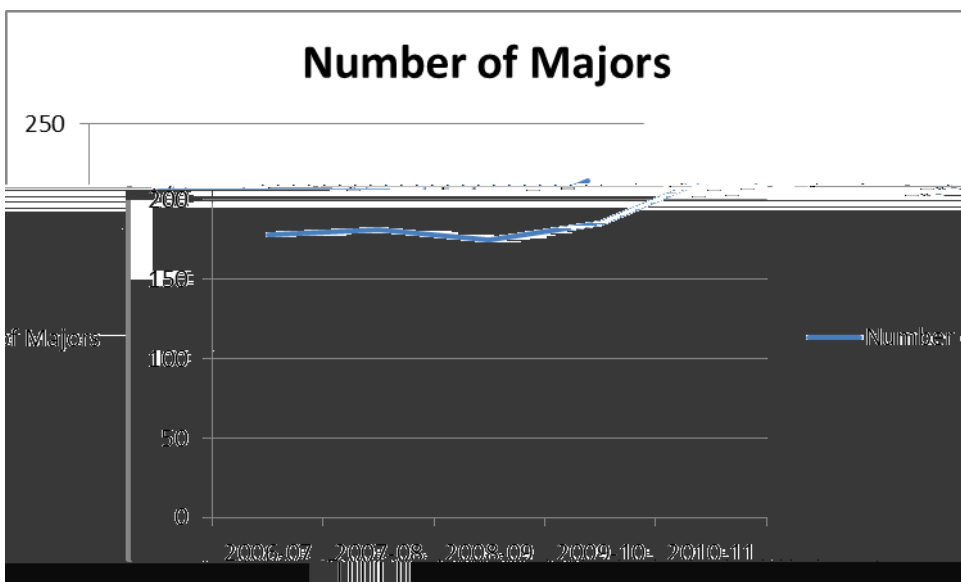


2. Five-Year Departmental Enrollment and Faculty Data.

Statistical Overview

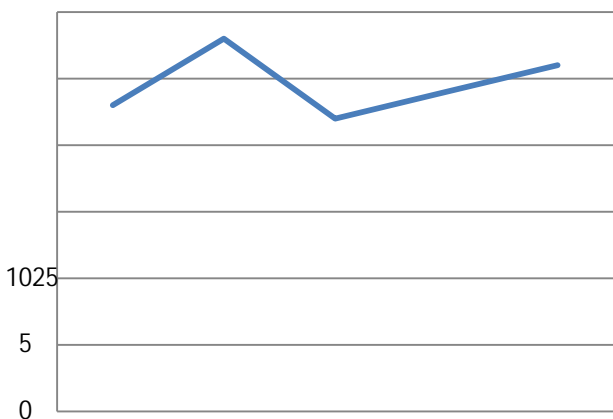
The following are averages for the academic years 2006-2007 through 2010-2011. Data were supplied by the Office of Institutional Research, Planning, and Assessment.

1. Number of Majors (includes duplicate majors) mean = 187

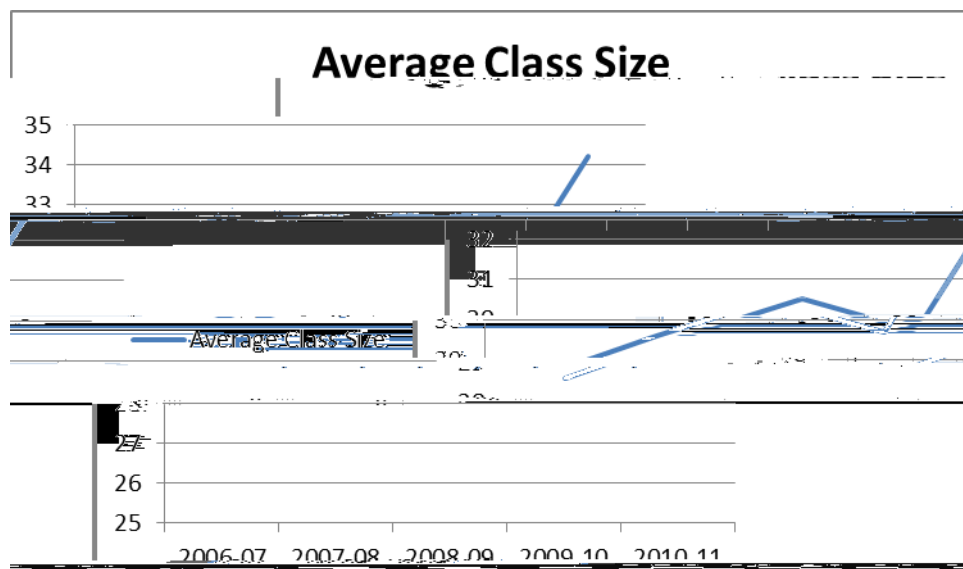


The number of majors was fairly level from 2006-2007 through 2009 – 2010, averaging 180 with a range of 175 to 185. There was an increase in the number of majors in 2010 – 2011 to 214. This increase in majors will hopefully be maintained in the future.

