



PSY 260 Project One

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Introduction: Describe the purpose of your memo and the plan to address the scenario in 1 to 3 sentences.

The purpose of this memo is to support non-profit organizations in obtaining donations. A study will be conducted to measure the average empathy levels based on class. The results will help us understand how we should reach out to people of different classes to obtain donations, based on their average empathy levels.

Conclusions: Describe your findings in an executive summary of 4 to 6 sentences. Include the following in your conclusions:

- The main points you want to convey to your audience
- Rationale for your points in the form of data summaries

We gain these conclusions by choosing 660 random participants from different classes with a GSS year of 2002 or 2004. From these we had our participants rank their empathy levels in 7 various ways. We measured the empathy levels by asking the participants if they had tender feelings for people less fortunate, if they do not feel sorry for people having problems, if they feel protective of people taken advantage of, if they feel that others' misfortunes do not disturb them, if they do not feel pity for people treated unfairly, if they are often quite touched by things, and if they describe oneself as a soft-hearted person. All of the questions about empathy levels were ranked from a scale of 1 through 5 (1= does not describe very well and 5= describes very well), with some scales being measured in reverse. The main point of this memo is that the lower class had the highest average empathy levels, after that it was the upper class, the working class, and the middle class. We can reach out to the most empathetic class to gain more donations, in this case the lower class. The lower class may be more likely to have more empathy because they know what it is like to not have a lot, so they want to give back to keep others from having to experience what they had to experience. The upper class may have high levels of empathy because they are in a position to help the classes below them without hurting themselves financially. They may also donate because it makes them feel good about themselves. It is also important to collect empathy data from each class yearly because the data is subject to change. Between the years 2002 and 2004, the average levels of empathy decreased. Having current and reliable data will ensure that we are reaching out to the correct class to increase the likelihood of receiving donations for non-profit organizations.

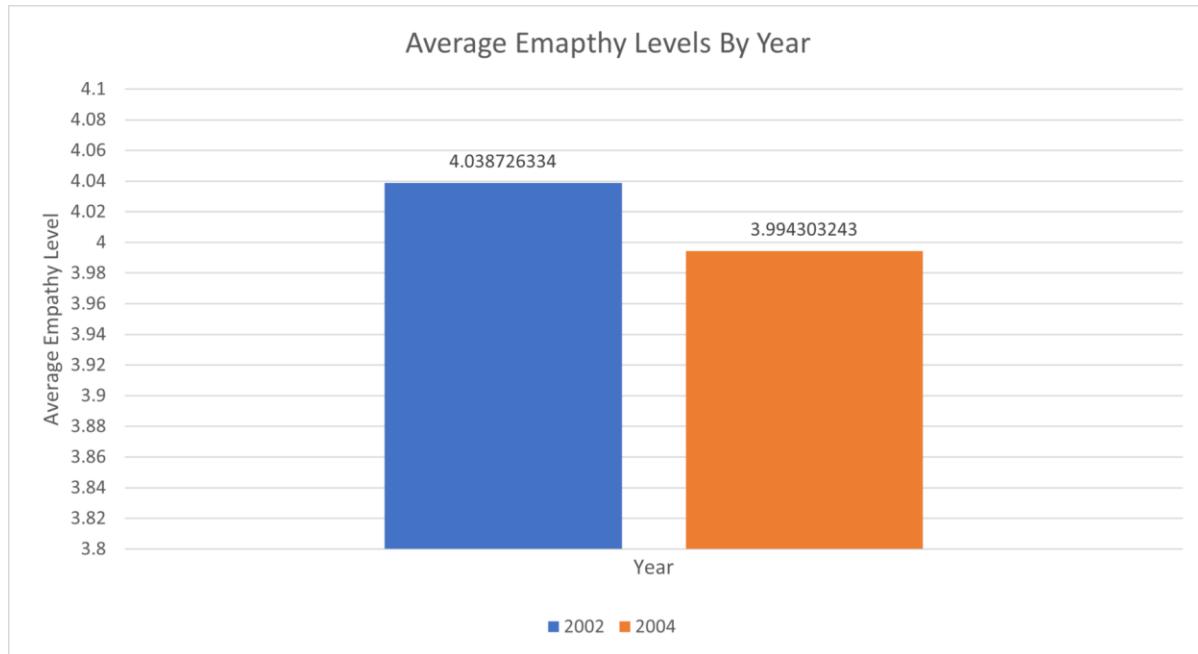
Discussion:

Main Analysis: Describe the summary statistics and frequency distributions, taking into account the scale of measurement for your data. Refer to the graphs you created. Your main analysis section should be about 2 to 5 sentences.

