



WILLIAM WOODS
UNIVERSITY

Psychology Annual Assessment 2021-2022

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Annual Assessment 2021-2022

Psychology BA

Program Profile

Program Mission Statement

Please insert your program mission statement here.

The psychology department aims to prepare students to be successful, either in graduate school or in the workplace. We provide students with the foundational knowledge needed for them to be successful in these endeavors. Through our coursework, internships and research experiences, students will learn to how to apply theory to real world situations, how to objectively analyze and interpret data, assess behavior, and communicate effectively.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

	Student Majors	Student Minors
2020-2021	27	17
2021-2022	27	10

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

There is a national trend for students to declare psychology as incoming freshman without a true understanding of the discipline and then they typically change their major within the first two years. Given this information, we feel we have done a good job of retaining majors as well as recruiting new majors in to replace those we have lost. In the coming years we plan to continue to be very active on campus in order to make our presence known to students who do not come in as psychology majors. We also plan to continue to hold a town hall meeting and continue to review our curriculum to ensure that we are meeting the needs of our students and that our students feel as though they have input into the program. The faculty members have also made themselves available to students through open door policies, e-mail and communication with students before and after classes and social media, which strengthens the connections between the students and the faculty members. We will also continue to develop a sense of community and pride amongst our majors through the

Psychology Club, Psi Chi and departmental events. The faculty also continue to meet on a regular basis to discuss departmental issue and ensure that we continue to speak with one voice.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

40

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

N/A

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

After reviewing the website (attached), we are satisfied with the information on our page. We would recommend that our program be marketed during the recruitment of high school students. It should be emphasized that psychology is a very versatile major that allows students to understand behavior and cognitive processes, which is useful for any career path. The psychology major is also one that pairs well with other majors on campus, especially areas like education, business, interpreting and equestrian.

Marketing Material

Bachelors_in_Psychology__Fulton__MO__William_Woods_University.htm

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
PSY 2016.1	Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
PSY 2016.2	Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
PSY 2016.3	Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
PSY 2016.4	Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
PSY 2016.5	Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but

discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

- **Major Field Competence: Students will demonstrate excellence in an academic or professional discipline and engage in the process of academic discovery.**
 - *All of our courses cover the main theories and key research in the field. Students are required to engage with recent research in all upper-level classes and they are assessed on the Major Field Test at the end of the program.*
- **Ethics: Students will exhibit values and behaviors that address self-respect and respect for others that will enable success and participation in the larger society.**
 - *Students are expected to know the ethical guidelines for psychology as outlined by the APA. They are given multiple opportunities throughout the program to discuss ethical issues in the field and they are expected to specifically address ethical concerns in their SWK 313, PSY 313, PSY 450 and PSY 413 courses.*
- **Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.**
 - *Psychology is the scientific study of the mind and behavior. Understanding their own behaviors and the influences on them, as well as the behaviors of others, gives students an appreciation for themselves and others and allows them to make decisions accordingly.*
- **Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.**
 - *Students are expected to apply their learning to real world problems. They are expected to conduct their own research projects in multiple courses (SWK 313, PSY 313, PSY 413, PSY 324), they are encouraged to do internships and in PSY 225 they develop a plan of study and make a link between course objectives and their career goals.*

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

- **Communication- Students will transmit information effectively in written or spoken form.**

The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of psychology. Students enhance written communication skills in each course through reflective writing and research papers. Students also deliver numerous presentations throughout the psychology curriculum. Finally, students need to give a presentation in most upper-level classes and at senior achievement days.

- **Mathematics, - Students will solve problems through an analysis of quantitative relationships.**

The GE requirement of math serves as a foundation for our research methods classes, specifically in understanding statistics.

- **Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.**

The meaning GE is supported throughout the psychology curriculum where students must be able to analyze and evaluate psychological journal articles.

- **Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.**

The History GE is supported throughout the psychology curriculum in that students learn of the history of the study of psychology and its effect on current theories and practices as well as personal psychological issues.

- **Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.**

Critical thinking and analytical reasoning are another necessary skill for a psychologist. Critical thinking is expected in each course and is assessed through critical thinking assignments, research papers and the analysis and interpretation of data.

- **Diversity – Students will analyze the traditions and values of a variety of cultures.**

PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.		I	I	R		R	R	
PSY 2016.2 Scientific Inquiry and Critical Thinking- Students will display scientific reasoning and problem solving, including effective research methods.	I	I						R
PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.		I		I		I	R, A	R
PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.					I		R	R
PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.					I			

	PSY 313	PSY 324	PSY 411	PSY 450	PSY 413	SPR	Senior Showcase	Comprehensive Exam
PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to		R	R	M, A		A	A	A

behavioral problems.								
PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.	R, A	R	R	M	M, A	A	A	A
PSY 2016.3 Ethical and Social Responsibility in a Diverse World-Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.			R	M			A	
PSY 2016.4 Communication-Students should demonstrate competence in writing and in oral and interpersonal communication skills.	R	R		M, A	M, A		A	
PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.		R			M		A	

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

After reviewing our five-year review at the end of 2019, we decided to make several adjustments to our assessment. We decided to remove all of the assessments from the General Psychology courses. We had initially included assessments in those courses so we could establish a baseline measure for our students. However, we have learned that the majority of the psychology majors are transferring those courses in, and because so many students take those courses as general education credits, they are not accurate measures of our majors. We also added assessment of several objectives to PSY 413, since that is a capstone research class, where students demonstrate their ability to conduct their own research.