2. Number of Degrees Conferred: mean = 25



5. Average Class Size: mean = 30.52



There was an average class size general increase during the five data period with the greatest increase during 2010-11. These are interesting data since the physical class space has room for only 36 students.

6. Number of Faculty (Fall Semester): mean = 4.4

The increase in the number of faculty in 2010-11 was due to increasing the number of adjunct instructors teaching sections of PY201 and PY302.

7. FTE Student/FTE Faculty Ratio: mean =32.07

These data showed slight fluctuations around the mean of 32.07. The increase in the number of adjunct faculty in 2011 resulted in an overall slight downward trend for the five years of data. This downward trend was very small from a ratio of about 32 to 31.

8. Credit Hours/FTE Faculty: mean =848.08

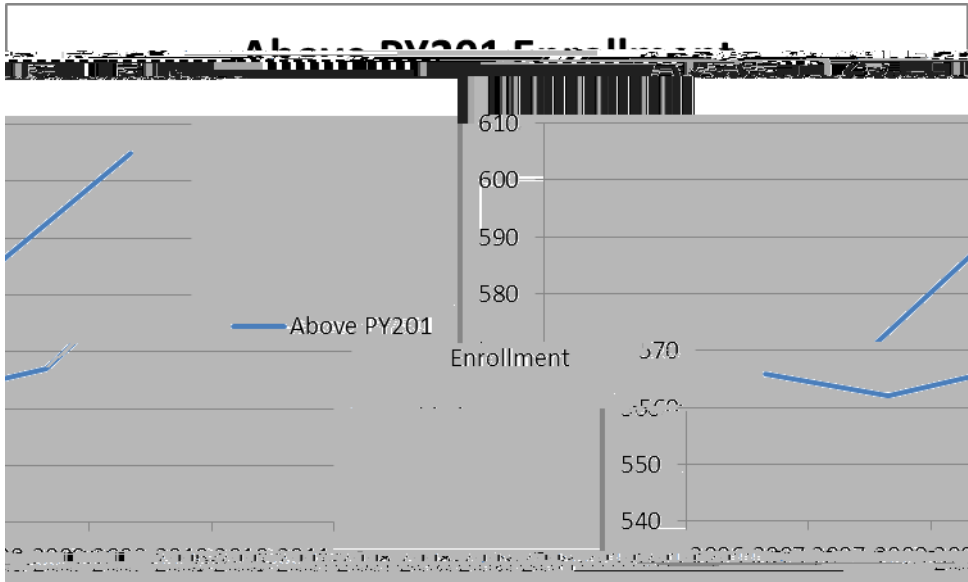
The number of credit hours produced per faculty member showed a decreasing trend during the three year period of 2007 through 2009. The last two years of the five year data period showed an increasing trend. This was due to increased number of sections of the general studies course, PY201, General Psychology.

9. Department Expenditures: mean = \$342,324

Departmental expenditures increased slightly during the three year period of 2006-2008 through 2008-2009. The last two years of 2009 through 2011 showed a decrease. The lowest expenditures were in 2010-2011 as a result of the retirement of a faculty member the rank of professor and the hiring of a new faculty member with a rank of assistant professor.

