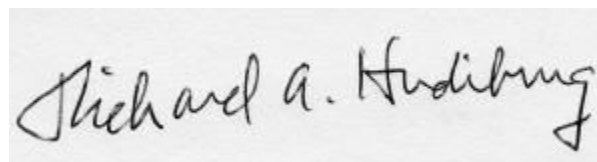


University of North Alabama
Department of Psychology Program
Review
2006-2011

A rectangular box containing a handwritten signature in black ink. The signature reads "Richard A. Hudiburg" in a cursive script.

Dr. Richard A. Hudiburg

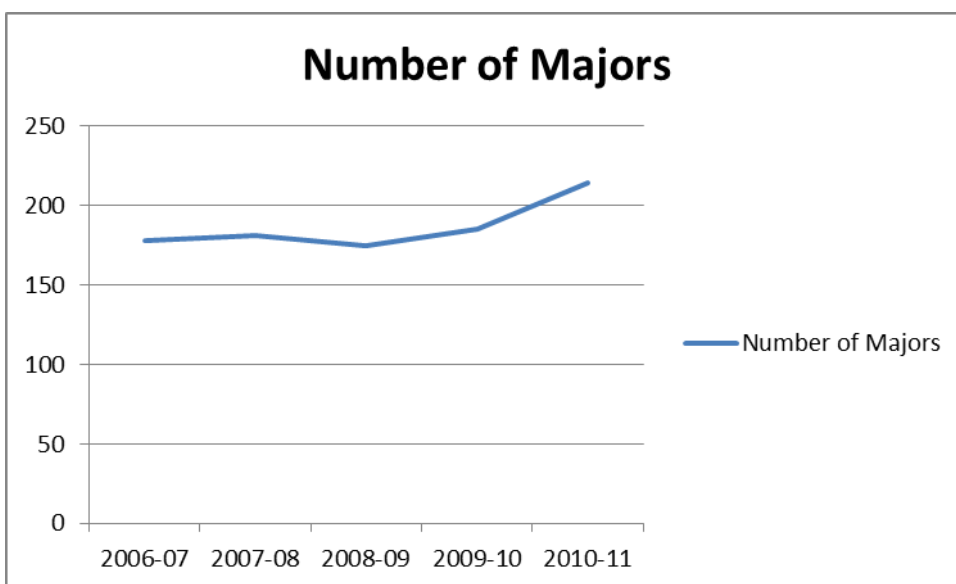
July 16, 2012

2. Five-Year Departmental Enrollment and Faculty Data.

► Statistical Overview

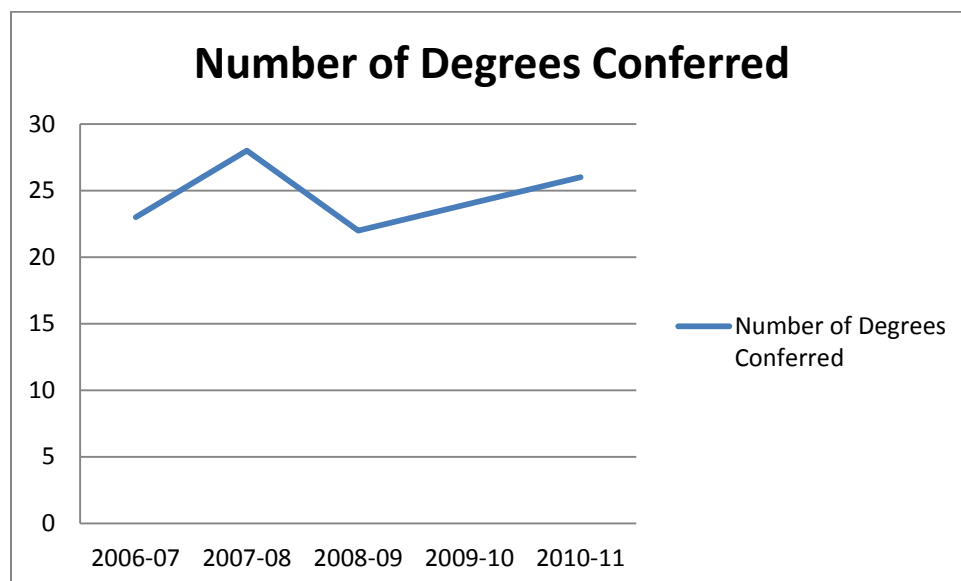
The following are averages for the academic years 2006-2007 through 2010-2011. Data were supplied by the Office of Institutional Research, Planning, and Assessment.

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



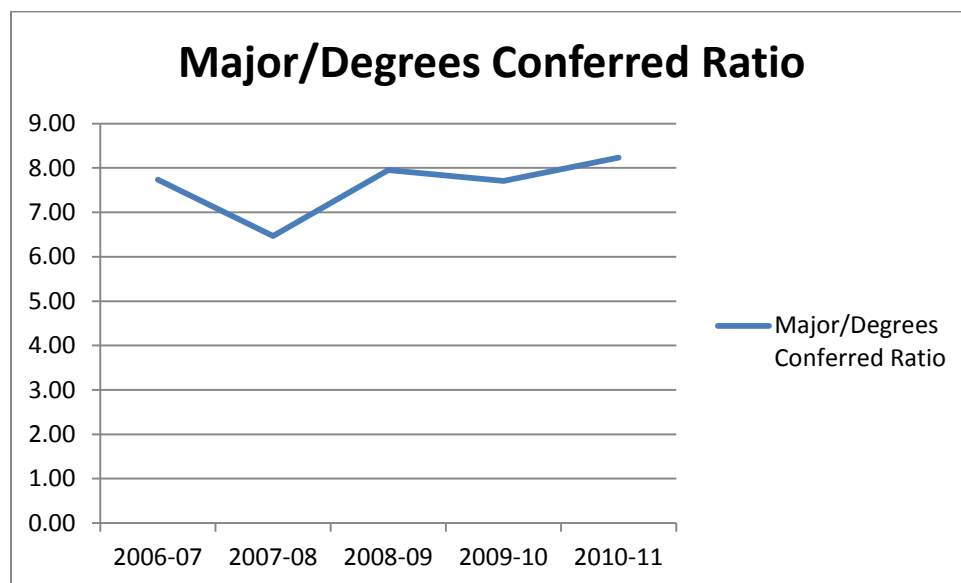
The number of majors was fairly level from 2006-2007 through 2009 – 2010, averaging 180 with a range of 175 to 185. There was an increase in the number of majors in 2010 – 2011 to 214. This increase in majors will hopefully be maintained in the future.

2. Number of Degrees Conferred: mean = 25



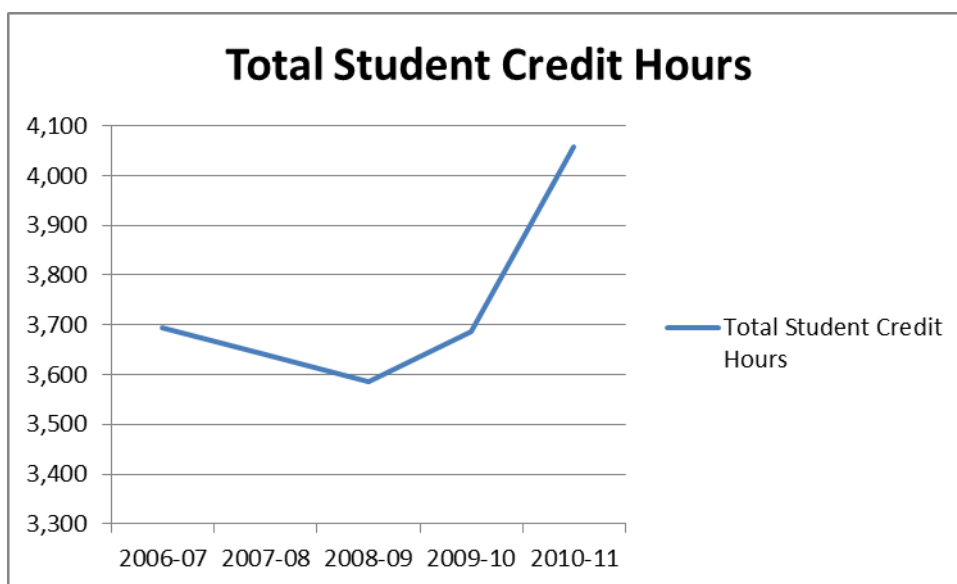
The number of degree conferred shows a steady level with slight variability around the average of 25.

3. Majors/Degrees Conferred Ratio: mean = 7.62

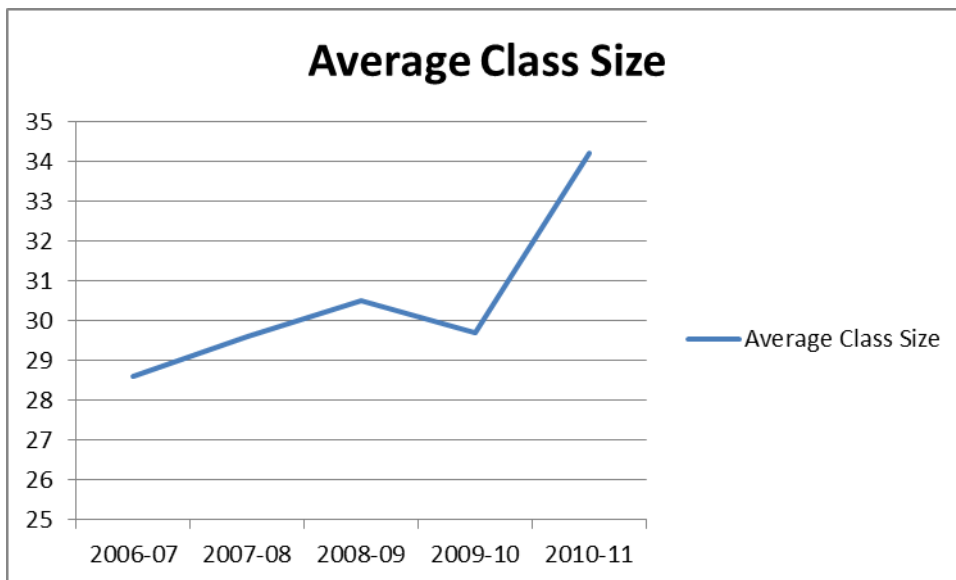


This ratio showed a slight drop in 2007-2008 but has increased to a level trend around 8.0 for the last three years, 2008-2009 to 2010-2011.

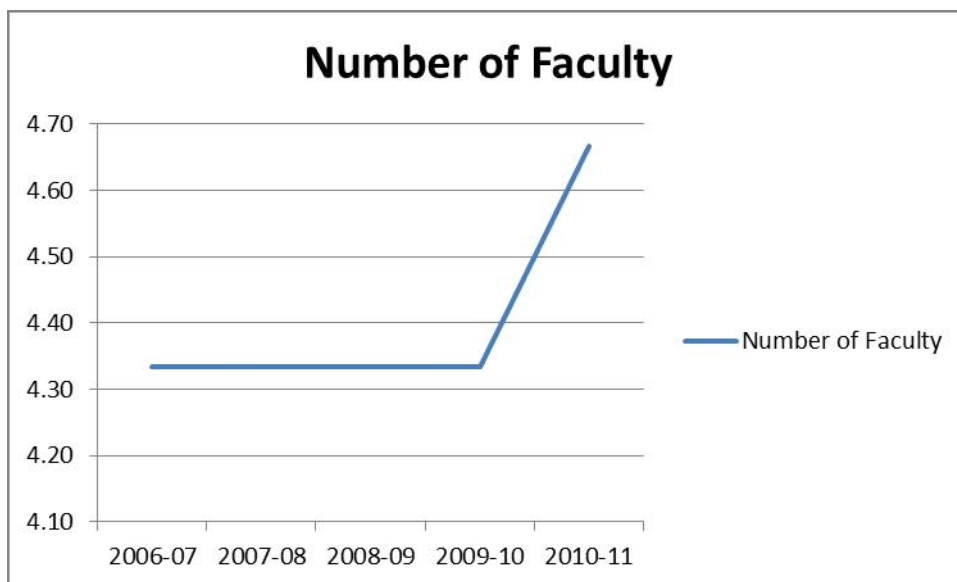
4. Student Credit Hours: mean = 3,733



The total number of student credit hours showed a slight downward trend for the three years of 2006-2007 through 2008-2009. This trend was reversed with gains in 2009-2010 and a large increase in 2010-2011.

