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WILLIAM WOODS  
UNIVERSITY

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**Master of Education in EQS Annual Assessment  
2017-2018**

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# Graduate Annual Assessment 17-18

## Master of Education in Equestrian Education

### Program Profile

#### Program Mission

The Equestrian Education Master's Program degree is designed to help students currently employed in the equine industry gain the field pedagogy skills needed to make the transition from equestrian professional to equestrian educator.

#### Program Demographics

##### Total Enrollment 2016-2017

20

##### Total Enrollment 2017-2018

21

##### Incoming Students 2016-2017

4

##### Incoming Students 2017-2018

2

#### Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research*

EQE\_Masters\_17\_18\_Enrollment\_Data.xlsx

#### Reflection on Demographic Data

*Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.*

We are in desperate need of a strong marketing program.

#### Program Delivery

Cohort

Online (selected)

Hybrid

Cohort and Online

#### External Accreditation

*Does the program hold external accreditation?*

Yes

No (selected)

#### If yes, state the name of the organization.

*Along with the name of the organization, please note the date of approval, and the date of review.*

n/a

## Program Objectives

### Standard/Outcome

Identifier	Description
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	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.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	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.

### Additional Standards/Outcomes

Identifier	Description
<b>MED EQS 2018.1</b>	Equestrian educators are committed to students and their learning
<b>MED EQS 2018.2</b>	Equestrian educators know the subjects they teach, how to teach them and how to manage and monitor student learning
<b>MED EQS 2018.3</b>	Equestrian educators facilitate and inspire student learning, and creativity
<b>MED EQS 2018.4</b>	Equestrian educators design and develop best practices, learning experiences and assessments
<b>MED EQS 2018.5</b>	Equestrian educators engage in professional growth and leadership

## Curriculum Map

A - Assessed  
R - Reinforced  
I - Introduced  
M - Master

### Equestrian Education

	EDU 543	EQE 530	EQE 546	EQE 550	EQE 562	EQE 574	EQE 576	EQE 582	EQE 587
<b>MED EQS 2018.1</b> Equestrian educators are committed to students and their learning	R	A	R	A	R	R	R	R	A
<b>MED EQS 2018.2</b> Equestrian educators know the subjects they teach, how to teach them and how to manage and monitor student learning	R	R	A	R	R	R	R	R	A
<b>MED EQS 2018.3</b> Equestrian educators facilitate and inspire student learning, and creativity	R	R	R	R	R	R	A	R	A
<b>MED EQS 2018.4</b> Equestrian educators design and develop best practices, learning experiences and assessments	R	R	A	R	R	R	R	R	A
<b>MED EQS 2018.5</b> Equestrian educators engage in professional growth and leadership	R	R	R	R	A	R	R	A	A

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Equestrian Education

MED EQS 2018.1 Equestrian educators are committed to students and their learning					
Assessment Measures					
EQE 530	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Class Assignment	Has the criterion Assignment: Teaching practical skills in non-traditional classrooms. 75% of students score at 80% or better been met yet? Met		EQE53001OLC17183A_Grades_Teaching_practical_skills.xlsx EQE53001OLC17182A_Grades_teaching_practical_skills.xlsx	
EQE 867					

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Assignment: Benchmarks and assessments. At least 75% of students will score greater than 80%. been met yet? Met		EQE58701OLC17183A_Grades_benchmarks_and_assessments.xlsx EQE58701OLC17182A_Grades_benchmarks_and_assessments.xlsx	

MED EQS 2018.2 Equestrian educators know the subjects they teach, how to teach them and how to manage and monitor student learning

Assessment Measures

EQE 546				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Class assignment: Bloom's Taxonomy and Learning Objectives. 75% of students score greater than 80% on assignment. been met yet? Met		EQE54601OLC17184A_Grades_learning_objectives.xlsx EQE54601OLC17183A_Grades_learning_objectives.xlsx	

EQE 587				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Assignment: Formative assessments. At least 75% of students will score greater than 80%. been met yet? Met		EQE58701OLC17183A_Grades_formative_assessment.xlsx EQE58701OLC17182A_Grades_formative_assessments.xlsx	