Assessment Findings

Assessment Findings for the Assessment Measure level for Psychology Objective Matrix

Standard/Outcome				
PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.				
Assessment Measures				
PSY 450				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. Been met yet? Met	10/10 students were proficient or above		

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of freshman above 30% 80% of sophomores above 40% 80% of juniors above 50% 80% of seniors above 60% been met yet? Met	We met this benchmark for all grades.	2022_Psychology_General_Knowledge_Test_Responses____Form_Responses_1.pdf	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion All students at or above the proficient level been met yet? Met	2/2 students were proficient or above		

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The two-year rolling cohort will fall within one standard deviation of the national average. Been met yet? Not met	In our two-year rolling cohort, 4/7 students fell within one standard deviation of the national average.	2020_2022_MFT_Scores.xlsx	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. Been met yet? Met			

PSY 413				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. Been met yet? Not met	7/9 students were proficient or above. We had two students in the online section who were turned in for academic integrity violations.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of freshman above 30% 80% of sophomores above 40% 80% of juniors above 50% 80% of seniors above 60% been met yet? Met	We met the benchmark for all grades	2022_Psychology_General_Knowledge_Test_Responses.xlsx	

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion All students at or above the proficient level been met yet? Met	2/2 students were proficient or above		

Comprehensive Exam				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The two-year rolling cohort will fall within one standard deviation of the national average. Been met yet? Not met	In our two-year rolling cohort, 4/7 students fell within one standard deviation of the national average	2020_2022_MFT_Scores.xlsx	

Standard/Outcome
 PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

Assessment Measures

PSY 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Journal Entry	Has the criterion All students at or above the proficient level. been		The_Laramie_Project.xlsx	

	met yet? Met			
Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion All students at or above the proficient level been met yet? Met	2/2 students were at or above the proficient level		

Standard/Outcome PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.				
Assessment Measures				
PSY 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet? Met	10/10 students were proficient or above		
PSY 413				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. Been met yet? Not met	7/9 students were proficient or above. We had two students in the online section who were turned in for academic integrity violations.		
Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion All students at or above the proficient level been met yet? Met	2/2 students were at or above the proficient level		

Standard/Outcome PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.				
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Assessment Measures				
Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion All students at or above the proficient level been met yet? Met	2/2 students were at or above the proficient level		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Due to COVID-19 protocols in the Spring 2020 and Spring 2021 semesters, we were not able to conduct our typical assessments. We were able to resume our regular assessment procedure this year, but because we look at our data on a two-year rolling cohort, missing a year worth of data makes things complicated.

In Spring of 2022, all of our on-ground students took the comprehensive psychology assessment and completed the performance task. In addition, all of our on-ground seniors took the MFT and participated in Senior Showcase.

Now that our online program is growing, we need to better at collecting data from our online students and including them in performance day activities. We hired a program director for the online psychology BA and will be working with her this summer to set up an assessment plan.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

2/22- Psychology Assessment Exam- this exam is a comprehensive exam that was written by the psychology faculty members and is given to all psychology majors. This exam allows us to compare our students across the four years, across classes and within content areas. This year we met all of our benchmarks. We feel that this is a valid measure of student knowledge and a predictor of student success on the MFT. We will be continuing to use this assessment.

2/22- Psychology Performance Task- students were broken into heterogeneous groups to design a research study on a specific topic. Students were given a variety of resources and were required to sift through what they were given and make informed decisions. Because of small numbers, some of our groups did not have upperclassmen leadership for this event. The groups that did have the upperclassmen performed much better on this activity. The results of this activity indicated that while our students did well overall, we need to implement more information literacy activities into our curriculum.

2/23- Town Hall Meeting- students indicated satisfaction with our program. Some suggestions we made in regard to courses they would like to see offered in the future, but we explained to them that we just don't have the personnel to do

that and that if we were to offer those electives, we would need at least five students for the courses to make. Students were provided information about course rotations, four-year plans and graduate school applications. They appreciated this information, and we feel that this was a successful event and one that should be continued in the future.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Psychology_SPR_Schedule.docx

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Catherine Ivey presented the results of her PSY 413 research project during the interdisciplinary poster session. Her rubric is attached. Hanna Knipp presented the results of her PSY 413 research project at the Woods Talk event. Her rubric is also attached.

We found great value in having our students present at interdisciplinary events but wished that the Woods Talk event would have been open to more students, had a longer window for presentation and allowed for variety in presentations. We appreciated that both of these events were LEAD events, so underclassmen could see the type of research that will be expected of them.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Senior_Showcase_Rubrics.pdf

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service-Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service-Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

Caroline Boyer hosted the Alpha Chi induction breakfast.

Caroline Boyer hosted the Psi Chi induction dinner.

Caroline Boyer completed a Mentor-Mentee project on the relationship between parenting styles and aggression.

Caroline Boyer hosted a LEAD event with Taylor Bell on the findings of their Mentor-Mentee project.

Caroline Boyer hosted a LEAD event series called Feel Good Friday, which discussed the research around self-care.

Caroline Boyer hosted a dinner for the honors students.

Caroline Boyer hosted a LEAD event on research in cognitive psychology.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Rhondell Tipton won the MLK Prayer Breakfast essay contest.

Taylor Bell was accepted to present at NCUR
Taylor Bell was accepted to present two posters at APS.

Hanna Knipp was accepted into graduate school for speech language pathology.