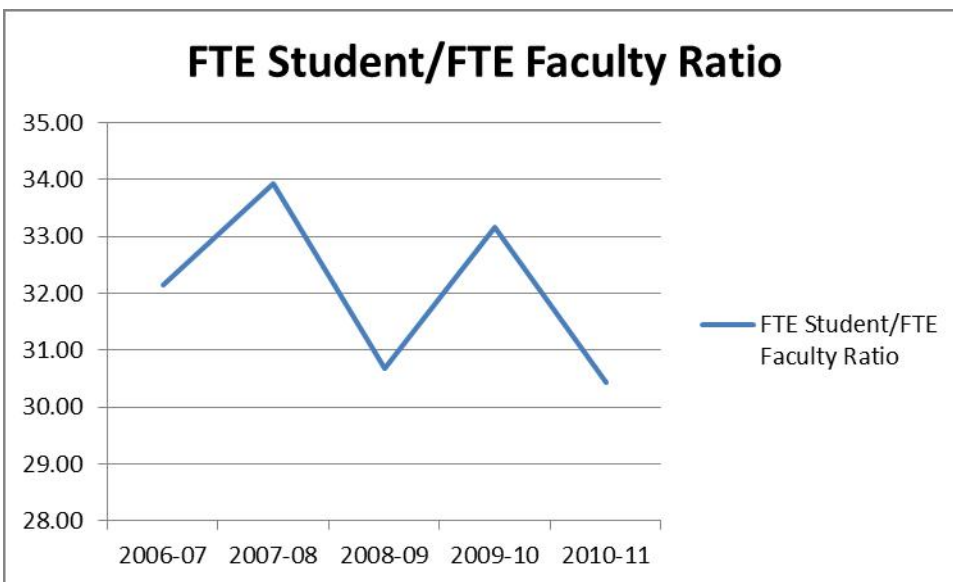
5. Average Class Size: mean = 30.52

There was an average class size general increase during the five-year data period with the greatest increase during 2010-2011. These are interesting data since the physical class space has room for only 36 students.

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

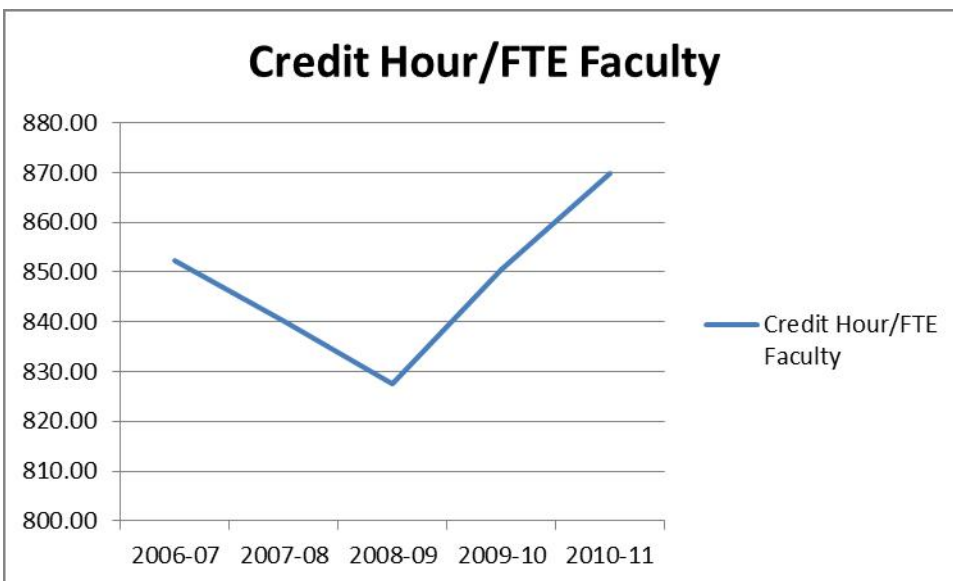
The increase in the number of faculty in 2010-2011 was due to increasing the number of adjunct instructors teaching sections of PY201 and PY302.

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



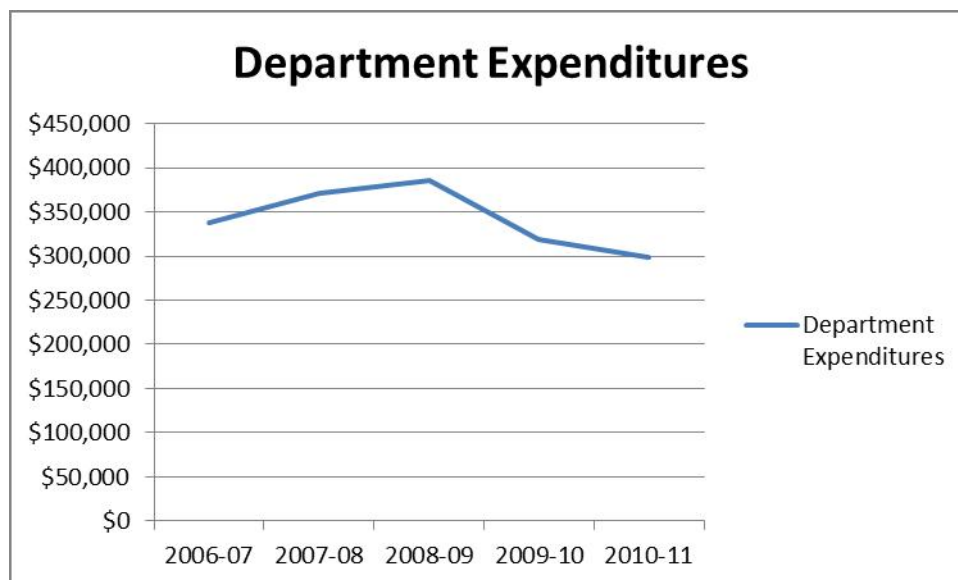
These data showed slight fluctuations around the mean of 32.07. The increase in the number of adjunct faculty in 2010-2011 resulted in an overall slight downward trend for the five-years of data. This downward trend was very small from a ratio of about 32 to 31.

8. Credit Hours/FTE Faculty: mean = 848.08



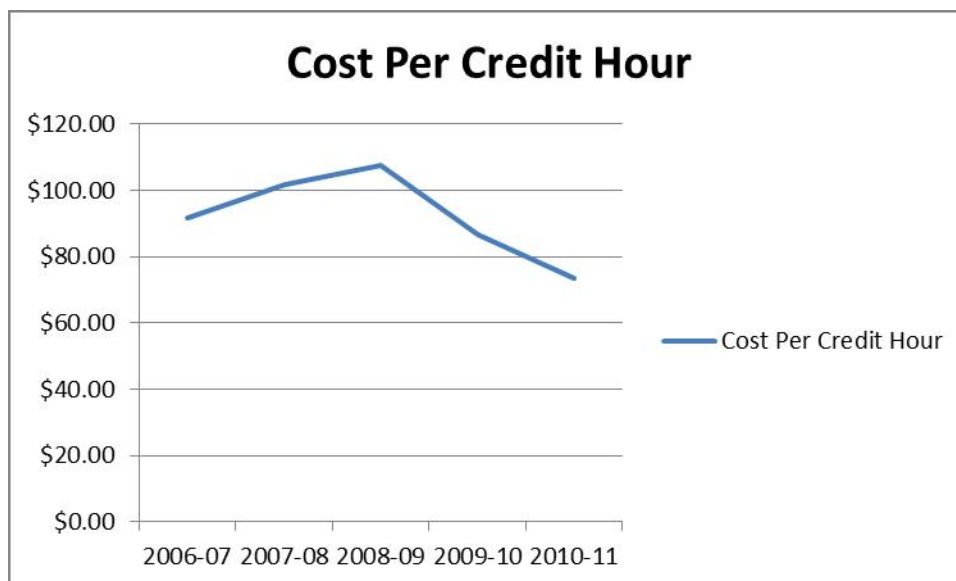
The number of credit hours produced per faculty member showed a decreasing trend during the three year period of 2006-2007 through 2008-2009. The last two years of the five-year data period showed an increasing trend. This was due to increased number of sections of the general studies course, PY201, General Psychology.

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



Departmental expenditures increased slightly during the three year period of 2006-2007 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 with 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

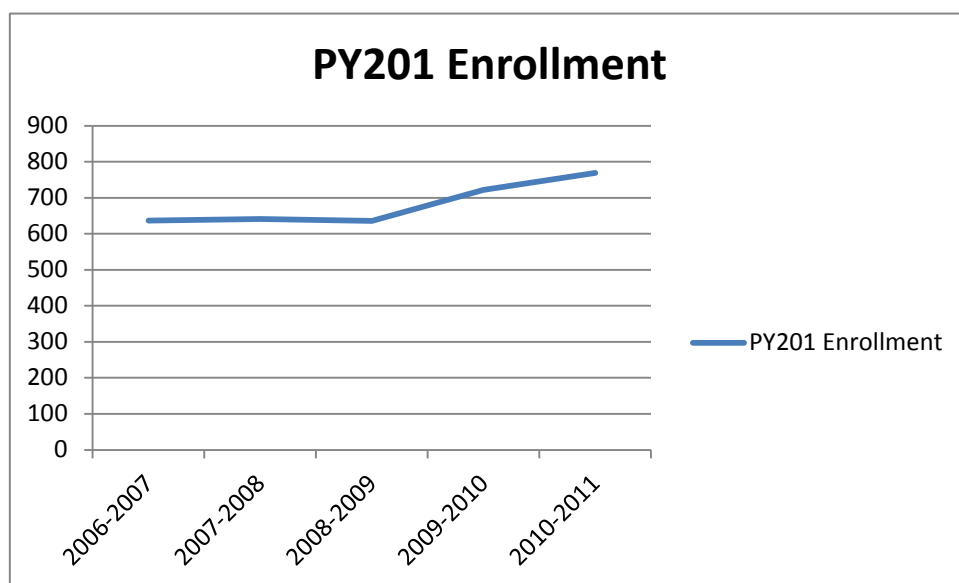
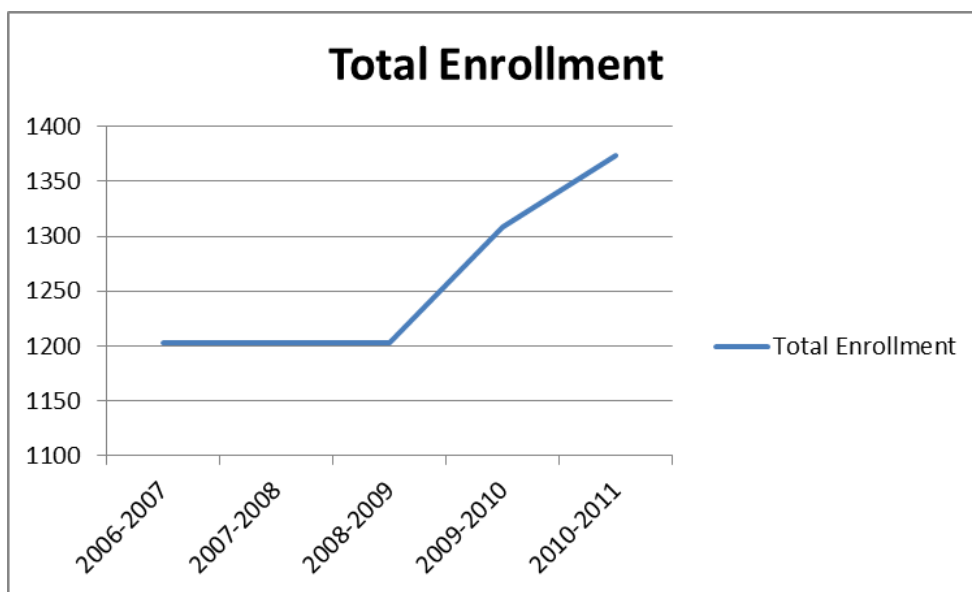