**MED EQS 2018.3 Equestrian educators facilitate and inspire student learning, and creativity**
**Assessment Measures**

<b>EQE 576</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Assignment: Creative teaching tools. At least 75% of students will score greater than 80%. been met yet? Met		EQE57601OLC17184A_Grades_creative_teaching.xlsx EQE57601OLC17183A_Grades_creative_teaching.xlsx	
<b>EQE 587</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Assignment: Creating content. At least 75% of students will score greater than 80%. been met yet? Met		EQE58701OLC17182A_Grades_creating_content.xlsx EQE58701OLC17183A_Grades_creating_content.xlsx	- Revision of Program Objectives: This objective is confusing as currently written: does it address creative teaching, or creative output to demonstrate student learning? Suggest revision of objective verbiage: "Equestrian educators facilitate and inspire student learning through creative instruction."

**MED EQS 2018.4 Equestrian educators design and develop best practices, learning experiences and assessments**
**Assessment Measures**

<b>EQE 546</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Class Assignment	Has the criterion Final assignment: development of a ten-lesson sequence of lesson plans for a specific riding-lesson situation. 75% of students score at 80% or better been met yet? Met		EQE54601OLC17184A_Grades_10_lesson_plan.xlsx EQE54601OLC17183A_Grades_10_lesson_plan.xlsx	- Revise Program Benchmark: This final assignment is the culmination of a draft early in the term, and then refinement throughout. Therefore, the benchmark score could be more rigorous: 75% of students score at 85% or better
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<b>EQE 587</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Assignment: Differentiation. At least 75% of students will score greater than 80%. been met yet? Met		EQE58701OLC17183A_Grades_Differentiation.xlsx EQE58701OLC17182A_Grades_Differentiation.xlsx	- Revise Program Benchmark: Differentiation is essential in teaching both in the classroom and in the riding arena. Because of this, differentiation is the focus of several assignments in different classes across the program. Therefore, the benchmark could be more rigorous: At least 75% of students will score greater than 80%.

**MED EQS 2018.5 Equestrian educators engage in professional growth and leadership**

Assessment Measures

<b>EQE 582</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>



Direct - Class Assignment	Has the criterion At least 75% of students earn a score of 85% or higher. been met yet? Met		EQE58201OLC17184A_G rades_final_project.xlsx EQE58201OLC17183A_G rades_final_project.xlsx	
<b>EQE 587</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Assignment: Final project, development of 16-week undergraduate course. At least 75% of students will score greater than 80%. been met yet? Met		EQE58701OLC17183A_G rades_capstone.xlsx EQE58701OLC17182A_G rades_capstone.xlsx	- Revise Program Benchmark: Students in the capstone final project work throughout the term in close collaboration with fellow classmates and the course facilitator, which should result in a very clean and complete final project. Therefore, the benchmark score could be more rigorous: At least 75% of students will score greater than 85%.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

MED EQS 2018.3 Equestrian educators facilitate and inspire student learning, and creativity	
Improvement Narrative	<b>EQE 587</b>
	<b>Improvement Type</b>
	Revision of Program Objectives
	This objective is confusing as currently written: does it address creative teaching, or creative output to demonstrate student learning? Suggest revision of objective verbiage: "Equestrian educators facilitate and inspire student learning through creative instruction."

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**MED EQS 2018.4 Equestrian educators design and develop best practices, learning experiences and assessments**

Improvement Narrative	<b>EQE 546</b>	
	<b>Improvement Type</b>	<b>Summary</b>
	Revise Program Benchmark	This final assignment is the culmination of a draft early in the term, and then refinement throughout. Therefore, the benchmark score could be more rigorous: 75% of students score at 85% or better
	<b>EQE 587</b>	
	<b>Improvement Type</b>	<b>Summary</b>
	Revise Program Benchmark	Differentiation is essential in teaching both in the classroom and in the riding arena. Because of this, differentiation is the focus of several assignments in different classes across the program. Therefore, the benchmark could be more rigorous: At least 75% of students will score greater than 80%.

