

Sam Houston Stat University – Psychology 289* – Core Curriculum Objectives 2008

Exemplary Educational Objectives

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

PSY 289. Students will be tested on five questions that will be included in the final exam. Students who correctly answer three of the five questions will be deemed to have achieved this objective. Contact person: S. T. Kordinak

Psychology 289 Criterion 1 – Method*			
	Fail (0-2 Correct)	Pass (3-5 Correct)	Total
Count	3	28	31
Percentage	9.7%	90.3%	100.0%

2. To use and critique alternative explanatory systems or theories.

PSY 289. Students will be tested on five questions that will be included in the final exam. Students who correctly answer three of the five questions will be deemed to have achieved this objective. Contact person: S. T. Kordinak

Psychology 289 Criterion 2 –Theories*			
	Fail (0-2 Correct)	Pass (3-5 Correct)	Total
Count	5	26	31
% within College	16.1%	83.9%	100.0%

12. To identify and understand differences and commonalities within diverse cultures.

PSY 289. Students will be tested on five questions that will be included in the final exam. Students who correctly answer three of the five questions will be deemed to have achieved this objective. Contact person: S. T. Kordinak

Psychology 289 Criterion 12 –Cultures*			
	Fail (0-2 Correct)	Pass (3-5 Correct)	Total
Count	8	23	31
% within College	25.8%	74.2%	100.0%

* Only one of three sections was measured. Dr. A. Miller & Dr. Boyles classes were not measured.

Method

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

Table 1
College by Criterion - Methods

College		Criterion Method Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
Arts and Science	Count		2	2
	% within College		100.0%	100.0%
Business	Count	1	2	3
	% within College	33.3%	66.7%	100.0%
Criminal Justice	Count	1	6	7
	% within College	14.3%	85.7%	100.0%
Humanities and Social Sciences	Count	1	17	18
	% within College	5.6%	94.4%	100.0%
Education	Count		1	1
	% within College		100.0%	100.0%
Total	Count	3	28	31
	% within College	9.7%	90.3%	100.0%

Table 2
Grades by Criterion – Method

Grade		Criterion Method Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
A	Count		3	3
	% within Grade		100.0%	100.0%
B	Count		11	11
	% within Grade		100.0%	100.0%
C	Count	2	11	13
	% within Grade	15.4%	84.6%	100.0%
D	Count	1	1	2
	% within Grade	50.0%	50.0%	100.0%
F	Count		2	2
	% within Grade		100.0%	100.0%
Total	Count	3	28	31
	% within Grade	9.7%	90.3%	100.0%

Table 3
Classification by Criterion– Method

Classification		Criterion Method Groupss		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
FR	Count		8	8
	% within Classification		100.0%	100.0%
SO	Count	3	14	17
	% within Classification	17.6%	82.4%	100.0%
JR	Count		6	6
	% within Classification		100.0%	100.0%
Total	Count	3	28	31
	% within Classification	9.7%	90.3%	100.0%

Table 4
Instructor by Criterion– Method

Instructor*		Criterion Method Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
1	Count	3	28	31
	% within INST	9.7%	90.3%	100.0%
Total	Count	3	28	31
	% within INST	9.7%	90.3%	100.0%
		3	28	31

* Two Instructors did not provide data

Theory

2. To use and critique alternative explanatory systems or theories.

Table 5
Colleges by Criterion - Theory

College		Criterion Theory Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
Arts and Science	Count % within College		2 100.0%	2 100.0%
Business	Count % within College		3 100.0%	3 100.0%
Criminal Justice	Count % within College	1 14.3%	6 85.7%	7 100.0%
Humanities and Social Sciences	Count % within College	3 16.7%	15 83.3%	18 100.0%
Education	Count % within College	1 100.0%		1 100.0%
Total	Count % within College	5 16.1%	26 83.9%	31 100.0%

Table 6
Grades by Criterion – Theory

Grade		Criterion Theory Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
A	Count % within Grade		3 100.0%	3 100.0%
B	Count % within Grade		11 100.0%	11 100.0%
C	Count % within Grade	2 15.4%	11 84.6%	13 100.0%
D	Count % within Grade	2 100.0%		2 100.0%
F	Count % within Grade	1 50.0%	1 50.0%	2 100.0%
Total	Count % within Grade	5 16.1%	26 83.9%	31 100.0%