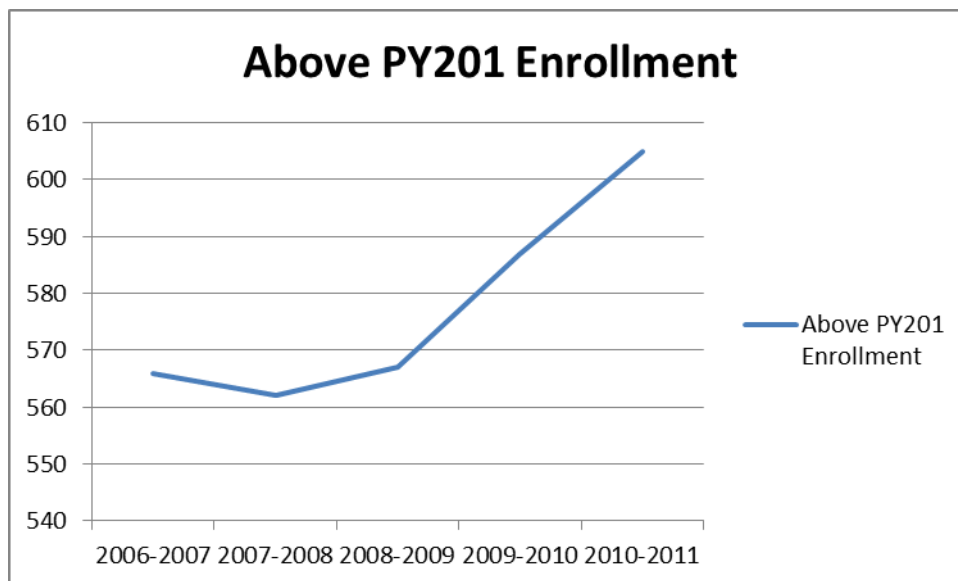
The cost per credit hour has shown an overall decrease through the five-year data period. The cost during 2010-2011 was the lowest due to retirement of a faculty member with the rank of professor and the hiring of a new faculty member with a rank of assistant professor and the increase use of adjunct faculty.

3. Assess the department as it relates to students.

► Enrollment

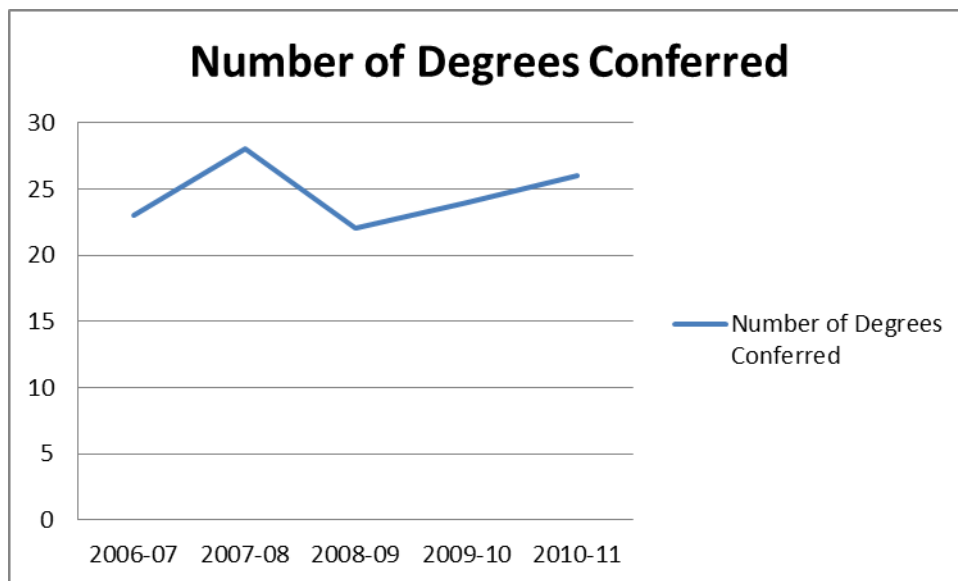
Total enrollment was steady for the three year period from 2006-2007 through 2008-2009. For the last two years, 2009-2010 through 2010-2011, of the five-year data period there was an increase of 11.5% in total enrollment. Credit hour production increased 16.8% in the PY201, General Psychology course during the last two years of the five-year data period. This course is the part of the University's general studies curriculum. Enrollment in courses above PY201, which includes other core courses for the major and elective courses, showed an increase of 5.4% during the two-year period of 2009-2010 through 2010-2011 compared to the first three years of the five-year data period. (see the graphs below, with the number students on the vertical axes).





► *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, and Association for Behavior Analysis International among 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)***

The department conducted a survey of the alumni during the Spring 2012 semester who received a baccalaureate with a major in psychology as either a first or second major. This survey included all students who graduated by summer 2011. A total of 68 replies to the survey were received (most reported being contacted by email – 75% and 18% via Facebook). Since this was the first alumni survey conducted by the department in many years, all responses are included even though some of the alumni may have graduated before the five-year report period.

What year did you receive the degree?

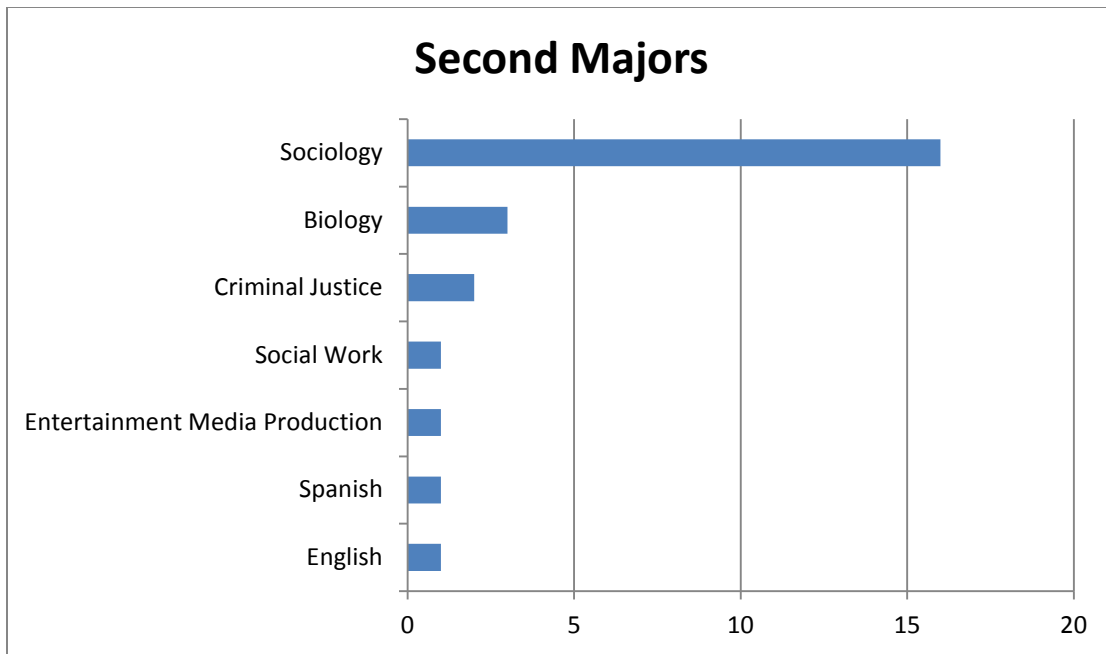
Of the respondents, 46% obtained the degree within the five-year report period and 54% before 2006-2007. The most frequent year was 2009-2010, 15% reported receiving a degree.

Which degree was received?

Of the respondents, 91% obtained a Bachelor of Science degree and 9% obtained a Bachelor of Arts degree.

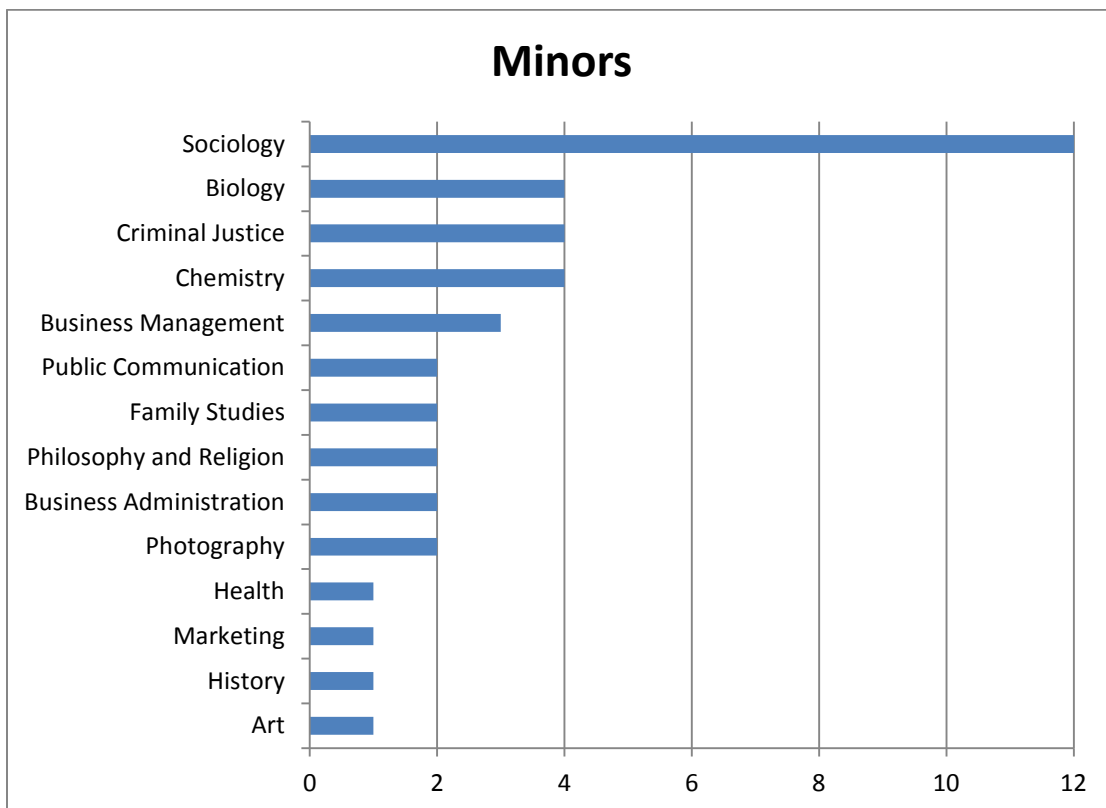
Did you have a second major in addition to psychology?

Of the respondents, 39% had a second major, with Sociology being the most frequently reported second major.



What minor did you complete at UNA?