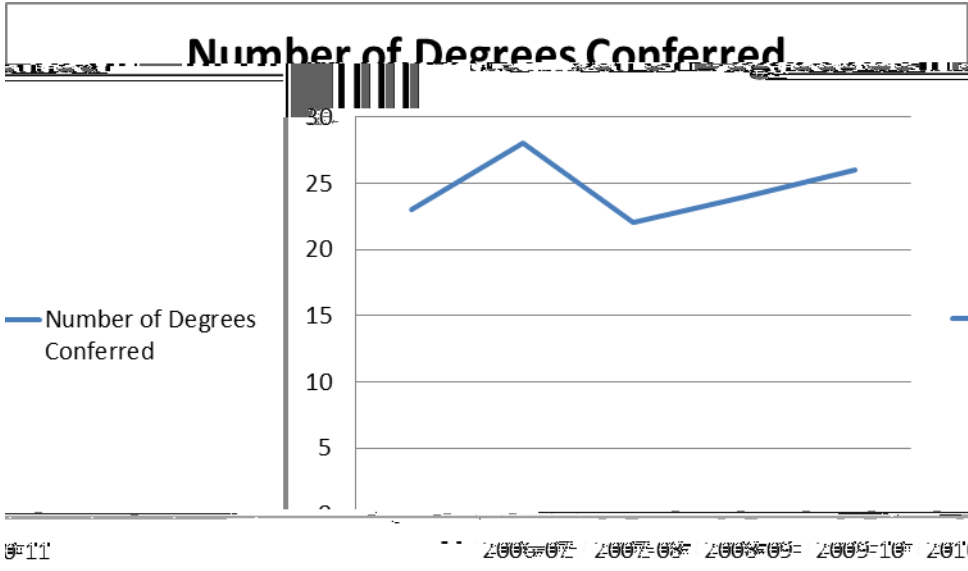
10. Cost Per Credit Hour: mean = \$92

The cost per credit hour has shown an overall decrease through the five year data period. The cost during 2010-



Degree Productivity

The number of degrees conferred was stable through the five year period of 2006-2011, varying from a low of 22 in 2008-2009 to a high of 28 in 2007-2008.



Student services

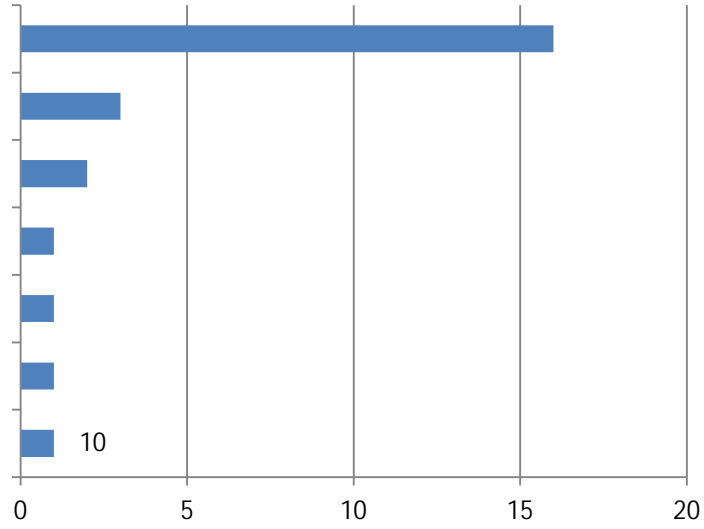
The Psychology Club, a recognized student organization (RSO), is an active organization that encourages participation by students with an interest in psychology. Meetings are held monthly, and several speakers are scheduled each year. Speakers include students and faculty who present the results of their research as well as speakers from off-campus who present programs on various psychology related topics. The Psychology Club actively fundraises to defray expenses of members who choose to attend regional or national meetings of associations in Psychology. Additionally, the department has a chapter of Psi Chi, the international honor

society in Psychology. Students who meet the academic standards of Psi Chi can apply to become a member. Initiation into Psi Chi takes place once an academic year.

The department encourages students to engage in research and present the results at meetings such as those of the Alabama Academy of Sciences, Southeastern Psychological Association, Society for the Scientific Study of Religion, Mid-South Psychological Association, Alabama Psychological Association, Society for the Psychological Study of Social Issues, Society of Southeastern Social Psychologists, Association for Behavior Analysis International, and others. Eight to ten students have been involved in such activities each year.

Two to three student workers are employed by the department each year to assist with department functions, thus providing some work experience.

Outcome Information (including student performance on licensure/certification exams, job placement of graduates, student, alumni and employer surveys)



What minor did you complete at UNA?

Of the respondents, 64% reported completing a minor, with Sociology the most frequently (12 reported).

Have you pursued a graduate degree at any time after obtaining a degree?

Of the respondents, 43% reported pursuing a graduate degree. Of those reporting, a master degree in counseling was the most common. Seven reported pursuing a doctorate with four being in psychology.

Did you complete a graduate degree?

Of the respondents, 25% reported completing a graduate degree. Of those reporting, a master's degree in counseling was the most common. Three alumni reported completing a doctorate.

Do you believe the psychology major at UNA prepared you for graduate school?

Of the alumni that completed the survey, 74% agreed/strongly agreed.

