of “faculty member;” mentor and train new faculty to academically advise students (online system, curriculum, degree requirements, graduate check list, and so on), mentor and train faculty to understand DSU & Division policy and procedures (travel approval requests, IRB proposals, research grant proposals, and so on); help new faculty develop research programs and labs; encourage new faculty to participate in faculty-mentored undergraduate research with PSY students; encourage and help faculty become active in student activities (Psi Chi and Psychology Club); and foster collegiality among faculty)

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** With 4 out of 5 faculty positions being new, growing pains are anticipated. New faculty teaching evaluations should gradually increase as they gain more experience. New faculty scholarly work production should increase gradually (next 2 or 3 years).

3. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty, faculty and student research productivity

4. **Use of Evaluation Results:** The results will be used to help shape a rebuilding program in the future.

**PSY Program Goal # 2 Continue to implement recommendations from the PSY Program External Review**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** The PSY program and curriculum will become stronger and more organized.
3. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty

4. **Use of Evaluation Results:** Results will be used to modify the curriculum and PSY program in the future.

**PSY Program Goal #3: Attend the Southeastern Conference on the Teaching of Psychology as a Group (Faculty Development)**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** New faculty will continue to gain experience and develop professionally. The PSY faculty will become more effective teachers. New teaching techniques to engage students will be learned, shared, and implemented. Collegiality will be fostered among PSY faculty.

3. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors

4. **Use of Evaluation Results:** Results will be used to consider attending a similar conference as a group again.

**PSY Program Goal #4: Develop and host a teaching symposium at DSU’s ROMEA Conference as a group (Faculty Research Development)**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Expected Results:** New faculty will continue to gain experience and develop professionally. The PSY faculty will become more effective teachers. New teaching techniques to engage students will be learned, shared, and implemented. Collegiality will be fostered among PSY faculty. Collaboration and research productivity will be facilitated.

3. **Evaluation Procedure(s):** Faculty will evaluate the symposium and send summaries of these evaluations to the Provosts office as a follow-up to the requested funds from the Kent and Janice Wyatt faculty development funds. Faculty will also improve in their teaching as measured by the course evaluations over the course of the academic year.

4. **Use of Evaluation Results:** Results will be used to consider developing a symposium in the future.

**PSY Goal #5: Develop Professional Behavior Patterns in Psychology Majors**

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater
numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.

2. **Expected Results:** Increase in course attendance, professional behavior exhibited in class, punctuality, participation, responsibility, and initiative

3. **Evaluation Procedure(s):** Faculty members will measure student attendance in each course and will develop and use an evaluation sheet of professional behaviors to be placed in each student’s advisement folder. Student progress will be discussed in faculty meetings during the year.

4. **Use of Evaluation Results:** Faculty will consider the future use of program student evaluation to be used in writing student recommendation letters. Faculty will plan meetings with the Psi Chi and Psychology Club presidents and psychology majors to discuss the issue.