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

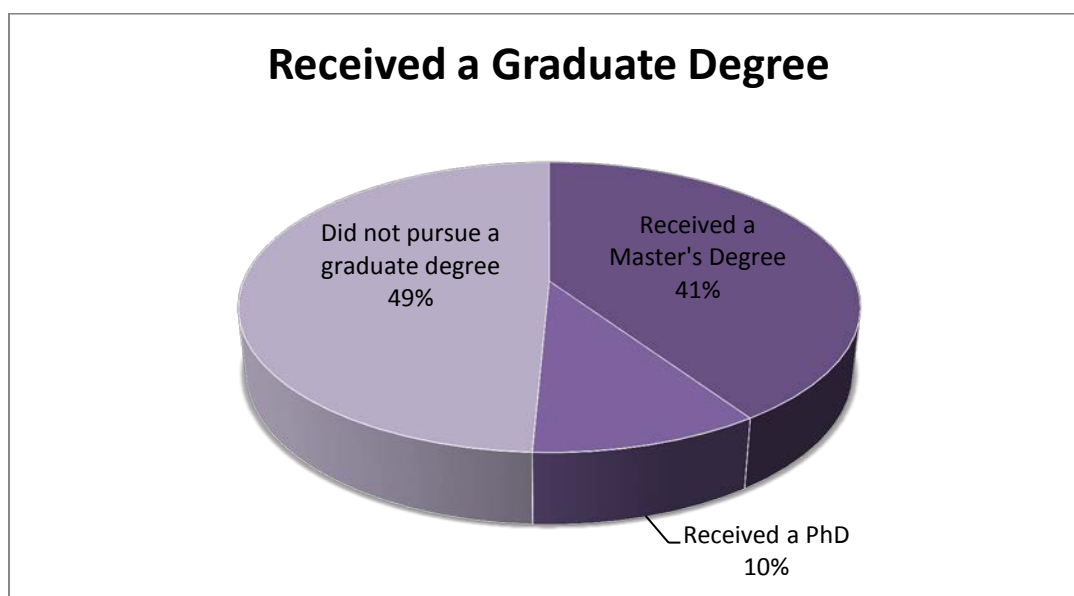


Have you pursued a graduate degree at any time after obtaining a degree?

Of the respondents, 43% reported pursuing a graduate degree. Of those reporting, a master degree in counseling was the most common. Seven alumni 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 that the major in Psychology prepared them for graduate studies.

What job did you obtain that was related to your psychology major?

The most common job reported was working in a mental health setting, with counselor the most common position listed.

Do you believe the psychology major is an asset?

Most comments were that the psychology major was an asset especially if the alumni pursued a graduate degree and obtained a job that was related to psychology. Very few replied that the major in psychology was not an asset. Alumni that did respond that psychology was not an asset often reported working in a career that didn't relate to psychology (e.g. accounting and sales).

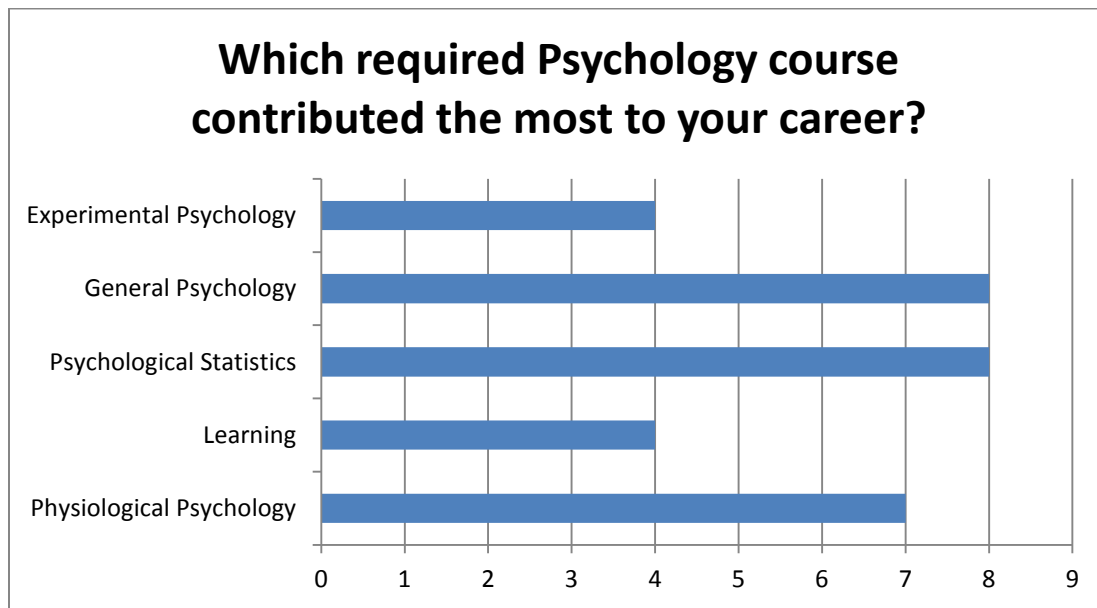
Contribution of the psychology major curriculum to your career:

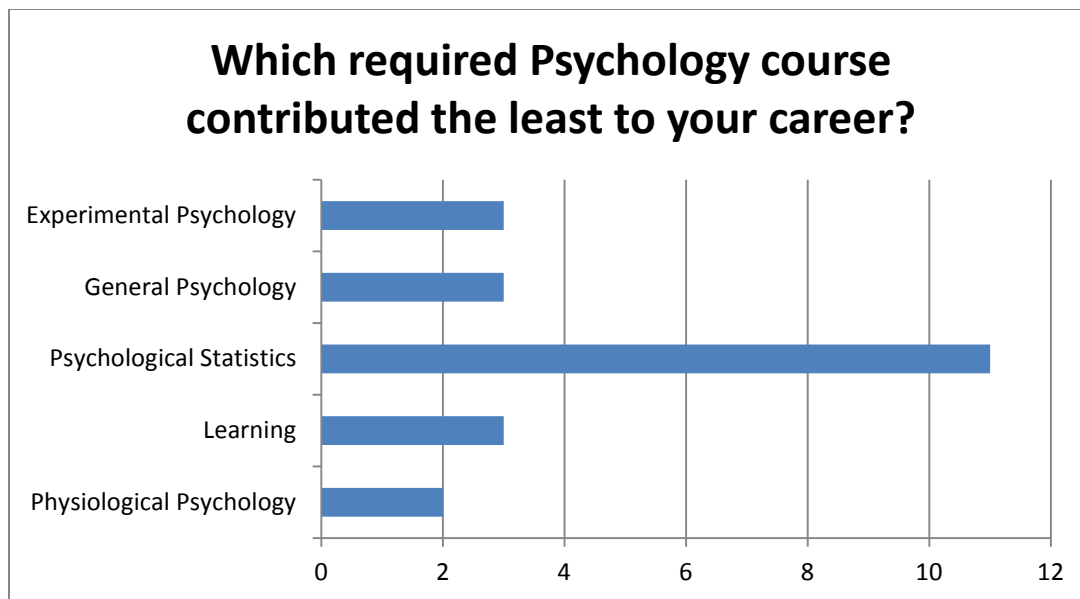
1. Was it sufficient preparation for job/career?

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?

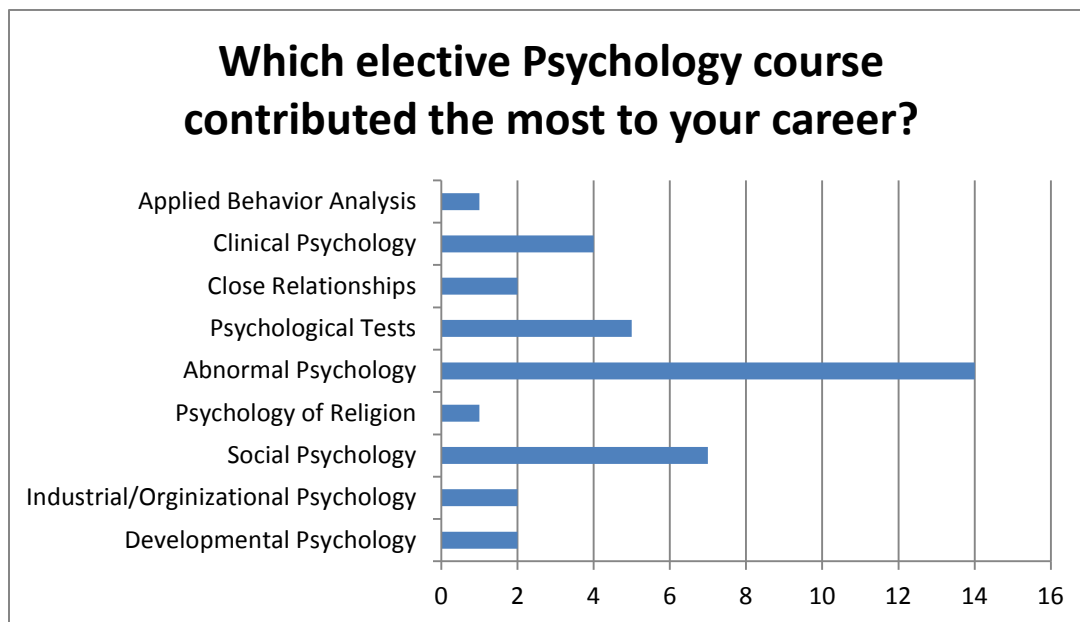
The alumni responded very favorable that the core courses contributed to their chosen career. The favorable rates were 81.7% for General Psychology, 70.2% for Learning, 71.4% for Physiological Psychology, 66.1% for Experimental, and 66.7% for Psychological Statistics. Of these required courses all were reported as the most contributing to their career. Based on written responses Psychological Statistics was the most frequently reported that contributed both the most and least to the alumni's career.





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

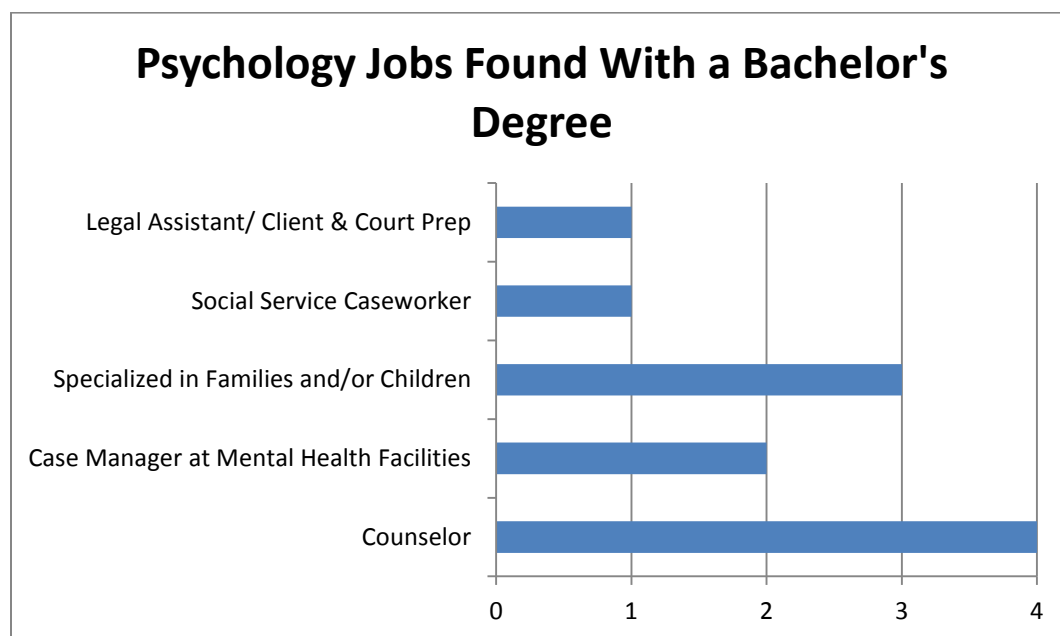
The alumni responded in general that the elective courses contributed to their chosen careers. Specifically for those electives reported taken by at least 50 percent of the alumni, Social Psychology had an affirmative rating of 90.9%, Abnormal Psychology had an affirmative rating of 86.0, Developmental 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% agreed/strongly agreed 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 increased 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.

4. Assess the department as it relates to faculty.

► *Teaching productivity and activities designed to enhance teaching and the curriculum*

All faculty members continually revise their lecture notes, adopt new textbooks or new editions, and all have used Blackboard and Angel to post course materials, notes and assignments.