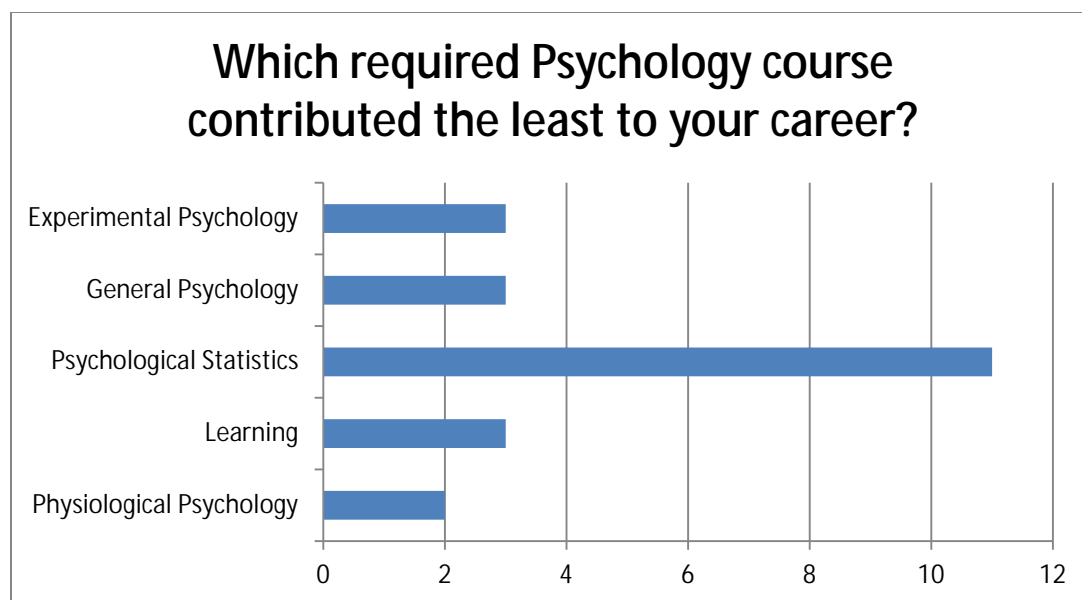
Contribution of the psychology major curriculum to your career:

1. Was it sufficient preparation for job/career?

Of the alumni that completed the survey, 77% agree/strongly agree that the major in Psychology sufficiently prepared them for finding a job related to their career.

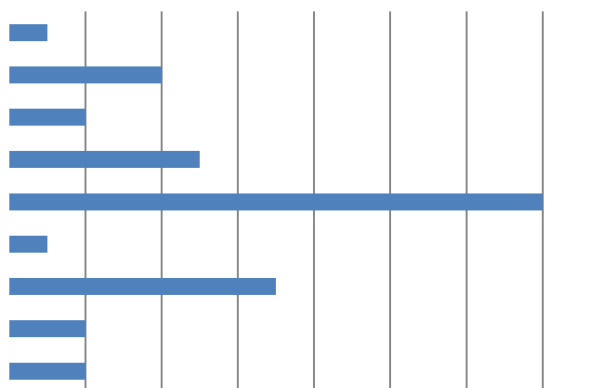
2. Do you feel that the required (core) courses contributed to your chosen career and which course?

The alumni responded very favorably that the core courses contributed to their chosen



3. Do you feel that elective courses contributed to your chosen career and which course ?

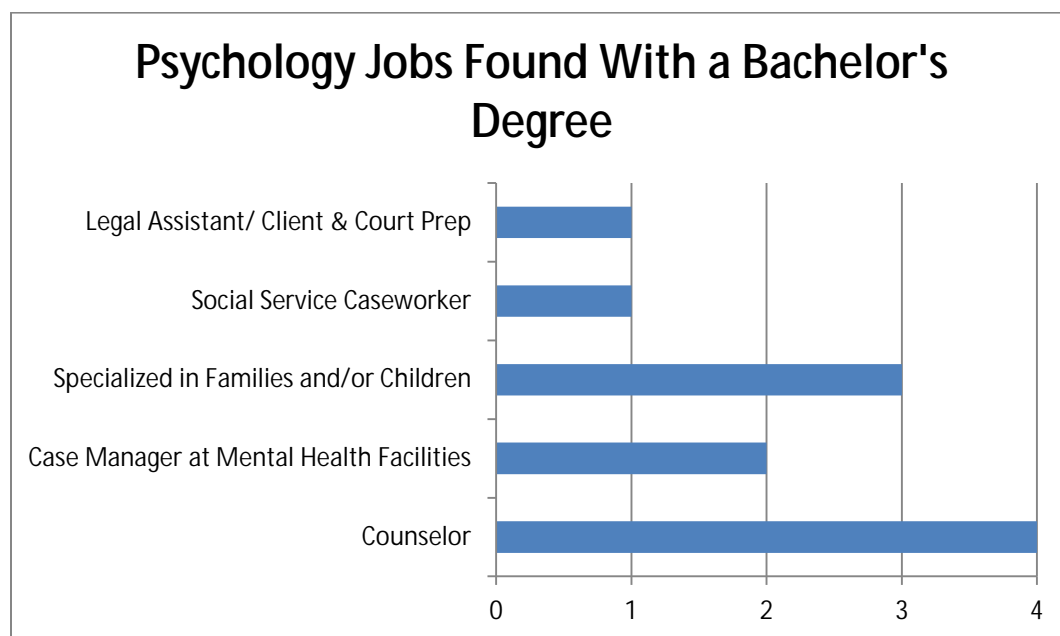
The alumni responded in general that the elective courses contributed to their chosen careers. Specifically, for those electives reported taken by at least 50 percent of the alumni Social Psychology had an affirmative rating of 90.9%, Abnormal Psychology had an affirmative rating of 86.0, Developmental Psychology had an affirmative rating of 83.3%, Personality had an affirmative rating of 83.3%, and Cognitive Psychology had an affirmative rating of 68.8%. The most helpful course reported was Abnormal Psychology.