Table 7
Classification by Criterion – Theory

Classification		Criterion Theory Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
FR	Count	1	7	8
	% within Classification	12.5%	87.5%	100.0%
SO	Count	2	15	17
	% within Classification	11.8%	88.2%	100.0%
JR	Count	2	4	6
	% within Classification	33.3%	66.7%	100.0%
Total	Count	5	26	31
	% within Classification	16.1%	83.9%	100.0%

Table 8
Instructor by Criterion – Theory

Instructor*		Criterion Theory Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
1	Count	5	26	31
	% within INST	16.1%	83.9%	100.0%
Total	Count	5	26	31
	% within INST	16.1%	83.9%	100.0%

* Two Instructors did not provide data

Culture

12. To identify and understand differences and commonalities within diverse cultures.

Table 9
Colleges by Criterion – Cultural

College		Criterion Culture Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
Arts and Science	Count		2	2
	% within College		100.0%	100.0%
Business	Count		3	3
	% within College		100.0%	100.0%
Criminal Justice	Count	5	2	7
	% within College	71.4%	28.6%	100.0%
Humanities and Social Sciences	Count	3	15	18
	% within College	16.7%	83.3%	100.0%
Education	Count		1	1
	% within College		100.0%	100.0%
Total	Count	8	23	31
	% within College	25.8%	74.2%	100.0%

Table 10
Grade by Criterion – Cultural

Grade		Criterion Culture Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
A	Count		3	3
	% within Grade		100.0%	100.0%
B	Count	2	9	11
	% within Grade	18.2%	81.8%	100.0%
C	Count	5	8	13
	% within Grade	38.5%	61.5%	100.0%
D	Count	1	1	2
	% within Grade	50.0%	50.0%	100.0%
F	Count		2	2
	% within Grade		100.0%	100.0%
Total	Count	8	23	31
	% within Grade	25.8%	74.2%	100.0%

Table 11
Classification by Criterion – Cultural

Classification		Criterion Culture Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
FR	Count		8	8
	% within Classification		100.0%	100.0%
SO	Count	7	10	17
	% within Classification	41.2%	58.8%	100.0%
JR	Count	1	5	6
	% within Classification	16.7%	83.3%	100.0%
Total	Count	8	23	31
	% within Classification	25.8%	74.2%	100.0%

Table 12
Instructor by Criterion – Cultural

Instructor*		Criterion Culture Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
1	Count	8	23	31
	% within INST	25.8%	74.2%	100.0%
Total	Count	8	23	31
	% within INST	25.8%	74.2%	100.0%

* Two Instructors did not provide data

April 22, 2008

Dear Psychology 131 or 289 Instructor:

Your course is used to meet a Core Curriculum requirement. To be in compliance with SACS, SHSU's accreditation agency, we must demonstrate the competency of our students in three areas: research, theories, and cultural variables. Attached are questions you are required to include in your final. Add the items to the end of the exam; the items should be numbered sequentially. The items should be added seamlessly to your exam, to maintain motivation and insure an accurate measurement of the criteria; we want the student to consider these items as part of the exam. **DO NOT** include these items when grading your students. Once you grade your exams and the scores are recorded, please turn in your answer sheets to the Departmental Secretary by May 19, 2008. We will grade the items. We thank you for your cooperation. This data is important to the Psychology Department and the University. Without this data we can not empirically support that we are meeting the criteria for the core curriculum. You will receive the question, via E-Mail on Friday, May 2, 2008. **Do not review or go over these questions with your students prior to the exams.**

Sent on May 2, 2008

Dear Psychology 289 Instructor:

Your course is used to meet a Core Curriculum requirement. To be in compliance with SAC, SHSU's accreditation agency, we must demonstrate the competency of our students in three areas: research, theories, and cultural variables.

