

## Sam Houston Stat University – Psychology 131\* – 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 131. 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 131 Criteria 1 – Method*			
	Fail (0-2 Correct)	Pass (3-5 Correct)	Total
Count	285	205	490
Percentage	<b>58.2%</b>	<b>41.8%</b>	100.0%

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

PSY 131. 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 131 Criteria 1 –Theories*			
	Fail (0-2 Correct)	Pass (3-5 Correct)	Total
Count	401	89	490
% within College	<b>81.8%</b>	<b>18.2%</b>	100.0%

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

PSY 131. 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 131 Criteria 1 –Cultures*			
	Fail (0-2 Correct)	Pass (3-5 Correct)	Total
Count	150	340	490
% within College	<b>30.6%</b>	<b>69.4%</b>	100.0%

\*Included nine sections of Psychology 131.

## Method

- 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	70	66	136
	% within College	<b>51.5%</b>	<b>48.5%</b>	100.0%
Business	Count	38	33	71
	% within College	<b>53.5%</b>	<b>46.5%</b>	100.0%
Criminal Justice	Count	62	39	101
	% within College	<b>61.4%</b>	<b>38.6%</b>	100.0%
Humanities and Social Sciences	Count	41	33	74
	% within College	<b>55.4%</b>	<b>44.6%</b>	100.0%
Education	Count	74	34	108
	% within College	<b>68.5%</b>	<b>31.5%</b>	100.0%
Total	Count	285	205	490
	% within College	<b>58.2%</b>	<b>41.8%</b>	100.0%

$$X^2(4) = 8.554, p = .073$$

Table 2  
Grades by Criterion – Method

Grade		Criterion Method Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
A	Count	57	75	132
	% within Grade	<b>43.2%</b>	<b>56.8%</b>	100.0%
B	Count	82	64	146
	% within Grade	<b>56.2%</b>	<b>43.8%</b>	100.0%
C	Count	98	46	144
	% within Grade	<b>68.1%</b>	<b>31.9%</b>	100.0%
D	Count	28	18	46
	% within Grade	<b>60.9%</b>	<b>39.1%</b>	100.0%
F	Count	20	2	22
	% within Grade	<b>90.9%</b>	<b>9.1%</b>	100.0%
Total	Count	285	205	490
	% within Grade	<b>58.2%</b>	<b>41.8%</b>	100.0%

$$X^2(4) = 28.039, p < .000$$

Table 3  
Classification by Criterion– Method

Classification		Criterion Method Groupss		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
FR	Count	165	113	278
	% within Classification	<b>59.4%</b>	<b>40.6%</b>	100.0%
SO	Count	85	65	150
	% within Classification	<b>56.7%</b>	<b>43.3%</b>	100.0%
JR	Count	20	17	37
	% within Classification	<b>54.1%</b>	<b>45.9%</b>	100.0%
SR	Count	15	10	25
	% within Classification	<b>60.0%</b>	<b>40.0%</b>	100.0%
Total	Count	285	205	490
	% within Classification	<b>58.2%</b>	<b>41.8%</b>	100.0%

$\chi^2 (3) = 0.591, p = .898$

Table 4  
Instructor by Criterion– Method

Instructor		Criterion Method Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
1	Count	20	20	40
	% within INST	<b>50.0%</b>	<b>50.0%</b>	100.0%
2	Count	90	58	148
	% within INST	<b>60.8%</b>	<b>39.2%</b>	100.0%
3	Count	71	65	136
	% within INST	<b>52.2%</b>	<b>47.8%</b>	100.0%
4	Count	84	35	119
	% within INST	<b>70.6%</b>	<b>29.4%</b>	100.0%
5	Count	20	27	47
	% within INST	<b>42.6%</b>	<b>57.4%</b>	100.0%
Total	Count	285	205	490
	% within INST	<b>58.2%</b>	<b>41.8%</b>	100.0%

$\chi^2 (4) = 15.762, p = .003$

## 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	112	24	136
	% within College	<b>82.4%</b>	<b>17.6%</b>	100.0%
Business	Count	58	13	71
	% within College	<b>81.7%</b>	<b>18.3%</b>	100.0%
Criminal Justice	Count	83	18	101
	% within College	<b>82.2%</b>	<b>17.8%</b>	100.0%
Humanities and Social Sciences	Count	59	15	74
	% within College	<b>79.7%</b>	<b>20.3%</b>	100.0%
Education	Count	89	19	108
	% within College	<b>82.4%</b>	<b>17.6%</b>	100.0%
Total	Count	401	89	490
	% within College	<b>81.8%</b>	<b>18.2%</b>	100.0%