I calculated the average empathy levels from each class (lower, working, middle, and upper) and created a histogram (view figure 2). The lower class had the highest average level of empathy, followed by the upper class, the working class, the middle class. The scale of measurement for the histogram I created was interval/ratio. The measures of central tendency was the mean and the measures of variability was standard deviation/variance. I also calculated the average empathy levels based on year (2002 and 2004) and created a bar graph (view figure 1). The average empathy levels between 2002 and 2004 decreased from 4.039 to 3.99. The scale of measurement for the bar graph I created was nominal. The measures of central tendency was the mean and the measures of variability was standard deviation/variance.

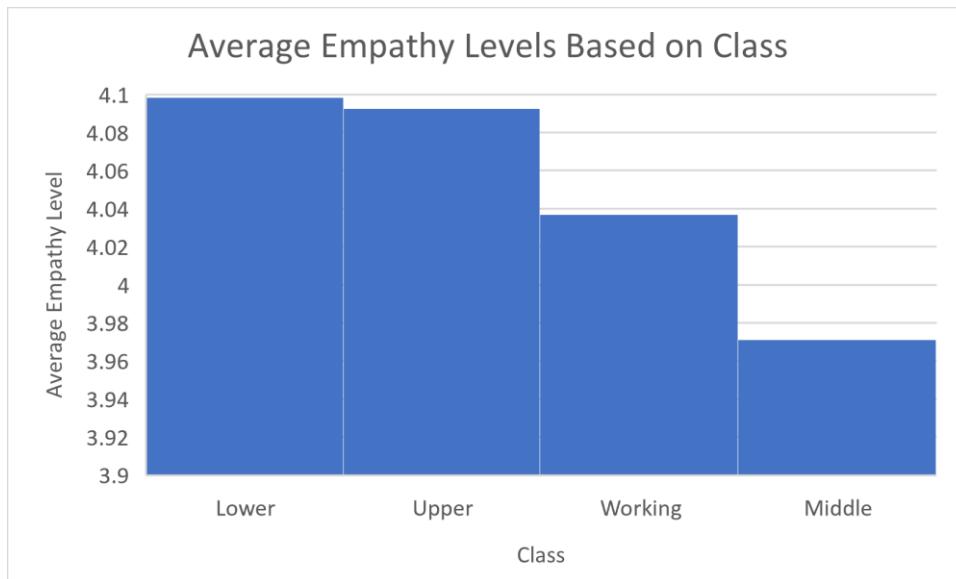
Graph One: Create a graphical representation of the qualitative (nominal and often ordinal) data to support your main analysis. Ensure your graph meets the following criteria:

- You include a narrative to introduce your graph into your memo.
- Your graph is accurate and objective.
- Your graph appropriately represents the data.
- You use the appropriate type of graph for the data.
- Your graph is labeled appropriately.



Graph Two: Create a graphical representation of the quantitative (interval and/or ratio) data to support your main analysis. Ensure your graph meets the following criteria:

- You include a narrative to introduce your graph into your memo.
- Your graph is accurate and objective.
- Your graph appropriately represents the data.
- You use the appropriate type of graph for the data.
- Your graph is labeled appropriately.



Recommendations: Describe the actions you believe your audience should take in 2 to 5 sentences.

I recommend reaching out to the lower and upper classes because they have the highest average of empathy levels. A class who has higher empathy levels will be more likely donate money to non-profit organizations. To gain donations from lower and upper classes we can advertise non-profit organizations by showing pictures of who they help and how people's donations would make a positive difference in someone's life.

Limitations: Describe the limitations of both your data and your summaries in 1 to 3 sentences.

There are limitation for the data and summaries. One limitation is that the amount of participants of each class was unequal. There were 49 participants in the lower class, 316 participants in the working class, 277 participants in the middle class, and 18 participants in the upper class. A second limitation is the years the data was collected. If we utilized this data today, it would most likely be incorrect and unreliable. We saw how



the average level of empathy change within 2 years. Therefore, it is important to have up to date data to use in order to determine which class to reach out to for donations.