**MED EQS 2018.5 Equestrian educators engage in professional growth and leadership**

Improvement Narrative	<b>EQE 587</b>	
	<b>Improvement Type</b>	<b>Summary</b>
	Revise Program Benchmark	Students in the capstone final project work throughout the term in close collaboration with fellow classmates and the course facilitator, which should result in a very clean and complete final project. Therefore, the benchmark score could be more rigorous: At least 75% of students will score greater than 85%.

**Assessment List**

## Program Activities

### Student Accomplishments

### Faculty Accomplishments

### Alumni Accomplishments

*Recent graduates only*

### Professional Development Opportunities

*List professional development opportunities made available to faculty during the academic year.*

### Professional Development

*Upload any documentation supporting the professional development offered.*

## Assessment Rubric

	<b>Assessment Reflects Best Practices</b>	<b>Assessment Meets the Expectations of the University</b>	<b>Assessment needs Development</b>	<b>Assessment is Inadequate</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Detailed, measurable program learning objectives</li> <li>Objectives are shared with students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>Measurable program learning objectives.</li> <li>Learning objectives are available to students.</li> </ul>	<ul style="list-style-type: none"> <li>Program learning objectives are identified and are generally measurable</li> </ul>	<ul style="list-style-type: none"> <li>Program learning objectives are not clear or measurable</li> </ul>
<b>Assessment Measures</b>	<ul style="list-style-type: none"> <li>Multiple measures are used to assess a student-learning objectives.</li> <li>Rubrics or guides are used for the measures.</li> <li>All measurements are clearly described.</li> <li>External evaluation of student learning included.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment measures relate to program learning objectives.</li> <li>Various measures are used to assess student learning.</li> <li>Measures chosen provide useful information about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment focuses on class content only.</li> <li>Minimal description of how the assessment relates to the objective.</li> <li>Minimal assessment measures established.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment measures not connected to objectives.</li> <li>Assessment measures are not clear.</li> <li>No assessment measures are established.</li> </ul>

<b>Assessment Results</b>	<ul style="list-style-type: none"> <li>• All objectives are assessed annually, or a rotation schedule is provided.</li> <li>• Data are collected and analyzed to show learning over time.</li> <li>• Standards for performance and gaps in student learning are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Most objectives assessed annually.</li> <li>• Data collected and analyzed showing an annual snapshot of student learning.</li> <li>• Data are used to highlight gaps in student learning.</li> <li>• Some data from non-course based content.</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected for at least one program objective.</li> <li>• Data collection is incomplete.</li> <li>• Gaps in student learning not identified.</li> <li>• Lacking external data to support course data.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives are not routinely assessed.</li> <li>• Routine data is not collected.</li> <li>• No discussion on gaps in student learning.</li> <li>• No use of external data to support student learning.</li> <li>• Assessment data not yet collected.</li> </ul>
<b>Faculty analysis and Conclusions</b>	<ul style="list-style-type: none"> <li>• Data is shared that incorporates multiple faculty from the program.</li> <li>• Discussions on data results incorporate multiple faculty.</li> <li>• Opportunities for adjunct faculty to participate.</li> <li>• Includes input from external sources when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple program faculty receive assessment results.</li> <li>• Assessment results are discussed</li> <li>• Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal faculty input about results is sought</li> <li>• Data not used to determine success or not to the objective.</li> <li>• Minimal conclusions made.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty input is not sought.</li> <li>• Conclusions about student learning are not identified.</li> <li>• N/A Program recently started or too few graduates to suggest any changes.</li> </ul>
<b>Actions to Improve Learning and Assessment</b>	<ul style="list-style-type: none"> <li>• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included.</li> <li>• Changes to assessment are inclusive of multiple faculty.</li> <li>• Description of changes is detailed and linked to assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided.</li> <li>• Changes to assessment measures is highlighted.</li> <li>• Changes are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• At least one change to improve learning or assessment is identified.</li> <li>• The proposed action(s) relates to faculty conclusions about areas for improvement.</li> <li>• Adjustments to the assessment are proposed but not clearly connected to data</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking actions to improve student learning.</li> <li>• Actions discussed lack supportive data.</li> <li>• Lacking discussion of the effectiveness of the assessment plan</li> </ul>