4. Did the major in psychology help you find a job related to the major?

Of those who did not pursue a graduate degree, only 37% affirmed that the major in psychology was helpful in finding a job related to a major in psychology. The average search

time for a job was about six months.



5. Do you believe that the major in psychology prepared you for entry-level job/position and advancement opportunities?

Of the completed surveys, 70% agree/strongly agree that the major in psychology prepared them for their entry level job/position. The alumni responded 66% agree/strongly agree that the major in psychology prepared them for advancement opportunities.

6. Did you have sufficient opportunity to gain research experience while earning a degree with a major in psychology?

Of the alumni who completed the survey, 73% agree/strongly agree that they had sufficient opportunities to gain research experience while earning a degree with a major in psychology.

Additional comments

There were numerous written comments by the alumni respondents. Most of the comments were positive. Many mentioned the contribution and appreciation of certain professors to their careers. Many alumni offered suggestions on how the department could improve its program for future students. For example, there were suggestions to add laboratory experiences with certain courses, to increase research opportunities, and to add additional courses.

Outcome information with regard to the department's major assessment instrument, the Major Field Test in Psychology, is presented in section 10.

Other

Other scholarly activities and presentations (continued)

Castillo, J., Kelley, E., Holland, J., Rumble, D., Ballew, W., Walters, T., Thompson, W., Wood, T., Fowler, K., Bennett, C., Bates, L., & Hudiburg, R. (2009, March). *Religious Fundamentalism and taboos: Attentional bias and psychophysiological effects*. Presented at the 86th annual meeting of the Alabama Academy of Sciences. Livingston, AL.

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Other scholarly activities and presentations (continued)

Tubb, Melone C., Ballew, William L., Brooks, Danyelle J., Geron, Shawn E., Bates, Larry W., and Hudiburg, Richard A., (March, 2007). Church Arson in Alabama: A Study of Psychological Coping, Alabama Academy of Science, 84th annual meeting, Tuskegee University, Tuskegee, AL.

Hudiburg, R.A. (March, 2008). Measuring Computer-related Stress: Current Status, Alabama Academy of Science, 85th annual meeting, Samford University, Birmingham, AL.

Kelley, E., Holland, J., Ballew, W., Thompson, W., Fowler, K., Bates, L., & Hudiburg, R. (February, 2009). Psychophysiological investigation: Religious fundamentalism and fear of taboos. Presented at the 55th meeting of the Southeastern Psychological Association. New Orleans, LA.

Castillo, J., Rumble, D., Walters, T., Wood, T., Hudiburg, R., & Bates, L. (February, 2009). Measuring attentional bias within religious fundamentalism. Presented at the 55th meeting of the Southeastern Psychological Association. New Orleans, LA.

Holland, J., Fowler, K., Bennett, C., Bates, L., & Hudiburg, R. (February, 2009). Analysis of religious taboo with modified Stroop paradigm. Presented at the 4th Mid-South Psychology Conference, Jackson, TN.

Rumble, D., Castillo, J., Walters, T., Wood, T., Hudiburg, R., & Bates, L. (February, 2009). Psychophysiological measurement of religious taboo. Presented at the 2009 Alabama Psychological Association. Birmingham, AL.

Castillo, J., Kelley, E., Holland, J., Rumble, D., Ballew, W., Walters, T., Thompson, W., Wood, T., Fowler, K., Bennett, C., Bates, L., & Hudiburg, R. (March, 2009). Religious

Submission ID: 20722054 Title: (C) (a) (4) - and (C) (b) (3) Psychophysiological and Psychological Effects of Religious Taboos on 2/21/2010 10:46:21 AM

Other scholarly activities and presentations (continued)

Bates, L.W., Hudiburgh, R.A., Castillo, J. & Kelley, E. (October, 2010). Fear of the World? Examining possible fear of taboo images and words among religious fundamentalists and non-fundamentalists. Annual meeting of the Society for the Scientific Study of Religion, Baltimore, MD.