Catherine Ivey was accepted into graduate school for guidance counseling.

Ally Konarzeski spent a semester abroad in Costa Rica

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Allie Tate was accepted into graduate school.

Katie Keath was accepted into graduate school

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Caroline Boyer was accepted to present at NCUR
Caroline Boyer was accepted to present two posters at APS.

Caroline Boyer was promoted to full professor.

Appendix

Annual Assessment Rubric 2022

34.900 pts 79.83%

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	this program is aligned to the old mission - only objective 1 remains an active university objective.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All changes made to the curriculum map are detailed with supporting rationale for the decision.	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	adjustments to the curriculum and assessment were discussed.			
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				

Data Driven Decision-making Is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	Data from the MFT was provided, but course based assessment data was not included			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	No improvement narratives were used - as no changes to assessment were initiated.			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supporting Documentation

Result ID	Student ID	Cohort/Ses	Cohort ID	Authorization	Last Name	First Name	Test	Score	Date	Status
4885875	302244	Psychology	114150	5265424815	Abeyta	Hannah	Psychology	153	3/30/21 12:43	Complete
4885871	336424	Psychology	114150	5265423774	Haberstroh	Angeline	Psychology	165	3/30/21 13:04	Complete
4885869	338985	Psychology	114150	5265422824	Keath	Kaitlyn	Psychology	146	3/30/21 12:42	Complete
4885885	156728	Psychology	114150	5265425255	Streicher	Katie	Psychology	149	3/30/21 12:56	Complete
5222327	344786	Psycholog	122287	5553039086	Azdell	Megan	Psycholog	130	4/19/22 16:22	Complete
5222324	341673	Psycholog	122287	5553040010	Ivey	Catherine	Psycholog	171	4/19/22 16:46	Complete
5222335	339108	Psycholog	122287	5553041626	Knipp	Hanna	Psycholog	168	4/19/22 16:11	Complete



Program: Psychology
Student Performance Review Schedule
February 22-23, 2022

Date	Time	Student Group (Fr/So/Jr/Sr)	Activity	Location/Format	Faculty Contact	Program Objective
2/22	9am	All	Psychology Assessment Exam	KAC 112- Bring a computer	Caroline Boyer	1, 2
2/22	1pm	All	Psychology Performance Task	KAC 112	Caroline Boyer	1, 2, 5
2/23	9am	Seniors (Catherine Ivey, Hanna Knipp, Taylor Bell)	CLA	BUR 205	Carrie McCray	
2/23	12pm	All	Department Lunch	Jalisco's	Julian Hertzog	
2/23	2pm	All	Town Hall Meeting	KAC 112	Caroline Boyer	

CLA: All Seniors who started their academics at WWU will be taking the CLA from 9-11 on either the 23rd or the 24th.

Manna Knigg - Senior Showcase

Goal 1: Knowledge Base in Psychology

Criteria	Exemplary	Proficient	Developing	Unacceptable
1.1 Describe key concepts, principles, and overarching themes in psychology.	Mastery in understanding of key concepts and principles in psychology. X	Satisfactory understanding of key concepts and principles in psychology.	Basic understanding of key concepts and principles in psychology.	Does not understand key concepts, principles or overarching themes.
1.2 Develop a working knowledge of psychology's content domains and application.	Mastery in working knowledge of psychology's content domains. Ability to identify principal methods, events, perspectives, and figures. Mastery ability to describe applications of psychology. X	Satisfactory working knowledge of psychology's content domains. Adequate ability to identify principal methods, events, and figures. Satisfactory ability to describe applications of psychology.	Basic working knowledge of psychology's content domains. Some ability to identify principal methods, types of questions, events, or figures. Basic ability to describe applications of psychology.	Does not have a working knowledge of psychology's content domains. Cannot properly identify principal methods, events, or figures. Does not have a working ability to describe applications of psychology.

Hanna Knigg - Senior Showcase

Goal 2: Scientific Inquiry and Critical Thinking

Criteria	Exemplary	Proficient	Developing	Unacceptable
2.1 Use scientific reasoning to interpret psychological phenomena.	Mastery in use of scientific reasoning to interpret psychological phenomena. X	Satisfactory use of scientific reasoning to interpret psychological phenomena.	Basic use of scientific reasoning to interpret psychological phenomena.	Inability to use scientific reasoning to interpret psychological phenomena.
2.2 Incorporate sociocultural factors in scientific inquiry along with integrative thinking and problem solving.	Mastery ability to engage in innovative and integrative thinking and problem solving. Mastery ability to incorporate sociocultural factors in scientific inquiry. Demonstrates ability to analyze potential challenges in a study. X	Satisfactory ability to engage in innovative and integrative thinking and problem solving. Satisfactory ability to incorporate sociocultural factors in a scientific inquiry. Adequate ability to analyze potential challenges in a study.	Basic ability to engage in some innovative and integrative thinking or problem solving. Basic ability to incorporate sociocultural factors in a scientific inquiry. Ability to analyze some potential challenges in a study.	Inability to engage in innovative and integrative thinking or problem solving. Inability to incorporate sociocultural factors in a scientific inquiry. Inability to analyze possible challenges in a study.
2.3 Interpret, design, and conduct basic psychological research.	Mastery ability to interpret, design, and conduct basic psychological research. X	Satisfactory ability to interpret, design, and conduct basic psychological research.	Basic ability to interpret, design, and conduct basic psychological research.	Inability to interpret, design, or conduct basic psychological research.