$\chi^2(4) = .287, p = .991$

Table 6  
Grades by Criterion – Theory

Grade		Criterion Theory Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
A	Count	92	40	132
	% within Grade	<b>69.7%</b>	<b>30.3%</b>	100.0%
B	Count	119	27	146
	% within Grade	<b>81.5%</b>	<b>18.5%</b>	100.0%
C	Count	130	14	144
	% within Grade	<b>90.3%</b>	<b>9.7%</b>	100.0%
D	Count	41	5	46
	% within Grade	<b>89.1%</b>	<b>10.9%</b>	100.0%
F	Count	19	3	22
	% within Grade	<b>86.4%</b>	<b>13.6%</b>	100.0%
Total	Count	401	89	490
	% within Grade	<b>81.8%</b>	<b>18.2%</b>	100.0%

$\chi^2(4) = 21.950, p < .000$

Table 7  
Classification by Criterion – Theory

Classification		Criterion Theory Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
FR	Count	234	44	278
	% within Classification	<b>84.2%</b>	<b>15.8%</b>	100.0%
SO	Count	116	34	150
	% within Classification	<b>77.3%</b>	<b>22.7%</b>	100.0%
JR	Count	29	8	37
	% within Classification	<b>78.4%</b>	<b>21.6%</b>	100.0%
SR	Count	22	3	25
	% within Classification	<b>88.0%</b>	<b>12.0%</b>	100.0%
Total	Count	401	89	490
	% within Classification	<b>81.8%</b>	<b>18.2%</b>	100.0%

$\chi^2 (3) = 4.004, p = .261$

Table 8  
Instructor by Criterion – Theory

Instructor		Criterion Theory Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
1	Count	35	5	40
	% within INST	<b>87.5%</b>	<b>12.5%</b>	100.0%
2	Count	123	25	148
	% within INST	<b>83.1%</b>	<b>16.9%</b>	100.0%
3	Count	108	28	136
	% within INST	<b>79.4%</b>	<b>20.6%</b>	100.0%
4	Count	104	15	119
	% within INST	<b>87.4%</b>	<b>12.6%</b>	100.0%
5	Count	31	16	47
	% within INST	<b>66.0%</b>	<b>34.0%</b>	100.0%
Total	Count	401	89	490
	% within INST	<b>81.8%</b>	<b>18.2%</b>	100.0%

$\chi^2 (4) = 12.008, p = .017$

## 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	39	97	136
	% within College	<b>28.7%</b>	<b>71.3%</b>	100.0%
Business	Count	28	43	71
	% within College	<b>39.4%</b>	<b>60.6%</b>	100.0%
Criminal Justice	Count	26	75	101
	% within College	<b>25.7%</b>	<b>74.3%</b>	100.0%
Humanities and Social Sciences	Count	21	53	74
	% within College	<b>28.4%</b>	<b>71.6%</b>	100.0%
Education	Count	36	72	108
	% within College	<b>33.3%</b>	<b>66.7%</b>	100.0%
Total	Count	150	340	490
	% within College	<b>30.6%</b>	<b>69.4%</b>	100.0%

$$\chi^2 (4) = 4.454, p=.340$$

Table 10  
Grade by Criterion – Cultural

Grade		Criterion Culture Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
A	Count	30	102	132
	% within Grade	<b>22.7%</b>	<b>77.3%</b>	100.0%
B	Count	35	111	146
	% within Grade	<b>24.0%</b>	<b>76.0%</b>	100.0%
C	Count	59	85	144
	% within Grade	<b>41.0%</b>	<b>59.0%</b>	100.0%
D	Count	19	27	46
	% within Grade	<b>41.3%</b>	<b>58.7%</b>	100.0%
F	Count	7	15	22
	% within Grade	<b>31.8%</b>	<b>68.2%</b>	100.0%
Total	Count	150	340	490
	% within Grade	<b>30.6%</b>	<b>69.4%</b>	100.0%

$$\chi^2 (4) = 16.661, p=.002$$

Table 11  
Classification by Criterion – Cultural

Classification		Criterion Culture Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
FR	Count	83	195	278
	% within Classification	<b>29.9%</b>	<b>70.1%</b>	100.0%
SO	Count	41	109	150
	% within Classification	<b>27.3%</b>	<b>72.7%</b>	100.0%
JR	Count	15	22	37
	% within Classification	<b>40.5%</b>	<b>59.5%</b>	100.0%
SR	Count	11	14	25
	% within Classification	<b>44.0%</b>	<b>56.0%</b>	100.0%
Total	Count	150	340	490
	% within Classification	<b>30.6%</b>	<b>69.4%</b>	100.0%