All instructors use PowerPoint to present lectures, and find this software particularly useful in projecting images.

Most instructors for PY201 have tried to incorporate “research studies” and “current events” relevant to psychology in their lectures as a way of stimulating interest and discussion among these non- major students. This same practice is followed in many other courses.

Several instructors have incorporated frequent quizzes in their lectures as a way to motivate students to keep up with the material and to attend regularly.

Several instructors have utilized discussion forums to enhance the course material.

Several instructors have developed on-line (Dr. Carrasco and Dr. Zayac) and hybrid on-line/in-class courses (Dr. Bates) utilizing the course management software through Blackboard and Angel.

Instructors have attended conferences to present findings on the scholarship of teaching and learning.

Instructors have engaged in collaborative research efforts with students via independent study (PY499).

Dr. Ryan Zayac developed a new course: PY455: Applied Behavior Analysis.

► *Research productivity*

Considering time, budget, and space constraints, the full-time psychology faculty were reasonably productive with regard to research during the five-year period.

Publications in peer-reviewed journals:

Dr. Larry Bates

Lemay, J. O., & **Bates, L. W.** (under review). Exploration of charity towards busking as a function of religion. Submitted to *Psychological Reports*.

Other publications and reports:

Dr. Larry Bates

Tubb, Melonee C., Ballew, William L., Brooks, Danyelle J., Geron, Shawn E., **Bates, Larry W.**, and Hudiburg, Richard A., (2007). Church Arson in Alabama: A Study of Psychological Coping, Journal of the Alabama Academy of Science, 78, 93. (Abstract)

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). Religious Fundamentalism and taboos: Attentional bias and psychophysiological effects. Journal of the Alabama Academy of Science, 80, 98-99. (Abstract)

Vosburgh, A., Tate, B., Blasingame, S., **Bates, L.**, & Hudiburg, R. (2010). Mapping the Taboo: Offensiveness of images and discomfort for words among religious fundamentalists. Journal of Alabama Academy of Science, 81(2), 55. (Abstract)

Walters, T., Hetland, L., Williams, J., Hudiburg, R., & **Bates, L.** (2010). Spotlight effect and religious fundamentalism. Journal of Alabama Academy of Science, 81(2), 56-57. (Abstract)

Lazenby-Blasingame, S. M., Vosburgh, A. L., Sarigul, H., Cochran, K. A., Johnson, A. N., Freed, S. E., Hudiburg, R. A., & **Bates, L. W.** (2011). A preliminary investigation of the Fundamentalist Card Sort – Phase II. Journal of Alabama Academy of Science, 82(2), 64. (Abstract)

Dr. Gabriella Carrasco

United States Department of Commerce (2011, December). Service assessment: The historic tornadoes of April 2011.
Retrieved from <http://www.nws.noaa.gov/om/assessments/index.shtml>

Dr. Richard Hudiburg

Hudiburg, R.A. & Psychology Undergraduate Research Team (2006). Cellular Telephone Use Behavior. Journal of the Alabama Academy of Science, 77, 95. (Abstract)

Tubb, Melonee C., Ballew, William L., Brooks, Danyelle J., Geron, Shawn E., Bates, Larry W., and **Hudiburg, Richard A.**, (2007). Church Arson in Alabama: A Study of Psychological Coping, Journal of the Alabama Academy of Science, 78, 93. (Abstract)

Hudiburg, R.A. (2008). Measuring Computer-Related Stress: Current Status. Journal of the Alabama Academy of Science, 79, 65. (Abstract)

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). Religious Fundamentalism and taboos: Attentional bias and psychophysiological effects. Journal of the Alabama Academy of Science, 80, 98-99. (Abstract)

Other publications and reports (continued):

Vosburgh, A., Tate, B., Blasingame, S., Bates, L., & **Hudiburg, R.** (2010). Mapping the Taboo: Offensiveness of images and discomfort for words among religious fundamentalists. Journal of Alabama Academy of Science, 81(2), 55. (Abstract)

Walters, T., Hetland, L., Williams, J., **Hudiburg, R.**, & Bates, L. (2010). Spotlight effect and religious fundamentalism. Journal of Alabama Academy of Science, 81(2), 56-57. (Abstract)

Lazenby-Blasingame, S. M., Vosburgh, A. L., Sarigul, H., Cochran, K. A., Johnson, A. N., Freed, S. E., **Hudiburg, R. A.**, & Bates, L. W. (2011). A preliminary investigation of the Fundamentalist Card Sort – Phase II. Journal of Alabama Academy of Science, 82(2), 64. (Abstract)

Other scholarly activities and presentations:

Dr. Larry Bates

Tubb, M. C., Ballew, W. L., Brooks, D. J., Geron, S. E., Hudiburg, R. A., & **Bates, L. W.** (2007, February). *Coping with the burning of churches in Alabama*. Presented at the 53rd annual meeting of the Southeastern Psychological Association, New Orleans.

Tubb, M. C., Ballew, W. L., Brooks, D. J., Geron, S. E., **Bates, L. W.**, & Hudiburg, R. A. (2007, February). *Church arson in Alabama: A study in psychological coping*. Presented at the 84th annual meeting of the Alabama Academy of Sciences, Tuskegee, AL.

Bates, L. W., Hood, J. M., & Tuck, T. T. (2008, October). *Psychophysiology of silent prayer*. Presented at the 2008 annual meeting of the Society for the Scientific Study of Religion, Louisville, KY.

Daugherty, J. P., Robinson, H., Messenger, W., **Bates, L.**, & Logston, P. (2008, June). *Enhanced spiritual transformation in cancer patients following intervention with peer patient narratives*. Presented at the 1st annual meeting of the Society for Spirituality, Theology, and Health. Durham, NC.

Garner, D. O., Morton, B. B., & **Bates, L. W.** (2008, March). *Holy or Holier than Thou: Effects of Prayer on MMPI-2 Scales*. Presented at the 85th meeting of the Alabama Academy of Sciences, Birmingham, AL.

Ballew, W. L., Morton, B. B., Garner, D. O., Marlar, T. A., Harrison, C. R., Jowers, R. S., Meadows, M. B., Jones, A. C., & **Bates, L. W.** (2008, February). *Religious scrupulosity and personality*. Presented at the 2008 MidSouth Psychology Conference, Memphis, TN.

Bates, L. W., Crandon, P. A., & Vaughn, M. (2009, October). *Extemporaneous Prayer and Its Relation to the MMPI-2 Clinical and Validity Scales*. Presented at the 2009 annual meeting of the Society for the Scientific Study of Religion. Denver, CO.

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.
- Holland, J., Fowler, K., Bennett, C., **Bates, L.**, & Hudiburg, R. (2009, February). Analysis of religious taboo with modified Stroop paradigm. Present at the 2009 Mid-South Psychology Conference, Jackson, TN.
- Rumble, D., Castillo, J., Walters, T., Wood, T., Hudiburg, R., & **Bates, L.** (2009, February). Psychophysiological measurement of religious taboo. Presented at the 2009 Alabama Psychological Association. Birmingham, AL.
- Thompson, W. R., Kelley, E., **Bates, L.**, & Carrasco, G. (2009, February). Procrastination and quality of work. Presented at the 2009 Alabama Psychological Association. Birmingham, AL.
- Kelley, E., Holland, J., Ballew, W., Thompson, W., Fowler, K., **Bates, L.**, & Hudiburg, R. (2009, February). *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.** (2009, February). *Measuring attentional bias within religious fundamentalism*. Presented at the 55th meeting of the Southeastern Psychological Association. New Orleans, LA.
- Bates, L. W.**, Hudiburg, R. A., Kelley, E. A., & Castillo, J. R. (2010, October). *Fear of the world? Examining possible fear of taboo images and words among religious fundamentalists and non-fundamentalists*. Presented at the 2010 annual meeting of the Society for the Scientific Study of Religion, Baltimore, MD.
- Vosburgh, A., Tate, B., Blasingame, S., **Bates, L.**, & Hudiburg, R. (2010, March). *Mapping the taboo: offensiveness of images and discomfort for words among religious fundamentalists*. Presented at the 87th annual meeting of the Alabama Academy of Sciences, Huntsville, AL.
- Walters, T. H., Hetland, L. E., Williams, J. M., **Bates, L. W.**, & Hudiburg, R. A. (2010, March). *Spotlight effect and religious fundamentalism*. Presented at the 87th annual meeting of the Alabama Academy of Sciences, Huntsville, AL.
- Blasingame, S., Vosburgh, A., Howell, A., Sarigul, H., Bush, T., Watkins, C., **Bates, L.**, & Hudiburg, R. (2010, February). *Offensiveness of the image: Differences in religious fundamentalism*. Presented at the annual meeting of the MidSouth Psychology Conference, Memphis, TN.

Other scholarly activities and presentations (continued):

Tate, B. S., Jones, A. A., Seal, H. D., Sheffield, K. S., Williams, T. J., Lemay, J. O., Hudiburg, R. A., & **Bates, L. W.** (2010, February). *Discomfort to taboo and neutral stimuli among religious fundamentalists*. Presented at the annual meeting of the MidSouth Psychology Conference, Memphis, TN.

Woods, J. M. W., Bello, A. M., Beam, K. T., Dowling, T. S., Thompson, B. G., Kirby, L. A., Smith, C. P., & **Bates, L. W.** (2011, April). *Preliminary investigation of the psychophysiology of extemporaneous silent prayer*. Presentation at the 9th Annual Troy University Psychology Conference, Troy, Alabama. (1st place in student competition)

LeMay, J. O., IV, Cochran, K. A., Freed, S. E., Cochran, K. A., Farris, C. C., & **Bates, L. W.** (2011, March). *Busking and religion: attitudes and behaviors*. Presented at the 88th annual meeting of the Alabama Academy of Sciences, Jacksonville, AL.

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

Ad Hoc Reviewer, *Psychological Reports*

Dr. Gabriella Carrasco

Carrasco, G. (2006, October). *Graduate School and Job Opportunities in Psychology*. In K. Anderson (Chair), Graduate School Forum. Symposium conducted at Our Lady of the Lake University, San Antonio, TX

Thompson, W. R., Kelley, E., Bates, L., & **Carrasco, G.** (2009, February). *Procrastination and quality of work*. Poster presented at the 2009 Alabama Psychological Association. Birmingham, AL.

Helstrom, D., & **Carrasco, G.** (2009, February). *Southerners' perceptions of same-race and interracial couples*. Poster presented at the 55th meeting of the Southeastern Psychological Association. New Orleans, LA.

Walker, K., Kelly, R., & **Carrasco, G.** (2009, February). *Acculturation style, mental health, and acculturative stress in international students*. Poster presented at the 55th meeting of the Southeastern Psychological Association. New Orleans, LA.

Dorough, C., **Carrasco, G.**, & Pretes, M. (2009, March). *Mapping social intensities: Ethnic self-segregation on college campus*. Poster presented at the 2009 Association of American Geographers. Las Vegas, NV

Kinnamon, E., & **Carrasco, G.** (2009, September). *Innovative traits and social exclusion: Rejecting what the organization wants*. Paper presented at the 12th annual Conference of the Irish Academy of Management. Galway, Ireland.