Hanna Knipp - Senior Showcase

Goal 3: Ethical and Social Responsibility in a Diverse World.

Criteria	Exemplary	Proficient	Developing	Unacceptable
3.1 Apply ethical standards to evaluate psychological science and practice.	Mastery ability to apply ethical standards to evaluate psychological science and practice. Awareness of key regulations, principles and obvious violations. X	Satisfactory ability to apply ethical standards to evaluate psychological science and practice. Adequate knowledge of key regulations, principles and obvious violations.	Basic ability to apply ethical standards to evaluate psychological science and practice. Demonstrates some knowledge of key regulations, principles and obvious violations.	Inability to apply ethical standards to evaluate psychological science and practice. Little to no knowledge of key regulations, principles and obvious violations.
3.2 Build and enhance interpersonal relationships that build community. N/A	Mastery ability to build and enhance interpersonal relationships. Understanding of civility, individual differences, and honor code.	Satisfactory ability to build and enhance relationships. Adequate understanding of civility, individual differences, and honor code.	Basic ability to build and enhance interpersonal relationships. Some understanding of civility, individual differences, or honor code.	Inability to build and enhance interpersonal relationships. Does not understand civility, individual differences, or honor code.

Manna Knipp - Senior Showcase

Goal 4: Communication

Criteria	Exemplary	Proficient	Developing	Unacceptable
4.1 Demonstrate effective writing for different purposes. N/A	Mastery of effective writing for different purposes. Ability to express ideas appropriately, use proper grammar, APA style, and organization.	Satisfactory demonstrations of effective writing for different purposes. Adequately expresses appropriate ideas, uses proper grammar, APA style, and organization.	Basic demonstration of writing for different purposes. Some ability to express ideas, use proper grammar, APA style, or organization.	Inability to demonstrate effective writing for different purposes. Cannot express ideas, use proper grammar, APA style, or organization.
4.2 Exhibit effective presentation skills for different purposes.	Mastery exhibition of effective presentation skills for different purposes. Ability to construct plausible arguments, appropriate constraints, effective delivery, visual support, and pose questions. X	Satisfactory exhibition of effective presentation skills for different purposes. Adequate ability to construct plausible arguments, appropriate constraints, effective delivery, visual support, and pose questions.	Basic exhibition of effective presentation skills for different purposes. Some ability to construct plausible arguments, appropriate constraints, effective delivery, visual support, or pose questions.	Inability to exhibit effective presentation skills for different purposes. Cannot construct plausible arguments, appropriate constraints, effective delivery, visual support, or pose questions.
4.3 Interact effectively with others.	Mastery of interacting effectively with others. Ability to identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, and respond appropriately. X	Satisfactory ability to interact effectively with others. Adequate ability to identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, and respond appropriately.	Basic ability to interact effectively with others. Some ability to identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, or respond appropriately.	Inability to interact effectively with others. Does not identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, or respond appropriately.

Hanna Knipp - Senior Showcase

Goal 5: Professional Development

Criteria	Exemplary	Proficient	Developing	Unacceptable
5.1 Exhibit self-efficacy and self-regulation.	Mastery exhibition of self-efficacy and self-regulation. Ability to recognize links to achievement, self-assess performance, and incorporate feedback for change. <i>X</i>	Satisfactory exhibition of self-efficacy and self-regulation. Adequate ability to recognize links to achievement, self-assess performance, and incorporate feedback for change.	Basic exhibition of self-efficacy and self-regulation. Some ability to recognize links to achievement, self-assess performance, or incorporate feedback for change.	Inability to exhibit self-efficacy and self-regulation. Cannot recognize links to achievement, self-assess performance, or incorporate feedback for change.
5.2 Enhance teamwork capacity. <i>N/A</i>	Mastery ability to enhance teamwork capacity. Ability to collaborate, develop stronger solutions, assess strengths and weaknesses, and devise strategies.	Satisfactory ability to enhance teamwork capacity. Adequate ability to collaborate, develop stronger solutions, assess strengths and weaknesses, and devise strategies.	Basic ability to enhance teamwork capacity. Some ability to collaborate, develop stronger solutions, assess strengths and weaknesses, or devise strategies.	Inability to enhance teamwork capacity. Cannot collaborate, develop stronger solutions, assess strengths and weaknesses, or devise strategies.
5.3 Develop meaningful professional direction for life after graduation.	Mastery ability to develop meaningful professional direction for life after graduation. <i>X</i>	Satisfactory ability to develop meaningful professional direction for life after graduation.	Basic ability to develop meaningful professional direction for life after graduation.	Inability to develop meaningful professional direction for life after graduation.

Catherine Zvey - Senior Showcase

Goal 1: Knowledge Base in Psychology

Criteria	Exemplary	Proficient	Developing	Unacceptable
1.1 Describe key concepts, principles, and overarching themes in psychology.	Mastery in understanding of key concepts and principles in psychology. X	Satisfactory understanding of key concepts and principles in psychology.	Basic understanding of key concepts and principles in psychology.	Does not understand key concepts, principles or overarching themes.
1.2 Develop a working knowledge of psychology's content domains and application.	Mastery in working knowledge of psychology's content domains. Ability to identify principal methods, events, perspectives, and figures. Mastery ability to describe applications of psychology. X	Satisfactory working knowledge of psychology's content domains. Adequate ability to identify principal methods, events, and figures. Satisfactory ability to describe applications of psychology.	Basic working knowledge of psychology's content domains. Some ability to identify principal methods, types of questions, events, or figures. Basic ability to describe applications of psychology.	Does not have a working knowledge of psychology's content domains. Cannot properly identify principal methods, events, or figures. Does not have a working ability to describe applications of psychology.