Lazenby, Blasingame, S. M., Vosburgh, A. L., Sarigul, H., Cochran, K. A., Johnson, A. N., Freed, S. E., Hudiburgh, R. A., & Bates, L. W. (2011, March). A preliminary investigation of the Fundamentalist Card Sort – Phase presented at the 88th annual meeting of the Alabama Academy of Sciences, Jacksonville, AL.

Ad Hoc Reviewer, *Psychological Reports*

Dr. Ryan Zayac

Zayac, R. M., Paulk, A., Miller, K., Assouline, J. (2011, May). *Interteaching: A component analysis and comparison to traditional classroom instruction*. Poster session presented at the annual Association for Behavior Analysis International Convention, Denver, CO.

Ad Hoc Reviewer, *Journal of Early and Intensive Behavior Intervention*.

Presentation to Interior Design majors on potential accommodations in the home for individuals with Autism Spectrum Disorder

Service, including service to public schools

Dr. Larry Bates

- Faculty Senate, President-elect 2007-08, President 2008-09, Past President 2009-2010
- Faculty Senate Executive Committee, 2008-10
- Faculty Senate Nominating Committee, 2010
- Faculty Senate, 2002-2010
- Faculty Senate State Political Relations Committee, 2004
- Disability Support Services Advisory Committee, 2008-present
- ADA Task Force/Panel, 2002-2008
- Grievance Committee Pool, 2010-11
- Human Subjects Committee, 2007-
- Animal Care and Use Committee, 2007-
- Strategic Planning Committee, O & M Subcommittee, 2006
- Department of Geography Peer Promotion Committee, 2009
- Department of Sociology Peer Promotion Committee, 2009
- Department of Foreign Languages Peer Promotion Committee, 2008, 2009, 2010

Service, including service to public schools (continued)

- Psychology Faculty Search Committee, 2010
- Social Work Faculty Search Committee, 2008-2010
- Disability Services Specialist Search Committee, 2009
- Chief Information Security Officer Search Committee, 2009
- Counseling Faculty Search Committee, 2007-
- Ben H. Craig Professorship of Geography Selection Committee, 2008
- University Outstanding Teaching Award Committee, 2008

- Psychology Club, faculty advisor 2000-2011
-

Service, including service to public schools (continued)

- Guest Speaker at Total Health Seminar (hosted by Alpha Kappa Alpha), 2007
- Assisted in the National Weather Service (NWS) Service Assessment that was conducted for the April 2011 tornado events in Alabama and Mississippi.

Dr. Richard Hudiburg

- Chair, Search Committee for Psychology Faculty Member, ~~2006~~
- Chair, Search Committee for Psychology Faculty Member, ~~2010~~
- Member, Animal Welfare Committee, ~~2008~~ 2010
- Chair, Faculty Developmental Leave Committee, ~~2007~~
- Member, Faculty/Staff Welfare Committee (University Policy Shared Governance), 2006-2007
- Member, Faculty Affairs Committee of the Faculty Senate, ~~2006~~
- Co-advisor of the UNA Psychology Club, 2008-2011
- Co-advisor of the Psi Chi, 2006-2011
- Served as a judge of paper competition for Alabama Junior Academy of Science, 2006-2008
- Served on the Board of Trustees of Alabama Academy of Science, ~~2008~~
- Served on the Board of Directors for the Arc of the Shoals in ~~2006~~-
- Served as the Chair, Tf 12 0 0 10 Td 54 >>BDC 15.6 0 0 12 91t(r)3e Committee S ndt2010mic

Faculty development (continued)

- Attended the Alabama Academy of Science meeting in Birmingham, 2008.
- Attended the MidSouth Psychology Conference, Memphis, TN, 2008.
- Attended the MidSouth Psychology Conference, Jackson, TN, 2009.
- Attended Alabama Psychological Association in Birmingham, 2009.
- Attended Southeastern Psychological Association Conference in New Orleans, 2009.
- Attended Southeastern Psychological Association Conference in Chattanooga, TN, 2009.
- Attended Scientific Society for the Study of Religion, Denver, 2009.
- Attended Scientific Society for the Study of Religion, Baltimore, 2010.
- Attended the MidSouth Psychology Conference, Memphis, TN, 2010.