Other scholarly activities and presentations (continued):

- Pastuszak, J., Froman, E. Butler, K., Howell, A. & **Carrasco, G.** (2010, March). *A value systems approach to empathy*. Poster presented at the 56th meeting of the Southeastern Psychological Association. New Orleans, LA.
- Rumble, D., Reinhart, K., Aynaz, S., Williams, J., Walker, K., & **Carrasco, G.** (2010, April). *Developing an acculturation styles inventory*. Poster presented at the 2nd annual University of North Alabama Research Day. Florence, AL.
- Pastuszak, J., Carrasco, G., and Froman, E. (2010, June). *Empathy, values, and prosocial behavior*. Interactive discussion conducted at the Society for the Psychological Study of Social Issues Biennial Meeting, New Orleans, LA.
- Carrasco, G.**, Kinnamon, E., Pastuszak, J., & Froman, E. (2010, September). *Values and antecedents to organizational citizenship behavior*. Paper presented at the 2010 Irish Academy of Management, Cork, Ireland.
- Carrasco, G.**, Kinnamon, E., Bailey, K., Rumble, D., Reinhart, K., Aynaz, S., & Williams, J. (2010, September). *Acculturation style and quality of work life*. Paper presented at the 2010 Irish Academy of Management, Cork, Ireland.
- Kinnamon, E., Norris, I., **Carrasco, G.**, & Fabian, F. (2010, September). *Terror Management Theory and Agency Theory: Putting the terror in management*. Paper presented at the 2010 Irish Academy of Management, Cork, Ireland.
- Williams, J., Rumble, D., Reinhart, K., Walker, K., Aynaz, S. & **Carrasco, G.** (2010, October). *The development and testing of an acculturation styles measure*. Poster presented at Boston College's Institute for the Study and Promotion of Race and Culture's Diversity Challenge Conference, Chestnut Hill, M.A.
- Howell, A. & **Carrasco, G.** (2010, October). *Love Bites: Does vampire inspired literature have a negative effect on relationships?* Poster presented at the 2010 Society of Southeastern Social Psychologists Meeting, Charleston, SC
- Howell, A. & **Carrasco, G.** (2010, October). *Prime time sex: The media and hypersexuality*. Poster presented at the 2010 Society of Southeastern Social Psychologists Meeting, Charleston, SC
- Panel Member on the *Panel Forum on Integrative Warning Teams* during the 2011 National Weather Association Annual Meeting, Birmingham, AL.

Dr. Richard Hudiburg

- Tubb, Melonee C., Ballew, William L., Brooks, Danyelle J., Geron, Shawn E., **Hudiburg, Richard A.**, and Bates, Larry W., (March, 2007). *Coping with the burning of Churches*, Southeastern Psychological Association, 53rd annual meeting, New Orleans, LA.

Other scholarly activities and presentations (continued):

Tubb, Melonee 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 11th 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 Fundamentalism and taboos: Attentional bias and psychophysiological effects. Presented at the 86th annual meeting of the Alabama Academy of Sciences. Livingston, AL.

Blasingame, S., Vosburgh, A., Howell, A., Sarigul, H., Bush, T., Watkins, C., Bates, L., & **Hudiburg, R.** (February, 2010). Offensiveness of the Image: Differences in Religious Fundamentalism. Presented at the 12th Mid-South Psychology Conference, Memphis, TN.

Tate, B., Jones, A., Seal, H., Sheffield, K., Williams, T., Lemay, J., **Hudiburg, R.**, & Bates, L. (February, 2010). Discomfort to Taboo and Neutral Stimuli Among Religious Fundamentalists. Presented at the 12th Mid-South Psychology Conference, Memphis, TN.

Vosburgh, A., Tate, B. Blasingame, S., Bates, L. and **Hudiburg, R.** (March, 2010). Mapping the taboo: offensiveness of images and discomfort for words among religious fundamentalists. Presented at the 87th annual meeting of the Alabama Academy of Sciences. Normal, AL.

Walters, T., Hetland, L., Williams, J., **Hudiburg, R.** and Bates, L., (March, 2010). Spotlight effect and religious fundamentalism. Presented at the 87th annual meeting of the Alabama Academy of Sciences. Normal, AL.

Other scholarly activities and presentations (continued):

Bates, L.W., **Hudiburg, 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., **Hudiburg, R. A.**, & Bates, L. W. (2011, March). A preliminary investigation of the Fundamentalist Card Sort – Phase II. 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, 2006-2010
- Faculty Senate Nominating Committee, 2010
- Faculty Senate, 2004-2010
- Faculty Senate State Political Relations Committee, 2004-07

- Disability Support Services Advisory Committee, 2008-present
- ADA Task Force/Panel, 2005-2008
- Grievance Committee Pool, 2010-2011
- Human Subjects Committee, 2004-07
- Animal Care and Use Committee, 2001-07
- Strategic Planning Committee, O & M Subcommittee, 2006-07

- 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, 2007-08, 2010
- Disability Services Specialist Search Committee, 2009
- Chief Information Security Officer Search Committee, 2009
- Counseling Faculty Search Committee, 2007-08
- Ben H. Craig Professorship of Geography Selection Committee, 2008
- University Outstanding Teaching Award Committee, 2008

- Psychology Club, faculty co-advisor 2000-2011
- Honors Advisory Committee, 2007-2011
- Phi Kappa Phi Student Involvement Committee, 2007-2009 (Chair 2007-08)
- Phi Kappa Phi Student Awards Committee, 2006-07
- Annual Speech Contest - Department of Communications & Theatre, Judge, 2008, 2009, 2010, 2011

- UNA Baptist Campus Ministries Academic Committee, 2006-2011
- Shoals Interfaith Council, 2005-2011
- Southeastern Psychological Association, program reviewer, 2007, 2009, 2010
- Alabama Psychological Association
 - Academic & Scientific Affairs committee member, 2007-2010
 - Maintained student research submission website for organization 2007-2009
 - Assist with judging research papers/posters when UNA students aren't competing 2002-2009
- Alabama Junior Academy of Sciences, Judge of High School student papers, 2006-2007
- Red Cross Mental Health Volunteer following Hurricane Katrina, 2005-06
- Presentations to the following university-recognized student organizations:
 - Lagrange Leadership, 2010, 2011
 - Leadership UNA, 2009
- Presentation to the Institute for Retirement Living, 2009
- Head grant writer for Phi Kappa Phi Literacy Grant, 2008
- Head grant writer for Petco Grant for Shoals PAWS and Colbert County Animal Shelter, 2009

Dr. Gabriella Carrasco

- Faculty Senate member, 2010 - 2011
- Co-advisor of the UNA Psychology Club, 2006 - 2011
- Member, Human Subjects Committee, 2009-2011
- Volunteer at the Animal Shelter, 2010 – 2011
- SACS Compliance Student Support Services Committee Member, University of North Alabama, 2009-2010
- Faculty Attitudes Survey Committee Member, University of North Alabama, 2007-2010
- Faculty Advisor for Psychology Graduate School Workshop, University of North Alabama, 2009-2011
- Co-Chair/Chair, Human Subjects Committee, University of North Alabama, 2009- 2010
- Faculty Advisor to Alpha Lambda Delta at UNA, 2006 –2010
- Guest Speaker at Cherokee High School Sociology/Psychology class, 2007, 2008

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, 2007-2010
- Member, Faculty/Staff Welfare Committee (University Policy Shared Governance), 2006-2007
- Member, Faculty Affairs Committee of the Faculty Senate, 2006-2007
- Co-advisor of the UNA Psychology Club, 2006 - 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, 2008-2011
- Served on the Board of Directors for the Arc of the Shoals in 2006-2011
- Served as the Chair, Board of Zoning Adjustments and Appeals for the City of Sheffield, Alabama, 2006-2011

Dr. Ryan Zayac

- Co-advisor, Phi Eta Sigma Honor Society, University of North Alabama
- President of Northwestern Association of Behavior Analysis
- Co-advisor, Alpha Lambda Delta Honor Society, University of North Alabama
- Faculty Representative, University Student Conduct Board, University of North Alabama
- Co-advisor, Psi Chi, University of North Alabama
- Co-advisor, Psychology Club, University of North Alabama
- Continuing Education (CEU) Coordinator, Alabama Association for Behavior Analysis.
- Psychology Media Consultant, Florence, Alabama. Provide consultation on various psychological issues to columnists for the Times Daily newspaper.

► ***Faculty development***

All faculty members maintained membership in at least one professional organization, and most faculty attended at least one professional meeting during the five-year period.

Dr. Larry Bates

- Attended Scientific Society for the Study of Religion, Orlando, 2007.
- Attended Scientific Society for the Study of Religion, Louisville, 2008.

Faculty development (continued)

- Attended the Alabama Academy of Science meeting in Birmingham, 2008.
- Attended the Mid-South Psychology Conference, Memphis, TN, 2008.
- Attended the Mid-South 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, 2010.
- Attended Scientific Society for the Study of Religion, Denver, 2009.
- Attended Scientific Society for the Study of Religion, Baltimore, 2010.
- Attended the Mid-South 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, 2010.
- 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.
- Attended the Alabama Academy of Science meeting in Birmingham, 2008.
- Attended the Mid-South Psychology Conference, Memphis, TN, 2008.
- Attended the Mid-South Psychology Conference, Jackson, TN, 2009.
- Attended Southeastern Psychological Association Conference in New Orleans, 2009.
- Attended the Alabama Academy of Science meeting in Livingston, AL, 2009.
- Attended the Alabama Academy of Science meeting in Normal, AL, 2010.
- Attended the Mid-South Psychology Conference, Memphis, TN, 2010.
- Attended Southeastern Psychological Association Conference in Chattanooga, TN, 2010.
- Attended the Alabama Academy of Science meeting in Jacksonville, AL, 2011.
- Attended Scientific Society for the Study of Religion, Baltimore, 2011.

Dr. Ryan Zayac

- Attended the Association for Behavior Analysis International, Denver, 2011
- Attended the Northwestern Association for Behavior Analysis Conference in Spokane, WA, 2010

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 laboratory 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 a multichannel psychophysiological interface (J&J Engineering Model I-330) to record various psychophysiological responses, such as heart rate, skin conductance, etc. The department has a Pentium based Gateway laptop to utilize with research that is equipped with SuperLab experiment conducting software.

► Space

The department is housed in Wesleyan Hall. The department uses two classrooms for course instruction: Wesleyan 221 and Wesleyan 313. Both classrooms are “smart classroom” and have tables instead of separate desks. The department has no storage space proximal to the department. The building suffers from poor ventilation and climate control and causes mold issues in at least one faculty member’s office space and in the classrooms. The department does not have space for laboratory instruction to use in conjunction with Experimental Psychology, a core course for the major.

► Support personnel

A shared (with the Department of Foreign Languages) administrative assistant is provided to the department. This person does an excellent job. The department has adequate support personnel.

6. List any notable achievements by the department.

► Department achievements

Dr. Richard Hudiburg, Professor and Chair, was elected as a Fellow of the Alabama Academy of Science in March, 2007.

Dr. Larry Bates, Associate Professor, was appointed in 2005 and reappointed in 2007 for a five year term by Governor Robert Riley to the Board of Examiners in Psychology of the State of Alabama. He served as Chair, 2009, Vice-Chair, 2008, Board member, 2005-2012.

Dr. Gabriella Carrasco was accepted and attended the *Weather and Society Integrated Studies (WAS*IS)* workshop in Boulder Colorado, Summer 2011. Accepted to the 2-week long 2010 IAREP/SABE/ICABEEP's "Behavioral Economics and Economic Psychology" Summer School program in Moscow, Russia. Dr. Carrasco was accepted and participated in the Society for the Psychological Studies of Social Issues' (SPSSI) Early Career Scholars Workshop that preceded the June 2010 SPSSI conference in New Orleans, LA. Dr. Carrasco was nominated for and was a finalist of the University of North Alabama's Eleanor Gaunder Phi Kappa Phi Excellence in Teaching Award, 2010.

► Student achievements

During the five-year review period, 123 degrees were conferred. Several of these alumni of the department have continued their studies at the graduate level, mostly in community based counseling. Several of these alumni are employed in a job that is related to psychology, such as a case manager for mental health and substance abuse counseling.

A paper co-authored by seven psychology students entitled: *Preliminary investigation of the psychophysiology of extemporaneous silent prayer*, was awarded 1st place in student competition at the 9th Annual Troy University Psychology Conference held at Troy, Alabama in April, 2011.