Catherine Zvey - Senior Showcase

Goal 2: Scientific Inquiry and Critical Thinking

Criteria	Exemplary	Proficient	Developing	Unacceptable
2.1 Use scientific reasoning to interpret psychological phenomena.	Mastery in use of scientific reasoning to interpret psychological phenomena.	Satisfactory use of scientific reasoning to interpret psychological phenomena. X	Basic use of scientific reasoning to interpret psychological phenomena.	Inability to use scientific reasoning to interpret psychological phenomena.
2.2 Incorporate sociocultural factors in scientific inquiry along with integrative thinking and problem solving.	Mastery ability to engage in innovative and integrative thinking and problem solving. Mastery ability to incorporate sociocultural factors in scientific inquiry. Demonstrates ability to analyze potential challenges in a study.	Satisfactory ability to engage in innovative and integrative thinking and problem solving. Satisfactory ability to incorporate sociocultural factors in a scientific inquiry. Adequate ability to analyze potential challenges in a study. X	Basic ability to engage in some innovative and integrative thinking or problem solving. Basic ability to incorporate sociocultural factors in a scientific inquiry. Ability to analyze some potential challenges in a study.	Inability to engage in innovative and integrative thinking or problem solving. Inability to incorporate sociocultural factors in a scientific inquiry. Inability to analyze possible challenges in a study.
2.3 Interpret, design, and conduct basic psychological research.	Mastery ability to interpret, design, and conduct basic psychological research.	Satisfactory ability to interpret, design, and conduct basic psychological research. X	Basic ability to interpret, design, and conduct basic psychological research.	Inability to interpret, design, or conduct basic psychological research.

Catherine Elvey - Senior Showcase

Goal 3: Ethical and Social Responsibility in a Diverse World.

Criteria	Exemplary	Proficient	Developing	Unacceptable
3.1 Apply ethical standards to evaluate psychological science and practice.	Mastery ability to apply ethical standards to evaluate psychological science and practice. Awareness of key regulations, principles and obvious violations. <i>X</i>	Satisfactory ability to apply ethical standards to evaluate psychological science and practice. Adequate knowledge of key regulations, principles and obvious violations.	Basic ability to apply ethical standards to evaluate psychological science and practice. Demonstrates some knowledge of key regulations, principles and obvious violations.	Inability to apply ethical standards to evaluate psychological science and practice. Little to no knowledge of key regulations, principles and obvious violations.
3.2 Build and enhance interpersonal relationships that build community. <i>N/A</i>	Mastery ability to build and enhance interpersonal relationships. Understanding of civility, individual differences, and honor code.	Satisfactory ability to build and enhance interpersonal relationships. Adequate understanding of civility, individual differences, and honor code.	Basic ability to build and enhance interpersonal relationships. Some understanding of civility, individual differences, or honor code.	Inability to build and enhance interpersonal relationships. Does not understand civility, individual differences, or honor code.

Catherine Zvey - Senior Showcase

Goal 4: Communication

Criteria	Exemplary	Proficient	Developing	Unacceptable
4.1 Demonstrate effective writing for different purposes. N/A	Mastery of effective writing for different purposes. Ability to express ideas appropriately, use proper grammar, APA style, and organization.	Satisfactory demonstrations of effective writing for different purposes. Adequately expresses appropriate ideas, uses proper grammar, APA style, and organization.	Basic demonstration of writing for different purposes. Some ability to express ideas, use proper grammar, APA style, or organization.	Inability to demonstrate effective writing for different purposes. Cannot express ideas, use proper grammar, APA style, or organization.
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4.3 Interact effectively with others.	Mastery of interacting effectively with others. Ability to identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, and respond appropriately. X	Satisfactory ability to interact effectively with others. Adequate ability to identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, and respond appropriately.	Basic ability to interact effectively with others. Some ability to identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, or respond appropriately.	Inability to interact effectively with others. Does not identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, or respond appropriately.

Catherine Zvey - Senior Showcase

Goal 5: Professional Development

Criteria	Exemplary	Proficient	Developing	Unacceptable
5.1 Exhibit self-efficacy and self-regulation.	Mastery exhibition of self-efficacy and self-regulation. Ability to recognize links to achievement, self-assess performance, and incorporate feedback for change. <i>X</i>	Satisfactory exhibition of self-efficacy and self-regulation. Adequate ability to recognize links to achievement, self-assess performance, and incorporate feedback for change.	Basic exhibition of self-efficacy and self-regulation. Some ability to recognize links to achievement, self-assess performance, or incorporate feedback for change.	Inability to exhibit self-efficacy and self-regulation. Cannot recognize links to achievement, self-assess performance, or incorporate feedback for change.
5.2 Enhance teamwork capacity. <i>N/A</i>	Mastery ability to enhance teamwork capacity. Ability to collaborate, develop stronger solutions, assess strengths and weaknesses, and devise strategies.	Satisfactory ability to enhance teamwork capacity. Adequate ability to collaborate, develop stronger solutions, assess strengths and weaknesses, and devise strategies.	Basic ability to enhance teamwork capacity. Some ability to collaborate, develop stronger solutions, assess strengths and weaknesses, or devise strategies.	Inability to enhance teamwork capacity. Cannot collaborate, develop stronger solutions, assess strengths and weaknesses, or devise strategies.
5.3 Develop meaningful professional direction for life after graduation.	Mastery ability to develop meaningful professional direction for life after graduation. <i>X</i>	Satisfactory ability to develop meaningful professional direction for life after graduation.	Basic ability to develop meaningful professional direction for life after graduation.	Inability to develop meaningful professional direction for life after graduation.