Dr. Gabriella Carrasco

- Attended Southeastern Psychological Association in New Orleans, 2009.
- Attended the Conference of the Irish Academy of Management. Galway, Ireland, 2009.
- Attended Southeastern Psychological Association Conference in Chattanooga, TN, 2009.
- Attended Southeastern Psychological Association Conference in Chattanooga, TN, 2010.
- Attended the Society for the Psychological Study of Social Issues in New Orleans, 2010.
- Attended the Conference of the Irish Academy of Management. Cork, Ireland, 2010.
- Was accepted and participated in a Writing Center retreat hosted by the University of North Alabama's Writing Center during Summer 2010.

Dr. Richard Hudiburg

- Attended the Alabama Academy of Science meeting in Tuskegee, 2007.

5. Assess the department as it relates to facilities and resources.

Library

Library resources are adequate to support the teaching and research activities of faculty and students. Collier Library provides relevant pages from *Choice* (reviews of books) and these are circulated among the faculty. A budget for purchase of books is provided by the University which has enabled faculty to make recommendations for purchase of selected titles.

Laboratories/Research Space

The department does not have any dedicated space for laboratories in conjunction for instruction. The department does have dedicated research space located in the basement of the Mathematics Building. There are four rooms that are used to house research equipment and to conduct research with participants. The department has a shared computer/media lab with the Department of Foreign Languages with 26 computers. This is adequate for the department with 200+ majors.

Equipment

Much of the equipment housed in the basement of the Mathematics Building is rather old and is of some minor use in instruction. The department has

Grants and

offering the core courses for the major in both semesters of the academic year. The department has experienced an increase in the number of majors in psychology thus there would be increased pressure to offer a greater choice of electives to current and future students.

Where the Department Would Like to be in Five Years, Assuming an Increase in Funding.

The department would like to increase the number of full-time tenure track faculty to a least 5 faculty members. This would allow the department to offer more elective courses for the major to fulfill the requirements for the major. An increased budget for equipment would enhance research activities in the department and give increased opportunities to psychology majors.

9. Program Overview.

Brief Overview of the Psychology Program

The department offers a major program in psychology leading to the Bachelor of Arts or Bachelor of Science degree.

Mission Statement

The mission of the Department of Psychology is to provide students with an understanding of modern psychology as a natural science and its methods of gathering new knowledge. Students will develop an understanding of the neurological and genetic foundations of behavior, sensory and perceptual processes, learning and memory, motivation, emotion, the development of behavior, cognition, social cognition and influence, psychological measurement, personality, abnormal psychology, and behavior change. Students will also learn the experimental and correlational methods and be able to apply them appropriately. The Department of Psychology will attempt to expand the knowledge of psychological science through research and other activities. Finally, the Department will be available to provide psychological information to the broader community through lectures or interviews.

Goals and Objectives of the Program

Curriculum

All students are required to complete the General Education program required of all students. The only specific requirements within the General Education program for psychology majors include (1) a mathematics requirement of MA 112, MA 113, MA 115, or MA 125 (2) a sequence in biology, either BI101 and BI102 or BI101 and BI112 and (3) PY201. All students are required to take MA147 to complete as a prerequisite for a core course in the major PY375. PY375 fulfills the computer literacy requirement.

In the catalog in effect for 2002-2008, the requirements for the major in psychology were 30 semester hours. With the catalog in effect for 2008, the requirements for the major in psychology were 33 semester hours. The change in the requirements was to be more in-line with other universities requirements for a major in psychology. The following curriculum is for the catalog in effect for 2008-11.

All majors are required to complete a core of 15 semester hours:

PY201 (3), General Psychology
 PY302 (3), Learning
 PY361 (3), Physiological Psychology
 PY365W (3), Experimental Psychology
 PY375 (3), Psychological Statistics

All majors are required to complete an additional 18 semester hours from the following elective psychology courses:

PY242 (3) Psychology of Adjustment
 PY302 (3) Abnormal Psychology
 PY344 (3) Developmental Psychology
 PY350 (3) Adult Development and Aging
 PY385 (3) Cognitive Psychology
 PY415 (3) Personality
 PY424 (3) Evolutionary Psychology
 PY435 (3) Industrial/Organization Psychology
 PY442 (3) Social Psychology
 PY444 (3) Psychology of Religion
 PY450 (3) Psychology of Close Relationships
 PY451 (3) Introduction to Psychology Testing
 PY455 (3) Applied Behavior Analysis
 PY460 (3) Introduction to Clinical Psychology
 PY470 (3) Health Psychology
 PY490 (3) Special Topics in Psychology
 PY499 (1-3) Independent Study/Research

All psychology majors are required to complete a minor of at least 18 semester hours in another discipline.