► Grants and other funds generated by department

Dr. Larry Bates

- **2006** UNA University Research Grant, *Coping with the burning of churches*, funded est. \$2000 (joint with Richard Hudiburg)
- **2007** UNA Arts & Sciences Research Grant, *Personality and prayer*, funded est. \$2000
- **2008** UNA University Research Grant, *Fear and fundamentalism*, funded \$1000

Grants and other funds generated by department (continued)

- **2008** Phi Kappa Phi National Literary Grant, funded < \$3,000

Note: wrote draft of this grant proposal and chaired committee (Student Involvement) that submitted grant. Anissa Graham finalized grant proposal and administered grant over 2008-09.

- **2009** Colbert Country Animal Control Association, funded \$10,000

Submitted \$12,000+ grant to the Petco Foundation for air conditioning for the Colbert County Animal Shelter at the request of Shoals Pets Are Worth Saving (PAWS) organization.

- **2011** UNA Arts & Sciences Research Grant, *Taboo art and fundamentalism*, funded \$2000

Dr. Gabriella Carrasco

- Collaborating with the University of North Alabama's Geography Department on the NOAA Grant titled "Geo-Spatial Analysis of Patterns in Weather Phenomena and Disaster Recovery". Total amount of award = \$500,000
- Collaborating with the University of Memphis' Department of Management, in the Fogelman College of Business and Economics, on a Tennessee Board of Regents Diversity Grant titled "Acculturation and Individual Stress: How Fitting In is Related to Stress". Total amount of award = \$67,789

Dr. Richard Hudiburg

- **2006** UNA University Research Grant, *Coping with the burning of churches*, funded est. \$2000 (joint with Larry Bates)

7. How has the department responded to previous program review recommendations?

The department has not had a previous program review.

8. State the vision and plans for the future of the department.

► *Where the Department would Like to be in Five Years, Assuming Level Funding.*

The department would like to retain its younger faculty members and see them gain tenure. During the next five years there will be a retirement of a full-time tenured faculty member. The department would like to see this position replaced with a tenure-track faculty member. With level funding the department would experience a difficulty with offering the full range of elective courses for majors in psychology. The department is committed to

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 to majors 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 Relative to Teaching, Research and Public Service, and Assessment of Program Performance in Relation to Them***

The department has the following goals:

1. To develop and implement appropriate assessment means to go with the specific learning objectives that were developed during last year. Because program assessment in the past relied very heavily on results from the Major Field Test (MFT), and because there is a possibility of Educational Testing Service (ETS) discontinuing the MFT, we must secure other means of overall assessment of the program.

2. The members of the department will continue to discuss and ultimately agree on the specific requirements for the psychology major and minor. We propose to continue this process in by looking at the research methods courses, PY365W - Experimental Psychology and PY375 -

Psychology Statistics.

3. To increase the awareness of global issues by both students and faculty, and to incorporate these into the psychology curriculum.

4. As part of the upcoming self-study process to obtain re-accreditation by the Southern Association of Colleges and Schools (SACS), members of the Department of Psychology and the Department Chair will assess each department member's qualifications to teach the courses that they routinely teach, based on the current policies of the SACS.

► *Student Learning Outcomes of the Program*

1. The psychology student will demonstrate knowledge and critical thinking in psychology of learning and areas of cognition: language, memory, and thinking.

2. 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.

3. 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.

4. The student will acquire a general knowledge in the areas of life-span 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.

► *Governance Structure of the Program*

The department chair has primary responsibility for governance of the program. The entire full-time faculty serves as the curriculum committee for the department. Similarly, the details of requests for additional faculty, adjunct faculty, and replacement of faculty are discussed by the entire full-time faculty. Committees that do not involve the entire full-time faculty include those for promotion, tenure, and occasional *ad hoc* assignments.

► *Admission Requirements*

There are no particular admission requirements for the programs in psychology that go beyond those of the University.

► *Degree Requirements*

Requirements for the major in psychology are outlined in the *Catalog*. All students are required to take and satisfactorily complete (perform at the 20th percentile) on the Major Field Test in Psychology.

► *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 BI111 and BI112 and (3) PY201. All students are required to take MA147 to complete as a pre-requisite for a core course in the major: PY375. PY375 fulfills the computer literacy requirement.

In the catalog in effect for 2006-2008, the requirements for the major in psychology were 30 semester hours. With the catalog in effect for 2008-2011, 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 2008-2011.

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/Organizational 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.

► *Associated Institutes and Centers*

The department does not have any associated institutes or centers.

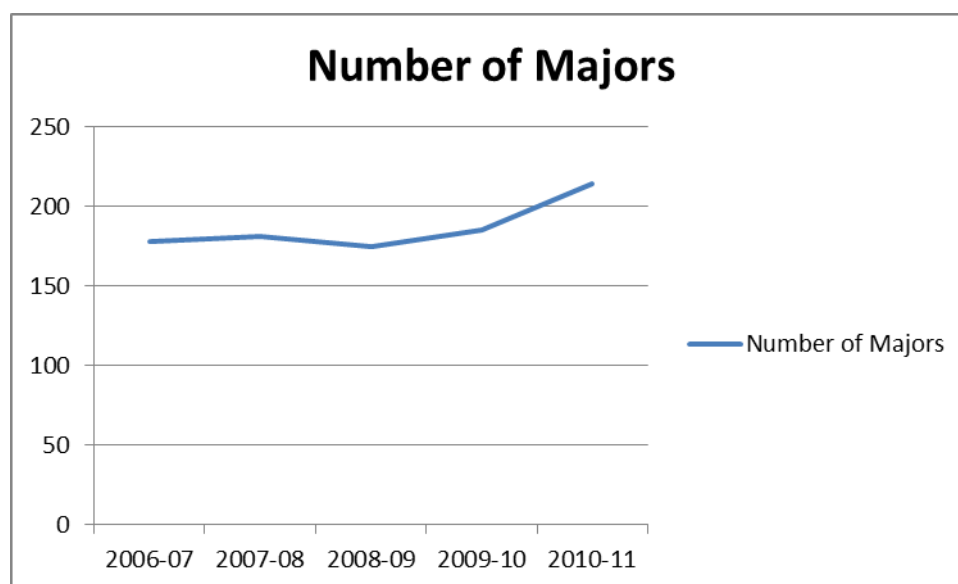
► *Involvement of External Constituents in Establishing Goals, Objectives, Learning Outcomes, and Curriculum*

The department is not involved with external constituents in establishing goals, objectives, learning outcomes, and curriculum.

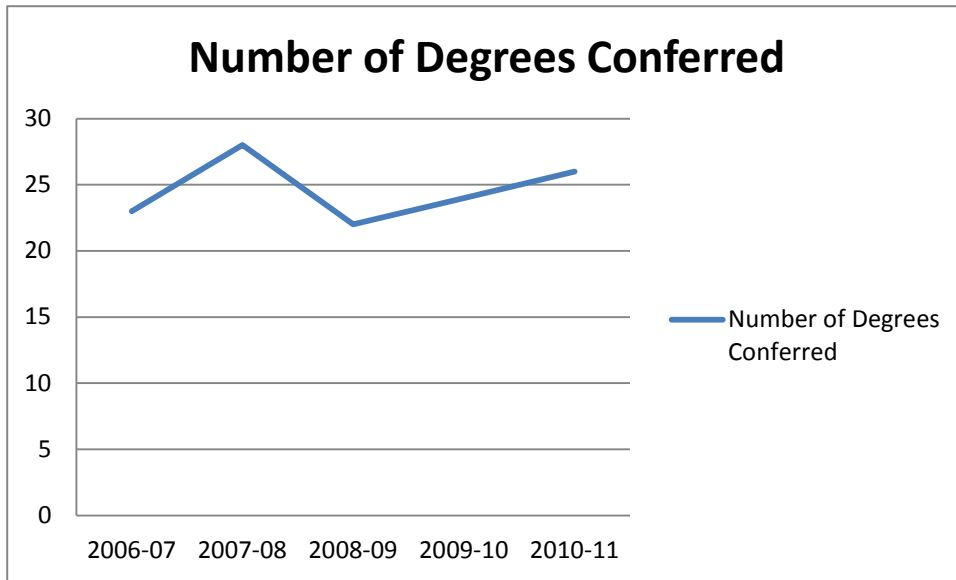
► *Community College Articulation*

The department has several community college articulation agreements.

► *Program Productivity (including number of majors or degrees conferred)*



The department had an annual average of 187 majors during the five-year period. The number of majors was fairly level for the first four years of this period 2006-2010 and showed an increase during the last year 2010-2011. The increase in the number of majors during 2010-2011 was congruent with an increase enrollment in courses above PY201.

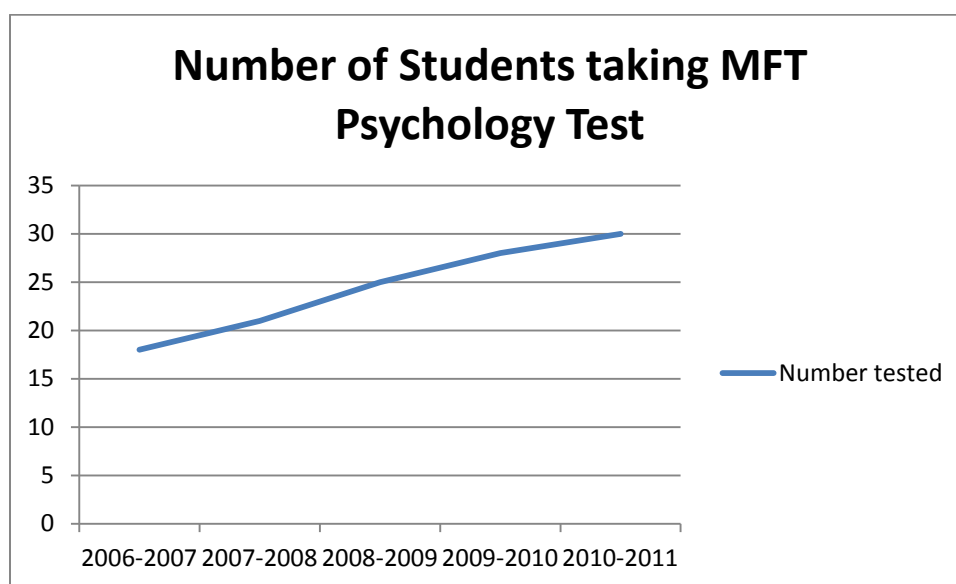


The department annually conferred an average of 25 degrees during the five-year period. The trend for the number of degrees conferred is similar to the trend for the number of majors.