Name	Why did Moises Kaufman choose to not have Matthew Alex Keller--	Give a specific example of each- a stereotype, prejudice
Student 1	I think he left him out of the movie because it creates a strong impact of the notion that he is gone, he did die by the hands of 2 men. This trope can be used in a number of ways in addition to that, including Logan Blumhagen. I believe he did not choose to have Matthew Shepard appear as a character because they did not reenact any of the events that happened that night, but instead focused on the interviews that other people from around the	Many times gay people were profiled a certain way and the terms gay, les, or dyke were used in a derogatory manor and intended to point fun at someone which is an example of discrimination. There were also protests of gay people in regards to Stereotype - When the two men at the bar immediately categorized Matthew Shepard as a gay person.
Student 2		Prejudice - The man who was at the funeral who Stereotype- All gay people are trying to hit on everyone
Student 3	Because he wanted to show how much that event had an impact on the town without actually showing Matthew and who he was	Prejudice- People in Laramie are against gay people Discrimination- Random people showing up in the town to protest against gay people when they did not
Student 4	Matthew Shepard is not in this movie because he has already passed and so any depictions of himself would have been created from an outside source. There was no way to get a real description of himself or how he felt.	Stereotype - Gay men are sinners. Prejudice - Those who did not like Matthew because he was a homosexual. discrimination - The act of attacking Matthew for his sexuality.
Student 5	All of the scenes in the movie were after the event had happened, and maybe to respect the dead.	stereotype- all gays make moves on straight men; prejudice- the only thing gay men want to do is have sex; discrimination- abuse on the basis of sexuality
Student 6	The movie focuses on the aftermath of Matthew's murder and how the people of Laramie reacted to the murder. By not having Matthew Shepard appear as a character, it takes the focus away from the brutality of his murder and puts in on the response and action To focus instead on the people of Laramie and how they reacted to Matthew's murder. Along with this, he wanted to convey how powerful Matthew's absence was- how even though he's not in the play he still plays an important role.	Stereotype- That all gay men are distinguishable from straight men because they are flamboyant or have other clear distinguishers Prejudice- Aaron and Russel's dislike for gay men Discrimination- Treating gay people in Laramie Stereotype- That small towns are automatically small minded or bigoted (many people of Laramie broke that stereotype in their response to Matthew's murder)
Student 7	I believe Moises Kaufman chose not to have	Prejudice- Many people felt that homosexuality is a
Student 8	Matthew Shepard appear as a character in the movie out of respect for his rights and dignity. While the film was obviously focused on the beating and death of Matthew Shepard, it was much more focused on the	A stereotype of gay people in the film is that they all carry AIDS and are affecting people with aids. One woman in an interview called Matthew disgraceful because he supposedly spread AIDS and a group of civilians had signs talking about how gay people

Student 9	It was probably an strategy he used to avoid judgements against him for the way he apparence looks rather than for his tragic story that shock a whole town.	stereotype, parents will do anything for their childs prejudice, gays are annoying people (homophobia) discrimination, killing and bullyng a gay person.
Student 10	Because he wanted to focus on the people of Laramie and their responses to the hate crime	Stereotype- stereotype of homosexuals in the town of Laramie Prejudice- some of the people in the town of Laramie showed prejudice towards the members of the LGBTQ community
Student 11	It made it more impactful that way. It made it feel like matthew represented the entire LGBTQ community, it wasn't just about matthew.	A stereotype- gay men are feminine, discrimination- many people did not take the teacher's class because she was a lesbian women, prejudice- people assumed that the teacher was a bad woman because she was gay.
Student 12	Because he wanted to focus on the people of Laramie and their responses to the hate crime	Stereotype- stereotype of homosexuals in the town of Laramie Prejudice- some of the people in the town of Laramie showed prejudice towards the members of the LGBTQ community
Student 13	One, because he was murdered from the injuries he received during the attack, but also because he was respecting his parents wishes to be left alone by the media to focus all their thoughts on Matthew. Having quotes said by Matthew throughout the movie was an	A stereotype in the movie is the thought that the men who attacked Matthew had in the beginning, that they thought he was coming onto them because he was gay, when he was just a friendly person.
Student 14	He chose to not have Matthew appear as a character in the movie because Moises believed the most exciting narratives are the ones that are a combination of many different points of view, and many different people who tell it.	Discrimination in the movie would again be the men stereotype - many thought that gays aren't in small towns such as Laramie, but they are. prejudice - Reverend Fred Phelps, who believes deeply that homosexuality is wrong that he preaches that God Himself has hate.