$\chi^2 (3) = 4.661, p = .198$

Table 12  
Instructor by Criterion – Cultural

Instructor		Criterion Culture Groups		Total
		Fail (0-2 Correct)	Pass (3-5 Correct)	
1	Count	9	31	40
	% within INST	<b>22.5%</b>	<b>77.5%</b>	100.0%
2	Count	39	109	148
	% within INST	<b>26.4%</b>	<b>73.6%</b>	100.0%
3	Count	14	122	136
	% within INST	<b>10.3%</b>	<b>89.7%</b>	100.0%
4	Count	79	40	119
	% within INST	<b>66.4%</b>	<b>33.6%</b>	100.0%
5	Count	9	38	47
	% within INST	<b>19.1%</b>	<b>80.9%</b>	100.0%
Total	Count	150	340	490
	% within INST	<b>30.6%</b>	<b>69.4%</b>	100.0%

$\chi^2 (4) = 102.264, p < .000$

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 131 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. Place 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 131 Question – Questions were taken from the textbook's test manual. First five questions measured Method, 2nd five questions Theories, and final five question Culture.

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- . In survey research, \_\_\_\_\_ are segments of the total group who are the subject of interest to the researcher.
  - A) populations
  - B) volunteers
  - C) control groups
  - D) samples
  - E) committees
  
- . A statistical measure of the association between two variables is called a(n)
  - A) independent variable.
  - B) dependent variable.
  - C) control variable.
  - D) correlation coefficient.
  - E) placebo.
  
- . Your psychology professor refers to a research study and says the results were "statistically significant." What does this mean?
  - A) The results can be generalized from the sample to the population.
  - B) The results have been replicated.
  - C) The hypothesis proves the theory it was testing.
  - D) The results were unlikely to have been due to chance or other random factors.
  - E) The results do not suffer from social desirability bias.
  
- . Which of the following definitions best describes "independent variable?"
  - A) a research method that examines relationships between factors
  - B) effects or outcomes of an experimental manipulation
  - C) an inert substance or condition that resembles the treatment
  - D) a statistical measure of association between two factors
  - E) factors manipulated in an experiment
  
- . Dr. Mingus keeps a very detailed record of a series of interviews with an individual who is suffering from a rare brain disorder. This is an example of which research method?
  - A) experiment
  - B) correlational
  - C) case study
  - D) field study
  - E) survey

- . According to Piaget, full cognitive maturity occurs in which stage of cognitive development?
  - A) concrete operational
  - B) sensorimotor
  - C) preoperational
  - D) accommodational
  - E) formal operational
  
- . \_\_\_\_\_ was the most influential theorist on cognitive development and may be considered the most important developmental theorist of all time.
  - A) Theodore Simon
  - B) Alfred Binet
  - C) Erik Erikson
  - D) Lev Vygotsky
  - E) Jean Piaget
  
- . According to Erik Erikson, people who forge a strong sense of ego identity earlier in development are more likely to achieve what in early adulthood?
  - A) inferiority
  - B) intimacy
  - C) industry
  - D) initiative
  - E) generativity
  
- . An influential theory of death and dying was developed by
  - A) Erikson.
  - B) Kübler-Ross.
  - C) Havighurst.
  - D) Levinson.
  - E) Gilligan.
  
- . Lawrence Kohlberg was interested in which aspect of development?
  - A) physical
  - B) social
  - C) intellectual
  - D) moral
  - E) emotional

- . Compared to people from collectivist cultures, people from individualistic cultures are
  - A) less likely to make the fundamental attribution error.
  - B) more likely to make situational attributions when explaining the behavior of others.
  - C) less likely to show a self-serving bias.
  - D) more likely to show a self-serving bias.
  - E) more likely to attribute success to luck.
  
- . Carol Gilligan suggest that, when making moral decisions,
  - A) women rely more on a care orientation and men rely more on a justice orientation.
  - B) men rely more on a care orientation and women rely more on a justice orientation.
  - C) women rely exclusively on a care orientation and men rely exclusively on a justice orientation.
  - D) women and men both rely more on a care orientation than a justice orientation.
  - E) men and women both rely more on a justice orientation than a care orientation.
  
- . A male born into American culture will probably be encouraged to be all of the following EXCEPT
  - A) nurturing.
  - B) independent.
  - C) dominant.
  - D) protective.
  - E) tough.
  
- . Compared to people of higher socioeconomic statuses, poor people are
  - A) more likely to smoke.
  - B) less likely to have access to regular health care.
  - C) more likely to have high-fat diets.
  - D) less likely to exercise regularly.
  - E) all of the above.
  
- . Which perspective is most responsible for bringing issues relating to diversity to the forefront of psychological research?
  - A) cognitive
  - B) behaviorism
  - C) psychodynamic
  - D) sociocultural
  - E) humanistic