10. Program Evaluation.

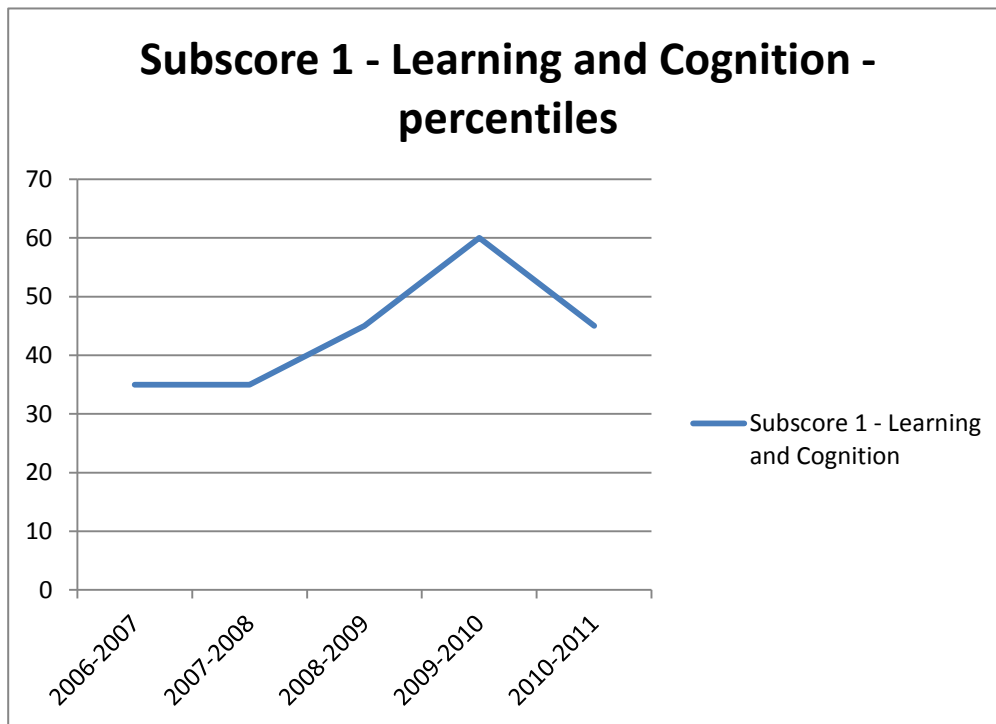
► *Student Learning Outcomes Assessment, Results, and Actions*

During the period covered in this report, the department had the following student learning outcomes, all of which were assessed with results from the Major Field Test (MFT) in Psychology. The department's goal is for students, as a group, to score in the 40th percentile or higher in each of the major subject areas. One hundred twenty-two students completed the Major Field Test during the report period. The total number of students taking the Major Field Test in Psychology has steadily increased during the five-year data period; the average was 24.4 per year. The MFT in psychology provides four subscores that related to student learning outcomes for the major.



1. Psychology of Learning and Cognition

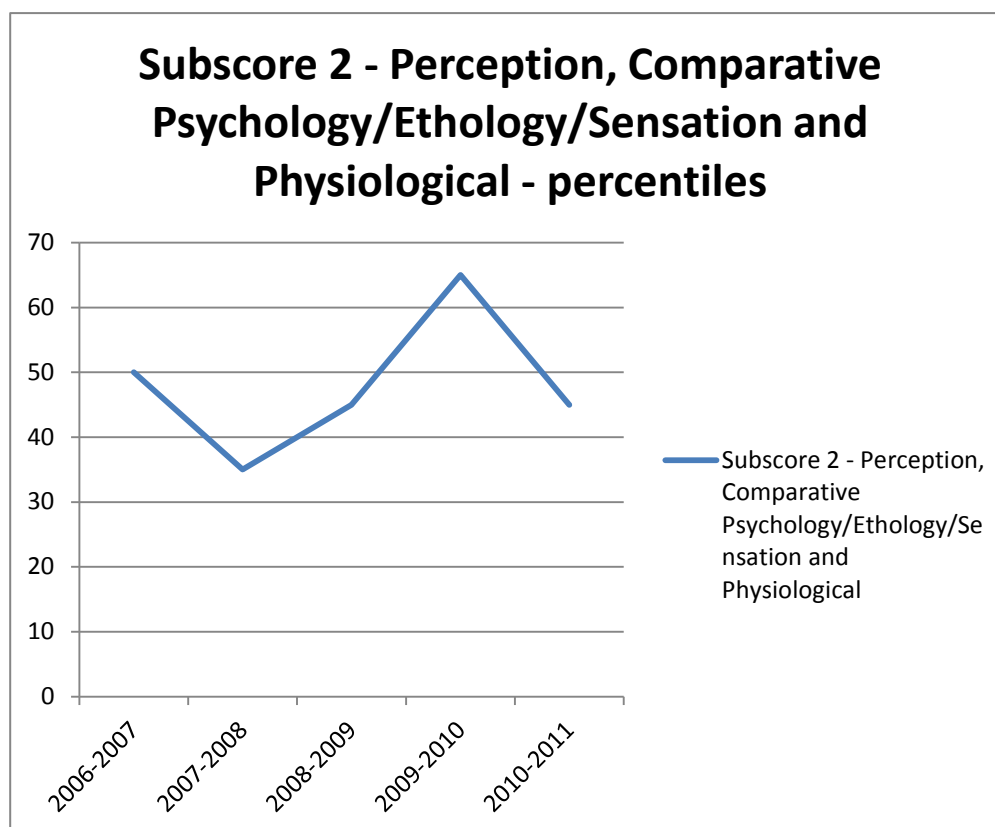
The psychology student will demonstrate knowledge and critical thinking in psychology of learning and areas of cognition: language, memory, and thinking. Uses MFT subscore 1.



The students did achieve the 40th percentile in the last three years of the five-year period from 2008-2011. Students did not achieve the goal of 40th percentile during the two years, 2006-2007 and 2007-2008. The weighted average percentile for all five years was 45.2.

2. Sensory, Physiological, and Other Basic Processes

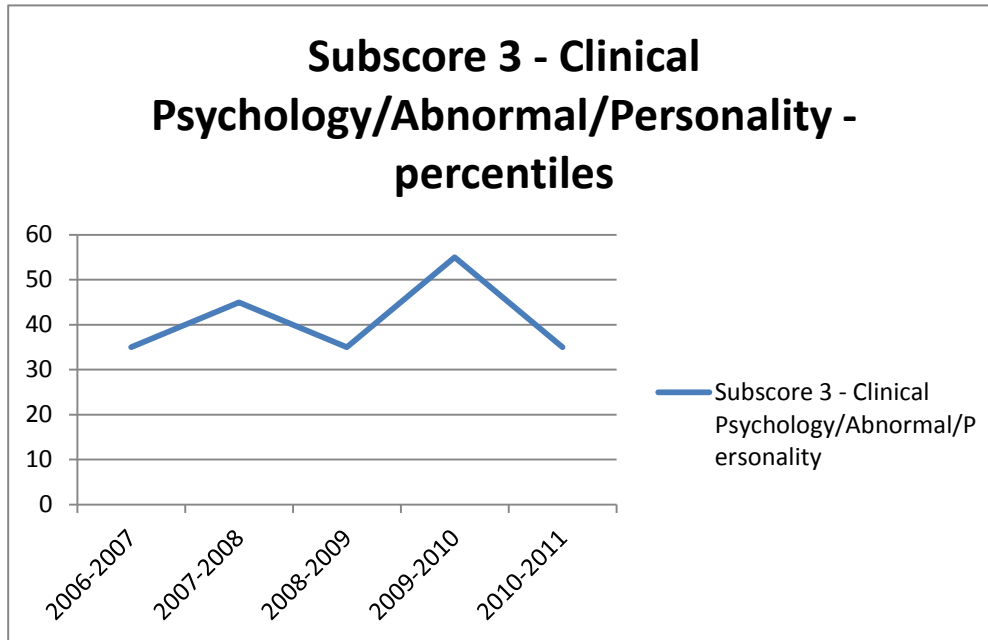
The student will acquire knowledge of and develop critical thinking in sensory processes, perceptual psychology, physiological psychology, comparative psychology, and evolutionary psychology and be able to understand theories and issues concerning these areas. Uses MFT subscore 2.



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, 2007-2008. The weighted average percentile for all five years was 48.6.

3. Clinical, Abnormal, and Personality

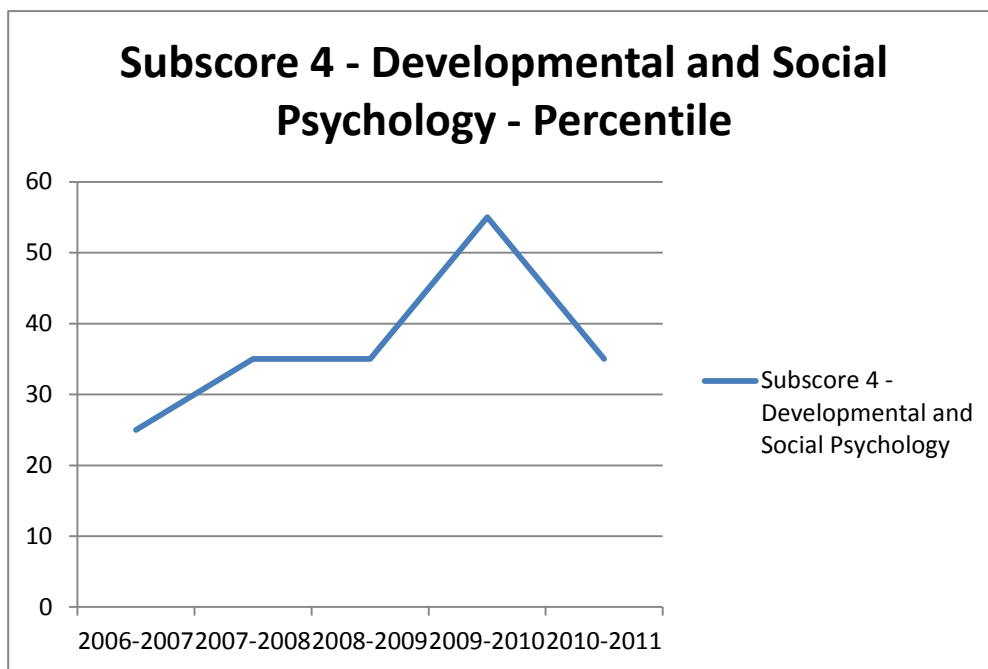
The student will demonstrate an understanding of the theories, rationales, and methods of inquiry for the areas of clinical psychology, abnormal psychology, and personality. The student will understand the foundational principles of psychotherapy and behavior modification. The student will also understand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



The students achieved the 40th percentile in only two years, 2007-2008 and 2009-2010 in the five-year period. Students did not achieve the goal of 40th percentile during three years, 2006-2007, 2008-2009 and 2010-2011. The weighted average percentile for all five years was 41.3.

4. Developmental and Social

The student will acquire a general knowledge in the areas of life-span 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, 2009-2010 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 40th percentile criterion for at least one year for each of the four student learning outcomes assessed by the Major Field Test in Psychology. The subscores for two areas: (1) Learning and Cognition and (2) Sensory, Physiological, and Other Basic Processes showed the strength for the major in psychology. The subscores for the other two areas: (3) Clinical, Abnormal, and Personality and (4) Developmental and Social showed the weakness for the major in Psychology. These two areas are composed of courses that are electives for the major. Part of the reason of the weak areas might be the frequency of course offerings; Clinical was offered three times, and Personality was offered only two times. The department does not possess enough staff to offer these courses at least once a year.

During the five-year data period, students were required to take the Major Field Test, with no consequences for performance. This policy changed with the 2011-2012 University catalog, with the following language: “Students with majors in psychology are required to successfully complete exit examinations prior to graduation.” It is hoped that this requirement

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 full-time and adjunct are regularly administered. The results of these evaluations are given to each instructor with encouragement from the Chair to improve instruction. All full-time 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 the instructors who teach those particular courses and noted the need for improved performance in areas that don't reach the 40th percentile. The department faculty has discussed the possibility of implementing a capstone course that might include preparation for the Major Field Test assessment. Faculty staffing limitations has made it difficult to develop and implement such a course.

► ***Grade Distribution Patterns***

Not unexpectedly, grade distributions in the general studies course PY201, that counts as a core course for the major in psychology, is generally different from courses above PY201 which includes PY242 and 300-400 upper-division courses. The major difference is that students in PY201 earn a higher percentage of D's and F's as compared to students in courses above PY201, who earn higher percentages of A's and B's.

11. Program Recommendations.

► ***Identify Recommendations for Improvement of the Program within the Control of the Department***

- Retain and graduate a greater proportion of psychology majors.
- Increase and enhance the opportunity for students' participation in scientific research efforts.
- Have improved student performance on the Major Field Test in Psychology.
- Increase the number of psychology majors.

► ***Identify Recommendations for Improvement of the Program that Require Action at the Dean, Provost, or Higher Level***

- Add an additional full-time faculty member to the department so that additional sections of PY201, a general studies course, can be offered to meet student demand, the frequency of offering of current courses can be increased, especially elective courses for the major.
- To have an increased budget for the department in order to purchase equipment to support instruction and research.