How do the people in the movie stand up to hatred and bigotry? By standing up for themselves or others and not giving up even as the hatred thickens. I think the teacher who came out as gay first is the most courageous because she created a safe space for others to come to for support or even to know they

The people in the movie stand up to hatred and bigotry by speaking out about the events that happened and how wrong they were. I believe that the most courageous person in this sense was Matthew Shepard's father, because even though he stood up for Matthew and did a protest walk during the town parade. The person that I thought was the most courageous was Romaine because she wanted to stand up against the out of town protesters and not have all of that hate be on the town. Most people in this movie were very against the hatred and bigotry that had been broadcasted by the attack. Although some were not fond of Matthew, they still believed what had happened was very wrong.

Many of them reached out to the Shepherd family, blocked protestors from the funeral, and have a theatre play to raise awareness. I think the best thing was the angels blocking protestors from the funeral, as it is literally standing against the hatred and bigotry. I think that Matthew's dad stood out to me the most because of his court statement. I think that there are a variety of ways that people can respond to hatred and bigotry when they witness it, but I think it can be even more difficult to face your son's murderer and

They stand up to hatred and bigotry by speaking out and working to draw attention to the injustices occurring. I found Romaine Patterson to be the most courageous because she went up against big organizations like the Westboro Baptist Church and the American Family Association. Many people stood up to hatred and bigotry in the parade, in which many people walked for Matthew Shepard. There were a large amount of people who joined the parade to support Matt. Additionally, elsewhere in the world there were protests against

Do you think the Laramie phrase "live and let live" was useful? I think the concept itself can be useful-- let other people live their lives. But, I don't think they truly believe this or act upon this statement. If it were true, Matthew would not have been beaten to death for going out to a bar and living his own life. Especially at

I think that most people in Laramie lived by that mantra. However, throughout the film, we see many interviews of people who definitely have prejudicial views against minorities, specifically gay people. I feel like this phrase was majority true for the people in Laramie but not for all and that was definitely shown in the movie that people were judging others. I think that this kind of event could happen anywhere in the US because there are always going to be people who have a hateful opinion of other groups throughout the town. I believe this type of hate crime could have happened anywhere in the US. No matter the area, there will be differing opinions and any conflict

I think little towns like this think they have this uniqueness to them, this "home" feeling that is original, but I think it can be applied to any small town in the US.

I think that the belief of "live and let live" was true to a certain extent in Laramie. The people there may have let gay people (or people different from themselves) live side by side with them, but it was only so long as they didn't talk about their sexuality or their lifestyle. I do not think the phrase was true. They claimed to have the idea that if you don't bother me I won't bother you, but then Matthew was killed for just living his life as a gay man. I think this could have happened anywhere in the US. Hatred and bigotry are everywhere. I do not think that the people of Laramie followed the phrase "live and let live." If they were following this phrase then Matthew Shepard and other gay individuals in the town would have been able to live their life freely without threat of violence against

The one character that I was impressed due to his character was matthew's father, who gave a speech in which he decided to forgive the guy who murdered his son, as a symbol of reconciliation and compassion.

I think the most courageous person in the movie was matthew's father who stood up to the hatred by allowing Aaron to live and not be sentenced with the death penalty. This showed great courage as he wanted him to die but he didn't believe that anyone

Most of the people stood up against the hate. It was amazing. I loved the story about the man that was in the hospital, how he explained the pride he was feeling when he saw all of those people march in the parade for matthew. I thought all of the characters

I think the most courageous person in the movie was matthew's father who stood up to the hatred by allowing Aaron to live and not be sentenced with the death penalty. This showed great courage as he wanted him to die but he didn't believe that anyone

I think most people in the movie said they would stand up to the hatred & bigotry when they were asked about it, but after that I don't think most gave it a second thought. Although people like Stephen Johnson were the ones who really took the tragedy to

They try to become more knowledgeable about the gay community and get others to accept. Jedidiah Schultz was a person I find to be courageous in this regard. Schultz expressed his regret for the homophobia he used to have. He also works to

I think that the phrase was definitely not true, and what happened to Mathew was a sign of it, how people weren't able to tolerate the differences from the others. Also, I think that this could have happen anywhere in the U.S, but there are some states(more

This phrase of live and let live was tolerant of LGBTQ people but it forced them to keep their sexual identities to themselves as many people in the town were uncomfortable with this lifestyle and some even disgusted by it.

I think it was a way to keep everyone quiet. No one talks about the discrimination, they just ignore it. I think this could have happened anywhere in the US, and it has happened!

This phrase of live and let live was tolerant of LGBTQ people but it forced them to keep their sexual identities to themselves as many people in the town were uncomfortable with this lifestyle and some even disgusted by it.

I think their phrase live and let live is fairly true for them because they pretty much all explained that for the most part they stay out of each other's business, but I don't think there was anything special about Laramie. I think this kind of crime could have

I think it was true for some people of the town. I do not believe this was something unique to Laramie, this could have happened anywhere in the US.

Do you think the phrase "live and let live" is true in the I want to think that it is and I do believe some people attempt to live by this statement. However, I don't think it is the case all of the time. There is a lot of hypocrisy when it comes to a statement like this, because people want to be bale to do what they want I think that it is and isn't true at the same time. Many people in the country are okay with letting people live whatever life they like, while a smaller percentage of people are still very discriminatory towards people who are different.

Looking at the code of conduct for psychologists, how I think they did a good job with the justice principle because they were able to not only hold the murderers accountable, but they had plans thereafter to continue to educate communities and prevent further events such as this one from happening I think that the psychological community should have reacted with a lot of sadness, and looked for justice for Matthew Shepard. However, they also had to respect the ideas of fidelity and keep personal information private.