The

10. Program Evaluation.

Student Learning Outcomes Assessment, Results, and Actions

During the period covered in this report, the department

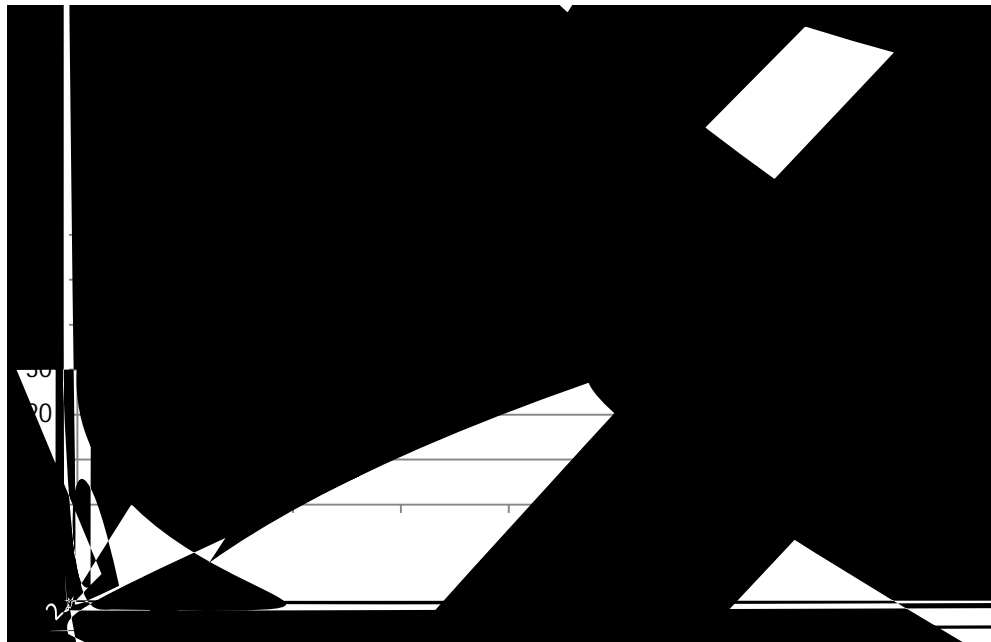
2. Sensory, Physiological, and Other Basic Processes

The student will acquire knowledge of and develop critical thinking in sensory processes, perceptual psychology, physiological psychology, comparative psychology, and evolutionary psychology and be able to understand theories and issues concerning these areas. ~~Standards~~
subscore 2.

The students did achieve the 40th percentile in four of the years in the five year period. Students did not achieve the goal of 40th percentile during only one year, 2008. The

3. Clinical, Abnormal, and Personality

The student will demonstrate an understanding of the theories, rationales, and methods of inquiry for the areas of clinical psychology, abnormal psychology, and personality. The student will understand the foundational principles of psychotherapy and behavior modification. The student will also understand the various biological, psychological, and social theories that underpin abnormal behavior and personality. Uses MFT subscore 3.



The students achieved the goal of 40 percent in two years, 2008 and 2010 in the five-year period. Students met the goal of 40 percent during three years, 2006-2007, 2008-2009 and 2010. The weighted average percentile for all five years was 4

4. Developmental and Social

The student will acquire a general knowledge in the areas of developmental psychology and in social psychology. The student will understand the basic concepts and be able to apply critical thinking skills to topics in developmental and social psychology. Uses MFT subscore 4.

The students did achieve the 40th percentile in one year, 2009-10 in the five year period. Students did not achieve the goal of 40th percentile during four years of the five year period, 2006-2007, 2007-2008, 2008-2009 and 2010-2011. The weighted average percentile for all five years was 38.1.

During the five year reporting period, the students who took the MFT met the 40 percentile criterion for at least one year for each of the four student learning outcomes assessed by the Major Field Test in Psill3c -c.92 286.e(0(y)20(t)-2(he)0nm)-2(e)-6(r)3(fe)4(s())o 0 Td [(4r)3()]-

will have some influence on students' motivation when taking the Major Field Test in Psychology.

Continuous Improvement Plan

Student evaluations of instruction of all faculty members, both fulltime and adjunct are regularly administered. The results of these evaluations are given to each instructor with encouragement from the Chair to improve instruction. All fulltime faculty members develop and evaluate annual goals. The department chair provides regular performance evaluations to all faculty members and these sometimes include suggestions for improvements. The results of the Major Field Test in subscore areas are provided to instructors who teach those partievalc1Rd [(M)-(va)4