1. Attached are questions you are required to include in your final.
2. **Do not review or go over these questions with your students prior to the exams.**
3. Add the items to the end of the exam; the items should be numbered sequentially. The items should be added seamlessly to your exam to maintain motivation and insure an accurate measurement of the criteria; we want the student to consider these items as part of the exam.
 - a. Numbering - if you have 50 items on the test, the core questions should start with 51,
 - b. Font and point size – the items were taken from your text's test bank, thus the format should be the same as your test items. If the Font and/or the point size is different from your test items modify the core items to conform to your Font and Point size.
4. **DO NOT** include these items when grading your students.
5. Once you grade your exams and the scores are recorded, please turn in:
 - a. one copy of each form of the final examination; this allows us to confirm the placement of the core items in your exam. Please write your name, course and section number on the testbooklet.
 - b. Bundle the students answer sheets
 - i. Alphabetize the answer sheet by the student's surname (last name)
 - ii. Wrap the answer sheets in an 8.5x11 sheet of paper. On the sheet identify the course number, the section and instructor.
 - iii. Place a rubber band around the bundle and identification sheet.
 - c. to the **Departmental Secretary by May 19, 2008.**
 - d. **it is important that you follow these instruction because we will have to process over 800 answer sheets.**
6. We will grade the core items.

We thank you for your cooperation. This data is important to the Psychology Department and the University. Without this data we can not empirically support that we are meeting the criteria for the core curriculum. **Do not review or go over these questions with your students prior to the exams.**

Thank you for your cooperation.

Dr. Donna Desforges, Chair

Psychology 289 Questions - Questions were taken from the textbook's test manual. First five questions measured Method, 2nd five questions Theories, and final five question Culture.

- . The two main types of research methods in psychology are ____ research methods and ____ research methods.
 - a. biased; unbiased
 - b. experimental; control
 - c. dependent; independent
 - d. experimental; correlational

- . An experiment is a research method in which the investigator manipulates the ____ variable and observes whether any changes occur in a(n) ____ variable as a result.
 - a. control; experimental
 - b. experimental; control
 - c. independent; dependent
 - d. dependent; independent

- . Which of the following is the primary advantage of the experimental method?
 - a. It lacks the ethical concerns of other methods.
 - b. It lacks the practical concerns of other methods.
 - c. It broadens the scope of what psychologists can study scientifically.
 - d. It allows scientists to draw cause-and-effect conclusions.

- . Which of the following best describes correlational research?
 - a. exerting experimental control
 - b. manipulating an independent variable
 - c. manipulating a dependent variable
 - d. making systematic observations

- . A correlation exists when
 - a. two variables are related to each other.
 - b. two variables have the same underlying cause.
 - c. two variables are affected by a third variable.
 - d. a cause-and-effect relationship exists between two variables.

- . All psychodynamic theories stem from the work of
 - a. Jung.
 - b. Adler.
 - c. Freud.
 - d. Rogers.

- . Central to the Freudian conceptualization of personality is
 - a. the effect of reward and punishment.
 - b. striving for superiority.
 - c. how people cope with their own sexual and aggressive urges.
 - d. the need to self-actualize.

- . According to Adler, _____ involves efforts to overcome imagined or real inferiorities by developing one's abilities.
 - a. introversion
 - b. compensation
 - c. reaction formation
 - d. individual psychology

- . Which of the following theoretical orientations asserts that scientific psychology should focus on the study of observable behavior?
 - a. humanism
 - b. behaviorism
 - c. psychoanalysis
 - d. structuralism

- . Which of the following is **least** closely associated with Maslow's theory of personality?
 - a. notion of self-actualization
 - b. hierarchy of needs
 - c. humans' innate need for personal growth
 - d. distinction between introversion and extraversion

- . Which of the following is **not** among the most prevalent stereotypes in America?
 - a. age
 - b. gender
 - c. ethnicity
 - d. intelligence

- . Cross-cultural research identified _____ as the common thread running through the informal "rules" of friendship.
 - a. honesty in self-disclosure
 - b. providing emotional and social support
 - c. dealing with others in a considerate manner
 - d. sharing both positive and negative experiences

- . What percentage of Americans will marry at least once?
 - a. 50
 - b. 75
 - c. 90
 - d. 98

- . Across ethnic groups, nationalities, and genders there is general agreement
 - a. that attractive facial features are important.
 - b. that body build is not so important.
 - c. that there is an overemphasis on thinness for women.
 - d. that looks really don't count for much in the early phase of a relationship.

- . Among the display rules for men in many world cultures is found
 - a. the use of the face to show anger.
 - b. the pressure to smile at others even when uncomfortable or frustrated.
 - c. the pressure to deceive others by use of eye contact.
 - d. the pressure to inhibit facial displays of emotion.