For the most part yes but there are still strongly close minded people who will discriminate and judge and there is not getting away from it because we live in a world where we can believe what we want to believe

They should have reacted like principle E which is respect for peoples rights and dignity because that is the way we should work as a world and if you do not want it done to you the you don't do it to other people The psychological community should have gone over the respect for people's rights and dignity. Privacy was very important to keep as the families involved in this attack were all well known. Additionally, privacy was important for Matthew as he was in the hospital.

I think it is becoming more true for the younger generations in the US, but some older generations still have the tendency to stick their nose into other people's business and broadcast their opinions.

No, many people do not keep to themselves most of the time.

I think that it is very true in the United States today; however, people who live by this think that they are being accepting of others when in reality they are not at all. The concept of letting others live as they please "as long as it doesn't bother me", "as long as I I don't think we are there yet, but there is a push towards it. There are still people who are prejudice and discriminate based on things like race, gender, sexuality, etc. However, there are strong movements (BLM, MeToo, etc.) that are calling these people out I believe that the phrase "live and let live" is much more applicable to the United States today. Younger generations are much more accepting of all peoples and are able to let others live their lives freely. However, there is still widespread hatred and bigotry

Principle D - justice

Presenting the facts of the case shows a clear lack of respect for Matthew's rights and dignity, a major ethical principal of psychologists. However, because psychologists must show the same respect and care for all people, I think they should have sought to I think the psychologists community should have reacted in a way to educate the members of the community. Clearly, the community thought they were open minded with their "live and let live" motto. However, it was not being put into practice. The I think that the psychological community needed to react with care and support for the family and friends of Matt, as well as the citizens of Laramie. There are multiple things that psychologists must consider when providing support to a community such as

With some of the recent incidents, like the death of Geroge Floyd I think that the phrase is not fully true today.

I think that our society is becoming better at applying this philosophy to our lives but I think there will still always be people who concern themselves with the lives of others for no reason and feel the need to do something about it

It is dependent on the person. We can wish that everyone is excepting of one another, but unfortunately some people are uneducated, not open minded, and are filled with hate for the fun of it.

I think that our society is becoming better at applying this philosophy to our lives but I think there will still always be people who concern themselves with the lives of others for no reason and feel the need to do something about it

For the most part no. I think in today's time there are still a lot of people who are all up in everyone's business and if someone is different than them or thinks differently than them, then they are wrong. I think we are slowly starting to shift from this mindset,

I believe this phrase is true in some areas of the US. People are becoming more accepting of others and how they choose to live their lives, but not everyone in the US believes this phrase.

they should have use this case to analyze the causes that end up provoking the agression, and try to improve or fix the behaviors though programs that enhance tolerance and respect

Obviously this situation is enraging for anyone but psychologists should stand to protect others from this ever happening again. Promoting justice and integrity to and for all the members of the LGBTQ community and standing up for what is right.

They should provide hotlines for the LGBTQ community to talk about their concerns, host educational talks about how being gay is biological and not some "sinful" act, and give recourses for counseling.

Obviously this situation is enraging for anyone but psychologists should stand to protect others from this ever happening again. Promoting justice and integrity to and for all the members of the LGBTQ community and standing up for what is right.

I believe that psychologists should have reacted by supporting the gay, lesbian & bisexual community's & used their knowledge of psychology to increase people's understanding of why it is so important we work together & why everyone really is not so

Went around asking people their views on the event that happened and studied their reasons for believing what they believe.

As a student of psychology, what can you do to "build and enhance interpersonal relationships that build community"?

I think I can teach and live by the principles of psychology to the best of my ability. In terms of those who identify as a member of the LGBTQ+ community, I'm already a huge supporter by I try my best to dethrone people who still make derogatory
I think that as a student of psychology, and specifically a student of this class, I learn a lot about what makes people feel strong social connections as well as what makes people withdraw or feel less comfortable in social conditions. Using these tools

Educate people and be open to new things in the world and try to understand other peoples feelings without judging them at all.

When working with others, it is important to get everyone to feel important and like their opinions/values matter. Also, getting everyone to feel like they are one big group rather than "cliques" within the group will enhance the community that is

Educate when I can and keep emotions out of the picture

I think that it is important to not only remain open-minded but truly be interested in cultivating positive relationships with a variety of different people in your environment. Building relationships with many different kinds of people and being involved in Education is always important. For example, educating members of the community on women's rights in order to help bridge the gap between those two communities (men and women). Or, pointing people towards resources to help educate. For
I believe that in order to help "build and enhance interpersonal relationships that build community" support is very important. As a psychologist, building a level of trust is very important when working with individuals. Trust can lead to increased honest

interact with people with amability, respect and try to make fair arrangements between the other members to create clear rules and duties within the community.

I think that doing things like jointing organizations such as the angels in America group would enhance relationships that build community. Also other organizations such as Guide here on campus that promote diversity and inclusion.

Be excepting of everyone and support diversity, try to share my knowledge, and hold people accountable when/if they say derogatory or discriminatory things.

I think that doing things like jointing organizations such as the angels in America group would enhance relationships that build community. Also other organizations such as Guide here on campus that promote diversity and inclusion.

I believe hosting events where anyone can join & participate is key so that everyone can work together and be together. I also think having events or get togethers where everyone can embrace their uniqueness and share w/ others is also very

Spread awareness on topics that are important issues that are typically not discussed enough. Have group meetings that people can attend to learn new information on such topics.